

# Knowledge Organisers



Year 7 - Half Term 1

# YEAR 7 GOTHIC FICTION KNOWLEDGE ORGANISER

## TERMINOLOGY

### KEY FEATURES OF THE GENRE

### TIER 2 VOCABULARY

Dark and gloomy settings	<b>Imagery</b>	Using descriptive or figurative language to create an image for the reader.
Mystery, terror and suspense	<b>Pathetic fallacy</b>	Using weather to create a mood.
Volatile and threatening weather (symbolism)	<b>Foreshadowing</b>	When a writer hints or makes reference to at something that will happen later on.
Medieval style castles, churches or abbeys	<b>Suspense</b>	A feeling of excited or nervous uncertainty about what might happen.
Wild landscapes	<b>Semantic field</b>	Words that link to a particular group/category.
Graveyards, tombs and corpses	<b>Narrative voice</b>	The perspective the story is told from.
Madness and intense emotions/paranoia	<b>Personification</b>	Giving human qualities to something that is not human.
Supernatural (magic, ghosts, vampires, curses)	<b>Symbolism</b>	The use of symbols to represent ideas or qualities.
Curses or prophecies	<b>Setting</b>	The place, time, weather and mood in a story.
Death and darkness	<b>Protagonist</b>	The leading character in a story.
	<b>Antagonist</b>	A character who opposes the leading character in a story e.g a villain

### Social and historical context

<ul style="list-style-type: none"> <li>The term 'gothic' comes from the Germanic tribe 'the Goths', who played a part in the fall of the Roman Empire. The Goths are sometimes called barbarians. They destroyed a lot of Roman architecture in around C3 and replaced it with buildings in the gothic style.</li> <li><b>Medieval Europe (C3-14)</b> is sometimes referred to as the 'Dark Ages' (although this can be contested for a number of reasons.) Some believe that people lived in fear due to superstition and ignorance and that not much learning took place in this time. Castles with gargoyles were built to ward off evil spirits, this architecture is known as 'gothic' e.g. Notre Dame.</li> <li>Figures from <b>The Age of Enlightenment (C18-19)</b> believed that scientific progress was the only way to advance society, and great discoveries were made in this time. They tried to rid Europe of superstition and ignorance through promoting reason and logic.</li> <li>A group of poets, artists and thinkers called the Romantics challenged this because they believed that not everything can be explained by science, and too much reason rids the world of beauty and mystery.</li> <li>The gothic genre first emerged from the <b>Romantic movement</b>. It used art and ideas from the Dark Ages, wild emotion and nature to contrast modern ideas about science and logic.</li> <li>Gothic writing transformed into the format of the extremely popular <b>Victorian ghost story</b>.</li> <li>Today, we use the term 'gothic' widely to describe art, style, clothing (e.g. Alexander McQueen couture) music and film (e.g. Tim Burton films). The style and genre is very much still alive.</li> </ul>	<p><b>Some important Gothic texts</b></p> <ul style="list-style-type: none"> <li>The Castle of Otranto – Horace Walpole, 1765</li> <li>Vathek – William Beckford, 1786</li> <li>Frankenstein – Mary Shelley, 1818</li> <li>The Hunchback of Notre Dame – Victor Hugo, 1831</li> <li>The Raven – Edgar Allen Poe, 1845</li> <li>Wuthering Heights – Emily Bronte, 1847</li> <li>The Strange Case of Dr Jekyll and Mr Hyde – R.L. Stevenson, 1887</li> <li>The Picture of Dorian Gray, Oscar Wilde, 1890</li> <li>Dracula – Bram Stoker, 1897</li> <li>Rebecca – Du Maurier, 1931</li> <li>The Woman in Black – Susan Hill, 1983</li> <li>The Graveyard Book, Neil Gaiman, 2008</li> </ul>
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**Apprehension (n)** - anxiety or fear that something bad or unpleasant will happen.

**Isolated (adj.)** - far away from other places, buildings, or people; remote

**Macabre (adj.)** – something scary or disturbing or dark because it is associated with death.

**Neglected (adj)** – uncared for; ignored.

**Occult (n.)** mystical, supernatural, or magical powers, practices, or phenomena

**Ominous (adj.)** - suggesting that something unpleasant will happen.

**Remote (adj.)** – isolated.

**Secluded (adj.)** – a private/ hidden place

**Sinister (adj.)** - threatening, ominous

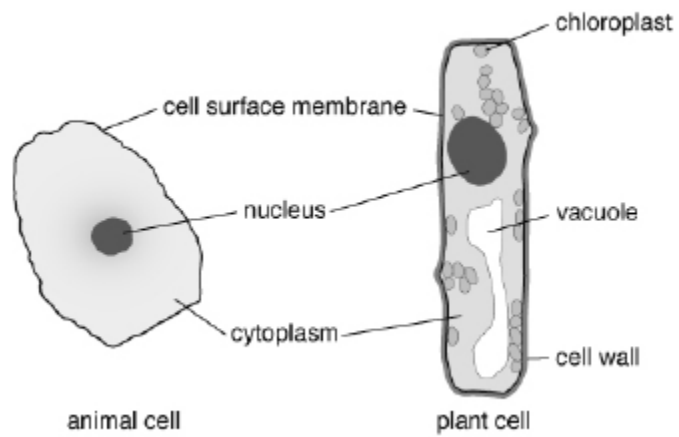
**Trepidation (noun)** – a feeling of fear or worry about what will happen.

**Unease (n.)** – a feeling of anxiety

Topic/Skill	Definition/Tips	Example
Linear Sequence	A number pattern with a <b>common difference</b> .	2, 5, 8, 11... is a linear sequence
Term	<b>Each value</b> in a sequence is called a term.	In the sequence 2, 5, 8, 11..., 8 is the third term of the sequence.
Term-to-term rule	A rule which allows you to <b>find the next term</b> in a sequence if you <b>know the previous term</b> .	First term is 2. Term-to-term rule is 'add 3'  Sequence is: 2, 5, 8, 11...
Fibonacci type sequences	A sequence where the next number is found by <b>adding up the previous two terms</b>	The Fibonacci sequence is: 1,1,2,3,5,8,13,21,34 ...  An example of a Fibonacci-type sequence is: 4, 7, 11, 18, 29 ...
Geometric Sequence	A sequence of numbers where each term is found by <b>multiplying the previous one</b> by a number called the <b>common ratio, r</b> .	An example of a geometric sequence is: 2, 10, 50, 250 ... The common ratio is 5  Another example of a geometric sequence is: 81, -27, 9, -3, 1 ... The common ratio is $-\frac{1}{3}$
Solve	To find the <b>answer</b> /value of something  <b>Use inverse operations</b> on both sides of the equation (balancing method) until you find the value for the letter.	$2x = 10$ Divide by 2 on both sides $x = 5$
Inverse	<b>Opposite</b>	The inverse of addition is subtraction. The inverse of multiplication is division.

# 7A-Half Term 1- Cells, Tissues, Organs and Organ Systems

All organisms carry out 7 life processes. A way to remember this is 'MRS GREN'



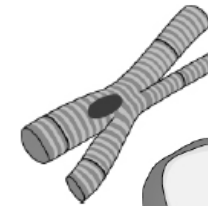
M- MOVEMENT  
R- REPRODUCTION  
S- SENSITIVITY  
G- GROWTH  
R- RESPIRATION  
E- EXCRETION  
N- NUTRITION

A Microscope is used to magnify tiny things such as cells.

