Contents

My Knowledge Organiser

What is a Knowledge Organiser?

A Knowledge Organiser is a place to keep some key information for the topics we are learning about. This may include an important formula, vocabulary, dates or explanations. It is not a complete list of everything we are studying but it *is* a place where we can find the basic information. It is likely that when you first see the Knowledge Organiser you will not understand much of what is included. Gradually, as you work on the content in lessons and at home, it will become more familiar and, over time, you should find that, not only do you understand everything on it, but that you can *remember* everything that is on it and, even better, know how this information relates to what you are studying.

How do we use our Knowledge Organisers?

We can use our Knowledge Organisers in many ways. The main aim is that we are able to memorise, understand and eventually *apply* all of the information in the Knowledge Organisers. We will do this by:

- using them to refer to in class to support our learning.
- working on them in lessons and coming up with ways to memorise the information in them.
- working on them at home with parents or carers to reinforce our learning and so that others may be involved in what we are learning too.
- using them as learning homeworks that we will have quizzes on in class.
- using them as homework or to help with homework.

What do I need to know?

This knowledge organiser has been given to you. It is an essential part of school equipment and you must bring it to school everyday. You must have your knowledge organiser with you for each lesson. Fill in your timetable in pencil and use it to plan your equipment each day.

Test yourself on the knowledge in this booklet regularly; in class, at home, on the bus, or with help from friends and family.

There are some activities for you to do in this knowledge organiser. Don't write in the booklet – use paper so that you can test yourself regularly and see the progress you are making. Sometimes you will use these booklets in cover lessons and for homework.

If you lose your Knowledge Organiser make every effort to find it. They are valuable, look after them. If you can't find it you will be charged for a new one.

- Fill in your timetable very carefully in pencil. Include the teacher's name, the subject and the classroom. Try to learn your timetable off by heart.

Week A								
	Form 8.25-8.45	Lesson 1 8.45-9.45	Lesson 2 9.45-10.45		Lesson 3 11.00-12.00		Lesson 4 12.45-1.45	Lesson 5 1.45-2.45
Monday	Form time or Assembly			Break		Lunch time		
Tuesday								
Wednesday								
Thursday								
Friday								

- Fill in your timetable very carefully in pencil. Include the teacher's name, the subject and the classroom. Try to learn your timetable off by heart.

Week B								
	Form 8.25-8.45	Lesson 1 8.45-9.45	Lesson 2 9.45-10.45		Lesson 3 11.00-12.00		Lesson 4 12.45-1.45	Lesson 5 1.45-2.45
Monday	Form time or Assembly			Break		Lunch time		
Tuesday								
Wednesday								
Thursday								
Friday								

Punctuality and Attendance

It is vital that pupils attend school every day and on time. There is a proven link between attendance, attainment and progress. At St Joseph's we expect all pupils to aspire to 100% attendance and for pupils to be on the school site *before* 8.25am.

If a pupil is going to be absent we ask that a phone call is made to school on the first morning of absence *before* 8.25am. If contact is not made the school will contact parents / carers.

School attendance is monitored daily and a letter will be sent to parents immediately when attendance becomes a cause for concern. Further action may be taken and this may include; further letters home, a school attendance meeting, a fixed penalty notice (fine).

It is important to be on time for school and lessons. Lateness can affect *everybody's* progress. For this reason, pupils arriving late will be given a same day detention. Where lateness is not improving school will apply further sanctions and seek parental support to improve punctuality.

Holidays or any other events during term-time are strongly discouraged as this can have a detrimental effect on your child's progress, as well as that of others in their class. From September 2024 in all cases schools will not authorise holidays taken in in term time, and this may result in sanctions from Education Welfare Services. We appreciate your support in this matter.

My attendance term 1	_____%
My attendance term 2	_____%
My attendance term 3	_____%

Catholic Life and Mission at St Joseph's

With Christ at the centre, our school seeks to exemplify faith in action, working for justice and compassion, manifest in acts of charity and kindness. We work for those in need, and instil an ethos of care, kindness, and respect. As an inclusive family, we seek to help and care for the most vulnerable and marginalised. Our community is built upon values, which are inspired by the Gospel and the Church. Our values are visible in the environment, relationships, interactions, and our day-to-day life.

Dear young people, make the most of these years of your youth. Don't observe life from a balcony. Don't confuse happiness with an armchair, or live your life behind a screen….Don't be parked cars, but dream freely and make good decisions. Take risks, even if it means making mistakes…..
Live! Give yourselves over to the best of life! Open the door of the cage, go out and fly!

Pope Francis, Christus Vivit 143

Christ has no body but yours,
No hands, no feet on earth but yours,
Yours are the eyes with which he looks Compassion on this world,
Yours are the feet with which he walks to do good,
Yours are the hands, with which he blesses all the world.
Yours are the hands, yours are the feet,
Yours are the eyes, you are his body.
Christ has no body now but yours, No hands, no feet on earth but yours,
Yours are the eyes with which he looks compassion on this world.
Christ has no body now on earth but yours.
— Teresa of Ávila

All adults at St Joseph's are here to keep you safe

If you have any worries or concerns
please speak to any adult

You WILL be listened to!

They may need to discuss these worries with Mr Singleton, Mrs Anderton, Mr Sylvester or Miss Tebay in order that your issue is dealt with. The websites below may also be helpful out of school time:

www.stjosephsbolton.org.uk/wellbeing-support

St Joseph's Curriculum Structure

Confidence	Curiosity	Commitment	Compassion	Consideration	Collaboration
- Aspirational - Self-esteem - Individuality - Communication - Self-regulation	- Enquiry in lessons - Engagement - Love of learning	- Resilience - Work hard - Homework - Motivated - Attendance - Determination	- Empathy - Understanding - Respectful - Behaviour towards others - Charity work - Kindness	- Punctuality - Organisation - Engagement - Celebrating differences - Using manners	- Community - Friendship - Extra-curricular and enrichment - Participation - Leadership - Uniform

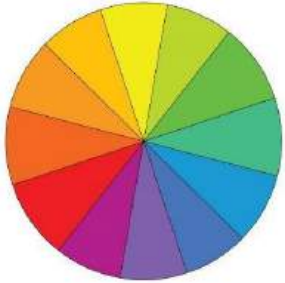
Character Curriculum: All about you!

Link4Life

Confidence	Curiosity	Commitment	Compassion	Consideration	Collaboration
Genesis 1:27 "God created man in his own image" 	*Philippians 14:9 "Whatever you have learned or heard or seen from me, put it into practice"* 	*Proverbs 16:3 "Commit to the LORD whatever you do"* 	*John 13:34 "Love one another: just as I have loved you"* 	*Galatians 5:13 "Serve one another humbly in love"* 	*Corinthians 12:12 "We are one body in Christ, together"* 

ART

The Formal Element	Definition
Line	The path left by a moving point, e.g. a pencil or a brush dipped in paint, that can take many forms. e.g. horizontal, diagonal or curved.
Tone	The lightness or darkness of something. This could be shade or how dark or light a colour appears
Texture	The surface quality of something, the way something feels or looks like it feels. There are two types: Actual and Visual.
Shape	An area enclosed by a line. It could be just an outline, or it could be shaded in.
Pattern	A design that is created by repeated lines/ shapes/ tones or colours. It can be manmade, like a design on a fabric or natural, such as markings on animal fur.
Colour	There are 2 types including Primary and Secondary. By mixing any two primary together we get a secondar



Colour Theory

Primary Colours are the 3 main colours. They cannot be made, but are used to make all other colours.

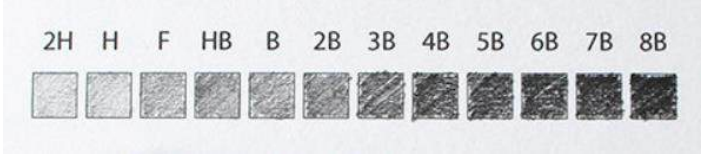
Secondary Colours are made mixing 2 primary colours.

Tertiary Colours are made by mixing a primary and secondary colour together.

Complimentary Colours are opposite on the colour wheel.

Harmonious Colours are next to each other on the wheel. **Tint** – When you add white to a colour to make it lighter.

Shade- When you add black to a colour to make it darker.

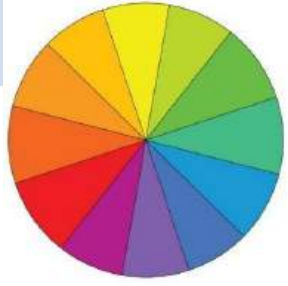


- Vincent Van Gogh
- Barbara Hepworth
- Leonardo DaVinci
- Jackson Pollock
- Pablo Picasso
- Bridget Riley
- Gustav Klimt
- Banksy

ART

What do you know about **line**?	
What do you know about **tone**?	
What do you know about **texture**?	
What do you know about **shape**?	
What do you know about **pattern**?	
What do you know about **colour**?	

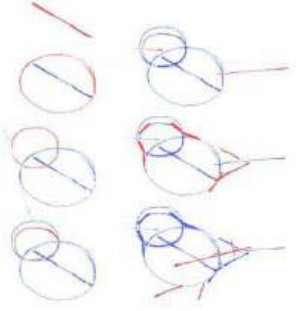
Colour Theory	
What are the **3 Primary Colours?**	
What are the **3 Secondary Colours**?	
What is a **Tertiary Colour?**	



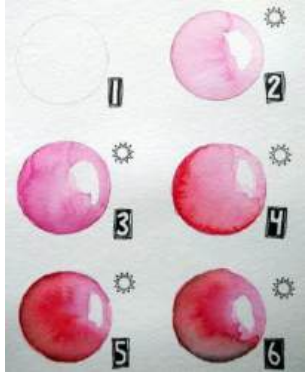
Word Bank	Definition
Stylized	A cartoon, non-realistic style of artwork.
Realistic	The artwork looks like the real object.
Abby Diamond	A wildlife artist, who uses watercolor and fine liner pen. She uses bright colour with expressive marks, but her actual drawing of the animal is realistic.
Pete Cromer	A stylized artist who creates work of animals. He uses a collage technique, cutting out shapes and reassembling them to create the animal.
Collage	Pieces of paper, photographs, fabric etc. are arranged and stuck down onto a supporting surface.
Watercolour	A water soluble paint with transparent properties. To make a watercolour more vivid you would use less water, and to make the watercolour lighter you would add more water to your brush.

ART

Step by step bird drawing

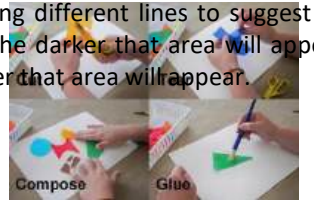


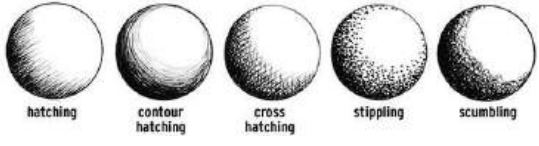
How to build up **tone** with watercolour.
Add **more** water to make the colour **lighter**.
Add **less** water and more paint to make the colour **darker**



Collage- Cutting various shapes out of different coloured papers and then assembling them into an object .

Mark making – Creating different lines to suggest tone. The closer and more lines there are the darker that area will appear. The more spread out the lines, the lighter that area will appear.





ART

How would you describe a **stylized drawing**?	
How would you describe a **realistic drawing**?	
What is a **collage**?	
What is **mark making**?	

Colour Theory	
What are the **3 Primary Colours?**	
What are the **3 Secondary Colours**?	
What is a **Tertiary Colour?**	
Why are **white** and **black** not on the colour wheel?	

Business and ICT – B-ICT

iDEA Badges (homework)

The iDEA Awards are the digital equivalent to the Duke of Edinburgh Award. You can achieve the Bronze, Silver and Gold Award and these can be included on CV's in the future to show that you have a high level of digital literacy. We will work to complete the Bronze Award this year (although some students work faster and achieve Silver also).

You have signed up to this using your school email (see format below) and a password that you have chosen. If you forget your password click on the forgot password link to send a reset email to your school email account.

The below iDEA award badges need to be completed in the first half of the year. Your class teacher will tell you which ones to complete each half term.

School email format: last 2 digits of the year that you have started, surname, first initial@st-josephs.bolton.sch.uk (please note there are no spaces) Example: 24BloggsJ@st-josephs.bolton.sch.uk

Citizen Section

Badge	Done?
E-Safety	
Safe Online	
Fake news	
What is the cloud?	
Digital Ethics	
Cyber Spies	

Worker Section

Badge	Done?
Digital Portfolios	
Collaboration	
User Interfaces	

Maker Section

Badge	Done?
Video Editing	
Colours	
Animation	

Entrepreneur Section

Badge	Done?
Growth Mindset	
Big Data	
Growth Hacking	

B-ICT Knowledge Organiser

Year 7 A1—E-Safety

E-safety websites:
www.thinkuknow.co.uk
https://www.bbc.co.uk/bitesize/
www.thinkuknow.co.uk
http://www.safetynetkids.org.uk/
https://www.childline.org.uk/
https://www.bbc.co.uk/bitesize/

Types of cyberbullying -

Trolling • Excluding • harassing • gossiping • impersonating • cyberstalking • derogatory comments to/about someone • threats • Flaming • Masquerading

Information validity

Web browsers i.e. Chrome, Edge, Safari

Sir Tim Berners-Lee created the first website

How to check the quality of the information and website accuracy -

- Confirmed by other sources
- Unbiased
- Trusted source
- Up-to-date information

Safety and Security Top tips

Password—should be strong -over 12 characters and making use of uppercase, lowercase, numbers and symbols. Do not share this with anyone.

Locking computers—Crtl + Alt + Delete—every time you leave your computer.

Anti-Virus—regularly scan your PC with anti-virus software to find any new issues

Billboard Test—if you wouldn't be happy to see it up there, don't post it online!

Key Terms

Cyberbullying—using any form of technology to bully.

Flaming— posting or sending offensive messages online.

Impersonating—pretend to be another person (to appear to be that person when online).

Masquerading—pretend to be someone you are not (for example posting anonymously or with a fake account).

Browser—software to access the internet i.e. Chrome, Edge

Bias—only giving one side of the story.

B-ICT Knowledge Organiser

Year 7 A1—E-Safety

E-safety websites:
www.thinkuknow.co.uk
https://www.bbc.co.uk/bitesize/
www.thinkuknow.co.uk
http://www.safetynetkids.org.uk/
https://www.childline.org.uk/
https://www.bbc.co.uk/bitesize/

What does e-Safety mean?

Explain in your own words how to stay safe online (SMART rules)

What makes a strong password?

Why is it essential to keep your passwords to yourself?

How can people experience cyberbullying?

Where and when can people experience cyberbullying?

Why is it important to ensure that information found online is accurate?

How can we check accuracy and validity?

What are the dangers of sharing too much personal information online?

Key Terms—explain in your own words

Flaming—

Impersonating—

Masquerading—

Browser—

Bias—

Source

B-ICT Knowledge Organiser

Year 7 A2 - PC Basics

Helpful websites

https://wiki.kidzsearch.com/wiki/ASCII

https://nsufl.libguides.com/virtual-stem/

https://codakid.com/parts-of-a-computer/

Input/Output/Storage Peripherals

Peripheral devices plug in to the PC to add additional functionality. Input devices allow the user to input data/ instruction whereas out put devices allow the user to see/hear etc what the PC is doing!

Health and Safety

When using computers you need to ensure that you can keep yourself safe and healthy. Poor posture and staring at a screen for too long can be harmful. You could end up with repetitive strain injury (RSI).

Back problems can result of poor posture. The solution—fully adjustable chairs, footrests and screens which can tilt.

Repetitive strain injury is damage to the wrist and thumbs from repeated movements over a long peri-

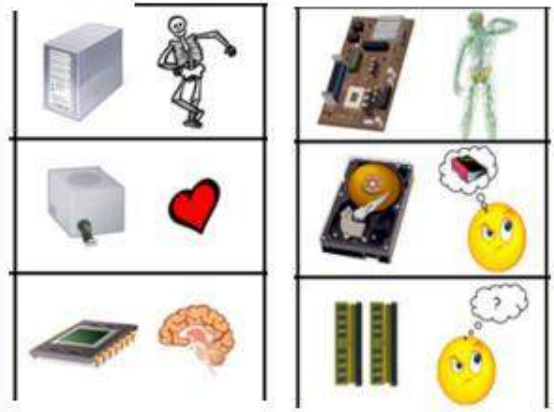
Inside a PC

You can remember what different parts of a computer do by thinking about which part of the human body they compare to:

PC casing = skeleton

Processor = Brain

Motherboard = Central nervous system



Key Vocabulary

Peripheral - a device which plugs in to the PC to give additional functionality.

Input - any device which can be used to put data in to the PC.

Output - any device which can be used to view/retrieve data.

RSI - Repetitive Strain Injury. An injury usually to the wrists of thumbs from repeated movements.

Components - the parts of a computer.

B-ICT Knowledge Organiser

Year 7 A2 - PC Basics

Helpful websites

https://wiki.kidzsearch.com/wiki/ASCII

https://nsufl.libguides.com/virtual-stem/

https://codakid.com/parts-of-a-computer/

Binary/Denary/ASCII

Year 8 Knowledge Organiser: Data Representation

What is Binary?

Binary is a number system that only uses two digits: 1 and 0. All information that is processed by a computer is in the form of a sequence of 1s and 0s. Therefore, all data that we want a computer to process needs to be converted into binary.

Hexadecimal: Hexadecimal (or **hex**) is a **base 16** system used to simplify how binary is represented. A hex digit can be any of the following **16 digits:**
0 1 2 3 4 5 6 7 8 9 A B C D E F. Each hex digit reflects a 4-bit binary sequence.

Hexadecimal	0	1	2	3	4	5	6	7	8	9	A	B	C	D	E	F
Denary	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Convert Denary and 8 bit Binary into Hexadecimal

Example: convert the Denary number **165** into hexadecimal.

1. Create a binary table:

128	64	32	16	8	4	2	1	Answer
								165

2. Place the number 1 under each number you need to make up 165 and a 0 under those not used.

128	64	32	16	8	4	2	1	Answer
1	0	1	0	0	1	0	1	165

3. Split the number into two nibbles:

8	4	2	1	8	4	2	1	Answer
128	64	32	16	8	4	2	1	
1	0	1	0	0	1	0	1	165

4. Add up the nibbles separately. In this example, the first nibble adds up to 10, which in Hex is represented by the character A and the second adds up to 5 which means that **165 in Hex is A5.**

8	4	2	1	8	4	2	1	Answer
128	64	32	16	8	4	2	1	165
1	0	1	0	0	1	0	1	A5
A				5				

Binary Addition

Binary addition involves adding two or more binary numbers together.

When adding two numbers, you will have the following possible outcomes:

0+0 = 0
0+1 = 1
1+1 = 11

When adding binary numbers, do so right to left.

Example: add **0100** and **0101**

1st num	0	1	0	0	+
2nd num	0	1	0	1	
Carried	1				
Answer	1	1	0	1	=

START

0 + 1 = 1
0 + 0 = 0
1 + 1 = 11, so the one is carried
0 + 0 + 1 = 1
Therefore, the answer is **1101**

Overflow Error: An overflow error occurs when the largest number that a CPU register can hold is exceeded.

ASCII vs Unicode

	Advantages	Disadvantages
ASCII	Only uses 7 bits to store a character, meaning less memory is used.	Limited to 128 different characters.
Unicode	Uses up to 32 bits per character meaning it can store a wider range of language characters.	More bits per character means more memory is used.

Images

Pixel: A single point in an image.
Resolution: The number of pixels that make up an image e.g. 800 x 600
Colour Depth: The number of bits used for each colour. E.g. 8 bit colour and 24 bit 'True Colour'.

Key Vocabulary

Binary - sequences of 1's and 0's to represent number

Denary - also known as base 10. Whole numbers which can be converted to/from binary.

ASCII - can be used to convert denary to letters and punctuation.

Machine Code— commands usually in the form of 1's and 0's.

Pixels - squares which make up all images. Higher resolution images have more pixels and seem higher quality.

B-ICT Knowledge Organiser

Year 7 A2 - PC Basics

Helpful websites

https://wiki.kidzsearch.com/wiki/ASCII

https://nsufl.libguides.com/virtual-stem/

https://codakid.com/parts-of-a-computer/

What is the difference between input/output/storage devices?

Give examples of types of devices

Input	Output	Storage

What health and safety measures should be put in place to keep you fit, healthy and safe?

Which body parts can the below computer components be likened to and what is their purpose?

Component	Body part	Main purpose
Motherboard		
Processor		
PC casing		
Power supply		
RAM		
Hard drive		

Convert these binary numbers to denary

00010000 = _____

Explain each key term in your own words

Peripheral -

Input - .

Output -

RSI -

Components -

Binary-

B-ICT Knowledge Organiser

Year 7 Sp1 - Scratch

What is Scratch?

Scratch is a visual **programming language** that allows you to create programs by dragging blocks of scripts.

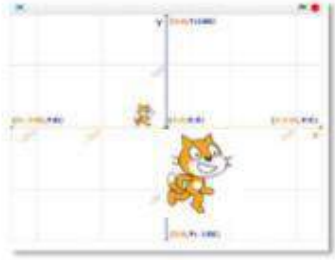
Sprites

A **sprite** is a character or object in your game or animation.

In order to give the impression that a character is moving you can change the sprites' **costume.**

Stage

The stage is the background of the project. Scratch uses co-ordinates to position different elements around the screen.



Different backgrounds can be imported or you can create your own.

Operators

Operators are used for **changing** or **comparing** data.

They can **add**, **subtract**, **multiply** and **divide** data

They can also check if values are **less than**, **greater than**, or **equal to** other values.

Block menu

The block menu helps users pick which scripts they need to control various aspects of a program.

IF Statements

IF statements can be used to select different scripts of a program depending on a condition

Also known as **selection.**

Variables

A variable is used to store data for use in your program.

Variables can be used to store lots of different types of data such as names, numbers and scores.

The data stored in a variable can be changed or "varied" depending on certain conditions within a program.

Loops

Loops are used as a way of repeating instructions.
Also known as **iteration.**

Repeats a certain number of times.

Repeats an instruction forever.

Key Words

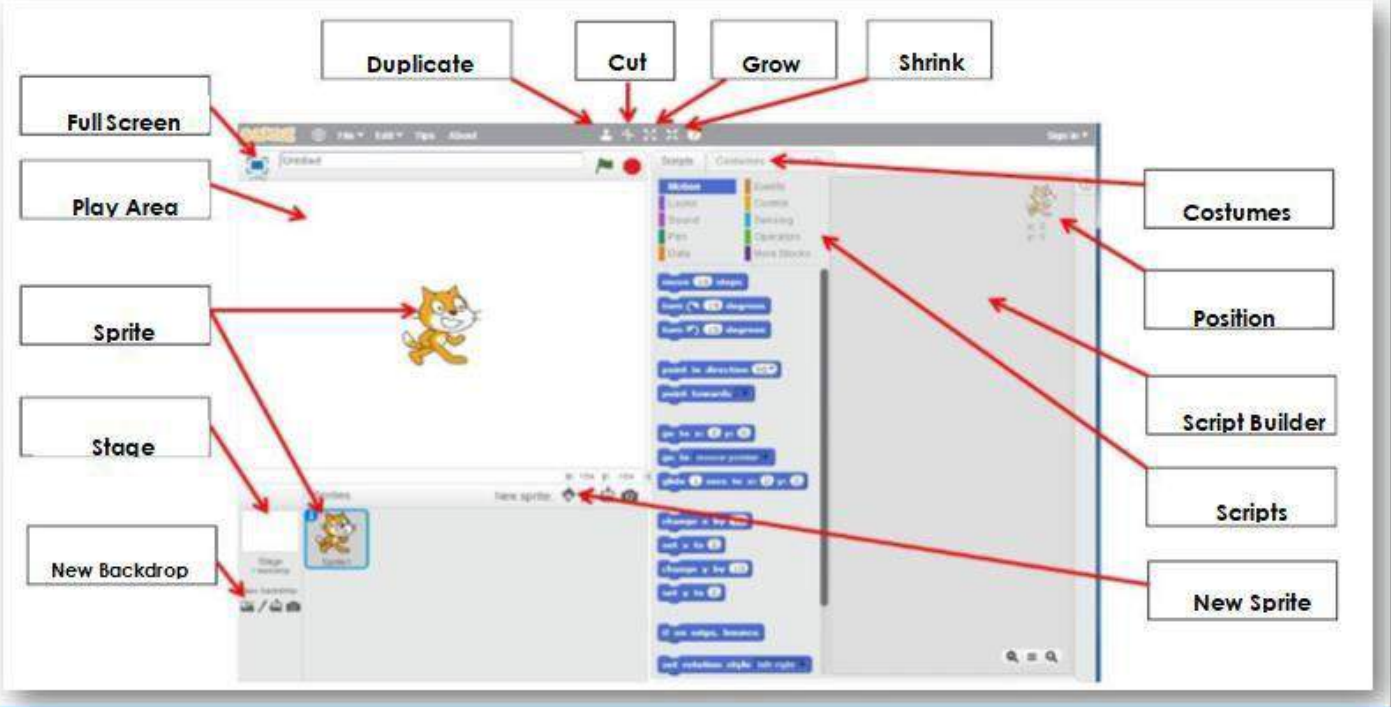
Program	Variable	Sprite	Script
Costume	Background	Stage	Data
Loop	Operator	Iteration	Interface

B-ICT Knowledge Organiser

Year 7 Sp1 - Scratch

Scratch interface

An **interface** is what a user will interact with in order to use it. Below is the Scratch interface labelled to show what each key part does.



