

C1 Knowledge Organiser - Year 7

Name:

Advisory:

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Year 7 Homework Overview

Day	Subject	Type
Monday	Geography and History	RCWC in homework booklet
Tuesday	Maths	Sparx Maths
Wednesday	English	Sparx Reader
Thursday	Science	Sparx Science
Friday	English (1/2 page) Spanish odd weeks (1/2 page) Mandarin even weeks (1/2 page)	RCWC in homework booklet

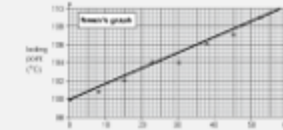
Year 7 English: Cycle 1 – Greek Myths Knowledge Organiser



Section 1: Context		Section 2: Myth Types	
Ancient Greece 700 – 480BC	Ancient Greece saw advances in art, poetry and technology. It is known as the age in which the city-state was invented	aetiological	explaining the reasons why something is the way it is e.g. nature
myth	a traditional story concerning the early history of a people, typically involving supernatural beings or events	historical	retelling of historical events to keep in living memory
purpose of myths	allowed early mankind to explain phenomena such as creation and the changing of the seasons.	psychological	explaining why we act and feel the way we do.
oral storytelling	spoken word as the most common form of storytelling.	theological	relating to or concerning the Gods.
moral messages	allowed mankind to explore morality – the concept of right and wrong.		
Section 3: Ambitious Terminology		Section 4: Key Characters	
xenia	the importance of being a good host or guest.	Zeus	ruler of the Gods; brutal, merciless and unforgiving.
philotimia	the adoration of being honoured.	Lycaon	tested Zeus’s power; turned into a wolf as punishment.
<u>aristeia</u>	a hero’s moment of glory.	Prometheus	Responsible for creating mankind; stole fire from the Gods.
moira	fate or the belief that our lives are mapped out for us.	Pandora	first mortal woman; sent to Earth to punish mankind.
hamartia	a fatal flaw leading to the downfall of a tragic hero or heroine.	King Minos	ruthless leader; owned the Minotaur in a labyrinth.
Section 5: Key Characters 2		Section 6: Key Words	
Theseus	Prince of Athens; Defeated the Minotaur.	exile	(noun) a person sent away from their homeland.
Icarus	died flying too close to the sun; naïve and arrogant.	vengeance	(noun) the desire for revenge.
Medusa	head of snakes and gaze which turns people to stone.	exploit	(verb) to treat a person or situation as an opportunity to gain an advantage for yourself.
Achilles	archetypal Greek hero; took part in Trojan War.	wretched	(adjective) extremely bad or unpleasant.
Odysseus	cunning and clever, the main character of the Odyssey.	writhed	(verb) to twist the body about, or squirm, as in pain.

Section 7: Key Words 2		Section 8: Key words 3	
engulf	(verb) to swallow up, plunge or immerse.	tempest	(noun)a violent storm at sea.
suitor	(noun) a man who wants to marry a woman.	submerge	(verb) cause (something) to be under water.
oracle	(noun) someone who seeks advice or prophecy from the Gods.	stubborn	(adjective) determined not to change one's attitude or position on something.
renegade	(noun) a traitor or rebel.	encounter	(verb) unexpectedly be faced with or experience.
opponent	(noun) a rival who compete against another.		
Section 9: Key Words 4		Section 10: Key Words 5	
omnipotent	(adjective) having unlimited power.	hubris	(noun) excessive pride or self-confidence.
alluring	(adjective) powerfully and mysteriously attractive.	perish	(verb) to pass away or disappear
malevolent	(adjective) having or showing a wish to commit evil.	immortal	(adjective) able to live forever.
benevolent	(adjective) displaying a kind or caring nature.	retribution	(noun) punishment inflicted on someone as vengeance for a wrong or criminal act.
avenge	(verb) inflict harm in return for perceived wrongdoing.	authority	(noun) the power or right to give orders and make people obey.
Section11: Key Words 6		Section 12: Methods	
deceitful	(adjective) behaving in a way that tricks or misleads others.	simile	a comparison using 'like' or 'as'.
flouted	(verb) openly disregarded, mocked or ignored something.	metaphor	describing one thing as though it is another.
Section 13 – Descriptive Writing Assessment Vocabulary			
Wretched	(adjective) extremely bad or <u>unpleasant..</u>		
Malevolent	(adjective) having or showing a wish to commit evil.		
Engulf	(verb) to swallow up, plunge or immerse.		
Submerge	(verb) cause (something) to be <u>under water</u> .		
Simile	a comparison using 'like' or ' <u>as</u> '.		
Metaphor	describing one thing as though it is another.		

Section 1 - Lab Equipment W.B. 31 st August	
Mass Balance	Measures the mass of an object in grams .
Measuring Cylinder	Measures the volume of a liquid in ml or cm³ .
Thermometer	Measures temperature in °C .
Stopwatch	Measures time in minutes and seconds .
Pestle and Mortar	Crushes up substances.
Bunsen Burner	Heats substances. Burns natural gas (methane).
Tripod	Metal stand with three legs .
Gauze	Wire mesh – goes on top of tripod.
Conical Flask	Cone shaped container – holds liquids .
Pipette	Transfers small amounts of liquid .
Section 2 - Hazard Symbols W.B 7 th September	
	Flammable - Sets on fire easily.
	Corrosive - Destroys living tissue such as skin and eyes .
	Toxic - Can cause death if swallowed or breathed in.
	Irritant - Causes skin irritation .
	Serious Health Hazard - Can cause serious health problems such as cancer and breathing difficulties .
	Environmental Hazard - Toxic to wildlife living in water .

Section 3 - Planning an Investigation W.B. 14 th September	
Independent Variable	The one you change .
Dependent Variable	The one you measure .
Control Variables	The ones you keep the same to make it a fair test .
Method	Step by step instructions for an investigation.
Table	Left hand column = independent variable. Right hand column = dependent variable.
Repeat Readings	Take 3 sets of readings and calculate an average .
Calculating an Average	Add the values together and divide by how many values you have.
Section 4 – Graphs W.B. 21 st September	
Categoric Data	Data that is in words e.g. type of metal, colour.
Continuous Data	Data that is in numbers e.g. length, mass, time.
Bar Chart	Use if your independent variable is categoric . 
Line Graph	Use if your independent variable is continuous . 
X Axis	Horizontal axis – Plot the independent variable on here.
Y Axis	Vertical axis – Plot the dependent variable on here.
Anomaly (or Outlier)	A value that does not fit in with the pattern of the other results .
Line of Best Fit	Straight line with a ruler as close to as many points or a smooth curve . Ignore anomalies .

