

Year 7

HALF TERM 1

KNOWLEDGE ORGANISERS



Look at the information carefully. Read it three times. It may help to say it as you read it.



Cover it up with your hand or a piece of paper.



Write it out, from memory.



Check what you have written matches the information on the knowledge organiser exactly. Tick your work with a purple pen to show it is correct if it does.



If it doesn't match exactly, use your purple pen to correct it.



Orsett Heath
Academy

Masters of Recall

Week 1: Number and Place Value							Week 2: Factors Multiples, and Primes							Week 3: Adding and Subtracting Whole Numbers																																																														
Key Vocabulary Greater than Less Than Ascending Descending Place Value Round Estimate							Key Vocabulary FACTORS & MULTIPLES Factors Factors of 12 are numbers that divide 12 exactly. 2 × 6 = 12 So, 2 and 6 are factors of 12. Multiples Multiples of 6 are numbers that are obtained by multiplying 6, 12, 18, 24 So, 12 is a multiple of 6.							How do prime numbers work? 13 13 has only two factors - itself and 1. So it is a prime number. 4 4 has three factors - itself, 1 and 2. So it is NOT a prime number.							Addition <table><tr><td></td><td>4</td><td>5</td><td>8</td><td>6</td><td>4</td></tr><tr><td>+</td><td>2</td><td>3</td><td>4</td><td>9</td><td>7</td></tr><tr><td></td><td>6</td><td>9</td><td>3</td><td>6</td><td>1</td></tr><tr><td></td><td></td><td>1</td><td>1</td><td>1</td><td></td></tr></table> Keywords Sum, Total, Altogether, Increased By, More Than, In All								4	5	8	6	4	+	2	3	4	9	7		6	9	3	6	1			1	1	1		Subtraction <table><tr><td></td><td>3</td><td>5</td><td>6</td><td>13</td><td>1</td></tr><tr><td>-</td><td></td><td>3</td><td>4</td><td>7</td><td>6</td></tr><tr><td></td><td>3</td><td>2</td><td>2</td><td>6</td><td>6</td></tr></table> Keywords Difference, Less Than, Decreased By, Fewer, How Many More								3	5	6	13	1	-		3	4	7	6		3	2	2	6	6
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Rounding to the nearest 1000 2000 ← 2499 → 2500 round down round up Rounding to the nearest 10 000 20000 ← 24999 → 25000 round down round up Rounding to the nearest 100 000 200 000 ← 24 9999 → 250 000 round down round up <table><tr><td>Millions</td><td>Hundred Thousands</td><td>Ten Thousands</td><td>Thousands</td><td>Hundreds</td><td>Tens</td><td>Ones</td></tr><tr><td>3</td><td>9</td><td>2</td><td>6</td><td>4</td><td>7</td><td>1</td></tr></table>							Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	3	9	2	6	4	7	1	Week 4: Multiplication and Division Multiplication 99 × 2 198 Short Division 2544 ÷ 12 = 212 Long Division 12 2544 24 14 12 24 24 Keywords Product, Twice, Total, Of, Per Keywords Divide, Quotient, Split Equally, Share, Each, Separate Into							Week 5: Negative Numbers Adding and Subtracting 3 - 8 = -5 -5 -3 -6 + 11 = 5 +6 +5 The temperature drops by 2°C. The new temperature is -4°C Multiplying & Dividing SAME SIGN ++ -- We Are Happy! DIFFERENT SIGN +- -+ We Are NOT Happy!							Week 6: Order of Operations BODMAS/BIDMAS is an acronym for the order you should do calculations in. Remember, Multiplication/Division and Addition/Subtraction should be performed left to right, whichever comes first. <table><tr><td>B</td><td>Brackets</td><td>10 × (4 + 2) = 10 × 6 = 60</td></tr><tr><td>O</td><td>Order</td><td>5 + 2² = 5 + 4 = 9</td></tr><tr><td>D</td><td>Division</td><td>10 + 6 ÷ 2 = 10 + 3 = 13</td></tr><tr><td>M</td><td>Multiplication</td><td>10 - 4 × 2 = 10 - 8 = 2</td></tr><tr><td>A</td><td>Addition</td><td>10 × 4 + 7 = 40 + 7 = 47</td></tr><tr><td>S</td><td>Subtraction</td><td>10 ÷ 2 - 3 = 5 - 3 = 2</td></tr></table>							B	Brackets	10 × (4 + 2) = 10 × 6 = 60	O	Order	5 + 2² = 5 + 4 = 9	D	Division	10 + 6 ÷ 2 = 10 + 3 = 13	M	Multiplication	10 - 4 × 2 = 10 - 8 = 2	A	Addition	10 × 4 + 7 = 40 + 7 = 47	S	Subtraction	10 ÷ 2 - 3 = 5 - 3 = 2																	
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Week 1	Week 2	Week 3
<u>Recipient</u> : the person or organization who gets and reads the message. This person is also called the receiver or the addressee <u>Autobiography</u>: the true story of a person's life, written by that same person <u>Advice</u>: an opinion, suggestion, or recommendation offered to someone about what they should do or how they should act in a particular situation	<u>Persuade</u>: to make someone do or believe something by giving them good reasons, talking to them, or asking them nicely <u>acknowledge</u>: to admit the truth or existence of something <u>annotate</u>: means adding active notes, comments, or marks to a text while you read it	<u>subject terminology</u>: is specific vocabulary used in a specific lesson. The DAFOREST techniques are an example of this. <u>journalist</u>: someone whose job is to research, write and report news or information for newspapers, magazines, websites, TV or radio. <u>infuriate</u>: make extremely angry
Week 4	Week 5	Week 6
<u>A review</u> : a piece of writing that gives your opinion about something, explaining what was good, what could be improved, and whether you would recommend it. <u>vital</u>: urgently needed; absolutely necessary <u>oracy</u>: the ability to speak and listen effectively so that you can communicate your ideas clearly and confidently.	<u>emphasise</u>: to give particular attention to. <u>consecutive</u>: following in order without interruption. <u>recommendation</u>: a suggestion or advice about what the best thing to do is. <u>correspond</u>: to exchange messages or communications.	<u>necessity</u>: something that is required or indispensable. <u>mandatory</u>: required by law or rules. <u>alternative</u>: one of two or more choices <u>resolve</u>: to reach a conclusion; to decide firmly to do something

