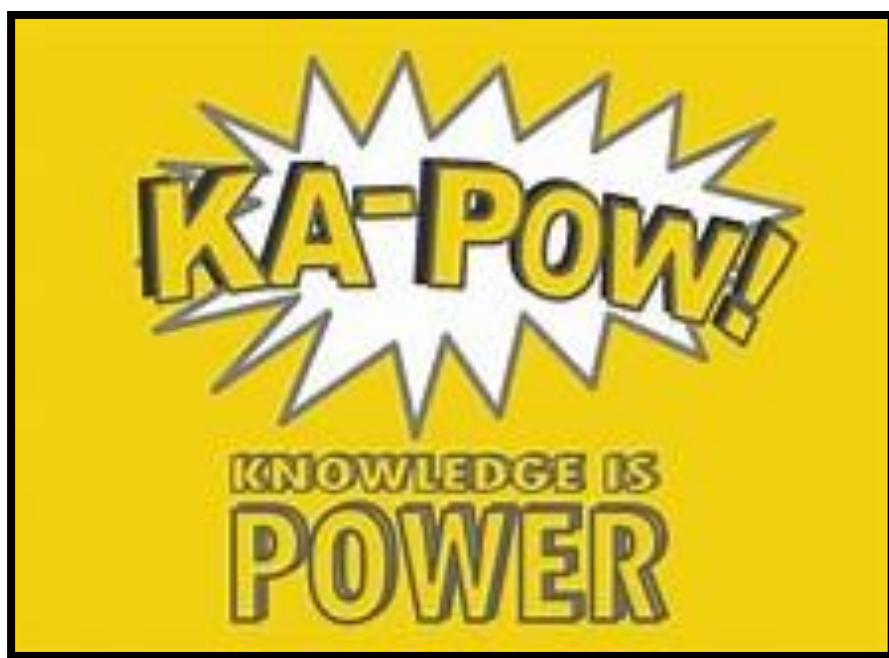




Year 7

Knowledge Organiser Booklet

Half Term 2



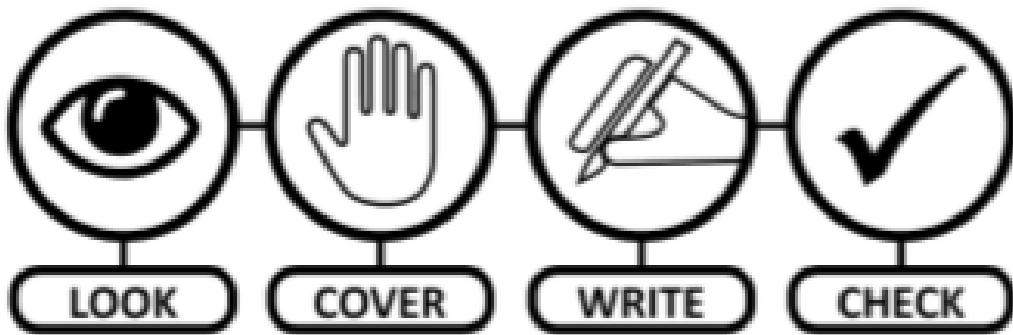
Name

Self-Quizzing Book

Knowledge organisers contain **critical** knowledge you must know. They will help you **remember more** and learn complex information and concepts. Using knowledge organisers will make you more successful in your subjects.

You need to bring your knowledge organiser booklet and self-quizzing book with you **every day**.

For homework you will be asked to self-quiz using your knowledge organisers. You will do this in this book using look, cover, write, check.



Look: Spend a small amount of time reading a section of the knowledge organiser and trying to memorise the content.

Cover: Cover up that section of your knowledge organiser.

Write: In your self-quizzing book, write out the information you have tried to memorise from the knowledge organiser.

Check: Uncover the section of your knowledge organiser and check every word, including spellings. Make any corrections using a **green pen**. If it is all correct, tick what has been written.

Repeat this process until **one whole page** of your self-quizzing book is full, with **no whole lines left empty**.

Respect

Resilience

Responsibility

Expectations

You should be proud of the work you produce and how hard you have worked.

There should be no wasted space on each page.

No whole lines should be left empty.

Corrections should be made in a **green pen**.

Example

Subject, underlined

Date in full, underlined

Corrections made in green pen.

Each line checked and ticked if correct.

Solid black line after each attempt

Repeat until the whole page is full

No whole lines left empty except between repeats.

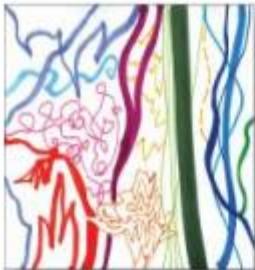
Respect

Resilience

Responsibility

Elements of Art

These are the basic elements that are used by Artists in creating Art: they are what you use to create an aesthetically pleasing work. When we make Art, we need to understand and apply these seven Elements of Art.



LINE

A mark made by an implement. Line is the path left by a moving point.

For example, a pencil or a brush dipped in paint. Line can be used to show many different qualities, such as:

- Contours - showing the shape and form of something.*
- Feelings or expressions.*

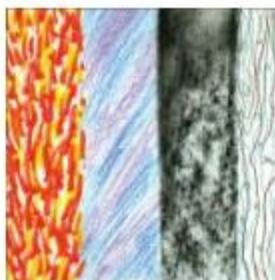
COLOUR

Is one of the most dominant elements. It is created by light. There are three properties of colour; **Hue** (name), **Value** (shades and tints) and **Intensity** (brightness).



TEXTURE:

This is to do with the surface quality of something, the way something feels or looks like it feels. There are two types: actual texture and visual texture.

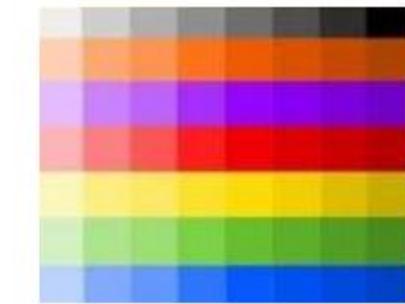


SHAPE

The outline or form of something. An area enclosed by a line. It could be just an outline or it could be shaded in.

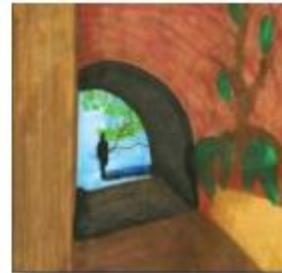
FORM

Form is a **three dimensional shape**, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms. In 2D artworks, tone and perspective can be used to create an illusion of form.



VALUE

Degrees of lightness or darkness. The difference between values is called value contrast.



SPACE

The distance around and between things. How it's used to create the illusion of depth. Space can be two-dimensional, three-dimensional, negative and/or positive.

Key words

Sustainability- able to be maintained at a certain rate or level.

Recycled- convert (waste) into reusable material.

Upcycling- reuse (discarded objects or material) in such a way as to create a product of higher quality or value than the original.

Research- investigation into and study of materials and sources in order to establish facts and reach new conclusions

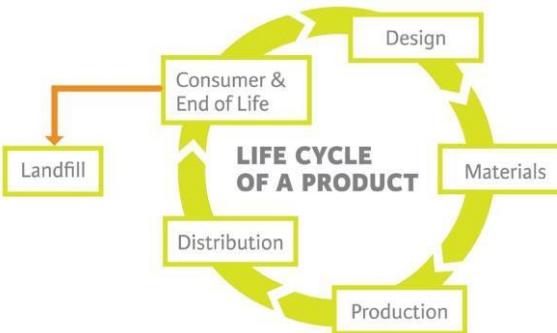
Prototype- a first or preliminary version of a device or vehicle from which other forms are developed

Client- a person or organization using the services of a professional person or company

Justify- show or prove to be right or reasonable.



Design brief: Design and make a product that is influenced by sustainable design.



SUSTAINABLE DESIGN PRINCIPLE



- Low-impact materials
- Energy efficiency
- Emotionally durable design
- Sustainable design standards
- Design for reuse and recycling
- Bio mimicry
- Service substitution
- Renewability

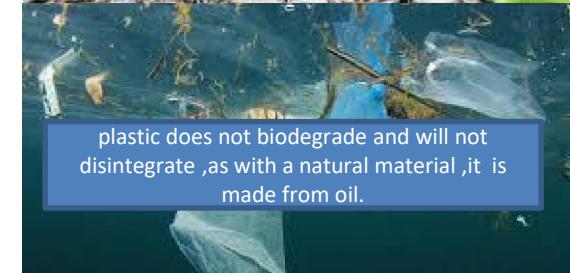
Design Process:

- Task analysis and research plan
- Research and evaluation
- Specification
- Research evaluation
- Initial design ideas
- Design development and prototypes
- Trials of techniques and samples
- Final design concept

Topical images:



Plastic is a key pollution problem in the oceans.



plastic does not biodegrade and will not disintegrate ,as with a natural material ,it is made from oil.



Coral is being destroyed through plastic and pollution, coral is a key provider of oxygen and is a main stage of the marine food chain.



