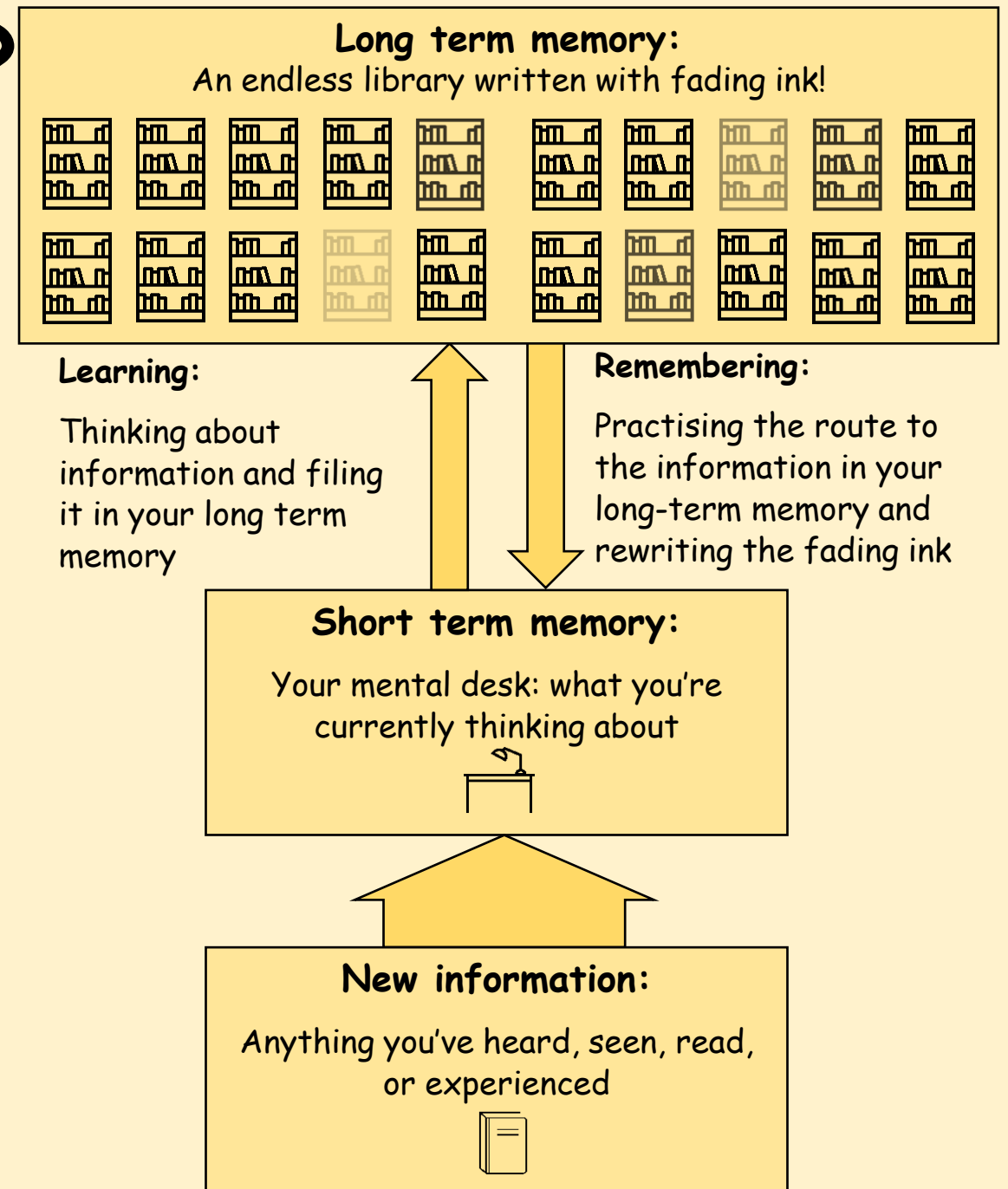


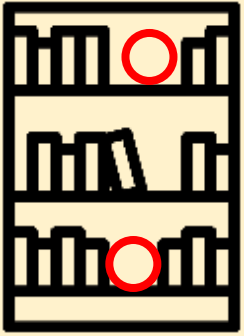
# Yr7 - How do I practice?

In exams, you want to be able to remember a lot of knowledge quickly. This knowledge includes facts and methods which you can use to answer exam questions. To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long term memory.

To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your short term memory.



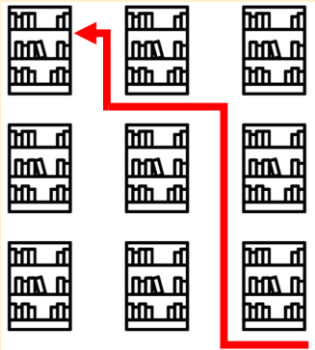
Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



3. Practising recalling knowledge quickly.

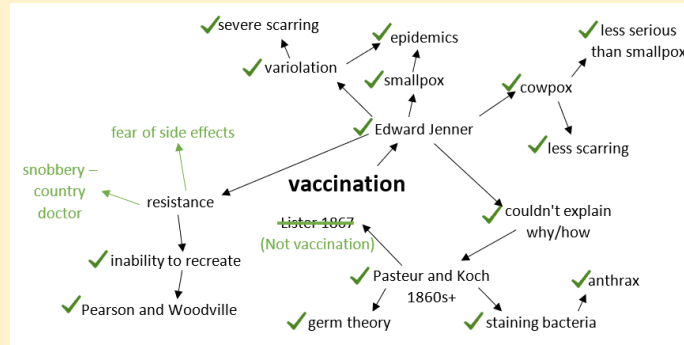
# Strategies to try:

Use your exercise book to help create these revision resources.

## Self-quizzing:

| Topic      |          |
|------------|----------|
| Question 1 | Answer 1 |
| Question 2 | Answer 2 |
| Question 3 | Answer 3 |
| Question 4 | Answer 4 |
| Question 5 | Answer 5 |
| Question 6 | Answer 6 |

## Writing a concept map:



## Watch videos:

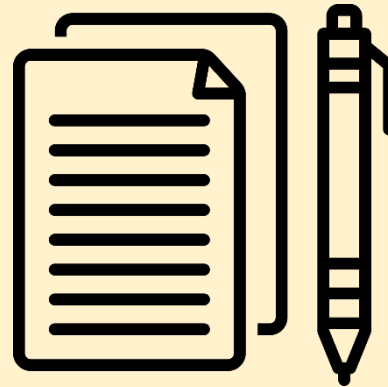


## Flashcards:

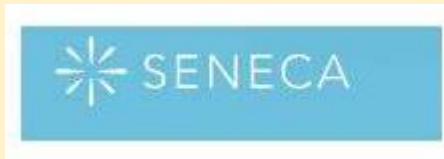
osmosis

Net movement of water from a high concentration to low concentration across a partially permeable membrane

## Practising exam questions:



## Online platforms:



# Mathematics Year 7- Spring

## Some topics to revise (Sparx code)

Add and subtract directed numbers (M106)

Solve one step equations (M707)

Four operations with decimals (M803 and M409)

Metric conversions (M772 and M530)

## Multiplying and Dividing Directed Numbers

| SAME SIGNS - POSITIVE           |     | DIFFERENT SIGNS - NEGATIVE     |     |
|---------------------------------|-----|--------------------------------|-----|
| $+$ $\times$ $+$                | $+$ | $+$ $\times$ $-$               | $-$ |
| $-$ $\times$ $-$                |     | $-$ $\times$ $+$               |     |
| Even number of negative numbers |     | Odd number of negative numbers |     |

Examples: Evaluate the following:

a.  $-2 \times -4$   
 $= 8$

b.  $2 \times (-4)$   
 $= -8$

c.  $-2 \times 4$   
 $= -8$

d.  $-4 \div -2$   $+$   
 $= 2$

e.  $4 \div (-2)$   
 $= -2$

f.  $-4 \div 2$   
 $= -2$

## Algebraic notation

In algebra, we use particular notation for different calculations.

