



The John of Gaunt School
A Community Academy

Name

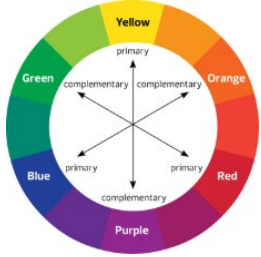
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Year 7

Knowledge Organisers

Term 2 - 2024

Year 7 Art and Design Knowledge Organiser



Key words:
Colour.
Primary.
Secondary.
Tertiary.
Harmonious.
Complementary.

- 3 Primary colours – **Red**, **yellow** and **blue**. They can not be made with mixing other colours.
- 3 secondary colours – **Orange**, **green** and **purple**. They can be made by mixing 2 primary colours.
- Tertiary colours and made from mixing a combination of the primary and secondary colours.
- There are harmonious colours which sit next to each other on the wheel.
- There are also complementarity colours which are opposite each other on the wheel.



Key Artists to Compare and Analyse:

Michael Craig Martin

Makes large colourful paintings of 'everyday' things. Inspirational figure and teacher of the young British artists movement in the 1980's



Extra Vocab.

Colour
 Scale
 Everyday
 Bold

Audrey flack

American artist making work from photographs and creating realistic looking paintings from everyday objects.



Still life
 Photorealism
 Birdseye view
 Historical

Shadi Ghadirian

Iranian photographer. Influenced by her experiences as a Muslim woman living in modern Iran.



Metaphor
 Message
 Shape
 Limited-
 colour

Key Words - definitions

Shading - the darkening or colouring of an illustration or diagram with parallel lines or a block of colour.

Depth - The apparent distance from front to back or near to far in an artwork. Techniques of perspective are used to create the illusion of **depth** in paintings or **drawings**.

3D – three dimensional - and object having or appearing to have length, breadth, and depth.

Still life - a painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware.

Shape - the external form, contours, or outline of someone or something.

Scale - If you refer to the **scale** of something, you are referring to its **size**

Colour – this refers to the full ranges of colours you may use, colour comes in different shades

Complimentary colour - Complementary colours are pairs of colours which are opposite each other on the colour wheel -When placed next to each other, they create the strongest contrast

Harmonious colours – are groups of colours that are next to each other on the colour wheel

Artist's Comparison and Analysis

Describing and analysing artists work is an important skill. We try to analyse work by looking at the formal elements of **colour, line, tone, texture, scale, perspective and shape**.

When writing your opinion make sure you describe **what you do or don't like about a piece of work and why (use the formal elements to help you)** e.g. 'I like Audrey Flacks work because there are lots of different **tones** and **textures** in the objects she uses.'

'I like Michael Craig-Martin's work because the **colour** is so vivid and he draws attention to detail with close up shots.'

Computer Science

Key content

What is eSafety?

eSafety is the process or steps that need to be taken to stay safe online.



Safe	Safe- Keep safe by being careful not to give out personal information when you're chatting or posting online.
Meeting	Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission.
Accepting	Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!
Reliable	Someone online might lie about who they are and information on the internet may not be true. Always check information with other websites.
Tell	Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

Digital Tattoo

The things you share online will stay there forever and might be the first thing people notice about you, a bit like a tattoo.

With every new profile, tweet or photo you post online, you are adding to a digital tattoo. People that know you, and people who don't, can see it and learn a lot from it.

Types of Information

What are the dangers of being online?

Some of the possible dangers of being online are:

- Strangers
- Exposure to inappropriate / illegal content e.g. sexual materials, violence
- Fraud (identity / financial)
- Viruses
- Cyberbullying

- **Contact Details:** Phone Number, Address, Social Networks.
- **Personal Details:** Name, Age, Friends, School
- **Interests:** Clubs, Hobbies, Fav Shops, Games
- **Media:** Images, Video, Sounds

Social Media

Social media are apps or websites that people use to communicate with others.

Often the age limit for these websites / apps is 13 years old.

The information people share is often personal and to stop people seeing it they should change their settings to Private.



