



# KNOWLEDGE ORGANISERS

# YR7

HONESTY | EXCELLENCE | ACCOUNTABILITY | RESPECT | TOLERANCE





## CONTENTS

A Guide to Using your Knowledge Organisers	4
Science	7
Maths	8
French	9
Computing	10
Geography	11
English	12
History	13
Arabic	14
Religious Education	15
Art & Design	16
Physical Education	17
Life skills	18

# A Guide to Using your Knowledge Organisers

## What is a knowledge organiser?

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

## How will Knowledge organisers help you?

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

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

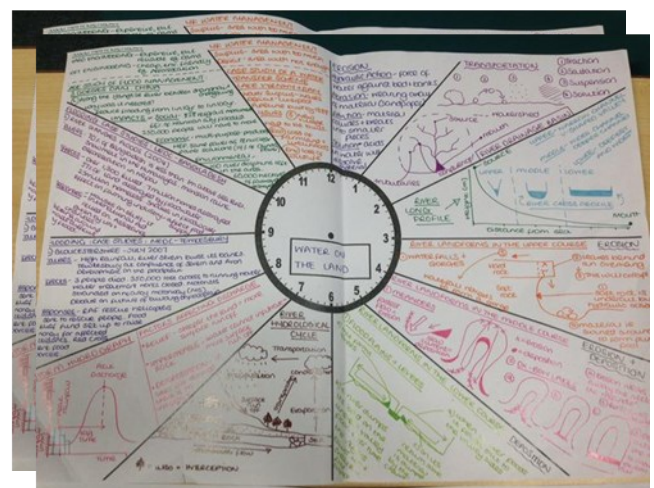
## How can you use your knowledge organisers?

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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







## Key Terms

**Organisms**—Living thing

**Organ**—collection of tissues which carry out specific functions in organisms

**Cell**—building block of all organisms

**Tissue**—collection of cells which make up a part of an organ

**Microscope**—instrument consisting of an optical part that magnifies the image of an object.

**Transplant**—an operation in which a bodily organ is transplanted.

**Specialised Cell**—a cell with a specific role and different features so it can carry out its function.

## Functions Of Cells

Part	Function	Found in
Cell membrane	Controls the movement of substances into and out of the cell	Plant and animal cells
Cytoplasm	Jelly-like substance, where chemical reactions happen	Plant and animal cells
Nucleus	Carries genetic information and controls what happens inside the cell	Plant and animal cells
Mitochondria	Where most respiration reactions happen	Plant and animal cells
Vacuole	Contains a liquid called cell sap, which keeps the cell firm	Plant cells only
Cell wall	Made of a tough substance called cellulose, which supports the cell	Plant cells only

## Animal and Plant Cells

Humans are **multicellular**. That means we are made of lots of cells, not just one cell. The cells in many multicellular animals and plants are **specialised**, so that they can share out the processes of life. They work together like a team to support the different processes in an organism.

## MRS GREN

Living organisms have certain life processes in common. There are seven things that they need to do to count as being alive. The phrase **MRS GREN** is one way to remember them:

- **M**ovement - all living things move, even plants
- **R**espiration - getting energy from food
- **S**ensitivity - detecting changes in the surroundings
- **G**rowth - all living things grow
- **R**eproduction - making more living things of the same type
- **E**xcretion - getting rid of waste
- **N**utrition - taking in and using food

## Cells

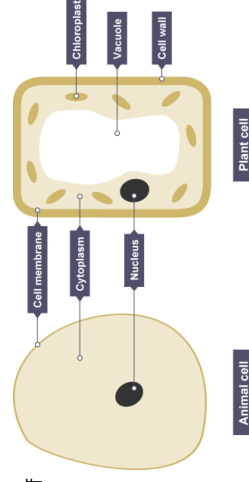
Animal cells usually have an irregular shape, and plant cells usually have a regular shape. Cells are made up of different parts.

Animal cells and plant cells both contain:

- cell membrane
- cytoplasm
- nucleus
- mitochondria

Plant cells also contain these parts, which are not found in animal cells:

- cell wall
- vacuole
- chloroplasts

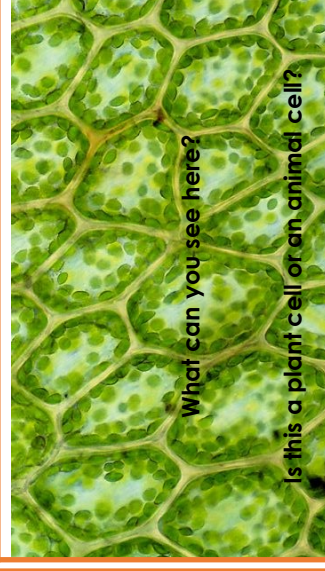


## Light Microscope

A light microscope uses a series of lenses to produce a magnified image of an object:

1. the object is placed on a rectangular glass slide
2. the slide is placed on a stage with a light source below
3. light shines through the object and into the objective lens
4. the light passes through the eyepiece lens and from there into your eye

## Cells Under a Microscope



What can you see here?  
Is this a plant cell or an animal cell?



