Knowledge Bank



Autumn Term 2026

Year 7

THINKING SCHOOLS ACADEMY TRUST

PAIGNTON ACADEMY

Name: _____ **Form:** _____

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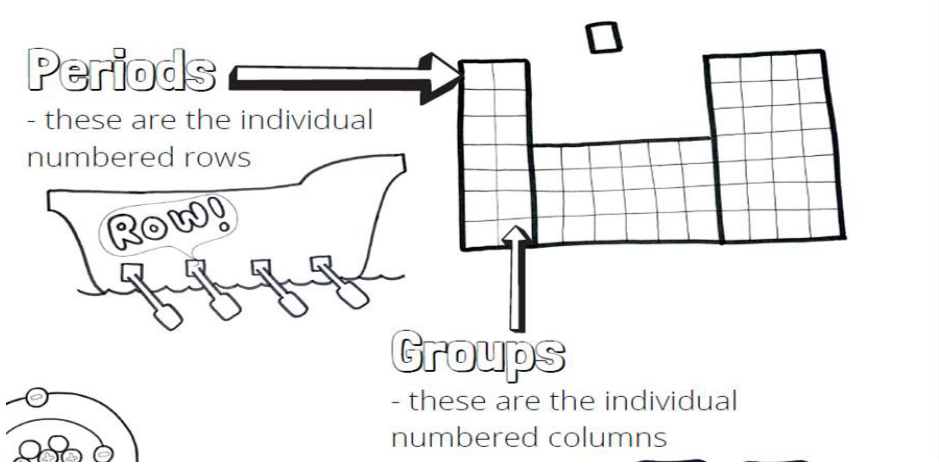
Where To Find Help 40

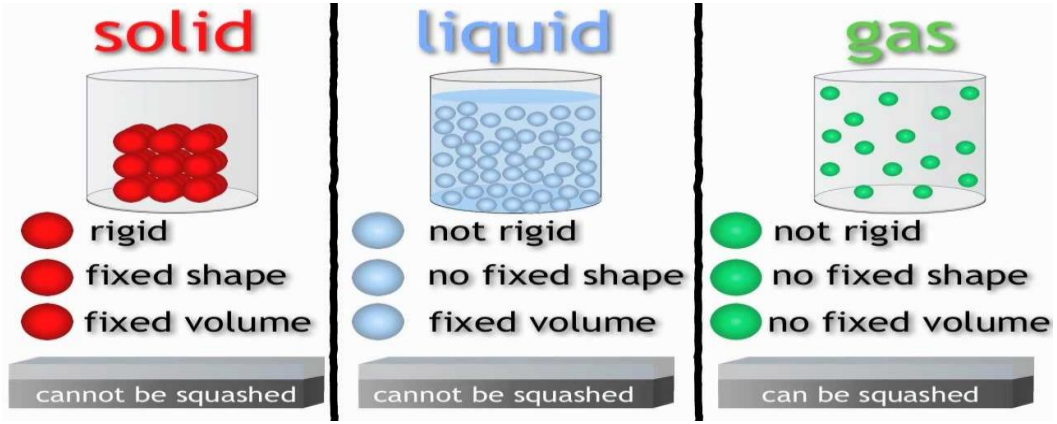
Plot breakdown 	Oliver runs away to London, where he meets the Artful Dodger, who then introduces him to Fagin's gang.	While carrying out an errand for Mr Brownlow, Oliver is seized by the gang and dragged back into their control.	Fagin tells Bill about Nancy's betrayal, and in a violent rage, Bill murders her. Fagin is eventually discovered and sent to prison, and Bill dies while trying to escape.	'Oliver Twist' was written in 1837-39. It was written by Charles Dickens.	Dickens wanted to challenge the 1834 Poor Law, which expanded the system of workhouses, by showing just how harsh and punishing life could be for people living in poverty.
Oliver is born in the workhouse, and when he grows a little older, the other boys choose him to ask for more food because they are all starving.	Oliver is taken out with the gang, and he is horrified when he sees the Dodger steal a gentleman's handkerchief. Although he hasn't done anything, Oliver is wrongly arrested for the theft.	Oliver is forced to take part in a burglary with Sikes. The attempt fails, and Sikes flees, leaving Oliver behind. The people who live in the house, Harry and Rose Maylie, take pity on him and decide to care for him.	Oliver finally learns the truth about his parents and goes on to live happily with Mr Brownlow and Harry and Rose Maylie.	Dickens experienced gruelling child labour after his father was jailed, an ordeal that deeply shaped his later writing.	
After being expelled from the workhouse, Oliver is sold to the Sowerberrys to work as an undertaker's apprentice. Noah torments him, they end up fighting, and Oliver is shut away.	Mr Brownlow (the gentleman) takes pity on Oliver and brings him into his home. Meanwhile, the gang plot to get Oliver back, afraid he might reveal information about them.	Once Bill and Fagin discover the situation, they scheme to recapture Oliver. Nancy hears everything and bravely warns Mr. Brownlow.	**Background information**	In was published chapter by chapter in a periodical (a magazine published weekly or monthly).	

Oliver Twist	He is a 'pale, thin' orphan who is treated badly by almost everyone he meets. He tries his best to be a good person and experiences 'horror and alarm' whenever he sees crimes being committed.
Mr. Bumble	The man who runs the workhouse and gives Oliver his name. He is 'a fat man' who enjoys power and doesn't care about the people beneath him.
Noah Claypole	A 'malicious and ill-conditioned' boy who bullies Oliver at the undertakers. He eventually runs away to London and joins the same gang as Oliver.
Fagin	An old man who runs the gang of pickpockets. He seems kind but his 'villainous-looking and repulsive face' reflects his selfish nature as he gets young boys to do his dirty work for him.
Jack Dawkins (The Artful Dodger)	A young boy who introduces Oliver to Fagin's gang who has 'all the airs and manners of a man'. He's confident and cunning.
Bill Sikes	A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.
Nancy	Bill's girlfriend who risks her life to help Oliver escape from the gang. She loves Bill even though he treats her abusively and she feels guilty about the life of crime she has led.
Mr. Brownlow	A wealthy older gentleman who takes Oliver in and looks after him. He believes in Oliver's goodness even when it looks like Oliver has stolen from him and eventually finds out the truth about Oliver's parents.

Key Vocabulary	**brutal –** very violent or cruel.	**malicious –** meant to hurt or upset someone.	**society –** the people who live in a certain area. This could be a country, town or small group.	**exploitation** - the act of treating someone unfairly or using a situation for personal or financial gain.	**avarice** – Someone who is incredibly greedy wants more money or things and is never satisfied with what they have.	**tyrannical** - the unfair, cruel, or oppressive use of power or authority over others.
morality – a code of right and wrong. People who try to be good can be called moral and people who do bad things can be called immoral.	**corrupt –** a word used to describe a person who uses their power in a dishonest or illegal way to make life better for themselves.	**victim –** someone who has been harmed, often by other people.	**workhouse –** a place where people who couldn't support themselves were sent to live and work.	**social responsibility** - means that every person and group has a duty to act in a way that helps others and makes the world a better, fairer place.	**squalid** - a place that is extremely dirty, messy, and unpleasant because it has been neglected or looked after poorly.	**redemption** - saving something or winning it back. In life, it means making up for a past mistake and changing your ways to become a good person again.
	**villain –** a 'baddie' who harms other people or breaks the law to get what they want.	**naïve –** If someone is naïve if they don't have experience of how complicated life can be and therefore trust people too much.	**orphan** - a child whose parents have died or are unknown.	**benevolent** - someone or something that is well-meaning, kind, and genuinely wants to help others.	**menacing** - something suggesting the presence of danger or a threat of harm.	

Science Knowledge Bank - Autumn Term (Chemistry)