Week 1

The **independent variable** is the variable that you are going to change.

The **dependent variable** is the variable that you are going to measure.

The **controlled variables** are the things that you will keep the same.

Week 2



Harmful or Irritant



Corrosive



Highly flammable

This chemical may harm your health if you do not use it properly. The chemical may give you a rash if you get it on you or make you choke if you breathe it in.

This symbol tells you that a chemical will attack your skin if you get it on you.

This symbol warns you that a chemical will catch fire easily.

Week 3

Is your graph SALTy?



☒ **Scale**

- ☐ Accurate horizontal and vertical scales chosen.
- ☐ The **independent** variable is shown on the **horizontal** (across) axis.
- ☐ The **dependent** variable is shown on the **vertical** (up-down) axis.

☒ **Axes**

- On each axis:
 - ☐ The scale is clearly shown.
 - ☐ The scale increments **evenly** (by the same amount each grid box).
 - ☐ The **vertical** axis starts at **zero**.

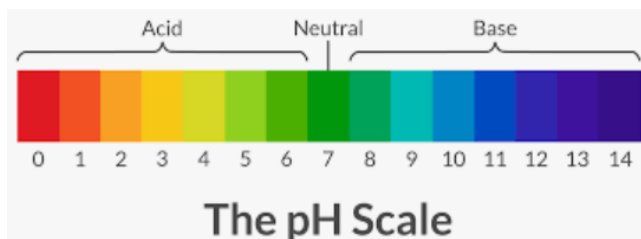
☒ **Label**

- Label each axis identifying the data and units.
 - ☐ Label the horizontal axis, e.g. Time (hours)
 - ☐ Label the vertical axis, e.g. Temperature (°C)

☒ **Title**

- ☐ The title explains the purpose of the graph.

Week 4



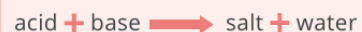
alkali

A soluble base with a pH value higher than 7. The closer to pH 14, the more alkaline a substance is.

Week 5

Neutralisation Reactions

A neutralisation reaction is a reaction between an acid and a base or an acid and an alkali, forming a salt and water.



As the acid and alkali are mixed, the pH gets closer to 7. A neutral solution is made if the correct amount of acid and alkali are added together.

The salt that is produced is dependent on the acid and the base that reacts.

Week 6

Indicators

Universal indicator changes colour gradually over a range of pHs.