Only 10% of plastic bottles are recycled

Drama – Year 7

Term 1

Darkwood Manor



Suspense

Suspense arises out of your audience's anticipation and worry/fear of what is going to happen next.

Conventions of horror

Setting:

Dark, spooky woods, lonely house, graveyards

Characters :

Group of friends, teenagers, masked (unidentifiable), ghosts

Sub genre – gothic:

The weather plays a big part, the supernatural, dreams, revenge, sense of mystery, suspense

Sub genre – paranormal:

Feels real, spirits, movements, plays on audience's fears, house hold props

Thought-Tracking

Thought-tracking is when a character steps out of a scene to address the audience about how they're feeling. Sharing thoughts in this way provides deeper insight into the character for an audience.

Sometimes the character might feel something different to the words they're speaking.

| Do's | Don't |
|--|--------------------------------|
| Speak loudly and clearly | Turn your back on the audience |
| Be confident | Mumble |
| Make eye contact with the character you are talking to | Fidget |
| Pause for tension | Laugh out of character |
| Keep characteristics natural | Talk over other characters |
| Face the audience | Look to the floor |
| Listen to other's ideas in rehearsal | Use minimal movement |
| Use facial expressions to show emotion | Argue with your group |

Soundscapes

A soundscape is a series of sounds created by students that create a setting or suggest a scene. A soundscape is used to create the atmosphere of a scene through sound only. For example, if you were creating a soundscape of a haunted house, you might create sounds of a creaking door, footsteps, animal noises or a scream.

Vocal skills

Tone: Your tone suggests your mood and your intention towards the listener, e.g aggressive, sarcastic

Pitch: Speaking in a high, low or natural voice.

Pace: The speed with which you speak, eg fast or slow.

Volume: This is how loud or quiet your voice is. Varying volume is important to communicate a range of emotions and situations. Anger or excitement might be communicated with a loud volume while fear could be shown by using a quiet voice.

Accent: Shows that your character is from a specific place.

Pause: A dramatic pause at a crucial moment is very effective in performance.

Intonation: The rise and fall of a voice. There's a clear movement up when we ask questions for example. Intonation also helps us to say what we mean.

Year 7 - Knowledge Organiser – Gothic Writing

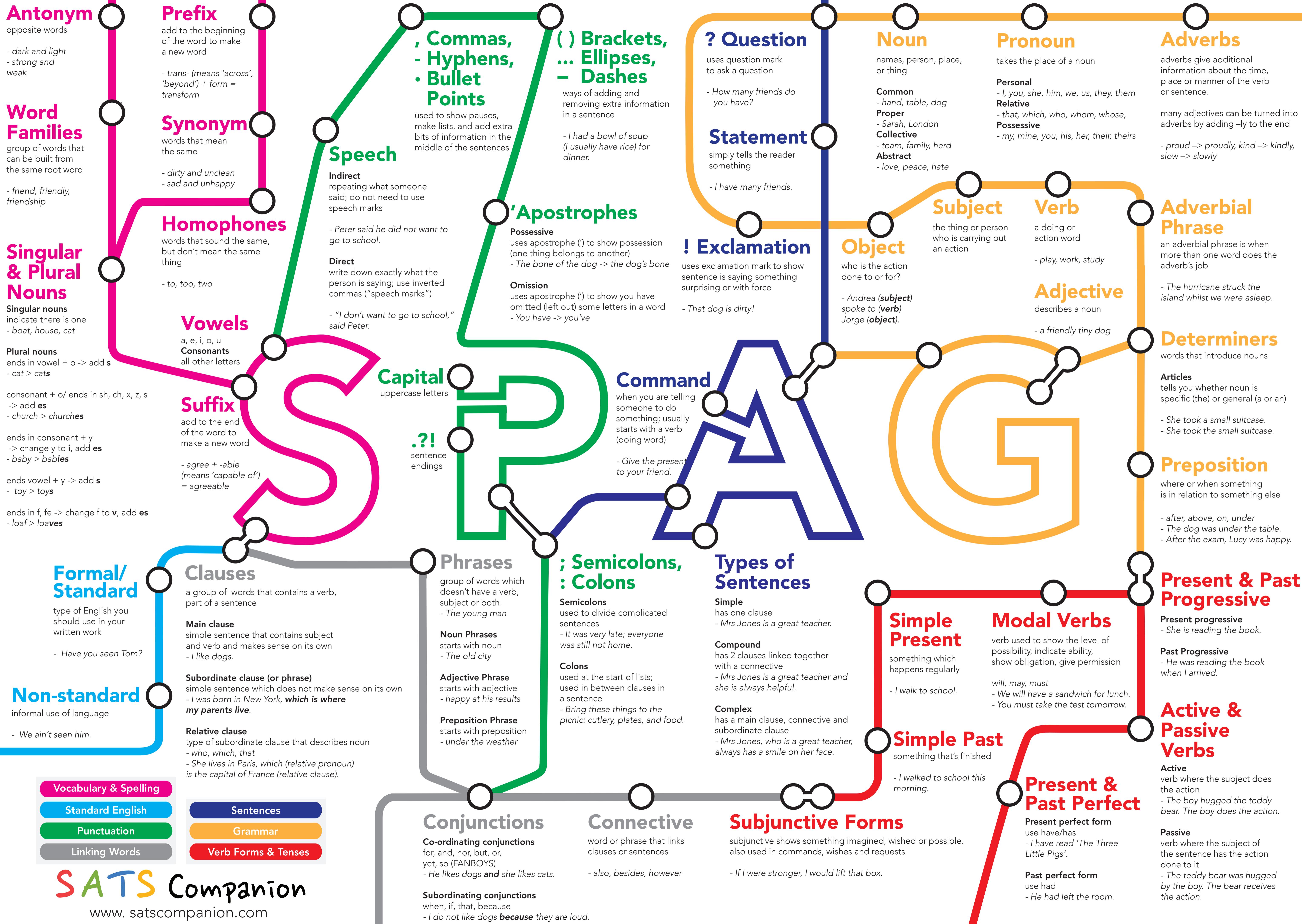
Definition of ‘Gothic’ writing: “Tales of the macabre, fantastic, and supernatural, usually set amid haunted castles, graveyards, ruins, and wild picturesque landscapes.”

| Typical genre features: | Archetypal characters: | Typical settings: |
|--|--|---|
| 1. Death and darkness | 1. Characters with high social status e.g. Princes, counts | 1. Wild landscapes |
| 2. Supernatural (magic, ghosts, monsters, curses) | 2. Female victims threatened by a powerful male | 2. Medieval style castles, churches or abbeys |
| 3. Focus on body parts | 3. Threatening women who are monsters or vampires | 3. Gloomy, decayed and ruined environments |
| 4. Depiction of madness and hyperbolic emotion, including psychological episodes | 4. Powerful, tyrannical male figures | 4. Remote, uninhabited places (older gothic) or monsters intermingling in every day life (newer gothic) |
| 5. Mystery, terror and suspense | 5. Villains, vampires, ghosts, werewolves | 5. Volatile and threatening weather (symbolism) |

| Social and Historical Context | Values and ideas held by gothic writers |
|--|--|
| <ul style="list-style-type: none"> 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. Medieval Europe (C3-14) 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. Figures from The Age of Enlightenment (C18-19) 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. 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. The gothic genre first emerged from the Romantic movement. It used art and ideas from the Dark Ages, wild emotion and nature to contrast modern ideas about science and logic. Gothic writing transformed into the format of the extremely popular Victorian ghost story. 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. | <ul style="list-style-type: none"> Gothic writers are preoccupied with the supernatural because they believe that not everything has a scientific explanation. They believed that nature is ‘sublime’: it has the power to simultaneously inspire awe and terror in people. They challenged society’s expectations about propriety and emotion. To show wild emotion was seen as crass and uncouth, but not to the gothic writers, who often depicted passion and rage. They explored the role of the female characters: often in gothic texts, there are powerful female roles, which contrasted the contemporary society. They were very interested in the psychological exploration of characters, particularly in relation to themes of madness. Big question: are humans always attracted to darkness? Is this why the gothic style has been almost constant? |

Notable Gothic texts (in chronological order)

| | | | | | | | | | | | |
|--|---------------------------------|-----------------------------------|---|-----------------------------------|--|--|---|-----------------------------|----------------------------|---------------------------------------|---|
| The Castle of Otranto – Horace Walpole, 1765 | Vathek – William Beckford, 1786 | Frankenstein – Mary Shelley, 1818 | The Hunchback of Notre Dame – Victor Hugo, 1831 | The Raven – Edgar Allan Poe, 1845 | Wuthering Heights – Emily Bronte, 1847 | The Strange Case of Dr Jekyll and Mr Hyde – R.L. Stevenson, 1887 | The Picture of Dorian Gray, Oscar Wilde, 1890 | Dracula – Bram Stoker, 1897 | Rebecca – Du Maurier, 1931 | The Woman in Black – Susan Hill, 1983 | The Twilight Series – Stephanie Meyer, 2006 |
|--|---------------------------------|-----------------------------------|---|-----------------------------------|--|--|---|-----------------------------|----------------------------|---------------------------------------|---|



