

Knowledge Organiser

Year 7

Cycle One



Personal details

Name:	
Tutor Group:	Tutor:
Head of Year:	House Group:

Key log in information

My school email:	@cranbrook.education
My school password:	
Classcharts code:	

Sparx	sparxmaths.uk	sparxscience.com
Username:		
Password		

Educake	educake.co.uk
Username:	
Password	

Bedrock - literacy	app.bedrock.learning.org
Username:	
Password	

French languagenut	languagenut.com
Username:	
Password	



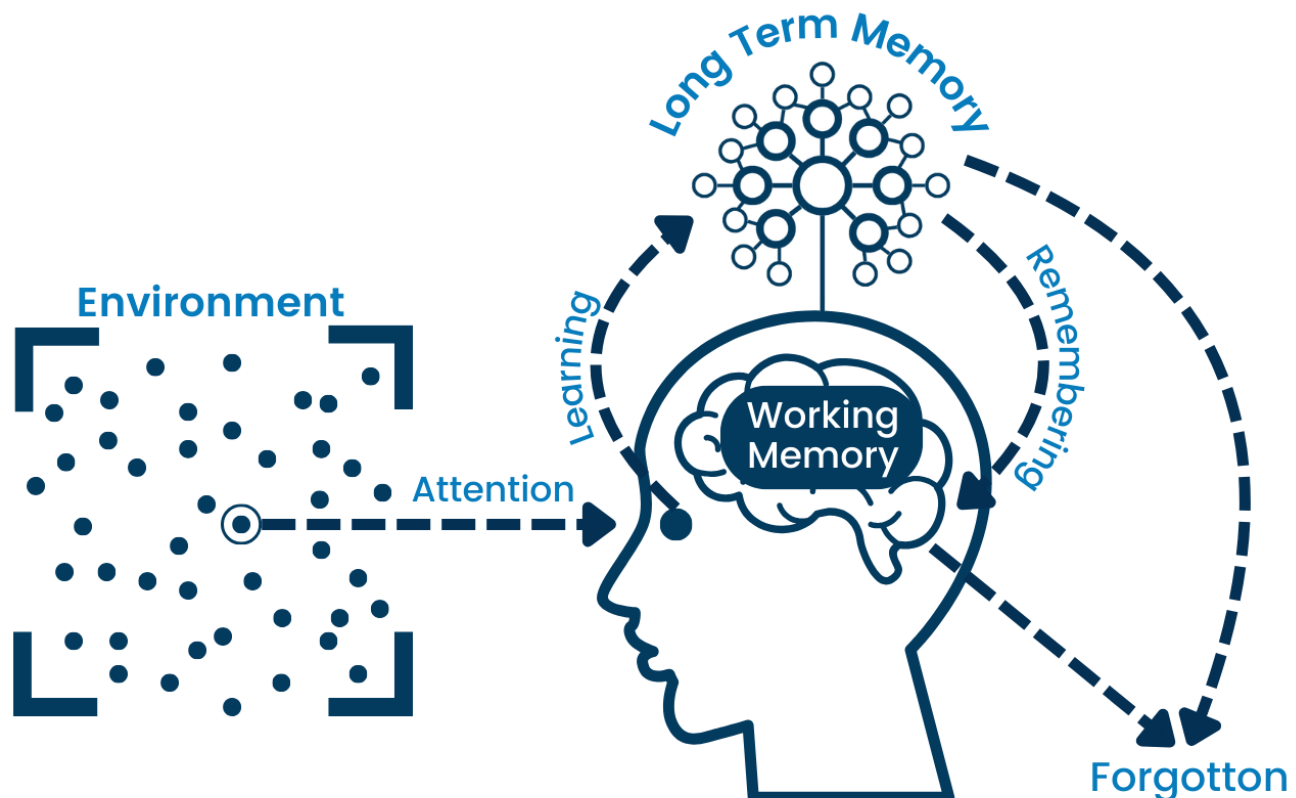
How do we learn?

In your lessons at CEC, teachers plan every minute to ensure the **teaching habits** and strategies they use create a productive learning **environment** and focus your **attention** on the most important content. The information you receive in class is held and dealt with by your **Working Memory** (sometimes called your **short term memory**). Your working memory capacity is limited, meaning you can only deal with a few pieces of new information at a time before you get overloaded - this is called your **Cognitive Load**.

Once in your working memory, new information can be dealt with and transferred to your **Long Term Memory** - this is what learning actually is. Once in your long term memory, the information is organised into **schema** - you organise new memories and link them to your previous experiences. The information in these **schema** can then be recalled to help you understand new information and importantly, this does not use up the limited slots in your working memory. If information is not effectively **learned** or **encoded** from your working to your long term memory, it will be forgotten.

Retrieval practice will help to make sure your schema are well developed and that you are able to link all the knowledge you will need for your lessons. Retrieval practice is exactly what the name suggests - practising retrieval, and then applying, all of that information stored in your long term memory. Again, if you don't regularly practise remembering this information, it can become **forgotten**.

The model below summarises this process showing how new information moves from your environment (what is in happening in your classroom), eventually forming new and valuable memories.



Your Knowledge Organiser

This booklet contains **knowledge organisers** (or **KOs**) for all your subjects. Each knowledge organiser has the key facts and most powerful information that needs to be **memorised** to help you master your subjects and be successful in lessons. Your teachers have carefully selected the information included to ensure you construct the most effective schema, meaning you can recall the information you need in class to master your subjects.

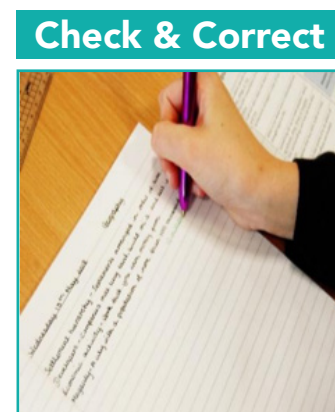
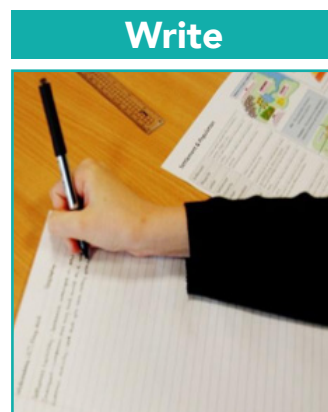
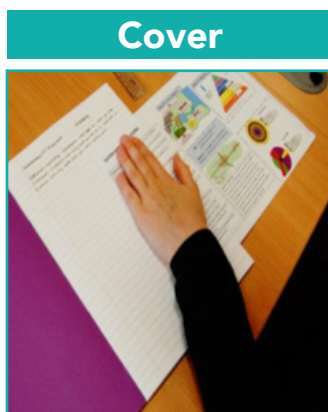
Each week as part of your independent study, you'll be asked to use your knowledge organiser to review this key content, ready for it to be used in class.

How can I use my Knowledge Organiser?

Your knowledge organiser is a great resource for use at any time at home or in school. Being able to **recall** the information it contains from your long term memory will help you have a really **high success rate** in lessons. One of the most effective ways of forming strong long term memories is by quizzing yourself. In fact, research shows that pupils remember 50% more when they test themselves after learning something new. Simply reading through your knowledge organiser is helpful, but there are also far more effective ways to memorise the important content.

How can I self-quiz?

- » **Cover-Write-Check:** Your teacher may direct you to read a specific section or week of your KO. Once you've read the information, **cover** it up and **write** out as much as you can from memory. Next, **check** the KO to see if you're right, then **correct** any mistakes in your purple pen. Repeat this process two more times - even if you got 100% correct.



- » **Self-quizzing questions:** Use the content in your KO to write a series of questions (vary the command words you use - *state, describe, explain, compare* and so on) and then quiz yourself to ensure you can answer them. Save the questions and use them for some spaced practice, or quiz a friend with them.
- » **Create flashcards:** These could be double-sided with a question on one side and the answer on the other. Alternatively, try a keyword on one side and a definition or diagram on the reverse. These can then be used for self-quizzing. The best way to use flashcards is called the Leitner System - find out more about it here: tinyurl.com/34e5p6f6
- » **Draw a mind-map:** jot down everything that you remember from the KO and make links between the ideas. Check for accuracy and repeat.

- » **Make up mnemonics:** (eg. MRS GREN) to help you remember key facts. Write these out from memory.
- » **Make Cornell notes:** This system of note taking makes revision and retrieval practice really easy due to the layout of the notes. Set up a page with the four sections shown in the diagram:
 - » **Subject** - write the title of your topic;
 - » **Recall** - this could be questions or keywords;
 - » **Notes** - write descriptions, explanations and examples from the content you studies here; and
 - » **Summary** - in one sentence, give an overview of everything in the notes.

Name	Date	
Subject	Page #	
recall column	notes column	
summary		

Once your notes page is complete, you could cover the notes and recall section and see how much of the content you can write down - then check and correct. Alternatively, cover up the notes section and try to answer the questions you wrote in the recall section. Find out more about how to prepare and use Cornell notes here <https://www.youtube.com/watch?v=WtW9lyE04OQ>.