### We group letters together

$a + a + a$   
 means  
 3 lots of  $a$   
 $3 \times a$

$b + b$   
 means  
 2 lots of  $b$   
 $2 \times b$

### We use indices/powers

$a \times a$   
 $= a^2$   
 (a squared)

$b \times b \times b$   
 $= b^3$   
 (b cubed)

### We do not use multiplication signs

$3 \times a = 3a$

$a \times b = ab$

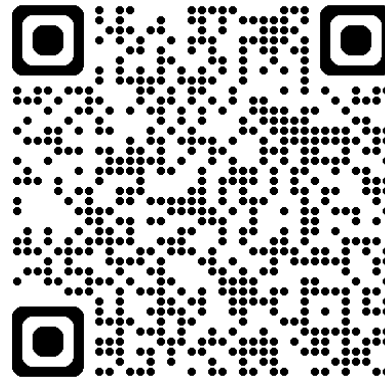
$5 \times b = 5b$

$a \times b \times c = abc$

### We write division using fraction notation

$a \div 2$   
 is written as  
 $\frac{a}{2}$  or  $\frac{1}{2}a$

$b \div 3$   
 is written as  
 $\frac{b}{3}$  or  $\frac{1}{3}b$



## Presentation

Present your work logically and in an organized way on the page, sufficient that the order of the process of solution is clear and unambiguous. **Work down the page and use bullet points or steps.**

# Year 7 - Science revision for KA2

| Steps                        | Identity                                              | Reactions 1                                                                         | Forces                                                                      |
|------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 1 - Recall<br>2 - Understand | To recall how features are inherited using DNA        | To understand the pH scale and label it correctly.<br>To understand neutralisation. | To identify the forces acting on an object and label them correctly.        |
| 3 - Apply<br>4 - Analyse     | To apply knowledge of inheritance to explain diagrams | To analyse graphs which show information about the pH of substances                 | To predict the motion of objects from given forces acting on them.          |
| 5 - Evaluate<br>6 - Create   | To evaluate data within a table of results.           | To create a line graph from scratch using data provided.                            | To predict the motion of objects when multiple forces are acting upon them. |

Support Videos:

Inheritance



Variation



pH Scale



Forces Part 1



Forces Part 2





# Year 7- Star Curriculum: Geography



Can you sort these into push and pull factors?

Drought

Natural disasters

Famine

Education opportunities

Employment opportunities

Lack of jobs

Good living conditions

Poverty

Health care

Family

Climate

War

## Water Supply

Tuvalu is losing its fresh water because salty sea water is rising.

This means Tuvaluans must store rainwater to drink.

Climate change means rainfall is not regular.

Sometimes there isn't enough water for everybody to drink.

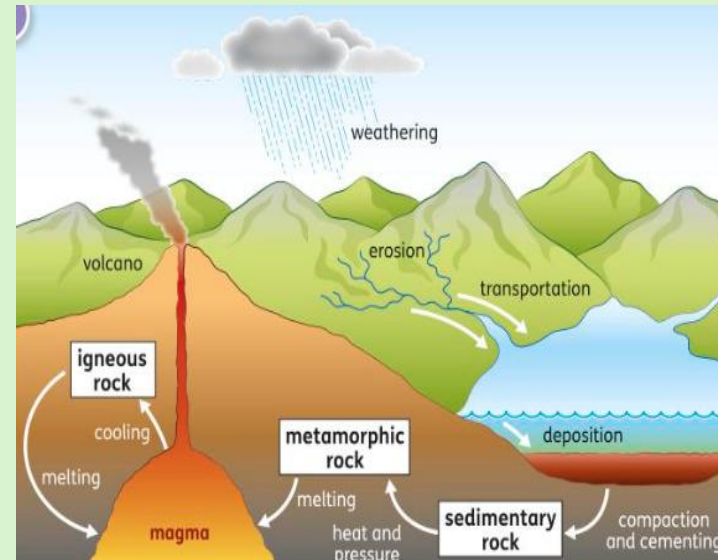
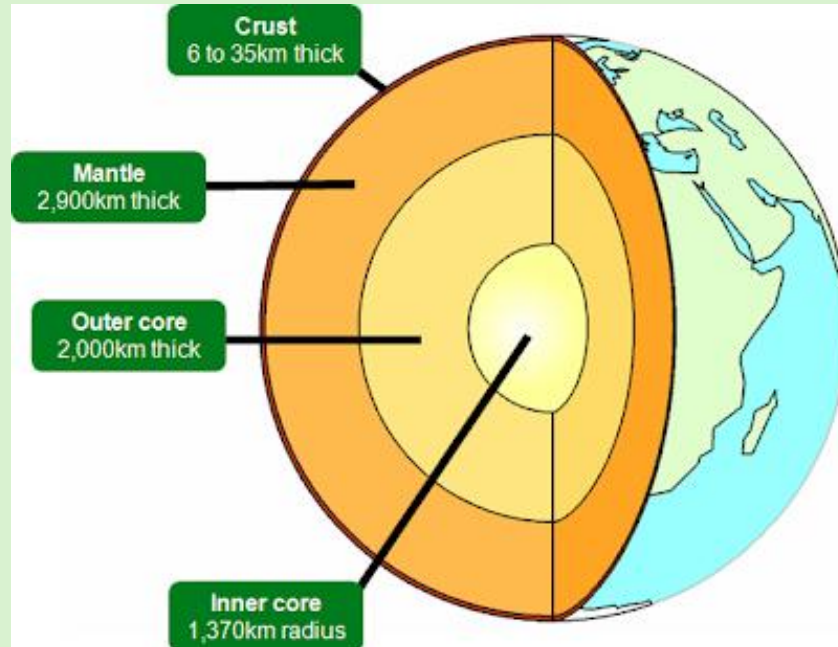
In 2022, Tuvalu experienced a severe drought (a long-time time without enough rainfall).

Tuvalu has to import (buy in) lots of bottled water.

This is expensive and creates lots of litter.

There is nowhere for them to throw away the waste.

Pollution is also contaminating the water supply.



