

Year 7 Knowledge Organiser

Spring Term 2023/24

Name:

Form:

Week 1/A

| | Tutor Time | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | After School |
|-----------|------------|----------|----------|----------|----------|----------|--------------|
| Time | | | | | | | |
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |

Week 2/B

| | Tutor Time | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | After School |
|-----------|------------|----------|----------|----------|----------|----------|--------------|
| Time | | | | | | | |
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |

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Spring Term

Attendance and Absence

In cases of absence, parents are asked to contact the relevant year office as early as possible, giving details. The only acceptable reasons for absence are unavoidable ones such as illness. Appointments of all kinds should be made out of school time whenever possible.

Punctuality

While some delays are unavoidable, pupils should be punctual to lessons. Anyone arriving late to school must report to the relevant year office and use the late system in order to get a mark. Late registration is an **unauthorised absence**.

Pastoral Support Contacts

Telephone Number:

Email Address:

Term Dates Summary

| Autumn Term 2023 | | |
|--|--|--|
| Wednesday 6 Sept - Friday 20 Oct 2023 | Half-term: Monday 23 – Friday 27 Oct 2023 | Monday 30 Oct - Wednesday 20 Dec 2023 |
| Spring Term 2024 | | |
| Thursday 4 Jan - Friday 16 Feb 2024 | Half-term: Monday 19 – Friday 23 Feb 2024 | Monday 26 Feb – Thursday 28 Mar 2024 |
| Summer Term 2024 | | |
| Monday 15 Apr – Friday 24 May 2024 | Half-term: Monday 27 – Friday 31 May 2024 | Monday 3 Jun - Friday 19 Jul 2024 |

My best subject is:

What I want to achieve this term:

School Login Details:

My extra curriculars this term:

Spring Term Calendar

| January 2024 | | |
|--------------|-----|--|
| 1 | Mon | |
| 2 | Tue | |
| 3 | Wed | |
| 4 | Thu | |
| 5 | Fri | |
| 6 | Sat | |
| 7 | Sun | |
| 8 | Mon | |
| 9 | Tue | |
| 10 | Wed | |
| 11 | Thu | |
| 12 | Fri | |
| 13 | Sat | |
| 14 | Sun | |
| 15 | Mon | |
| 16 | Tue | |
| 17 | Wed | |
| 18 | Thu | |
| 19 | Fri | |
| 20 | Sat | |
| 21 | Sun | |
| 22 | Mon | |
| 23 | Tue | |
| 24 | Wed | |
| 25 | Thu | |
| 26 | Fri | |
| 27 | Sat | |
| 28 | Sun | |
| 29 | Mon | |
| 30 | Tue | |
| 31 | Wed | |

| February 2024 | | |
|---------------|-----|--|
| 1 | Thu | |
| 2 | Fri | |
| 3 | Sat | |
| 4 | Sun | |
| 5 | Mon | |
| 6 | Tue | |
| 7 | Wed | |
| 8 | Thu | |
| 9 | Fri | |
| 10 | Sat | |
| 11 | Sun | |
| 12 | Mon | |
| 13 | Tue | |
| 14 | Wed | |
| 15 | Thu | |
| 16 | Fri | |
| 17 | Sat | |
| 18 | Sun | |
| 19 | Mon | |
| 20 | Tue | |
| 21 | Wed | |
| 22 | Thu | |
| 23 | Fri | |
| 24 | Sat | |
| 25 | Sun | |
| 26 | Mon | |
| 27 | Tue | |
| 28 | Wed | |
| 29 | Thu | |

Spring Term Calendar

| March 2024 | | |
|------------|-----|--|
| 1 | Fri | |
| 2 | Sat | |
| 3 | Sun | |
| 4 | Mon | |
| 5 | Tue | |
| 6 | Wed | |
| 7 | Thu | |
| 8 | Fri | |
| 9 | Sat | |
| 10 | Sun | |
| 11 | Mon | |
| 12 | Tue | |
| 13 | Wed | |
| 14 | Thu | |
| 15 | Fri | |
| 16 | Sat | |
| 17 | Sun | |
| 18 | Mon | |
| 19 | Tue | |
| 20 | Wed | |
| 21 | Thu | |
| 22 | Fri | |
| 23 | Sat | |
| 24 | Sun | |
| 25 | Mon | |
| 26 | Tue | |
| 27 | Wed | |
| 28 | Thu | |
| 29 | Fri | |
| 30 | Sat | |
| 31 | Sun | |

| April 2024 | | |
|------------|-----|--|
| 1 | Mon | |
| 2 | Tue | |
| 3 | Wed | |
| 4 | Thu | |
| 5 | Fri | |
| 6 | Sat | |
| 7 | Sun | |
| 8 | Mon | |
| 9 | Tue | |
| 10 | Wed | |
| 11 | Thu | |
| 12 | Fri | |
| 13 | Sat | |
| 14 | Sun | |
| 15 | Mon | |
| 16 | Tue | |
| 17 | Wed | |
| 18 | Thu | |
| 19 | Fri | |
| 20 | Sat | |
| 21 | Sun | |
| 22 | Mon | |
| 23 | Tue | |
| 24 | Wed | |
| 25 | Thu | |
| 26 | Fri | |
| 27 | Sat | |
| 28 | Sun | |
| 29 | Mon | |
| 30 | Tue | |

Homework Log and Parental Check

| | | | |
|-----------|-----------|-----------|--------|
| Week 1 | Subject 1 | Subject 2 | Signed |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Week 2 | Subject 1 | Subject 2 | Signed |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Week 3 | Subject 1 | Subject 2 | Signed |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Week 4 | Subject 1 | Subject 2 | Signed |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Week 5 | Subject 1 | Subject 2 | Signed |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Week 6 | Subject 1 | Subject 2 | Signed |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Week 7 | Subject 1 | Subject 2 | Signed |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |

Homework Log and Parental Check

| | | | |
|-----------|-----------|-----------|--------|
| Week 8 | Subject 1 | Subject 2 | Signed |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Week 9 | Subject 1 | Subject 2 | Signed |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Week 10 | Subject 1 | Subject 2 | Signed |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Week 11 | Subject 1 | Subject 2 | Signed |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Week 12 | Subject 1 | Subject 2 | Signed |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Week 13 | Subject 1 | Subject 2 | Signed |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Week 14 | Subject 1 | Subject 2 | Signed |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |

Reading Log

Use this reading log to keep a record of the books you read during the year. You should also use this reading log to record the books from the Reading Passport that you have read but make sure your tutor records them too.

| Title and Author | Date | Starting Page | Last Page | Review and Test Score | Reading Log |
|------------------|------|---------------|-----------|-----------------------|---------------------|
| | | | | | |
| | | | | | |
| | | | | | Teacher Initials |
| | | | | | |
| | | | | | |
| Title and Author | Date | Starting Page | Last Page | Review and Test Score | Reading Log |
| | | | | | |
| | | | | | |
| | | | | | Teacher Initials |
| | | | | | |
| | | | | | |
| Title and Author | Date | Starting Page | Last Page | Review and Test Score | Reading Log |
| | | | | | |
| | | | | | |
| | | | | | Teacher Initials |
| | | | | | |
| | | | | | |

| Title and Author | Date | Starting Page | Last Page | Review and Test Score | Reading Log |
|------------------|------|---------------|-----------|-----------------------|------------------|
| | | | | | |
| | | | | | |
| | | | | | Teacher Initials |
| | | | | | |
| | | | | | |
| | | | | | |
| Title and Author | Date | Starting Page | Last Page | Review and Test Score | Reading Log |
| | | | | | |
| | | | | | |
| | | | | | Teacher Initials |
| | | | | | |
| | | | | | |
| | | | | | |
| Title and Author | Date | Starting Page | Last Page | Review and Test Score | Reading Log |
| | | | | | |
| | | | | | |
| | | | | | Teacher Initials |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Year 7 Reading Passport

We have created a Reading Passport to inspire students to read some of the best literature available to them. Over the course of the year, we expect students to read as many of the texts included in the passport as possible.

If students manage to read seven or more books from this passport by the end of the year, they will receive a certificate. They can read other books and texts throughout the year and we encourage and support wider reading. Students can track which texts they have read using the tick boxes on the next page.

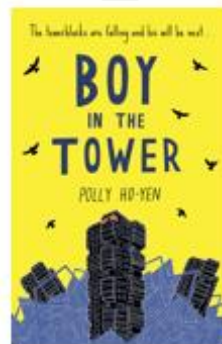
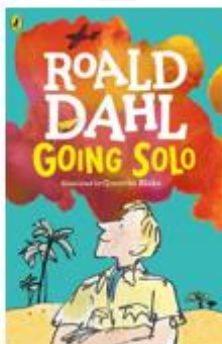
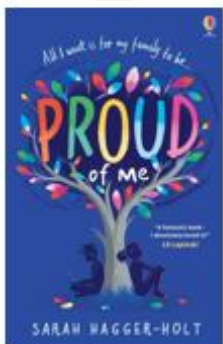
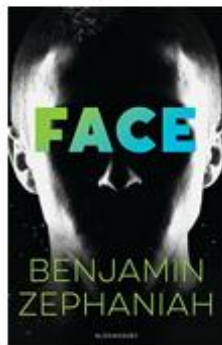
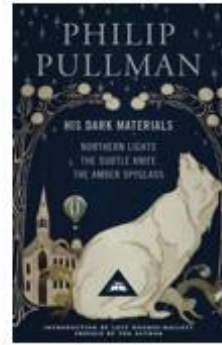
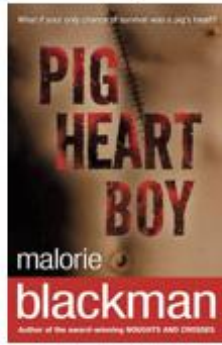
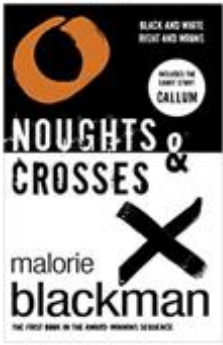
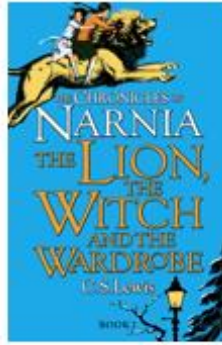
The books selected are fantastic examples of modern and classical literature, representing the best the world has to offer. Students can read these texts independently or they could listen to them as audiobooks. The important thing is to experience a variety of genres, authors and stories! We hope that all students will finish Year 11 having read at least thirty-five incredible books.

The easiest way to get hold of these books is from our school library where students can take them home to read. These texts can also be purchased from Amazon or from many local bookstores.

Whilst every care has been taken to check the suitability of the books included in our Reading Passport, we are aware that students mature at different rates. Therefore, we strongly recommend that parents discuss their child's reading choices to ensure they are appropriate for them.



Year 7 Reading Passport



Instructions for Using Your Knowledge Organiser

Every school day, you should study one to two subjects from your knowledge organiser for homework lasting at least one hour in total.

On pages 5 and 6 there is space for you to record the subjects you have studied to make sure you are giving equal time to all of them. Your parent should sign off your homework each evening on these pages.

Your parent should also sign your reading log on pages 7 and 8. You can use the note pages in this booklet to help with your studies.

You need to bring your Knowledge Organiser to school every day, as it will be checked regularly during form time.

You will be regularly tested on knowledge contained in this booklet in your lessons and through quizzes on Show My Homework.

8 Top Revision Tips

1

Start Early

Last minute cramming is stressful and has limited success.



2

Make a Plan

Work out how much time you have and how much of it you can spend on each subject.



3

Pick a Good Spot

Find a quiet and comfortable spot away from distractions and keep all of your things in one place.



4

Find a Good Method

Choose the best revision methods for you and try to use a mixture of methods for the best results.



5

Takes Breaks

It is possible to work too hard! Your brain needs rest and time to process the information you've studied.



6

Revise with Friends

Talking through what you've learned with a friend can help information stick.



7

Use Past Papers

These are a great way to test yourself and a good way to get used to the exam format



8

Eat Well

You need to maintain a healthy diet to be able to retain information and not lose energy or focus during study.



LONG TERM MEMORY



Retrieval Practice

Create your own quizzes based on topics.
Create them, test yourself or get someone to test you, it works!



Deliberate Practice

Apply your knowledge!
Revise it, practice exam questions and then go over using your notes, adding or redrafting!

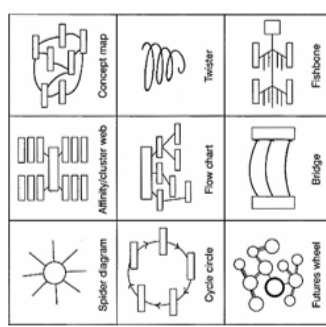
Answer Planning

Practice planning exam question answers.
Bullet point, speed plan and draft key paragraph questions.



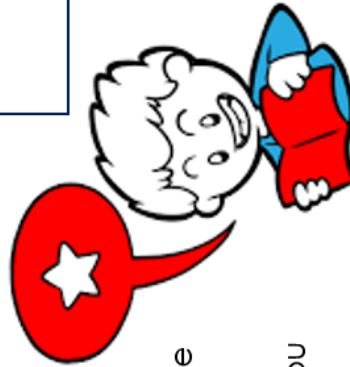
Graphic Organisers

Transform the information into visual revision to create links, show a narrative, identify the causes, consequences and importance.



Read Aloud

Simply speak the facts and dates out loud as you're reading the Knowledge Organiser. Even try to act out some of the facts – it really helps you remember!



Sketch it

Draw pictures to represent each of the facts or dates. It could be a simple drawing or something that reminds you of the answer.



Practice!

Some find they remember by simply writing the facts over and over again.

PRACTICE
MAKES
PERFECT

Hide and Seek

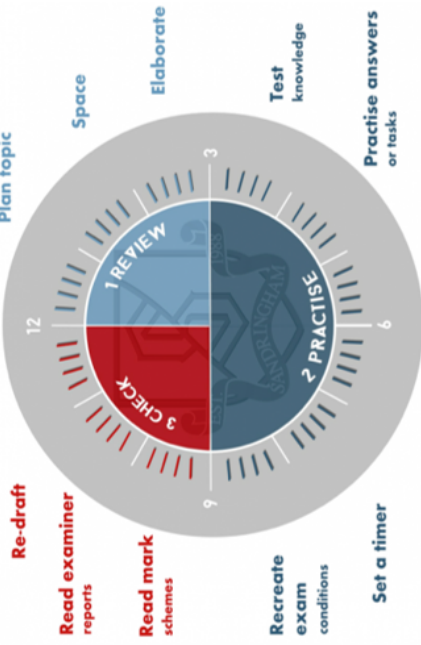
Read through your knowledge organiser / book, put it down and try and write out as much as you can remember. Then keep adding to it until its full!

Teach it!

Teach someone your key facts and then get them to test you, or even test them!



THE MEMORY CLOCK



Flashcards



Create with questions on one side and answers on the other side. Colour code specific topics and quiz yourself.

Record it

Record yourself on your phone or tablet reading out the information. These can be listened to as many times as you want!



Post it's

Using a pack of post-it notes, write out as many of the keywords or dates as you can remember in only 1 minute!

Year 7 Spring Term Knowledge Organiser

Mark making is a term used to describe the different lines, patterns and textures we create in a piece of art. It applies to any art material on any surface.

Art – Mark Making & Impressionism:

| Art Specific Language and Terms | |
|---------------------------------|---|
| Watercolour | Watercolour is a painting method in which the paints are made of pigments suspended in a water-based solution. |
| Layering | The process of layering while painting makes it easier to add surface texture, subtle colour changes and depth in a piece of art. |
| Directional Line | Lines can lead the eye around an image and they can also be used to express something to the viewer e.g. shape or movement. |
| Texture | Texture relates to the surface quality of a work of art. |
| Plein Air | Plein air painting is about leaving the four walls of a studio behind and experiencing painting and drawing in the landscape. |
| Realism | Realism was a mid nineteenth century artistic movement where artists painted from everyday life in a naturalistic manner. The term is also used to describe artworks painted in a realistic almost photographic way. |
| Impressionism | A theory or practice in painting especially among French painters of about 1870 of depicting the natural appearances of objects by means of dabs or strokes of primary unmixed colours in order to simulate actual reflected light. |
| Post - Impressionism | Post-Impressionism is an art movement that developed in the late 19th century. It is a subjective approach to painting and artists opted to paint emotion rather than realism in their work. |



Vincent Van Gogh was a Dutch post-impressionist painter who is among the most famous and influential figures in the history of Western art.

Year 7 Spring Term Knowledge Organiser

Art – Impressionism – Van Gogh:

Vincent Van Gogh was a Dutch post-impressionist painter who is among the most famous and influential figures in the history of Western art.

| Art Specific Language and Terms | | |
|---------------------------------|--|--|
| Realism | Realism was a mid nineteenth century artistic movement where artists painted from everyday life in a naturalistic manner. The term is also used to describe artworks painted in a realistic almost photographic way. | Post - Impressionism |
| Impressionism | A style of painting especially among French painters around 1870 of depicting the natural appearances of objects by means of dabs or strokes of primary unmixed colours in order to simulate actual reflected light. | Plein Air |
| | | Post-Impressionism was an art movement that developed in the late 19 th century from Impressionism. It is a subjective approach to painting and artists painted emotions rather than realism in their work. |
| | | Plein air painting is about leaving the four walls of a studio behind and experiencing painting and drawing in the landscape. |

Why is it called Impressionism?

