

Fowey River Academy
Year 7 Knowledge Organiser

Autumn Quadmester

Memory Mat

Year 7 Photography-
Selfie

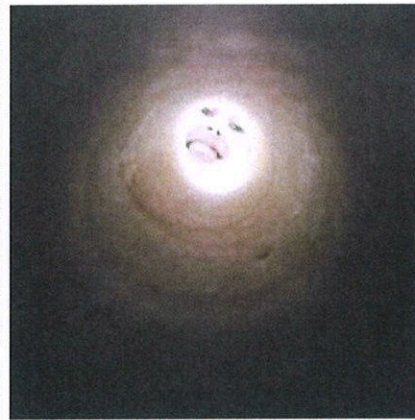
Selfie- a photograph that one has taken of **oneself**, typically one taken with a smartphone or webcam and shared via social media.

Photography formal elements:

Line

Shape and Form

Tone



What is framing?

Framing in photography refers to the process of composing a picture. It involves choosing what you'll include in the frame and what you'll leave out. The goal is to create a pleasing composition that directs the viewer's attention.

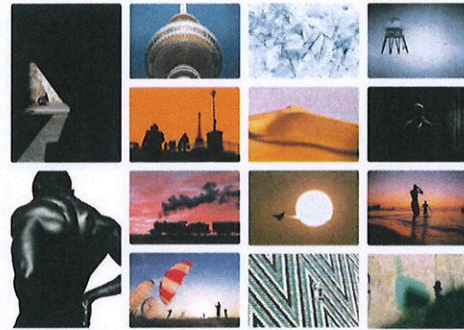
Key words and terminology:

Frame- the technique of drawing focus to the subject in the photo by blocking other parts of the image with something in the scene

Contact sheet- A selection of at least 30 photos taken as part of a photoshoot

Analysis- writing about the successes of a photoshoot

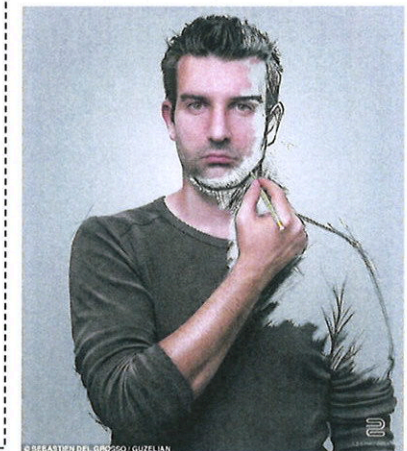
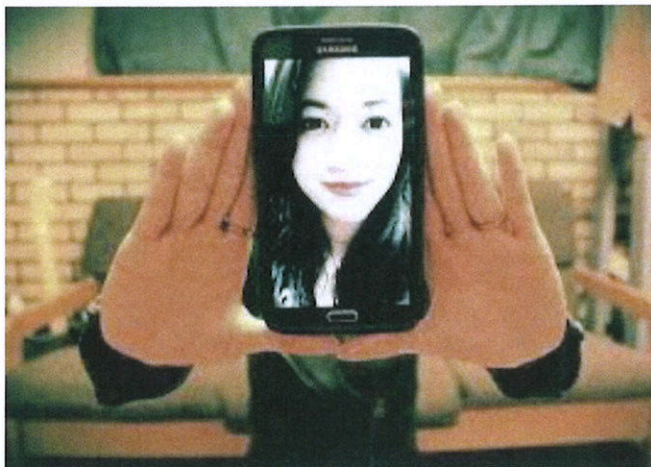
Tone- the levels of brightness in the photograph, from solid black to pure white



Sebastien Del Grosso

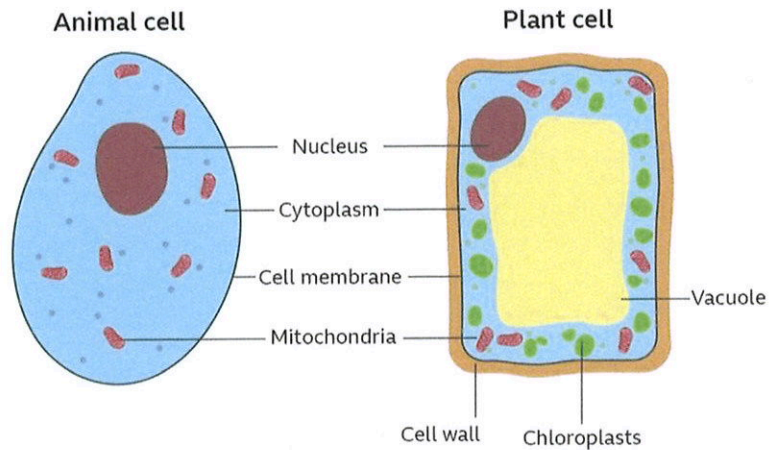
Sebastien Del Grosso is an illustrator and digital artist who lives and works in Paris, France.

Sebastien explains the work by saying, "Since my childhood, drawing has always been a passion, but when I discovered photography, I thought that the combination of these two passions would allow me to give free rein to my imagination. In this series "The sketch of a life", I wanted to illustrate my life, like my sketches gave birth to each of his actions.

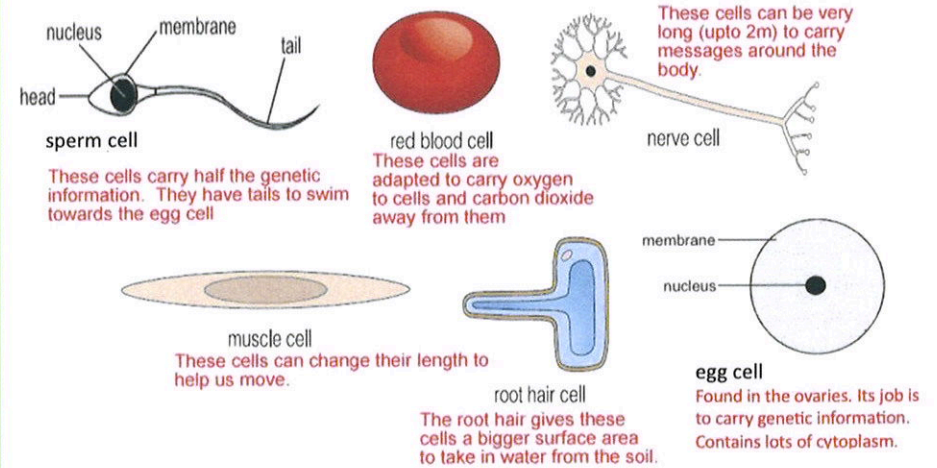


Year 7 Science – EQ We Can't see everything with our eyes alone. What is in our world?