To calculate the magnification you would use this equation:

**Total magnification= Magnification of objective lens x Magnification of eyepiece lens**

Cell part	Function
cell surface membrane	keeps cell together and controls what goes into and out of the cell
nucleus	controls the cell
cytoplasm	where activities happen, including respiration (which occurs in mitochondria)
chloroplast	contains <b>chlorophyll</b> to trap sunlight for photosynthesis
cell wall	made of <b>cellulose</b> and provides support
vacuole	storage space



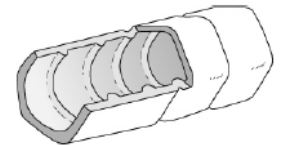
Some cells are **specialized**. This means they have a special function. For example in animals this muscle cell shapes to move things.



This fat cell stores fat.



In plants, this root hair cell takes in water.



And this xylem cell carries the water.


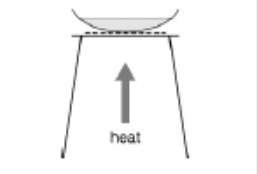
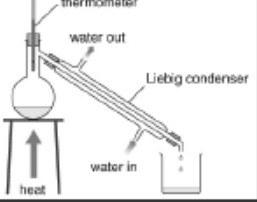
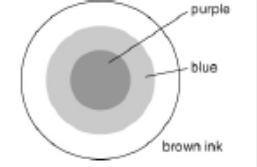
A group of cells that are the same, all doing the same job is called a **Tissue**. For example Muscle Tissue.

A group of different tissues working together to do an important job is called an organ. For example the heart, lungs, liver, kidneys are all organs. Even plants have organs, like the stem and the leaves. They all have important functions

Organs work together in organ systems. Look at the examples in the table.

Organ system	Organs	Job
breathing system	windpipe (trachea), lungs	takes air into the body and gets rid of waste gases
circulatory system	heart, blood vessels	carries oxygen and food around the body
digestive system	mouth, gullet, stomach, intestines	breaks down food
nervous system	brain, spinal cord, nerves	carries signals around the body
urinary system	bladder, kidneys	gets rid of waste
locomotor system	muscles, bones	allows movement
water transport system (plants)	roots, stem, leaves	carries water up a plant

# 7E - Half Term 1 - Mixtures and Separation

Method	Used to separate	Apparatus used	Examples
filtering (filtration)	solids from a suspension (i.e. large pieces of solids that have not dissolved in a liquid)		<ul style="list-style-type: none"> <li>sand from a mixture of sand and water</li> </ul>
evaporation	solid substances from a solution or colloid		<ul style="list-style-type: none"> <li>salt from a salt solution</li> </ul>
distillation (evaporation followed by condensation)	liquid from a mixture		<ul style="list-style-type: none"> <li>pure water from a salt solution</li> </ul>
chromatography	individual solutes from a mixture of solutes in a solvent		<ul style="list-style-type: none"> <li>colours found in ink</li> </ul>

## Hazards and risks

- A hazard is something that could cause harm.
- A risk is how likely it is that the hazard will cause harm.
- You should always plan to minimise risks in experiments.

Example of hazard	How to reduce the risk from the hazard
Burns or scalds from apparatus heated by a Bunsen burner.	Use heat-resistant gloves or tongs to touch apparatus.
Spitting liquid when heating to dryness.	Wear eye protection and make sure heat is turned off before the solution is completely dry.
Shaking of distillation flask by bubbling liquid.	Add anti-bumping granules to liquid to prevent large gas bubbles forming.

## Words to remember!

**Soluble:** Substances that dissolve in liquids.

**Insoluble:** Substances that do not dissolve in liquids.

**Solute:** A solid that dissolves in a liquid (solvent)

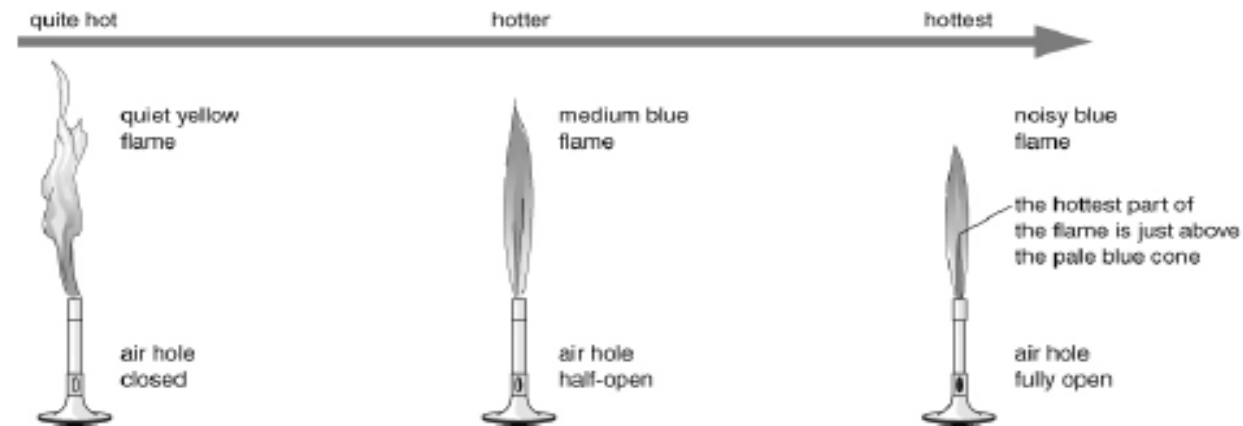
**Solvent:** The liquid in which a solute (solid) will dissolve

**Dissolve:** During dissolving, particles of solvent collide with particles of solute

**Solubility:** Solubility is a measure of how much solute can be dissolved into a litre of solvent.

## Heating with a Bunsen burner

The air hole of a Bunsen burner can be adjusted to give different kinds of flame. Each kind is useful for different things.



Safety flame: should always be used when not heating.

This flame is used for gentle heating.

This flame is used for rapid heating.



## 7.1 Community: Religious Studies—Knowledge Organiser


	Topics	Information
1	Cardinal William Allen	Born in Fleetwood in 1532. A Cardinal of the RC church. Ordained a Priest but never a Bishop. Set up colleges to train missionary Priests to
2	Community	We are part of many communities, school, church, family, local, national and global. We share interests and the common good.
3	Sacraments	The Catholic Church have 7 sacraments that mark out important stages of a Catholic's life. There are 3 categories: Initiation, Healing and Vocation. During a sacrament a spiritual change occurs in the life of the person involved.
4	Baptism	Baptism welcomes a person into the Church. At Baptism the child is
5	The Parish	The Parish is a community of Christians. In a Parish people work to-

Keyword/phrase	Definition
sacrament	A religious ritual to receive God's grace.
baptism	Welcomes a person into the Catholic Faith.
chrism	Special oil used at Baptism.
catechumens	A person preparing for Baptism.
candle	Burnt as an offering in an act of prayer.
holy	Dedicated to God.
vows	A solemn promise.
purity	To be spiritually clean.
font	An object in the church for the water at Baptism.
community	A group of people living together sharing interests.
Original sin	Belief evil is within all humans.

**The Great Commission**

**Matthew 28:19-20**

**“Go then to all people's everywhere and make them disciples, baptise them**





The word Community means:

*A group of people living together sharing attitudes and interests.*

The seven sacraments of the Catholic Church are:

*Baptism, Confirmation, Holy Communion, Anointing the Sick, Marriage, Reconciliation, Holy Orders.*



Grade 3-4: Explain how the font is used in baptism.

Grade 5-6: Evaluate the statement: "Baptism is the most important sacrament."



# Computer Science - Using Computers

## Knowledge Organiser



### Logging On and Passwords

To access the school network you will need to have a username and password. Your username will start with the current year followed by your surname and initial i.e. 19smithj. Password must be 8 characters in length and include a CAPITAL letter, a NUMBER and a SYMBOL such as !£@? You must never reveal your password to anyone or write it down.