What are the independent study expectations?

During your independent learning, you may be asked to show you've used your Knowledge Organiser in various ways. For some subjects, you may be asked to review your KO and then complete an online quiz. In other subjects, such as Art and Drama, you may be asked to complete Cover-write-check or Cornell notes. No matter how you are asked to use it, the aim is the same - to build strong long term memories that you then recall and use in class.

When completing any written work from your KO, you should complete it in your green **Knowledge Organiser workbook**. You must:

- » Check your schedule to see which subject you should be working on each day
- » Write the date and subject heading for each piece of work
- » Complete one full page for each subject on the schedule in your workbook
- » Make sure you always use your knowledge organiser after you have finished to mark, evaluate and correct your own work in your purple pen.

For online Sparx tasks, assignments must be completed to 100% in both Maths and Science. For Sparx Reader, a total of 300 Sparx Reader Points must be achieved for each assignment.



Independent study schedule

The schedule below shows you what independent study you should be completing each day. This includes your online work such as Sparx, Language nut and Bedrock; and subjects where you should use some of the self-quizzing techniques detailed above in your green **Knowledge Organiser workbook**.

The schedule also shows how long you should spend on each task, the day you are allocated time to complete the task and also the day the task needs to be handed in. Specialist support from your teachers will be available during breaks on the hand in day, but please try to seek help with independent learning as soon as a problem arises.

Work in your KO workbook will be checked in class by your subject teachers. If you have not completed any of your independent study tasks, you will be required to attend a 2 hour non-completion detention after school on the following Monday to catch up and get ahead with your homework.

Year 7 and 8						
	15 min	15 min	15 min	15 min	Specialist support	Non-completion detention
Monday	Sparx maths				MFL Languagenut	Monday afterschool 3-5pm You will not need to attend the detention if all homework is completed by 3pm on Monday
Tuesday	Sparx reader				Sparx Maths	
Wednesday	Sparx Science		History KO		Sparx Reader	
Thursday	Bedrock		Geography KO		Sparx Science and History	
Friday	MFL Languagenut				Bedrock and Geography	

Who can help with my independent study?

There are lots of people who can help with your independent study. **Independent Study club** runs everyday in the library from **3:00 - 4:00**. There is a quiet space to work, computers to use for online tasks and members of staff available to help. It's a great place to complete all your tasks for the day, leaving your evening free to enjoy your other interests.

If you need help with a particular task, your **subject teachers** will be available at break and lunchtime to help with any issues - just make sure **you** see them before the hand-in day and they will be happy to help.

By using the schedule above, we hope you can plan to complete your independent study as well as still enjoying all your other interests, family and friends each day. If you do have any issues, please tell your **tutor or head of year** straight away.

Other useful information

A series of horizontal dotted lines for writing notes.









How should I present my work?

At CEC, we are **PROUD** our work and this shows in the presentation of work in books and booklets.

- » Book work and booklet tasks are completed in **blue** or **black** pen only.
- » Work in books is set out in the same way using **DUMTUMS** (Date, Underline, Miss a line, Title or Learning intention, Underline, Miss a line, Start).
- » Work is underlined with a ruler.
- » All tasks are completed neatly and to the highest of standard.
- » There is no doodling, tearing or scribbling in books or booklets – any defacing will be sanctioned.
- » Any mistakes are neatly crossed through with a single line.
- » There are no unintended empty spaces left in books.
- » Response to feedback and self assessment is completed in a **purple** pen.
- » Any incomplete tasks should have a written reason (such as “absent, on school trip”).
- » The full date should be written at the top left hand side of the page.
- » In Mathematics and Science the date should be written in figures.
- » Each calculation must be clearly numbered with a number or letter to distinguish it from working figures.

What are Talk Tactics?

Oracy - the ability to express yourself fluently in speech - is an important skill for all your subjects. Use the Talk Tactics below in class discussions and to help you formulate your verbal responses to questions.

<p>Instigate: </p> <p>Present an idea or open up a new line of inquiry</p> <p>“ I would like to start by saying _ “ I think ____ “ We haven’t yet talked about _</p>	<p>Probe: </p> <p>Dig deeper, ask for evidence or justification of ideas</p> <p>“ Why do you think ___? “ What evidence do you have to support X idea? “ Could you provide an example?</p>	<p>Challenge: </p> <p>Disagree or present an alternative argument</p> <p>“ I disagree because ____ “ To challenge you X, I think ____ “ I understand your point of view, but have you thought about ____?</p>
<p>Clarify: </p> <p>Asking questions to make things clearer and check your understanding</p> <p>“ So are you saying ____? “ Does that mean ____? “ Can you clarify what you mean by ____?</p>	<p>Summarise: </p> <p>Identify and recap the main ideas</p> <p>“ So far we have talked about ____ “ The main points raised today were ____ “ Our discussion focused on ____</p>	<p>Build: </p> <p>Develop, add to or elaborate on an idea</p> <p>“ Building on X’s idea ____ “ I agree and would like to add ____ “ X’s idea made me think ____</p>



Stop



'They're not bullying you because of you, they're bullying you because of how they are'

Jessie J

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups.

Bullying can take many forms including:

- emotional abuse
- social bullying
- social media
- threatening behaviour
- name calling
- cyberbullying
- sexting

Bullying includes REPEATEDLY:

- people calling you names
- making things up to get you into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from you
- damaging your belongings
- stealing your money
- taking your friends away from you or leaving you out
- posting insulting messages or rumours, in person online
- threats and intimidation
- making silent or abusive phone calls
- sending you offensive texts or messages

Speak



'Blowing out someone else's candles doesn't make yours shine any brighter'

Drake

Speak to someone.

No one has a magic wand, but we always do our best and we do really care.

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.



You're **not** alone

Don't be afraid to tell an adult. **Telling isn't snitching!**



Support



'You always have to remember that bullies want to bring you down because u have something that they admire'

Zak Efron

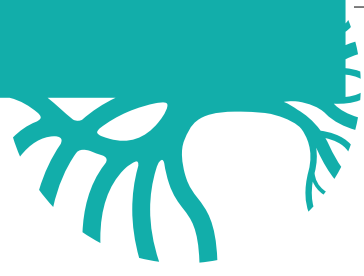
What we do at Cranbrook to deal with bullying:

- **Mentoring** is having a named person you can go to for support at school. Tutor/HOY/Refocus/Other
- **Restorative justice** brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.



Any form of bullying **will not** be accepted at Cranbrook.





Year 7 - Art- Cycle 3	Week 1	Week 3
<p>Key vocabulary/content/ideas</p> <p>Key Vocabulary: Colour, contrast, primary, secondary and tertiary colour, harmonious, hue, collage, perspective</p> <p>Content: Throughout cycle 3 we will be explore the application of colour e.g. mixing, blending and application. As well as how artists use colour to create an overall feel to their work.</p> <p>Ideas: How do colours relate to each other? What are warm and cool tones? Who was Henri Rousseau? What is perspective and composition? What is a landscape painting? What is a collage?</p>	<p>Key Vocabulary: Colour, contrast, primary, secondary and tertiary colour</p> <p>Why is colour important? All art makes use of colour in some way. Your eyes can be drawn to certain parts of an artwork when colour is used correctly. Artists use colour to express themselves and aim to make you feel something when you look at it.</p> 	<p>Key content: Henri Rousseau was known as a naive painter as he had no formal training and was self-taught. This means that his work does not look realistic but more like a simplified version of the real thing. He had a reputation for exaggeration and telling tall tales. When he was a young man, he stole some stamps from a solicitor's office where he worked and to avoid jail time, he volunteered for the army. He did spend 1 month in jail serving a sentence before he could train with the French army. Later in life he said the animals and the jungle scenes he painted was what he remembered from serving in the army in Mexico. However, the army records showed that he didn't leave France but did spend lots of time in the botanical gardens and the zoo near his house. Even if he did exaggerate or even tell lies his work is still charming and interesting.</p>
<p>Week 5</p> <p>Key Vocabulary: Perspective, composition, collage</p> <p>Key content: What is Linear perspective? Linear perspective is mainly seen when you are drawing man-made objects and structure. Because we build house and structures in straight lines the differences in perspective are more obvious. We can clearly see how objects that are the same size appear to be much smaller as they move towards the horizon line.</p> 	<p>Week 7</p> <p>Key vocabulary: The mid-ground: The middle ground is the space naturally occurring between the foreground and the background.</p> <p>Overlap - shapes in the distance will be overlapped by shapes that are closer.</p> <p>Shading – adding shading and shadows to two dimensional shapes can make them appear three dimensional.</p> <p>Placement – Objects that are farther away are placed closer to the horizon line.</p> <p>Size – Objects that are far away appear smaller. Objects that are closer appear larger.</p>	<p>Week 9</p> <p>Key Vocabulary: Analysis, narrative, intention, process, media, technique</p> <p>Key content: Artist Analysis and deconstruction of an artwork plays an integral part of the creative process. We use other artists work to inform our own artwork production. We look at artists and we try to break down their work into manageable parts. We focus on the formal elements of art used such as colour, perspective, shape, texture, tone and many others. We try to understand the physical process that the artist has undertaken to produce the work, such as his mark making or the use of materials. We consider what the meaning of the work is and if the artist has a narrative in their work and we also analyse the mood of the artwork.</p>