W.B. 14th July

W.B. 14th July

W.B. 21st June

Y7 Science Cycle 1 - Sheet 1

Science Skills

Section 1 - Animal Adaptations W.B. 28 th September	
For the Arctic	Thick fur and fat layer for insulation, small ears to reduce heat loss, wide feet to stop sinking into snow.
For the desert	Little urine and sweat, long eyelashes, wide feet, some are nocturnal, camel's hump stores fat as food store.
For hunting prey	Sharp teeth and claws / talons, fast, eyes on front of head, camouflaged to sneak up on prey.
For avoiding predators	Good hearing, eyes on side of head, warning colours, camouflaged to hide from predators.
For movement	Streamlined bodies, strong muscles, webbed feet, long tail for balance, long legs.
Section 2 – Plant Adaptations W.B. 5 th October	
For absorbing light	Broad flat leaves, may float on water.
For water	Spines to reduce water loss, swollen stems to store water and widespread roots to cover large area.
For insect pollination	Brightly coloured petals and sweet nectar.
For wind pollination	Anthers and stigma hang outside plant.
For seed dispersal	By animals – little hooks on fruit or sweet fruit. By air – parachutes or wings on seeds. By water – floating fruit.
Section 3 - Food Chains and Webs W.B. 12 th October	
Producers	Green plants or algae that produce their own food by photosynthesis.
Consumers	Animals that eat other organisms.
Decomposers	Fungi or bacteria that break down dead organisms.
Arrows	Show direction of energy transfer between organisms.
Interdependence	Living organisms depend on each other for food, shelter, pollination and seed dispersal.

Section 4 - Classification of Living Organisms W.B. 2 nd November	
Classification	Sorting organisms into groups with similar characteristics.
Levels of Classification	Kingdom, phylum, class, order, family, genus, species.
Carl Linnaeus	Scientist who developed the Linnaean classification system.
Five Kingdoms	Animals, plants, fungi, prokaryotes, protists.
Binomial Name	Latin name for an organism. First part is the <u>genus</u> , second part is the <u>species</u> . E.g. humans = <i>Homo sapiens</i> .
Vertebrates	Animals which have a backbone.
Invertebrates	Animals which do <u>not</u> have a backbone.
Section 5 - Five Vertebrate Groups (MR FAB) W.B. 9 th November	
Mammals	Covered in hair, give birth to live young, warm blooded, lungs for breathing in oxygen.
Reptiles	Covered in dry scales, lay eggs, cold blooded, lungs for breathing in oxygen.
Fish	Covered in scales, lay eggs, cold blooded, gills for absorbing oxygen from water.
Amphibians	Covered in moist skin, lay eggs, cold blooded, lungs and moist skin for taking in oxygen.
Birds	Covered in feathers, lay eggs, warm blooded, lungs for breathing in oxygen.

Y7 Science Cycle 1 - Sheet 2 Ecology

Section 1 - Forces Introduction		W.B. 16 th November
What is a force?	A push, pull or a twist.	
What can a force do?	Change the speed, direction or shape of an object.	
Units for Force	Newtons (unit symbol $\equiv$ N)	
Measuring Force	Use a Newton meter (also called a force meter).	
Section 2 - Different Forces		W.B. 16 th November
Friction	Acts between two surfaces rubbing together. Acts in the opposite direction to movement.	
Air Resistance	Acts on all objects moving through air. Acts in the opposite direction to movement.	
Weight or Gravitational Force	Force caused by gravity. Pulls all objects towards the centre of the Earth.	
Upthrust	Acts upwards on floating objects.	
Driving Force or Thrust	Force produced by an engine, which moves objects.	
Support Force	Acts upwards on objects resting on solid surfaces e.g. the ground.	
Water Resistance	Acts on all objects moving through water. Acts in the opposite direction to movement.	
Tension	Pulling force in ropes and cables.	
Section 3 - Effects of Forces		W.B. 23 rd November
Resultant Force	Overall force acting on an object.	
Stationary	Not moving (still).	
Balanced Forces	Resultant force is zero. Forces cancel out. Cause no change in motion.	
Unbalanced Forces	Resultant force is not zero. Forces do not cancel out. Cause a change in motion.	
Interaction Pairs of Forces	Forces come in pairs that: - Are the same size. - Act in opposite directions. - Act on two different objects.	

Section 4 - The Solar System & Beyond		W.B. 30 th November
Solar System	Made up of 8 planets which orbit the Sun.	
Planets (Closest to furthest from Sun)	Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.	
Pluto	Reclassified as a dwarf planet.	
Sun	The star in the middle of our solar system.	
Moon	A natural satellite that orbits a planet.	
Galaxy	A collection of billions of stars.	
Milky Way	Name of the galaxy that our Sun is in.	
Proxima Centauri	Nearest star to our Sun. 4 light years away.	
Andromeda	Nearest galaxy to the Milky Way galaxy.	
Light Year	The distance light travels in one year.	
Universe	Everything in space – made up of billions of galaxies.	
Section 5 - The Earth		W.B. 7 th December
Day	Length of time a planet takes to make one full spin on its axis.	
Length of Earth Day	24 hours	
Daytime in the UK	When the UK faces towards the Sun.	
Night-time in the UK	When the UK faces away from the Sun.	
Year	Length of time a planet takes to orbit the Sun.	
Length of Earth Year	365.25 days	
Leap Years	Occur every 4 years. February has an extra day.	
Summer in UK	When the northern hemisphere is tilted towards the sun. Sun's rays more concentrated. Sun high in sky.	
Winter in UK	When the northern hemisphere is tilted away from the sun. Sun's rays less concentrated. Sun low in sky.	

Y7 Science Cycle 1 - Sheet 3

Forces & Space

Section 1: Mastery W/C 1 st September		Section 4: Mastery W/C 21 st September	
geography	the study of the Earth and its people	7 continents	Europe, Africa, Asia, North America, South America, Antarctica, Oceania
physical geography	the study of natural features e.g. volcanoes, oceans	5 oceans	Arctic, Atlantic, Indian, Pacific, Southern
human geography	the study of people e.g. cultures, economics	latitude	imaginary horizontal lines around the Earth à show how far north or south a place is from Equator
environmental geography	the study of interactions between people and nature e.g. climate change	longitude	imaginary vertical lines around the Earth -> show how far east or west a place is from Prime Meridian

Section 2: Mastery W/C 7 th September		Section 5: Mastery W/C 28 th September	
rural areas	countryside and villages	Equator	line of latitude -> separates Northern Hemisphere from Southern Hemisphere -> 0° latitude
urban areas	cities and towns	Tropic of Cancer	line of latitude à north of Equator -> 23.5° N
capital city	often the largest city and where the government is located	Tropic of Capricorn	line of latitude à south of Equator -> 23.5° S
country	a nation with its own government e.g. France, Nigeria, Brazil	Prime Meridian	line of longitude à separates Eastern Hemisphere from Western Hemisphere -> 0° longitude

Section 3: Mastery W/C 14 th September		Section 6: Mastery W/C 5 th October	
British Isles	5 nations -> Scotland (capital Edinburgh), England (capital London), Wales (capital Cardiff), Northern Ireland (capital Belfast), Republic of Ireland (capital Dublin)	United Kingdom	4 nations -> Scotland (capital Edinburgh), England (capital London), Wales (capital Cardiff), Northern Ireland (capital Belfast)
Great Britain	3 nations -> Scotland (capital Edinburgh), England (capital London), Wales (capital Cardiff)	seas around the British Isles	North Sea (east of England), English Channel (south of England), Irish Sea (west of England), Atlantic Ocean (west of British Isles)

