



Name:

Form:

**“Knowledge is power.
Information is liberating.
Education is the premise
of progress, in every
society, in every family”**

Kofi Annan
(research who he is)

YEAR 7

KNOWLEDGE ORGANISER:

Autumn Term 2023



Bluecoat Wollaton
believe in yourself, in others, in God

CONTENTS PAGE:

| | |
|-----------|--------------------------------------|
| 3 | Timetable |
| 4 | Instructions |
| 5 | How Do I Self Quiz |
| 6 | Knowledge Organiser task bank |
| 20 | Reading log |
| 21 | Bedrock |
| 22 | Periodic Table |
| 23 | Principals Reading |
| 37 | English |
| 39 | Maths |
| 41 | Science |
| 44 | Religious Studies |

| | |
|-----------|--------------------------------|
| 46 | History |
| 48 | Geography |
| 50 | Spanish |
| 52 | Art |
| 53 | Drama |
| 54 | Music |
| 55 | Computer Science |
| 57 | Physical Education (PE) |
| 58 | DT: Food Technology |
| 59 | DT: Resistant Materials |
| 60 | DT: Food Technology |
| 61 | Equipment page |

My timetable

| WEEK A | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------------|------------|---------|-----------|----------|--------|
| Tutor 8:30-8:55 | | | | | |
| Lesson 1 9:00-10:00 | | | | | |
| Lesson 2 10:00-11:00 | | | | | |
| Break | | | | | |
| Lesson 3 11:20-12:20 | | | | | |
| Lunch | | | | | |
| Lesson 4 13:00-14:00 | | | | | |
| Lesson 5 14:00-15:00 | | | | | |
| Lesson 6 15:00-16:00 | Enrichment | | | | |

| WEEK B | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------------|------------|---------|-----------|----------|--------|
| Tutor 8:30-8:55 | | | | | |
| Lesson 1 9:00-10:00 | | | | | |
| Lesson 2 10:00-11:00 | | | | | |
| Break | | | | | |
| Lesson 3 11:20-12:20 | | | | | |
| Lunch | | | | | |
| Lesson 4 13:00-14:00 | | | | | |
| Lesson 5 14:00-15:00 | | | | | |
| Lesson 6 15:00-16:00 | Enrichment | | | | |

Instructions for using your Knowledge Organiser

Every school day you should be studying at least **1** section of your Knowledge Organiser (KO) for homework.

The timetable on the next few pages tells you which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

You are to use your exercise book to show the work you have done. Each evening you should start a new page and put the date clearly at the top.

You need to bring your KO and exercise book with you **EVERYDAY** to the academy.

Your parents should tick off your homework every evening using the grid in your KO on page 4. Parents should also sign off your reading using the reading log on page 5, this will be checked in your library lesson.

Your KO and exercise book will be checked regularly in form time, failure to show homework for **ALL FIVE** days of the week will result in an after school detention that day.

You will also be tested in your lessons on knowledge from the organisers.

Self-testing

You can use your KOs and book in a number of different ways but you **should not just copy** from the Knowledge Organiser into your book. Use the '*How to self-test with the Knowledge Organiser*' booklet to help you. It can also be found here: <http://www.bluecoatwollaton.co.uk/learning/knowledge-organisers/>

Below are some possible tasks you could do in your workbooks, **no matter which task you do you should always check and correct your work in a different coloured pen.**

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mindmaps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Create fact files




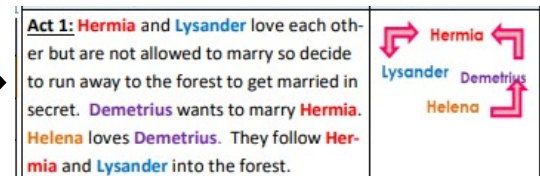
Presentation

You should take pride in how you present your work:

- Each page should be clearly dated at the top left hand side with Subject 1 written in the middle.
- Half way down the page a line should divide it in two with Subject 2 written above the dividing line.
- Each half of the page should be neatly filled with evidence of self-testing. There should be an appropriate amount of work.
- Failure to show pride in your presentation or wasting space on your page with large writing or starting a number of lines down will result in a **negative point**.



How do I self-quiz?

| <p>How to use...Flashcards</p> <ol style="list-style-type: none">On one side of the flash card, write the word or question.On the other side, write the definition for the word, or answer to the question.Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong.When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile. <p>You can also use the Leitner Method: https://www.youtube.com/watch?v=C20EvKtdJwQ</p> | <p>How to use... Look, Cover, Write, Check and Correct</p> <ol style="list-style-type: none">Write your key words into the 'Look, Cover' column and then cover it.Write out the meaning, definition or spelling in the 'Write' column.Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right.If you got the answer incorrect, write the correct answer in the 'Correct' column. <table><tr><th>Look , Cover</th><th>Write</th><th>Check</th><th>Correct</th></tr><tr><td>Noun</td><td>A person, place or</td><td>✓</td><td></td></tr><tr><td>Algorithm</td><td>Algorithm</td><td>X</td><td>Algorithm</td></tr></table> | Look , Cover | Write | Check | Correct | Noun | A person, place or | ✓ | | Algorithm | Algorithm | X | Algorithm | <p>How to use... Mind Maps</p> <ol style="list-style-type: none">Write out your topic or idea in the centre. E.g. The First World War.Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWIThen add your knowledge off of these branches. You might even be able to make connections between them.Once made, then redraw as many of the connections as possible from memory. Correct any errors.  |
|--|--|---|-----------|-------|---------|------|--------------------|---|--|-----------|-----------|---|-----------|--|
| Look , Cover | Write | Check | Correct | | | | | | | | | | | |
| Noun | A person, place or | ✓ | | | | | | | | | | | | |
| Algorithm | Algorithm | X | Algorithm | | | | | | | | | | | |
| <p>How to use... Explaining a process/ idea further</p> <p>Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words because, but, and so. These will help you to:</p> <ol style="list-style-type: none">Because: helps to explain a reason, cause or why something works.But: helps to explain a limitation or problem.So: helps to explain what happens next in a sequence, process or event. <p>Check your sentences to see if your explanations are right or wrong. Correct any errors.</p> | <p>How to... Summarise a process/idea</p> <p>Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.</p> <ol style="list-style-type: none">Read through the relevant part of your knowledge organiser as directed by your teacher.Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between.For each part, add one main idea.E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors. | <p>How to use... Subject Specific Tasks or Questions</p> <p>Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.</p> <p>In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.</p>  | | | | | | | | | | | | |

Year 7 Autumn Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

| Date | Subjects and Tasks | Signed by parents/carers once complete |
|-------------------------|---|--|
| 04/09/2023 Monday | English: Narrative Origins: Myths Tier 3 vocabulary Task –Create flashcards for each term and definition and then rehearse saying them out loud. Test yourself by putting the flashcards in a pile with the tier 3 words facing up and (without looking) write down the definition in your KO. Then self- mark your answers by turning the flash cards over to the definition side to see if you were correct. | |
| | Art: Make flashcards to remember the definitions of the following keywords: Proportion, Linear, Tone, Composition. | |
| 05/09/2023 Tuesday | Music: :Learn all the definitions in Section B using Look-cover-write-check and correct . | |
| | Drama: Learn all the key words and definitions in Section A using Look-cover-write-check and correct . You must use the table layout shown on your KO instruction page. | |
| 06/09/2023 Wednesday | Maths: Which number is the odd one out? Give a reason for your answer. Use at least two keywords from SECTION A in each explanation. 1) 100, 120, 130, 145 and 150 2) 100, 250, 300, 400 and 500 3) 1000, 1200, 1450, 1650 and 1800 | |
| | DT Ping Pong: Choose 8 keywords and produce flashcards. Include pictures to help explain them. DT CAD Ruler: For the Tier 2 words, use read cover, write check and correct to learn the words and their definitions. Food: For the Tier 2 words, use read cover, write check and correct to learn the words and their definitions | |
| 07/09/2023 Thursday | Bedrock: Complete Bedrock activities until you earn 20 points = a green 😊 THEN write down two words you have been learning and a short definition OR synonym. | |
| | Spanish: Examples of articles and cognates — Autumn Page 1 Write the definitions of cognate, definite article and indefinite article in your own words and give 2 examples of cognates you may have seen so far in Spanish. Categorize the nouns: un gato, el perro, la manzana, unas chicas, los chicos and los plátanos into definite and indefinite articles. Challenge: Identify if the nouns above are masculine/feminine and singular/ plural. | |
| 08/09/2023 Friday | Science: Cells Section B: Draw and label an animal cell and plant cell in your KO book 5 times each. Each time try and do it from memory to learn the different labels. | |
| | Principal's Reading: ART | |

Year 7 Autumn Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

| Date | Subjects and Tasks | Signed by parents/carers once complete | | | | | | | |
|-------------------------|---|--|------------|--|--|--|--|--|--|
| 11/09/2023 Monday | English: Narrative Origins: Myths -Tier 2 vocabulary Task. Look, cover, write and check for each word. Take the first 3 of the words to complete a Frayer diagram for. If you are unsure what a Frayer diagram is then please ask your English teacher! | | | | | | | | |
| | History: Section 2 Important Ideas. Read the diagram of the Burh and try to recreate it in your book without the original in front of you. Write a summary explaining how it works. Check: Compare your diagram to the original. Correct any errors and add any missing examples. | | | | | | | | |
| 12/09/2023 Tuesday | RE: Autumn 1 — Section A: Choose five key words from the tier 3 vocabulary and create a set of flash cards. Test yourself or ask a family member to test you on the definitions. Put a minimum of three key words from tier 3 into a full sentence. | | | | | | | | |
| | PE: Create a set of Flashcards for all the keywords in Section A & B . Then self test yourself and create a learnt and ‘developing knowledge’ set of flashcards. | | | | | | | | |
| 13/09/2023 Wednesday | Maths: Use the digits 5 , 1 , 2 and 6 once to make five different four-digit numbers. Write down the numbers in their worded form as well. Make the largest three-digit number possible. Make the smallest three-digit number possible. Explain how you know these are the largest and smallest three-digit numbers possible with the digits 5 , 1 , 2 and 6 . | | | | | | | | |
| | Computing: Practice logging into Go 4 Schools and Office 365. Make a table with the features for Go for Schools and Office 365—What applications or information you find there. Why is this useful for you? <div><table><tr><th>GO4Schools</th><th>Office 365</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table></div> | GO4Schools | Office 365 | | | | | | |
| GO4Schools | Office 365 | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| 14/09/2023 Thursday | Bedrock: Complete Bedrock activities until you earn 20 points = a green ☺ THEN write down two words you have been learning and a short definition OR synonym. | | | | | | | | |
| | Geography: Development Section A – Use look, cover, write, check to learn the tier 3 words and their definitions. | | | | | | | | |
| 15/09/2023 Friday | Science: <u>Cells</u> Section B: Draw and label a prokaryotic (bacteria) cell in your KO. Compare this cell to the eukaryotic cells (plant and animal) by making a table of organelles found in plant, animal and bacteria cells, putting ticks and crosses to show which each contains. | | | | | | | | |
| | Principal's Reading: MATHS | | | | | | | | |

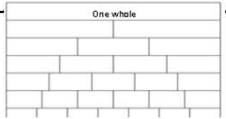
Year 7 Autumn Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

| Date | Subjects and Tasks | Signed by parents/carers once complete |
|-------------------------|---|--|
| 18/09/2023 Monday | English: Narrative Origins: Myths -Section 2 Task. Read through the Hero's journey. Create a set of flashcards with the type of journey on one side and definition on the other. Once created, test yourself. When you get them correct put it in the 'correct' pile. If you get it wrong, put it in the 'check again' pile. Repeat until all cards are in the 'correct' pile. (To evidence this in your KO, you could put the flashcards in an envelope and stick the envelope into your KO.) | |
| | Art: Learn the spellings of the following keywords using Look Say Cover Write Check: Texture, Composition, Symmetry, Accuracy, Proportion | |
| 19/09/2023 Tuesday | Music: Write a paragraph describing how 'a cappella' is similar and how it is different to other types of musical performance. | |
| | Drama: Learn all the Drama Devices and definitions in Section B using Look-cover-write-check and correct . You must use the table layout shown on your KO instruction page. | |
| 20/09/2023 Wednesday | Maths: Copy the question and answer using the correct order of operation as seen on Section B. For each question write a short sentence explaining the order of operation you chose and why. (a) $7 + 2 \times 3$ (b) $9 + 4 \times 2$ (c) $10 + 2 \times 2$ (d) $18 + 4 \div 2$ (e) $20 - 5 \times 2$ (f) $8 - 2 \times 3$ (g) $21 - 9 \div 3$ (h) $100 - 40 \times 2$ | |
| | DT Ping Pong: For the Tier 2 words, use read cover, write check and correct to learn the words and their definitions. DT CAD Ruler: Write a paragraph that includes all of the tier 2 keywords. Food: Use the information to create a fact sheet to inform people how to store and prepare food safely. Include diagrams and the consequences of not storing food correctly. | |
| 21/09/2023 Thursday | Bedrock: Complete Bedrock activities until you earn 20 points = a green © THEN write down two words you have been learning and a short definition OR synonym. | |
| | Spanish:Explanation – Autumn Page 1 Answer at least three of the questions of your choice in the Tier 1–Key Questions section in Spanish. Use the verbs/vocab provided in the tables to help you. Always include a verb to make your sentences complete. <u>Challenge:</u> Use some of the connectives to link your sentences together to make a short paragraph. | |
| 22/09/2023 Friday | Science: Cells Section A: Look, Cover, Write, Check the Tier 2 key words and meanings. Do each one 5 times until you can write the definition for each word from memory. | |
| | Principal's Reading: RELIGIOUS STUDIES | |