Use the QR code to revisit our lessons

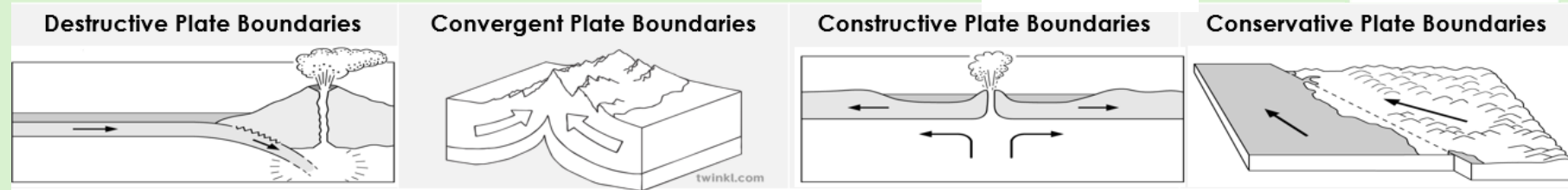
# Year 7- Star Curriculum: Geography



S – Social – 

E – Environmental – 

E – Economic – £



## Why?

Havant Thicket Reservoir is being built because the South East of England is **water stressed**. This means that there are periods of time when the demand for water is greater than the supply available.

The reservoir will provide more water and prevent too much water being removed from the River Itchen and River Test – two rare chalk streams in the south of England.

We want to protect these rivers as they provide important habitats for British flora and fauna.

The project will last a long time. The reservoir is not due to be completed until 2029.

There are concerns about the impact on the environment.

## Environment

Portsmouth Water need to show they are caring for the environment.

The reservoir will help to protect the chalk streams Rivers Itchen and Test.

However, to build the reservoir 12.5 hectares (31 acres) of ancient woodland has to be felled (cut down). This woodland supports many species of plants, trees and animals, including endangered dormice and several species of protected bat.

Portsmouth Water have teamed up with ecologists (people that study habitats and the environment).

They have rehomed many of the bats and dormice that live in the Thicket by safely capturing them and introducing them to similar habitats in the local area.

200 hectares of woodland and grassland will be improved to support wildlife but this will take years.

## Controversy Blackwater in the Reservoir

Some people are angry when it was discovered that Portsmouth Water intend on putting **blackwater** into Havant Thicket Reservoir.

Blackwater is water that has been contaminated with harmful chemicals and waste/excrement (poo).

The blackwater will be treated and then diluted with the fresh spring water to make it safe.

Also, people will make a lot of money from the reservoir!



# Year 7- Star Curriculum: History



If the statue could talk, Licoricia might tell you ...

My name was **Licoricia of Winchester**. Licoricia is French for sweet meat. I was born in the middle of the **medieval period** in the early 13<sup>th</sup> Century.

I was **widowed** very young and left with five children.

Some of my Jewish friends lived in Winchester because they had been **forced to leave** other towns like Southampton in 1236.

My statue shows me holding the hand of my son **Asher**. I wanted to provide for my family and ran a successful **business**.

I wanted to **live in peace** and safety with my Christian friends and neighbours but sometimes Jews were **attacked by violent mobs**.

Winchester was my home but I travelled a lot with my work.

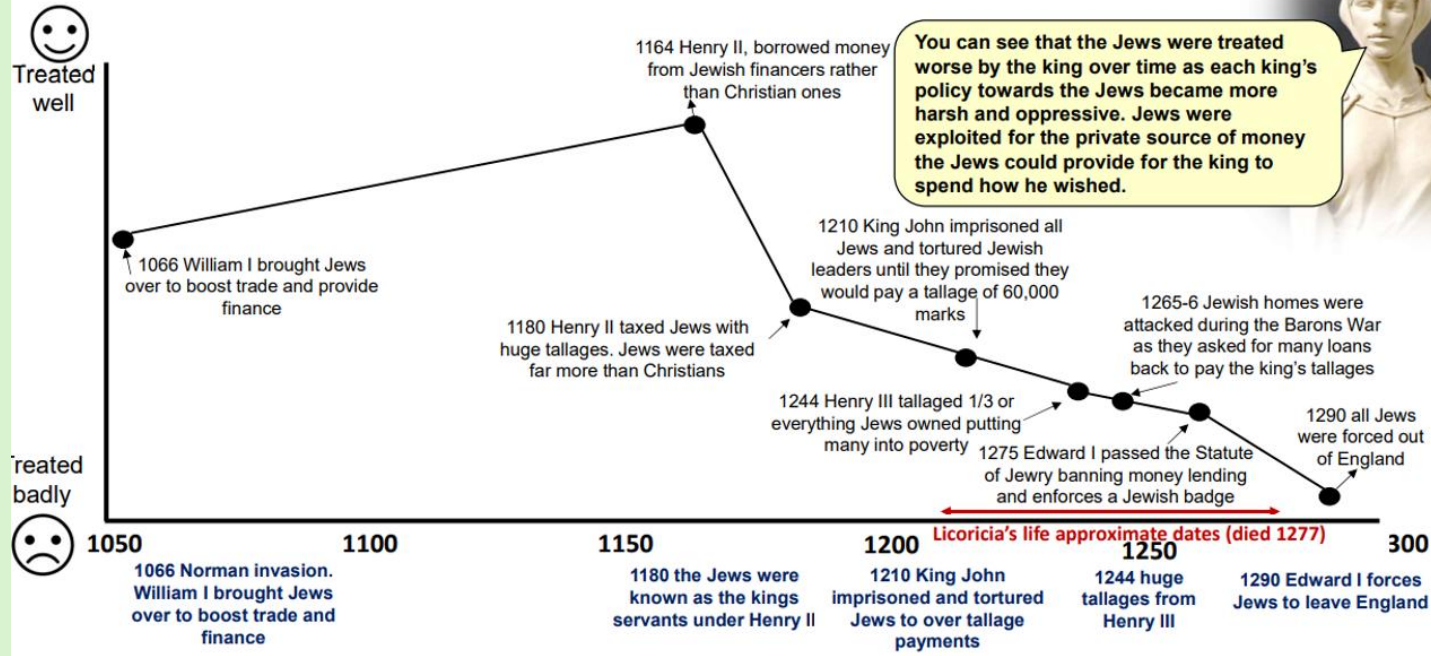
I was an English Jew at a time when England and Europe were **Christian** and under the authority of the King and the **Pope**. Today we call the Jewish religion **Judaism**.

I travelled in style, sometimes with **bodyguards**. I was well dressed in the latest silk fashions and. I liked French food.

I was a leader in my community. I was well **educated** and can read and write English, French and some Latin and Hebrew - I am **multilingual**. I am also an excellent **mathematician**.

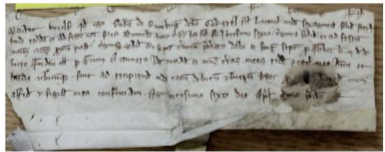
I was **well known** and well connected. I **regularly met** with King Henry III in Winchester's **Great Hall**.