Impressionist artists were not trying to paint a reflection of real life, but an 'impression' of what the person, light, atmosphere, object or landscape looked like to them. And that's why they were called impressionists! They tried to capture the movement and life of what they saw and show it to us as if it were happening before our eyes.

Who were the Impressionists?

Some of the main impressionist artists are Claude Monet, Camille Pissarro, Alfred Sisley, Auguste Renoir, Mary Cassatt and Edgar Degas.

How did they Paint?

Before impressionism, landscapes in art were often imaginary, perfect landscapes painted in the studio. The impressionists changed all that. They painted outdoors. As they were outside, they looked at how light and colour changed the scenes. They often painted thickly and used quick (and quite messy) brush strokes. In most of the paintings before impressionism you can't really see the brushstrokes at all.



John Singer Sargent
Claude Monet Painting by the Edge of a Wood ?1885



Camille Pissarro
The Pork Butcher 1883

Y7 CITIZENSHIP KNOWLEDGE ORGANISER

Spring Term

Making Connections
How can you link different topics together?

- Accountability + TV + Newspapers
- Educate + Inform + Check + Entertain
- New Media + E-media
- Broadsheet + Tabloid + Newspaper
- Ofcom + TV
- Politicians + Media

Tabloid
Vs
Broadsheet

- What is the purpose of the media?
- Educate
- Inform
- Check
- Entertain

Media
Different methods of delivering a message, story or information to a large audience.

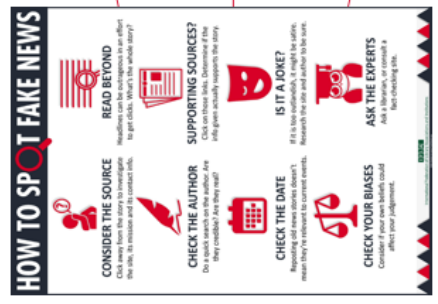
Mass Media
Different methods of delivering a message, story or information to a large audience.

Broadsheets
Have smaller headlines, with detailed articles. They are considered to be a more educational newspaper with key focuses on political, financial, national and international news. Broadsheets rarely contain much celebrity gossip.

Tabloids
Have large headlines usually with short articles. Also tend to include lots of gossip and celebrity news as well as national news. Most tabloids tend to be less 'serious' than some other newspapers.

| | | |
|--|--|---|
| Have large headlines usually with short articles. | Have smaller headlines, with detailed articles. | Tend to be less 'serious' than some other newspapers. |
| More educational, with key focuses on political, financial, national and international news. | Tend to include lots of gossip and celebrity news as well as mostly national news. | Rarely contain much celebrity gossip. |

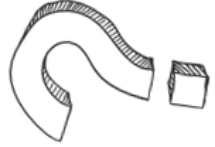
Fake News - Inaccurate, fake and fictional stories created by authors to trick the public into believing they are true.



Read beyond... check the information with another source.

Check the date... reporting stories can be misleading because it doesn't mean they're relevant today.

Check the author... are they credible and reliable?



Ofcom are an independent organisation who make sure that each TV programme is suitable for the audience.



Why is the media so important?

Types of Media

Traditional

Newsprint, television and radio

New media

All-non traditional forms of media

E-media

All forms of media related to the internet; 'e' stands for electronic

Y7 CITIZENSHIP KNOWLEDGE ORGANISER

Spring Term

| |
|---|
| <p>Active Citizen Trying alone or with others to bring about change. Using knowledge and understanding of citizenship skills to try and make a difference.</p> |
| <p>Direct Action Action taken where the normal channels are regarded as too slow or ineffective, often some sort of disruptive activity, to arouse public awareness.</p> |
| <p>Campaign Activities that candidates and their supporters undertake to persuade people to vote for them.</p> |
| <p>Community A group of people who live near each other in a local area; a group of people who share common beliefs or way of life.</p> |

Raise money

Vote in elections

Write to your MP (lobbying)

What does an active citizen do?

Help others

Volunteer

Campaign

Raise awareness

Convince others to change

Petition

Plastic Pollution



The biggest problem with unwanted plastic is the pollution and damage it causes the environment. Plastic breaks into tiny pieces, which then get blown around by the wind and the rain. It ends up in our streams, rivers and the ocean.



Wind Turbines



- ✓ Environmentally friendly.
- ✓ Never ending fuel source.
- ✓ No pollution.
- ✓ Excellent supplement (help) to other renewable fuel sources.
- ✓ The energy used in creating wind farms is earned back within the first 3-6 months.
- ✗ Can take up a lot of land.
- ✗ Low energy production – Only a large number of turbines can mass produce energy.
- ✗ Quite expensive to maintain.
- ✗ Can be quite noisy – often the locals will complain.
- ✗ Wind power alone cannot serve all of our needs.

Useful Citizenship Skills

Advocacy

Representing or acting on behalf of a particular cause.

Responsible Action

Doing something on behalf of others to try and raise awareness, make a difference or achieve certain aims. This will be done in order to have a positive impact on others or a particular cause.

Active Participation

Taking part by becoming involved; doing something or saying something to try and make a change or make a difference.

Informing Opinions

Giving other people information in order to try and change their opinions and views.

Solar Power

Solar energy is light, heat, and other forms of energy given off by the Sun. Solar energy can be collected and used to heat buildings and to make electricity.



Making Connections

How can you link different topics together?

Responsible Action + Advocacy
Advocacy + MP + Representation
Informing Opinions + Responsible Action
Carbon Footprint + Advocacy + MPs + Parliament



Active Citizenship & Sustainability

7.3 Computing – Spreadsheet Key Knowledge

Key Vocabulary

| | |
|-------------------------|---|
| Cell | A rectangular box that can contain any value. |
| Row | A range of cells that go across (horizontal) the spreadsheet. Rows have a number. |
| Column | A vertical range of cells. Columns have a letter. |
| Active Cell | The Active Cell is the cell that is being worked in at the moment. |
| Colon : | Defines a range of cells. Colon in effect means to e.g. A2:D5. |
| Cell Replication | Copying of data in a cell to another cell. |
| Sheet | A single page in a spreadsheet document. |
| Workbook | A collection of sheets. |
| Cell Reference | The name of an individual cell (the coordinates to a cell). |
| Formula | A mathematical operation performed on values in the spreadsheet. |
| Formatting | The appearance of the cell (colour, font size, type). |
| Conditional Formatting | This changes the format of a cell based on what condition you enter. |
| If Statement | A function that sees if a condition is met. If it is met a true value is returned if not a false. |
| Static Cell | A cells value that has to be changed manually. |
| Dynamic Cell | A cell value changes automatically based on contents from another cell. |
| Absolute Cell Reference | Makes the cell static (will not change when copying a formula). |
| Validation | Where the computer checks your data entry to see if it is allowed. |

Key Formulas – Complete this table

| | |
|------|------------------------------------|
| =Sum | Adds the values of a cell range |
| =Max | Finds the average value of a range |
| | Finds the minimum value in a range |
| | Used to create an IF statement |



Label the parts of a spreadsheet

Spreadsheet Task

| Activity / product | Price per unit | Unit sales | Total revenue |
|--------------------------|----------------|--------------|------------------|
| Ski lessons | £16.00 | 120 | £1,920.00 |
| Snowboarding lessons | £18.00 | 75 | £1,350.00 |
| Lift pass | £5.00 | 195 | £975.00 |
| Total revenue | | | £4,245.00 |
| Costs | Cost per unit | Units bought | Total costs |
| Instructors wages | £65.00 | 10 | £650.00 |
| Hire of lift equipment | £350.00 | 1 | £350.00 |
| Equipment loan repayment | £400.00 | 1 | £400.00 |
| Total costs | | | £1,400.00 |
| Profit | | | £2,845.00 |

Use the Alpine Snow School spreadsheet above to answer the following questions:




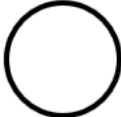



1. If the Snow School wanted to calculate how much it would cost to double the amount of instructors you hired, which cell would you change?
2. What is the formula used to calculate the total cost for hire of lift equipment?
3. What type of information is in each of these cells?

Put a cross under 'data', 'formula' or 'label' for each cell address.

| Cell Address | Formula | Data | Label |
|--------------|---------|------|-------|
| B4 | | | |
| D4 | | | |
| D7 | | | |
| B5 | | | |
| A12 | | | |

7.4 Computing – Flowol

| | |
|---------------------|---|
| Algorithm | An algorithm is a list of step-by-step instructions that when followed will solve a problem. |
| Flowchart | A flowchart is a way of showing all the steps in an algorithm or problem visually in a diagram. |
| Terminator | The symbol used in a flowchart to start or stop. |
| Decision Box | The diamond shape used in a flowchart so the user makes a decision, normally either yes or no. |
| Mimic | The interactive image used in Flowol to use alongside the flowchart. |
| Subroutine | A set of instructions made to perform another operation within a program. |

| Symbol | Name | Function |
|---|--------------------|--|
|  | Process | Indicates any type of internal operation inside the Processor or Memory |
|  | Input/Output | Used for any Input/Output (I/O) operation. Indicates that the computer is to obtain data or output results |
|  | Decision | Used to ask a question that can be answered in a binary format (Yes/No, True/False) |
|  | Connector | Allows the flowchart to be drawn without intersecting lines or without a reverse flow |
|  | Predefined Process | Used to invoke a subroutine or an Interrupt program |
|  | Terminal | Indicates the starting or ending of the program, process or Interrupt program |
|  | Flow Lines | Shows direction of flow |

Flowol Task

Label the following flowchart Symbols

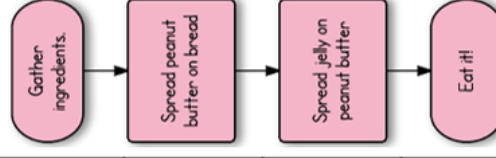






Write an algorithm to make a cup of tea

Explain in detail what the flowchart below is.



Write an algorithm that controls the traffic light system

Drama – Darkwood Manor

| Vocabulary | Definition |
|------------------|---|
| Sound Effect | A sound effect is a sound made artificially for use in a play, film or other broadcast production. |
| Stage Lighting | Stage lighting is designed to make the stage performance visible to the audience, but the method used to light the stage will impact on the way the stage picture is perceived and should reinforce the overall dramatic impact of the production. |
| Body as Props | Using your body to create props. This can be done either as an individual or as a group. |
| Moving Objects | Creating a body as a prop that then has a moving element to them. |
| Role on the Wall | A rehearsal technique where you write down the thoughts and feelings a character has on the inside and how they show them on the outside. |
| Tension | Dramatic tension is how you keep an audience hooked to the story of your play. It is about creating and maintaining an audience's involvement in the "journey" of your play. |
| Atmosphere | The interaction between the audience and the mood of a drama performance. |
| Characterisation | The creation or construction of a fictional character through the use of performance skills. |
| Soundscape | A soundscape is the use of sounds which are combined to create mood and atmosphere, often for a play or film. Often, the sounds used might be natural sounds that you would expect to find in a particular location. For example, a churchyard at night might include the sounds of owls hooting. |
| Gait | Gait is a person's manner of walking. The way a performer walks on stage will form part of their characterisation, e.g. an arrogant and high-status character may swagger or strut on stage. |
| Visualisation | Look at how they are standing, their expression, any gestures they make and what they're wearing. Imagine hearing them speak. When you have a really clear vision of your character, take a step forwards and 'become' what you have visualised. |
| Devising | 'Devising' is a group collaboration in response to a stimulus leading to the creation of an original performance. |

Physical movement is at the heart of physical theatre, but the art form also adopts elements from other contemporary theatre disciplines. Actor and director Steven Berkoff's practice of "total theatre" incorporates dance pieces, improvisation and the actors' physical skills to create innovative productions, while the UK theatre company Complicité incorporates visual art in the form of film projections into their award-winning plays.

Transition the movement that changes from one state to another.

You have been doing drama for a term now, record 2 strengths and 2 areas you need to improve.

My Strengths in drama are....

- 1.
- 2.

My areas of improvement in drama are....

- 1.
- 2.

DEVISING TECHNIQUES

Starting to create your own piece of theatre

BRAINSTORM

As a group, discuss the themes that you want to explore in the performance. Brainstorm stories that involve the characters experiencing each theme.

CHARACTERS
Start by creating the characters. Too many devised pieces fail because the characters have not been carefully thought out. Name each character and talk about their personality and relationships.

FREEZE FRAME

Create freeze frames that depict crucial moments in the character's life. These can then be incorporated into your performance later on.

MUSIC

Find a piece of music that represents your theme, either lyrically or through the dynamics or texture. Use the music to create a movement sequence that shows the mood of a character.

STRUCTURE

Create a flow chart of the story and highlight the key scenes. Experimenting with the structure may help you create a more imaginative and original performance.

IMPROVISE

Improvise a scene in every rehearsal. Don't just talk thing through. Try to improvise a scene using different styles. A scene may work better as a comedy even though it was originally a drama.

MONOLOGUE

In a group, think of one word each that describes your character. Then on your own, use the list of words (in the order they were said) to write a monologue for your character.

REFLECT

At the end of a rehearsal, reflect on what you have done next. Set aims and assign jobs for the next session. Create a rehearsal schedule and stick to it.

Key Questions:

1. Why is tension important?
2. Name two ways you can create a tense atmosphere?
3. Name 3 things you would do to create a characterisation?
4. Explain what a soundscape is?
5. Why is lighting and sound important in a piece?

Non-Naturalism drama is a term used to define any theatre that does not focus on life-like representation on stage. It allows the performers to explore the plays more creatively and allows for a more conceptual approach.

Name:
Born:
Died:
Job:
House:
Status in the village:
How they linked to the Manor:

Practice Task

1. Create a fact file for a previous owner of Darkwood Manor.
2. Draw a picture of the entrance hall- how will you create the spooky atmosphere?





Drama- Constantin Stanislavski

1863-1938

Stanislavski was a Russian theatre practitioner famous for creating a system of acting.



| Key Concepts | |
|---------------------|---|
| 4th Wall | It is an imaginary wall at the front of the stage separating the audience from the actors which allowed for Stanislavski's method called the suspension of disbelief to take place. |
| Magic If | The magic word of 'If' opens up many possibilities for the actor to 'create a whole new life' of stimulating emotions. What would I do if.....happens? |
| Given Circumstances | The given circumstances are the information about the character that you start off with and the play as a whole. How old is the character? What's their situation in the play and in relation to the other characters? Are there any notes provided about the play and its characters? Such notes and stage directions may not tell you everything you need to build a character but they are the starting point. |
| Emotional Memory | An actor's store room. Remembering feelings and emotions that they have had and felt, strengthens their characterisations. |
| Accentuation | Emphasising the incorrect word in a sentence changes the context and meaning of the whole story. Being clear of what to accentuate is vital, so that the correct meaning and atmosphere is communicated. |
| Imagination | "...when you begin to study each role you should first gather all the materials that have a bearing on it and supplement them with more and more imagination..." You must use your imagination to discover your character. |
| Feeling of Truth | This is a state of mind that can't be learnt.... The actor MUST believe in what they are doing for the audience to believe. |
| Tempo and Rhythm | There is an inner and an outer tempo and rhythm. He linked tempo to the speed of an action or feeling and the rhythm to the intensity or depth of the experience. |

Key Terms

- 4th Wall
- Magic If
- The System
- Method Acting
- Given Circumstances
- Realism
- Imagination
- Feeling of Truth
- Emotional Memory Back
- Objectives and Super Objectives

Realism...

Realism could be recognised by its selection and focus on the detailed observation of everyday life. Stanislavski often used to refer to realism and encouraged his actors to understand and portray their characters with sensitivity. He was opposed to what he saw as either over acting or too much theatricality.

Practice Task

1. Practice the Magic If at home by thinking of all different seniors and acting them out. Example you may wish to use:-
 - You have just failed a test
 - You have found out a pet has died
 - You just passed your driving test
 - Someone has just proposed to you.
2. Create an emotional memory bank. Write down as many emotions as you can think of and link them to experiences you have had in your life.

Stanislavski's Given Circumstances

1. Who am I?

Think about what your character is like in terms of personality.

2. What are my given circumstances?

Think about your recent past and how this has affected you and brought you to where you are.

3. What are my relationships?

Think about your relationship with other characters, events and things that surround you.

4. What is my objective? Why?

This is what you want, your motivation or reason for action.

5. What must I overcome?

This is the problem that is stopping you from getting your objective; what you need to overcome to reach your goal.

6. What is my action?

This is what you do to overcome your obstacle and attempt to reach your goal.

7. What is my super objective?

This is your main or overall goal throughout the whole play.

8. What is my through line of action?

These are the links in all of your objectives that drive it to the super objective.