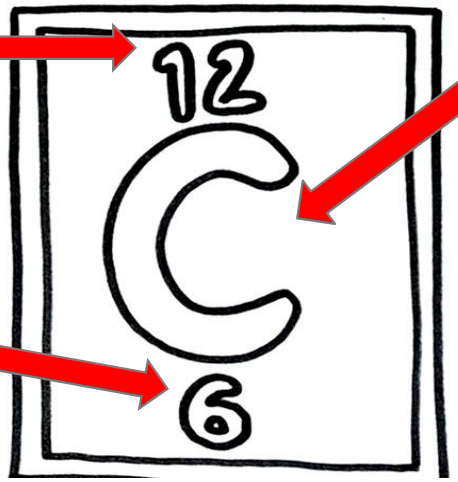




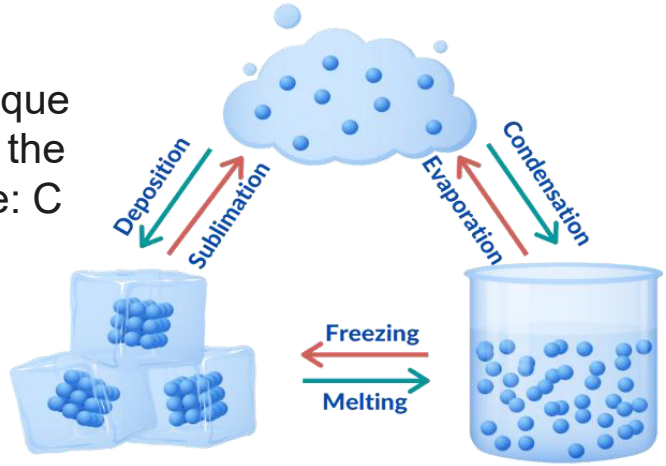
Change in states of matter

Atomic mass
- the number of protons and neutrons in each atom of an element

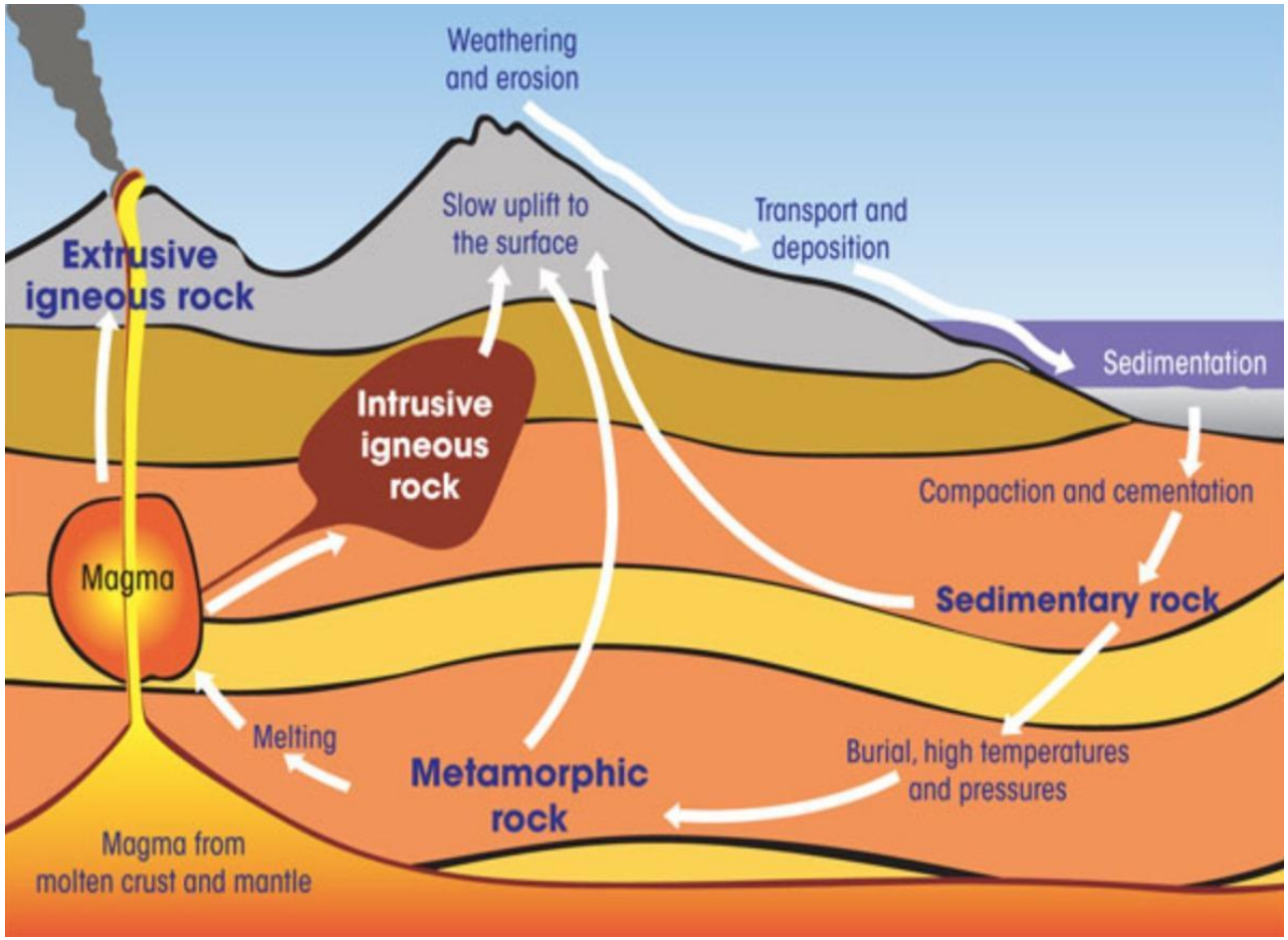
Proton number
the number of protons in each atom of an element, also called atomic number and unique to each element



Chemical symbol
one, two or three unique letters which identify the element, for example: C for carbon



Science Knowledge Bank - Autumn Term (Chemistry)



Sedimentary Rocks

Formation

Through compaction of sediments

Characteristics

Distinctly layered; Easy to crumble

Types

Clastic

(Compaction of broken rocks)




Sandstone Conglomerate

Igneous Rocks

Formation

Through solidification of magma or lava

Characteristics

No layers; Hardest of all

Types

Intrusive

(Slow cooling of magma)




Granite Diorite

Metamorphic Rocks

Formation

Through transformation of older rocks

Characteristics

May or may not have layers; relatively harder

Types

Foliated

(Distinguished by layers)




Slate Gneiss

Science Home Learning Autumn 2: Rocks

WHAT? This time you will be learning about rocks and the rock cycle

WHY? Rocks are all around us. They are used in statues and as building materials. The properties of each rock will determine its uses.

WHEN? The project will be completed over 6 weeks and is broken into 3 pieces of work. Due in 11th December.

PART 1, COMPLETED IN WEEKS 1-2:

Retrieval: See questions below

Flipped learning: Produce a poster or a cartoon strip to show sedimentary rocks are formed. Key words to include: sediment, compaction, cementation, porous.

PART 2, COMPLETED IN WEEK 3-4:
Retrieval: See questions below
Flipped learning: Make a table comparing the three different groups of rocks. Include information about their properties and appearance.

PART 3, COMPLETED IN WEEKS 5-6:

Retrieval: See questions below

Flipped learning: produce a presentation of the rock cycle. It can take any form you like, it can be a poster or a Powerpoint presentation for example. Make sure to include both diagrams and information.

If you are at all unsure on what to do, ask your teacher. We will be only too happy to explain things further and will give you tips and advice. You can work together with a friend but both of you will need to hand in your own project.

Date due: 09-11-26

C2: Periodic Table	
3 things you remember from the last two week's lessons	
What was the name of scientist who put together the modern periodic table?	
What are the properties of metals and where are they found on the periodic table?	
What are the properties of non-metals and where are they found on the periodic table?	
Flipped learning: Minimum 10 minutes independent research on a future area of study. Topic for study: **Sedimentary Rocks** Research how sedimentary rocks are formed. You need to use the following keywords to include: sediment, compaction, cementation, porous.	**Notes:**

Date due: 23-11-26

C3: Earths Structure	
3 things you remember from the last two week's lessons	
What are the three different rock types?	
What part of the earths structure is semi molten and the crust floats on top of it?	
In what type of rock do you find fossils and what are fossils?	
Flipped learning: Minimum 20 minutes independent research on a future area of study. Topic for study: **Rock Types** Make a table comparing the three different groups of rocks. Include information about their properties and appearance.	**Notes:**

Date due: 14-12-26

C3: Earths Structure	
3 things you remember from the last two week's lessons	
What happens to sedimentary rocks when they are exposed to heat and pressure?	
What is the process called when rocks are worn away by water in rivers?	
What is the difference between intrusive and extrusive igneous rocks?	
Flipped learning: Minimum 20 minutes independent research on a future area of study. Topic for study: **Rock Cycle** produce a presentation of the rock cycle. It can take any form you like, it can be a poster or a PowerPoint presentation for example. Make sure to include both diagrams and information.	**Notes:**

THREATS TO DATA

COMPUTER SCIENCE

TYPES OF ATTACK

Attack	How it works	How to prevent it
Malware	Malicious software intended to cause harm.	Anti-malware and a firewall.
Data Interception	Network traffic is monitored and then data is intercepted	Encryption so that intercepted data cannot be understood.
Brute Force	Trial an error method to guess a password to gain access	Making passwords hard to guess. Locking after a number of attempts.
Social Engineering	When a person manipulates someone else into handing over sensitive information	Policies and rules for staff about handing over data. Staff training.
Phishing	Emails with links that trick people into entering their personal information	A firewall to monitor and block suspicious websites and links
Examples of social engineering	Having a weak password. Leaving your device unlocked	Staff training. Staff training and auto-lock.

NETWORK SECURITY KEY TERMS

Firewall: Monitors and blocks suspicious activity.
Anti-malware: Scans and quarantines suspicious files.
Encryption: data is scrambled so that it cannot be understood if intercepted. It can only be decrypted with a key.
Password: A set of complex characters.
Biometrics: Physical characteristics such as fingerprint and face recognition.

Types of Malware

Virus - attach themselves to files and copy themselves when the user copies or opens a file.

Worm - copy themselves without the user doing anything.

Trojan - malicious software pretending to be a legitimate program.

