


Year 7 Knowledge Organiser

Term 3

This booklet contains some of the key content we want the students to learn this term. Knowledge Organisers are placed in the relevant Google Classroom.

How students and parents can use a Knowledge Organiser to maximise learning:

- 
- Pick a subject to recall and memorise
 - **Look** at the pages for that subject
 - **Read** the page information for that subject
 - **Cover** the page of information
 - **Write** the information for that subject from memory
 - **Check** what you have written. Correct mistakes and add anything you have missed
 - Your teacher will **quiz** you in class to see what you can recall
 - **Repeat** the process over time and focus on the information you keep missing or make mistakes on

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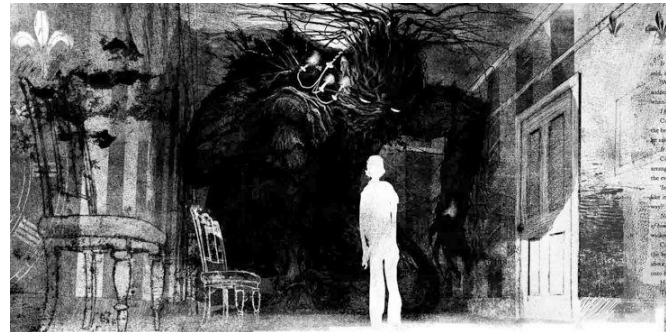
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A Monster Calls– Monoprinting Project

Assessment Objectives:

- A01 – Developing ideas through research
- A02 – Using resources, experimenting with different media and ideas
- A03 – Recording ideas (photos & drawings)
- A04 – Personal response

Examples of Monoprinting:



Useful Links:

- https://www.youtube.com/watch?v=q12_7tec0zk- How to monoprint Video
- <https://www.tate.org.uk/art/art-terms/m/monoprint>

Overview of Topic

In this project you will explore the work of Jim Kay an illustrator famous for his work in the book 'A Monster Calls' and Harry Potter. You will learn the process of creating a Monoprint.

Retrieval Practise: In this topic you will combine your knowledge of how to create an Artist Research page (a key GCSE skill) and how to use key artistic elements of **shape, tone, line** and **texture**. You will apply these to your new printing making technique to create your own monoprint based on key scenes from 'A Monster Calls'.

Keywords

Monoprinting	The monoprint is a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals.
Blotting	To dry an area of ink/ wet substance using absorbent materials e.g newspaper.
Mark Making	Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.
Texture	The feel, or appearance, or consistency of a surface or substance. Such as rough, smooth, bumpy.
Tone	In Art, tone refers to the lightness or darkness of a colour. The shadows and highlights.
Illustration	An illustration is a decoration, interpretation, or visual explanation of a text, concept, or process, designed for integration in print and digitally published media, such as posters, flyers, magazines, books, teaching materials, animations, video games and films.

How to create a Monoprint:

Make sure you have all your equipment and station ready for printing:



Make sure your table is covered, and then lay your plate (acetate/plastic/glass) down flat on top.



Using only a pea-sized amount of the ink, roll the ink out over the plate. Spread the ink as evenly as you possibly can.



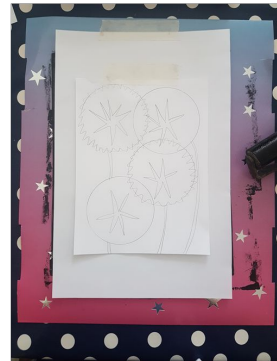
Use a piece of scrap paper, a news paper page or magazine page to remove excess ink. This will allow you to achieve a cleaner print. Use the palms of your hands to rub the back of the sheet.



Carefully remove the scrap sheet and bin it. Your plate is now ready to be used for printing.



Lay a clean A4 sheet down on top of your inked plate. Lay it down without pressing the paper to the plate. Use a piece of tape to secure it.



Lay your design/drawing on top of the blank paper, as centrally as possible, and also secure it with a piece of tape.



Use a normal biro or pen and trace over your drawing with it. Lean heavily on it, this will help to transfer the ink. Avoid leaning fingers or hands on the page!



Once you have traced your entire image, carefully remove your drawing.



Use a piece of scrap paper, a news paper page or magazine page to remove excess ink. This will allow you to achieve a cleaner print. Use the palms of your hands to rub the back of the sheet.

Keywords

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Endangered Animals - Zentangle watercolour piece

Overview of Topic

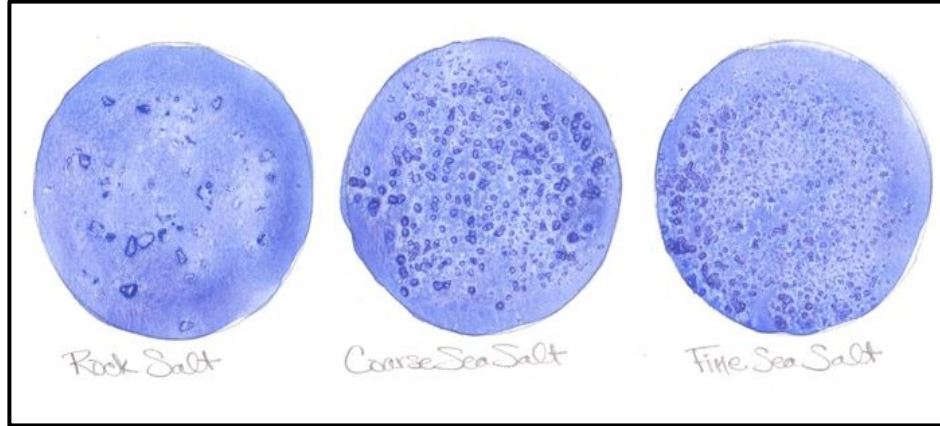
In this project you will research an endangered animal and explore different media's to highlight the issues of climate change. You will learn the process of using salt as a resist from watercolour paints, how to create zentangle patterns and the best compositions for your work to be displayed.

Retrieval Practise: In this topic you will combine your knowledge of **shape** and **proportion**. You will apply these to your new skills working with zentangle patterns. You will add habitat element with the zentangle pattern as well as some elements that have added to the endangerment with these animals. For example, a turtle may be surrounded by corals as they live in this underwater environment but there may also be plastic bags, straws and can holders.

Assessment Objectives:

- A01 – Developing ideas through research of endangered animals
- A02 – Using resources, experimenting with different media and ideas
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Background examples:



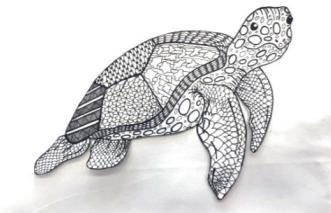
Climate change describes a change in the average conditions – such as temperature and rainfall – in a region over a long period of time.

NASA scientists have observed Earth's surface is warming, and many of the warmest years on record have happened in the past 20 years.

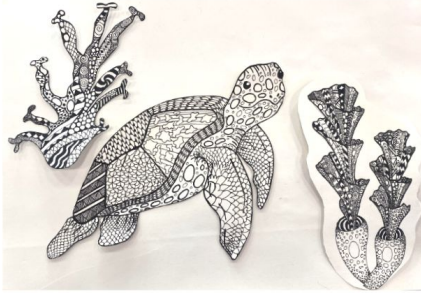
Keywords

Endangered	Something that is at serious risk of extinction.
Resist	To withstand the action or effect of something.
Zentangle	A Zentangle is a miniature abstract work of art created by a collection of patterns.
Habitat	The natural home or environment of an animal, plant, or other organism.

Miss Cass's Examples



Main Animal



Background Shapes

Useful Links:

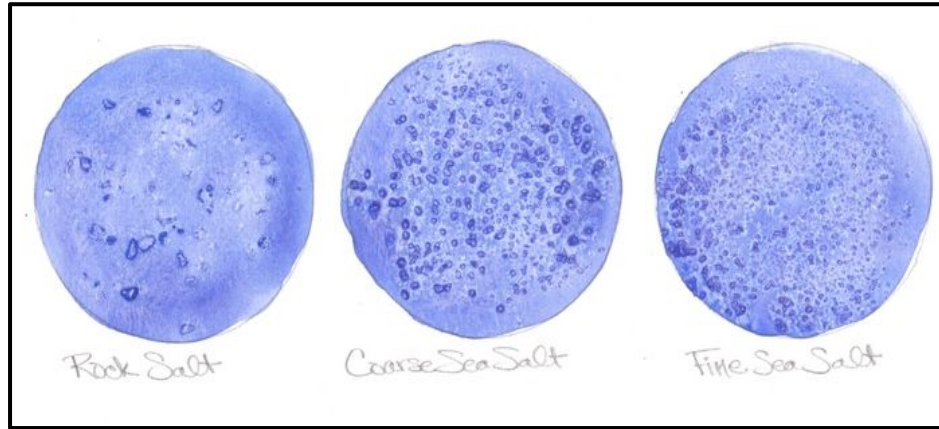
<https://www.bbc.co.uk/iplayer/episode/m0016t0b/our-c-hanging-planet-series-1-episode-1>

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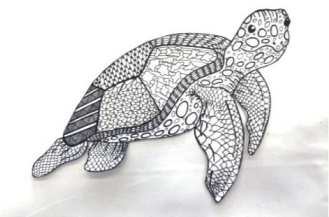
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Binary

- Binary is a number system made up of 1s and 0s
- There are only two possibilities, so this is a base two number system
- Computers use binary because the CPU contains transistors, which are either on or off

Hexadecimal

- Hexadecimal is a number system using 0,1,2,3,4,5,6,7,8,9,A,B,C,D,E,F
- There are 16 possibilities, so this is a base sixteen number system
- Binary strings are long and difficult to work with. Hex is shorter
- Hex is easily converted to binary as there is 1 hex digit per nibble.
- Hex is less prone to error

Converting Binary to Hex

8	4	2	1	8	4	2	1
0	1	1	0	1	1	0	1
$4 + 2 = 6$				$8 + 4 + 1 = 13$			
6				D			

Converting Between Denary and Binary

128	64	32	16	8	4	2	1
1	0	0	0	1	0	1	1

Converting Denary to Hexadecimal

$62 \div 16 = 3 \text{ R } 14$
 $3 \div 16 = 0 \text{ R } 3$
 3 14
 3 E

Units of Data Storage

- Bit
- Nibble - 4 bits
- Byte - 8 bits
- Kilobyte (KB) - 1,000 bytes
- Megabyte (MB) - 1,000 KB
- Gigabyte (GB) - 1,000 MB
- Terabyte (TB) - 1,000 GB
- Petabyte (PB) - 1,000 TB

Truth Tables

- Used to show the output of logic gates or logic circuits.
- To create a truth table:
 - Calculate how many rows are needed (2^{number of inputs})
 - So 4 inputs would need 24 or 16 rows
 - List the values for each input
 - Work through the diagram to complete the output for each possible input

Number Systems and Logic

The AND Gate

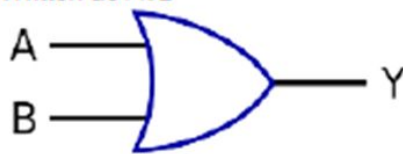
- Will output 1 if both A and B are 1.
- Will output 0 if either A or B is 0.
- Written as $A \wedge B$



A	B	$A \wedge B$
0	0	0
0	1	0
1	0	0
1	1	1

The OR Gate

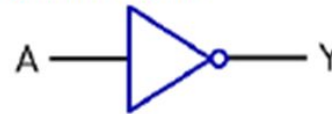
- Will output 1 if either A or B are 1
- Will output 0 if both A and B are 0
- Written as $A \vee B$



A	B	$A \vee B$
0	0	0
0	1	1
1	0	1
1	1	1

The NOT Gate

- Has a single input
- Inverts the input (1 becomes 0 and 0 becomes 1)
- Written as NOT A



A	NOT A
0	1
1	0

Key Terms

- Logic Gate – components which compare one or more inputs based on a logical function to provide a single output.
- Logic Diagram – a diagram showing one or more logic gates.
- Transistor – components contained in the CPU which can be either on or off.
- Truth Table – a table representing the possible outputs of a logic gate or diagram
- Logic Circuit – two or more logic gates used together one after the other
- Binary – a number system containing two symbols, 0 and 1. Also known as Base 2

DANCE BY CHANCE



Dance by chance is a method that can be used to create a **motif**. It is a method that was founded by Merce Cunningham and John Cage in the 1950's.