Key Questions:

1. How can you use the Magic If to improve your character?
2. What are given circumstances?
3. Name 3 things you could do to create improve your characterisation?
4. Explain what the feeling of truth is?

Characterisation and Setting

Core Text: *The Graveyard Book* by Neil Gaiman

Characterisation is the deliberate and conscious construction of a character; this will include—amongst other things—choices regarding appearance, nature, background, perspective, behaviour and relationships with others. Characterisation choices are also closely linked to plot, genre and setting.

Test yourself - cover the vocabulary words. Can you recall each term using the **definitions?**

Vocabulary


- Antagonist
- Bildungsroman
- Character
- Character Arc
- Characterisation
- Conflict
- Development
- Genre
- Gothic
- Plot
- Protagonist
- Setting
- Structure
- Verb

Practise spelling vocabulary words and matching definitions to words.



- A. The way a text is organised.
- B. The time and the place in which the action happens.
- C. The process in which someone or something grows or changes and becomes more advanced.
- D. The main events of a novel, play, film or similar work.
- E. The forces that oppose each other to create the plot in a novel, play, film or similar work.
- F. The deliberate and conscious construction of a character.
- G. The 'lead' character in a text; often presented positively.
- H. Something that is characterized by mystery, horror, and gloom.
- I. How a character changes or develops during a narrative.
- J. A type of word or phrase that describes an action or state of being.
- K. A text that tracks the development of a character across their formative years and into adulthood.
- L. A style, especially in the arts, that involves a particular set of characteristics.
- M. A person in a novel, play, film or similar work.
- N. A character who is in opposition to the protagonist; often presented negatively.

Antagonist N; Bildungsroman K; Character M; Character Arc I; Characterisation F; Conflict E; Development C;
Genre L; Gothic H; Plot D; Protagonist G; Setting B; Structure A; Verb J

 Task 1 - From the extract below, identify examples of how Gaiman characterises the man Jack.


Extract A from Chapter 1

How Nobody Came to the Graveyard

The man Jack paused on the landing. With his left hand he pulled a large white handkerchief from the pocket of his black coat, and with it he wiped off the knife and his gloved right hand which had been holding it; then he put the handkerchief away. The hunt was almost over. He had left the woman in her bed, the man on the bedroom floor, the older child in her brightly colored bedroom, surrounded by toys and half-finished models. That only left the little one, a baby barely a toddler, to take care of. One more and his task would be done.


He flexed his fingers. The man Jack was, above all things, a professional, or so he told himself, and he would not allow himself to smile until the job was completed.

His hair was dark and his eyes were dark and he wore black leather gloves of the thinnest lambskin.

 Task 2 - How does this extract establish the man Jack as the antagonist?

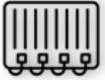
Verbs: A verb is not just a 'doing words'; a type of word or phrase that describes an action or state of being.

Adjectives: Also known as 'describing words'; adjectives describe nouns and pronouns.



Creative Writing - Characterisation

Write about a character who is looking for something of value.

- Like the man Jack, your character could be holding something. What might this be? How does this item help your reader to understand your character?
 - Think carefully about the verb choices to describe your character's movements and actions, and the adjectives you associate with the object your character is holding.
- 



Stories centre around a key conflict: this is often a conflict between the protagonist and the antagonist. In *The Graveyard Book*, this conflict is between Bod and the man Jack.



Task 3 - Identify the verbs in Extract B. Write a short explanation about the impact of these verb choices: for example, why would Gaiman have chosen the verb 'slipped' rather than 'walked'?

Extract B from Chapter 1
How Nobody Came to the Graveyard

The street door was still open, just a little, where the knife and the man who held it had slipped in, and wisps of night time mist slithered and twined into the house through the open door.

The knife had a handle of polished black bone, and a blade finer and sharper than any razor.



Task 4 - Identify the adjectives in extract B. Write a short explanation about what the adjectives help to emphasise about the knife.

Year 7 KS3 Cooking and Nutrition: The Eatwell Guide Part 1 (Fruit and Vegetables and Carbohydrates)

Prior Learning / Context:

Some knowledge of the Eatwell Guide and healthy eating may be brought forward from primary schools, but this will be the first experience of preparing food for most students

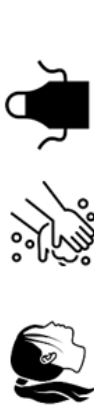
Key Questions

Why is eating a rainbow of colours important when choosing which vegetables you eat?

What is a "food mile" and why should we be reducing them?

Many vegetables end up going to waste. How can we prevent this ?

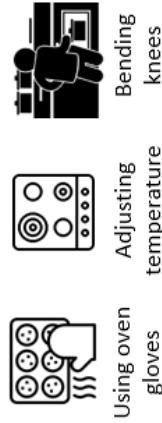
Top 3 personal hygiene



Top 3 knife skills

- Choose the correct **CHOPPING BOARD**
- Use **BRIDGE** and **CLAW**
- Avoid putting your finger on the **BLADE**

Top 3 cooker skills

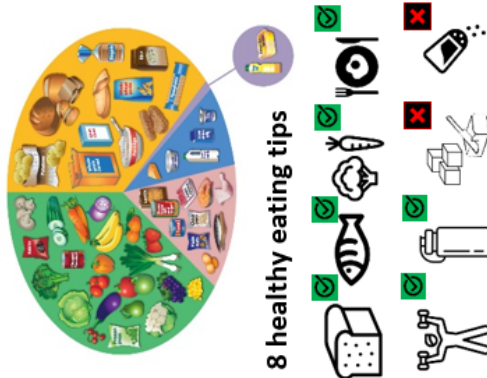


Using oven gloves

Adjusting temperature

Bending knees

The Eatwell Guide



8 healthy eating tips

Assessment:

- Retrieval Practice – quizzing, starter/plenary tasks
- Formal knowledge assessments – delivered in time with reporting
- Food preparation skills assessed after every practical (P, D, C, E)

Fruit and Vegetables

- Eating **5-a-day**
- Eating a **rainbow** of colours
- Fresh, frozen, dried & canned all count
- Gives you fibre, vitamins and minerals

Carbohydrates

- Base your meals on **starchy** carbohydrates
- Eat **wholemeal** varieties for extra **fibre**
- Gives you slow release energy and a healthy digestive system
- Cut down on **sugars**

Themes:

- Nutrition and Health
- Food preparation
- Food safety
- Food provenance
- Food choice
- The science of cooking

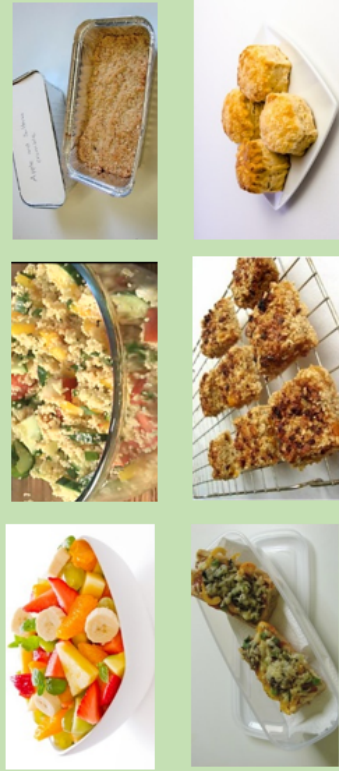
Food Miles

- The distance travelled between where food is produced and the shops
- Pollution from food miles can harm the environment

Sensory Testing



Food Preparation Outcomes:



Future Learning:

- Year 8:** Eatwell Guide Part 2 and more complex cooking skills
- Year 9:** Food Choice and cooking traditional dishes
- KS4:** AQA GCSE in Food Preparation and Nutrition

Key Vocabulary

Personal hygiene, cross-contamination, bacteria, equipment, ingredients, nutrition, carbohydrates, fruit and vegetables, food miles, pollution, sensory testing, caramelisation, dextrinization, conduction, convection, radiation, enzymic browning, raising agents

Year 8 Eatwell Guide Part 2 (proteins, dairy and fats and oils)



Topic 3: Fruit

Fruits are an important part of a balanced diet and should make up two portions of your 5-a-day.

Fruits contain a variety of micronutrients, for example Vitamins C and A, and they are also a good source of fibre.

Fruits can be eaten fresh, frozen, canned or dried. They can be preserved in jams or puréed to make a sauce.

Some fruits are grown in the UK and some are imported from other countries. If imported they can travel thousands of miles to get to the shops. The distance travelled between where food is grown and your table is called a 'food mile'. Pollution from food miles can harm the environment.

Most fruits grown in the UK have a growing season - a time of the year when the growing conditions are best. Choosing seasonal foods has many advantages:

1. They have more nutrients as they are fresher
2. They are cheaper because they are plentiful
3. If grown locally you can support local farmers
4. The food miles will be lower so it's less harmful to the environment

There are some disadvantages too. Only eating seasonal or local foods means that your favourite foods might not be available all year round. Your diet could also lack variety.

Topic 4: Vegetables

Vegetables are an important part of a balanced diet and should make up three portions of your 5-a-day.

Vegetables contain a variety of micronutrients, for example Vitamins C and B, and they are also a good source of fibre.

Vegetables can be eaten fresh, frozen, dried, canned and juiced.

Eating a rainbow of colours provides different vitamins and minerals and can make a meal look more appetising.

Modern growing techniques and the use of technology mean that vegetables can be grown, harvested and packaged within hours so they are very fresh.

Many supermarkets now sell 'wonky' vegetables. These are different shapes and sizes or the wrong colour but they are still tasty and nutritious. Wonky vegetables are often cheaper to buy and stop good food from going to waste.

Children in the UK are not eating enough vegetables. Advertising campaigns to promote vegetables to children and their parents are trying to tackle the problem.



Year 7 French KO – Spring Term 1

School Subjects

| Qu'est-ce que tu penses de tes matières? | What do you think of your subjects? |
|--|-------------------------------------|
| le français | French |
| le théâtre | Drama |
| la géographie | Geography |
| la musique | Music |
| la technologie | Technology |
| l'anglais | English |
| l'EPS | PE |
| l'histoire | History |
| l'allemand | German |
| l'informatique | ICT |
| les arts plastiques | Art |
| le dessin | Art |
| les maths | Maths |
| les sciences | Science |
| la religion | RE |
| la cuisine | Cookery |
| l'éducation civique | PSHE |
| Ma matière préférée est | My favourite subject is |
| Le/la prof est sympa. | The teacher is nice. |
| Le/la prof est trop sévère. | The teacher is too strict. |
| J'ai trop de devoirs. | I have too much homework. |

Telling the Time

| Quelle heure est-il? | What time is it? |
|-----------------------------|----------------------|
| Il est... | It is... |
| cinq heures | five o'clock |
| cinq heures dix/vingt | ten/twenty past five |
| cinq heures et quart | quarter past five |
| cinq heures et demie | half past five |
| cinq heures moins dix/vingt | ten/twenty to five |
| cinq heures moins le quart | quarter to five |
| midi/minuit | midday/midnight |

School uniform

| Qu'est-ce que tu portes? | What do you wear? | | |
|--------------------------|-------------------|---------------------|---------------|
| Je porte... | I wear | une veste | |
| On porte... | We wear | des chaussettes (f) | socks |
| l'uniforme scolaire | School uniform | des chaussures (f) | shoes |
| un pantalon | trousers | des baskets (f) | trainers |
| un polo | polo shirt | je pense que | I think that |
| un pull | jumper | à mon avis | in my opinion |
| un sweat | sweatshirt | c'est... | it's |
| un tee-shirt | tee-shirt | chic | smart/stylish |
| une chemise | shirt | confortable | comfortable |
| une cravate | tie | démodé | old fashioned |
| une jupe | skirt | pratique | practical |
| | | moche | ugly |

Opinions

| Tu aimes? | Do you like? |
|---------------|---------------|
| j'adore | I love |
| j'aime | I like |
| je n'aime pas | I don't like |
| je déteste | I hate |
| parce que/car | because |
| c'est | it's |
| facile | easy |
| difficile | difficult |
| intéressant | interesting |
| ennuyeux | boring |
| amusant | fun/funny |
| créatif | creative |
| nul | rubbish/awful |

School day

| Ta journée scolaire est comment? | What is your school day like? |
|----------------------------------|-------------------------------|
| Je me lève | I get up |
| Je me lave | I wash |
| Je me brosse les dents | I brush my teeth |
| Je mange le petit-déjeuner | I eat breakfast |
| Je quitte la maison | I leave the house |
| J'arrive au collège | I arrive at school |
| Je retrouve mes copains | I meet my friends |
| On commence les cours | We start lessons |
| Je mange à la cantine | I eat in the canteen |
| Je chante dans la chorale | I sing in the choir |
| Je joue dehors | I play outside |
| On recommence les cours | We begin lessons again |
| Je rentre à la maison | I get home |

Useful verbs (infinitives)

| | |
|-----------|----------|
| porter | to wear |
| commencer | to begin |
| jouer | to play |
| chanter | to sing |
| penser | to think |
| aimer | to like |
| adorer | to love |
| manger | to eat |
| faire | to do |
| étudier | to study |
| apprendre | to learn |

Y7 French - Spring Term 2

Sports

| | |
|---------------------------|-------------------|
| Je joue... | <i>I play...</i> |
| au basket | <i>basketball</i> |
| au billard | <i>pool</i> |
| au football(foot) | <i>football</i> |
| au rugby | <i>rugby</i> |
| au hockey | <i>hockey</i> |
| au tennis | <i>tennis</i> |
| au volleyball | <i>volleyball</i> |
| à la pétanque/ aux boules | <i>boules</i> |
| aux cartes | <i>cards</i> |
| aux échecs | <i>chess</i> |

| | |
|------------------|-----------------|
| Je suis | <i>I am</i> |
| Je ne suis pas | <i>I am not</i> |
| assez | <i>quite</i> |
| très | <i>very</i> |
| sportif/sportive | <i>sporty</i> |

Free time activities

Qu'est-ce que tu fais? *What do you do?*

| | |
|---|---|
| Je fais du skate. | <i>I go skateboarding.</i> |
| Je fais du patin à glace. | <i>I go ice skating.</i> |
| Je fais du vélo. | <i>I go cycling.</i> |
| Je fais du ski. | <i>I go skiing.</i> |
| Je fais du judo. | <i>I do judo.</i> |
| Je fais du théâtre. | <i>I do drama.</i> |
| Je fais de la cuisine. | <i>I do cookery.</i> |
| Je fais de la danse. | <i>I do dancing.</i> |
| Je fais de la gymnastique. | <i>I do gymnastics.</i> |
| Je fais de la natation. | <i>I go swimming.</i> |
| Je fais de l'athlétisme. | <i>I do athletics.</i> |
| Je fais de l'équitation. | <i>I go horse riding.</i> |
| Je fais des randonnées. | <i>I go hiking.</i> |
| Je ne fais pas de sport/ danse, (etc.). | <i>I don't do sport/ dancing, (etc.).</i> |
| Est-ce que tu fais souvent (du vélo)? | <i>Do you do/ go (cycling) often?</i> |

| | |
|-----------------------|-----------------------------|
| Je fais... (du vélo). | <i>I do/go (cycling)...</i> |
| parfois | <i>sometimes.</i> |
| souvent | <i>often.</i> |
| tout le temps | <i>all the time.</i> |
| tous les jours | <i>every day.</i> |
| tous les weekends | <i>every weekend.</i> |

Likes and dislikes

| | |
|---------------|------------------------|
| j'aime... | <i>I like...</i> |
| je n'aime pas | <i>I don't like...</i> |
| j'adore... | <i>I love...</i> |
| je déteste | <i>I hate...</i> |

| | |
|-----------------------------|--------------------------------|
| j'aime jouer au foot | <i>I like to play football</i> |
| je n'aime pas faire du judo | <i>I don't like to do judo</i> |

The weather

Quel temps fait-il?

What's the weather like?

| | |
|-------------------|-----------------------------|
| il fait beau | <i>The weather is fine.</i> |
| il fait mauvais | <i>The weather is bad.</i> |
| il fait chaud | <i>It's hot.</i> |
| il fait froid | <i>It's cold.</i> |
| il fait nuageux | <i>It's cloudy.</i> |
| il y a du soleil | <i>It's sunny.</i> |
| il y a du vent | <i>It's windy.</i> |
| il y a de l'orage | <i>It's stormy</i> |
| il pleut | <i>It's raining.</i> |
| il neige | <i>It's snowing.</i> |
| il gèle | <i>It's freezing.</i> |
| au printemps | <i>in spring</i> |
| en été | <i>in summer</i> |
| en automne | <i>in autumn</i> |
| en hiver | <i>in winter</i> |

Quand (il pleut/ il fait chaud)
When (it rains/ it is hot)

| | |
|----------------------------|------------------------------|
| ... je reste à la maison | <i>I stay at home.</i> |
| ... je joue dans le jardin | <i>I play in the garden.</i> |

Adjectives

| | |
|-----------------------|-------------------------------|
| amusant | <i>fun</i> |
| marrant/drôle | <i>funny</i> |
| ennuyeux | <i>boring</i> |
| facile | <i>easy</i> |
| intéressant | <i>interesting</i> |
| barbant | <i>boring</i> |
| rapide | <i>fast</i> |
| utile | <i>useful</i> |
| reposant | <i>relaxing</i> |
| c'est... | <i>it is...</i> |
| à mon avis c'est... | <i>in my opinion it is...</i> |
| je pense que c'est... | <i>I think that it is...</i> |

Connectives

| | |
|-----------|------------------|
| parce que | <i>because</i> |
| mais | <i>but</i> |
| et | <i>and</i> |
| cependant | <i>however</i> |
| car | <i>because</i> |
| donc | <i>therefore</i> |
| aussi | <i>also</i> |

Technology

Qu'est-ce que tu aimes faire sur ton portable?

