



KNOWLEDGE ORGANISER

2021-22

YR7

HONESTY | EXCELLENCE | ACCOUNTABILITY | RESPECT | TEAMWORK



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A Guide to Using your Knowledge Organisers

What is a knowledge organiser?

In this booklet you will find knowledge organisers for every subject you study at Maddani. Your teachers have thought about **the most important key vocabulary, diagrams, information, and ideas that you need to know to understand each topic and have summarised them on one A4 sheet of paper** for you. The information has been organised into clear tables, diagrams or key points to make the knowledge organiser easy to use and to understand.

How will Knowledge organisers help you?

People remember what they have learned by thinking about it often, and by linking key knowledge to other ideas within a topic. Your knowledge organisers include the key information and ideas for the topic you are studying, so that you can think about how these ideas are linked to what you are learning in each lesson. **This means that you are thinking about these key ideas many times as you study the topic.** This will make it easier to remember what you have learned and add new knowledge each lesson

Your knowledge organisers are also useful if you have been absent because the knowledge organiser will include the key ideas from the lesson you missed. This will make it much easier to understand and catch up with the activities you need to complete independently.

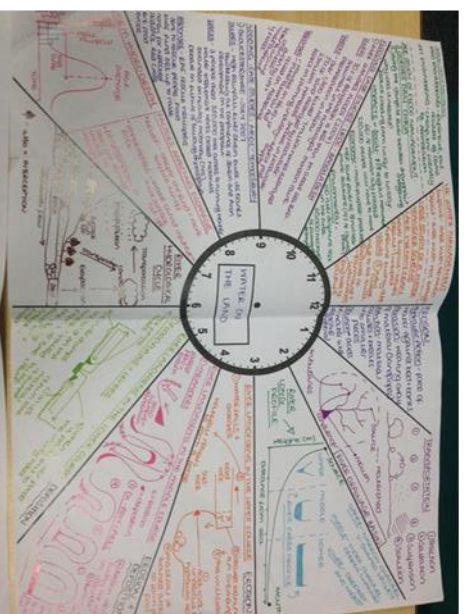
How can you use your knowledge organisers?

There are many activities that you can do using your knowledge organisers. Try some of the ones explained below:

Homework: Your teachers may assign homework linked to your knowledge organisers to help you understand key terms and ideas from the topic. This will help you prepare for your next lesson and understand the new information more clearly

Independent Research: You could do your own research to learn more about the key ideas included in your booklet

Creating more revision and learning tools: You can use the information on your knowledge organiser to create mind-maps or revision clocks. You can do this by taking the key ideas from the knowledge organiser and creating your mind-map or Round the Clock sheet (like the one shown below with 12 sections for information – just like a clock) by starting with the main ideas from your knowledge organiser and adding all the specific detail you remember from your lessons to the different sections of your mind-map or Round the Clock Diagram.



They are great for revision and testing your level of knowledge:

Test yourself: Because knowledge organisers include the key information and ideas for each topic, you can use them to help you revise for tests. You can self-quiz by covering sections of the knowledge organiser and testing yourself to see what you remember. Then uncover the information on your knowledge organiser and see if you were correct.

See how well you know the topic: Turn your knowledge organiser over and create a mind-map or write everything you know about the topic on a blank piece of paper. Then turn over the knowledge organiser and check to see if your information is correct or if there is anything that you missed. Revise it and make sure you will remember more the next time.

Create your own quizzes: Use the knowledge organiser to write your own set of questions based on the information included. Once you have a set of questions, turn the knowledge organiser over and see if you can remember the answers. Make sure you revise anything that you couldn't answer so that you will be able to next time. Try to answer the questions each week and see if you are able to remember more each time.

Create your own flashcards. For example, you could write the key terms from your knowledge organiser on one side of the card and the definition on the other. Then use the cards to quiz yourself.

Many of the key ideas you need to know for exams are on the mind-map. If it is included on the knowledge organiser your teacher thinks it is important for you to know it and you can expect it to be tested on an exam in some way.

It is important to remember that knowledge organisers don't include all the information that you need to know – only the main ideas. You can use them to help you remember the detail from your lessons.

How can your parents/carers use knowledge organisers to help you learn?

Read through the organiser with someone in your family and explain the information included in the knowledge organiser to them. Make sure you use examples and provide as much detail as you can, and then answer any questions your family member might have. Teaching someone else what you know helps you to understand the key ideas more clearly and helps you remember them more easily next time.

Ask your family to test or quiz you on the information included in the knowledge organiser. You should try to do this regularly and keep track of what you remember to see if you improve each time.

Ask your family to read out sections of the knowledge organiser to you, but to miss out key words or pieces of information and see if you can fill in the key terms or knowledge.

Ask your family to test you regularly on the spellings of key words until they are perfect. Make a note of the ones that you spell incorrectly to make sure that you know them next time.



Chemical Reactions

Chemical Reactions

Atoms are **rearranged** during a chemical reaction. The bonds between the reactant atoms are broken, and new bonds are formed.

A change in temperature or a visible change in the reaction mixture (e.g. a colour change) can tell you a reaction has occurred.



All the atoms from the start are still there at the end — no atoms are created or destroyed.

The **mass** doesn't change during a chemical reaction: mass of products = mass of reactants

Exothermic and Endothermic Reactions

All reactions involve a **change in energy**. The energy is usually transferred by heating.

EXOTHERMIC reaction:



Transfers energy to the surroundings — shown by a rise in temperature.

Reactions include: **Combustion**
Uses include: **Hand warmers**

ENDOTHERMIC reaction:

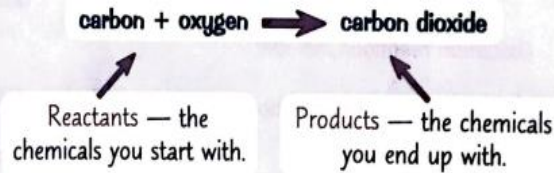


Takes in energy from the surroundings — shown by a fall in temperature.

Reactions include: **Thermal decomposition**
Uses include: **Some sports injury packs**

Word Equations

WORD EQUATION — an equation that expresses a chemical reaction using the full names of the chemicals involved.



Absorption of Food

OXIDATION — when a substance gains oxygen.



Oxidation reactions include:



Combustion



Rusting of iron



Thermal Decomposition

THERMAL DECOMPOSITION — when a substance breaks down into at least two other substances when heated.

The substance doesn't react with anything, but it's still a chemical change.