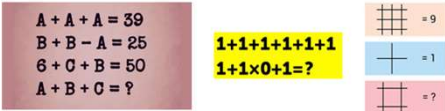
Year 7 Autumn Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

| Date | Subjects and Tasks | Signed by parents/carers once complete |
|-------------------------|--|--|
| 25/09/2023 Monday | English: Narrative Origins: Myths -Section 2 Task. Look at the circle grid. These are the key characters we usually see in a narrative. For each character type give examples from a story you know. | |
| | History: Section 1: Key Vocabulary. Pick three key words from Tier 3, and two words from Tier 2. Write the definition then dual code them (draw a picture to represent the meaning). Check. Cover the definitions and write them again from memory. Correct any errors. | |
| 26/09/2023 Tuesday | RE: Autumn 1 –Write out the Nicene Creed and add images to help you to remember. Now condense the text into just 4 short sentence starters. Practice saying it aloud without looking at the original text, using sentence starters as a prompt. | |
| | PE: Create 3 Frayer Diagrams for 3 keywords in Section A . You should choose a minimum of 2 from each tier of vocabulary. | |
| 27/09/2023 Wednesday | Maths: Copy and complete this Fraction Wall, use section B to help. $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} = 1$ $\frac{2}{5} + \frac{3}{5} = \frac{5}{5} = 1$ $\frac{1}{5} + \frac{8}{10} = 1$  | |
| | Computing: Create flashcards for the definitions in Section A: Tier 3 Key vocabulary. See if you can get someone to test you on whether you know the definitions. | |
| 28/09/2023 Thursday | Bedrock: Complete Bedrock activities until you earn 20 points = a green ☺ THEN write down two words you have been learning and a short definition OR synonym. | |
| | Geography: Development Section A: Create flashcards for the tier 2 words and their definitions. | |
| 29/09/2023 Friday | Science: Cells Section A: Draw a Frayer diagram for any 5 Tier 3 keywords. | |
| | Principal's Reading: MUSIC | |

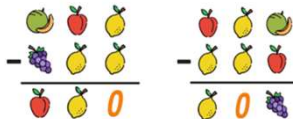

Year 7 Autumn Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

| Date | Subjects and Tasks | Signed by parents/carers once complete |
|-------------------------|--|---|
| 02/10/2023 Monday | English: Narrative Origins: Myths - Section 3 Task: Write a summary of the first 3 Key Myths. Only pick out the important information! (You could draw an image next to each one to help you remember it.) | |
| | Art: Read the section on tonal pencils and answer the following questions using full sentences: What does the H stand for in pencil Grades? What does the B stand for? Which is the softest out of these three pencils- HB, 4B, 6B? Where can you find out what grade a pencil is? | |
| 03/10/2023 Tuesday | Music: Read the information in Section C and create 10 questions with answers from the passage | |
| | Drama: Learn all the Drama Devices and definitions in Section C using Look-cover-write-check and correct . You must use the table layout shown on your KO instruction page. | |
| 04/10/2023 Wednesday | Maths: Copy and solve each puzzle. Once finished write down the maths skills you used to work them out e.g. Division etc. |  |
| | DT Ping Pong: Try to connect/ link each of the words in Section B. You could write a paragraph to include all of the keywords. Add images to help explain DT CAD Ruler:: Section B CAD & CAM. Read the information on CAD, CAM and LASER and try to write a summary explaining how it works. Check: Compare your summary to the original. Correct any errors and add any missing examples. Food: Use the information in section three to remember the reasons why food is cooked. Give four examples for each reason. | |
| 05/10/2023 Thursday | Bedrock: Complete Bedrock activities until you earn 20 points = a green ☺ THEN write down two words you have been learning and a short definition OR synonym. | |
| | Spanish: Q+A – Autumn Page 1 Use the look, cover, write, check method to learn the verb 'tener –to have'. Write out all six forms of the verbs out using this method to try to learn them by heart. Write 3 sentences using these verbs for a peer to translate in your upcoming lesson. | |
| 06/10/2023 Friday | Science: Cells Section A: Make flashcards for the first 10 Tier 3 key words in section A. Write the key word on one side and the definition on the other. Test yourself to see if you remember each definition. Stick in your KO book so you can still lift up to see each side and reuse for revision. | |
| | Principal's Reading: GEOGRAPHY | |

Year 7 Autumn Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

| Date | Subjects and Tasks | Signed by parents/carers once complete |
|-------------------------|--|---|
| 09/10/2023 Monday | English: Narrative Origins: Myths - Section 3 Task. Now look at the last 3 myths. Try to reduce the summary for each myth into exactly 10 words. | |
| | History: Section 3 Chronology. Summarise the chronology of invasions into England on the timeline add key dates to your notes. | |
| 10/10/2023 Tuesday | RE: Autumn 1— Read the 'Key Figures' box. Create a quiz of 10 questions, to test someone on the knowledge in this box. Can you answer them all without looking back to the original? | |
| | PE: Write a continuous piece of prose that describes the Bluecoat Warm Up. Remember to punctuate, spell and format correctly. | |
| 11/10/2023 Wednesday | Maths: Write down a sentence explaining the difference between a digit and a number. Use section A to help you. Then complete this puzzle. Each fruit has a value of either 1, 2, 3 or 5. Find the value of each fruit so that the calculation is true. |  |
| | Computing: Look at the second section of Tier 2 keywords. Use the look, cover, write, check method to test yourself on these definitions. Make sure any corrections and changes are made to them after you have finished. Tally up how many you got correct. | |
| 12/10/2023 Thursday | Bedrock: Complete Bedrock activities until you earn 20 points = a green ☺ THEN write down two words you have been learning and a short definition OR synonym. | |
| | Geography: Development Section B: Development measure For each of the development measures, write the definition then dual code them (add an image that represents what it is) E.g. Ocean—  | |
| 13/10/2023 Friday | Science: Particles Section B: Make a spider diagram to show the features of each state of matter. You should write particles in the middle and then arrange the features coming from the middle of this. Use colours and pictures to help you remember the features. | |
| | Principal's Reading: ENGLISH | |

Year 7 Autumn Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

| Date | Subjects and Tasks | Signed by parents/carers once complete |
|-------------------------|--|--|
| 16/10/2023 Monday | English: Narrative Origins: Myths -Tier 3 Vocabulary Task (Revision and Review). Go back to the vocabulary you learned at the beginning of this unit. Try to include each word in a sentence linked to your learning so far. | |
| | Art: Read the section on Making objects look 3D and answer the following questions using full sentences: What is essential in drawing to make objects look 3D? How can you create different tones with your pencil? Does the tone become darker or lighter as the surface goes away from you? How can you avoid making an object appear flat? What helps objects in a drawing look separate from each other? | |
| 17/10/2023 Tuesday | Music: Learn the definitions of in Section A using Look-cover-write-check and correct . | |
| | Drama: Read through Section B . Create a set of flashcards with the keyword and symbol on one side and definition on the other. Once created, test yourself. When you get a date correct put it in the 'correct' pile. If you get it wrong, put it in the 'check again' pile. Repeat until all cards are in the 'correct' pile. | |
| 18/10/2023 Wednesday | Maths: Learn the definitions of Decimal point, Decimal place, Integer and Inverse in Section A using Look-cover-write-check and correct at least 5 times for each word/phrase. | |
| | DT Ping Pong: Try to connect/ link each of the words in Section B. You could write a paragraph to include all of the keywords. Add images to help explain. DT CAD Ruler: Section c: Metals; draw a table to include all of the information n in the section. Include products made using those metals and reasons why. Food: Create flash cards for the Tier 3 words. Test yourself, when you are confident you understand the word then focus on learning the ones that you are unsure of. | |
| 19/10/2023 Thursday | Bedrock: Complete Bedrock activities until you earn 20 points = a green ☺ THEN write down two words you have been learning and a short definition OR synonym. | |
| | Spanish: Maths in Spanish -Autumn Page 1 Use the number section of Autumn 1 page to make 10 maths questions for a peer in your one of your upcoming lessons. Make sure all your sums are in Spanish and work out the answers in your head. EX. dos + quince = (diecisiete). Challenge: Make 2 more sums using 30-39. | |
| 20/10/2023 Friday | Science: Particles Section A: Make flash cards to learn the tier 3 vocabulary. Write the key word on one side and the definition on the opposite side. Test yourself until you know the definition of each word by memory. Stick theses in your knowledge organiser book so they can be reused for revision. | |
| | Principal's Reading: COMPUTER SCIENCE | |

Year 7 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

| Date | Subjects and Tasks | Signed by parents/carers once complete |
|-------------------------|--|--|
| 06/11/2023 Monday | English: Narrative Origins: Myths -Section 2 Task (Revision and Review). Explain an example of an archetype you have seen in a myth you have studied so far. Your explanation should be 5 sentences long. | |
| | History: Section 1 Key Vocabulary. Pick three words from tier 3 and create a sentence using each of them. Pick three words from tier 2 and do the same. Check. Have you used the words in the correct way? Is your spelling correct? | |
| 07/11/2023 Tuesday | RE: Autumn 2 - Read through Section B (The stories of Abraham and Moses) - summarise each story in a maximum of 20 words each. What can we learn from the story of Abraham and Moses today? | |
| | PE: Create 3 mind maps from Section B . You may choose any keywords you wish. Initially you should write important connections and examples with the keyword. If possible try to make links with each of the keywords you have chosen. | |
| 08/11/2023 Wednesday | Maths: Learn the definitions for these key words: variable, coefficient, equation and expression . Using Look-cover-write-check and correct at least 5 times for each word/phrase. Write down your own example of each as well. | |
| | Computing: Using the guidance on how to make a strong password, write 3 examples of different passwords. Then write next to them the features of what makes them good to use. | |
| 09/11/2023 Thursday | Bedrock: Complete Bedrock activities until you earn 20 points = a green 😊 THEN write down two words you have been learning and a short definition OR synonym. | |
| | Geography: Development Section C: Barriers to development For one economic, one historical and one physical factor, explain why it might prevent a country from developing. | |
| 10/11/2023 Friday | Science: Particles Section C: Use the diagram to give 2 differences between high and low density. Draw a diagram to suggest what might happen if the high density object was placed in water compared with the low density object. | |
| | Principal's Reading: REMEMBRANCE | |


Year 7 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

| Date | Subjects and Tasks | Signed by parents/carers once complete |
|-------------------------|---|--|
| 13/11/2023 Monday | English: Narrative Origins: Myths -Key Concepts Task. Rank the concepts in order from most to least important. Which of these ideas are the most important when studying mythology? For the concept you believe is the most important explain why. | |
| | Art: Draw the 3D sphere using your knowledge of tonal blending to make the object look 3D. | |
| 14/11/2023 Tuesday | Music: Research woodwind instruments and create a mind map of as many instruments you can find. Minimum 10 instruments. | |
| | Drama: Learn all the Still Image Performance techniques and definitions in Section C using Look-cover-write-check and correct. | |
| 15/11/2023 Wednesday | Maths: Which sequence below is arithmetic and which is geometric? Explain how you decided, use section As definitions and the Sparx linear sequence video code if you need help: Sequence A - 3, 6, 9, 12, 15... Sequence B - 4, 8, 16, 32, 64... | |
| | DT Ping Pong: Draw 6 different handheld projects. ACCESS FM to do a product analysis looking at the difference in the handles. DT Ruler: Use read, cover write to learn the tier 3 vocabulary. Food: For each section of the Eatwell Guide select 5 examples and explain which grip (section 2) you would use to cut that food. Give reasons why, add drawings to help you remember. | |
| 16/11/2023 Thursday | Bedrock: Complete Bedrock activities until you earn 20 points = a green ☺ THEN write down two words you have been learning and a short definition OR synonym. | |
| | Spanish: Word search — Autumn Page 2 Categorize the following words into masculine and feminine depending on the endings of the words: Use Autumn 2 – the grammar section to help you: felicidad /chico/ estación/ personaje/ traducción/ paisaje / tortuga/ serpiente. Make sentences using verbs from autumn 1 and autumn 2 section C and the nouns above. | |
| 17/11/2023 Friday | Science: Particles Section B: Draw out the melting and boiling point graph. On the graph label the melting and boiling points of water. Draw what the particles would look like at each stage of the graph. | |
| | Principal's Reading: FOOD TECHNOLOGY | |

Year 7 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

| Date | Subjects and Tasks | | | | | Signed by parents/carers once complete | | |
|-------------------------|--|--|-----|-----------------|-------|---|----------------|--|
| 20/11/2023 Monday | English: A Monster Calls - Tier 3 vocabulary: Read through the words and definitions. Make a flash card for each one and put the definitions in to your own words. Then test yourself on the first half. (Keep your flashcards safely in your KO so that you can use them again in future.) | | | | | | | |
| | History: Section 2 Important Ideas. Study the image of the Motte and Bailey castle. From memory, draw a diagram and label the features. Explain two reasons why it is effective. Check. Compare your diagram to the original. Correct any errors and add any missing key terms. | | | | | | | |
| 21/11/2023 Tuesday | RE: Autumn 2 - Section A: Select five key terms from the Key Vocabulary list and write them into sentences to show you understand the definitions. Ask a family member to ask you the different key vocabulary and explain what they mean to them. | | | | | | | |
| | PE: Warm Up and Cool Down Design—You may choose any sport that you like. You must design an appropriate warm up and cool down using the 8 stages illustrated in Section B . Remember to show good spelling, punctuation and grammar. | | | | | | | |
| 22/11/2023 Wednesday | Maths: Write a sentence explaining each piece of algebraic notation to show what it means (Example: 2a means 2 times a = 2 x a). Use the Sparx video code M830 if you need help. | | 3y | 4b | ab | x ² | t ³ | |
| | | | 5pq | 6y ² | a + b | 2a—4b | 3x | |
| 23/11/2023 Thursday | Computing: Write out the definition of hardware and give ONE example? Write out the definition of software ? Name TWO pieces of software that you use on a daily basis? Is the Motherboard of a computer a Hardware or Software device? | | | | |  | | |
| | Bedrock: Complete Bedrock activities until you earn 20 points = a green ☺ THEN write down two words you have been learning and a short definition OR synonym. | | | | | | | |
| 24/11/2023 Friday | Geography: Development Section B: Demographic Transition Model Draw a demographic transition model and annotate it to show why: a) population increases , b) death rate reduces, c) birth rate decreases | | | | | | | |
| | Science: Contact Forces (Section B): Make copies of the diagrams of deformation. Give two examples each of situations where compression, extension and bending occur. | | | | | | | |
| | Principal's Reading: PE | | | | | | | |