Year 7 French - Autumn Two

Week 1

| | |
|------------|-----------|
| le poème | poem |
| la couleur | colour |
| rouge | red |
| jaune | yellow |
| vert | green (m) |
| verte | green (f) |
| bleu | blue (m) |
| bleue | blue (f) |
| comme | like |
| la vague | wave |
| le ciel | sky |
| le rêve | dream |
| le poète | poet (m) |
| la poète | poet (f) |

Week 2

| | |
|---------------------|---------------------------|
| beau | beautiful (m) |
| le bateau | boat |
| mauvais | bad (m) |
| mauvaise | bad (f) |
| le magasin | shop |
| la promenade | walk |
| le voyage | journey |
| le numéro | number |
| la question | question |
| la réponse | answer, response |
| en | in, by |
| la visite | visit, tour |
| de | of |
| Paris | Paris |
| Londres | London |
| faire un voyage | to go on a journey |
| faire une promenade | to go for a walk |
| faire une visite de | to go on a tour of, visit |
| faires les magasins | to go shopping |
| il fait beau | it's nice weather |
| il fait mauvais | it's bad weather |

Week 3

| | |
|----------------|------------------------------|
| aimer | to like, liking |
| chaque | every |
| passer | to spend time, spending time |
| porter | to wear, wearing |
| la semaine | week |
| la solution | solution |
| trouver | to find, finding |
| l'uniforme (m) | uniform |
| le moment | moment |
| cocher | to tick, ticking |
| à | at |
| rester | to stay, staying |
| l'école (f) | school |
| avec | with |

Week 4

Week 5

Week 6

Week 7

| | |
|---------------|--------------------------------|
| l'exemple (m) | example |
| montrer | to show, showing |
| penser | to think, thinking |
| penser à | to think about, thinking about |
| la raison | reason |
| demander | to ask for, asking for |
| que | that |
| normalement | normally |
| aujourd'hui | today |
| à | to, at |
| donner | to give, giving |
| le cadeau | present |

| | |
|---------------|-----------------------|
| dehors | outside |
| le déjeuner | lunch |
| le film | film |
| la maison | house |
| marcher | to walk, walking |
| nous | we |
| préparer | to prepare, preparing |
| regarder | to watch, watching |
| la télé | television |
| travailler | to work, working |
| le partenaire | partner (m) |
| la partenaire | partner (f) |
| préféré | favourite (m) |
| préférée | favourite (f) |
| manger | to eat, eating |

| | |
|----------------|--------------------|
| chanter | to sing, singing |
| étudier | to study, studying |
| le fruit | fruit |
| l'histoire (f) | history |
| jouer | to play, playing |
| ils | they (m, m/f) |
| elles | they (f) |
| ensemble | together |
| la radio | radio |
| un élève | pupil (m) |
| une élève | pupil (f) |

| | |
|------------|----------------------|
| la chemise | shirt |
| la classe | class |
| la salle | room |
| le silence | silence |
| le tableau | board |
| vous | you (plural) |
| la fenêtre | window |
| la porte | door |
| fermer | to close, closing |
| bien | good, well |
| regarder | to watch, to look at |

Year 7 Spanish - Autumn 2

Week 1

| | |
|-------------|--------------------|
| pero | but |
| español (m) | Spanish |
| inglés (m) | English |
| arte (m) | art |
| mucho | much, a lot |
| Señor | Mr. |
| Señora | Mrs. |
| estudiar | to study, studying |
| caminar | to walk, walking |
| no | no, not |
| entiendo | I understand |
| verdadero | true (m) |
| verdadera | true (f) |
| o | or |
| falso | false (m) |
| falsa | false (f) |
| un silencio | a silence |
| un grupo | a group |
| perdón | sorry |
| ciencia (f) | science |

Week 2

| | |
|---------------|---------------------------------------|
| uno | one |
| dos | two |
| tres | three |
| cuatro | four |
| cinco | five |
| seis | six |
| siete | seven |
| ocho | eight |
| nueve | nine |
| diez | ten |
| once | eleven |
| doce | twelve |
| un color | a colour |
| un plan | a plan |
| una flor | a flower |
| un autor | a male author |
| una autora | a female author |
| un profesor | a male teacher |
| una profesora | a female teacher |
| un director | a male director, male headteacher |
| una directora | a female director, female headteacher |
| un número | number |

Week 3

| | |
|-------------|------------------------|
| mirar | to look at, looking at |
| hay | there is, there are |
| una mesa | a table |
| una silla | a chair |
| una ventana | a window |
| una puerta | a door |
| una chica | a girl |
| una persona | a person |
| un chico | a boy |
| un libro | a book |
| un señor | man |
| una señora | woman |
| allí | there |
| aquí | here |

Week 4

| | |
|-----------|-------------------------------------|
| son | they are (for traits) |
| pequeño | small, little (m) |
| pequeña | small, little (f) |
| bueno | good (m) |
| buena | good (f) |
| malo | bad (m) |
| mala | bad (f) |
| famoso | famous (m) |
| famosa | famous (f) |
| bonito | pretty (m) |
| bonita | pretty (f) |
| antiguo | old, ancient (m) |
| antigua | old, ancient (f) |
| feo | ugly (m) |
| fea | ugly (f) |
| rico | rich (m) |
| rica | rich (f) |
| caro | expensive (m) |
| cara | expensive (f) |
| barato | cheap (m) |
| barata | cheap (f) |
| ¿Cómo es? | What is s/he like? What is it like? |

Week 5

| | |
|--------------|---------------------------|
| el | the (masculine, singular) |
| la | the (feminine, singular) |
| el museo | museum |
| el banco | bank |
| el teatro | theatre |
| el centro | centre |
| el mercado | market |
| la tienda | shop |
| la plaza | square |
| la iglesia | church |
| la escuela | school |
| entre | between |
| la ciudad | city |
| cerca | near, close |
| lejos | far |
| la respuesta | answer |

Week 6

| | |
|-------------|-------------|
| el pueblo | town |
| el equipo | team |
| el trabajo | work |
| el plato | plate, dish |
| el edificio | building |
| la familia | family |
| la película | film |
| la vista | view |
| la isla | island |
| grande | big |
| interesante | interesting |
| de | of |

Week 7

| | |
|------------|-------------------|
| dar | to give, giving |
| doy | I give |
| das | you give |
| da | he, she, it gives |
| querer | to want, wanting |
| quiero | I want |
| quieres | you want |
| quiere | he, she, it wants |
| el regalo | present |
| el padre | father |
| la madre | mother |
| el hermano | brother |
| la hermana | sister |
| el dinero | money |
| a | to |



The Eatwell guide

What is the Eatwell Guide?

The Eatwell Guide is a guide that shows you the different types of food and nutrients we need in our diets to stay healthy.

Why is the Eatwell Guide important?

The Eatwell Guide shows you how much (proportions) of food you need for a healthy balanced diet.

What are the consequences of a poor diet?

A poor diet can lead to diseases and can't stop us from fighting off infections.

What are the sections on the Eatwell Guide?

1. Fruit and vegetables
2. Potatoes, bread, rice, pasta and other starchy food
3. Dairy and alternatives
4. Beans, pulses, fish, egg, meat and other proteins
5. Oils and spreads

Eat 5 portions of Fruit and Vegetables a day. One portion is 80g .

Year 7 Food Knowledge Organiser: Principals of Nutrition



Fat



Function:

Energy

Warmth

Protection of organs

Sources

Saturated Fat (Bad Fats) Meat
Unsaturated Fat (Good Fats) Avocado

Processed Foods Nuts
Lard Olive oil

Saturated Fats - solid at room temperature and are from animal sources. Unsaturated fats are liquid at room temperature and are vegetable sources..

| Too much | Too little |
|---|--|
| <ul style="list-style-type: none"> • Obesity • Type 2 diabetes • Heart Disease | <ul style="list-style-type: none"> • Fat soluble vitamin deficiencies |

Macronutrients

Needed in large amounts to help the body to function properly



Protein



Function:
Growth and Repair
Energy

Sources:

Plant
Nuts
Quorn
Beans
Lentils

Animal
Eggs
Fish
Meat

| Too much | Too little |
|--|--|
| <ul style="list-style-type: none"> • Turns to fat if not turned into energy | <ul style="list-style-type: none"> • Anaemia • Slow growth in children |

Carbohydrates



Function:
Energy

Sugars:
Cakes
Sweets
Fizzy drinks

We should consume no more than 30g of sugar per day

| Too much | Too Much |
|---|---|
| <ul style="list-style-type: none"> • Obesity • Type 2 diabetes • Heart Disease | <ul style="list-style-type: none"> • Tooth decay • Type two diabetes • Obesity |

Water

Keeps us hydrated.

Source

Drinks, fruit and vegetables, soup.