Key Vocab

E-Safety

Word	Definition
Cyberbullying	The bullying of another person using the internet, mobile phones and other digital devices, with the intent to deliberately upset them.
Netiquette	Correct or acceptable way of communicating on the internet.
Cyberstalking	Repeated use of electronic communication to harass or frighten someone.
Online Grooming	Deliberate act taken to befriend and create an emotional connection with a child, resulting in not good intentions.
Sexting	Sending sexually explicit messages or images by cell phones and other electronic devices.
Cyberpal	A friend who you only communicate with through the internet or cyberspace.
Block	Action taken to stop interactions from set people via online communication.
Spam	An email that is sent to a large number of people and mostly consists of advertising.
Hacking	Gaining access to a computer, with the intention of stealing data or causing damage.
Chat room	A website, or part of a website which allows people to communicate via a computer network in real time.

More info can be found here:

Cyberbullying is an extremely unpleasant and upsetting experience. There are several authorised websites that offer advice on how to stay safe online and what to do if Cyberbullying occurs:

- BBC Webwise (www.bbc.co.uk/webwise)
- Childline (<http://www.childline.org.uk>)
- ThinkUKnow run by the Child Exploitation and Online Protection Centre (CEOP) (www.thinkuknow.co.uk)
- The Bullying UK helpline is available on 0808 800 2222
- Childline can be contacted on 0800 1111

DESIGN TECHNOLOGY YEAR 7 MODULE 2
Common Tools and Machines used in DT.

Tools and equipment are to be used safely and observing the Health and Safety rules.

Pedestal drill



Used to drill holes into different materials. Wear an apron and goggles when using and make sure guards are in place. Always clamp down material that is being drilled.

Disc Sander



Used to sand the end grain of wood down to size. Always wear goggles and ensure dust extraction is working. Keep fingers well away from the sanding belt.

Hand Tools



G Clamp
Used to hold materials in place.



Coping Saw
Used to cut curved shapes in wood

Tenon Saw

Used to cut wood in a straight line.



Try Square
Used to mark 90° lines on wood.



Centre Punch
Used to mark the centre of a hole so that you can drill.





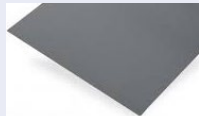
Steel rule
Used to mark measurements in mm.



Glass Paper
Sanding sheet paper to make wood smooth.



Bench Hook
Use to hold wood to a bench so that you can cut it safely.

Key Word	Definition
Manufactured boards	Manufactured boards are timber sheets which are produced by gluing wood layers or wood fibres together. Manufactured boards often made use of waste wood materials.
Plywood 	a type of strong thin wooden board consisting of two or more layers glued and pressed together with the direction of the grain alternating
MDF 	Medium Density Fibreboard; Particles and fibres of wood glued together and then rolled into usable sheets.
Mild Steel 	A metal containing iron and carbon. Used for most making task as it hard wearing and strong. It however can rust as it contains iron so will need to be protected in some way.



Scroll Saw
used to cut thin pieces of wood in to complex shapes.



Sheet metal folder
This machine is used to fold thin pieces of metal to any angle.

Extension task

Describe and name any other hand tool that you can use to shape and cut materials.

Drama

The Greeks (continued...)

- The Greeks loved theatre. They wrote two different genres: Tragedies and Comedies.
- They used mask to represent character.
- They often worked in chorus – more than one person playing the same character.



Physical Skills

Word	Definition
Facial expressions	Using your face to show emotion
Body language	Using your body to communicate with an audience
Gesture	Using your hands to communicate with an audience
Posture	How you sit, stand or hold yourself
Movement	How you use the space on stage

Vocal skills

Word	Definition
Pace	Fast or slow
Pitch	High or low
Pause	Stopping for effect
Tone	Emotion of your voice
Volume	Loud or quiet

Greek Theatre

How to give constructive feedback

- I think your use of...[skill]...was good.
- It was good because...[how did they use the skill?]
- It gave the effect that...
- I thought you could add in more...[skill]
- You could add this in by...[how could they use that skill?]
- This would give the effect that...