Year 7 - Combined Science - Cycle 1

Key vocabulary

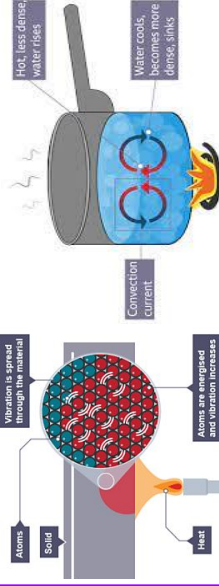
- **Efficiency:** The proportion of energy a system transfers usefully.
- **Energy:** the ability of a system to do work, measured in Joules (J).
- **Fuel:** a substance which contains a store of chemical or nuclear energy that can be easily transferred.
- **Gravitational potential energy:** energy stored in an object due to its position in a gravitational field.
- **Insulation:** method or material used to reduce energy transfer by heating.
- **Kinetic energy:** energy stored in a moving object.
- **Non-renewable (fuel):** an energy resource which will run out as the supply cannot be replaced.
- **Renewable (fuel):** An energy resource that will never run out.

Week 1 - Energy stores and transfers

- **Energy** can be **stored** in different forms: Gravitational potential energy, Kinetic energy, Elastic potential energy, Chemical energy, Nuclear energy, Magnetic energy, Thermal energy.
- Energy can be **transferred** between these stores by: Heating (thermal), Light (radiant), Sound, Electrical Current.
- The **Conservation of Energy** states that energy cannot be created or destroyed, only transferred between stores in a system.
- **Useful energy** is energy in the form needed, in the place it is needed.
- **Wasted energy** is energy in an unwanted form or in an unwanted place.
- The efficiency of a system can be calculated as:
Efficiency = Useful energy transferred / Total energy transferred
- Wasted energy often **dissipates** (spreads out) to the surroundings as heat.

Week 2 - Energy transfer by heating

- Energy transfer by heating in different ways depending on the substance it passes through.
- In solids by **Conduction**. Vibrations passed between particles transfer energy. This is possible because the particles are touching.
- In Fluids (liquids and gases) by **Convection**. Particles in a substance gain energy and move further apart, decreasing the density. Less dense regions of the fluid rise, carrying the energy.
- No material is needed for energy to be transferred by **Radiation**, energy is transferred as Infrared radiation (IR).



Week 3 - Energy resources

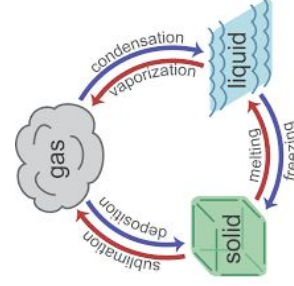
- Energy transfers can be reduced by **insulation**.
- Materials such as plastic and gas are good insulators. Materials which trap air prevent convection.
- **Electricity** is generated from **non-renewable fuels** including fossil fuels (coal, oil and natural gas) which emit **greenhouse gases** and nuclear fuels (uranium), which emit no greenhouse gases but do produce radioactive waste.
- Greenhouse gases including **carbon dioxide** that cause global warming and contribute to climate change.
- **Renewable resources:** Solar; wind, wave, geothermal, tidal, hydroelectric power. These emit no carbon dioxide as no fuel is burned.
- Renewable resources can be **unreliable**.

Week 4 - The particle model

- All **matter** is made up of tiny particles.
- The **particle model** explains state changes in terms of the arrangement, movement and energy stored in its particles.
- **Solids:** the particles are held closely together, by strong forces of attraction. Particles are arranged in a regular pattern and vibrate (wobble) about fixed positions.
- **Liquid:** the particles are also held closely together by fairly strong forces of attraction. However, the particles can move past each other.
- **Gas:** the particles are far apart from each other because the forces of attraction between them are weak. Particles move quickly in all directions.

Week 5 - Changes in state

- Transferring **energy** to a substance causes an increase in temperature.
- When the particles of a substance gain enough energy, the substance will undergo a **change in state**.



- Changes in state are **physical changes**, which means they can be reversed.



Key vocabulary	Week 6 - Mixtures and purity	Week 7 - Cells
<ul style="list-style-type: none"> ● Atom: the smallest particle of a chemical element that can exist ● Compound: contains two or more types of atom chemically combined together ● Element: a substance that contains just one type of atom ● Mixture: contains two or more substances that are not joined together ● States of matter: one of three different forms a substance can have (solid, liquid or gas) ● Cell surface membrane: thin barrier surrounding the cell that controls what enters and leaves. ● Cytoplasm: this is the jelly-like substance where the chemical reactions take place in the cell. ● Mitochondria: a structure found inside cells where aerobic respiration happens. ● Nucleus: a large structure that contains genes that control the activities of the cell . 	<ul style="list-style-type: none"> ● Pure substances: are the same in all parts (fixed composition) and we can't separate them into other substances using physical methods (e.g. filtering or picking bits out). ● Pure substances can be an element or compound, with no other substances mixed in. ● Pure substances have a fixed melting and boiling point. ● Mixtures are impure substances, that contain elements and/or compounds that are not chemically joined together. ● Mixtures do not have a fixed composition and can be separated using physical methods. ● Mixtures melt and boil over range of temperatures. ● A flat section on a heating/cooling curve indicates a change in state. 	<ul style="list-style-type: none"> ● All living things carry out the 7 life processes: Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion and Nutrition. ● Cells are the basic units from which tissues and all living things are made. ● Animal and plant cells have a nucleus and are described as eukaryotic cells. ● All animal cells have the same basic parts: nucleus, cytoplasm, cell surface membrane, mitochondria and ribosomes. ● Plant cells have thick cell walls and may have other features not found in animal cells: chloroplasts and a permanent vacuole. ● Bacteria cells do not have a nucleus and are described as prokaryotic organisms.
Week 8 - Specialised cells	Week 9 - Organising organisms	Week 10 - Using microscopes
<ul style="list-style-type: none"> ● Some cells are specialised and have special functions (jobs). There are about 200 different types of specialised cells in humans. ● All human cells have the same basic design, but their sizes, shapes and sub-cellular structures can be different, so that specialised cells are adapted to their functions. ● Differentiation describes the process by which less specialised cells become more specialised for a particular function. ● Nerve cells (neurons) carry electrical impulses around your body. They are long and thin. ● Red blood cells transport oxygen around your body. They have a disc shape and unlike most animal cells they have no nucleus. ● Root hair cells have a large surface area to enable them to absorb water and nutrients from soil. 	<ul style="list-style-type: none"> ● A group of similar cells that perform a particular function are known as a tissue. ● 2 or more tissues working together are known as an organ. ● A number of organs working together in the body are known as an organ system. E.g. the digestive system and the nervous system. ● An organism is made up of a number of organ systems. ● The skeletal system is made up of your bones, ligaments and tendons. It provides structure, produce blood cells and protect your body. ● Your muscular system works with your skeletal system to enable your body to move. ● Your muscles work in antagonistic pairs - when one muscle contracts and shortens, the other muscle relaxes and lengthens. 	<ul style="list-style-type: none"> ● A microscope is used to magnify tiny things, such as cells. ● To use a light microscope safely: <ol style="list-style-type: none"> 1. Always start with the objective lens with the lowest magnification. 2. Place the slide you want to observe on the stage, holding it in place with the clips. 3. Adjust the light source so that the light goes up through the slide. 4. Look through the eyepiece and adjust the focusing wheel slowly until the image is clear . 5. Repeat steps 1 to 4 using an objective lens with a higher magnification to see the object in greater detail. ● Electron microscopes have a higher magnification and greater resolution, but are more expensive and cannot destroy the sample being observed.



