ARENA ACADEMY

Knowledge Organiser Booklet

Year 7

2024-25

1st Half-Term (Spring 1)

Collaboration Opportunity Respect Excellence

DELIVERING A CORE EDUCATION

Subjects

Key Stage 3 (Y7-9):

English
Maths
Science
Geography
History
Religious Education
French
Spanish
Physical Education
Computer Science
Art
Performing Arts
Design Technology
Personal Development

Key Stage 4 (Y10-11):

English
Maths
Art
Business Studies
Religious Education
Food Science
French
Spanish
Geography
Health & Social Care
Combined Science
Triple Science: Biology, Chemistry & Physics
History
Computer Science
Design Technology
Sports Studies
Performing Arts
Psychology
DIT
GCSE PE
Photography
Sociology
Personal Development

What are knowledge organisers?

For students to succeed in a particular area, they must have a foundation of factual knowledge, understand those facts in the context of a conceptual framework and organise knowledge in order to facilitate retrieval and application. We can see knowledge organisers as a way to enable this, in a much more systematic way than traditional revision guides and textbooks.

There are many arguments made for the necessity of the memorisation of important knowledge. Our working memory capacity is limited, so by storing more in our long-term memory, we can free up working memory capacity.

Knowledge organisers are a summary of the key facts and essential knowledge that pupils need about a unit of work or a curriculum subject. Each page contains the essential information broken down into easily digestible chunks. Each single side of A4 is important to focus the minds of the teachers creating them so they only include what's crucial.

Pupils will review, revise and quiz themselves using their knowledge organisers.
Knowledge organisers are a really clear and easy to understand way for parents to be more aware of what their children are learning at school and thus to support them whilst they revise/test themselves at home.

How to use your Knowledge Organiser?

What is a Knowledge Organiser and how will it help me ?
It is an organised collection of knowledge that you need to know and learn for every topic you study in every subject. It will help you to be successful in your tests and exams.
Your teacher will use the knowledge organiser in your lessons. They will ask you to refer to various sections - they might talk this through and/or ask you to make key notes in your books or to highlight certain sections on your knowledge organiser.
Your teacher will set homework, where you will be asked to learn key knowledge from your knowledge organiser - you will then be tested in lessons regularly via short quizzes.

Do I have to bring my Knowledge Organiser every day ?
Yes, you do. It is one of our key expectations that you bring your knowledge organiser to every lesson, every day in your special Knowledge Organiser bag. Your Form Tutor will check this every morning.

Is there anything I could use to support me when using my knowledge organiser ?
Some people find post it's handy to stick onto their knowledge organiser pages - these are useful for extra notes. Small white revision/flash cards are helpful so you can write key facts down. These can then be placed up around the house to help your revision.

How should I use my Knowledge Organiser to help me learn ?
There are lots of ways to use your knowledge organiser - the key to success is to find what works for you. The table below shows you some different ways to use them.

How to use a knowledge organiser – A step by step guide

	Look, Cover, Write, Correct	Definitions to key words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	Look at and study a specific area of your knowledge organiser. 	Write down the key words and definitions. 	Use your knowledge organiser to condense and write down key facts and information on your flash cards 	Use your knowledge organiser to create a new quiz. Write down questions using your knowledge organiser. 	Create a mind map with all the information you can remember from your knowledge organiser. 	Ask a partner or family member to have the knowledge organiser or flash cards in their hands 
Step 2	Cover or flip the knowledge organiser over and write down everything you remember. 	Try not to use your knowledge organiser to help you. 	Add pictures to help support. Then self quiz yourself using the flash cards. You can write questions on one side and answers on the other. 	Answer the questions and remember to use full sentences. 	Check your knowledge organiser to see if there were any mistakes with the information you have made. 	They can then test you by asking you questions on different sections of your knowledge organiser 
Step 3	Check what you have written down. Correct any mistakes in green pen and add anything you missed. Repeat. 	Use your green pen to check your work. 	Use a parent/carer or friend to help quiz you on the knowledge. 	You can also use family to help quiz you. Keep self-quizzing until you get all questions correct. 	Try to make connections that links information together. 	Write down your answers. 

What can be found in knowledge organisers?

Some of the core knowledge you can find in your knowledge organiser includes:

- key vocabulary / terminology (tier 3 vocabulary)
- key knowledge that students will require to have memorised for the subject
- key places and people
- useful diagrams (as required for the topic)
- key dates for a subject like history (e.g. when the two World Wars were) would clearly also be included
- key information they should know before starting the topic
- important quotes (that demonstrate those themes)
- important equations
- key academic language (tier 2 vocabulary)

Learn, Cover, Write, Correct

1. LEARN

Choose a small 'chunk' of the page to learn. Read it over and over again in your head.

2. COVER

Cover up the information you have just learnt.

3. WRITE

When the knowledge is covered up, write down the information you studied.

4. CORRECT

Correct your answer, write any missing or incorrect words in red pen.

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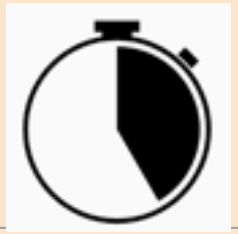
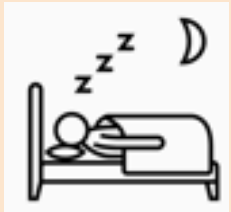
Practice makes Permanent

The Essential Steps for ‘Revising’

Limit distractions 	**Find a nice space to revise in** 	**Create and use a revision timetable. No cramming.** 
Set an alarm and start early 	**Work in intensive blocks of time (25 mins works well)** 	**The more you put in, the more you get out** 
Get plenty of sleep 	**Eat well** 	**Ask your teachers for help** 

Mathematics

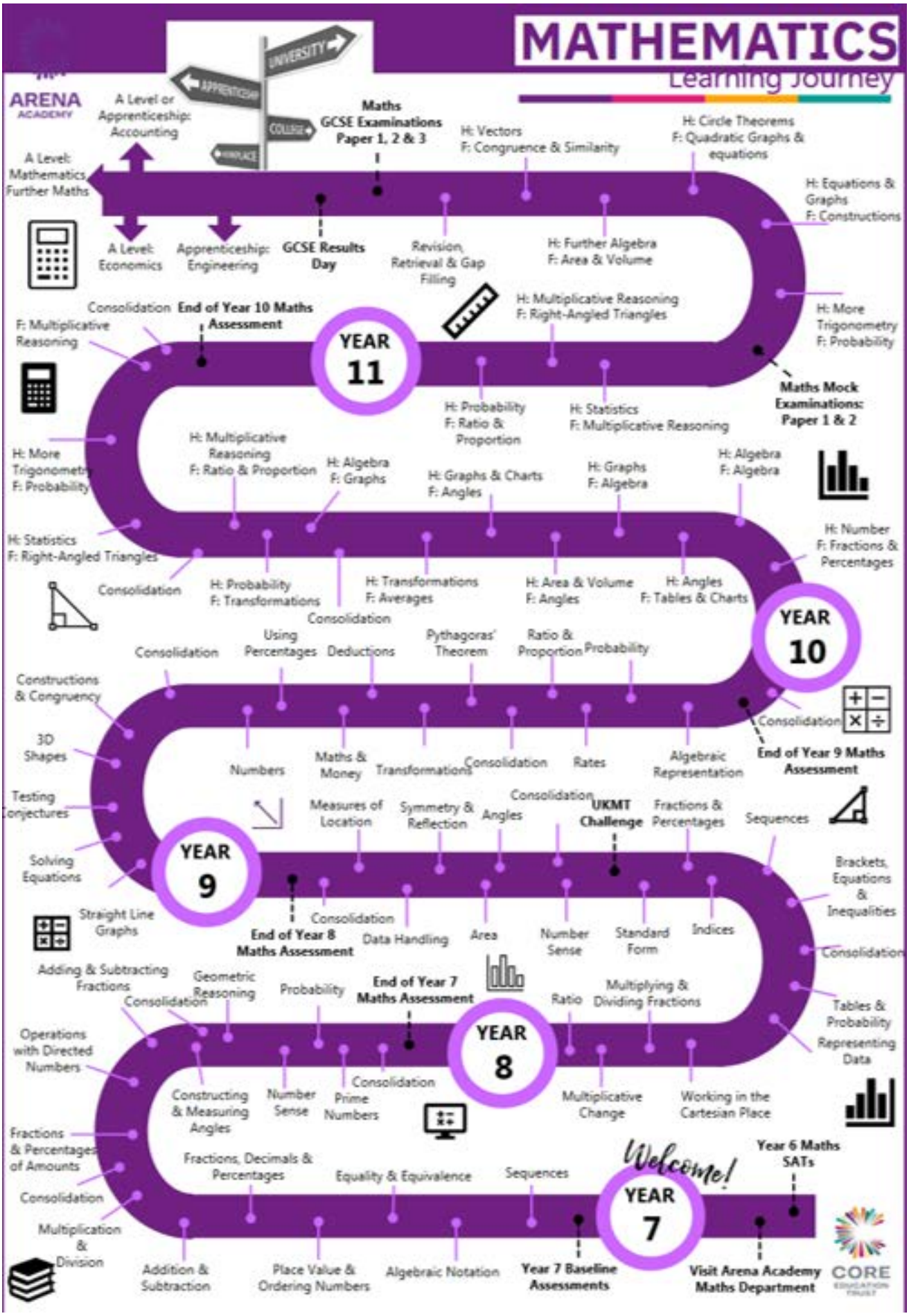
Topics covered from the beginning of the academy year to the end of this half-term.

SPR 1:

1. Solving problems with addition and subtraction
2. Solving problems with multiplication and division
3. Fractions and percentages amount

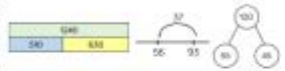
SPR 2:

1. Operations with equations and directed numbers.
2. Addition and subtraction of fractions.


MATHEMATICS
Learning Journey
ARENA ACADEMY
UNIVERSITY
APPRENTICESHIP
COLLEGE
WORKPLACE
A Level or Apprenticeship: Accounting
A Level: Mathematics Further Maths
A Level: Economics
Apprenticeship: Engineering
Maths GCSE Examinations Paper 1, 2 & 3
GCSE Results Day
H: Vectors
F: Congruence & Similarity
H: Circle Theorems
F: Quadratic Graphs & equations
H: Equations & Graphs
F: Constructions
Revision, Retrieval & Gap Filling
H: Further Algebra
F: Area & Volume
H: Multiplicative Reasoning
F: Right-Angled Triangles
H: More Trigonometry
F: Probability
Maths Mock Examinations: Paper 1 & 2
YEAR 11
Consolidation
End of Year 10 Maths Assessment
F: Multiplicative Reasoning
H: Probability
F: Ratio & Proportion
H: Statistics
F: Multiplicative Reasoning
H: More Trigonometry
F: Probability
H: Multiplicative Reasoning
F: Ratio & Proportion
H: Algebra
F: Graphs
H: Graphs & Charts
F: Angles
H: Graphs
F: Algebra
H: Algebra
F: Algebra
H: Number
F: Fractions & Percentages
H: Statistics
F: Right-Angled Triangles
Consolidation
H: Probability
F: Transformations
H: Transformations
F: Averages
Consolidation
H: Area & Volume
F: Angles
H: Angles
F: Tables & Charts
YEAR 10
Consolidation
Using Percentages
Deductions
Pythagoras' Theorem
Ratio & Proportion
Probability
Consolidation
End of Year 9 Maths Assessment
Constructions & Congruency
3D Shapes
Testing Conjectures
Solving Equations
Straight Line Graphs
Numbers
Maths & Money
Transformations
Consolidation
Rates
Algebraic Representation
Measures of Location
Symmetry & Reflection
Angles
Consolidation
UKMT Challenge
Fractions & Percentages
Sequences
Brackets, Equations & Inequalities
YEAR 9
End of Year 8 Maths Assessment
Consolidation
Data Handling
Area
Number Sense
Standard Form
Indices
Consolidation
Adding & Subtracting Fractions
Consolidation
Geometric Reasoning
Probability
End of Year 7 Maths Assessment
Ratio
Multiplying & Dividing Fractions
Tables & Probability
Representing Data
Operations with Directed Numbers
Constructing & Measuring Angles
Number Sense
Prime Numbers
Consolidation
Multiplicative Change
Working in the Cartesian Place
YEAR 8
Fractions & Percentages of Amounts
Consolidation
Multiplication & Division
Addition & Subtraction
Fractions, Decimals & Percentages
Place Value & Ordering Numbers
Equality & Equivalence
Algebraic Notation
Sequences
Year 7 Baseline Assessments
Welcome!
YEAR 7
Year 6 Maths SATs
Visit Arena Academy Maths Department
CORE EDUCATION TRUST

MATHS TOPIC 6 – SOLVING PROBLEMS WITH ADDITION AND SUBTRACTION.

Addition/ Subtraction with integers



Modelling methods for addition/ subtraction
- Bar models
- Number lines
- Part/ Whole diagrams

Addition is commutative

6 + 3 = 3 + 6

The order of addition does not change the result

Subtraction the order has to stay the same

360 – 147 = 360 – 100 – 40 – 7

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction
- Show your relationships by writing fact families

Formal written methods

	H	T	O
	1	8	7
+	5	4	2

	H	T	O
	4	2	7
–	2	4	9

Remember the place value of each column
You may need to move 10 ones to the ones column to be able to subtract

Addition/ Subtraction with decimals

4	.	3	8	
7	.	9	0	+

0 can be used to fill empty places with value

The decimal place acts as the placeholder and aligns the other values

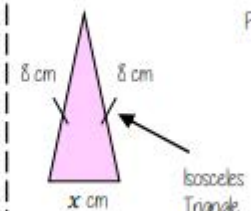
If  represents 1 instead of 100

$5.43 + \frac{8}{10}$

Revisit Fraction – Decimal equivalence
5.43 + 0.8

Solve problems with perimeter

Perimeter is the length around the outside of a polygon



Isosceles Triangle notation

The triangle has a perimeter of 25cm
Find the length of x

8cm + 8cm + xcm = 25cm
16cm + xcm = 25cm
xcm = 9cm

Solve problems with finance

Profit = Income – Costs

Credit – Money coming into an account

Debit – Money leaving an account

Money uses a two decimal place system
14.2 on a calculator represents £14.20

Check the units of currency – work in the same unit

Tables and timetables

Distance tables

London		
211	Cardiff	
556	493	Glasgow
518	392	177 Belfast

This shows the distance between Glasgow and London
It is where their row and column intersects

Bus/ Train timetables

Harton	1005	1045	1130
Bridge	1024	1106	1147
Aville	1051	1133	1205
Ware	1117	1202	1233

Each column represents a journey, each row represents the time the 'bus' arrives at that location

TIME CALCULATIONS – use a number line

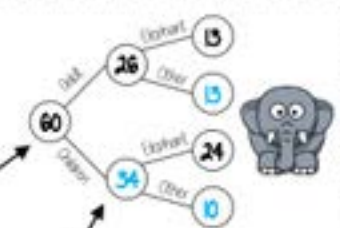
Two-way tables

	H	T
H	HH	HT
T	TH	TT

Where rows and columns intersect is the outcome of that action

Frequency trees

60 people visited the zoo one Saturday morning
26 of them were adults: 13 of the adult's favourite animal was an elephant. 24 of the children's favourite animal was an elephant.

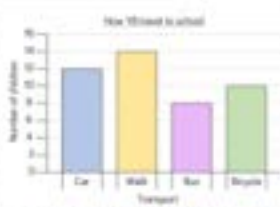


The overall total "60 people"

A frequency tree is made up from part-whole models
One piece of information leads to another

Probabilities or statements can be taken from the completed trees
e.g. 34 children visited the zoo

Bar and line charts



Use addition/ subtraction methods to extract information from bar charts

e.g. Difference between the number of students who walked and took the bus
Walk frequency – bus frequency

When describing changes or making predictions
- Extract information from your data source
- Make comparisons of difference or sum of values
- Put into the context of the scenario

Keywords

Commutative: changing the order of the operations does not change the result
Associative: when you add or multiply you can do so regardless of how the numbers are grouped
Inverse: the operation that undoes what was done by the previous operation (The opposite operation)
Placeholder: a number that occupies a position to give value
Perimeter: the distance/ length around a 2D object
Polygon: a 2D shape made with straight lines
Balance: in financial questions – the amount of money in a bank account
Credit: money that goes into a bank account
Debit: money that leaves a bank account

MATHS TOPIC 7 – SOLVING PROBLEMS WITH MULTIPLICATION AND DIVISION.

Factors

Arrays can help represent factors

5 x 2 or 2 x 5

Factors of 10

1, 2, 5, 10

10 x 1 or 1 x 10

The number itself is always a factor

Square numbers have an **ODD number** of factors

Factors of 4

1, 2, 4

Factors of 36

1, 2, 3, 4, 6, 9, 12, 18, 36

Be strategic - Lay factors out in pairs can help you not to miss any

Multiples

4	4	4	4	4

Bar models can represent by something is a multiple. E.g. 20 is a multiple of 4

Lowest Common Multiples

LCM of 9 and 12

The first time their multiples match

LCM = 36

9: 9, 18, 27, **36**, 45, 54

12: 12, 24, **36**, 48, 60

9, 18, 27, 36, 45 / 12, 24, 36, 48

Multiply/ Divide by powers of 10

100s | 10s | 1s | × 100 | 100s | 10s | 1s

3 x 100 = 300

1s | 1/10 | 1/100 | × 100 | 1s | 1/10 | 1/100

0.03 x 100 = 3

Repeated multiplication and division by powers of 10 is commutative

÷ 10 then ÷ 10 → ÷ 100

Mean problems

Mean – a measure of average. It gives an idea of the central value

Lilly, Onnie and Ezra have the following cubes

Lilly, Onnie, Ezra — **24 in total**

Finding the mean amount is the average amount each person would have if shared out equally

Lilly | Onnie | Ezra

The mean number of blocks would be 8 each

Metric conversions

Useful Conversions

mm ⇄ cm ⇄ m ⇄ km: ÷ 10, ÷ 100, ÷ 1000 / × 10, × 100, × 1000

g ⇄ kg: ÷ 1000 / × 1000

ml ⇄ L: ÷ 1000 / × 1000

Multiplication methods

Less effective method especially for bigger multiplication

Long multiplication (column)

Grid method

Repeated addition

Estimations: Using estimations allows a 'check' if your answer is reasonable

Multiplication with decimals

Perform multiplications as integers

e.g. 0.2 x 0.3 → 2 x 3

Make **adjustments** to your answer to match the question: 0.2 x 10 = 2, 0.3 x 10 = 3

Therefore 6 ÷ 100 = **0.6**

Division methods

3584 ÷ 7 = **512**

Short division

	5	1	2
7	3 ³5	8 ¹4	

Complex division

÷ 24 = ÷ 6 ÷ 4

Break up the divisor using factors

Division with decimals

The placeholder in division methods is essential – the decimal lines up on the dividend and the quotient

24 ÷ 0.02 → 24 ÷ 0.2 → 240 ÷ 2

All give the same solution as represent the same proportion

Multiply the values in proportion until the divisor becomes an integer

Order of operations

Brackets

Indices or roots

Multiplication or division

Addition or subtraction

If you have multiple operations from the same tier work from left to right

e.g. 10 – 3 + 5 → 10 – 3 → 7 + 5

6 x 4 + 8 x 2

24 + 16 = 40

Area problems

Rectangle

Base x Perpendicular height

Parallelogram/ Rhombus

Base x Perpendicular height

Triangle

½ x Base x Perpendicular height

A triangle is half the size of the rectangle it would fit in

Keywords

Array: an arrangement of items to represent concepts in rows or columns

Multiples: found by multiplying any number by positive integers

Factor: integers that multiply together to get another number

Mil: prefix meaning one thousandth

Cent: prefix meaning one hundredth

Kilo: prefix meaning multiply by 1000

Quotient: the result of a division

Dividend: the number being divided

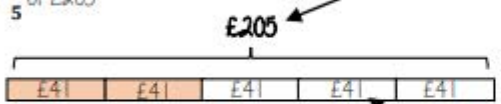
Divisor: the number we divide by

MATHS TOPIC 8 – FRACTIONS AND PERCENTAGES OF AMOUNT.