Year 7 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

| Date | Subjects and Tasks | Signed by parents/carers once complete |
|-------------------------|--|--|
| 27/11/2023 Monday | English: A Monster Calls -Tier 3 Vocabulary: Using the flashcards you made last week, test yourself on the terms you have already learnt and then learn the remaining terms. Then create an image (picture) for the terms you have learnt this week to show you understand the meaning of that word. | |
| | Art: Write three sentences using the words Texture, Composition and media. | |
| 28/11/2023 Tuesday | Music: Read through Section A Create a set of flashcards with the keyword and symbol on one side and definition on the other. Once created, test yourself. When you get a date correct put it in the 'correct' pile. If you get it wrong, put it in the 'check again' pile. Repeat until all cards are in the 'correct' pile. | |
| | Drama: Write a full sentence describing how you would use each of the Drama Devices in Section B in rehearsal or performance | |
| 29/11/2023 Wednesday | Maths: Draw the function machines for these six expressions. Each expression is a separate question. Use Section B and Sparx video M428 if you need help. Example: For 2a <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="text-align: center; margin-right: 10px;"> INPUT a → </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-right: 10px;"> $\times 2$ </div> <div style="text-align: center; margin-right: 10px;"> OUTPUT → 2a </div> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">$x + 3$</div> <div style="border: 1px solid black; padding: 2px 10px;">$3x$</div> <div style="border: 1px solid black; padding: 2px 10px;">$3x + 2$</div> <div style="border: 1px solid black; padding: 2px 10px;">$4x + 2$</div> <div style="border: 1px solid black; padding: 2px 10px;">$4x - 5$</div> <div style="border: 1px solid black; padding: 2px 10px;">$4(x - 5)$</div> </div> </div> | |
| | DT Ping Pong: Design 4 different products made from smart materials and the information in Section C . DT Ruler: Create a quiz; ten questions based on the information in sections A and B. you must know the answers and include them on a different page. We can check this in the next lesson. Food: Link all the key vocabulary in section 1 to the Eatwell Guide. Write this as a short paragraph. Challenge; include the information in section 3 | |
| 30/11/2023 Thursday | Bedrock: Complete Bedrock activities until you earn 20 points = a green ☺ THEN write down two words you have been learning and a short definition OR synonym. | |
| | Spanish: Q+ A – Autumn Page 2 Answer at least three of the questions of your choice in the Tier 1—Key Questions section in Spanish. Use the verbs/vocab provided in the tables to help you. Always include a verb to make your sentences complete. Use some of the connectives to link your sentences together to make a short paragraph. <u>Challenge:</u> Negate one of the answers or refer to the 3rd person and describe a friend or family member too! | |
| 01/12/2023 Friday | Science: Contact Forces (Section C): Write a sentence to describe each of the drawings in the Non-contact forces column. | |
| | Principal's Reading: SCIENCE | |

Year 7 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

| Date | Subjects and Tasks | Signed by parents/carers once complete |
|-------------------------|--|--|
| 04/12/2023 Monday | English: A Monster Calls -Tier 2 vocabulary: Create flashcards for the words in this list, then choose two of the words that you are least familiar with and create a Frayer diagram for each one. Your Frayer diagrams might include: putting those words in to a sentence; synonyms; antonym; definition in your own words; example from a text you have read; an image... | |
| | History: Section 3 Chronology. Use the timeline to test yourself on the sequence of dates, Create flashcards of each event. Check. Test yourself or get someone else to test you on the key events. Make a note of how many you remembered and attach the flashcards to the book. | |
| 05/12/2023 Tuesday | RE: Autumn 2—List as many of the Ten Commandments as you can you remember. Now check your knowledge organiser to see if you are correct. Now add in any that you missed and add illustrations to help you remember what they all are. (Remember to not draw any pictures of God as this is disrespectful in some religions.) | |
| | PE: Research Task: try and find out how many different types of injury there are. For example, a sprained ankle. Try and find 10 and list them in order of severity. Try to explain each injury. | |
| 06/12/2023 Wednesday | Maths: Highlight the like terms in these three separate expressions and explain how you know the terms were alike. Use Section B and C to help. $2x + 3y + 4x + y + 6x \quad 5a + 3b - 2b + a - 5b \quad 6d^2 - 7d - 2d^2 + 12d$ | |
| | Computing: Which two numbers make up Binary numbers? What does the word BIT mean? How many binary digits in a BYTE ? Show your working: Convert the binary numbers 01001011, 11001010 to Denary? | |
| 07/12/2023 Thursday | Bedrock: Complete Bedrock activities until you earn 20 points = a green 😊 THEN write down two words you have been learning and a short definition OR synonym. | |
| | Geography: weather and climate Section A: Key vocabulary Choose four tier 3 keywords and create a Frayer diagram for each one. | |
| 08/12/2023 Friday | Science: Contact Forces (Section B): The “tug-of-war” drawings show each person pulls with a force of 100N. Draw a diagram like the ones in this section to show 4 people pulling to the left and 2 people pulling to the right. Show force arrows to scale. | |
| | Principal's Reading: SPANISH | |

Year 7 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

| Date | Subjects and Tasks | Signed by parents/carers once complete |
|-------------------------|--|--|
| 11/12/2023 Monday | English: A Monster Calls -Section 2– Key Themes—Big Ideas and Questions: Each section asks you some questions. Write down your answer for the questions in 'truth', 'growing up' and 'story telling'. | |
| | Art: Write three sentences using the words Tone, Mark-making and blending. | |
| 12/12/2023 Tuesday | Music: Research percussion instruments and create a mind map of as many instruments you can find. Minimum 15 instruments. | |
| | Drama: Learn the spellings of all keywords in all sections , get apparent/carers/friend to give you a spelling test, check and correct after. | |
| 13/12/2023 Wednesday | Maths: Copy the questions then simplify the expressions. Use Section B to help. <div> (a) $3a + 2b + 4a + b$ (b) $7y + 5y + 2h + 2h$ (c) $g + 8a + 2a + g$ </div> <div> (d) $7m + 7p + 8m + p + 2p$ (e) $9e + 2 + e + 2$ (f) $4 + 3a + 2a + 8$ </div> <div> (g) $2y + 4 + 3y - 1$ (h) $8 + 3w - w - 3$ (i) $5 - 4s - 2 + 10s$ </div> | |
| | DT Ping Pong: Use the tier 3 vocabulary and section 2 to explain how anthropometrics and ergonomics affect your travel to school. It could be the car door handle, the car seat, the bus stop seat etc. How many times does your body physically interact with its surroundings? DT Ruler: Write a paragraph to describe what the difference is between a ferrous and none ferrous metal and give examples of each type. Food: Try to connect/link each of the Tier 3 words together from both Autum1 and Autumn 2 knowledge organisers. You could write a paragraph to include all of the keywords. e.g.; <u>Nutrients</u> can be <u>micro-nutrient</u> or <u>macro-nutrient</u> . <u>Macronutrients</u> are <u>protein</u> ... | |
| 14/12/2023 Thursday | Bedrock: Complete Bedrock activities until you earn 20 points = a green ☺ THEN write down two words you have been learning and a short definition OR synonym. | |
| | Spanish: Explanation—Autumn Page 2 Use the pets from Autumn 2 – tier 1 nouns and the adjectives from Autumn 1 – tier 1 adjectives to form 4 sentences that agree grammatically using the adjectival agreement concept. Don't forget the word order too – noun + adjective For example: el pájaro divertido (the fun bird – masculine). Challenge: Translate and explain each sentence – for example: the fun bird - masculine | |
| 15/12/2023 Friday | Science: Contact Forces (Section C): Write a sentence to describe each of the drawings in the Contact forces column. | |
| | Principal's Reading: HISTORY | |

Year 7 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

| Date | Subjects and Tasks | Signed by parents/carers once complete |
|-------------------------|---|--|
| 18/12/2023 Monday | English: A Monster Calls Section 2 -Key Themes-Big Ideas and Questions: now write down your answers for the questions in 'isolation' and 'acceptance'. Challenge: explain which theme you believe is the most important to the story so far and why. | |
| | History: Section 1 Key Vocabulary. Pick three tier 3 terms and three tier 2 terms. For each one find one synonym and one antonym. Check. Check spelling of key words. Use the Antonyms in a sentence. | |
| 19/12/2023 Tuesday | RE: Autumn 2 —Create a multiple-choice quiz consisting of at least ten questions based on information from sections A – C. Leave the quiz for a few days then test yourself to see how many questions you can get right. | |
| | PE: Create a quiz! You must create 10 question about Warm Up and Cool Downs. Use all your knowledge to challenge your classmates! | |
| 20/12/2023 Wednesday | Maths: Learn the definitions for these key words: Term, Coefficient, Operation and Function . Using Look-cover-write-check and correct at least 5 times for each word. Write down your own example of each as well. | |
| | Computing: Write down the order of data units from smallest to biggest. The triangle diagram may be a good way to show this. Below write three sentences comparing different file sizes. For example, there are 8 bits in a byte. | |
| 21/12/2023 Thursday | Bedrock: Complete Bedrock activities until you earn 20 points = a green ☺ THEN write down two words you have been learning and a short definition OR synonym. | |
| | Geography: weather and climate Section A: Key vocabulary Choose four tier 2 keywords and create flashcards to explain their definitions | |
| 22/12/2023 Friday | Science: Make a revision page on Contact Forces. | |
| | Principal's Reading: ADVENT | |

Reading Log

Use this reading log to record the books you read, how long you have spent reading, plus Bedrock lessons.

| Week starting | Mon | Tues | Weds | Thurs | Fri | Sat | Sun | Total no. of minutes read | Bedrock lesson complete? | Parent/Carer Signature |
|---------------|-----|------|------|-------|-----|-----|-----|---------------------------|--------------------------|------------------------|
| 04/09/2023 | | | | | | | | | | |
| 11/09/2023 | | | | | | | | | | |
| 18/09/2023 | | | | | | | | | | |
| 25/09/2023 | | | | | | | | | | |
| 02/10/2023 | | | | | | | | | | |
| 09/10/2023 | | | | | | | | | | |
| 16/10/2023 | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| 06/11/2023 | | | | | | | | | | |
| 13/11/2023 | | | | | | | | | | |
| 20/11/2023 | | | | | | | | | | |
| 27/11/2023 | | | | | | | | | | |
| 04/12/2023 | | | | | | | | | | |
| 11/12/2023 | | | | | | | | | | |
| 18/12/2023 | | | | | | | | | | |

**'The more that you read, the more things you will know.
The more that you learn, the more places you'll go.'**



| | |
|----------------------|----------------------|
| Username: | Password: |
| <input type="text"/> | <input type="text"/> |

Bedrock

Don't forget the drip feed! **24 hour block** between lessons



Use this page to note down what days you have your Library lesson and what days you can access Bedrock without being locked out by the 24 hour drip feed...

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--------|---------|-----------|----------|--------|----------|--------|
| | | | | | | |

Monday morning
Bedrock reports
sent to your
English teacher(s)
to check your
progress

Add to the grid when you have your Library lesson

Shade with a pencil the days you can't do Bedrock due to the 24 hour block

Highlight/colour the days you can complete your Bedrock

Remember that the weekly minimum is:

1 x Bedrock Lesson (ideally during library lesson)

1 x Bedrock homework

= 2 per week

Aim to get everything done in plenty of time to grow your brain and get plenty of prizes for your progress :)

The Periodic Table of Elements

| 1 | | 2 | | | | | | | | | | | | 3 | 4 | 5 | 6 | 7 | 0 |
|--|---|--|---|---|--|--|---|--|--|---|---|--|---|---|---|--|---|--------------------------------------|---|
| <div>Key</div> <div>relative atomic mass atomic symbol name atomic (proton) number</div> | | | | | | | | | | | | | | | | | <div>1 H hydrogen 1</div> | <div>4 He helium 2</div> | |
| <div>7 Li lithium 3</div> | <div>9 Be beryllium 4</div> | | | | | | | | | | | <div>11 B boron 5</div> | <div>12 C carbon 6</div> | <div>14 N nitrogen 7</div> | <div>16 O oxygen 8</div> | <div>19 F fluorine 9</div> | <div>20 Ne neon 10</div> | | |
| <div>23 Na sodium 11</div> | <div>24 Mg magnesium 12</div> | | | | | | | | | | | <div>27 Al aluminium 13</div> | <div>28 Si silicon 14</div> | <div>31 P phosphorus 15</div> | <div>32 S sulfur 16</div> | <div>35.5 Cl chlorine 17</div> | <div>40 Ar argon 18</div> | | |
| <div>39 K potassium 19</div> | <div>40 Ca calcium 20</div> | <div>45 Sc scandium 21</div> | <div>48 Ti titanium 22</div> | <div>51 V vanadium 23</div> | <div>52 Cr chromium 24</div> | <div>55 Mn manganese 25</div> | <div>56 Fe iron 26</div> | <div>59 Co cobalt 27</div> | <div>59 Ni nickel 28</div> | <div>63.5 Cu copper 29</div> | <div>65 Zn zinc 30</div> | <div>70 Ga gallium 31</div> | <div>73 Ge gemanium 32</div> | <div>75 As arsenic 33</div> | <div>79 Se selenium 34</div> | <div>80 Br bromine 35</div> | <div>84 Kr krypton 36</div> | | |
| <div>85 Rb rubidium 37</div> | <div>88 Sr strontium 38</div> | <div>89 Y yttrium 39</div> | <div>91 Zr zirconium 40</div> | <div>93 Nb niobium 41</div> | <div>96 Mo molybdenum 42</div> | <div>[98] Tc technetium 43</div> | <div>101 Ru ruthenium 44</div> | <div>103 Rh rhodium 45</div> | <div>106 Pd palladium 46</div> | <div>108 Ag silver 47</div> | <div>112 Cd cadmium 48</div> | <div>115 In indium 49</div> | <div>119 Sn tin 50</div> | <div>122 Sb antimony 51</div> | <div>128 Te tellurium 52</div> | <div>127 I iodine 53</div> | <div>131 Xe xenon 54</div> | | |
| <div>133 Cs caesium 55</div> | <div>137 Ba barium 56</div> | <div>139 La* lanthanum 57</div> | <div>178 Hf hafnium 72</div> | <div>181 Ta tantalum 73</div> | <div>184 W tungsten 74</div> | <div>186 Re rhenium 75</div> | <div>190 Os osmium 76</div> | <div>192 Ir iridium 77</div> | <div>195 Pt platinum 78</div> | <div>197 Au gold 79</div> | <div>201 Hg mercury 80</div> | <div>204 Tl thallium 81</div> | <div>207 Pb lead 82</div> | <div>209 Bi bismuth 83</div> | <div>[209] Po polonium 84</div> | <div>[210] At astatine 85</div> | <div>[222] Rn radon 86</div> | | |
| <div>[223] Fr francium 87</div> | <div>[226] Ra radium 88</div> | <div>[227] Ac* actinium 89</div> | <div>[261] Rf rutherfordium 104</div> | <div>[262] Db dubnium 105</div> | <div>[266] Sg seaborgium 106</div> | <div>[264] Bh bohrium 107</div> | <div>[277] Hs hassium 108</div> | <div>[268] Mt meitnerium 109</div> | <div>[271] Ds darmstadtium 110</div> | <div>[272] Rg roentgenium 111</div> | <div>[285] Cn copernicium 112</div> | <div>[286] Nh nihonium 113</div> | <div>[289] Fl flerovium 114</div> | <div>[289] Mc moscovium 115</div> | <div>[293] Lv livermorium 116</div> | <div>[294] Ts tennessine 117</div> | <div>[294] Og oganesson 118</div> | | |

Why do Artists draw shoes?