E-Safety

Social networking	Connecting to others using the internet
Online Security	Protecting yourself when using something that could be harmful or dangerous to you online
Cyber bullying	Bullying that takes place over the internet or through mobile phone communication
Digital footprint	The information about a particular person that exists on the internet as a result of their online activity
Trolling	The term given to people who visit other peoples' social media accounts and leave distasteful messages

Threats and Prevention Revision
Date Due – Monday 9th November 2026

Threats to data

Create flashcards to define the following threats: ○ Malware ○ Social engineering ○ Phishing ○ Brute force attack ○ Data interception Describe the threat. Describe the impact of the threat.	Threats • Malware • Social Engineering • Phishing • Brute Force Attack • Data Interception

Preventions

Create flashcards to define the following preventions: ○ Anti-malware ○ Firewall ○ Encryption ○ Password ○ Biometrics Describe how the prevention works. Describe the threat it prevents.	Preventions • Anti-Malware • Firewall • Encryption • Password • Biometrics

Year 7 Ethics Autumn Term Knowledge Organiser. Who cares how the world began?

Tips for learning spellings

Use a chart like this:

Copy it	Copy it	Recall it
What	What	What

After you have copied the word twice, fold the paper over so you cannot see what you have written and have a go at writing the word unaided. You should be able to recall the spelling without looking.

Another classic technique is known as **Look, Cover, Write and Check.**
So, you **look** at the word...
Cover the word...
Write the word...
And finally **check** it.



Quizlet

PANKU

Panku is from Chinese mythology and tells of the first living being and the creator of all. It starts when an egg breaks and a giant came out of it. When he died every part of his body made a different part of the universe – including the flea on his body becoming the first humans!



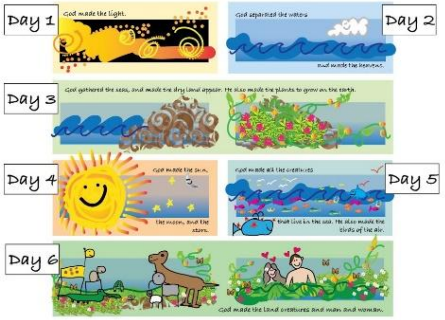
Spellings 1	Spellings 2
Big Bang	Hindu
creation	evolution
evidence	Hinduism
beginning	furthermore
design	allowed
Genesis	scientific
actually	believe
environment	creator

Use Quizlet on the internet – type **PCSA Ethics Yr7 Creation Spellings 1** and **PCSA Ethics Yr7 Creation Spellings 2**It has different games to help you learn the spelling and meaning

Evolution

Evolution is the way that living things change over time. The first person who explained how evolution happens was Charles Darwin with his scientific theory of natural selection. Charles Darwin observed that although individuals in a species shared similarities, they were not exact copies of each other; there were small differences or variations between them. He also noticed that everything in the natural world was in competition. The winners were those that had characteristics which made them better adapted for survival. For example, they were stronger, faster, cleverer or more attractive than others in their species. These living things were more likely to reproduce and pass on their useful characteristics to their offspring.

Genesis



The first verse of the Bible contains some of the most famous words ever written.
In the beginning God created the heavens and the earth. Many Christians take the story of Creation in different ways. Some take it literally as it says in the Bible. Others may say it is a story that is symbolic of the beginning of the universe and everything in it.

Egyptian Creation Story

The story describes how the sun god Ra, also called Atum, created his son Shu and daughter Tefnut and they worked together to create order in Nu - the chaos of the universe. They created humans from tears of happiness and then made Yah the moon, Geb the earth, and Nut the sky.



Hindu Creation Story



A lotus flower grew from Lord Vishnu's navel with Brahma sitting on it. Brahma separated the flower into three parts - the heavens, the Earth and the sky. Out of loneliness, Brahma split himself into two to create a male and a female. From this male and female all beings were created.

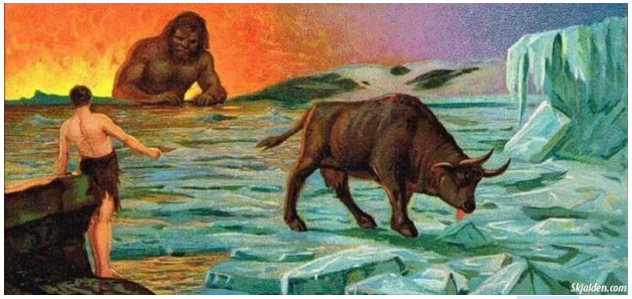
The Australian Creation Story

The Rainbow Serpent is said to have come to Earth from the sky and created water and all life associated with water. Some Indigenous communities tell of the Rainbow Serpent living within large expanses of water and creating all the landscapes and animal



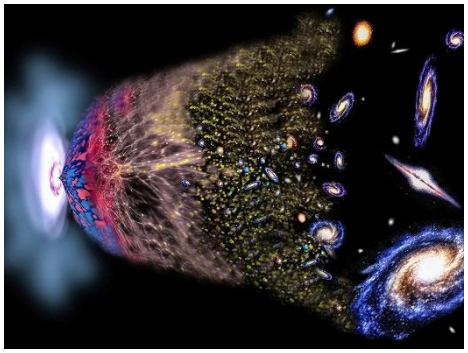
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Norse Mythology Creation Story



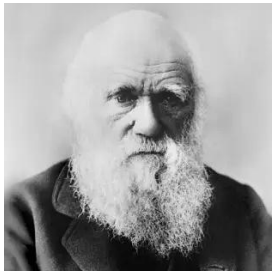
The Norse creation story recounts how Odin and his brothers used the corpse of Ymir. They brought his body to Ginnungagap, then made the Earth from it. The sea was his blood, the Earth his flesh, the mountains and stones his bones, the heavens his skull, and the clouds his brains.

Big Bang Theory



The big bang is how astronomers explain the way the universe began. It is the idea that the universe began as just a single point, then expanded and stretched to grow as large as it is right now—and it is still stretching!

Charles Darwin



Charles Darwin was an English naturalist who studied variation in plants, animals and fossils.

Darwin is perhaps most famous for his work on the theory of *evolution*, which challenged many religious beliefs about creation.

He wrote several texts outlining his scientific theories, including books called *On the Origin of Species* in 1859 and *The Descent of Man* in 1871.

Term 1 - School subjects

Q1. Tu aimes quelles matières? *Which subjects do you like?*

J'adore *(I love)* **J'aime** *(I like)* **Je n'aime pas** *(I don't like)* **Je déteste** *(I hate)* **Je ne peux pas supporter** *(I can't stand)*	**le français** *(French)* **l'anglais** *(English)* **le théâtre** *(Drama)* **l'EMC** *(PSHE)* **l'histoire** *(History)* **l'informatique** *(Computing)* **la géographie** *(Geography)* **la musique** *(music)* **les arts plastiques** *(Art)* **les sciences** *(Science)* **les maths (***Maths)*	**parce que** *(because)* **car** *(because)*	**à mon avis** *(in my opinion)* **je pense que** *(I think that)* **je crois que** *(I believe that***)** **selon moi** *(in my view)* **je trouve que** *(I find that)* **pour moi** *(for me)*	**c'est** *(it's)*	**nul** *(boring)* **facile** *(easy)* **dur** *(hard)* **cool** *(cool)* **barbant** *(boring)* **difficile** *(difficult)* **super** *(great)* **magnifique** *(magnificent)* **intéressant** *(interesting)* **top (***great)*

Q2. Quand as-tu...? *When do you have...? (Saying what day we have which subject)*

Le lundi *(Monday)* **Le mardi** *(Tuesday)* **Le mercredi** *(Wednesday)* **Le jeudi** *(Thursday)* **Le vendredi** *(Friday)*	**j'ai** *(I have)*	**le français** *(French)* **l'anglais** *(English)* **le théâtre** *(Drama)* **l'EMC** *(PSHE)* **l'histoire** *(History)* **l'informatique** *(Computing)* **la géographie** *(Geography)* **les arts plastiques** *(Art)* **les sciences** *(Science)* **les maths (***Maths)*	***et c'est*** *(and it's)*	**nul** *(boring)* **facile** *(easy)* **dur** *(hard)* **cool** *(cool)* **barbant** *(boring)* **difficile** *(difficult)* **super** *(great)* **magnifique** *(magnificent)* **intéressant** *(interesting)* **top (***great)*

Term 2 - Saying what I do at school

Q3. Qu'est ce que tu fais normalement…pendant la récré?
What do you normally do…?