Section 7: Hot Deserts W/C 12 th October		Section 10: Hot Deserts climate W/C 16 th November	
climate	average precipitation and temperature in an area over many years	during the day	temperature -> no clouds (dry climate) -> very hot -> higher than 40°C in summer -> 20-30°C even in winter
weather	hour to hour changes in precipitation and temperatures	during the night	temperature -> no clouds to trap heat at night à very cold -> below freezing à large diurnal (daily) temperature range
concentrated	focused in an area -> strong and intense	precipitation	very little rain -> many months no rain -> 250 mm annually (each year)
insolation	sunlight (solar radiation) that reaches surface of Earth	adaptation	physical / behavioral characteristics -> help plants and animals survive

Section 8: Hot Deserts biomes W/C 2 nd November		Section 11: Hot Deserts Adaptation W/C 23 rd November	
distribution	how something is spread out (or where it is located)	abiotic	non-living things à e.g. soil and climate
biodiversity	variety of plant and animal life in a particular habitat	cactus roots	long taproots -> 7-10 m long à reach far to find water
ecosystem	biotic and abiotic things, interacting with each other and environment	cactus spines	spines (spikes) à lose less water than leaves, protection from animals
global ecosystem	very large ecosystems -> also called biomes e.g. deserts, rainforests	cactus water	water stored inside stems -> called succulents -> less transpiration

Section 9: Hot Deserts characteristics W/C 11 th November			Section 12: Hot Deserts adaptation W/C 30 th November	
	tropical rainforests	hot deserts	biotic	living things -> e.g. plants and animals
distribution	along the Equator	along the Tropic of Cancer along the Tropic of Capricorn	camel feet	large feet -> stops camel sinking into sand
climate	high temperatures (hot) high precipitation (wet)	high temperatures (hot) low precipitation (dry)	camel hump	hump on back -> stores fat (not water) à energy source for long journeys

Section 13: Hot Deserts (causes and reduction) W/C Additional information

desertification	healthy land on desert fringes (edges) turns to desert -> loses nutrients
climate change	climate warming -> makes desert fringe drier -> causes desertification
wood for fuel	trees cut down -> tree roots cannot hold soil together -> soil erosion -> infertile soil -> desertification
overgrazing	too many farm animals -> soil erosion -> infertile soil -> desertification
sustainable	using resources in a way that will not harm planet for future people
tree planting	plant trees -> roots reduce erosion -> sustainable -> less desertification
technology	using simple technology e.g. ' solar stoves ' -> need no fuel wood -> less trees cut down -> less erosion -> sustainable -> less desertification

Year 7 History Cycle 1 Powerful Knowledge 100% sheet

Section 1: Founding and Expansion of the Roman Empire		Section 2: Life in Ancient Rome	
Founders of Rome	It is said that the founders were Romulus and Remus . The first Romans abducted the women of the Sabines .	Winners and Losers	Winners: Traders of olives, silks, spices Losers: Slaves – construction workers, working in silver mines
Military Success	There was no plan for an empire. The Romans didn't have maps. When they defeated a nearby town, they demanded that they should provide troops for the Roman army. This was a completely new idea .	Roman marriage and religion	Roman girls – normally married at 14 or 15 . Age gap of 10 years Romans didn't believe in Gods; they knew that they existed. They might sacrifice animals to the Gods, such as Jupiter , Minerva or Neptune , to receive a favour.
The Punic Wars: Rome vs Carthage	Carthage was the Mediterranean's most powerful seafaring state. Hannibal took his soldiers and elephants over the alps . He defeated the Romans at the Battle of Cannae in 216 BC . But he couldn't take Rome. In 146 BC , Rome sacked Carthage.	Roman life	<u>Similar to today:</u> Many opportunities for work – from musicians, to traders, from dock workers to bakers. Different to today: No privacy – went out to eat, wash, go to the toilet. There were no litter bins, police or fire brigade.
Spartacus Revolt	Spartacus was a Thracian gladiator and slave. He rebelled against the Romans and wanted freedom for the slaves Crassus defeated the rebels and crucified them on the Appian Way.	Roman Republic	Rome was a republic – they did not have a king or queen. Led by the senate – an elite group of wealthy men (senators). Two consuls are elected each year.
Section 3: Fall of the Roman Republic		Section 4: Roman Britain	
Triumvirate	Julius Caesar, Marcus Crassus and Pompey the Great decide to rule Rome, ignoring the senate and senators such as Cato .	Roads	The Romans built a network of roads over 80,000km . Now you knew exactly where you were in the world.
Julius Caesar	Julius Caesar defeats the Gauls , becoming rich and popular. He crosses the Rubicon River and marches on Rome.	Place Names	Towns that end with -ceter , -chester or -caster are all former Roman military towns. London was chosen as the capital city.
End of the Roman Republic	Pompey fights Caesar and loses the Battle of Pharsalus . Pompey is killed and Cato commits suicide. Julius Caesar makes himself ' dictator for life '. He is assassinated in the senate on the Ides of March , 44BC .	Boudicca	Queen of the Iceni tribe who rebelled against the Romans.
		Hadrian's Wall	Defensive fortification built by the Emperor Hadrian in 122AD . It measures 73 miles from coast to coast. A unit who guarded the walls were Aurelian Moors from Africa.
Section 5 Anglo-Saxons		Section 6 Vikings	
Anglo-Saxons	Tribes of Angles , Saxons , Jutes from mainland Europe who settled in England from 401 after the Romans left.	Origins	The Vikings came from Scandinavia : Norway, Denmark and Sweden. They travelled to Canada and to Turkey.
Kingdoms	By 800, the three most powerful kingdoms were Wessex , Mercia and Northumbria .	Invasion	Vikings first arrived in England in 793AD when they attacked Lindisfarne . The Vikings took over Mercia and East Anglia .
Offa	Ruler of Mercia (757-796). Printed his own coins and built a <u>149-mile long</u> earthwork known as 'Offa's Dyke'.	Trade	The Vikings traded furs, silk, slaves and other luxury items across Europe.
Alfred the Great	Defeated several Viking raids, created fortified towns known as ' burhs ', united with Mercia and claimed to be ' King of the English '.	Language	Viking words today: Egg, bread, sister, happy, ill, sword, knife. Days of the week: Wednesday (Woden), Thursday (Thor)