What do you like doing on your phone?

Qu'est-ce que tu aimes faire sur la tablette?

What do you like doing on your tablet?

| | |
|------------------------------------|--|
| j'aime.../je n'aime pas... | <i>I like/ I don't like...</i> |
| bloguer | <i>blogging</i> |
| écouter de la musique | <i>listening to music</i> |
| envoyer des SMS | <i>sending texts</i> |
| prendre des selfies | <i>taking selfies</i> |
| partager des photos/ des vidéos | <i>sharing photos/ videos</i> |
| regarder des films | <i>watching films</i> |
| tchatter avec mes copains/ copines | <i>chatting (online) with my friends</i> |
| télécharger des chansons | <i>downloading songs</i> |
| faire des achats | <i>shopping online</i> |

JOUER *to play*

| | |
|--------------|--------------------------|
| je joue | <i>I play</i> |
| tu joues | <i>you play</i> |
| il joue | <i>he play</i> |
| elle joue | <i>she play</i> |
| nous jouons | <i>we play</i> |
| vous jouez | <i>you play (plural)</i> |
| ils jouent | <i>they play</i> |
| elles jouent | <i>they play</i> |

je joue au hockey - *I play hockey*

nous jouons au basket
we play basketball

FAIRE *to do*

| | |
|--------------|------------------------|
| je fais | <i>I do</i> |
| tu fais | <i>you do</i> |
| il fait | <i>he does</i> |
| elle fait | <i>she does</i> |
| nous faisons | <i>we do</i> |
| vous faites | <i>you do (plural)</i> |
| ils font | <i>they do</i> |
| elles font | <i>they do</i> |

il fait de la cuisine - *he does cookery*

elles font de la natation
they go swimming

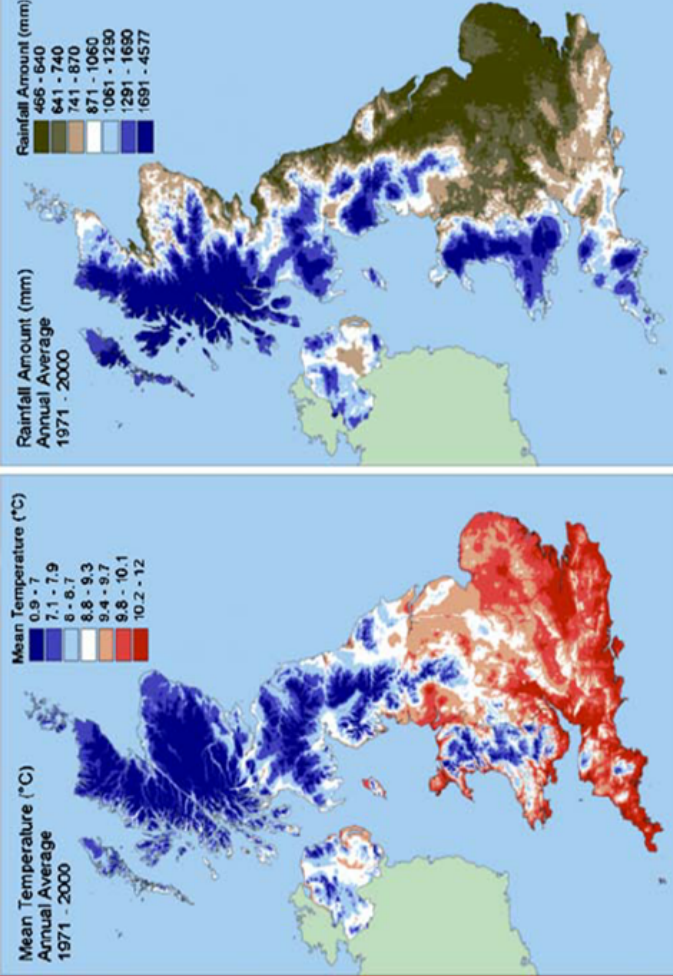
Key Ideas

The weather is made up of a number of components: **pressure, temperature, wind, drought, precipitation, humidity and sunlight**. Each of these components are what make up the daily weather condition experienced in an area.

Weather is experienced at different scales, locally, regionally, nationally, and globally. There are several factors which affect our weather at a local scale, these are: **Distance from the sea, altitude, latitude and prevailing winds**.

At a global scale the weather is affected by **global pressure bands** and the amount of **solar insolation an area receives**.

The Earth's climate is warming due to **human activity**. Cutting down trees (**deforestation**), **burning fossil fuels** and **population growth** are all contributing to the world growing warmer. **Different political systems** in countries will influence the laws and policies put in place to slow climate change down.



Year 7 Geography:

Weather and Climate

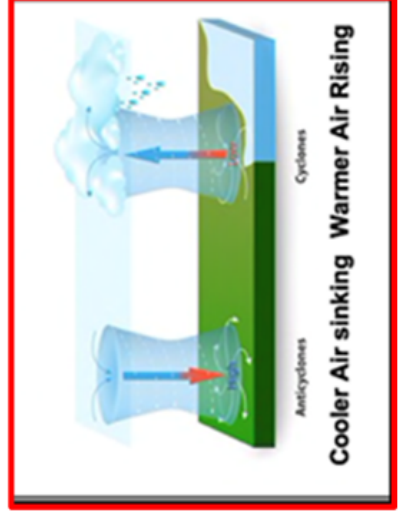
Key Questions

- What is the difference between weather and climate?
- How can we measure weather and climate?
- What factors effect the UK climate?
- How does climate effect the location of global biomes?

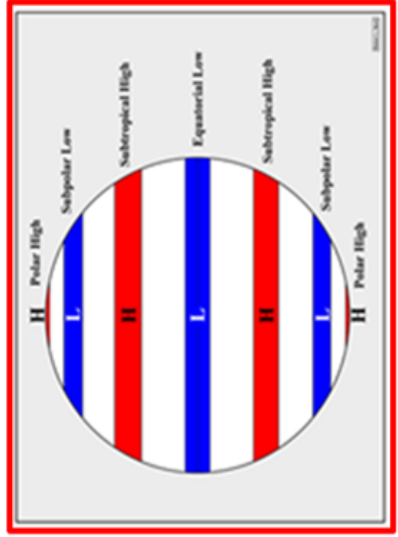
Tasks

1. Create a 5 day weather forecast for where you live.
2. Research 3 reasons for Scotland's wet climate.
3. Using the MET office website, find out what type of weather high pressure usually brings.

| Key Term | Definition |
|----------|--|
| Describe | Give a detailed account of the features of something without interpreting the information. |
| Explain | Give reasons for. |
| Identify | Name or otherwise characterise. |
| State | Express in clear terms. |
| Compare | Identify similarities and/or differences. |



Anticyclones and Cyclones



Global Air Pressure bands

Year 7 Geography: The Geography of the UK

| Key Term | Definition |
|--------------------|---|
| United Kingdom | A country in north-western Europe made up of four nations: England, Scotland, Wales and Northern Ireland |
| British values | Democracy, the rule of law, individual liberty, mutual respect, tolerance |
| Migration | The movement of people from one place to another with the intentions of settling at a new location |
| Commonwealth | A collection of 54 independent and equal countries, nearly all were once part of the British Empire. |
| Densely populated | High number of people per km ² |
| Sparsely populated | Low number of people per km ² |
| Physical feature | A place, object or characteristic formed by nature without human influence, e.g. River Thames |
| Human feature | A place, object or characteristic created by humans e.g. King's Lynn |
| Temperate climate | This is the climate of the UK, it has cool wet winters and warm wet summers |
| Census | A survey of the entire population, to find out about people's characteristics, completed once every 10 years. |
| North-south divide | Division of the UK into poorer north and richer south |
| Import | Bringing goods into a country from abroad for sale |
| Export | Sending goods to another country for sale |

Key tasks:

Name the capital city of each of the four nations that make up the UK. Map them on the map in the top right corner.

Give an example for each of the British Values.

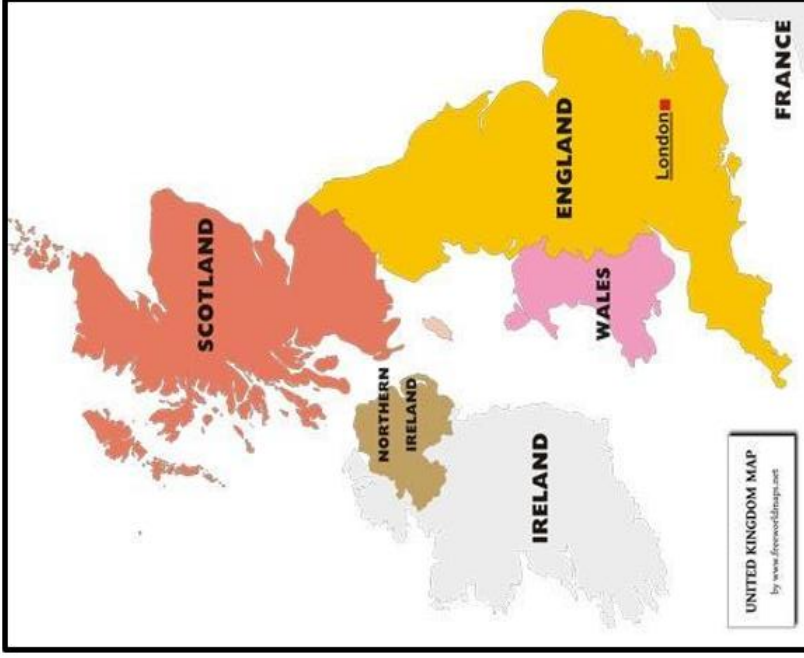
If we compare London and King's Lynn, which city will be densely populated and why?

Why do people move to the UK nowadays? Give two reasons.

Look at the map in the bottom right corner and point out three differences between north and south of the UK.

Prior learning:

1. What ocean is the closest to the UK?
2. What is a choropleth map?
3. What is the difference between physical and human Geography?



Y7 German - Spring Term 1

1. Die Zahlen

| | | |
|------------------|------------------|-----------------|
| zwanzig | 20 | |
| einundzwanzig | 21 | |
| zweiundzwanzig | 22 | |
| dreiundzwanzig | 23 | |
| vierundzwanzig | 24 | |
| fünfundzwanzig | 25 | |
| sechsendzwanzig | 26 | |
| siebenundzwanzig | 27 | |
| achtundzwanzig | 28 | |
| neunundzwanzig | 29 | |
| dreißig 30 | vierzig 40 | fünfzig 50 |
| sechzig 60 | siebzig 70 | achtzig 80 |
| neunzig 90 | hundert 100 | |
| ersten – first | zweiten – second | dritten - third |

2. Wann hast du Geburtstag?

| Wann hast du Geburtstag? | When is your birthday? |
|--------------------------|------------------------|
| Januar | January |
| Februar | February |
| März | March |
| April | April |
| Mai | May |
| Juni | June |
| Juli | July |
| August | August |
| September | September |
| Oktober | October |
| November | November |
| Dezember | December |

- Ich habe am ...(s)ten ... Geburtstag.
My birthday is on the... th of

- Ich habe (heute) Geburtstag.
My birthday is today.

3. Was spielst du?

Ich spiele ...
Badminton / Basketball / Fußball
Wasserball / Eishockey / Tennis
Volleyball / Tischtennis / Handball
Bist du sportlich?
Ich bin sehr/ziemlich/nicht sehr sportlich.

What do you play?

I play...
badminton / basketball / football
water polo / ice hockey / tennis
volleyball / table tennis / handball
Are you sporty?
I am very/quite/not very sporty

4. Was machst du gern? What do you like to do?

| | | | |
|-----------------------|-----------------|---------------------|----------------|
| Ich fahre Rad. | I ride my bike. | Ich spiele Gitarre. | I play guitar. |
| Ich lese. | I read. | Ich schwimme. | I swim. |
| Ich mache Judo. | I do judo. | Ich sehe fern. | I watch TV. |
| Ich tanze. riding. | I dance. | Ich reite. | I go horse |

Wie findest du das?

Ich finde es ...
irre/super/toll/cool
nicht schlecht
langweilig/nervig

What do you think of it?

I find it...
amazing/super/great/cool
not bad
boring/annoying

Es ist ...

It is...

5. Was machst du in deiner Freizeit?

Ich gehe ins Kino.
Ich höre Musik.
Ich gehe einkaufen.
Ich spiele Xbox oder Wii.
Ich gehe in den Park.
Ich gehe in die Stadt.
Ich esse Hamburger oder Pizza.
Ich chille.
Ich mache Sport.
Wann machst du das?
Wie oft machst du das?
am Abend/ am Wochenende jeden Tag
(sehr/ziemlich/nicht so) oft
einmal/zweimal pro Woche
dreimal pro Monat

What do you do in your free time?

I go to the cinema.
I listen to music.
I go shopping.
I play Xbox or Wii.
I go to the park.
I go to town.
I eat hamburgers or pizza.
I chill out.
I do sports.
When do you do that?
How often do you do that?
in the evening/on the weekend/ every day
(very/quite/not so) often
once/ twice per week
Three times a month

Y7 German - Spring Term 2

1. Was machst du am Computer oder auf deinem Handy?

Ich chatte mit Freunden auf Facebook.
Ich simse.
Ich lade Musik herunter.
Ich surfe im Internet.
Ich spiele Computerspiele.
Ich mache Fotos oder Filme.
Ich suche und lese Infos für die Hausaufgaben.
Ich sehe Videos.
Ich telefoniere mit Freunden.

immer
manchmal
nie
jeden Morgen
heute
morgen
am Montag
nächste Woche
in zwei Wochen

What do you do on the computer or on your mobile phone?

I chat with friends on facebook.
I text.
I download music.
I surf the internet.
I play computer games.
I take photos or make films.
I look for and read information for homework.
I watch videos.
I call my friends.

always
sometimes
never
every morning
today
tomorrow
on Monday
next week
in 2 weeks

2. Welches Fach magst du?

Ich mag ... (nicht/sehr).
Deutsch
Mathe
Naturwissenschaften
Informatik
Erdkunde
Geschichte
Werken
Englisch
Französisch
Sport
Theater

Was ist dein Lieblingsfach?

Mein Lieblingsfach ist ...
Warum magst du das (nicht)?
Ich mag (Mathe), weil es ... ist.
einfach
faszinierend
interessant
nützlich

Which subject do you like?

I like... (not/very).
German
Maths
Science
IT
Geography
History
DT
English
French
PE
Drama

What is your favourite subject?

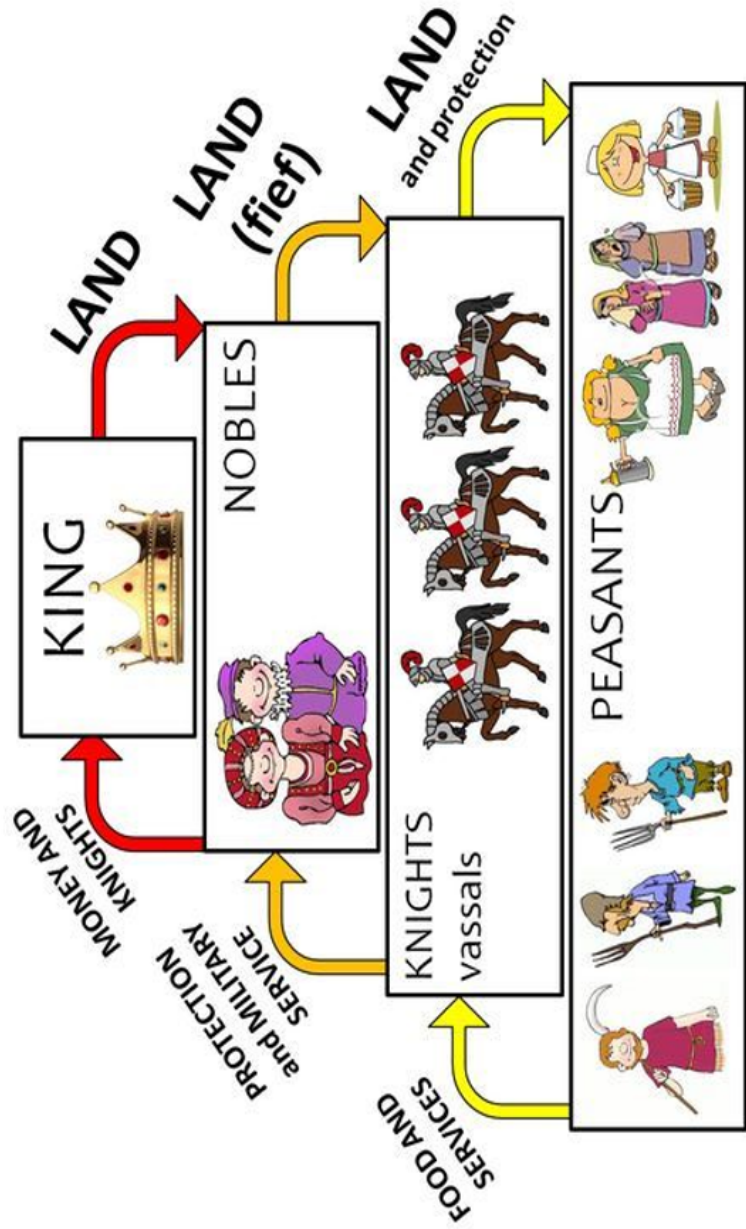
My favourite subject is...
Why do you (not) like that?
I like (Maths), because it is...
easy
fascinating
interesting
useful

Independent task: Do a comparison between German and English schools.