Drawing a shoe is a common assignment for students and artists. Why? Most of us not only have shoes, but we often have many kinds —

roller skates, trainers, sandals and boots. Shoes develop a unique character as we wear them. When learning to draw, it is helpful to draw an object we are familiar with.

Can a painting of shoes be a portrait? Van Gogh is perhaps one of the most famous artists known for painting shoes. This painting of a pair of well worn boots has been seen as symbolizing Van Gogh's difficult passage through life. What is it about these boots that that could symbolise a struggle?



A fellow student in Paris reported that Vincent bought these workman's boots at a flea market, intending to use them in a still life. Finding them still a little too smart, however, he wore them on a long and rainy walk. Only then were they fit to be painted.



Lisa Milroy creates paintings of many different everyday objects including shoes. The shoes are purposefully placed, arranged in rows against a white background and viewed from above. How does Lisa Milroy's placement of shoes different to Van Gogh's?



Principal's Reading: Art

Week Beginning: 04/09/23

Andy Warhol is best known for his brightly coloured repeated prints of celebrities. But before he became famous for his art, he used to illustrate womens' footwear. Why do you think the artist has placed them this way? Where might the shoes in this piece of work be worn?



Questions to answer:

1. Why do artists often paint and draw shoes?
2. Name three artists that have painted/used shoes to inspire their art.
3. Which of the artists styles in the above images do you prefer and why?

Addition

Addition is one of the oldest and most basic arithmetic operations. It has been known to mathematicians for more than 6000 years. 'Counting' was considered an early form of addition.

The first official evidence of addition is that it was used by Egyptians and Babylonians in 2000 BC. The symbols of addition and subtraction were invented in around 16th century, but before that, the equations were written in words—which made it really time consuming to solve the problems.

There are THREE parts to addition: the **addend**; the **equal sign**; and the **sum**. In fact, the **addends** are numbers or terms being added together. For example, $10+6=16$, **10 and 6 are the addends** of this equation.

The **equal sign** indicates that the two halves of the equation are equivalent. For example in the addition sentence, $10+6=16$, the equal sign is denoted with two short parallel horizontal lines.

The **sum** in addition sentence is the **total** of the addends. For example, in $10+6=16$, the sum is 16.

Understanding the properties of addition is important because it guides you to work with numbers more effectively.

Addition is cumulative. This property states that the positions of numbers in an equation does not affect the final answer. For example, $4+5$ is the same as $5+4$. This property applies to addition of numbers, no matter how large the group of numbers is.



Principal's Reading: Maths

Week Beginning: 11/09/23

Questions

- 1) When was the first evidence of addition?
- 2) What was invented around the 16th century?
- 3) What year range is the 16th century?
- 4) What are the 3 parts to addition?
- 5) Why is it important to understand the properties of addition?
- 6) What does 'commutative' mean in this text?
- 7) What synonym could we use to replace the word 'effectively*'?
- 8) Where have you heard the word 'equivalent' before? What does it mean?
- 9) Who were the first people to use addition?
- 10) Before symbols what was really time consuming?

The Last Supper

Jesus entered Jerusalem on a donkey during the Feast of Unleavened Bread, or Passover (a Jewish celebration of the freedom of the Israelites). He was welcomed by large crowds, although there were also many people who wanted to see him dead because he claimed to be the Son of God and challenged religious authority.



Jesus sent two disciples, Peter and John, ahead with instructions on how to prepare the special meal. Following his entry into the city, Jesus and the ten remaining disciples went to the room where they all sat around the large table to share the Last Supper.

It was a very dangerous time for Jesus because of the bad feeling towards him so the disciples felt anxious; this caused them to remain quiet during the meal until Jesus broke the silence and said, “Truly I tell you, one of you will betray me.” All of his disciples were aghast, wondering which of them it would be – each believing that it could not possibly be them.

Jesus continued to say, “The one who dips his bread into the bowl with me will betray me. I will die, just as is written, but the man who betrays me will feel sorry forever.” Then Judas, the one who would betray him, said, “Surely you don’t mean me, Rabbi?” to which Jesus replied, in a hushed voice, “You have said so.” Judas, feeling discomfited and nervous, was pleased that the other disciples had not heard the conversation. He did not

wish to think of the consequences.



At this point, Jesus thanked God for the bread and broke it to share, explaining,

“This is my body which is for you: this do in remembrance of me.” Following this, he took a chalice (a large cup or goblet) of red wine and announced,

“This is my blood: this do in remembrance of me.”

Everyone took a sip as the cup was passed around. This act is commemorated in the Christian Church today in the form of the Eucharist, a sacrament (regarded in the Christian Church as imparting spiritual grace) in which bread and wine are consecrated (made sacred) and consumed.

The meal continued with Jesus talking and celebrating with his disciples. After some time, Jesus moved to a different area of the room where he exchanged his clothing for uncomplicated servant clothes – a simple towel wrapped around his body – before filling a bowl with water. In an act of servitude to them, he used this to wash his disciple’s feet before drying them with the towel he was wearing.

The disciples were astounded by this lowly act, because to them, Jesus was the King of Kings not a servant as his actions were suggesting. Due to this, Peter refused to let Jesus wash his feet. “If you don’t allow me to wash your feet, you can no longer be with me,” Jesus explained. Peter replied that, if that was the case, then Jesus could

Principal’s Reading: Religious Studies

Week Beginning: 18/09/23

wash his hands and head as well as his feet. Jesus responded that he only needed to wash his feet for his whole body to become clean so Peter conceded and agreed to let Jesus wash his feet. As Jesus completed his task of washing the disciples’ feet, he asked them, “to love one another as I have loved you,” before changing back into his normal clothes. He returned to the table where the disciples waited, eager to understand the unusual deed they had just witnessed.

As they prayed together, Jesus prepared the disciples for his departure, telling them that they were his, “friends and not servants.” Jesus then asked them, “Do you understand what I have done for you? You call me ‘Teacher’ and ‘Lord’ and that is who I am. Now that I have washed your feet, you can wash one another’s feet.” Through the significance of his actions, Jesus tried to share an important lesson with his disciples about the importance of acting compassionately towards one another and that everyone should be treated equally.



Questions:

- 1) Why was Jesus entering Jerusalem and how was he received?
- 2) What did Jesus tell the disciples during the meal that was so important?
- 3) Why do Christians today take part in Holy communion services and what does it impact their lives?

Fingal's Cave

Isle of Staffa - Scotland

Felix Mendelssohn once stated, "It is in pictures, ruins, and natural surroundings that I find the most music." Perhaps no work and no surrounding were as equally matched for compositional success as Mendelssohn's trip to Scotland and the writing of his Hebrides Overture. Mendelssohn was a child genius who came from a well-off family, therefore allowing him to travel often. He greatly enjoyed his various trips throughout Europe, and the 1829 walking tour of Scotland with his friend, Karl Klingemann, was no exception. Mendelssohn was only twenty years old when he and Klingemann travelled to the Hebrides Islands, off the west coast of Scotland, and later to Fingal's Cave, on the Island of Staffa.

After seeing the stunning scenery in the Hebrides, he composed the opening bars of his overture, sending it to his sister Fanny with the following note, "In order to make you understand how extraordinarily The Hebrides affected me, I send you the following, which came into my head there." The following day he and Klingemann travelled to Fingal's Cave (named after the character Fingal, from a third-century Gaelic tale), having to row there in a skiff [a rowing boat usually for one person], and sat at the mouth of the awe-inspiring, sea-level, basalt-rock formation and marvelled.

Mendelssohn was dreadfully seasick on his trip to the cave, but was able to appreciate the magnitude of the formation nonetheless.

Mendelssohn completed the first draft of his Hebrides Overture in Rome, toward the end of 1830. He was unhappy with his first attempt and continued to revise the work for the next three years.

The work premiered on May 14, 1832, by the London Philharmonic Orchestra. Mendelssohn was still not happy with the work, and revised it further until it was finally published in 1833. The two titles (Hebrides and Fingal's Cave) provide an interesting dilemma – it is believed that a publisher added the Fingal's Cave title, thinking it would be a more recognizable name than The Hebrides.

Mendelssohn's work was a new type of overture which emerged during the nineteenth-century, referred to as the concert overture. Concert overtures are not drawn from a stage work or opera, but rather, are stand-alone works to be programmed as an overture in a concert hall. Other composers of famous concert overtures include Berlioz, Tchaikovsky, and Brahms.

Mendelssohn's Hebrides Overture is not programmatic, in the sense that it does not follow a narrative or tell a story; but it is thoroughly evocative of the sea and the scenery Mendelssohn experienced during his time in the Hebrides and Fingal's Cave. The opening motive that Mendelssohn sketched and sent to his sister after viewing the Hebrides, is a mysterious, arpeggiated fragment outlining the key of B minor. The musical idea is repeated several times, rising higher and higher. It begins in the lower depths of the orchestra for maximum drama, with the bassoon, viola, and cello using the same melodic material. As the theme rises, the violins take over, while the lower voices begin an undulating pattern of faster notes that is present throughout most of the work, representing the ebb and flow of the sea, while dramatic crescendos and sforzandi allude to crashing sea waves upon rocks.

The second theme is a more sprawling and soaring melody in the major key, and as the always quotable Sir Donald Francis Tovey stated, is "the greatest melody Mendelssohn ever wrote." This second theme is again introduced by the lower

Principal's Reading: Music

Week Beginning: 25/09/23

instruments (bassoons and cello), maintaining the mysterious nautical tone of the overture. The opening motive is later transformed to a martial rhythm in the orchestra before beginning a somewhat jauntier section filled with dotted rhythms and staccato statements. This section begins with very soft hints of the opening fragment answered by militaristic figures from the winds. It then changes and shortens the opening motive into short staccato statements passed throughout the orchestra. The work ends with a repeated, haunting statement of the opening motive in the clarinet, passed onto the flute that has the last word with its ascending B minor arpeggio, accompanied by pizzicato strings.



Questions:

1. Using information from the text about the inspiration for the piece of music, can you think of another suitable title? Give two reasons for your answer.
2. Choose 5 adjectives from the text that you've not seen before and use them in a new sentence in a different context.

Lake Malawi

I have always harbored a wish to see the great Lake Malawi for myself and if possible, catch a glimpse of the brilliant array of fish that live here.

If you've ever been to a pet store, chances are you've seen a Malawi cichlid swimming by so beautifully in some fish tank. Malawi cichlids are popular around the world because they add so much life and color to tropical freshwater aquariums everywhere. Nothing compares to the wild patterns and intense colors of these rare tropical fish.

More than a thousand species of African cichlid live in Lake Malawi, and of these, several hundred are endemic (only found in that location). At 300 miles long and almost 300 miles wide, Lake Malawi is one of the largest in Africa, boasting a unique aquatic ecosystem that contributes to such a diverse palette of fish life. Today, catching and collecting aquarium fish remains a small but



regular industry for those who live near Lake Malawi.

I spent a good day splashing among the marvelous fish of Lake Malawi as they swam contentedly in their native habitat. I loved the dream-like sensation of plunging myself into the world's original freshwater aquarium and meeting one fish after another, and all of them so different.

After a long and indulgent snorkeling excursion, I visited the Red Zebra Lodge near the town of Salima on the lake's western shore, where I witnessed the methodical collection of some 150 species of Malawi cichlids. The colors of these fish absolutely blew me away — pale pink, zebra-striped, iridescent purple, flaming orange and shimmering blue — and they were kept in some 200 fish tanks in a brick warehouse where they were readied for export to the United Kingdom, Germany, China, and beyond.

When traveling, there exists that certain moment when you reach the other side of the world and stumble upon the great reveal — for instance, how the *Mona Lisa* is actually quite small, or how (if they wanted to) wild elephants could destroy your car in a single stomp. Travel grants us the truth of places and things, and at Lake Malawi, I encountered the truth of harmless hobby fish

Principal's Reading: Geography

Week Beginning: 02/10/23

tanks: that so many of their leading stars come from this beautiful lake in Malawi.

I was glad to see these fish for myself in their native home. I have said it again and again—how nothing compares to seeing any animal inside its own natural habitat and the fish of Malawi are no exception. To all those enthusiasts out there who love these fish and love keeping them in their home, I say, “Yes, these are probably the most beautiful freshwater fish in the world.”

But I also add one more humble word of travel advice, to come and see the fish of Malawi . . . *in Malawi!* The fish are far happier here and no matter how terrific your fish tank may be, it will never compare to the real thing.

Questions

1. Why are the cichlids important to Malawi?
2. Why is it important that the cichlids are exported?

Medusa – Carol Ann Duffy

A suspicion, a doubt, a jealousy
grew in my mind,
which turned the hairs on my head to filthy snakes,
as though my thoughts
hissed and spat on my scalp.

My bride's breath soured, stank
in the grey bags of my lungs.
I'm foul mouthed now, foul tongued,
yellow fanged.
There are bullet tears in my eyes.
Are you terrified?

Be terrified.
It's you I love,
perfect man, Greek God, my own;
but I know you'll go, betray me, stray
from home.
So better by far for me if you were stone.

I glanced at a buzzing bee,
a dull grey pebble fell
to the ground.
I glanced at a singing bird,

I looked at a ginger cat,
a housebrick
shattered a bowl of milk.
I looked at a snuffling pig,
a boulder rolled
in a heap of dung.

I stared in the mirror.
Love gone bad
showed me a Gorgon.
I stared at a dragon.
Fire spewed
from the mouth of a mountain.

Wasn't I beautiful?
Wasn't I fragrant and young?



Carol Ann Duffy, the author.