Section 7: Contenders for the throne: 1066		Section 8: Battles of Fulford and Stamford Bridge	
Claim to the throne	Reason given that a particular person should be the next King.	Death of Edward the Confessor	Edward the Confessor died on January 5th 1066 .
Edward the Confessor	Anglo-Saxon king who ruled from 1042-1066 . He died on January 5 th leaving no male heir (next in line for the throne).	Succession of Harold	Hardold Godwinson was immediately chosen to be the next King of England by the Witan.
Harold Godwinson	Earl of Wessex, most powerful and richest man in England. Favoured by the Witan (the group of Anglo-Saxon nobles).	Invasion	Harald Hardrada invaded England in September 1066 with 300 longships and 10-15,000 men .
Harold Hardrada	King of Norway . Distantly related to previous Viking kings of England.	Battle of Fulford	Edwin and Morcar vs Hardrada (20th September 1066). Harada wins and takes York.
William Duke of Normandy	Duke of Normandy in France . Claimed that Edward had offered him the throne in 1051.	Battle of Stamford Bridge	Harold Godwinson vs Hardrada (25th September 1066). Hardrada is killed. Harold Godwinson is victorious.
Section 9: Battle of Hastings		Section 10: Dealing with rebellions	
Saxon Position	The Saxons had a strong defensive position, on top of Senlac Hill . They overlapped their shields, forming a shield wall .	Initial Approach	In the beginning, William sought to get on well with the Saxons. He allowed Edwin and Morcar to continue being earls.
Norman Position	The Normans were at the bottom of the hill . They were drawn up into three lines: archers, infantry and mounted knights.	First Rebellion: 1068	Harold Godwinson's mother, Gytha, seized Exeter. After 18 days, the town surrendered to William.
Feigned Retreat	The Normans retreated back down the hill, perhaps encouraging the Saxons to follow them. This is a mistake; the Saxons lose their shield wall.	Second Rebellion: 1069.	Edwin and Morcar joined with the Danes to rebel in the North. William marched north . His soldiers killed rebels, burnt homes and slaughtered animals. Known as the Harrying of the North .
Death of Harold	The decisive moment was the death of King Harold. Some accounts say that he was hit by an arrow to the eye ; others that he was cut down .	Third Rebellion: 1070-71	Rebellion in East Anglia, led by Hereward the Wake . Normans defeat the rebellion.
Section 11: Building castles		Section 12: Domesday Book	
Consolidation	Built nearly 700 motte and bailey castles between 1067-1087 . Built at major towns and cities to dominate the Anglo-Saxons	What it was	A survey of all the land and property in England. They recorded who owned it in 1066 and who owned it in 1086 .
Design	Built on huge mound of earth called a motte . A palisade (wooden wall) surrounded the castle.	Information gathering	They asked questions such as: How much land do you have? How many people and animals do you have?
Examples	First built as soon as the Normans arrived – Pevensey . Built at major towns: London, Nottingham, Lincoln, York, Durham.	Consequences	William now knew how much tax he could charge. He knew how many soldiers he could gather.
Section 13: How William kept control			
Churches	The Normans built magnificent churches throughout England. They also built famous cathedrals in York and Ely in Cambridgeshire.		
Taxes	William encouraged trade between England and France. This meant lots of towns in the south of England became richer and high taxes could be gained.		
Murdrum Fine	A whole community paid crushing fines if a Norman was murdered. This made it less likely for the Saxons to rebel.		
Forest Laws	William took over large areas of the forest. People caught hunting there could have their fingers chopped off or eyes gouged out!		

Section 1: Basic information of China - W/C 1st September		Section 2: Festivals and traditions - W/C 7th September	
Geography & Area	China 中国 is located in the eastern part of the globe. The area of China is about 9.6 million square km. It is the 3rd largest country in the world by area.	Festivals	Chinese New Year 春节, Mid-Autumn Festival 中秋节 and Dragon Boat Festival 端午节
Capital & special zones	Beijing 北京 is the capital of China. There are 32 provinces & 2 special zones in China. The official language in China is Mandarin.	Traditions	Chinese Zodiac 十二生肖 has 12 animal signs and their ascribed attributes are based on the lunar calendar. Beijing Opera 京剧
Population & Folk customs	There are about 1.3 billion people in China now, not including the people in Hong Kong 香港, Macao and Taiwan. One-fifth of the world's population is in China!	Science and Technology of ancient China	The compass, papermaking, printing and gunpowder
Ethnic groups	There are 56 nations in China, such as Han, Hui, Zang, Zhuang, Miao, etc. Han 汉 makes up 91.59% of the population in China.	National Treasure	Panda 熊猫. Pandas live mainly in the mountains of southwest China, where they subsist almost entirely on bamboo.

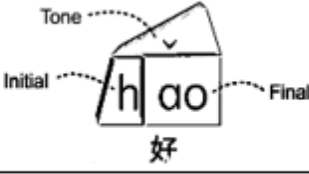
Section 3: Basic greetings- W/C 14th September

你好	<u>nǐ hǎo</u>	hello
你好吗?	<u>nǐ hǎo ma?</u>	How are you?
我很好。	<u>Wǒ hěn hǎo.</u>	I am fine.
谢谢	<u>Xiè xiè</u>	Thanks
早上好	<u>zǎo shàng hǎo</u>	Good morning.
老师好	<u>lǎo shī hǎo</u>	Helle teacher.
再见	<u>zài jiàn</u>	Goodbye
忙不忙?	<u>máng bù máng?</u>	(Are you) busy?
很忙	<u>hěn máng</u>	very busy
不忙	<u>bù máng</u>	not busy

Section 4: What's your name - W/C 21st September

叫	<u>jiào</u>	to be called
他	<u>tā</u>	he
她	<u>tā</u>	she
你叫什么?	<u>nǐ jiào shén me</u> ?	What is your name?
什么?	<u>shén me?</u>	What?
我叫...	<u>wǒ jiào...</u>	My name is...
姓	<u>xìng</u>	surname
李	<u>lǐ</u>	a surname
小	<u>xiǎo</u>	small; little
龙	<u>lóng</u>	dragon

Section 5: Nationalities - W/C 28th September			Section 6: Major cities - W/C 5th October		
中国	<u>zhōng guó</u>	China	北京	běi jīng	Beijing
英国	<u>yīng guó</u>	England	上海	shàng hǎi	Shanghai
美国	<u>měi guó</u>	America	香港	xiāng gǎng	Hong kong
中国人	<u>zhōng guó rén</u>	Chinese	西安	xī ān	Xi'an
英国人	<u>yīng guó rén</u>	English	伦敦	lún dūn	London
美国人	<u>měi guó rén</u>	American	曼彻斯特	màn chè sī tè	Manchester
人	<u>rén</u>	person	住	zhù	to live
是	<u>shì</u>	yes; is	在	zài	in; on; at
不是	<u>bú shì</u>	isn't	我住在北京。	Wǒ zhù zài běi jīng.	I live in Beijing.
哪	<u>nǎ</u>	which	我住在上海。	Wǒ zhù zài shàng hǎi.	I live in Shanghai
你是哪国人？	<u>Nǐ shì nǎ guó rén?</u>	What's your nationality?	我住在曼彻斯特。	Wǒ zhù zài màn chē sī tè.	I live in Manchester.
我是英国人。	<u>Wǒ shì yīng guó rén.</u>	I am British.	我住在香港。	Wǒ zhù zài xiāng gǎng.	I live in Hong Kong.