Some metal carbonates break down on heating to form a metal oxide and carbon dioxide.



Symbol Equations

SYMBOL EQUATION — an equation that expresses a chemical reaction using chemical symbols and formulae.

Symbol equations must be **balanced** (have the same number of atoms of each element on both sides).



There are 2 magnesium atoms and 2 oxygen atoms on each side.

Catalyst

CATALYST — a substance which speeds up a chemical reaction, without being changed or used up in the reaction itself.



This means catalysts can be reused.

Catalysts lower the minimum amount of energy needed for a reaction to happen.

This means the reaction can be carried out at a lower temperature.



Combustion

COMBUSTION (burning) — when a fuel reacts with oxygen and releases energy.

The energy is transferred by heating and light.

Combustion needs:




Hydrocarbons are compounds that contain only hydrogen and carbon atoms.

Hydrocarbons are often used as fuels:



Seven Types of Energy Stores

	What has energy in this store?
1 Thermal	Everything <i>higher temperature = more energy stored</i>
2 Kinetic (movement)	Anything that's moving.
3 Chemical	Anything with energy that can be released by a chemical reaction. <i>e.g. food, fuel</i>
4 Gravitational potential	Anything in a gravitational field (anything that can fall). <i>higher up = more energy stored</i>
5 Elastic potential	E.g. anything that's being stretched. <i>e.g. springs</i>
6 Electrostatic	Electric charges that attract or repel each other.
7 Magnetic	E.g. magnets that attract or repel each other.



Four Ways of Transferring Energy

- Mechanically** — a force makes something move.
 e.g. pushing, pulling, stretching, squeezing
- Electrically** — electric charges move around a circuit.
- Heating** — hotter objects transfer energy to cooler objects.
- Light and sound** — waves transfer energy between places.

Moving Objects

When a force moves an object through a distance, energy is transferred to the object's kinetic energy store:
 energy transferred / work done (joules, J)

$$E = F \times d$$

force (newtons, N)
distance moved (metres, m)

Provider of force (e.g. a machine) needs a supply of energy to move the object.

A machine that can transfer a set amount of energy can either:	
Apply a larger force...	→ ...over shorter distance.
or	
Apply a smaller force...	→ ...over longer distance.

Two Principles of Energy

- CONSERVATION OF ENERGY** — energy can never be created or destroyed, only transferred between stores.
- Energy is only **useful** when being transferred between stores.

Five Examples of Energy Transfers Between Stores

When energy is transferred between stores, the store it's transferred to is increased and the store it's transferred from is decreased.

- Dropping an object**
gravitational potential store → kinetic store
- Burning fuel**
chemical store (fuel) → thermal store (surroundings)
- Using a circuit to move a motor**
chemical store (battery) → kinetic store (motor)
- Releasing a stretched object**
elastic potential store → kinetic store
- Metabolism of food**
chemical store (food) → e.g. thermal + kinetic stores (keeping warm + moving)

Real Energy Transfers

Energy transfers are never perfect — some energy will always be wasted (usually by heating the surroundings).

$$\text{total energy input} = \text{useful energy} + \text{wasted energy}$$

E.g. heating a saucepan:

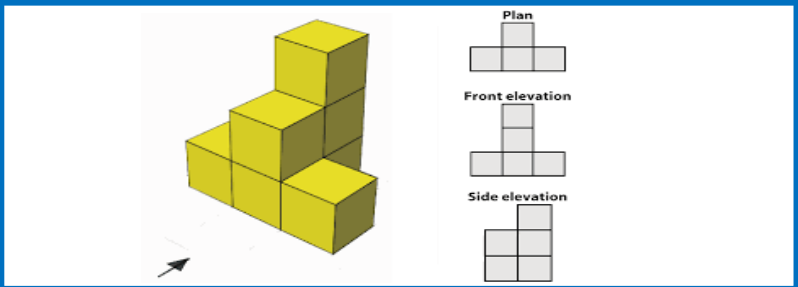


If you know how much energy was used usefully and how much was put in, you can calculate how much was wasted.

Formulae for perimeter, area and surface area and volume

Perimeter	Area	Surface area
<p><i>The distance along the edge of a closed shape - add up the lengths of all the sides.</i></p> <p><u>Square</u> 4L</p> <p><u>Rectangle</u> 2L + 2W</p> <p><u>Circle</u> $\pi \times d$ or $2\pi r$</p> <p><u>Key:</u> r = radius d = diameter L = length W = width H = Height</p>	<p><i>The size of a closed shape measured in how many square units would fit inside it.</i></p> <p><u>Square</u> <u>Rectangle</u> <u>Triangle</u> L^2 $W \times L$ $\frac{1}{2} \text{ base} \times \text{height}$</p> <p><u>Circle</u> <u>Parallelogram</u> πr^2 $\text{base} \times \text{height}$</p> <p><u>Trapezium</u> $\frac{1}{2} (a + b) \times h$ a and b = the two parallel sides or the average of a and b times the height</p>	<p><i>The total area of the faces that make up a solid object added together.</i></p> <p><u>Cube</u> $6 \times L^2$</p> <p><u>Cuboid</u> $2LW + 2LH + 2WL$</p> <p>Volume <i>The size of a solid object, measured by how many cubic units of space the solid takes up.</i></p> <p><u>Volume of any prism</u> Surface area of cross section x length that the cross section goes on for.</p> <p><u>Cube</u> L^3</p> <p><u>Cuboid</u> $W \times L \times H$</p>

Plan, front elevation and side elevation



Properties of 2D shapes

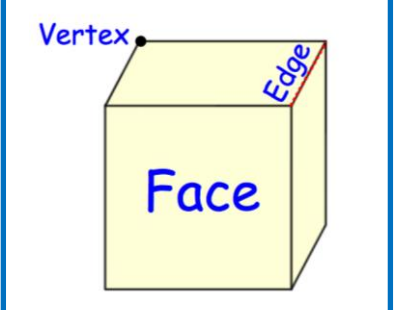
Quadrilateral	Definition	Picture
Parallelogram	A quadrilateral with two pairs of parallel sides. Opposite Angles are equal.	
Rectangle	A quadrilateral with four right angles.	
Rhombus	A quadrilateral with four congruent sides. Opposite Angles are equal.	
Square	A quadrilateral with four right angles and four congruent sides.	
Kite	A convex quadrilateral with two pairs of adjacent congruent sides such that not all sides are congruent.	

Area of Compound Shapes

Find the missing lengths

- Break the shape up into simpler shapes for which the areas of each can be found easily.
- Find the area of each simple shape.
- Add the areas of the simple shapes together.