Fraction of a given amount

Find $\frac{2}{5}$ of £205

The bar represents the whole amount

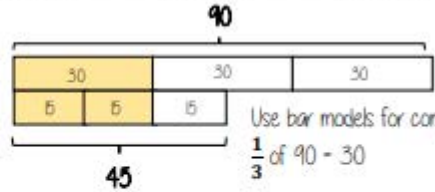


2 out of the 5 equal parts

2 x £41 = **£82**

£205 ÷ 5 = £41

Each part of the bar model represents £41



Use bar models for comparisons

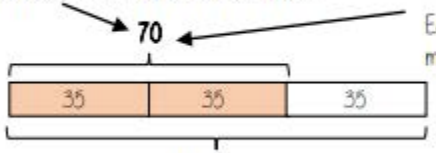
$\frac{1}{3}$ of 90 = 30

$\frac{2}{3}$ of 45 = 30

$\therefore \frac{1}{3}$ of 90 = $\frac{2}{3}$ of 45

Use a fraction of amount

$\frac{2}{3}$ of a value is 70. What is the whole number?



70 ÷ 2 = 35

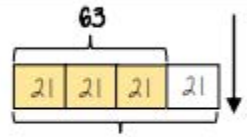
Each part of the bar model represents 35

35 x 3 = **105**

The whole number is 105

The wording of the question is important to setting up the bar model

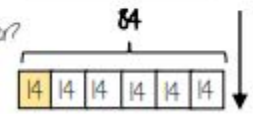
$\frac{3}{4}$ of a number is 63



Find the whole

What is $\frac{1}{6}$ of the number?

14



Use the whole to find a given part

Find the percentage of an amount (Calculator methods)

Using a multiplier

Find 65% of 80

Fraction, decimal, percentage conversion

65% = $\frac{65}{100}$ = 0.65 ← The multiplier

0.65 x 80 = **52**

Using the percent button

Find 65% of 80

This brings up the % button on screen

You will see 65%

Type **65**

Press SHIFT ((%)

Press × **80** and then press =

You can also use the calculator to support non calculator methods and find 1% or 10% then add percentages together

"of" can represent '×' in calculator methods

Find the percentage of an amount (Calculator methods)

Using a multiplier

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Press SHIFT ((%)

Press × **80** and then press =

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"of" can represent '×' in calculator methods

Keywords

Fraction: how many parts of a whole we have

Equivalent: of equal value

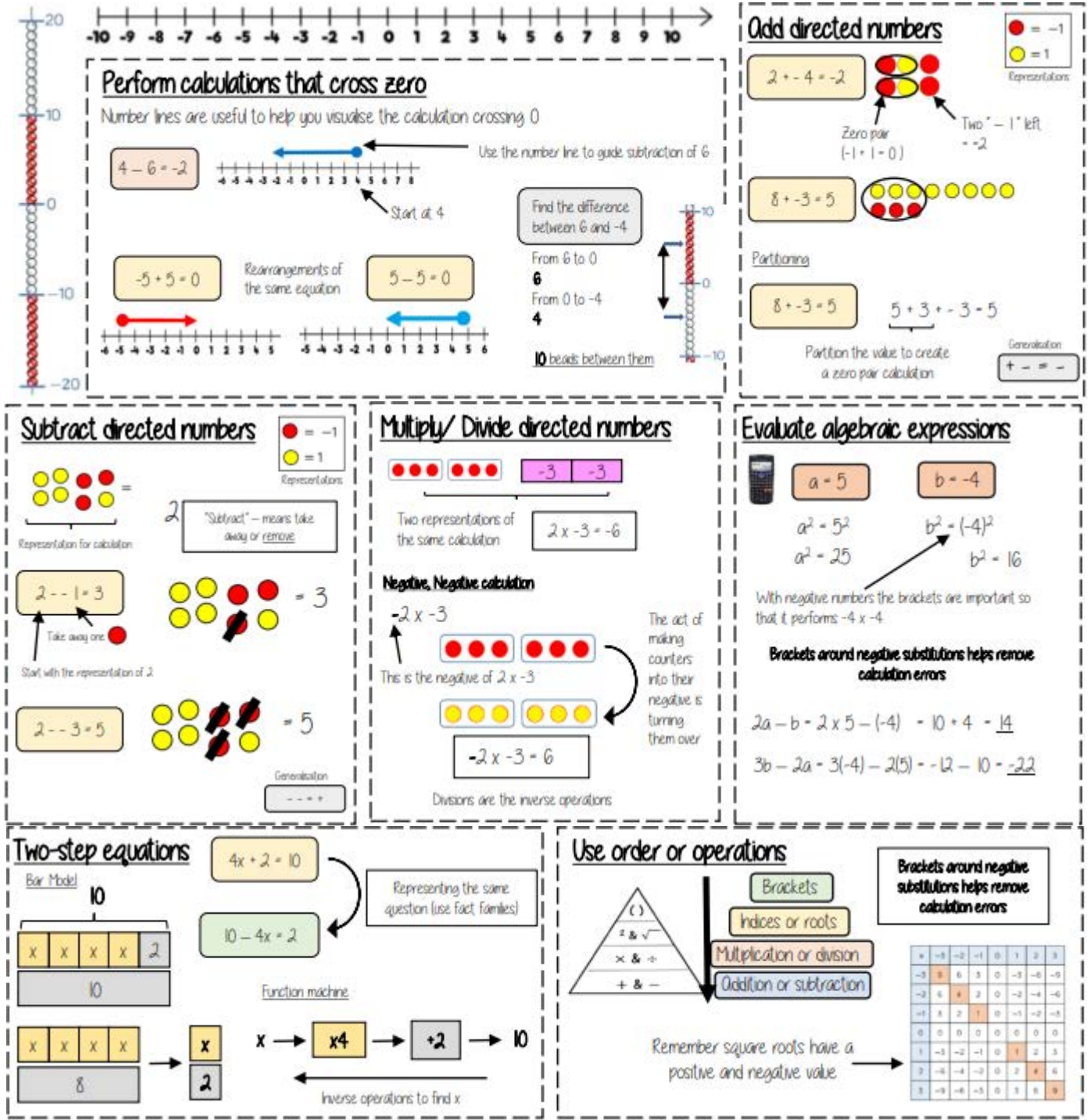
Whole: a number with no fractional or decimal part

Percentage: parts per 100 (uses the % symbol)

Place Value: the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right

Convert: change into an equivalent representation, often fraction to decimal to a percentage cycle

MATHS TOPIC 9 – OPERATIONS WITH EQUATIONS AND DIRECTED NUMBERS.

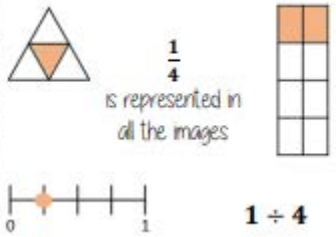


Keywords

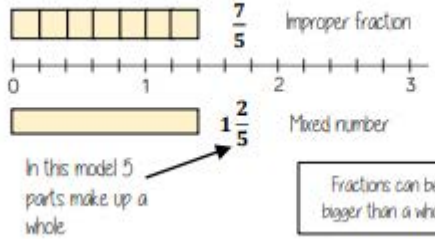
Subtract: taking away one number from another
Negative: a value less than zero
Commutative: changing the order of the operations does not change the result
Product: multiply terms
Inverse: the opposite function
Square root: a square root of a number is a number when multiplied by itself gives the value (symbol $\sqrt{\ }$)
Square: a term multiplied by itself
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

MATHS TOPIC 10 – ADDITION AND SUBTRACTION OF FRACTIONS.

Representing Fractions

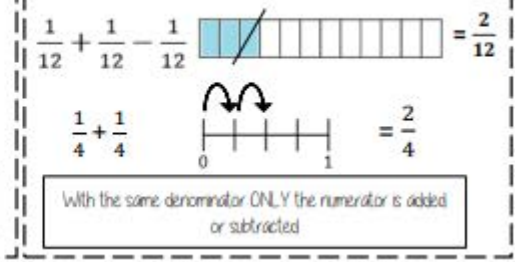


Mixed numbers and fractions



Add/Subtract unit fractions

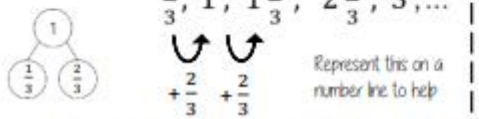
Same denominator



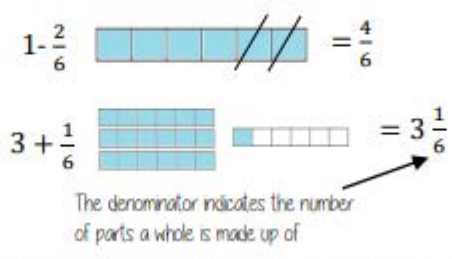
Add/Subtract fractions

Same denominator

Sequences

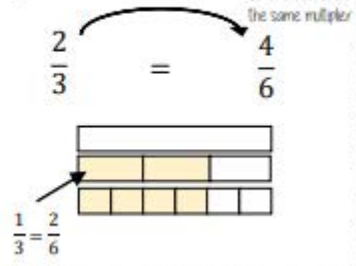


Add/Subtract from integers

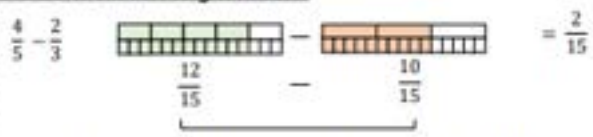


Equivalent fractions

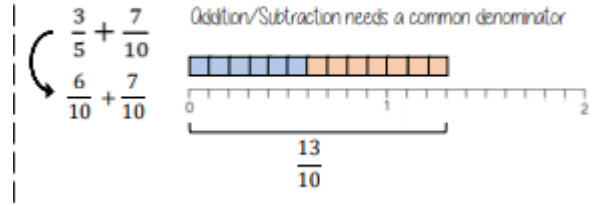
Numerator and denominator have the same multiplier



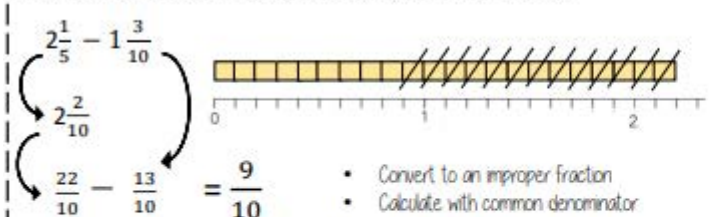
Add/Subtraction any fractions



Add/Subtraction fractions (common multiples)



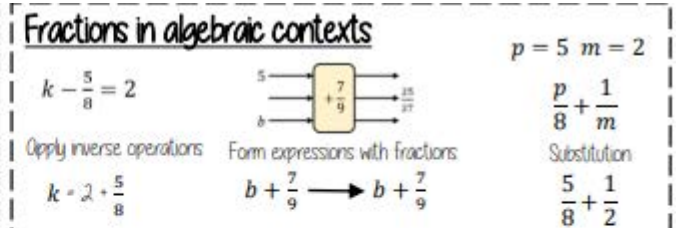
Add/Subtraction fractions (improper and mixed)



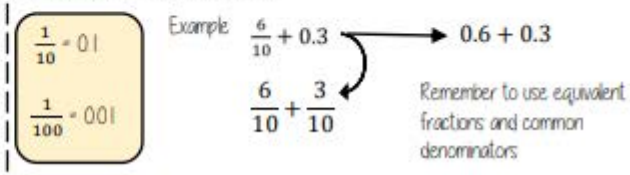
Partitioning method

$2\frac{1}{5} - 1\frac{3}{10} = 2\frac{2}{10} - 1\frac{3}{10} = 2\frac{2}{10} - 1 - \frac{3}{10} = 1\frac{2}{10} - \frac{3}{10} = \frac{9}{10}$

Fractions in algebraic contexts



Fractions and decimals



Keywords

Numerator: the number above the line on a fraction. The top number. Represents how many parts are taken

Denominator: the number below the line on a fraction. The number represent the total number of parts

Equivalent: of equal value

Mixed numbers: a number with an integer and a proper fraction

Improper fractions: a fraction with a bigger numerator than denominator

Substitute: replace a variable with a numerical value

Place value: the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right

English

Topics covered from the beginning of the academy year to the end of this half-term.

SPRING 1:

1. Non-fiction: Travel Writing

Spring 2:

2. Poetry from other cultures

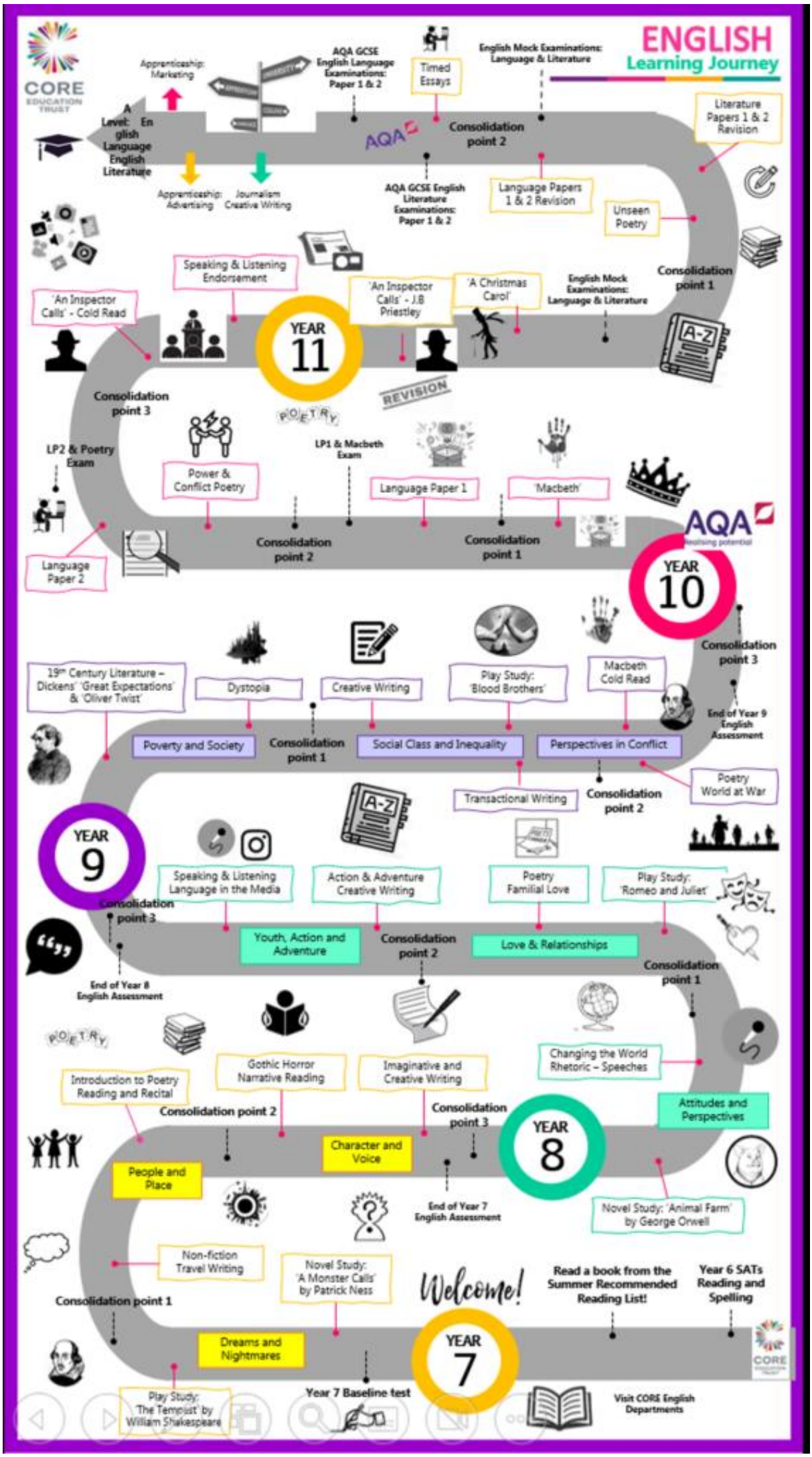
Travel Writing

Features of a summary	
Key ideas	Main points from a text in your own words
Quotes	Key words and phrases from a text embedded into the sentence
Inference	Saying what a point and quote suggests – giving a point of view
Comparison connectives	Using 'similarly' for a similarity or 'however' for a difference if you are comparing to a different text

Features of a pre 20th Century text	
Archaic language	Words that are no longer in common use
Religious connotations	Religion was more a part of mainstream society – most people believed
More awareness of socio-economic status	Class – was a key factor in people's identity and defined much of their life
Different moral compass	More traditional values were prevalent
Possibly longer more intricate sentences	Longer, more complex sentences were used by some writers of this time.

Travel writing features	
Detail that is out of the ordinary	Information beyond the holiday brochures, tiny details create a vivid image of a place for the reader
Humour/sarcasm	This can be entertaining for the reader and engages them
Figurative language	Creates a vivid sense of place for the reader – includes metaphor, simile and lists of adjectives.
Sensory detail	Description using the senses is more immediate for the reader
Dialogue	Adds a sense of realism for the reader
Reflection	Places and events prompt the reader and speaker to think about bigger concerns and values
Persuasive features	This writing aims to persuade the reader about their view
Facts	Factual information about events and place
Colloquial/fun tone	Travel writing is regularly full of anecdotes
Bathos	Over exaggeration for comic effect
Writer's personality	Writing often reveals the writer's personality

Persuasive features	
A	Alliteration – where several words start with the same letter
F	Facts
O	Opinion
R	Repetition/Rhetorical questions
E	Emotive language
S	Statistics
T	Triples (Rule of three)


ENGLISH
Learning Journey
CORE EDUCATION TRUST
A Level: English Language English Literature
Apprenticeship: Marketing
Apprenticeship: Advertising
Journalism Creative Writing
AQA GCSE English Language Examinations: Paper 1 & 2
Timed Essays
English Mock Examinations: Language & Literature
Literature Papers 1 & 2 Revision
AQA
Consolidation point 2
AQA GCSE English Literature Examinations: Paper 1 & 2
Language Papers 1 & 2 Revision
Unseen Poetry
Consolidation point 1
English Mock Examinations: Language & Literature
'A Christmas Carol'
'An Inspector Calls' - J.B Priestley
Speaking & Listening Endorsement
'An Inspector Calls' - Cold Read
YEAR 11
REVISION
POETRY
Consolidation point 3
LP2 & Poetry Exam
Power & Conflict Poetry
LP1 & Macbeth Exam
Language Paper 1
'Macbeth'
Language Paper 2
Consolidation point 2
Consolidation point 1
AQA
YEAR 10
Consolidation point 3
End of Year 9 English Assessment
19th Century Literature – Dickens' 'Great Expectations' & 'Oliver Twist'
Dystopia
Creative Writing
Play Study: 'Blood Brothers'
Macbeth Cold Read
Poverty and Society
Consolidation point 1
Social Class and Inequality
Perspectives in Conflict
Poetry World at War
Transactional Writing
Consolidation point 2
YEAR 9
Speaking & Listening Language in the Media
Action & Adventure Creative Writing
Poetry Familial Love
Play Study: 'Romeo and Juliet'
Consolidation point 3
Youth, Action and Adventure
Consolidation point 2
Love & Relationships
Consolidation point 1
End of Year 8 English Assessment
POETRY
Changing the World Rhetoric – Speeches
Introduction to Poetry Reading and Recital
Gothic Horror Narrative Reading
Imaginative and Creative Writing
Attitudes and Perspectives
Consolidation point 2
Consolidation point 3
YEAR 8
Character and Voice
People and Place
End of Year 7 English Assessment
Novel Study: 'Animal Farm' by George Orwell
Non-fiction Travel Writing
Novel Study: 'A Monster Calls' by Patrick Ness
Welcome!
Read a book from the Summer Recommended Reading List!
Year 6 SATs Reading and Spelling
Consolidation point 1
Dreams and Nightmares
YEAR 7
Year 7 Baseline test
Play Study: 'The Tempest' by William Shakespeare
Visit CORE English Departments

Science

Topics covered from the beginning of the academy year to the end of this half-term.

Spring 1:

1. Separation techniques
2. Forces
3. Reproduction

Spring 2:

4. Chemical reactions
5. Electricity and Magnets

Separation techniques

What are mixtures?

Mixtures are different substances found together, but not chemically bonded. This means the different substances can be **separated** from each other.

In a **compound**, different substances are chemically bonded together, while in a mixture they are not.

The substances that make up a mixture keep their own properties and are easy to separate.

You can change the amounts of the substances in a mixture.

You can tell the difference between a **pure substance** and an **impure substance** – a pure substance has a single, sharp melting point, while an impure substance (a mixture) has a range of temperatures for its melting point.

Solutions

Solutions are a type of mixture made of two parts:

1 **Solvent**: the liquid that makes up most of the solution.

2 **Solute**: the substance that is added to the solvent and **dissolves** into it.

The solute usually starts as a solid, and its particles break away from each other and move into the solvent.

Solubility

The **solubility** of a solute means how much solute can dissolve in a certain volume of solvent.