B-ICT Knowledge Organiser

Year 7 Sp1 - Scratch

What sort of software is Scratch and what can it be used for?

What is a sprite and what are they used for?

Explain what the stage is?

What would the code program the sprite to do?

What is the trigger for this algorithm?

What happens within the algorithm?

Would the sprite turn left when the left button is pressed (if on a grey track)?

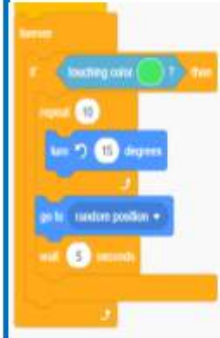
Why and how can we fix this?

Explain the key terms in your own words

Variable

Syntax

Algorithm



What is the trigger for this algorithm?

What happens within the algorithm?

WISDOM HAS BUILT HERSELF A HOUSE.

Department of Design and Technology.

Design and Technology – Digital D&T

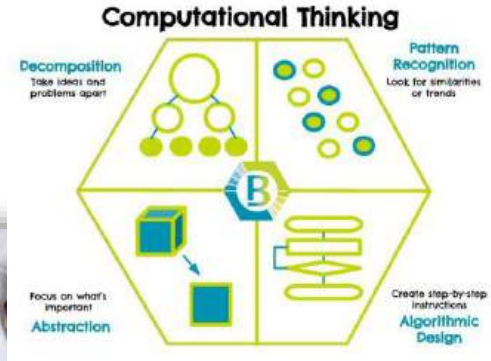
In this module pupils will be learning the basics of computational thinking, programming and computer systems using a BBC Micro bit. They will learn how these thinking concepts can be applied to everyday life as well other subjects within school.

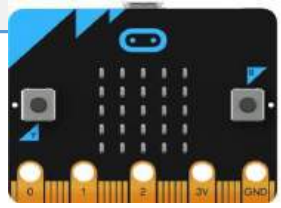
In addition to this, learners will develop an understanding of graphics and complete an introductory project in Photoshop whereby they create a Robot person.

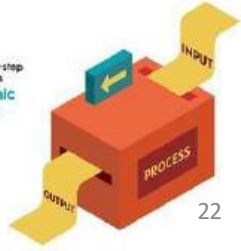
Questions

How did you use the X computational thinking concept?
Where else can you think of where this concept may apply?
What are the benefits of using X concept?
What is graphic design useful for?
What products can graphic design be printed onto? How do we consider color when designing a product?
What considerations do we need to make when designing any product?
How do we define our target audience?

Keywords	Definitions
Hardware	The physical components of a computer.
Software	Instructions that tell a computer what to do.
Algorithm	A set of step by step instructions that help resolve a problem.
Decomposition	Breaking down a complex problem or system into smaller parts that are more manageable and easier to understand
Evaluation	The process that allows us to make sure our solution does the job it has been designed to do and to think about how it could be improved.
Pattern Recognition	Analyzing a problem to recognize trends or behaviors, these patterns can help us to solve complex problems more efficiently.
Abstraction	The process of filtering out – ignoring - the characteristics of patterns that we don't need in order to concentrate on those that we do.







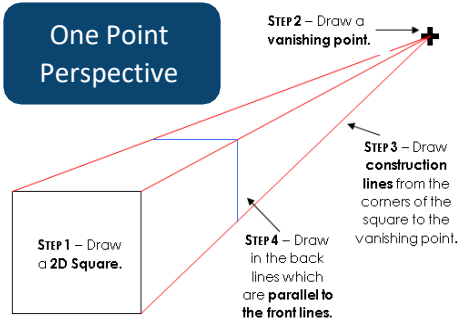
WISDOM HAS BUILT HERSELF A HOUSE.

Department of Design and Technology.

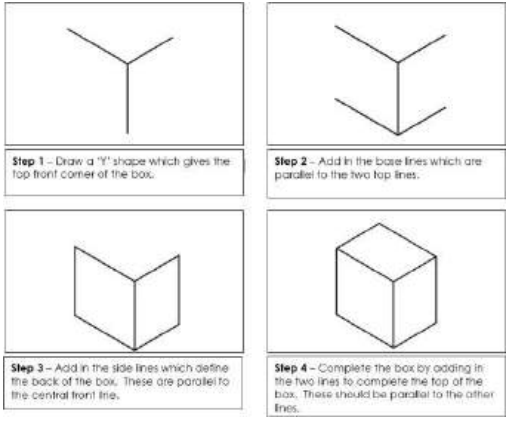
Design & Technology - Drawing and Sketching – 1 of 5 modules

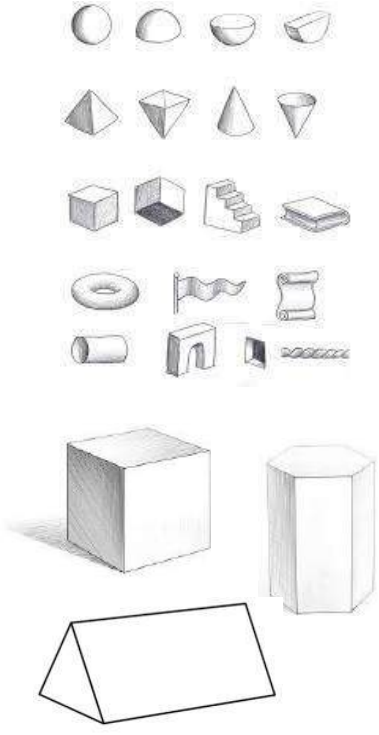
During this module various drawing and presentation skills will be learned. Practice the different techniques skills by drawing different shapes. Try and add tonal shade to improve presentation.

One Point Perspective

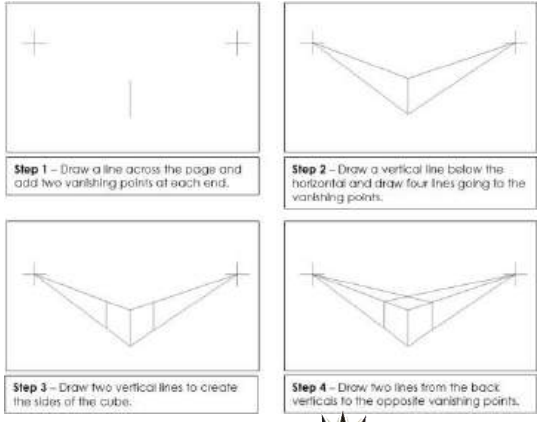


Isometric Drawing

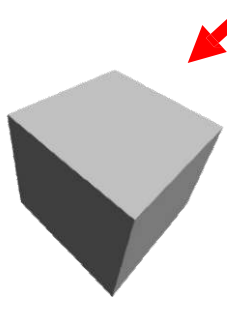




Two Point Perspective



Tonal Shading



Adding **tone** to a drawing when shading makes it look more realistic**.** The three tones used are **light**, **medium** and **dark**. The face that gets most light is lightest, the face that gets the least light is the darkest, and the one left is in the middle.

WISDOM HAS BUILT HERSELF A HOUSE.

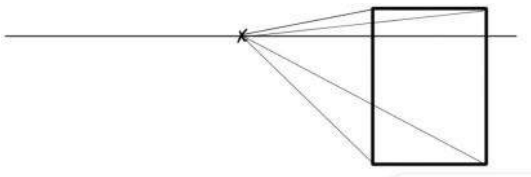
Department of Design and Technology.

Design & Technology - Drawing and Sketching – 1 of 5 modules

Practice each of the techniques in the space provided.

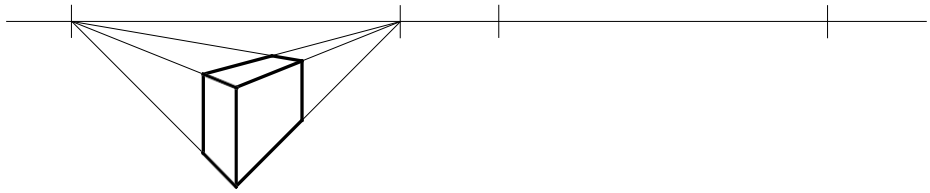
One Point Perspective

Make a copy of the drawing below, draw it to the left of the vanishing point.

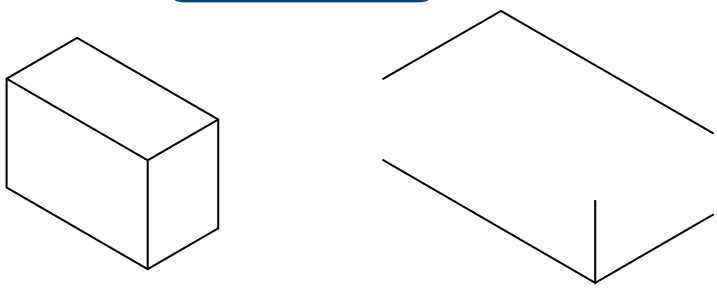


Two Point Perspective

Draw your own 2 point perspective box to the right of the example using the two vanishing points given.

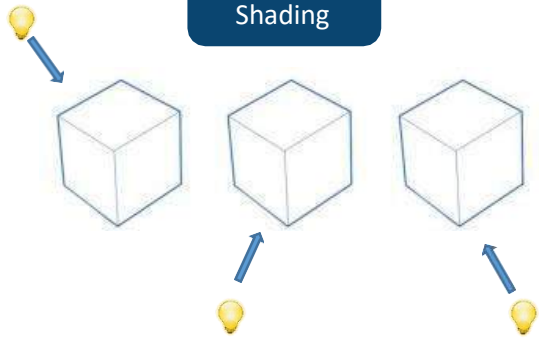


Isometric Drawing



Add the missing lines to complete the isometric drawing.

Tonal Shading



Add tonal shade to each of the three boxes, changing the light, mid and dark faces dependant on where the light is shining f$_2$r$_4$om.

D&T Food

Dairy

Function: Needed for CALCIUM which is laid down in bones and teeth to make them strong.

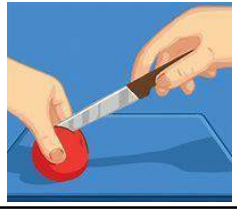
Needs Vitamin D to work properly

Sources: M… Yoghurt, C…

Cooking Methods		
Dry Heat	Moist heat	Frying
Baking	Steaming	Deep fat frying
Grilling	Boiling	Shallow frying
Roasting	Poaching	Stir frying
Barbequing	Stewing	Sauteing
Basting	Simmering	

Claw Grip

Bridge Hold



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?

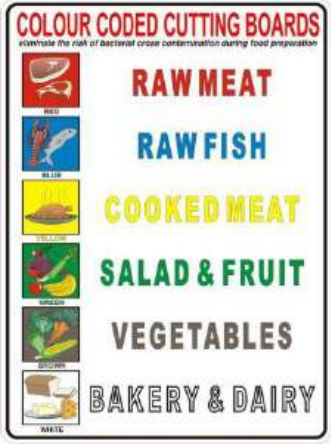
The Eatwell guide shows you how much (proportions) of food you need for a healthy, balanced diet.

What are the Consequences of a poor diet?

A poor diet can lead to diseases and can stop us from fighting off infections.

What are the Sections on the Eatwell guide?

1.Fruit and Vegetables
2.Strachy carbohydrates
3.Dairy and alternatives
4.Beans, pulses, fish, egg, meat and other proteins
5.Oils and spreads.



Storage

To prevent cross contamination (the spread of bacteria), foods must be stored separately. Most bacteria grow rapidly at body temperature (37C) but can grow between 5C and 63C. This is known as the danger zone. The more time that food spends in the danger zone, the greater risks of harmful bacteria growing. Therefore, it is vitally important that we try to keep food out of the danger zone during the production process.

D&T Food

What are the 5 sections of the Eatwell Guide?

1

2

3

4

5

What nutrition does each section of the Eatwell guide provide?

Yellow -

Green -

Pink -

Blue -

Purple

Foods high in fat, salt and sugar do not appear on the Eatwell guide. Name 3 foods belonging to each group.

Foods high in fat:

Foods high in salt:

Foods high in sugar:

How many portions of fruit and vegetables should we eat each day?

Why should they be different colours?

Dairy Produce

Where does dairy come from?

Name at least 4 dairy products.

1

2

3

4

What nutrition do dairy products give the body?

Which other nutrient is needed to allow calcium to be laid down in the bones and teeth?

Write 7 safety and/or hygiene rules that must be followed when working in the Food room.

1

2

3

4

5

6

7

WISDOM HAS BUILT HERSELF A HOUSE.

Design and Technology – Resistant Materials.

Department of Design and Technology.

In this module pupils will be designing and making a holder for a tea light, this must link to Sacred Space and the prayer life of our school. They will combine traditional and modern techniques and be expected to work in a safe manner at all times.

Language for Learning Physic erties ng Pr s
Template Proto anufa Boar ous M







Non-Ferrous Metals
Malleable
Recycling

Non-Ferrous Metals

Do not contain iron
Are not magnetic making them ideal for use in electronics and wiring.
Do not rust but can oxidise Aluminium is the most widely used

Ferrous Metals

Contain iron Are magnetic
Rust when exposed to moisture and oxygen Steel is the most common

Manufactured Boards

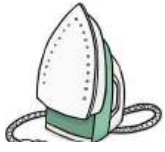
What is the difference between ferrous and non-ferrous metals?	Name three safety rules associated with working in the workshop.	Why is a prototype often made before the final product?
What is the benefit of using CAD when designing products?	Give two examples of non-ferrous metals.	Give two examples of ferrous metals.
What is the original source of metals?	What is CAD in relation to Design and Technology?	What is cyanoacrylate commonly known as?

D&T - Textiles

In this project you will learn what Textiles is and why it is important to learn to sew.
You will complete a hand embroidery sample and learn to use the sewing machine safely.
You will learn about mechanisms, forces and practical techniques such as tie dye and sublimation printing.
Using the knowledge and practical skills you will design and make a textile product.

Key Words	Explanation
Needle	Used with thread to sew fabric together.
Thread	Used with a needle to sew fabric together.
Dye	Used to add colour to the fabric.
Fabric Scissors	Used to cut fabric only.
Embroidery	A range of decorative stitches.
Fabric	Used as the main material in textile items.
Pins	Used to hold fabrics together temporarily.
Hazard	Something that can use harm.
Iron	Used to remove creases from fabric using high heat.

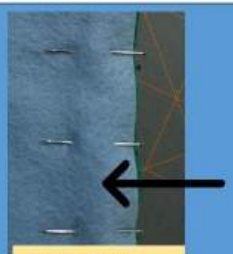
Cross Stitch



Stitch Number 1 for straight stitch

Reverse button to knot the thread

Remove the pins as you go



Pin in this direction

D&T - Textiles

1 : Introduction to Textiles:

What are textiles, and why do you think it's important to learn about them ?

Can you name some common items that are made from textiles ?

2 : Hand Embroidery :

What is hand embroidery, and how is it different from sewing with a machine ?

What kind of stitches do you think you could make with hand embroidery ?

3 : Sewing Machine Safety :

Why is it important to learn how to use a sewing machine safely ?

Can you list some safety tips for using a sewing machine ?

4 : Practical Techniques :

What is tie-dye, and how can you use it to decorate your drawstring bag ?

What different types of tie-dye can you create ?

5 : Needle :

What is a needle used for in sewing ?

Why do you think it's important to use a needle carefully ?

6 : Thread :

How does thread work with a needle to sew fabric together ?

7 : Dye :

What is dye used for in textiles ?

8 : Fabric Scissors :

Why should fabric scissors only be used to cut fabric ?

What might happen if you use fabric scissors to cut other materials ?

9 : Fabric:

What is fabric, and why is it important in making textile items ?

Can you name different types of fabric and what they might be used for ?

10: Pins :

What are pins used for in sewing ?

Why is it important to use pins when sewing pieces of fabric together ?

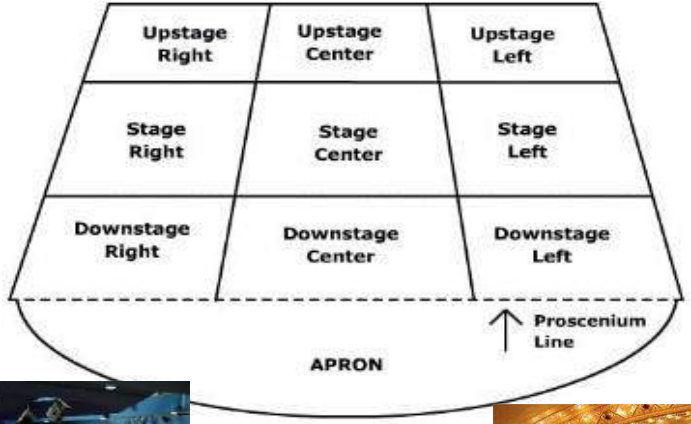
11: Hazard :

What is a hazard, and why is it important to be aware of them in the Textiles room ?

Can you name some hazards you might encounter while in Textiles and how to avoid them ?

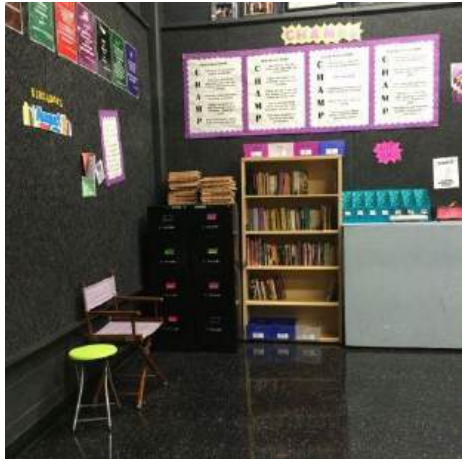
Drama Year 7 .1

Stage layout. ALWAYS from the actors point of view. (When you are standing on stage looking at the audience)



Drama – Year 7.2

DO's of mime ✓	DON'Ts of mime ✗
DO Exaggerate characteristics	DON'T Turn your back on the audience
DO Face the audience	DON'T Laugh on stage
DO Be confident!	DON'T Look at the floor
DO Carry on if things go wrong	DON'T Rush through your lines
DO Make eye contact with the character you're talking to	DON'T Be nervous, just try your best!



<u>Elements of Drama</u> Script: The Text of the play

Cast of Characters: All of the characters, usually portrayed by actors

Narrator: The person who tells the audience what is happening during the performance.

Setting: The time and place

Act and Scene: The chapters in the play **Stage Directions: Written or what**

Areas for Assessment	
Creating	The ability to work within a group to create and develop performance work.
Performing	The ability to present a character using physical and vocal skills.
Evaluating	The ability to discuss the qualities of a performance using dramatic language.

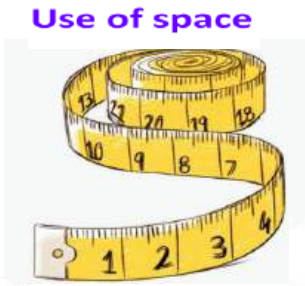
Dramatic Mediums to consider when Performing	
Facial Expression	Consider the direction of your eyes and what they say to an audience. What position is your mouth in. Do you need to demonstrate control if this is in slow motion?
Body Language	Open or closed? Are you portraying a strong character who is outwardly focused or a nervous inwardly character?
Gesture	What are they doing with their hands? Can it help the audience understand what is going on?
Use of Voice	Have you considered the words you are going to say? The volume, tone, pitch and use of pause to convey meaning.
Proxemics (space)	Where do the performers stand in the space? Does the distance between characters tell us anything about their relationships?
Audience Awareness	Are the performers positioned in places where the audience can see them fully?

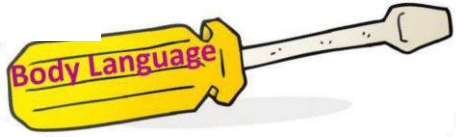
Drama Year 7.4

Volume, Pitch, Pronunciation, Accent, Tone, Projection, Choral speaking, Stance, Posture, Facial Expressions, Eye Contact, Proxemics, Gestures, Body Language, Pace, Rhythm, Energy, Levels, Mime, Introduction, Catastrophe, Comedy

Actor's Tool Box

Use these tools to develop performance skills in Drama





Year 7 Drama - questions

1) How can you use the actors tools to create a clear character?

2) What is audience awareness?

3) How can a narrator be used effectively in a performance?

4) What is a still image? What are the rules?

5) Choose 5 key words list them and write a definition.

-
-
-
-
-

6) What Is your performance aim and who will you achieve it?

Drama

English

ENGLISH – CULTURE - What will I study?

In this unit, you will begin by exploring what 'Culture' means. We will learn about the culture of St Joseph's as a school community and take time to explore your own individual culture. Our learning journey will take us on a trip around the globe exploring different cultures and traditions, stopping to appreciate texts from different countries by a range of talented writers. For example, in our studies of American culture, students have the opportunity to study the biographies of culturally significant figures such as Michelle Obama as well as texts from more recent figures of interest such as Amanda Gorman's poem 'The Hill We Climb'. Students will develop skills such as learning how to analyse language, both in poetry and prose, as well as using some of the texts we study as a springboard for their own writing.

Key skill: Travel Writing

DAFOREST persuasive writing techniques	
Direct Address	When the writer addresses the reader directly using pronouns such as 'you'/'we'
Alliteration	Using a series of words in succession that begin with the same consonant sound.
Fact	A statement that is true and can be proven.
Opinion	Someone's point of view of/about something. It is not always based on fact or knowledge.
Repetition	To repeat the same word/phrase/sentence more than once for effect.
Rhetorical Question	A question that does not require an answer, usually posed to emphasise an idea/opinion.
Exaggeration	A statement/information that is untrue
Emotive Language	Words deliberately chosen to create emotion in the reader.
Statistics	Factual data in numerical form used to convince the reader. (Either fractions or percentages)
Triple (Rule of three)	A list of 3 adjectives/phrases in succession for effect, usually to emphasise a strong idea.

Key Vocabulary

Key Word:	Definition
Discrimination	The unfair treatment of others, usually on the grounds of religion, race, gender, age or disability.
Metaphor	Where a writer describes/compares something to something else but it is not literal. E.g. She was a shining star.
Prejudice	A judgement made about another person that is unfair, usually on the grounds of class, race, religion, gender, age or disability.
Tolerance	Understanding and acceptance of feelings, habits, or beliefs that are different from your own.
Empathy	Being aware of and understanding another person's feelings, experiences, and emotions.
Identity	The fact of being whom or what a person or thing is.
Culture	A pattern of behaviour, ideas and traditions shared by a society or group of people.
Traditions	The handing down of information, beliefs, or customs from one generation to another.
Civilisation	A large group of people who share certain ways of living and working.
Society	A community or group of people having common traditions, institutions, and interests.

Core Knowledge: Poetic Features

Forms/Types of Poems

Acrostic
Cinquain
Free verse
Haiku
Limerick
Narrative
Nonsense
Shape
Sonnet

Structural Features

Stanza
Rhyme Scheme
Pattern
Rhythm
Alternate
Couplet
Flashback
Chronological

Language Features

Alliteration
Imagery
Metaphor
Onomatopoeia
Personification
Simile
Adjectives
Verbs
Adverbs

Core Skill: Language analysis

PEAZL writing frame. Use this for support when writing an analytical paragraph.	
Point	Begin your paragraph with a clear opening sentence focusing on the question. It should state your opinion.
Evidence	Identify a relevant quotation from the text to support your idea/opinion. Push yourself to embed this quotation into a sentence.
Analyse	Explain literal and deeper meanings of the quotation. E.g. 'This suggests…'
Zoom	Zoom in to words more closely to analyse the effect. The words you zoom in to must be from your quotation. Try to zoom in to as many significant words/techniques as possible. Push yourself to use subject terminology when zooming in e.g. name the device.
Link	Make a statement about how your analysis links to the writer's purpose, big ideas or wider messages in the text. Try to link back to the question to ensure your explanations are well focused.