Here are some examples of how the chance operations can be used; dice, playing cards, numbers etc..

The different elements of the choreography (e.g. movements, choreographic devices etc) are all chosen completely at random before being put together to create a motif.

Endpoint

Over the next term you will understand and apply a range of choreographic skills to taught and created motifs. This will be completed through learning and developing set motifs, as well as creating your own movement using the Chance Method of Merce Cunningham. You will be expected to understand and apply the choreographic skills, as well as evaluate your progress.

Reminder

Dance club for will take place on Monday's 3-4pm in the Dance Studio.

Motif	A set phrase of movement that can be repeated and developed
Choreography	A method of creating your own movement
Choreographic Intention	The aim of the dance, what the choreographer aims to communicate
Motif developments	Methods used to vary/develop a movement phrase
Retrograde	To perform a motif in a reverse order
Fragmentation	To re-order the motif

Home Learning Tasks

Rehearse the taught motifs

Create an 8/16 count motif

Revise the keywords

Health & Safety in dance

Exercise in safe spaces. Be mindful of others.

Keep your head up and know what is around you.





Warm up properly including stretching your muscle.

Bend your knees when you land from jumps.

Make sure that liquids are kept well away from the dance surface.

Remove jewellery and wear suitable clothing.

Be respectful and compassionate to others.

Structure <i>The ways in which a dance is made, built, ordered or organised.</i>		Motif <i>A movement phrase encapsulating an idea that is repeated and developed throughout the dance</i>		Motif Development Change the: <ul style="list-style-type: none"> • Level • Direction • Size • Dynamic 			
Binary	AB	Communication of Intent <i>Choreographic Intention: The aim of the dance; what the choreographer aims to communicate.</i> <ul style="list-style-type: none"> • Mood(s) • Idea(s) • Style/Style Fusion • Meaning(s) • Theme(s) 		 Aural Settings  <i>An audible accompaniment to the dance</i> <ul style="list-style-type: none"> • Song • Instrumental • Orchestral • Found sound • Silence • Spoken word • Natural sound • Body percussion 			
Ternary	ABA	CHOREOGRAPHY Year 7				Aural Setting – Effects on choreographic outcomes <ul style="list-style-type: none"> • Mood • Atmosphere • Contrast • Variety • Structure • Relationship to theme/idea 	
Narrative	ABC						
Episodic	A B C D						
Arch	ABCBA						
Rondo	ABACADA						
Choreographic Devices <i>Methods used to develop and vary material.</i> <ul style="list-style-type: none"> • Repetition • Climax • Highlights • Manipulation of • Contrast • Unison • Canon • Motif and 		Choreographic Processes <i>Activities involved in creating dance</i> <ul style="list-style-type: none"> • Researching • Improvising • Selecting • Developing • Structuring • Refining • Generating 		Dynamics <i>How?</i> <ul style="list-style-type: none"> • Fast/Slow • Sudden/Sustained • Strong/Light • Direct/Indirect • Flowing/Abrupt • Acceleration/Deceleration 			
 Action <i>What?</i>  <ul style="list-style-type: none"> • Travel • Turn • Elevation • Gesture • Stillness • Use of different body parts • Floor work 		Space <i>Where?</i> <ul style="list-style-type: none"> • Pathways • Levels • Directions • Patterns • Spatial design • Size of movement 		Relationships <i>With?</i> <ul style="list-style-type: none"> • Lead & Follow • Mirroring • Action/Reaction • Accumulation • Counterpoint • Complement & Contrast • Contact • Formations 			

Design and Technology

Materials and their Properties: Polymers (Plastics)

THERMOFORMING

This group of polymers are able to be formed into a different shape over and over again. Known as thermoplastics.



These are easier to recycle. Can be formed into complex shapes.

TYPES:

Name	Characteristics	Uses
Polyethylene terephthalate (PETE)	Easily blow moulded and fully recyclable.	Bottles, food packaging, shoeing and some food wraps.
High density Polyethylene (HDPE)	Lightweight, rip and chemical proof.	Milk bottles, pipes, hard hats and wheelie bins.
Polyvinyl Chloride (PVC)	Flexible, high plasticity, tough and easily extruded.	Raincoats, pipes, Electrical tape and blow up mattresses.
Low density Polyethylene (LDPE)	Very flexible and tough with a high strength to weight ratio.	Plastic carrier bags and black bin bags.
Polypropylene (PP)	Flexible, tough, lightweight, easily cleaned and safe with food.	Kitchen, medical and stationery products.
High Impact Polystyrene (HIPS)	Flexible, impact resistant, lightweight and can be food safe. Toxic when burned.	Vacuum formed products such as food containers or yoghurt pots.
Acrylic	Tough but brittle, easily scratched. Common in school workshop for the laser cutter.	Car lights, display stands, trophies, jumpers, bats and gloves.
OTHER		



Polymorph

Non toxic, easily mouldable and re-mouldable when heated. Used for modelling or personalisation of hand grips.



BIOPOLYMERS

Newer plastics are made from vegetable starches and can be composted - these are great for the environment. Here are some:

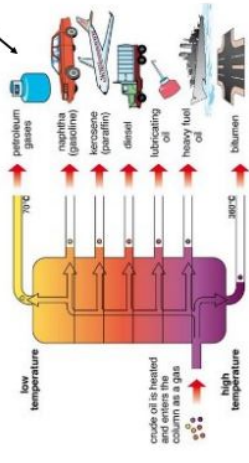
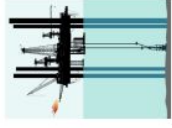
PLA - Polylactic Acid

Non toxic, easily shaped and typically used for 3D printers. Used for pens, phone cases, disposable food and drink containers.

SOURCE/ORIGIN

Polymers come from crude oil. They can also come from gas and coal. This can be found beneath the Earth's surface. Below is how we get it and change it into polymers:

1. The oil is **extracted** from beneath the surface and stored. This can be done on land or in the sea.
2. This oil is then **transported** via a **crude tanker** to somewhere called an **oil refinery**.
3. When at the refinery, the oil is heated and at **different temperatures** this creates the **different products**.



ENVIRONMENTAL IMPACT

Polymers are considered a **finite resource** - this means that it will run out eventually as we only have a limited amount. However with development in technology there are some **biodegradable** ones, here are some of the impacts:

- Some are able to be recycled so they don't use raw material (brand new e.g. crude oil).
- New technology has given way to fully biodegradable ones - **biopolymers**, so they are non toxic and not from a finite resource.
- Do not biodegrade easily so release harmful toxins in landfills.
- Causes **air, visual and water pollution**.
- Takes a lot of energy to produce.

Materials and their Properties: Textiles

NATURAL FIBRES

Natural fibres come from 2 sources - these are plant based and animal based.

Fabrics from plant based are renewable but take a long time to grow.



TYPES:

Name	Characteristics	Uses
Cotton (plant)	Soft, strong and absorbent, cool to wear and easily washable. Good thermal properties.	Most clothing and denim.
Wool (animal - sheep)	Can be fine and thick, naturally warm and crease resistant. Can shrink.	Jumpers, coats, suits and carpets.
Silk (animal - silk worm)	Very soft and fine finish, gentle, warm in winter and cool in summer. Absorbent and strong.	Luxury clothing and bed sheets.

KNITTED FABRICS

This is when **yarn is interlocked (connect)** with each other.

Warp - these interlock vertically and less prone to unravelling and laddering.

TYPES:

Name	Characteristics	Uses
Knitted fabric	Warm to wear different knits have stretch and shape retention	Jumpers, cardigans, sportswear and tights.

WOVEN FABRICS

These are fabrics where they follow a **pattern** - one piece goes up and over whilst the other does the opposite. Weaving.



TYPES:

Name	Characteristics	Uses
Pure weaves e.g. muslin and calico	Simple and cheaper to produce, stronger than other weaves.	General clothing, sheets and bedding. Used as alternative to pure cotton.

SYNTHETIC FIBRES

Synthetic fibres are ones that are **man-made**.

These can be made from recycled plastic bottles.



TYPES:

Name	Characteristics	Uses
Polyester	Tough, strong, hard wearing, very versatile, holds colour well and non absorbent.	Clothing, leisure garments, bedsheet, carpets, backpacks and umbrellas.
Polyamide (Nylon)	Good strength, hard wearing, non absorbent, machine washes well.	Clothing, ropes and webbing, parachutes and sports material.
Elastane (Lycra)	Added to fabric to enhance working properties, to add stretch, freedom of movement	Sportswear, exercise clothing, swimwear and general clothing.

TYPES:

Name	Characteristics	Uses
Bonded fabric	Lack strength, no grain so can be cut in any direction and not fray.	Disposable products such as protective clothing
Felted fabric	Can be formed with moisture and heat - no elasticity when it has dried. Pull apart easily.	Hats, soundproofing and insulation.

NON-WOVEN FABRICS

These are fibres that haven't been spun into yarn - they have been bonded together through heat or adhesive (glue).

SOURCE/ORIGIN

Fabric can be sourced from many places as you can see from the above. However they are mainly **animal sources**, **chemical sources** and **vegetable sources**. Then when you've got the source this is what happens:



1. This is what some of the **raw fibres** look like, this is once they have all been collected. E.g. you could have a pile of wool or cotton.
2. Then to turn this into **yarn**, the raw material is **spun or twisted** by hand or machine. It is spun and twisted until it becomes useable.
3. So it will look something similar to this once it has been further processed, such as being dyed. Some are further processed so they become thinner and smoother.



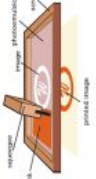
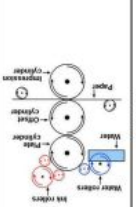
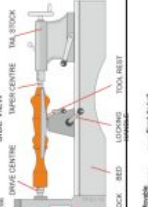
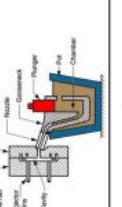
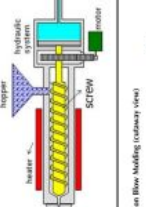
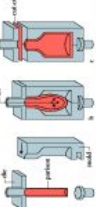
ENVIRONMENTAL IMPACT

Here are some of the impacts that manufacturing textiles has on the environment:

- They use a lot of water in the processing stages to make sure that they are clean and useable.
- Most sources of textiles are considered **sustainable** as they are available such as the cotton plant's and sheep's wool.
- Can be reused or donated.
- Almost all textiles are recyclable or biodegradable.