Year 7 - Computing - Cycle 1		Week 1 - Usernames and Passwords	Week 2 - Files and Folders
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> <p>Email Etiquette: Guidelines and polite behaviour to follow when writing and sending emails. It includes things like using proper greetings, being clear and concise, and using a respectful tone. When writing an email, it's important to use polite salutations and signatures.</p> <p>Cloud Storage: The online storage of data on web servers accessed through the internet. It allows users to store and access their files and documents from anywhere.</p> <p>Word Processor: An application used for creating, editing, and formatting text-based documents. It provides tools for typing, formatting, and organizing text.</p> 		<ul style="list-style-type: none"> <p>Username: A special name you choose to use when logging into a computer or website e.g. bob.jones28</p> <p>Password: A secret code or word you create to keep your account safe. A password should be hard to guess.</p> <p>Password Strength: How strong and hard to guess your password is.</p> <p>Example: A strong password has a mix of letters, numbers, and special symbols like "@#%\$".</p> <p>Google Classroom: An online classroom where teachers and students can work together using computers. In Google Classroom, teachers give assignments, and students can do them and get feedback from their teacher.</p> 	<ul style="list-style-type: none"> <p>File: Something that contains useful information. For example, this could be a document like a letter or a photo.</p> <p>Directory: The technical term for a folder. This is somewhere files can be stored in order to make them easily organised.</p> <p>Nesting: Where one directory is placed within another directory in order to be better organised.</p> <p>Naming Conventions: This is where files and directories are given names that enable the user to understand exactly what they contain.</p> <p>Cloud: This is an online location where you can access your files and directories from anywhere in the world.</p>
<p>Week 3 - Using Emails 1</p> <ul style="list-style-type: none"> <p>Email: Electronic mail, or email, is a method of sending and receiving messages electronically over the internet. You can use email to send messages to friends, family, or colleagues, similar to sending a letter but faster.</p> <p>Email Etiquette: Guidelines and polite behaviour to follow when writing and sending emails. It includes things like using proper greetings, being clear and concise, and using a respectful tone. When writing an email, it's important to use polite salutations and signatures.</p> <p>Reply: This is when you email somebody back with a copy of their original email included, for them to understand what you are responding about.</p> 		<p>Week 4 - Using Emails 2</p> <ul style="list-style-type: none"> <p>Attachments: Files or documents that are added to an email message to share with the recipient. Attachments can include pictures, documents, or videos.</p> <p>Forward: This is where you send an email you have received onto another person. This may be because the email may be relevant to the person you are sending it on to.</p> <p>Carbon Copy: This is where you send an email to somebody but also send it to another person who may be interested in reviewing the communication.</p> <p>Blind Carbon Copy: This is the same as a carbon copy but the recipient (person receiving the email) doesn't realise another person will see it.</p> 	<p>Week 5 - Word Processing</p> <ul style="list-style-type: none"> <p>Word Processor: An application used for creating, editing, and formatting text-based documents. It provides tools for typing, formatting, and organizing text. Examples are Microsoft Word and Google Docs</p> <p>Alignment: The positioning of text within a document, such as left-aligned, right-aligned, centered, or justified.</p> <p>Emphasis: Highlighting or giving special importance to certain words or phrases through techniques like using bold, italics, or underlining.</p> <p>Font: The specific style, size, and appearance of text in a document. Examples are Arial, Times New Roman, and Comic Sans. Some fonts look more professional than others.</p>



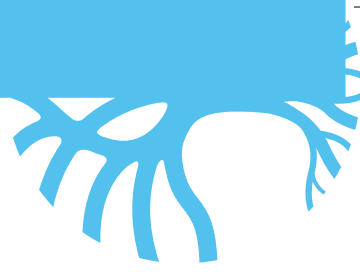
Key vocabulary/content/ideas	Week 6 - Introducing Python	Week 7 - Inputs, Outputs and Variables
<ul style="list-style-type: none"> • Programming Language: A special language that programmers use to write their instructions. It's like a secret code that the computer can understand. • Variable: like a container that holds a value or information in a computer program. It has a name and can be changed or updated, for example a variable to hold a username. • Selection: Allows a program to make decisions based on certain conditions. It enables the program to choose between different actions or paths based on the outcome of the condition. • Syntax: The rules and structure for writing in a programming language. 	<ul style="list-style-type: none"> • Programming: A way of telling the computer what to do by writing special code. Programming is used to create games, websites, and apps. • Python: A user-friendly programming language that is easy to read and understand. With Python, programmers can create games, analyse data, and create websites. • Print: The command that will instruct Python to output text to the screen. • Variable: like a container that holds a value or information in a computer program. It has a name and can be changed or updated, for example a variable to hold a username. 	<ul style="list-style-type: none"> • Input: The information or data that you give to a computer program. It's like the things you tell the program to use or work with. • Assignment: Giving a value to a variable in a computer program. If you write "x = 5" in your program, you are assigning the value 5 to the variable "x". • Comments: These allow you to write about the code within the code file. Comments lines start with a #. • Syntax: The rules and structure for writing in a programming language. It ensures that code is written in a way that the computer can understand.
Week 8 - Selection 1	Week 9 - Selection 2	Week 10 - Pre-Assessment
<ul style="list-style-type: none"> • Selection: Allows a program to make decisions based on certain conditions. It enables the program to choose between different actions or paths based on the outcome of the condition. • Condition: When we test a value in programming to decide what happens next. A condition can be something like "Is it sunny today?" or "Is the number greater than 10?" The program will evaluate the condition and take action accordingly. • Relational Operator: A symbol or keyword used in programming to compare values operators like equal to (==) or greater than (>). They allow conditions to work properly. 	<ul style="list-style-type: none"> • Branched Conditional: This is used when there is more than one correct answer to a question. To create a branched conditional we use the ELIF command. You can use as many of these as needed. • Boolean Operators: These allow us to combine conditions. For example you may wish to test two conditions so you will use the AND boolean operator. • Compound Conditional Statement: This is the proper term used to describe two conditions both being tested either side of a boolean operator. • Nesting: This is where one conditional statement is placed inside of another, so several conditions can be tested one after another, but only if a previous condition is true. 	<ul style="list-style-type: none"> • Email Etiquette: Guidelines and polite behaviour to follow when writing and sending emails. It includes things like using proper greetings, being clear and concise, and using a respectful tone. When writing an email, it's important to use polite salutations and signatures. • Directory: The technical term for a folder. This is somewhere files can be stored in order to make them easily organised. • Word Processor: An application used for creating, editing, and formatting text-based documents. It provides tools for typing, formatting, and organizing text. Examples are Microsoft Word and Google Docs.



Year 7 – Drama - Cycle 1	Week 2 – Transferrable skills	Week 4 – Physical skills
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> • Marking the moment: Highlighting an important part of the scene to the audience • Physical characterisation skills: What you physically change about your body to represent your character • Vocal characterisation skills: What you change about your voice to represent your character • Thought tracking: During a tableau someone steps out and reveals their true thoughts or feelings • Narration: A commentary delivered to the audience to give them key information • Mime: presenting a story/action/character to the audience using no dialogue • Hot seating: When an actor is asked questions and they have to improvise and respond from their character's perspective 	<p>In Drama you will develop a lot of transferrable skills that can be used in lots of other subjects. These include:</p> <ul style="list-style-type: none"> • Teamwork (creating group performances) • Confidence (your voice is valid) • Listening skills (hearing feedback) • Collaborative skills (respecting others ideas) • Empathy towards others (putting yourself in different characters shoes) • Leadership (directing performances) • Imagination (creating work on the spot) • Creativity (thinking outside the box) • Memory (remembering lines and movements) • Concentration (focusing in performance) 	<p>We learn an acronym in Drama which helps you remember physical skills. This is funny badgers get lots of exciting party invitations.</p> <p>Funny – Facial expressions - The way you use your face to reveal your character's feelings</p> <p>Badgers – Body language – how you move as your character to show your attitudes and feelings.</p> <p>Get – Gestures - Repetitive hand, head or small movements to show your character</p> <p>Lots of – Levels – your height on stage e.g. crouched or reaching tall.</p> <p>Excellent – Eye contact – where you look, either at a character or across the stage.</p> <p>Party – Posture - The way you sit or stand to represent your character</p> <p>Invitations - Interaction with others – How your character reacts to other characters on stage.</p>
<p>Week 6 – Vocal skills</p> <p>We learn an acronym in Drama which helps you remember physical skills. This is funny badgers get lots of exciting party invitations.</p> <p>Pink – Pitch – How high or low you are speaking to show both emotion and character choices.</p> <p>Parrots – Pace – The speed at which you speak your lines</p> <p>Party – Pause – Stopping at key moments to highlight a feeling or build tension</p> <p>To – Tone – The way in which you say something to show feeling and emotion</p> <p>Exhausted – Emphasis – the power you put behind certain words to convey a meaning.</p> <p>Vets – Volume – How loudly or quietly you are speaking.</p>	<p>Week 8 – Professional behaviour</p> <p>In Drama, your two main roles are to be an audience member and an actor (performer). It is important to understand these responsibilities:</p> <p>Audience job role:</p> <ul style="list-style-type: none"> • Focus on performers • Sit still • Don't talk or distract • Face the performers • Get ready to offer feedback <p>Performers job role</p> <ul style="list-style-type: none"> • Clear characters • Stay focused • No back to the audience • Freeze at the start/end • Listen to feedback and respond • Try your best 	<p>Week 10 – Constructive feedback</p> <p>After you have watched a performance, it is important to give constructive feedback to actors. This is the role of a director. As a director you should:</p> <ul style="list-style-type: none"> • Comment on strengths (what went well) • Offer targets (even better if) • Use correct Drama vocabulary • Be specific with feedback <p>Refer to vocal or physical skills</p> <ul style="list-style-type: none"> • Use academic point builder pages to support with how to construct feedback effectively <p>Once you have received feedback from a peer/teacher, you will then have the opportunity to work on a target to improve your performance even more.</p>