- Different solutes have different solubilities in different solvents.
- Increasing the temperature often increases the solubility.
- Soluble substances can dissolve, **insoluble** substances cannot.

Saturated: when so much solute has been added to the solvent that no more can dissolve, we say the mixture is saturated.

How can we separate mixtures?

Filtration

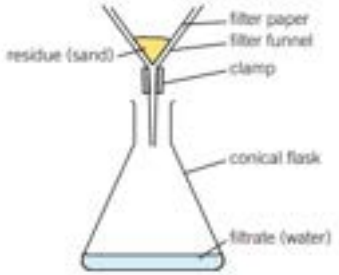
A method to separate a mixture of an undissolved solid and a liquid.

1 **Filter paper** has extremely small holes in it.

2 Particles in a liquid or solution are so tiny that they can fit through the holes.

3 Larger particles of the solid are too big to fit through the holes and are held back by the paper.

- **Residue**: solids left behind in the filter paper.
- **Filtrate**: the liquid that passes through the filter paper.

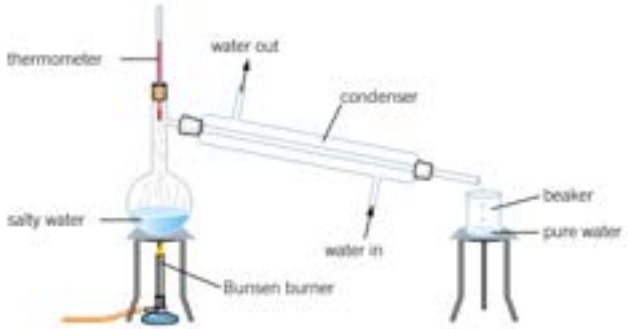


Distillation

A method that separates a solute and a solvent while keeping the solvent.

1 The solution is boiled so the solvent turns in to a gas.

2 The gas is then cooled down in a **condenser**, where it turns back into a liquid and can be collected.



Chromatography

A method used to separate mixtures that are soluble in the same solvent.

1 A mixture like ink is placed on a piece of paper, which is placed in a solvent.

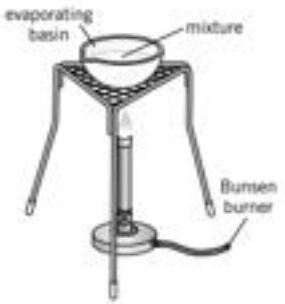
2 As the solvent moves up the paper it separates all the different constituents (parts) of the ink, producing a **chromatogram**.

Evaporation

A method to separate a solute and a solvent, keeping the solute.

1 The solution is heated then left in an evaporating basin until all the solvent evaporates.

2 The solute is left behind as a solid.



Key terms Make sure you can write definitions for these key terms.

chromatography chromatogram compound condenser dissolve distillation evaporation filtrate filtration filter paper impure substance insoluble mixture pure substance residue saturated separate solvent solute soluble solubility solution

Forces

Balanced and unbalanced

When the forces acting on an object are the same size but act in opposite directions we say that the resultant force is zero, the forces are **balanced** and the object is in **equilibrium**.

Balanced forces

An object can either:

- Stop
- Move at a steady (constant) speed

Unbalanced forces

An object can either:

- Speed up
- Slow down
- Change direction
- Change shape

Resultant forces

Resultant = 20N →

- Single force that can replace all the forces acting on an object and have the same effect

Gravity

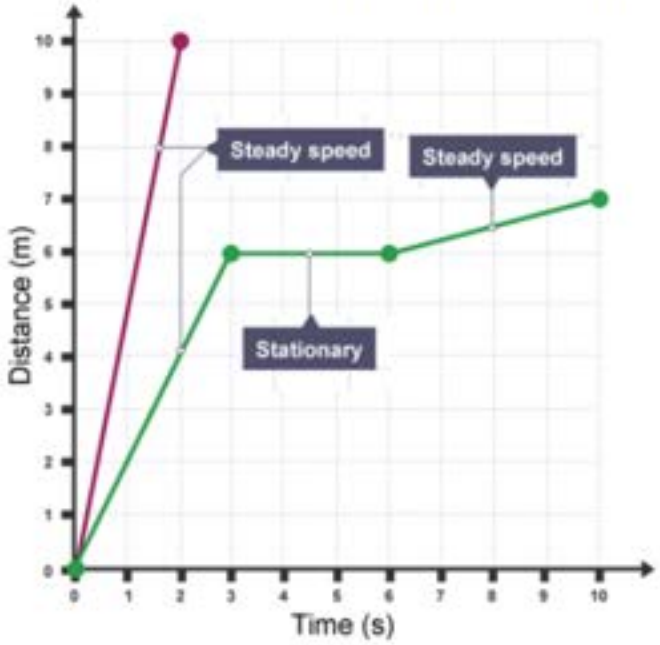
Gravity (or gravitational force) is a **non-contact force** which acts between two masses. It depends on the mass of each object and how far they are apart.
On Earth the Gravitational field strength on Earth is 10 N/kg. Gravitational filed strength is different on other planets.
Gravity keeps things in orbit because the Earth exerts a force on the Moon. The force of gravity acts on the Moon keeping it in orbit around the Earth.

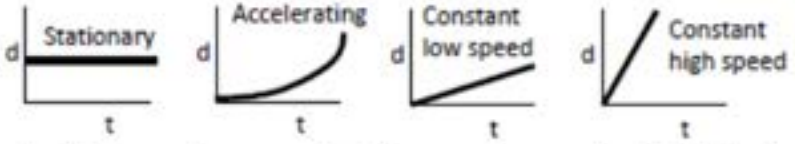
Difference between weight and mass

Weight	Is the effect of gravity on an object. Measured in newtons (N). Its value differs on different planets.
Mass	Amount of matter in an object measured in Kg. Same value on different planets.

Distance-time graphs

A distance-time graph is a useful way to represent the motion of an object. It shows how the distance moved from a starting point changes over time.





The slope of a distance-time graph tells you the speed. If the line is steep, the object is moving fast, if its not very steep then the object is moving more slowly.

Equations to learn

Distance = speed x time s = v x t	Distance – metres (m) Speed – meters per second (m/s) Time – seconds (s)

Weight (**N**) = mass (**kg**) × gravitational field strength **(N/kg)**

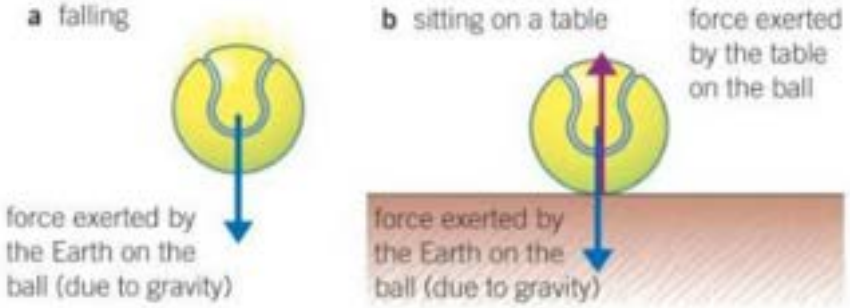
Forces

Keyword	Definition
Force	Forces can make things speed up, slow down, change direction or change shape.
Contact force	These forces only act when two things are touching.
Non-contact force	These forces can act when things are not touching
Newtons	The units for measuring forces (N)
Gravity	The force that earth uses to pull things towards it
Air resistance	The force that slows something down because air particles hit it.
Friction	The forces that slows things down when they move on a surface e.g. a car on a road.
Upthrust	The force on an object in liquid or gas that pushes them up
Interaction pairs	When two objects interact there is a force on each one that is the same size but in opposing directions.
Speed	A measure of how far something travels in a particular time, measured in meters per second (m/s)
Average speed	The overall distance travelled by overall time for a journey
Acceleration	How quickly speed increases or decreases
Mass	The amount of matter something is made of
Weight	The force that acts on a mass because of gravity
Equilibrium	When all of the forces on something are balanced and cancel out.

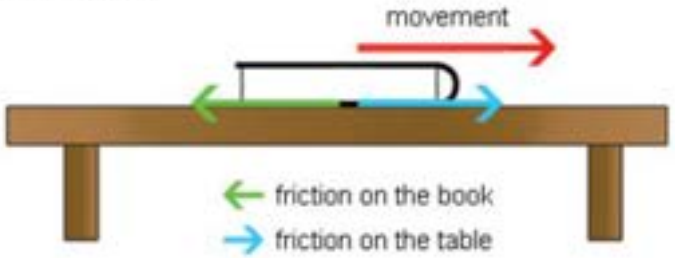
Introduction to forces

A force can be a push or a pull. Forces explain why objects move in the way that they do or why they don't move at all. Forces can change the direction that objects are moving in and change their shape.

Force arrows



▲ These force arrows show the forces acting on a tennis ball.

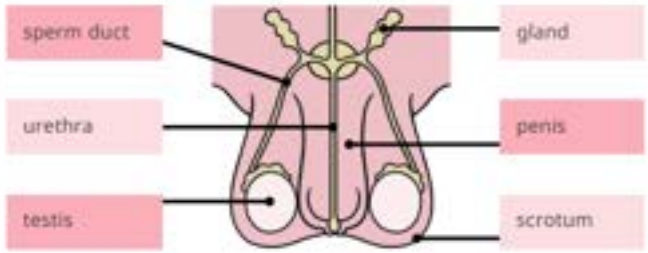
Contact forces	Are forces that act when you are touching something. friction, and air resistance are contact forces. Support forces like upthrust are also contact forces.
Non-contact forces	The force of gravity acts on a tennis ball when travels through the air. The Earth pulls the ball down even though it isn't touching it. Gravity is a non-contact force. The force between magnets is another example.
Interaction pairs	When two objects interact there is a force on each one that is the same size but in opposing directions. 

Reproduction

Key Words

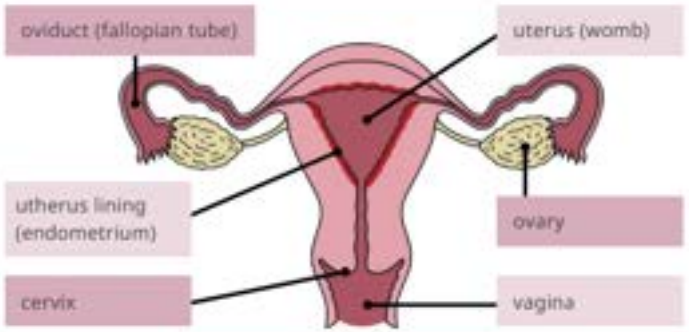
adaptation	A specific feature that allows a specialised cell to carry out a particular function.
biological sex	Determined by the reproductive organs a person has, the sex chromosomes in their body and the hormone levels they produce.
conception	The process of becoming pregnant.
egg cell	The female sex cell, produced by the ovaries.
embryo	An unborn or unhatched offspring in the early stages of development. In humans, this is up to the end of the eighth week after conception.
female (biological sex)	The sex typically given to an individual who produces egg cells, has XX chromosomes and produces higher levels of the hormone oestrogen.
hormone	A chemical that is produced naturally within the body and released into the bloodstream to send messages to other parts of the body.
male (biological sex)	The sex typically given to an individual who produces sperm cells, has XY chromosomes and produces higher levels of the hormone testosterone.
oestrogen	The main female reproductive hormone, produced by the ovaries. It is involved in thickening the uterus lining.
puberty	The period of time when a person becomes sexually mature. It causes physical changes that affect males and females differently.
sperm cell	The male sex cell, produced by the testes.
testosterone	The main male reproductive hormone produced by the testes. It stimulates sperm production.
vulva	The external female genitals.

Male Reproductive System



Part	Function
penis	Allows urine and semen to pass out of the male's body.
testis	Produces sperm cells and releases the male sex hormone testosterone.
urethra	A tube that carries urine and semen. It has a ring of muscle to keep these fluids separate.
scrotum	A bag of skin that contains the testes.
gland	Produces fluids that mix with sperm cells to make semen.
sperm duct	Carries sperm cells from the testes to the urethra.

Female Reproductive System



Part	Function
vagina	A muscular tube that leads from the cervix to the outside of the body.
cervix	A ring of muscle at the lower end of the uterus. This keeps the baby in place during pregnancy.
ovary	Contains hundreds of undeveloped egg cells. Every month, an egg cell matures and is released.
uterus	Where the baby develops during pregnancy.
oviduct	Carries egg cells from the ovaries to the uterus.
uterus lining	A blood-rich layer of tissue in which an embryo implants. This tissue is lost each month during menstruation.

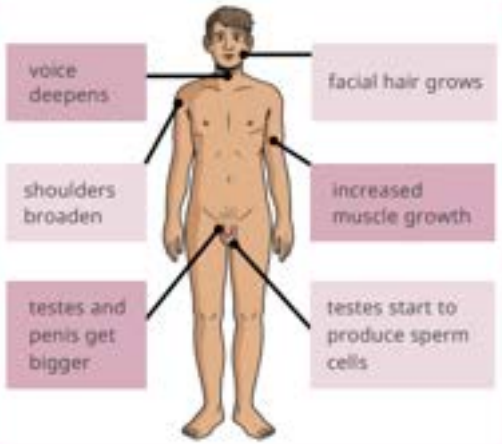
Puberty

Puberty is a period of time in a person's life when they become sexually mature. Puberty causes physical and emotional changes that affect males and females differently. These changes happen because of hormones.

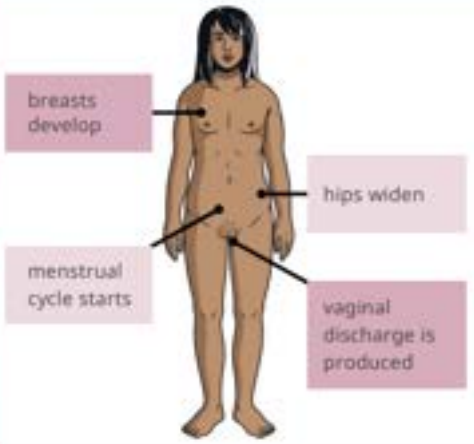
Changes that affect both males and females:

- growth of pubic hair
- growth of underarm hair
- growth spurts
- acne or occasional pimples
- body odour becomes stronger
- mood changes
- sexual thoughts and feelings

Puberty Changes in Males



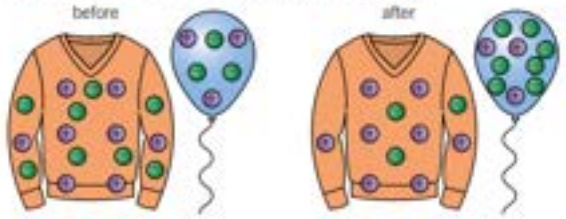
Puberty Changes in Females



Electricity and magnets

Charging up

Static electricity: by rubbing **insulators** together **electrons** are transferred, which gives the objects magnetic charges.



Like charges **repel**, and opposite charges **attract**.

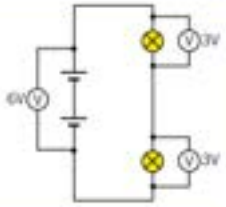
Charged objects have **electric fields** around them. These lines show how a positive charge will act.

Series and parallel circuits

In a series circuit all of the components are connected in one loop. If one component or wire breaks, **current** stops flowing everywhere.

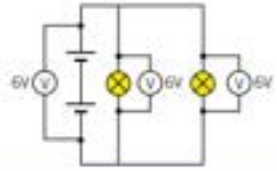
Series circuits

- contain only one loop
- the current is the same everywhere
- the **potential difference** across each component adds up to the potential difference across the battery



Parallel circuits

- contain multiple branches
- currents in all the branches add up to make the total current
- the potential difference across each component is the same as the potential difference across the battery



Resistance

The **resistance** is a measure of how easy it is to pass through a component.

conductors – low resistance

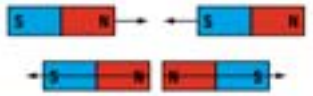
insulators – high resistance

Resistance is calculated by measuring the potential difference and the current.

The unit for resistance is the **ohm (Ω)**.

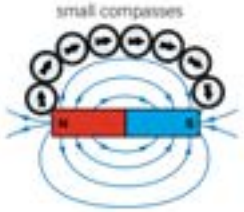
Magnets

- **Magnets** have north and south poles.
- Opposite poles attract, and the same poles repel:



Magnetic fields

- A magnet has a field around it.
- You can see the field around a bar magnet with a small compass or iron filings.
- If the lines are close together the field is stronger.



- The Earth has a magnetic field, which acts like a big bar magnet, with the south pole at the top of the planet.

Circuits and currents

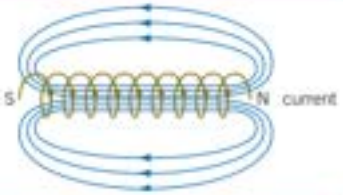
- Current is the amount of charge flowing per second.
- It is measured with an **ammeter** (connected in series).
- The unit for current is the **amp (A)**.

Electromagnets

- **Electromagnets** are only magnetic when they have a flow of current, so they can be turned off.
- They are made by running a current through a coil of wire.
- They usually have an iron core in the middle of the coil, which makes them stronger.

You can make an electromagnet stronger by:

- adding more turns of wire on the coil
- using more current.



Uses of electromagnets

- moving cars or other metal objects
- sorting iron and steel from aluminium
- making motors and speakers
- making levitating trains, which travel much faster as there is no friction

How motors work

Applying a current to a coil of wire makes it electromagnetic.

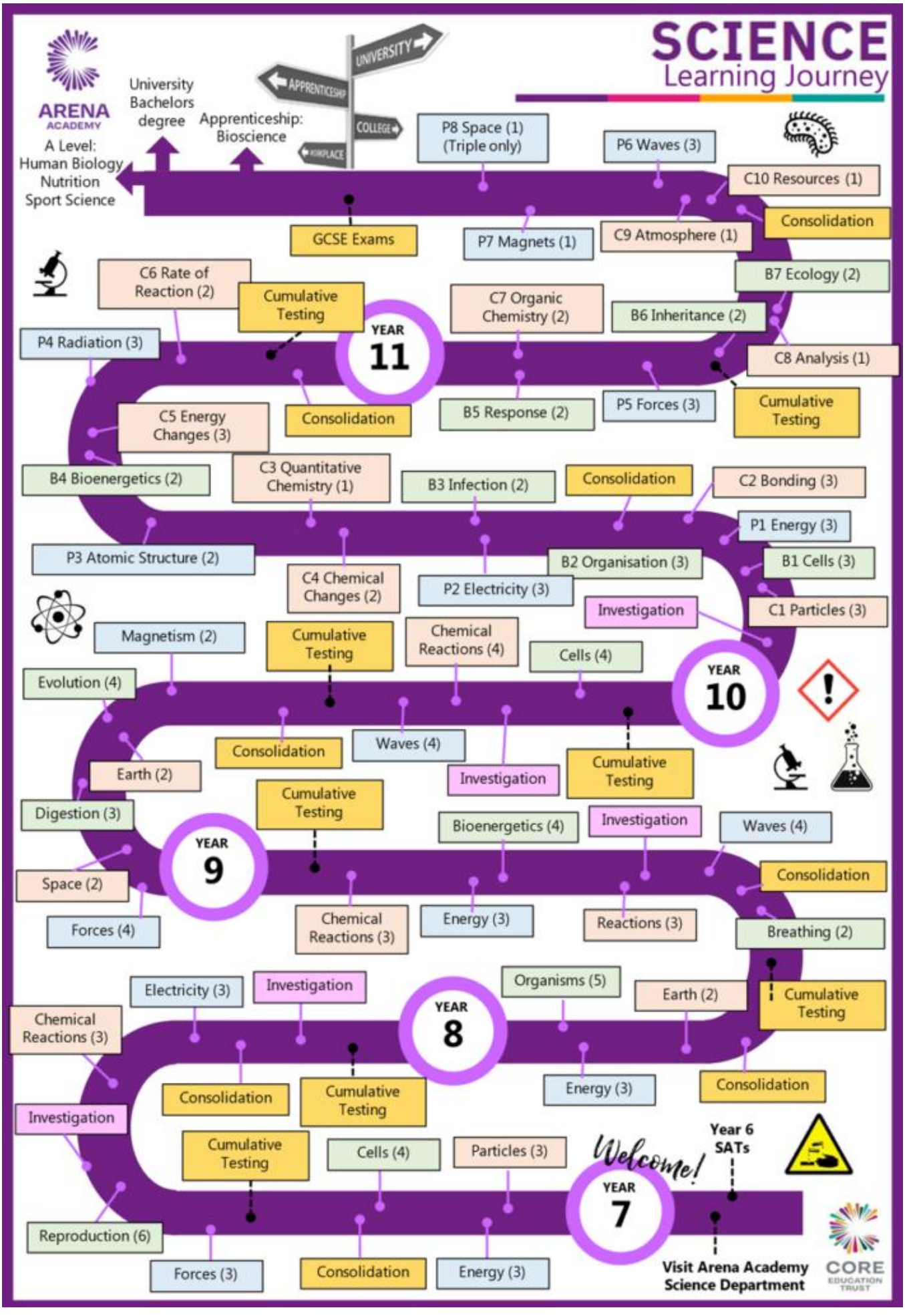
This causes a force between the coil of wire and the permanent magnet nearby, driving a motor.