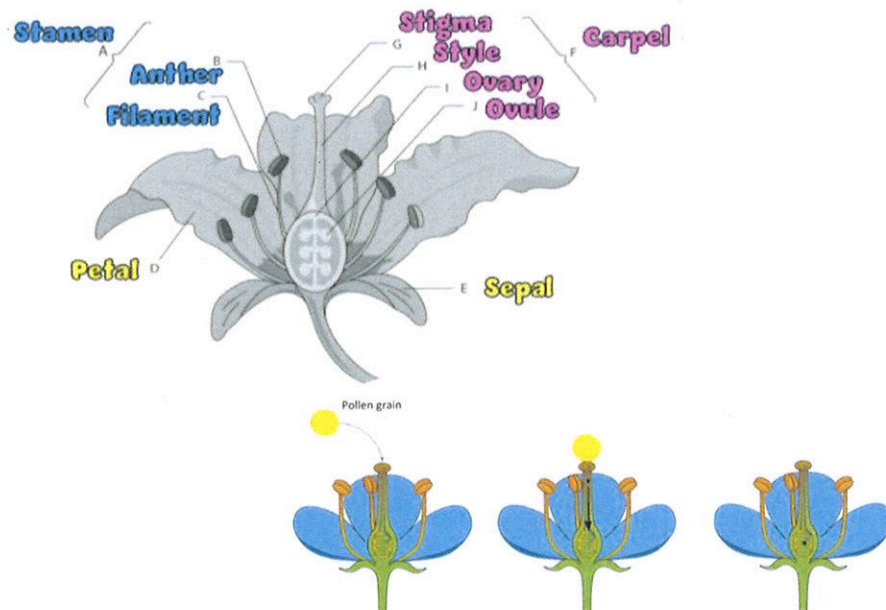
1 Labelled Plant and Animal Cells



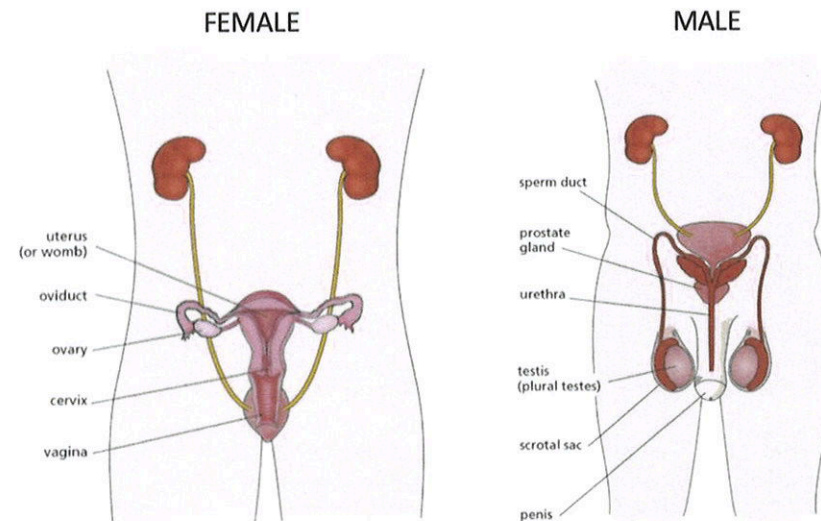
2 Specialised Cells



3 Labelled flower & Pollination



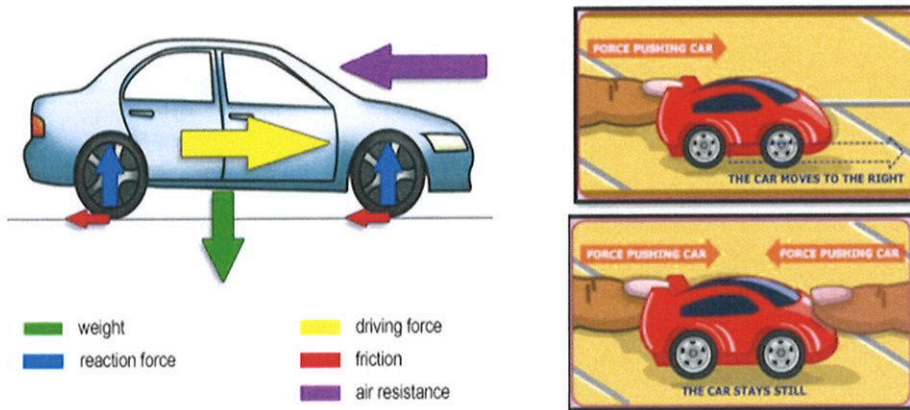
4 Male and Female Reproductive Systems



Year 7 Science – EQ We Can't see everything with our eyes alone. What is in our world?

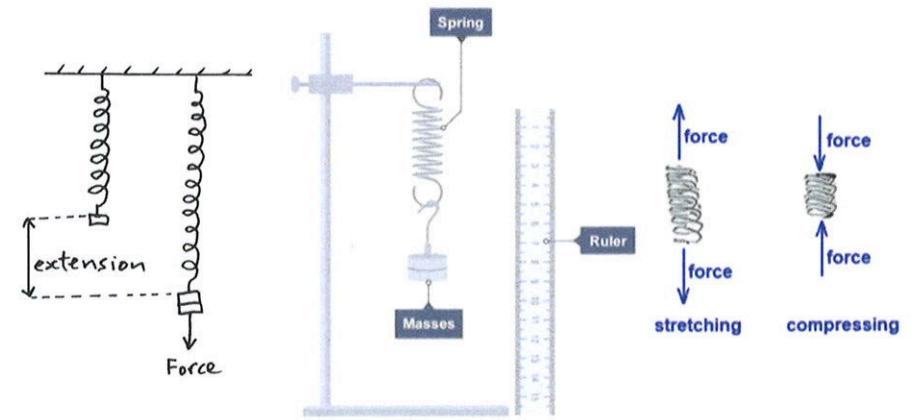
1 Forces

A **force** can be a pushing, pulling or a turning force and is measured in **NEWTONS (N)** using a **newton meter**.