Which features can you see?

Could you label the cell?

## Organ Systems

An **organ system** is made from a group of different organs, which all work together to do a particular job. Here are some examples of organ systems:

- circulatory system
- respiratory system
- digestive system
- nervous system
- reproductive system

## Signs

- Subtract
- + Add
- × Multiply
- ÷ Divide
- ≠ Not Equal
- > Greater Than
- < Less Than
- ≤ Less Than or Equal to
- ≥ Greater Than or Equal to
- ≈ Approximately equal to

## Calculating with Decimals

**Adding and subtracting** decimals works exactly the same way as adding and subtracting **whole numbers** or **integers**.  
**Multiplying Decimals**

If the question includes one decimal place in total,  $3.2 \times 6$ , then the answer must include one decimal place, 19.2. If the question has two decimal places in total,  $4.2 \times 2.8$ , then the answer must have two decimal places, 11.76.

**Dividing decimals by whole numbers** works the same way as **dividing whole numbers** except, just like addition and subtraction of decimals, the decimal point must be kept **in line**.

Example

Work out  $4.14 \div 3$



## Order of Operations

Brackets Indices Division Multiplication Addition Subtraction.

Example

$$3 + 2 \times 4 = 11$$

$$(3+2) \times 4 = 20$$

# BIDMAS

## Place Value

Place value refers to the value of each digit within a number.



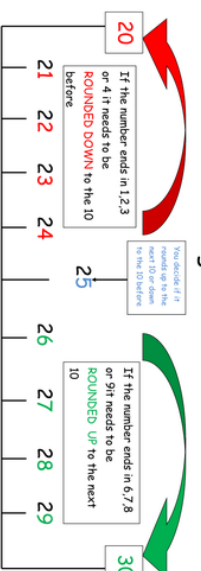
**9 1 8 4 . 7 2 3**

↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓

9000 + 100 + 80 + 4 + 7/10 + 2/100 + 3/1000

## Rounding

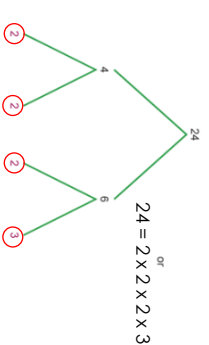
Rules for rounding to the nearest 10



You can round d up or down as shown in the diagram above. Eg. 25 and above will be rounded up to 30 and 24 or lower will be rounded down to 20.

## Factor Trees

It is often useful to write a number as the product of its prime factors. This can be done by listing the factor pairs as successive branches in a factor tree. The branches continue to expand until all the factors are prime numbers. The final answer is the product of the prime numbers displayed at the end of these branches.



## Factors, Primes & Multiples

- A **factor** is a number that divides into another number exactly and without leaving a remainder.
- Most numbers have an even number of factors; however, a **square number** has an odd number of factors.
- A **prime number** has only two factors - the number itself and 1.

### Factors

The factors of a number are the numbers that divide into it exactly. The number 12 has six factors:

1, 2, 3, 4, 6 and 12

If 12 is divided by any of the six factors then the answer will be a whole number.

### Multiples

Multiples of a number are the numbers that belong to that number's times table eg: 3, 6, 9, 12...

### Square numbers

Square numbers are formed by multiplying a number by itself.

### Prime numbers

A prime number is a number which is only divisible by 1 and itself. Prime numbers cannot be divided by another number to leave a whole number.

Prime numbers include:

2, 3, 5, 7, 11, 13, 17, 19, 23 and 29

## Positive and Negative Numbers

Any number above zero is a **positive** number. Positive numbers are written with no sign or a '+' sign in front of them and they are counted up from zero to the right on a number line.

Any number below zero is a **negative** number. Negative numbers are always written with a '-' sign in front of them and they are counted down from zero to the left on a number line.





## Learning Objectives

By the end of the term and I can communicate (talk, ask and answer) about

- My name
- My age
- Where I live
- My positive and negative opinions **with reasons**

## Grammar Objectives

I will be able to understand and apply rules about

- Infinitive instructions
- Present tense regular –er verbs

## Grammar

**The present tense**  
The present tense is used to describe things **you do** or **are doing**.  
For verbs that end in -er you remove the -er and add the following endings:

I	je	je joue
you	tu	tu joues
he/she/we	il/elle/on	il/elle/on joue

je regarde  
I watch, I am watching  
je joue  
I play, I am playing  
je bavarde  
I chat, I am chatting

Some verbs are irregular:  
je vais I go, I am going  
je fais I do, I am doing

## Connectives

Et- And  
Aussi- Also  
Parce que –Because  
Car- Because  
Mais- But

## Days of the Week

Lundi= Monday  
Mardi= Tuesday  
Mercredi= Wednesday  
Jeudi= Thursday  
Vendredi= Friday  
Samedi= Saturday  
Dimanche= Sunday

## Numbers 1-10

1 un  
2 deux  
3 trois  
4 quatre  
5 cinq  
6 six  
7 sept  
8 huit  
9 neuf  
10 dix  
11 onze  
12 douze  
13 treize  
14 quatorze  
15 quinze  
16 seize  
17 dix-sept  
18 dix-huit  
19 dix-neuf  
20 vingt