Year 7 - English - Cycle 3		Week 1 – Excellent Epithets and Subject Terminology				Week 2 - Excellent Epithets and Subject Terminology					
Timeline		Prometheus	Ingenious (adj)	Altruistic (adj):	Defiant (adj):	Gilgamesh	Cruel	Devoted	Invincible		
<p>Mesopotamian Empire</p> <p>Egyptian Civilisation</p> <p>Han Chinese Dynasty</p> <p>Classical Mythology</p> <p>Medieval period</p> <p>Anglo Saxons and Viking Raids</p> <p>The Renaissance</p> <p>Yoruba</p>	<p>Appositives: Titan, god of fire, friend to humans</p> <p>Clever, original and inventive Ingenuity (n)</p> <p>Concerned for the welfare of others altruism (n)</p> <p>Boldly disobedient, refusing to follow orders. defiance (n)</p>	<p>Appositives: King of Uruk, builder, tyrant</p> <p>Wilfully causing pain to others Cruelty (noun)</p> <p>loyalty and deep friendship Devotion (noun)</p> <p>too powerful to be beaten or overcome Invincibility (n)</p>									
<p>Epithets: something by which a person, time, or event will be remembered.</p> <p>Appositives: Appositives are nouns or noun phrases that follow or come before a noun, and give more information about it.</p> <p>A subordinate clause: a clause dependent on a main clause and main/independent clause</p> <p>Main/independent clause: a clause that forms a complete sentence that makes sense on its own.</p>		<p>Epic: A long poem, narrating the deeds and adventures of heroes and legendary figures</p> <p>Protagonist - One of the major characters in a narrative</p> <p>Xenia - is an ancient Greek concept of hospitality. It is almost always translated as 'guest-friendship' or 'ritualized friendship'.</p> <p>Key knowledge: An epic hero had the following traits:</p> <ul style="list-style-type: none"> • Favoured by the gods • A hero must be mortal • Physically impressive • Skilled at warfare 		<p>Appositives: Titan, god of fire, friend to humans</p> <p>Clever, original and inventive Ingenuity (n)</p> <p>Concerned for the welfare of others altruism (n)</p> <p>Boldly disobedient, refusing to follow orders. defiance (n)</p>		<p>Appositives: King of Uruk, builder, tyrant</p> <p>Wilfully causing pain to others Cruelty (noun)</p> <p>loyalty and deep friendship Devotion (noun)</p> <p>too powerful to be beaten or overcome Invincibility (n)</p>					
Week 3 - Excellent Epitaphs and Subject Terminology		Week 4 - Excellent Epithets and Subject Terminology				Week 5 - Excellent Epithets and Subject Terminology					
Theseus	Valiant(adj):	Duplicitous (adj):	Audacious (adj):	Achilles	Vengeful (adj)	Proud (adj)	Invulnerable (adj)	Odysseus	Impetuous (adj):	Wily (adj):	Indomitable (adj):
<p>Appositives: hero, Minotaur-slayer, king of Athens</p> <p>Metaphor: Figurative language that compares two unrelated things stating that one thing IS something else – e.g time is money Tenor: The subject of a metaphor e.g 'time' is money time is the tenor Vehicle: The imagery used to describe the tenor 'Time is money' is the vehicle. Ground: The connection between the tenor and the vehicle e.g the link is that money is made as time passes.</p>	<p>Brave and determined Valour (n)</p>	<p>Cunning and deceitful Duplicity (n)</p>	<p>Willing to take risks Audacity (n)</p>	<p>Appositives: swift-footed, lion-hearted, perfect warrior, demigod</p> <p>Wanting revenge vengeance (n)</p>	<p>Having a high opinion of yourself pride (n)</p>	<p>Immune to harm invulnerability (n)</p>	<p>Taking unnecessary risks impetuosity (n)</p>	<p>Appositives: King of Ithaca, much-suffering, man of many devices</p> <p>They have lots of devices on their way</p>	<p>Full of tricks and schemes willingness (n);</p>	<p>Impossible to stop or defeat indomitability (n)</p>	
<p>Middle/Climax</p> <p>Odysseus asks Poseidon by blinding the Cyclops. Rising Action</p> <p>Poseidon's actions result in the deaths of Odysseus' men and his imprisonment with Calypso for 3 years. Falling Action</p> <p>Athena asks the gods to aid Odysseus and sends Telemachus to find word of his father. Odysseus is helped by the Phaeacians where he tells his story. Denouement</p> <p>Beginning/Inciting Moment Odysseus and his men are travelling home to Ithaca from the Trojan war.</p> <p>End/Moment of Last Suspense Odysseus asks the suitors where Athena is hidden. He kills the suitors and he is reunited with Penelope.</p>											



Week 6 - Excellent Epitaphs and Subject Terminology			Week 7 - Revision	Week 8 - Creative Writing and subject terminology																														
<p>Penelope</p> <p>wife of Odysseus, Queen of Ithaca</p>	<p>Desolate (a)</p> <p>Unhappy and lonely Desolation (n)</p>	<p>Patient (adj)</p> <p>Able to accept delays and setbacks</p> <p>Patience (n)</p>	<p>Revise from the previous weeks:</p> <ul style="list-style-type: none"> Key vocabulary Subject terminology Epithets Narrative structures 	<p>Creative Writing: Sentence Types</p> <p>Comma sandwich (Hiding in the bush, which covered me completely, I saw Arcite approaching).</p> <p>More, more, more sentence (the more I watched him, the more I saw his smiling face, the more my blood boiled).</p> <p>Semi-colon split (Our friendship had long since disappeared; there was no space left in my heart for love or mercy).</p> <p>Never did than (Never did I feel more enraged than when I looked on his traitorous face).</p> <p>Subject Terminology</p> <p>Dialect: a particular form of a language which is peculiar to a specific region or social group.</p> <p>Allusion: An expression which calls something to mind without mentioning it explicitly; an indirect or passing reference</p> <p>Juxtaposition: the fact of two things being seen or placed close together with contrasting effect.</p> <p>"the juxtaposition of these two images"</p>																														
<p>The ancient Greek philosopher, Aristotle, said that the six elements of both epic and tragedy are, from most to least important:</p> <ul style="list-style-type: none"> Plot – what happens in what order Character – men and women who act part in the plot Thought – how the thoughts and feelings of the characters develop Diction – the language through which characters reveal their thoughts Song – a means of embellishing diction Spectacle – the way the plot is staged 	<p>Forbearing (a dj)</p> <p>Patient, polite and restrained</p> <p>Forbearance (n)</p>	<p>Week 9 - Creative Writing and subject terminology</p> <p>Creative Writing: Sentence Types</p> <p>Present participle start (Standing in front of Theseus, I couldn't believe my ears).</p> <p>Whoever/whatever (Whoever thought they could tell me what to do, whatever they thought was right for me, they were mistaken).</p> <p>Three Adjective punch (Angry, confused, determined, I was no longer the shy young woman who had blushed in front of Arcite).</p> <p>Without, without (Without hope of freedom, without knowing what I was really doing, I crept out of the palace.</p> <p>Last word; first word (Freedom was close; close, but not there yet).</p> <p>Subject Terminology</p> <p>Characterisation: The process of constructing a fictional character.</p> <p>Dialogue: A conversation in a narrative between two or more people.</p> <p>Context: information which forms the background of a text.</p>	<p>Week 10 - Creative Writing and subject terminology</p> <p>Creative Writing: Sentence Types</p> <ol style="list-style-type: none"> Comma Sandwich (The expanse of trees, which shifted in darkness, fully surrounded me.) More, More, More Sentence / Less, Less, Less Sentence (The less the light trickled through, the less it caught the thin branches, the less it touched the oddly shaped rocks at the feet of the trees.) Comparative, More, More Sentence (Every step forward, the darkness grew deeper, more complete, more worrying.) Semi-colon Split (The birds had long since disappeared; there was no open space for even the smallest of birds.) Colon Clarification (There was the faintest of sounds that seemed to touch the space between the trees: it was my own breathing.) <p>Subject terminology</p> <p>Dramatic Irony: Where the full significance of a character's words or actions is clear to the audience or reader although unknown to the character</p>	<p>Key Vocabulary</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>Muse (n)</td> <td>Noun: one of the nine daughters of Zeus and Mnemosyne, goddesses of the arts. From the root 'mei' meaning 'to think'. 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Year 7 - French- Cycle 1		Week 1 – key vocabulary and content			Week 2 - key vocabulary and content			
Classroom interaction language <ul style="list-style-type: none"> • Salut - Hi • Ça va? – How are you? (How is it going?) • Ça va bien – I am well (it is going well) • Ça ne va pas – I am not well (it's not going well) • Merci – Thank you • Et toi? – And you? • Comment dit-on...en français? – How do you say...in French? • On va... - We are going to... • On va parler – we are going to talk • On va jouer – we are going to play • On va écouter – we are going to listen • Trois, deux, un – Three, two, one • Regardez-moi – Look at me 		être	to be, being	bonjour	hello	amusant(e)	funny (m/f)	
		je suis	I am	au revoir	goodbye	calme	quiet	
		tu es	you are	Week 1 sentence:			Week 2 sentence:	
		il est	he is	Bonjour, je suis Nicholas et je suis français.			Il est intelligent mais elle est amusante.	
		elle est	she is	Hello, I am Nicolas and I am French			He is clever but she is funny .	
		anglais(e)	English (m/f)			aimable	kind	
		français(e)	French (m/f)			content(e)	happy (m/f)	
		petit(e)	small (m/f)			intelligent(e)	clever (m/f)	
		grand(e)	tall, big (m/f)			malade	ill	
		cool	cool			méchant(e)	naughty/mean (m/f)	
		et	and			triste	sad	
		oui	yes			mais	but	
		non	no			ou	or	
						voilà	here you are	
						merci	thank you	
Week 3 - key vocabulary and content		Week 4 - key vocabulary and content			Week 5 - key vocabulary and content			
avoir	to have, having	une idée	you have	rapide	quick	un ami	a friend (m)	
j'ai	I have	une liste	English language	en	in	une amie	a friend (f)	
il a	he has	un livre	French language	parle en français	speaks in French	un chanteur	a singer (m)	
elle a	she has	un portable	a date	écrit en anglais	writes in english	une chanteuse	a singer (f)	
ce/c'	this/that	Week 3 sentence:			comment ça s'écrit	How is that written?	un professeur	a teacher (m)
c'est	This/it is	Qui a un animal? J'ai un chien.			Week 4 sentence:			
qui	who	Who has an animal? I have a dog.			Tu as une voiture? Oui j'ai une voiture moderne.			
un	a, one (m)	une machine	a machine	Do you have a car? Yes I have a modern car.			une professeure	a teacher (f)
une	a, one (f)	un ordinateur	a computer				une femme	a woman
un animal	an animal	un vélo	a bike				drôle	funny
une chambre	a room	une voiture	a car				intéressant(e)	interesting (m/f)
un chien	a dog	cher/chère	expensive/dear (m/f)				sympa(thique)	nice
une chose	a thing	moderne	moderne				vrai	true
		puissant(e)	powerful (m/f)				faux	false