Section 7: Form of Mandarin & Chinese characters - W/C 12th October		Section 8: Pinyin background & Initials - W/C 2nd November	
Chinese characters	Mandarin is the official language of China. Chinese characters are pictographic. Many of the characters were made according to the shapes of things. Chinese civilization has a history of some 5000 years!	Background	Pinyin is a system for transliterating Chinese characters into the Roman alphabet and is used by learners to learn pronunciation in Mandarin.
A tonal language	Mandarin has five tones – high, rising, falling-rising, falling and neutral tone. Tone mark: 	Chinese syllabic structure	
Pinyin	Pinyin, the phonetic symbols for Chinese characters, is the system to transcribe Mandarin Chinese sounds into a Roman alphabet.	Initials (23)	b p m f, d t n <u>l</u> , g k h, j q <u>x</u> , z c s, <u>zh</u> ch <u>sh</u> r, y w

Section 9: Pinyin Finals - W/C 9th November		Section 10: Tones - W/C 16th November	
Finals (24)	<u>a</u> <u>o</u> e <u>i</u> <u>u</u> <u>ü</u> <u>ai</u> <u>ei</u> <u>ui</u> <u>ao</u> <u>ou</u> <u>iu</u> <u>ie</u> <u>üe</u> er <u>an</u> <u>en</u> <u>in</u> <u>un</u> <u>ün</u> <u>ang</u> <u>eng</u> <u>ing</u> <u>ong</u>	The 1st tone	The first tone is high and level. It is important to keep one's voice even (almost monotone) across the whole syllable when pronouncing the first tone.
Syllables(16)	<u>zhi</u> <u>chi</u> <u>shi</u> <u>ri</u> , <u>zi</u> <u>ci</u> <u>si</u> <u>yi</u> <u>wu</u> <u>yu</u> , <u>ye</u> <u>yue</u> <u>yin</u> , <u>yun</u> <u> yuan</u> <u>ying</u>	The 2nd tone	The second rises moderately. In English we sometimes associate this rise in pitch with a question.
The layout of Pinyin	Initials + Finals = Whole pronunciation Pinyin sometimes does not have <u>initials</u> , but always has finals.	The 3rd tone	The third tone falls and then rises again. When pronounced clearly, its tonal "dipping" is very distinctive.
Location of tone mark	Pinyin tone mark always on finals	The 4th tone	The fourth tone starts out high but drops sharply to the bottom of the tonal range. English-speakers often associate this tone with an angry command.
		Neutral tone	No Tone Mark. Its pronunciation is short, light and flat.

Section 11: Strokes - W/C 23rd November		Section 12: Stroke order - W/C 30th November	
Strokes	All Chinese characters are built up from strokes.	Stroke order	Stroke order is the order in which the strokes of a Chinese character are written. A stroke is a movement of a writing instrument on a writing surface.
BASIC STROKES	、 一 丨 丿 ㇏ ㇀	Rule 1	From top to bottom
		Rule 2	A horizontal stroke first and then a vertical stroke.
CORNER AND ANGLE STROKES	㇏ ㇏ ㇏ ㇏	Rule 3	From left to right
		Rule 4	A left slide first and then a right slide.
HOOK STROKES	㇏ ㇏ ㇏ ㇏ ㇏ ㇏ ㇏	Rule 5	The middle part before both sides for symmetrical words
		Rule 6	The dot is last unless on the top centre.
THE COMPOUND STROKES	㇏ ㇏ ㇏ ㇏ ㇏ ㇏ ㇏ ㇏	Rule 7	The outside frame first and then inside strokes.
		Rule 8	The inner part before the sealing stroke.

Section 13: Radicals - W/C 7th December

Name	Translation	Name	Translation	Name	Translation
火	Fire radical	冫	Ice radical	饣	Meal radical
宀	Roof radical	忄	Heart radical	氵	Water radical
口	Mouth radical	女	Female radical	犭	Animal radical
目	Eye radical	扌	Hand radical	讠	Speech radical
石	Stone radical	舌	Tongue radical	口	An enclosed area
土	Earth radical	车	Vehicle radical	日	Sun/ day radical
亻	Person radical	力	Strength radical	艹	Grass/plant radical
子	Child radical	辶	Running radical	木	Wood radical

Section 14: Structure of Chinese characters – W/C 14th December

Independent characters	whole/ basic characters	子	
Compound characters	left-right	你	
Compound characters	top-bottom	音	
Compound characters	left-middle-right	做	
Enclosures characters	motion/corner	起	
Enclosures characters	enclosed- outer and inner	国	

Year 7 Spanish Cycle 1

Week 1 w/c 31 st August: ¿Qué tal?				Week 2 w/c 7 th September: ¿Qué tal?			
Hola	Hello	Estoy bien	I am well	Hola	Hello	Estoy bien	I am well
Buenos días	Good day/morning	No estoy bien	I am not well	Buenos días	Good day/morning	No estoy bien	I am not well
Buenas tardes	Good afternoon	Estoy regular	I am okay	Buenas tardes	Good afternoon	Estoy regular	I am okay
Adiós	Goodbye	Estoy mal	I am bad	Adiós	Goodbye	Estoy mal	I am bad
Hasta luego	See you later	Estoy fatal	I am awful	Hasta luego	See you later	Estoy fatal	I am awful
Por favor	Please	Estoy fenomenal	I am great/phenomenal	Por favor	Please	Estoy fenomenal	I am great/phenomenal
Gracias	Thank you	Sí	Yes	Gracias	Thank you	Sí	Yes

Week 3 w/c 14th September: ¿Cómo te llamas?		Week 4 w/c 21st September: ¿De dónde eres?			
¿Cómo te llamas?	What's your name?	Soy de Alemania	I am from Germany	Soy alemán/alemana	I am German
Me llamo Sara	My name is Sara	Soy de Gran Bretaña	I am from Great Britain	Soy británico/a	I am British
Me llamo José	I am called José	Soy de los Estados Unidos	I am from the United States	Soy estadounidense	I am American
Me llamo Olivia	I am called Olivia	Soy de España	I am from Spain	Soy español/española	I am Spanish
Me llamo Mohamed	I am called Mohamad	Soy de Francia	I am from France	Soy francés/francesa	I am French
Mi hermano se llama	My brother is called	Soy de Inglaterra	I am from England	Soy inglés	I am English
Mi hermana se llama	My sister is called	así que	So / Therefore	Soy paquistaní	I am Pakistani
Se escribe	It is spelt				
Mi nombre se escribe	My name is spelt				
¿Cómo se escribe?	How do you spell it?				

Week 5 w/c 28th September: ¿Cuántos años tienes?

¿Cuántos años tienes?	How old are you?	Tengo cinco años	I am 5 years old
Tengo once años	I am 11 years old	Tengo quince años	I am 15 years old
Tengo doce años	I am 12 years old	Tengo dieciséis años	I am 16 years old
Tengo trece años	I am 13 years old	Tengo ocho años	I am 8 years old
Tengo catorce años	I am 14 years old	Tengo dieciocho años	I am 18 years old
Tengo diecinueve años	I am 19 years old	Tengo nueve años	I am 9 years old

*In Spanish you say "have + years" to say your age. E.g. "I have 12 years. Tengo doce años"

Week 6 w/c 5th October: ¿Cuántos años tienes?