### Virtual Learning Environment

The Virtual Learning Environment or Moodle as it is referred to is an online site where you can access resources and lesson materials. All the resources and worksheets for Computer Science and Creative Computing lessons are on Moodle for you to access at any time. Your username and password is the same as your network password. Moodle can be accessed from the Cardinal Allen dashboard, from the Motarboard logo on the top of the website or by visiting [vle.cardinalallen.co.uk](http://vle.cardinalallen.co.uk) directly. All Computer Science and Creative Computing homework is also available on Moodle.

### Homework

Each homework will comprise of four multiple-choice questions. Each of which are designed to be challenging and to help develop your computational thinking skills. You are to work out each answer on a piece of paper before selecting and submitting it online. You will only get one chance to submit each answer. You should spend at least 10 minutes on each question.

### File Management

Whilst at school you will be required to save many computer-based files, being organised is essential. Each file should be named appropriately and saved into the correct subject folder. For example, a presentation on volcanoes created in Geography should be given the file name 'volcanoes presentation' and be saved into your Geography subject folder.

Mapped drives are links to folders on other computers. You will have access to the following mapped drives:

- Year 7 (Q:)** Shared drive which contains teacher resources
- OneDrive (Y:)** Online drive in which you can save work
- Home Folder (Z:)** Main drive in which to save work

Folder icon



A File Icon



Mapped drive Icon



If you drag a file from one mapped drive to another e.g. from Year 7(Q:) to your Home Folder(Z:) the file will be copied. However, if you drag a file from one folder to another folder on the same mapped drive it would move the file rather than create a copy of the file. Holding down CTRL key whilst dragging the file would create a copy of the file rather than moving it.

### Email

Your email address is as below with your password being the same as your network password.

**username@cardinalallen.co.uk**

The email system can be accessed from the Cardinal Allen dashboard, from the links on Moodle or the Cardinal Allen website or by visiting [mail.cardinalallen.co.uk](http://mail.cardinalallen.co.uk)

**You are responsible for all emails sent from your account.** All emails are filtered and monitored.

Email Don't:

- Send email to teachers or other staff members
- Open suspicious emails - people you do not know
- Use emails in class unless instructed to do so
- Send emails that may offend or upset someone
- Use your email to sign up to websites
- Give out personal information, home address etc.
- Open attachments which you are not expecting

Email Do's:

- Use email for school-related purposes i.e. collaborate on group projects or ask peers for help with homework
- Log out of your email account when finished
- Include a meaningful subject heading in each email
- Be polite in tone and use proper spelling, grammar and punctuation in emails

### Cloud Computing

Servers connected to the Internet are used to store files and provide online software. Cardinal Allen uses the Microsoft Office 365 cloud, it often referred to as O365 and can be accessed via the schools email system. It can be used to:

- Access school files from a home computer
- Share school files with your peers
- Use online versions of Microsoft Word, PowerPoint and Excel to edit documents at home
- Access your school subject timetable

Any documents which you transfer into the **OneDrive (Y:)** mapped drive will be accessible from home.

In order to take full advantage of the cloud solution you will need to download the required apps and use the OneDrive program that is built into the Windows 10 Operating System.

### Online Safety

Cyberbullying can take many forms including, but not limited to:

- **Emails:** Sending threatening or intimidating Social
- **Networking:** Posting hurtful comments on someone's profile, faking profiles
- **Chat:** Saying nasty things in chat and instant messaging
- **Phones:** Making prank calls, nasty texts and photo messages

Some basic rules for staying safe online include:

- Treat others with respect and expect them to do the same
- If you don't want the world to see it don't post it!
- Never post personal information online that can identify you in any way

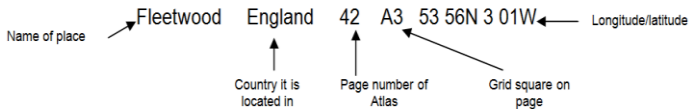


**Key Terms**

<b>Geological timescale</b>	A record of the lifeforms and geological events in Earth's history
<b>Human geography</b>	The study of how and where we live e.g. population, development etc.
<b>Physical geography</b>	The study of what the Earth is like e.g. rivers, coasts and natural disasters.
<b>Environmental geography</b>	The study of our natural environment and how we affect it e.g. pollution and climate change
<b>Erosion</b>	The wearing away of the landscape through hydraulic action, solution, abrasion and attrition.
<b>Weathering</b>	The physical, chemical or biological breakdown of rocks through processes such as freeze thaw and onion skin.
<b>Constructive wave</b>	Waves which build beaches by pushing sand and pebbles up onto the beach.
<b>Destructive wave</b>	Waves which destroy the beach by using their power to remove sand and pebbles.
<b>Longshore drift</b>	The movement of material along the coast.
<b>Deposition</b>	The process by which material is dropped when the water carrying it loses its energy.
<b>Soft engineering</b>	Engineering which adapts to hazards by working with nature to limit the damage.
<b>Hard engineering</b>	Engineering which requires physical structures to be built to limit the damage of hazards.

**How to use an atlas?**

The best way to find the location of something in an Atlas is to use the Index. The Index is found at the back of the Atlas. The information in the Index means the following:

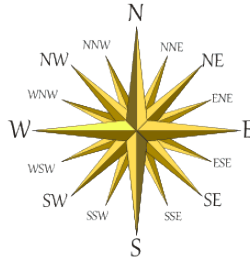


**Types of Geography**

There are three types of geography:

- Human geography
- Physical geography
- Environmental geography

**Compass Directions**

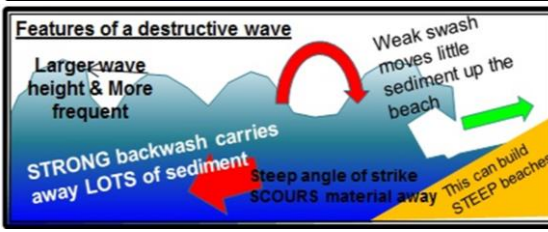
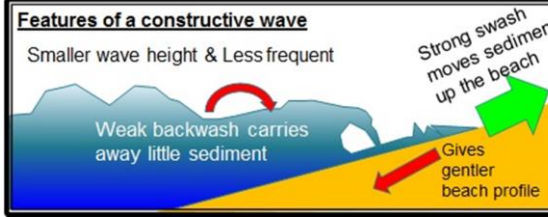


**Transportation**

There are four different types of coastal transportation:

- Saltation
- Suspension
- Traction
- Solution

**Waves**

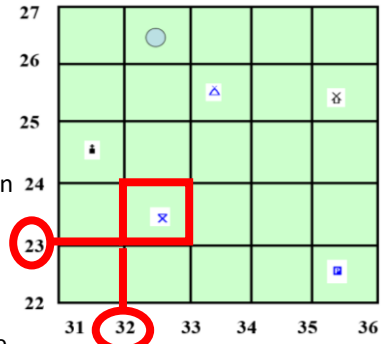


**Spits**

Spits are created by deposition. A spit is an extended stretch of beach material that projects out to sea and is joined to the mainland at one end. Spits are formed where the prevailing wind blows at an angle to the coastline, resulting in longshore drift.

**Grid References**

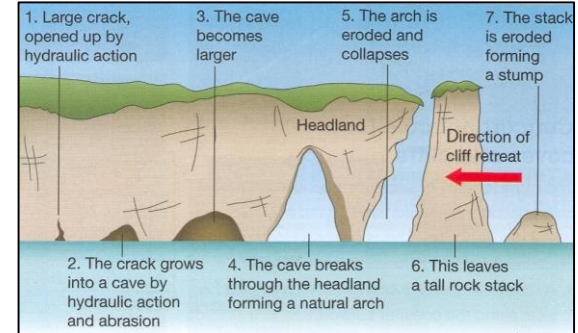
To give a four figure grid reference, you must find the square that the item is in and then find the bottom left hand corner of that square. Then follow the grid line from the bottom of the left hand corner to give 2 numbers.