Edges, faces and vertices



Online Safety

The Internet is a great resource that allows us to gain and share valuable information, however, there can be dangers online, that can be avoided by taking precautions which will allow us to stay safe online.

Tips to Stay Safe

Use strong passwords- A good password includes 3 random words, upper and lower case, numbers and special characters. It's also a good practice to have different passwords for different accounts and applications and use two-factor authentication. Always keep a different password for your email your password can be reset through your email!

Antivirus software- Antivirus software scans the computer for known malware. If it finds malware, it safely removes it. To remain effective, antivirus software must be regularly updated so that it can recognise and remove as many forms of malware as possible.

Firewall- A firewall is either a piece of hardware or software that monitors communications coming in from and going out to the internet. Both forms work on a similar basis. The firewall looks for unauthorised communications from malware. Any such communications are blocked by the firewall, preventing the malware from completing its task.

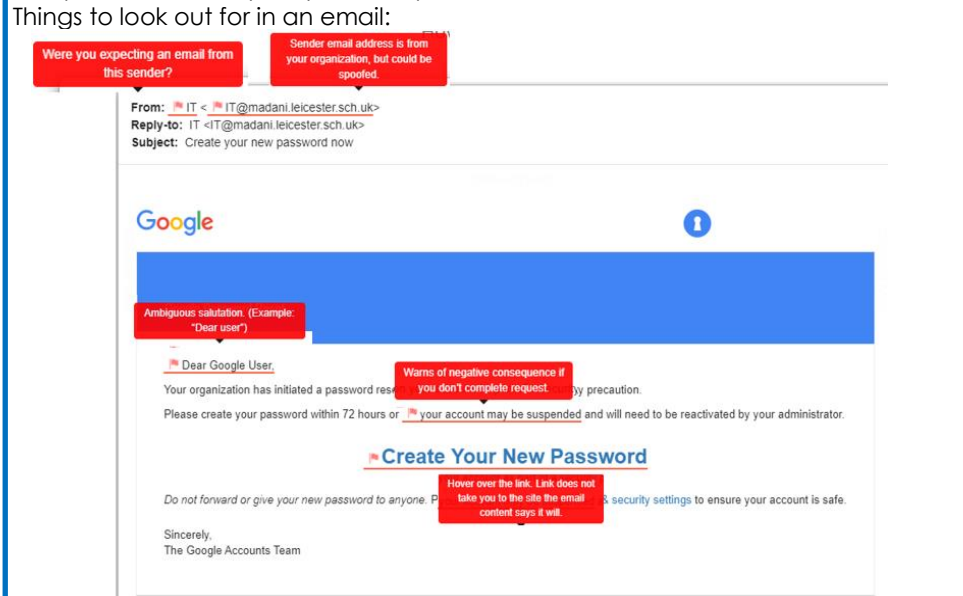
Encryption- converts information or data into a code. This prevents unauthorised users from understanding the information.



Security Risks

- **Spam:** Unwanted emails that are sent to large number of recipients, usually advertising a product or service. Spam emails can also be used to spread malware or for phishing.
- **Malware:** describes the various programs that try to do something unwanted to your computer. Examples are listed below:
- **Phishing:** Try to gain information through deception over email or text. Sender may pretend to be a reputable company or your bank.
- **Virus:** Harms your computer by deleting or altering files and stopping programs from running.
- **Trojan:** Begins by pretending to be a trusted file, however, gives unauthorised access (using a computer without permission) to your computer when you run it.
- **Spyware:** Collects information from your computer and passes it on to a third party.
- **Worm:** A virus that replicates itself. Worms may multiply many times and take up all the memory on your computer.

Things to look out for in an email:



References

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General Etiquettes and Considerations

- Be careful when sharing personal information and only use websites you trust.
 - Always be respectful and polite
 - Be polite- as you would do in person
 - Remember that nothing is private online
 - Respect others' opinion
 - Use correct grammar and punctuation
 - Be accurate and factual
 - Respect people privacy
 - Treat people the way you would like to be treated
- Digital footprint is important to consider. Everything you do online is monitored in some way, this could be in school, on social media or when gaming. The things you upload will remain forever, even if you delete them later on, you don't know who has saved your uploads.

Cyber Bullying

Cyber bullying is when technology is used to bully someone. It can involve:
 Sending offensive texts or emails
 Posting lies or insults on social networking sites
 Sharing embarrassing videos or photos online
 If you are being bullied online, follow these steps:

No one deserves to be bullied

- Don't retaliate- the bully usually wants a reaction
- Save the evidence for proof of what has happened
- Talk to an adult you trust, like a parent or teacher
- Report, block and mute the bully



Topic

The Canterbury Tales

About The Author

- Geoffrey Chaucer was born in 1343 and died in 1400.
- He is often called 'The Father of English Literature' and is considered to be the greatest poet of the Middle Ages.
- He was the first poet to be buried in Poet's Corner at Westminster Abbey.
- Chaucer had an interesting and varied life. He was a philosopher, a soldier, an astronomer, a courtier, an MP a spy, a diplomat and a poet.
- Chaucer wrote many works, such as Troilus and Criseyde which is the story of two lovers set during the battle of Troy. However, the Canterbury tales is widely considered to be Chaucer's magnum opus (great work).

Plot

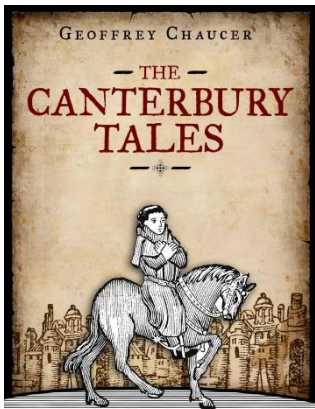
The Prologue	Chaucer introduces all of the pilgrims. He explains that they are on their way to a holy site at Canterbury Cathedral and that they undertake a storytelling competition on the way.
The Knight's Tale	Two Achaean knights (Palamon and Arcite) fall in love with the same woman (Emily). They fight for her.
The Miller's Tale	A carpenter (John) is tricked into believing it's the end of the world by his wife (Alison) and his lodger (Nicholas).
The Man of Law's Tale	Princess Constance is sent away to be married. However, she is sabotaged by her evil mother-in-law and abandoned at sea.
The Wife of Bath's Tale	A Knight is punished for wrongdoing. He has to find out what women most desire. In trying to find the answer he learns a valuable lesson.
The Friar's Tale	A greedy summoner meets the Devil and is tricked by him. The Summoner (pilgrim) tells a short tale in revenge.
The Squire's Tale	The Squire begins a tale about Princess Canacee who learns to speak with birds and tries to help a falcon. However, he is interrupted by the Franklin and never finishes his tale.
The Pardoner's Tale	Three drunken youths go in search of the Devil. He tricks them into killing each other for greed.
Chaucer's Tale	Chaucer begins a poem about a knight (Sir Topaz) and a Giant. He is interrupted by Harry Bailey who finds it boring.
The Epilogue	In the original text, the epilogue (sometimes called Chaucer's Retraction) is an apology to God. He asks for forgiveness for the vulgar parts of the tales.