Mi hermana menor tiene un año	My little sister is one year old	Mi hermano tiene quince años	My brother is 15 years old
Mi madre tiene treinta y dos años	My mum is 32 years old	Mi hermano mayor tiene dieciséis años	My big brother is 16 years old
Mi abuela tiene cincuenta y siete años	My grandmother is 57 years old	Mi mejor amigo tiene diecisiete años	My best friend is 17 years old
Mi padre tiene cuarenta años	My Dad is 40 years old	Mi abuelo mayor tiene setenta años	My grandad is 70 years old
Mi tía tiene sesenta años	My aunt is 60 years old	Mi tío tiene treinta años	My uncle is 30 years old

*In Spanish you say "have + years" to say your age. E.g. "I have 12 years. Tengo doce años"

Week 7 w/c 12th October: Key verbs

Ser	To be	Tiene un padre	He has a dad
Soy de Alemania	I am from Germany	Vivir	To live
Soy <u>inteligente</u>	I am intelligent	Vivo <u>en</u> Manchester	I live in Manchester
Es de Gales	He/She/It is from Wales	Vivo <u>en</u> Escocia	I live in Scotland
Es <u>paciente</u>	He/She/It is patient	Vivo con mis padres	I live with my parents
Tener	To have	Vive <u>en</u> Inglaterra	He/she lives in England
Tengo un gato	I have a cat	Vive con su madre	He/She lives with his/her mum
Tengo <u>tres tíos</u>	I have three uncles	Me llamo Sara	My name is Sara
Tengo <u>una hermana</u>	I have a sister	Se llama Mohamed	His name is Mohamed
Tiene <u>dos hermanos</u>	He has two brothers	Se llama Lucía	Her name is Lucía

Week 8 w/c 2nd November: ¿Con quién vives?

Vivo con mi madre	I live with my Mum	Vivo con mi padre	I live with my Dad
Vivo con mi <u>madrastra</u>	I live with my stepmum	Vivo con mi <u>padrastra</u>	I live with my stepdad
Vivo con mi hermana menor	I live with my little sister	Vivo con mi hermano mayor	I live with my big brother
Vivo con mi <u>hermanastra</u>	I live with my stepsister	Vivo con mi <u>hermanastro</u>	I live with my stepbrother
Vivo con mi <u>tía</u>	I live with my aunty	Mi tío se llama Felipe	my uncle is called Felipe
Vivo con mi prima	I live with my cousin (f)	mi primo se llama Miguel	my cousin (m) is called Miguel
Vivo con la familia de mi amigo/a	I live with my friend's family	Mi amigo se llama Mia	My friend is called Mia

Spanish

Week 9 w/c 9th November: ¿Cuándo es tu cumpleaños?

Mi cumpleaños es el diecisiete de marzo	My birthday is the 17 th of March
Mi cumpleaños es el quince de diciembre	My birthday is the 15 th of December
Mi cumpleaños es el veinticinco de enero	My birthday is the 25 th of January
Mi cumpleaños es el treinta y uno de julio	My birthday is the 31 st of July
Mi cumpleaños es el nueve de agosto	My birthday is the 9 th of August

Week 10 w/c 16th November: ¿Cuándo es tu cumpleaños?

El cumpleaños de mi madre es el veinticinco de julio	My mum's birthday is the 25 th of July
El cumpleaños de mi padrastro es el quince de enero	My stepdad's birthday is the 15 th of January
El cumpleaños de mi abuela es el veintidós de noviembre	My grandma's birthday is the 22 nd of November
El cumpleaños de mi tía es el treinta y uno de diciembre	My Aunty's birthday is the 31 st of December
El cumpleaños de mi hermanastro es el primero de junio	My stepbrother's birthday is the 1 st of June
El cumpleaños de mi primo es el cuatro de septiembre	My cousin's birthday is the 4 th of September

Week 11 w/c 23rd November: ¿Tienes mascotas?

Tengo un gato negro	I have a black cat	Tengo una tortuga amarilla	I have a yellow tortoise
Tengo un caballo marrón	I have a brown horse	Tengo unos conejos grises	I have some grey rabbits
Tengo un perro blanco y negro	I have a black and white dog	Tengo unas ratas rojas	I have some red rats
Tengo una serpiente verde	I have a green snake	No tengo mascotas	I don't have any pets

Week 12 w/c 30th November: ¿Tienes mascotas?

Tengo un gato negro	I have a black cat	Tengo una tortuga amarilla	I have a yellow tortoise
Tengo un caballo marrón	I have a brown horse	Tengo unos conejos grises	I have some grey rabbits
Tengo un perro blanco y negro	I have a black and white dog	Tengo unas ratas rojas	I have some red rats
Tengo una serpiente verde	I have a green snake	No tengo mascotas	I don't have any pets

Week 13 w/c 7th December: ¿Qué tipo de persona eres?

Diría que soy tímido	I would say I am shy	Mi mejor amigo es tonto	My (male) best friend is silly
Diría que soy optimista	I would say I am optimistic	Mi mejor amigo es tranquilo	My (male) best friend is calm
Diría que soy paciente	I would say I am patient	Mi mejor amiga es molesta	My (female) best friend is annoying
Diría que soy antipática	I would say I am unkind	Mi mejor amiga es simpática	My (female) best friend is nice/kind

Spellings weeks 1-3

Week 1 set 1	Week 1 set 2	Week 2 set 1	Week 2 set 2	Week 3 set 1	Week 3 set 2
Rounding	Estimation	Operations	Expressions	Equations	Sequences
Myth	Empire	Moral	Social Inequality	Historical	Emancipation
Weight	Muscle	Conical	Ligament	Measuring	Antagonistic
Infrastructure	Economy	Agriculture	Settlement	Migration	Plateau
Symptoms	Buboes	Peasants	Valuable	Disciple	Archbishop

Spellings weeks 4-6

Week 4 set 1	Week 4 set 2	Week 5 set 1	Week 5 set 2	Week 6 set 1	Week 6 set 2
Coordinates	Notation	Simplifying	Perimeter	Rectangle	Triangle
Aetiological	Rhyming	Hamartia	Prose	Vengeance	Poetry
Variable	Oesophagus	Conclusion	Diaphragm	Anomaly	Alveoli
Peninsula	Plateau	Glacier	Precipitation	Humidity	Deposition
Catholic	Tithe	Chivalry	Athleticism	Miscarriage	Pious

Spellings weeks 7-9

Week 7 set 1	Week 7 set 2	Week 8 set 1	Week 8 set 2	Week 9 set 1	Week 9 set 2
Compound	Quadrilateral	Symmetry	Transformation	Average	Conversion
Metaphor	Protagonist	Simile	Emotive	Narrative	Allegory
Physics	Carbohydrate	Negative	Gaseous	Competition	Producer
Erosion	Tributary	Tsunami	Weathering	Seismic	Tremor
Separation	Reformation	Parliament	Excommunication	Protestant	Alliance

Spellings weeks 10-12

Week 10 set 1	Week 10 set 2	Week 11 set 1	Week 11 set 2	Week 12 set 1	Week 12 set 2
Probability	Relative	Frequency	Reverse	Percentage	Interest
Tempestuous	Tolerance	Omnipotent	Liberty	Malevolent	Juxtaposition
Predator	Adaptation	Reactivity	Displacement	Reactant	Bunsen burner
Sediment	Renewable	Cartography	Meridian	Lithosphere	Depression
Divine	Permission	Roundheads	Cavaliers	Tyrant	Traitor