KING LEAR (Shakespeare)- Key Characters (QLA R1):

- 1) **King Lear** = An aging British King. He likes being flattered and having control.
- 2) **Cordelia** = King Lear's youngest daughter. She was disowned (no connection) by her father because she refused to flatter him. She is a loyal and forgiving character.
- 3) **Goneril** = King Lear's oldest daughter. She is married to the Duke of Albany.
 - She is ruthless, evil, aggressive, jealous, tough, cruel.
 - Together with Regan, she manipulates (takes advantage) of King Lear. She also competes with Regan for Edmund's love and attention.
 - Her character would have been shocking as she was a female betraying and challenging the authority of both her husband and her father.
- 4) **Regan** = King Lear's middle daughter. She is married to the Duke of Cornwall.
 - She is jealous, cruel, aggressive, evil, ruthless, tough.
 - Together with Goneril, she manipulates (takes advantage) of King Lear. She also competes with Goneril for Edmund's love and attention.
 - Her character would have been shocking as she was a female betraying and challenging the authority of both her husband and her father.

Key Context (QLA R5):

- **Conform** = To meet the expectations of a stereotype
- **Subvert** = To go against the expectations of a stereotype
- **Nature vs. Nurture debate:** Nature means that your personality is innate (born with it). Nurture means that your personality is influenced by your environment.
- **King Lear:** During the Elizabethan and Jacobean eras (when Shakespeare lived), society was patriarchal - therefore Goneril and Regan's behaviour was important as it would have been viewed as very disrespectful towards their father, who would have been considered as the authoritative and powerful male.

More information can be found at: <https://www.rsc.org.uk/shakespeare-learning-zone/king-lear>

Key Vocabulary, Spellings and Definitions (QLA R1 and R5):

- 1) **Antagonist** = A character who is the enemy to the hero (protagonist). Usually considered a villain.
- 2) **Stereotype** = A widely held, but fixed and over simplified idea of a particular type of person, place or thing.
- 3) **Masculinity** = Qualities or behaviours that are often associated with (linked to) men.
- 4) **Femininity** = Qualities or behaviours that are often associated with (linked to) women
- 5) **Immoral** = Not considered to be good or honest.
- 6) **Motive** = A reason for doing something.
- 7) **Malicious** = Intending to cause harm.
- 8) **Comeuppance** = A punishment or fate that someone deserves.
- 9) **Hamartia** = A fatal flaw which leads to the downfall of the hero.
- 10) **Patriarchal** = Describes a system of society that is controlled by men. (Note: matriarchal describes a society controlled by women).

Key Quotations (QLA R2):

- 1) **Miss Trunchball** = 'Come on. Spit it out. Speak up.'
- 2) **Miss Trunchball** = 'Stand up. You did this!'
- 3) **About Goneril and Regan** = 'Tigers not daughters.'
- 4) **Goneril** = 'Pluck out his eyes!'
- 5) **Regan** = 'Give me thy sword.'

Food Preparation 1 yr. 7

Key content

Food poisoning

Food poisoning can be caused by:

1. **bacteria**, e.g. through cross-contamination from pests, unclean hands and dirty equipment, or bacteria already present in the food, such as salmonella;
2. **physical contaminants**, e.g. hair, plasters, egg shells, packaging, blood – blue plasters are used in food;
3. **chemicals**, e.g. cleaning chemicals.

Microorganisms occur naturally in the environment, on cereals, vegetables, fruit, animals, fish, shellfish, people, water, soil and in the air. Most bacteria are harmless but a small number can cause illness. Harmful bacteria are called **pathogenic bacteria and can be found in raw meat, poultry, fish and seafood**. We can limit contamination by thorough hand washing using running hot soapy water and clean handtowels to dry.

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

Symptoms of food poisoning

The symptoms of food poisoning include:

1. nausea;
2. vomiting;
3. stomach pains;
4. diarrhoea.