English

Questions - Culture Unit

1. Write the definition of the following word: Prejudice
2. What is the term used to describe the way of life, including beliefs, values, customs, and practices shared by a group of people?
3. Tradition (b) Heritage (c) Culture (d) Society
4. What is a verb?
5. Define what a simile is.
6. Name three different types/forms of poetry.
7. What acronym do we use to write an analytical paragraph? Can you explain what each letter stands for?
8. What is the name of the device where a writer addresses a reader directly, using pronouns like “you” or “we”?
9. Name all of the techniques in DAFOREST.
10. What word, beginning with D, means the unfair treatment of others?
11. What does TOLERANCE mean?
12. What is a TRIPLE? Can you also give an example?
13. What is ALLITERATION?
14. What word, beginning with E, means being aware and understanding of other’s feelings and experiences?
15. Explain what CULTURE means.
16. Explain what EXAGGERATION is. Can you also give an example?

English – Charles Dickens

What will I study?

In this unit, you will begin by exploring the life and works of the legendary Victorian writer, Charles Dickens! We will learn about what life was like during the Victorian period and what inspired Dickens to write his many novels. You will study some of Dickens' most famous novels, reading and exploring the characters, plot and themes of 'A Christmas Carol' and other stories like 'Oliver Twist' and 'Great Expectations'. Students will develop skills such as learning how to analyse and evaluate language, as well as using some of the texts we study as a springboard for their own writing.

Key Writing Skill: Writing to Persuade

DAFOREST persuasive writing techniques	
Direct Address	When the writer addresses the reader directly using pronouns such as 'you'/'we'
Alliteration	Using a series of words in succession that begin with the same consonant sound.
Fact	A statement that is true and can be proven.
Opinion	Someone's point of view of/about something. It is not always based on fact or knowledge.
Repetition	To repeat the same word/phrase/sentence more than once for effect.
Rhetorical Question	A question that does not require an answer, usually posed to emphasise an idea/opinion.
Exaggeration	A statement/information that is untrue
Emotive Language	Words deliberately chosen to create emotion in the reader.
Statistics	Factual data in numerical form used to convince the reader. (Either fractions or percentages)
Triple (Rule of three)	A list of 3 adjectives/phrases in succession for effect, usually to emphasise a strong idea.

Core Knowledge: Contextual Information

Victorian workhouses were not pleasant places to live and work. Only the poorest people with no other option would choose to go to the workhouse. Families would be split apart, living and working separately; it would be common for siblings to never see each other. The workhouse was more like a prison: conditions were harsh, with little food or warmth. Many were neglected and beatings were common. Dickens wrote about life in the workhouse to try and show the public how horrible life was for the poorest in society with the hope it would change.

Key Vocabulary

Key Word:	Definition:
Poverty	Being extremely poor.
Oppression	Cruel and unjust treatment by someone in authority, usually over a long period of time.
Loyalty	Strong feelings of support and allegiance to someone or something.
Simile	Describing something as like something else, using the words 'like' or 'as'.
Humility	Being modest. Have a low view of your importance.
Bildungsroman	A story showing a character's journey from childhood to adulthood.
Protagonist	The main character in a story.
Workhouse	A place where the poorest people could go to receive shelter and food in return for work.
Orphan	A child whose parents are dead.
Symbolism	Where pictures, images or things are used to represent a certain idea.

Core Reading Skill: EVALUATING and ANALYSING Language

PEAZL writing frame. Use this for support when writing an analytical paragraph.	
Point	Begin your paragraph with a clear opening sentence focusing on the question/statement. It should state your opinion.
Evidence	Identify a relevant quotation from the text to support your idea/opinion. Push yourself to embed this quotation into a sentence.
Analyse	Explain literal and deeper meanings of the quotation. E.g. 'This suggests…'
Zoom	Zoom in to words more closely to analyse the effect. The words you zoom in to must be from your quotation. Try to zoom in to as many significant words/techniques as possible. Push yourself to use subject terminology when zooming in e.g. name the device.
Link	Make a statement about how your analysis links to the writer's purpose, big ideas or wider messages in the text. Try to link back to the question to ensure your explanations are well focused.

English

Questions – Dickens Unit

1. Write the definition of the following word: Loyalty
2. What is the term used to describe a story that shows a character's journey from childhood to adulthood?
3. Dual narrative (b) Bildungsroman (c) Fairy tale (d) Fable
4. What is an adjective?
5. Define what a workhouse is.
6. What is a protagonist?
7. What acronym do we use to write an analytical paragraph? Can you explain what each letter stands for?
8. What is the name of the device where a writer addresses a reader directly, using pronouns like "you" or "we"?
9. Name all of the techniques in DAFOREST.
10. What word, beginning with S, means where pictures, images or things are used to represent a certain idea.
11. What does HUMILITY mean?
12. What is a TRIPLE? Can you also give an example?
13. What is ALLITERATION?
14. What word, beginning with P, means being extremely poor?
15. Explain what the word orphan means.
16. Explain what EXAGGERATION is. Can you also give an example?

What will I study?

In this unit, you will begin by exploring the features of the Gothic genre, discovering the key 'ingredients' that make up a Gothic story. You will also learn the difference between Gothic and Horror genres. We will read examples of Gothic Fiction such as *The Woman in Black*, *Dracula* and *Frankenstein*, exploring Gothic characters and Gothic settings. We will develop your narrative writing skills and you will create your own Gothic story too!

Core Reading Skill: Analysing Structure

BEGINNING
How does the writer choose to open the extract? How does the opening interest the reader?

MIDDLE
After the opening, what does the focus of the extract change to? Why do you think it changes to focus on this now? How does it interest the reader?

END
How does the extract end? How does the ending interest the reader?



Core Knowledge: Structural Features

- Character
- Setting
- Action
- Change in focus
- Time shift
- Focus on sounds
- Speech

Core Knowledge: Language Features

- Metaphor
- Simile
- Personification
- Pathetic Fallacy
- Onomatopoeia
- Adjective
- Adverb

Core Reading Skill: Writing an analytical paragraph

Point	Begin your paragraph with a clear opening sentence focusing on the question/statement. It should state your opinion.
Evidence	Identify a relevant quotation from the text to support your idea/opinion. Push yourself to embed this quotation into a sentence.
Analyse	Explain literal and deeper meanings of the quotation. E.g. 'This suggests...'
Zoom	Zoom in to words more closely to analyse the effect. The words you zoom in to must be from your quotation. Try to zoom in to as many significant words/techniques as possible. Push yourself to use subject terminology when zooming in e.g. name the device.
Link	Make a statement about how your analysis links to the writer's purpose, big ideas or wider messages in the text. Try to link back to the question to ensure your explanations are well focused.

Key Vocabulary

Key Word:	Definition:
Grotesque	Repulsively ugly, distorted, disgusting.
Ominous	Giving the impression something bad will happen.
Sinister	Something harmful and evil.
Pathetic Fallacy	Where the weather/nature reflects the mood/atmosphere in a story.
Dilapidated	In a state of disrepair or ruin. Neglected, falling apart. (Usually a building)
Afflicted	To cause pain or trouble for someone. (A problem or illness)
Romanticism	A movement where writers/artists created works to purposely spark strong emotions in people. (Started in 18th Century/Victorian period)
Mercy	Compassion and forgiveness shown towards others.

Core Knowledge: Conventions of Narrative

What are the key components of a narrative (story)?

- Protagonist (main character)
- Setting
- Plot (series of events)
- Conflict or a problem
- Resolution

Core Knowledge: Conventions of the Gothic Genre

What are the key 'ingredients' found in a Gothic narrative?

- Wild and remote settings
- Darkness
- Supernatural elements
- Unusual disasters and unnatural discoveries
- Secrets and mysteries
- References to death and decay
- Creatures such as werewolves, vampires and ghosts

English - Gothic

English

Questions – Gothic Unit

1. Write the definition of the following word: Sinister
2. What is the term used to describe a movement where writers/artists created works to purposely spark string emotions in people?
3. Victorian (b) Bildungsroman (c) Romanticism (d) Renaissance
4. What is an adjective?
5. Define what we mean by the term STRUCTURE.
6. What is a protagonist?
7. What acronym do we use to write an analytical paragraph? Can you explain what each letter stands for?
8. What is the name of the device where a writer purposely doesn't give away all information at once in a story?
9. Name three other structural features.
10. What word, beginning with G, means repulsively ugly, disgusting and distorted?
11. What does OMINOUS mean?
12. What is a SIMILE? Can you also give an example?
13. What is PATHETIC FALLACY?
14. What word, beginning with P, means being extremely poor?
15. Explain what the word DILAPIDATED means.
16. List 3 features we associate with Gothic stories.

Le Français

Bonjour. *Hello.* Salut! *Hi!*	Comment t'appelles-tu? *What's your name?*	Je m'appelle Georges. *My name is George.*

Ça va? *Are you OK?* Comment ça va? *How are you?*	Ça va très bien, merci. *I'm very well, thanks.* Pas mal, merci. *Not bad, thanks.* Ça ne va pas! *Not good!*

Au revoir. *Goodbye.*

À plus! *See you later!*

L'alphabet français:

• A ah	J jee	S ess
• B bay	K kah	T tay
• C say	L ell	U oo
• D day	M emm	V vay
• E eugh	N enn	W dooblevay
• F eff	O oh	X eeks
• G jay	P pay	Y ee grec
• H ash	Q koo	Z zed
• I ee	R air	

French

Qu'est-ce qu'il y a dans la salle de classe? *What is there in the classroom?*

Dans la salle de classe, il y a *In the classroom, there is/are* Dans mon sac, il y a *In my bag, there is/are* Dans ma trousse, il y a *In my pencil case, there is/are*	un *a*	écran *screen* tableau blanc *whiteboard* tableau noir *blackboard* ordinateur *computer* poster *poster* professeur *teacher (male)*	au fond. *at the back.* au centre. *in the middle.* à gauche. *on the left.* à droite. *on the right.*	C'est *It's*	génial. *great.* moderne. *modern.* sympa. *nice.* démodé. *old-fashioned* nul. *rubbish.* triste. *sad.*
	une *a*	fenêtre *window* porte *door* professeur *teacher (female)* tablette *tablet*			
	des *some*	chaises *chairs* élèves *pupils* tables *tables*			

et *and* aussi *also*	Il y a un ordinateur et un poster. *There is a computer and a poster.* Il y a aussi une tablette. *There is also a tablet.*

French

French

Quel âge as-tu? *How old are you?*

J'ai *I have*

dix *ten*

onze *eleven*

douze *twelve*

ans. *years old.*

C'est quand, ton anniversaire? *When is your birthday?*

Mon anniversaire, c'est le *My birthday is on the*

treize *thirteen*

premier *1st*

deux *2nd*

trois *3rd*

cinq *5th*

douze *12th*

seize *16th*

vingt-et-un *21st*

trente *30th*

janvier. *January.*

février. *February.*

mars. *March.*

avril. *April.*

mai. *May.*

juin. *June.*

juillet. *July.*

août. *August.*

septembre. *September.*

As-tu des frères et sœurs? *Do you have any brothers or sisters?*		
Oui. J'ai *Yes, I have*	un *one*	frère. *brother.* demi-frère. *half-brother/step-brother.*
	une *one*	sœur. *sister.* demi-sœur. *half-sister/step-sister.*
	deux *two* trois *three* quatre *four* cinq *five*	frères. *brothers.* demi-frères. *half-brothers/step-brothers.* sœurs. *sisters.* demi-sœurs. *half-sisters/step-sisters.*
Non, je n'ai pas de frères et sœurs. *No, I don't have any brothers or sisters.*		
Non, je suis *No, I am*	fils unique. *an only child (son).* fille unique. *an only child (daughter).*	

<table>
<tr><td colspan="3">As-tu des frères et sœurs? Do you have any brothers or sisters?</td></tr>
<tr><td rowspan="3">Oui. J’_____ Yes, I have</td><td>un one</td><td>frère. brother.

_____-frère. half-brother/step-brother.</td></tr>
<tr><td>une one</td><td>sœur. sister.

demi-sœur. half-sister/step-sister.</td></tr>
<tr><td>deux two

trois three quatre four

cinq five</td><td>frères. brothers.

demi-_____. half-brothers/step-brothers.

sœurs. sisters.

demi-_____. half-sisters/step-sisters.</td></tr>
<tr><td colspan="3">Non, je n’ai pas de frères et sœurs. No, I don’t have any brothers or sisters.</td></tr>
<tr><td>Non, je _____ No, I am</td><td colspan="2">_____unique. an only child (son).

_____unique. an only child (daughter).</td></tr>
</table>

Tu es comment? *What are you like?*		
Je suis *I am* Je ne suis pas *I am not* Tu es *You are* Tu n'es pas *You aren't* Il est *He is* Il n'est pas *He isn't* Elle est *She is* Elle n'est pas *She isn't*	assez *quite* très *very* trop *too*	amusant(e). *funny.* arrogant(e). *arrogant.* bavard(e). *talkative/chatty.* fort(e). *strong.* grand(e). *big/tall.* intelligent(e). *intelligent.* méchant(e). *nasty/bad.* patient(e). *patient.* petit(e). *small/short.* timide. *shy.*

French

et *and* aussi *also* mais *but*

Je suis intelligent et méchant. *I am intelligent and nasty/bad.*
Je suis aussi bavarde. *I am also talkative/chatty.*
Mais je ne suis pas arrogante. *But I am not arrogant.*

Tu es comment? *What are you like?*		
Je suis *I am* Je ___suis ____ *I am not* Tu es *You are* Tu n'es pas *You aren't* Il est *He is* Il _'est ____ *He isn't* Elle est *She is* Elle _'est ____ *She isn't*	assez *quite* très *very* trop *too*	amusant(e). *funny.* arrogant(e). *arrogant.* _____(_). *talkative/chatty.* fort(e). *strong.* grand(e). *big/tall.* intelligent(e). *intelligent.* _____(_). *nasty/bad.* patient(e). *patient.* _____(_). *small/short.* timide. *shy.*

et *and* aussi *also* mais *but*	Je suis intelligent ___méchant. *I am intelligent and nasty/bad.* Je suis _____bavarde. *I am also talkative/chatty.* _____je ne suis pas arrogante. *But I am not arrogant.*

French

<table>
<tr><td>Comment t’appelles-tu?
What’s your name?</td><td colspan="3">Je m’appelle Leila. My name is Leila.</td></tr>
<tr><td>Comment ça va?
How are you?</td><td colspan="3">Ça va très bien, merci. I’m very well, thanks.
Pas mal, merci. Not bad, thanks.</td></tr>
<tr><td>Tu es comment?
What are you like?</td><td>Je suis I am</td><td>assez quite
très very
un peu a bit</td><td>amusant(e). funny.
bavard(e). talkative/chatty.
intelligent(e). intelligent.</td></tr>
<tr><td>Quel âge as-tu?
How old are you?</td><td>J’ai I have</td><td>dix ten
onze eleven
douze twelve</td><td>ans. years old.</td></tr>
<tr><td>C’est quand, ton anniversaire?
When is your birthday?</td><td>Mon anniversaire, c’est le
My birthday is on the</td><td>premier 1st
deux 2nd
dix-neuf 19th</td><td>février. February. juillet. July. décembre. December.</td></tr>
<tr><td rowspan="2">Tu aimes le sport?
Do you like sport?</td><td>Oui, j’aime le sport, surtout
Yes, I like sport, especially</td><td colspan="2">le rugby. rugby.
le tennis. tennis.
la natation. swimming.</td></tr>
<tr><td colspan="2">Non, je n’aime pas le sport, mais j’adore
No, I don’t like sport, but I love</td><td>le cinéma. cinema.
la musique. music.
les serpents. snakes.</td></tr>
<tr><td rowspan="2">As-tu des frères et sœurs?
Do you have any brothers or sisters?</td><td>Oui, j’ai Yes, I have</td><td colspan="2">un frère. one brother.
une demi-sœur. one half-sister/step-sister.
deux frères et une sœur. two brothers and one sister.</td></tr>
<tr><td colspan="3">Non, je n’ai pas de frères et sœurs. No, I don’t have any brothers or sisters.</td></tr>
</table>

_____t'appelles-tu? *What's your name?*	Je m'_____Leila. *My name is Leila.*		
Comment ça va? *How are you?*	Ça va très bien, merci. *I'm very well, thanks.* Pas _____, merci. *Not bad, thanks.*		
Tu es comment? *What are you like?*	Je suis *I am*	assez *quite* très *very* un peu *a bit*	amusant(e). *funny.* bavard(e). *talkative/chatty.* intelligent(e). *intelligent.*
Quel âge _-_? *How old are you?*	J'ai *I have*	dix *ten* onze *eleven* douze *twelve*	ans. *years old.*
C'est _____, ton anniversaire? *When is your birthday?*	Mon anniversaire, c'est le *My birthday is on the*	premier *1st* deux *2nd* dix-neuf *19th*	février. *February.* juillet. *July.* décembre. *December.*
Tu _____le sport? *Do you like sport?*	Oui, j'_____le sport, _____ *Yes, I like sport, especially*	le rugby. *rugby.* le tennis. *tennis.* la natation. *swimming.*	
	Non, je _'aime ___le sport, mais j_'_____ *No, I don't like sport, but I love*	le cinéma. *cinema.* la musique. *music.* les serpents. *snakes.*	
As-tu des frères _____sœurs? *Do you have any brothers or sisters?*	Oui, j'ai *Yes, I have*	un frère. *one brother.* une demi-sœur. *one half-sister/step-sister.* deux frères et une sœur. *two brothers and one sist*	
	Non, je _'_____de frères et sœurs. *No, I don't have any brothers or sisters.*		

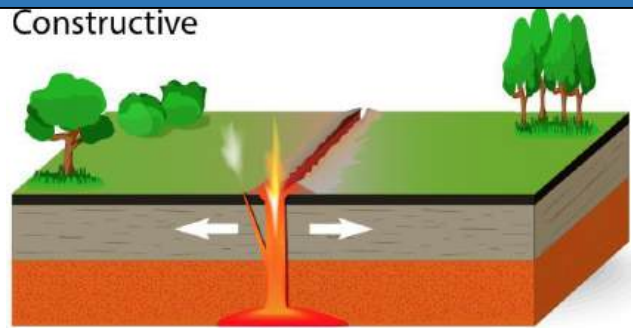
Geography - Tectonics

Key idea 1 = The Structure of the Earth **Crust**: The thin, outer layer of the Earth. **Mantle**: The thick, middle layer made of semi-solid rock that moves slowly.
Outer Core: A liquid layer made of iron and nickel.
Inner Core: The solid, central part of the Earth.

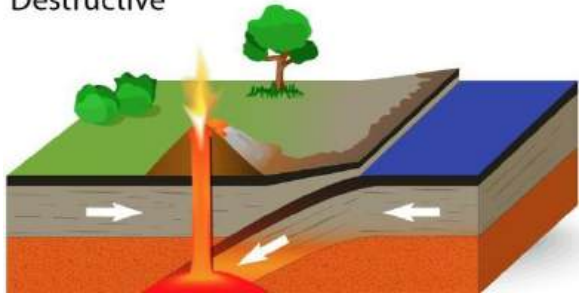
Key idea 2 = Plate Tectonics Theory
The Earth's crust is divided into large pieces called tectonic plates.
Plates move due to convection currents in the mantle.
Plate boundaries are where most tectonic activity occurs.

Key idea 3 = Types of Plate Boundaries (see diagrams to the right)
Constructive: Plates move apart, new crust forms (e.g., Mid-Atlantic Ridge). **Destructive**: Plates move towards each other, crust is destroyed (e.g., Himalayas).
Conservative: Plates slide past each other (e.g., San Andreas Fault).

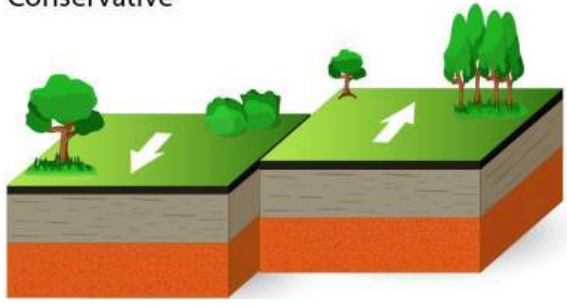
Constructive



Destructive



Conservative



Geography

Key idea 4 = Types of Hazards Found at Plate Margins

Earthquakes

Caused by the sudden release of energy in the Earth's crust.

Focus: The point inside the Earth where the earthquake starts.

Epicenter: The point on the Earth's surface directly above the focus.

Seismic Waves: Energy waves that travel through the Earth during an earthquake.

Measured using the Richter scale and seismographs.

Volcanoes

Openings in the Earth's crust that allow magma, ash, and gases to escape.

Types of Volcanoes:

Shield Volcanoes: Broad, gently sloping sides (e.g., Mauna Loa).

Composite Volcanoes: Steep-sided, explosive (e.g., Mount St. Helens).

Tsunamis

Large sea waves caused by underwater earthquakes, volcanic eruptions, or landslides.

Can cause significant coastal damage.

Key idea 5 = A case study of a tectonic hazard: The 2011 Japanese Tsunami

Key terms associated with natural hazards:

Primary effects = the immediate impact of the disaster. These are usually felt within the first few minutes/hours.

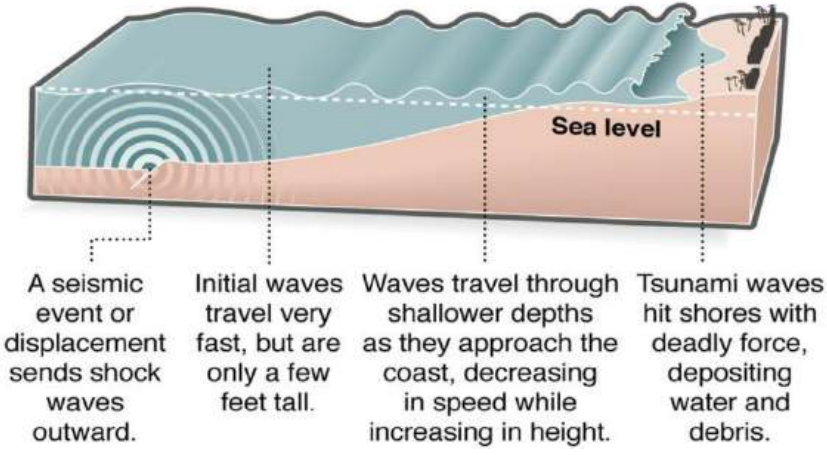
Secondary effects = medium and long term impacts felt after the event, and may go on for months or even years.

Immediate responses = how people react straight after a disaster. They mostly relate to searching for survivors/the dead and keeping people alive.

Long-term responses = these usually involve rebuilding projects and can go on for months and years.

The next page has a range of effects and responses regarding the Japanese tsunami. Below is a diagram about what happens in a tsunami (learn the key points).

Tsunami waves travel rapidly in the deep ocean, but their destructive power comes from the towering heights attained as they approach the coast.



Geography - Key idea 5 = A case study of a tectonic hazard: The 2011 Japanese Tsunami Primary effects
Over 18,000 people died or remain missing. Over 6,000 people were injured.
Entire towns and villages were destroyed.
Roads, railways, and airports were damaged.
Thousands of buildings, including homes, schools, and hospitals, were destroyed or severely damaged. Estimated economic cost: over $235 billion, making it the most expensive natural disaster in history.
The tsunami caused a meltdown at the Fukushima Daiichi Nuclear Power Plant. Release of radioactive materials, leading to evacuations and long-term exclusion zones. **Secondary effects**
Hundreds of thousands of people were displaced from their homes.
Long-term evacuation zones around the Fukushima plant affected local populations. Physical and mental health issues arose from the disaster.
Immediate responses
Massive search and rescue operations were launched by the Japanese Self-Defense Forces, police, and firefighters.
International aid and rescue teams were deployed from various countries.
Immediate provision of food, water, medical supplies, and shelter for affected populations.
Establishment of evacuation centres for displaced people.
Evacuation of areas around the Fukushima Daiichi plant.
Efforts to stabilize the reactors and prevent further radiation release.
Long-term responses
The Japanese government launched extensive rebuilding programs.
Infrastructure such as homes, schools, hospitals, and transportation networks were reconstructed.
Strengthening of coastal defenses and building of tsunami walls.
Review and overhaul of nuclear safety regulations. Decommissioning of the Fukushima Daiichi reactors. Enhanced disaster preparedness programs and regular drills.
Public education campaigns on earthquake and tsunami safety.

Questions	Your answers
What are the four main layers of the Earth? Describe each layer briefly.	
What are the three main types of plate boundaries? Describe what happens at each one	
What is the difference between the focus and the epicenter of an earthquake?	
What is a volcano, and how is it formed?	
List 3 primary effects of the 2011 Japanese tsunami	1. 2. 3.
List 3 secondary effects of the 2011 Japanese tsunami	1. 2. 3.
List 3 immediate responses to the 2011 Japanese tsunami	1. 2. 3.
List 3 long-term responses to the 2011 Japanese tsunami	1. 2. 3.