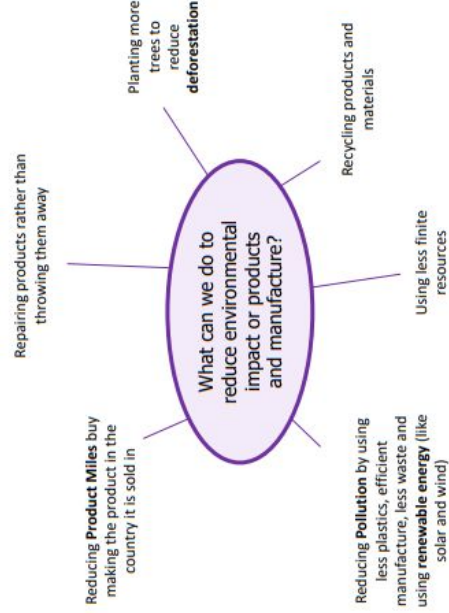
Design and Technology

Production Processes

Name of Process	Diagram	Material	Products Made	Key info
Screen-printing		Papers and Textiles	Posters, signs and t-shirts	Screen printing places paint on top of a screen. The screen has a stencil embedded in it, so when the paint is passed across it the desired shape is printed underneath. Good process in one-off and batch production as often done by hand
Offset Lithography		Papers and card (thin, flexible plastics)	Posters, newspapers, plastics bags	Rollers containing the colours and water go onto the plate cylinder. The water stops the colours sticking to certain places, creating the shape. The shape is transferred between rollers and onto the material. Can be used at batch and mass production
Lathe Turning		Wood and metal	Chair legs, baseball bats (cylindrical items)	Material is placed between the tail stock and the headstock and spun at high speed. The material is then cut using specialist tools (either by hand or my automated machinery) to the desired shape. Can be used in one-off and batch production
Die Casting		Metal	Car parts, engine components, etc	Molten metal is poured into a chamber and a plunger forces the metal through the nozzle into the mould. Unlike sand casting, the mould is reusable. Good process for both one-off and batch production
Injection Moulding		Plastics	Chairs, toys, etc	Plastic granules are poured into the hopper and onto the screw. The screw moves the material towards the heater where it turns into a liquid. The liquid is then forced into the mould, cooled and released. Great process for mass production as it makes 100s+ of products at once, to a identical standard.
Blow Moulding		Plastics	Plastic bottles	A plastic parison is heated and put into the mould. The parison is then filled with air (like blowing up a balloon) and is forced to fit the mould shape. It is then cooled and then released. This is a great process for mass producing bottles.

The 6Rs	Meaning
Reuse	To use a product again either for the same purpose or a different one
Reduce	To have less of material/packaging/pollution when making products by making them more efficient
Recycle	Breaking down and forming the material into another product
Refuse	Customers not buying or supporting products that make an environmental impact
Rethink	Designers and customer rethinking their decisions when making and buying products.
Repair	Fixing a product rather than throwing it away. Extending its life rather than using more resources to make another Often products are Designed for Maintenance so can easily be repaired. E.g. Using screws so even non-specialists can take a product apart, or using components that can easily be replaced like fuses or batteries

Environment



Life Cycle Assessment



This is when a designer looks at the environmental impact a product makes over its life time and how it could be reduced. Including:

- Impact of materials
- Impact of processes
- Product Miles (how far a product has to travel to get from factory to consumer)
- Impact while in use
- Impact when disposed of (GRs)

Sustainability is maintaining our planet and its resources and making a minimal negative impact

Finite Resources <i>Will run out or eventually</i>	Infinite Resources <i>Can be re-grown and re-bread. Will not run out of</i>
Plastics	Paper
Metals	Boards
Polymers (Textiles)	Natural Timbers
	Cotton
	Leather

Planned Obsolescence

This is where products "die" after a certain amount of time. E.g. Disposable cups, Phones, Lightbulbs, Printer Ink, etc
This can have a big environmental impact as customers are throwing away lots of products, and resources are being used to create new ones.

Ernie's Incredible Illucinations

Key Vocab

Audience Awareness	Being aware of where your audience is, what they can see and what they can hear.
Costume	What the performer wears on stage to show a particular character.
Creativity	Using your imagination to create new ideas.
Lights	Lighting that is used to draw focus to a character, an element or an emotion.
Physical Theatre	A style of theatre where the actor uses their body as the primary tool for performance.
Props	Any object used in a performance that is not a part of the set or worn by an actor.
Sound	Sound can be used to create a setting and portray the emotions of a character.

Summary

Like all schoolboys Ernie has a vivid imagination, but Ernie's thoughts have a disturbing habit of turning into reality.

After a number of embarrassing episodes, Ernie's parents decide to consult a doctor, who is sceptical. Several of Ernie's adventures are acted out for us in flashback, but when Ernie fails to produce a Brass Band on demand, the doctor diagnoses group hallucination and recommends a visit to a specialist.



Characters

Ernie	Main character, suffers from 'Illucinations' and can't seem to keep a hold of reality
Mum	Ernie's mum, middle aged
Dad	Ernie's dad, middle aged
Receptionist	Receptionist at the doctors office
Doctor	The sceptical doctor who doesn't believe in 'Illucinations'
Officer	
Auntie May	Ernie's aunt that comes to visit him.
First, Second, Third and Fourth Barker	
Referee	
Timekeeper	
Man/Woman	
Kid Saracen	Wrestler that has a fight with Ernie.
Library Attendant	
Librarian	
Homeless Person	
Patients, Soldiers, Crowds, Boxers and Others	

Key Knowledge

Written in 1969 by Alan Ayckbourn.

Popular in schools due to its interesting and imaginative plot.

It was adapted to a TV movie in 1987, with Tim Barker starring as Ernie's Dad.

Protest Literature - Knowledge Organiser

<p align="center"><u>Exam Question</u></p> <p><i>Write a story about a character that rebels or protests against a strict society.</i></p>	<p align="center"><u>Success Criteria</u></p> <ul style="list-style-type: none"> • Structure • Content • Vocabulary 	<p align="center"><u>Sentence Starters</u></p> <ul style="list-style-type: none"> • Verb - Running quickly, she / Glittering in the inky night, the stars were captivating. • Adverb - Darkly, she smiled / Fervently, he grabbed all the supplies he could. • Adjective - Red light filled the room / Vulnerable, the young deer remained unaware of the danger. • Preposition - Down there, in the darkness / At the door he heard a sound. • Connective - However, his life... 	
<p align="center"><i>Structure of Creative Writing</i></p>	<p align="center"><i>Planning</i></p>	<p align="center">Keywords</p>	
<p>Drop</p> <ul style="list-style-type: none"> • The 'drop' is the beginning of your story. • In this section, you must create a scene which is dramatic, shocking and original. 		<p align="center">Repetition</p>	<p align="center">Cyclical Structure</p>
<p>Zoom</p> <ul style="list-style-type: none"> • After the initial 'drop', you 'zoom in/out' on specific details. • This is where you provide more information about something that is significant to the plot. 		<p align="center">Metaphor</p>	<p align="center">Sensory Language</p>
<p>Flash</p> <ul style="list-style-type: none"> • The 'flash' can either be a moment of action, tension, or change in your narrative. It's a pivotal point in the story and should add a sense of excitement. 		<p align="center">Personification</p>	<p align="center">Zoom In / Zoom out</p>
<p>Echo</p> <ul style="list-style-type: none"> • The 'echo' is the conclusion of your narrative. It's where you provide some sort of closure to the story. • The echo leaves a lasting impression on the reader and ties the piece together. 		<p align="center">Pathetic Fallacy</p>	<p align="center">Onomatopoeia</p>
<p>Character</p> <ul style="list-style-type: none"> • Appearance • Personality • Development 	<p align="center">Use of setting</p>	<p align="center">Symbolism</p>	<p align="center">Foreshadowing</p>
		<p align="center">Juxtaposition</p>	<p align="center">Emotive Language</p>
		<p align="center">Mark Scheme</p> <p>Communication and organisation</p> <ul style="list-style-type: none"> • Shows consistent understanding of the writing task and uses a secure range of techniques to accurately describe • Content is well judged, imaginative and detailed. There will be clear length, style and substance to the response. • Ideas are organised and developed • There is clear shape and structure in the writing • Communication has clarity <p>Accuracy</p> <ul style="list-style-type: none"> • Sentence structure is varied to achieve particular effects • Control of sentence construction is secure • A range of punctuation is used accurately • Spelling, including that of irregular words, is secure • Control of tense and agreement is secure • Vocabulary is ambitious and used with precision. 	

Food hygiene

- Good food safety and hygiene practices are essential to reduce the risk of food poisoning.

Food poisoning

Food poisoning can be caused by:

- bacteria, e.g. through cross-contamination from pests, unclean hands and dirty equipment, or bacteria already present in the food, such as salmonella;
- physical contaminants, e.g. hair, plasters, egg shells, packaging;
- chemicals, e.g. cleaning chemicals.

Bacterial contamination is the most common cause.

Microorganisms occur naturally in the environment, on cereals, vegetables, fruit, animals, people, water, soil and in the air. Most bacteria are harmless but a small number can cause illness.

Harmful bacteria are called pathogenic bacteria.

The process of food becoming unfit to eat through oxidation, contamination or growth of micro-organisms is known as food spoilage.

Bacterial growth and multiplication

All bacteria, including those that are harmful, have four requirements to survive and grow:

- food;
- moisture;
- warmth;
- time.



High risk food

Bacteria easily multiply on foods known as 'high-risk food'. These are often high in protein or fat, such as cooked meat and fish, dairy foods and eggs. Cooked pasta and rice are also regarded as high risk foods if they are not cooled quickly after cooking and stored below 5°C.

Moisture

Bacteria need moisture to survive. Dried foods, such as powdered milk, cereals or dried egg do not support bacterial growth, if properly stored. However, if moisture is added, any bacteria still alive can quickly begin to multiply.

Symptoms of food poisoning

The symptoms of food poisoning include:

- nausea;
- vomiting;
- stomach pains;
- diarrhoea.

People at risk

Elderly people, babies and anyone who is ill or pregnant needs to be extra careful about the food they eat.

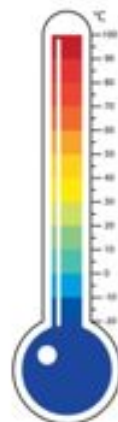
Why clean?

To remove grease, dirt and grime, and prevent food poisoning and pests.

Temperatures to remember

To reduce the risk of food poisoning, good temperature control is vital:

- 5-83°C – the danger zone where bacteria grow most readily.
- 37°C – body temperature, optimum temperature for bacterial growth.
- 8°C – maximum legal temperature for cold food, i.e. your fridge.
- 5°C (or below) – the ideal temperature your fridge should be.
- 75°C – if cooking food, the core temperature, middle or thickest part should reach at least this temperature.
- 75°C – if reheating food, it should reach at least this temperature. In Scotland food should reach at least 82°C.