## Step 3: Add a line to show what happened to the treatment of Licoricia over time



## How do we know about Licoricia?

### 1. A chirograph



My job involved these four artefacts. Can you **guess what they might be** and what links them together?

### 2. Archa



### 3. Medieval tally sticks

These are from medieval Hampshire



### 4. Silver coins

The Church believed it was a sin for Christians to lend money to other Christians and charge interest. It was banned by the Pope. This sin was called usury. A way around this was to borrow from Jewish lenders. The king encouraged this.



# Year 7- Star Curriculum: History



Written by Dr Emma Cavell, historian and senior lecturer in history at Swansea University.

Undoubtedly Licoricia is significant not just because of her **success in business**. But because she represents a **rare example of a Jewish woman of medieval England who is known about even today**. In general, the sources say less about woman than men. When it comes to the Jewish communities, and more particularly to Jewish women, there is even less to be found. The Jews represented a minority population in England between the reign of William the Conqueror (1066-87) and their expulsion from England in 1290 by Edward. Their lives and occupations were concentrated in the main towns and cities of medieval England- like Winchester, a city with a rich medieval Jewish history.

In addition, their activities were recorded in a limited range of documents, and many of these have been lost or destroyed. **Yet Licoricia stands out in the records that survive and was pretty famous in her own day**. She was **extraordinarily wealthy, thanks to her own skill as a money-lender**, but also to her marriages to two wealthy Jewish businessmen. (Her second husband, David of Oxford, who died in 1244, was the **wealthiest Jew in England** in his day!). Between 1244, when David died, and her own death in 1277, Licoricia **lent money to people from all over southern England including the kings**. King Henry III sometimes **even protected her from the worst of the royal taxation** that was frequently levied on his Jewish subjects, though he also extracted vast sums of money from her over her working life.

Because she had such a good relationship with the king, **she was also able to talk to the king on behalf of other Jews, if they were in trouble**. It is mainly for **her business activities, her good relationship with the king, also her horrible unsolved murder that we remember Licoricia**. There are one or two other Jewish businesswomen of the thirteenth century who stand out in the records, **but none as exciting as Licoricia**.

Read the piece of scholarship by Dr Emma Cavell.

Annotate to the text to find out features of significance:

1. **Changed things at the time**
2. **Changed lives by improving them or making them worse**
3. **Had a long-lasting impact**
4. **Changed people's ideas or thinking**
5. **Provides a good or bad example of how to live and behave today.**

## What is the historiography of medieval Jewish history in England?

**1900s** British Jewish history was largely forgotten by British historians. It was written about by Jewish historians, specialising in Jewish history like Lionel Abrahams (writing Jewish history in the 1890s) and Cecil Roth (writing from 1920s-60s). Scholars of medieval Jewish history faced **anti-Semitism**. Roth complained that, "he cannot dare to let it be known that he is seriously interested in questions relating to Jewish scholarship" which was "an outcast in the universities."<sup>1</sup>

**1960s** After the Holocaust during World War II when the Nazi government tried to remove and destroy all Jews, universities became interested in whether the treatment of the Jews in the medieval period was linked to these events. A few Historians, like E Rokeah, studied the royal records to learn more about how Jewish people were treated in medieval England.

**1980s** historians became more interested in ordinary people's lives in history. This is called social and cultural history. This meant there was more interest in women's history and Jewish history. Historian Robert Stacey used the financial records on the Jews to answer new questions about their social life.

**1990s** Historians became more interested in **minority** groups. New evidence became available as more documents from the Jewish Exchequer were published. The commemorations of the 1190 massacre of Jews and the 1290 expulsion forcing Jews to leave, created more interest in medieval Jewish history. In 1999 some school textbooks began to include Jewish history. *Modern Minds* text book edited by Christine Counsell and Michael Riley has a paragraph on the beginnings of anti-Semitism in the medieval period to help explain the hatred of Jews in Nazi Germany in the 1930s.

**2000s** Historian Patricia Skinner who was based at Southampton University published her book, *Jews in Medieval Britain* during this time and supported Suzanne Bartlet in her research on Licoricia. Bartlet published her history book, *Licoricia of Winchester* in 2009 and this was used by famous historian Simon Schama to tell the story of Licoricia in his 2014 book, *The story of the Jews*.



# Year 7- Star Curriculum: RE



At Park, Religious Education is about exploring what it means to be human in today's world.

For some people this is a religious view – for others it is a non-religious view.

## Nobody Stands Nowhere



|                      |                                                                                                                                           |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Belief</b>        | A feeling that something is true with no proof.                                                                                           |
| <b>Religion</b>      | The belief in and worship of a superhuman controlling power, especially a personal God or gods. A particular system of faith and worship. |
| <b>Theological</b>   | Looking at beliefs: what they are, where they have come from and how they have changed.                                                   |
| <b>Philosophical</b> | Looking at the nature of reality, existence and knowledge.                                                                                |
| <b>Sociological</b>  | Looking at the way that religion and beliefs are lived and the impact they can have on individuals, communities and societies.            |
| <b>Existential</b>   | Looking at the meaning, purpose and value of human existence.                                                                             |

### Census data for UK Religious Belief 2011/21

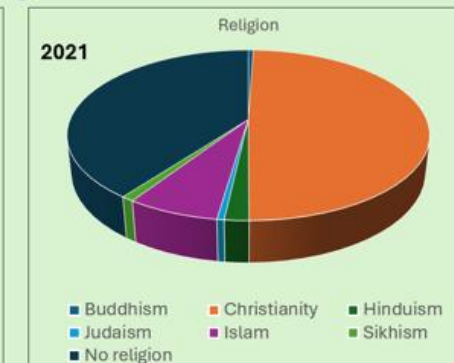
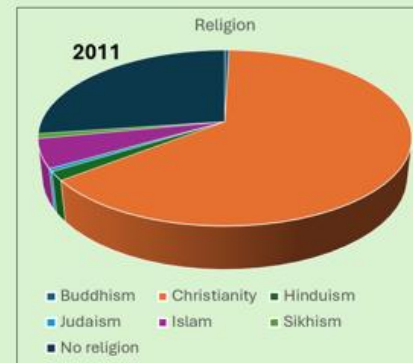
2011

- Buddhism 0.4% (249,000)
- Christianity 59.3% (33.3m)
- Hinduism 1.5% (818,000)
- Judaism 0.5% (265,000)
- Islam 4.9% (2.7m)
- Sikhism 0.8% (423,000)
- No religion 25.2% (14.1m)

2021

- Buddhism 0.5% (273,000)
- Christianity 46.2% (27.5m)
- Hinduism 1.7% (1m)
- Judaism 0.5% (271,000)
- Islam 6.5% (3.9m)
- Sikhism 0.9% (524,000)
- No religion 37.2% (22.2m)