HISTORY: Anglo-Saxon and Norman England

Core Knowledge

- The Romans left in 410 AD because of attacks on the Empire, including Anglo-Saxon invasions of Britain.
- **Pull factors** Saxons were pulled to Britain due to climate, raw materials such as iron, silver, tin and copper.
- It was easy to travel due to rivers.
- **Push Factors** Anglo Saxons society was competitive. It was very important for kings to explore, conquer new lands also their homeland often flooded.
- The Viking King Cnut was also king of Denmark and Norway.
- Edward the Confessor became King of England in 1042. He was a Saxon but was the stepson of King Cnut.



Feudal Pyramid of Power

| Key Words | |
|-------------------------|--|
| Witan | The advisors of the Anglo-Saxon king. |
| Earls | Rich and powerful landowners. |
| Earldom | The area of land controlled by Earls. |
| Thegn | Smaller landowners. |
| Ceorl | Ordinary people who owned just enough land to grow food on. |
| Thrall | Anglo-Saxon slave. |
| Heir | A person legally entitled to the property or rank of another on that person's death. |
| The Feudal System | A system of land control. |
| Oath | A sacred promise. |
| Housecarl | Harold Godwinson's elite soldiers. |
| Fyrd | Harold Godwinson's inexperienced soldiers. |
| Senlac Hill | The area of land occupied by Harold's army at the Battle of Hastings. |
| Bayeux Tapestry | 70 metre long cloth created in the 1070s depicting events before, during and after the battle of Hastings. |
| Domesday Book | A survey ordered by King William. |
| Motte and Bailey Castle | A fortification with a wooden or stone keep situated on a raised area of ground called a motte, accompanied by a walled courtyard, or bailey, surrounded by a protective ditch and palisade. |

| Chronology | |
|----------------------------|---|
| 410 AD/CE | The last Roman leaders left Britain as Anglo-Saxons began to invade. |
| 793 AD/CE | First Viking invasion of Britain. |
| 865 AD/CE | The Danelaw was established. |
| 1016 AD/CE | King Cnut became the first Viking to rule a united England. |
| 1042 AD/CE | King Edward the Confessor made England Anglo-Saxon again. |
| January 1066 | Edward the Confessor dies with no heir. |
| September 1066 | Harald Hardrada and Vikings invade England in the North. |
| 20th September | Battle of Fulford Gate – Vikings defeat Morcar and an English army. |
| 25 th September | Battle of Stamford Bridge – Harold defeated Harald Hardrada– English victory. |
| 14 th October | Battle of Hastings – Norman victory. Harold Godwinson is killed. |
| December 1066 | William the Conqueror is crowned King of England. |
| 1069 | Harrying of the North. |
| 1085 | Creation of the Domesday book. |

Contenders for the throne in 1066

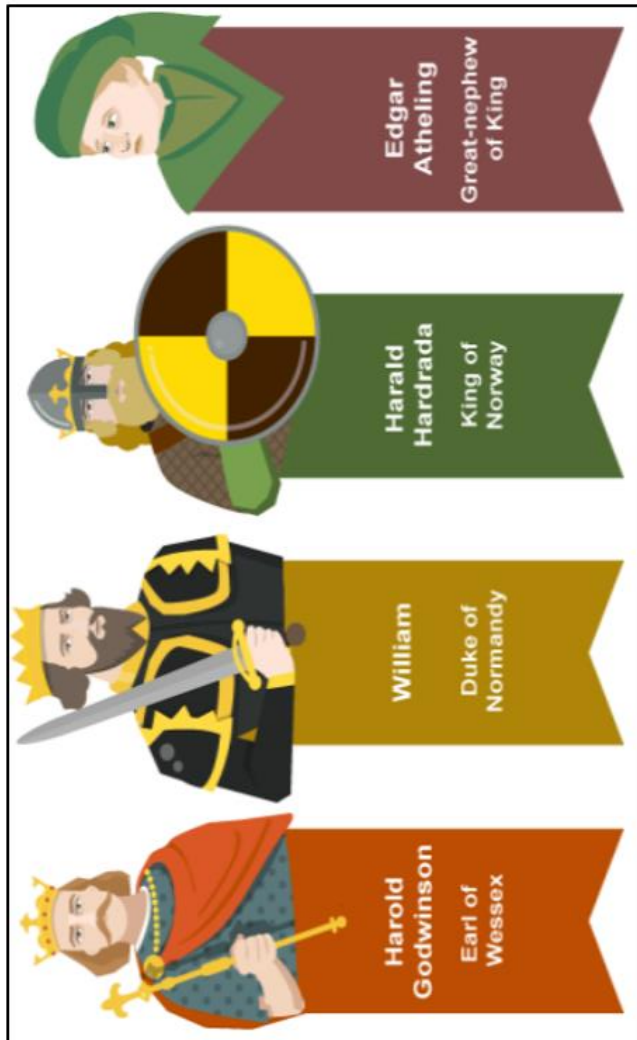
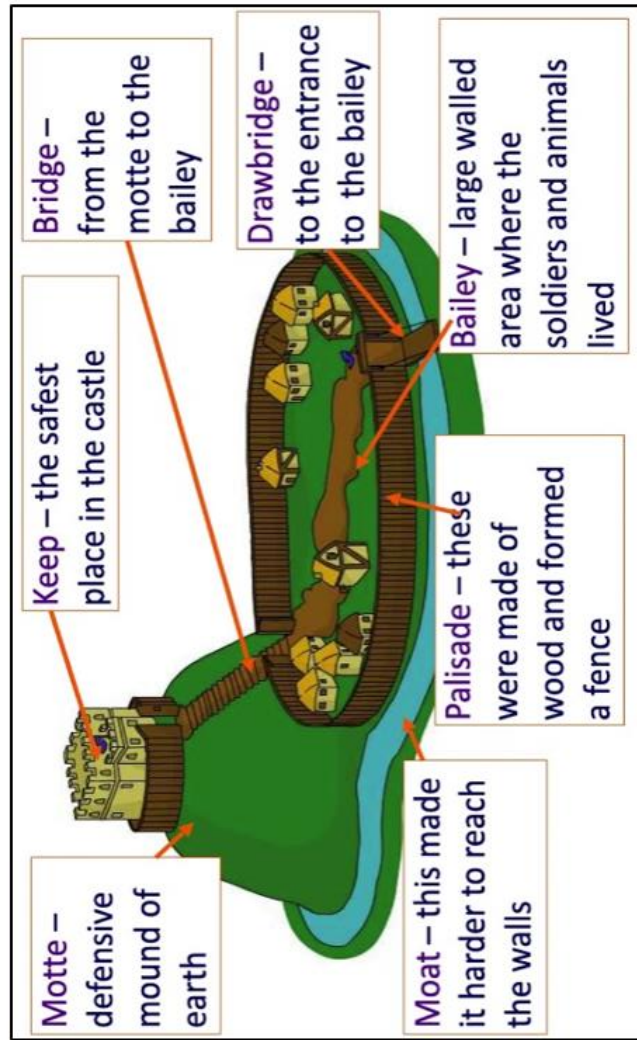


Diagram of a Motte and Bailey Castle



Independent Task:

Make a list of reasons why William won the Battle of Hastings using the information on the Google Classroom or your own research.

Year 7 Knowledge Organiser

FRACTIONS, DECIMALS AND PERCENTAGES

Key Concept

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

Key Words

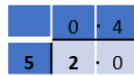
Fraction: A fraction is made up of a numerator (top) and a denominator (bottom).

Decimal: A number that contains a decimal point.

Percentage: A number expressed as a proportion of 100, indicated by the percentage symbol, %.

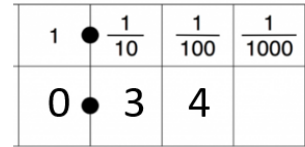
Examples

Write $\frac{2}{5}$ as a decimal



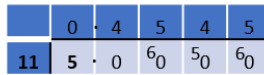
$$= 0.4$$

Write 0.34 as a fraction



$$= \frac{34}{100} = \frac{17}{50}$$

Write $\frac{5}{11}$ as a decimal



$$= 0.4545... \\ = 0.\dot{4}5$$

Write 0.56 as a percentage

$$0.56 \times 100 = 56\%$$

Write 12% as a decimal

$$12 \div 100 = 0.12$$

Sparx Maths

M158, M939, M410, M671, M601, M335, M522, M476, M264, M553

Tip

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

Questions

- Simplify a) $\frac{42}{96}$ b) $\frac{64}{120}$
- Write as a decimal a) $\frac{2}{7}$ b) $\frac{3}{8}$
- Write as a fraction a) 0.48 b) 0.166 c) 0.308

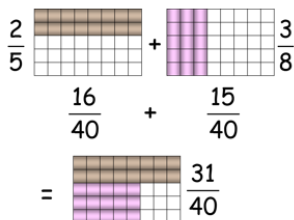
ANSWERS : 1) a) $\frac{7}{16}$ b) $\frac{8}{15}$ 2) a) 0.2857... b) 0.375
3) a) $\frac{12}{25}$ b) $\frac{83}{500}$ c) $\frac{77}{250}$

Year 7 Knowledge Organiser

ADD AND SUBTRACT FRACTIONS

Key Concept

Find equivalent fractions with same denominators and add the numerators.



Key Words

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

Add: Sum, total, plus.

Subtract: Difference, fewer, minus, take away.

Equivalent fractions: Fractions that represent the same amount.

Examples

$$\frac{2}{7} + \frac{3}{7} = \frac{2+3}{7} = \frac{5}{7}$$

$$\frac{5}{7} - \frac{2}{7} = \frac{5-2}{7} = \frac{3}{7}$$

$$\frac{2}{5} + \frac{3}{11} = \frac{22}{55} + \frac{15}{55} = \frac{37}{55}$$

$$1\frac{2}{5} + 2\frac{3}{11} = 1\frac{22}{55} + 2\frac{15}{55} \\ = 3\frac{37}{55}$$

$$\frac{2}{5} + \frac{3}{5} = \frac{2+3}{5} = \frac{5}{5} \\ = 1$$

$$1 - \frac{1}{3} = \frac{3}{3} - \frac{1}{3} = \frac{3-1}{3} = \frac{2}{3}$$

Sparx Maths

M835

Tip

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

Questions

- $\frac{3}{5} + \frac{4}{15}$
- $\frac{2}{7} + \frac{5}{8}$
- $\frac{7}{9} - \frac{2}{5}$

ANSWERS: 1) $\frac{13}{15}$ 2) $\frac{51}{56}$ 3) $\frac{17}{45}$

Year 7 Knowledge Organiser

ALGEBRAIC EXPRESSIONS

Key Concept

Expressions

$$3a + 2b + 4a + b$$

$$f^2 + f^2 + f^2$$

Coefficients

$$6a^2 \quad 15c$$

(number in front of the variable)

Key Words

Variable: A letter/symbol used to represent an unknown number or quantity.

Expression: Shows a mathematical relationship whereby there is no solution.

Examples

1) $a \times b = ab$

3) $0.5w = \frac{1}{2}w$

1) $y + y + y = 3 \times y = 3y$

4) $\frac{1}{4}d + \frac{1}{4}d + \frac{1}{4}d = \frac{3}{4}d$

Simplify:

$$4a + 3b - a + 2b = 3a + 5b$$

Simplify:

$$x^2 + 3x + 4x^2 + 2x = 5x^2 + 5x$$

Sparx Maths

M795, M949

Tip

When simplifying expressions be careful with negatives.

Questions

- 1) $a + a + a + a + a$ 2) $2 \times p \times q$ 3) $5x + 3y - 2x + 4y$
 4) $2p - 6q + 2q + 4p$

ANSWERS: 1) $5a$ 2) $2pq$ 3) $3x + 7y$ 4) $6p - 4q$

Year 7 Knowledge Organiser

ROUNDING

Key Words

Integer: A whole number that can be positive, negative or zero.

Decimal place: The position of a digit to the right of a decimal point. (d.p.)

Significant figure: The significant figures of a number are the digits which carry meaning (i.e. are significant) to the size of the number. (s.f.) [The first significant figure of a number cannot be zero.]

Estimate: To find something close to the correct answer.

\approx means 'approximately equal to'

Key Concept

The purpose of **rounding** is to make a number simpler but keep its value close to what it was.

The digit to the right of the rounding digit tells you if you should round up or down. If is **less than 5, round down.** If the digit to the right of the rounding digit is **5 or more, round up.**

PLACE VALUE CHART

| | | | | | | | | | | | | | |
|----------|-------------------|---------------|-----------|----------|------|------|---------------|--------|------------|-------------|-----------------|---------------------|------------|
| Millions | Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones | Decimal Point | Tenths | Hundredths | Thousandths | Ten-Thousandths | Hundred-Thousandths | Millionths |
|----------|-------------------|---------------|-----------|----------|------|------|---------------|--------|------------|-------------|-----------------|---------------------|------------|

Examples

Round 568.798 to the nearest hundred $5\overset{\text{decider}}{6}8.798 \rightarrow 600$

Round 568.798 to the nearest integer $568.\overset{\text{decider}}{7}98 \rightarrow 569$

Round 568.798 to 2 significant figures $5\overset{\text{decider}}{6}8.798 \rightarrow 570$

Round 568.798 to 2 decimal places $568.7\overset{\text{decider}}{9}8 \rightarrow 568.80$

Round 568.798 to the nearest tenth $568.\overset{\text{decider}}{7}98 \rightarrow 568.8$

Questions

1. Round 12,356.357 to the nearest:
 a) Thousand b) Integer c) Hundredth
 2. By rounding each number to 1 s.f. estimate:
 a) 58.2×2.3 b) $98.3 \div 19.2$ c) $\frac{3.68 \times 237}{7.8}$

ANSWERS: 1a) 12,000 b) 12,356 c) 12,356.36 2a) 120 b) 5 c) 100

Sparx Maths

M111, M431, M994, M131, M878

Applications

Rounding each number to 1 s.f. can be used to help you **estimate** answers to difficult calculations. e.g.

$$\frac{5.38 \times 99.3}{19.246} \approx \frac{5 \times 100}{20}$$

$$= \frac{500}{20} = 25$$

YEAR 7 – UNIT 2 ELEMENTS OF MUSIC AND STAFF NOTATION

Music is made up of a mix of key “Elements”:

- **RHYTHM:** A combination of long, and short, sounds in music; each note has a set duration.
- **DYNAMICS:** The volume of music.
- **PITCH:** Whether the notes are ‘high’ or ‘low’.
- **STRUCTURE:** The way a piece of music is put together, such as ‘verse’ and ‘chorus’ in songs.
- **TEMPO:** The speed of the music. (often described as ‘The Beat’ or ‘pulse’)
- **TIMBRE:** The different sounds that make up music; also often described as ‘sonority’.
- **TEXTURE:** The number of sounds happening at any one time; often described as ‘Thick’ (*lots of sounds*) or ‘Thin’ (*fewer sounds*)
- **SILENCE:** The periods of rest, or no sound.

Music is written on a ‘staff’ (or ‘stave’), five horizontal lines (and four spaces in between) with pitch shown by a Clef at the beginning of the line. Duration is shown by a variety of musical symbols as well as equivalent rests to show periods of silence.