High risk food

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

Diagrams:

Bacterial growth and multiplication

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

1. **food**;
2. **moisture**;
3. **warmth**;
4. **time**.



Key vocab

Food Hygiene

Word	Definition
Allergens	Substances that can cause an adverse reaction to food. Cross-contamination must be prevented to reduce the risk of harm.
Bacteria	Small living organisms that can reproduce to form colonies. Some bacteria can be harmful (pathogenic) and others are necessary for food production, e.g. to make cheese and yogurt.
Cross-contamination	The transfer of bacteria from one source to another. Usually raw food to ready-to-eat food but can also be the transfer of bacteria from unclean hands, equipment, cloths or pests. Can also relate to allergens. Part of the 4 C's – Cooking, cleaning, chilling, cross-contamination. Strict procedures should be in place to prevent food contamination.
Food poisoning	Illness resulting from eating food which contains food poisoning micro-organisms or toxins produced by micro-organisms. At risk groups – elderly, pregnant ladies, compromised immune system, young children.
High risk ingredients	Food which is ready to eat, e.g. cooked meat and fish, cooked eggs, dairy products, sandwiches and ready meals.
Pathogenic Bacteria	Bacteria that can cause disease and illness - .
Blue Plasters	These are used within the food rooms as they can be seen.

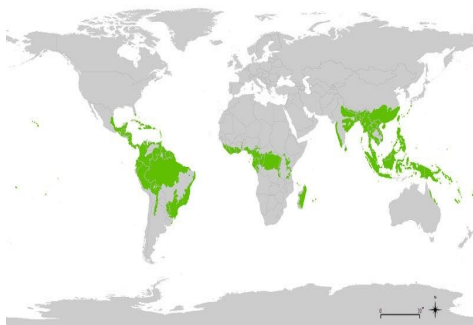
More info can be found here:

<https://bit.ly/2Z97B5f> - Food a Fact of Life.

<https://www.food.gov.uk/food-safety> - The Food Standards Agency.

Task

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



Rainforest Distribution

- Rainforests are distributed in a band under the equator
- They are found between the Tropic of Cancer and the Tropic of Capricorn
- They can be found in South America (Peru and Brazil), Africa, Indonesia and Malaysia

Causes of deforestation

- Rainforests are being burnt and cleared so that farmers can grow Palm oil
- Areas are cleared so that ranchers can rear beef cattle
- Valuable ores and minerals have been discovered and so areas are cleared for mining of gold, bauxite and oil
- Logging of valuable rainforest trees such as mahogany, teak and rosewood
- Areas are cleared to make way for roads and housing

The impacts of deforestation

Indigenous tribes are losing their homes and way of life

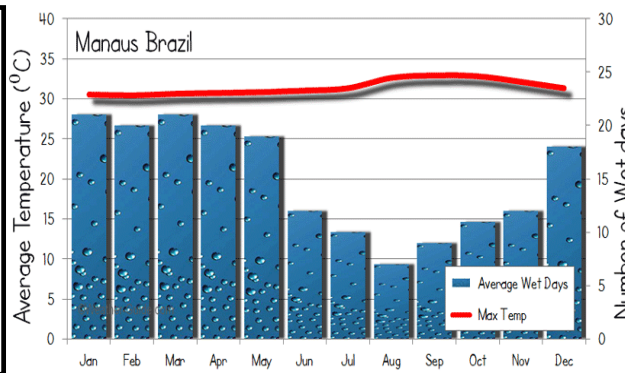
The soils is quickly eroded by the heavy rains and they are becoming infertile as the heavy rain leaches away nutrients

There is a loss of biodiversity and species of plants and animals are becoming extinct

It is affecting global climate change because as trees are cleared, often by burning them, huge amounts of CO2 are released into the atmosphere contributing to the green house effect

The Climate of the Rainforest

- The rainforest has an equatorial climate
- It experiences high temperatures all year round with a temperature range of 2 degrees C
- It rains most days, with a total of around 1800mm per year