### Census data for UK Religious Belief 2011/2021





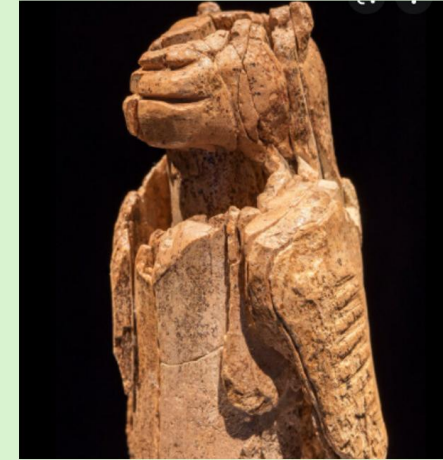
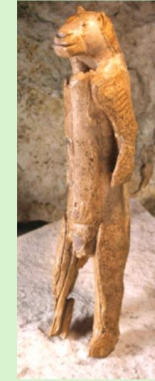
# Year 7- Star Curriculum: RE



## The Lion Man

In August 1939 two men were hurriedly digging at the back of a cave when suddenly they make a heart stopping discovery when they find tiny fragments of mammoth ivory which have been carved by prehistoric human hands. There is no time to investigate because Europe was on the brink of war and the two men were called up to fight. Decades pass before the tiny fragments are pieced together to reveal what they had found. What emerges is extraordinary. A figure of a being that cannot exist in nature that stands up right on human legs with human arms at his side, but his torso shapes into a strangely strong neck and then into the head of a lion. This lion man was crafted 40,000 years ago and comes from a world that exists only in our imagination. But he is here, alert with pricked up ears listening to us, his eyes watching us. Who or what the lion man was we shall never know, but the answer mattered enough for a small community living on the edge of subsistence, haunted by what lurked outside their cave; mammoths and lions. It is a sign of a belief in a being in worlds beyond nature that help us to get by and give meaning and understanding. Somebody spent 400 precious hours carving this figure, carving out a story that was told by generation after generation around their fire. So much so that the Lion Man's torso became smooth as he was passed around. These people possessed something precious, a shared story which showed each person their deep connection to one another, to the dead and the yet to be born. It gave them a place in this world and the worlds beyond. That story whatever it was ended up buried in fragments but tens of thousands of years later here we are, perhaps as much in need as they were of a shared story helping us to face together whatever lurks outside of the cave.

There are over 4000 religions existing in the world and 85% of the worlds people consider themselves to be believers and through time and across the world we have no knowledge of a society that doesn't have beliefs. It seems to be a product of our hugely inventive minds.



**What does this story teach us about belief and truth?**

## The Blind Men and the Elephant



Seven blind men come across an elephant. The first man gets hold of its leg and thinks the elephant is a tree trunk. The second man grabs hold of its tail and is sure that it is a rope. The third holds the trunk and assumes it is a snake. The fourth feels a tusk and believes it is knife. The fifth touches an ear and is certain it is a big leaf. The sixth feels its side and concludes the elephant is a large wall of rubber. The seventh walks right through underneath the elephant and exclaims, "What elephant?!".

What could the elephant represent?

Do any of the blind men know the truth?

**"We tell ourselves stories in order to live"** Joan Didion

Humans have a compelling need for stories to order our memories and hopes and to give shape and meaning to our individual and collective lives.

**"Without our stories we no longer exist."** Emile Durkheim



# Year 7- Star Curriculum: English




| Language Method     | Definition                                                                                    | Example                                                 |
|---------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Imagery             | The use of language to create an imagery in the reader's mind.                                | ' <u>We would soon be in the clouds.</u> '              |
| Simile              | Comparing two things using 'like' or 'as'.                                                    | 'The buildings look <u>like</u> a toy town!'            |
| Metaphor            | Comparing two things by saying one thing is another.                                          | 'If you're the <u>king</u> , I'll be the <u>queen</u> ' |
| Alliteration        | Words close together that begin with the same sound (consonant).                              | 'He <u>r</u> anted and <u>r</u> aged'                   |
| Onomatopoeia        | Words that sound like the noises they describe.                                               | 'he felt the air <u>fizz</u> and <u>crackle</u> '       |
| Personification     | Applying human characteristics to a non-human object.                                         | 'The week <u>crawled</u> by'                            |
| Repetition          | When a word, phrase, sentence or idea has been repeated more than once for particular effect. | ' as we rose <u>higher</u> and <u>higher</u> '          |
| Rule of three       | The use of three word classes together.                                                       | 'Beautiful, fantastic, wonderful!'                      |
| Rhetorical Question | A question that is not intended to be answered as it is obvious or promotes thought.          | ' <u>What had we done wrong?</u> '                      |

| Key term  | Definition                                              |
|-----------|---------------------------------------------------------|
| Plot      | The main events of a novel.                             |
| Character | A person in a novel.                                    |
| Genre     | A type of story.                                        |
| Theme     | Important ideas in a novel.                             |
| Quotation | A group of words taken from a text                      |
| Language  | The type of words used for effect in a novel.           |
| Structure | The order of a novel and types of sentences/paragraphs. |
| Tension   | The build up to something happening – good or bad.      |


|                        |                                                           |                                                                                                           |
|------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Rhyming Couplet</b> | <b>A pair of lines where the end of each line rhymes.</b> | <b>That's my last Duchess painted on the <u>w</u>all,<br/>Looking as if she were alive. I <u>ca</u>ll</b> |
|------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|

Dictionary  
Definitions from [Oxford Languages](#) · [Learn more](#)


 **empathy**  
/ˈɛmpəθi/

*noun*

the ability to understand and share the feelings of another.  
"he has a total lack of empathy for anybody"


Similar: [affinity with](#) [rapport with](#) [sympathy with](#) [understanding of](#) 

Dictionary  
Definitions from [Oxford Languages](#) · [Learn more](#)

 **compassion**  
/kəmˈpæʃn/

*noun*

sympathetic pity and concern for the sufferings or misfortunes of others.  
"the victims should be treated with compassion"

Similar: [pity](#) [sympathy](#) [feeling](#) [fellow feeling](#) [empathy](#) [understanding](#) [care](#) 



# Year 7- Star Curriculum: English



Explode your quotations

Noun used to make them appear 'beneath' humans. Will be treated as animals. Negative. Suggests disrespect.

Adverb used to suggest a termination of what has gone before. A change. The removal of rights. Sound certain- no discussion- factual and immediate.

"You dogs no longer have the same rights as everyone in this school,' he said."

Noun. A place to learn and grow. Children should be safe. Highlights the horror of their treatment.

Noun to suggest something entitled. Treatment of these children is in direct contrast to their rights. Suggests a downgrading in their citizenship.

Collective pronoun used to isolate the Jewish children. Their treatment is different to the majority. They are excluded from 'everyone.' Separate, insignificant.