Q4. Qu'est ce que tu aimes faire? *What do you like to do?*

Q5. Qu'est ce que tu as fait…hier? *What did you do…yesterday?*

Hier *(yesterday)* **La semaine dernière** *(last week)*	**pendant la récré** **pendant la pause déjeuner** **à la bibliothèque** **à la cantine** **à la salle de classe** **à la salle de maths** **au terrain du sport** **au centre sportif**	**j'ai étudié** *(I studied)* **j'ai bavardé/tchatté** *(I chatted)* **avec mes amis** *(with my friends)* **j'ai mangé (***I ate)* **j'ai joué** *(I played) aux cartes* **j'ai traîné (***I hung out)* **avec mes amies** *(with my friends)* **j'ai lu** *(I read) un livre (a book)* **j'ai bu** *(I drank)* **j'ai fini mes devoirs** *(I finished my HW)*	**c'était (it was)**	**nul** *(boring)* **facile** *(easy)* **dur** *(hard)* **cool** *(cool)* **barbant** *(boring)* **difficile** *(difficult)* **super** *(great)* **magnifique** *(magnificent)* **intéressant** *(interesting)* **top (***great)*
Le lundi *(Monday* **Le mardi (***Tuesday)* **Le mercredi (***Wednesday)* **Le jeudi (***Thursday)* **Le vendredi (***Friday)*		**j'aime étudier** *(I Ilike to study)* **j'aime manger (***I like to eat)* **j'aime jouer (***I like to play)* **j'aime bavarder (***I like to chat)* **j'aime traîner (***I like to hang out)* **j'aime lire** *(I like to read)* **J'aime boire** *(I like to drink)* **J'aime faire les clubs** *(I like to do clubs)* **J'aime finir mes devoirs** *(I like to finish my HW)*	**car c'est (because it's)**	

Year 7: Module 1 Understanding the world we live in

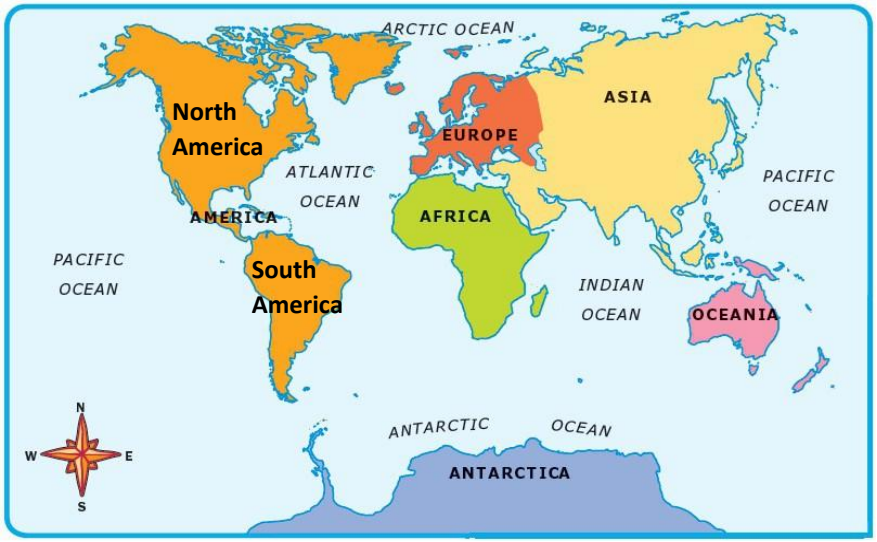
Local Geography



National Geography



Global Geography



Types of Geography

Human Geography how and why we live

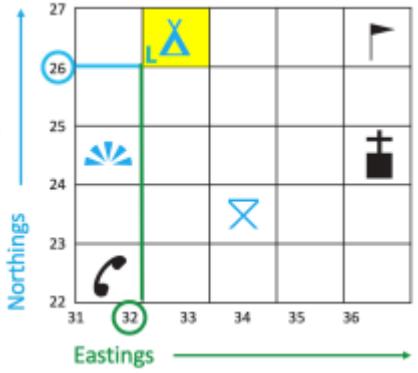
Physical Geography the natural planet

Environmental Geography human interaction with nature

Map skills

Useful website for information about maps:

Discover Mapzone | Education | OS



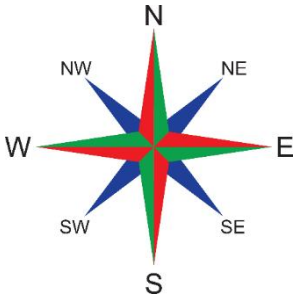
The first two numbers give the eastings.

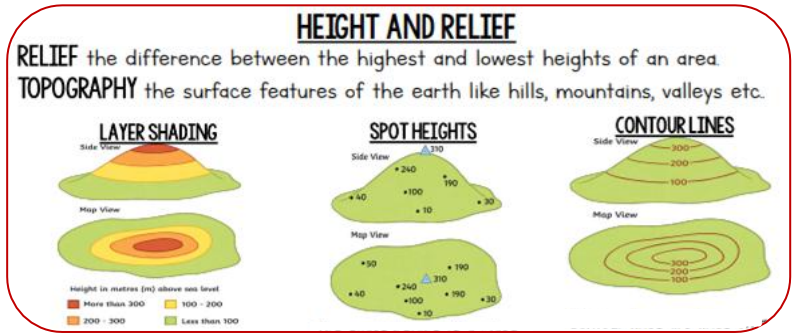
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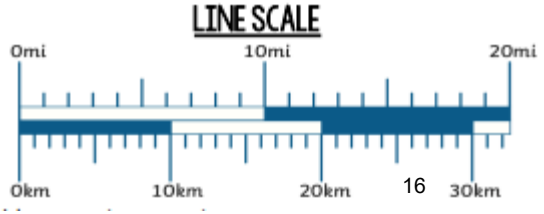
The second two numbers give the northings.

Remember... eastings then northings!

Along the corridor and up the stairs!







Year 7: Module 2 What controls our weather?

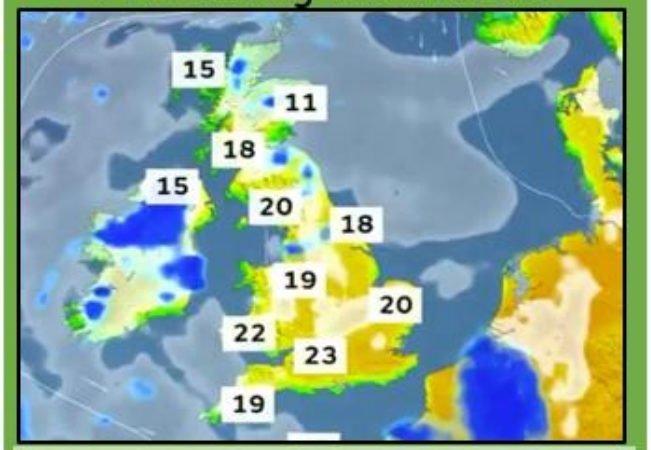
Key Terms

Weather describes **conditions** in the **atmosphere** at any time or short period of time. **Weather can change** suddenly.

The **climate** is the **average** weather conditions which are measured over a **long period of time** (e.g. a year) or over a large geographical area (e.g. a whole country).

Climate change is the **long-term change** in temperature and weather patterns. This change can be the result of **natural causes** such as the sun's activity or **human activity** such as the burning of fossil fuels.

Forecasting the weather



Weather forecasts include information about:

Precipitation

Wind direction

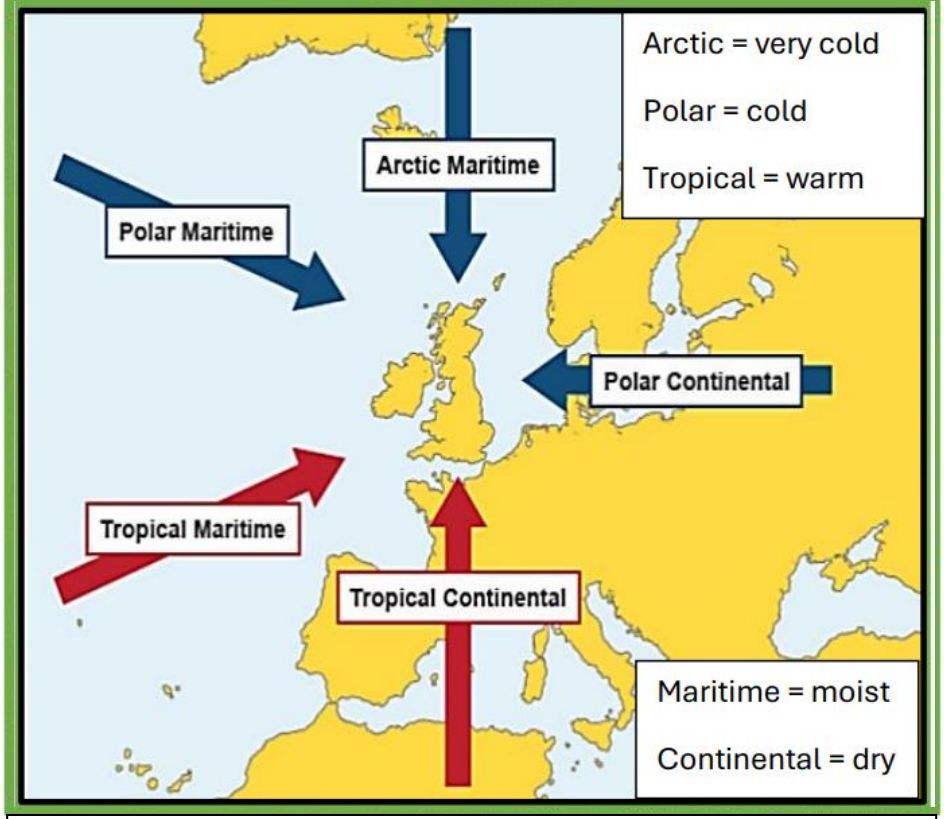
Air pressure

Temperature

Cloud cover



Air masses

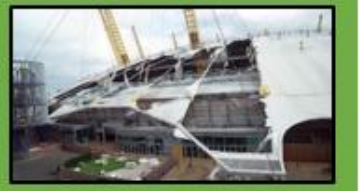


Useful website about extreme weather: [Past weather events - Met Office]

Storm Eunice (UK extreme weather - weather which is unusual for a place or time of year)

Strongest winds ever to affect the UK = 122 miles per hour
Red weather warning
400 flights from and within UK cancelled.