The key ones are Semibreve (4), Minim (2), Crotchet (1), Quaver (1/2) and Semiquaver (1/4). The symbols for each are shown below. Where the note value is followed by a ‘dot’ (.) 50% (1/2) the note value is added to the length – so a Minim with a dot would be worth 3 counts (2 counts for the *minim plus an extra 50% for the ‘dot’*)

NOTES ON THE LINES

Every Good Boy Does Fine

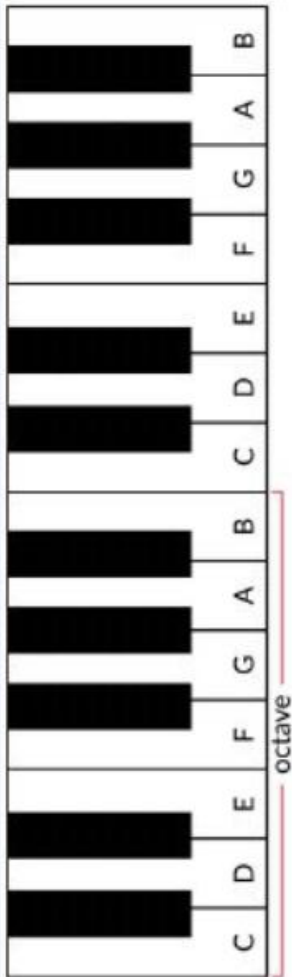
F A C E

| Rhythm in Music Note Values- UK | | |
|------------------------------------|--------|---------------------------|
| Term | Symbol | Value |
| semibreve | | 4 beats |
| minim | | 2 beats |
| crotchet | | 1 beat |
| quaver | | 1/2 beat |
| pair of quavers | | 1/2 + 1/2 = 1 |
| semiquaver | | 1/4 beat |
| joined semiquavers | | 1/4 + 1/4 + 1/4 + 1/4 = 1 |

| Rhythm in Music Rest Values- UK | | |
|------------------------------------|--------|---------------------|
| Term | Symbol | Value |
| semibreve rest | | 4 beats of silence |
| minim rest | | 2 beats of silence |
| crotchet rest | | 1 beat of silence |
| quaver rest | | 1/2 beat of silence |
| semiquaver rest | | 1/4 beat of silence |

Keyboard Skills

A. Layout of a Keyboard/Piano



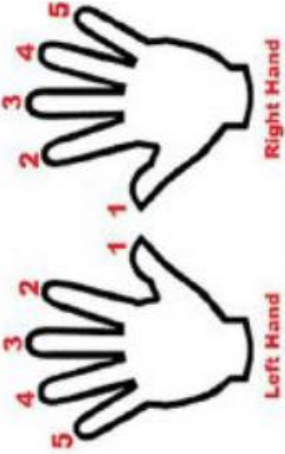
A piano or keyboard is laid out with **WHITE KEYS** and **Black Keys** (see section F). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

D. Keyboard Functions

Power On/Off Volume Voices/Sounds



E. Left Hand/Right Hand (1-5)



Exploring Treble Clef Reading and Notation

B. Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written.

The position of notes on the staff or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the staff and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The

stave or staff is made up of 5 **LINES** and 4 **SPACES**.



Every Green Bus Drives Fast. Notes in the SPACES spell "FACE"



Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.



C. Keyboard Chords

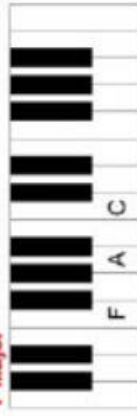
C Major



G Major



F Major



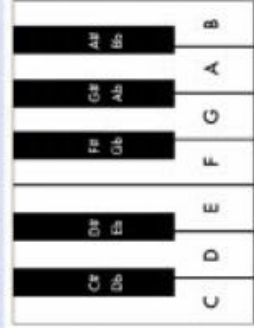
A Minor



Play one – Miss one – play one – miss one – play one

F. Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch (to the right) than C). The b symbol means a **FLAT** which lowers the pitch by a semitone (e.g. Bb is lower in pitch (to the left) than B). Each black key has 2 names – C# is the same as Db – there's just two different ways of looking at it! Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.



7.3 KS3 Core PE Knowledge Organiser: The Skeletal System

| Function of the Skeleton (1) | | Example |
|------------------------------|------------------------------|---|
| 1 | Function | The cranium and ribs protect the brain and vital organs in the chest. |
| 2 | Protection | Joints allow the skeleton to move (e.g. the knee allows the leg to bend). |
| 3 | Joints for movement | The skeleton provides a surface for muscles to attach to via tendons. |
| 4 | Muscle attachment | Bones store calcium and phosphorus to make sure they are strong. |
| 5 | Mineral storage | Red blood cells (to carry oxygen) and white blood cells (to protect against infection) are produced in the bone marrow of some bones. |
| | Blood cell production | |

Key Vocabulary

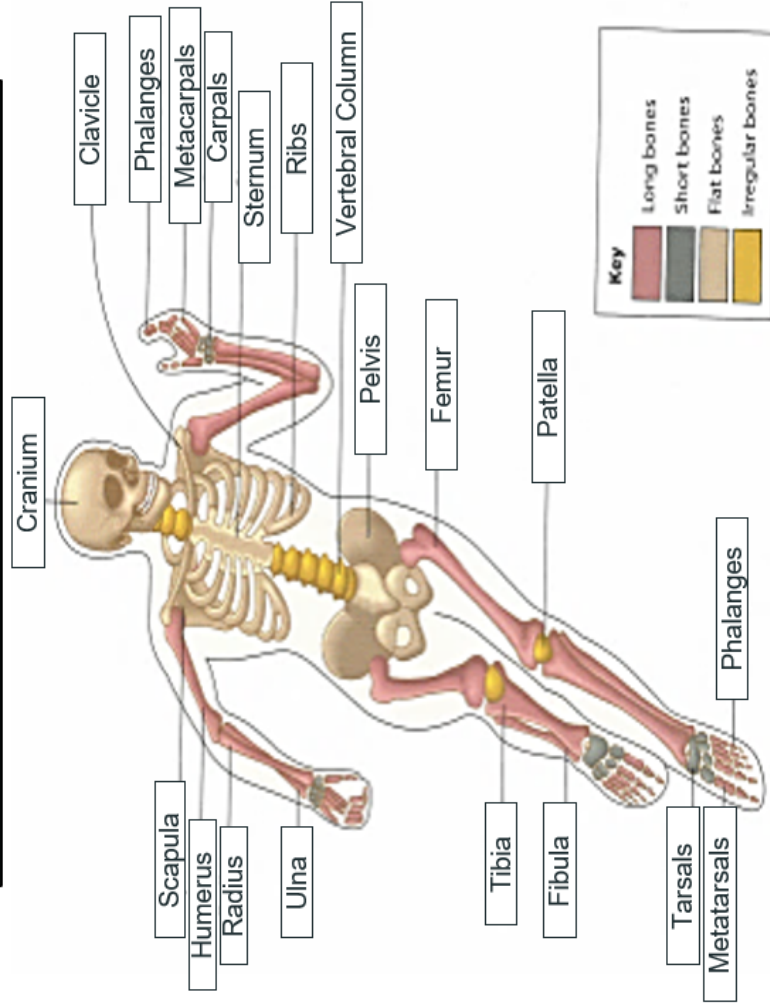
Protection, Mineral, Attachment, Irregular, Flat, Long, Short, Function, Classification, Leverage, Weight-bearing

Worked example – Explain how a function of the skeleton aids performance in *rugby union* (3 marks)

One function of the skeleton is mineral storage (1). Bones store the minerals calcium and phosphorus to ensure they stay strong (1). This is vital in rugby union as it is a contact sport and players require strong bones so that they do not break during tackles (1).

Explain - Requires a justification/exemplification of a point. The answer must contain some linked reasoning.

Identifying bones in the Skeletal System (2)



7.4 KS3 Core PE Knowledge Organiser:

The Skeletal System

| Types of Bone (3) | |
|-------------------|--|
| Type | Function in Sport |
| Long | Bones that are longer than they are wide. These play a key part in leverage and movement . (humerus, radius, ulna, metacarpals, phalanges (fingers and toes), femur, tibia, fibula, metatarsals) |
| Short | Bones that are box-like in shape. These are designed to be weight-bearing . (carpals (wrist), tarsals (ankle)) |
| Flat | Thin, plate bones that act as a shell. They provide protection and a large surface to which muscles can attach . (cranium, clavicle (collar bone), scapula (shoulder blade), sternum, ribs, pelvis) |
| Irregular | Unusually shaped bones for a unique purpose. These also provide protection and a large surface to which muscles can attach . (vertebrae, patella (knee cap)) |

State - involves the recall of a fact

Worked Example - State 3 bones found in the lower body.

Any 3 from: phalanges, metatarsals, tarsals, fibula, tibia, patella, femur, pelvis.

Key Misconceptions

- Use the **scientific names** for the bones – **cranium** not skull, **scapula** not shoulder blade, **clavicle** not collar bone, **vertebral column** not spine.
- Even though the phalanges are short in length they are still a **long bone** as they are *longer than they are wide*.
- Tarsals and metatarsals are in the **feet** – hint **T**arsals and **T**oes

Worked Examples

Classify the following bones of the body

Femur – (**Long**)
Carpals – (**Short**)
Patella – (**Irregular**)

Classify - group or place on a scale based on characteristics/analysis of characteristics

Analyse the importance of the tarsals to a *gymnast performing a handstand*. (4 marks)

The carpals are classified as **short bones (1)** and are found in the **wrist (1)**. Short bones are **box like** shapes and are responsible for **weight bearing (1)**. This is important for a gymnast as when they perform a handstand their **body weight is going through the wrists (1)** so they need to be **strong to hold the position to gain higher marks for presentation (1)**.

Analyse – break something down into its component parts

YOUR TURN: Identify 3 functions of the skeletal system
Explain the importance of long bones during a game of tennis

Analyse the importance of the skeletal system during a game of netball.

Year 7 Religious Studies Spring term – Rites of Passage

| <u>Key Term</u> | <u>Definition</u> |
|--|---|
| Baptise | To make someone officially a member of the Christian Church in a service of baptism |
| Believer's Baptism | Is when a baptism happens at an older age when the person can make their own promises, often by Baptist denominations. |
| Catholic Church | Sometimes known as the Roman Catholic Church. The largest Christian Church in the world. |
| Church of England (Anglican Church) | The established church of England. It is also the mother church of the international Anglican Communion. |
| Circumcision | Circumcision is the removal of the foreskin from the human penis. It is performed in some religions as part of their beliefs. |
| Coming of Age | Coming of age is a term used to describe the transition between childhood and adulthood. |
| Confirmation | A rite of passage for Christians where they confirm the promises made at their Baptism |
| Denominations | Groups or branches within the Christian Church |
| Khalsa | The body or company of fully initiated Sikhs, to which devout orthodox Sikhs are ritually admitted at puberty |
| Mitzvah | A Jewish commandment or commitment |
| Naam Karan | A Sikh naming ceremony, usually takes place in the Gurdwara |
| Orthodox | Following or conforming to the traditional or generally accepted rules or beliefs of a religion |
| Protestant | A member of the parts of the Christian Church that separated from the Roman Catholic Church in the 16 th Century. |

Key quotes

'This is my covenant with you and your descendants after you, the covenant you are to keep..' (Genesis 17:10)

"Jesus went from Galilee to the Jordan River to be baptised by John." (Matthew 3:13)

Practice task: Find an image of one of the rites of passage you have studied. Annotate it to explain what is happening.

Answer these questions: Are rites of passage necessary? In your answer, make sure you have included different points of view. 'A welcoming ceremony is the most important rite of passage.' Discuss this statement.

Year 7 Religious Studies Spring term – Rites of Passage

Key Knowledge

What is a 'rite of passage'? Ceremonies that mark important transitional periods in a person's life, such as birth, puberty, marriage, having children, and death. Rites of passage usually involve ritual activities and teachings designed to strip individuals of their original roles and prepare them for new roles.

What happens at a Humanist Naming Ceremony? A naming ceremony is non-religious. It gives parents the opportunity to gather with family and friends to welcome their child into the family. Each ceremony is unique but might include poems, songs, and promises to the child.

What happens at a Sikh Naming Ceremony? A baby will be taken to the Gurdwara soon after its birth. The Guru Granth Sahib is opened on a random page and the first letter of the new verse on this page will be the first letter of the baby's name. Boys will be given the name Singh as part of his name, girls will be given Kaur.



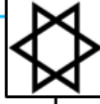
What happens at a Christian Baptism? In denominations which baptise babies, the baby will be brought up to the font with parents and godparents. A sign of the cross is made on the baby and parents and godparents promise to bring the baby up as part of a Christian Community.

How do Christian beliefs in Original Sin guide their decision to baptise children? Original Sin is a result of the Fall of Man – when Adam and Eve disobeyed God in the Garden of Eden. By disobeying God, they lost their innocence, and so did the rest of humankind. Some Christians believe that Baptisms cleanse babies of Original Sin. Others believe it is a way of welcoming them to the Church and follow Jesus' example as he was baptised.



What happens at a Jewish Brit Milah? A Brit Milah is a ceremony which happens when a baby is 8 days old. It is usually held at the Synagogue or at home. At the ceremony the boy is circumcised. It is followed by a celebratory meal.

What happens at a Jewish Bar/Bat Mitzvah? A Jewish coming of age ceremony. A Bar Mitzvah happens at 13 years old for boys, and a Bat Mitzvah happens at 12 years old for a girl. They will read from the Torah and participate in the Shabbat service at their Synagogue where they will promise to keep God's commandments.

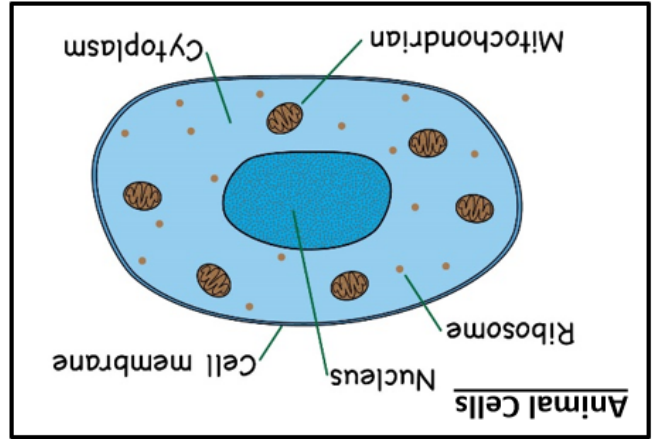
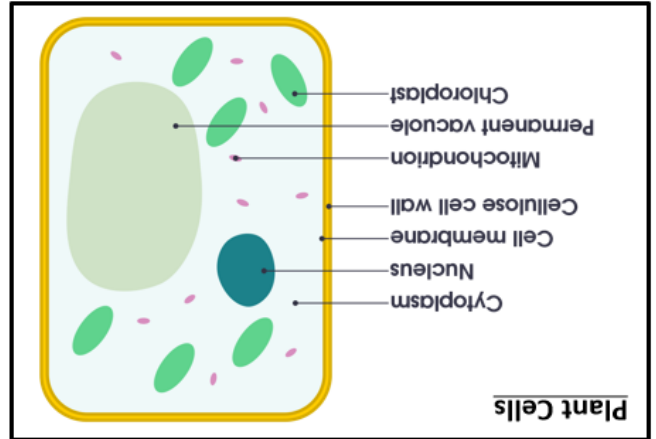
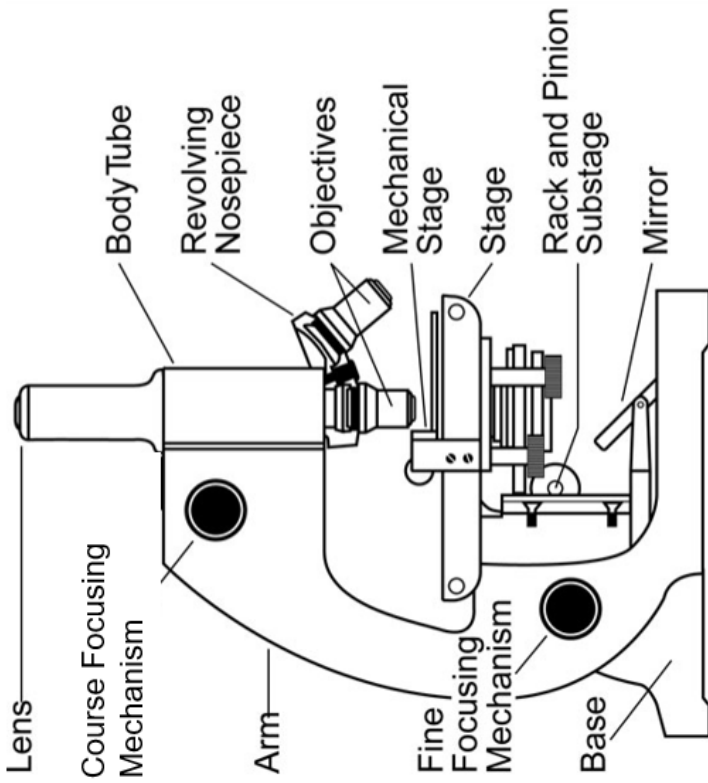


What is a Christian Confirmation? This can happen from around the age of seven up to adulthood. At the ceremony a person renews the promises made at their baptism. In Roman Catholic confirmations, the bishop anoints the believer's forehead with holy oil.

Key questions: Why are rites of passage important to people? At what age do you become an adult?

Year 7 Topic 1 Biology Knowledge Organiser

Microscope –



Task: Find out how the following cells are specialised for their jobs.

Red blood cell

White blood cell

Sperm cell

Nerve cell

Root hair cell

Function of cell parts –

Nucleus – Controls the cell.

Cell Membrane – Controls what goes in and out of the cell.

Cytoplasm – Site of the chemical reactions.