## Present tense –er verbs

Subject pronoun= Person who does the action in the sentence

Verb= action word

Infinitive= Root form of the verb

## Key Grammar - Opinions - Infinitive Structures

A mon avis	J'aime	Jouer	au foot	car	c'est	super
Je pense que	Je n'aime pas		au rugby			fantastique
Selon ma mère	J'adore	Manger	des fruits			génial
Je dirais que	Je déteste		des biscuits			horrible
	Je préfère	Faire	de la natation			Ennuyeux
			mes devoirs			
		Lire	des livres/magazines			

## Model Text

Salut je m' <b>appelle</b> Jon	Hello I am called Jon	Comment t' <b>appelles</b> -tu?
J'ai douze ans	I have twelve years old	Quel âge as-tu
ei j' <b>habite</b> à Paris	And I live in Paris	Ou <b>habites</b> -tu?
avec mes parents et mon frère et ma sœur	with my parents and my brother and sister	Avec qui <b>habites</b> -tu?
J' <b>adore</b> jouer au foot et au tennis	I love playing football and tennis	Qu'est-ce que tu <b>aimes</b> ?
car c'est super	because it's super	Pourquoi ?
mais je <b>déteste</b> les jeux vidéos	but I hate video games	Qu'est-ce que tu n' <b>aimes</b> pas ?
Parce que je <b>trouve</b> ça ennuyeux.	because I find it boring	Pourquoi ?
Je <b>préfère</b> lire des livres.	I prefer reading books	Qu'est-ce que tu <b>préfères</b> ?
Mon livre préférée s'appelle Harry Potter	my favourite book is Harry potter	Quel est ton livre préféré?
Mon anniversaire est le dix mars	My birth day is on the 10 of March	Quelle est la date de ton anniversaire ?

## Months of the Year

Janvier – January	Février- February
Mars –March	Avril- April
Mai –May	Juin- June
Juillet- July	AOÛT- August
Septembre- September	Octobre- October
Novembre -November	Décembre –December

## Key Words

- **Input**—Data which is inserted into a system for processing and/or storage
- **Output**—Data which is sent out of a system
- **Software**—the programs and other operating information used by a computer.
- **Hardware**—The physical parts of a computer system eg. Graphics card, monitor, hard disk.
- **Computer**—an electronic device for storing and processing data
- **Storage Devices**—a piece of computer equipment on which information can be stored.

## Types of Software

**Systems software helps run and maintain the computer.** It includes the **operating system**, **drivers** and **utility software**.

**Operating system**  
The biggest part of systems software is the operating system. It is an essential part that allows other systems software, and **application software**, to communicate with **hardware**.

**Applications software is used to carry out tasks on a computer**, such as writing an email, making a poster, doing homework and messaging friends. Some of the applications we might use to do this include a **word processor**, **web browser** and **graphics software**.

Some software, such as word processors, spreadsheets and desktop publishers are called general purpose software because it is possible to carry out lots of different tasks using that application.

Some software is called special purpose software because it performs one specific task. This might include a flight simulator, payroll software or an application for revising maths. Applications are also used on **smart phones** to do lots of things, such as social networking, listening to music and messaging.

## Software

Software makes hardware useful. It gives it the **instructions** it needs to operate. When hardware runs software, it loads the software into its **RAM**.

There are two main types of software:

- Systems software
- Applications software



## Operating System

The operating system is needed to perform a number of tasks. It provides a **user interface**, manages the use of memory and the opening, closing, saving and deleting of files. Most operating systems have features that look after the security of the computer with usernames and passwords.

Examples of operating systems include Windows, Linux, Mac OSX, Android and iOS.



## Computer Devices

It is easy to recognise that personal computers, laptops and mobile devices are computers, but computers are also hidden in many more devices. Computers are found in many of the devices we use on a daily basis. Because they are relied on so heavily, knowing what they are and how to use them is valuable.



## Storage Devices

A **storage device** is a piece of computer equipment which can be used to store data. Examples include:

- Hard disk drive
- DVD drive
- USB memory stick



## Hardware

**Hardware** is the **physical parts** of the computer and **software** is the **programs** that run on a computer.

There is a close relationship between **hardware** and **software**. Without software, hardware is very limited and without hardware, software would not be able to run. They need each other.



## Input and Output Devices

An **input device** is any piece of computer hardware used to provide data to a computer system. Examples include:

- keyboard
- mouse
- scanner
- digital camera
- webcam

An **output device** is any piece of computer hardware used to communicate the results of data that has been processed. Examples include:

- monitor
- printer
- speaker
- headphones

### Key Words

- Direction**—Shown by the points of the compass
- Distance**—How far it is from one place to another.
- Latitude**—How far north or south a place is from the equator.
- Longitude**—How far east or west a place is from the Greenwich Meridian.
- Ordinance Survey**—The official government organisation responsible for producing maps in the UK.
- Scale**—The ratio of the distance on the map to the real distance.
- Six figure grid reference**—a group of six figures used to give an exact position on a map.