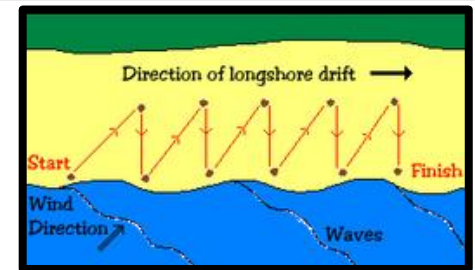
Grid Reference for picnic site is (32,23)

Go back to the bottom left hand corner and follow the grid line to the left to give another two numbers. This is a four figure grid reference.

**Caves, Arches, Stacks and Stumps**



**Longshore Drift**





# Year 7 – History HT1 Unit 1

## Timeline:

753 BC  
Rome is  
founded

44 BC  
Julius Caesar is  
assassinated

43 AD  
Conquest of  
Britain begins

476 AD  
Western Roman  
Empire falls

509 BC  
Rome becomes  
a Republic

29 BC  
Augustus  
becomes the  
first emperor

380 AD  
Christianity  
becomes the official  
religion of Rome

## Keywords:

**Celt** – The name given to the peoples who lived in Britain and Gaul (France) before the Romans conquered them.

**Empire** – A large collection of states ruled by another country. E.g. The Roman Empire

**Legion** – An army of the Roman Empire made up of 4,800 men.

**Monarchy** – A form of government with a monarch (a king) at the head.

**Pax Romana** – The name given to the period of peace in the Mediterranean World brought by the Roman Empire.

**Province** – A region of the Roman Empire ruled by a governor appointed by the senate and later emperor.

**Republic** – Romans elected their leaders, not all of the citizens could vote.

**Senate** – The ruling body of the Roman Empire until Augustus took control in 29BC.

## The Roman Army:

It was incredibly organised and was one of the first professional armies (from around 100BC) in history. Each soldier signed up for around 16 year service. They received land as a retirement payment.

Each soldier carried his own equipment and fought with a short sword and large shield.

### Organisation:

- 4,800 soldiers made up a legion.
- Each legion was in turn divided into 10 cohorts.
- Each cohort was made up of 6 centuries (80 men).
- The century was the basic unit of the army and was led by a centurion.
- The men were grouped into units of 10 who fought together and shared the same tent (contubernium).

Each legion, and the units that made up the legion, could all fight independently of one another. This gave them a lot of flexibility over other armies of the time.

## Benefits to being part of the Empire:

- Rome brought peace to many parts of the world through its laws, strong army and governance. This was called the 'Pax Romana' or Roman Peace.
- Trade was increased under the empire as roads were safer and all parts of the empire were connected together enabling much further trade.
- Rome allowed religious and cultural freedom in the empire, as long as they remained loyal to Rome.

## Why did Rome come to Britain:

- Conquest – Emperor Claudius needed victories to secure himself as emperor.
- Food – Rome and the army required vast resources and new provinces allowed them to maintain them.
- Glory – The leaders of the army, like Vespasian and Paulinus desired glory which would bring them wealth and power in Rome.
- Wealth – Britain was rich in metal and could give Rome many slaves.

'Ancient Rome is important. To ignore the Romans is not just to turn a blind eye to the distant past. Rome still helps to define the way we understand our world and think about ourselves, from high theory to low comedy. After 2,000 years, it continues to underpin Western culture and politics, what we write and how we see the world, and our place in it.'

**Mary Beard, SPQR**

# Tout Sur Moi— Year 7 French Knowledge Organiser HT1

<b>About me</b>	
Bonjour!	Hello!
Salut!	Hi! Bye!
Au revoir!	Goodbye!
Comment t'appelles-tu?	What's your name?
Je m'appelle ...	I'm called ...
Où habites-tu?	Where do you live?
J'habite en/au ...	I live in ...
l'Allemagne	Germany
l'Angleterre	England
la Belgique	Belgium
l'Écosse	Scotland
l'Espagne	Spain
la France	France
l'Italie	Italy
l'Irlande	Ireland
le pays de Galles	Wales
le Portugal	Portugal
la Suisse	Switzerland
Quelle langue parles-tu?	What language do you speak?
je parle	I speak
on parle	we/they speak
anglais/allemand/français/ gallois	English/German/French/ Welsh
Je suis ...	I am ...
allemand(e)/anglais(e)/ écossais(e)/espagnol(e)/ français(e)/gallois(e)/ irlandais(e)/belge	German/English/Scottish/ Spanish/French/Welsh Irish/Belgian
d'origine (tunisienne/ sénégalaise).	of (Tunisian/Senegalese) origin

<b>Dates and birthdays</b>			
janvier	January	juillet	July
février	February	août	August
mars	March	septembre	September
avril	April	octobre	October
mai	May	novembre	November
juin	June	décembre	December
<b>1-31</b>			
un	1	deux	2
trois	3	quatre	4
cinq	5	six	6
sept	7	huit	8
neuf	9	dix	10
onze	11	douze	12
treize	13	quatorze	14
quinze	15	seize	16
dix-sept	17	dix-huit	18
dix-neuf	19	vingt	20
vingt et un	21	vingt-deux	22
vingt-trois	23	vingt-quatre	24
vingt-cinq	25	vingt-six	26
vingt-sept	27	vingt-huit	28
vingt-neuf	29	trente	30
treinte et un	31		
C'est quel jour aujourd'hui? What is the date today?			
Quelle est la date de ton anniversaire?		When is your birthday?	
C'est le premier/deux. of janvier.		It's the first/second January.	
Quel âge as-tu?		How old are you?	
J'ai (onze) ans.		I am (11) years old.	

<b>Knowledge Organiser Quizzes</b>	
Week 1	Tout sur moi — Parallel texts 1-4
Week 2	Tout sur moi — Parallel texts 5-8
Week 3	Tout sur moi — Parallel texts 9-13
Week 4	Tout sur moi — Parallel texts 14-18

<b>Physical Appearance</b>	
J'ai les yeux ...	I have....eyes
vert/bleu foncé/bleu clair bleu/gris/marron/noisette/	green/dark blue/light blue/grey/brown/hazel/
vert/bleu foncé/bleu clair	green/dark blue/light blue
J'ai les cheveux ...	I have ... hair.
Blonds/bruns/noirs/roux	blond/brown/black/red
court/long/mi-long/	short/long/medium-length/
bouclé/natté/raide	curly/braided/straight
Je n'ai pas de cheveux.	I don't have any hair.