1. Circle the key words or phrases
2. Identify language features
3. Consider connotations- think, feel, imagine

## Authorial intent- why did Liz Kessler write this novel?

- To criticise those who discriminate against others
- To teach future generations about the mistakes of the past
- To celebrate the power of friendship
- To question the impact that our upbringing has on our morals
- To warn us that humans have the ability to do awful things
- To reveal the importance of having empathy and compassion for others
- To persuade us to always ask questions when we think something is wrong



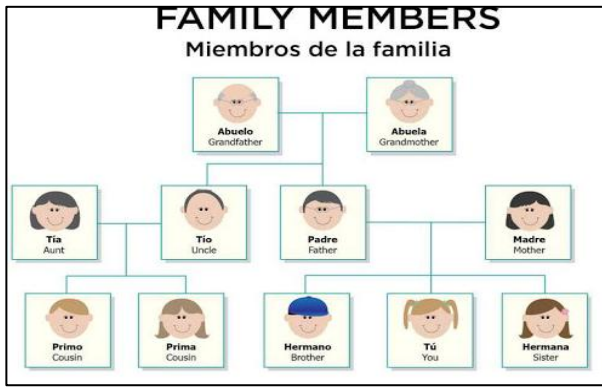
# REVISION FOR YEAR 7 KEY ASSESSMENT 2

What STEP 5 looks like in Year 7 KA2 – can you translate it?

En mi familia hay cuatro personas. Tengo mi madre que se llama Laura, mi padre que se llama Paul, mi hermano que se llama Matt y yo. Mis padres tienen cuarenta años y mi hermano tiene nueve años. Tenemos un perro grande y negro que se llama Fiesta. En el futuro, me gustaría tener un gato blanco. Tengo los ojos azules y tengo el pelo rubio, largo y ondulado. Mi padre tiene los ojos negros y tiene el pelo corto, liso y castaño. Me gusta mi perro porque es divertido.

## What you need to know to do well in Key Assessment 2:

|                                                                                  |
|----------------------------------------------------------------------------------|
| Revise structures from Term 1 such as greetings, name, age, birthday and colours |
| Say who you have in your family + Give their names and age                       |
| Say what pets you have, <b>used to have and would like to have</b>               |
| Give details about your pets such as colour and names                            |
| Give details about your hair and eyes                                            |
| Give details about other people's hair and eyes                                  |
| <b>Giving opinions about pets you like and pets you don't like.</b>              |
| <b>Apply knowledge of key Spanish phonics: LL / J / H / Ñ / RR</b>               |



|          |         |        |
|----------|---------|--------|
| blanco   | naranja | azul   |
| amarillo | rosa    | gris   |
| rojo     | lila    | marrón |
| negro    | verde   | beis   |

se llama = he/she is called  
 tiene...años = he/she is... years old  
 se llaman = they are called  
 tienen...años = they are... years old.

|           |            |            |
|-----------|------------|------------|
| el perro  | el pájaro  | la tortuga |
| el gato   | el caballo |            |
| el pez    | el hámster | el ratón   |
| el conejo | la cobaya  |            |

ink saving Eco

|                            |                         |                                                                                                                                                                                                   |                                                                |                         |
|----------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------|
| Tengo<br><i>I have</i>     | el pelo<br><i>hair</i>  | castaño <i>brown</i><br>rubio <i>blond</i><br>rojo <i>red</i><br>negro <i>black</i><br>azul <i>blue</i><br>corto <i>short</i><br>largo <i>long</i><br>rizado <i>curly</i><br>liso <i>straight</i> | y tengo<br><i>and I have</i><br>y tiene<br><i>she/he has</i>   | barba<br><i>a beard</i> |
| Tiene<br><i>She/he has</i> | los ojos<br><i>eyes</i> | marrones <i>brown</i><br>azules <i>blue</i><br>grises <i>grey</i><br>verdes <i>green</i>                                                                                                          | y llevo<br><i>and I wear</i><br>y lleva<br><i>she/he wears</i> | gafas<br><i>glasses</i> |

## Tips to revise for your Spanish assessment:

- use the student page to look at the lessons again and revise from the power points.
- log into MEMRISE (password: Park2024) and complete the revision courses available.
- prepare flashcards with the key vocabulary and ask someone at home to test you.
- attend Spanish KS3 club on Monday after school in C10 to revise with a teacher.
- write a paragraph about yourself and send it to your teacher for feedback.



# Revision Topics Year 7

## Catering

1. Health and Hygiene in the kitchen
2. Fridge and freezer temperatures
3. Bacteria Growth
4. 4C's
5. Eatwell Guide

## Graphics

1. Measuring
2. Design Movements
3. Visual Elements
4. Drawing equipment
5. Photoshop Skills

## 3D Product Design

1. Tool identification
2. Materials Identification
3. ACCESS FM
4. Environmental Design
5. Design Process

## Top Tips

1. Always read the question twice
2. Always with your first gut reaction
3. Use the images to help you make your choices
4. Don't forget look back through your book before the test
5. Some questions will be linked to your homework

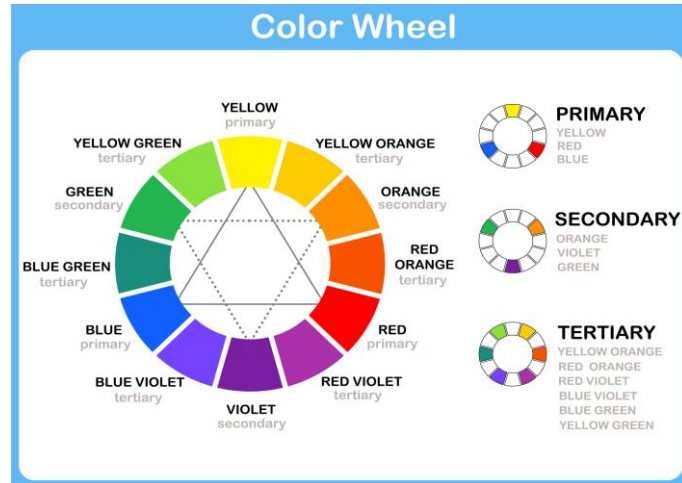
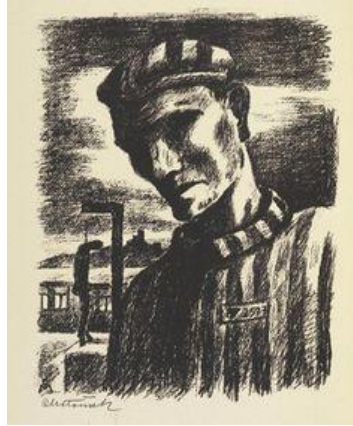
Please refer to your book for more in-depth topic information including Assessment Criteria and Big Pictures

Scan here for extra resources on student portal.