Function

- Controls body temperature.
- Gets rid of waste in the body.

Too little

- Dehydration leads to headaches, irritability and loss of concentration.

Fibre

Function:
It helps with digestion
It helps to get rid of waste

Source:

Wholegrain,
Whole wheat,
Wholemeal cereals,
Peas and beans

Too Little

- Constipation
- Bowel Cancer

Heat Transfer and Cooking methods

Heat Transfer

The way in which heat energy is passed into food

Conduction - Transferring heat through a solid object into food

e.g. Frying bacon in a pan, using a pan on the hob, a metal spoon in water

Convection - Transferring heat through a liquid or air into food

e.g. Baking a cake, boiling water, cooking in an oven

Radiation - Transferring heat by infra-red waves that heat up what they come into contact with

e.g. grilling sausages or bacon, making toast

Useful web links:
<http://www.foodafactoflife.org.uk>



Micronutrients

Needed in small amounts to help the body to function properly

Watch the video to learn more

<https://www.youtube.com/watch?v=ISZLTJH5IYg>

| Mineral | Sources | Function |
|---------|--------------------------------------|--|
| Iron | Red meat, spinach, beans and lentils | Helps our red blood cells carry oxygen so that we are not anaemic. |
| Calcium | Milk, cheese and some cereals | Help us to have strong bones and teeth. |
| Sodium | Processed foods | Controls the body's water content and helps our nerves |

| Vitamin | Sources | Function |
|----------------------------|-------------------------------|--|
| Vitamin A (fat soluble) | Fish, eggs, oranges | Helps us to see well |
| Vitamin D (fat soluble) | Eggs, the sun | Helps our bones to grow |
| Vitamin C (Water soluble) | Oranges, tomatoes, vegetables | Helps to heal cuts, helps the immune system. |
| B Vitamins (Water soluble) | Cereals, meat, fish | Helps to keep us healthy |

To improve shelf life

To make safe to eat

Why Food is cooked
Different cooking methods change our food in different ways
Appearance, Texture, Flavour, Smell and Nutritional value

To develop flavour

To improve appearance

To improve texture

To give variety in diet

| Dry Heat | Moist Heat | Frying |
|------------|------------|-----------------|
| Baking | Steaming | Deep fat frying |
| Grilling | Boiling | Shallow frying |
| Roasting | Poaching | Stir frying |
| Barbequing | Stewing | Sautéing |
| Basting | Simmering | |

Year 7 Food Knowledge Organiser: Food and kitchen hygiene

Bacteria

A micro organism that multiply in certain conditions.

Where can bacteria be found?

Everywhere!

Are all bacteria bad?

No- some are good and essential for normal bodily function.

How can you reduce the risk of bacteria?

- Storing food separately
- Storing and cooking foods at the correct temperatures

The 4 C's

Cleaning – wash your hands properly

Cooking – make sure you cook food properly or you could make someone very ill

Chilling – keep it chilly silly

Cross contamination – keep raw meat and cooked food apart

Key Terms

| | |
|--------------------------|---|
| Hygiene | Keeping the workplace and food workers clean which ensures food is safe to eat |
| Hygiene procedure | The steps you would go through to ensure that a product is produced in a safe and hygienic way |
| Contamination | Presence in food of harmful substances or bacteria. To spoil or dirty something |
| Physical contamination | The presence of a foreign body in a food product for example a plaster that has fallen off the food workers hand |
| Chemical contamination | The presence of unwanted or unsafe chemicals in food |
| Biological contamination | The presence of harmful microorganisms in food |
| Danger zone | A temperature of between 5°C and 63°C when bacteria will grow most rapidly |
| Cross contamination | Safe food being contaminated by unsafe food. |
| Food poisoning | Chilled foods should be stored at between 1°C and 5°C to slow the growth of bacteria Illness caused by food being contaminated by microorganisms. Food poisoning occurs if harmful microorganisms contaminate food and are then allowed to grow. |
| Symptoms | The physical signs that are shown when someone is unwell |

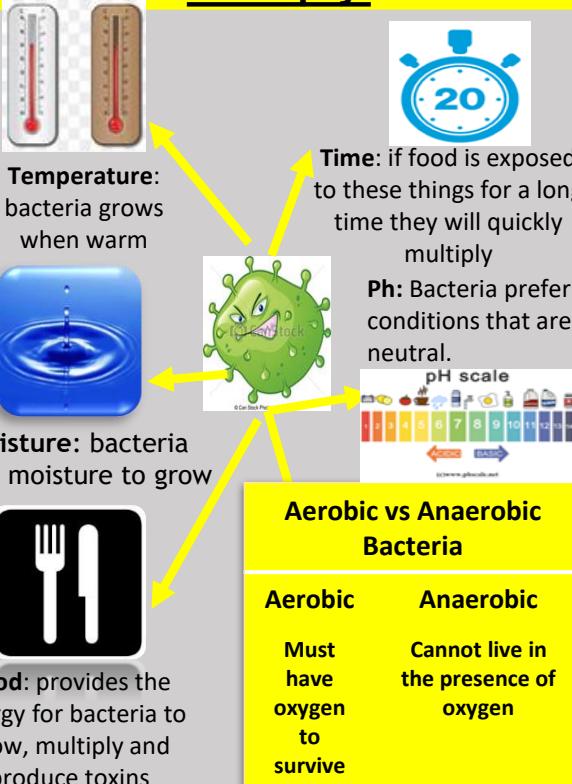
Storing Food

Temperature is really important to keep food safe.
The following temperatures should be used:

| | |
|---------------|--|
| Refrigeration | Fridges should run at 4°C or below. |
| Freezing | Freezing of food at -18°C or below will stop bacteria multiplying. |
| Cooking | Temperatures of 75 °C or above kills almost all types of bacteria. |
| Danger Zone | The temperature range where bacteria is most likely to reproduce: 5°C-63°C . |

High risk foods - ready-to-eat food that will support the growth of pathogenic bacteria easily and does not require any further heat treatment or cooking". Such foods are usually high in protein and moisture require strict temperature control and protection from contamination and include: cooked meats , cooked shellfish.

What do bacteria need to multiply?



Common Food poisoning Pathogens

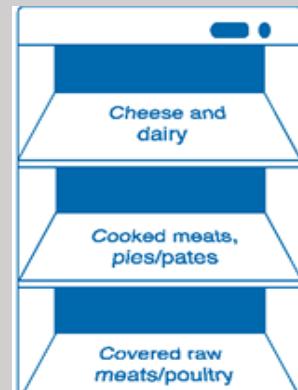
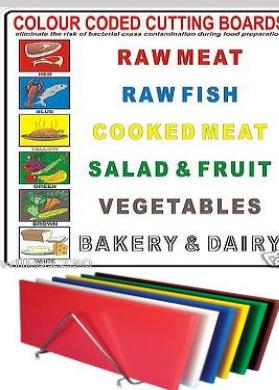
| Pathogen | Sources | Symptoms |
|-----------------------|--|--|
| E coli | Raw meat, untreated milk and water. | Vomiting, blood in diarrhoea, kidney damage or failure |
| Listeria | Soft cheese, pate, unpasteurised milk, under cooked meat | Mild flu, meningitis and pneumonia |
| Campylobacter | Meat (chicken) shellfish, untreated water. | Diarrhoea, headache, fever, abdominal pain. |
| Salmonella | Raw meat , eggs, seafood, dairy products | Diarrhoea, vomiting and fever. |
| Bacillus cereus | Cooked rice, pasta, and cereal foods | Nausea, vomiting, diarrhoea |
| Staphylococcus Aureus | Anything touched by hand, Dairy product | Nausea, vomiting, diarrhoea |

Watch video to confirm knowledge

<https://www.youtube.com/watch?v=flxmB8NKMzE>

Storage

To prevent cross contamination (the spreading of bacteria), foods must be stored separately. Follow the rules of food storage within a fridge:



Most bacteria grow rapidly at body temperature (37°C), but can grow between 5°C and 63°C. This is known as the danger zone. The more time food spends in the danger zone the greater the risks of harmful bacteria growing. Therefore it is vitally important that we try to keep food out of the danger zone during the production processes.

The Design Process

Brief



A brief is a set of **instructions** given to a designer by a company (**client**) about a job or task they wish to be completed.

A **company** (client) will ask a **graphic designer** to create a **product**. A product means an item that can be sold to people (**consumers**).

A brief will set out clearly what it is that should be made (**constructed**) and what requirements (**specifications**) will need to be included in the **design process**.

Isometric



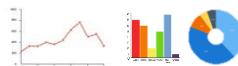
When the concept drawing is finished, the design will be turned into an isometric drawing where the size (**dimensions**) of the parts are finalised. Specific measurements (**metric – CM, MM**) are used so that it can be copied many times (**mass produced**).

The design will be computerised (**digitally formatted**) so that it can be **saved, shared and inputted** into the machines that produce it.

Market Research



Companies will employ people to conduct **surveys**. A survey is a set of **questions** that are asked to many people. Often companies would decide which people they will ask (**target audience**). They wish to know peoples **preferences** and **spending habits**.