## Tout sur Moi – French Parallel Texts HT1



	Moi -Parallel text	
1	Bonjour. Je m'appelle Ben.	Hello. I am called Ben.
2	Quel âge as-tu? Moi, j'ai onze ans.	How old are you? Me, I have eleven years.
3	C'est quand ton anniversaire? C'est quelle date?	It's when your birthday? It's which date?
4	Mon anniversaire c'est le premier août 2010	My birthday it's the first August 2010
5	Moi j'habite a Blackpool en Angleterre	Me, I live in Blackpool in England
6	J'adore Blackpool parce qu'il y a une plage	I love Blackpool because there is a beach
7	Je suis anglais mais je parle le français	I am English but I speak French
8	En France on parle le français	In France they speak French
9	Je suis d'origine irlandais	I am of Irish origin
10	C'est quel jour aujourd'hui?	What date is it today?
11	C'est le 20 Septembre	It's the 20th September
12	Quel âge as-tu?	How old are you?
13	J'ai douze ans	I'm 12 years old (I have 12 years)
14	Quelle couleur sont tes yeux?	What colour are your eyes?
15	J'ai les yeux bleu clair	I have light blue eyes
16	Quelle couleur sont tes cheveux?	What colour is your hair?
17	J'ai les cheveux blonds	I have blond hair
18	Mais je voudrais les cheveux noirs!	But I would like black hair

Look

Say

Cover

Write

Check

# Me presento - Y7 Spanish Knowledge Organiser HT1

## Vocabulario

### 1.1 El español global

¿De dónde eres?	Where are you from?
¿De dónde es?	Where is he/she from?
Argentina	Argentina
Chile	Chile
Colombia	Colombia
Cuba	Cuba
España	Spain
Estados Unidos	United States
Guinea Ecuatorial	Equatorial Guinea
la Isla de Pascua	Easter Island
las Islas Baleares	Balearic Islands
las Islas Canarias	Canary Islands
las Islas Filipinas	Philippines
Perú	Peru
República Dominicana	Dominican Republic
la capital	capital
el destino	destination
famoso/a	famous
hispanohablante	Spanish-speaking
histórico/a	historic
el mapa	map
el monumento	monument
el mundo	world
el país	country

### 1.2 ¿Qué tal?

¿Cómo estás?	How are you?
¿Qué tal?	How are you?
bien	well
fantástico/a	fantastic
fatal	awful
fenomenal	great, excellent
mal	bad/badly
regular	so-so
¿Y tú?	And you?
¡hola!	Hello!
Buenos días	Good morning/ day
Buenas tardes	Good afternoon
¡Adiós!	Goodbye!

¡Hasta luego! la vista!	See you later!
el alfabeto	alphabet
escribir	to write
llamarse	to be called

### 1.3 Mi carnet de identidad

¿Cuántos años tienes?	How old are you?
uno	1
dos	2
tres	3
cuatro	4
cinco	5
seis	6
siete	7
ocho	8
nueve	9
diez	10
once	11
doce	12
trece	13
catorce	14
quince	15
dieciséis	16
diecisiete	17
dieciocho	18
diecinueve	19
veinte	20
veintiuno	21
veintidós	22
veintitrés	23
veinticuatro	24
veinticinco	25
veintiséis	26
veintisiete	27
veintiocho	28
veintinueve	29
treinta	30
treinta y uno	31
el/la amigo/a	friend
el apellido	surname
el carnet de identidad	ID card
la edad	age
el lugar de nacimiento	birthplace
el nombre	name

### 1.4 ¡...y que cumplas muchos más!

lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December
¿Cuándo es tu cumpleaños?	When is your birthday?
el año	year
el cumpleaños	birthday
la fecha	date
el mes	month
el primero	the first
la semana	week
el uno	the first

### 1.5 Mis preferencias

amarillo/a	yellow
azul	blue
blanco/a	white
claro/a	light
gris	grey
marrón	brown
morado/a	purple
naranja	orange
negro/a	black
oscuro/a	dark
rojo/a	red
rosa	pink
verde	green
detesto	I detest
me encanta	I love

me gusta (mucho)	I like (a lot)
mi color favorito es...	My favorite colour is...
no me gusta (nada)	I don't like (at all)
odio	I hate
prefiero	I prefer
además	furthermore
o	or
pero	but
sin embargo	however
también	also
y	and

### 1.6 ¡Tod@s a clase!

hay...	there is...
el bolígrafo	pen
el cuaderno	exercise book
el estuche	pencil case
la goma	eraser
la hoja de papel	sheet of paper
el lápiz	pencil
el libro	book/textbook
la regla	ruler
el sacapuntas	pencil sharpener
las tijeras	scissors

# Me presento - Y7 Spanish Knowledge Organiser HT1

	Me presento - frases útiles	
1	¡Hola! ¿Qué tal?	Hello. How are you?
2	Me llamo Fernando y soy de Chile.	<b>I am called</b> Fernando <b>and I am from</b> Chile.
3	<b>Tengo</b> doce años.	<b>I am</b> 12 years old. *n.b. we use the verb 'tener' to have when giving ages in Spanish.
4	<b>Mi</b> amiga Paula tiene trece años.	<b>My</b> friend Paula is thirteen years old.
5	Mi cumpleaños <b>es el</b> cuatro <b>de</b> febrero.	My birthday <b>is the</b> fourth <b>of</b> February.
6	Mi color <b>favorito</b> es el azul.	My <b>favourite</b> colour is blue.
7	<b>Odio</b> el tenis <b>pero me gusta</b> el fútbol.	<b>I hate</b> tennis <b>but I like</b> football.
8	<b>No me gusta</b> la pizza <b>sin embargo me encanta</b> el chocolate.	<b>I don't like</b> pizza <b>however I love</b> chocolate.
9	En mi estuche <b>hay</b> cinco bolígrafos.	In my pencil case <b>there are</b> five pens.
10	Madrid <b>es</b> la capital <b>de</b> España.	Madrid <b>is</b> the capital <b>of</b> Spain.







Look	
Say	
Cover	
Write	
Check	

p.23; WB p.12

**Aa Gramática**

**Basic opinions**

The following opinion expressions are very useful. You will use them a lot, so make sure you learn them!

me encanta		I love
me gusta (mucho)		I like (a lot)
no me gusta (nada)		I don't like (at all)
odio		I hate
prefiero		I prefer
detesto		I detest

Extra: *mi color favorito es...* my favourite colour is...

Note that you can make any sentence negative in Spanish by placing the word 'no' before the verb.

- No odio I don't hate



**Key Literacy Vocabulary:**

**Media/ Medium**

The materials and tools used by an artist to create a piece of art.

**Techniques**

The skill in which an artist uses tools and materials to create a piece of art.

**Composition**

The arrangement and layout of artwork/ objects.

**Texture**

The feel, appearance or the tactile quality of the work of art.

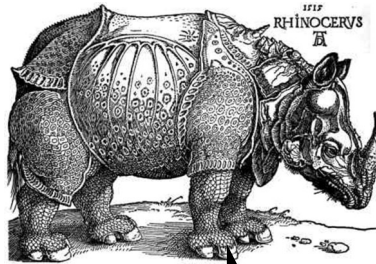
**Analyse**

Examine (an artwork) in detail, typically in order to explain and interpret it.

**Proportion**

The size of one part of an object compared to another part or the whole.

**Artists**



Albrecht Durer

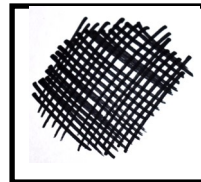
Vincent Van Gogh



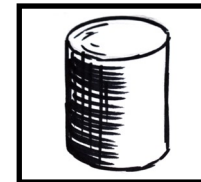
**Drawing Techniques**



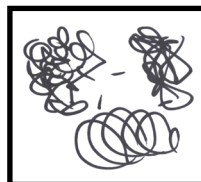
Hatching



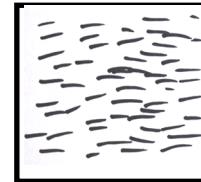
Crosshatching



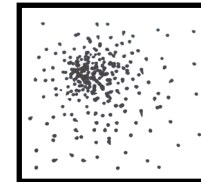
Contour hatching



Scumbling



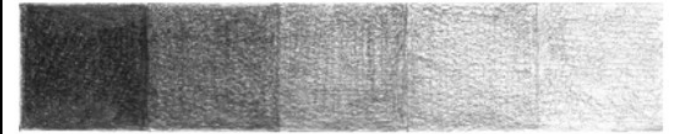
Random hatching



Stippling

**Graduated Tone**

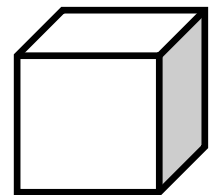
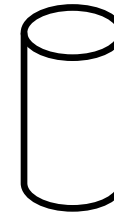
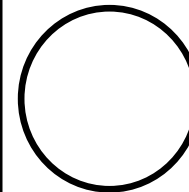
A tone that fades smoothly from dark to light, or light to dark.