Managing rainforests

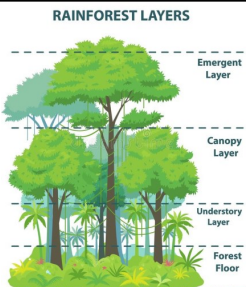
Selective Logging: Only cut down a selection of trees, leaving the rest untouched

Afforestation: areas of rainforest can be replanted with local trees

Ecotourism: Aims to introduce people to the natural world to benefit local communities and protect local environments for the future

Small scale shifting cultivation: encourage small scale farmers to clear small areas for farming, when the soils becomes infertile farmers move elsewhere.

International Agreements: countries negotiate and agree to reduce the amount of deforestation



Plant adaptations

Buttress roots: large, wide roots on all sides of a shallowly rooted tree. They provide support to the super tall rainforest trees

Lianas: vine like plants that wrap around trees to reach the light in the canopy

Drip tips: leaves are shaped so that they funnel off the heavy rainfall

Waxy skin: leaves are waxy, this is a natural waterproofing.

Emergents: trees that are particularly tall so that they can access light above the canopy

The importance of rainforests

Massive biodiversity (15 million species of plants and animals) and an ecosystem for plants and animals (2000 bird species) They are a global carbon sink and store huge amounts of carbon They reduce the risk of flooding and soil erosion and they are important to the local economy (Rubber, Fibres, Dyes, Resins and food. Home to thousands of indigenous tribes

Indigenous tribes: The Penan. The hunter-gatherer Penan live in the rainforests of the interior of Sarawak, in the Malaysian part of the island of Borneo. Traditionally nomadic, most of the 10-12,000 Penan now live in settled communities, but continue to rely on the forest for their existence. Some still live largely nomadically.

The Race for the Crown

Edward the Confessor died on 5th January 1066 with no heir

Why Harold Godwinson?

1. Powerful, wealthy & popular among English Saxons
2. Chosen by the Witan (Saxon Parliament)
3. Was king's brother in-law
4. Experience of battle and leading men
5. Apparently promised throne by Harold as he died

Why Harald Hardraada?

6. 3 previous Viking English kings between 1013 and 1042 (Forkbeard / Canute and Harthacanute)
7. Powerful, wealthy and experienced in battle
8. Already King of Norway (and claimed Denmark)

Why William of Normandy?

9. Had supported and provided military help for Edward the Confessor and was promised the throne.
10. Had "freed" Harold's brother in return for Harold promising him the throne on a chest of scared relics = a holy oath
11. Powerful, wealthy and experienced in battle
12. Supported by the Pope (against sinning Harold)

Why Edgar Etheling?

13. Grandson of previous king so had royal blood

Saxon Army: Housecarls & the Fyrd. Prefer to use shield-wall. Battle axes, broadswords, chainmail and fought on foot.

Viking Army: Used Swords / huge battle axes. Had berserkers who flew into a battle rage.

Challenge yourself to learn more about Norman Britain here:
<https://www.bbc.co.uk/bitesize/guides/zsjnb9q/revision/1>

Timeline of 1066

5th Jan – Edward Confessor dies (no heir)

6th Jan – Harold Godwinson crowned king by Witan

May – Harold brother Tostig invades but fails

8th Sep – Fyrd allowed to return to villages

20th September – The BATTLE OF FULFORD

- 300 Viking Ships & 11,000 Vikings arrive at Riccall led by Harald Hardraada & Tostig.
- 9,000 Vikings defeat 5,000 Saxons (led by Earl Morcar and Earl Edwin)

21st-24th Sep – Harold marches 200 miles in 4 days to surprise Vikings.

25th September – The BATTLE OF STAMFORD BRIDGE

- 13,000 Saxons defeat 7,000 surprised and unprepared Vikings. Hardraada and Tostig killed. 24 ships allowed to return to Scandinavia.

28th Sep – William of Normandy arrives with 600 ships, 10,000 men, 2000 horses and 1500 archers.