Style

- The Canterbury Tales was different to most other writing from the Middle Ages because it contained stories about a wide range of people.
- Lots of the Canterbury Tales can be seen as satire (a humorous way to criticise society) as Chaucer often writes about the flaws in medieval religion, class and politics.
- Through the Canterbury Tales, modern readers can learn a lot about medieval life and the concerns of the time.

About The Canterbury Tales

- The Canterbury Tales were written between 1387-1400
- The Tales were unfinished at the time of Chaucer's death.
- In total there are 24 remaining Tales. The Tales were written before the printing press was invented and therefore were copied out by hand. Mistakes and changes were often made. There is no way of knowing which order Chaucer intended for the Tales to be told in.
- Most of the tales were written in decasyllable verse (similar to iambic pentameter) but some were written in prose.
- The Tales are presented as part of a story-telling competition by a group of pilgrims travelling from London to Canterbury to visit the shrine of St Thomas Becket. The prize for the competition is a free meal at an inn.
- The Tales are famous as one of the most important works in English Literature. It has been suggested that the Tales brought the English language into popular usage as people wrote mostly in French or Latin during the Middle Ages.
- Since *The Canterbury Tales* is a story about a storytelling competition, many of the questions it asks are about stories: What makes for a good story? Why do we tell stories? Why *should* we tell stories?



Topic

The Canterbury Tales

Themes

Religion and spirituality	Chaucer's Tales highlight how important religion and spiritual beliefs were to the people of the Middle Ages. Chaucer seems to criticise some religious practises of the time and suggest there is more to being spiritual than some believe.
Social Conventions	Chaucer's Tales often focus on social conventions such as: <ul style="list-style-type: none"> • Women's Rights • Marriage • Class Lots of the Tales focus solely on conventions applied to Knights: <ul style="list-style-type: none"> • Chivalry • Courtly Love
Competition	The Tales themselves are a competition so it's no surprise that competition is a key theme in many of the stories. Perhaps Chaucer is reflecting the competition found in Medieval society in his stories?
Wealth and class	The Middle Ages had strict classes (called the three estates): those who prayed (clergy), those who fought (nobles) and those who worked (peasants). Readers see these estates reflected in Chaucer's work but also feel some of the tensions between them.
Lies and deceit	Many of the pilgrims and the characters that they talk about appear to be something that they are not. Chaucer seems to be making a connection between deception and tale-telling.

Methods

Humour / comic devices	The Canterbury Tales are famous for their humour. Chaucer adds humour in different ways: jokes, sarcasm, mistaken identities, subverting the expected, overthrowing oppressive figures.
Irony	Irony is a subtle form of humour where you say things that you don't mean (e.g. 'I love how you keep interrupting me'). Situational irony is when an expected outcome doesn't happen (e.g. A fire station burns down).
Moral / Fable	Many of the Tales have a moral (a lesson to be learned) which means they can be categorised as a fable. However, the true moral of many of the Tales is debatable.
Simile	Chaucer uses many classic similes which skilfully compare one things for another in order to strengthen the imagery created.
Symbolism	Like many writers, Chaucer uses various symbols to represent different ideas in the Tales. Common symbols are birds and settings.
Dehumanisation	There are many instances of humans being presented like animals or other non-human things.

Vocabulary

Moral	Beliefs about what is right or wrong
Patriarchal	A system where men have all the power
Eager	To want something a lot
Martyr	To die for a cause
Observant	Pays attention to things
Quintessential	A typical representation of something
Fastidious	Neat, accurate
Dainty	Small, delicate
Philosopher	Someone who thinks deeply about life
Scurrilous	Unfair comment, damages reputations
Inconsolable	Sad, cannot be comforted
Astrology	Study of planets and stars
Ardent	Extremely strong feelings
Hasty	Quickly, rushing
Alas	Saying used when talking about sad things
Oppress	To treat cruelly, stop from freedom
Chivalry	Rules knights had to follow (now means men acting politely to women).
Humility	Believing you are not better than others
Vulgar	Bad taste, poor art
Virtuous	Behaves morally
Ominous	A worry that something bad will happen
Courteous	Polite and respectful
Malice	Behaving in a way that harms others
Pious	Very religious or moral
Pestilential	Causes disease
Loathsome	Something easy to hate
Wizened	Old, wrinkled
Manipulative	Persuades people to do what they want
Grotesque	Unpleasant, exaggeratedly so
Vanquish	Defeat completely
Nobel	High class or personal qualities
Foe	enemy
Collosal	giant

Learning Objectives

1. To introduce yourself
2. To describe yourself and your family (Physical appearance and personality)
3. To describe how I get on with my family

Key Grammar

- Present tense of “etre” and “avoir”
- Possessive adjectives
- Using imperfect tense in key verbs
- Making comparison

Key Questions

1. Tu peux te présenter ?

Introduce yourself

2. Décris-toi ? (Physical/personality)

Describe yourself

3. Comment étais-tu quand tu étais plus jeune ?

How were you when you were younger?

4. Décris ta famille ? (Physical/personality)

Describe your family

5. Tu t'entends bien avec ta famille ? /Tu aimes-ta famille ?

Do you get on with your family /Do you like your family?

Model Text

Bonjour je m'appelle Jon Smith et j'habite à Paris

Je dirais que je suis assez intelligent mais très timide.
Maintenant j'ai les yeux verts et le cheveux noirs, courts

Dans ma famille il y a mes parents, mes trois sœurs et mon frère

Ma mère est très sympa mais elle peut-etre stritce.

J'adore ma grande soeur car elle est amusante et on joue au foot ensemble.