NB. Do not hold your pencil too low down.

**2 Dimensional**

Having length and width only. Something which is flat.



**3 Dimensional**

Having length, width and depth. Something which is solid and looks real.





# Computer Science - Animation Production

## Knowledge Organiser



### Animation

The process of quickly displaying a sequence of 2D or 3D images, artwork or model to give the illusion of movement. Animation is used in many industries ranging from film to gaming, advertisement to construction, engineering and many more. Animation can be traced back to 3200BC to a piece of pottery that displays an animals jumping.



The first photograph was taken in 1816. Between 1834 – 1865, a range of spinning devices were created to make pictures look like they were moving. One of these devices was called a Zoetrope.

### Animation Types

#### Traditional Animation:

- A picture is hand drawn on a piece paper
- It is then redrawn on a different piece of paper with a slight alteration
- Each piece of paper is then photographed
- Displaying the photographs in sequence quickly will make the pictures look like they are moving

#### Stop Motion Animation:

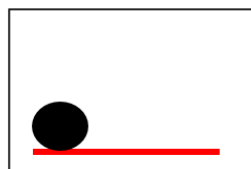
- Objects are created using clay and paper models
- Each object is photographed before being moved slightly and photographed again
- Displaying the photographs in sequence quickly will make the objects look like they have come to life

#### Computer Animation:

- Computer generated graphics, imagery or models are animated with the use of computer software
- 2D animations are created from vector graphics made out of shapes and layers (flat graphics)
- 3D animations are created from skeletal models which include bones and joints that can be made to rotate and bend

### Frames

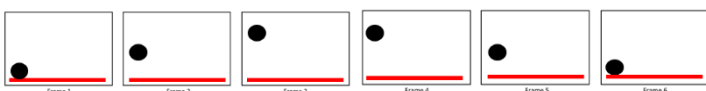
A "frame" is a single graphic in a sequence of graphics that make up an animation. Graphics are moved small amounts between individual frames. Playing the frames in sequence quickly will create the illusion of movement.



Frame rate is the number of frames played in one second. It is expressed as (fps).

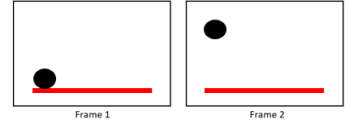
### Stop Frame Animation

Stop frame animations – create the beginning and ending frames, as well as all the frame in-between. For a bouncing ball the key frames for the lowest and highest bounce points, as well as the frames in-between would have to be created.



### Key Frame Animation

Key frame animations – create only the key frames in the animation, computer software will create all the in-between frames. For a bouncing ball the key frames for the lowest and highest points would have to be created, computer software will create the frames in-between.



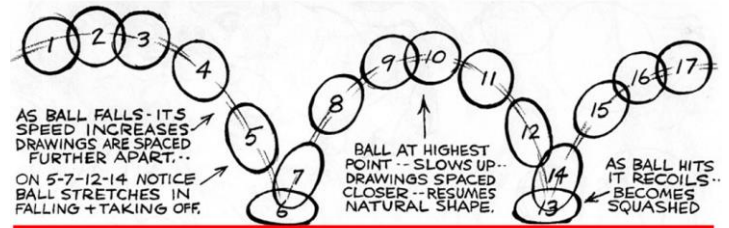
### Onion Skinning

A technique used so that the previous frames can be seen. Decisions can be made on how to create or change a graphic based on the previous graphic in the sequence.



### Squash and Stretch

Balls squash as they hit the ground, stretch as they rebound. Squashing a graphic will create the illusion of weight and contact. Stretching a graphic will create the illusion of speed. A slow-in and out of frames can be used to build and reduce momentum.



NOTICE BALL FOLLOWS A DEFINITE PATH OF ACTION -- STUDY CLOSELY THE SPACING OF BALL ALONG THIS PATH -- NOTICE THE BASIC SIMILARITY OF THIS BALL ACTION TO THE HOP AND JUMP BELOW; ALSO TO THE WALK-RUN-LEAP-SKIP-ETC.

### Stick Figure

Stick figures are very simple drawings of people or animals. They are composed of a few lines, curves and circles. The use of stick figures can be traced back to 50,000 years ago in caves. The first international recognised use of stick figures was in 1964 at the summer olympics in Tokyo.



### Bitmap vs Vector Images

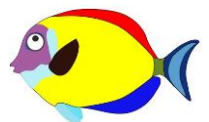
#### Bitmap

Bitmap graphics are made from pixels. Resizing will cause loss of quality. NOT to be used in animations.



#### Vector

Vector graphics are made from shapes. Resized without any loss of quality. Colours of individual shapes can be changed. Used to create clean, smooth animations.



# BE ALL YOU CAN BE



HT1 YEAR 7 INTRO TO DRAMA

## DRAMATIC TECHNIQUES & STAGECRAFT

In this knowledge organizer you will learn all about the techniques we use in drama throughout lessons and performances in school. They are also used in the Performing Arts Industry so your work is the same as Johnny Depp, Daniel Radcliffe & even The Rock!

When you are first starting out in a new environment you may feel a bit shy – that’s normal! Hopefully Drama will give you lots of confidence to perform and also help improve your social skills, like working in a group and as part of a team. Mrs Ball 😊



THE GRAND THEATRE, BLACKPOOL

PROVERBS 2:6

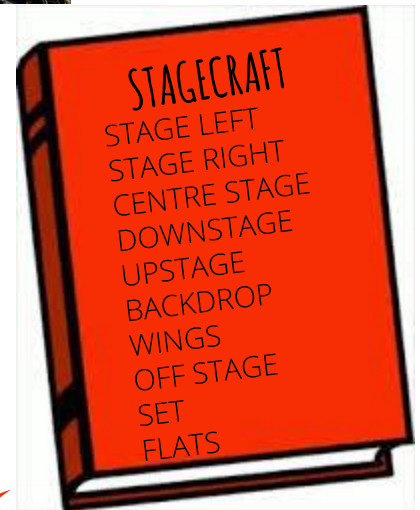
“FOR THE LORD GIVES WISDOM; FROM HIS MOUTH COMES KNOWLEDGE AND UNDERSTANDING.”