The answers are important to the **design process** and can influence the way the product is **designed**. To make it easy to see large amounts of **data**, companies use **graphs**.

Testing Models



When isometric drawings are complete, it will go through a process of being made **3D**. A number of **machines** will be used to create practice models (**prototypes**) to see how the product works. It must be easy for a human to use (**ergonomics**). **3D printers** are often used.

If the product is made out of different **materials** such as glass, metal or wood, these would require different methods of construction (**manufacturing**).

Design Process



Designers will explore lots of ideas before selecting the right one. Often this involves creating **mind maps**, **sketches** and **mood boards**.

A mind map starts with a single word and then **explores ideas** around it, these are sorted into **categories**.

When drawing sketches, designers will work out how it works (**functions**). Ideas at this stage can be really **creative** and **imaginative**.

A mood board is a collection of pictures, drawings, text (**typography**) and **materials** to do with the **theme**.

Packaging



When a final product has been made and passed safety standards, it will be labelled and have its own (**custom**) **packaging**.

Packing must –

- Be eye catching (**visually pleasing**) to attract customers to buy it.
- Protect the item inside it to **avoid damage** or **contamination**.
- Provide **accurate information** about the product inside.
- Stack easily for **transportation** from factory to shops.

Concept Art



Artists/**illustrators** will draw a number of different sketches of the product from different angles.

When designing, **colour** and **style** is important. It is important to think about how it looks (**aesthetics**). Designs will consider the mood board and specifics.

Drawings can be in **traditional** materials (pen, pencil, paint) or using **CAD** (Computer Aided Design) and electric drawing pads (**graphics tablets**).

Advertising



For companies to make money (**financial income**), they must tell as many people as possible about their product.

This often happens through **social media, adverts, radio stations, magazines** and **displays** in shops.

It's important that the product is well received by its target audience so that people buy it and share reviews of it. Companies make a **profit** when they sell items for more than the price of making it. .

Geography

Year 7: UK

- Physical Landscape
- Ecosystems
- Food Webs
- Climate
- Coasts

Climate in the UK

Weather is the day to day conditions of a local area
e.g. it is raining in Canvey today

Climate is the long term weather over a large area
e.g. the south-east of England has dry and warm summers

Reasons for different climates:

C = Currents of the ocean

L = Latitude

A = Altitude

W = Wind

S = Sea (distance from)

Physical Landscape of the UK

Countries that make the British Isles, UK and Great Britain

- The British Isles includes England, Scotland, Wales, Northern Ireland and the Republic of Ireland.
- The UK includes England, Scotland, Wales and Northern Ireland.
- Great Britain includes England, Scotland and Wales.

Physical Features = natural parts of the land e.g. rivers, mountains and forests

What is the coast?

This is where the land meets the sea.

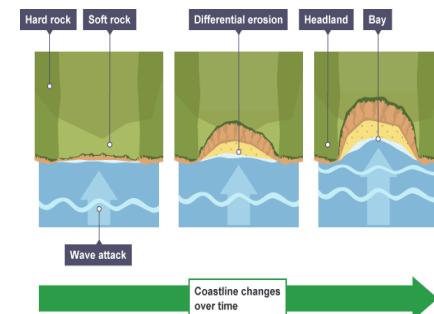
How does the coast change in shape and size?

- **Erosion**- is the wearing away and breaking up of the rock along the coast
- **Transportation**- The way in which sediment is moved along in the water
- **Deposition**- Where sediment and rock is added to a landform along a coastline.

Landforms of erosion

Headlands and Bays

1. Coastlines are made of alternating bands of soft rock and hard rock (more resistant and less resistant)
2. Less resistant rock such as clay is eroded more quickly, this retreats back forming a bay
3. More resistant rock such as granite is eroded more slowly. This protrudes (sticks out) forming a headland.



Landforms of Erosion: Caves, Arches, Stacks and Stumps:

1. A weakness in a headland will be eroded until it becomes wider forming a cave
2. Hydraulic action and abrasion erode the cave further until it breaks through to the other side of the headland forming an arch.
3. The roof of the arch is weakened at the base by erosion and on the top by weathering. Eventually this collapses leaving a stack.
4. The stack will be undercut by hydraulic action and abrasion. Eventually this will collapse resulting in a stump.

Erosion – the wearing away of the land by the sea

- **Hydraulic action**. Is when the sheer force of the sea dislodges particles from coastline such as cliffs.
- **Abrasion**. Occurs when smaller material carried in the water rubs against the rock as the sea throws them against the coasts. They are worn away like sandpaper.
- **Attrition**. When boulders and other material, which are being transported in the sea collide and break into smaller pieces.
- **Solution**. Acids in the sea dissolve the rocks such as limestone

Year 7 History Knowledge organiser: The Norman Conquest

1066

- **5th January**- death of Edward the Confessor
- **6th January**- coronation of Harold Godwinson
- **20th September- Battle of Gate Fulford**- Tostig and Hardrada had invaded England and taken the city of York. Crushing defeat for Earls Edwin and Morcar.
- **25th September- Battle of Stamford Bridge**- A crushing defeat for the Vikings. Tostig and Hardrada were killed. Only 24 ships (out of 300) were needed to take the surviving Vikings home.
- **28th September**- William, Duke of Normandy invaded England and intended to claim the throne.
- **14th October- the Battle of Hastings**

The Battle of Hastings- what happened?

- Harold did not achieve surprise but did start at the top of the hill (normally an advantage).
- The sides were evenly matched (about 7000 troops)
- Harold's elite troops were the housecarls who made up the shield wall. William had mounted knights.
- The shield stood firm for most of the battle.
- There was a rumour in William's army that he had been killed. William lifted his helmet to show he was still alive
- The Normans used the tactic of the feigned retreat.
- Harold's army was slaughtered when it broke ranks and chased the Normans down the hill.

The Battle of Hastings- why did William win?

Tactics- William used a variety of tactics during the course of the battle, including the feigned retreat. Harold's use of the shield wall was only effective until it lost discipline and broke ranks

Leadership- William's strong leadership was crucial to victory in the lead up to and during the battle

Luck- William was lucky with the timing of his invasion and that his fleet was not destroyed crossing the English channel. It was unlucky for Harold that he had just fought a major battle and had disbanded his army earlier in the year.

Motte- a mound that the keep (castle) was built on.
Keep- the main castle building.

Bailey- the courtyard within the castle walls

Excommunicate- to cut someone off from the Church.

Feudal system- system of rewards (of land) in return for loyalty and duties (such as providing soldiers) to the king

Domesday Survey- A comprehensive record of the extent, value, ownership, and liabilities of land in England, made in 1086 by order of William I.

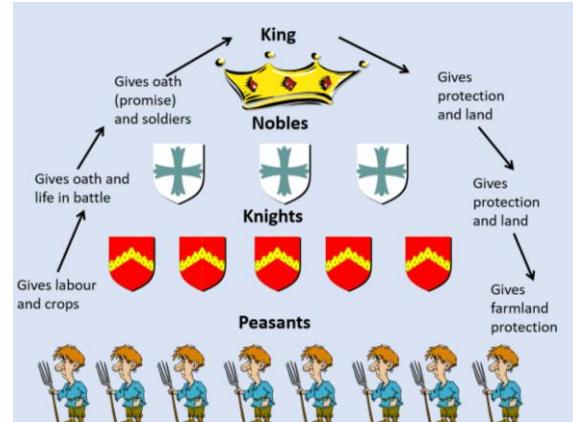
Harrying- means to lay waste to (destroy) something.

William's problems

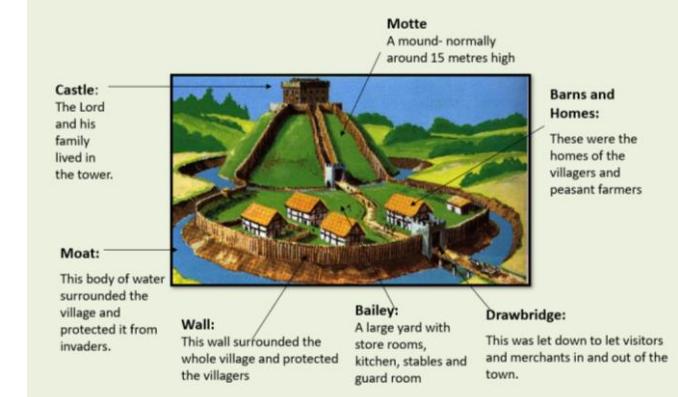
William faced 5 main problems after he won the Battle of Hastings and became king.

1. Threat of invasion by Vikings from Scandinavia and of rebellion in the North of England
2. Needed money but did not know how wealthy England was.
3. Needed to take control of London but there were troops and people who had been loyal to Harold there.
4. There was a castle full of soldiers at Dover.
5. Many English lords do not want William as king. He could not trust them to keep their parts of the country under control.