Geography – Yr7 – Map skills

Maps

A map is a drawing of a place as seen from above (from a bird's eye view). The Ordnance Survey (OS) is the national mapping agency for Great Britain. This organisation produces maps of different areas of the country in great detail. These maps are commonly used by geographers. A map is essential for telling us which direction to travel in.

Key idea 1 = Measuring Direction

Direction is measured using a compass. There are three types of compass:

A four-point compass - The four main compass points are north, east, south and west. A compass showing only these four points is a simple four-point compass.

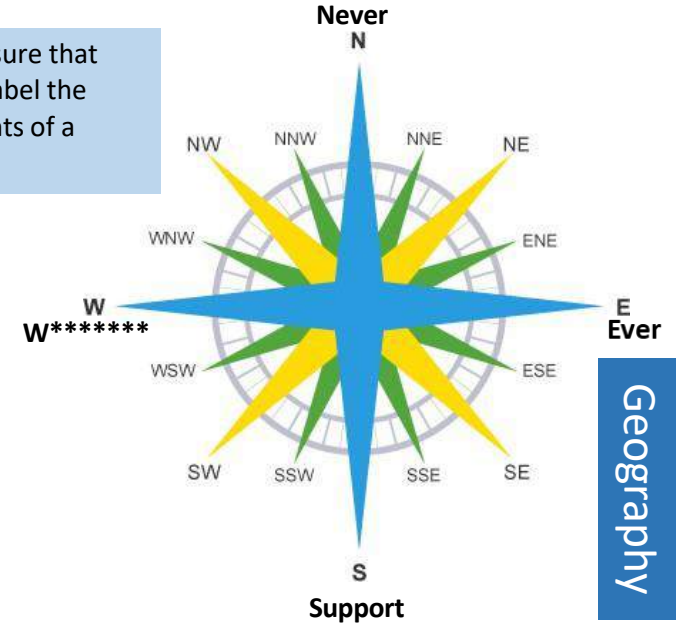
An eight-point compass - Sometimes things need to be more precise. To be more precise when giving directions, an eight-point compass can be used. In addition to north, east, south and west, an eight- point compass includes north-east, south-east, north-west and south-west.

A sixteen-point compass - To be even more precise, we can use a sixteen-point compass. This includes north-north-east, east-north-east, east-south-east, south-south-east, south-south-west, west-south- west, west-north-west and north-north-west.

Understanding where north, east, south and west are, is key to map reading.

Here is an easy way of remembering the points of the compass: **Never Ever Support W_ _ _ _ _ _**. Most typical maps are always printed so that north is at the top of the sheet.

Try to ensure that you can label the main points of a compass



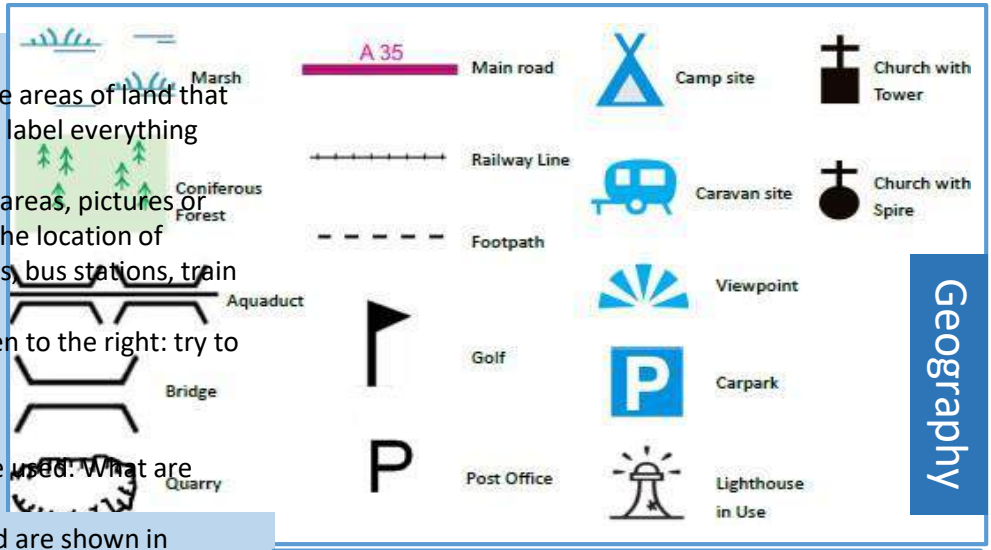
Geography

Key idea 2 = Map Symbols

Maps contain a lot of information about the areas of land that they show. There are too many features to label everything using text, so we use map symbols.

Map symbols can include letters, coloured areas, pictures or lines. These symbols can be used to show the location of different features such as roads, viewpoints, bus stations, train stations, schools and post offices.

Some common OS map symbols can be seen to the right: try to remember them.



Key idea 3 = Showing Height on a Map

To show height on a map, contour lines are used. What are contour lines?

Contour lines join areas of equal height and are shown in orange on an Ordnance Survey (OS) map.

The number written on the contour line shows the height above sea level in metres.

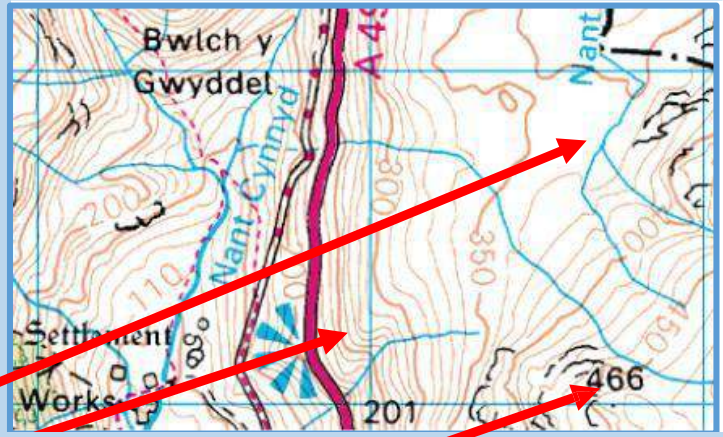
The interval between contours is usually five metres, although in mountainous regions it may be ten metres.

What do contour lines show?

The distance between contour lines shows how steep or flat the land is.

If the contour lines are very far apart, it means the land is flat.

If the contour lines are close together, it means the land is steep.



A map may also include **spot heights**. These show the exact height (in metres above sea level).

Key idea 4 = 4 Figure Grid References

A grid reference is a useful tool for identifying any square on a map. This is done by reading the numbers from the eastings and northings. This gives you the grid reference of the square.

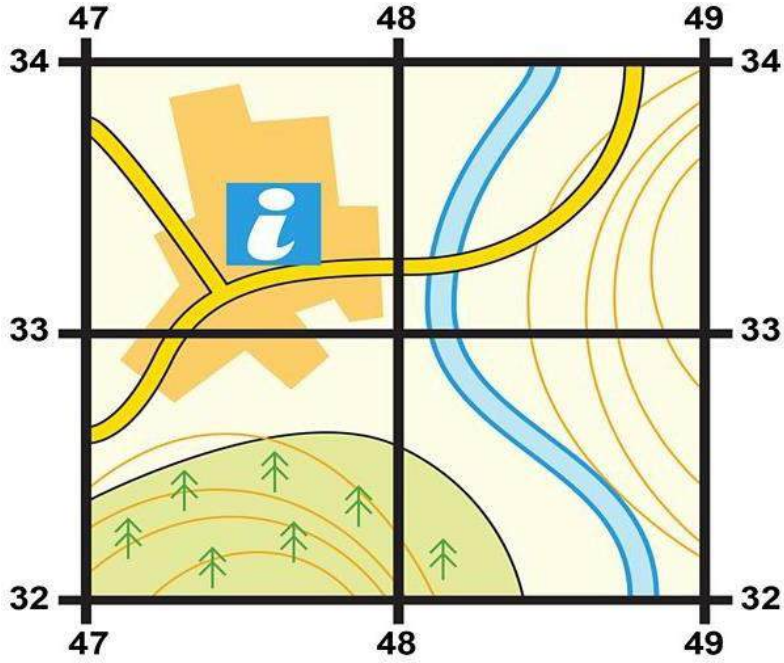
Here are the steps you should follow to produce a four-figure grid reference:

Step 1 - Start at the left hand side of the map and follow the eastings (the vertical lines) along until you come to the bottom left-hand corner of the square you are looking for. Write down the two-figure number, eg 47.

Step 2 - Follow the northings (the horizontal lines) from the bottom of the map up until you find the same corner and make a note of this number, eg 33.

Step 3 - Combine this number with the original number. When put together, these two sets of numbers give the four-figure grid reference. For example, if the easting is 47 and the northing is 33, the grid reference is 47 33.

Always write down the eastings first and then the northings. An easy way to remember this is that you always have to go along the corridor (eastings) before you go up the stairs (northings).

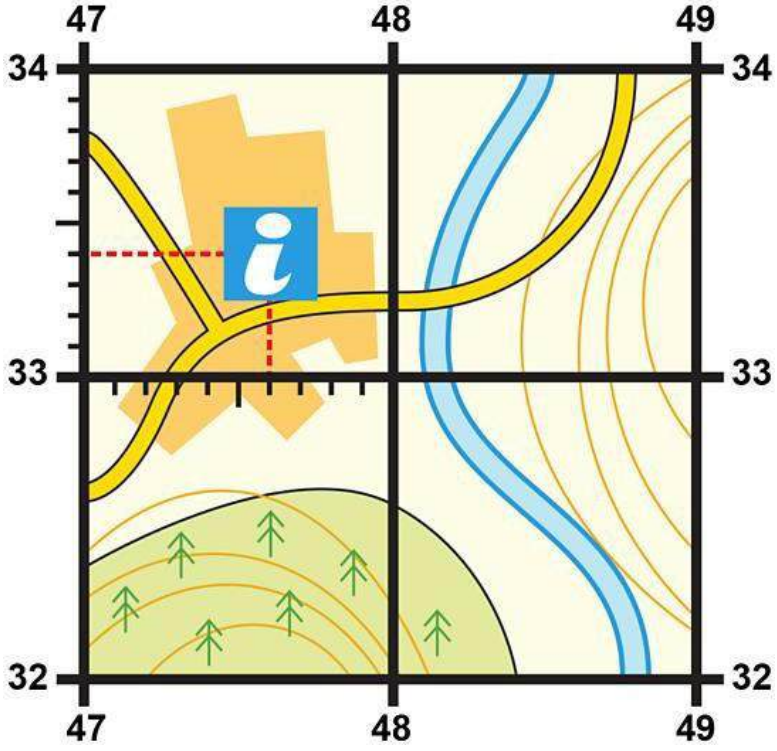


Key idea 5 = 6 Figure Grid References

If we want to be more accurate, we can use six-figure grid references. To do this, we need to picture the grid square divided into 100 smaller squares.

Here are the steps you should follow to produce a six-figure grid reference:

Step 1 - Split each grid square into tenths.
Step 2 - Measure or estimate how many tenths of the square the point you are looking for lies between the eastings to the left and right of the point. Write this number after the original eastings. For example, if it was six tenths into the square you would write 476
Step 3 - Repeat this step for the northings and write this down after the original northings. If this was four tenths into the square you would write 334.
Step 4- Put these two sets of numbers together to get the six-figure grid reference: 476 334.



Key idea 6 = Measuring Distance

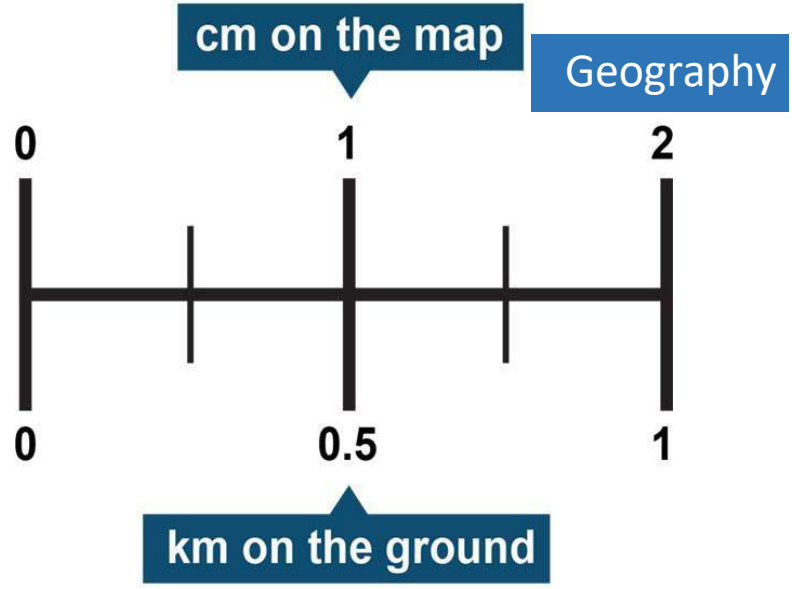
What is scale?
Maps have different scales depending on what they are used for. The scale tells you how much you would have to enlarge your map by to get the actual size in real life. For example, on a 1:100000 scale map, 1cm on the map equals 1km on the ground.

It's impossible to draw life-size maps so instead a scale is used. Every map has a scale printed on the front. The scale might look like this
1:25000.
This means that every 1cm on the map is equivalent to 25,000cm (or 250m) in real life.

Usually a map will also have a scale bar. This is usually found at the bottom of the map and looks like a small ruler.

Using scale to measure distance
Once the scale of the map is known, it is possible to measure the distance between two points. The easiest way to do this is to measure the straight-line distance using a ruler, then convert it using the scale.

However, this method will not work if you are trying to work out the distance on a road that isn't straight.



Measuring roads that are not straight
To measure a road that is not straight, lay a piece of string along the route or use a piece of paper to work out the distance.

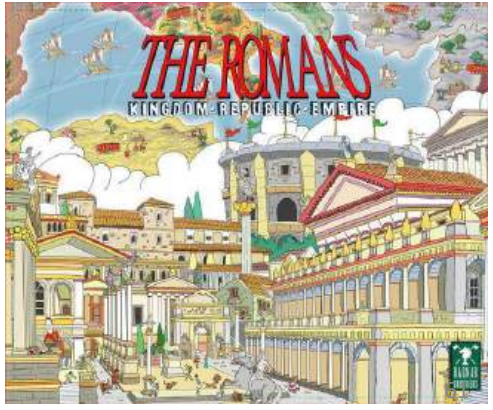
Step 1 - mark on the map the route you wish to measure.
Step 2 - place the paper on the map and make a mark at the start of the route.
Step 3- every time the route curves, pivot (turn) the paper to continue to follow the route and make another mark.
Step 4- pivot the paper until you get to the end point.
Step 5- either hold the paper against the scale bar at the bottom of the map or measure it to work out the distance.

Geography Questions	Your answers		
Which organisation produces very detailed maps of Great Britain?			
What are the three main types of compass?	1. 2. 3.		
Draw the following map symbols:	Campsite =	Church with a spire =	Marsh =
	Post office =	Quarry =	Coniferous wood =
What does it mean when contour lines are widely spaced?			
What do spot heights do on a map?			
The vertical lines on a map (used for grid references) are called what?			
The horizontal lines on a map (used for grid references) are called what?			
Why do all maps need a scale?			

Year 7 History Knowledge Organisers Numbers 1-3

How do we use evidence in history?

How do we write a history essay?



S + J

JUSTITIA TIMORE SINE

History 1 : The Neolithic Revolution

Introduction
The first humans were hunter gatherers, who did not settle in one place and followed the herds of animals they hunted. They also gathered fruits, vegetables and berries.

At the end of the last ice age, the temperature rose and the ice began to melt. As the sea levels rose, the humans began to move to higher ground.
They took their favourite plants and animals with them as they moved and this led to farming.

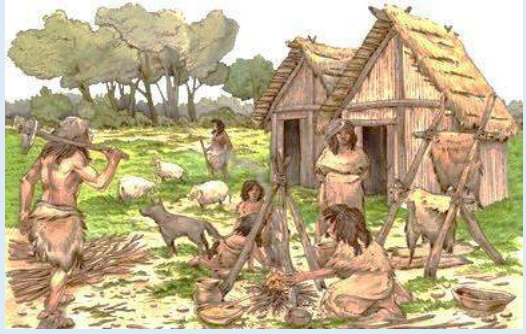
This period is called the Neolithic Revolution, when humans made the change to a settled lifestyle and farming.

Chronology: what happened on these dates?
2.5 million BC: In the Palaeolithic period (2.5 million years ago to 10,000 B.C.), humans lived in caves or simple huts and were hunter gatherers.

10,000 BC: The Neolithic Revolution started around 10,000 B.C. in the 'Fertile Crescent', a boomerang-shaped region of the Middle East where humans first took up farming. After this, Stone Age humans in other parts of the world also began to farm.

3180 BC: The site at Skara Brae was occupied from 3180 BC to about 2500 BC and is Europe's most complete Neolithic village.

2600 BC: A large settlement dating back to 2600 BC was discovered near the ancient stone monument of Stonehenge in Wiltshire.



Key Vocabulary Palaeolithic – Oldest known prehistoric period: humans were hunter gatherers.
Nomads – hunter-gatherers who move from place to place to hunt animals and gather fruits and berries
Archaeologist - Person who learns about the past through digging up artefacts to study.
Artefact - Object made by a human.
Revolution – A fundamental change in the way people live.
Neolithic – The News Stone Age, when humans discovered farming and began to live a settled life.
Settlement - A place where people establish a community.
Temperature – Measurement of heat.
Skara Brae - Stone-built Neolithic settlement, in the Orkneys in Scotland.
Stonehenge - A prehistoric monument in Wiltshire

What were the effects of the Neolithic Revolution?

1.Population Growth:

(a) Living in one place meant more children. Hunter-gather women needed a gap of at least four years between children, as it wasn't possible to keep moving with several babies. Being permanently settled meant women could have more children.

(b) Staying in one place meant people could grow their own plants and raise their own animals and this meant there was more food. Surplus food led to population growth because it was possible to feed everyone and still have food left over for the winter months.

(c) Farmers had a higher chance of survival, because it was not dangerous like hunting was.

2.New skills developed

Surplus food meant that not everybody had to work to produce it. People had time to do other things and this led to new skills being developed, such as tool-making, pottery-making, weaving, and carpentry. This led to the technological revolution that continues today.

3.Inequality

New skills led to a new class of specialist workers, who did not produce their own food, because they traded their goods instead. Some become much wealthier than the farmers, which meant everyone was equal. New structures were then needed to deal with inequality.

4.Property Ownership

Once people owned property, there had to be rules of ownership, which would lead to the development of the modern day legal system.

5.The development of government and Kingship

Population increase led to problems: there were disputes because of different groups living closely together. Communities had to develop laws, which led to government. Over time, kingship and a political system developed.

wars.

7. Disease

A settled lifestyle brought disease because large groups of humans and their animals were living together. Organisms jumped species, so humans were infected with diseases during the Neolithic revolution, including smallpox, tuberculosis, measles, influenza and malaria.

8. Other effects

Pet ownership developed and people selectively bred better farm animals. Cereal crops and fruit and vegetables developed as well as other foods that we eat today, including bread, milk, beef, chicken and eggs and the fabrics that we wear, wool, cotton and leather.

Overall: The transformation to farming took several thousand years, but it was the crucial moment in human progress. The Neolithic Revolution is so significant because it was the basis for all the developments that followed.

Retrieval Practice

1Why did the population grow during the Neolithic Revolution?
2Why did staying in one place mean more food available?
3What new skills developed because of the surplus food during the Neolithic Revolution?
4How did the development of new skills lead to inequality among people?
5 What changes occurred in property ownership during the Neolithic Revolution?
6What led to the development of government and kingship?
7How did crime and outside threats influence Neolithic communities?
8 What diseases emerged due to the settled lifestyle of Neolithic communities?
9 How did pet ownership and the selective breeding of farm animals change during the Neolithic Revolution?
10 Why is the Neolithic Revolution is considered a crucial moment in human progress?

History - Year 7.2 : The Romans

Key Knowledge

- ✓ What was the Roman Empire
- ✓ The Roman Army
- ✓ Roman Britain
- ✓ The Revolt of Boudica

Who were the Romans?

Rome is a city in Italy. 2000 years ago it was the most powerful and important city in the world. The people from Rome owned and controlled a massive **EMPIRE**

Summary of your learning:

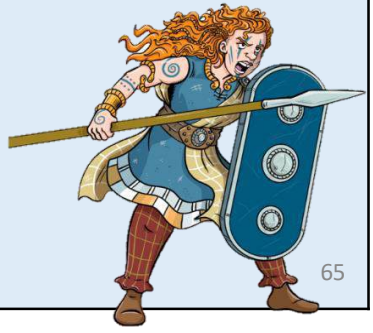
- ❖ We will investigate the Roman Empire and the chronology of Rome
- ❖ We will investigate why the Roman Army was so successful
- ❖ We will look at why the Romans invaded Britain

Key Vocabulary

Empire - A group of countries ruled by a more powerful state or country
Emperor – The ruler of an Empire
Chronology - The arrangement of dates or events in the order in which they occurred
BC - Before Christ. A way of dating years before the birth of Jesus. The bigger the number BC, the longer ago in history is was, because BC numbers decrease in size.
AD - Anno Domini - "in the year of our Lord". AD is used to show dates after the birth of Jesus. This year is 2019 AD
Invade / Invasion – to take control of another country often by violence
Revolt - When a group of people refuse to be ruled and take action against their rulers
Legion – A group of 5,000 men under the command of a Legate.
Cohort – each legion was divided into ten cohorts
Centuries – each century had 80-100 men
Barbarians – the name the Romans gave to the people who lived outside the Roman Empire.
Trade – making money by buying and selling goods
Legionary – A Roman soldier **Centurion** – in charge of a century **Testudo or tortoise** – a defensive tactic **Boudica** – leader of the Iceni tribe

Chronology

54 BC Julius Caesar attempts to invade Britain.
43 AD Emperor Claudius conquers Britain.
49 AD Roman London founded.
60 AD Boudica's revolt against the Romans fails. **84 AD** Romans conquer Wales and Scotland.
133 AD Construction of Hadrian's Wall to keep the Picts of Scotland out.
306 AD Constantine the Great proclaimed Emperor in York.
409 AD Romans withdraw



Rome

History

Rome was founded in 753 BC and it fell in 476 AD. The Roman Empire conquered and controlled much of Europe, the Middle East and parts of Africa. The culture of Rome spread throughout its Empire and as a result, Rome's culture still has an impact in the today, especially in areas such as government, engineering, architecture and literature.

The Roman Army

Why was the Roman Army so successful?

Recruitment: There are many reasons why the Roman army was so successful. A key reason is that the soldiers were carefully chosen to be tall and physically fit. Only healthy men were chosen and anyone who was too short, too slow or too weak was turned away.

Organisation: The Roman army was very carefully organised, it was split into legions of 5,000 men, commanded by a Legate, and this was further divided into ten cohorts and each cohort had six centuries. The centuries were made up of eighty men, each commanded by a centurion. The centurions were very important and were responsible for organising their men. In battle every soldier knew exactly what they had to do and there were many different sections to the army, including cavalry soldiers, archers, soldiers who fired the ballistas, as well as foot soldiers.

Training: The soldiers were very carefully trained. The training was very hard and it turned out tough soldiers who would be successful in battle. Soldiers who fell behind during their training had their rations of food cut. There were three 30km marches each month, when the soldier would carry 25 kilos of equipment. This made the men fit and ready for battle.

Why was the Roman Army so successful? (continued)

Discipline: The Roman army was also successful because it was so well disciplined. Life in the army was harsh disobedience was not tolerated, which meant the men were trained to do exactly what their Centurion ordered them to do. A Centurion carried a vine-staff as a sign of his power to beat any man who did not do his job properly and the men were punished by being flogged for anything they did wrong. Every soldier knew their role and carried it out fearlessly because cowards were executed: if you ran from a battle, you got your head chopped off because cowardice was not tolerated and soldiers who failed to work as a team during a battle were stoned to death.

Tactics: The Romans were also successful was because of their tactics. They always chose the time and place of their battles and used a range of successful tactics, including the Tortoise which was used to protect the soldiers from spears and arrows at they were advancing. Another tactic was The Wedge, which was used to divide the enemy, with a V formation. The Romans also had tactics for breaking a siege, including using a Battering Ram to break through walls or a Siege Tower to allow the Roman soldiers to scale the walls without being attacked. The Romans also used a ballista, sometimes called a bolt thrower, to break a siege. It was used to help break walls down.

Overall: Why did the Romans win their battles? Their soldiers were carefully chosen; they were organised; they trained and were disciplined and they used excellent tactics. Thanks to all of these issues, the Roman Army were practically unbeatable.