### THEATRE ETIQUETTE

1. Arrive on time
2. Don't eat noisy food during the performance
3. Clap at the correct time
4. No large hats!
5. No talking during the show

### SPELLINGS

- \*FREEZE FRAME
- \*IMPROVISATION
- \*GESTURE
- \*NARRATION/NARRATOR
- \*PREPARED
- \*SPONTANEOUS
- \*MIME
- \*PHYSICAL THEATRE



### DEFINITIONS

*READ, COVER, RECALL, REPEAT!*

**FREEZE FRAME** – a still image frozen in time. No movement or sound.

**IMPROVISATION**– performing without a script; can be **PREPARED** or **SPONTANEOUS**

**MIME**– performing without speaking.

**NARRATION**– storytelling.

**GESTURE**- use of head or limbs to convey emotion or a message.

**PHYSICAL THEATRE**- using the body to make props/set. A piece of drama with lots of movement.

**PREPARED IMPROV.**- where a piece is rehearsed.

**SPONTANEOUS IMPROV.**- a piece is performed 'off the cuff' without practice.



*“To be, or not to be!”*

### COLLABORATIVE LEARNING

*How do YOU work in a group?*

*Remember, TEAMWORK makes the DREAM WORK but this can only happen if everyone does their bit. Listen to others, be an active group member, make positive contributions and always BE ALL YOU CAN BE!*

**\*BACK TO BASICS - STUDIO ROUTINE**

**REMEMBER TO WAIT AT THE DOOR UNTIL YOUR TEACHER INVITES YOU INTO THE STUDIO. LEAVE YOUR SHOES, COAT & BAG IN THE FOYER THEN TAKE A SEAT 😊**





# Year 7 Half Term 1: Cooking and Nutrition: Health and Safety

*In cooking and nutrition it is important to learn how to use tools correctly. This is so you can work safely, efficiently and independently.*

## Bridge Hold



### Method:

- Create a bridge over the food with your hand.
- The fingers should be on one side and the thumb on the other.
- Hold the food to be cut between the fingers and thumb, creating a bridge.
- The knife goes through the bridge to cut the food.

### Use:

This method is useful in lots of situations. It is especially helpful for cutting circular items into halves or quarters e.g. apples, carrots, tomatoes.

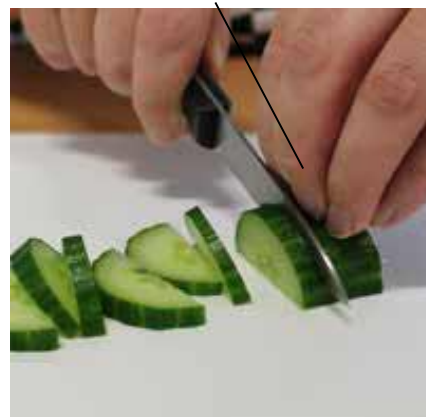
### Safety:

It ensures that fingers are out of the way as the knife cuts through food.

### Tips:

To help remember this technique think of your knife as a train which goes under the bridge and through the tunnel.

## Claw Grip



### Method:

- Create a claw by partly curling your fingers together into a claw shape.
- Press the tips of your nails against the food to be gripped. Try and have one finger in front and two behind.
- Lean fingers slightly forward so that you can't see your nails when you look down at your hand.

### Use:

Used to secure food so it can be cut safely. Best method when food needs to be cut into slices or diced.

### Safety:

Ensures that finger tips are tucked out of the way and should not get caught by the knife.

### Tips:

To help remember this technique create the claw with your fingers, grip the food and tip your hand – **claw, grip, tip, cut.**

**Key Terms:** knife skills, knife safety, bridge, claw, flat side.

**TOP TIP:** Make sure the food that you are cutting always has the flat side down on the chopping board so it is stable when it is being cut.



## Peeling

Always peel away from yourself when using peeler. With long foods e.g. Carrots, hold one end and peel from the middle away from themselves and then hold the peeled end and repeat the same process.



## Grating

You don't have to grate ever last bit of food. It is best to leave a small chunk to hang on to and therefore protects your fingers



## Scissors

Sometimes using kitchen scissors can be a useful alternative to a knife particularly if you struggle to hold it. Scissors are good for snipping herbs, spring onions and even pepper slices.

# Describing music using MAD T-SHIRT

## MELODY

Describing the tune.

High or low pitch.

Wide or narrow range.

Repetition.

## ARTICULATION

The way the notes are played

Staccato: Short and spikey or detached

Legato: Smoothly and connected

## DYNAMICS

How loud or soft it is

Forte: loud (f) Piano: quiet (p)

Crescendo : getting louder

Diminuendo : getting quieter

## TEXTURE

How are the individual parts  
are put together.

Thick or thin texture?

Complex or simple?

## STRUCTURE

The sections of the piece.

Verse - chorus etc.

Binary form (AB)

Ternary form (ABA)

## HARMONY

To do with the chords

Major or minor key

Cadence: sounds finished or unfinished

## INSTRUMENTS

The instruments you can hear.

What instruments can you hear?

Strings - Woodwind

Brass - Percussion

## RHYTHM

The duration of the notes.

Long or short notes, repetition

Pauses, triplets, dotted rhythm

Crotchets, quavers, minims

## TIME/TEMPO

The overall speed of the pulse

Fast or slow pace

Getting faster/ slower

Allegro - Andante - Largo

## Hardwoods / Deciduous

- They are generally slow growing.
- The wood is generally hard but occasionally it can be soft eg: balsawood.
- Comes from a broad leaf deciduous tree.
- Generally harder than softwood.
- Generally heavier than softwood.
- Generally used for high quality work such as furniture.
- Expensive



## Softwoods / Coniferous

- They are fast growing woods.
- The wood is soft and not very hardwearing compared to hardwoods.
- They come from a coniferous tree with pine needles.
- They are easy to work with and shape.
- They are generally lightweight.
- Commonly used in the building industry for roofing timbers.
- Less expensive



## Manufactured Boards

- They are a combination of soft and hardwood.
- Large board of specific thicknesses can be created.
- Can be glued together in veneers or fibres.
- Can have specific properties.




## Natural Characteristics

- The grain is the pattern visible on the surface of the wood.
- Each type of wood produces a different colour from pale yellow/brown to rich brown/red.
- Different woods have varying surface textures.
- Some woods are easier to work with than others.
- The structural strength of wood varies from weak to very strong.



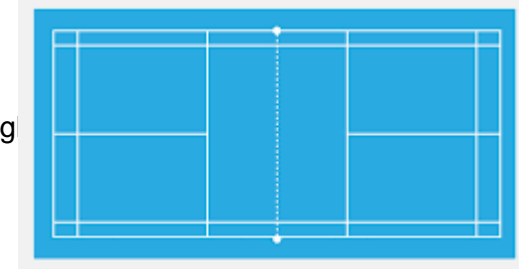
Cardinal Allen PE Department – KS3 PE Knowledge Organiser – Netball

Knowledge Required		
<b>Rules</b>	<ul style="list-style-type: none"> <li>• You can only hold the ball for 3 seconds</li> <li>• No contact with an opposing player</li> <li>• Must be at least 1 metre away when marking your opponent</li> <li>• You can only pass across one third of the court</li> <li>• No repossession of the ball</li> <li>• Must perform correct footwork when in possession of the ball</li> <li>• You can only access the area of the court that your position allows</li> <li>• Game starts at restarts with a centre pass</li> <li>• Teams take it in turns to take a centre pass</li> <li>• The centre pass must be received within the centre third</li> </ul>	
		
<b>Skills and Tactics</b>	<b>Skill/Tactic</b>	<b>Technique Points</b>
	<b>Chest Pass</b>	W grip/ Step/Chest to chest/Follow through/ short distance
	<b>Bounce Pass</b>	W grip/ Step/Chest to chest/Follow through/ Bounce before player/ short distance
	<b>Shoulder Pass</b>	Sideways on/elevation/ shoulder to shoulder/ step/ follow through/arch/ long distance
	<b>Footwork</b>	Landing on alternate feet- first foot to land is the static pivoting foot Landing on simultaneous feet – either foot can become static pivoting foot On the move – release ball before third step
	<b>Dodging (Getting free)</b>	Stop and go (Quickly sprint one way-stop-then go again the same direction) Feint dodge (feint one way and then dodge the other way to lose marker) Holding space (Place one foot sideways to opponent- create space behind) Forward run (Feint to run backwards and then with quick turn of pace forwards)
	<b>Defending</b>	Man to man marking – sideways on/ close to player/ on toes/ outstretch arms/ mark ball target
<b>Shooting</b>	Balance/height/line and aim/ flick and follow/ knee extension	