Art

Year 7 Art - Cycle 1 Knowledge Organiser			
Observational Drawing	Drawing by carefully looking at an object or image and recording what you see.	Grid Method	A drawing technique that uses a grid to improve accuracy and proportion.
Shape	A flat (2D) area created by lines. It has length and width.	Form	A three-dimensional (3D) object with height, width and depth.
Proportion	The size relationship between different parts of an object.	Outline	The outer edge or boundary of a shape or object.
Detail	Small features that make a drawing more realistic and accurate.	Accuracy	Correctly representing the size, shape and position of objects.
Tone	The lightness or darkness of a colour or shade.	Highlight	The lightest area of an artwork where light hits a surface.
Shade	A darker value created by adding more pressure or darker marks.	Pressure	The force applied to a drawing tool to create lighter or darker marks.
Refinement	Improving an artwork by adding missing details and correcting errors.	Subject Matter	The objects, people or ideas shown in an artwork
Analysis	Studying and discussing the meaning, style and techniques used in artwork.	Analysis	Studying and discussing the meaning, style and techniques used in artwork.
Composition	The arrangement of visual elements within an artwork.	Perspective	A technique used to create the illusion of depth and distance.
Line	A long mark used to define edges, shapes and details.	Contour Line	A line used to describe the edges and shape of a subject.
Line Quality	The thickness, strength and character of a line.	Depth	The appearance of space within an artwork.
Geometric Shape	A regular mathematical shape such as a circle, square or triangle.	Organic Shape	An irregular, natural shape found in nature.
Texture	How something feels or appears to feel.	Actual Texture	The real physical surface quality of an object.
Colour Theory	The study of relationships between colours.	Colour Wheel	A diagram showing colour relationships.
Primary Colours	Red, Blue and Yellow – colours that cannot be mixed from other colours.	Secondary Colours	Colours made by mixing two primary colours.

Drama

Drama	The study of theatre and performance.	Facial Expression	Changes in the face to show a person's emotion or reaction.
Freeze frame	A frozen picture that shows a scene or happening.	Body language	The way a person uses their posture and movements to communicate feelings and emotion.
Proxemics	The space between performers to convey a message.	Thought-Tracking	One line of speech of a character whereby they step out of a scene to address the audience about how they're feeling or what they are thinking.
Gesture	Movement of the body, especially the hands or arms, used to communicate an idea or emotion without words.	Mime	A story or idea is communicated through movement and expression without using words.
Narration	Adding spoken commentary for the audience about the action on stage.	Pitch	How high or low a voice sounds.
Diction/ Articulation	The clear and precise use of speech to express words so they are easily understood.	Volume	How loud or quiet a voice sounds.
Projection	Use of voice to speak clearly and loudly so it can be heard by the audience.	Pace	The speed at which a performer speaks or moves during a performance.
Tone	The quality or feeling in a voice that shows a character's emotions or attitude.	Vocal Skills	The way a performer uses their voice to communicate meaning and emotion.
Storytelling	The act of conveying a story or message to an audience.	Characterisation	The way a performer creates and presents a character through voice, movement, and expression.
Narrative Structure	The way a story is organised, including the beginning, middle and end.	<u>Hot-seating</u>	A technique used to develop character by being asked questions in role.

Food Technology

Section 1: Mastery – Introduction to Food Technology

Term	Definition
food technology	the study of preparing, cooking and food safety
hazard	something that can cause harm e.g. hot surfaces, sharp knives
risk	the chance of harm happening
equipment	tools used in cooking e.g. knife, chopping board, oven
hygiene	keeping things clean to prevent illness

Section 2: Mastery – Kitchen Safety

Term	Definition
cross contamination	transfer of harmful bacteria from one surface/food to another
bacteria	tiny microorganisms that can cause food poisoning
safe use of equipment	using tools correctly to avoid injury
personal hygiene	washing hands , tying hair back, wearing apron
cleaning	removing dirt and bacteria from surfaces and equipment

Section 3: Mastery – The 4 C's of Food Safety

Term	Definition
cleaning	keeping hands, surfaces and equipment clean
cooking	heating food to a safe temperature to kill bacteria
chilling	storing food at low temperatures to slow bacteria growth
cross contamination	keeping raw and cooked foods separate

Section 4: Mastery – Preparing to Cook

Term	Definition
preparation	getting ingredients and equipment ready before cooking
weighing	measuring ingredients using scales
measuring	using tools (e.g. measuring jug) for accuracy
cheese sandwich	simple dish used to practise basic skills
organisation	working in a tidy and efficient way

Section 5: Mastery – Knife Skills

Term	Definition
bridge hold	safe grip to hold food steady
claw grip	protecting fingers when cutting food
slicing	cutting food into thin pieces
dicing	cutting food into small cubes
julienne	cutting food into thin strips

Section 6: Mastery – Cooking Equipment (Oven)

Term	Definition
oven	appliance used to cook food using dry heat
temperature	how hot the oven is (°C)
preheating	heating the oven before cooking
baking tray	flat tray used for cooking in oven
oven safety	using oven gloves and avoiding burns

Food Technology

Section 7: Skills Overview

Skill	Explanation
safe working	following rules to prevent accidents
organisation	preparing workspace efficiently
hygiene	maintaining clean conditions
knife skills	cutting safely and accurately
basic cooking	making simple dishes independently

Section 9: Food Poisoning

Term	Definition
food poisoning	illness caused by eating contaminated food
symptoms	vomiting, diarrhoea, stomach pain
bacteria growth	increases in warm conditions
prevention	following the 4 C's
high-risk foods	foods like raw meat, dairy

Section 8: Key Equipment

Equipment	Use
knife	cutting food
chopping board	safe surface for cutting
peeler	removing skin
oven	baking and roasting
scales	weighing ingredients

Section 10: Health & Safety Rules

Rule	Explanation
wash hands	before and after handling food
tie hair back	prevents contamination
wear apron	protects clothes and hygiene
clean as you go	keeps area safe and organised
handle knives safely	prevents injury

Music

Element of Music	Definition
Pitch	How high or low a sound is
Duration	How long or short notes lasts
Tempo	The speed of the music. Italian terms used to describe the music include <i>Largo</i> (very slow), <i>Andante</i> (walking pace), <i>Moderato</i> (moderate), <i>Allegro</i> (fast), <i>Presto</i> (very fast).
Dynamics	How loud or quiet the music is; uses Italian terms such as <i>p</i> (piano, soft), <i>f</i> (forte, loud), <i>mp</i> (mezzo-piano), <i>mf</i> (mezzo-forte), <i>crescendo</i> (gradually louder), <i>diminuendo</i> (gradually quieter).
Timbre	An instrument or sound - The tone colour or character of a sound; describes how instruments/voices differ (e.g., bright, warm, nasal, mellow).
Texture	Thin texture — few instruments or voices, fewer layers, simple accompaniment Thick texture — many layers, fuller sound, more instruments or harmony parts Further description includes <i>monophonic</i> (one line – just one instrument or voice), <i>unison</i> (same pitch and rhythm), <i>homophonic</i> (chordal), <i>melody and accompaniment</i> (lead melodic line with instrumental backing), <i>polyphonic</i> (many independent lines).
Structure	The plan of the music . How a piece is organised ; common forms include <i>binary</i> (AB), <i>ternary</i> (ABA), <i>rondo</i> (ABACA), <i>theme and variations</i> , <i>song structure</i> (intro, verse, chorus etc), through composed (A, B, C etc).
Sonority	The instruments, voices or sound sources used and how they are played . Examples could include <i>pizzicato</i> (plucked), <i>arco</i> , (string instrument played with bow), <i>legato</i> (played smoothly), <i>staccato</i> (short and detached).
Rhythm	The pattern of long and short sounds and silences in music
Other Key Vocabulary	Definition
Composer	A person who creates music , writing down musical ideas using notation or digital tools. Composers work in many styles and can include classical to film, pop, rock, jazz and gaming music.
Composition	An original piece of music created by the composer.
Ensemble	A group of musicians (choir, orchestra, choir, string quartet, rock band, reggae band, big band, jazz band etc).