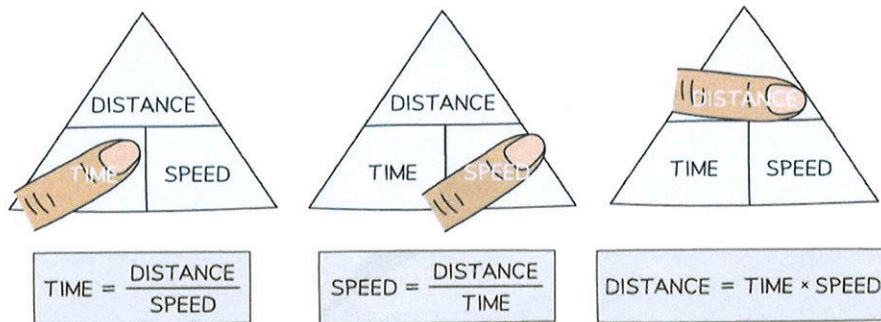


2 Hooke's Law

A spring will extend regularly as the force on it is increased – the extension is proportional to the load.



3 Calculating speed



UNITS

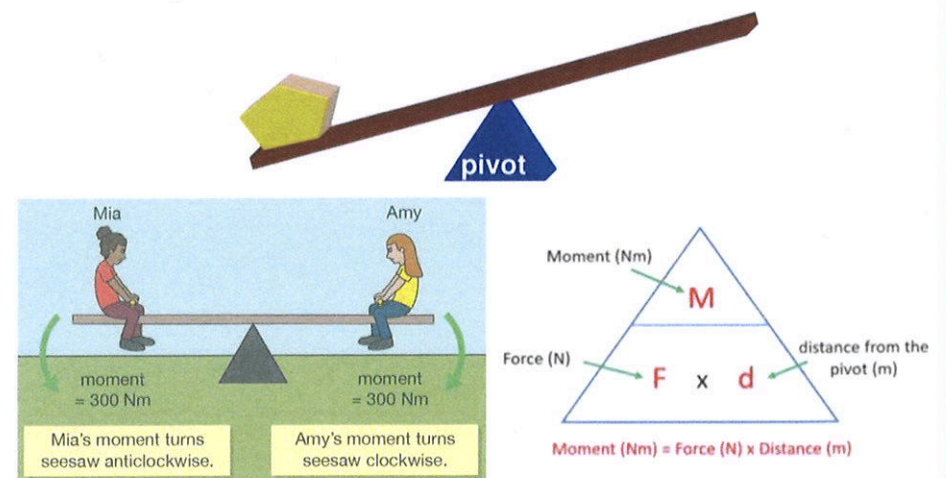
Speed = meters per second (m/s)

Distance = meters (m)

Time = seconds (s)

4 Turning forces & Moments

The turning effect of a force is called a **moment**.





Roald Dahl - Boy



Context

Dahl was born in Llandaff, South Wales, on September 13, 1916. Dahl's parents were Norwegian. As a child, he spent his summer vacations visiting with his grandparents in Oslo. When Dahl was four years old, his father died.	In 1939, Dahl joined the Royal Air Force. After training in Nairobi, Kenya, he became a World War II fighter pilot. While serving in the Mediterranean, Dahl crash-landed in Alexandria, Egypt. The plane crash left him with serious injuries to his skull, spine, and hip.
Over his decades-long writing career, Dahl composed 19 children's books. Despite their popularity, Dahl's children's books have been the subject of some controversy, as critics and parents have balked at their portrayal of children's harsh revenge on adult wrongdoers	Dahl died on November 23, 1990, at the age of 74. After suffering an unspecified infection, on November 12, 1990, Dahl had been admitted to the John Radcliffe Hospital in Oxford, England.

Key Quotes

<i>"At any time she liked, the Matron could send you down in your pyjamas and dressing-gown to report to this merciless giant..."</i>
<i>"I was frightened of that cane. There is no small boy in the world who wouldn't be"</i>
<i>"I wonder, though, what you would think if some doctor did that to you today"</i>
<i>"But the authorities did not like me. I was not to be trusted. I did not like rules"</i>

Character	Characteristic	Synonyms
Mrs Pratchett	Evil	Fiendish / nefarious / hideous / wicked / malevolent
Matron	Bossy	Dictatorial / authoritarian / tyrannical / despotic
Headmaster	Dangerous	Threatening / intimidating / menacing / ominous
Captain Hardcastle	Stuck-up	Arrogant / Egotistical / Superior / haughty

Key terms

Autobiography	A life story written by the person themselves.
Caning	An old punishment of hitting students with a thin stick
Shell Shock	World War 1 and 2 way of describing post-traumatic stress after fighting in battle.
Boozer	A school prefect in the higher years who also had authority to punish younger boys.
Atmosphere	The overall tone or mood of a place, situation, or creative work.
Paragraphing	The way that a piece of writing has been organised.
Direct Speech	The reporting of speech by repeating the actual words of a speaker.
Metaphor	A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.
Simile	A figure of speech involving the comparison of one thing with another thing of a different kind.
Adjective	A word naming an attribute of a noun.
Anecdote	A short amusing or interesting story about a real incident or person.