1st October – Harold marches 250 miles in 9 days.

14th October – The BATTLE OF HASTINGS

- Shield Wall broken due to tiredness / archers / Harold hit in the eye / fake-retreats / cavalry / hit squad / Fyrd leave hill = Normans defeat Saxons.

25th Dec – William becomes King William I of England

Norman Army: Well-trained mercenaries and nobles fighting for God and rewarded with English land. Had archers and cavalry. William on horseback.

History – KPI 2: The Battle of Hastings

Key term	Definition
Heir	Next in (blood) line for throne / inherit something (usually eldest son)
Scandinavia	Area consisting of Norway, Sweden and Denmark
Cavalry	Soldiers on horseback
The Fyrd	Saxon volunteer army
Housecarls	Professional (paid) soldiers
Mercenary	Someone who fights for whoever pays them to fight
Noble	Wealthy and important member of society
Witan	Saxon Parliament / Council
Shield-Wall	Defensive line of interlocked shields
Sister-in law	Sister of your husband or wife
Archer	Soldier using a longbow and arrows
Pope	Head of the Catholic Church (Christian)
Steward	Organiser of the village's workers
Domesday Book	Report from 1086 listing owners of all property and land in England (for taxes)
Feudal System	System of "holding land" for person above you – but must be loyal to them.
Peasant	Worker on "manor" (bit of land). Manors held by Lords (Knights / Barons)

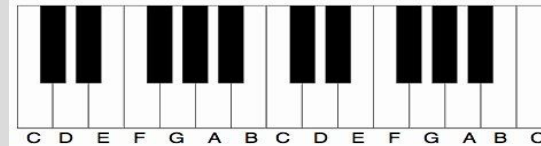
Music

Key content

This term we will be revisiting the Elements of Music and learning to sing and play on the keyboard Merry Xmas Everybody. If you are not sure what this song sounds like then have a listen to it on YouTube. If you would like to practise the piece outside of lesson there is a KS3 keyboard club in G9 that you can come to.



Diagrams:



Chords:

C = C E G Em = E G B Dm7 = D F A C G = G B D
 Am = A C E Eb = Eb G Bb F = F A C

11 C F C Dm Dm G G C Em Eb
 A G GGA BCB AG EE FE FE F EFG GED GABC DED BGE BbGF Eb
 21 G C Em Eb Eb G
 G C D E D B G E Bb Bb Bb Bb Bb A G B

The Elements of Music Part II

Key vocab

Word	Definition
Chords	Two or more notes plays together
Melody	The main tune
Solo	Someone performing on their own
Duet	Two people performing together
Trio	Three people performing together
Ensemble	A group of musicians
Carol	A religious piece of music performed at Christmas
Tonality	The tone of the music: major (happy) or minor (sad)
Tempo	The speed of the music
Structure	The way the music is organised e.g. verse/chorus

Lyrics:

Are you hanging up your stocking on your wall?
 It's the time that every Santa has a ball
 Does he ride a red-nosed reindeer
 Does a ton-up on his sleigh?
 Do the fairies keep him sober for a day?

So, here it is merry christmas, everybody's having fun
 Look to the future now, it's only just begun

Are you waiting for the family to arrive?
 Are you sure you've got the room to spare inside?
 Does your granny always tell ya (ah-ah-ah)
 That the old songs are the best (ah-ah-ah)
 As she's up and rock 'n' rolling with the rest?

So, here it is merry Christmas, everybody's having fun
 Look to the future now, it's only just begun
 So here it is merry Christmas, everybody's having fun
 Look to the future now, it's only just begun
 So, here it is merry Christmas, everybody's having fun
 Look to the future now, it's only just begun
 So here it is merry Christmas, everybody's having fun
 Look to the future now, it's only just begun
 (it's Christmas!)
 Look to the future now, it's only just begun

What will your daddy do when he sees your mama
 kissing Santa Claus, Ah-ahh

Are you hanging up your stocking on your wall?
 Are you hoping that the snow will start to fall?
 Do you ride on down the hillside (ah-ah)
 In a buggy you have made? (Ah-ah)
 Will you land upon your head then you've been
 slayed