66 words

1. Introduce yourself
2. Describe yourself (physical and personality)
3. Introduce you family
4. *Describe 2 members of your family (Physical and personalities)

Vocabulary

Verb (AVOIR)	Noun/adjective (eyes)	Noun/adjective (hair)	
j'ai I have		les cheveux blonds blonde hair	les cheveux raides straight hair
tu as you have	les yeux bleus blue eyes	les cheveux bruns brown hair	les cheveux frisés/bouclés curly hair
il a he has		les cheveux noirs black hair	les cheveux ondulés wavy hair
elle a she has	les yeux verts green eyes	les cheveux roux red hair	
on a we have		les cheveux courts short hair	
nous avons we have	les yeux marron brown eyes	les cheveux longs long hair	
vous avez you have		les cheveux mi-longs mid-length hair	
ils ont they have	les yeux noirs black eyes		
elles ont they have	et and		

moi
me

ma sœur my sister
ma soeur jumelle my twin sister
ma demi-sœur my half/step sister
ma belle-sœur my sister-in-law
ma mère my mum
ma belle-mère my step mum
ma grand-mère my grandmother
ma cousine my cousin
ma tante my aunt

Je suis I am	très very	bavard(e) chatty/talkative	timide shy
	assez quite	gourmand(e) greedy	sympa kind
	un peu a bit	amusant(e) funny	paresseux/paresseuse lazy
	vraiment really	arrogant(e) arrogant	ennuyeux/ennuyeuse boring
		intelligent(e) clever	actif/active active
		méchant(e) nasty/mean	sportif/sportive sporty
		fort(e) strong	beau/belle beautiful
		patient(e) patient	de taille moyenne of medium height
		grand(e) big	
		petit(e) small	
		génial(e) great	

moi
me

mon frère my brother
mon frère jumeau my twin brother
mon demi-frère my half/step brother
mon beau-frère my brother-in-law
mon père my dad
mon beau-père my step dad
mon grand-père my grandad
mon cousin my cousin
mon oncle my uncle

mes parents
my parents
mes grands-parents
my grandparents

il y a
there is

mes deux frères
my two brothers
mes trois sœurs
my three sisters



Handball Skills

Hands:

- passing - right and left hand, short, long, stationary, on the move
- catching - one handed, two handed, static, on the move
- control - stability in performance of skills, footwork - running pass, running shot,
- evasion - feints with and without a ball, shooting - standing shot
- defending - blocking, interceptions, man to man,

Handball-Use of Skills In Game Situations

Head:

- contribution to open play: e.g. moving up court, moving into space, creating space, interceptions in attack and defence
- decision making; making correct decision to use techniques as appropriate contribution to strategy and tactics
- demonstrating communication and influence on team performance



Basketball Skills

Hands:

- passing – chest and bounce pass
- shooting – lay-up, set shot
- dribbling – either hand, changes of direction
- rebounding
- footwork – pivot

Basketball – Use of skills in a game situation

Head:

- Half court defence
- Out of bounds
- Decision making



Invasion Games: Football | Rugby | Basketball | Handball

1-2	3-4	5-6	7-8-9
<p>I can identify some reasons for needing to complete a warm up.</p> <p>Use some simple tactics</p> <p>I am beginning to understand why we have rules in sport.</p>	<p>I can carry out a warm up by myself, with some support</p> <p>Make suggestions on how to improve my performance</p> <p>I can describe and explain some skills and rules in some</p>	<p>I can take responsibility for leading a small group warm up.</p> <p>I can apply my knowledge of skills and techniques and this improves my own and others practical performance.</p>	<p>I can describe some ways the body adapts and benefits from regular exercise.</p> <p>I can examine problems with technique and can give teaching points to correct these mistakes.</p>
<p>Works cooperatively with others in lessons</p> <p>Can warm up with others in a small group</p> <p>I know how to respect equipment and others.</p>	<p>Communicates and works well together with others</p> <p>Confidently leads a small group warm up and can demonstrate leadership of a small group of peers with some confidence.</p> <p>I can demonstrate communication skills within discussions and activities.</p>	<p>I have developed respectful relationships with my peers.</p> <p>Leads others with little support</p> <p>Provides constructive feedback to others</p> <p>I am hard working, resilient and eagerly accept challenges.</p>	<p>Consistently works independently with others</p> <p>Takes the initiative to lead when officiating, or leading activities</p> <p>I am confident and competent when leading large groups of performers.</p> <p>I often inspire others to participate and progress in sporting activity.</p>
<p>I can demonstrate with some accuracy and success basic skills across a variety of activities in practice.</p> <p>There are times I make the correct decision about whether to pass/shoot/dribble</p> <p>Can exercise for short periods of time</p>	<p>I can demonstrate with some accuracy and success basic skills and tactics across a variety of activities in moderately pressured practice situations.</p> <p>I sometimes make the correct decision about whether to pass/shoot/dribble</p> <p>Can exercise for longer periods of time</p>	<p>I can demonstrate with some accuracy and success more complex skills and tactics across a variety of sports in competitive situations.</p> <p>I often make the correct decision about whether to pass/shoot/dribble</p> <p>Can exercise for longer periods of time and still use the correct techniques</p>	<p>I can demonstrate, with consistent accuracy and success, a range of complex skills and tactics in challenging situations.</p> <p>I nearly always make the correct decision, about whether to pass/shoot/dribble, even when under pressure</p> <p>Can exercise for sustained periods of time, whilst performing at a high level</p>

Topic

My home بيتي

Vocabulary

Kitchen	مطبخ
Bathroom	حمام
Living room	غرفة الجلوس
Bedroom	غرفة النوم
Dining room	غرفة الطعام
Garden	حديقة

Revision Attached Pronouns

my	ي
your (masc.)	كَ
your (fem.)	كِ
his, its	هُ
her, its	هَا

Revision Detached Pronouns

He, it (masc.) (is)	هُوَ
She, it (fem.) (is)	هِيَ
I (am)	أَنَا
You (masc.) (are)	أَنْتَ
You (fem.) (are)	أَنْتِ

Objectives

- Talk about my house
- Identify and describe the various rooms of the house including objects/furniture/items found in these; read, write and hold conversations in relation to these
- Use dual forms of noun
- Understand and use more interrogatives in reading and speaking
- Understand the basic rules of the adverbial phrase and be able to use it in your writing