Principal's Reading: English

Week Beginning: 09/10/23

Questions:

1. How is Medusa presented in this poem? Explain your ideas using at least two quotes.
2. Draw the table (below) into your KO book.
What do the animals turn into when she looks at them?
Why is each choice made? The first has been done for you:

| animal | Turned into | Effect of language choice |
|--------|-------------------------|--|
| bee | 'dull grey pebble fell' | A pebble is small like a bee. The fact it falls emphasises how the bee suddenly stops flying once Medusa turns it to stone |
| Cat | | |
| Pig | | |
| Dragon | | |

3. What clues do we get of Medusa's background and past?
How does that link to what we have learnt about interpreting this myth?

The Inventor of Binary: Willhelm Gottfried Leibniz

Willhelm Gottfried Leibniz invented binary, the number system at the heart of modern computers. Leibniz biscuits were also named after him.

Leibniz was born on July 1st 1646. He was a German mathematician and philosopher. Leibniz was a contemporary of Sir Isaac Newton and both independently developed calculus.

Leibniz published a paper on binary in 1703 explaining his ideas. He first wrote about binary in 1679.

A lot of children will be more familiar with Leibniz biscuits than the German mathematician. But is there any connection? I had always assumed it was a coincidence. But no, the biscuits are named after the man.

According to the [Bahlsen website](#): "[Gottfried Wilhelm Leibniz] spent the last forty years of his life in Hannover, in the employment of the local nobility. This combination of local residency and wide-ranging thinking struck a chord with Hermann Bahlsen, who named the biscuit in his honour. Well, that's rather awesome. So now I have a new way of teaching binary to kids. Choco Leibniz biscuits. Flip them chocolate side up for a one and chocolate side down for a zero!

Binary is a system of counting that uses base 2 instead of base 10. The rightmost digit has a value of 1 and each digit to the left doubles. So instead of 1, 10, 100, 1000, 10000 as in decimal numbers, the place are worth 1, 2, 4, 8, 16, 32, etc - the powers of 2.

For example: In binary 10 is 1010 which is an 8 plus a 2.

What is Binary?

Binary is a system of counting that uses base 2 instead of base 10. The rightmost digit has a value of 1 and each digit to the left doubles. So instead of 1, 10, 100, 1000, 10000 as in decimal numbers, the place are worth 1, 2, 4, 8, 16, 32, etc - the powers of 2. For example: In binary 10 is 1010 which is an 8 plus a 2.

At first this might seem inconvenient, binary numbers are much longer than their decimal equivalents. But the reason they are so important in computing is that electronic devices can detect two states - on and off, or 1 and 0. You can read and write binary numbers when you have a way of telling the difference between two states.

Principal's Reading: Computer Science

Week Beginning: 16/10/23



Questions

1. What number system do modern computers use?
2. Who is the inventor of this number system?
3. Why do you think biscuits were named after him? And how do they represent binary numbers?

Why do we have a two minute silence?



The Armistice of 11 November 1918 effectively ended the First World War and many hoped that “all wars” had ended that day. However the conflict was only officially ended with the signing of the peace treaties in June 1919, and victory parades took place that summer. Yet some objected to military parades, and a number of ex-soldiers even refused to take part. As a result, the first Remembrance Day ceremonies were commemorative [to remember the fallen] rather than a celebration.

Two features of that first Remembrance Day are still here to today: the Cenotaph in Whitehall and the silence. Alongside the official ceremonies, huge crowds gathered to lay wreaths at the new Cenotaph. Many were wearing black, as they would have done at a funeral: this was a day of mourning, not celebration. The Cenotaph was the place around which people united, and the activity that united them was the two minutes of silence. People were asked to remain silent at 11 o'clock: to cease activity, to stand with bowed heads and to think of the fallen.

To unite the whole country in a moment of contemplation needed organisation. The silence was announced by church bells – and it was universally followed. Everything and everyone stopped: buses, trains and factories halted; electricity supplies were cut off to stop the trams; wherever possible even the ships of the Royal Navy were stopped. Workers in offices, hospitals, shops and banks stood still; schools became silent; court proceedings came to a standstill and so did the stock exchange.

The noise of everyday life ceased completely in what The

Times described as “a great awful silence”. There had been no instructions about where people should observe the silence – it was assumed that everyone would simply pause at their tasks – but most chose to go outdoors to stand silently in a public place. There were church services, and the forces’ chaplain spoke at the Cenotaph. However, Remembrance Day was largely secular (non-religious). It was also a day for looking forward, and throughout the country thousands attended meetings in support of the League of Nations.

Other Remembrance Day traditions developed quickly. In November 1920 the ‘Unknown Warrior’ was buried in Westminster Abbey. The tomb contained the body of an unknown ordinary soldier picked at random. It was laid in the abbey in the morning, and tens of thousands of people had walked past the grave by the end of the afternoon. Over a million people visited it in its first week. The tomb was designed to honour the ordinary serviceman and to provide emotional or spiritual relief for survivors. The poppy campaign was more practical. From 1921 artificial poppies were sold to support the fund for ex-servicemen. Former soldiers made the poppies and it became symbolic too – everyone wore one.

Local war memorials were erected throughout the 1920s. At annual ceremonies the names of the dead were read out loud. Countless servicemen had died without family funerals and 100,000 of them had no marked grave, so local memorials functioned as both familial and national sites of mourning.

Principal’s Reading: Remembrance
Week Beginning: 06/11/23

In 2008 there were three surviving British First World War veterans at the Cenotaph on Remembrance Day. Now there will be none. But the war is still meaningful – thousands attended Harry Patch’s funeral at Wells Cathedral in July 2008. Let us at least take this annual opportunity to think seriously about wars and their consequences.



The Cenotaph in 1920 [bottom right] and Nottingham Municipal War Memorial in 2019 [below].



Questions to answer:

1. As you read circle words and phrases you do not know or understand. How could you break them down? What words are the similar to?
2. Summarise the article in no more than 20 words.
3. How does this article make you feel? Why?

Rashford tackles food poverty

Marcus Rashford, the Manchester United and England footballer, has set up a group to tackle child food poverty in the UK. On 1 September, Rashford announced he had joined forces with some of the UK's largest food companies, as well as businesses and charities. Rashford says he is confident the group can help change lives.

What is food poverty?

Food poverty is when people do not have enough money to buy healthy food. In the UK, around 2.5 million children live in households that do not have enough food. In England, 1.3 million children receive free school meals because their family might not be able to afford to feed them.



'Without the kindness and generosity of the community I had around me, there wouldn't be the Marcus Rashford you see today: a 22-year-old black man lucky enough to make a career playing a game I love.'

What is Marcus Rashford doing?

Rashford wants the Government to put in place three recommendations. First, to provide free school meals to an extra 1.5 million children aged up to 16 whose parents need extra support. The second suggestion is for all children on free school meals to be given them during the holidays and not just during term time. He also wants the value of Healthy Start vouchers, which can be used to buy food items, to be increased from £3.10 to £4.25 per week.

Why is Rashford involved?

When he was a child, Rashford relied on free school meals. His mum worked full-time but the family could still not afford enough food. In June, Rashford wrote

to Members of Parliament saying how important free meals are and persuaded the Government to provide them in England over the summer holiday. He hopes that working with experts will enable him to do more to end child food poverty. He also hopes people who need free meals will not be afraid to ask for them. "I feel like at times people think they are being looked down on if they ask for help... Hold your head up high and if you need help, go and get help."

What has the response been?

Some members of Parliament have already tweeted their support for Rashford's plan. The Government has said it will "carefully consider" calls to take fresh action to tackle childhood hunger.

Questions

Summarise this article by answering these questions:

1. Who is Marcus Rashford?
2. What is food poverty?
3. How can we end food poverty?

Christiano Ronaldo's Warm Up

Warm-up routine

To prepare for football practice and games, Ronaldo usually does 1 set, 50-second reps of hip twisters, 1 set, 40-second reps each side of side-lying clam, 1 set, 40-second reps each side of side-lying T-stretch, 1 set, 50-second reps of bird-dog, 1 set, 50-second reps of bodyweight squats and 1 set, 40-second reps of reverse lunge with 10 seconds of rests in between. Ronaldo also does three routines to work on his legs. The **first part** focuses on the quadriceps, hamstrings and his gluteus maximus, and involves 1 set, 40-second reps each side of single-leg glute bridge, 1 set, 30-second reps each side of reverse lunge with dumbbells and 1 set, 40-second reps each side of drop squat with 20 seconds of rest in between. The **second part** focuses on building strength and definition, and includes 1 set, 50-second reps each side of side-lying leg raise, 1 set, 50-second reps of walking lunge with dumbbells and 1 set, 30-second reps of jump squat followed by 20 seconds of rest. The **third part** is all about boosting Ronaldo's power moves and it includes 1 set, 40-second reps of crossback lunge, 1 set, 40-second reps each side of rear-foot elevated split squat with bench, 1 set, 30-second reps of bodyweight squat and 1 set, 30-second reps of jump squat with 20 seconds of rest in between. Ronaldo explains that every training starts with a series of warm-up routines to reduce the risk of injury: "In training, we do a few laps of the pitch, stretching and cardio-warm-up exercises. Make sure you do something similar in your training, even if it is jogging to the gym or a warmup on the treadmill or bicycle."



Ronaldo's diet plan

Aside from a strict exercise regimen, the Cristiano Ronaldo training also follows a strict diet plan that helps him get the right amount of nutrition each day to fuel him through his workouts and matches. A typical daily meal for Ronaldo is divided into 6 small meals that are consumed within a 2 to 4-hour period to keep his metabolism going. Ronaldo's diet is also high in protein, which he usually gets from lean meat that will help with muscle repair and recovery from his stringent and almost daily workouts. Ronaldo avoids foods and drinks that are high in sugar because it slows his metabolism down. Instead, the football superstar focuses on eating fruits and vegetables to get the vitamins and minerals he needs for

Principal's Reading: PE

Week Beginning: 20/11/23

recovery. He also mixes protein shakes into his meals and he takes a lot of vitamins and supplements to boost his energy further and make sure that he stays healthy even with a hectic game schedule. But what exactly does a typical Cristiano Ronaldo diet plan look like? For breakfast, the superstar would usually have egg whites, whole grain cereal and fruit juice. Lunch would usually consist of whole wheat pasta, baked potato, some green vegetables and chicken salad while snacks would be tuna roll and fruit juice. For dinner, Ronaldo would usually enjoy rice with pulses, turkey or chicken breast, some beans and fruits. He would also



incorporate protein shakes and alpha amino supplements in between to maximize his gains.

Questions:

- 1) Can you name 5 stretches that Cristiano Ronaldo performs to help him Warm Up?
- 2) What does Ronaldo hope to avoid when he warms up?
- 3) How many meals does Ronaldo have in a day?

Let's learn about lightning

Around 100 times a second, every hour of every day, lightning strikes somewhere on Earth. It might strike over the ocean, far from where anyone might see it. It might hit the beach, perhaps forming a beautiful deposit of fulgurite. It might strike a tree, setting off a wildfire. And on rare occasions, it might hit a person, injuring or even killing them.

In fact, some 24,000 people are killed each year by lightning. This is why you should seek cover any time there's a thunderstorm in the area. Even if the storm doesn't appear close, you might still get struck.

Lightning comes in many forms. There are the big bolts from cloud to the ground, of course, but also plenty that travel between clouds in the sky. There's also blue jets, red sprites and ball lightning. (There's also lightning in space: Jupiter has its own light shows of "sprites" and "elves.")

While most lightning appears and disappears in a flash, some can last longer. An extreme bolt over Argentina on March 4, 2019 lasted 16.73 seconds, setting a record. And while lightning can form anywhere, scientists have mapped where the biggest bolts tend to strike — Europe is one hot spot.

And while lightning can do a lot of damage, it's not all bad. Scientists have reported these bolts can forge atmosphere-cleaning chemicals called oxidants. Those chemicals help pollutants rain out of the sky. And that's especially good since climate change is expected to bring us more of those big bolts.

Principal's Reading: Science

Week Beginning: 27/11/23



Questions

1. What is meant by the term 'fulgurite'?
2. State the forms that lightning comes in.
3. Why can lightning be good?
4. What is an 'oxidant'?

AQUI VIENE CHARLIE

Principal's Reading: Spanish

Week Beginning: 04/12/23

Questions to answer in English:

- 1) How many old people live in the house? (Look for a number in Spanish!)
- 2) Which family members are mentioned in the text? Write these in Spanish and English.
- 3) What question does Charlie ask you?
- 4) How does the author describe the house?
- 5) How many rooms are there?
- 6) How many beds are there?
- 7) The text uses two adjectives to describe the grandparents—what are they in Spanish/English?



Estos dos señores tan viejos son el padre y la madre del señor Bucket. Se llaman abuelo Joe y abuela Josephine.

Y estos dos señores tan viejos son el padre y la madre de la señora Bucket. Se llaman abuelo George y abuela Georgina.



Éste es el señor Bucket. Ésta es la señora Bucket.
El señor y la señora Bucket tienen un hijo que se llama Charlie Bucket.

Éste es Charlie. ¿Cómo estás? Y tú, ¿cómo estás?
Charlie se alegra de conoceros.

Toda esta familia —las seis personas mayores (cuéntalas) y el pequeño Charlie Bucket— viven juntos en una casita de madera en las afueras de una gran ciudad.



La casa no era lo bastante grande para tanta gente, y la vida resultaba realmente incómoda para todos. En total, sólo había dos habitaciones y una sola cama. La cama estaba reservada a los cuatro abuelos, porque eran muy viejos y estaban cansados. Tan cansados que nunca salían de ella.

El abuelo Joe y la abuela Josephine de este lado, y el abuelo George y la abuela Georgina de este otro.

El señor y la señora Bucket y el pequeño Charlie Bucket dormían en la otra habitación, sobre colchones extendidos en el suelo.