## Cardinal Allen PE Department – Y7 PE Knowledge Organiser – Badminton

Knowledge Required		
<b>Rules</b>	<ul style="list-style-type: none"> <li>Game starts with diagonal serve.</li> <li>Serve must land across service line.</li> <li>Play to 21- must win by 2 clear points.</li> <li>Whoever wins the point serves next.</li> <li>When score is odd the serve is from the left and when even serve from the right.</li> <li>Court is long and thin for singles and short and wide for doubles.</li> </ul> <ul style="list-style-type: none"> <li>You can't hit the net with your racket.</li> <li>Serve must be below waist height.</li> </ul>	
<b>Skills and Tactics</b>	<b>Skill/Tactic</b>	<b>Technique Points</b>
	<b>Ready Position</b>	Balanced position, side on, racket up and ready, on toes.
	<b>Grip</b>	shake hands with the racket sideways on. Wrap fingers round the tape.
	<b>Serving</b>	There are several types of serve – short/backhand, long ,flick. A backhand serve should land close to the service line on your opponents side of the net. The racket head must start from below the waist.
	<b>Underarm clear</b>	This shot is played high to the back of your opponents court. Start sideways on and use a whip action with the wrist to create power.
	<b>Overhead clear</b>	Played to the back of your opponents' court and is a defensive shot. Start sideways on, racket up and behind you, focus on making contact with the shuttle in front of you.
	<b>Drop Shot</b>	a shot played with finesse to land the shuttle as close as possible to the net on your opponent's side.
	<b>Tactics</b>	Hitting into space – moving partner around the court Shot selection – selecting the right shot for the right situation Targeting opponents weaknesses



**Cardinal Allen PE Department – Y7 PE Knowledge Organiser – Football**

Knowledge Required					
<b>Rules</b>	<ol style="list-style-type: none"> <li>1. Game is started by kicking the ball from the centre spot.</li> <li>2. The U12 game has 9 players – goalkeepers, defender, midfielders and attackers.</li> <li>3. Referee and two assistants with officiate the game.</li> <li>4. If a ball goes over a touch line a throw in is taken. If an attacker kicks over the goal line it is goal kick and if a defender kicks it over the goal line it is a corner.</li> <li>5. To score the ball must cross the opposition’s goal line.</li> <li>6. The offside rule also applies where an attacker is in front of all opposing defenders when the ball is kicked.</li> </ol>				
<b>Skills and Tactics</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%; background-color: #a0c4ff;">Skill/Tactic</th> <th style="background-color: #a0c4ff;">Technique Points</th> </tr> </thead> <tbody> <tr> <td></td> <td> <ul style="list-style-type: none"> <li>Controlling the ball – using different parts of the body – this could be the feet or thigh. Remember to cushion the ball.</li> <li>Passing – there are 3 types of passes. Side foot pass, driven pass with the laces and a lofted pass. Using the side of the foot allows you to pass accurately over a short distance, a driven pass allows you to pass the ball on the floor, but a greater distance. Finally, a lofted pass allows you to lift the ball in the air over players and change direction. Remember to keep your standing foot next to the ball when you make the pass.</li> <li>Dribbling – dribbling allows you to move the ball quickly around the pitch using the inside and outside of your feet and keeping the ball close to your feet and your head up.</li> <li>Turning with the ball and outwitting a defender – turning with the ball allows you to change direction using different techniques, such as dragging the ball back with the sole of your boot. Outwitting and opponent allows you to beat a defender using different techniques such as a step over.</li> <li>Shooting – there are different types of shots that allows you to score goals. You instep can be used to control and place the ball into the goal. If you use your laces then this allows more power to be produced.</li> <li>Heading – you can use an attacker header, a defensive header or a controlled header, which might be passing the ball back to someone with your head.</li> <li>Attacking – keeping possession – making a number of passes allows your team to keep possession and advance up the field.</li> <li>Tackling techniques – tackling, jockeying and forcing the player onto their weaker foot</li> </ul> </td> </tr> </tbody> </table>	Skill/Tactic	Technique Points		<ul style="list-style-type: none"> <li>Controlling the ball – using different parts of the body – this could be the feet or thigh. Remember to cushion the ball.</li> <li>Passing – there are 3 types of passes. Side foot pass, driven pass with the laces and a lofted pass. Using the side of the foot allows you to pass accurately over a short distance, a driven pass allows you to pass the ball on the floor, but a greater distance. Finally, a lofted pass allows you to lift the ball in the air over players and change direction. Remember to keep your standing foot next to the ball when you make the pass.</li> <li>Dribbling – dribbling allows you to move the ball quickly around the pitch using the inside and outside of your feet and keeping the ball close to your feet and your head up.</li> <li>Turning with the ball and outwitting a defender – turning with the ball allows you to change direction using different techniques, such as dragging the ball back with the sole of your boot. Outwitting and opponent allows you to beat a defender using different techniques such as a step over.</li> <li>Shooting – there are different types of shots that allows you to score goals. You instep can be used to control and place the ball into the goal. If you use your laces then this allows more power to be produced.</li> <li>Heading – you can use an attacker header, a defensive header or a controlled header, which might be passing the ball back to someone with your head.</li> <li>Attacking – keeping possession – making a number of passes allows your team to keep possession and advance up the field.</li> <li>Tackling techniques – tackling, jockeying and forcing the player onto their weaker foot</li> </ul>
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Cardinal Allen PE Department - KS3 PE Knowledge Organiser - Y7 Health and Fitness

Knowledge Required		
Keywords	Warm up	Prepare for physical exertion or a performance by exercising or practising gently beforehand
	Cool down	Cooling down is an easy exercise, done after a more intense activity.
	Heart rate	The speed at which the heart beats.
	BMI	Body Mass Index
	Static Stretching	Stretches in a stationary position.
	Dynamic stretching	Stretches that involve movement.
Fitness Equipment	Running Machine	An exercise device consisting of an endless belt on which a person can walk or jog without changing place.
	Rowing Machine	A machine used to simulate the action of watercraft rowing for the purpose of exercise or training.
	Exercise Bike	A stationary bicycle is a device used as exercise equipment. It includes a saddle, pedals, and some form of handlebars arranged as on a bicycle.
	Cross Trainer	A machine, which a user can exercise the arms and legs while simulating the activity of walking, running, or stair climbing.
	Body weight exercises	Strength training exercises that use the individual's own weight to provide resistance against gravity.
	Resistance training	A form of exercise that improves muscular strength and endurance. During a resistance training workout, you move your limbs against resistance provided by your body weight, gravity, bands, weighted bars or dumbbells.



Knowledge Required					
<b>Rules</b>	<ul style="list-style-type: none"> <li>• The game is broken down into two 40 minute halves with a 10 minute rest period in between. The game carries no stoppage time and will end exactly on 80 minutes.</li> <li>• Each team can start with 15 players and up to 7 substitutes. Players that have left the field are only allowed to return if they have been treated for an injury.</li> <li>• The field must be roughly 100 metres long and 70 metres wide with a minimum of a 10 metre dead ball area. The H shaped goal needs to be 6 metres wide with no restrictions on height.</li> <li>• The field consist of the following markings; half way line, 5 metre line, 22 metre line, 10 metre line and dead ball line. Also included is a centre spot for restarting the game after a try, penalty or drop goal has been scored.</li> <li>• The defending team must tackle a player by grabbing a hold and pulling them to the floor. A tackle cannot be made above shoulder height and doing so will cause the referee to award a foul.</li> <li>• Attacking players must remain behind the ball whilst active or run the risk of being called offside. Players not interfering with play can be in front of ball but must get back behind the ball before then again interfering with play.</li> </ul>				
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