Furniture and items found in the house

a key	مِفْتَاحٌ	a door	بَابٌ
a sofa	أَرِيكَةٌ	a house	بَيْتٌ
a fridge	ثَلَاجَةٌ	a cupboard	خِزَانَةٌ
a bed	سَرِيرٌ	a washing machine	غَسَّالَةٌ
a pillow	وِسَادَةٌ	a lock	قُفْلٌ
a clock, watch	سَاعَةٌ	a radio	مِذْيَاعٌ
a window	نَافِذَةٌ or شَبَّاكٌ	a candle	شَمْعَةٌ
an iron	مِكْرَاةٌ	a telephone	هَاتِفٌ

More Vocabulary



- فاخِرٌ (fākhir) luxurious
- بَسِيطٌ (basīṭ) simple/basic
- مُرِيحٌ (murīḥ) comfortable
- مُنَاسِبٌ (munāsib) suitable
- خَاصٌّ (khāṣṣ) private
- حَدِيثٌ (hadīth) modern
- تَقْلِيدِيٌّ (taqlīdīy) traditional
- هَادِئٌ (hādī') quiet
- مُزْدَحِمٌ (muzdahim) crowded
- وَاسِعٌ (wāsiع) spacious

- سِتَائِرٌ (satā'ir) curtains
- سَجَادٌ (sajjād) carpets
- مِرَاةٌ (mir'āt) mirror
- مِصْعَدٌ (miṣ'ad) lift/elevator
- غَسَّالَةٌ (ghassāla) washing machine
- حَوْضٌ (ḥawḍ) sink
- دُرْجٌ (durj) drawer
- عُشْبٌ (ushb) grass/plants
- وَرْدٌ (ward) roses
- كَنْبَةٌ/أَرِيكَةٌ (kanaba/arīka) sofa
- حَائِطٌ (ḥā'it) wall (interior)
- غَلَّيَاةٌ (ghallāya) kettle

Asking Questions

هَلْ and أَ , which are written at the beginning of a sentence, are two ways of asking questions such

as 'Is this...?' in Arabic. e.g. Is this a pen? هَلْ هَذَا قَلَمٌ؟ or أَ هَذَا قَلَمٌ؟

Note how أَ becomes part of the following word, but هَلْ is written separately.

In order to answer this type of question, we need to learn the words for 'yes' and 'no' in Arabic:

Yes = نَعَمْ and no = لَا.

Note also the shape of the question mark in Arabic: ؟

Number: the dual form

There are three categories of number in Arabic. So far, all the nouns we have learned have been in their **singular** form. The **plural** form starts from three in Arabic. For now, we are going to learn the **dual** form, which is used when talking about two of something.

The basic dual form is made by adding the endings **يْنِ** or **اِنِ** to a singular noun.

You will learn later in the series when to use each of these two dual endings.

For example, كِتَابٌ 'a book', can be made into 'two books' by adding **اِنِ** or **يْنِ**

i.e. كُتَيْبَانِ or كِتَابَيْنِ. Feminine nouns follow the same rules: كُرْتَانِ كُرْتَيْنِ

Note how the final ة in feminine words changes into an open ta ت or ت as in

سَاعَةٌ صَغِيرَةٌ before the dual endings are added.

My House- Short reading extract

في منزلي يوجدُ عُرْفٌ وَأَثَاتٌ. في المطبخ يوجدُ فُرْنٌ وَفِي عُرْفَةِ الْجُلُوسِ يُوْجَدُ تَلْفَازٌ وَ أَرِيكَةٌ. الحَمَّامُ فِي الطَّابَقِ الْأَوَّلِ. فِي عُرْفَةِ أُمِّي يُوْجَدُ سَرِيرٌ كَبِيرٌ وَفِيهِ يُوْجَدُ مِرَاةٌ جَمِيلٌ

Conversation | Sentence building

ماذا يوجدُ في منزلِك؟

What is there in your house?

في منزلي يوجدُ...

In my house, there is...

ماذا يوجدُ في عُرْفَتِك؟

What is there in your bedroom?

في عُرْفَتِي يُوْجَدُ...

In my bedroom there is...

بَلْ لَا يُوْجَدُ...

But there is no...

My Room

فِي عُرْفَتِي: مَكْتَبٌ خَشَبِيٌّ مَرَبَعٌ، وَحَاسُوبٌ جَدِيدٌ، وَمِرَاةٌ مُسْتَطِيلَةٌ مُعَلَّقَةٌ عَلَى الْجِدَارِ، وَسَرِيرٌ مُنْخَفِضٌ. عَلَى سَرِيرِي بَطَانِيَّةٌ حَمْرَاءُ، وَمِفْرَشٌ أَخْضَرٌ، وَوِسَادَةٌ نَاعِمَةٌ زُرْقَاءُ. عَلَى مَكْتَبِي مِصْبَاحٌ قَرْنَفَلِيٌّ، وَتَحْتَ سَرِيرِي دُمِيَّةٌ.

Adjectives

In Arabic, adjectives (describing words) come after the nouns they describe. When the noun is masculine, the adjective will also be masculine. Likewise, when the noun is feminine, the adjective will also be feminine. Adjectives are written after the nouns they describe.



	Feminine	Masculine
small	صَغِيرَةٌ	صَغِيرٌ
large, big	كَبِيرَةٌ	كَبِيرٌ
short	قَصِيرَةٌ	قَصِيرٌ
tall, long	طَوِيلَةٌ	طَوِيلٌ
light	خَفِيفَةٌ	خَفِيفٌ
heavy	ثَقِيلَةٌ	ثَقِيلٌ
new	جَدِيدَةٌ	جَدِيدٌ
old	قَدِيمَةٌ	قَدِيمٌ
open	مَفْتُوحَةٌ	مَفْتُوحٌ
closed	مُعَلَّقَةٌ	مُعَلَّقٌ

Adjectives

مرحبا ، إسمي ماري وأنا أسكن في برادفورد. أنا أسكن في شقة كبيرة وجميلة في المدينة. في شقتي هناك خمس غرف. هناك غرفة جلوس كبيرة ومطبخ حديث وحمام لطيف وغرفة طعام وغرفتي. غرفتي زرقاء وحمراء ومريحة كثيرا

Settlement

“A settlement is a place where people live.” The settlement hierarchy is a way of ordering settlements from their largest to smallest.