Red litmus paper stays red in acidic solutions and turns blue in alkaline solutions.

Blue litmus paper stays blue in alkaline solutions and turns red in acidic solutions.

History

Migration to the British Isles over the last 1000 years

YEAR 7 TERM 1

Week 1	Week 2	Week 3
Source – something a historian uses to make claims about the past Inference – the logical conclusion a historian makes about the past using a source by 'reading between the lines'. Century – a period of 100 years. A century number is always one more than the first digits of the year. For example: 1066 is in the 11th century 1945 is in the 20th century 2026 is in the 21st century 410 is in the 5th century	Migration – when people move from one country or region to another to settle there permanently, or for a very long time. Vikings – people from Denmark who invaded England in the 9th century and took over a huge part of England they called the Danelaw. Jewish Diaspora – the movement of Jewish people all over the world after they were forced out of their homeland, Israel, by the Romans.	Reformation – The Reformation was when Christians in Europe split from the Catholic Church and created new types of Protestant churches. Huguenots – French Protestants who migrated to England in the 16th century as they were facing religious persecution in Catholic France. They were famous for being skilled weavers. Palatine migrants– Protestant migrants from an area in what is today Germany called the Palatine. They were poor farmers, looking for a better life. The government shipped thousands of them to Ireland. African migrants have lived in England since Roman times. They were not enslaved and worked a wide range of jobs in the 16th and 17th centuries.
Week 4	Week 5	Week 6
transatlantic slave trade – the global slave trade that transported around 12 million enslaved Africans across the Atlantic Ocean to the Americas from the 16th to the 19th century. Industrial Revolution – a period from the late 18th to the early 19th centuries when Britain began making goods using machines in big factories instead of by hand at home. Empire – A group of countries ruled over by a single country. The countries ruled in the empire are called colonies.	Commonwealth –a group of countries that were formerly part of the British Empire. After the empire collapsed, many of the former colonies chose to join the commonwealth to work together on things like trade. Windrush Generation – people from the Caribbean who moved to the UK between 1948 and the early 1970s to help rebuild Britain. British Nationality Act 1948 – a law that gave people from the British Empire the right to live and work in the UK as citizens. This is because the government needed workers to help rebuild Britain after WWII.	The diagram is a horizontal timeline with a central axis labeled with centuries: 15th c, 16th c, 17th c, 18th c, 19th c, and 20th c. Above the axis, three events are marked with horizontal bars: 'The Reformation' (16th – 17th c), 'Transatlantic slave trade' (16th–19th c), and 'Industrial Revolution' (Late 18th – 19th c). To the right of the axis, 'Collapse of British Empire (after 1945)' is marked with a vertical line at the start of the 20th c.

Masters of Recall

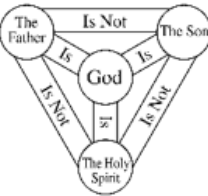
Geography

Geography and Me

YEAR 7 TERM 1

Week 1	Week 2	Week 3
atmosphere – a layer of gasses around the Earth. compass – a tool used to show directions (e.g., north, east, south, and west). environment – the air, land, and water where animals, plants, and people live. human geography – the study of people and places, e.g., where people live, wealth, migration. physical geography – the study of Earth’s natural features, e.g., rivers, weather, forests.	British Isles – a group of islands, located in Europe. ordnance survey map – shows detailed characteristics of a place. Symbol – a simple picture or sign used to show features on a map. Topography – the shape and features of the land, such as mountains and valleys.	country – an area of land that has its own government government – the group of people who officially control a country. immigrant – someone who moves into a country or place. migration – the movement of people from one place to another to live. population – means the number of people living in a particular area.
Week 4	Week 5	Week 6
data – information, especially facts or numbers, which can be used to learn about a particular topic fieldwork – when geographers gather data to answer a geographical question. interview – a meeting in which someone answers questions about themselves. personal geography – where a person is from and where their family members were born, and their languages	criteria – a set of standards used for judging something. label – to add words to a diagram. annotate – to add labels to an image to give more information. summarise – to give the key facts about something in a short, clear way	empathy – the ability to imagine how it feels to be in another person’s position. experience – something that happens to you that affects how you feel. heritage – a person’s cultural, ethnic, religious, or racial background. quality of life – is a description of people’s standard of health, comfort, and happiness.