Boy Overview

Written in 1984, 'Boy: Tales of Childhood' is an autobiography by Roald Dahl describing his life from birth to leaving school, Wales and England in the 1920s and 1930s. It focuses on the violence of the public school system and ends with this first job, working for Shell (an oil company) which sent him off to Africa. Dahl set off on his next adventure not realising Adolf Hitler had just been elected Chancellor of Germany and would take the planet into World War Two.

Fowey River Academy Geography

Knowledge Organiser – Semester 1 – What is a geographer? Part 2

Key Vocabulary

Four-Figure Grid References	A four-figure grid reference points you towards a particular square on a map. On OS maps these squares represent one square kilometre.
Six-Figure Grid References	A six-figure grid reference points you towards a specific point within a square on a map.
Spot Height	Shows the height of a specific point and is marked on an OS map using a black dot and the number in metres.
Contour Line	A line on a map joining equal height above or below sea level.
Map Key	This tells the reader what the map symbols mean.
Scale	The scale of a map is the ratio of a distance on the map to the corresponding distance on the ground.

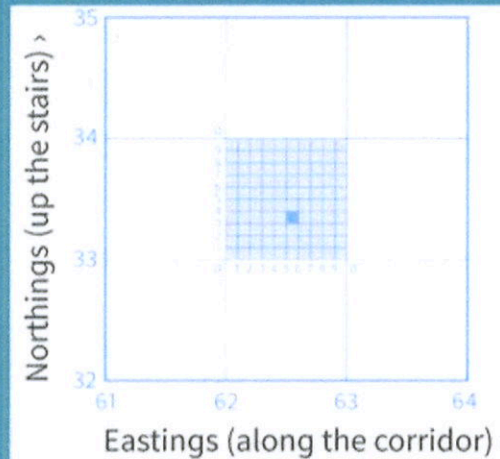
Ordnance Survey (OS)

OS is the national mapping agency in the UK. Scale is shown on the map in 3 ways:

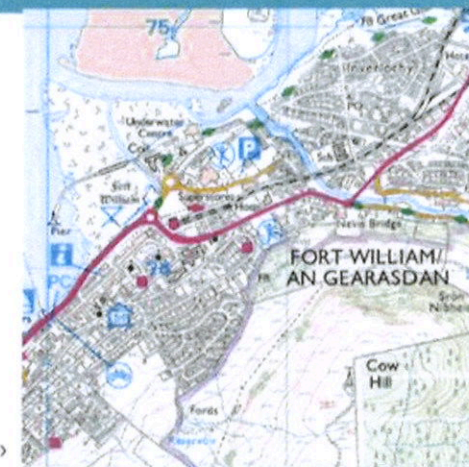
- As a line called a linear scale
- As a statement of scale
- As a ratio – a scale of 1: 50,000 means that 1 unit on the map represents 50,000 of the same unit on the ground.

A large-scale map shows a lot of detail but not much area; a small-scale map shows a lot of area but not much detail.

Four and Six Figure Grid References



An Example of an OS Map



Common Map Symbols

ROADS AND PATHS Not necessarily rights of way

	Service area
	Junction number
	Motorway
	Dual carriageway
	Main road
	Secondary road
	Narrow road with passing places
	Road under construction
	Road generally more than 4m wide
	Road generally less than 4m wide
	Other road, drive or track, fenced and unfenced
	Gradient: steeper than 20% (1 in 5); 14% (1 in 7) to 20% (1 in 5)
	Ferry; Ferry P - passenger only
	Path

GENERAL FEATURES

	Place of worship
	Current or former place of worship with tower
	Current or former place of worship with spire, minaret or dome
	Building; important building
	Glasshouse
	Youth hostel
	Bunkhouse/camping barn/other hostel
	Bus or coach station
	Lighthouse; disused lighthouse; beacon
	Triangulation pillar; mast
	Windmill, with or without sails
	Wind pump; wind turbine
	Electricity transmission line
	Slopes

Tourist & Leisure Information

	Museum		Art gallery (notable / important)
	National Trust		Boat hire
	Nature reserve		Boat trips
	Other tourist feature		Building of historic interest
	Parking		Cadw
	Park and ride, all year		Camp site
	Park and ride, seasonal		Camping and caravan site
	Phone; public, emergency		Caravan site
	Picnic site		Castle or fort

RAILWAYS

	Multiple track		standard gauge
	Single track		
	Narrow gauge or Light rapid transit system (LRTS) and station		
	Road over; road under; level crossing		
	Cutting; tunnel; embankment		
	Station, open to passengers; siding		

HEIGHTS AND NATURAL FEATURES

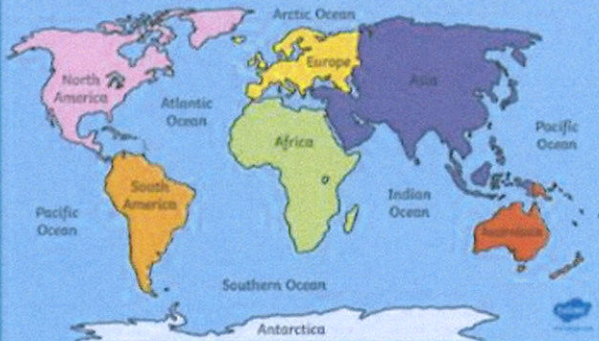
	Ground survey height	Surface heights are to the nearest metre above mean sea level. Where two heights are shown, the first is the height of the nearest ground in the location of the triangulation pillar, and the second (in brackets) is a separate point which is the highest natural contour.	
	Air survey height		
	Vertical face/cleft		
	Loose rock	Contours may be at 5 or 10 metres vertical interval	
	Boulders		
	Outcrop		
	Water		Mud
	Sand; sand & shingle		

Fowey River Academy Geography

Key Vocabulary

The Physical World	What our planet is like, the work of rivers, the sea and ice.
The Human World	How and where people live, develop and earn a living.
The Environmental World	Habitats, such as mountains, forests, oceans and how they develop and change.
Cartography	The drawing of maps.
Continent	One of several large land masses of the world. (There are 7 main continents)
Country	A region or area that makes up a continent.