Roof of O2 Arena blown off.
3 people died.
1.4 million households left without power



History Topic 1: What events led to William's victory at Hastings in October 1066?

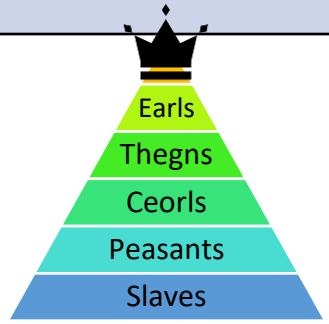
You will be assessed on:

Section 1:
Core Knowledge from this topic and previous topics, including dates, events, key individuals, name and places

Section 2:
Source inference based on the Battle of Hastings.

Section 3:
Write an account of the key events leading to William's victory at the Battle of Hastings.

Key Word	Definition
Succession	The order of inheritance to the throne or other position or title.
Heir	The person (usually the son of the king) next in line for the throne.
Claimant	A person who things they should be King.
Earldom	Huge areas of land ruled by an Earl. Tostig was Earl of Northumberland until he was replaced by Edwin and Morcar.
Witan	The council of nobles and churchmen who advised the king.
Oath	Special promise, often made in a church.
Fyrd	Part time Anglo Saxons soldiers called up when needed. Untrained.
Housecarl	Harold's trained professional soldiers.









England in 1065

Population: 1.5 million. Only 8 towns with more than 3000 people.
Rulers: Kings ruled. Supported by advisors called the Witan, who were rich noblemen called Earls. 6 Earls ruled huge areas of land called Earldoms.
Work: Most people were ceorls: farmers with a small bit of land to grow food.
Religion: Most people Roman Catholic. Lots of wooden churches.

3 claimants to the English throne:

Harold Godwinson. Most powerful English nobleman. Very rich. Sister married to King Edward. 10,000 soldiers.
William of Normandy: Ruled Normandy in France. Experienced. 30,000 soldiers. Claimed Edward had promised him the throne.
Harald Hardrada: Viking. Best warrior in Europe. Relative had ruled England.

Battles of Fulford (20th Sept) and Stamford Bridge (25th Sept)

Fulford Gate: Hardrada (Viking) & Tostig (Godwinson's brother) VS. Anglo Saxon Earls Morcar and Edwin. Vikings win and capture important city of York.
Stamford Bridge: Hardrada & Tostig Vs. Godwinson. Godwinson wins. Godwinson wins. Hardrada & Tostig killed. Only 24/300 Viking ships return to Norway.

Battle of Hastings: 14th October 1066

William: 2000 cavalry. 1500 archers. 4000 infantry.
Godwinson: 1500 housecarls. 6000 fyrd.
1.Stalemate: Norman cavalry fails to break Saxon shield wall.
2.Normans pretend to flee. Harold killed: Turning point, demoralizes Saxons.
3.Norman breakthrough: Breaks Saxon shield wall. Victory for Normans.

History Topic 2: How far did England change under the Normans?

You will be assessed on:			
Section 1: Core Knowledge from this topic and previous topics, including dates, events, key individuals, name and places.	**Section 2:** Consequences to do with the Harrying of the North.	**Section 3:** Describe question to do with the claimants to the throne.	**Section 4:** Extent of agreement questions to do with changes in Norman England.

Key Word	Definition
Harrying of the North	William responded brutally to rebellions in North. Set fire to crops and put salt into the fields. Thousands died.
Bayeux Tapestry	An embroidery commissioned by William's brother in law telling the story of the Norman Conquest.
Motte & Bailey	A type of castle with a mound surrounded by a defended area and ditch
Domesday Book	Records results of survey carried out by William to check wealth of England so he could tax people.
Feudal system	A system in the Middle Ages that shared land in return for loyalty.
Peasants	Ordinary people, who worked on the land and had to serve their feudal master, often a knight.



Castles

1. **Motte and Bailey design.**
2. **Used to demonstrate Norman power.**
3. **Would dominate the territory.**
4. **Were built in areas that posed a threat such as the border of Wales.**



Harrying of the North

1. **The result of a number of Northern rebellions.**
2. **William ordered for crops and cattle to be destroyed.**
3. **100,000 died of starvation.**
4. **William repented for this.**

How did William establish control?

Forest Laws

1. **30% of England became Royal Forests.**
2. **Cutting trees forbidden.**
3. **Hunting was forbidden.**
4. **Punishments for doing so included maiming.**



Domesday Book

1. **Commissioners and scribes were sent around England to document the wealth of the people.**
2. **Told William how much tax could be paid.**
3. **Told William how many soldiers could be at his command if needed.**
4. **2 million words long.**



Homework Topic: ASSESSMENT 1 PREPARATION – Anglo-Saxon England
Homework Due Date: Before ASSESSMENT 1

KEY TERMS

Key Term	Definition
Anglo-Saxon	
Claimant	
Feigned Retreat	
Shield Wall	

SOURCE USE

William of Malmesbury, *The Deeds of the Kings of the English* (c. 1140)

"The English, as we have heard, passed the night without sleep in drinking and singing, and, in the morning, proceeded without delay towards the enemy; all were on foot, armed with battle-axes... On the other side, the Norman infantry with bows and arrows, formed the vanguard, while the cavalry, divided into wings, were held back."

1. Who produced the source and when?

2. What types of soldiers did the Normans have?

3. Who seems better prepared and why?

CORE KNOWLEDGE

Question	Answer
1. Which empire ended allowing the Anglo-Saxons to arrive in England?	
2. Which Earldom was Tostig the Earl of?	
3. Name the 4 claimants to the throne in 1066:	
4. Name the 3 battles of 1066:	
5. What happened to Harald Hardrada?	
6. How did William break the Shield Wall at Hastings?	

Homework Topic: ASSESSMENT 2 PREPARATION – Anglo-Saxon & Norman England
Homework Due Date: Before ASSESSMENT 2

KEY TERMS

Key Term	Definition
Siege	
Harrying	
Marcher Earldom	
Conquer	

SOURCE USE

Ordericus Vitalis c. 1123 – 1131

"The King stopped at nothing to hunt his enemies. He cut down many people and destroyed homes and land. Nowhere else had he shown such cruelty. This made a real change. To his shame, William made no effort to control his fury, punishing the innocent with the guilty. He ordered that crops and herds, tools and food be burned to ashes."

1. Who produced the source and when?

2. What actions did William conduct in this event?

3. How is William described in his actions?

CORE KNOWLEDGE

Question	Answer
1. When did William get crowned?	
2. What is a Motte & Bailey?	
2. Name a Marcher Earldom:	
3. How many died from the Harrying of the North?	
5. What 3 main reasons was the Domesday Book made for?	
6. What were the Forest Laws?	

Art

TUTTI FRUTTI

Fertile Questions

What is mark-making?
How do artists communicate through mark-making?

Key Words

Line -	a mark on a page.
Mark-Making -	creating lines, patterns and textures using any materials on any surface.

Formal Elements:

line	tone	colour
shape	composition	pattern
texture		

Brief:

A local fruit and veg shop in Newton Abbot is commissioning young artists to develop artworks that explore mark-making using fruit and veg as the visual inspiration. The selected artworks are going to be hung in the window of the shop and used on their website.

Quotes

"What would life be if we had no courage to attempt anything"

Vincent Van Gogh

"I, Kusama, am the modern Alice in Wonderland."

Yayoi Kusama

I feel like I am an ambassador of colours and patterns, always projecting a positive mood that helps make the world smile."

Pacita Abad

Artist Information

Cave Art



- The first art created by humans.
- Made from dirt, animal blood or charcoal mixed with spit.
- Made to increase hunting success and teach/ warn others.

Van Gogh



- Very textured artworks created with pencil or oil paints.
- Uses lots of different mark-making in his work.
- Produced hundreds of artworks in his life but only sold one painting.



Yayoi Kusama

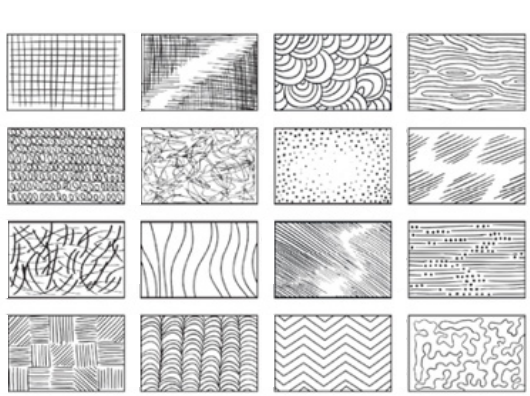
- Known for her repeated dot patterns.
- Creates paintings, sculptures and installations full of dots.

Pacita Abad



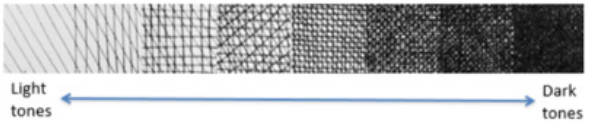
- Inspired by masks, underwater scenes, flowers and animals.
- Created 4500+ artworks which were exhibited in 70 countries.