Potential difference

- Potential difference is the amount of energy transferred by the charges in the circuit.
- It is measured with a **voltmeter** (connected in parallel). The unit is the **volt (V)**.

Key terms Make sure you can write definitions for these key terms.

ammeter attract conductor current electron electric field electromagnet insulator repel magnet magnetic field line motor north pole ohm parallel potential difference resistance series static electricity south pole volt voltmeter


SCIENCE
Learning Journey
ARENA ACADEMY
University Bachelors degree
Apprenticeship: Bioscience
A Level: Human Biology Nutrition Sport Science
UNIVERSITY
APPRENTICESHIP
COLLEGE
WORKPLACE
GCSE Exams
P8 Space (1) (Triple only)
P7 Magnets (1)
P6 Waves (3)
C9 Atmosphere (1)
C10 Resources (1)
Consolidation
B7 Ecology (2)
B6 Inheritance (2)
C8 Analysis (1)
Cumulative Testing
P5 Forces (3)
B5 Response (2)
C7 Organic Chemistry (2)
C6 Rate of Reaction (2)
Cumulative Testing
Consolidation
C5 Energy Changes (3)
P4 Radiation (3)
YEAR 11
B4 Bioenergetics (2)
C3 Quantitative Chemistry (1)
B3 Infection (2)
Consolidation
C2 Bonding (3)
P1 Energy (3)
B1 Cells (3)
C1 Particles (3)
Investigation
P2 Electricity (3)
B2 Organisation (3)
C4 Chemical Changes (2)
P3 Atomic Structure (2)
Cells (4)
Chemical Reactions (4)
Cumulative Testing
Magnetism (2)
Evolution (4)
YEAR 10
Consolidation
Waves (4)
Investigation
Cumulative Testing
Earth (2)
Digestion (3)
Cumulative Testing
Bioenergetics (4)
Investigation
Waves (4)
Consolidation
Space (2)
Forces (4)
Chemical Reactions (3)
Energy (3)
Reactions (3)
Breathing (2)
YEAR 9
Organisms (5)
Earth (2)
Cumulative Testing
Electricity (3)
Investigation
Chemical Reactions (3)
Consolidation
Cumulative Testing
Energy (3)
Consolidation
Investigation
Cumulative Testing
Cells (4)
Particles (3)
Reproduction (6)
Forces (3)
Consolidation
Energy (3)
YEAR 8
Welcome!
Year 6 SATs
YEAR 7
Visit Arena Academy Science Department
CORE EDUCATION TRUST

Geography

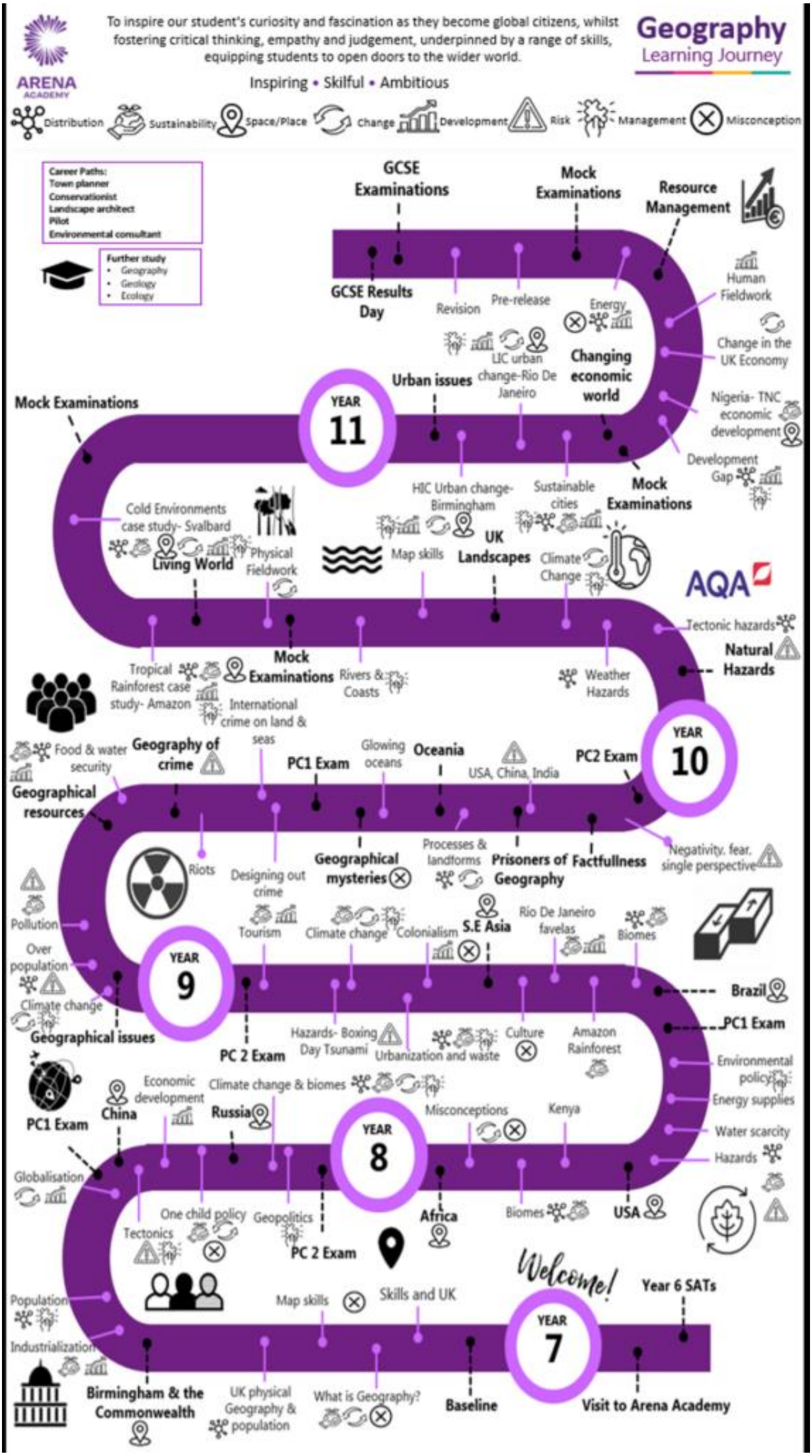
Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

1. Skills & UK
2. Map Skills
3. UK Physical Geography & Population

AUT 2:

4. Birmingham & the Commonwealth
5. Industrialisation


ARENA ACADEMY
To inspire our student's curiosity and fascination as they become global citizens, whilst fostering critical thinking, empathy and judgement, underpinned by a range of skills, equipping students to open doors to the wider world.
Inspiring • Skilful • Ambitious
Geography
Learning Journey
Distribution
Sustainability
Space/Place
Change
Development
Risk
Management
Misconception
Career Paths:
Town planner
Conservationist
Landscape architect
Pilot
Environmental consultant
Further study
Geography
Geology
Ecology
GCSE Examinations
Mock Examinations
Resource Management
GCSE Results Day
Revision
Pre-release
Energy
Human Fieldwork
Change in the UK Economy
LIC urban change-Rio De Janeiro
Changing economic world
Urban issues
YEAR 11
Mock Examinations
Nigeria- TNC economic development
Development Gap
Mock Examinations
HIC Urban change-Birmingham
Sustainable cities
Cold Environments case study- Svalbard
Living World
Physical Fieldwork
Map skills
UK Landscapes
Climate Change
AQA
Tectonic hazards
Natural Hazards
Tropical Rainforest case study- Amazon
Mock Examinations
Rivers & Coasts
International crime on land & seas
Weather Hazards
YEAR 10
Food & water security
Geographical resources
Geography of crime
PC1 Exam
Glowing oceans
Oceania
USA, China, India
PC2 Exam
Processes & landforms
Prisoners of Geography
Factfullness
Negativity, fear, single perspective
Riots
Designing out crime
Geographical mysteries
Pollution
Over population
Climate change
Geographical issues
Tourism
Climate change
Colonialism
S.E Asia
Rio De Janeiro favelas
Biomes
YEAR 9
Brazil
PC1 Exam
PC 2 Exam
Hazards- Boxing Day Tsunami
Urbanization and waste
Culture
Amazon Rainforest
Environmental policy
Energy supplies
Water scarcity
Hazards
PC1 Exam
China
Economic development
Russia
Climate change & biomes
Misconceptions
Kenya
YEAR 8
Globalisation
Tectonics
One child policy
Geopolitics
PC 2 Exam
Africa
Biomes
USA
Welcome!
Year 6 SATs
Population
Industrialization
Map skills
Skills and UK
YEAR 7
Birmingham & the Commonwealth
UK physical Geography & population
What is Geography?
Baseline
Visit to Arena Academy

Year 7 Half Term 1

Units covered: Geographical skills

Key concepts:

Distribution	Change
Place	Scale
Development	Space

Half-term targets:

- Can I describe the difference between human and physical geography?
- Can I name and locate the 7 continents and 5 oceans?
- Can I accurately find 4-figure and 6-figure grid references on OS maps?
- Can I accurately label an 8-point compass and use scales and directions accurately?
- Can I describe what contour lines are and describe the relief of a landscape using contour lines?
- Can I describe the physical geography and population distribution of the UK?
- Can I start developing confidence in my extended writing skills?

Key definitions:

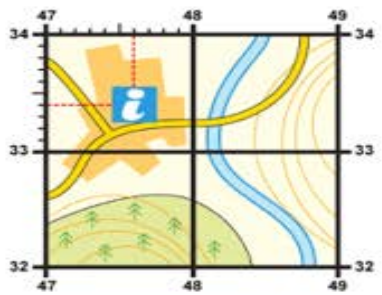
- Continent: A continuous expanse of land including many islands.
- Ocean: A continuous body of salt water that is contained in an enormous basin on Earth's surface.
- Grid reference: A location on a map, which is found using the northing and easting numbered lines.
- Scale: A figure that shows the size of the area represented by the map.
- Contour lines: A set of lines drawn on a map to indicate the relief and elevation of the land.
- Population distribution: How a population is spread across an area e.g. a country.

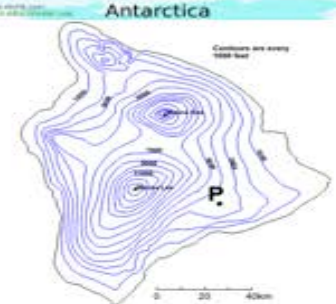
Key information:

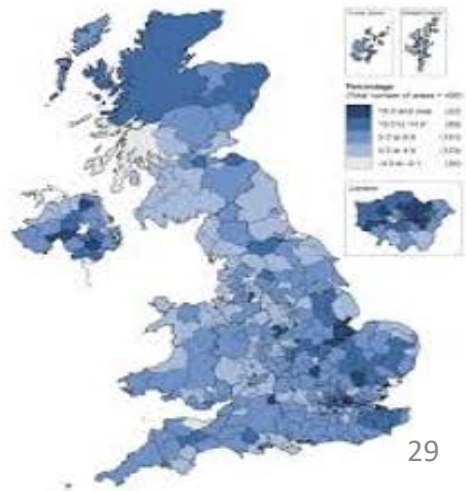
1. Human geography is the study of relationships between humans, economies and society.
   Physical geography is the study of relationships in the natural environment; landmasses, waterbodies and ecosystems.
2. 7 continents = Asia, Africa, Europe, North America, South America, Antarctica and Oceania
   5 oceans = Southern Ocean, Arctic Ocean, Atlantic Ocean, Pacific Ocean, Indian Ocean
3. Compass directions are used to describe directions. The more points on the compass the more accurate you can be. Maps have scales to represent the spatial relationship and show how much you would have to enlarge the map to make it real sized e.g. North, East, South, West.
4. Lines of latitude run across the Earth east to west (e.g. the Equator, the Tropic of Cancer, the Tropic of Capricorn) and lines of longitude run down earth north to south (e.g. Prime Meridian).
5. 4 figure grid references are to be found using the technique "along the corridor, up the stairs" to find the bottom left corner of the box. 6 figure grid references are more accurate locations and split the boxes into smaller sections.
   4 figure example: 01,43 / 6 figure example: 013,436
6. If contour lines are close together, it means that the land is steep. If the contour lines are further apart, it means that the land is flatter.
7. The UK has major cities such as London, Birmingham, Manchester and Newcastle. Major rivers include the Thames, Ouse, Tyne and Trent.
8. The UK has a diverse physical geography with mountains and flat areas. This is the relief of the land, and this can be shown on maps with colour coding and labelled areas.
9. The UK has an uneven population distribution because of its physical geography and range of opportunities (push and pull factors in HT2).

Example exam questions:

1. State an example of a continent and an ocean.
2. Label the continents and oceans on the map provided.
3. Identify the 4-figure grid reference for the place of worship boxed on the map.
4. Suggest why 6 figure grid references are used.
5. Match the contour lines to the correct landscape.
6. Explain why the UK population is unevenly distributed.







Year 7 Half Term 2

Units covered: Birmingham

Key concepts:

Place	Development
Change	Space
Environment	Sustainability

Half-term targets:

- Can I describe the location of Birmingham and reasons why it is an important city?
- Can I describe what the Industrial Revolution was and how Birmingham was key for the process?
- Can I describe how and why the population in Birmingham has changed?
- Can I describe the inequalities seen in Birmingham and their impacts?
- Can I describe how globalisation and changes to the economy have affected Birmingham?
- Can I describe how Birmingham has been regenerated?
- Can I describe how tourism has impacted Birmingham?
- Can I analyse for and against arguments for HS2?
- Can I explain sustainability strategies that have been introduced in Birmingham?

Key definitions:

- Industrial Revolution – The period of global transition of manufacture from manpower to machinery in the 18th/19th century.
- Population pyramid - A graph that shows the distribution of age and gender across a location's population.
- Inequality - The principle that different people experience different qualities of life.
- Push factors – Things that make you want to move away from an area.
- Pull factors – Things that make you want to move into an area.
- Economy - The system of production, distribution and consumption of goods and services that generates a collective income/value.
- Globalisation – The process where the world is becoming more interconnected due to trade and technological developments, making the world feel smaller than it is.
- Regeneration - The process of reversing economic, social and physical decline in an area through redevelopment.
- Tourism – The act or process of spending time away from home for recreation, relaxation and pleasure utilising the local services.
- Sustainability - An integrated approach to an action that considers environmental and economic implications of the present and the future.

Key information:

1. Birmingham is located in the West Midlands in the UK. Birmingham is the country's second city. Birmingham is an important city for many reasons such as healthcare (large hospitals and specialisms), education (4 universities and scholarship opportunities), transport (rail and road connections across the country) and industry (key for the Industrial Revolution, business and trade).
2. Birmingham was one of the first manufacturing towns in the world in the 18th century due to its geography (central location, access to resources such as water and reputation from metalworking). Birmingham had an industrial revolution and was manufacturing a broad range of goods such as Birmingham Toys, screws, bolts and buttons. Deindustrialisation also impacted Birmingham, with factory closures, workers being made redundant and increased unemployment.
3. The growth of the city of Birmingham (urbanisation) and subsequent rural-urban migration has resulted in population changes in the city which can be seen in population pyramids. Push and pull factors also impact the population of Birmingham – influences include access to services, housing and employment. Birmingham's population pyramid shows the majority of the population being between 20-40.
4. Birmingham has much higher levels of poverty and deprivation than the national average – even within the city itself there are wealthier and poorer areas. Challenges associated with inequality are also linked to urban decline, education, health and unemployment.
5. There are 4 sectors of the economy – primary (extracting raw materials), secondary (manufacture), tertiary (services), and quaternary (education and IT). Previously agriculture was key to Birmingham's economy but this has shifted towards public services, IT and retail.
6. Globalisation has pros and cons such as increase in cultural diversity, exploitation of workers, destruction of environments for construction and increased income and investments in a range of countries. Birmingham has experienced an example of globalisation with the Commonwealth Games in 2022 and the arrival of McDonalds and other TNC's.
7. Birmingham needed regenerating for a range of reasons including heavy traffic, limited parking, lack of transport and urban decline. Examples of regeneration seen in Birmingham include in Perry Barr for the Commonwealth Games, in Digbeth and in Brindley Place.
8. There are many tourist attractions in and surrounding Birmingham such as the Bullring, Brindley Place, the Botanical Gardens, the Black Country Living Museum and West Midlands Safari Park. Tourism has opportunities and challenges such as generating income that can be reinvested into the local area, greater cultural diversity, pollution and conflict between residents and tourists.
9. HS2 is a railway project currently under construction to create a faster connection between London and Birmingham (the connection between Birmingham and Manchester was cancelled at the end of 2023 due to finances). One of the aims of the project is to close the north-south divide which is very prominent in England. This is a controversial project with positives and negatives which include damage to habitats, people being forced to sell their homes for construction, shorter commute times between major cities and the creation of job opportunities.
10. In 2010, Birmingham ranked 15th in the list of sustainable cities in the UK and has ambitious targets to reduce its carbon emissions by 60%. There have been many strategies introduced in Birmingham to further promote sustainability including introducing Clean Air Zones, hydrogen powered buses and Tree for Life planting projects.

Example exam questions:

1. State one reason why Birmingham is an important city.
2. Explain why Birmingham was a good location for industrial development.
3. Describe the push and pull factors for migration in Birmingham.
4. Explain what globalisation is and its associated opportunities and challenges.
5. "The negatives of HS2 outweigh the positives" Do you agree?
6. State an example of a sustainability strategy in Birmingham.






History

Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

1. Why did the Roman Empire collapse?

AUT 2:

2. Why was the Norman invasion of 1066 a success?

ARENA ACADEMY

To inspire our students' curiosity to discover their own story, to equip our students with the skills to open doors to the wider world and challenge our students to think critically, developing their perspective and judgement.

Inspiring • Skilful • Challenging

HISTORY Learning Journey

Power | Religion | War | Key individuals | Communication | People

Career Paths
- Academic researcher/archivist
- Heritage manager
- Historic building conservator
- Museum education officer
- Secondary school teacher

Further study
- History
- English
- Politics
- Economics
- Sociology

YEAR 11

Weimar & Nazi Germany
- Nazi control & dictatorship 1933-39
- The Weimar Republic 1918-29
- 1918-1939
- Life in Nazi Germany 1933-39
- Hitler's rise to power 1919-33
- The end of the Cold War 1970-91
- 1941-1991
- Cold War crises 1958-70
- The origins of the Cold War 1941-58

Early Elizabethan England
- Queen, government & religion 1558-69
- Elizabethan society in the Age of Exploration 1558-88
- 1558-1588
- Challenges to Elizabeth at home and abroad 1569-88

Superpower Relations & the Cold War

Medicine in Britain
- 'Medicine in modern Britain' c. 1900-Present Day
- 'Medicine in 18th & 19th century Britain' c.1750-1900
- 1250 to present day
- 'The Medical Renaissance in England' c.1500-1700
- 'Medicine in medieval England' c.1250-1500

YEAR 10

- To what extent could ancient doctors heal the sick? 2nd - 5th c. BC
- Has society learned lessons from the Holocaust? 20th c.
- What were the consequences of the Great War for Europe and the World?
- 20th c.
- Why did the 'lights go out across Europe' in 1914?
- 20th c.
- To what extent do the causes of WWII resemble those of WWI?
- 20th c.
- What were the consequences of WWII for Europe and the World?

YEAR 9

- To what extent have women achieved equality since 1918?
- 20th c.
- What does the Titanic tell us about society in the early 20th century?
- 20th c.
- 18th – 19th c.
- What role did the Industrial Revolution have on the health of the people?
- To what extent was Britain changed by the Industrial Revolution??
- 18th – 19th c.
- 18th – 20th c.
- To what extent did Britain's imperialism shape the world?

YEAR 8

- Why did 'brother fight against brother' in the 17th century?
- 17th c.
- 16th – 19th c.
- What was the impact of the trans-Atlantic slave trade on those enslaved?
- 16th c.
- To what extent was everyday life different in Tudor England compared to medieval?
- 16th c.
- Why was there religious turmoil in Tudor England?

YEAR 7

Welcome!