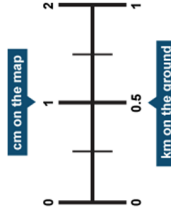
### Mapping Skills

Geographers have traditionally used maps as a source of information about places. We can now use a range of technology to help us find places, eg satellite navigation, **GPS** and **GIS** on our computers or mobile phones.

Image	Description
	<b>Ordinance Survey</b> is an organisation that has mapped the UK. It produces paper maps and digital mapping products.
	<b>Satellite navigation</b> uses satellites to identify and give directions to different locations. GPS helps users know exactly where they are, which direction they are travelling in and at what speed.
	<b>GIS</b> describes a range of information that is gathered and applied to maps. There can be lots of layers of information applied to the same map. This helps people compare a variety of information for one area.

### Scale & Distance

- The scale on a map is the ratio of the distance on a map to the real distance on land
- Every map includes the scale so that people can tell the actual distance or size of objects in real life
- Scale can be shown in three ways
- in words: 1 cm to 30 cm
- as a ratio: 1:30
- as a line like the one shown below










### Measuring Elevation - Contours

- These are lines drawn on maps that join places of the same height.
- They are usually an orange or brown colour.
- Some contour lines have their height above or below sea level written on them.
- It is possible to use them to see the shape of the land
- If contour lines are close together the slope is steep
- If they are far apart the slope is gentle.
- Contour lines are usually drawn at 10 metre intervals on a 1:50,000 scale map and at 5 metre intervals on a 1:25,000 scale map.

### Symbols

Symbols help us to include lots of detail on maps that are drawn to **scale**. They include simple images, letters and abbreviations. Here are some examples

Symbol	Meaning
	Campsite
	Motorway
	Railway
	Railway station
	River
<b>Sch</b>	School
	Place of worship
<b>P</b>	Post office (rural areas only)
	Woods

### Maps

A map is a two-dimensional drawing of an area. Maps help us to understand what places are like and how to plot routes.

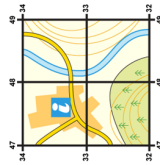
- Maps should have a:
- Title
  - Scale
  - North arrow
  - Key or legend

### Grid References

A grid of squares helps the map-reader to locate a place. The vertical lines are called **easings**. They are numbered - the numbers increase to the east. The horizontal lines are called **northings** as the numbers increase in an northerly direction.

#### Things to remember:

- When you give a grid reference, always give the easting first: "**Along the corridor and up the stairs**".
- Four-figure grid references** can be used to pinpoint a location to within a square. To find the number of the square:



In this case, the tourist information office is in grid square 4733.

### Key Terms: Measuring Elevation

- Height**—How high a place is above sea level.
- Relief**—The shape of the land
- Contour**—A line drawn on a map which joins places of the same height
- Contour Interval**—The difference in height between contours on a map.
- Spot Height**—A point on a map showing height above sea level in metres.
- Elevation**—Height above sea level.

## Terminology

- **GENRE** = A style or category of art, music, or literature.
- **MORAL** = Concerned with the principles of right and wrong behaviour.
- **THEME** = Lessons or messages found in a novel by reading between the lines.
- **CONNOTATION** = The suggested meaning we associate with words or images, often based on our culture and society.
- **SUBTEXT** = The inner meaning of the text – aspects found beneath the surface.
- **SYMBOLISM** = A literary device that uses symbols, or marks e.g. The rose for example is a symbol of love.

## Characters

Fagan	Mr Bumble	Mrs Mann
Artful Dodger	Noah Claypole	Tom Chitling
Bill Sikes	Rose Maylie	Mrs Sowerberry
Nancy	Charley Bates	Bull's Eye
Oliver Twist	Mrs Corney	
Mr Brownlow	Grimwig	
Mr Sowerberry	Toby Crackit	
Monks		

## Charles Dicken's Writing

- Episode form
- The society of the time
- Political conditions in the 1800's
- Satire
- Humour
- Genre
- The Dickens wrote:
  - The Pickwick Papers (1837)
  - Oliver Twist (1838)
  - A Christmas Carol (1843)
  - David Copperfield (1850)
  - Bleak House (1853)
  - Great Expectations (1861)
- He worked as a journalist writing on political & social affairs

## Themes

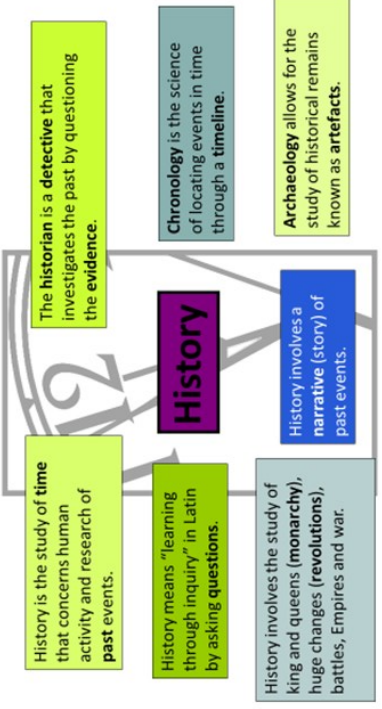
- Character Development
- Victorian Context
- Good versus evil
- Institutional cruelty
- Mob mentality
- The importance of upbringing
- The powerlessness of children
- Women in Victorian Society
- The limits of justice
- City versus countryside
- Poverty versus wealth



What is History?