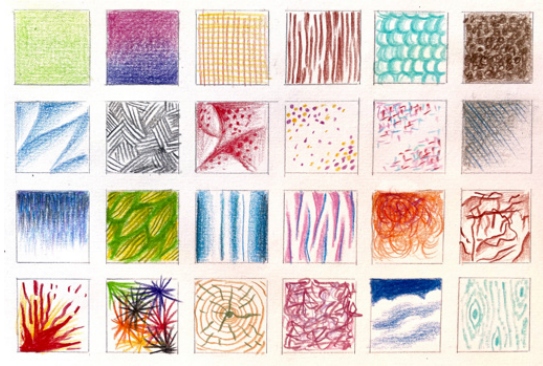
Practical Knowledge



How does cross-hatching create tone?

The number of lines and the distance between the lines determines how light or dark it appears.





Top Tips

- **Practise drawing from primary observation.**
- **Experiment with mark-making.**
- **Try a range of materials and techniques.**
- **Watch 'Loving Vincent'.**

Drama Year 7 – Autumn

What is Drama?

Theatrical Skills & Definitions

Physical Skills

Body Language
The non-verbal way in which a person communicates their physical and mental state through using facial expressions, gestures and posture.

Eye Contact
Looking at another character on stage to create relationships.

Facial Expression
Using the face to convey emotions or feelings.

Gait
A person's manner of walking.

Gesture
A movement of the head, hand or other body part to express meaning.

Posture
The position in which someone holds their body when standing or sitting.

Vocal Skills

Accent
A distinctive way of pronouncing a language.

Emphasis
Stressing a particular word or phrase within a sentence to indicate importance.

Intonation
The rise and fall of the voice can be used to create meaning.

Pace
The speed at which lines are delivered.

Pitch
How high or low the voice sounds.

Projection
A strong, clear and loud voice.

Pause
When the actor stops speaking to create meaning for the audience.

Tone
The emotional sound of the voice.

Volume
How loud or quiet the voice is.

Performance Skills

* Sustained engagement throughout the performance.
* Audience awareness
* Staying in role
* Focus



Evaluating your practical work?

WHAT you did.

WHEN you did it.

HOW you did it.

WHY you did it.

THE EFFECT you wanted to create for the **AUDIENCE.**

HOW successfully you achieved your aims..

WHAT you would do to improve it.

Give examples of the drama devices and theatrical skills used to explain your points.

POINT EVIDENCE EXPLAIN

Key Words

CHARACTERISATION - the creation of a fictional character using vocal and physical skills.

COLLABORATION - the action of working with someone to produce something.

COMMUNICATION - giving, receiving and sharing information.

CONFIDENCE - believing in your own ability.

BLOCKING - how actors move and are positioned onstage.

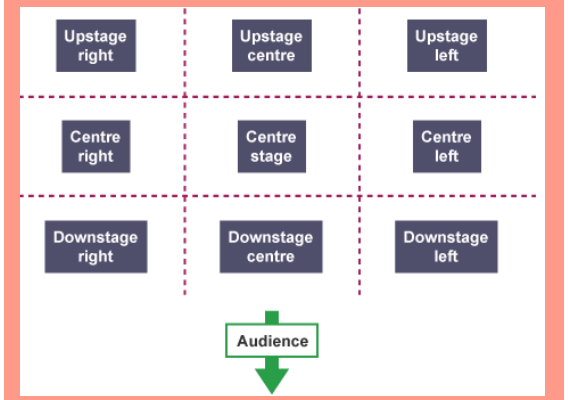
SPATIAL AWARENESS - the distance between things (objects, bodies, etc.) onstage.

DUOLOGUE - dialogue between two actors.

ENSEMBLE - a group of actors performing together in a scene.

PROXEMICS - the distance between performers on stage that shows the relationship between characters.

Areas of the Stage





Year 7 KS3 Food and Nutrition - Knowledge Bank

Bridge and Claw knife holds





Equipment



1. Cooker 2. Measuring jug 3. Knife - Cut, chop, slice, dice and trim 4. Grater 5. Whisk 6. Weighing Scales 7. Spoon 8. Peeler

The Eatwell Guide

A healthy diet is a balanced diet.

The **Eatwell guide** shows what kind of foods you should eat, and in what proportions, to have a healthy and balanced diet. Your diet includes everything you eat and drink each day.

Stay hydrated. Aim for 6 – 8 glasses a day.





Food Groups and Nutrients

- Fruit & Vegetables — Vitamins and Minerals
- Potatoes, bread, pasta, cereals, rice. (choose wholegrain versions to get more fibre) — Starchy Carbohydrates
- Oils & Spreads — Fat
- Dairy & Alternatives — Calcium
- Beans, pulses, eggs, meat, fish — Protein

Processed foods high in sugar, fat and salt



Eat less often and in small amounts

Allergen labelling
There are 14 ingredients (allergens) that are the main reason for adverse reactions to food. They must be labelled on pre-packaged food and menus so that consumers can make safe choices.

From summer 2021 new legislation will tighten the rules requiring food that is prepared for direct sale, e.g. in a coffee shop, to carry a full list of ingredients.

The 14 allergens are:

Foods containing gluten, present in wheat, barley and rye	Crustaceans 	Eggs 	Fish 	Lupin 
Peanuts 	Soybeans 	Milk 	Nuts 	Molluscs 
Celery 	Mustard 	Sesame seeds 	Sulphur dioxide 	

Ingredients
It is a legal requirement to include an ingredients list on packaged or pre-prepared foods. The ingredients must appear in descending order and with the allergens identified in **bold**, highlighted, underlined or in *italics*.

INGREDIENTS
Water, Carrots, Onions, Red Lentils (4.5%), Potatoes, Cauliflower, Leeks, Peas, Cornflour, **Wheat** flour, Cream (**milk**), Yeast Extract, Concentrated Tomato Paste, Garlic, Sugar, **Celery** Seed, Sunflower Oil, Herb and Spice, White Pepper, Parsley
ALLERGY ADVICE
For allergens, see ingredients in **bold**

All food must be grown, reared or caught
In the past food was grown, prepared and cooked at home or sold by small-scale producers or merchants.

Some people still grow food at home or on allotments. Food can also be bought from a wide range of sources, including:

- cafes/coffee shops;
- convenience stores;
- farmers markets;
- farm shops;
- markets;
- on-line retailers;
- restaurants;
- supermarkets;
- takeaway outlets.

Food Processing
Food processing is any deliberate change to food that happens to a food before it is available to eat. Processing makes food safer to eat by killing existing bacteria and slowing bacterial growth. Food is processed for a number of reasons:

- to extend shelf life;
- to add variety;
- for convenience;
- for consumer's health.

Innovations in food processing have led to the development of functional foods; these provide benefits over and above the basic nutritional value, e.g. dairy products containing probiotic bacteria.

Food provenance
Food provenance is about where food is grown, caught or reared, and how it was produced. Food certification and assurance schemes guarantee defined standards of food safety or animal welfare. There are many in the UK, including:






1

Grater



2

Measuring Jug



3

Bottle Opener



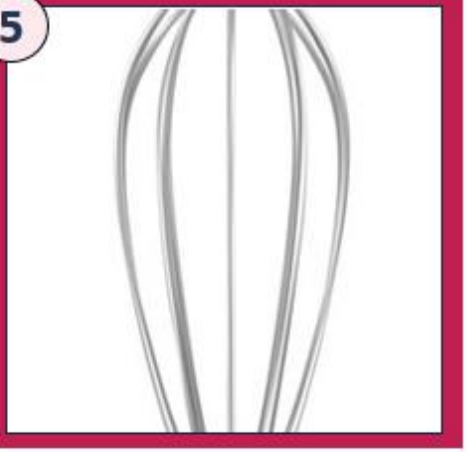
4

Cake Slice



5

Whisk



6

Measuring Spoons



7

Mixing Bowl



8

Thermometer



1



Sieve

2



Slotted Spoon

3



Fish Slice

4



Sauce Pan

5



Ladle

6



Coloured
Chopping Boards

7



Oven Dish

8



Wooden Spoon

Chef Knives

1



Tin Opener

2



Casserole Pot

3



Spatula

4



5



Palette Knife

6



Scissors

7



Rolling Pin

8



Wax Fire Lighters

YEAR 7 THE VOICE

HEALTH BENEFITS OF SINGING:

Singing improves breathing, posture, and circulation. It also reduces stress, boosts mood, sharpens memory and builds emotional connection through group singing.



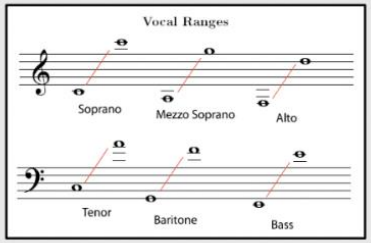
PROJECTION TECHNIQUES:

Using breath support, posture, and resonance to make your voice carry clearly and powerfully- without shouting.



VOCAL RANGES:

The span of notes a person can sing, from their lowest rumble to their highest Squeak- like a musical fingerprint for your voice.

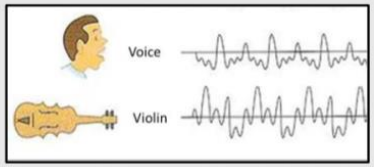


PART SINGING:

When different voices sing different melodies at the same time, creating rich, layered harmony- like a musical jigsaw puzzle!