The Feudal System



Motte and Bailey Castles- key features



| Strengths | Weaknesses |
|--|--|
| Quick to build Big enough to house soldiers Advantage of height Keep animals inside as a food source Local peasants could see them | Wood is a weak building material Wood can rot and burn Motte can collapse or be tunneled under |

The Domesday Survey

- 1086 King William ordered his men to survey and record the land he had conquered.
- The king sent his officials out across the country to write down a huge list of every person, household and even livestock (animals) that they found.
- This became a huge book called the Domesday Book

Rebellions

- 1069 - 1070 William faced several rebellions.
- The biggest rebellion was in the North of England in 1069. It was led by Edgar the Atheling.
- William defeated the rebellion. Then he ordered villages to be destroyed and people to be killed. Herds of animals and crops were burnt. Most people who survived starved to death. Not only was the population reduced by 75% but land was salted (poisoned) to prevent people growing crops in the future. This is called the Harrying of the North.

Year 7 ICT Knowledge Organiser - Unit 2: Using Media

Keyboard shortcuts

Keyboard shortcuts are excellent tools in helping us to work efficiently, taking the least amount of time to complete tasks.

| | | |
|---------------------|-------------------|---|
| Ctrl + S | Save | Saves a document |
| Ctrl + C | Copy | Copies any selected text/image. |
| Ctrl + V | Paste | Pastes any copied text/image. |
| Ctrl + X | Cut | Copies and removes any selected text/image. |
| Ctrl + Z | Undo | Undoes the last action. |
| Ctrl + Y | Redo | Redo the most recent undone action. |
| Ctrl + P | Print | Prints a document. |
| Ctrl + A | Select all | Selects all text on a document/in a shape. |
| Ctrl + B | Bold | Makes text bold. |
| Ctrl + I | Italics | Italicizes text. |
| Ctrl + U | Underline | Underlines text |
| Ctrl + Enter | Page break | Makes a new page. |

Presentation

When presenting information, we would usually use Microsoft PowerPoint. There are many advantages to using PowerPoint; we are able to present information clearly and in a way that engages the audience using a variety of techniques such as animation and video.

Vocabulary

| | |
|---------------------|---|
| Presentation | The presentation is a collection of individual slides that contain information on a topic. |
| PowerPoint | Software within the Microsoft Office package used to create presentations. |
| Image | A picture that has been created or copied and stored in electronic form. |
| Slide | A single screen of a presentation. |
| Content | The images, text, videos and animations, which are contained in a presentation. |
| Transition | The effects used when changing from one presentation slide to another. |
| Animation | Moving or changing content within a presentation using effects. |
| Master slide | Controls the look of features that will appear on every slide of a certain type (for example, putting the date onto a title slide). |
| Text box | Creates a box of text which can be typed into. |
| Layout | The structure of the content on a slide – where all of the images and text boxes will be located. |
| Slide design | Setting a style that is pre-selected to design each slide in a presentation. |

Word Processing

The word processor we would usually use is Microsoft Word. It allows us to present written documents such as reports and letters.

Vocabulary

| | |
|------------------------|--|
| Word processing | Creating or editing typed documents electronically. |
| Microsoft Word | Software within the Microsoft Office package used for word processing. |
| Text | The words in a written piece of work. |
| Font | The style and presentation of text (e.g., size, colour.) |
| Formatting | Arranging content into a format, such as the spacing and punctuation of information on a page. |
| Header | A section of a document which is repeated at the top of every page. |
| Footer | A section of a document which is repeated at the bottom of every page. |
| Page number | Numbers the pages of a document. |
| Headings | Used to make certain highlighted text into titles. Multiple heading styles can be used for main titles and sub-headings. |
| Table | Creates a structured area where text can be separated into rows and columns. |
| Page break | Used to start a new page from any point on a page. |
| Margin | The name given to the space between the edges of the page. Can be made wider or narrower. |

Text Tools

Across Microsoft packages, the following tools allow you to format, emphasise and present text.

| | | |
|---|---------------------------|--|
|  | Increase font size | Makes font size one stage larger. |
|  | Decrease font size | Makes font size one stage smaller. |
|  | Change case | Used to change text from upper-case to lower-case, or the other way round. |
|  | Align Text | Alignment refers to the position of text. Text is moved to the left, centre or right of a page. Can also be done for the top, middle or bottom of a shape. |
|  | Bold | Makes text bold – text is thicker and more obvious. |
|  | Italic | Makes text italic – text is slanted. |
|  | Underline | Underlines text. |
|  | Bullets | Used to put bullet points in front of text. After one is created, they will be automatically added to each new line. |
|  | Numbering | Used to put numbers in front of text. After one is created, the next line will start from the next number. |
|  | Font colour | Changes the colour of text. |
|  | Change font | Change the style of font used on text. |
|  | Font size (number) | Change the size of a font by typing in the number wanted. |

Picture Tools

| | | |
|---|--------------------------|--|
|  | Arrange | Laying out content above or below other items on a presentation. |
|  | Shape fill | Fill in the entire of a shape with a selected colour. |
|  | Shape outline | Create an outline around a shape or image with a selected colour. |
|  | Shape effects | Apply effects to a shape or image, such as shadow, glow and others. |
|  | Group | Used to join multiple items so that they can be edited as if they were one object. |
|  | Crop | Used to remove any unwanted areas of an image. |
|  | Remove background | Used to remove any unwanted portions/colours within an image. Areas can be marked to be kept or removed. |
|  | Corrections | Used to adjust the brightness, contrast or sharpness of an image. |
|  | Colour | Altering the colour of an entire image. |

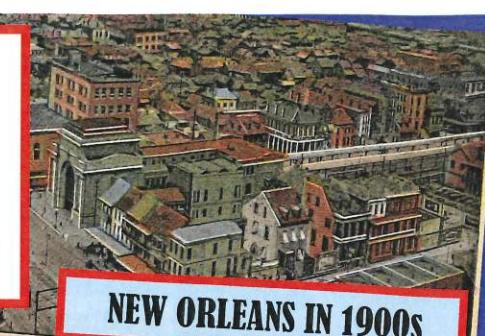
Microsoft Office Suite Logos

It is important you can recognise Microsoft Software.



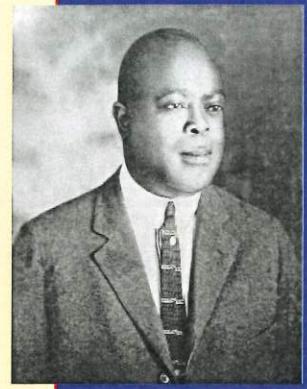


KING OLIVER THE FATHER OF POPULAR MUSIC



NEW ORLEANS IN 1900S

- THE Bandleader JOSEPH "KING" OLIVER MADE JAZZ POPULAR OUTSIDE OF NEW ORLEANS.
- HE SPENT MUCH OF HIS CAREER IN CHICAGO, FORMING KING OLIVER'S CREOLE JAZZ BAND.
- THE BAND INCLUDED LOUIS ARMSTRONG, FORMERLY OLIVER'S STUDENT IN NEW ORLEANS.
- OLIVER WAS VERY GOOD AT "FREAK" MUSIC, USING MUTES TO MAKE THE TRUMPET "TALK" OR IMITATE ANIMALS.
- HE WOULD USE CUPS, PLUNGERS AND HATS TO MAKE THE NOW FAMOUS WAH-WAH SOUND.
- KING OLIVER'S CREOLE JAZZ BAND WAS FORMED IN 1922 AND OPENED AT LINCOLN GARDENS.
- LINCOLN GARDENS WOULD HOLD NEARLY 1000 PEOPLE SO IT WAS A HUGE DANCE HALL
- THE BAND'S BECAME VERY WELL KNOWN MAKING ITS FIRST RECORDINGS IN 1923, FOR GENNETH RECORDS.
- THESE RECORDINGS HAVE ATTAINED LEGENDARY STATUS IN THE HISTORY OF JAZZ.
- IT IS THE INTRICATE DUETS BETWEEN OLIVER AND ARMSTRONG WHERE LOUIS BECOMES THE MASTER.
- THE BAND FELL APART IN LATE 1923
- THE NEW BIG BAND SOUND STARTED MADE IT DIFFICULT FOR HIM TO KEEP UP.
- LOUIS ARMSTRONG'S FAME REALLY GOT HIS GOAT!
- IN 1927 HE MOVED TO NEW YORK WHERE HE PLAYED WITH OTHER BANDS
- 1936 OLIVER MOVED TO SAVANNAH, GEORGIA.
- 1938 HE WAS RUNNING A FRUIT STAND AND WORKING AS A JANITOR. HE DIED THE SAME YEAR