Continents and Oceans



Knowledge Organiser – Semester 1 – What is a geographer? Part 1

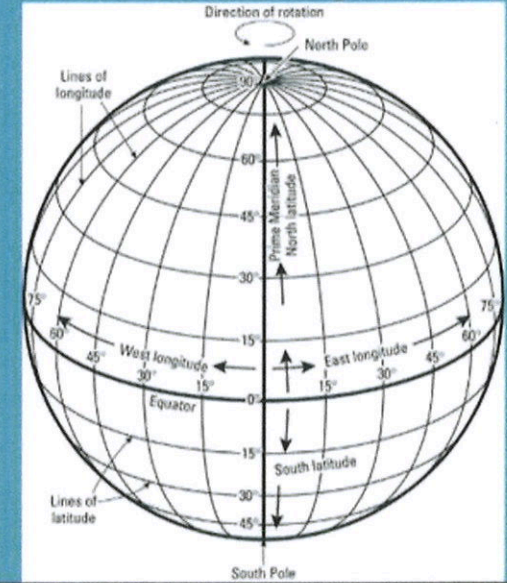
Think like a geographer:

- Where is this place?
 - What is it like?
 - Why is it like this?
 - How is it changing?
- Who is affected by the changes?
 - How do I feel about it?

Locational Knowledge - Europe



Latitude and Longitude



Latitude	The line of latitude that divides the Earth into the northern and southern hemisphere is known as the Equator. Lines of latitude to the north are labelled N, lines to the south are labelled S.
Longitude	The line of longitude that divides the Earth into the eastern and western hemisphere is known as the Prime Meridian. Lines of longitude to the east of the Prime Meridian are labelled E and those to the west are labelled W.
Tropics	The tropic of Cancer is 23.5°N. The tropic of Capricorn is 23.5°S.

Year 7 Knowledge Organiser

PLACE VALUE, DECIMALS & USING SCALES

Key Concept

Multiply/Divide by powers of 10

10 000	1000	100	10	1	●	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					●			

Multiplying

X 10 digits move LEFT 1 space
 X 100 digits move LEFT 2 spaces
 X 1000 digits move LEFT 3 spaces



Dividing

÷ 10 digits move RIGHT 1 space
 ÷ 100 digits move RIGHT 2 spaces
 ÷ 1000 digits move RIGHT 3 spaces



Key Words

Decimal: A number that contains a point.

Metric measure: The unit used to measure length, mass etc.

Scale: The conversion to convert between drawings and real life sizes.

Examples

Ordering Decimals

0.3, 0.21, 0.305, 0.38, 0.209

Add zero's so that they all have the same number of decimal places.

0.300, 0.210, 0.305, 0.380, 0.209

Then they can be placed in order:

0.209, 0.21, 0.3, 0.305, 0.38

Multiplying/Dividing by powers of 10

3.4×100

100	10	1	●	
		3	●	4
3	4	0	●	

 hegarty**maths**

**13-16, 46, 691,
864**

Tip

- Add digits when ordering decimals.
- The number of zero's tells you the number of places to move the digits.

Questions

- Order 1.52, 1.508, 1.5, 1.05, 1.51
- Work out a) 1.35×10 b) 0.6×100 c) $4.5 \div 100$
- Convert a) 36 mm to cm b) 7 cm to mm c) 450 cm to m
 d) 620 g to kg e) 4.2 kg to g f) 0.7 kg to g

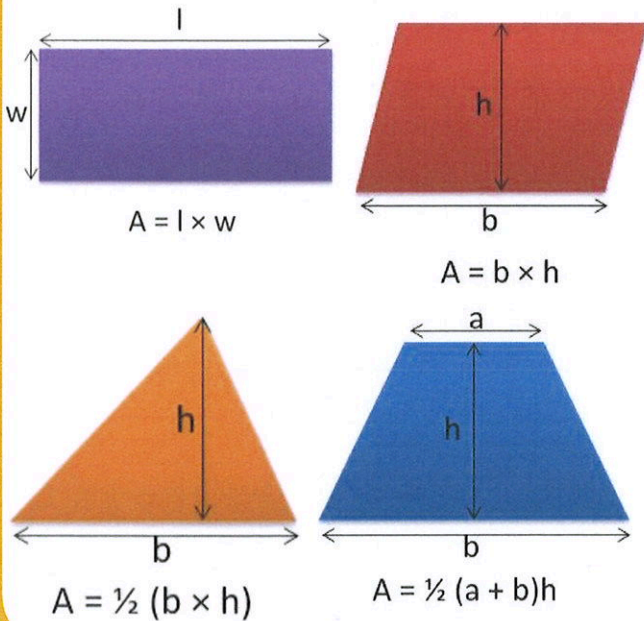
ANSWERS: 1) 1.05, 1.5, 1.508, 1.51, 1.52 2) a) 13.5 b) 60 c) 0.045
 3) a) 3.6cm b) 70mm c) 4.5m d) 0.62kg e) 4200 f) 700g

Year 7 Knowledge Organiser

AREA AND PERIMETER

Key Concepts

Area



Key Words

Area: The amount of square units that fit inside the shape.

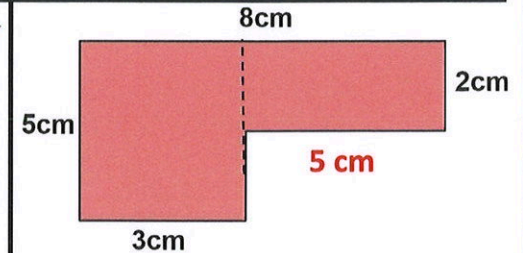
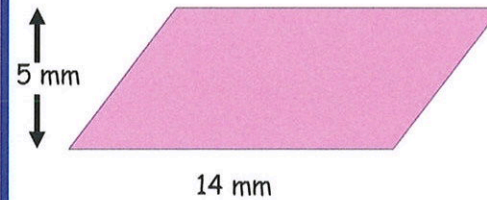
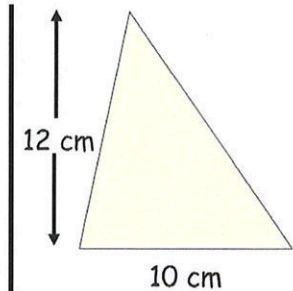
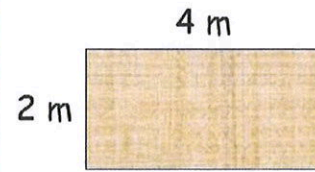
Perimeter: The distance around the outside of the shape.