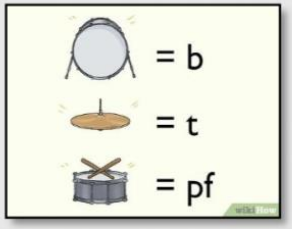
Rounds: Voice enter at different times singing the same melody

TIMBRE: The unique "colour" or quality of a sound that lets you tell a violin from a flute—even if they play the same note.



BEATBOXING:

Making drum sounds and rhythms using only your mouth, lips, and voice-llike being a one-person rhythm machine!



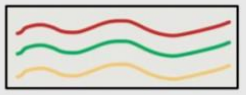
PREPARING FOR A PERFORMANCE:

Get your voice, mind, and body stage-ready—so you can sing with confidence and connect with your audience.

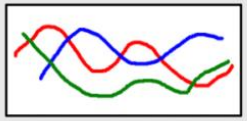
Vocal Warm-Ups - Hydration - Breathing Exercises Know Your Material - Stage Presence - Mental Prep Dress Rehearsal .

PART SINGING CONT:

Harmony: When different voices sing different notes that blend beautifully together.



Polyphony: Multiple independent melodies are sung at the same time, weaving a rich musical tapestry.



KEYWORDS:

A Cappella – Singing without instruments
Accompanied – Singing with instruments
Alto – Lowest female voice
Bass – Lowest male voice
Call & Response – One sings, another replies
Ensemble – Group of performers
Harmony – Two or more notes played together
Layers – Individual musical lines
Melody – Main tune of a song
Parts – Different vocal or instrumental lines
Round – Same melody sung at different times
SATB Choir – Soprano, Alto, Tenor, Bass voices
Solo – One person performing
Soprano – Highest female voice
Tenor - Highest male voice
Texture - How layers of sound combine
Unison - Everyone sings/plays the same line
Vocal Range – The span of notes a voice can sing.



RHYTHM AND PULSE – KNOWLEDGE ORGANISER

MUSIC

A. Key Words

BEAT

A **basic unit of musical time.**



PULSE

A **steady regular beat that stays the same** and is something that you don't necessarily hear – it's more something that you feel – the 'heartbeat' of music.

BEATS PER MINUTE (BPM)

A way of measuring the pulse of music by **the number of beats occurring in 60 seconds or 1 minute.**

METRONOME

A device that produces a clicking sound to a regular pulse which can be set at different BPM's.



RHYTHM

The pattern of notes against the beat. Only some of the beats are sounded or a series of notes or sounds of different lengths are used that create a pattern that fits with a regular pulse.

Rhythm
Helps (or **H**as)
Your
Two
Hips
Move (or **M**oving)



B. Beat, Pulse, Rhythm and Rhythm Grid Notation

Beat	1	2	3	4	5	6	7	8
Pulse	●	●	●	●	●	●	●	●
Rhythm	●	●		●	●			●

C. Different BPM/Pulse Rates

40-76 BPM	76-120 BPM	120+ BPM
Slow Pulse *e.g., Reggae, R&B, Rumba, Tango, Dub, Ballads*	Moderate Pulse *e.g., Pop, Hip-Hop, Jazz, Samba, House, Funk, Sea Shanties*	Fast Pulse *e.g., Drum and Bass, Jungle, Garage, Rock*

D. Accents

Emphasising or **stressing** a particular note or note (changes the **A**rticulation) shown by the **>** symbol above or below a note.

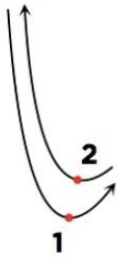


"normal" notes accented notes

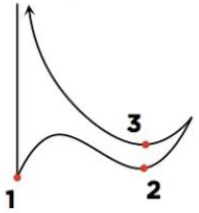
E. Conducting

A **conductor** sets the **pulse** of the music as well as keeping a **regular pulse** throughout, by moving a **baton** in different **pulse patterns**:

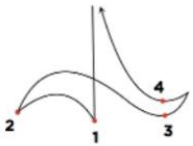
1 2, 1 2, 1 2 =
a 2-beat pulse
(e.g. a March)
Conducting a 2-beat pulse:



1 2 3, 1 2 3 =
a 3-beat pulse
(e.g. a Waltz)
Conducting a 3-beat pulse:

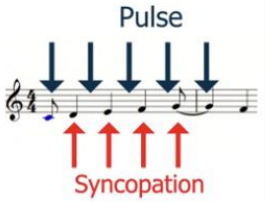


1 2 3 4, 1 2 3 4 =
a 4-beat pulse
(e.g. pop songs)
Conducting a 4-beat pulse:



F. Syncopation

Changing a rhythm by making some of the notes a bit early, so they cross over the main beat of the music giving an '**offbeat**' feel as the **weaker beats of the bar are emphasised.** Syncopation gives music *push* and *drive* used in pop songs to give a 'jumpy' and 'bouncy' feel.



G. Note Values - Note Names, Symbols and Duration

Note Name	Note Symbol	Note Value
Semibreve	𝅝	4 beats
Minim	𝅗𝅥	2 beats
Crotchet	♩	1 beat
Quaver	♪	½ of a beat
Pair of Quavers	♫	2 x ½ beats = 1

THE ELEMENTS OF MUSIC – KNOWLEDGE ORGANISER

Describing Music using MAD T-SHIRT (The Elements of Music)

Understanding the **elements of music** is essential for describing music accurately and meaningfully. These elements act like a vocabulary or toolkit that helps you break down and communicate what you hear. Here's how each element contributes:

Melody

The main tune

High or Low **Pitch.**
Ascending or Descending.
Wide or Narrow range.
Steps (**Conjunct**) or Leaps (**Disjunct**).
Major, Minor, Blues, Chromatic.

Articulation

How the notes are played or sung

Staccato – Short and detached (.)
Legato – Smoothly and connected (slur)
Accent – Emphasised and Stressed (>)
Strings: **Pizzicato** (plucked) or **Arco** (bow)

Dynamics

The volume of a piece of music

Pianissimo, Piano, Mezzo Piano, Mezzo Forte, Forte, Fortissimo.
Changes in Dynamics –
Crescendo – gradually getting louder;
Diminuendo/Decrescendo – gradually getting softer.

Texture

The layers of sound and how they fit together

Thick/Dense/Layered – lots of instruments or melodies.
Thin/Sparse/Solo – single or a few instruments or melodies.
Drone, Pedal Note, Call and Response, Countermelody.

Structure & Form

How a piece of music is organised and ordered into different sections



Binary (AB), **Ternary** (ABA), **Rondo** (ABACADA), **Ritornello, Popular Song, Variations** ($A^1A^2A^3A^4$), **12 Bar Blues.**

Harmony

The chords used in a piece

Major or **minor** key, **Triads**, **Primary Chords (I, IV and V)**, **Chord Sequence.**
Harmonic Rhythm – do the chords change quickly or slowly?

Instruments

Each instrument and voice have a unique sound called its **Timbre** or **Sonority**



Velvety, Screechy, Throaty, Rattling, Mellow, Sharp, Metallic, Wooden, Heavy, Brassy etc.

Rhythm

The pattern of notes against the beat

Duration – Long or Short Notes. **Pulse**, **Beat**. **Note Values** – Semibreve, Minim, Crotchet, Quaver and **Rests**.
Time Signature, **Ostinato**, **Syncopation**, **Dotted Rhythms, Cross Rhythms, Polyrhythms.**

Tempo

The speed of the music

Fast- Allegro, Vivace, Presto
Moderate- Moderato
Slow-Largo, Andante, Adagio
Accelerando- gradually getting faster; **Rallentando**- gradually getting slower;
Rubato.

Year 7 PE Knowledge Bank – Autumn Term

Key Knowledge

What am I going to learn about?

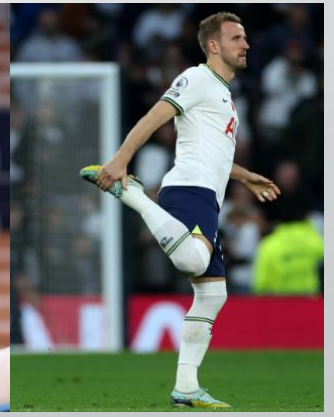
Team Sports	
Motor Competency - Passing, Control, Dribbling, footwork	**Rules, Tactics and Strategies** - Game related rules and tactics. Attacking, Defending, Finding space