Classroom interaction language	Week 6 - key vocabulary and content	Week 7 - key vocabulary and content																																																																																																											
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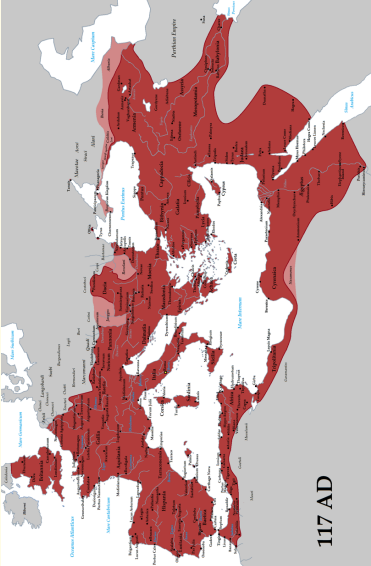


Year 7 - Geography- Cycle 1	Week 1 –Types of Geography	Week 2 - Biomes of the World
<p>Key vocabulary</p> <ul style="list-style-type: none"> ● Ecosystem: A community of plants and animals that interact with each other and their environment. ● Biome: A plant and animal community that covers a large area of the Earth’s surface (e.g. desert, tropical rainforest). ● Global atmospheric circulation: The worldwide system of winds which moves heat from the equator to the poles. It helps to create the conditions for different biomes to exist. ● Climate: The average weather conditions over the long period of time. Around the world, this creates zones that have the same pattern of temperature and rainfall. 	<ul style="list-style-type: none"> ● Human Geography - focuses on where people live, what they do, and how they use the land. It involved studying why cities and towns develop in certain places and the different cultural, political and economic relationships countries have with one another. ● Physical Geography- focusses on how landforms develop and how they change. They look at how different landforms and processes affect the climate and nature. ● Environmental Geography –focusses on how people change the land through such activities as building cities, digging mines, and clearing forests. ● 5 W s – Who, What, Where, When, Why. 	<p>Biomes of the world</p> <p>There are seven major world biomes.</p> <p>Tundra: Low growing plants due to cold and windy conditions.</p> <p>Coniferous forest: Also known as the taiga or boreal. Cone-bearing evergreen trees able to cope with harsh winters.</p> <p>Temperate deciduous forest: Trees such as oak and beech that lose leaves during the autumn (UK’s biome).</p> <p>Temperate grasslands: Grassy plains suited to dry, hot summers and cold winters.</p> <p>Mediterranean: The smallest biome. Shrubs, herbs and olive trees able to cope with high temperatures and summer drought.</p>
<p>Week 3 – Biomes of the world</p> <p>Desert: Few plants (e.g. cactus) and animals (e.g. camels) that cope with extreme temperatures and very dry conditions.</p> <p>Tropical rainforest: Vegetation suited to warm, wet climate throughout the year and inhabited by 50% of the world’s plants and animal species. Tropical rainforests only cover 6% of the Earth’s surface, yet they contain 50% of the plant and animal species.</p> <p>Tropical grasslands (savanna): Grassland able to cope with long, dry periods with some violent thunderstorms; grazed by animals (e.g. gazelles) and stalked by predators (e.g. lions).</p>	<p>Week 4 – Tropical Rainforest Vegetation</p> <p>Tropical rainforest vegetation</p> <p>Emergents: Tallest trees in the rainforest reaching around 50 metres.</p> <p>Canopy: Receives 70% of sunlight and 80% of rainfall. Around 30 metres high.</p> <p>Undercanopy: Sheltered layers of young trees growing to a height of 20 metres.</p> <p>Shrub layer: Only small trees and shrubs. Less than 2% of sunlight reaches the forest floor.</p> <p>Epiphytes: Some plants grow on larger trees as they only need water and air to survive e.g. orchids.</p> <p>Convictional rainfall: Where the ground is heated intensely by the sun, the air rises and condenses to form clouds and heavy downpours.</p>	<p>Week 5 – Threats to the Rainforest</p> <p>Threats to the rainforest</p> <p>Deforestation: The cutting down of trees, transforming a forest into cleared land for other uses.</p> <p>Logging: Trees cut down for items such as furniture, paper and utensils. Half of wood used for fuel.</p> <p>Cattle ranching: Cattle raised on the cleared land to meet the demand for beef elsewhere e.g. USA.</p> <p>Mining: Rainforests contains copper, diamonds, gold and other metals. Some places also have oil and gas.</p> <p>Palm oil plantations: Palm oil is found in around half the products in supermarkets, for example, biscuits, shampoo, margarine.</p> <p>Dam building: Often built to produce hydroelectric power for other activities such as logging.</p>



Nutrient Cycle & Water Cycle	Week 6 – Biomes & Adaptations	Week 7 – Biomes & Adaptations
	<p>Tropical rainforest Around the Equator. Central Africa, SE Asia, Brazil & central America. No seasons. Temps 26-28°C each day. 200mm rainfall. Tall trees such as mahogany. Long vines called lianas. Toucans, insects, jaguars, monkeys, snakes, frogs.</p> <p>Tropical grassland Between the rainforest and desert biome. Around Congo Basin, Venezuela, northern Australia, Mexico. Wet season & dry season. 80% rainfall happens in 4-5 months - wet season. Dry season as low as 100mm. Baobab tree. Grasses such as pampas. Gazelles, giraffes, wildebeest, cheetah, lions, hyenas.</p>	<p>Deserts Around 30° latitude, at the tropics. Sahara in Africa, Arabian desert. Temperatures can reach 36°C in the day. Below freezing at night. Annual rainfall 40mm. Cacti and yucca plants. Bushes grow apart so they do not compete for water. Camels, meerkats, scorpions.</p> <p>Polar regions At the poles. Below the Arctic is the tundra (northern Canada, Russia). Long, cold winters, short, cool summers. Temperature rarely above freezing. Low rainfall 250mm. Mosses and some grasses in the Arctic. No trees. Killer whales, polar bears, wolves, foxes, reindeer, seals.</p>
Week 8 – Biomes, Adaptations & Threats	Week 9 – Food Webs	Week 10 – Threats in Polar Regions
<p>Arctic (north) Temperatures are warmer from -46°C to -26°C. Sea does not fall below -2°C. Southern parts include the tundra. Arctic is an ocean surrounded by land. Around four million people live there.</p> <p>Antarctica (south) Temperatures are colder from -62°C to -55°C. Average height of 2300 metres – highest of all continents. Only 1% of the continent is ice free. Antarctica is land surrounded by an ocean. No permanent inhabitants but up to 10000 scientists in the summer.</p> <p>Coral Reefs Cover less than one percent of the ocean floor, but support about 25% of all marine creatures. However, there are many threats to their existence such as pollution, global warming, and sedimentation are threatening large areas of the world's reefs.</p>		<p>Threats in Polar Regions</p> <p>Climate change: Sea ice melting means less hunting grounds. Polar bears become lighter (10kg) and less healthy.</p> <p>Toxic pollution: High pollutants found in polar bears leads to lower levels of vitamins and antibodies. Milk can poison cubs.</p> <p>Oil exploration: Consuming oil from construction can contaminate prey. Noise from construction can destroy their habitat.</p> <p>Overhunting: Laws set a limit on how many can be hunted by local people. Numbers are monitored to keep numbers stable.</p>