# REVISION FOR YEAR 7 ART - Identity

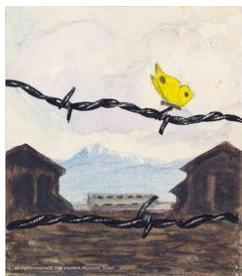
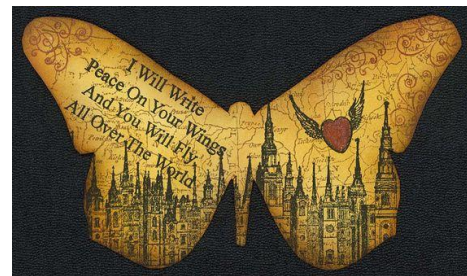
| What you need to know to do well... |                                                       |
|-------------------------------------|-------------------------------------------------------|
| 1                                   | Re cap of identity unit, cave painting, green man etc |
| 2                                   | What is conflict art?                                 |
| 3                                   | Holocaust art and the symbols associated with it      |
| 4                                   | Artist study – Pablo Picasso                          |
| 5                                   | Colour theory and art movements                       |



| Step 3                                                                                                                                                                                                                                                    | Step 4                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application / Applying</b>                                                                                                                                                                                                                             | <b>Analysis / Analysing</b>                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>*Use 2 of the sources provided</li> <li>*Carefully select your research</li> <li>*Give well explained opinions</li> <li>*Clearly consider your layout</li> <li>*Explain using some technical vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>*Use all of the sources provided</li> <li>*Present carefully selected and relevant research</li> <li>*Justify your opinions</li> <li>*Clearly consider your layout</li> <li>*Analyse using some technical vocabulary</li> </ul> |
| <ul style="list-style-type: none"> <li>*Clearly attempt to refine skill/s in context</li> <li>*Focus on improving precise elements of your outcome</li> <li>*Understand what and how you need to improve</li> </ul>                                       | <ul style="list-style-type: none"> <li>*Experiment with the materials</li> <li>*Refine your outcome with some independence</li> <li>*Record the stages of your experimentation with annotation</li> <li>*Be able to self-assess areas for improvement</li> </ul>       |
| <ul style="list-style-type: none"> <li>*Create a mostly consistent body of work</li> <li>*Take pride in the presentation of your work</li> <li>*Evaluate your own work and skilfully identify how it can be improved or adapted</li> </ul>                | <ul style="list-style-type: none"> <li>*Create a consistent body of work with some degree of independence</li> <li>*Take pride in the presentation and development of your work</li> <li>*Carefully record each stage of the process you are undertaking</li> </ul>    |
| <ul style="list-style-type: none"> <li>*Create an outcome/s which shows precise understanding of the link artist and or processes used</li> <li>*Use understanding to in some way personalise your work</li> </ul>                                        | <ul style="list-style-type: none"> <li>*Create an outcome/s which shows clear understanding of the link artist and or process</li> <li>*Use understanding to personalise your work to create something new</li> </ul>                                                  |

## Tips to revise for your Art assessment:

- Practice colour mixing with primary colours i.e. blue + yellow
- Research Picasso and his work – what is his style of work called? What else has he painted?
- Check out the elements of art here: [Elements of Art - GCSE Art and Design Revision - BBC Bitesize](#)
- Attend an after school drop in if you are struggling with anything





## Networks: from semaphores to the internet

This unit began by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. The types of hardware required were explained, as is wired and wireless data transmission. You developed an understanding of the term's 'internet' and 'World Wide Web', and of the key services and protocols used.

To be working above Step 4 in this unit you need to show:

- You understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- You understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns

|                   |               |           |               |
|-------------------|---------------|-----------|---------------|
| Network           | Network cable | Wireless  | Gigabit       |
| Protocol          | Hub           | Wi-Fi     | Broadband     |
| Mainframe         | Server        | Bandwidth | Buffering     |
| Personal computer | Router        | Bit       | Internet      |
| HTTP              | Wired         | Megabit   | Packet        |
| World-wide web    | email         | VOIP      | IoT           |
| Web browser       | Web server    | Web page  | Search engine |
| HTTP              | HTTPS         | URL       | DNS           |

## Programming pt1

To be working above Step 4 in this unit you need to show:

- You can understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- You can use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- You can understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- You can create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

|              |           |               |                      |
|--------------|-----------|---------------|----------------------|
| Sequencing   | Variables | Expressions   | Count-controlled     |
| Subroutines  | Commands  | Evaluate      | Condition-controlled |
| Instructions | Input     | Conditions    | Debugging            |
| Execute      | Process   | Selection     | Algorithm            |
| Tracing      | Output    | Comparisons   | Programming          |
| Variables    | Storage   | IF Statements | Code                 |
| Operators    | Logic     | Iteration     | Resilience           |



# Year 7 Drama revision slide

**Always Remember**

**In neutral position** you have your legs shoulder width apart and your arms by your sides.



You must have **focus** in your drama so you know exactly what you are doing and you don't laugh.



You need **facial expressions** in your still images to show the audience how you are feeling.



**Direct address** is looking and talking directly to your audience.



You need **physical expressions or actions** in your still images to show the audience what you are doing.



**Levels** are included in your still images to make them look more interesting.



**Blocking** is when you stop your improvisation from working with limited responses.



**Corpsing** is the term used when you come out of character by laughing.



**Spontaneous Improvisation** is when you create a piece of drama on the spot, without preparation.



**Devised Improvisation** is when you plan, prepare and rehearse your drama before performing.



| Key Vocabulary    |                                                                                         |
|-------------------|-----------------------------------------------------------------------------------------|
| Term              | Definition                                                                              |
| Still Image       | When you freeze on the spot using actions and facial expressions to tell a story        |
| Spoken Thought    | When a character speaks directly to the audience telling them their most inner thoughts |
| Spontaneous       | To create something on the spot                                                         |
| Devised           | To prepare something through discussion and rehearsal                                   |
| Improvisation     | A piece of drama based on a theme, topic or issue                                       |
| Vocal Expression  | To change aspects of your voice to show emotion                                         |
| Facial Expression | To change aspects of your face to show your emotion                                     |

**Motif:** A short phrase of movement that can be developed or repeated.

**Formation:** where a dancer is standing/ dancing in relation to other dancers.

**Pathway:** the direction of travel

**Dynamics:** (How) Quality of how you perform the movement.

**Unison:** all together at the same time.

**Choreographic device:**

Choreographic devices are **the tools we use to manipulate movement in order to enhance, exaggerate and embody actions.**

For example: Mirroring, canon, action and reaction

## Year 7 – Dance

### The 5 basic dance actions

- ✓ Jump
- ✓ roll/spin
- ✓ Traveling
- ✓ Stillness
- ✓ Gesture

### Performance skills

- ✓ Facial expressions
- ✓ Projection
- ✓ Clear timing
- ✓ Control



Swan song explores a prisoner which shows that he has no way of escaping and becoming free. He also performs all three of the solos which suggests that he has no one to talk to and confide in so he's forced to go through the experience alone.