PE

Section 1: Mastery W/C 1 st September Football		Section 4: Mastery W/C 21 st September Football	
Passing	Moving the ball accurately to a teammate using the foot, head or other legal body part.	Tackling	Winning possession of the ball from an opponent in a controlled and legal manner.
Dribbling	Controlling and moving the ball while running with it.	Possession	Maintaining control of the ball as a team.
Shooting	Attempting to score a goal by striking the ball towards the goal.	Marking	Defending an opponent closely to prevent them receiving or using the ball effectively.
Section 2: Mastery W/C 7 th September Football		Section 5: Mastery W/C 28 th September Football	
Passing	Moving the ball accurately to a teammate using the foot, head or other legal body part.	Formation	The way players are organised on the pitch (e.g., 4-4-2 or 4-3-3).
Dribbling	Controlling and moving the ball while running with it.	Offside	A rule that prevents attacking players from gaining an unfair advantage by being beyond the last defender when the ball is played.

Section 3: Mastery W/C 14 th September Football		Section 6: Mastery W/C 5 th October Football	
Tackling	Winning possession of the ball from an opponent in a controlled and legal manner.	Formation	The way players are organised on the pitch (e.g., 4-4-2 or 4-3-3).
Possession	Maintaining control of the ball as a team.	Offside	A rule that prevents attacking players from gaining an unfair advantage by being beyond the last defender when the ball is played.
Marking	Defending an opponent closely to prevent them receiving or using the ball effectively.	Transition (<u>counter attack</u>)	<u>he</u> phase of play when possession changes and a team <u>moves</u> quickly from attacking to defending, or from defending to attacking.

PE

Section 7: W/C 12 th October Netball		Section 10: W/C 16 th November Netball	
Chest Pass	A two-handed pass <u>delivered</u> directly from the chest to a teammate.	Interception	Winning the ball by catching or deflecting a pass intended for an opponent.
Pivot	Rotating on one foot while keeping the other foot grounded after catching the ball.	Obstruction	A penalty <u>awarded</u> when a defender is closer than 0.9 metres (3 feet) to the player with the ball.
Marking	Defending a player by staying close and attempting to intercept the ball.	Centre Pass	The pass <u>taken</u> from the centre circle to restart play after a goal has been scored.

Section 8: W/C 2 nd November Netball		Section 11: W/C 23 rd November Netball	
Chest Pass	A two-handed pass <u>delivered</u> directly from the chest to a teammate.	Goal Shooter (GS)	The player responsible for scoring goals within the shooting circle.
Pivot	Rotating on one foot while keeping the other foot grounded after catching the ball.	Footwork	The rule requiring players to land and move correctly after receiving the ball.
Marking	Defending a player by staying close and		

Section 9: W/C 11 th November Netball		Section 12: W/C 30 th November Netball	
Interception	Winning the ball by catching or deflecting a pass intended for an opponent.	Goal Shooter (GS)	The player responsible for scoring goals within the shooting circle.
Obstruction	A penalty <u>awarded</u> when a defender is closer than 0.9 metres (3 feet) to the player with the ball.	Footwork	The rule requiring players to land and move correctly after receiving the ball.
Centre Pass	The pass <u>taken</u> from the centre circle to restart play after a goal has been scored.		

Section 13: Netball	
Goal Scorer	→ Attacking Third + Shooting Circle
Goal Attack	→ Centre Third + Attacking Third + Shooting Circle
Wing Attack	→ Centre Third + Attacking Third
Centre	→ All Thirds (No Shooting Circles)
Wing Defence	→ Centre Third + Defensive Third
Goal Defence	→ Centre Third + Defensive Third + Defensive Shooting Circle

BALANCED DIET	
Balanced diet	A balanced diet contains lots of different types of food to provide the suitable nutrients, vitamins and minerals required.
Calories	The amount of energy in food and drink. Every day we need enough calories to ensure our body works, but not too many to ensure we maintain a healthy weight.
Eatwell Guide	Shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet.
EATWELL GUIDE	
•eat at least 5 portions of a variety of fruit and vegetables every day •base meals on higher fibre starchy foods (carbohydrates) like potatoes, bread, rice or pasta •have some dairy or some dairy alternatives •eat some beans, pulses, fish, eggs, meat and other protein •choose unsaturated oils and spreads, and eat them in small amounts •drink plenty of fluids (at least 6 to 8 glasses a day)	

PROTECTED CHARACTERISTICS	
Equality	Everyone deserves to be treated equally
Diversity	Everyone is unique and special.
Protected Characteristics	• Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and maternity • Race • Religion or belief • Sex • Sexual Orientation

STEREOTYPES	
Stereotypes	Fixed ideas about a group of people based solely on one of their characteristics (e.g. race, age, sexuality, appearance).
Prejudice	Pre-judging someone, or making a decision about who they are, before learning anything about them.
Discrimination	Treating a person, or a group, unfairly because of one of their characteristics.

RELATIONSHIPS AND FAMILIES	
Family	A group of two or more persons related by birth, marriage, or adoption.
Committed	A serious and lasting relationship, with a commitment to a future.
Stable	A relationship based on trust, loyalty, and respect, where both people are valued.
Young Carer	A young carer is someone aged under 18 who looks after another person. This could include an adult, or someone younger like a sibling.
Blended Family	Formed when a couple moves in together, bringing children from previous relationships into one home.
Step-Parent	By law, a step-parent only becomes a step-parent upon marriage to one of the biological parents. However, step-parents are often viewed as anyone who has taken on the role of a parent.

CONFLICT MANAGEMENT	
Conflict	When people have opposing ideas, purposes, wants, or needs.
Conflict management	Finding respectful ways to manage disagreements.

PRIVACY ONLINE	
Passwords	Use strong passwords. Use a different password for every account.
Friend Requests	Be careful about accepting people as friends. Make sure it is the person they say they are.
Group chats	When added to large group chats, make sure you know everyone in there.
Personal Information	Be thoughtful about what you share – don't share personal information online.
Sharing	The material someone shares online can be re-shared, and is often difficult to remove.
Privacy settings	Every social media platform / website has different privacy settings, and they constantly change them. Check for every account you have.
Location	Apps / social media platforms often share your live location without you realising. It's important to turn this off.
Report	Report any inappropriate behaviour to the platform.
Logout	Remember to logout when finished.
AUP	Acceptable use policy: The rules relating to an organisation's IT systems

ARTIFICIAL INTELLIGENCE (AI)	
Artificial Intelligence (AI)	Technology that allows computers to learn, make decisions, and complete tasks that normally require human thinking, such as recognising images or generating text
Generative AI	A type of AI that creates new content, such as images, music, or text, based on patterns it has learned