Allergen and food intolerance awareness

There are 14 ingredients (allergens) that are the main reason for adverse reactions to food. Cross-contamination of food containing these allergens must be prevented to reduce the risk of harm. They must also be labelled on pre-packaged food and menus so that consumers can make safe choices. The 14 allergens are:

Celery (and celeriac)	Milk
Cereals containing gluten	Molluscs
Crustaceans	Mustard
Eggs	Nuts
Fish	Peanuts
Lupin	Sesame
	Soybeans
	Sulphur dioxide

Where should food be stored in the fridge?

Cheese, dairy and egg-based products

The temperature is usually coolest and most constant at the top of the fridge, allowing these foods to keep best here.

Cooked meats

Cooked meats should always be stored above raw meats to prevent contamination from raw meat.

Raw meats and fish

Raw meats and fish should be below cooked meats and sealed in containers to prevent contamination of salad and vegetables.

Salad and vegetables

These should be stored in the drawer(s) at the bottom of the fridge. The lidded drawers hold more moisture, preventing the leaves from drying out.

Time

When bacteria spend enough time on the right types of food, at warm temperatures, they can multiply to levels that cause illness.

Reheat food only once and eat leftovers within 48 hours.

Getting ready to cook

- Remove blazers/jumpers and roll up long sleeves.
- Tie up long hair and tuck in ties or head coverings.
- Thoroughly wash and dry hands.
- Put on a clean apron.

Use-by-date

You've got until the end of this date to use or freeze the food before it becomes too risky to eat.

USE BY:

25/08/20

KEEP REFRIGERATED

Best-before-date

You can eat food past this date but it might not be at its best quality.

BEST BEFORE:

25/08/21

STORE IN A COOL DRY PLACE

Key terms

Allergens: Substances that can cause an adverse reaction to food. Cross-contamination must be prevented to reduce the risk of harm.

Bacteria: Small living organisms that can reproduce to form colonies. Some bacteria can be harmful (pathogenic) and others are necessary for food production, e.g. to make cheese and yogurt.

Cross-contamination: The transfer of bacteria from one source to another. Usually raw food to ready-to-eat food but can also be the transfer of bacteria from unclean hands, equipment, cloths or pests. Can also relate to allergens.

Food poisoning: Illness resulting from eating food which contains food poisoning micro-organisms or toxins produced by micro-organisms.

High risk ingredients: Food which is ready to eat, e.g. cooked meat and fish, cooked eggs, dairy products, sandwiches and ready meals.

Task

Create a poster highlighting the top tips for ensuring food is safe to eat. Include personal hygiene, safe storage, preparation and cooking of food.

To find out more, go to:
<https://bit.ly/2Z97B5f>

- Food and drinks provide energy and nutrients in different amounts, they have important functions in the body and people require different amounts during their life.
- Digestion involves different parts of the body, each having an important role.

Energy
Energy is essential for life, and is required to fuel many different body processes, growth and activities. These include:

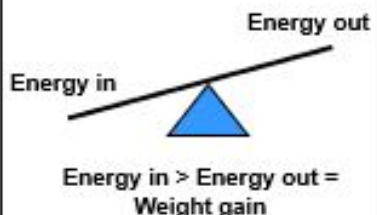
- keeping the heart beating;
- keeping the organs functioning;
- maintenance of body temperature;
- muscle contraction.

Different people need different amounts of dietary energy depending on their:

- age;
- gender;
- body size;
- level of activity;
- genes.



Energy balance
To maintain body weight it is necessary to balance energy intake (from food and drink) with energy expenditure (from activity).



- Tasks**
1. Create an infographic on either macronutrients or micronutrients. Focus on the definition of each nutrient, recommendations and sources.
 2. Draw the digestive system and label each of the body parts and the stages of digestion that occur at each part.
 3. Calculate the energy and nutrients provided by a food diary for one or two days using <http://explorefood.foodafactoflife.org.uk> - reflect on the results.

Energy from food

- Energy intake is measured in joules (J) or kilojoules (kJ), but many people are more familiar with the term calories (kcal).
- Different macronutrients provide different amounts of energy.

	Energy per 100g
Carbohydrate	16kJ (3.75 kcals)
Protein	17kJ (4 kcals)
Alcohol	29kJ (7kcals)
Fat	37kJ (9 kcals)

Energy requirements vary from person to person, depending on the Basal Metabolic Rate (BMR) and Physical Activity Level (PAL).

Total energy expenditure = BMR x PAL

Body Mass Index (BMI) can be used to identify if an adult is a correct weight for height.
 $BMI = \frac{\text{weight (kg)}}{(\text{height in m})^2}$

Recommended BMI range (adults)	
Less than 18.5	Underweight
18.5 to 25	Desirable
25-30	Overweight
30-35	Obese (Class I)
35-40	Obese (Class II)
Over 40	Morbidly obese

Nutrients
There are two different types of nutrients:

- macronutrients;
- micronutrients.

There are three macronutrients that are essential for health:

- carbohydrate;
- protein;
- fat.

There are two types of micronutrients:

- vitamins;
- minerals.

Carbohydrate
Free sugars include all sugars added to foods, plus sugars naturally present in honey, syrups and unsweetened fruit juice.
Fibre is a term used for plant-based carbohydrates that are not digested in the small intestine.
Sugars include a variety of different sugar molecules such as sucrose
Starchy foods are the main source of carbohydrate for most people and are an important source of energy. We should be choosing wholegrain versions of starchy foods where possible.

Protein
Protein is made up of building blocks called amino acids. There are 20 amino acids found in protein. For adults, eight of these have to be provided by the diet (this is higher in children). These are called essential amino acids, which cannot be made by the human body.

Fat
Sources of fat include:

- saturated fat;
- monounsaturated fat;
- polyunsaturated fat.

A high saturated fat intake is linked with high blood cholesterol levels.

Micronutrients
Vitamins
There are two groups of vitamins:

- fat-soluble vitamins, e.g. vitamins A and D.
- water-soluble vitamins, e.g. B vitamins (thiamin, riboflavin, niacin, folate, vitamin B12) and vitamin C.

Minerals
Minerals are inorganic substances required by the body in small amounts for a variety of different functions. Examples include: calcium, sodium and iron. Most micronutrients are mostly provided by the diet. An exception is vitamin D which can be synthesised by the action of sunlight on the skin.

Calcium is essential for a number of important functions such as the maintenance of bones and teeth, blood clotting and normal muscle function.
Sodium is needed for regulating the amount of water and other substances in the body.
Iron is essential for the formation of haemoglobin in red blood cells. Red blood cells carry oxygen and transport it around the body. Iron is also required for normal metabolism and removing waste substances from the body.

Stages of digestion
Ingestion - the intake of food into the gastrointestinal (GI) tract.
Digestion - a series of physical and chemical processes which begin in the mouth, but take place mainly in the stomach and small intestine.
Absorption - the passage of digested food substances across the gastrointestinal lining into the bloodstream and lymphatic system.
Elimination - the excretion of undigested food substances (such as cellulose) or waste in **faeces**.

Key terms
Energy: The power the body requires to stay alive and function.
Digestion: The process by which food is broken down in the digestive tract to release nutrients for absorption.
Macronutrients: Nutrients needed to provide energy and as the building blocks for growth and maintenance of the body.
Micronutrients: Nutrients which are needed in the diet in very small amounts.

Digestion
The body requires energy from food and drink. Our bodies release the energy and nutrients from food. The food passes down the Gastrointestinal tract (GI) tract as shown below.



To find out more, go to: <https://bit.ly/31CBike>

Year 7 Sustainable living

A. What are natural resources?

- Natural resources are materials that have been naturally created that humans make use of.
- Examples of natural resources are water, coal, oil, gas and soil.

B. What is the difference between renewable and non-renewable energy sources?

- The electricity in our homes is generated by using sources of energy
- Non-renewable energy such as coal, oil and gas has taken hundreds of millions of years to form. As a result, once we use up the supplies that we have on earth they will be gone.
- Coal, oil and gas are running out. They are finite.
- Renewable sources of energy like wind, solar and hydroelectricity do not run out, they are easily replaced.

C. Renewable energy	Advantages	Limitations
Solar	<ul style="list-style-type: none"> • Available every day in all parts of the UK • Solar energy can be collected even on cloudy days • Solar panels can be put on the roofs of houses and used to heat water in homes instead of using gas 	<ul style="list-style-type: none"> • Does not work during the night • Solar panels are expensive • The energy can't be stored unless you buy expensive batteries
Wind	<ul style="list-style-type: none"> • Once the turbine is in place these are cheap to run. Wind is free • No fossil fuels are burnt • Work well in windy highland areas or out at sea 	<ul style="list-style-type: none"> • Not all parts of the UK are windy enough • Some people in the countryside complain about the noise or how they look
Hydroelectricity	<ul style="list-style-type: none"> • A renewable form of energy • No fossil fuels are burnt 	<ul style="list-style-type: none"> • Only works in upland areas where there is a large river and a lot of rainfall • A lot of land must be flooded to create the reservoir • Dams are very expensive to build

D. What are the positives of importing food (food miles)

- Food miles are the distance a food product travels from the producer (farmer) to the consumer (person that eats it)
- A lot of our food in the UK is imported from abroad
- We get more of a variety of fruit and vegetables to choose from
- Food grown abroad is often cheaper
- Jobs are created for people in other countries who grow our food

E. What are the negatives of importing food (food miles)

- Transporting food thousands of miles to the UK releases carbon dioxide into the atmosphere. Helping to make the greenhouse layer thicker increasing the rate of global warming.
- Lots of packaging is used when transporting food to make sure it doesn't get bruised. This creates plastic waste.
- Food must stay fresh for longer as it is transported over great distances for more chemicals are used.
- Lots of the workers that grow our food are poorly paid

F. What is Fairtrade and how does it help?

- Farmers that grow our food in poorer parts of the world often don't get paid a fair price. They do all the hard work, but the supermarkets and transporters get most of the money.
- Fairtrade is an organisation that makes sure that farmers (producers) in poorer parts of the world get a fair price for their product.
- You will see the Fairtrade symbol on some goods in the supermarket.
- With this extra income farmers can pay for their children to go to school, or for farming equipment to help them to grow more crops.
- Fairtrade helps to given people in poorer parts of the world a better life.



G) Why should we try to use less single use plastic?






- For a start plastic is made by a type of oil. It is made from a fossil fuel which is running out.
- Plastic is getting into our oceans threatening marine biodiversity. 50% of the world's sea turtles have plastics in their stomachs.
- Microplastics are entering the human food chain. We are eating fish and seafood that contain microplastics. It is entering our bodies. On average we are consuming 2,000 tiny pieces of plastic every week.
- Plastics do not biodegrade. Most last forever. Where will all the plastic go?
- In poorer parts of the world they are burning plastic to stop it from piling up. This releases harmful chemicals into the atmosphere.


H) How can you live more sustainable?