- CBD (Central Business District) located at the centre of the city where rail and roads meet. Contains many commercial activities, shops, entertainment and business activities.
- Inner City mixed land-use containing small industries as well as high-density residential land-use – often characterised by terraced housing.
- Inner Suburbs residential areas which developed during the 1920s/30s – often semi-detached houses with bay windows and front/back gardens.
- Outer Suburbs residential areas which grew up later as greater public transport and private car ownership allowed people to commute. These houses are often semi-detached/detached with larger gardens.
- Rural-urban fringe this is right on the edge of towns and cities and is mainly low density, private housing (often larger detached properties); new industrial estates/business parks and facilities requiring larger open spaces such as golf courses.
- Shanty town/slum- A heavily populated urban area. Conditions are usual poor; housing is substandard, and the facilities are limited. They are built in unwanted areas of the city.
- Greenfield site- An area that has never been built on. The government heavily protects these areas.
- Brownfield site- An area of land that has already been built on and has become derelict or unused e.g.
- Dispersed settlement- is the scattered pattern of households in a particular area
- Linear settlement - is a (normally small to medium-sized) settlement or group of buildings that is formed in a long line.
- Nucleated settlement - is a type of settlement pattern that features a close grouping of buildings.
- Function- a places main activities e.g. a port.
- Settlement hierarchy- is a way of arranging settlements into a hierarchy based upon their population

Key Words

Term	Description	Population Figure
Megacity	Where conurbations have joined to become one large urban area.	10 million +
Conurbation	A group of large cities and their suburbs that have strong links connecting them to each other.	3-10 million
Metropolis	A city and surrounding towns that are in close proximity and have started to merge into each other.	1-3 million
Large city	A city with a large population and many services.	300,000 - 1 million
City	A city would have a wide range of services but not as many as a large city.	100,000-300,000
Large town	Large towns now see a much more varied range of shops available when compared to villages.	20,000-100,000
Town	Towns see an increase in services, for example, they would have senior schools and police stations.	1,000-20,000
Village	Villages start to have some basic services like a petrol station or a village shop.	100 - 1,000
Hamlet	Hamlets have very tiny populations and few services, if any.	< 100
Isolated dwelling	Isolated dwelling often in rural areas, these tend to be farmhouses or holiday homes.	a few buildings at most



Topic

Timbuktu 1100 – 1600: How Could There be So Much Knowledge at the End of the Earth?

Key Figures

Ibn Battuta	A Muslim Berber-Moroccan scholar and explorer who travelled more widely than any other explorer in history, totaling around 117,000 km. He visited Timbuktu in his travels
Kanka Musa	Ruler of the Mali Empire who spent time in Timbuktu during his pilgrimage to Mecca in 1324 who contributed to the wealth and scholarship of the city
Ahmed Baba	A Muslim scholar who was educated in Timbuktu and established one of the largest libraries in Timbuktu in his home. He was taken prisoner and forced to leave Timbuktu and there is now a library there in his honour

Key Terms

Manuscript	A document which is written by hand. They could contain writing, mathematical calculations, music or illustrations
Conserve/Conservation	Protect something from harm or destruction
Timbuktu	A city in Mali located 20 km north of the Niger River. It first became a permanent settlement in the 1100s and is a city of around 50 000 people today
Trade route	A network of pathways people travel to buy and sell goods
Nomad	A member of a community that does not live in one place all the time, but instead moves from place to place
Oral tradition	Using stories and song to pass on history and ideas through spoken word and not writing
Hygiene	Maintaining health and preventing disease through cleanliness
Astronomy	The science of studying the stars and planets
Astrolabe	An instrument used to measure the distance between stars and to calculate longitude and latitude
Civilisation	A society with urban development (towns and cities), roles in society, a form of government, and systems of communication
Epistocracy	System of government in which decisions are made by people considered wise - philosophers
Autocracy	System of government in which all decisions are made by one ruler – for example, a king or queen
Tolerance	Allowing ideas one does not agree with – accepting that people will have different beliefs
Empire	A large area made up of several different groups or countries ruled over by a single strong country or ruler

Key themes and questions

- Big Question:** How was there so much learning in a place known as the “End of the Earth”?
- Key Questions /Themes**
- How did civilisation begin in the region of Timbuktu?
 - What is the connection between learning and the religion of Islam in the manuscripts of Timbuktu?
 - How was Timbuktu ruled in the Middle Ages?
 - How was Timbuktu connected to the Mali Empire?
 - Why did Timbuktu go into decline and lose its power?

Key Terms

Chronology of Timbuktu

Timeline (1100-2000):

- 2000: Republic of Mali (Azawad)
- 1900: French colony (Mali Federation)
- 1800: Tuareg (Toucouleur)
- 1700: Maasina Empire (Visit by René Caillié)
- 1600: Moroccan Pashalik (Battle of Tondibi)
- 1500: Songhai Empire (Visit by Leo Africanus)
- 1400: Tuareg
- 1300: Mali Empire (Visit by Ibn Battuta)
- 1200: Autonomous settlement
- 1100: Autonomous settlement

Our period of study is highlighted in a blue box, covering the Mali Empire (1300-1600) and Moroccan Pashalik (1600).

Maps show the Songhai Empire (15th-16th century) and Mali Empire (13th-14th century) in West Africa, with Timbuktu as a key city.

National Careers Week (NCW) 7th March – 12th March 2022

- Empowering positive change through careers education
- Students will make connections with resources from NCW
- Links between world book day and National Careers Week.

Content

- Identify own strengths and areas for development – set goals / evaluate progress/ development from beginning of the year
- Link above to positive experience and success at school
- Different types of jobs (foundation for future labour market information)
- Volunteer verses paid work (purpose, responsibilities, expectations, rewards)– examples and links to volunteer passport

Skills Which Boost Employability



What Skills will I Develop in Heart for life?

Each lesson will have opportunities to develop your skills through a variety of learning activities, ranging from:

- Thinking skills
- Enquiry and evaluation skills
- Research skills
- Debate and communication skills
- Active learning.
- Reflective learning skills.
- Personalised learning skills.
- Revision and recall.