- Why was the Norman invasion of 1066 a success?
- 11th c.
- 11th – 15th c.
- To what extent did life change in the medieval period?
- 5th c.
- Why did the Roman Empire collapse?
- 6th c. BC

Religious Education

Topics covered from the beginning of the academy year to the end of this half-term.

<u>AUT 1:</u>

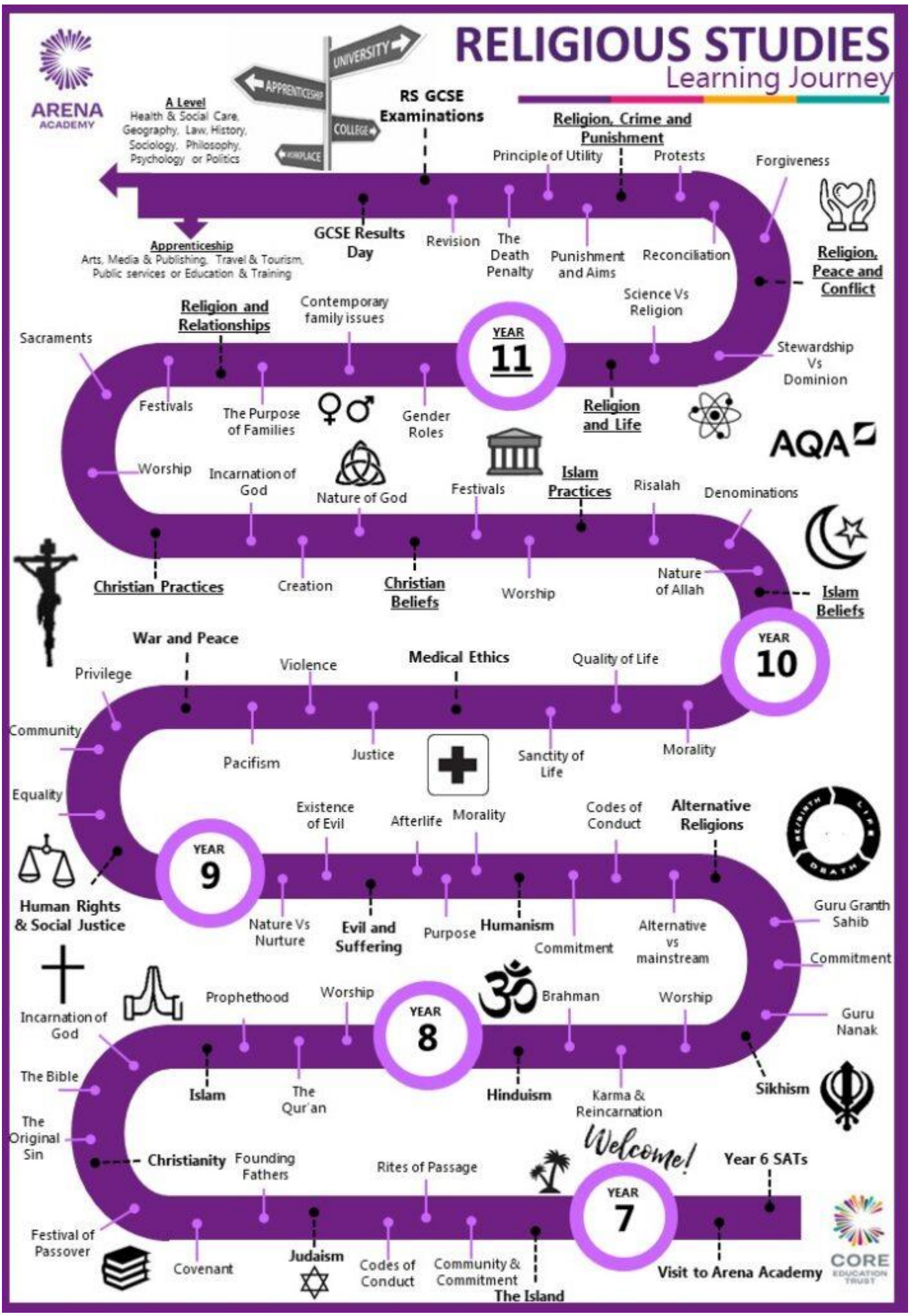
1. Community & Commitment (the Island)
2. Rites of Passage (the Island)

<u>AUT 2:</u>

3. Codes of Conduct (the Island)
4. Judaism

Later on in the Year:

5. Christianity
6. Islam


RELIGIOUS STUDIES
Learning Journey
ARENA ACADEMY
A Level
Health & Social Care, Geography, Law, History, Sociology, Philosophy, Psychology or Politics
Apprenticeship
Arts, Media & Publishing, Travel & Tourism, Public services or Education & Training
UNIVERSITY
APPRENTICESHIP
COLLEGE
WORKPLACE
RS GCSE Examinations
GCSE Results Day
Revision
The Death Penalty
Principle of Utility
Religion, Crime and Punishment
Punishment and Aims
Protests
Reconciliation
Forgiveness
Religion, Peace and Conflict
Science Vs Religion
Stewardship Vs Dominion
Religion and Life
YEAR 11
Religion and Relationships
Contemporary family issues
Sacraments
Festivals
The Purpose of Families
Gender Roles
Worship
Incarnation of God
Nature of God
Christian Practices
Creation
Christian Beliefs
Festivals
Islam Practices
Worship
Risalah
Denominations
Nature of Allah
Islam Beliefs
AQA
YEAR 10
War and Peace
Privilege
Violence
Medical Ethics
Quality of Life
Community
Pacifism
Justice
Sanctity of Life
Morality
Equality
Human Rights & Social Justice
YEAR 9
Existence of Evil
Afterlife
Morality
Codes of Conduct
Alternative Religions
Nature Vs Nurture
Evil and Suffering
Purpose
Humanism
Commitment
Alternative vs mainstream
Guru Granth Sahib
Commitment
Incarnation of God
Prophethood
Worship
YEAR 8
Brahman
Worship
Guru Nanak
The Bible
Islam
The Qur'an
Hinduism
Karma & Reincarnation
Sikhism
The Original Sin
Christianity
Founding Fathers
Rites of Passage
Welcome!
Year 6 SATs
YEAR 7
Festival of Passover
Covenant
Judaism
Codes of Conduct
Community & Commitment
The Island
Visit to Arena Academy
CORE EDUCATION TRUST

Knowledge Organiser: History Year 7 Conquest and control

Term 1
Medieval Monarch

Key information

The Norman Conquest was the Norman invasion of Britain in 1066. Following the death of Edward the Confessor, there were three main contenders for the English throne. William, Duke of Normandy, was one of these contenders. He successfully invaded England. Following this, William spent nine years conquering and gaining control of the whole of England.

28th September 1066, William Duke of Normandy arrives in the south of England (Pevensay Bay) he sets up camp with his army and wait for the arrival of Harold and his Anglo Saxon army to arrive. When King Harold of England heard that William's forces had landed, he was three hundred kilometres to the north having just defeated Harald Hardrada, another invader who was intent on taking Harold's crown. Hardrada's forces were soundly defeated and Hardrada was killed, but King Harold's forces suffered numerous casualties as well.

While on the march back south, King Harold was informed of William's invasion and he was forced to march his exhausted troops three hundred kilometres to the south to meet the threat.

On the night of October 13, 1066, Harold's exhausted forces arrived in the area around Hastings. Harold may have been hoping to catch William by surprise

The Battle of Hastings – on the 14th October 1066, they met at a placed called Senlac hill near Hasting. The Norman Army was much better trained than the Anglo Saxon army. They has better weapons and horses. The Anglo Saxon army was also tired from their long journey go Hastings, but also because they has just fought in the battle of Stamford Bridge against Harald Hardrada and his the Viking army from Norway. After two days of fighting the Normans were victorious. Harold II of England was defeated by William, duke of Normandy. This established the Normans as the rulers of England.

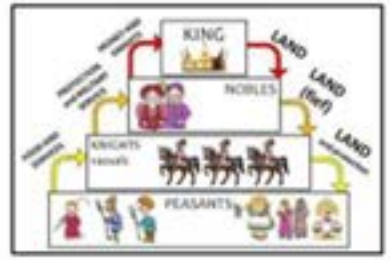
Key information

On the 25th December 1066 William was crowned William the Conqueror the first Norman King of England (1066–1087)

Harrying of the North - Some English people rebelled against William. The biggest rebellion was in the north of England in 1069. It was led by Edgar the Atheling who, as the only son of Edward the Exiled, who had a blood-claim to the throne. William defeated the rebellion but he still didn't trust the English people. In the north-east of England, from 1069 to 1070, he ordered villages to be destroyed and people to be killed. Herds of animals and crops were burnt. Most people who survived starved to death. Not only was the population reduced by 75% but land was salted (poisoned) to prevent people growing crops in the future. This is called the Harrying of the North.

Castles – Castles were vital to Williams's takeover of England. The Normans erected Motte and Bailey style castles all around England. They had a huge military and psychological impact that made it easier for William and the Normans to establish control.

Churches – churches has a huge influence on society in the Medieval period. By 1088 William had replaced ensured that the Normans had replaced Anglo Saxon in almost all the leading roles of the Church. Only 1 out of 16 bishops were English the rest Normans. By the 1200 all the wooden Anglo Saxon Churches had been replaced by Norman Stone Churches.



Key events

Battle of Fulford Gate (19th September 1066)
Battle of Stamford Bridge (28th September 1066)
Battle of Hasting (14th October 1066)
Bayeux Tapestry, medieval embroidery depicting the Norman Conquest of England in 1066,
Harrying of the North -

Key people

King Edward the Confessor - Edward the Confessor was one of last Anglo-Saxon kings, Edward promised the throne to up to four different potential heirs before his death.

William I - also known as William the Conqueror as the first Norman King of England (1066–1087) At the Battle of Hastings William defeated Harold Godwinson, the last Anglo-Saxon king of England.

Harold Godwinson - Earl of Wessex. Harold was very powerful by 1066. He was possibly richer than the King, and had established alliances with all the major barons of England. He was the brother-in-law of King Edward and despite having the weakest claim to the Crown, he was in the strongest position.

Edwin and Morcar -Earls of Mercia and Northumbria. Previously arch enemies of the Godwinson's, they seem to have made a deal with Harold in 1065, who helped Morcar into the Earldom of Northumbria in return for their support when Edward died.

Tostig - Brother of Harold and ex-Earl of Northumbria. Deposed by the Northumbrians in favour of Morcar, Tostig fled to Norway, where he plotted revenge against his brother Harold.

Harald Hardrada - King of Norway. Persuaded to invade Northumbria in 1066 by Tostig. Their victory at Fulford and their defeat and death at Stamford Bridge probably ensured the success of William's invasion at Hastings.

Key Words

Anglo Saxon – come from the Angles and the Saxons, two tribes from north Europe (Parts now known as Germany, Belgium, Netherlands) who settled in England from the 5th Century after the Romans.

Normans - People from the Norman region in France, led by William the conqueror.

Feudal system - was a way of organising **society** into different groups based on their roles. It had the king at the top with all of the control, and the peasants at the bottom doing all of the work

Key Words

Domesday Book - A record of the wealth of England

Rebellion - When people fight against their ruler

Shield Wall - A defensive strategy used in battle. Creating a wall by interconnecting shields

Feigned Retreat - A defensive strategy used in battle. Whereby a military force pretends to withdraw or to have been routed, in order to lure an enemy into a position of vulnerability. **Conquest**- Taking an area by using force

Skills

Chronological order - ability to place events in order

Identify – pick out and use key information to identify points that can help answer a question.

Describe - give a description of what something is or how something happened/changed.

Explain – giving a detailed description of why something occurred using causes and effects.

Evaluate – identifying the importance / significance of an event, looking both short and long term effects of an event.

Analysis – looking at the 'WHY' something has change or is different considering all possibilities and linking it back to the importance/significance.

JUDAISM KNOWLEDGE ORGANISER

Overview

Judaism is one of the world's major religions. It is the **world's 10th largest religion**, with about 14.6 million followers. It is around 4,000 years old.

Jews are the people who follow Judaism. Like Christians and Muslims, Jews believe that there is only one God, who created the world and everything in it.

Abraham is seen as the father of the Jewish religion. Jews believe that Judaism began when he started worshipping one God instead of many.

Judaism began in the **Middle East** – but there are now Jewish people all across the world.

The main holy book of Judaism is the **Torah**, written in **Hebrew**. **Synagogues** are Jewish worship buildings.

Image of the Great Synagogue of Florence, in Italy, Europe.

Jewish Beliefs

The Four Stages of Life

-Jews believe in four important stages of life, and mark each with a religious ceremony.
-The four are: birth, becoming an adult, marriage and death.

-When Jewish boys (aged 13) and Jewish girls (aged 12) become Jewish adults, they have a bar mitzvah (for boys) or bat mitzvah (for girls) ceremony. At these ages, Jewish religion, law and social life judges that the boys and girls become responsible for their own actions. The ceremony is usually held on the first Shabbat (Jewish day of rest) after their birthday. In a bar mitzvah ceremony, a boy must read passages from the Torah.

The Story of Abraham

-Abraham is an important figure in Judaism, Christianity and Islam. His story is told in the Genesis section of the Bible.

-According to the story, Abraham made an agreement with God, in which he promised to be faithful and to teach his laws to the world. In return God gave Abraham and his descendants the land of Israel. Even though Abraham was 99, and his wife Sarah 90, God enabled them to have a son, Isaac, forming the first Jewish family.

Ceremonies and Festivals

- Jews enjoy many ceremonies and festivals as a part of their religion.

-Passover takes place in March or April, and is when Jewish people remember how God brought them out of Egypt (the Exodus). A special meal is created to remind the Jews of the good and bad times in the past. It includes hard boiled egg, parsley, boiled potato, lettuce, horseradish, chopped apples and walnuts.

-Hannukah takes place in December and is known as 'the Jewish festival of lights.' People light candles, exchange presents, and eat foods such as latkes (potato pancakes) and sufganiot (jam doughnuts).

Answers to Important Questions and Key Vocabulary

Where and how do Jews worship? Why?	 	-Synagogues are where Jewish people go to worship. -In Orthodox synagogues, men and women sit separately. In progressive synagogues, men and women can sit together and worship. -Synagogues have large rooms for prayers, and normally smaller rooms for studying. -The front of a synagogue faces towards Jerusalem. -There is always a raised platform called a Bimah.
What is the Torah?		-The Torah is the Jewish holy book. -They are written in Hebrew on rolls of parchment. The scrolls are never touched when they are read from – readers use a pointer called a yad.
Where do most Jews live in the world?		-There are around 14.6 million Jews in the world. -Two countries – the United States and Israel – have 81% of the world's total Jewish population. -Some of the other countries with substantial Jewish populations include France, Canada, Russia, the United Kingdom, Argentina and Germany. -There were 17 million Jews in 1939, but this was reduced to 11 million by 1945 due to the Holocaust.
How many different types of Jews are there?		-There are many different branches of Judaism. -Some Jews still follow all of Judaism's original laws and customs – these are called Orthodox Jews. -Jews who do not follow all of these traditions are called Progressive Jews. Progressive Jews are happy to be flexible with certain Jewish laws, in order to fit in with their modern, everyday lives.

Key Vocabulary

Judaism
Jew
Torah
Synagogue
Abraham
Passover
Hanukkah
Bar Mitzvah
Bat Mitzvah
Middle East
Exodus
Jerusalem
Yad

Top 10 Facts!

1. Jews believe in one God, that is a spirit and has no physical form.
2. A kippah is the clothing item that many Jewish men wear on their head.
3. Praying is very important in Judaism – there are prayers for every occasion.
4. Jesus was born into the Jewish religion, but began preaching his own ideas.
5. Many Jewish homes have a family box, and give to those in need.
6. Strict Jews are not allowed to travel or watch TV on the day of Shabbat!
7. Jewish New Year takes place in September/ October time, and is called Rosh Hashanah.
8. Jews fast for 25 hours and pray during Yom Kippur.
9. Anne Frank was a famous Jewish girl, who was killed in the Holocaust.
10. The Anne Frank House and Secret Annex, in Amsterdam, Netherlands, remains one of Europe's busiest tourist attractions.

Judaism Timeline

1713 BCE: Abraham forms the first covenant with God.

1250 BCE: The Exodus – people of Israel freed from Egypt.

993 BCE: King David establishes a capital city in Jerusalem.

970 BCE: King Solomon constructs the First Temple.

66 CE: The Jews revolt against Roman rulers.

70 CE: The Second Temple in Rome is destroyed, and many Jews are forced to leave Israel.

1930s-1945: 6 million Jews are killed by the Nazi German regime in the Holocaust in Europe.

1948: The modern state of Israel is established. Its capital is Jerusalem.

Computer Science

Topics covered from the beginning of the academy year to the end of this half-term.

SPR 1:

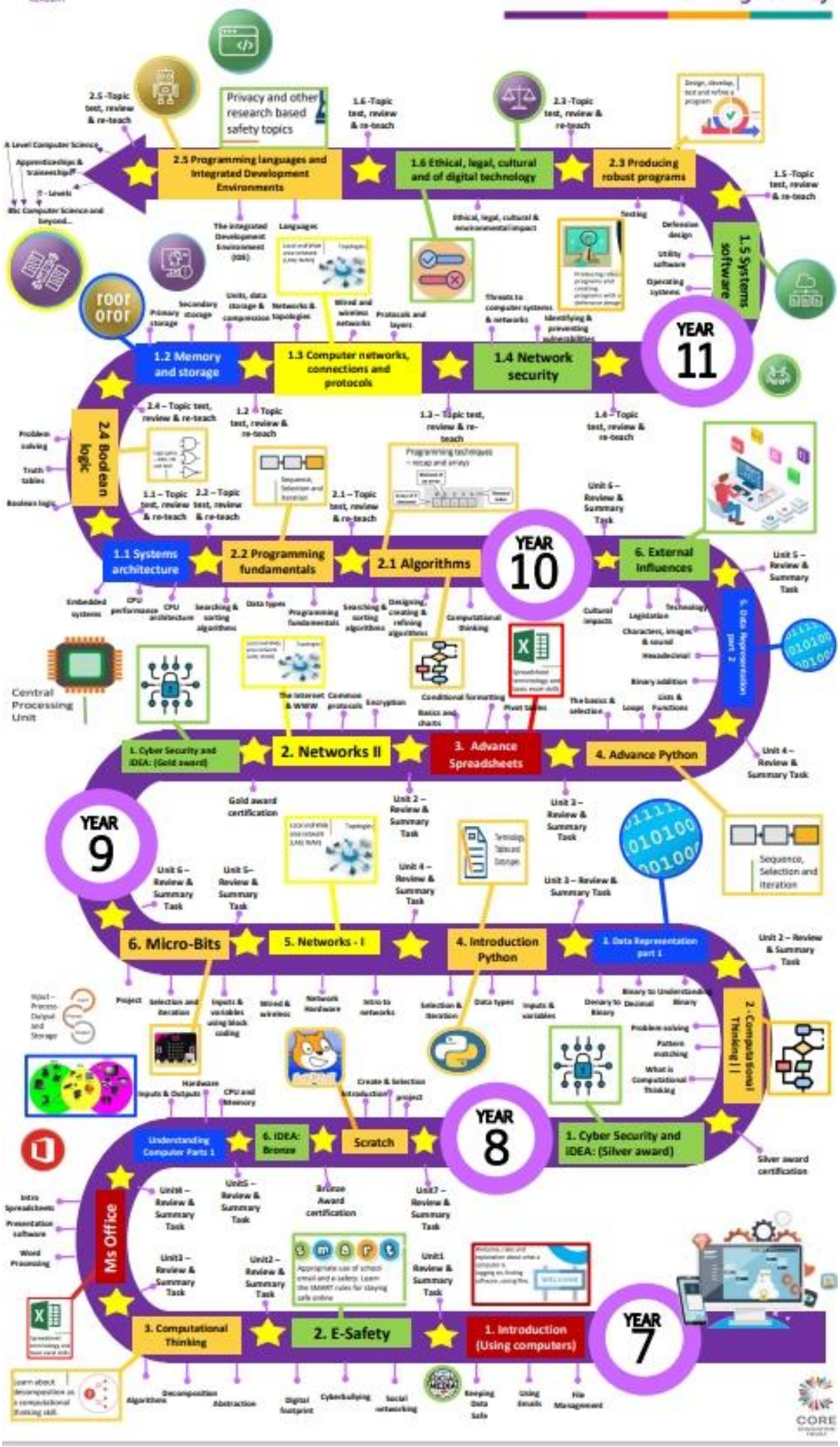
1. MSOffice

SPR 2:

2. Understanding Computer parts

Computer Science/IT

Learning Journey



	Key words – SET 1 – Word processing (MS Word)	
1	Alignment	used to describe how text is placed on the screen, centred left or right aligned.
2	Bullet	a bullet is an asterisk, black dot, circle, or another mark found before the text.
3	Document	correct term for a file that you have created using a word processor or other text editor.
4	Font	a graphical representation of text that may include a different typeface, point size, weight, colour, or design.
5	Hard copy	alternatively referred to as a paper copy or print out.
6	Italic	*italic is a style of font that slants the letters evenly to the right.*
7	Orientation	the direction in which a document is displayed or printed, either vertical or landscape
8	Ribbon	the area just under the title bar that contains the Office menu, the Quick Access toolbar and a row of tabs,
9	Text wrap	wrapping controls how images are positioned relative to text.
	Key words – SET 2 – Spreadsheet software (MS Excel)	
10	Ascending order	the order from the smallest number to the largest number or from A to Z.
11	Cell	the intersection of a column and a row. (The rectangles/blocks on the page)
12	Cell reference	cell identification that is the intersection of the column letter and row number; sometimes called cell address.
13	Cell Styles	a defined set of formatting characteristics, such as fonts and font sizes, number formats, borders, and shading.
14	Data	numbers, text, dates, or times of the day that are used in Excel.
15	Fill handle	the small black square in the lower right corner of a selected cell used to copy text or a formula to adjacent cells.
16	Formatting	the process of determining the appearance of cells and the overall layout of a worksheet.
17	Truncated	cell contents that do not fully display in the cell.
	Key words – SET 3 – Presentation Software (MS PowerPoint)	
18	Animation	any type of motion or movement that occurs.
19	Editing	the process of making changes to the contents of a presentation.
20	Effect options	contains more advanced options you can use to fine tune your animations.
21	Graphic	the general term used to describe a drawing, clip art, or a photo.
22	Transitions	an animation effect that occurs when a presentation moves from slide to slide in Slide Show view.