Ayuda—Vocabulary to help!

| | | | | | |
|-----------------------------|-----------------|-----------------------|-------------------|-------------------|---|
| estos —these | esté—this | señores—men | viejos—old | un hijo—a son | se alegra de conoceros—is happy to meet you |
| personas mayores—old people | juntos—together | las afueras—outskirts | una ciudad—a city | gente—people | una casita de madera—a small wooden house |
| la casa—the house | la cama—the bed | la habitación—room | la vida—life | la familia—family | sólo—only |

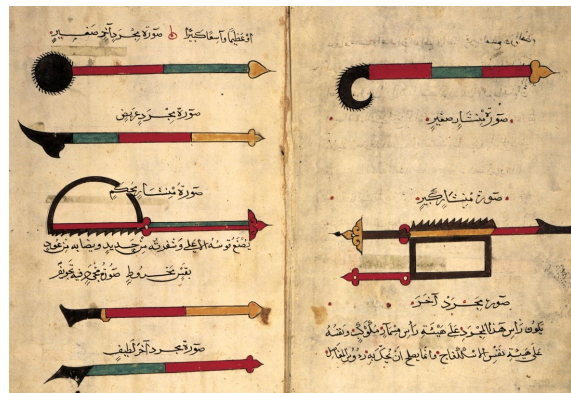
The greatest scientific advances from the Muslin World: Inventions from between the 9th and 15th centuries—The Guardian Newspaper 2010

What is only now becoming clear (to many in the west) is that during the dark ages of medieval Europe, incredible scientific advances were made in the Muslim world. Geniuses in Baghdad, Cairo, Damascus and Cordoba took on the scholarly works of ancient Egypt, Mesopotamia, Persia, Greece, India and China, developing what we would call "modern" science. New disciplines emerged [were created] – algebra, trigonometry and chemistry as well as major advances in medicine, astronomy, engineering and agriculture. Arabic texts replaced Greek as the fonts of wisdom, helping to shape the scientific revolution of the Renaissance. What the medieval scientists of the Muslim world articulated [explained] so brilliantly is that science is universal, the common language of the human race.

The camera obscura—The greatest scientist of the medieval world was a 10th century Arab by the name of Ibn al-Haytham. Among his many contributions to optics was the first correct explanation of how vision works. He used the Chinese invention of the camera obscura (or pinhole camera) to show how light travels in straight lines from the object to form an inverted image on the retina.

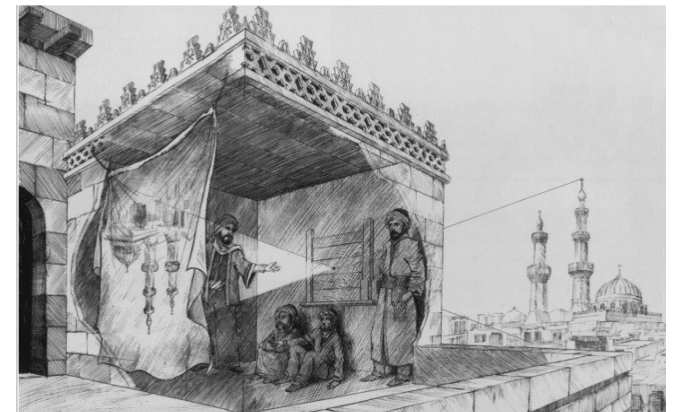
Al-Idrisi's world map—This three-metre reproduction of the famous 12th-century map by the Andalusian cartographer, Al-Idrisi (1100-1166), was produced in Sicily and is regarded as the most elaborate and complete description of the world made in medieval times. It was used extensively by travellers for several centuries and contained detailed descriptions of the Christian north as well as the Islamic world, Africa and the Far East.

Al-Zahrawi's surgical instruments—This array of weird and wonderful devices shows the sort of instruments being used by the 10th-century surgeon al-Zahrawi, who practised in Cordoba. His work was hugely influential in Europe and many of his instruments are still in use today. Among his best-known inventions were the syringe, the forceps, the surgical hook and needle, the bone saw and the lithotomy scalpel.



Principal's Reading: History

Week Beginning: 11/12/23



Questions to answer:

1. What things did Islamic technologies improve? How did they do this?
2. Why is it significant that there was a development in the Middle East? What was happening in Europe?
3. Why do you think these discoveries are still being used today?
4. In your opinion which was the most significant discovery? Why?

A Christmas Carol

by Christiana Georgina Rossetti

The Shepherds had an Angel,
The Wise Men had a star,
But what have I, a little child,
To guide me home from far,
Where glad stars sing together
And singing angels are? –

Lord Jesus is my Guardian,
So I can nothing lack:
The lambs lie in His bosom
Along life's dangerous track:
The wilful lambs that go astray
He bleeding fetches back.

Lord Jesus is my guiding star,
My beacon-light in heaven:
He leads me step by step along
The path of life uneven:
He, true light, leads me to that land
Whose day shall be as seven.

Those Shepherds through the lonely night
Sat watching by their sheep,
Until they saw the heavenly host
Who neither tire nor sleep,
All singing 'Glory glory'
In festival they keep.

Christ watches me, His little lamb,

Cares for me day and night,
That I may be His own in heaven:
So angels clad in white
Shall sing their 'Glory glory'
For my sake in the height.

The Wise Men left their country
To journey morn by morn,
With gold and frankincense and myrrh,
Because the Lord was born:
God sent a star to guide them
And sent a dream to warn.

My life is like their journey,
Their star is like God's book;
I must be like those good Wise Men
With heavenward heart and look:
But shall I give no gifts to God? –
What precious gifts they took!

Lord, I will give my love to Thee,
Than gold much costlier,
Sweeter to Thee than frankincense,
More prized than choicest myrrh:
Lord, make me dearer day by day,
Day by day holier;

Nearer and dearer day by day:
Till I my voice unite,
And I sing my 'Glory glory'
With angels clad in white;
All 'Glory glory' given to Thee

Principal's Reading: Advent

Week Beginning: 18/12/23



Questions:

1. What do you already know about advent?
2. What happens at the beginning, middle and end of the poem?
3. What do you think are the main ideas running through text?

English—Year 7 Narrative Origins



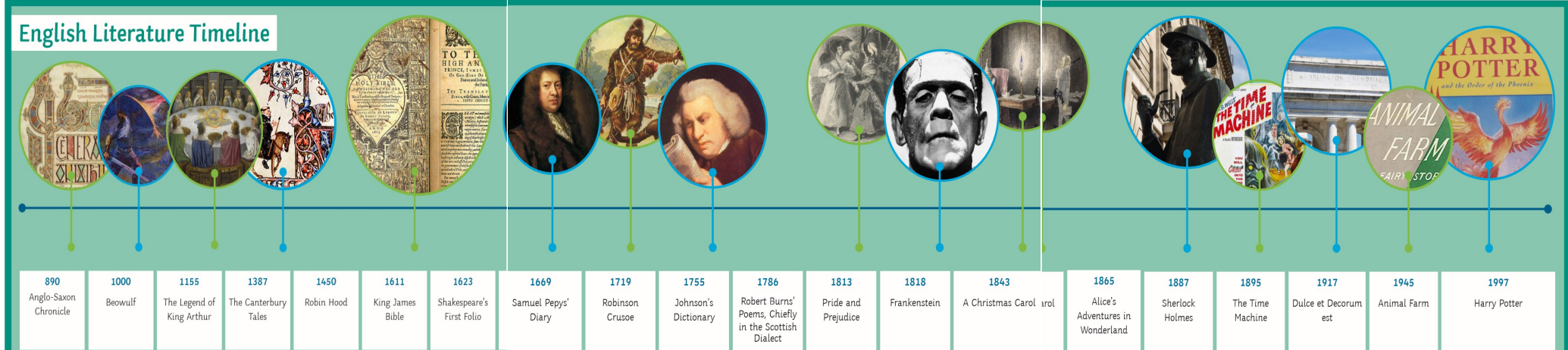
Bluecoat Wollaton
believe in yourself, in others, in God

| Section 1: Key vocabulary | |
|---------------------------|---|
| Tier 3 Vocab | Definition |
| Oracy | The ability to communicate ideas, develop understanding and engage with others through spoken language. |
| Narrative | An account of connected events which tell a story. |
| Allusion | A reference to another text or idea . |
| Trope/ Motif | A significant or recurrent theme or idea (often within a genre) |
| Symbolism | The use of symbols or objects to represent ideas or qualities important to the writing |
| Allegory | A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one. |
| Archetype | A very typical example of a certain literary character type (such as a hero) |
| Tier 2 Vocab | Definition |
| Creation | The action or process of bringing something into existence |
| Mortal (n/adj) | Being able to die (the opposite of immortal). In myths it refers to a person rather than a god (who is immortal). |
| Originate (v) | Where someone or something originally comes from. |
| Divine (adj) | Being of or like a god |
| Evolve (v) | To adapt and change over time |
| Apocalypse (n) | The end of the world |
| Patriarchy (n) | A social structure where men are seen as dominant and superior |

| Section 2: The Hero's Journey | |
|--|--|
| The Hero is a key archetype of many stories throughout time, and we can first see this in myths. There is a theory about the typical trajectory of a hero character: | |
| Call to adventure | The Hero is encouraged to leave their life of security |
| Crossing Threshold | The Hero departs on their journey or quest, often with the help of a Mentor or Helper |
| Trials and failure | The Hero experiences setbacks and obstacles, often caused by the Villain or Antagonist |
| Death and rebirth | The climax or pinnacle of the journey |
| Revelation | The Hero learns something important about themselves |
| Atonement | The Hero realises past mistakes and works to rectify them |
| Return changed | The Hero has undergone a change and often struggles to settle back into their old life |



| Section 3: Key Narratives | |
|-------------------------------|---|
| The Epic of Gilgamesh | Dating back to around 3000 years ago, this very influential myth probably shaped many other world myths and religions. As well as including a Great Flood which becomes a feature in several key world myths, the Epic of Gilgamesh is an early example of 'The Hero's Journey' which is a very common feature in literature throughout the ages. |
| The Odyssey | Probably first written by Homer, this Ancient Greek myth has arguably been the biggest single influence on Western Literature. It traces the story of Odysseus trying to return back to his home of Ithaca and his wife Penelope having spent years fighting in the Trojan wars. The gods place many obstacles and dangers in his way and it takes him years to finally reach home, where he has to reclaim his title and reputation after such a long absence . |
| The Earth Diver Creation myth | This Native American Iroquois myth provides an interesting contrast to Western Creation myths. Animals and humans are shown to be much more equal , and female figures are presented positively . |
| Pandora's Box | An Ancient Greek myth, again there is a negative portrayal of women here, with Pandora shown to be easily tempted and unleashing evil into the world. |
| Perseus and Medusa | Another story from Ancient Greece, Medusa is understood to be a terrifying and evil female creature that turns everything she looks upon into stone. Perseus is the Greek Hero who eventually destroys her. However a feminist reading of this myth may help us to view Medusa with more sympathy and be aware of the patriarchal society in which this myth was |
| Ragnarok | This is the Norse Apocalypse myth about the 'End of Days'. It predicts in great detail how the end of the world and the end of the Asgeir (Norse gods) will happen. Unlike other apocalypse myths, it also describes how the world will be reborn after its death. |



Section 3: Key Context & Literary Heritage



Ancient Myths have helped to form the basis of much western literature and are frequently alluded to throughout the ages.

The origins of these stories were in oral (spoken) form.

Section 4: Key Concepts

| | |
|---|---|
| IDENTITY | MORALITY |
| Our sense of ourselves – what makes us 'us'. | The sense of what is right and what is wrong. |
| BELONGING | GENDER |
| The feeling of being wanted, safe and comfortable in a place. This might be a home, society, job or friendship group. | The group (male or female) that we belong to or identify with. Often literature deals with social constructs and beliefs about perceived 'gender roles' through time. |
| ALLUSION | HERITAGE |
| A reference to another text – this can be hinted at or made explicitly. | The traditions and history of our family, society and culture that we have inherited and that have helped to form us |

Section 5: Future Learning

| Future important learning | |
|---|---|
| The Art Of Rhetoric (Y8) | What the big issues in society? How are people able to share their perspectives and voices? |
| Romeo and Juliet (Y8) | Love and loyalty as a source of tragedy. |
| Enlightenment and Romanticism (Y8) | The poetic form with a focus on how the form has changed throughout time and reflects contemporary society. |
| Dracula (Y8) | The dramatic form, but with a focus on the Gothic genre. |
| The Jungle Book (Y8) | The narrative form, but introducing the concept of social commentary. |
| War Poetry (Y8) | The poetry form, but with a focus on how catastrophic events shape literature. |

Mathematics —Year 7 Autumn 1—Primary Transition



Bluecoat Wollaton
believe in yourself, in others, in God

| Section A: Key vocabulary | |
|---------------------------|---|
| Tier 3 Vocabulary | Definition |
| Decimal point (n) | A dot placed after the digit representing the ones place value. |
| Decimal place (n) | The position of a digit to the right of the decimal point. |
| Place value (n) | The worth of a digit based on its position in a number in relation to the decimal point. |
| Integer (n) | A whole number. |
| Even numbers (n) | Integers that are multiples of two. |
| Odd numbers (n) | Integers that are not multiples of two. |
| Tier 2 Vocabulary | Definition |
| Digit (n) | A single symbol used to make a number. 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 are the ten digits. |
| Number (n) | A way to represent amount using digits and place values. |
| Multiply (n) | To add equal groups. |
| Divide (n) | To share equally into groups. |
| Add (n) | To combine values. <i>This can result in an increase or decrease.</i> |
| Subtract (n) | To remove a value. <i>This can result in an increase or decrease.</i> |
| Fraction (n) | A numerical value showing a part out of a whole. The numerator and denominator create a quotient. |
| Inverse (ad) | An operation that results in an opposite effect of another operation. |

Section B: Important Ideas / Concepts/ Questions

Integer Place Value

| Billions | | | Millions | | | Thousands | | | Ones | | |
|----------|---|---|----------|---|---|-----------|---|---|------|---|---|
| H | T | O | H | T | O | H | T | O | H | T | O |
| | | 3 | 1 | 4 | 8 | 0 | 3 | 3 | 0 | 2 | 9 |

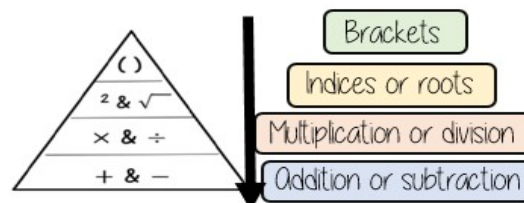
Placeholder

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

1 billion 1,000,000,000

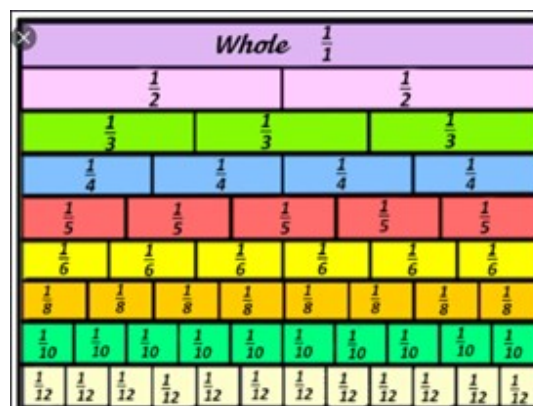
1 million 1,000,000

Order of Operations



If you have multiple operations from the same tier work from left to right

Equivalent Fraction Wall



Section C: Subject Specific

Common Misconceptions

1. $5 \times 10 \times 10$ does not mean 5×20
2. Two negatives do not always give a positive. For example: $-3 - 2 = -5$ not $+5$
3. Although 5 is greater than 3, -5 is smaller than -3 .
4. Do not add both the numerators and the denominators, for example $\frac{1}{2} + \frac{1}{4} \neq \frac{2}{6}$

Access **Hegarty Maths** on a computer, tablet device or smartphone for additional support:

www.hegartymaths.com

Select **Bluecoat Wollaton Academy**



| Topic | Videos |
|------------------------|-------------------|
| Powers of 10 | 15 - 16 |
| Rounding | 17, 56, 130 |
| The four operations | 18 - 23 |
| Order of operations | 24, 44, 120, 150 |
| Working with fractions | 57—70 |
| Negative numbers | 37, 39, 40, 41—43 |

Concepts you have seen before: Operations (addition, subtraction, multiplication, division); equals; the order of operations; fractions; positive; negative place value.