Week 1	Week 2	Week 3
Je m'appelle → I am called Comment-t'appelles-tu? → What are you called? Ça-va? → How are you? Pas mal, merci → not bad, thanks ça ne vas pas! → Not good! À plus – see you later!	As-tu des frères et soeurs? → Do you have any brothers or sisters? J'ai un frère → I have a brother J'ai une soeur → I have a sister Je n'ai pas de frères et soeurs → I don't have any brothers or sisters Quel âge as-tu? → How old are you?	Sur la photo il y a → In the picture there is/are Un écran → a screen Un baton de colle → a glue stick Des élèves → some pupils À gauche → on the left À droite → on the right
Week 4	Week 5	Week 6
Tu aimes? → Do you like? J'aime → I like Je n'aime pas → I don't like Le poisson → fish Le vélo → cycling Les araignées → spiders	Je suis → I am Je ne suis pas → I am not Il est → he is Elle est → she is Bavard (e) → chatty Fort (e) → strong Méchant (e) → nasty / mean	Chanter → to sing Rigoler → to have a laugh Nager → to swim Retrouver → to meet up Étudier → to study Gagner → to win

Week 1: What is God Like?	Week 2: Is Seeing Believing	Week 3: Creation
Qualities: Omnipotent: all-powerful Omniscient: all-knowing Omnibenevolent: all-loving Omnipresent: everywhere Just: fair Christians believe God is all-powerful, all-knowing, loving, always present, and fair. This gives them comfort, guidance, and trust in Him. 	Faith: believing and trusting in God even without seeing proof. People can see the same thing in different ways because everyone has different experiences and beliefs. Some people believe in God because of faith, personal experiences and miracles. This is important because it helps Christians understand faith and teaches respect for different beliefs and viewpoints.	Day 1: Light and dark Day 2: Sky and sea Day 3: Land, plants, and trees Day 4: Sun, moon, and stars Day 5: Fish and birds Day 6: Animals and humans Day 7: God rested The creation story is important because it teaches Christians that God made the world as well as humans showing us that we should care for it. God resting on the 7th day is linked to Sunday which many Christians see as a special day for rest worship and spending time with God e.g. going to church.
Week 4 : Suffering	Week 5 : Free will	Week 6: Life after Death
Suffering: pain, sadness, or hardship. Christians believe it is caused by sin and human choices, but God supports people through prayer, faith, and others. Freewill: the ability to make choices freely. Two types of suffering: Moral: caused by humans (e.g. violence). Natural: caused by nature (e.g. floods). Jesus’ suffering shows God understands human pain.	Freewill: having the freedom to do what you want without divine intervention. It is believed that God gave humanity freewill, so we have the power to do what we want to do rather than doing what Gods wants us to do. Teaching us that we are responsible for our actions They also believe freewill explains why people sometimes make wrong choices and cause suffering.	Christians believe that your soul is the part of your body which goes to heaven or hell once you pass away. Unlike other faiths Christians do not believe this is based on you good deeds, instead this is based on whether you accept Christ into your life promising eternity with him in the afterlife. Christians believe Jesus’ resurrection shows that death is not the end and gives hope of eternal life.