Subject Physical Education

Topic THEORY ME Y7

Key content

SALTAPS: See, Ask, Look, Touch, Active, Passive, Strength – Sporting context of first aid, used to check if a player needs to be rested or removed from the field of play

RICE: Rest, Ice, Compression, Elevation - Taking these simple steps following a strain, sprain, or other similar injury can help you more quickly recover and get back to everyday activities

EAP: Emergency, Action, Plan. Written document identifying what action to take in the event of an emergency at a sporting event.

Benefits and stages of warm ups and cool downs:

Stages of a warm up: Pulse Raiser, (slowly increase your heart rate) Mobility (swings and hip Circles) Dynamic stretches (stretching whilst Moving) Skill related (practice actions e.g. football Dribbling)

Stages of a cool down: pulse lowering and stretching.

Benefits of warm-up:

- Physiological Benefits:
- Better oxygen delivery to muscle tissues
 - Improved muscle blood flow
 - Increased speed of nerve conduction
 - Reduction in likelihood of muscular injury
 - Increased heart rate.
- Psychological Benefits
- Control anxiety.
 - Focus mind.
 - Practice skills involved.

2. THEORY ME (Term 2)

	50%<	51 – 69%	70%+
1. COMPONENTS OF FITNESS Know most of the components of fitness (Components include: Speed, Strength, Power, Agility, Coordination, Balance, Flexibility, Reaction, Cardiovascular endurance, muscular endurance)			
2. RESPOND TO AN INJURY Know how to Respond to an Injury and what to do in that situation. (SALTAPS, RICE, EAP)			
3. WARM UP AND COOL DOWN Know the benefits and stages of Warm Ups and Cool Downs have on the body. (Psychological, Physical, Pulse Raise, Mobility, Dynamic Stretches, Skill Related)			

Skill-related components

Key Words

	Definition	Example
Agility	The ability to change the position of the body quickly and control the movement	A badminton player moving around the court from back to front and side to side at high speed and efficiency
Balance	The ability to maintain the body's centre of mass above the base of support	A sprinter holds a perfectly still sprint start position and is ready to go into action as soon as the gun sounds
Coordination	The ability to use two or more body parts together	A trampolinist timing their arm and leg movements to perform the perfect tuck somersault
Power	The ability to perform strength performances quickly	A javelin thrower applies great force to the spear while moving their arm rapidly forward
Reaction time	The time taken to respond to a stimulus	A boxer perceives a punch from their left and rapidly moves their head to avoid being struck
Speed	The ability to put body parts into motion quickly	A tennis player moving forward from the baseline quickly to reach a drop shot close to the net

Health-related components

	Definition	Example
Body composition	The percentage of body weight which is fat, muscle and bone	The gymnast has a lean body composition to allow them to propel themselves through the air when performing on the asymmetrical bars
Cardiovascular fitness	The ability of the heart, lungs and blood to transport oxygen	Completing a half marathon with consistent split times across all parts of the run
Flexibility	The range of motion (ROM) at a joint	A gymnast training to increase hip mobility to improve the quality of their split leap on the beam
Muscular endurance	The ability to use voluntary muscles repeatedly without tiring	A rower repeatedly pulling their oar against the water to propel the boat towards the line
Strength	The amount of force a muscle can exert against a resistance	Pushing with all one's force in a rugby scrum against the resistance of the opposition pack

RE Knowledge Organiser

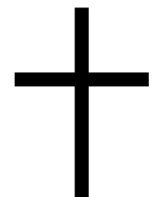
Key Word/Concept	Definition
God	Christians believe in one God, but that He has three parts known as the Trinity
Jesus	The Son of God
Bible	Christian holy book; made up of two Testaments
Testament	Statement of belief, the Bible has two testaments named the Old and New
Disciple	Personal follower of Jesus
Trinity	Three parts of God; Father, Son & Holy Spirit
Stewardship	Duty to take care of God's creation e.g. the world and all living things on it
Cross	Symbol of Christianity
Baptism	Christian rite of passage; where infants/children/adults commit to serving God
Omnipresent	God is present everywhere always
Omniscient	God is all knowing
Omnipotent	God is all powerful
Omnibenevolent	God is loving
Monotheistic	Belief in only one God