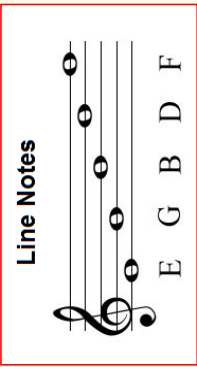
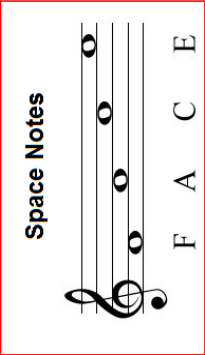



Year 7 - History- Cycle 1	Week 1 – Key Dates I	Week 2 – Key Dates II
<p data-bbox="278 1801 304 1923">Visual Aid</p>  <p data-bbox="736 2053 758 2126">117 AD</p>	<ul style="list-style-type: none"> ● 753BC – Rome is founded by Romulus and Remus, according to legend. ● 509 BC - The last king of Rome Republic is established. ● 44 BC – Caesar is murdered by rebels. ● 31 BC Octavian (later Augustus), Caesar's adopted son, ends the struggle for power when he triumphs over the forces of Mark Antony and Cleopatra. ● 27 BC – Augustus becomes first Roman Empire. ● 43AD – Rome, under the leadership of Empire Claudius invades Britain successfully. 	<ul style="list-style-type: none"> ● 79 AD - Mount Vesuvius erupts destroying Pompeii. ● 80 AD - The Colosseum in Rome is completed seating 50,000 spectators. ● 285 AD - Split in Roman Empire to divide it between East & West. ● 330AD - Establishment of Constantinople as capital of the Roman Empire. ● 410 AD – Tribes beginning to attack the borders of the Western Roman Empire. ● 476AD - The last Emperor of the West, Romulus Augustulus, abdicates (leaves his position of power) and Rome is taken over by the Goths. Western Rome collapses
<p data-bbox="924 1735 949 1987">Week 3 – Key People</p> <ul style="list-style-type: none"> ● Romulus and Remus - Mythical twin brothers who founded Rome at the base of the Palatine Hill. ● Julius Caesar - Military general and politician; ceased power of the Roman Republic; later assassinated by Senators. ● Augustus - Great nephew, adopted son & heir of Caesar; first Emperor of the Roman Empire. ● Nero - Infamous Roman Emperor; executed anyone who disagreed with him (including his mother); played the fiddle whilst Rome burned. ● Boudicca – Queen of the Celtic tribes who fought against the Romans in Britain. ● Constantine the Great – converted the Roman Empire to Christianity – moving away from their belief in multiple Gods. 	<p data-bbox="924 1100 949 1401">Week 4 – Key Vocabulary</p> <ul style="list-style-type: none"> ● Latin – the language of Ancient Rome. ● Senate – Political body of the Republic – controlled money and foreign policy. ● Republic – Before Rome had an emperor, it was run by elected individuals. ● Consul – Two highest elected officials in charge of Rome for a one year term. ● BC – the time 'Before Christ'. ● AD – Anno Domini – the time after Christ was born. ● Centurion - An officer who commanded a group of 80-100 soldiers within a Legion. ● Legion - Large unit of the Roman army consisting of around 5000 soldiers. 	<p data-bbox="924 489 949 790">Week 5 – Key Vocabulary</p> <ul style="list-style-type: none"> ● Aqueduct - A structure, like a bridge, which is used to carry water. ● Public Bath - A building, like a Spa today, where people went to wash, exercise and meet other people. ● Dictator – a person who has complete power of a country. ● Emperor – a person who runs an empire. ● Gaul - The area where France and Holland is today. ● Kingdom – an area ruled by a King or Queen. ● Celt - Group of people, mainly based in Britain, Ireland and Gaul, who were ruled by and fought against the Romans. ● Constantinople - Capital city of the Roman Empire during its late period. Modern Istanbul.



Visual Aid	Week 6 – Key dates of 1066	Week 7 – Key dates of 1066 II
	<ul style="list-style-type: none"> ● 5th January – Edward the Confessor dies, leaving no heir. ● 6th January – Harold Godwinson, a powerful Earl, is crowned King of England. ● 18th September – 300 Viking Longboats led by Harald Hardrada land in England. ● 20th September – the Battle of Gate Fulford, led by Harald Hardrada defeat the Saxon army led by the earls Edwin and Morcar. ● 25th September – the Battle of Stamford Bridge. Harold Godwinson defeats the Viking army. 	<ul style="list-style-type: none"> ● 28th September - William of Normandy and his men land on the south coast of England. ● 29th September – William occupies Hastings and starts attacking local villages ● 1st October – Harold, still in the North, receives news of the Norman Invasion ● 6th October – Harold arrives in London and starts preparing for battle (again) ● 14th October - The Battle of Hastings. Harold Godwinson and his army battle William of Normandy and his army. William is victorious. ● 25th December – William is crowned King of England.
Week 8 – Key Vocabulary	Week 9 – Feudal System Vocab	Week 10 – Norman Castle Features
<ul style="list-style-type: none"> ● Normans - People from Northern France who invaded England in 1066. ● Anglo Saxons - The people who lived in England before 1066. ● The 4 contenders to the throne in 1066 - Harold Godwinson (Anglo Saxon), Edgar Aethling (Anglo-Saxon), Harald Hardrada(Viking), William of Normandy (Norman). ● Heir - A person set to inherit property or a title, often used to mean next in line to the throne. ● Earl - A noble title, developed during the Anglo-Saxon period to describe the ruler of a county. ● Cavalry - Soldiers who fight on horseback. (Normans) ● Housecarls - Professional soldiers armed with battleaxes. (Anglo Saxon) 	<ul style="list-style-type: none"> ● Feudalism – How medieval society worked at the time. ● King - Ruler of the country. ● Nobility – Lords and Earls who answered to the King. Owned land. ● Knights – Ruled the lands of their Nobility. ● Peasants – Worked the land and were paid in food and accommodation. 	<ul style="list-style-type: none"> ● Motte – Defensive mound of earth. ● Keep – Safest part of the castle. ● Bridge – From the Motte to the Bailey. ● Drawbridge – from the entrance to the Bailey. ● Bailey – large walled area where soldiers and horses lived. ● Palisade – medieval word for ‘fence’. These were posts made out of wood and were usually spiked. ● Moat – a body of water that ran around the whole castle which made it harder to climb the palisade or breach the castle.



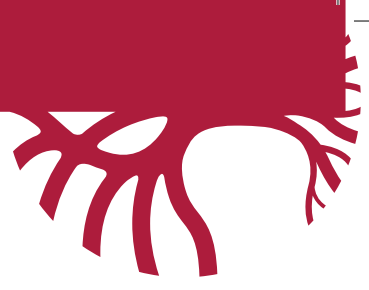
Year 7 - Music - Cycle 1	Week 1 + 2 - content	Week 3 + 4 - content
<p>Playlist</p> <ol style="list-style-type: none"> Samba De Janiero Bellini Tombo in 7/4 Airto Moreira Mas Que Nada Sergio Mendes feat. Black Eyed Peas Samba De Orly Babel Gilberto 12 Variations On Twinkle Twinkle Little Star Wolfgang Amadeus Mozart A Thousand Miles Vanessa Carlton Liebstraum No. 3 Franz Liszt Heartbeats Jose González Stairway to Heaven Led Zeppelin Plug In Baby Muse 	<ul style="list-style-type: none"> Key words <p>Metre The speed of the music. Usually measured in BPM, beats per minute</p> <ul style="list-style-type: none"> Music Theory <p>Note Lengths All of the notes below are equal to 1 beat.</p>  <ul style="list-style-type: none"> Practice <p>Week 1 – 4 we will be practising Samba. You can come to Percussion Club to practise Samba.</p>	<ul style="list-style-type: none"> Key words <p>Tempo Metre is the grouping of beats into regular measures or bars. A time signature, found at the beginning of a piece of music, indicates the number of beats in a bar and the value of the beat.</p> <ul style="list-style-type: none"> Music Theory (optional) <p>Time signatures tell us how many beats are in a bar. The time signature we have been using in samba is:</p> <p>4/4 This means there are 4 beats in a bar. For example, you could have four crotchets. 4/4 After four beats we would then put a bar line.</p>  <p>Can you clap this rhythm?</p>
<p>Week 5 + 6 - content</p> <ul style="list-style-type: none"> Key words <p>Melody A sequence of single notes. The 'tune'.</p> <ul style="list-style-type: none"> Music Theory <p>This is the treble clef. The treble clef is the chosen notation for lots of instrument.</p> <ul style="list-style-type: none"> Practice (optional week 5-7) <p>Weeks 5 – 7 we will be learning piano/keyboard. If you have one at home you can practise, or you can come and use the school keyboards at break or lunch.</p>  <p>Line Notes E G B D F</p>	<p>Week 7 + 8 - content</p> <ul style="list-style-type: none"> Listening <p>Conjunct Moving up or down by one note. Moving in steps.</p> <ul style="list-style-type: none"> Music Theory <p>This is the treble clef. The treble clef is the chosen notation for lots of instrument.</p> <ul style="list-style-type: none"> Practice (optional week 8-9) <p>Weeks 8 – 9 we will be learning guitar. If you have one at home you can practise, or you can come and use the school guitars at break or lunch.</p>  <p>Space Notes F A C E</p>	<p>Week 9 + 10 - content</p> <ul style="list-style-type: none"> Listening <p>Disjunct Moving up or down in intervals. Moving by leaps.</p> <ul style="list-style-type: none"> Music Theory (optional) <p>A melody is a combination of rhythms and pitches.</p> <p>A rhythm is where you combine together note lengths like the ones below. All of the notes below are equal to 1 beat.</p>  <ul style="list-style-type: none"> Practice (optional) <p>You can come and practise for your assessment in week 10.</p>