Louis Armstrong



- LOUIS ARMSTRONG WAS BORN IN NEW ORLEANS, 1901.
- HE WAS RAISED IN A NEIGHBORHOOD SO DANGEROUS IT WAS CALLED "THE BATTLEFIELD."
- NEW YEAR'S EVE 1912, HE WAS ARRESTED FOR FIRING A GUN IN THE AIR
- HE WAS SENT TO THE COLORED WAIF'S HOME FOR BOYS.
- THERE HE LEARNED HOW TO PLAY THE CORNET BECOMING THE LEADER OF THE WAIF'S HOME BRASS BAND.
- IN 1914, ARMSTRONG SET HIS SIGHTS ON BECOMING A PROFESSIONAL MUSICIAN.
- HE WAS MENTORED BY TOP CORNETIST, JOE "KING" OLIVER,
- ARMSTRONG SOON BECAME ONE OF THE MOST IN-DEMAND CORNETISTS IN TOWN
- HE WORKED AS A CORNET PLAYER ON MISSISSIPPI RIVERBOATS.
- 1922: KING OLIVER SENT FOR ARMSTRONG TO JOIN HIS BAND IN CHICAGO.
- ARMSTRONG AND OLIVER BECAME FAMOUS FOR THEIR CORNET DUETS.
- IN 1925 AND BEGAN MAKING RECORDS UNDER HIS OWN NAME FOR THE FIRST TIME.
- THE RECORDS BY LOUIS ARMSTRONG AND HIS FIVE-AND LATER, HOT SEVEN-ARE THE MOST INFLUENTIAL IN JAZZ.
- 1930S: LOUIS' FAME GREW ON RADIO, IN FILMS, AND WITH HIS RECORDINGS.
- 1935: LOUIS STARTS FRONTING A BIG BAND, RECORDING POP SONGS FOR DECCA
- HE APPEARED REGULARLY IN FILMS.
- LOUIS TOURS THE WORLD AND MAKING HITS "BLUEBERRY HILL" (1949), "MACK THE KNIFE" (1955)
- "HELLO, DOLLY! (1964)," KNOCKED THE BEATLES OFF THE TOP OF THE CHARTS AT THE HEIGHT OF BEATLEMANIA!!
- CONSTANT TOURING EVENTUALLY WORE LOUIS DOWN.
- FIRST HEART ATTACK IN 1959 AND HEART AND KIDNEY TROUBLE IN 1968.
- DOCTORS ADVISED HIM NOT TO PLAY BUT HE STILL PRACTISED EVERY DAY IN HIS HOME.
- HE RETURNED TO PERFORMING IN 1970 BUT IT WAS TOO MUCH, TOO SOON
- He died in his sleep on July 6, 1971



JAZZ IN THE 1920S AND 1930S

7A Cells, Tissues, Organs and Systems

1. Life Processes

| | |
|----------------|--|
| Life Processes | If something can do all 7 life processes it is considered a 'living thing'. They are; movement, reproduction, sensitivity, growth, respiration, excretion and nutrition. |
| Organism | A living thing. |
| Movement | Being able to move from place to place or move part of themselves. |
| Reproduction | Being able to make more living things like themselves. |
| Sensitivity | Being able to sense and react to things around them. |
| Growth | Being able to increase in size. |
| Respiration | Being able to release energy through respiration. |
| Excretion | Being able to get rid of waste materials. |
| Nutrition | Taking in substances (such as food) to help carry out the other processes. |

2. Organs

| | |
|----------|---|
| Organ | A part of animals or plants that does an important job- made up of different tissues. |
| Function | The job or role something has. |
| Brain | Controls the body. |
| Skin | The bodies biggest organ- used for protection and sensing things. |

| | |
|-------|--|
| Lungs | Take in oxygen for respiration and excrete carbon dioxide. |
|-------|--|

| | |
|-------|------------------------------|
| Heart | Pumps blood around the body. |
|-------|------------------------------|

| | |
|-------|--------------------------------|
| Liver | Makes and destroys substances. |
|-------|--------------------------------|

| | |
|---------|---|
| Kidneys | Clean the blood and produce urine to excrete waste. |
|---------|---|

| | |
|---------|---------------|
| Bladder | Stores urine. |
|---------|---------------|

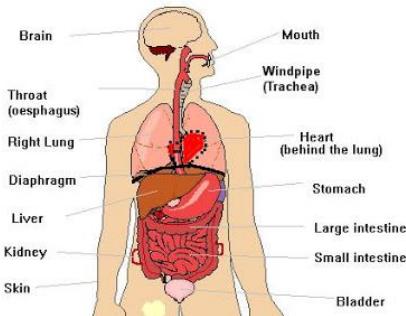
| | |
|---------|-----------------|
| Stomach | Breaks up food. |
|---------|-----------------|

| | |
|-----------------|--------------------------------|
| Small Intestine | Breaks up food and absorbs it. |
|-----------------|--------------------------------|

| | |
|-----------------|-----------------------------------|
| Large Intestine | Removes water from unwanted food. |
|-----------------|-----------------------------------|

| | |
|--------|--------------------------------|
| Rectum | Stores faeces (waste material) |
|--------|--------------------------------|

Human Organs



| | |
|------|--|
| Leaf | Traps sunlight to make food for a plant. |
|------|--|

| | |
|------|------------------------------------|
| Stem | Carries substances around a plant. |
|------|------------------------------------|

| | |
|------|---|
| Root | Holds the plant in place and takes in water and other substances. |
|------|---|

| | |
|----------------|--|
| Photosynthesis | The process by which a plant makes its own food. |
|----------------|--|

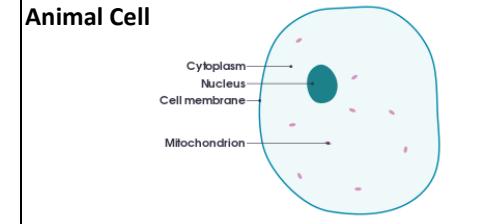
3. Tissues

| | |
|---------|--|
| Tissues | Groups of the same cells doing the same job- make up organs. |
|---------|--|

| | |
|-----------|---|
| The Heart | Made up of muscle tissue so it can move and pump the blood as well as fat tissue to protect it. |
|-----------|---|

| | |
|------------------|--|
| Root Hair Tissue | Small hairs on the outside of roots which help to take in as much water as possible. |
|------------------|--|

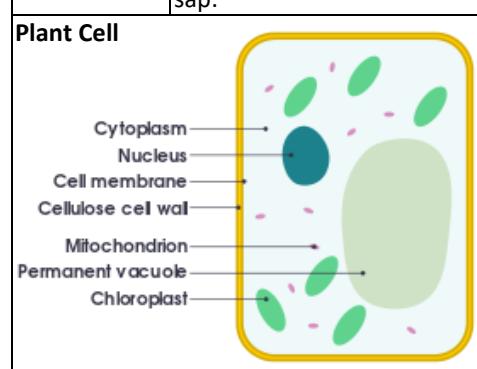
| | |
|--------------|--|
| Xylem Tissue | The tissue which carries water up through plants from the roots. |
|--------------|--|



5. Organ Systems

| | |
|------------------------|---|
| Organ Systems | A collection of organs working together. |
| Circulatory System | Heart, blood vessels Carries oxygen and nutrients around the body. |
| Digestive System | Gullet, stomach, intestines Breaks down food and takes nutrients into the blood. |
| Locomotor System | Muscles, bones Enables the body to move. |
| Urinary System | Kidneys, bladder Gets rid of waste materials produced in the body. |
| Breathing System | Lungs, trachea Allows exchange of gases between blood and lungs. |
| Nervous System | Brain, nerves, spinal cord Allows the body to sense things and react to them. |
| Water Transport System | Roots, stem, leaves Transports water around the plant. |

| Lesson | Memorised? |
|-------------------|------------|
| 1. Life Processes | |
| 2. Organs | |
| 3. Tissues | |
| 4. Cells | |
| 5. Organ Systems | |



7E Mixtures and Separation

| 1. Mixtures | |
|--------------|--|
| Mixture | Two or more substances jumbled together but not joined together. |
| Suspension | A mixture of a solid and liquid, where the solid bits are heavy enough to settle out if the mixture is left to stand. |
| Colloid | A mixture of a solid, liquid or gas in a solid, liquid or gas where the substances do not settle out if left to stand. |
| Dispersed | Spread out without settling out, such as the bits in a colloid. |
| Opaque | Cannot be seen through- colloids are opaque / cloudy. |
| Solution | When a substance has dissolved in a liquid. |
| Transparent | Light can pass through and it can be seen through- solutions are transparent. |
| Filter | Something through which a liquid is passed to remove suspended pieces of solid. |
| 2. Solutions | |
| Solvent | The liquid in which a substance dissolves to make a solution. |
| Solute | The substance that has dissolved in a liquid to make a solution. |
| Dissolve | When a substance breaks up into such tiny pieces in a liquid that it can no longer be seen and forms a solution. |

| 4. Chromatography | |
|--------------------------|---|
| Chromatography | Used to separate substances dissolved in a mixture. |
| Paper Chromatography | A concentrated dot of a mixture is placed at the bottom of special chromatography paper. The bottom of the paper is dipped into a solvent (such as water). As the solvent moves up the paper it carries the dissolved substances. |
| Concentrated | A solution that contains a large amount of solute dissolved in a small amount of solvent. |
| Chromatogram | The results of chromatography such as a dried piece of paper for paper chromatography showing when the dissolved solids have been separated. |
| How chromatography works | Different substances in a mixture are carried at different speeds, depending on how soluble they are, which separates them out from each other. |
| 5. Distillation | |
| Desalination | Separating water from the salts in salty/sea water to produce fresh drinking water. |
| Distillation | The process of separating a liquid from a mixture by evaporating the liquid and then condensing it to be collected. |
| Steam | Water as a gas. |

| | |
|------------------------|--|
| Condenses | When a substance changes from its gas state into its liquid state. |
| Pure | A single substance that does not have anything else in it. (Pure water only contains water and no dissolved solutes) |
| Distillation Apparatus | |
| Solar Still | Energy from the Sun is used to evaporate salty/dirty water which is then condensed, forming pure/clean water. |

| Lesson | Memorised? |
|-------------------|------------|
| 1. Mixtures | |
| 2. Solutions | |
| 3. Evaporation | |
| 4. Chromatography | |
| 5. Distillation | |