Overview

- Students will be aware of their own skills and link to goals and different types of jobs
- Students can express their strengths and interests and how these are linked to skills building
- Students can identify different types of employment including paid work, volunteer work and work at home

Key Concepts

Careers focus, exploring different careers. Using Unifrog to explore career links

Essential Attributes Developed Through Heart for Life

- Self -Improvement
- Resilience
- Self-organisation
- Clarifying own values
- Developing and maintaining a healthy self concept
- Empathy and compassion
- Respect for others
- Skills for employability
- enterprise skills

Key Terms

Typography	The art, craft or process of composing type (letters/ words)
Serif	Small line attached to font to finish
San Serif	'Without' small line
Point	A measurement for font size
Ascender	Parts of the letter that ascend above the others in height I.e.h
Descender	Parts of the letters that descend below others I.e.y
Baseline	The bottom of most letters without descenders
Tracking	Equal spacing between letters within a word
Kerning	Space between individual letters
Cursive	Any style of penmanship in which some characters are joined together in a flowing manner
3D- Three Dimensional	Something that has height , width and depth (length)
Calligraphy	The art of producing handwriting or lettering
Graffiti	Writing or drawing, scribbled, scratched or sprayed primarily on a wall or other public space

Graffiti & Calligraphy

Graffiti	
Calligraphy	

Typography

Upper Case	A B C D E F G
Lower Case	h i j k l m n o p q r
Graffiti	
Calligraphy	
Tracking	
Kerning	
3D	

Topic

Engineering Materials and Properties

Material Properties

Strength:
The ability of a material to resist an applied force

Ductility:
The amount a material can be deformed

Malleability:
The ability of a material to be deformed without rupturing

Hardness:
The ability of a material to resist wear and abrasion

Toughness:
The ability of a material to withstand an impact without breaking

Brittleness:
The opposite of toughness; the potential for a material to shatter when it experiences an impact

Stiffness:
The ability of a material to resist bending

Young's Modulus:
the ratio of stress to strain of a material, showing how stiff it is



Polymers

- Polymers are the most commonly used material type in commercial production.

Thermoplastics: Consist of long chains of repeating chemical parts; the individual chains are weakly attached to each other making the material ductile. Therefore when they are heated they soften and can be reshaped; then harden when cooled.

Thermosetting polymers: Consist of long chains that contain extra links that that stop the chains from moving. When reheated the either char or burn

Composites: Are materials made by combining two or more different types of material.

Factors Influencing the Design of Solutions

Energy requirements:

- 1.Obtaining Material
- 2.Refining Material
- 3.Chaging Material Shape
4. Changing Material Properties
- 5.Transporting Materials

Sources of energy: Renewable & Non-Renewable

Non renewable energy sources: Coal, Oil, Natural Gas

Nuclear energy: uses radioactive material, low cost, can cause issues for health and the environment

Renewable energy sources: Wind Power, Tidal Power, Biomass, Solar Power



Engineering Lifespans

Engineering Lifespans:
Obsolescence (Quality/Function/Desirability)

Maintenance of Engineered Products:
Reactive Maintenance
Proactive Maintenance

Availability of Materials And User Requirements:
Suppliers going out of business
Market forces, where demand for a material is greater than supply
Limits on the ability to obtain a material from a foreign country, such as local wars or trade restrictions



Metals & Alloys

- Metals are made from metal 'ores'. The ore's are rocks/minerals dug from quarries/mines then refined & processed, turning them into usable forms

Alloy: A mixture of two or more metals

Ferrous metals: Contain iron as their largest alloying element.

Non-ferrous metals: Do not contain iron

Aluminium: Commonly found, usually alloyed, corrosion resistant, low density. Uses- drinks cans, aeroplane wings and body panels

Copper: Can be alloyed to make brass and bronze, excellent electrical and thermal conductor, extremely ductile. Uses- electric wires, water pipes

Lead: Relatively soft, malleable, ductile and good corrosion resistance. Uses- construction, around roofs, shielding radiation

Zinc: Low melting point, good for die-casting. Uses- car door handles, camera bodies

Changing the properties of metal products:
alloying allows-modifying the structure of the metal, changing the surface chemistry

Available forms: Ingots, flat plates, sheets, strips, bars, rods, tubes, pipes, standard section forms and wire

Material Costs & Supply

Cost: Is the price of the product/material

Availability: How easy it is to get/obtain

Form: The shape and dimensions of a material

Supply: Making something available

Calculating costs: Based on amount of material required including aesthetic and functional considerations

Topic

Judaism:

- Beliefs
- Worship
- Practice



Who is a Jew?

Jews believe that there is a single God who not only created the universe, but with whom every Jew can have an individual and personal relationship. They believe that God continues to work in the world, affecting everything that people do. The Jewish relationship with God is a covenant relationship. In exchange for the many good deeds that God has done and continues to do for the Jewish People... The Jews keep God's laws The Jews seek to bring holiness into every aspect of their lives.

Judaism

Beliefs	Judaism teaches that there is one all-powerful God who created everything and who wants humans to live their lives following his rules, called commandments. These rules were given to individual people called Prophets who lived in the Middle East from about 4,000 years ago. All Jews believe that they have a special relationship with God. This relationship is called the covenant. Jews promise to obey God's laws to say thank you to him for looking after them.
Holy Book	The Jewish scriptures are also important in Christianity where they are referred to as the Old Testament. In Judaism, they are called the Tanakh, which is a Hebrew acronym for the three different parts: <ul style="list-style-type: none"> • The Torah which is the first five books, and regarded as the holiest because they contain God's law. • The Nevi'im which are the books of the prophets. • Ketuvim which are other important writings.
Worship	Jews worship God in a synagogue. The services in the synagogue are led by a religious leader called a rabbi, which means 'teacher' in Hebrew. Shabbat (the Sabbath) is the most important time of the week for Jews. It begins on Friday evenings and ends at sunset on Saturdays. During Shabbat, Jews remember that God created the world and on the seventh day he rested. Jews believe God's day of rest was a Saturday.
Food	The Torah has rules about what Jews can and can't eat, called kashrut. Foods that Jews are allowed to eat are called kosher. Jews can eat any animal with split hooves and more than one stomach. These animals must also be slaughtered according to religious laws. This means that Jews can eat beef, but not meat from pigs. Meat and milk may not be mixed. Fish without scales or fins, and shellfish are also forbidden.
Clothing	Many Jews choose to cover their head. Men often wear small caps known as a kippah or yarmulke. They may also wear a special shawl with tassels called a tallit. Orthodox Jewish women also cover their heads with wigs or hats. Orthodox Jewish men may wear tefillin on their head and arm when praying. These are little boxes containing words from the Torah.

Key Questions?

- Why are the 10 commandments important to a Jewish person?
- What is Kosher?
- What is the Holy Book of the Jews?
- Which day is the Sabbath? And why is it important to the Jews?
- What is Hannukah? And Passover?
- Why is the Western Wall important to Jews?

The start of David

The Star of David is the symbol of Judaism. David was a shepherd who became a king of ancient Israel. The Books of Samuel in the Jewish Bible tell how David killed the giant Goliath, with this symbol displayed on his shield. The Star of David is used in synagogues, Jewish tombstones and on the flag of the modern state of Israel.





MADANI SCHOOLS FEDERATION