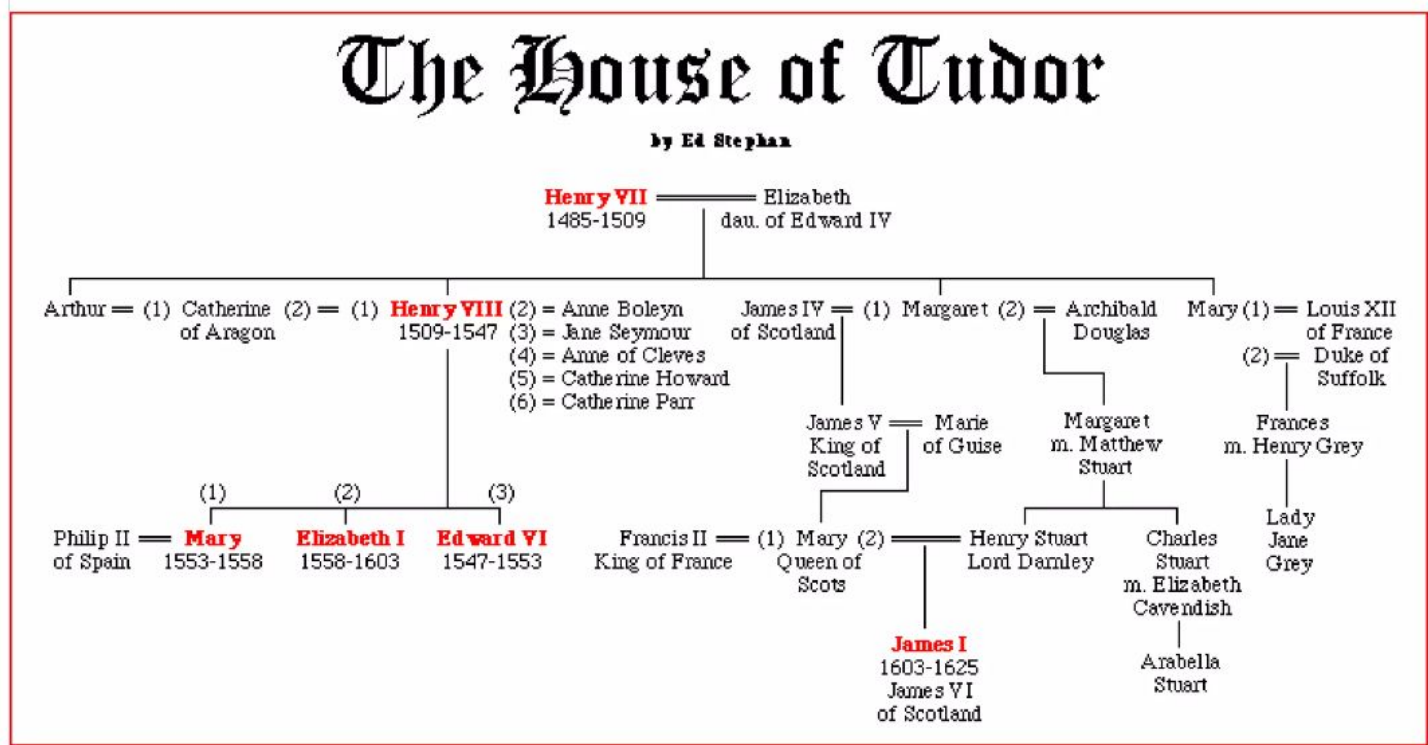
To live in a sustainable way means that you do everything you can to try to protect the environment, save resources, and ensure that future generations can live on earth safely like we do.

To live more sustainably you could...

- Turn lights off when you aren't in a room to save energy
- Make sure that the TV is properly turned off and not on standby
- Don't charge your phone for longer than you need to
- Walk as much as possible rather than getting lifts in a car
- In the winter put extra layers of clothing on before turning up the heating (which burns gas)
- Stop buying single use plastic like plastic bottles or plastic bags
- Make sure you recycle plastic wherever possible
- Always put plastic in a bin. You never know where it will end up.
- If possible, try to buy food from the UK or your local area to reduce food miles
- Is possible, try to buy food from the supermarket with the Fairtrade label on

<p>Year 7 Tudor England c1485-1625</p>  <p>INEQUALITY</p>  <p>CONFLICT</p>  <p>MIGRATION</p>	<p>When was the Renaissance period?</p> <p>The years 1500-1700 is known as the Renaissance period. This term comes from the French word that means re-birth. This period in history followed the Middle Ages where art, literature and science were re-born from the previous ideas found by the Greeks and Romans. During this time period the church began to lose some of its control over the people.</p>	<p>Tudor Monarchs</p> <p>Henry VII (reigned 1485–1509), followed catholic faith. Henry VIII (1509–47), followed catholic faith Edward VI (1547–53), followed Protestant faith. Lady Jane Grey (1553), followed Protestant faith.  Mary I (1553–58), followed catholic faith. Elizabeth I (1558–1603), followed Protestant faith.</p>
	<p>Renaissance- Renaissance is a French word meaning “rebirth” Protestant - A form of Christianity which rejects the leadership of the Pope and sought to make the Church and Christian faith more accessible to ordinary people. Catholic - Christianity which supports the leadership of the Pope. Treason - The crime of betraying one’s country. Showing no loyalty to your country.</p>	<p>Key words</p> <p>Council of regency - It is a council of nobles, who after a king or queen dies with an heir too young to assume power, the council will assist the monarch in ruling the country. Heresy - a belief that doesn't agree with the official points of a particular religion. Reformation - King Henry VIII's break with the Catholic Church. During the Reformation, the King replaced the Pope as Head of the Church in England, causing a bitter divide between Catholics and Protestants.</p>
	<p>Religion during the Tudor reign</p> <p>Up until the reign of Henry VIII England had been a devout Catholic country, and had accepted the Pope as the leader of their religion. In the 1520s, Henry tried to end his first marriage to Catherine of Aragon by seeking an annulment, to which the Pope rejected. Then in 1534, Henry declared that he, not the Pope, was the head of the Church in England. This sparked the English Reformation. This see the introduction of Protestantism into England. Edward VI and Lady Jane Grey continued the protestant religion during their reigns. However, Mary I reverted back to Catholicism due to her marriage and family ties, as well as her own personal beliefs. When Elizabeth I came into power she understood the importance of taking the ‘middle road’.</p>	
	<p>Henry VIII’s Wives.</p> <ol style="list-style-type: none"> Catherine of Aragon – Married for 23 years 11 months (Divorced) Anne Boleyn – Married for 2 years 11 months (Beheaded) Jane Seymour- Married for 1 year 4 months (Died) Anne of Cleaves- Married for 6 months (Divorced) Catherine Howard - Married for 1 year 3 months (Beheaded) Catherine Parr - 3 ½ years (Survived) 	<p>The Puppet King – Edward VI</p> <p>Edward VI was the son of England’s King Henry VIII. He came to the throne in 1547 when he was only nine years old. Edward was raised as a strict Protestant; his father having made the Church of England. Before he died, Henry VIII insisted that a council of regency be set up for Edward. This meant that a group of noblemen would advise Edward and help him run the country.</p> 
	<p>Lady Jane Grey</p> <p>Lady Jane Grey was the grand-daughter of Mary Tudor, Henry VIII's younger sister. This made Lady Jane Grey Edward VI’s second cousin. Edward decided to choose a successor who he knew to be Protestant. Edward supported Lady Jane Grey as his successor and even changed his wills to ensure that she would be Queen. Lady Jane Grey was queen for just nine days, as part of an unsuccessful bid to prevent the accession of the Catholic Mary Tudor.</p>	<p>Mary I</p> <p>Mary I was the daughter of Henry VIII. She came to the throne in 1553. Mary faced challenges when she became Queen. This early religious resistance to Mary’s reign marked the transition to a violent reign that awarded the queen her famous name, Bloody Mary. During her reign, 300 heretics were killed. Some chose to leave England, but many were burnt at the stake. She reformed England back to Catholicism.</p>

Elizabeth I	James I
<p>Elizabeth I was born Princess Elizabeth in September 1533, the daughter of Henry VIII and Anne Boleyn, Henry's second wife. England had endured a period of instability. People had suffered economic hardship, outbreaks of disease, rebellion and poor harvests. The kingdom was also in debt. Elizabeth would have to deal with these issues and decide what to do about her government, which was mainly populated by Mary's chosen Catholics.</p> <p>Many individuals tried to impose Elizabeth's reign including individuals from abroad. The Spanish Armada was 130 strong fleet of ships sent by Spain in 1588 to invade England and overthrow Queen Elizabeth I. After years of tension between Queen Elizabeth I of England and King Philip II of Spain, the Spanish king sought to build a fleet of ships large enough to invade England.</p>	<p>When Elizabeth I died in 1603 she had no heir to the throne, this then meant the crown fell to her closest living relative. James I was Elizabeth I's cousin's child. Before England's Queen Elizabeth I died she named James VI of Scotland as her successor.</p> <p>He united the thrones of England and Scotland when he became England's King James I in 1603. James became the first Stuart king of England.</p> 



SAMPLING

In statistics, a **population** is a group of people you are interested in. A **sample** is a smaller group chosen from a larger population. You can use data from the sample to make **predictions** about the whole population.

Advantages of sampling

- ✓ It is **cheaper** to survey a sample than a whole population.
- ✓ It is **quicker** to collect data from a sample.
- ✓ It is **easier** to analyse data from a sample and calculate statistics.

Random sample

In a random sample, every member of the population has an equal chance of being included in the sample. Here are two ways of selecting a random sample:

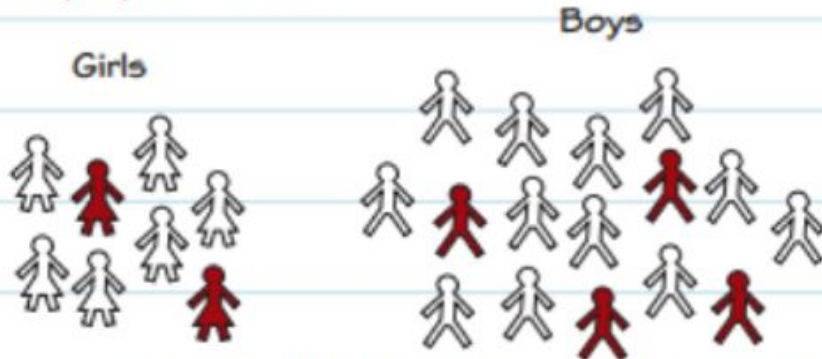
- 1** Put the names of every member of the population in a hat and select your sample at random.
- 2** Assign a number to every member of the population and choose random numbers using a computer program or calculator.

STRATIFIED SAMPLING

What is stratified sampling?

A stratified sample is one in which the population is split into groups. The number of members selected from each group for the sample is proportional to the size of that group.

There are twice as many boys as girls in this population...



... so you need twice as many boys as girls in a stratified sample.

Sampling fraction

Use this rule to find the sampling fraction for a stratified sample.

$$\text{Sampling fraction} = \frac{\text{Sample size}}{\text{Population size}}$$

You multiply the sampling fraction by the size of each group to work out how many members to select from that group.

In the example on the left the sampling fraction is $\frac{6}{24}$. So you need $8 \times \frac{6}{24} = 2$ girls and $16 \times \frac{6}{24} = 4$ boys in your stratified sample.

The data handling cycle

What do I need to be able to do?