Retrieval Practice

1. When was Rome founded and when did it fall?
2. What areas did the Roman Empire conquer and control?
3. What did men have to be, to be chosen for the Roman army?
4. How was the Roman army organized?
5. What was the role of a centurion in the Roman army?
6. How did training help Roman soldiers become successful in battle?
7. What would happen to soldiers who fell behind during their training?
8. Give an example of a strict punishment in the Roman army.
9. What was the "Tortoise" tactic used by the Romans?
10. How did the Romans use Battering Rams during battles?

History - Year 7.3 : The Normans

Key Knowledge

1.The four contenders in 1066
2.The Battles of 1066 and the events of the Battle of Hastings
3.Norman castles
4.The Harrying of the North
5.The Feudal System
6.The Domesday Book

Summary of your learning:

* January 1066 the King of England, Edward the Confessor dies with no heir.
* Four men had claims to the throne.
* The first one to be crowned King was Harold Godwinson.
* Harald Hardrada, the King of Norway, invaded to try to take the throne from Harold Godwinson.
* Hardrada and Godwinson fought at the Battle of Stamford Bridge. Hardrada lost.
* William of Norrmandy then invaded and Harold Godwinson fought a second battle at Hastings.
* Harold lost and William became King of England.
* William built castles all over England and established the Feudal System.

Anglo-Saxon England: Early medieval England

Edward the Confessor: King of Anglo-Saxon England from 1042 to 1066.

Heir to the throne: the next King.

Witan: The most powerful men in Anglo Saxon England, who could choose the next king if there was no accepted heir to the throne.

Tostig Godwinson: The brother of Harold Godwinson. Tostig was exiled by his brother Harold and fought against him.

Viking; Fierce warriors from Scandinavia, including Norway and Denmark

Normandy: A Dukedom in France, ruled over by the Dukes of Normandy **Atheling:** An Anglo-Saxon Prince

Contenders in 1066

In 1066 Edward the Confessor died without having a child.

There were four with potential claims to the throne:

Harold Godwinson

Most powerful earl in England and Commander of the army and supported by the people of England.

William of Normandy

Fierce fighter from France who claimed Edward promised him the throne. **Harald Hardrada**

Viking whose ancestors had been Kings of England. Supported by Harold Godwinson's brother, Tostig

Edgar the Atheling

Edward's great-nephew, who was 14 and had no supporters.

Why was there a contest for who would be the King of England in 1066?

In January 1066 Edward the Confessor was the King, but he was a sick old man who was dying without an heir. The question was, 'who would be the next King of England?' There were 4 main contenders to be King: Harold Godwinson; William of Normandy; Harald Hardrada & Edgar the Atheling

Contender 1 Harold Godwinson: Harold was the Earl of Wessex, he was an English contender and the most powerful nobleman in England. He led the English army and helped Edward to rule England. He was a ***very*** fierce warrior and his sister Edith was married to Edward. Harold claimed that, on his deathbed, King Edward had promised the Kingdom to him. He also had the support of the Witan, which was a council of the most powerful men in England, whose job it was to choose the next King, if there was no heir to the throne. Harold was absolutely determined to be King.

Contender 2 William Duke of Normandy: William ruled Normandy, which was part of France. Edward the Confessor had
grown up in Normandy, before he became King of England and so there was a close bond between Edward and the Dukes of Normandy. Edward's mother was William's Aunt. William claimed that Edward had promised him the throne in 1051. He also claimed that in 1064 Harold Godwinson had been sent to Normandy by Edward the Confessor, so that Harold could swear loyalty to William. William said Harold swore a holy oath to support him as the next King of England. When Harold broke this oath and was crowned King, the Pope supported William. William was a brave and experienced fighter and he was determined to become King of England.

Contender 3 Harald Hardrada: Harald was King of Norway and he was a vicious and experienced warrior. He believed he had a right to the throne of England because his ancestor King Canute had ruled Norway and England from 1016 to 1035.

Hardrada was determined to take back control of England. Hara[illegible]lso h[illegible] help [illegible]ti, th[illegible] brother of Harold Godwinson. Tostig had been banished from En[illegible] his lands back. Hardrada was completely
[illegible]ined to become King of England.

[illegible]der Edgar the Atheling: Edgar was the fourth potential riv[illegible] throne. He was the nephew of Edward the Confessor and an English prince.

Think about it…

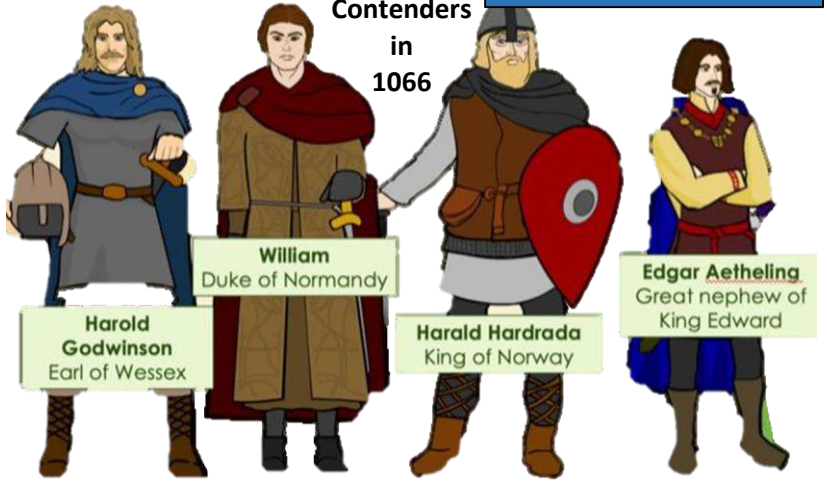
Did Edward the Confessor promise the throne to William? Edward grew up in Normandy and was ***very*** close to William's family. He also hated the Godwin family, who had dominated him as King of England. **Did Edward the Confessor promise the throne to Harold Godwinson?** Throughout his time as King, Edward felt threatened by the power of the Godwinsons and so he may not have made Harold the promise. However, most people in England believed that Harold Godwinson would be the next King.

Did Harold Godwinson promise to help William to become the King of England?

Harold did go to Normandy on an embassy for Edward the Confessor and may have been pushed into making a promise to support William or risk becoming William's hostage. However, whether he made the promise or not, Harold was determined that he was going to be King of England.

Why did Tostig support Harald Hardrada? Tostig was Earl of Northumbria but he had angered the people by being a bad leader. Harold knew he needed the north to support him to be King, so he exiled Tostig and replaced him with Morcar, who was his brother-in-law. Tostig was furious with Harold and went to join Harald Hardrada.

The Contenders in 1066



Retrieval Questions

1. Who was the King of England in January 1066?
2. What did Edward the Confessor not have?
3. Why did Harold Godwinson believe he should be King?
4. Why did William of Normandy, claim the English throne?
5. Why did Harald Hardrada think he should be King?
6. What was Edgar the Atheling's claim to the throne?
7. Why did Harald Hardrada have the support of Tostig?
8. What role did the Witan play in deciding the next King of England?
9. What did William claim Harold Godwinson did in 1064?
10. Who supported William's claim to the throne?

Maths

Maths Autumn Term 1a

ALGEBRAIC NOTATION and EQUIVALENCE

Function, Input, Output, Operation, Inverse, Commutative, Substitute, Expression, Equality, Variable

What should I be able to do?

- Use inverse operations
- Substitute into single function machines
- Write expressions from single function machines
  - Find functions from expressions
  - Substitute values into simple expressions
  - Understand like and unlike terms and the meaning of equivalence
- Simplify algebraic expressions

Algebraic Notation:

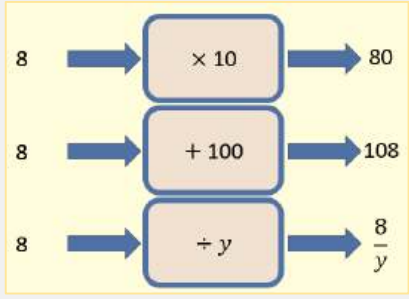
$f+f+f+f+f+f$	$6f$	$7\times g$	$7g$
$t\div 5$	$\frac{t}{5}$	$5\div t$	$\frac{5}{t}$
$m\times m$	m^2	$d\times c$	cd

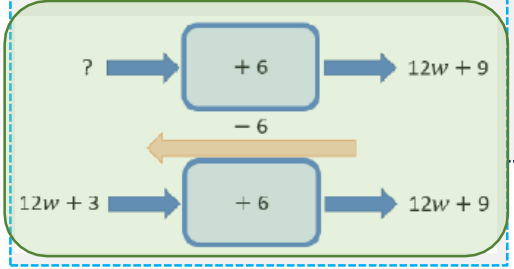
Like and Unlike Terms:

Like terms	Unlike terms
$5a, 6a$	$5a, 5b$
$10t, -3t$	$-10t, -3$
$2xy, 4xy$	$2xy, 4xz$
$10. -7$	$10, 7a$
$3a^2, 7a^2$	$3a^2, 7b^2$

The same variables — Different variables

Function Machines:





Substitution: Replace the variable with the appropriate values

If $a = 7$ *and* $c = 10$

$$11a = 11 \times 7 = 77$$

$$\frac{80}{c} = \frac{80}{10} = 8$$

Collecting like terms :

The symbol ≡ means equivalent to

$$3a + 4 + 5a \equiv 8a + 4$$

$$6b + 2c - 2b + 6c \equiv 4b + 8c$$

$$5d + 3e + 2d - 3e \equiv 7d$$

Maths Autumn Term 1b

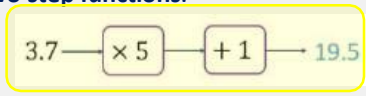
SEQUENCES and TWO STEP FUNCTION MACHINES

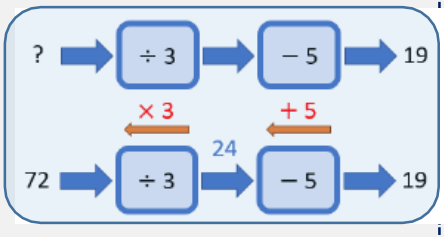
What should I be able to do?

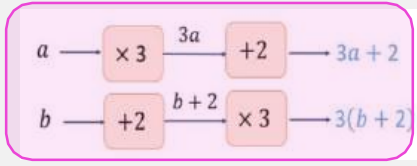
- Find inputs and outputs for two step function machines
- Substitute values into two step expressions
- Describe and continue a sequence diagrammatically
- Predict the next terms in a sequence
- Describe and continue linear and non-linear sequences
- Represent sequences in tabular and graphical forms
- Explain the term to term rule
- Generate sequences given an algebraic rule

Function, Input, Output, Operation, Inverse, Substitute, Expression, Variable, Term, Sequence, Linear, Position, Rule, Difference, Arithmetic, Geometric

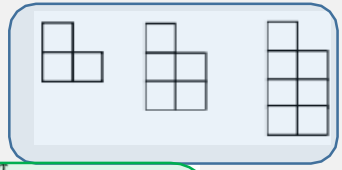
Two step functions:

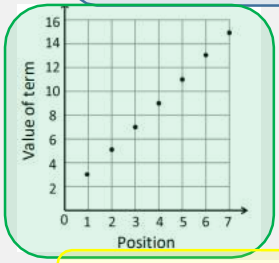






Linear sequences: These can be displayed via pictures, in a table or graphically





Position	1	2	3	4
Term	3	5	7	9

increases by 2 each time, starting from 3

Non-linear Sequences:

The following are all **non-linear** sequences.

This is because they increase by a different amount each time.

To get the next term in this one, **double** the previous term

- 1, 2, 4, 8, ___, ___
- 64 000, 32 000, 16 000, ___, ___
- 1, 3, 6, 10, , ___, ___
- 100, 150, 225, ___, ___, ___
- 1, 1, 2, 3, 5, 8, ___, ___

To get the next term in this one, **add** the previous 2 terms together. This is part of the **Fibonacci sequence**

These sequences are linear because each term

Maths

Maths

Maths Autumn Term 1c

EQUALITY

What should I be able to do?

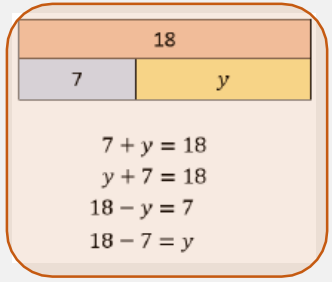
- Understand the meaning of equality
- Explore links between how simple equations can be written
- Solve one step linear equations in all four operations

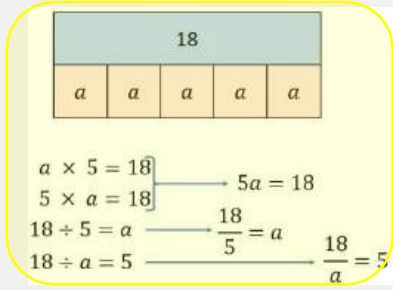
Equation, Equals, Solution, Inverse, Operation, Solve, Term, Coefficient, Like

Understand Equality:

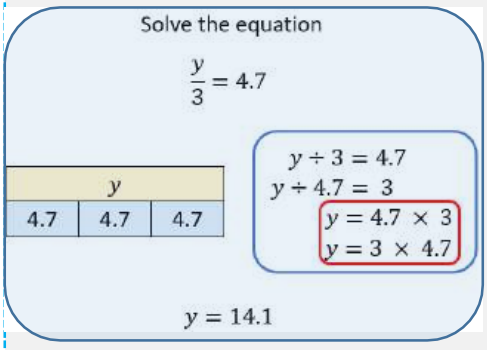
- $6 + 3 = 9$
- $12 + 9 = 3 \times 7$
- $8 = 5 + 3$
- $8 \div 0.2 = 80 \div 2$
- $5 + 6 = 8 + 3$
- $6700 - 67 = 99 \times 67$
- $312 + 99 = 312 + 100 - 1$

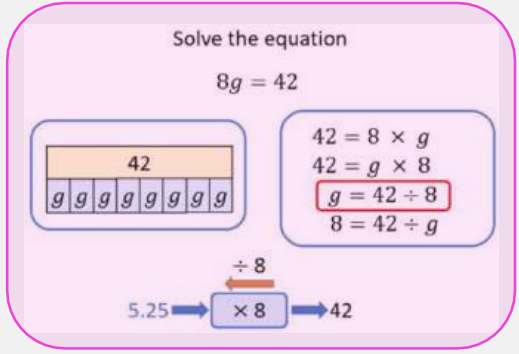
Know other relationships that might help when trying to solve an equation:

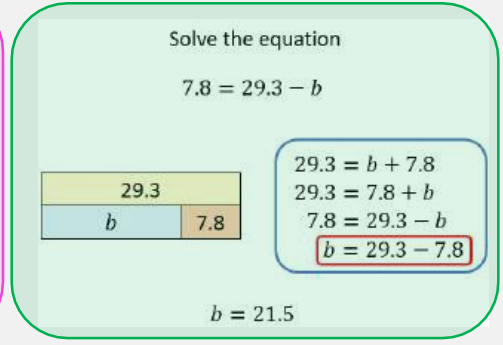




Solve one step equations:







Test Your Knowledge

Maths

ALGEBRAIC NOTATION, EQUIVALENCE, SEQUENCES, FUNCTON MACHINES and EQUALITY

1. Simplify the following:

a) $g + g + g + g$

b) $h \times h \times h$

c) $5 \times c \times f \times 2$

d) $8 \div m$

e) $12a + 3 - 5a + 4a$

f) $7c + 2d - 3c + 8d$

2. Work out the following if $c = 6$ and $d = 10$

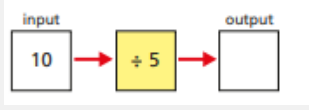
a) $5c$

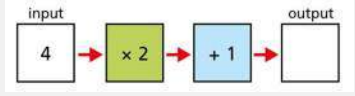
b) d^2

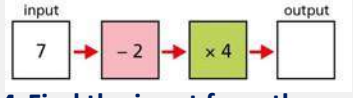
c) $c - d$

d) $\frac{d}{c}$

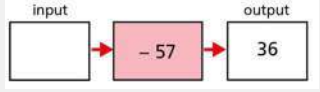
3. Find the output from the following function machines

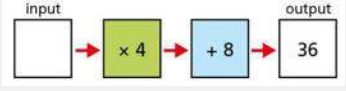






4. Find the input from the following function machines





5. How many lines are in each term in this sequence?

How many lines will be in the next term in the sequence?

How many will be in the 10th term of the sequence?

6.Is the sequence 1, 3, 9, 27, 81….. linear or non-linear? Can you explain why?

7.Find the missing terms in these **linear** sequences

4, _____, 16

97, _____, _____, 82

6. Solve the following equations:

a) $g + 17 = 30$ $b) 3h = 28$

$c) 5c = 19$ d) $\frac{a}{5} = 2.3$

$e) 7.1 = b + 1.9$ f) $4.6 = 15 - y$

Maths

Maths Autumn Term 2a

ORDERING INTEGERS AND DECIMALS

What should I be able to do?

- Understand and use place value and the number system for integers and decimals
- Order positive and negative numbers, fractions and decimals
- Use the symbols $=, \neq, \leq, \geq$
- Work with terminating decimals and their corresponding fractions
- Round numbers to an appropriate accuracy
- Describe, interpret and compare data distributions using the median and range

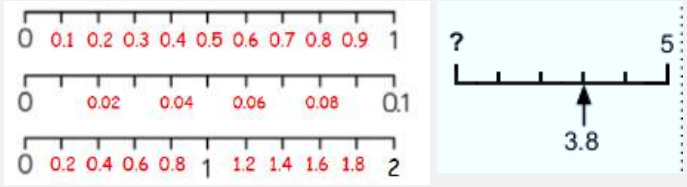
Round to 1 Significant Figure: Round to the first non-zero digit 370 to 1 significant figure is 400

0.37 to 1 significant figure is 0.4

0.000037 to 1 significant figure is 0.00004

Approximate, Integer, Interval, Range, Median, Negative, Significant Figure

Decimal intervals:



Median and Range:

The table shows the heights of the highest mountains in some of the countries in Europe.

Country	Height (m)
France	4808
Belgium	694
England	978
Sweden	2104
Russia	5642
Croatia	1831

Work out the range of these heights. $5642 - 694 = 4948$

For the median, arrange the numbers in numerical order and then find the middle one

Comparing values:

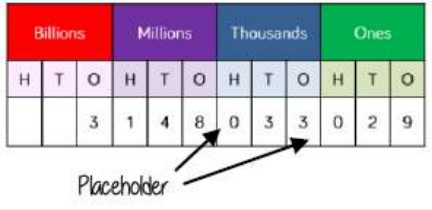
Two and a half million $=$ 2 500 000

300 000 000 $\neq$ Three billion

Six thousand and eighty $<$ 68 000

0.42 $>$ 0.3021

Integer Place Value:



Three billion, one hundred and forty eight million, thirty three thousand and twenty nine

Maths

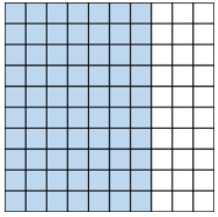
Maths Autumn Term 2b

FRACTIONS, DECIMALS AND PERCENTAGES EQUIVALENCE

What should I be able to do?

- Convert fluently between fractions, decimals and percentages

Fractions, Decimals and Percentages:

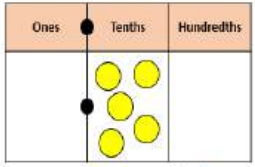


$\frac{7}{10}$

0.7

70%

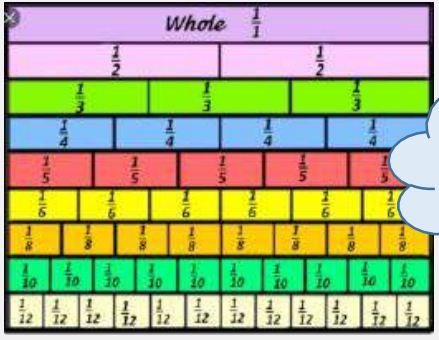
Tenths and Hundredths:



e.g. 5 tenths, 0.5, $\frac{1}{2}$, $\frac{5}{10}$

e.g. 3 tenths and 2 hundredths, 0.32, $\frac{32}{100}$

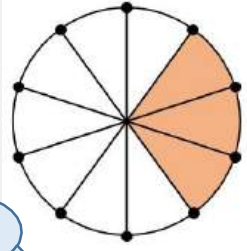
Equivalent fractions:



Fraction, Decimal, Percentage, Tenth, Hundredth, Sector, Recurring

Pie Charts:

A pie chart has 360^0 so all calculations are out of 360



$\frac{3}{10}$ is shaded.

30% is shaded.

Challenge Question, fraction and percentages:

Write these percentages as fractions in their simplest form

$1\frac{2}{3}$ %

$2\frac{1}{2}$ %

$37\frac{1}{2}$ %

$9\frac{3}{8}$ %

Challenge Question, fractions and decimals:

Given the fact that $\frac{29}{32} = 0.90625$ what are the values of the following fractions (no calculator allowed):

$\frac{290}{320}$ $\frac{29}{320}$ $\frac{290}{32}$ $\frac{58}{16}$

Maths Autumn Term 2

ORDERING INTEGERS and DECIMALS and LOOK AT THE EQUIVALENCE OF FRACTIONS, DECIMALS and PERCENTAGES

1. Round these to 1 significant figure:

a) 3180

b) 467

c) 98

d) 0.0439

e) 0.08701

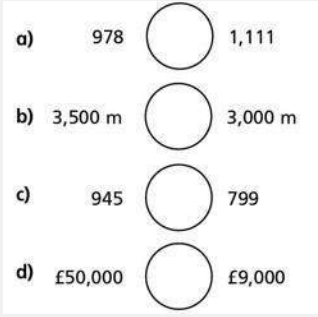
2. Write the following in words and also round them to the nearest 100 and then the nearest 1000.

a) 57813

b) 437081

c) 2045328

3. Fill in the gaps with < or >



4. Place these amounts in ascending order and then calculate the range and the median of them.

a) 4 litres, 3 litres, 250 ml, 2.5 litres, 500ml

b) 3 minutes, 220 seconds, 2.5 minutes, 1minute and 15 seconds, 125 seconds

5. Write the next 3 terms in these sequences?

a) 0.1, $\frac{3}{5}$, 30% , ____, ____, ____

b) $\frac{1}{5}$, 0.25, 30%, ___ , ___ , ___

Can you answer the above question in 3 different ways, so that your answers are all fractions, then all decimals and then all percentages?

6. Work out the following :

- $\frac{3}{10} + 0.6$
- $\frac{21}{100} - 0.1$
- $1 - \frac{9}{10}$

7. Given the fact that $\frac{7}{8} = 0.875$ what are the values of the following fractions (no calculator allowed):

$\frac{70}{80}$ $\frac{7}{80}$ $\frac{70}{8}$

$\frac{14}{4}$ $\frac{70}{4}$

Maths

Maths Spring Term 1a

SOLVING PROBLEMS WITH ADDITION AND SUBTRACTION

What should I be able to do?

- Understand properties of addition and subtraction
- Use formal methods of addition and subtraction for integers and decimals
- Solve problems in context of perimeter
- Solve problems with finance, tables, frequency trees, bar and line charts

Commutative, Associative, Inverse, Placeholder, Perimeter, Polygon, Balance, Credit, Debit

Addition/Subtraction with integers and decimals:

	H	T	O
	3	8	6
+	2	1	5

	H	T	O
	4	2	7
−	2	4	9

Remember the place value of each column. You may need to move 10 ones to the ones column to subtract

For decimals, you may want to fill 'empty' places with the value 0

4	.	3	8
7	.	9	0 +

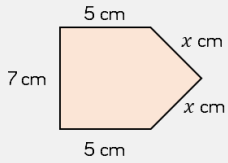
$5.43 + \frac{8}{10}$

Chance to revisit fraction and decimal equivalence
= 5.43 + 0.8

Solve problems with Perimeter:

Perimeter is the length around the outside of a polygon

This pentagon has a perimeter of 26.4 cm. Find the value of x.

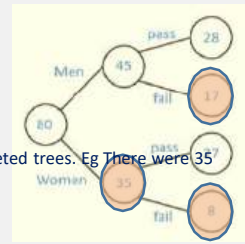


$2x + 5 + 7 + 5 = 26.4$
$2x + 17 = 26.4$
$x = 4.7\text{cm}$

Frequency Trees:

A frequency tree is made from 'part whole' models. One piece of information leads to another.