Function of the Skeleton

- Support:** the bones are solid and rigid. They keep us upright and hold the rest of the body – the muscles and organs – in place.
- Movement:** the skeleton helps the body move by providing anchor points for the muscles to pull against.
- Structural shape and points for attachment:** the skeleton gives us our general shape such as height and build.
- Protection:** certain parts of the skeleton enclose and protect the body's organs from external forces e.g. the brain is inside the cranium.
- Production of Blood Cells:** the bone marrow in long bones and ribs produce red and white blood cells.
- Mineral Storage:** bones store several minerals e.g. calcium, which can be released into the blood when needed.

KS3 PE THEORY

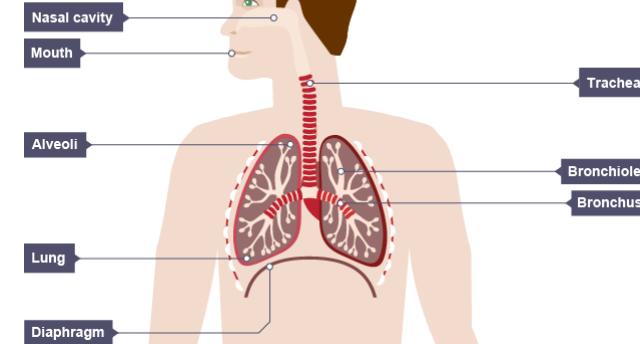
Components of Fitness

Cardio-Vascular
Endurance
Flexibility
Muscular Endurance
Strength
Body Composition

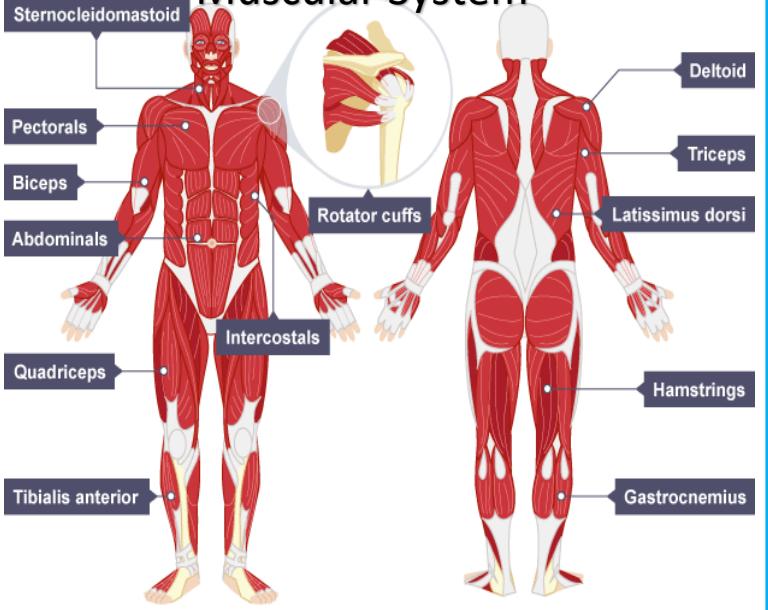
Agility
Balance
Co-ordination
Power
Reaction Time
Speed



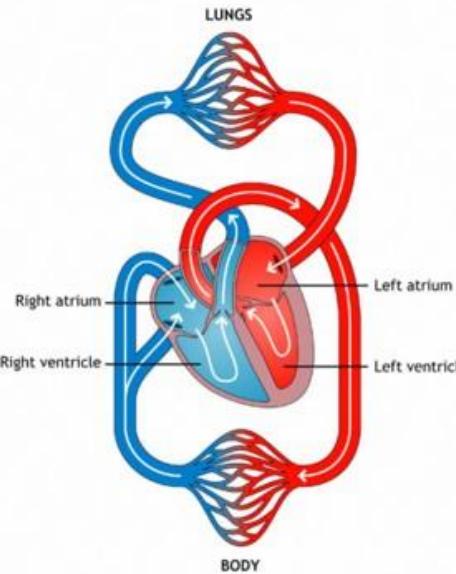
Respiratory System



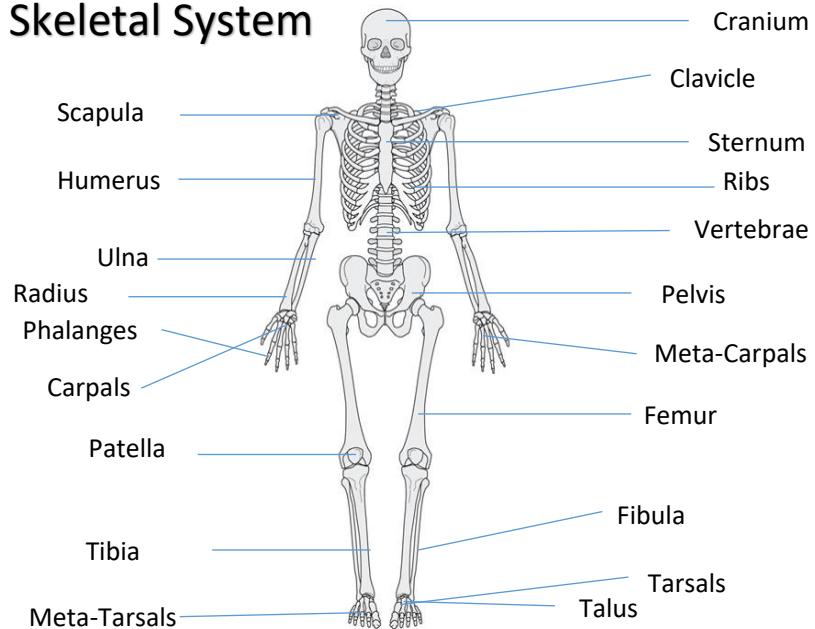
Muscular System



Cardiovascular System

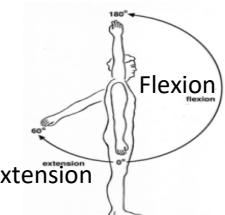


Skeletal System



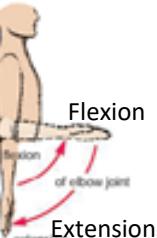
Flexion and extension at the shoulder

- The **Deltoid** causes flexion at the shoulder
- The **Latissimus dorsi** causes extension at the shoulder



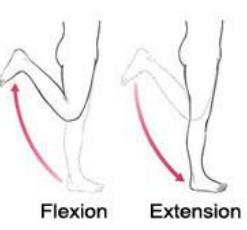
Flexion and extension at the elbow

- The **Biceps** cause flexion at the elbow
- The **Triceps** cause extension at the elbow



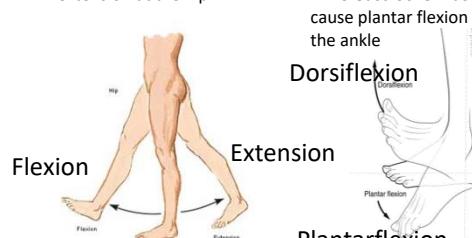
Flexion and extension at the knee

- The **Hamstrings** cause flexion at the knee
- The **Quadriceps** cause extension at the knee



Flexion and extension at the hip

- The **Hip Flexors** cause flexion at the hip
- The **Gluteals** cause extension at the hip



Flexion and extension at the ankle

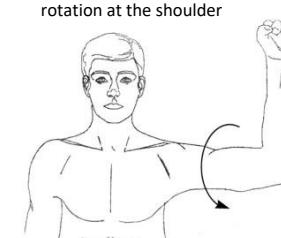
- The **Tibialis Anterior** causes dorsiflexion at the ankle
- The **Gastrocnemius** cause plantar flexion at the ankle



Movement at a Joint

Rotation of the Shoulder

- The **Rotator Cuff** causes rotation at the shoulder



Abduction and Adduction at the shoulder

- The **deltoid** causes abduction at the shoulder
- The **Pectorals / Latissimus Dorsi** cause adduction at the shoulder