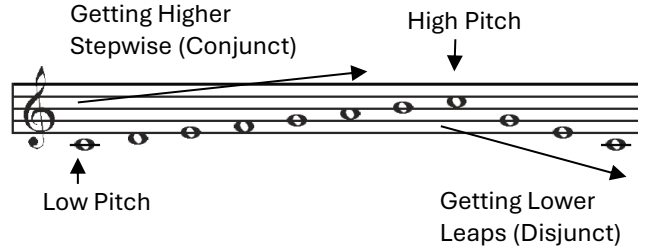
Theme 1 : Weight Transfer (Activity Specific)	Theme 2 : Passing (Passing in and into effective areas)	Theme 3: Travelling and Movement (Developing activity specific movement)
Weight transfer: Moving your body weight from one position to another to create movement Activity specific examples : Rugby: - Left to right or right to left (Side stepping) - Transferring weight forwards (drive or tackle) - Weight from back foot to front foot (passing) Football: - From backfoot to front foot (passing) - Transferring weight forwards onto non kicking leg then through the kicking leg (shooting) - Left to right or right to left (side step/ feint step over) Handball: Backfoot to front foot (Passing) Forwards from back foot to front foot, through the arm to generate more power (standing shot) Upwards and Forwards through take off leg before release (Jump shoot) Netball: Backfoot to front foot (Chest pass) Forwards and Upwards through the legs (Shooting) Transfer weight through both feet and bend knees to control and absorb landing (landing)	Types of pass: Rugby: - Pop pass (most common for lessons, short pass to teammate - Spin pass (faster pass using a rotation of the ball - Long pass (wider pass to move the ball across the pitch quicker) Football: - Inside of the foot (shorter distances on the floor) - Driven with the laces (long distance passes across the floor) - Lofted pass, connecting underneath the ball (long distance passes in the air) Handball: - Overarm pass (from the shoulder for power and distance) - Bounce pass (From the shoulder again but bouncing before teammate to avoid defender) - Underarm (quick and close passing - All passes to be one handed Netball: - Chest passes (quick and accurate) - Shoulder passes (powerful and long distance over the head of defenders) - Bounce pass (Ball is bounced around or underneath a defender)	Rugby: - Side stepping (To beat an opponent 1v1) - Driving (To move forward into space) - Loop (to create an extra option in the attacking line) Football: - Dribbling/ Driving (To progress forward with the ball) - Overlap (To create an option on the outside of the player with the ball) - Underlap (To create an option on the inside of the player with the ball) Handball: - Dribbling (To progress forward with the ball) - Overlap (To create an option on the outside of the player with the ball) - Underlap (To create an option on the inside of the player with the ball) Netball: - Footwork (To avoid being penalised and giving up possession) - Pivoting (To change direction) - Pass and move (To be able to progress the ball through the thirds)
Every Lesson	Every Lesson	
Components of a warm up: Pulse raiser- Movements to increase heart rate, jogging, jumping etc. Static stretches – stretches held for 8-12 seconds to prepare muscles for exercise Dynamic stretches- Movements that increase temperature of muscles and loosen joints	Naming the basic muscles being used to move and produce skills : - Quadriceps (front of thigh) - Hamstrings (back of thigh) - Gastrocnemius (calf) - Biceps (upper arm - front) - Triceps (Upper arm- back) - Deltoid (Shoulder)	

Computing

Clear messaging in digital media

YEAR 7 TERM 1

Week 1	Week 2	Week 3
Font - the design style of characters used for text Poster - a visual product usually displayed on a wall to communicate a message Annotation - an explanation, note or comment that is added to text, images or diagrams	Landscape - a layout where the width is greater than the height Portrait - a layout where the height is greater than the width Orientation - the way a rectangular page is positioned for normal viewing Colour wheel - a diagram used to represent colours and their relationship to each other	Logo - a graphic that visually communicates brand identity Modify - when you make changes to something Review - when you assess a product against a plan or criteria
Week 4	Week 5	Week 6
Template - a pre-designed layout or guide Consistent - always happening in a similar way Design - to create a plan to solve a problem	Search - to actively look for something Licence - to allow certain permissions to do something Reliability - how accurate and trustworthy a source of information is	Feedback - information about a product to inform improvement Criteria - a set of standards that something can be judged against Comment - a written or spoken reaction to express an opinion

Week 1	Week 2	Week 3
TEMPO The speed of a sound or piece of music. FAST: <i>Allegro, Vivace, Presto</i> SLOW: <i>Andante, Adagio, Lento</i> GETTING FASTER – <i>Accelerando (accel.)</i> GETTING SLOWER – <i>Ritardando (rit.) or Rallentando (rall.)</i>	DYNAMICS The volume of a sound or piece of music. VERY LOUD: <i>Fortissimo (ff)</i> LOUD: <i>Forte (f)</i> QUITE LOUD: <i>Mezzo Forte (mf)</i> QUITE SOFT: <i>Mezzo Piano (mp)</i> SOFT: <i>Piano (p)</i> VERY SOFT: <i>Pianissimo (pp)</i> GETTING LOUDER: <i>Crescendo (cresc.)</i> GETTING SOFTER: <i>Diminuendo (dim.)</i>	ARTICULATION How individual notes or sounds are played/techniques. LEGATO – playing notes in a long, smooth way shown by a SLUR.  STACCATO – playing notes in a short, detached, spiky way shown by a DOT. 
Week 4	Week 5	Week 6
TEXTURE How much sound we hear. THIN TEXTURE: (<i>sparse/solo</i>) – small amount of parts or melodies. THICK TEXTURE: (<i>dense/layered</i>) – lots of parts or melodies. Texture is NOT about the amount of people/instruments playing – it is about the different musical parts we can hear.	DURATION The length of a sound. SHORT → LONG  SILENCE The opposite or absence of sound, no sound. In music these are RESTS. 	PITCH The highness or lowness of a sound. 