80 people took their driving test one week.
45 of the people were men.
28 of the men passed their test.
27 of the women passed their test



Probabilities or statements can be taken from the completed trees. Eg There were 35 women

Tables:

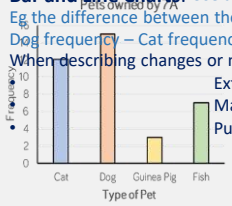
	Left-handed	Right-handed	Total
Girls	34	327	361
Boys	76	463	539
Total	110	790	900

London	211	Cardiff	
398	493	Glasgow	
518	392	177	Belfast

Add the rows and columns to get the totals, subtracting to calculate missing values

Bar and Line Charts:

Use addition/subtraction methods to extract information from bar charts
Eg the difference between those who have a dog and those who have a cat
Dog frequency – Cat frequency
When describing changes or making predictions
Extract information from your data source
Make comparisons of difference or sum of values
Put into context of the scenario



Finance:

Profit = Income - Costs

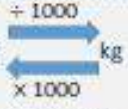
Credit is the money coming into an account

Debit is the money leaving an account

What should I be able to do?

- Understand and use factors and multiples
- Multiply and Divide integers and decimals
- Understand and use order of operations
- Solve area problems
- Solve problems using the mean

Metric Conversions:



Same to convert between ml and l

Maths Spring Term 1b

SOLVING PROBLEMS WITH MULTIPLICATION AND DIVISION

Multiples, Factor, Millimetre, Centimetre, Kilometre, Quotient, Dividend, Divisor

Factors and Multiples:

Factors of 36: 1, 36; 2, 18; 3, 12; 4, 9; 6

Writing the factors in pairs can help you not to miss any

Multiples of 9: 9, 18, 27, (36), 45, 54, ...

Multiples of 12: 12, 24, (36), 48, ...

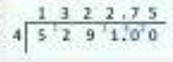
The **Lowest Common Multiple** of 9 and 12 is 36 as it is the first multiple which appears in both lists

Multiplication

For decimals, use integer calculations and then adjust your answer to match the question

17 × 8 = 136
1.7 × 8 = 13.6
0.17 × 8 = 1.36
0.8 × 17 = 13.6
0.8 × 0.17 = 0.136

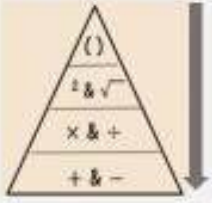
Division:



All these calculations give the same answer as they are all the same proportion

$$24 \div 0.02 = \frac{24}{0.02} = \frac{240}{0.2} = \frac{2400}{2} = 1200$$

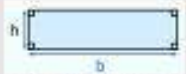
Order of Operations:



$12 + 46 \div 2 - 12 + 23 = 35$

Area:

Rectangle



Area = base × perpendicular height

Triangle

$\text{Area} = \frac{1}{2} \times \text{base} \times \text{perpendicular height}$

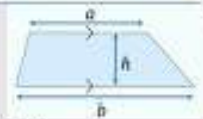
Parallelogram

Area = base × perpendicular height

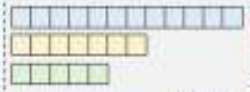
Trapezium

$\text{Area} = \frac{1}{2}(a + b)h$

"Half of the sum of the parallel sides multiplied by the perpendicular height."



Problems with the Mean: The mean is a measure of average



The mean amount of squares is the number of squares which would be in each row if they were spread out equally

Mean = 24 ÷ 3 = 8

Challenge:

The mean of these numbers cards is 12
What is the missing number?

19 | 18 | ? | ?

What should I be able to do?

- Find a fraction of a given amount
- Use a given fraction to find the whole or other fractions
- Find the percentage of an amount using mental methods
- Find the percentage of a given amount using a calculator

Fraction, Equivalent, Whole, Percentage, Place value, Convert, Multiplier

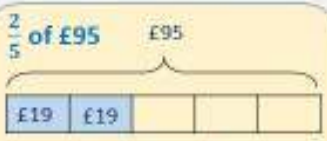
Maths Spring Term 1c

FRACTIONS AND PERCENTAGES OF AMOUNTS

Fraction of a given amount:

What do you notice about these equal pairs of values?

$\frac{2}{5}$ of £95



£95 ÷ 5 = £19
£19 × 2 = £38

$\frac{1}{2}$ of 30 = $\frac{1}{4}$ of 60

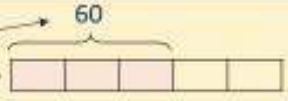
$\frac{6}{7}$ of 210 = $\frac{2}{7}$ of 630

$\frac{2}{3}$ of 60 = $\frac{1}{3}$ of 120

$\frac{3}{4}$ of 80 = $\frac{3}{8}$ of 160

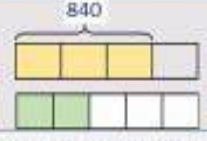
Use a fraction of an amount:

$\frac{3}{5}$ of a number is 60
What is the number?



60 ÷ 3 = 20
So, each part equals 20
20 × 5 = 100
The whole number is 100

$\frac{3}{4}$ of a number is 840
What is $\frac{2}{5}$ of the number?



Find the whole: 840 ÷ 3 = 280, 280 × 4 = 1120
Use the whole: 1120 ÷ 5 = 224, 224 × 2 = 448

Challenge: $\frac{2}{9}$ **of an expression is 12x. What is the expression?**

Finding the percentage of an amount:

The **whole** represents 100%

10% is $\frac{1}{10}$ of the whole

Finding 10% or $\frac{1}{10}$ by **dividing by 10** can then help find lots of other percentages

5% of 120 = 6

÷ 2 ÷ 2

10% of 120 = 12

× 2 × 2

20% of 120 = 24

So, 65% of 120 = (12 × 6) + 6 = 78
or, 65% of 120 = (24 × 3) + 6 = 78

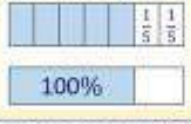
When working out with a calculator, use the **multiplier**

65% = $\frac{65}{100}$ = 0.65

So, 65% of 120 = **0.65** × 120 = 78

You can have more than 100%

If a company's profits grew by $\frac{2}{5}$ between 2022 and 2023, the latest profit is 140% of that in 2022.



$\frac{1}{5}$ = 20%

So new profit is 100% + 20% + 20% = 140%

Challenge: Investigate the following 2 calculations: 37% of 42 and 42% of 37

Maths

Test Your Knowledge

Maths Spring Term 1

PROBLEMS INVOLVING THE 4 OPERATIONS AND FRACTIONS and PERCENTAGES OF AN AMOUNT

1. Work out the following:

a) $283 + 561$

b) $9831 - 247$

c) 25×34

d) $2889 \div 9$

e) 12.1×0.3

f) $7.6 \div 0.2$

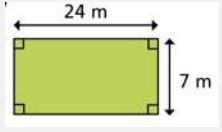
g) $19 + 4 \times 11$

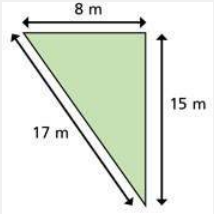
2. Write down all the factors of 48

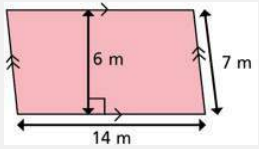
3. Write down the first six multiples of 9

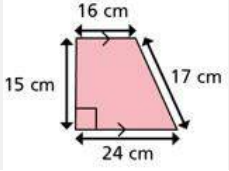
4. What is the lowest common multiple of 16 and 40?

5. Calculate the area and perimeter of the following shapes:









6. Find the mean of the following sets of numbers:

a) 6, 8, 2, 1, 6, 8, 4

b) 14, 9, 10, 8, 2, 0, 7, 2

7. If the mean of these 4 numbers is 5, calculate the missing value: 4, 5, 9, _____

8. Calculate the value of the following:

a) $\frac{1}{7}$ of 840 b) $\frac{2}{5}$ of 65 c) $\frac{3}{8}$ of 92.8

9. If $\frac{3}{10}$ of a number is 12, what is the number?

10. If $\frac{2}{5}$ of a number is 180, what is $\frac{3}{5}$ of the number?

11. Work out the following without a calculator.

a) 10% of 820 b) 25% of 140 c) 5% of 60

d) 35% of 420 e) 95% of 30 f) 45% of 62

12. Work out the following using multipliers on a calculator.

a) 11% of 820 b) 27% of 140 c) 5% of 60

d) 3.5% of 420 e) 115% of 30 f) 212% of 62

Music

Dynamics	The volume of the music
Forte	Loud volume
Crescendo	Gradually louder
Piano	Quiet volume
Tempo	The Speed of the music
Allegro	Fast Speed
Largo	Slow Speed
Pitch	How high or low the music is.
Staccato	Short, detatched notes
Legato	Smooth notes
Chord	Two or more notes played at the same time
Melody	The main tune of the song

Conductor: Stands at the front of the orchestra and directs it. They will indicate the main beats in the music using a 'baton'.

Composer – The person who has written the music.

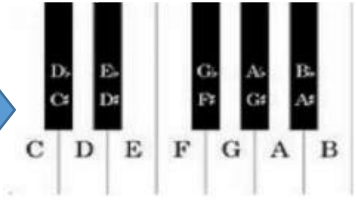
Strings: Made from wood and have strings. They are usually played with a bow but can also be plucked (called pizzicato)

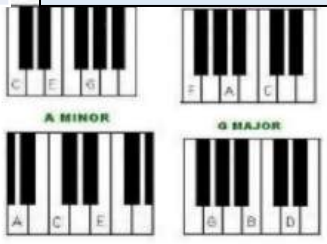
Woodwind: A selection of instruments divided into 2 subfamilies: flutes and reeds. Flutes create sound by air passing over a small hole. It creates a light breathy tone. Reed instruments use a piece of bamboo reed to create a vibration.

Brass: Made out of metal. The sound vibrations are created by the player's lips.

Percussion: Instruments which are hit. These fall into 2 subfamilies: tuned (able to play different pitch) and untuned (e.g. drums)

C is to the left of the two black keys.

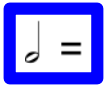




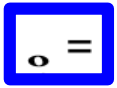
Note values

½ beat

1 beat



2 beats



4 beats

Music

Activity - Fill in the missing terms.

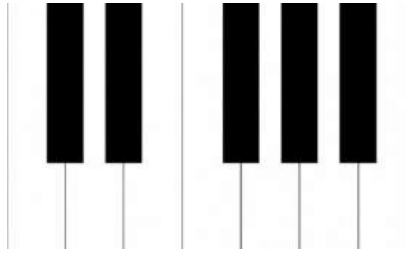
Key words	Definition
Dynamics	
Forte	
Crescendo	
Piano	
Tempo	
Allegro	
Largo	
Pitch	
Staccato	
Legato	
Chord	
Melody	

What is the role of a composer?

What are the four main instrument groups?

Draw two musical symbols and say what they mean.

How can you describe where 'C' is on a keyboard?



Instrument groups

Brass	Strings	Woodwind	Percussion

Music

Key words	Definition
Ukulele	a small four-stringed guitar of Hawaiian origin.
Fret	The different segments that divide the neck of the ukulele.
Tuners	Pegs on the ukulele that can be turned to change the pitch of the strings
Capo	A small device that clamps onto the strings to raise the pitch to allow musicians to change key
Chord	Two or more notes played at the same time
Tonality	If a piece is major or minor
Ensemble	A group of musicians
Syncopation	Off-beat rhythms

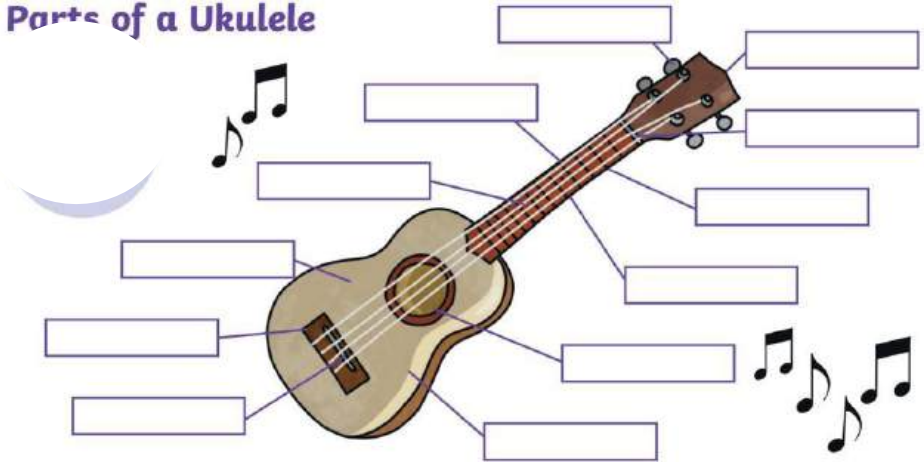
C

G

Am

F

Music



Use the terms to correctly label the ukulele parts – Headstock Body Nut Neck
Fretboard Tuning peg Sound hole Strings Bridge Sound board Saddle
Frets

Which chord chart belongs to which chord?

C

G

Am

F

Physical Education – Policy

Participation

•It is expected that your child brings full kit and changes into it for every physical education lesson even when a note has been written to excuse them from active participation in the lesson.

•The reasons for this are that, in addition to performance, part of their assessment and curricular provision comprises several other factors. Including;

- Understanding the health related components of physical education
- Evaluating their own and others performance.
- The role of the coach, referee or umpire etc.
- Some students may still be able to participate in certain aspects of the lesson for example the warm up to maintain fitness and involvement of the lesson.

•In view of this your son/daughter, whilst possibly excused from active performance is expected to officiate, coach and organise, for example, warm up and cool down activities for the rest of the group.

•If your son/daughter arrives at the lesson without appropriate PE kit, we will provide kit from the supply we have in school.

I have read and understand the PE policy for participation

•Signed (Parent/Carer) _____

•Signed (Child) _____

- Date _____

Physical Education – Badminton

Key skills:

READY POSITION – balanced position, side on, racket up and ready, on toes.

GRIP- shake hands with the racket sideways on. Wrap fingers round the tape.

SERVING –There are several types of serve – short/backhand, long ,flick. A backhand serve should land close to the service line on your opponents side of the net. The racket head must start from below the waist.

UNDERARM CLEAR (long serve) **–** This shot is played high t the back of your opponents court. Start sideways on and use a whip action with the wrist to create power.

OVERHEAD CLEAR – Played to the back of your opponents court and is a defensive shot. Start sideways on, racket up and behind you, focus on making contact with the shuttle i front of you.

DROP SHOT- a shot played with finesse to land the shuttle as close as possible to the net on your opponent's side.

TACTICS - Hitting into space – moving partner around the court

Shot selection – selecting the right shot for the right situation

Targeting opponents weaknesses

Stretch and Challenge Task:

-Draw a badminton court in your knowledge book and la it correctly with the lines that are in/out for both singles and doubles.

-Find out who our best players in the country are for me and ladies doubles, singles and mixed.

www.badmintonengland.co.uk is a good site to use.

Rules

Game starts with a diagonal serve- right hand side to right hand side

Serve must land over the service line

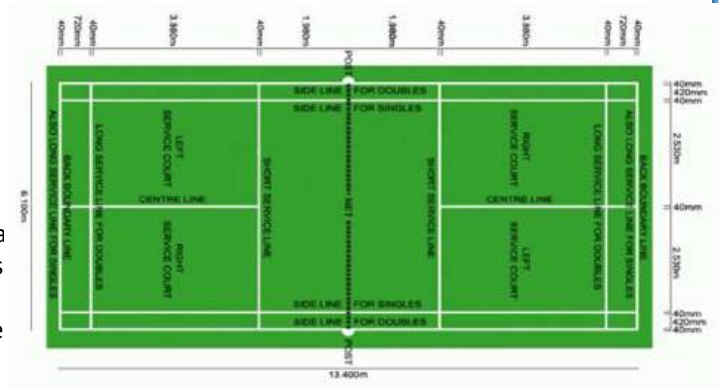
Play to 21 points – but must win by 2 clear points.

A point is won every rally

Whoever wins the point serves next

When score is even, serve from right, when score is odd, serve from left

Court is long and thin for singles, short and wide for doubles



Key words
Grip and ready position
Drop shot
Rally Serve – backhand/short, long, flick
Ready position
Overarm clear
Underarm clear

Physical Education – Badminton questions

1. Name 2 pieces of Badminton equipment.

2. Name 1 rule for serving.

3. Name 1 component of fitness that would be useful for a badminton player.

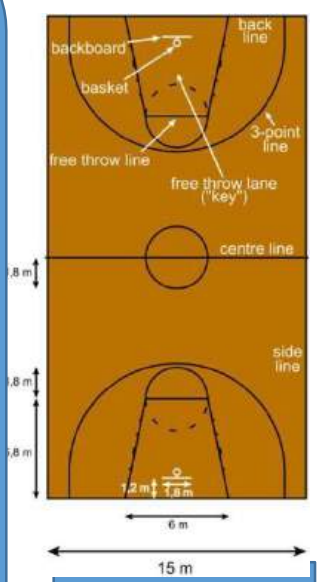
4. List 2 ways that you can win a point in Badminton.

5. If an opponent was stood at the front of the court, what shot would be best to play?

Physical Education – Basketball

Key skills:
Dribbling: Head up, spread fingers and fingertips, waist height.
Chest Pass: W grip, step, chest to chest, follow through, short distance. **Bounce Pass**: W grip, step, chest to chest, follow through, bounce before player, short distance.
Pivoting, footwork and jump stop: Landing on alternative feet- first foot to land is the static pivoting foot.
Landing on simultaneous feet- either foot can becom static pivoting foot/can be used at the end of a dribbl or when receiving a pass.
On the move- release ball before third step.
Set shot: Knees bent, dominant foot slightly in front o other, strong hand at bottom, supporting hand on side, and elbow at 90 degrees.
:**Defending** Man to man- knees bent, back straight, head up, arms out, watch opponent's belly-button.
Attacking: Dribble into space, screen defenders, dribble out wide and quick inward passes, drive towards ball to receive pass losing defender, overload zone defence.
Stretch and Challenge Task:
Draw a basketball court in your knowledge book and label it correctly with the lines that are the 3-point lin and the free throw line.
Learn about the different positions and write them down in your knowledge book

Rules
Played with two teams of five Score by shooting through a hoop A side line ball is taken from the opposite team who touched it last
Outside of the three point arc a basket is scores 3pts and inside scores 2pts
Once the offense has brought the ball across the mid-court line, they cannot go back across the line during possession
Personal fouls include hitting



Key Content and Terms to learn:
Dribbling
Chest Pass
Set Shot

Physical Education – Basketball questions

1. What does the term ‘travelling’ mean?
2. Describe how high off the floor the ball should bounce when dribbling effectively?
3. Explain what a successful chest pass is?
4. Describe what a ‘double dribble’ is?
5. True or false, basketball is a contact sport?
6. What is the signal given by a referee for ‘travelling’?
7. What is the signal given by a referee for a ‘double dribble?
8. Can you identify where the ‘key’ is on a basketball court?

Physical Education - Fitness

Key skills:

Elements of a Warm up

- **Pulse raiser** – This allows us to increase our heart rate and the amount of blood pumped around our body which carries more oxygen to the muscles we are using.
- **Stretching** – Increased blood flow to the muscles. Increased range of motion at the joints. Reduced risk of injury.
- **Increased intensive activity** – This allows the participant to take part in activities relevant to the sport/ activity to be undertaken.
- **Increase mental preparation**

Purpose of a cool down

Return heart rate to resting levels gradually.

Remove LACTIC ACID from the body (reduce muscle soreness).

Effects of exercise on the body

Breathing and Heart Rate increase with intensity of exercise. Pulse rate – Pulse rate (the number of times your heart beats in a minute) can be taken at either your wrist or neck. The normal rate =70-100BPM

How to take your pulse rate: -

Gently place 2 fingers of your other hand on this artery.

Do not use your thumb, because it has its own pulse that you may feel.

Count the beats for 30 seconds, and then double the result to get the number of beats per minute.

Stretch and Challenge Task:

Note where the Radial and Carotid sites are for taking the pulse.

Describe activities that may raise the pulse rate.

Main muscles

Key Content and Terms to learn: Warm up; Cool Down; Heart Rate; Body Temperature

Physical Education – Fitness questions

1. What is a pulse raising activity?

2. Name 1 lower and 1 upper body muscle

   a.)

   b.)

3. Does aerobic exercise use oxygen? Yes/No

4. List as many circuit training stations as you can

5. How could we measure our heart rate?

6. What is the difference between dynamic and static stretching? Name 1 of each stretch.

Physical Education – Football

Key skills:

Controlling the ball – using different parts of the body – this could be the feet or thigh. Remember to cushion the ball.

Passing – there are 3 types of passes. Side foot pass, driven pass with the laces and a lofted pass. Using the side of the foot allows you to pass accurately over a short distance, a driven pass allows you to pass the ball on the floor, but a greater distance. Finally, a lofted pass allows you to lift the ball in the air over players and change direction. Remember to keep your standing foot next to the ball when you make the pass.

Dribbling – dribbling allows you to move the ball quickly around the pitch using the inside and outside of your feet and keeping the ball close to your feet and your head up. **Turning with the ball and outwitting a defender** – turning with the ball allows you to change direction using different techniques, such as dragging the ball back with the sole of your boot. Outwitting and opponent allows you to beat a defender using different techniques such as a step over. **Shooting –** there are different types of shots that allows you to score goals. You instep can be used to control and place the ball into the goal. If you use your laces then this allows more power to be produced.

Heading – you can use an attacker header, a defensive header or a controlled header, which might be passing the ball back to someone with your head.

Attacking – keeping possession – making a number of passes allows your team to keep possession and advance up the field.

Tackling techniques – tackling, jockeying and forcing the player onto their weaker foot.

Rules

Game is started by kicking the ball from the centre spot. The U12 game has 9 players – goalkeepers, defender, midfielders and attackers. Referee and two assistants with officiate the game.

If a ball goes over a touch line a throw in is taken (kick in on the Astroturf). If an attacker kicks over the goal line it is goal kick and if a defender kicks it over

Key words

passing, dribbling, shooting, heading, attacking, defending, possession, width and depth

Physical Education – Football questions

1. Describe why it is important to keep the ball close when dribbling the ball?
2. When making a pass to a teammate why is it important to have a strong ankle?
3. Describe a successful defensive header?
4. Explain how an attacker should head the ball when in a goalscoring position against a goalkeeper?
5. Describe an ideal body position when turning with the ball?
6. When shooting against a goalkeeper why is it beneficial to keep the ball low and in the corner?
7. Describe how to control the ball with your chest when receiving the ball in mid-air?
8. What size football should be used at Under 12's (Y7) age category?

Stretch and Challenge Task:

1. How do you keep the ball low when passing and shooting?
2. What technique would you use to tackle a player?
3. Why is jockeying important?
4. Research the different types of formations (pictured) and positions.

Physical Education – Netball

Key skills:

Passing and receiving – different types of passes include chest pass, bounce pass, shoulder pass and overhead pass.

Attacking – getting free from an opponent in order to receive the ball. Includes the skills of sprinting, dodging and changing direction.

Shooting – With one hand under the ball and the other steadying it at the side, keep your eyes on the hoop, bend your knees and push the ball with the fingers.

Defending – Marking your opposite player both with and without the ball.

Footwork – You must land with a 1-2 landing or with 2 feet. You must then not move the landing foot.

POSITIONS

Goal Shooter (GS) – Can only play in their attacking goal third. Marks the GK.

Goal Attack (GA) – Plays in the goal third and centre third. Marks the GD.

Wing Attack (WA) – Plays in the centre third and their teams attacking third. Marks the WD.

Centre (C) Only player to be able to play in all 3 thirds. Marks C.

Wing Defence (WD) – Plays in centre third and their defending third. Marks the WA.

Goal Defence (GD) Plays in the centre third and their defending third.

Goal Keeper (GK) Can only lay in their defending goal third. Marks the GS

Stretch and challenge task

Watch an international or super league game of netball online. You could use the England netball website.

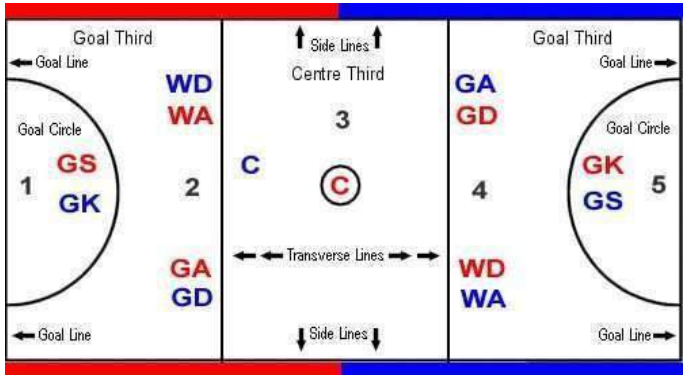
Draw a court and mark on the positions for 2 teams in different colours.

Rules

The game starts with a centre pass and the ball must be caught in the centre third. You must comply with the footwork rule e.g. a 1-2 landing.