Dimensions: The lengths which give the size of the shape.

Shapes:

Rectangle, Triangle, Parallelogram, Trapezium, Kite.

Examples

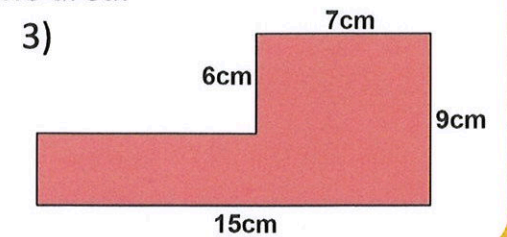
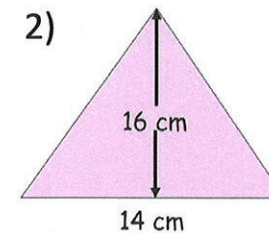
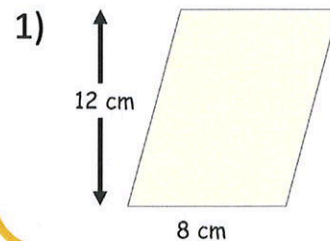


Clip Numbers
554 – 559

Tip

Always remember units. These units are squared for area. mm^2 , cm^2 , m^2 , etc

Questions – Find the area.



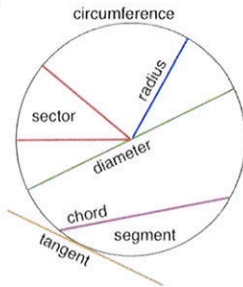
ANSWERS: 1) 96 cm^2 2) 112 cm^2 3) 87 cm^2

Year 7 Foundation

PERIMETER AND CIRCUMFERENCE

Key Concepts

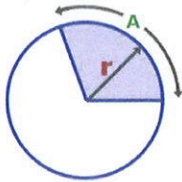
Parts of a circle



Circumference

of a circle is calculated by πd and is the distance around the circle.

Arc length of a sector is calculated by $\frac{\theta}{360} \pi d$.



Calculate:

a) Circumference

$$C = \pi \times 4$$

$$= 4\pi$$

$$\text{or } = 12.57\text{cm}$$

b) Diameter when the circumference is 20cm

$$C = \pi \times d$$

$$20 = \pi \times d$$

$$\frac{20}{\pi} = d$$

$$\text{Or } 6.37\text{cm}$$

Examples

c) Perimeter

$$P = \frac{\pi \times d}{2} + d$$

$$P = \frac{\pi \times 6}{2} + 6$$

$$P = 3\pi + 6$$

$$\text{Or } = 15.42\text{cm}$$

d) Arc length

$$\text{Arc} = \frac{\theta}{360} \times \pi \times d$$

$$\text{Arc} = \frac{28}{360} \times \pi \times 2 \times 10$$

$$\text{Arc} = \frac{28}{360} \times \pi \times 20$$

$$\text{Arc} = \frac{14}{9} \pi$$

$$\text{Or } = 4.89\text{cm}$$

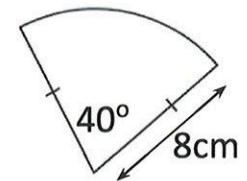
hegarty maths

534, 535, 537,
538, 541, 544-545

Key Words
Circle
Perimeter
Circumference
Radius
Diameter
Pi
Arc

Calculate:

- 1) The circumference of a circle with a diameter of 12cm
- 2) The diameter of a circle with a circumference of 30cm
- 3) The perimeter of a semicircle with diameter 15cm
- 4) The arc length of the diagram



ANSWERS: 1) 12π or 37.7cm 2) $\frac{30}{\pi}$ or 9.54cm 3) 38.56cm 4) $\frac{16}{9}\pi$ or 5.59cm

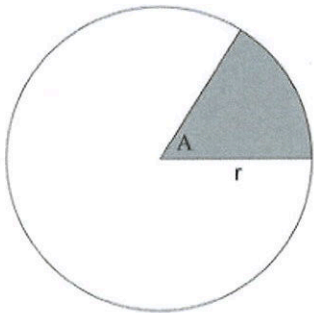
Year 7 Foundation

AREA OF CIRCLES AND PART CIRCLES

Key Concepts

The **area** of a circle is calculated by πr^2

The **area of a sector** is calculated by $\frac{\theta}{360} \pi r^2$

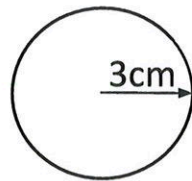


 hegarty**maths**

**539, 540,
542-543,
546-547**

Calculate:

a) **Area**



$$A = \pi \times 3^2$$

$$= 9\pi$$

$$\text{or } = 28.3\text{cm}^2$$

b) **Radius** when the area is 20cm^2

$$A = \pi \times r^2$$

$$20 = \pi \times r^2$$

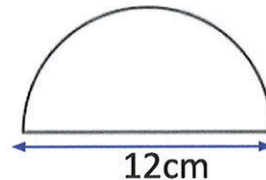
$$\frac{20}{\pi} = r^2$$

$$\sqrt{\frac{20}{\pi}} = r$$

$$\text{Or } 2.52\text{cm}$$

Examples

c) **Area**



$$P = \frac{\pi \times r^2}{2}$$

$$P = \frac{\pi \times 6^2}{2}$$

$$P = 18\pi$$

$$\text{Or } = 56.55\text{cm}^2$$

d) **Area of a sector**

$$\text{Arc} = \frac{\theta}{360} \times \pi \times r^2$$

$$\text{Arc} = \frac{28}{360} \times \pi \times 10^2$$

$$\text{Arc} = \frac{28}{360} \times \pi \times 100$$

$$\text{Arc} = \frac{70}{9} \pi$$

$$\text{Or } = 24.43\text{cm}$$


$$P = 18\pi$$

$$\text{Or } = 56.55\text{cm}^2$$


Calculate:

- 1) The area of a circle with a radius of 9cm
- 2) The radius of a circle with an area of 45cm^2
- 3) The area of a semicircle with diameter of 16cm
- 4) The area of the sector in the diagram

$$P = 18\pi$$

$$\text{Or } = 56.55\text{cm}^2$$


ANSWERS: 1) 81π or 254.47cm^2 2) $\sqrt{\frac{45}{\pi}}$ or 3.78cm 3) 32π or 100.53cm 4) $\frac{64}{9} \pi$ or 22.34cm

Year 7 Knowledge Organiser

UNDERSTANDING PERCENTAGES and FRACTIONS

Key Concept

FDP equivalence

F	D	P
	0.01	1%
	0.1	10%
	0.2	20%
	0.25	25%
	0.5	50%
	0.75	75%

Key Words

Fraction: A fraction is made up of a numerator (top) and a denominator (bottom).


Integer: Whole number.

Ascending Order: Place in order, smallest to largest.

Descending Order: Place in order, largest to smallest.

Tip

- A larger denominator does not mean a larger fraction.
- To find equivalent fractions multiply/divide the numerator and denominator by the same number.

 hegarty**maths**

Clip Numbers

52-55, 73-83, 97

Examples

Make the denominators the same.

$$\begin{array}{cccccc}
 \frac{3}{4} & \frac{3}{8} & \frac{1}{2} & \frac{7}{8} & \frac{1}{4} \\
 \downarrow & \downarrow & \downarrow & \downarrow & \downarrow \\
 \frac{6}{8} & \frac{3}{8} & \frac{4}{8} & \frac{7}{8} & \frac{2}{8} \\
 \downarrow & \downarrow & \downarrow & \downarrow & \downarrow \\
 \frac{1}{4} & \frac{3}{8} & \frac{1}{2} & \frac{3}{4} & \frac{7}{8}
 \end{array}$$

(Circles around 4, 2, 3, 5, 1 in the second row)

Convert them all to decimals.















56%	$\frac{3}{4}$	0.871	23%	$\frac{6}{7}$
0.56	0.75	0.871	0.23	0.857...
2	3	5	1	4
23%	56%	$\frac{3}{4}$	$\frac{6}{7}$	0.871

Questions

1) Place these lists in ascending order.

a) $\frac{2}{3}, \frac{3}{4}, \frac{5}{6}, \frac{7}{12}$ b) $\frac{3}{7}, \frac{1}{2}, 0.49, 0.2$ c) $\frac{7}{32}, 25\%, 0.05, \frac{29}{100}$

ANSWERS: 1) $\frac{7}{12}, \frac{2}{3}, \frac{3}{4}, \frac{5}{6}$ 2) $0.2, \frac{3}{7}, 0.49, \frac{1}{2}$ 3) $0.05, \frac{7}{32}, 25\%, \frac{29}{100}$

1.  vélo
2.  bise
3.  Salut!
4.  Ça va?
5.  professeur
6.  maths
7.  fenêtre
8.  musique
9.  portable
10.  araignée
11.  serpent
12.  intelligent
13.  numéro un
14.  chaud
15.  eau
16.  poisson

French

Year 7 - Autumn

**Welcome to Languages at
Fowey River Academy**

Essential Question:

**Which Language do you think
you would enjoy learning the most?**

Bonjour/Salut

Comment t'appelles-tu?

Je m'appelle...

Ça va?

Comme ci comme ça

Bien, merci

Très bien

Génial

Bof!

Enchanté

Au revoir

Hello

What's your name?

My name is...

How are you?

OK

Good, thanks

Very good

Great!

Terrible/bad

Nice to meet you

Good bye

Je peux vous aider? – Can I help you?
Je ne comprends pas. – I don't understand.
Parlez vous anglais? – Do you speak English?
Non, désolé... - No, sorry...

Une table pour deux, s'il vous plait. – One table for two, please.

Et vous voulez? – And you would like?

Je voudrais une crêpe, s'il vous plaît – I would like a pancake, please.

C'est combien? – How much is it?

C'est 5 euros et 10 centimes. – It's 5 Euros and 10 cents.

Merci. – Thank you

Où sont les toilettes? – Where are the toilets?

Numbers 1-20 in French

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

French cognates:

- group = groupe
- paper = papier
- boots = bottes
- market = marché
- plant = plante
- list = liste
- lesson = leçon
- letter = lettre
- uncle = oncle
- part = partie
- palace = palais
- museum = musée



German

Year 7 - Autumn

Welcome to Languages at Fowey River Academy

Essential Question:

Which Language do you think you would enjoy learning the most?

German	t	tt	ss	pf	g	ff	b	ch	f	d
English	d	th	t	p	y	p	f	k	p	th

- 1 = eins 11 = elf
- 2 = zwei 12 = zwölf
- 3 = drei 13 = dreizehn
- 4 = vier 14 = vierzehn
- 5 = fünf 15 = fünfzehn
- 6 = sechs 16 = sechzehn
- 7 = sieben 17 = siebzehn
- 8 = acht 18 = achtzehn
- 9 = neun 19 = neunzehn
- 10 = zehn 20 = zwanzig

My first German words

Englisch	English
Engel	angel
Banane	banana
Bär	bear
Bier	beer
Katze	cat
Schokolade	chocolate
Kaffee	coffee
Sonne	sun
Diamant	diamond
Elefant	elephant
rund	round
Feuer	fire
kühl	cool

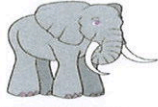
Hallo, wie gehts? – Hello, how are you?
 Guten Tag - Hello
 Gut, danke – Good thanks
 Nicht schlecht – Not bad
 Es geht so – I’m alright
 Nicht sehr gut – Not very good
 Bis bald! – See you soon!
 Tschüß! – Bye!
 Auf Wiedersehen! – Good bye!