Mitochondria – Site of respiration.

Ribosomes – Site of protein synthesis.

Cell Wall - Supports and strengthens the cell.

Vacuole – Stores the cell sap.

Chloroplasts – Site of photosynthesis.

Tier 2 Vocabulary

Specialised Tissue
Puberty
Pregnancy
Organs
Glands

Tier 3 Vocabulary

Microscopes
Magnification
Cell Wall
Vacuole
Cytoplasm
Chloroplast
Cell Membrane
Ribosomes
Menstrual Cycle
Ovulation
Fertilisation
Ovary
Oviduct
Uterus (Womb)
Cervix
Vagina
Testes
Scrotum
Sperm Ducts
Urethra
Penis

Puberty: What Happens?



Height
You get taller.

Face
You may get pimples.

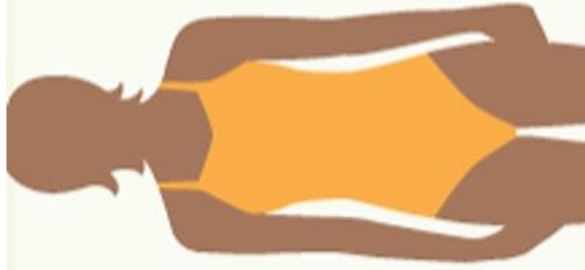
Privates
Your penis and testicles get bigger.

Voice
Your voice deepens.

Sweat
Your armpits sweat.

Hair
Hair grows on your face, arms, legs, chest, armpits, and between your legs.

Puberty: What Happens?



Face
You may get pimples.

Sweat
Your armpits sweat.

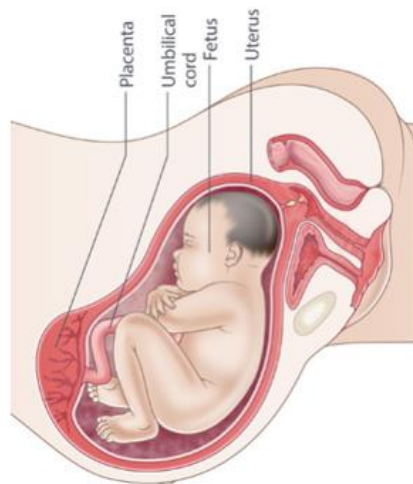
Menstruation
Your period begins.

Height
You get taller.

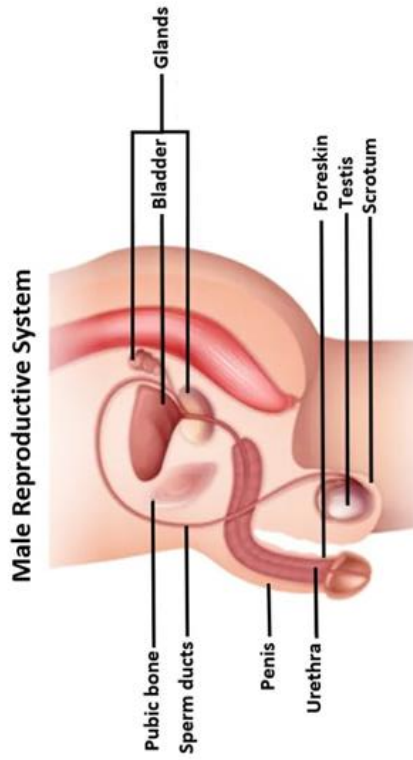
Breasts
Your breasts grow.

Hair
Hair grows in your armpits, on your legs, and between your legs.

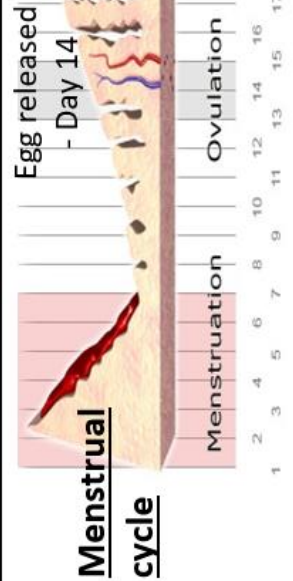
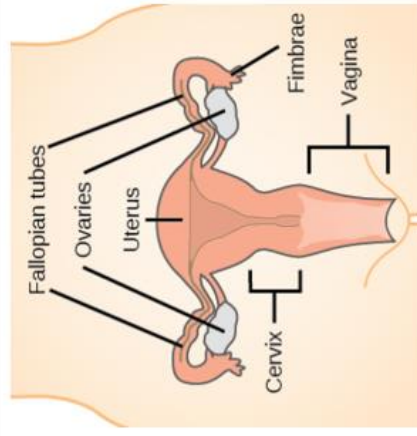
Pregnancy



Male Reproductive Organs



Female Reproductive Organs



Function of reproductive organs

Ovary – Releases egg cells

Uterus – Support a developing baby

Cervix – Muscle that holds the developing baby in place

Testes – Produces sperm

Urethra – Takes urine (& sperm in males) out of the body

Naming a 3 Element Compound

The name ending of the third element changes to **-ate**.

Sodium + Sulfur + Oxygen = Sodium sulfate

Reduction – Removing oxygen in a reaction.

Iron oxide = Iron + Oxygen

Examples: Extracting metals

Oxidation – Adding oxygen in a reaction.

Copper + Oxygen = Copper oxide

Examples: Combustion; Rusting

Naming 2 Element Compound

The name ending of the second element changes to **-ide**.

Sodium + Chlorine = Sodium chloride

Formula

$MgCl_2$
2 elements (2 capital letters)
3 atoms (1 x Mg + 2 x Cl)

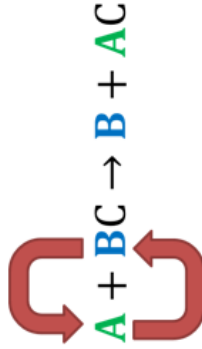
$LiNO_3$
3 elements (3 capital letters)
5 atoms (1 x Li + 1 x N + 3 x O)

Decomposition – Breaking down a compound (One compound breaks down into two parts).

Copper carbonate = Copper oxide + Carbon dioxide



Displacement – When a more reactive element pushes a less reactive element out of its compound.



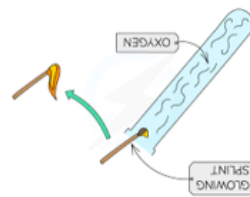
Tier 2 Vocabulary

Carbon Dioxide
Rusting

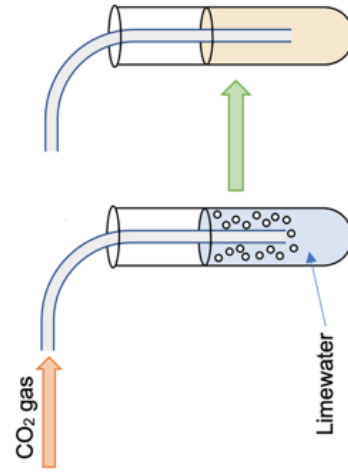
Tier 3 Vocabulary

Oxidation
Reduction
Decomposition
Equation
Conservation of Mass
Formula
Acids
Alkalis
Neutralisation
Antacid
Oxides
Polymers
Ceramic
Composites

Gas Tests



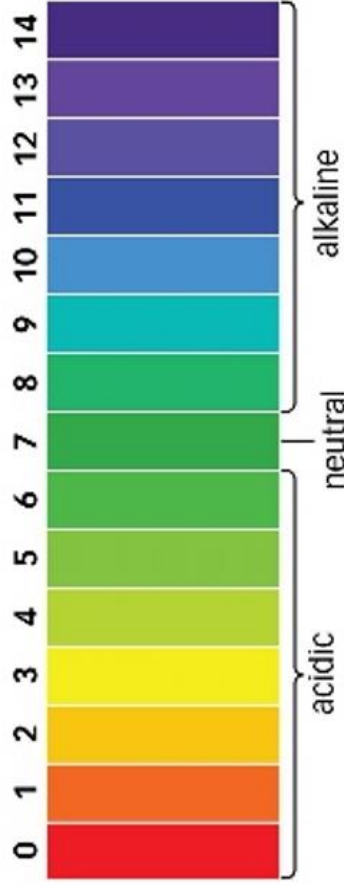
| Gas | Test | Observation |
|----------------|-----------------------|--------------|
| Hydrogen | Lit splint | Squeaky pop |
| Oxygen | Glowing splint | Relights |
| Carbon dioxide | Bubble into limewater | Turns cloudy |



Year 7 Topic 2
Chemistry
Knowledge
Organiser

Neutralisation Task: Could you research the pH of more things around your house and add them to the chart?

The pH scale:



Examples:



Examples:



pHs between 0 - 6 are acidic

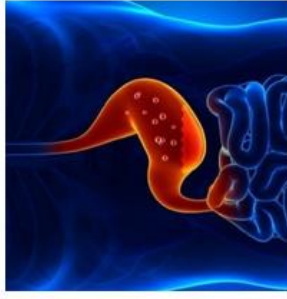
pH 7 is neutral
alkali

pHs between 7 - 14 are

When an acid reacts with an alkali they form a neutral solution containing salt and water. Too much acid in your stomach can cause indigestion. Antacids are used to neutralise the acid.

Antacids

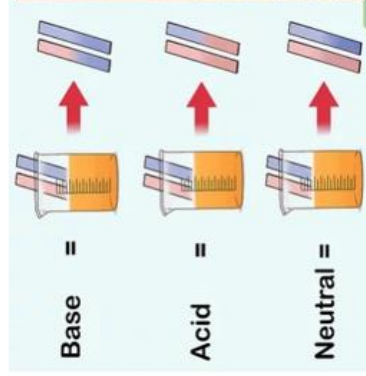
Too much stomach acid can cause indigestion.



Antacids are medication that can neutralise the stomach acid.

Universal Indicator

Universal indicator shows the colours of the pH scale. This tells you what the pH of something is.

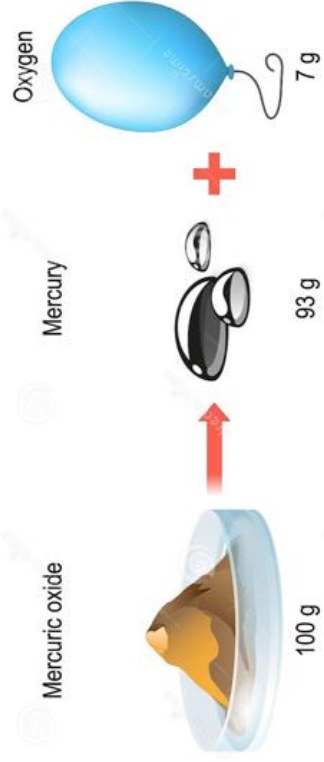


Litmus Paper

Litmus paper can also be used to tell you the pH of a substance.

Conservation of Mass

During a chemical reaction, the total mass and number of atoms of the reactants equals the total mass and number of atoms of the products.



Spanish Y7 Spring term Knowledge Organiser Unit 3: El tiempo libre – Free time

| Key spellings | |
|---|--------------|
| Learn these spellings, they will be really useful for this unit and you will be tested on them. | |
| 1. hago | I do |
| 2. juego | I play |
| 3. me gusta | I like |
| 4. no me gusta | I don't like |
| 5. porque | because |

Key vocabulary and questions

| ¿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 video games |
| leer | to read |
| mandar SMS | to send texts |
| navegar por Internet | to surf the internet |
| salir con mis amigos | to go out with friends |
| ver la televisión | to watch TV |
| ¿Por qué? | Why? |
| porque es... | because it's... |
| porque no es... | because it's not... |
| interesante | interesting |
| guay | cool |
| divertido | fun/funny |
| estúpido | stupid |
| aburrido | boring |
| Always remember to justify your opinion with <i>porque</i> and a reason. | |

Infinitive verbs

In English, infinitive verbs translate as 'to do', 'to eat', 'to go' etc.

In Spanish, there are 3 types of infinitive verb. They each have a different ending:

-AR (escuchar, mandar) **-ER** (leer, ver) **-IR** (salir, escribir)

| ¿Qué haces en tu tiempo libre? | What do you do in your free time? |
|---|-----------------------------------|
| 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 |
| What do you think <i>escucho música</i> and <i>mando SMS</i> mean? | |

| Los días de la semana | Days of the week |
|-----------------------|------------------|
| lunes | Monday |
| martes | Tuesday |
| miércoles | Wednesday |
| jueves | Thursday |
| viernes | Friday |
| sábado | Saturday |
| domingo | Sunday |

| Time phrases | |
|------------------|-------------------|
| a veces | sometimes |
| de vez en cuando | from time to time |
| nunca | never |
| a menudo | often |
| todos los días | every day |

Remember – no capital letters!

| ¿Qué tiempo hace? | What's the weather like? |
|---------------------------|-----------------------------------|
| En primavera... | In spring |
| En verano... | In summer |
| En otoño... | In autumn |
| En invierno... | In winter |
| hace buen tiempo | the weather is good |
| hace mal tiempo | the weather is bad |
| hace calor | it's hot |
| hace frío | it's cold |
| hace sol | it's sunny |
| llueve | it rains/it's raining |
| nieva | it snows/it's snowing |
| ¿Qué haces cuando llueve? | What do you do when it's raining? |
| Cuando llueve... | When it's raining... |

Key grammar

The present tense -AR verbs

Use the present tense to talk about things you normally do, or things that are happening right now (I dance/I am dancing).

To form the present tense for regular -AR verbs:

1. Remove the -AR ending from the infinitive.
2. Add the correct ending from the table below

e.g
Chatear – Chateo = I chat
Mandar - Mando - Mandas = you send

| Bailar | To dance |
|----------|------------------|
| bailo | I dance |
| bailas | You dance |
| baila | He/She/It dances |
| bailamos | We dance |
| bailáis | You (pl.) dance |
| bailan | They dance |

| The verb HACER (To do) | |
|------------------------|----------------|
| hago | I do |
| haces | you do |
| hace | he/she/it does |
| hacemos | we do |
| hacéis | you (pl) do |
| hacen | they do |

| The verb JUGAR (To play) | |
|--------------------------|-----------------|
| juego | I play |
| juegas | you play |
| juega | he/she/it plays |
| jugamos | we play |
| jugáis | you (pl) play |
| juegan | they play |

| ¿Qué deportes haces? What sports do you do? | | |
|---|--------------|-------------|
| Hago... | I do... | Juego al... |
| artes marciales | martial arts | baloncesto |
| atletismo | athletics | fútbol |
| equitación | horse riding | tenis |
| gimnasia | gymnastics | voleibol |
| natación | swimming | rugby |
| ciclismo | cycling | hockey |
| esqui | skiing | golf |
| I play... | | |
| | | basketball |
| | | football |
| | | tennis |
| | | volleyball |
| | | rugby |
| | | hockey |
| | | golf |

Can you use a dictionary to look up more sports to add to the list?

| Key spellings | |
|---|--------------|
| Learn these spellings, they will be really useful for this unit and you will be tested on them. | |
| 1. español | Spanish |
| 2. estudio | I study |
| 3. aburrido | boring |
| 4. hay | there is/are |
| 5. divertido | fun |

| Key vocabulary and questions | |
|------------------------------|--------------------|
| ¿Qué estudias? | What do you study? |
| Estudio... | I study |
| No estudio... | I don't study |
| Estudiamos... | We study... |
| inglés | English |
| dibujo | art |
| español | Spanish |
| francés | French |
| alemán | German |
| teatro | drama |
| informática | IT/Computing |
| tecnología | design technology |
| geografía | geography |
| historia | history |
| religión | RE |
| educación física | PE |
| ciencias | science |
| matemáticas | maths |
| idiomas | languages |

| ¿Qué te gusta? | What do you like? |
|-----------------------|--------------------------|
| Me gusta (mucho)... | I (really) like... |
| No me gusta (nada)... | I (really) don't like... |
| Me encanta... | I love... |
| Prefiero... | I prefer... |
| Odio... | I hate... |
| Me gustan... | I like... (plural) |
| No me gustan... | I don't like... (plural) |
| Me encantan... | I love... (plural) |

| ¿Por qué? | Why? |
|----------------|---------------------|
| Porque es... | Because it is... |
| Porque son... | Because they are... |
| aburrido/a(s) | boring |
| divertido/a(s) | fun |
| práctico/a(s) | practical |
| difícil(es) | difficult |
| fácil(es) | easy |
| útil(es) | useful |
| importante(s) | important |
| interesante(s) | interesting |

| ¿Cómo es tu insti? | What's your school like? |
|----------------------|--------------------------|
| Mi insti es/no es... | My school is/isn't... |
| bonito | pretty |
| antiguo | old |
| bueno | good |
| feo | ugly |
| grande | big |
| pequeño | small |
| moderno | modern |

When using opinions in Spanish, remember to use the article (el/la/los/las) and add **n** for plurals:
 ¿Te gusta **el** dibujo? *Me encanta **la** religión.*
 ¿Te gustan **los** idiomas? *No me gustan **las** ciencias*