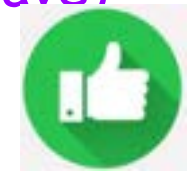
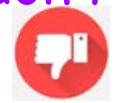
Typical Computer Hardware

Spanish

Unit 2a - ¿Cómo eres? (How are you like?)

Tengo (I have) 	el pelo (hair)	negro (black) rubio (blonde) ⚠ castaño (brown) ⚠ rizado (curly) liso (straight) 
	los ojos (eyes)	azules (blue)
No tengo (I don't have) 	el pelo (hair)	largo (long) corto (short) blanco (white) gris (grey) pelirrojo (ginger)
	los ojos (eyes)	verdes (green) marrones (brown) 

Unit 2b - ¿Puedes describirte? (Can you describe yourself?)

Soy (I am) 	calvo (bald) gordo (fat) atlético (athletic) alta (tall) delgada (thin) bonita (pretty)
No soy (I am 	feo (ugly) hermoso (beautiful)
Tengo (I have) 	pecas freckles) gafas (glasses)
No tengo (I don't have) 	bigote (moustache) barba (beard)

These words can be used with 'No soy'

These words can be used with 'No tengo"

Unit 2c - ¿Cómo es tu mejor amigo? (How is your best friend?)

Mi mejor amigo (Mi best friend) 	es (is) 	gordo (fat) atlético (athletic) alto (tall) delgado (thin) hermoso (beautiful)
	no es (is not) 	feo (ugly) calvo (bald)
Mi mejor amiga (My best friend) 	es (is) 	atlética (athletic) alto (tall) delgada (thin) bonita (pretty) hermosa (beautiful)
	no es (is not) 	fea (ugly) calva (bald)

These words can be used with 'no es'

These words can be used with 'es'

Unit 2d - ¿Puedes describir a tu mejor amigo? (Can you describe your best friend?)

Mi mejor amigo (My best friend)

Mi mejor amiga (My best friend)

tiene (has)

no tiene (doesn't have)

el pelo (hair)

negro (black)
rubio (blonde)
castaño (brown)
rizado (curly)
liso (straight)
pelirrojo (ginger)

pecas (freckles)
gafas (glasses)
bigote (moustache)
barba (beard)

los ojos (eyes)

verdes (green)
marrones (brown)
azules (blue)

pero (but)

y (and)

tiene (has)

no tiene (doesn't have)

el pelo (hair)

negro (black)
rubio (blonde)
castaño (brown)
rizado (curly)
liso (straight)
pelirrojo (ginger)

pecas (freckles)
gafas (glasses)
bigote (moustache)
barba (beard)

los ojos (eyes)

verdes (green)
marrones (brown)
azules (blue)

Unit 2e - ¿Tienes una mascota? (Do you have a pet?)

Tengo (I have) 	un perro (a dog) un gato (a cat) un conejo (a rabbit) un caballo (a horse) un pez (a fish) un pájaro (a bird) un ratón (a mouse) 	blanco (white) pelirrojo (ginger) verde (green) marrón (brown) naranja (orange) amarillo (yellow) gris (grey) azul (blue)
No tengo (I don't have) 	una serpiente (a snake) una tortuga (a tortoise) una rata (a rat) una araña (a spider) una iguana (a iguana) 	blanca (white) roja (red) negra (black) gris (grey) verde (green)

Unit 3a -¿Quién hay en tu familia?

(Who is in your family?)

https://quizlet.com/gb/604264437/year-7-unit-3a-quien-hay-en-tu-familia-flash-cards/

En mi familia
(In my family)

hay
(There is/are)

tres/cinco/siete personas (three/five/seven people)

mi madre (my mother)
mi padre (my father)
mi madrastra (my stepmother)
mi padrastro (my stepfather)
mi hermanastra (stepsister)
mi hermanastro (my stepbrother)
mi sobrina (my niece)
mi sobrino (my nephew)
mi tia (my aunt)
mi tio (my uncle)
mi primo/a (my cousin)
mi abuela (my grandmother)
mi abuelo (my grandfather)

que se llama
(who is called…)

mis padres (my parents)
mis abuelos (my grandparents)
mis hermanos (my brothers)
mis hermanas (my sisters)
mis hermanos gemelos (my twin brothers)

que se llaman…y…
(who are called…and…)

y yo (and me)

Soy
(I am)

hija única (an only daughter)
hijo único (an only son)

Unit 3b - ¿Que hay en la foto?

(What is there in the photo?)

https://quizlet.com/gb/604264761/year-7-unit-3b-que-hay-en-la-foto-flash-cards/

En la foto

(In the photo)

hay

(there is)

no hay

(there is not)

puedo ver

(I can see)

no puedo ver

(I cannot see)

un hermano y una hermana (a brother and a sister)
un abuelo y una tía (a grandad and a aunt)

un teatro (a theater)
un restaurante (a restaurant)
un laboratorio de ciencias (a science laboratory)

moderno (modern)
bonito (pretty)
nuevo (new)
muy grade (very big)

un aula (a classroom this is a feminine word but uses 'un')
dos/tres/cuatro aulas (two/three/four classrooms)
una sala de ordenadores (a computer room)
una piscina (a swimming pool)

moderna (modern)
bonita (pretty)
nueva (new)
muy grade (very big)

unas tijeras azules (some blue scissors)
tres cuadernos (three notebooks)
una regla negra (a black ruler)
unos lápices de colores (some colored pencils)

Unit 3c - ¿De dónde eres?

(What nationality are you?)

https://quizlet.com/gb/604265056/year-7-unit-3c-de-donde-eres-flash-cards/

Soy (I am) Mi madre es (My mum is) Mi padre es (My dad is)	irlandés (Irish) griego (Greek) alemán (German) inglés (English) latinoamericano (Latin-American) británico (British) europeo (European) escocés (Scottish) español (Spanish) francés (French) gáles (Welsh) norteamericano (North American)		irlandésa (Irish) griega (Greek) alemána (German) inglésa (English) latinoamericana (Latin-American) británica (British) europea (European) escocésa (Scottish) español a (Spanish) francésa (French) gálesa (Welsh) norteamericana (North American)		Vengo de (I come from) El/Ella viene de (He/she comes)	Irlanda (Ireland) Grecia (Greece) Alemania (Germany) Inglaterra (England) Europa (Europe) Gran Bretaña (Great Britain) Los Estados Unidos (The United States) Escocia (Scotland) España (Spain) Francia (France) Gales (Wales) Chile (Chile)

Unit 3d - ¿Puedes describir un miembro de tu familia?

(Can you describe a member of your family?)

https://quizlet.com/gb/604265251/year-7-unit-3d-puedes-describir-un-miembro-de-tu-familia-flash-cards/

Mi madre (my mother) Mi padre (my father) Mi madrastra (my stepmother) Mi padrastro (my stepfather) Mi hermanastra (stepsister) Mi hermanastro (my stepbrother) Mi sobrina (my niece) Mi sobrino (my nephew) Mi tia (my aunt) Mi tio (my uncle) Mi primo/a (my cousin) Mi abuela (my grandmother) Mi abuelo (my grandfather)	se llama … y (is called … and)	es baja (is short) es alto (is tall) tiene el pelo gris (has grey hair) tiene los ojos azules (has blue eyes) es bonita (is pretty) es atlético (is athletic) tiene una barba (has a beard) tiene el pelo rizado (has curly hair) es feo y calvo (is ugly and bald) no es alta y tiene gafas (is not tall and she has glasses) no es bajo y tiene un bigote (is not short and he has a moustache)

Unit 3e - ¿Cómo es tu familia?

(What is your family like?)

https://quizlet.com/gb/604265560/year-7-unit-3e-como-es-tu-familia-flash-cards/

Pienso que (I think that) Encuentro que (I find that)	mi madre (my mother) mi padre (my father) mi madrastra (my stepmother) mi padrastro (my stepfather) mi hermanastra (stepsister) mi hermanastro (my stepbrother) mi sobrina (my niece) mi sobrino (my nephew) mi tia (my aunt) mi tio (my uncle) mi primo/a (my cousin) mi abuela (my grandmother) mi abuelo (my grandfather)	es amable (is nice) es amistoso/a (is friendly) es educado/a (is educated) es antipático/a (unfriendly) es cariñoso/a (is caring) es comprensivo/a (is understanding) es egoísta (is selfish) es travieso/a (is naughty) es honrado/a (is honest) es maleducado/a (rude) es hablador/a (is talkative) es gracioso/a (is funny)

Unit 3f - ¿Te llevas bien con tu familia?

(Do you get along well with your family?)

https://quizlet.com/gb/651891223/year-7-unit-3f-te-llevas-bien-con-tu-familia-flash-cards/

Me llevo bien (I get along well) Me llevo muy bien (I get along very well) Me llevo mal (I get along badly) Me llevo muy mal (I get along very badly)	con (with)	mi madre (my mother) mi padre (my father) mi madrastra (my stepmother) mi padrastro (my stepfather) mi hermanastra (stepsister) mi hermanastro (my stepbrother) mi sobrina (my niece) mi sobrino (my nephew) mi tia (my aunt) mi tio (my uncle) mi primo/a (my cousin) mi abuela (my grandmother) mi abuelo (my grandfather)	porque (because he/she)	es amable (is nice) es amistoso/a (is friendly) es educado/a (is educated) es antipático/a (unfriendly) es cariñoso/a (is caring) es comprensivo/a (is understanding) es egoísta (is selfish) es travieso/a (is naughty) es honrado/a (is honest) es maleducado/a (rude) es hablador/a (is talkative) es gracioso/a (is funny)

French

Quizlet Year 7, Unit 2a: Comment es-tu physiquement? (What do you look like?)

https://quizlet.com/gb/603876171/year-7-unit-2a-comment-es-tu-physiquement-flash-cards/?funnelUUID=de702da3-0cc5-4e14-9420-4089d5c4db90

<table>
<tr><td rowspan="2">J'ai (I have)  </td><td>les cheveux (hair)</td><td>noirs (black)
blonds (blonde)
châtains (light brown)
bruns (dark brown)
roux (red/ginger)
gris (grey)</td><td>et
(and)</td><td>longs (long)
courts (short)
mi-longs (mid-length)
frisés (curly)
ondulés (wavy)
raides (straight)
en épis (spiky)
en brosse (very short/ crew-cut)</td></tr>
<tr><td>les yeux (eyes)</td><td>bleus (blue)
verts (green)
marron (brown)
noirs (black)
noisette (hazel)</td><td colspan="2">*Names of fruit, jewels or flowers used to describe a colour never change in French</td></tr>
<tr><td>Je n'ai pas de
(I don't have)  </td><td colspan="4">cheveux (hair)</td></tr>
</table>

Quizlet Year 7, Unit 2b: Peux-tu te décrire?

(Can you describe yourself?)

https://quizlet.com/gb/603876541/year-7-unit-2b-peux-tu-te-decrire-flash-cards/?funnelUUID=d04a880a-0e37-4b39-91dc-1875443593d3

Je suis (I am)

Je ne suis pas (I am not)

chauve (bald)
gros (fat)
grand (tall)
mince (thin)
joli (pretty)
laid (ugly)
beau (handsome)
petit (short)

chauve (bald)
grosse (fat)
grande (tall)
mince (thin)
jolie (pretty)
laide (ugly)
belle (beautiful)
petite (short)

athlétique (athletic)
de taille moyenne (medium height)

J'ai (I have)

Je n'ai pas de (I don't have)

des boutons (spots/pimples)
des lunettes (glasses)
une moustache (moustache)
une barbe (beard)

When you use the negative to say you don't have, remember to take away un/une/des before the nouns

E.g. Je n'ai pas de barbe

Quizlet Year 7, Unit 2c: Comment est ta/ton meilleur(e) ami(e)?

(What does your best friend look like?)

https://quizlet.com/gb/603876974/year-7-unit-2c-comment-est-taton-meilleure-amie-flash-cards/?funnelUUID=a6700877-4a1c-43c4-bc98-214944fe22ae

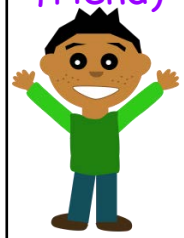
À mon avis (In my opinion)	mon meilleur ami (my best friend) 	est (is)	très (very) assez (quite) un peu (a bit)	chauve (bald) gros (fat) athlétique(athletic) grand (big/tall) mince (thin) joli (pretty) laid (ugly) beau (handsome) petit (small/short)
	ma meilleure amie (my best friend) 	n'est pas (is not)		chauve (bald) grosse (fat) athlétique(athletic) grande (tall) mince (thin) jolie (pretty) laide (ugly) belle (beautiful) petite (small/short)

Quizlet Year 7, Unit 2d: Peux-tu décrire ton/ta meilleur(e) ami(e)?

(Can you describe your best friend?)

https://quizlet.com/gb/656089312/year-7-unit-2d-peut-tu-decrire-taton-meilleure-amie-flash-cards/?funnelUUID=c142d251-b5a7-4022-9885-178d5fdeb43a

Mon meilleur ami (My best friend)



Ma meilleure amie (My best friend)

a (has)

n'a pas de (doesn't have)

les cheveux (hair)

noirs (black)
blonds (blonde)
bruns (brown)
frisés (curly)
raides (straight)
roux (ginger/red)

des boutons (spots/pimples)
des lunettes (glasses)
une moustache (moustache)
une barbe (beard)

les yeux (eyes)

verts (green)
marron (brown)
bleus (blue)

mais (but)
et (and)

a (has)

n'a pas de (doesn't have)

les cheveux (hair)

noirs (black)
blonds (blonde)
bruns (brown)
frisés (curly)
raides (straight)
roux (ginger/red)

des boutons (spots/pimples)
des lunettes (glasses)
une moustache (moustache)
une barbe (beard)

les yeux (eyes)

verts (green)
marron (brown)
bleus (blue)

Quizlet Year 7, Unit 2e: Tu as un animal?

(Do you have a pet?)

https://quizlet.com/gb/656130652/year-7-unit-2e-tu-as-un-animal-flash-cards/?funnelUUID=f8f5e3b1-9c35-48ac-a355-b8b004013469

J'ai
(I have)

Je n'ai pas de
(I don't have)

When using 'je n'ai pas de + pet', you must take away the indefinite article: 'un/une'.

un chien (a dog)
un chat (a cat)
un cochon d'Inde (a guinea pig)
un lapin (a rabbit)
un cheval (a horse)
un poisson (a fish)
un oiseau (a bird)
un serpent (a snake)
un rat (a rat)

blanc (white)
roux (ginger)
vert (green)
marron (brown)
orange (orange)
jaune (yellow)
gris (grey)
bleu (blue)
rouge (red)

une souris (a mouse)
une tortue (a tortoise)
une araignée (a spider)

blanche (white)
rousse (ginger)
verte (green)
marron (brown)
orange (orange)
jaune (yellow)
grise (grey)
bleue (blue)
rouge (red)

Quizlet Year 7, Unit 3a: Qui est dans ta famille?

(Who is in your family?)

https://quizlet.com/gb/603879190/year-7-unit-3a-qui-est-dans-ta-famille-flash-cards/?funnelUUID=91409685-5e1d-44b8-8640-ca4b84bc0830

Dans ma famille (In my family)	il y a (There is/are)	trois/cinq/sept personnes (three/five/seven people)	
		ma mère (my mother) mon père (my father) ma belle-mère (my stepmother) mon beau-père (my stepfather) ma demi-sœur (stepsister) mon demi-frère (my stepbrother) ma nièce (my niece) mon neveu (my nephew) ma tante (my aunt) mon oncle (my uncle) mon/ma cousin(e) (my cousin) ma grand-mère (my grandmother) mon grand-père (my grandfather)	qui s'appelle... (who is called...)
		mes parents (my parents) mes grand-parents (my grandparents) mes frères (my brothers) mes soeurs (my sisters) 	qui s'appellent...et... (who are called...and...) 
		et moi (and me)	
Je suis (I am)	fille unique (an only daughter) fils unique (an only son) enfant unique (an only child)		

Quizlet Year 7, Unit 3b: Qu'est-ce qu'il y a sur la photo? (What is there in the photo?)

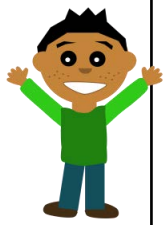
https://quizlet.com/gb/603880098/year-7-unit-3b-quest-ce-quil-y-a-sur-la-photo-flash-cards/?funnelUUID=be5a77a3-45b0-45e0-bc8c-0a5dbbeb1da1

Sur la photo (In the photo)	il y a (there is) il n'y a pas de (there is not) je peux voir (I can see) je ne peux pas voir (I cannot see)	un très grand (a very big) un grand (a big) un nouveau (a new) un joli (a pretty) 	terrain de sport (sports pitch) gymnase (gym) théâtre(theater)
		une très grande (a very big) une grande (a very big) une nouvelle (a very big) une jolie (a pretty) 	bibliothèque (library) cantine (canteen) cour de récréation (playground) salle de sport (sports hall) piscine (swimming pool)
		cinq (five) dix (ten) beaucoup de/d' (lots of)	salles de classe (classrooms) salles d'informatique (computer rooms) labos (science labs) espaces verts (green spaces)
		un crayon (a pencil) un stylo (a pen) un agenda (a diary) un cahier (a notebook) un livre (a book) une calculatrice (a calculator) une règle (a ruler) une trousse (a pencil case) des ciseaux (some scissors) des crayons de couleur (some colored pencils)	

Quizlet Year 7, Unit 3c: Tu es de quelle nationalité?

(What nationality are you?)

https://quizlet.com/gb/603880269/year-7-unit-3c-tu-es-de-quelle-nationalite-flash-cards/?funnelUUID=e9d16c7e-bc58-4d8f-8481-14dfc4b51ce9

Je suis (I am) Ma mère est (My mum is) Mon père est (My dad is)	africain (African) algérien (Algerian) allemand (German) anglais (English) belge (Belgian) britannique (British) chinois (Chinese) écossais (Scottish) espagnol (Spanish) français (French) gallois (Welsh) suisse (Swiss)		africaine (African) algérienne (Algerian) allemande (German) anglaise (English) belge (Belgian) britannique (British) chinoise (Chinese) écossaise (Scottish) espagnole (Spanish) française (French) galloise (Welsh) suisse (Swiss)	
Je viens (I come) Il/elle vient (He/she comes)	de l'Afrique (from Africa) de l'Algérie (from Algeria) de l'Allemagne (from Germany) de l'Angleterre (from England) de la Belgique (from Belgium) de la Grande-Bretagne (from Great Britain) de la Chine (from China) de l'Écosse (from Scotland) de l'Espagne (from Spain) de la France (from France) du Pays de Galles (from Wales) de la Suisse (from Switzerland)			

Quizlet Year 7, Unit 3d: Peux-tu décrire un membre de ta famille?