Term Two: Christianity

	Core Beliefs
Nature of God	Christians believe that God is one but exists in three different 'persons' – the Father, Son & Holy Spirit and that these three persons form a unity known as the Trinity .
Creation/Environment	The term stewardship means to look after the world for God. God has created a world in which humans have a special role as stewards of creation. This means they should look after the interests of the planet and all life on it.
Holy Book	The Bible is a central source of authority for all Christians, and Christians often turn to the Bible to seek guidance and to further understand their faith. The Bible is a collection of books, there are 39 books in the Old Testament & 27 Books in the New Testament
Symbolism	The Bible is filled with symbolism, Jesus uses symbols to describe himself at many times such as; as a shepherd, light, and bread. The cross is the most common symbol associated with Christianity.
Festivals/Rites of Passage	Baptism is a ceremony through which Christians believe they receive God's grace & are brought closer to God. Many Christians believe that baptism is important because Jesus was baptised, and after his resurrection he told his disciples that they should be baptised too.

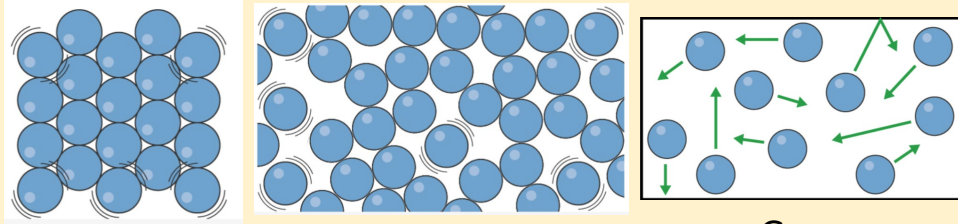
Further Reading & Watching:

- <https://www.bbc.co.uk/bitesize/topics/z4tb4wx/articles/zk4fxyc>
- <https://www.bbc.co.uk/bitesize/topics/zds4d2p/articles/z44fxyc>



Subject: PHYSICS

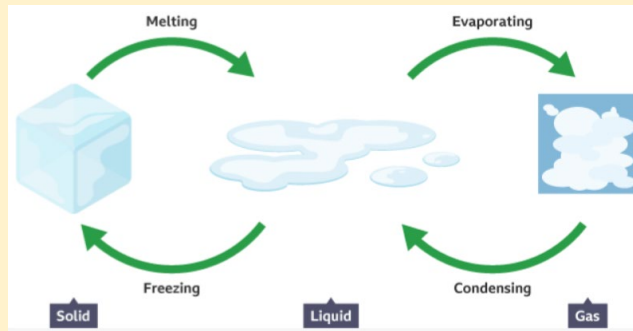
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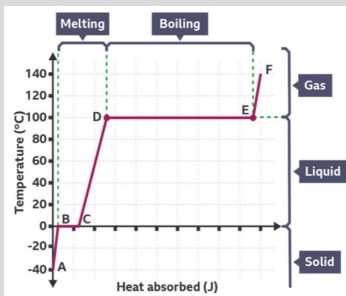
Solid

Liquid

Gas



Diagrams:



Topic: PARTICLES AND THEIR INTERACTIONS

Key vocab

Word	Definition
State of Matter	A description of the movement and positions of particles that make up matter; solid, liquid, gas.
Solid	Particles tightly packed, in a regular arrangement, vibrating about a fixed point
Liquid	Particles tightly packed, in a random arrangement, flowing over one another
Gas	Particles spread out, moving freely, in a random arrangement, moving in all directions
Density	The amount of mass per unit volume
Pressure	The amount of force exerted per unit area

More info can be found here:

LAST PAGE