You only have 3 seconds to release the ball.

When defending you must be 1 metre away from the player.



Key words

- Passing
- Receiving
- Shooting
- Attacking
- Defending
- Footwork
- Contact
- Dodging

Physical Education – Netball questions

1. Can you explain the footwork rule in netball?
2. Name the 7 netball positions.
3. Name 3 different passes
4. Name the players who are allowed in the D
5. The Netball court is split into ……
6. Which two players can score a goal?
7. How far must a defender stay away from an opponent who is in possession of the ball?

Physical Education – Trampolining

Key skills:

Shapes – perform straight, tuck, straddle, pike in isolation

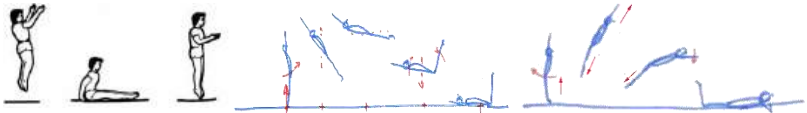
Straight bounce - legs together, point toes, make circle motion with arms, keep body in straight position, stay on the cross

Tuck - in the air tuck legs up to chest and arms come down to touch shins

Straddle - split legs out to the side, point toes and attempt to touch toes

Pike - lift legs out in front keep legs together, point toes and try to lean over to touch toes

Landing – Demonstrate basic landing; seat, front and back in isolation from crouched position

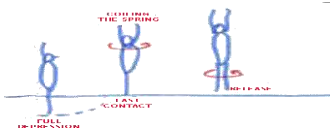


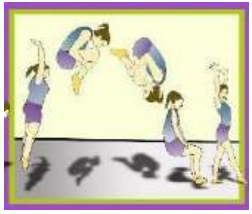
Seat Drop – land on the cross, palms down by the side, legs out straight, point toes

Back Drop – back to land on cross, arms in round position across chest, legs slightly bent, toes pointed in air

Front Drop – land on stomach (belly button to land on cross) arms and palms flat making diamond shape on bed, lift head to look at the end bed, legs lifting slightly off the trampoline ensuring they are together and toes are pointed.

Twist – twist – half-twist – full twist Advanced rotation





General rules

All jewellery/ piercings/ footwear removed
Socks or grip socks to be worn Stay on the cross when bouncing
Only one person allowed on at a time Never crawl under the trampoline
Use the "kill bed" to stop when you lose control
Only perform movements your teacher has taught you

Competition rules

Land on two feet
Perform compulsory and voluntary routine (must include 10 skills) Plain white socks
Can use 3 bounces before starting routine
Out bounce can be used if necessary at the end of the routine
Cannot repeat single moves

Key words

Shapes, landings, twist, twist rotation, advanced rotations

Physical Education – Trampolining questions

1. How should the trampolines be set out?
2. How do you get on and off a trampoline?
3. Where should you stand when on the trampoline?
4. Where should you stand when not on the trampoline?
5. What are you called when you are not on a trampoline?
6. What are the 5 key skills of trampolining?
7. Describe how you stop safely on a trampoline
8. Create a 3 bounce routine
9. Stretch and challenge task

- Perform the three shapes within a routine keeping on the cross
- Link movements together (3 bounce routine) e.g. seat drop, ½ twist, tuck
- Attempt to twist in and out of movements
- Attend extra-curricular

Religious Education

Contents

Creation and Covenant Key Words	
God	The eternal, supreme being who created all things.
Revelation	Ways God has revealed himself to humanity.
Natural revelation	Humans understanding God through their own reason and experiences.
Special revelation	How God is revealed in scripture and tradition.
literal sense	The meaning of a passage of text as the author intended it.
literary form	The genre, historical context and intended audience of a text.
Creation	When God made the world.
Creationism	The belief that the word really was created by God in 6 days.
scien tism	The belief that science answers all of life's questions.
praye r	Communicating with God, usually through words.
stewa rdship	The responsibility to care for the world on behalf of God.

From Galilee to Jerusalem Key Words	
Incarnation	When God came to earth in human form (as Jesus).
Trinity	The Christian belief that God is three in one
Hypostatic union	A term used to describe Jesus being both fully human and fully divine (God).
Son of Man	A title for Jesus, showing he was fully human as well as God.
Son of God	A title for Jesus showing he was fully divine (God) as well as human.
Christ	A title for Jesus, from the Greek word 'Christos,' that shows he is the Messiah.
Lord	A title for Jesus that shows he is ruler of all.
Heresy	Beliefs or opinions that go against true Christian belief.
Arianism	A type of heresy that denied Jesus was really God in human form.
lex orandi, lex credendi	A Christian motto meaning that prayer and belief are inseparable.

Word	priest gives a homily.

RE

Autumn 1: Creation and Covenant: What is God like?

Catholics find out about God through **Revelation.**
Revelation means the way God reveals himself (shows what he is like) to humans.

God does this through two different ways:

Natural revelation	**Special revelation**
Humans understanding God through their own experiences, such as the vastness of the universe, the beauty of a flower, the way different elements of the world work together.	Humans understanding God through scripture and tradition. This means humans will read the Bible or listen to the teachings of Popes and Bishops to understand what God is like.
	

He is a creator

Acts 17:24-28

The God who made the world and everything in it is the Lord of heaven and earth and does not live in temples built by human hands. And he is not served by human hands, as if he needed anything. Rather, he himself gives everyone life and breath and everything else. From one man he made all the nations, that they should inhabit the whole earth; and he marked out their appointed times in history and the boundaries of their lands. God did this so that they would seek him and perhaps reach out for him and find him, though he is not far from any one of us. 'For in him we live and move and have our being.' As some of your own poets have said, 'We are his offspring.'

He does not live on earth

Everything we have, including life, comes from him

God wants us to know him

God stays close to us

God is our Father and we are his children

Autumn 1: Creation and Covenant: The Story of Creation

RE

Creation in Genesis 1:

Creation in Genesis 2:

Then the LORD God placed the man in the Garden of Eden to cultivate it and guard it. He told him, "You may eat the fruit of any tree in the garden, except the tree that gives knowledge of what is good and what is bad. You must not eat the fruit of that tree; if you do, you will die the same day." Then the LORD God said, "It is not good for the man to live alone. I will make a suitable companion to help him." So he took some soil from the ground and formed all the animals and all the birds. Then he brought them to the man to see what he would name them; and that is how they all got their names. So the man named all the birds and all the animals; but not one of them was a suitable companion to help him. Then the LORD God made the man fall into a deep sleep, and while he was sleeping, he took out one of the man's ribs and closed up the flesh. He formed a woman out of the rib and brought her to him. Then the man said,

"At last, here is one of my own kind—
Bone taken from my bone, and flesh from my flesh.
'Woman' is her name because she was taken out of man."

That is why a man leaves his father and mother and is united with his wife, and they become one.

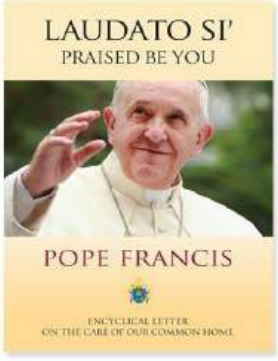
The man and the woman were both naked, but they were not embarrassed.

Interpretations of the Creation stories:

- **Scientism** – the view of some scientists that Genesis is completely untrue and doesn't teach us anything.
- **Creationism** – the view of some Christians that Genesis is literal, exact truth and God really did create the world in 6 days.
- **Catholicism** – the view of Roman Catholics (also many other Christians) that Genesis is symbolic truth - it is a metaphor story.

• Autumn 1: Creation and Covenant: Laudato Si

RE



Laudato Si' is an **encyclical** written by Pope Francis, it was published on the **18 June 2015**. **Encyclicals offer Catholics guidance from the Pope** concerning issues which affect their lives and beliefs.
Laudato Si' discusses the damage being inflicted on the Earth by humans and calls on '**every person living on this planet**' to make urgent changes to our lifestyles and how we consume energy in order to protect the planet.
The Earth is **God's gift to us.** But what we see today is that our common home has **never been so hurt and mistreated** as it has been in the last 200 years.

We have **developed at a greater speed** than we could have ever imagined. We have **treated the Earth like it has an unlimited supply of resources, taking more than our fair share**

Our increasing use of **polluting** fossil fuels, especially coal, oil, and gas, is helping to drive climate change which is one of the biggest challenges we face today. Climate change affects us all, but it is the **poorest communities** who suffer the most.

Yet, despite all of this, all is not lost. **Young people demand change**. Young people want to build a better future, which takes seriously the environmental crisis and the sufferings of the poor.

To protect our common home, we need a **common plan**. The whole human family needs to work together, so that we may sow beauty, not pollution and destruction.

Our use of polluting fossil fuels also needs to be replaced **without delay**. And we need to stop treating the world's resources as an **object for profit**, with no thought on how our actions might affect the environment or future generations.

Autumn 2: Prophesy and Promise: The Bible

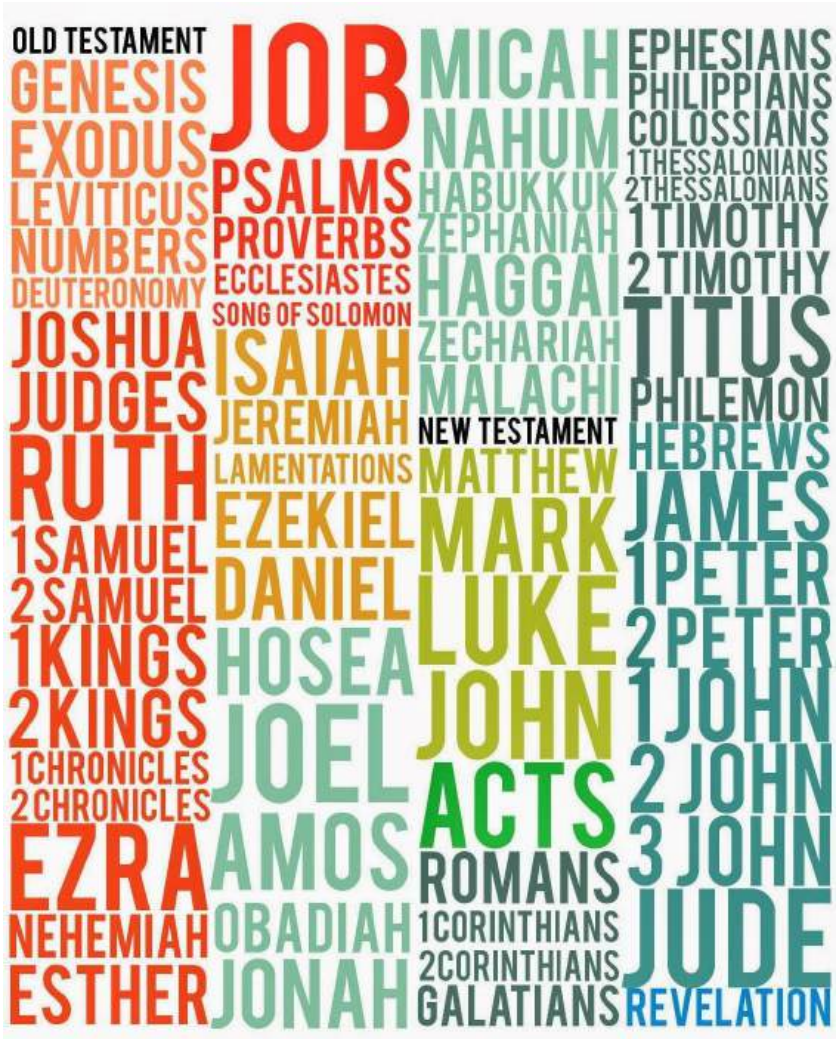
The Bible is the Christian holy text and although it is printed as one big book it is actually a collection of many books, written in many different genres (styles), over many thousands of years, by many different authors. The names of the different books can be seen on the picture on the right hand side of this page.

The Bible is made up of 66 books across the Old and New Testaments. There are 39 books in the Old Testament and 27 in the New Testament. Catholic Bibles have an extra 7 books between the Old and New Testaments called the **deuterocanonical** books.

The Old Testament was originally written in Hebrew and the New Testament in Greek. Now the entire Bible is available in 704 languages. It is still being translated today.

The Bible contains many genres of writing including: biographies, letters, songs and poems, prophecies, laws, historical accounts and parables.

The Bible may also commonly be referred to as 'The Word of God.'



RE

Autumn 2: Prophesy and Promise: Bible referencing and how the Bible came to be

To navigate the Bible you need 3 pieces of information. This information is called the Bible reference:

1.The **book** name

2.The **chapter** number (comes first)

3.The **verse**(s) number(s) (comes second)

The Bible reference will look like this:

Genesis 1:1-20

Book — Chapter — Verses

How the Bible came to be:

2000BC
Since earliest times, scribes wrote down their experiences and beliefs about God but there was no official collection of these yet.

By 100CE
People wrote down the stories about Jesus and their beliefs about him. The Gospels and letters of St Paul started to circulate.

405CE
Scholars had already begun translating the Bible. A man called Jerome translated the Bible into Latin. This Latin version was called the Vulgate. Scholars then started translating the Vulgate into more languages.

1611CE
King James VI authorized a new English translation of the Bible. This became known as the 'King James Version' or 'KJV Bible' and is still read by some people today.

By 400BC
Some of these writings had been gathered together into a canon, an official collection of Hebrew (Jewish) writings. These are what we call the Old Testament. By this time they had been translated into Greek too. These were the scriptures Jesus would have known.

300CE
The early church put a canon of writings about Jesus together. This collection became what we call the New Testament. In 331CE under Emperor Constantine, the Old and New Testaments were put together as one for the first time, forming what we call the Bible.

c.1400CE
In 1385 a man called John Wycliffe translated the Bible into English. In 1440CE the invention of the printing press meant the Bible could be printed quickly instead of having to be translated. More people had access to the Bible for the first time.

Present Day
Translation of the Bible continues. There are many different versions in English so we can read the Bible in modern day language. Work continues around the world to translate the Bible further so more people around the world can read it.

RE

Autumn 2: Prophesy and Promise: Why the Bible is important

RE

Why is the Bible important?

•It contains commandments and teachings about how to live so that people can please God and get into heaven.

•It's the Big Story of God's epic masterplan to save his creation. It tells all about how God sent laws, prophets and ultimately his own Son, Jesus, to die on the cross and save us from sin.

•The message at the heart of the Bible's teaching is about love – love of God and love for your neighbour.

•People even still swear on the Bible in court.

•It is God's word, so by reading it Christians feel closer to God. St Paul said "All Scripture is God-breathed."

•It isn't just important for Christians – our Old Testament is the Jewish Tenakh, and Muslims view the Bible as telling part of God's revelation too. Even Gandhi, a famous Hindu, was influenced by Jesus' teaching in it.

•It forms the basis of Christian worship today, containing prayers like the Our Father and the instruction to share the Eucharist.

Psalms

The Psalms are some of the most widely read portions of the Old Testament. The Psalms are about people, the joys and struggles of living life as a part of God's people. The Psalms were poetry intended to be set to music and prayed in worship. Much of the language in the Psalms is metaphorical and symbolic.

Praying through the Psalms can teach you to build a healthy relationship with God. The Psalms teach us that our prayers shouldn't just end with our complaints or desires, but should end in praise and trust in God no matter what.

Spring 1: From Galilee to Jerusalem: Incarnation

RE

The word 'incarnate' means 'made flesh' so the Incarnation means when God came to earth in human form, as Jesus.

Jesus is not a separate being sent down by God: he <u>is</u> God.

In Jesus we have a hypostatic union. This means that he is fully man and fully God – not half man and half God.

This is why Christmas is an important festival for Christians as it celebrates the Incarnation.

We know about the Incarnation from the Nicene Creed:

<u>The Nicene Creed</u>

The Nicene Creed is the main Christian statement of belief. In it, it emphasises the importance of the Incarnation.

I believe in one Lord Jesus Christ,
the Only Begotten Son of God,
born of the Father before all ages.
God from God, Light from Light,
true God from true God,
begotten, not made,
consubstantial with the Father;
through him all things were made.
For us men and for our salvation
he came down from heaven,
and by the Holy Spirit was incarnate of
the Virgin Mary,
and became man.

This tells us that Jesus is the same as God.

This means that Jesus is the son of the Father and wasn't created like everything else that exists.

The word 'consubstantial' means 'of the same substance,' showing God and Jesus are the same.

God came to earth as Jesus to save humanity.

• Spring 1: From Galilee to Jerusalem: Heresy

RE

Heresy is beliefs or opinions that go against true Christian belief. If you commit heresy, you are called a heretic.

Heresy:

- **Can only be committed by a baptised person**
- **Is publically and persistently against Church teachings**
- **Distorts, denies or doubts a Church teaching**

This means:

You can only be a heretic if you are already a member of the Church.

You say these beliefs in public more than once.

Distort – twist the truth
Deny – say it is a lie
Doubt – say you are unsure

Arius and Arianism Arius was an early Christian priest who lived in Egypt in the fourth century.

Arius held some beliefs about Jesus that differed from Church teachings. He said:

This would mean that there was a time when Jesus didn't exist, therefore God the Father was more powerful than Jesus.

Jesus was created by God, when God created the world.

Arius argued that Jesus was born and died. This shows that God the Father is the only Almighty one.

Therefore, Jesus could not have the same nature as God the Father, which means the incarnation could not be true.

St Athanasius

St Athanasius, who also lived in Egypt at the same time as Arius, disagreed with him completely. He said:

If God the Father and God the Son were separate then they would be separate Gods.

Christianity has to only believe in one God.

Therefore, Arius's belief in more than one God was a sin and heresy.

Over time, debate raged so the Church officials called together a council (meeting) to talk about these issues. This was how the Nicene Creed was written.

• Spring 1: From Galilee to Jerusalem: Titles of Jesus

Title	Explanation	Old Testament Example	New Testament Example
The Son of God	The Nicene Creed refers to Jesus as the '*Only Begotten Son of God*.' This means he is more than a man.	Psalm 27: "*You are my son, today I have begotten you*."	In Jesus' Baptism God says "*You are my Begotten son*."
The Son of Man	This title suggests that Jesus is both human and divine. Jesus often uses this title to refer to himself.	David has a vision of the Messiah and describes him coming to earth – "*there came one like the son of man...and to him was given dominion and glory*."	When Jesus heals a paralyzed man he says that he acts with the authority of God: "*the Son of Man has authority on earth to forgive sins*."
Lord	Lord is a title of absolute authority given to someone who is superior, and in Jesus' case – divine.	God said to Moses "*The Lord, the God of your Father… has sent me to you.*"	The disciples go fishing after Jesus' resurrection and when they recognized Jesus they said "*It is the Lord*."
Christ / Messiah	Christ comes from the Greek word 'Christos' (Messiah), which means 'anointed one'. To be anointed means you are a person chosen by God.	Priests, Prophets and Kings were all anointed with oil.	Mark's Gospel starts by saying: "*The beginning of the Gospel of Jesus Christ*."
Son of David	Jews believe the Messiah would be a descendant of King David.	1Kings: "*Then I will establish your royal throne over Israel forever, as I promised David*"	When Jesus heals a blind man, he shouts of "*Son of David, have mercy on me*."

RE

RE

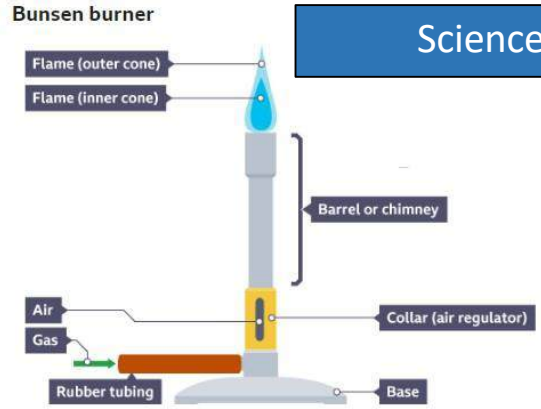
Autumn 1: Creation and Covenant Questions	Autumn 2: Prophesy and Promise Questions	Spring 1: From Galilee to Jerusalem Questions
1. What is revelation? 2. What are the two ways that God can reveal himself? 3. What does Acts 17:24-28 tell us about God? 4. How would you describe God? Explain your answer. 5. What does Genesis 1 tell us about how God created the world? 6. What can we learn from Genesis 2? 7. Explain the three different interpretations of the creation stories. 8. Which interpretation of the creation story do you most agree with? Why? 9. What is Laudato Si'? 10. Who wrote Laudato Si'? 11. Summarise what Laudato Si' says into five bullet points. 12. What can you do to help the world? List as many things as you can think of. 13. Choose 5 key words for this topic. Write the word and the definition out, and then draw a symbol to help you remember the meaning of the word.	1. What is the Bible? 2. List 10 facts about the Bible. 3. Who reads the Bible? 4. Name 5 books od the Bible. 5. How many extra books does a Catholic Bible have? What are these called? 6. Write simple instructions explaining how to look up a Bible Reference. 7. Explain, in as much detail as you can, how the Bible came to be. 8. Explain at least four reasons why the Bible is important. Tell me which is the most important reason, and why you think that. 9. What is a Psalm? 10. Why are Psalms important? 11. Attempt to write a Psalm. (This means write a poem about God.) 12. Do you use the Bible in your life? Explain why or why not. 13. Choose 5 key words for this topic. Write the word and the definition out, and then draw a symbol to help you remember the meaning of the word.	1. What does the word 'incarnate' mean? 2. Explain what the Incarnation is. 3. What does hypostatic union mean? 4. Explain why some people may find it hard to understand how Jesus could have a hypostatic union. 5. What does the Nicene Creed tell us about Jesus? 6. What is Heresy? 7. Explain the three criteria you need to meet to be classed as committing Heresy. 8. What did Arius believe? 9. What did St Athanasius believe? 10. Who, out of Arius and St. Athanasius, was called a heretic? Why? 11. For each title of Jesus, design a symbol to represent the meaning of the title. 12. Which title do you think best describes Jesus? Explain why you think that. 13. Choose 5 key words for this topic. Write the word and the definition out, and then draw a symbol to help you remember the meaning of the word.

Science – TERM 1 – Working Scientifically

Science

Below are some important safety rules, which should always be followed in a laboratory (lab)

- Always wear eye protection during a practical.
- Carry out a practical while standing up.
- Do not eat or drink in the laboratory.
- Tie long hair back and tuck loose clothing in during practicals.
- If something is spilled or broken, tell the teacher.
- Ensure that the floor and work space is clear of obstacles.



Hazard symbols show people how dangerous a chemical is, and what care should be taken when handling them.

Symbols can be used all over the world and are immediately recognisable, so it does not matter which language is used

Air hole	Flame	Use
Fully open	Roaring flame	Heating strongly
Partly open	Blue flame	Heating gently
Closed	Safety flame	When not in use

How to use a Bunsen burner:

1. Make sure there are no breaks or holes in the gas hose.
2. Put the Bunsen burner on a heat-resistant mat, making sure it isn't near the edge of the bench.
3. Turn the collar to ensure the air hole of the Bunsen burner is closed.
4. Hold a lit splint 1-2 cm above the top of the barrel of the burner.
5. Turn on the gas at the gas tap, and the Bunsen burner will burn with a yellow flame.
6. Extinguish the splint and place it on the heat-resistant mat.

Science

Independent variable: The variable that you change
Dependent variable: The variable that is measured
Control variable: A variable that should be kept the same

Prediction: What you think your results will show and why.

Risk assessment: Identify hazards, the harms they can do and how you will minimize any risks in a practical investigation.

Method: Step-by-step instructions for how to carry out a practical investigation.

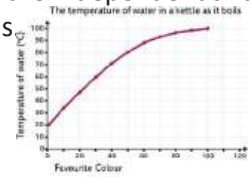
Results table: As the practical is carried out, write the results in a table.

Anomalies: result that is much higher or lower than the general pattern

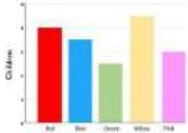
Calculating a mean

1. Check for anomalies – circle them and ignore
2. Add up the remaining results for that value
3. Divide the total by the number of results

The most common ways of presenting data in science are:
•A **line graph** should be used when the independent and dependent variables are continuous

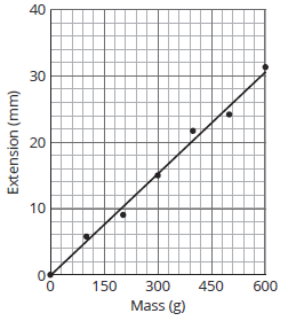


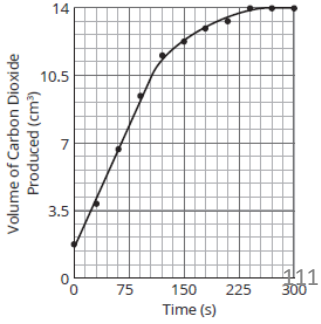
• A **bar chart** should be used if the independent variable is discontinuous .