By the end of this unit you should be able to:

- Set up a statistical enquiry
- Design and criticise questionnaires
- Draw and interpret multiple bar charts
- Draw and interpret line graphs
- Represent and interpret grouped quantitative data
- Find and interpret the range
- Compare distributions

Keywords

Hypothesis: an idea or question you want to test

Sampling: the group of things you want to use to check your hypothesis

Primary Data: data you collect yourself

Secondary Data: data you source from elsewhere e.g the internet/ newspapers/ local statistics

Discrete Data: numerical data that can only take set values

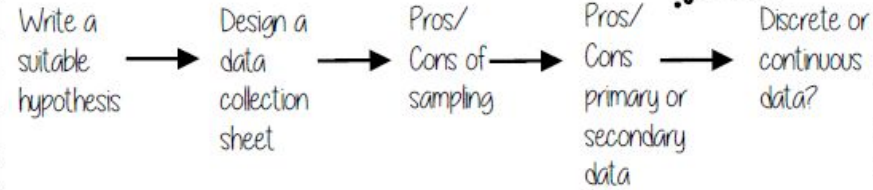
Continuous Data: numerical data that has an infinite number of values (often seen with height, distance, time)

Spread: the distance/ how spread out/ variation of data

Average: a measure of central tendency – or the typical value of all the data together

Proportion: numerical relationship that compares two things

Set up a statistical enquiry



Features of a data collection sheet

	Data Title	Tally	Frequency
Grouped or ungrouped categories			

Total number of that group observed

Design and criticise a questionnaire

The Question - be clear with the question - don't be too leading/ judgemental

e.g How much pocket money do you get a week?

Responses - do you want closed or open responses? - do any options overlap? - Have you an option for all responses?



NOTE: For responses about continuous data include inequalities $< x \leq$

The data handling cycle

Pictograms, bar and line charts R

Represents quantitative data

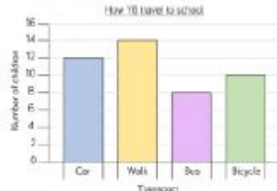
Pictogram

Language	
French	●●●●●●●●
Spanish	●●●●●●●●
German	●●●●●●●●

● - 4 people

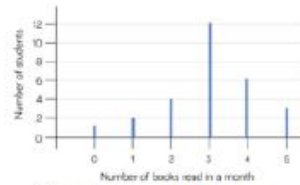
- Need to remember a key
- Visually able to identify mode

Bar Chart



- Gaps between the bars
- Clearly labelled axes
- Scale for the axes
- Title for the bar chart
- Discrete Data

Line Chart

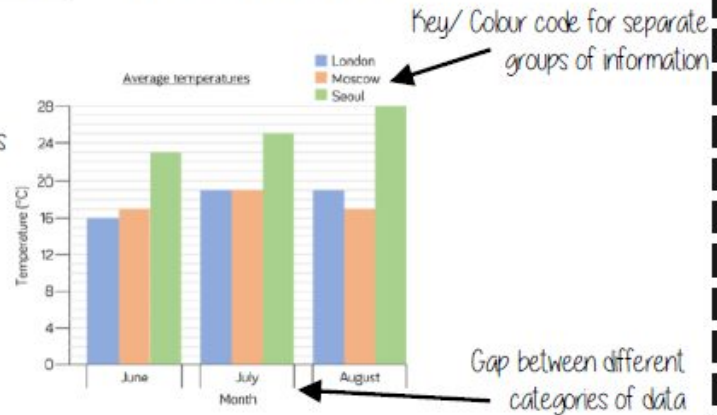


- Gaps between the lines
- Clearly labelled axes
- Scale for the axes
- Discrete Data

Multiple Bar chart

Compares multiple groups of data

- Clearly labelled axes
- Scale for axes
- Comparable data bars drawn next to each other



Key/ Colour code for separate groups of information

Gap between different categories of data

Draw and interpret Pie Charts R

Remember a circle has 360°

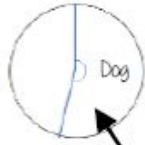
Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

There were 60 people asked in this survey (Total frequency)

$\frac{32}{60}$ "32 out of 60 people had a dog"

This fraction of the 360 degrees represents dogs

$$\frac{32}{60} \times 360 = 192^\circ$$



Use a protractor to draw This is 192°

Multiple method
As 60 goes into 360 - 6 times
Each frequency can be multiplied by 6 to find the degrees (proportion of 360)

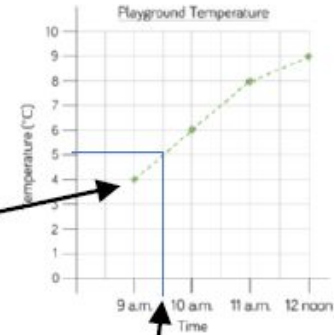
Represents quantitative, discrete data

Draw and interpret line graphs

- Commonly used to show changing over time
- The points are the recorded information and the lines join the points.

Line graphs do not need to start from 0

More than one piece of data can be plotted on the same graph to compare data

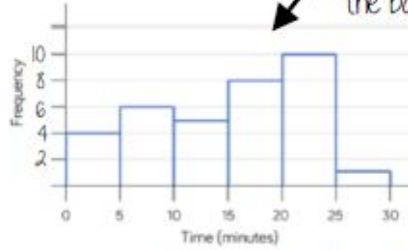


It is possible to make estimates from the line e.g temperature at 9.30am is 5°C

The data handling cycle

Grouped quantitative data

Time (minutes)	Frequency
$0 \leq t < 5$	4
$5 \leq t < 10$	6
$10 \leq t < 15$	5
$15 \leq t < 20$	8
$20 \leq t < 25$	10
$25 \leq t < 30$	1



This is a frequency diagram
There are no gaps between the bars

Grouping the data is useful if there is a large spread of data to begin with

"More than or equal to 25 and less than 30 minutes"

The use of inequalities shows that this will be a frequency diagram

Find and interpret the range

The range is a measure of spread

A smaller range means there is less variation in the results – it is more consistent data

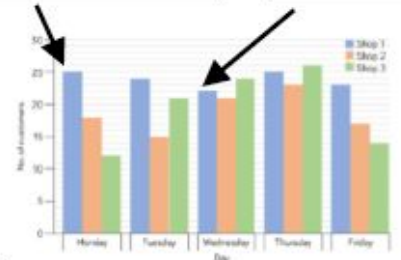
A range of 0 means all the data is the same value

Shop 1 has the smallest range – this indicates it has a more consistent flow of customers each week.

Difference between the biggest and smallest values

Shop 1 highest value

Shop 1 lowest value



Range of customers = $25 - 22 = 3$
(Shop 1)

KS3 PE KNOWLEDGE ORGANISER – ATHLETICS

TRACK EVENTS	
CORE SKILLS	ADVANCED SKILLS
100m, 200m, 800m, 1500m	
<ol style="list-style-type: none"> Starting Finishing Posture Leg action Arm action Head carriage 	<ol style="list-style-type: none"> Starting (use of sprint start) Leg action (foot strike / cadence) Bend running (where relevant) Stride pattern/pacing

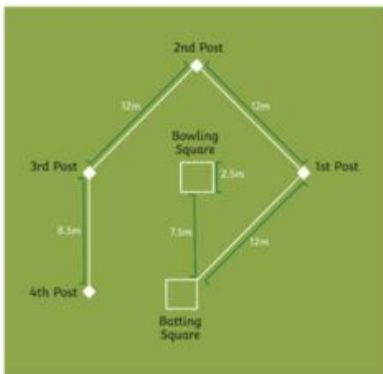
Decision making and tactical awareness, to include:
<ol style="list-style-type: none"> Pre-race tactics Changing and adapting your race tactics Positioning in the field, where to run in the pack, when to lead and when to follow (where appropriate) Timing of kicking for the finish line When to dip for the finish line Awareness of the rules and regulations of the event and their application (including officials commands/signals)

JUMPING EVENTS	
CORE SKILLS	ADVANCED SKILLS
HIGH JUMP, LONG JUMP, TRIPLE JUMP	
<ol style="list-style-type: none"> Approach Synchronisation of arm and leg action Flight Landing 	<ol style="list-style-type: none"> Approach: <ul style="list-style-type: none"> Hitting appropriate speed for take off Efficient transition between technical phases of the movements Flight: <ul style="list-style-type: none"> Appropriate elevation Landing <ul style="list-style-type: none"> movement of the body beyond initial point of contact (long jump and triple jump)

Decision making and tactical awareness, to include:
<ol style="list-style-type: none"> Pre-event tactics Tactics for qualifying jumps/Entry height and the choice of when to 'pass' on a height/round Changing and adapting your jump tactics: Consideration of weather conditions Appropriate distance/number of steps chosen for run up In competition check mark adjustment Awareness of the rules and regulations of the event and their application (including officials commands/signals)

THROWING EVENTS	
CORE SKILLS	ADVANCED SKILLS
SHOT, DISCUS, JAVELIN	
<ol style="list-style-type: none"> Initial stance Grip Throwing action Release phase Recovery phase / follow through 	<ol style="list-style-type: none"> Travel: <ul style="list-style-type: none"> use of cross step/glide (where applicable) rotational throws (where applicable) Release phase: <ul style="list-style-type: none"> Appropriate angle of release Efficient transition between technical phases of the movements

Decision making and tactical awareness, to include:
<ol style="list-style-type: none"> Pre-event tactics Tactics for qualifying throws Changing and adapting your jump tactics: <ul style="list-style-type: none"> Consideration of weather conditions Check mark adjustments (Javelin only) Awareness of the rules and regulations of the event and their application (including officials commands/signals)



RULES OF PLAY

1. You must start in the batting box and not step out of it.
2. You only get 1 ball bowled at you, after which you must run whether you hit it or not.
3. You must keep in contact with a post once you have decided to stop.
4. A no ball is: above the batters head, below the knee, the wrong side of the body, too wide and too close into the body.
5. You must run around the outside of the posts.

Throws:



Underarm- used when bowling
 Over arm short-used to throw in between the posts to get the opponent out
 Overarm long- used to throw from the deep field to the posts to get the opponent out.