Wie heißt du? - What’s your name?
 Ich heiße Tina. – My name is Tina.
 Sprechen Sie Englisch? – Do you speak English?
 Ich verstehe nicht. – I don’t understand.
 Ich möchte ein Eis, bitte. – I would like an ice cream, please.
 Wo ist die Toilette? – Where is the toilet?
 Ein Tisch für zwei, bitte. – A table for two, please.
 Danke. – Thanks.
 Wie viel kostet das? – How much is that?
 Das kostet drei Euro. – That costs three Euros.

Spanish phonics



panda



elefante



tigre



oso



búfalo



cebra



camello



gorila



hipopótamo



jirafa



vaca



zorro

Spanish greetings

Hola	Hello
¿Cómo te llamas?	What's your name?
Me llamo...	My name is...
¿Qué tal?	How are you?
regular	OK
Bien, gracias	Good, thanks
Muy bien	Very good
Genial	Great!
¡Mal!	Terrible/bad
Encantado de conocerte	Nice to meet you
Adiós	Good bye

Spanish

Year 7 - Autumn

Welcome to Languages at Fowey River Academy

Essential Question:

Which Language do you think you would enjoy learning the most?

Spanish useful phrases

¿ Puedo ayudarte? – Can I help you?

No comprendo. – I don't understand.

¿ Hablas Inglés? – Do you speak English?

No, lo siento... - No, sorry...

Una mesa para dos, por favor – One table for two, please.

¿ Y qué quieres? – And you would like?

Me gustaría tomar churros, por favor – I would like a pancake, please.

¿ Cuánto cuesta? – How much is it?

Son 6 euros y 15 centimos – It's 6 Euros and 15 cents.

Gracias. – Thank you

¿Dónde está el baño? – Where are the toilets?

Spanish numbers

1: uno	11: once
2: dos	12: doce
3: tres	13: trece
4: cuatro	14: catorce
5: cinco	15: quince
6: seis	16: dieciséis
7: siete	17: diecisiete
8: ocho	18: dieciocho
9: nueve	19: diecinueve
10: diez	20: veinte

Spanish cognates

1. group = grupo
2. paper = papel
3. boots = botas
4. honour = honor
5. plant = planta
6. list = lista
7. class = clase
8. letter = letra
9. coffee = café
10. part = parte
11. museum = museo

Y7 History Knowledge Organiser Autumn Semester: Norman Conquest

Who and What?

Normans	People from Normandy, in Northern France
Anglo-Saxons	People who lived in England. Their ancestors had arrived from northern Europe from the 5th century.
Vikings	Men from Norway. England had previously had Viking Kings.
Godwins	The most powerful Anglo-Saxon family. Harold Godwinson became King. Edith Godwindattter had married King Edward the Confessor.
Domesday Book	A survey to determine how wealthy the Kingdom was, and how much the king could raise through taxes.
Harrying of the North	William's response to a rebellion in the North was to destroy the crops and damage the land.
Harold Godwinson	King of England in 1066. Succeeded Edward the Confessor. Died at the Battle of Hastings
William of Normandy	Duke of Normandy. Became king of England after the battle of Hastings
Harald Hardrada	Viking King, killed at the Battle of Stamford Bridge
Edward the Confessor	Anglo-Saxon king who died in January 1066

Key Ideas

- Anglo Saxon** England was peacefully united under one king. Nearly everybody worked on the land and lived in small villages. People were religious and culture had advanced. However, **Edward the Confessor** died in 1066 with no heir. **William of Normandy**, **Harold Hardrada**, and **Harold Godwinson** all claimed the throne.
- Harald Hardrada** invaded in the north of England. Harold's army marched north to defeat the **Viking** army at **Stamford Bridge**.
- William** invaded the South so Harold marched his army from the North to confront William and the **Normans** at the **Battle of Hastings**. William defeated Harold, who was killed in the battle.
- Anglo-Saxon** rebellions forced William to act forcefully against the English and led to the Harrying of the North. From 1066 to 1087 William and the Normans also built nearly 700 motte and bailey castles, which were relatively quick to build, but difficult to capture, and helped William control England.

Chronology

Jan. 1066	Death of Edward the Confessor
25 Sept. 1066	Battle of Stamford Bridge
14 Oct. 1066	Battle of Hastings
1069/70	Northern Revolt and Harrying of the North
1085	Surveying for the Domesday Book begins

Semester Key Words

Monarch	The king or queen of a country.
Contender	Someone who competes to be the next king of England.
Conquest	To take over a country by force.
Battle	A violent fight between different groups of people in order to achieve success or control.
Feudalism	A system in which people were given land and protection by people of higher rank, and worked and fought for them in return.
Peasant	A poor person who works on the land.
Lord	A man who owned land or property and who had power and authority over people.
Castle	A large building with defensive features.
Motte and Bailey castle	A Norman castle that was very quick to build
Rebellion	A violent organized action by a large group of people who are trying to change their country's political system.

Key Ideas continued

- The Normans** introduced **the Feudal System** to ensure allegiance. This was a system in which landholders provide land to tenants in exchange for their loyalty and service. William also did a survey of land in England which was recorded in the **Domesday Book**.



Life-Skilled through PE



ENDURANCE
Keep going even when things get difficult; Controlling emotions and behaviours

PERFORMING AT MAXIMUM LEVELS
Pushing yourself to see what you are capable of

RESILIENCE
Working through challenges

EMPATHY
Understanding others perspectives
Being honest and fair



DECISION MAKING
Coming to the right conclusions based on information

COMMUNICATION
Actively listening and speaking effectively
Using gestures or hand signals
Use specialist equipment like a whistle or flag



CREATIVITY
Using skills or knowledge to solve problems
Coming up with new ways of doing things

SELF MANAGEMENT
Organised and independent

TEAMWORK AND INFLUENCING OTHERS
Working with others to accomplish a task
Encouraging others to achieve

SELF – ANALYSIS
Reflecting on performance and setting targets to improve