Year 7 – Personal Development – Cycle 1	Week 2 - PSHE	Week 4 - PSHE
<p>Key vocabulary/content/ideas</p> <p>PSHE</p> <ul style="list-style-type: none"> • Discussion and debate – PSHE is centred around hearing facts and sharing opinions. • Illegal – something you are not allowed to have/do and can be arrested if you are caught doing this. <p>RPE</p> <ul style="list-style-type: none"> • Religion – A belief in a high super power either a God or Gods. • Philosophy - A theory or attitude that acts as a guiding principle for behaviour. • Ethics – The morals and opinions you hold in reference to important societal issues. • Morals – living your life in a way that you believe is right. 	<ul style="list-style-type: none"> • Unique - being the only one of its kind; unlike anything else • Self-esteem - confidence in one's own worth or abilities; self-respect • Wellbeing - the state of being comfortable, healthy, or happy • Resilience - the capacity to recover quickly from difficulties; toughness <p>Influences on our behaviour - Social media can have a big effect on our self-esteem and how we perceive ourselves. This in turn can affect how we behave.</p> <p>Peer pressure can affect how we behave in a positive and negative way. The desire to fit in can change how someone reacts in difficult situations.</p> <p>Fitting in - The need to fit in can make someone make poor choices such as choosing to do something illegal (smoke or drink) or be unkind to someone.</p>	<p>Coping strategies to promote wellbeing and boost mood can include being assertive.</p> <p>Assertiveness – confident and forceful behaviour</p> <p>How we behave can have a negative effect on our:</p> <ul style="list-style-type: none"> • Physical health • Mental health • Body image <p>The internet can be a very unsafe place. Some risks to the internet are the speed and scale that (mis)information can be shared, blurred public and private life and perception of anonymity (trolling)</p> <p>How to respond to unsafe things online:</p> <ul style="list-style-type: none"> • Report to authorities • Challenge unkind/illegal activity
<p>Week 6 - PSHE</p> <ul style="list-style-type: none"> • Trolling – this can be perceived as harmless to the person doing it, but it can have huge negative effects on those who are being trolled. • Falling out with friends – it can be really hard to stay friends with people as you grow up because your beliefs and values will change. You may also feel peer pressure to behave in a certain way. <p>Positive traits of a good friendship include:</p> <ul style="list-style-type: none"> • Trust • Respect • Openness • Forgiveness 	<p>Week 8 - RPE</p> <ul style="list-style-type: none"> • Belief - An acceptance that something exists or is true, without proof • Opinion - What someone thinks. Can't be proved. • Soul - The spiritual or non material part of a person. Often thought of as immortal (never dies). • Spirituality - the quality of being concerned with the human spirit or soul as opposed to material or physical things. • Materialist - believe that the only thing that exists is physical stuff like tables and trees and brains • Dualist - believes that we are our body but there is also something more to us. • Suffering - the state of undergoing pain, distress, or hardship 	<p>Week 10 - RPE</p> <p>Many people think that humans have a soul, a special spiritual part that only humans have. This is where a persons spiritual side comes from.</p> <p>People have different beliefs about religion. They can be divided up into:</p> <p>Theist – Someone who believes in God Atheist – someone who does not believe in God Agnostic – Someone who is unsure whether God exists and will never have evidence to prove either way.</p> <p>Those who are theists believe that miracles exist. These are events that cannot be explained through logic alone, like healing someone who is dying</p>



Year 7 - Spanish Cycle 1		Week 1 – key vocabulary and content	Week 2 - key vocabulary and content
Classroom Interaction Language			
Hola – Hello	estar	to be, being	blanco white/pale
¿Qué tal? – How are you?	estoy	I am	listo ready
Estoy muy bien – I am very well	estás	you are	nervioso nervous
Estoy bien – I am well	está	he/she/it is, it is	raro strange
Estoy regular – I am ok	norte	north	seguro sure, certain
Estoy mal – I am bad	sur	south	serio serious
Gracias – Thank you	Inglaterra	England	tonto silly
Por Favor – Please	España	Spain	tranquilo calm, tranquil
¿Y tú? – And you?	en	in	¿Cómo? How?
¿Cómo se dice... en español? – How do you say ... in Spanish?	¿Dónde?	Where?	hoy today
Vamos a... - We are going to...	¡Hasta luego!	See you later!	muy very
Vamos a hablar – We are going to speak		Hello!	¿Cómo se dice en inglés? How do you say it in English?
Vamos a leer – We are going to read			¿Cómo se dice en español? How do you say it in Spanish?
Vamos a jugar – We are going to play			no no
			sí yes
Week 3 - key vocabulary and content		Week 4 - key vocabulary and content	Week 5 - key vocabulary and content
ser	tener	to have, having	un amigo a friend
soy	tengo	I have	una botella a bottle
eres	tienes	you have	un caballo a horse
es	tiene	he, she, it has	una palabra a word
i marca!	¡lee!	Read!	un periódico a newspaper
una opción	¿Qué?	What?	una planta a plant
alegre	un barco	a boat	una pregunta a question
alto	una bicicleta	a bike	una revista a magazine
bajo	un bolígrafo	a pen	una tarea a task
correcto	una cama	a bed	un teléfono a telephone
guapo	una cámara	a camera	también also
simpático			
y			



Classroom Interaction Language		Week 6 - key vocabulary and content		Week 7 - key vocabulary and content	
<p>Tres, dos, uno – Three, two, one. Miradme – Look at me. ¿Puedo...? – Can I...? ¿Puedo marcar los puntos? – Can I do the points? ¿Puedo ser voluntario/a? – Can I be volunteer? ¿Puedo ir al baño? – Can I go to the toilet? ¿Puedo tener...? – Can I have...? Necesito... – I need... Un bolígrafo negro – a black pen Un bolígrafo violeta – a purple pen ¿Por qué? – Why? Porque soy... – Because I am... Es correcto – It is correct. No es correcto – It is not correct. En mi opinión... – In my opinion Pienso que... – I think that...</p>		bailar	to dance, dancing	llevar	to wear, wearing
		escuchar	to listen, listening	necesitar	to need, needing
		comprar	to buy, buying	usar	to use, using
		hablar	to speak, speaking	una ayuda	a help
		llegar	to arrive, arriving	una bolsa	a bag
		¿Quién?	Who?	una camisa	a shirt
		una amiga	a friend (f)	una cosa	a thing
		la música	music	un producto	a product
		una pareja	a pair, partner	un vaso	a glass
		importante	important	un zapato	a shoe
		bien	well	luego	then
		temprano	early	gracias	thanks
		tarde	late	de nada	you're welcome
		con	with		
		otra vez	again		
Week 8 - key vocabulary and content		Week 9 - key vocabulary and content		Week 10 - key vocabulary and content	
caminar	to walk, walking	uno	1	siete	7
estudiar	to study, studying	dos	2	ocho	8
entiendo	I understand	tres	3	nueve	9
el arte	art	cuatro	4	diez	10
el español	Spanish	cinco	5	once	11
el inglés	English	seis	6	doce	12
la ciencia	science	un número		a number	
el grupo	group	un autor		an author	
el silencio	silence	una autora		an author	
señor	sir, Mr	un color		a colour	
señora	madam, Mrs	un director		a head teacher	
verdadero	true	una directora		a head teacher	
falso	false	una flor		a flower	
mucho	much, a lot	un plan		a plan	
pero	but	un profesor		a teacher	
perdón	sorry	una profesora		a teacher	
no	no, not				
hay	there is, there are	mirar	to look, looking	un chico	a boy
		una chica	a girl	una clase	a class
		una mesa	a table	una persona	a person
		una puerta	a door	una silla	a chair
		una ventana	a window	allí	there
		aquí	here	un señor	a man
		una señora	a woman		