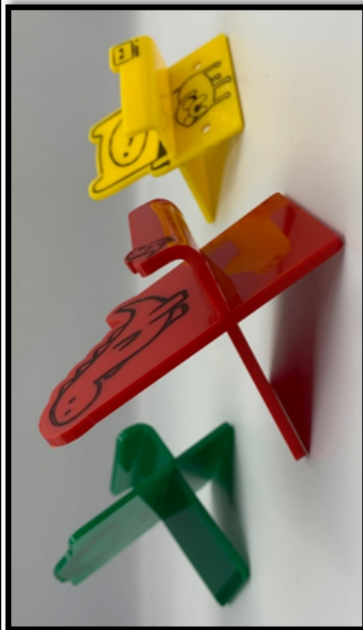
| ¿Qué hay en tu insti? | What is there in your school? |
|-----------------------|-------------------------------|
| En mi insti hay... | In my school there is/are... |
| No hay... | There isn't/aren't... |
| un campo de fútbol | a football field |
| un comedor | a dining hall |
| un gimnasio | a gym |
| un patio | a playground |
| una biblioteca | a library |
| una piscina | a pool |
| unos laboratorios | some laboratories |
| unas clases/aulas | some classrooms |

| ¿Cómo son tus profes? | What are your teachers like? |
|-----------------------|------------------------------|
| La profesora es... | The teacher (female) is... |
| El profesor no es... | The teacher (male) isn't... |
| raro/a | odd |
| severo/a | strict |
| paciente | patient |

| Key grammar | |
|--|------------------------|
| The present tense -ER/-IR verbs | |
| To form the present tense for regular -ER/-IR verbs: | |
| 1. Remove the -ER/IR ending from the infinitive. | |
| 2. Add the correct ending from the table below | |
| e.g | |
| Beber – Beb – Bebo = I drink Escribir – Escrib – Escribes = you write | |
| Comer | To eat |
| como | escribo |
| comes | escribes |
| come | escribe |
| comemos | escribimos |
| coméis | escribis |
| comen | escriben |
| | To write |
| | write |
| | You write |
| | He/She/It writes |
| | We write |
| | You (pl.) write |
| | They write |

| ¿Qué haces durante el recreo? | What do you do at break? |
|-------------------------------|----------------------------|
| Durante el recreo... | At break time... |
| Como... | I eat... |
| un bocadillo | a sandwich |
| fruta | fruit |
| unos caramelos | some sweets |
| una chocolatina | a chocolate bar |
| unas patatas fritas | some crisps/chips |
| Como chicle | I chew gum |
| Bebo... | I drink... |
| agua | Water |
| un refresco | a fizzy drink |
| un zumo | a juice |
| Leo mis SMS | I read my texts |
| Escribo SMS | I write texts |
| No hago los deberes | I don't do homework |

KS3 Knowledge Organiser – Year 7 Plastics, Health & Safety, Simple Electronics



Acrylic is the main **thermoplastic** used within schools.

Advantages:

Available in many colours and styles
Recyclable

Disadvantages:

Brittle
Scratches easily
Oil based (bad for the environment)

Types of Plastic

Thermosetting

Epoxy resin, polyester resin, urea formaldehyde

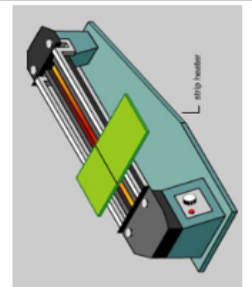
Can only be heated and shaped once
Not recyclable

Thermoplastic (Thermo-forming Plastic)

Acrylic, PVC, polythene, nylon, polypropylene

Can be heated and shaped repeatedly
Can be recycled

Thermo-Forming: Bending Plastic



Strip Heater

- Process is called Line Bending
- A heating element softens a thermofforming plastic (acrylic) along a line.
- This can then be bent to shape and held in place until cooled

Health & Safety



Wear A Mask



Wear Protective Clothing



Wear Ear Protectors



Wear Protective Gloves

Health & Safety Language and Terms

Health and Safety
Anything to do with a person's wellbeing in any given situation. From sitting at a computer for long periods to operating machinery.

Risk Assessment
A document that considers all risk to a person/s carrying out a task, and all control measures put in place to minimize or remove risk to health, this could be training, following certain rules or using PPE.

PPE
Personal Protective Equipment
Goggles, aprons, dust masks, gloves

Extraction
Can be dust extraction when using machinery or fume extraction when gluing or painting.



Health and safety rules MUST be followed at all times.



Long hair must be tied back and ties tucked in to prevent entrapment in machinery



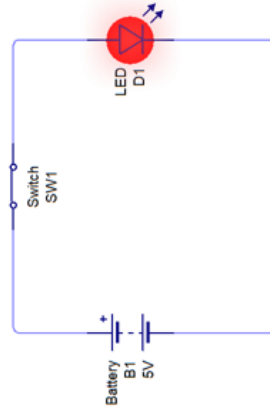
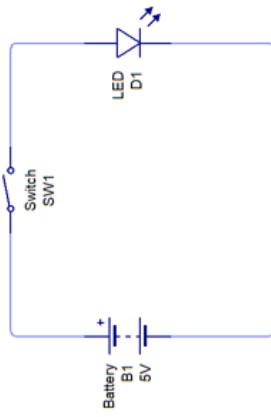
Electronics – LED's



- ▶ A light emitting diode (LED) lights up when electrons are flowing through it
- ▶ LEDs have a positive leg and a negative leg
- ▶ The anode (positive) has a longer leg
- ▶ The cathode (negative) has a shorter leg
- ▶ If the legs have been cut to the same length you can tell the negative leg as it has a flat edge to the plastic casing.



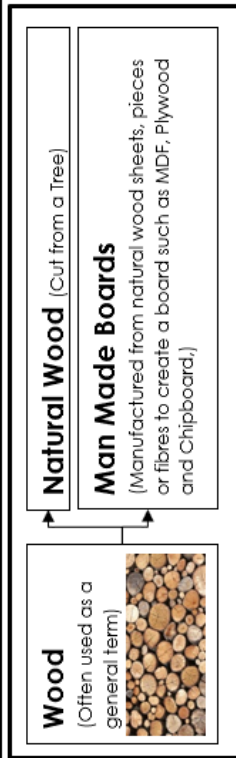
Electronics – Circuit



A simple circuit has been created to run a colour change LED. It consists of

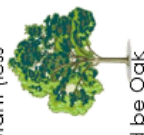

| | |
|---------|--|
| Battery | |
| Switch | |
| LED | |

KS3 Knowledge Organiser – Year 7 Timbers and Boards


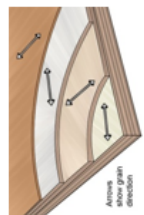


Types of Wood

Natural wood can be divided into two groups, Hardwood and Softwood. The properties shown below are generally true for each group

| Hardwood | Softwood |
|--|---|
| <ul style="list-style-type: none"> From trees with broad leaves Slow growing More Expensive Close grain Considered more attractive More moisture resistant (less likely to rot) Denser Heavier Harder to cut An example would be Oak  | <ul style="list-style-type: none"> From trees with needles Fast growing Cheaper Wide grain Less attractive Less moisture resistant (more likely to rot) Less dense Lighter Easier to cut An example would be Pine  |

Manufactured Board or Man Made Boards

| | |
|---|---|
| <p>MDF – Medium Density Fibreboard</p> <p>Wood fibres glued together and rolled flat to form a sheet.</p>  | <p>Plywood – Manufactured Board</p> <p>Thin layers of wood glued together with grain at 90° angles.</p>  |
|---|---|

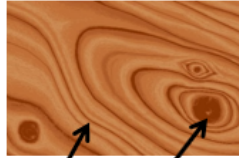
Age of a Tree

The rings on a tree stump indicate annual growth so you can age a tree by counting the number of rings.




Wide rings show wetter weather when the tree grew more and narrower rings show dryer years when the tree did not grow as much.

Aesthetics of Timber



Lines in wood are called the grain

These marks are called knots and show where a branch grew



MDF can be cut on the laser cutter.

This is how your letter templates were created.

Plywood can be cut too.




Health and Safety: MDF dust is harmful so must not be machined without extraction and/or a mask to prevent you from breathing in the dust.

Hardwood

| Advantages | Disadvantages |
|------------------------------|-----------------------------------|
| Good aesthetics (looks good) | Generally harder to cut and shape |
| Extremely durable | More expensive |
| Easy to maintain | Slow growth rate |
| High strength | |

Softwood

| Advantages | Disadvantages |
|--|----------------------|
| More sustainable (trees grown quicker) | Can be knotty |
| Easier to cut and shape | Weaker, less durable |
| Cheaper | |








MDF – Medium Density Fibreboard

| Advantages | Disadvantages |
|-----------------------------|--------------------------|
| It is easy to cut and shape | Not as attractive |
| Takes paint well | Quickly damaged by water |
| Available in large sheets | MDF dust is harmful |
| Cheaper than other options | Weaker than plywood |




Plywood

| Advantages | Disadvantages |
|------------------------------------|--------------------------|
| Available in large sheets | More expensive than MDF |
| Available in various thicknesses | Raw edge needs finishing |
| Good strength and durability | Edges can splinter |
| Better than MDF with water contact | |

HAND TOOLS USED

| | |
|---|---------------|
|  | Bench Hook |
|  | Coping Saw |
|  | Tennon Saw |
|  | G Clamp |
|  | Woodwork Vice |
|  | Hand Clamp |
|  | Glass Paper |

MACHINERY USED

| | |
|---|--------------|
|  | Scroll Saw |
|  | Disc Sander |
|  | Pillar Drill |

Core British Values

- I recognise that it is **unacceptable** to dismiss the **beliefs and opinions** of anyone.
- I understand that discussions about **sensitive issues** will be **controlled and structured**.

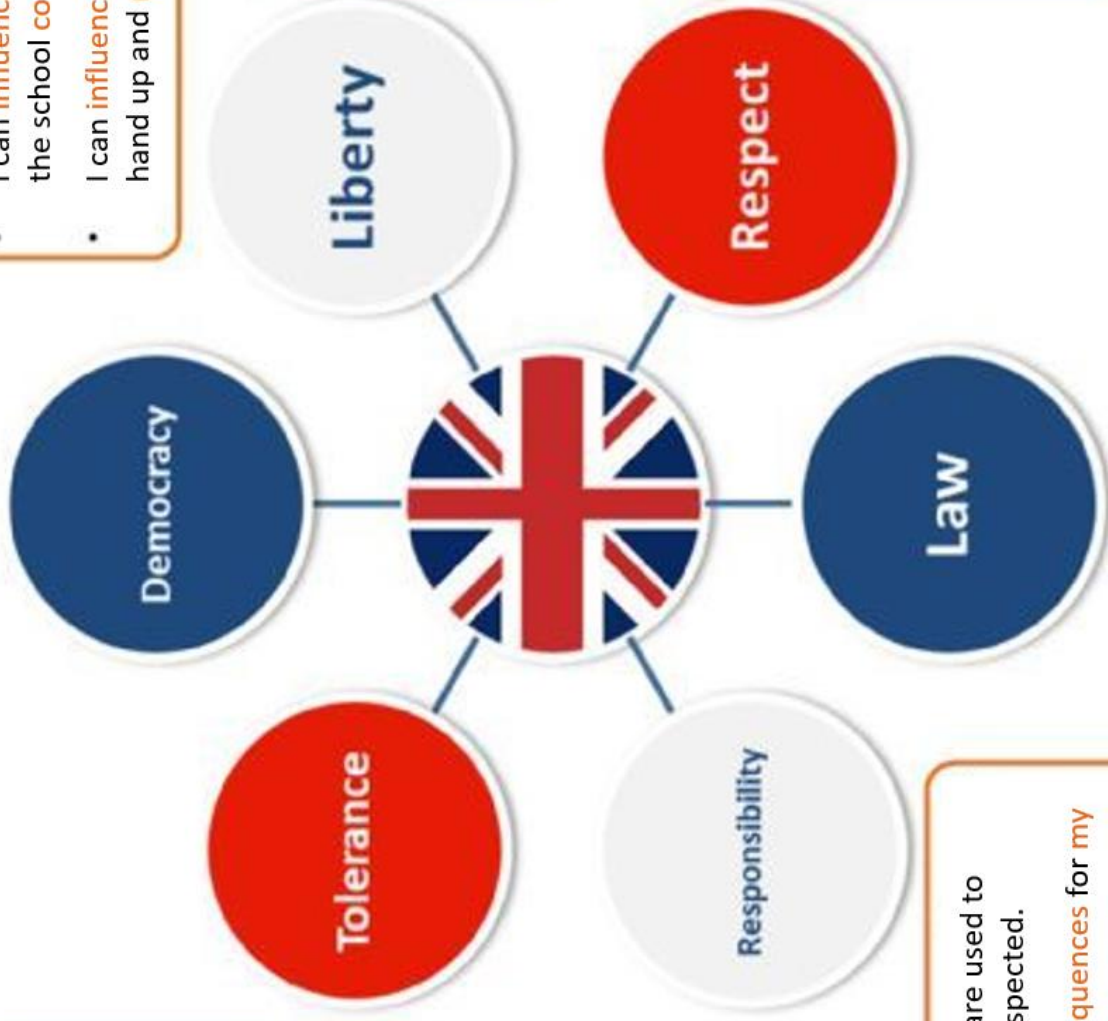
- I recognise that I am as **responsible** for my learning as my teacher.
- I take **responsibility** for all of my **actions** – good or bad.
- We all have a **responsibility** to **promote** and **protect** the wellbeing of others.

- I understand that the school **rules** are used to mirror **society laws** and must be respected.
- I recognise that there will be **consequences** for my **actions**.

- I can **influence** the way the school runs through the school **council** and by **talking to staff**.
- I can **influence** my **lessons** through putting my hand up and **responding**.

- I am **free to think** as I see fit.
- I have the freedom **to make** choices that affect me but I recognise that I am **accountable** for **all my actions**.

- I recognise that **everyone** is **entitled** to their **opinion** as long as it **does not promote** **extremism**.
- I understand that everyone is **entitled** to a **voice** within the classroom.
- I will **listen** to others as I would like to be listened to.

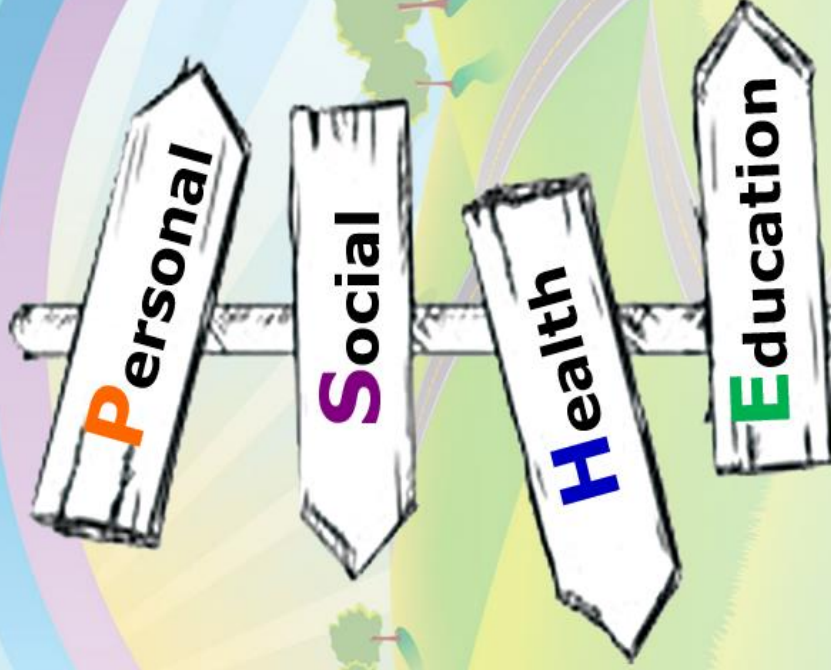


Social - Moral - Spiritual - Cultural



YEAR 7

STAYING SAFE



Theme: E-safety, Online safety & Exploitation

Organisation: The National Crime Agency's CEOP Education team
Website: www.thinkuknow.co.uk

Theme: Safety, Support & Abuse

Organisation: Childline
Phone: 0800 1111
Website: www.childline.org.uk

Theme: Road Safety

Organisation: THINK! & Community Support Officer
Phone: 101
Website: www.think.gov.uk/

Theme: First Aid

Organisation: St John Ambulance
Phone: 0370 0104 950
Website: www.sja.org.uk/

Theme: LGBTQI+

Organisation: Stonewall
Website: www.stonewall.org.uk

Theme: LGBTQ+ Equality

Organisation: Kite Trust (Cams)
Website: <https://thekitetrust.org.uk/>

Theme: LGBTQ+ Equality

Organisation: Norfolk LBGT+ Project
Phone: 01603 219299
Website: <https://norfolklgbtproject.org.uk/>

Careers:

Unifrog - www.unifrog.org

Help you choose: <https://helpyouchoose.org/content/>

National Careers Service: <https://nationalcareers.service.gov.uk/>

UCAS: <https://www.ucas.com/explore/career-compass>

I Can Be A: <https://www.icanbea.org.uk>