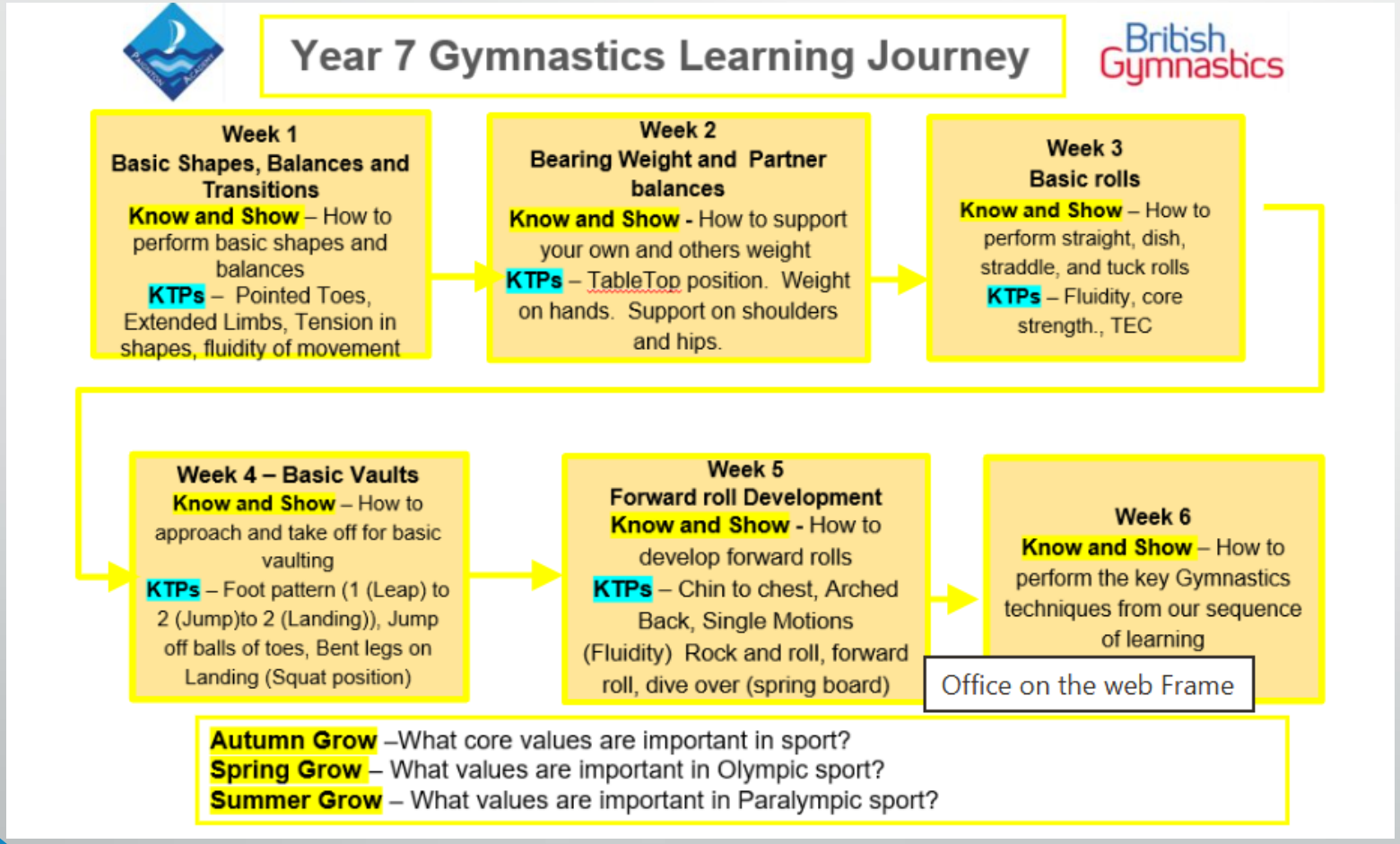


Individual Sports		
Motor competency - Body control, teamwork, support, encouragement.	**Rules, knowledge and strategies** - Health and safety, How to perform safely	**Healthy participation** - How to lead Healthy lifestyles, muscular strength, flexibility





PE Core Knowledge Learning Journey
Gymnastics



PE Core Knowledge Learning Journey
Netball

Year 7 Netball Learning Journey

Week 1
Ball Familiarisation/Footwork
Know and Show – How to grip, throw and catch a netball. How to move around the court applying the footwork rule with some consistency.
KTPs - Power, control, accuracy..

Week 2
Passing/Catching
Know and Show - How to perform a chest, bounce, overhead and shoulder pass. How to catch with control and accuracy. .
KTPs – Power, control, accuracy.

Week 3
Movement
Know and Show –How to apply speed and dodge to move away from a defender. Be able to apply this to a game situation.
KTPs – Timing, body position, change of pace, feint movements.

Week 4
Attacking positions & Basic shooting.
Know and Show –The attacking positions and how they link together to create an attacking play. Basic shooting technique.
KTPs – Timing & space, accuracy, decision making. Stance, grip, arm position, follow through.

Week 5
Defence
Know and Show –What is stage 1 defence and how can you apply this to a game situation.
KTPs – close the distance, stay balanced, watch the ball, timing.

Week 6
Game Play/Assessment
Know and Show – How to apply skills learnt and apply them to a game situation.
KTPs- Timing, accuracy, attacking, defence, tactics.

Autumn Grow –What core values are important in sport?
Spring Grow – What values are important in Olympic sport?
Summer Grow – What values are important in Paralympic sport?

PE Core Knowledge Learning Journey
Rugby

Year 7 Rugby Learning Journey

Week 1
Ball Familiarisation and Handling
Know and Show – How to handle a Rugby Ball using correct technique
KTPs – Two hands on the ball, Fingers spread across seam of the ball, Ball held close to body

Week 2
Ball Carrying and Pop Passing
Know and Show – How to carry and pop pass using correct technique
KTPs – KTPs from week 1, Power from forearms, Flick wrists and fingers to project the ball towards the target

Week 3
Running with the ball and going to ground
Know and Show – How to run with the ball and go to ground
KTPs – KTPs from weeks 1 and 2, Turn sideways on, Fall in knees, hip, shoulder sequence, Land on fleshy body parts

Week 4
Tackling introduction
Know and Show –How to start tackling using correct technique
KTPs – Tower power body stance, Head to the side, Cheek to Cheek, Ring of Steel arm position, Wrap arms around between knees and ankles

Week 5
Tackling development
Know and Show – How to tackle using correct and safe technique
KTPs – KTPs from week 4, Drive shoulder for momentum, Squeeze tightly to bring ball carrier to ground

Autumn Grow –What core values are important in sport?
Spring Grow – What values are important in Olympic sport?
Summer Grow – What values are important in Paralympic sport?

PE Core Knowledge Learning Journey
Rugby

Year 7 Rugby Learning Journey

Week 6
Presenting on the Floor
Know and Show – How to present on the floor using the V shape technique
KTPs – Turn body sideways on and towards teammates, Create a V shape using legs and torso, Stretch arms out as long as possible, Use hand on arm you've fallen on to cover upwards facing ear

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Week 7
Rucking
Know and Show –How to ruck using the correct technique
KTPs – Step over the ball being presented, Tower Power body position, Stay Low to avoid being pushed backwards or over, Head and Shoulders above hips, Head to the Side of opponent

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Week 8
Consolidation
Know and Show – The key Rugby techniques from this SOL
KTPs – Coverage of KTPs for all key skills from SOL

Autumn Grow –What core values are important in sport?
Spring Grow – What values are important in Olympic sport?
Summer Grow – What values are important in Paralympic sport?

PE Core Knowledge Learning Journey
Dance

Year 7 Dance Learning Journey

Week 1
Chance Dance
Know and Show – how to use chance dance choreography to create a small sequence.
KTPs – Choreography, Chance Dance.

Week 2
Unison
Know and Show - How to perform and use unison .
KTPs – Unison, Choreography, Performing.

Week 3
Canon
Know and Show – how to use canon to choreograph and perform a sequence.
KTPs - Canon, Unison, Choreography

Week 4
Formations
Know and Show – how to use formations to choreograph and perform a sequence.
KTPs – Formations, Shapes, Unison, Canon.

Week 5
Dynamics
Know and Show – how to use dynamics to choreograph and perform a sequence.
KTPs – Dynamics, Formations, Canon and Unison.

Week 6
Know and Show –how to use choreographic devices to create a routine.

Autumn Grow –What core values are important in sport?
Spring Grow – What values are important in Olympic sport?
Summer Grow – What values are important in Paralympic sport?

What are the sporting values?

Value	Definition
Fair Play	Where performers adhere to the rules and do not cheat whilst performing
Inclusion	Refers to the fact that in order that all social groups can participate in sport, there should be equal opportunities for all social groups in society to play sport
Tolerance and Respect	One sporting value not two separate values, and relates to how sport can generate a greater understanding of other cultures
Team Spirit	Refers to the support given to fellow team/squad members and being able to work together to reach a collective goal
Excellence	Can be evident in sport at all levels when performers strive to be the very best that they can in their activity and work with maximum effort
National Pride	Support for your national team/squad in a sport creates national pride by uniting the whole population in their support of for the team/sport
Citizenship	Relates to how people create community links and community spirit by getting involved in local sports clubs and teams

Your voice matters

We are here to help

Paignton Academy • Support for young people in South Devon

You deserve to feel safe, respected and listened to.



Talk to someone at school

Your tutor or a trusted member of staff

Miss Spear — Designated Safeguarding Lead

Any member of staff wearing an orange lanyard

Speak Up Speak Out

Bullying, discrimination or disrespectful comments? Tell us — whether it happens to you or someone else.

School website → Quicklinks → Report It!

You do not have to deal with it alone.

Support beyond school

Childline

Under 19 • Any worry, big or small

Call free: **0800 1111**

childline.org.uk

Shout

Struggling to cope? Free text support, 24/7.

Text **SHOUT** to **85258**

giveusashout.org

Young Devon

Help with wellbeing, housing and next steps.

Find support near you:

youngdevon.org

Time Torbay at CheckPoint

Ages 11–25 • Live or study in Torbay

Support with feelings and wellbeing.

Call: **01803 200100**

Need urgent help?

Immediate danger or cannot stay safe: call **999**.

Urgent mental health support: call **111** and choose the mental health option.