(Can you describe a member of your family?)

https://quizlet.com/gb/603880499/year-7-unit-3d-peux-tu-decrire-un-membre-de-ta-famille-flash-cards/?funnelUUID=878ea8d2-d942-4d67-b312-e9c927e674

Ma mère
(my mother)
Mon père
(my father)
Ma belle-mère
(my stepmother)
Mon beau-père
(my stepfather)
Ma demi-sœur
(stepsister)
Mon demi-frère
(my stepbrother)
Ma nièce
(my niece)
Mon neveu
(my nephew)
Ma tante
(my aunt)
Mon oncle
(my uncle)
Mon/ma cousin(e)
(my cousin)
Ma grand-mère
(my grandmother)
Mon grand-père
(my grandfather)

s'appelle...
(is called...)

et il est/elle est
(and he/she is)

et il/elle n'est pas
(and he/she is not)

chauve
(bald)
gros(se)
(fat)
athlétique
(athletic)
grand(e)
(tall)
mince
(thin)
joli(e)
(pretty)
laid(e)
(ugly)
beau/belle
(handsome/beautiful)
petit(e)
(short)

il/elle a

(he/she has)

les cheveux

(hair)

noirs
(black)
blonds
(blonde)
bruns
(brown)
frisés
(curly)
raides
(straight)
roux
(ginger/red)

les yeux (eyes)

verts (green)
marron (brown)
bleus (blue)

des boutons (spots/pimples)

des lunettes (glasses)

une moustache (moustache)

une barbe (beard)

Quizlet Year 7, Unit 3e: Comment est ta famille?

(What is your family like?)

https://quizlet.com/gb/603880964/year-7-unit-3e-comment-est-ta-famille-flash-cards/?funnelUUID=8b511a77-84a7-44e0-97c5-290fa33c2532

Je pense que
(I think that)

Je trouve que
(I find that)

ma mère
(my mother)
mon père
(my father)
ma belle-mère
(my stepmother)
mon beau-père
(my stepfather)
ma demi-sœur
(stepsister)
mon demi-frère
(my stepbrother)
ma nièce
(my niece)
mon neveu
(my nephew)
ma tante
(my aunt)
mon oncle
(my uncle)
mon/ma cousin(e)
(my cousin)
ma grand-mère
(my grandmother)
mon grand-père
(my grandfather)

est
(is)

n'est pas
(is not)

très
(very)

assez
(quite)

un peu
(a bit)

aimable (kind)
bête (silly)
bavard (chatty)
compréhensif (understanding)
égoïste (selfish)
étrange (strange)
fou (crazy)
généreux (generous)
gentil (nice)
méchant (naughty/mean)
paresseux (lazy)
pénible (annoying)

aimable (kind)
bête (silly)
bavarde (chatty)
compréhensive (understanding)
égoïste (selfish)
étrange (strange)
folle (crazy)
généreuse (generous)
gentille (nice)
méchante (naughty)
paresseuse (lazy)
pénible (annoying)

Quizlet Year 7, Unit 3f: Tu t'entends bien avec ta famille?

(Do you get on well with your family?)

https://quizlet.com/gb/603881432/year-7-unit-3f-tu-tentends-bien-avec-ta-famille-flash-cards/?funnelUUID=23f671cd-0a56-4c69-b88d-777f051fe374

Je m'entends bien avec
(I get on well with)

J'aime
(I like)

Je ne m'entends pas bien avec
(I don't get on well with)

Je m'entends mal avec
(I get on badly with)

Je n'aime pas
(I don't like)

ma mère
(my mother)
mon père
(my father)
ma belle-mère
(my stepmother)
mon beau-père
(my stepfather)
ma demi-sœur
(stepsister)
mon demi-frère
(my stepbrother)
ma nièce
(my niece)
mon neveu
(my nephew)
ma tante
(my aunt)
mon oncle
(my uncle)
mon/ma cousin(e)
(my cousin)
ma grand-mère
(my grandmother)
mon grand-père
(my grandfather)

car
(because)

il est
(is)

elle est
(she is)

il n'est pas
(he is not)

elle n'est pas
(she is not)

très
(very)

assez
(quite)

un peu
(a bit)

aimable (kind)
bête (silly)
bavard (chatty)
compréhensif (understanding)
égoïste (selfish)
étrange (strange)
fou (crazy)
généreux (generous)
gentil (nice)
méchant (naughty)
paresseux (lazy)
pénible (annoying)

aimable (kind)
bête (silly)
bavarde (chatty)
compréhensive (understanding)
égoïste (selfish)
étrange (strange)
folle (crazy)
généreuse (generous)
gentille (nice)
méchante (naughty)
paresseuse (lazy)
pénible (annoying)

Art

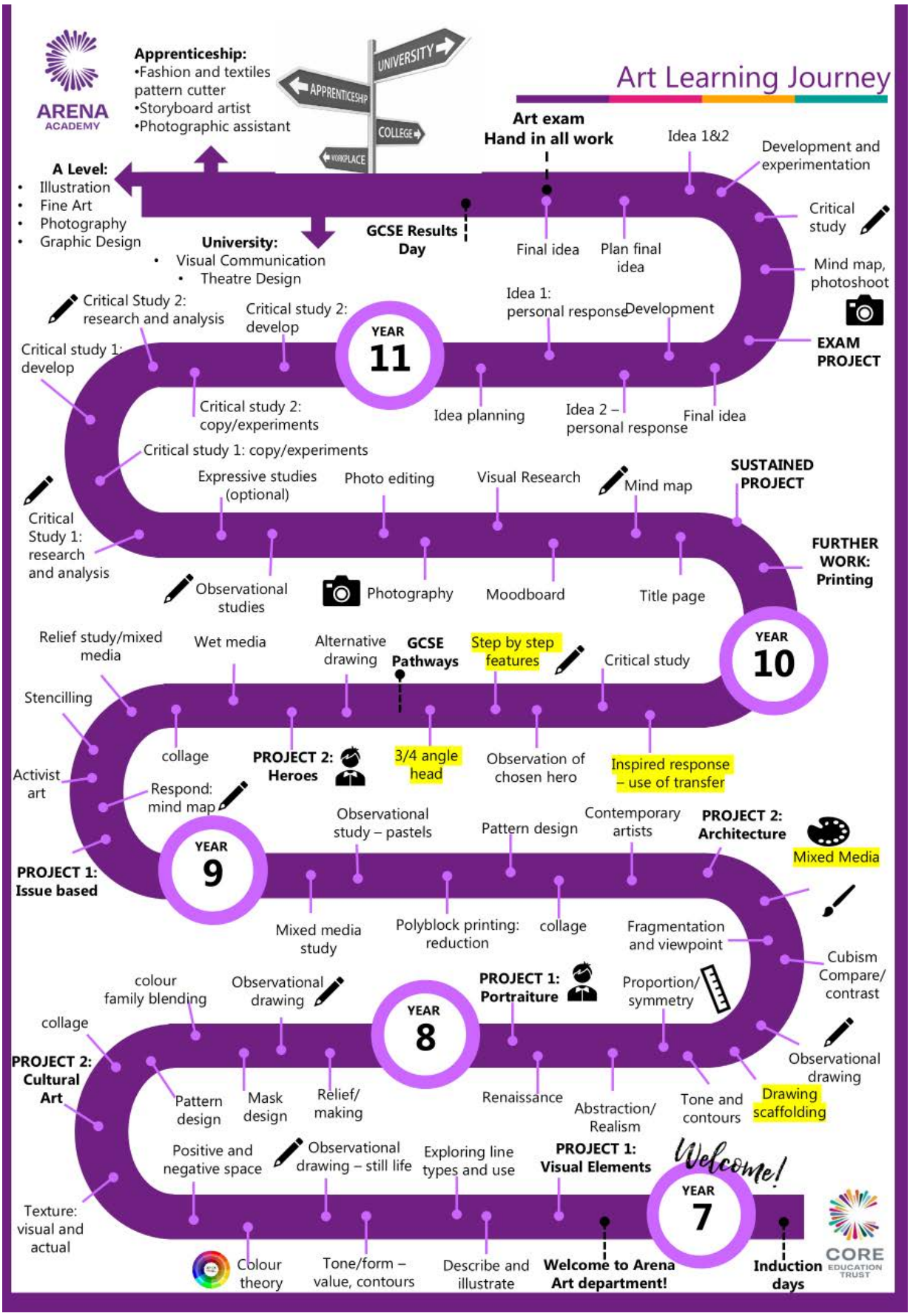
Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

1. Visual Elements
2. Describe and illustrate
3. Exploring line types
4. Baseline assessment – observational drawing

AUT 2:

4. Tone and contours
5. Colour theory
6. Space – positive and negative space
7. Pattern


ARENA ACADEMY
Apprenticeship:
•Fashion and textiles pattern cutter
•Storyboard artist
•Photographic assistant
UNIVERSITY
APPRENTICESHIP
COLLEGE
WORKPLACE
Art Learning Journey
Art exam
Hand in all work
Idea 1&2
Development and experimentation
A Level:
• Illustration
• Fine Art
• Photography
• Graphic Design
University:
• Visual Communication
• Theatre Design
GCSE Results Day
Final idea
Plan final idea
Critical study
Mind map, photoshoot
EXAM PROJECT
Idea 1: personal response
Development
Critical Study 2: research and analysis
Critical study 2: develop
YEAR 11
Critical study 1: develop
Critical study 2: copy/experiments
Idea planning
Idea 2 – personal response
Final idea
Critical study 1: copy/experiments
Expressive studies (optional)
Photo editing
Visual Research
Mind map
SUSTAINED PROJECT
Critical Study 1: research and analysis
Observational studies
Photography
Moodboard
Title page
FURTHER WORK: Printing
Relief study/mixed media
Wet media
Alternative drawing
GCSE Pathways
Step by step features
Critical study
YEAR 10
Stencilling
collage
PROJECT 2: Heroes
3/4 angle head
Observation of chosen hero
Inspired response – use of transfer
Activist art
Respond: mind map
Observational study – pastels
Pattern design
Contemporary artists
PROJECT 2: Architecture
Mixed Media
YEAR 9
PROJECT 1: Issue based
Mixed media study
Polyblock printing: reduction
collage
Fragmentation and viewpoint
Cubism Compare/ contrast
colour family blending
Observational drawing
PROJECT 1: Portraiture
Proportion/ symmetry
YEAR 8
collage
Observational drawing
PROJECT 2: Cultural Art
Pattern design
Mask design
Relief/ making
Renaissance
Abstraction/ Realism
Tone and contours
Drawing scaffolding
Positive and negative space
Observational drawing – still life
Exploring line types and use
PROJECT 1: Visual Elements
Welcome!
YEAR 7
Texture: visual and actual
Colour theory
Tone/form – value, contours
Describe and illustrate
Welcome to Arena Art department!
Induction days
CORE EDUCATION TRUST

Performing Arts: Drama

Topics covered from the beginning of the academy year to the end of this half-term.

<u>AUT 1:</u>

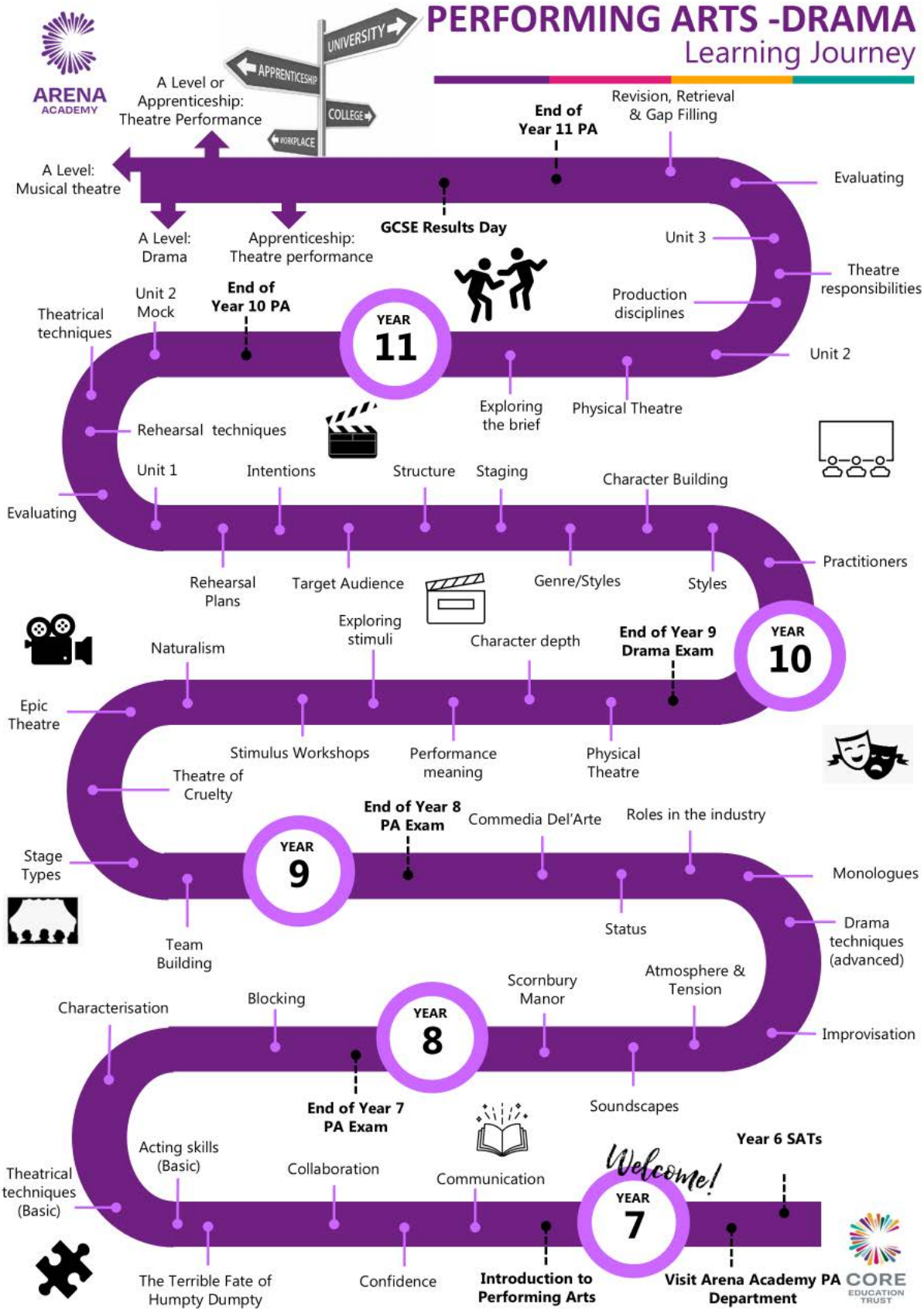
<u>Drama</u>

1. Communication
2. Confidence
3. Collaboration

<u>AUT 2:</u>

<u>Drama</u>

4. The Terrible fate of Humpty Dumpty
5. Basic Acting Skills


PERFORMING ARTS -DRAMA
Learning Journey
ARENA ACADEMY
UNIVERSITY
APPRENTICESHIP
COLLEGE
WORKPLACE
A Level or Apprenticeship: Theatre Performance
A Level: Musical theatre
A Level: Drama
Apprenticeship: Theatre performance
End of Year 11 PA
Revision, Retrieval & Gap Filling
GCSE Results Day
Evaluating
Unit 3
Theatre responsibilities
Production disciplines
Unit 2
Exploring the brief
Physical Theatre
YEAR 11
Unit 2 Mock
End of Year 10 PA
Theatrical techniques
Rehearsal techniques
Unit 1
Intentions
Structure
Staging
Character Building
Evaluating
Rehearsal Plans
Target Audience
Genre/Styles
Styles
Practitioners
YEAR 10
End of Year 9 Drama Exam
Exploring stimuli
Character depth
Naturalism
Epic Theatre
Stimulus Workshops
Performance meaning
Physical Theatre
Theatre of Cruelty
YEAR 9
End of Year 8 PA Exam
Commedia Del'Arte
Roles in the industry
Stage Types
Monologues
Status
Drama techniques (advanced)
Team Building
Scornbury Manor
Atmosphere & Tension
Characterisation
Blocking
YEAR 8
Improvisation
End of Year 7 PA Exam
Soundscapes
Year 6 SATs
Acting skills (Basic)
Collaboration
Communication
Welcome!
YEAR 7
Theatrical techniques (Basic)
The Terrible Fate of Humpty Dumpty
Confidence
Introduction to Performing Arts
Visit Arena Academy PA Department
CORE EDUCATION TRUST

Performing Arts: Music

Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

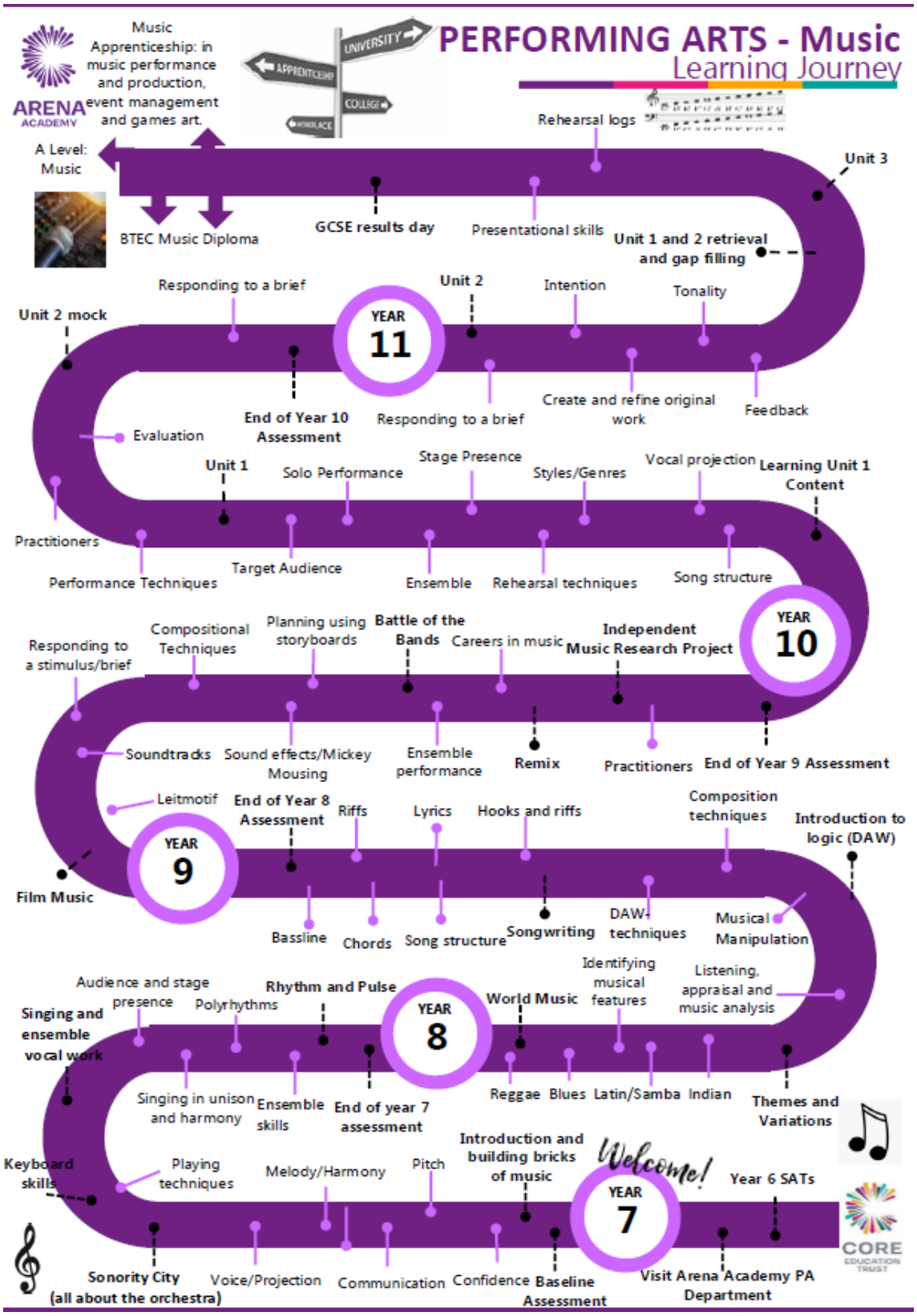
Music

1. Confidence
2. Pitch
3. Collaboration
4. Melody/Harmony

AUT 2:

Music

5. Voice/Projection
6. Sonority City


PERFORMING ARTS - Music
Learning Journey
ARENA ACADEMY
Music Apprenticeship: in music performance and production, event management and games art.
UNIVERSITY
APPRENTICESHIP
COLLEGE
WORKPLACE
A Level: Music
BTEC Music Diploma
GCSE results day
Rehearsal logs
Presentational skills
Unit 3
Unit 1 and 2 retrieval and gap filling
YEAR 11
Unit 2 mock
Responding to a brief
End of Year 10 Assessment
Unit 2
Responding to a brief
Intention
Tonality
Create and refine original work
Feedback
Evaluation
Unit 1
Practitioners
Performance Techniques
Solo Performance
Target Audience
Stage Presence
Ensemble
Styles/Genres
Rehearsal techniques
Vocal projection
Song structure
Learning Unit 1 Content
YEAR 10
Responding to a stimulus/brief
Compositional Techniques
Planning using storyboards
Battle of the Bands
Careers in music
Independent Music Research Project
Soundtracks
Sound effects/Mickey Mousing
Ensemble performance
Remix
Practitioners
End of Year 9 Assessment
YEAR 9
Leitmotif
Film Music
End of Year 8 Assessment
Riffs
Lyrics
Hooks and riffs
Composition techniques
Introduction to logic (DAW)
Bassline
Chords
Song structure
Songwriting
DAW-techniques
Musical Manipulation
YEAR 8
Audience and stage presence
Singing and ensemble vocal work
Polyrhythms
Rhythm and Pulse
Identifying musical features
World Music
Listening, appraisal and music analysis
Singing in unison and harmony
Ensemble skills
End of year 7 assessment
Reggae
Blues
Latin/Samba
Indian
Themes and Variations
YEAR 7
Welcome!
Keyboard skills
Playing techniques
Melody/Harmony
Pitch
Introduction and building bricks of music
Year 6 SATs
Sonority City (all about the orchestra)
Voice/Projection
Communication
Confidence
Baseline Assessment
Visit Arena Academy PA Department
CORE EDUCATION TRUST

Physical Education

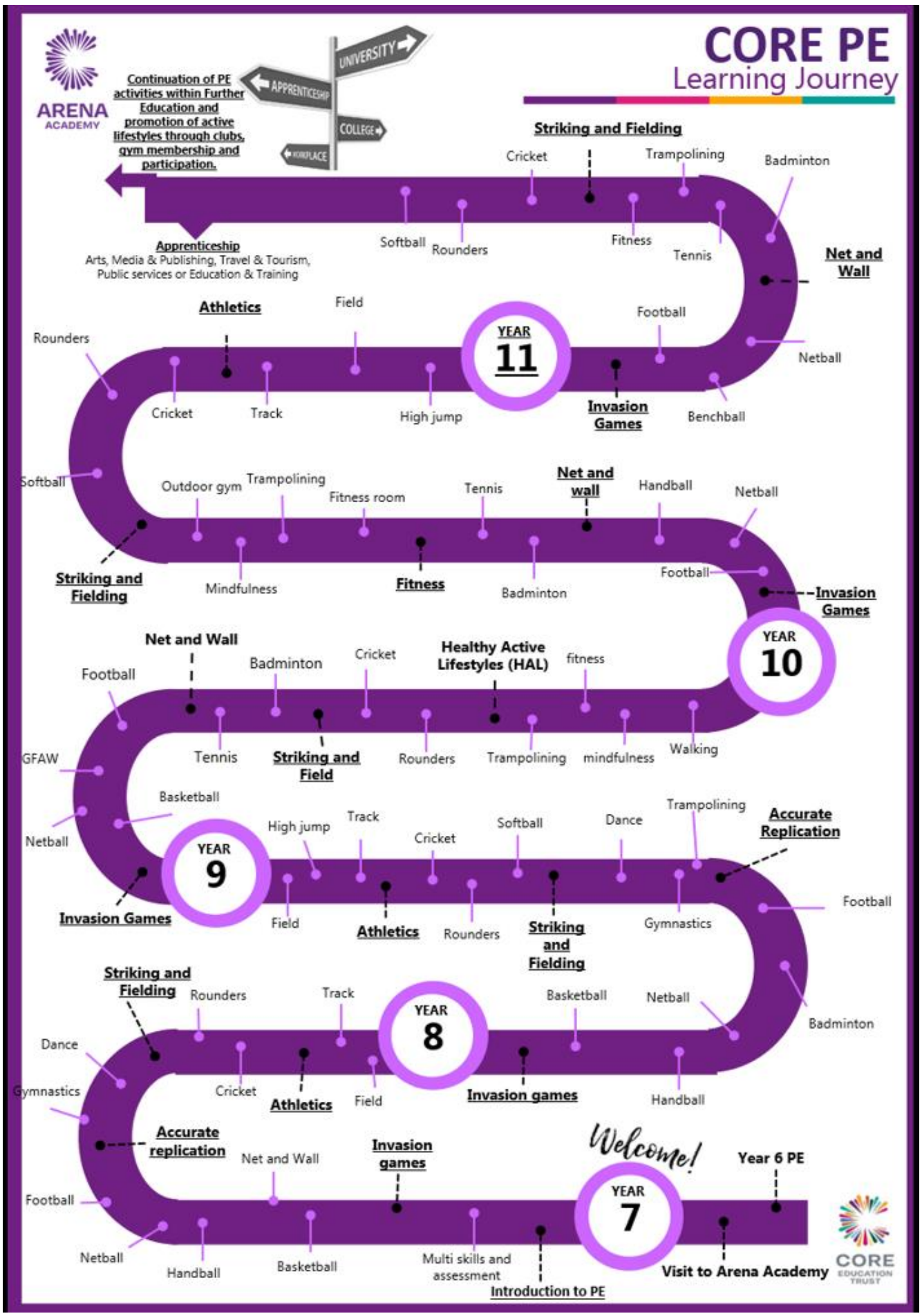
Topics covered from the beginning of the academy year to the end of this half-term.

SPRING 1:

1. FOOTBALL
2. BASKETBALL
3. NETBALL
4. GYMNASTICS

SPRING 2:

5. HANDBALL
6. BASKETBALL
7. GYMNASTICS


CORE PE
Learning Journey
ARENA ACADEMY
Continuation of PE activities within Further Education and promotion of active lifestyles through clubs, gym membership and participation.
UNIVERSITY
APPRENTICESHIP
COLLEGE
WORKPLACE
Apprenticeship
Arts, Media & Publishing, Travel & Tourism, Public services or Education & Training
Striking and Fielding
Cricket
Trampolining
Badminton
Softball
Rounders
Fitness
Tennis
Net and Wall
Athletics
Field
Rounders
Football
YEAR 11
Netball
Cricket
Track
High jump
Invasion Games
Benchball
Softball
Outdoor gym
Trampolining
Fitness room
Tennis
Net and wall
Handball
Netball
Striking and Fielding
Mindfulness
Fitness
Badminton
Football
Invasion Games
Net and Wall
Football
Badminton
Cricket
Healthy Active Lifestyles (HAL)
fitness
YEAR 10
Tennis
Striking and Field
Rounders
Trampolining
mindfulness
Walking
GFAW
Basketball
Netball
High jump
Track
Cricket
Softball
Dance
Trampolining
Accurate Replication
YEAR 9
Invasion Games
Field
Athletics
Rounders
Striking and Fielding
Gymnastics
Football
Striking and Fielding
Rounders
Track
Basketball
Netball
Badminton
YEAR 8
Dance
Gymnastics
Cricket
Athletics
Field
Invasion games
Handball
Accurate replication
Net and Wall
Invasion games
Welcome!
Year 6 PE
Football
YEAR 7
Netball
Handball
Basketball
Multi skills and assessment
Introduction to PE
Visit to Arena Academy
CORE EDUCATION TRUST

Skills and Techniques

Footwork: When you receive the ball from another player you will land with your feet using '1, 2' the first foot is your landing foot the second foot is your pivoting foot.

Pivoting: You may move around on a pivot by keeping foot number 1 on the floor, but not lifting it up, your foot number 2 can help you by moving around in a circle.

Chest pass: This is a short and powerful pass, you have your hands in a W shape and push to extend your arms, you also step forward to give more power.

Shoulder pass: This is a long and powerful shot, you start with the ball in your strong hand next to your shoulder, you extend your arm and follow through with your body.

Bounce pass: This is a pass which is low to the ground, you use the same position as a chest pass but aim in ¾ of the way between you and the person you are bouncing too.

Marking: You must be 1m away with your feet from the player, once you have this distance you put both of your arms up over the ball and go onto your tiptoes, when the ball is released you jump to attempt to intercept.

Shooting: You have once hand underneath the ball and the other helping it to balance, you get your aim correct and then bend your knees and release the ball, flicking your wrists

Dodging: When you need to get free from your player you push off one foot and then turn your hips to change direction and run the other way.

Rules

Contact: You can't touch or push any player during the game as it is a non-contact sport, this will result in a **penalty pass** or if they contact you whilst you are in the shooting circle, you will get a penalty shot.
Footwork: If the player moves the landing foot or takes 3 steps with the ball, the other team gets a free pass.
Obstruction: You must be 1 metre away from the player with the ball before your arms go up and over the ball. If your defender is obstructing you before you shoot, you get a penalty shot.
3 Seconds: You can only hold the ball for 3 seconds before you pass or shoot.
Centre Pass: To start a game, and after a goal is scored you go back to the centre pass and players must receive the ball in the centre third.
Repossession: If a players drops the ball or bounces the ball and picks it back up again the other team gets a free pass.
Offside: If you go into a third that you are not allowed in or if any other player than GS GA GK GD go into the shooting circle the other team gets a **free pass**.
The Game:
Netball is played over 4 quarters.

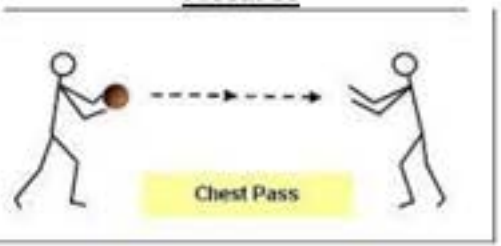
Glossary

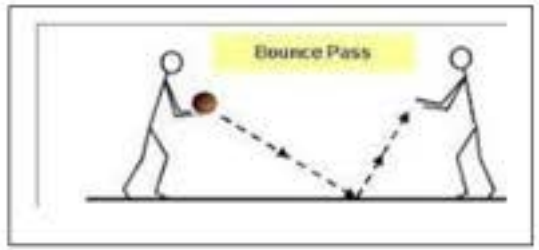
Attack
Defence
Footwork
Pass
Interception
Marking
Dodging
Receive
Obstruction
Contact
Pivoting
Shooting
Repossession
Signal
Space
Rebound
Umpire

Positions

GS
GA
WA
C
WD
GD
GK

Pictures






Marking the ball


Landing

Physical Education Department – Knowledge organiser – FOOTBALL

Volley – The volley involves striking a ball that is still in the air. Focus eyes upon the ball. Arms out for balance. Keep eyes focused on the ball as you get into the line of flight. Head still. Non kicking foot on the floor and lead with the kicking leg forward.

Turning with the ball

Cruyff - Great skill for losing your opponent.
Named after the brilliant Dutchman Johan Cruyff.
Shape as if to pass or cross but then drag the ball behind your standing leg with the inside of foot. Turn your shoulders and your hips so that you are back in line with the ball and then race away.

Step over – Skill for sending an opponent in the opposite direction.
Lift your foot over the top of ball to use a 'step over' and this should immediately create you time and space. Then hook the ball away with the outside of the foot and race away.

Inside Hook - You need to keep your body between the ball and your opponent.
Reach round the outside of the ball with your foot so that you can change its direction. Bend your knees so that you can transfer your weight quickly and turn your hips to change your own direction. Then get a positive first touch on the ball that puts it into an area that is comfortable for you to move on to and accelerate away from your opponent .

Outside Hook – This tricks your opponent
Use the outside of the foot to hook the ball back in the direction that you are going to go.

Drag Back - The drag back is a great turn to use when you haven't got a lot of space to work.
Place one foot on top of the ball and staying in contact with it throughout, roll it back and move off in the opposite direction.

Team formation

4-4-2 (4 defenders, 4 midfielders and 2 strikers) a traditional team set up

5-4-1 (5 defenders, 4 midfielders and 1 striker) A more defensive set up.

3-5-1-1 (3 defenders, 5 midfielders, and 2 strikers one in front of each other). A more attacking set up.

Counter attacking – The team withdraws players into their own half but ensuring that one or two players are committed to the attack

Direct long ball football – Often used to deride 'boring' teams, the long-ball style of play is genuine route one football. Rather than spending time on the ball picking up the pass, exploiting small gaps in the opposition's defence or utilising the flanks, the long-ball is employed as an opportunistic method of attack.

Wide/Wing plays – The ball is played to the wings. By spreading the ball wide, you allow a different angle of attack and offer a number of opportunities for the winger; take on the fullback and drag central defenders out of position, cut inside and drive forward at an angle, or whip in a cross from deep for the strikers to attack.

Off side - An attacking player is flagged offside by the assistant referee if there is only one defending player between the player and the goal line at the time the ball is struck. The player should be in active play if the offside offense is to be called.

Throw in - A method of restarting play during the game, when the ball has exited the side of the field of play. Throw in is taken from where it went out. At the moment of delivering the ball, the thrower must face the field of play. The thrower must have part of each foot on the touchline or on the ground outside the touchline, and use both hands to deliver the ball from behind and over the head.

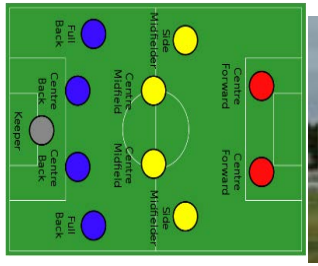
Cruyff Turn

Inside Hook

Step over

Free Kick

4-4-2 example



Throw in

Teacher Glossary

Word	Definition	How do I do this?
Balance	an even distribution of weight enabling someone or something to remain upright and steady.	Engage your core muscles. Focus on a spot and use your arms to steady yourself.
Jump	push oneself off a surface and into the air by using the muscles in one's legs and feet.	Bend your knees as you take off and land. Use your arms to get a higher jump. In gymnastics, finish nicely.
Turn	move in a circular direction wholly or partly round an axis or point.	Use your arms to get momentum in your body. Spot as you turn.
Roll	move in a particular direction by turning over and over on an axis.	There are different types of rolls. For a forward roll, you need to tuck your chin uner so it's touching your chest. You don't use your head to roll onto.

Key Skills – S.E.T

Social: Co-operation
Social: Communication
Social: Coming to decisions with a partner and team
Social: Respect
Emotional: Acceptance
Thinking: Interesting movement
Thinking: Observing and providing feedback
Thinking: Selecting and applying actions

Key Skills - Physical

Travelling
Balancing
Jumping
Rolling
Turning

Inspiring Athlete

Simone Biles

Links to the National Curriculum

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Vocabulary for children

Forward roll
Backward roll
Straight roll
Barrel roll
Straddle roll
Turn (quarter, half and full)
Jump (quarter, half and full)
Balance
Finish

standing beside or behind, an offensive player allows his

Physical Education Department – Knowledge organiser - Dance

Key Skills/Techniques

Balance
Being able to keep a stable body (without wobbling or falling) over a base of support e.g hands and feet

Body Awareness
Understanding how your body is moving in relation to the music/apparatus/partner and understanding its capabilities whilst performing

Cannon
This is where a group of performers repeat the same action one after another. For example, the Mexican wave.

Choreography
Being able to create a dance routine/sequence of movements to music or without.

Control
The power to direct your body and body parts to master the intended movement

Coordination
Being able to move different body parts at the same time

Dynamics
Being able to change the way your body moves. For example fast/Slow/Jerky/Smooth

Reaction
To respond to the movement and actions of others

Travelling
To move from one place to another

Core Skills needed in Creative:

- Confidence
- Creativity
- Leadership
- Organisation
- Resilience
- Initiative
- Communication

Motif
A motif is a movement phrase that is repeated and developed throughout a sequence/routine

Unison
Completing the same movement at the same time.

Flight
Shapes and positions made whilst you are in the air

Matching
When two or more students perform the same movement at the same time in the same direction, matching each other

Mirroring
Perform the same movement but in different directions to create a mirror image.

Rolling
Forwards, backwards, pencil roll

Apparatus can be used such as:
Benches, mats, box. Vault, trumpet. In addition, you can use props to support the characterisation of your routine/sequence

Glossary

Body Tension **Travel** **Roll**

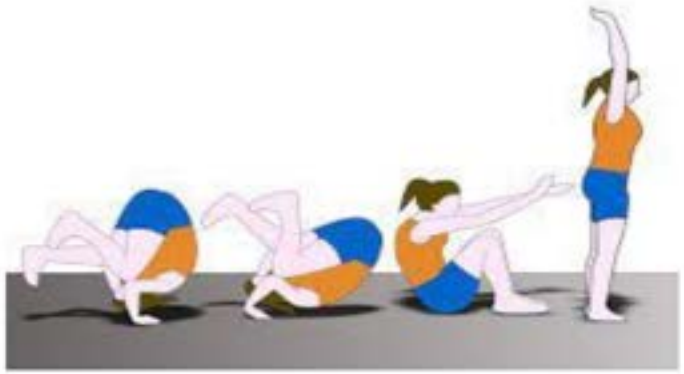
Hop **Unison** **Body Extension**

Flexibility **Skip** **Jump** **Cannon**

Performance **Balance** **Movement**

Stimulus **Speed** **Levels**

Pictures



Design Technology

ARENA ACADEMY

Personal Development

1	**Why do you need to Know British Values?** Understanding British values is an important way to enable you to embrace the key values that you need to be equipped for life in modern British society. There are 5 fundamental British Values. **Through understanding the British values of Democracy, the Rule of Law, Individual Liberty, Mutual Respect, and Acceptance for those with different faiths and beliefs**, you will develop self-knowledge, be better able to make the right choices and make contributions to the school and the wider community.		
Democracy			
2	**Democracy**	8	Examples of Political Parties: Liberal Democrats, Labour, Green Party, Conservatives
3	In the United Kingdom we vote (age 18 +) for the people we want to run our councils and Government.		
4	We vote for Members of Parliament (MP's). Elections take place at least once every 5 years.		
5	In our democracy there are political parties. At the time of writing the political party who has the majority of MP's in Parliament is the Conservative Party. Labour are currently the opposition Party.	9	When elections take place for Members of Parliament, the public go to vote. Traditionally this happens on a Thursday, and people vote in a secret ballot. People only know who you vote for if you decide to tell them – it is rude to ask!
6	The Leader of the Conservatives and our current Prime Minister is Theresa May. The Leader of the Opposition is Jeremy Corbyn.	10	Where can I see British Values at School? Democracy – School Council / Form Representatives / Student Executive. We hold mock elections and in PSHE you will learn more about politics. We participate in the MAT debating competition, held in the council chamber at the Town Hall.
7	MP's debate in the Palace of Westminster, in the House of Commons. On the opposite side of the Building is the House of Lords. The House of Lords (unelected members) ratify law and policies put forward by parliament.		
The rule of law			
11	In the UK, we have laws which determine what is legal and illegal. You are expected to know the difference between right and wrong.	14	There are consequences for making the wrong choice or taking illegal actions. We all take responsibility for our actions.
12	The rule of law is a principle that individuals and institutions are subject and accountable to, which is fairly applied and enforced.	15	Where can I see British Values at School? Rule of Law – Our Behaviour Systems and Behaviour Policy. We have agreed rules and expectations so that our school is a safe and happy place where all differences are reconciled peacefully. We have a PCSO that comes into school to educate you in the law.
13	Those who commit crimes will ultimately be brought to justice through the legal system including Police officers, courts and lawyers. The rule of law acts as a deterrent, to deter people from criminal acts.		
Individual liberty			
16	In the UK you are free to have an opinion (unless it is extremist) and believe in what you want without discrimination.	18	Where can I see British Values at School? Mutual Respect – Our academy ethos, antibullying and assemblies. Boundaries are used to ensure you are safe.
17	You have the freedom to make choices and decisions without being judged.		
Mutual **respect** for and **tolerance** of those with different faiths and beliefs and for those without faith.			
19	Mutual Respect and Tolerance are the proper regard for an individuals' dignity, which is reciprocated, and a fair, respectful and polite attitude is shown to those who may be different to ourselves.	21	We should all actively challenge students, staff or parents expressing opinions contrary to the values we hold in society and as a school and those that underpin the fabric of a democratic Britain. This is crucial to us to protect one another and to tackle 'extremist' views and prevent people from being radicalised.
20	Differences in terms of faith, ethnicity, gender, sexuality, age, young carers and disability, are differences that should be respected, tolerated and celebrated.	22	Where can I see British Values at School? Acceptance of Faith – RE Lessons and Assemblies. We give you messages of tolerance and respect for others no matter what their ethnicity, beliefs, sexuality, gender or disability.

Democracy	**Rule of Law**	**Individual Liberty**	**Mutual Respect**	**Tolerance**