What is History?

"To understand the present, you need to understand the past."



The historian is a detective that investigates the past by questioning the evidence.

Chronology is the science of locating events in time through a timeline.

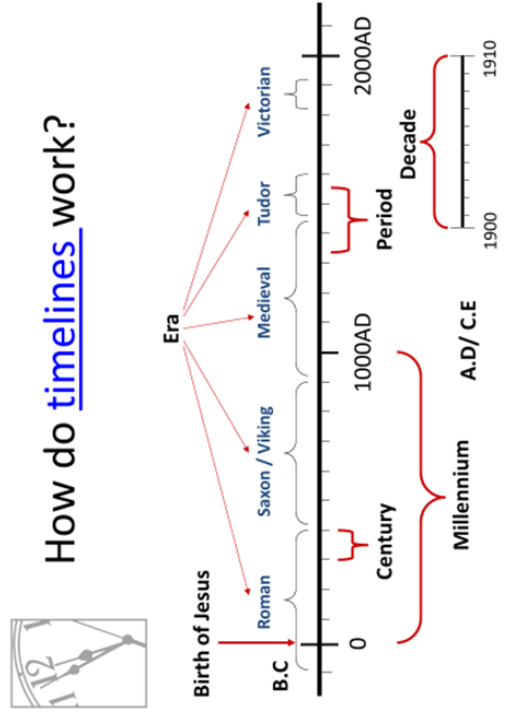
Archaeology allows for the study of historical remains known as artefacts.

Key Terms

- Chronological order
- Timeline
- Artefact
- Anachronism
- Primary source
- Secondary source
- Bias
- Reliability

How do Timelines Work?

How do timelines work?



**CE** – Common Era – dates from the year 1 to the present

**BCE**: Before Common Era – dates from the before the year 1. These dates are counted backward. Eg: 400 BCE is further in the past than 40 BC

**Decade**: 10 years; Century: 100 years; Millennium: 1000 years

**Era / Period**: a period of time with a key feature in common eg: The Tudor era, the Medieval period

Types of Evidence

Physical Evidence

A building, monument, object, piece of clothing or pottery



Written Evidence

A diary, book, letter, plan or receipt



Visual Evidence

A painting, photograph or geographical feature



Oral Evidence

A memory, nursery rhyme, sound recording or song



Primary or Secondary Source?

Primary or Secondary Source?

Primary Sources

- A primary source is something that originates from the past.
- A primary source comes from or was made during the period one is studying.

Secondary Sources

- A secondary source is something that was written more recently about a period further in the past
- A secondary source was made or created after the period one is studying

Secondary Source



Poster created in 2014 for Remembrance Day

This is a secondary source if we are studying World War I because it is about the war but it was created 100 years after it finished

Primary Source



World War I recruitment poster created in 1914

This is a primary source if we are studying World War I because it was created in 1914 when the war was going on.



## Greetings

What you should say if you meet a friend and what he should reply?

<b>Your friend</b>	<b>You</b>
أفلا وسهلاً (Welcome)	مرحباً (Hello)
وعطيمك السلام (Peace be upon you)	السلام عليكم (Peace be upon you)
صباح الخير (Good morning)	صباح الخير (Good morning)

## Arabic Alphabet

Questions:  
 -How many letters are in the Arabic alphabet?  
 -How many sound for each letter? And why?  
 -Write any letter with the different marks?  
 -Most of the Arabic letters are consonants, only three are vowels? List them.



## Introduce Yourself

اسمي ...	وأنت، ما اسمك؟
My name is	And you, what is your name?
أنا من ... ماذا عنك؟	أنا طالب/ طالبة في الصف السابع.
I am from... What about you?	I am a student in year 7.

## Key Verbs and Their Form

**Grammar: Numbers (1-10): shapes and gender**  
**Shapes:** Hindu Arabic numerals (٠, ١, ٢, ٣, ٤, ٥)  
**Gender:** Numbers 1-10 can be used as a masculine or feminine depending on the noun's gender. 1&2 follow the noun's gender but 3-10 do not.

**Questions:(2) قلم واحد (1) قلمان اثنان (3) مؤرّاتي**  
 - Count from 0- 10 in Arabic.  
 - Could you say these in Arabic:  
 a boy - a girl- 4 cows - books

## Key Words

- The short vowels (الحركات)
- The long vowels( المدّ) (التعوين)
- The nunation (التعوين)
- The Lunar/Moon letters (الحروف القمرية)
- the Solar/Sun letters (الحروف الشمسية)
- Fatha(), Damma (), Kasra ()
- Sokoon(), Shadda ()

## Writing Rules

**Writing rules: Moon letters (الحروف القمرية)**  
**Sun letters (الحروف الشمسية)**  
 In Arabic, the definite article al can be pronounced and written in words start with the Moon letters but it can be written only with those start with the Sun letters. What is the key?