Once points have been plotted for a line graph, draw a **line of best fit**:

- ✓ Does NOT have to go through 0,0
- ✓ The line should be drawn through as many points as possible,
- ✓ Equal numbers of points above and below the line.
- ✓ Anomalies should be ignored.
- ✓ It may be straight or curved





Diagrams are used when drawing practical equipment to make it easier to recognize, and quicker to draw

Name of apparatus	Drawing	2D cross section diagram
Beaker		
Test tube		
Conical flask		
Measuring cylinder		
Tripod		
Gauze		

Name of apparatus	Drawing	2D cross section diagram
Bunsen burner		
Evaporating basin		
Filter funnel		
Condenser		
Round-bottom flask		

Science – Term1 - Forces

Forces on an object are either balanced or unbalanced, and this affects the **motion** of the object.

Forces	Motion
Balanced	• Stationary (not moving) or • Moving at a constant speed
Unbalanced	• Changing speed (accelerating or decelerating) or • Changing direction

Resultant force = overall force on an object

The unit for force is Newtons (N)

Slowing down:

Speeding up:

Constant speed:

Keywords

Balanced forces = forces are equal in opposite directions

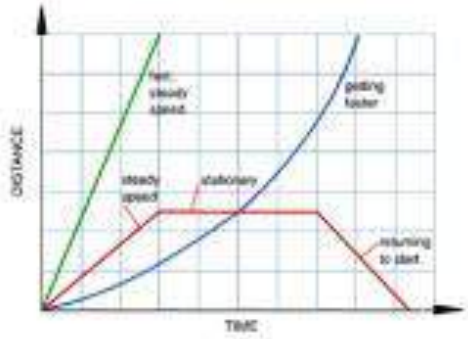
Unbalanced forces = forces in opposite directions are not equal in size

Accelerating = speeding up Decelerating = slowing down

Speed = distance ÷ time

The unit we use for speed is usually m/s metres per second – but you should always check the units given for distance and time

Distance time graphs



Horizontal line = stationary (not moving)
Diagonal line = moving at a constant speed
Steeper line = a faster constant speed
Downwards diagonal line = going backwards
Curved line = changing speed:
accelerating decelerating
The gradient (steepness) of a line tells you the speed of the object

Science – TERM 1 – particle model

Particle theory
All matter is made up of particles. Particles are found in three main states of matter. Particles behave differently in the three states.

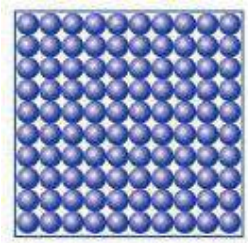
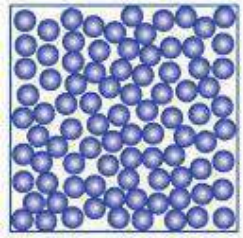
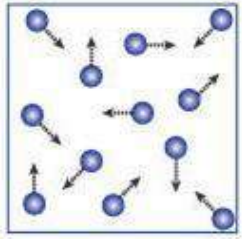
Types of substance
Pure – made up of only one type of substance
Impure – a mixture of different substances
Mixture - the different types of particle in a **mixture** are not chemically combined, and can be separated

ates of matter – how particles can be arranged in matter - lid, liquid, gas

Changes of state – moving from one state of matter to another - evaporation, condensation, freezing, melting

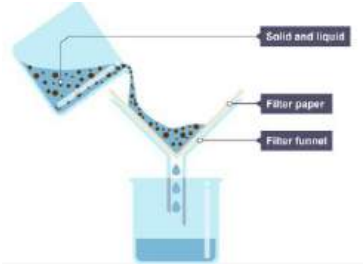
Changes of state that take in energy:
Melting – from solid to liquid
Evaporation – from liquid to gas

Changes of state that release energy:
Freezing – from liquid to solid
Condensation – from gas to liquid

		
Solid	**Liquid**	**Gas**
Particles are in a regular, fixed arrangement Particles vibrate in a fixed position (but do not move)	Particles are arranged randomly and can move – they slide past and over each other,	Particles can move in all directions, and show random movement. Particles are far apart.
Least amount of energy	More energy	Highest amount of energy
Fixed volume and shape	Fixed volume, shape can change	No fixed volume or shape – can be compressed

Science – TERM 1 – separating mixtures

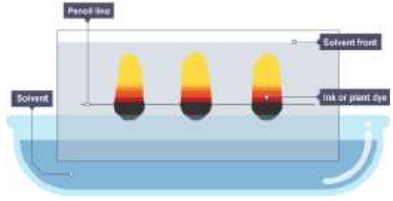
Filtration Used for separating an insoluble solid from a liquid. e.g. sand from water



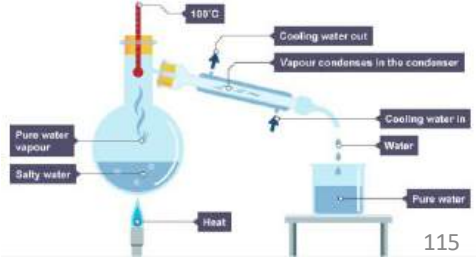
Keyword	Meaning
Soluble	Will dissolve
Insoluble	Will not dissolve
Solvent	The liquid that dissolves in a substance
Solute	The solid that gets dissolves
Solution	The mixture of solvent and solute
Saturated	When no more solute will dissolve
Solubility	A measure of how much of a substance will dissolve.

Evaporation or crystallisation. Used to get a soluble solid from a solution. e.g. salt from salt water

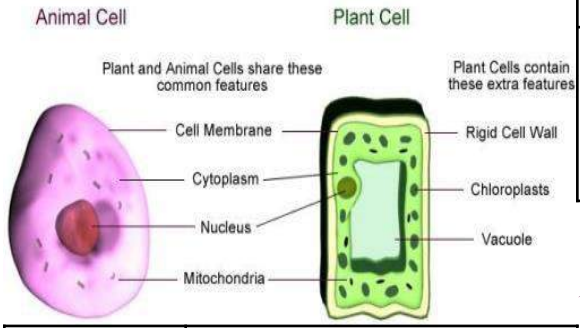
Chromatography This is used to separate out the substances in a liquid. Simple chromatography is done on paper e.g. the individual dyes in ink or paint



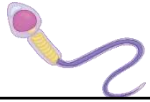
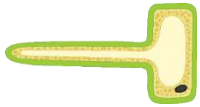
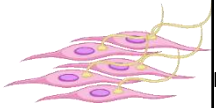
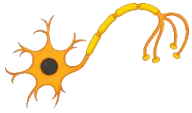
Distillation Used for separating a liquid from a solution. It involves evaporating and condensation. e.g. water from salt water



Year 7 – Term 1 - organisms



Cell part	Function
Cell Membrane	Controls what things can enter and leave the cell
Cytoplasm	The place in the cell where chemical reactions happen
Nucleus	The control centre of the cell, where DNA is stored
Mitochondria	Release energy by Respiration
Cell Wall	Stops the cell from bursting and keeps its shape
Chloroplasts	Make food by Photosynthesis
Vacuole	Stores cell sap and helps keep the cell's shape

	Specialised Cell	Function	Adaptations
	Sperm Cell	Find and fuse with the egg cell	• Long tail to allow it to move • Lots of mitochondria to provide energy
	Root Hair Cell	Absorb water & minerals for the plant	•Long root hair shape helps get between grains of soil •Large surface area maximises rate of water absorption
	Muscle Cell	To move the body	•Contains special proteins that allow it to change shape •Has lots of mitochondria to provide energy
	Nerve Cell	To carry nerve impulses around the body	•The ends of the cell connect to other nerve or muscle cells •Conducts electricity to carry impulses from one end to the other
	Ciliated Epithelial Cell	To move mucus through the airways	•Has cilia (tiny hairs) to waft mucus through the airway.
	Red Blood Cell	Carry oxygen around the body	• Has no nucleus (more room for haemoglobin) • Concave shape (Large surface area)

Term 2 – acids & alkalis

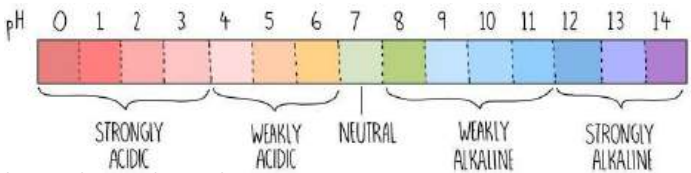
Keyword	Meaning
Acid	A substance with a pH of less than 7
Alkali	A substance with a pH of more than 7
Neutral	A substance with a pH of 7
Indicator	A substance that when added to a chemical will change colour to show the type of chemical
Neutralisation	A chemical reaction that occurs when acid and alkali react to form a neutral chemical

Litmus paper

- Alkali will turn red litmus paper blue
- Acid will turn blue litmus paper red
- Neutral substances will not affect either litmus paper

Not as useful as universal indicator paper or liquid, as it does not indicate strength of an acid or alkali

pH scale



The numbers indicate the pH
The colour is achieved using universal indicator liquid or paper

Neutralisation reactions

Universal indicator will be green to indicate pH 7 after a neutralisation reaction.

To neutralise acid, add alkali. To neutralise alkali, add acid.

Acid + alkali → salt + water

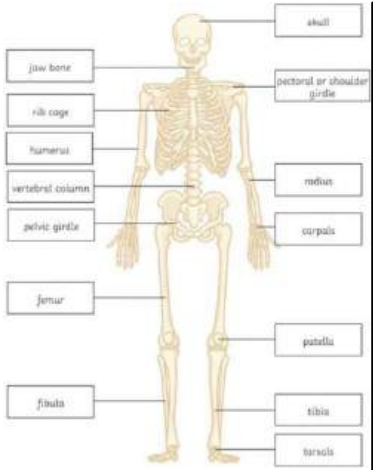
Using a different acids forms different salts e.g.
hydrochloric acid + sodium hydroxide → sodium **chloride** + water
nitric acid + sodium hydroxide → sodium **nitrate** + water
sulphuric acid + sodium hydroxide → sodium **sulphate** + water

Hazards of working with acids & alkalis

corrosive

irritant

Acids and alkalis can be made less hazardous by diluting them – this means adding water. We only use dilute acids and alkalis in the lab.
We must ALWAYS wear goggles when using acids and alkalis, e$_1$v$_1$e$_7$n if they are dilute.



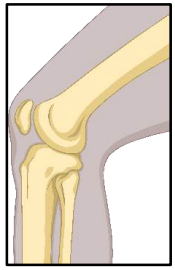
KEYWORDS

Joint: A **Joint** is where two bones meet. Joints have different names, depending on how the bones move round each other.

Cartilage: Cartilage is a rubbery substance that covers the ends of bones to stop them wearing away. Cartilage also gives your nose and ears their shape!

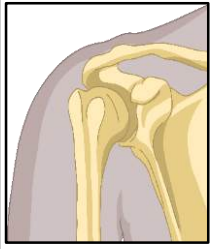
Ligament: Our skeleton can't stay together by itself. **Ligaments** are stringy tissues that hold the bones together at joints.

Tendon: **Tendons** are special fibres (like strings) that connect our bones to our muscles to allow us to move.



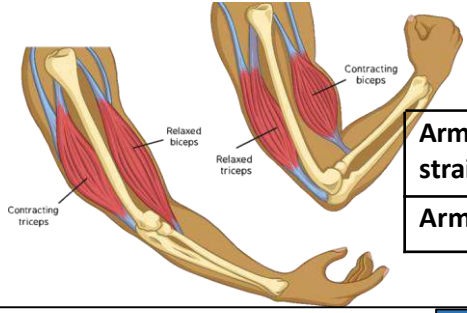
- A hinge joint allows backwards and forwards movements.
- Knees and elbows are hinge joints.

- A ball and socket joint allows movement in all directions.
- Shoulders and hips are ball and socket joints.



Functions of the Skeleton	
Protection	Our bones help to keep our softer organs safe, particularly our **rib cage** (which protects our heart and lungs) and our **skull** (protecting our brain)
Moving	Our muscles work together with our bones to help us to move more easily.
Support	Without our bones, we would be floppy, just like slugs and snails!
Making Red Blood Cells	Inside our bones is a substance called marrow. This tissue makes all the red blood cells in our body that we need to carry oxygen.

Skeletal muscles always work in **antagonistic pairs.**
Muscles can't push, they can only pull, so when one muscle contracts and pulls, the other relaxes.



	Triceps	Bicep
Arm straight	Contracted	Relaxed
Arm bent	Relaxed	Contracted

Skills

1. What is meant by the independent variable?
2. What are control variables?
3. Which type of variable is measured?
4. What is an anomaly?
5. How do you calculate a mean?
6. What is this the hazard symbol for?

7. When do we use a bar chart?
8. When do we use a line graph?
9. What are the two types of lines of best fit?
10. How do you change a Bunsen burner to be on the roaring flame?

Acids & alkalis

1.What colour would a strong acid turn universal indicator?

2.What colour is neutral?

3.What occurs when you add an acid to an alkali?

4. What are the two products made by this reaction?
5. What does a pH value of 0-6 mean?
6. What does a pH value of 7 mean?
7. What does a pH value of 8-14 mean?
8. What does it mean to 'dilute' a chemical?
9. What does this symbol mean?

10. What colour would red litmus paper turn when testing an alkali?

Organisms

1. What is the function of the nucleus?
2. What 3 extra parts are found in plant cells but not animal cells?
3. What does the cell membrane do?
4. Which cell part carries out respiration?
5. How is a sperm cell adapted for it's function?

Organisms (cont)

6. How is the root hair cell adapted for it's function?
7. What is a ligament?
8. Which joint tissue attaches muscle to bone?
9. What is meant by antagonistic pairs of muscles?
10. What are the four main functions of the skeleton?
11. Give an example of a ball and socket joint

Forces

1. What is meant by balanced forces?
2. What unit is used to measure force?
3. If an object is stationary, are the forces balanced or unbalanced?
4. If an object is accelerating, are the forces balanced or unbalanced?
5. How do you calculate speed?
6. What is the most common unit for speed?
7. On a distance time graph, what does a flat line show?
8. What does a diagonal line show?
9. What does a steeper line show?
10. What is meant by resultant force?

Particles

1. How do particles behave in a solid?
2. In which states of matter can particles move?
3. In which state of matter do particles have the most energy?
4. What is melting?
5. What is freezing?
6. What is evaporating?
7. What is condensation?
8. What is diffusion?
9. What is a mixture?
10. Name four separating techniques

Spanish – El español

¡Hola!	¿Cómo te llamas?	Me llamo Emma.	¿Y tú?	Me llamo Alí.
Hello!	What are you called?	I am called Emma.	And you?	I am called Alí.

¿Qué tal? How are you?

Fenomenal. Great. Bien. Fine. Regular. Not bad. Fatal. Awful.	¿Y tú? And you?

¿Dónde vives? Where do you live?

Vivo en Brasil. I live in Brazil.
Vivo en Chile. I live in Chile.
Vivo en Londres. I live in London. Vivo en Mallorca. I live in Majorca. Vivo en México. I live in Mexico.
Vivo en Perú. I live in Peru.
Vivo en Valencia. I live in Valencia.

¡Adiós! Goodbye!

¿Qué tipo de persona eres? What sort of person are you?

Soy I am Eres You are Es He is She is	divertido/a amusing, funny, fun estupendo/a brilliant fenomenal fantastic generoso/a generous genial great guay cool listo/a clever serio/a serious simpático/a nice, kind sincero/a sincere tímido/a shy tonto/a silly tranquilo/a quiet, calm	y and y también and also pero but pero no but not	divertido/a. amusing, funny, fun. estupendo/a. brilliant. fenomenal. fantastic. generoso/a. generous. genial. great. guay. cool. listo/a. clever. serio/a. serious. simpático/a. nice, kind. sincero/a. sincere. tímido/a. shy. tonto/a. silly. tranquilo/a. quiet, calm.

¿Cuál es tu pasión? What is your passion?

Mi pasión es My passion is	el deporte. sport. el fútbol. football. el tenis. tennis. la música. music.	¡Es estupendo/a! It's brilliant! He's brilliant! She's brilliant! ¡Es genial! It's great! He's great! She's great! ¡Es guay! It's cool! He's cool!
Mi héroe es My hero is	Cesc Fàbregas. Cesc Fàbregas. Marc Gasol. Marc Gasol. Rafael Nadal. Rafael Nadal. Shakira. Shakira.	

¿Tienes hermanos? Do you have any brothers or sisters?	
Tengo I have Tienes You have Tiene He has She has	un hermano. a brother. dos hermanos. two brothers. a brother and a sister. una hermana. a sister. dos hermanas. two sisters. un hermanastro. a half-brother/stepbrother. dos hermanastros. two half-brothers/stepbrothers. a half-brother/stepbrother and a half-sister/stepsister. una hermanastra. a half-sister/stepsister. dos hermanastras. two half-sisters/stepsisters.
No tengo hermanos. I don't have any brothers or sisters.	Soy hijo único. I am an only child (male). Soy hija única. I am an only child (female).

¿Cuántos años tienes? How old are you?

Tengo once años = I am 11 years old Tengo

doce años = I am 12 years old

¿Tienes mascotas? *Do you have any pets?*

Tengo I have	un *a*	caballo *horse.* conejo *rabbit.* gato *cat.* perro *dog.* pez *fish.* ratón *mouse.*	blanco. *white* gris. *grey* marrón. *brown* naranja. *orange* negro. *black*	Es *It is*	un poco *a bit* bastante *quite* muy *very*	divertido. *amusing, funny, fun.* genial. *great.* listo. *clever.* simpático. *nice, kind.* tímido. *shy.* tonto. *silly.*
	una *a*	cobaya *guinea pig.* serpiente *snake.*	blanca. *white* gris. *grey* marrón. *brown* naranja. *orange* negra. *black*			divertida. *amusing, funny, fun.* genial. *great.* lista. *clever.* simpática. *nice, kind.* tímida. *shy.* tonta. *silly.*
	dos *two*	caballos *horses.* conejos *rabbits.* gatos *cats.* perros *dogs.* peces *fish.* ratones *mice.*	blancos. *white* grises. *grey* marrones. *brown* naranjas. *orange* negros. *black*	Son *They are*		divertidos. *amusing, funny, fun.* geniales. *great.* listos. *clever.* simpáticos. *nice, kind.* tímidos. *shy.* tontos. *silly.*
	tres *three*	cobayas *guinea pigs* serpientes *snakes.*	blancas. *white* grises. *grey* marrones. *brown* naranjas. *orange* negras. *black*			divertidas. *amusing, funny, fun.* geniales. *great.* listas. *clever.* simpáticas. *nice, kind.* tímidas. *shy.* tontas. *silly.*

No tengo mascotas. *I don't have any pets.*

¿Qué te gusta hacer? *What do you like to do?*				
Me gusta *I like* Me gusta mucho *I really like* No me gusta *I don't like* No me gusta nada *I really don't like*	chatear *to chat online* escribir correos *to write emails* escuchar música *to listen to music* jugar a los videojuegos *to play videogames* leer *to read* mandar SMS *to send text messages* navegar por Internet *to surf the net* salir con mis amigos *to go out with my friends* ver la televisión *to watch TV*	porque es *because it is*	un poco *a bit* bastante *quite* muy *very*	aburrido. *boring.* divertido. *amusing, funny, fun.* estúpido. *stupid.* guay. *cool.* interesante. *interesting.*
		porque no es *because it isn't*		

¿Qué haces en tu tiempo libre? *What do you do in your spare time?*	Todos los días *Every day* A veces *Sometimes* De vez en cuando *From time to time* Nunca *Never*	bailo *I dance* saco fotos *I take photos* toco la guitarra *I play the guitar*	y *and* y también *and also*	canto karaoke. *I sing karaoke.* hablo con mis amigos. *I talk with my friends.* monto en bici. *I ride my bike.*

¿Qué haces cuando *What do you do when*		hace buen tiempo? *it's nice weather?* hace calor? *it's hot?* hace frío? *it's cold?* hace sol? *it's sunny?* llueve? *it's raining?* nieva? *it's snowing?*			
Cuando *When*	hace buen tiempo, *it's nice weather,* hace calor, *it's hot,* hace frío, *it's cold,* hace sol, *it's sunny,* llueve, *it's raining,* nieva, *it's snowing,*	bailo *I dance* canto karaoke *I sing karaoke* hablo con mis amigos *I talk with my friends* monto en bici *I ride my bike* saco fotos *I take photos* toco la guitarra *I play the guitar*	y *and* o *or*	bailo. *I dance.* canto karaoke. *I sing karaoke.* hablo con mis amigos. *I talk with my friends.* monto en bici. *I ride my bike.* saco fotos. *I take photos.* toco la guitarra. *I play the guitar.*	¡Me gusta! *I like it!* ¡Me gusta mucho! *I like it a lot!* ¡Me gusta muchísimo! *I really, really like it!* ¡Me encanta! *I love it!* ¡Qué bien! *Isn't it great!*

¿Qué deportes haces? *What sports do you do?*

Los lunes *On Mondays* Los martes *On Tuesdays* Los miércoles *On Wednesdays* Los jueves *On Thursdays* Los viernes *On Fridays* Los sábados *On Saturdays* Los domingos *On Sundays*	hago artes marciales *I do martial arts* hago atletismo *I do athletics* hago equitación *I do/go horseriding* hago gimnasia *I do gymnastics* hago natación *I do/go swimming* juego al baloncesto *I play basketball* juego al fútbol *I play football* juego al tenis *I play tennis* juego al voleibol *I play volleyball*	y *and* o *or* también *also*	hago artes marciales. *I do martial arts.* hago atletismo. *I do athletics.* hago equitación. *I do/go horseriding.* hago gimnasia. *I do gymnastics.* hago natación. *I do/go swimming.* juego al baloncesto. *I play basketball.* juego al fútbol. *I play football.* ¡juego al tenis. *I play tennis.* juego al voleibol. *I play volleyball.*	¡Me gusta! *I like it!* ¡Me gusta mucho! *I like it a lot!* ¡Me gusta muchísimo! *I really, really like it!* ¡Me encanta! *I love it!* ¡Qué bien! *Isn't it great!* ¡Es muy divertido! *It's really fun!*
	no hago nada. *I don't do anything.*			

¿Qué estudias? *What do you study?*				
Los lunes *On Mondays* Los martes *On Tuesdays* Los miércoles *On Wednesdays* Los jueves *On Thursdays* Los viernes *On Fridays*	estudio *I study* estudiamos *we study*	ciencias *science* dibujo *art* educación física *PE* español *Spanish* francés *French* geografía *geography* historia *history* informática *ICT* inglés *English* matemáticas *maths* música *music* religión *RE* teatro *drama* tecnología *technology*	y *and* y también *and also*	ciencias. *science.* dibujo. *art.* educación física. *PE.* español. *Spanish.* francés. *French.* geografía. *geography.* matemáticas. *maths.* música. *music.* religión. *RE.* teatro. *drama.* tecnología. *technology.*
			e *and (before hi/i)* y también *and also*	historia. *history.* informática. *ICT.* inglés. *English.*

¿Te gustan tus asignaturas? *Do you like your subjects?*

Me gusta *I like* Me gusta mucho *I really like* Me encanta *I love* No me gusta *I don't like* No me gusta nada *I really don't like*	el dibujo *art* el español *Spanish* el francés *French* el inglés *English* la educación física *PE* la geografía *geography* la historia *history* la informática *ICT* la música *music* la religión *RE* la tecnología *technology*	porque *because*	el profesor *the teacher (male)* la profesora *the teacher (female)* es *is*	es *is* no es *is not*	un poco *a bit* bastante *quite* muy *very*	divertido/a. *amusing, funny, fun* paciente. *patien* raro/a. *odd.* severo/a. *strict.*
				un poco *a bit* bastante *quite* muy *very*	aburrido/a. *boring.* difícil. *difficult.* divertido/a. *amusing, funny, fun.* fácil. *easy.* importante. *important.* interesante. *interesting.* práctico/a. *practical.* útil. *useful.*	

Spanish – El español

Question	Your answer
¡Hola! ¿Qué tal?	
¿Cómo te llamas?	
¿Cuántos años tienes?	
¿Cuándo es tu cumpleaños?	
¿Qué tipo de persona eres?	
¿Tienes mascotas?	
¿Cómo se escribe tu nombre?	
¿Qué deporte haces?	
¿Qué te gusta hacer en tu tiempo libre?	
¿Qué haces cuando llueve?	
¿Qué vas a hacer este fin de semana?	
¿Qué estudias en tu instituto?	
¿Qué asignatura te gusta en tu instituto y por qué?	
¿Qué asignatura no te gusta en tu instituto y por qué (no)?	