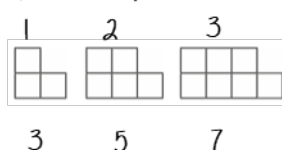
Section A: Key vocabulary

| Tier 3 | Definition |
|-----------------|--|
| Non-linear (ad) | The difference between terms increases or decreases in different amounts. |
| Arithmetic (ad) | A sequence where the difference between the terms is constant. |
| Geometric (ad) | A sequence where each term is found by multiplying the previous one by a fixed non-zero number. |
| Coefficient (n) | A multiplicative factor in front of a variable e.g. $5x$ (5 is the coefficient, x is the variable). |
| Equation (n) | A mathematical statement where two things are equal. |
| Tier 2 | Definition |
| Variable (n) | A letter in place of a value we don't know yet. |
| Sequence (n) | Items or numbers put in a pre-decided order. |
| Term (n) | Either a single number or variable, or numbers and variables multiplied together. |
| Linear (ad) | The difference between terms increases or decreases by the same value each time. |
| Difference (v) | The gap between two terms; the result of subtraction |
| Function (n) | A relationship that instructs how to get from an input to an output. |
| Operation (v) | A mathematical process e.g. addition + or division ÷ |
| Inverse (v) | The operation that undoes what was done by the previous operation (The opposite operation). Subtraction is the inverse of addition. |
| Expression (n) | A maths sentence containing numbers, algebraic variables or a combination of the two. It may also contain operations (addition, subtraction, multiplication, division) but not an equals sign. |
| Evaluate (v) | Work out; find the value of. |
| Equality (v) | When two expressions have the same value. |
| Solve (v) | To find the value of the unknown variable. |

Section B: Important Ideas / Concepts/ Questions

Sequence in a table, and graphically

Position: the place in the sequence



Term: the number or variable (the number of squares in each image)

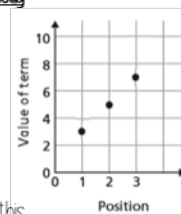
In a table

| | | | |
|----------|---|---|---|
| Position | 1 | 2 | 3 |
| Term | 3 | 5 | 7 |

+2 +2

Because the terms increase by the same addition each time this is **linear** – as seen in the graph

Graphically



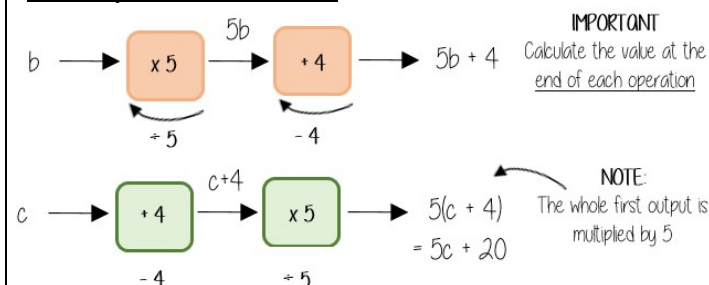
Algebraic Notation

In algebra, we use letters to represent variables (values we don't know yet)

| | | |
|--------------|-----------------|----------------|
| $5 + 5 + 5$ | $y + y + y + y$ | $20 - h$ |
| 3×5 | $y \times 4$ | $\frac{20}{h}$ |
| 5×3 | $4 \times y$ | |

↑
Addition and multiplication can be done in any order. Commutative calculations
4 lots of 'y'
20 shared into 'h' number of groups

Two step function machines



Like terms

♥ and 3♥ are like terms
the variable is the same

★ and 3♥ are unlike terms
the variables are NOT the same

$$4x + 5b - 2x + 10b$$

$$(4x) + (5b) - (2x) + (10b)$$

$$2x + 15b$$

Section C: Subject Specific Support

Common Misconceptions

$$2x + 3x^2 + 4x \equiv 6x + 3x^2$$

Although they both have the x variable, x^2 and x are **un-like** terms so can not be collected.

Access **Hegarty Maths** on a computer, tablet device or smartphone for additional support:

www.hegartymaths.com

Select **Bluecoat Wollaton Academy**



| Topic | Videos |
|---|---------------|
| Writing expressions | 151—153 |
| What is an expression, equation, identify, formula? | 154 |
| Substitution | 155 |
| Collecting Like Terms | 156—157 |
| Special Sequences | 261, 263, 264 |
| Spatial Sequences | 196, 197 |
| Finding the Nth term | 198 |
| Quadratic Sequences (Extension) | 247, 248, 249 |
| Forming/Solving Equations | 176—186 |

Concepts you have seen before: Operations (addition, subtraction, multiplication, division); shape names; commutative relationships; finding missing values; solving, equals.

Subject: Science Year 7 Autumn Term—Cells



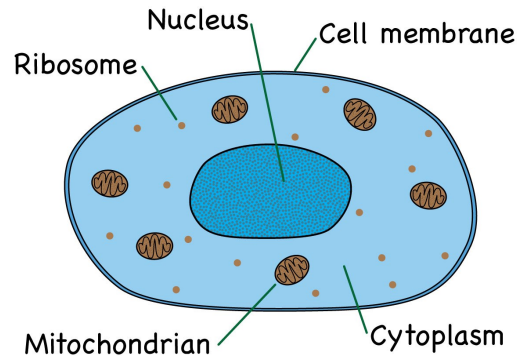
Bluecoat Wollaton
believe in yourself, in others, in God

Section A: Key vocabulary

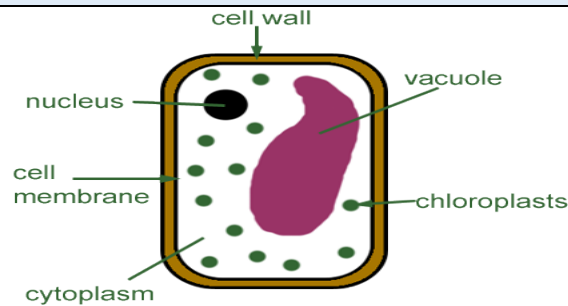
| Tier 3 Vocab | Definition |
|-------------------|--|
| Cell (n) | What all living things are made of. |
| Nucleus (n) | Contains genetic information and uses this to control the functions of the cell. |
| Cytoplasm (n) | Where chemical reactions happen. |
| Cell membrane (n) | Barrier which controls the substances that pass into and out of the cell. |
| Cell wall (n) | Supports the cell. |
| Mitochondria (n) | Where respiration (energy transfer) happens. |
| Ribosome (n) | Where protein synthesis (protein making) happens. |
| Chloroplast (n) | Absorbs light energy for photosynthesis. |
| Vacuole (n) | Contains cells sap to support the cell. |
| Pili (n) | Allows the cell to attach to things, like other cells. |
| Flagella (n) | Allows the cell to move. |
| Mitosis (n) | Cell division for making identical cells. |
| Stem cell (n) | A type of cell that does not yet have a specific function. |
| Tier 2 Vocab | Definition |
| Safety (n) | The condition of being protected from or unlikely to cause danger, risk, or injury. |
| Equipment (n) | The necessary items for a particular purpose. |
| Method (n) | A particular procedure for accomplishing or approaching something, especially a systematic or established one. |
| Calculate (v) | Determine (the amount or number of something) mathematically. |
| Magnify (v) | To make something appear larger than it is. |
| Structure (n) | An object made from several parts. |
| Function (n) | An activity that is natural to or the purpose of a person or thing. |
| Adjust (v) | Alter or move (something) slightly in order to achieve the desired fit, appearance, or result. |
| Compare (v) | Estimate, measure, or note the similarity or dissimilarity between. |

Section B: Cells

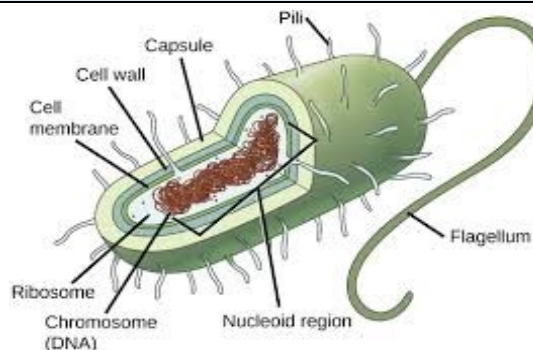
Animal Cell



Plant Cell

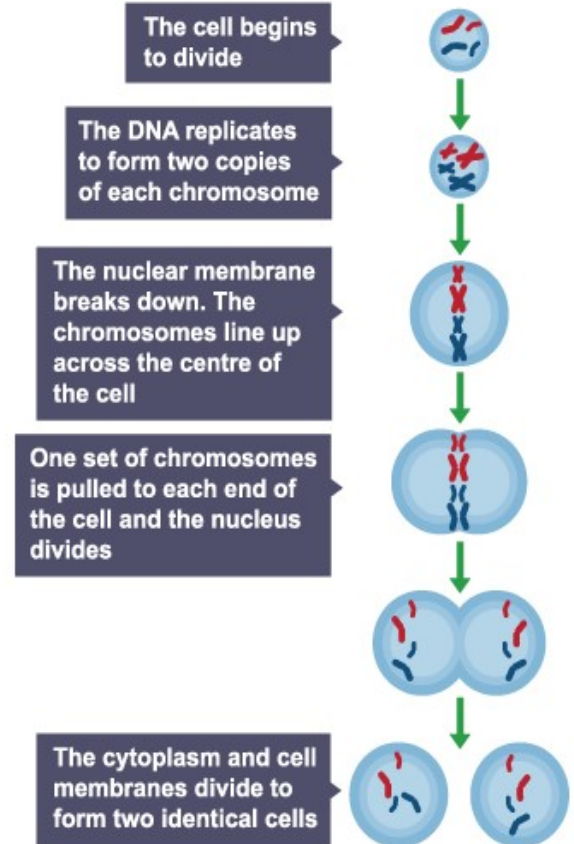


Prokaryote (Bacteria)



Section C: Diagrams

Mitosis



Concepts you have seen before:

Plant cell, Animal cell

Section A: Key vocabulary

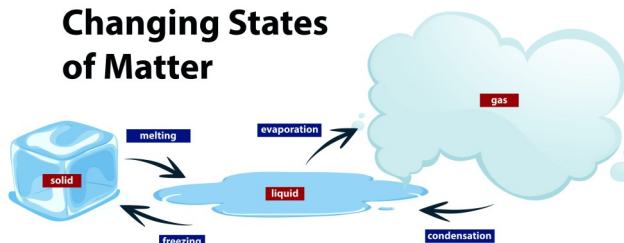
| Tier 3 Vocab | Definition |
|-----------------|--|
| Particle (n) | Everything is made up of these. |
| Solid (n) | Substance in a firm, stable shape. |
| Liquid (n) | Substance that can flow. |
| Gas (n) | Substance that expands to fill the space it is in. |
| Mass (n) | The amount of matter in a substance. |
| Volume (n) | The amount of space that a substance takes up. |
| Density (n) | The mass in a particular volume. |
| Diffusion (n) | Liquid and gas particles spreading out. |
| Pressure (n) | The force of an object pushing against something else. |
| Tier 2 Vocab | Definition |
| Classify (v) | Arrange things in categories according to shared qualities or characteristics. |
| Property (n) | The features something has. |
| Arrangement (n) | The action, process or result of putting things in order. |
| Model (n) | A way to represent something. |
| Theory (n) | An idea used to explain something that we can't prove. |
| Collide (v) | To hit into something when moving. |
| Explain (v) | To make an idea or a situation clear to someone by describing it in more detail or revealing relevant facts. |

Section B: Important Ideas / Concepts/ Questions

States of Matter

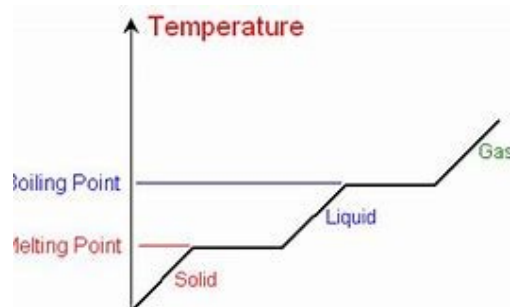
| State | Solid | Liquid | Gas |
|--------------------------|---------------------------------|------------------------|--------------------------------|
| Closeness of particles | Very close | Close | Far apart |
| Arrangement of particles | Regular pattern | Randomly arranged | Randomly arranged |
| Movement of particles | Vibrate around a fixed position | Move around each other | Move quickly in all directions |
| Energy of particles | Low energy | Greater energy | Highest energy |
| 2D diagram | | | |

Changing States of Matter



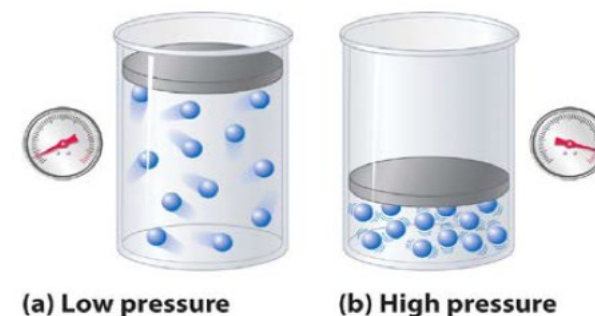
Melting and Boiling Points

A pure substance always melts at a certain temperature and boils at a certain temperature. For example, pure water will boil into a gas at 100 degrees and freeze into a solid at 0 degrees.