Exit Routes: Find a team near you:

<https://www.roundersengland.co.uk/team-locations>


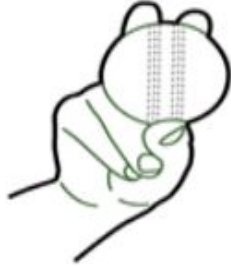

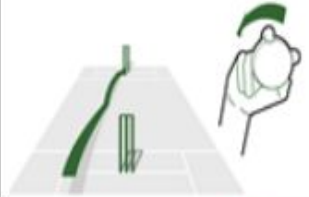





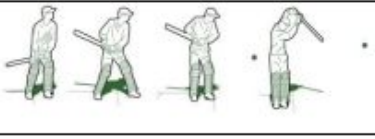
Year 7 PE- Rounders



Skill/tactic	Teaching points
Batting 	<ul style="list-style-type: none"> • Stand sideways on to the bowler with the bat up and behind you. The arm will be in a 90 degree angle. • Step in with the opposite leg. • Swing through with the hips and follow through with the bat to contact the ball. • Move body and arm position to hit ball in a different direction but always in front of you. • DO NOT DROP THE BAT and unless the umpire shouts no ball you must run.
Underarm throw	<p>Hold ball in dominant hand, step forward with opposite leg, swing arm and release ball before shoulder height. The ball must reach the batter between their knee and head. Aim for the backstop's hands. Types: Bowling- straight bowl, donkey drop, spin bowl</p>
Long barrier	<p>STEP ONE Approach the ball at speed and as you get into line with the ball, twist your upper body, leading with the shoulder furthest from the ball.</p> <p>STEP TWO Bend both knees, so that the knee of the leg nearest to the ball touches the ground, but it is also next to the back of the heel of the other leg.</p> <p>STEP THREE With fingers down and head forward, pick up the ball and then stand back up ready to deliver an overarm throw. Also used in cricket.</p>
Catching 	<ul style="list-style-type: none"> • You can get someone out by catching their hit or by stumping them at a post after catching the ball. • Get in position under the ball, hands in a cup shape (little fingers together if ball is below the head, and thumbs together if ball is above the head). Bring the ball close into the body to ensure it is not dropped

Wider reading/ videos: <https://www.youtube.com/watch?v=RfWXh5wpv4>
<https://www.roundersengland.co.uk/play/rounders-rules/>

KS3 PE KNOWLEDGE ORGANISER – CRICKET

Batting		Bowling		Fielding
Grip		Grip (Seam bowler)		<ol style="list-style-type: none"> 1. Stopping the ball 2. Pick up and throw - Underarm 3. Pick up and throw on the run 4. Pick up and throw for a run out – underarm and overarm (outfield) 5. Catching – Basket catch 6. Catching – Butterfly catch
Footwork		Grip (off break)		Decision making and tactical awareness <ol style="list-style-type: none"> 1. Selection of appropriate batting shot 2. Decision making of running between the wickets 3. Where to bowl the ball 4. Awareness of the rules and regulations of the sport and their application 5. Understanding and use of positions and roles in batting and fielding 6. Effective decision making for running between wickets
Front foot defensive		Grip (leg break)		
Front foot drive		Run up and delivery stride		
Back foot defensive				
Back foot drive				
Running between wickets				

Main beliefs:

Jews believe in one God. They also try to live by the Ten Commandments. They include using God’s name with respect, remembering the Sabbath, respecting your parents and not lying or stealing. Jews believe God gave the Ten Commandments to Moses.

Judaism began around 4000 years ago in the Middle East. Jerusalem is a place where many Jews go to on pilgrimage.

Hebrew is a special language for Jews. Jews believe God gave the Ten Commandments to Moses in Hebrew. The Torah is written in Hebrew and Jews learn to read it.

The Sabbath

The Sabbath lasts from sundown on Friday to sundown on Saturday. Jews celebrate as a family. They enjoy a special meal with prayers and songs.

What is the Torah?

The Torah is the first part of the Jewish bible. It is the vital and most important document of Judaism and has been used by Jews through the ages.

The Torah contains the five books of Moses which are known in Hebrew as Chameesha Choomshey Torah.

Jews believe that God spoke the Torah to Moses on Mount Sinai 50 days after their exit from Egyptian slavery. They believe that the Torah shows the truth about God and about their relationship with him. They also believe that the Torah show how God wants Jews to live. Since the book was shown to Moses by God it is unchanging and unchangeable.

The Torah is written in Hebrew, the oldest of Jewish languages. The word Torah has lots of meanings in English. These include: teaching, instruction and law. For Jews the Torah means all of these.

Sabbath	The holy day for Jews
Synagogue	Place of worship for Jewish people.
Rabbi	Jewish religious leader and teacher.
Torah	The Jewish holy book.
Hebrew	A language used by Jewish people.
Hannukah menorah	A special lamp with nine candles that’s lit by Jews during Hanukkah.
Bar Mitzvah	A ceremony to show a Jewish boy has become an adult. It happens when a boy is 13 years old.
Bat Mitzvah	A ceremony to show a Jewish girl has become an adult. It happens when a girl is 12 years old.
Passover	When Jews remember being led out of slavery by Moses.

How is the Torah used?

When not in use the Torah is kept in a cupboard called the Ark which is usually placed on the wall in the direction of Jerusalem. In front of the Ark is the ner tamid (eternal light) burns always. The Torah scrolls are taken out from the Ark and parts are read in the synagogue three times each week. On Mondays and Thursdays small sections are read. The main reading is on the morning of Sabbath which is Friday.

The scrolls are not directly touched when unfolded on the Bimah (raised platform in middle of the synagogue). A pointer or Yad (hand) is used instead. This is in the shape of a hand with an outstretched finger. The reading or chanting is performed by a person who has been trained in this task. However it may be carried out by the rabbi. The weekly portion or Sedrah is followed by the recitation of part of another of the Jewish holy writings.



The Shema

A Mezuzah hangs from the door of a Jewish home

The Shema is regarded by many Jews as the most important prayer in Judaism. This is because it reminds them of the key principle of the faith - there is only one God. This is a monotheistic principle. This part of the Shema is taken from the Torah: Hear O Israel, the Lord our God, the Lord is One. (Deuteronomy 6:4).

The Shema also places emphasis on the covenant that God made with the Jewish people, the need to follow the mitzvot and the importance of loving God.

Many Jews say the Shema three times a day: in the morning, in the evening and before they go to sleep.

The Mezuzah

In many Jewish homes, the first two paragraphs of the Shema are written on a scroll and placed inside a mezuzah, which is nailed to a doorpost or gate. By touching the mezuzah every time they enter their home, Jews show their faith and love to God.



The Story of Pesach

The Jews were living in Egypt. The king of Egypt was called the **Pharaoh**. The Pharaoh had made the Jews slaves. They had to work very hard, and were very badly treated. If the slaves did not work hard enough, they were beaten with whips.

One of the Jews was a man called Moses. God spoke to Moses, telling him that he was to rescue the Jews. He went to the Pharaoh and said, 'Let my people go!' The Pharaoh refused!

But then a series of disasters happened in Egypt. They are called **plagues**. Everyone believed that these plagues had been sent by God. There were ten plagues altogether; hail, boils, darkness, flies, lice, death of cattle, rivers turn to blood, frogs, locusts and death of the eldest son. Each time there was a plague, the Pharaoh said that the Jews could go. As soon as the Plagues ended, he changed his mind and said that they must stay.

The last plague was the most terrible. The eldest son in each Egyptian family died. God warned Moses that this would happen. He told Moses to tell the Jews to put lambs' blood on the doorposts of the Jewish houses. Then the Jewish boys would not die.

The Pharaoh was so upset by the death of the boys that he said the Jews really could go. They prepared to leave as quickly as they could. Although he had said they could leave, the Pharaoh changed his mind again. He sent his army after the Jews to bring them back.

They were saved because of the water in the Sea of Reeds. It parted to allow them to cross. As soon as the Egyptian army tried to follow them, the sea flooded back and the Egyptians were drowned.

Shabbat is when Jews remember the story found in the Book of Genesis (in the Torah) of how God made the world. **Shabbat** is when Jews remember how God made the world.

The story says that God made the world in six days, and then on the seventh day he rested. So Jews also rest on the seventh day of the week, which is **Saturday**.

The Sabbath begins on the **Friday evening at sunset**.

Before sunset on the Friday the **house is cleaned and special food is prepared**.

Everyone stops their work and **adults come home early** so that they are ready to celebrate when the sun goes down.

Sometimes the men and boys of the family will attend **an evening service at the synagogue** before coming home for the Sabbath meal.

Jews think that the Sabbath is very important. They believe that it is a special gift from God and a day of peace and rest.

Jews look forward to the Sabbath all week. It is so special that it is sometimes called '**Queen Sabbath**'.

Ecosystems

1. An **ecosystem** is the interaction of a community of organisms with the non-living parts (abiotic factors) of their habitat. *E.g. a rainforest ecosystem contains: gorillas, ants, nut trees, lots of water and lots of sunlight*
2. A **population** is a group of the same organism. *E.g. a group of gorillas*
3. A **community** is made of several different populations living in the same area that depend on each other for survival. *E.g. populations of: gorillas, ants and nut trees*

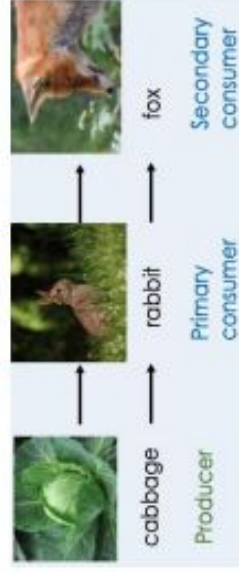
Sampling

4. Random sampling is used to estimate the size of a population in a habitat
5. **Quadrats** are placed randomly and used to count the number of individuals in a specific area
e.g. estimating the total number of daisies in a field
6. Systematic sampling is used to investigate the effect of a factor on the distribution of organisms
7. This involves using quadrats placed at regular intervals along a **transect** line
e.g. counting the number of daisies as you move further away from a pond



10. **Producers** are plants that can make their own food (glucose) using sunlight in the process of photosynthesis

11. **Primary consumers** eat producers, **secondary consumers** eat primary consumers and **tertiary consumers** eat secondary consumers



12. **Predators** are consumers that eat other animals, called **prey**
13. In a **stable community** the numbers of predators and prey increase and decrease in cycles
14. If there is a change in one population then this affects other populations in the community. You can use a food web to predict what changes could happen

Abiotic and Biotic factors

15. **Biotic factors** are **living** things that can affect a community
16. Examples of biotic factors are: food, disease and predators
17. **Abiotic** factors are **non-living** things that can affect a community
18. Examples of abiotic factors are: temperature, light, wind, amount of water

Competition

19. Animals often compete with each other for space, mates and food
20. Plants often compete with each other for space, water, minerals and light
21. The best competitors are most likely to survive

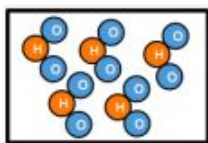
Food Chains and Webs

8. Feeding relationships within a community can be represented by **food chains** and **food webs**
9. The direction of the arrow in a food chain and food web shows the direction of **energy transfer**

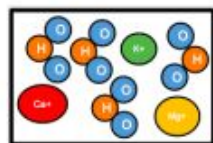


Pure or mixture?

1. A **mixture** consists of two or more types of atoms or compounds not chemically combined together.
2. A **pure** substance is made of one type of atom or compound



Pure Water



Impure water

Solutions

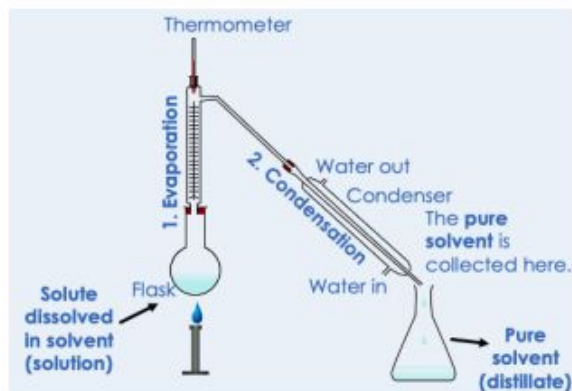
3. A **solution** is composed of a solute and a solvent.
4. A **solvent** is the substance a solute dissolves in.
5. A **solute** is the substance that dissolves in a solvent.
6. A **saturated solution** is a solution in which no more solute will dissolve.
7. An **unsaturated solution** is a solution in which solute will dissolve.
8. A substance is **soluble** if it will dissolve to form a solution.
9. A substance is **insoluble** if it will not dissolve to form a solution.
10. A solute **dissolves** when the solute particles fill in the spaces between the solvent particles.