Subject: ART

Topic: THE ELEMENTS OF ART

YEAR 7 HALF TERM 1

Week 1: Elements of Art Part 1	Week 2: Elements of Art Part 2	Week 3: Elements of Art Part 3
This term we look at the Elements of Art, there are seven: Line, Shape and Form, Tone, Texture, Colour, Pattern, Space. TONE: The lightness or darkness of a colour or object. <i>(Tone has two definitions; it is important to use the right one in the right context)</i> SHAPE: A two-dimensional area that is defined in some way. (Geometric or free-form) FORM: An object that has three-dimensions, where artists have added depth and volume TEXTURE: The surface quality or feel of an object. Artists create texture using different materials, techniques, or representations, adding tactile and visual interest.	LINE: Lines are marks made by a moving point. <i>(They can be straight, curved, thick, thin, horizontal, vertical, diagonal, dotted or dashed)</i> HIGHLIGHTS: The brightest point on a subject where a light source directly strikes or reflects. CAST SHADOW: the darkened shape projected onto a surface when an object blocks a light source.	OBSERVATIONAL DRAWING: the process of drawing an object or scene from real life. PROPORTION: Checking and recording how the sizes of different parts of an object relate to one another.
Week 4: Colour Theory	Week 5: Colour Theory	Week 6: Colour Mixing
HUE: A colour in its purest form. PRIMARY COLOURS: A base colour that cannot be created by mixing other colours together. <i>(Yellow, Blue, Red).</i> SECONDARY COLOURS: Colour combinations created by the equal mixture of two primary colour wheel, secondary colours are located between primary colours. Yellow + Blue = Green Red + Yellow = Orange Blue + Red = Purple 	COMPLEMENTARY COLOURS: Complementary colours are pairs situated directly opposite each other on the colour wheel. The primary pairings are red and green, blue and orange, and yellow and purple. ANALOGOUS COLOURS: Analogous colours are any three to five colours that sit directly next to each other on a colour wheel. TERTIARY COLOURS: Tertiary colours are created by mixing a primary colour with an adjacent secondary colour on the colour wheel. Example: red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet. The primary colour is always named first.	TINT: A tint is created by mixing white into a hue to make it lighter.  TONE: A tone is produced by adding grey, which mutes or softens the colour's vibrancy.  SHADE: A shade is made by adding black to darken the hue. 

Subject: Drama

Topic: Drama is Serious Fun

YEAR 7 TERM 1

Week 1	Week 2	Week 3
<u>Drama C words:</u> Control – in your acting and in the drama studio Communication – With each other and the audience (speaking & listening) Co-operation – teamwork Confidence – to perform <u>Studio Rules:</u> Sit Spots only No running No physical contact No touching the equipment No touching the curtains or going behind them No chewing	<u>Basic Performance Skills:</u> Speak loudly and clearly Do not put your backs to the audience No masking of other characters on stage Do not corpse ‘Improvisation’ or ‘Improvised Drama’ is a form of unscripted theatre where performers create characters, dialogue, and plots spontaneously in the moment.	Characterisation in Drama means changing the way you walk, talk, stand and react to suit the character you are playing. An actor uses Vocal and Physical skills to ensure they are believable for an audience. Performing to an audience is an important part of Drama. We perform ‘end on’ in Year 7, and remain professional throughout. End on: a stage type, where the audience sit at one end of the performance area Professional performance: a performance that has a clear frozen picture at the start and end, where the actors do not corpse and keep the basic performance skills throughout.
Week 4	Week 5	Week 6
Mime, Lighting and Music moments can turn Drama into stylised performance. This can make your work look more interesting, professional and less naturalistic. Stage Positions	<u>The 3 P's of storytelling:</u> People Place Problem These elements make up the beginning of Devised Drama. This is when plays are planned and refined over time through rehearsal. All good Drama must have a problem (or lots of problems) to keep the audience engaged.	Scripted Drama is working from character lines and stage directions from a page. The scene has been created for you, the actor needs to bring it to life successfully. Character dialogue are the words that a character says. Stage Directions are information from the writer about how the scene should be staged. These are not read out.