**Questions:**  
 -Which mark must be written on the article

Al when it is added to a word starts with a moon letter? - What is the name of letters that can be written only when they come after the article Al

## Writing Rules

**Writing rules:**  
 Most of the Arabic letters join from two sides but some do not. The letter ن in joins from two sides but the letter ز joins from the right side only.



## Questions:

Do all letters join from both sides?  
 These letters (ذ ذ ر ز و) are naughty, why?  
 Does the position of the letter in the word affect its shape?



## Days Of The Week

Saturday	السبت يوم
Sunday	يوم الأحد
Monday	يوم الاثنين
Tuesday	يوم الثلاثاء
Wednesday	يوم الأربعاء
Thursday	يوم الخميس
Friday	يوم الجمعة

Questions:  
 - Which day is always a holiday in Arabic countries?  
 - Do Arabs start their week with Monday? If not, which one?  
 - What Muslims do in Friday?

## World Religions

	Islam	Christianity	Judaism	Hinduism	Sikhism	Buddhism
<b>Deity</b>	God (Allah)	God	God (Yahweh)	Three main gods: Brahma, Vishnu, Shiva	God	The Buddha did not teach a personal Deity.
<b>Founder/ Prophet</b>	Muhammad (SAW)	Jesus	Abraham	More than one founder	Guru Nanak	The Buddha
<b>Holy Book</b>	Qur'an	Bible	Torah/ Hebrew Bible	More than one religious texts.	Guru Granth Sahib	Sacred Text, Tripitaka
<b>Leadership</b>	No clergy but have scholars and Imams	Priests, Ministers, Monks and Nuns	Rabbis	Guru, Holy man, Brahmin Priest	No Leadership	Buddhist Monks and Nuns
<b>Basic Beliefs</b>	Persons achieve salvation by following the Five Pillars of Islam and living a just life. These pillars are, Faith; prayer; almsgiving or charity to the poor; fasting which Muslims perform during Ramadhan; pilgrimage—Hajj.	There is only one God who watches over and cares for his people.  Jesus Christ was the son of God. He died to save humanity from sins, His death and resurrection made eternal life possible for others.	There is only one God, who watches over and cares for his people.  God loves and protects his people but also holds people accountable for their sins and shortcomings.  Persons serve God by studying the Torah and living by its teachings.	The soul never dies, but is continually reborn  Persons achieve happiness and enlightenment after they free themselves from their earthly desires.  Freedom from earthly desires comes from a life time of worship, knowledge and virtuous acts.	There is only one God.  A good life is lived as part of a community, by living honestly and caring for others	Persons achieve complete peace and happiness (nirvana) by eliminating their attachment to worldly things.  Nirvana is reached by following the Noble Eightfold path.

## Faith

The Shahadah is the first pillar of Islam. It is a declaration of faith spoken by all Muslims. The Shahadah must be spoken publicly before a person can be considered a Muslim. To have faith, it is not simply enough to speak these words; you must also believe them.

## Prayer

Salat is the second pillar of Islam. 'Salat' means 'prayer'. It is every Muslim's duty to pray to Allah five times a day. Muslims believe that, through prayer, they become closer to Allah. Muslims often stand shoulder to shoulder when praying as a sign of the equality of humans before Allah.

## Charity

Zakat is the third pillar of Islam. It is the amount of money that every Muslim who is financially able must pay to support people who are poor and needy. Zakat should be given once a year; however, a Muslim can choose when in this year they wish to pay it. Zakat can be paid Zakat organisations such as Islamic Relief or Muslim Hands. Everyone must give 2.5% of their surplus money.

## Fasting

Sawm is the fourth pillar of Islam. It means fasting. When fasting, Muslims do not eat or drink. Muslims practise Sawm by fasting every year in the month of Ramadan. During Ramadan, Muslims fast from dawn until sunset. By practising Sawm, a Muslim develops sympathy for suffering. It also demonstrates discipline and obedience to Allah. Muslims do not have to fast if they are small (not baligh), too old, pregnant, travelling or sick.

## Pilgrimage

The Hajj is the fifth and final pillar of Islam. It is the journey to Makkah that every adult Muslim should undertake at least once in their life if they have the means to do so. The Hajj promotes the bonds of Islamic brotherhood and sisterhood by showing that everyone is equal in the eyes of Allah