Melting and Boiling Points

11. **Pure** substances melt and boil at specific temperatures
12. Melting points and boiling points can be used to identify pure substances or mixtures

Separating Mixtures

13. Mixtures can be separated by physical processes such as filtration, crystallisation, simple distillation, fractional distillation and chromatography
14. These physical processes do not involve chemical reactions and no new substances are made.
15. In **distillation**, a solution can be separated by evaporating the solvent.



16. In **crystallisation**, the liquid is evaporated to leave behind solid crystals



17. In **fractional distillation**, the different fractions in a mixture can be separated due to their different boiling points

18. Filtration separates a solid from a liquid. The filtrate is the liquid

19. Chromatography separates soluble substances that travel at different speeds through a stationary phase

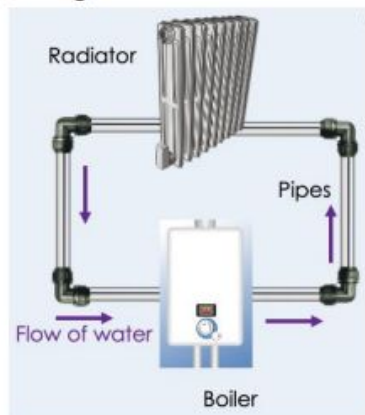


20. $R_f = \text{distance moved by substance} / \text{distance moved by solvent}$

21. R_f values are used to identify a substance in a particular solvent

Models of Electricity

1. Electric circuits can be described using **models**, like a heating system.
2. No model is perfect because they are not exactly the same as the real thing.

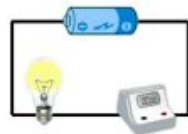


3. **Increasing the current in a heating system** means more water is flowing through the pipes each second.
4. **Increasing the current in a circuit** means more charges flow through the wire each second.
5. **Turning up the temperature on a boiler** means more thermal energy is given to the water, and the radiator gets hotter.
6. **Increasing the voltage by adding batteries** means more energy is given to the charges and the bulbs shine brighter.

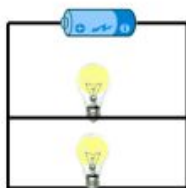
Series and Parallel Circuits

7. A complete circuit has no gaps, so the electricity can flow all around in a loop.
8. If the circuit is **incomplete**, the electricity cannot flow.

9. If all of the components are connected into one main loop, it is a **series circuit**.



10. If there's more than one loop with junctions, it's a **parallel circuit**.



Circuit Symbol	Component Name	Function
1.	Cell	Push charges around the circuit.
2.	Battery	Supplies electrical energy
3.	Bulb/Lamp	Lights up
4.	Ammeter	Measures current
5.	Voltmeter	Measures voltage
6.	Motor	Spins around or moves
7.	Switch	Completes the circuit
8.	Buzzer	Makes a sound

Current

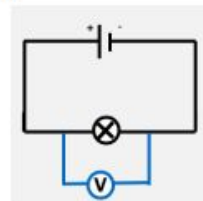
11. Current is the rate of flow of charge and is measured in Amperes/**Amps (A)** by an **Ammeter**.
12. Ammeters are placed **in series**.
13. Current transfers **energy** from one place to another.
14. Current can be calculated using the equation:

$$\text{Current} = \frac{\text{Charge}}{\text{Time}}$$

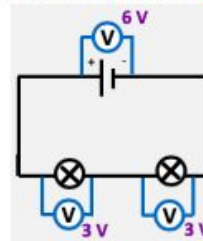
15. Charge is measured in Coulombs (C) and time is measured in seconds (s).
16. The brightness of a bulb is increased by adding cells/batteries and decreased by adding more bulbs (components).
17. Current is the **same everywhere** in a **series** circuit.
18. Current **splits** at the **junctions** in a **parallel** circuit.

Voltage

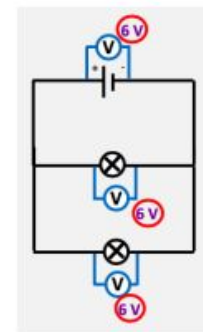
19. Voltage is measured in **Volts (V)** by a **Voltmeter**.
20. Voltmeters are connected **in parallel**.



21. **Voltage** is the amount of energy shifted from the power source to the moving charges, or from the charges to the circuit component.
22. Adding voltage (adding batteries) **increases the current** and increases the **brightness** of bulbs.
23. The voltage in a series circuit is shared between components.



24. The voltage across the cell is equal to the voltage on each pathway of a parallel circuit.



What will I be learning?

We will be studying Unit 3 in ¡Claro! This will cover:

- ✓ Likes and dislikes
- ✓ Verbs in the present tense
- ✓ Sports
- ✓ Giving opinions
- ✓ The weather

Useful vocabulary and phrases for the units:

aburrido/a	<i>boring</i>
apasionante	<i>exciting</i>
difícil	<i>difficult</i>
divertido/a	<i>fun</i>
emocionante	<i>exciting</i>
fácil	<i>easy</i>
lento/a	<i>slow</i>
rápido/a	<i>fast</i>
me chifla	<i>I love</i>
me fascina...	<i>... fascinates me</i>
me interesa...	<i>... interests me</i>
me mola	<i>I love</i>
en mi opinión	<i>in my opinion</i>
para mí	<i>for me</i>
porque	<i>because</i>

My hobbies- Mis pasatiempos

*Me gusta**No me gusta**Odio**Detesto**Me encanta**I like**I don't like**I hate**I hate**I love*

los pasatiempos

bailar salsa

chatear en el móvil

descansar en casa

escuchar música

jugar a la videoconsola

leer libros

navegar por Internet

practicar deportes

salir con mis amigos

ver la tele

la discoteca

estupendo/a

favorito/a

interesante

el programa

el tipo

*hobbies**to dance salsa**to chat on the phone**to relax at home**to listen to music**to play on the games console**to read books**to surf the Internet**to do/play sports**to go out with friends**to watch TV**nightclub**wonderful**favourite**interesting**programme**type*

el tiempo

¿Qué tiempo hace ?

hace (mucho) calor

hace frío

hace sol

hace viento

hay niebla

hay tormenta

lueve (mucho)

nieva

el pronóstico

el calor

el frío

el invierno

la lluvia

la niebla

la nieve

el sol

la tormenta

el viento

cuando

si

*weather**What's the weather like?**it's (very) hot**it's cold**it's sunny**it's windy**it's foggy**it's stormy**it's raining (a lot)**it's snowing**forecast**heat**cold**winter**rain**fog**snow**sun**storm**wind**when**if*

Current study: School college/life

Describe tu rutina diaria.	Me levanto a ... y me ducho/me visto ... desayuno a ... y salgo de la casa a ... llego al colegio a ...
¿Cómo es tu colegio?	Mi colegio es muy/bastante grande/pequeño ... el edificio es moderno/antiguo ... hay ... profesores y ... alumnos. Hay muchas instalaciones, por ejemplo ...
¿Qué piensas de tu colegio?	Diría que mi colegio es ... ya que en mi opinión hay/no hay ...
¿Cuál es el horario del instituto?	El colegio empieza a ... y termina a ... Tenemos ... clases cada día y cada clase dura ... En mi opinión es un día muy largo.
¿Qué haces durante el recreo?	Normalmente durante el recreo como un bocadillo/charlo con mis amigos/juego al fútbol ...
¿Llevas uniforme?	Desgraciadamente tenemos que llevar uniforme escolar. Tenemos que llevar ... En mi opinión el uniforme es ...
¿Qué actividades hiciste en tu colegio ayer?	Ayer fui al club de ... hice mis deberes ... jugué/practiqué/hice ...
¿Qué reglas hay en tu colegio?	En mi colegio hay muchas reglas, por ejemplo ...
¿Si pudieras, cómo cambiarías el uniforme?	Me gustaría poder llevar mi propia ropa ... preferiría llevar ...
¿Qué cambiarías de tu instituto?	Me gustaría tener un edificio más moderno... cambiaría el uniforme/las reglas ...
¿Cómo sería tu colegio ideal?	Mi colegio ideal sería ... tendría ... habría ...

School building



<i>el aula</i>	classroom
<i>la biblioteca</i>	library
<i>el campo de deportes</i>	sports field
<i>la cantina/el comedor</i>	canteen/dinner hall
<i>el gimnasio</i>	gymnasium
<i>las instalaciones (deportivas)</i>	(sports) facilities
<i>el laboratorio</i>	laboratory
<i>el pasillo</i>	corridor
<i>el patio</i>	playground
<i>el salón de actos</i>	school hall
<i>los vestuarios</i>	changing rooms

Useful verbs



<i>asistir a</i>	to attend	<i>intimidar</i>	to intimidate/ bully
<i>empezar</i>	to start	<i>hacer novillos</i>	to skip a class
<i>durar</i>	to last	<i>comportarse (bien/mal)</i>	to behave well/ badly
<i>castigar</i>	to punish	<i>pasar lista</i>	to call the register
<i>faltar</i>	to be absent	<i>terminar</i>	to finish/end

Advantages and disadvantages of a school uniform



Aspectos positivos	Aspectos negativos
Evita problemas de discriminación.	El uniforme cuesta mucho.
Todos somos iguales.	Es incómodo y feo.
Es fácil vestirse por la mañana	Tenemos demasiado calor en el verano.
Es práctico.	No puedes escoger la ropa.

Impersonal expressions

<i>se debe + infinitive</i>	you must
<i>hay que + infinitive</i>	you have to
<i>es esencial/necesario + infinitive</i>	it is essential/ necessary to
<i>hace falta + infinitive</i>	it is necessary to
<i>(no) se puede + infinitive</i>	you can(not)
<i>(no) se permite + infinitive</i>	it is (not) permitted
<i>se podría + infinitive</i>	you would be able to
<i>se debería + infinitive</i>	you should

School problems



<i>el acoso escolar/la intimidación</i>	bullying
<i>la presión</i>	pressure
<i>el castigo</i>	punishment
<i>los profesores severos/ estrictos</i>	strict teachers
<i>los deberes</i>	homework
<i>los exámenes</i>	exams
<i>la falta de libertad/ respeto/instalaciones</i>	lack of freedom/ respect/ facilities
<i>el estrés</i>	stress
<i>las malas notas</i>	bad grades
<i>el mal comportamiento</i>	bad behaviour

School rules



Tememos que.../ Debemos ...

<i>llegar con puntualidad</i>
<i>llevar el uniforme correctamente</i>
<i>no faltar a clase</i>
<i>traer los materiales necesarios</i>
<i>no comer chicle/comer en clase</i>
<i>no usar el móvil</i>
<i>no hablar cuando el profe habla</i>
<i>respetar a los demás</i>
<i>hacer los deberes</i>
<i>no llevar maquillaje</i>
<i>no correr por los pasillos</i>
<i>ser educado</i>
<i>tratar bien a los compañeros</i>

Useful vocabulary



<i>el/la alumno/a</i>	pupil
<i>la asamblea</i>	assembly
<i>las actividades extraescolares</i>	extra-curricular activities
<i>el recreo</i>	break
<i>la hora de comer</i>	lunch hour
<i>el horario</i>	timetable
<i>el/la compañera/a de clase</i>	classmate
<i>el/la profesora</i>	teacher
<i>el/la directora/a</i>	headteacher
<i>el uniforme (escolar)</i>	school uniform
<i>el estudiante</i>	student
<i>la vida escolar</i>	school life
<i>las reglas/las normas</i>	rules
<i>la rutina</i>	routine