**Choreographer: Christopher Bruce**

**Premiered: 1987**

**Music/composer: Phillip Chambon**

**Dance style: classical and contemporary dance styles**

# Year 7 Music revision slide

## MUSIC Knowledge Organiser

Unit Name: ELEMENTS

### CORE KNOWLEDGE

The elements of music are **building blocks that make music interesting.**

Keywords:

**Dynamics** – how loud or soft to play the music

**Rhythm** – music's way of telling time, the organisation of different length beats

**Tempo** – the heartbeat or pace of music – how fast or slow

**Timbre** – the different sounds instruments make

**Texture** – combines melody, harmony, rhythm and timbre to create an overall sound of a piece of music

**Structure** – the shape of a piece of music

**Melody** – series of notes connected together

**Harmony** – two or more notes played together to form a chord

### Dynamics



### Pitch



### Tempo



### Rhythm



### Timbre



### Woodwind



### Strings



### Instruments



### Brass

### Percussion

### Texture





# Yr7-9 PE Test – Practice

| Components of skill related fitness                                                                                                            |                                                                                                                                    |                                                                                                                       | P-Crab                                                                                      |                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Power                                                                                                                                          | Coordination                                                                                                                       | Reaction Time                                                                                                         | Agility                                                                                     | Balance                                                                                    |
| "The product of speed and strength to allow for explosive movements"                                                                           | "The ability to move two or more body parts at the same time smoothly and effectively to allow effective application of technique" | "The time taken to respond to a stimulus"                                                                             | "The ability to change direction quickly to allow performers to out manoeuvre an opponent"  | "The ability to maintain centre of mass over a base of support"                            |
| Fitness Test                                                                                                                                   | Fitness Test                                                                                                                       | Fitness Test                                                                                                          | Fitness Test                                                                                | Fitness Test                                                                               |
| <ul style="list-style-type: none"> <li>Vertical standing jump test</li> <li>Standing long jump</li> <li>Margaria-Kalamen power test</li> </ul> | <ul style="list-style-type: none"> <li>Alternate-Hand wall-Toss test</li> <li>Stick flip coordination test</li> </ul>              | <ul style="list-style-type: none"> <li>Ruler drop test</li> <li>Online reaction test (reaction timer test)</li> </ul> | <ul style="list-style-type: none"> <li>Illinois agility run test</li> <li>T Test</li> </ul> | <ul style="list-style-type: none"> <li>Stork stand test</li> <li>Y balance test</li> </ul> |



Football – requires high levels of balance when running at speed with the ball.



Football – requires high levels of muscular endurance

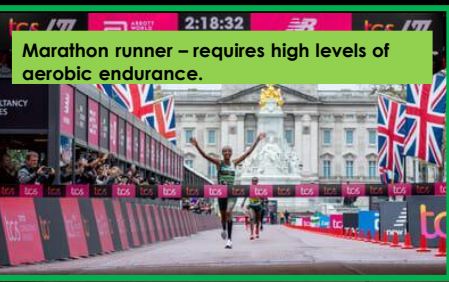


Plyometrics – Power training



Standing Stork – balance test

| Components of Physical related fitness                                                                                 |                                                                                                                                      |                                                                                                                                                                      | Mary Must cAre For Bill Smith                                                                                                                 |                                                                                                                                                     |                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Muscular Strength                                                                                                      | Muscular Endurance                                                                                                                   | Aerobic Endurance                                                                                                                                                    | Flexibility                                                                                                                                   | Body composition                                                                                                                                    | Speed                                                                                                  |
| "the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity" | "The ability of a muscle group to undergo repeated contractions avoiding fatigue"                                                    | "The ability of the heart and lungs to supply oxygen to the working muscles for long periods of time"                                                                | "The range of motion possible at a joint to allow improvements in technique"                                                                  | "The relative ratio of fat mass to fat-free mass in the body"                                                                                       | "Distance divided by time to reduce time taken to move the body or body part in a game or event"       |
| Fitness Test                                                                                                           | Fitness Test                                                                                                                         | Fitness Test                                                                                                                                                         | Fitness Test                                                                                                                                  | Fitness test                                                                                                                                        | Fitness Test                                                                                           |
| <ul style="list-style-type: none"> <li>Grip dynameter</li> <li>1 Rep Max</li> </ul>                                    | <ul style="list-style-type: none"> <li>One-minute press up test</li> <li>One-minute sit-up test</li> <li>Timed plank test</li> </ul> | <ul style="list-style-type: none"> <li>Multi-stage fitness test (bleep test)</li> <li>Harvard step test</li> <li>12-minute Cooper run</li> <li>Yo-Yo test</li> </ul> | <ul style="list-style-type: none"> <li>Sit and reach test</li> <li>Calf muscle flexibility test</li> <li>Shoulder flexibility test</li> </ul> | <ul style="list-style-type: none"> <li>Body Mass Index (BMI)</li> <li>Bioelectrical Impedance Analysis (BIA)</li> <li>Waist to hip ratio</li> </ul> | <ul style="list-style-type: none"> <li>30 metre sprint test</li> <li>30 metre flying sprint</li> </ul> |



Marathon runner – requires high levels of aerobic endurance.



Gymnastics – requires high levels of flexibility and balance.



Rugby – requires high levels of muscular strength, power and endurance.

- Remember –**
- Read each question twice.
  - What is the instruction, what is the key terms
  - Check your response
  - Leave nothing blank

| Training Methods                                                                                                                                         |                                                                                                                                              |                                                                                                                                                                                                             |                                                                                                                                                                                           |                                                                                                                                                                                                             |                                                                                                                                                                                          |                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Continuous Training                                                                                                                                      | Fartlek Training                                                                                                                             | Circuit Training                                                                                                                                                                                            | Interval Training                                                                                                                                                                         | Plyometric Training                                                                                                                                                                                         | Weight Training                                                                                                                                                                          | Static Stretching                                                                                                                                                   |
| Is submaximal aerobic exercise that has no breaks or rest. It lasts for a minimum of 20 minutes and can improve aerobic endurance and muscular endurance | Form of continuous training that varies in pace and terrain. It is both aerobic and anaerobic and can improve aerobic and muscular endurance | Contains stations organised in a circuit. They can be skill or fitness based, aerobic or anaerobic. Intensity is measured by circuits, time or repetitions. Can be adapted to improve all types of fitness. | High intense exercise if followed by periods of rest to recover. Usually, anaerobic can be used in a variety of locations. Improves speed but can improve strength and aerobic endurance. | Maximal intensity involving jumping/bounding. It works on an eccentric contraction (muscle lengthens) immediately followed by a concentric contraction (muscle shortens). Improves power (speed & strength) | Form of interval training which involves reps and sets. The weight provides the resistance. Can be done using free or fixed weights. It improves strength, power and muscular endurance. | Stretch as far as you can. The stretch is held (isometric) for up to 30 seconds. It can be done o your own, with apparatus or with a partner. Improves flexibility. |
| Sports                                                                                                                                                   | Sports                                                                                                                                       | Sports                                                                                                                                                                                                      | Sports                                                                                                                                                                                    | Sports                                                                                                                                                                                                      | Sports                                                                                                                                                                                   | Sports                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>Marathon Running</li> <li>Cycling</li> <li>Swimming</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Football</li> <li>Rugby</li> <li>Netball</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Can be adapted to suit all sports</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>Usually for speed. It can be adapted for other sports</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>Basketball</li> <li>Long jump</li> <li>Hurdles</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>Weightlifting</li> <li>Tennis (muscular endurance)</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>Most sports and activities benefit from static stretching</li> </ul>                                                         |