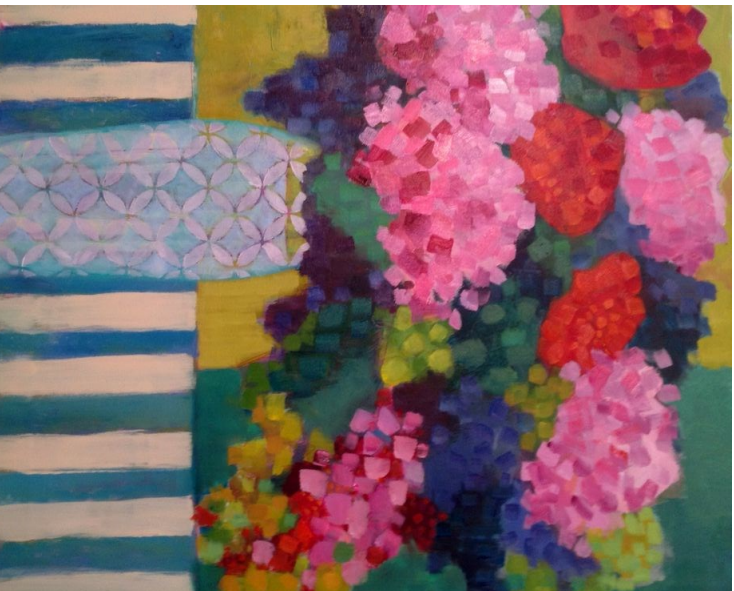
## Some Key Words

**Conversion** - When your life is changed by giving yourself to God  
**Free will** - The idea that human beings are free to make their own choices  
**Miracle** - Something that happens that breaks the law of science and makes you think that only God could have done it  
**Akirah** - Belief in life after death  
**Agnosticism** - Not being sure whether God exists  
**Atheism** - Believing that God does not exist

## Key Words

- **Media/Medium** - The materials and tools used by an artist to create a piece of art.
- **Technique** - The skill in which an artist uses tools and materials to create a piece of art.
- **Abstract** - A piece of art which is not realistic. It uses shapes colours and textures.
- **Style** - The technique an artist uses to expressive their individual character of their work.
- **Composition** - The arrangement and layout of artwork/objects.
- **Highlight** - The bright or reflective area within a drawing/painting where direct light meets the surface of the object or person.
- **Shadow, shade, shading** - The tonal and darker areas within a drawing/painting where there is less light on the object or person.
- **Texture** - The feel, appearance or the tactile quality of the work of art
- **Mark making** - Mark making is used to create texture within a piece of art by drawing lines and patterns.
- **Collage** - A piece of art made by using a variety of materials such as paper/newspaper/photographs which are cut out, rearranged and glued on a surface.

## Annie O'Brien Gonzales



## Elements of Art

**SHAPE:** Shape encloses a two dimensional area. Geometric or organic.

**FORM:** Form encloses a three-dimensional area. It's the three-dimensional analogue of shape.

**LINE:** The edge of a shape or form or the direction followed by anything in motion.

**COLOR:** Light reflected from a surface. Three distinct qualities: Hue, Value, Intensity.

**VALUE:** Shadows/shades from lightness to darkness.

**SPACE:** The area between and around objects. Positive, negative, or three-dimensional.

**TEXTURE:** The surface quality of an object that we sense through touch.

## Techniques/ Key Terms

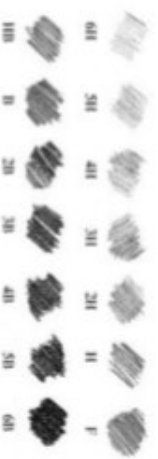
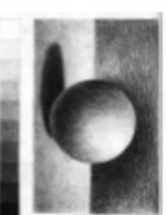
drawing and painting, collage, colour, tone, line, shadow, perspective, flowers, vases, striped cloths, table clothes, vibrant bright colours, detail,

## Still Life



## Shading and Highlight

- To prevent objects looking flat, a range of tonal shading is essential to make objects look 3D
- Pressing harder and lighter with a pencil creates the different tones
- As a surface goes away from you the tones usually darken
- Shading straight across a surface will make an item appear flat. Use the direction of your pencil to help enhance the 3D surface
- Including shadows will also help make objects appear 3D and separate objects from each other



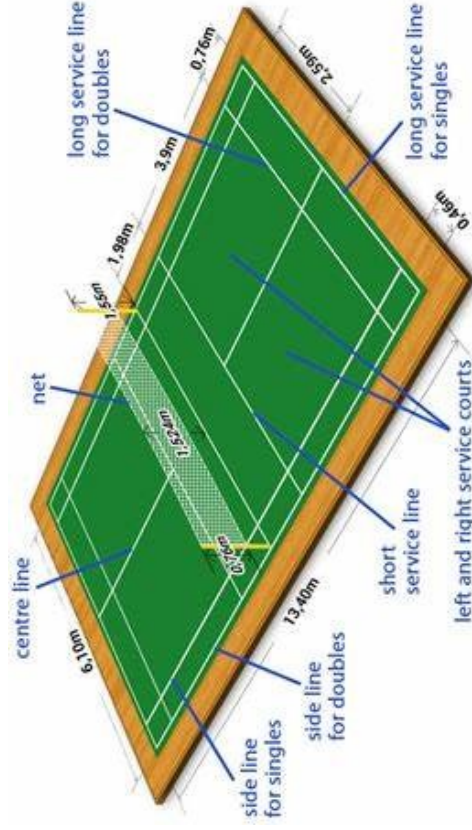


### Badminton Rules

- Game starts with diagonal serve
- Serve must land across service line.
- Play to 21—Must win by 2 clear points
- Whoever wins the point serves next
- When score is odd the serve is from the left and when even serve from the right.
- Court is long and thin for singles and short and wide for doubles.
- You can't hit the net with your racket.
- Serve must be below waist height.

### Rules

### Court Markings



### Skills & Tactics

Short Serve	Racket is held across the body (back hand) and below waist height. Shuttle held out above racket and hit low over net diagonally.
Overhead Clear	It is played to the opponent's back court and may be used defensively (high clear) or offensively as when played flatter (attacking clear).
Drop Shot	A shot played with finesse to land the shuttle swiftly and close to the net on the opponent's side (tap shot).
Smash Shot	It is the most attacking shot in badminton. It is an overhead shot which brings the shuttle down from a height at a steep angle.
Net Shot	Shot from the forecourt clearing the net and then falling rapidly.
Underarm Clear/ Long Shot	Shot played to back of opponent's court (high). Stand sideways on and use whip action with the racket to create power on shot. When used as serve the player will need to serve diagonally to their opponent's court
Tactics	Doubles Tactics—Positioning on court (side by side/ front and back) Hitting into space—Moving opponent around the court Shot selection—Selecting the correct situation. Deception—Selecting shot to deceive/ Trick opponent Targeting opponents weakness.

## Core Learning Themes:

### Health and Wellbeing:

- The core theme focuses on:
- What is meant by a healthy lifestyle
  - How to maintain physical, mental and emotional health and wellbeing
  - How to make informed choices about health and wellbeing
  - To identify different influences on health and well being

### Relationships:

- The core theme focuses on:
- How to develop and maintain a range of healthy relationships
  - How to recognise and identify risky relationships including bullying
  - How to respect equality and diversity in relationships

### Living in the Wider World:

- The core theme focuses on:
- Respect for self and others
  - Importance of responsible behaviours and actions
  - Rights and responsibilities
  - To respect diversity and equality and how to be a productive member of a diverse community
  - The importance of managing money and understanding enterprise.

## Essential Attributes developed in Life Skills

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



### Responsibility

being accountable for your own actions and decisions.

### Identity

what makes you, you.

### Collaboration

the action of working with others to produce something.

### Learning Skills

tasks involved in learning.

### Mindfulness

focussing on the present moment, while acknowledging and accepting your feelings and thoughts.

### Self Confidence

a feeling of trust in your own abilities, qualities and judgements.

### Self Esteem

confidence in your own worth or abilities.

### Values

personal judgement of what is important in life.

### Learning Styles

the preferred way in which a student absorbs, processes, comprehends and retains information.

### Independent Thinking

using personal observations and experiences rather than going along with the thoughts of others.

### Mind-set

the established set of attitudes held by someone.

## Overview

In this unit you will think about the transition from Primary school to Secondary school. We will consider the changes between primary and secondary school and how you can overcome personal challenges or obstacles to succeed both in and outside of the classroom. You will discover your preferred learning styles, how to effectively time manage your school and home work, how to have a growth mind set in all of your subjects and how to work independently and as part of a team. You will also consider how your core values and identity match the ethos and philosophy of the MSF.

## What skills will I develop in Life Skills?

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

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





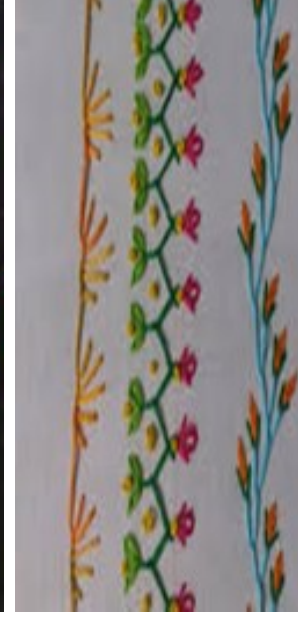
## Key Words

- **Composition**—The position and layout of a group of visual information
- **Contrast**—The opposite colours on the colour wheel
- **Abstract**—Art work made of shapes and colour which are not realistic representations
- **Mood**—The atmosphere or emotion communicated through colour

## Key Terms

threads, colours, needles, techniques, straight line machine stitching, applique work, card

## Images



## Textiles Knowledge

Applique	The addition of layers of fabric to form texture and pattern
Collage	The layering of materials to form an image
Embellishment	The addition of techniques to add interest and decoration
Machine sewing	Using the sewing machine to sew fabric together
Embroidery	Hand sewing to add decoration
Health and safety	Learning how to use equipment safely

## TEXTILES

Content; Landscapes have influenced artists throughout the centuries. You are going to create an appliqued piece of textiles work inspired by landscapes

## What You Will be Learning:

Learn about how different artists portray landscapes  
 Produce abstract images of landscapes  
 Produce collages of landscapes to imitate the colour and texture  
 Produce an appliqued piece of textiles to represent your design  
 Use the sewing machine to attach and embellish fabric

## Images





**MADANI SCHOOLS FEDERATION**