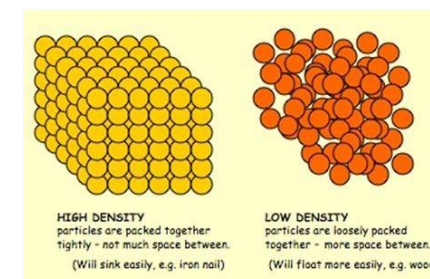


Section C: Subject Specific

Gas Pressure



Density



Important Formula

Density (g/cm³) = mass (g) / volume (cm³)

E.g. Mass = 10g, volume = 5cm³, density = 10/5 = **2g/cm³**

Pressure (N/m²) = Force (N) / area (m²)

E.g. Force = 50N, area = 2 m², pressure = 50/2 = **25N/m²**

Volume (cm³) = Length (cm) x Height (cm) x width (cm)

E.g. Length = 5cm, height = 5cm, width = 5cm,
volume = 5 x 5 x 5 = **125cm³**

Concepts you have seen before:

Particles, Solids, Liquids, Gases

| Section A: Key vocabulary | |
|---------------------------|--|
| Tier 3 Vocab | Definition |
| Force (n) | A push or pull upon an object resulting from an interaction with another object. |
| Weight (n) | The force due to gravity acting on an object. |
| Mass (n) | The amount of matter in an object, usually measured in kilograms. |
| Elastic (adj) | A material that regains its shape after deformation (squashing or stretching) |
| Upthrust (n) | The upward force on an object in a fluid |
| Scalar (n) | A quantity that is only measured by its size e.g. mass, speed) |
| Vector (n) | A quantity that is measured by its size and direction (e.g. weight, velocity) |
| Resultant force | The single force with the same effect as adding all the forces on an object together |
| Newton (n) | The unit of force |
| Tier 2 Vocab | Definition |
| Speed (n) | How fast an object is moving (metres per second) |
| Velocity (n) | How fast an object is moving (metres per second) <i>in a particular direction</i> . |
| Float (v) | Rest or move on or near the surface of a liquid without sinking. |
| Units (n) | Standard measurement of physical quantities. |
| Friction (n) | A contact force that occurs when two surfaces slide over each other. |
| Variable (n) | A feature or factor that is liable to vary or change. |

| Section B: Forces Information | |
|---|--|
| Deformation | |
| At least two forces are needed to change an object's shape- | |
| Compression: (squashing) | |
| Extension: (stretching) | |
| Bending: | |
| Balanced and Unbalanced Forces | |
| Forces are shown by arrows which are in proportion to their size: a 300N force is 3 times bigger than a 100N force. | |
| Balanced forces (top diagram) mean there is no resultant (overall) force. Unbalanced forces (bottom diagram) produce a resultant force. | |
| | |

| Section C: Diagrams | |
|---|---|
| Types of Forces | |
| Contact forces: interactions between objects that touch | Non-contact forces: attract or repel, even from a distance |
| Applied force elastic force drag force friction force reaction force | magnetic force electric force gravitational force |
| Extension of a spring– Method | |
| <ol style="list-style-type: none"> Adjust the ruler so that it is vertical, and with its zero is level with the top of the spring. Measure and record the unloaded length of the spring. Hang a 1 newton (N) weight from the spring. Measure and record the new length of the spring. Add another 1N weight to the spring. Measure and record the new length of the spring. <p>Repeat step 4 until you have added a total of 10N.</p> | |
| Concepts you have seen before: | |
| Friction, Gravity | |

Year 7 – Religious Studies – Understanding Christianity – Autumn 1

Topic Enquiry: Do Christian beliefs impact how a Christian lives their life?



Bluecoat Wollaton
believe in yourself, in others, in God

Section A: Key vocabulary

| Tier 3 Vocab | Definition |
|--------------------|--|
| Trinity (n) | The belief that God is one but also three Persons |
| Incarnate (a) | The belief that God became flesh as Jesus Christ |
| Baptism (n) | A religious rite which purifies the believer from original sin and welcomes them into the Christian Church |
| Sin (n) | Separation from God |
| Salvation (n) | Being saved from sin so that you can enter heaven |
| Stewardship (n) | Looking after God's creation |
| Dominion (n) | Having authority and control over God's creation |
| Omnipotent (a) | All powerful |
| Omniscient (a) | All knowing |
| Omnibenevolent (a) | All loving |
| The Fall (n) | The first sin of humanity which led to separation from God |
| Tier 2 Vocab | Definition |
| Attribute (n) | A quality or feature that is inherent to something or someone |
| Belief (n) | An acceptance that something exists without proof |
| Feminist (n) | An advocate of women's rights and equality of sexes |

Section B: key texts

Genesis Chapter 1

Then God said, 'Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground.'



Nicene Creed

I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible.

I believe in one Lord Jesus Christ, the Only Begotten Son of God, born of the Father before all ages.



God from God, Light from Light, true God from true God, begotten, not made, consubstantial with the Father; through him all things were made. For us men and for our salvation he came down from heaven, and by the Holy Spirit was incarnate of the Virgin Mary, and became man. For our sake he was crucified under Pontius Pilate, he suffered death and was buried, and rose again on the third day in accordance with the Scriptures.

Genesis Chapter 2

And he said, 'Who told you that you were naked? Have you eaten from the tree from which I commanded you not to eat?'

The man said, 'The woman you put here with me – she gave me some fruit from the tree, and I ate it.'

The woman said, 'The snake deceived me, and I ate.'

Section C: Subject Specific

Arius (256 – 336)



He taught that God, is one. However, he placed emphasis on God the Father's uniqueness and Christ's subordination under the Father. This means he did not see Jesus as equal to God. The Church arranged the Council of Nicea, to address Arius' incorrect teachings. At this council they formulated the belief that Jesus was 'Homoousios' or, of the same being, as God the Father.

Saint Francis of Assisi (1182 – 1226)

He renounced worldly goods and family ties to fully embrace a life of poverty. Francis aimed to live a simple life in which he cared for nature and the environment. A spiritual man, Francis spent much time in prayer and silence. At other times, his aim was to live like Jesus, following Jesus' example as given in the Bible. Francis considered nature to be a mirror to God and people told stories of how they would see Francis talking to the birds and wolves.

Mary Daly (1928 – 2010)

She was an American radical feminist philosopher and theologian. She wrote a book called 'Beyond God the Father' where she discusses the need to overcome the habit of putting men at the centre of everything. Famously, Daly taught that 'If God is male, then male is God.' She believed Christianity was just another way men have been able to control and dominate women. She thinks women need to reclaim their power by rejecting Christianity and all organised religion.

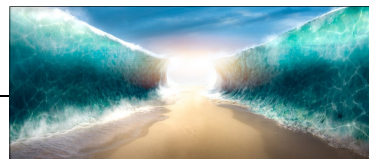


Concepts you have seen before:

Trinity, Creation, God, The Fall

| Section A: Key vocabulary | |
|----------------------------|--|
| Tier 3 Vocab | Definition |
| Judaism (n) | The religion that Jews follow |
| Jews (n) | The followers of Judaism |
| Tanakh (n) | Collection of Jewish/Hebrew scriptures |
| Torah (n) | Hebrew for 'Law'. The holiest books of the Jews - the five books of Moses |
| Prophet (n) | A messenger of God |
| Exodus (n) | Journey out |
| Pesach (n) Passover (n) | The night the Israelites escaped from Egypt. |
| Tier 2 Vocab | Definition |
| Covenant (n) | Promise or agreement |
| descendants (n) | Someone related to a person or group of people who lived at an earlier time |
| Commandments (n) | Instructions or duties |
| Pharaoh (n) | The ruler of ancient Egypt |
| Sacrifice (n) | To give something up of value |

| Section B: Founding fathers of Judaism |
|---|
| Abraham |
| <p>Judaism began when God made a covenant with Abraham. Abraham was a good and thoughtful man. God spoke to him and asked him to make some promises. In return God promised special things to Abraham too. Abraham did as he had promised and soon God began to fulfil his side of the promise – Abraham was given a son, Isaac, which was a surprise as Abraham and his wife were old and thought they would never have children.</p> <p>When Isaac was still a boy, God told Abraham to take him up a mountain and kill him as a sacrifice to prove he would keep his promise to obey and worship God. When they reached the top of the mountain, God sent an angel to stop the sacrifice and told</p> |
| Moses |
| <p>Hundreds of years later, Abraham's descendants eventually became slaves in Egypt and were known as Israelites. God chose one man, Moses, to lead their rescue. Moses told Pharaoh to let the Hebrew people go, but Pharaoh refused. God sent ten plagues of terrible events to punish the Egyptians. But it was only when he sent the last plague that Pharaoh agreed to Moses' demands. God sent the Angel of Death to kill the firstborn sons in every Egyptian family. The Angel passed over the Israelite families because Moses had warned them to paint lambs' blood on their doors as a sign. Pharaoh finally let the Hebrews go, but in order for them to escape, God had to help Moses to part the Red Sea so they could cross it safely.</p> |



| Section C: Key teachings |
|---|
| The Ten Commandments |
| <p>The Ten Commandments were given to Moses by God so the Jews would know how to live the right way and then share these instructions with the world.</p> <p>They are duties for how we should communicate with God and how we should treat other people.</p> <p>"Do not commit adultery" stresses how important being married is, and "Do not commit murder" shows how important human life is for Jews.</p> |

| What are the Ten Commandments? | |
|--|---|
| <p>1. Believe in one God only</p> <p>2. Do not worship anyone else</p> <p>3. Speak about God with respect</p> <p>4. Rest on the Sabbath day</p> <p>5. Respect your parents</p> | <p>6. Do not murder</p> <p>7. Do not be unfaithful to your husband or wife</p> <p>8. Do not steal</p> <p>9. Do not lie</p> <p>10. Do not be jealous of what other people have</p> |



| |
|---|
| <p>Concepts you have seen before:</p> <p>Covenant, nature of God.</p> |
|---|

History—Autumn Term 1—Invasions

Section 1: Key Vocabulary

| Tier 3 vocab | Definition |
|------------------------|--|
| Anglo-Saxon (n) | Germanic tribes who lived in England from the 5 th century and made up most of the population at the time of the Norman Conquest. |
| Celt (n) | A group of people from central Europe who had shared beliefs, traditions and languages. |
| Dark Ages (n) | A time after the fall of the Roman Empire where there was a decrease in learning which meant not many records are kept from this period. |
| Domesday Book (n) | A survey of England and Wales completed for William the Conqueror. It told him about how much land people owned and what was on it. |
| Burh (n) | A settlement where Anglo-Saxons live. |
| Great Heathen Army (n) | A group of Viking soldiers that invaded England in 865. |
| Saxon (n) | A group of early Germanic people who settled across Europe. |
| Witan (n) | An Anglo-Saxon council (a group of people who give advice) or parliament (a group of people who help the King to rule the country). Also called Witenagemot. |
| Tier 2 vocab | Definition |
| Conquer (v) | To take over land or people by armed force. |
| Empire (n) | A group of countries or places ruled over by a single person or country. |
| Invade (v) | When an army or armed force enter a country to take over or control it. |
| Trade (n) | Buying, selling or swapping goods. |
| Interpretation (n) | The perspective of a historian of a specific event or person. |
| Monasteries (n) | A building where monks live under a religious vow. |
| Nobles (n) | A person of high birth. Usually owning land and wealthy. |
| Settlement (n) | A place which was previously uninhabited which is now home to a community. |

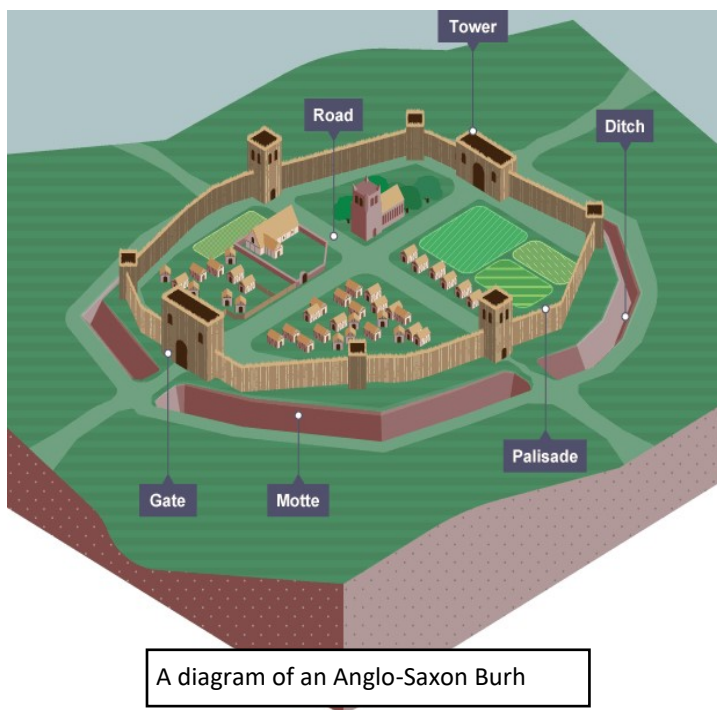
Section 2: Important ideas

What did the Vikings believe?

When the Vikings arrived in Scotland they introduced their own religion and beliefs. The Vikings worshipped powerful gods and believed that bravery when alive promised them a better life after they died.

The Vikings were very superstitious people. They believed that they shared their world with a whole range of gods and mystical creatures. The best known are Odin, Thor and Freya. We remember them because the English days of the week are named after them. E.g. Thor's Day became Thursday.

For Vikings, the best possible outcome was to die bravely in the battle. They believed that, if they were lucky, winged female spirits called Valkyries would swoop down and collect the souls of the dying warriors and take them to live with Odin in Valhalla.



Section 3: Chronology

Key Dates:

| | |
|------------|---|
| 43 AD | Britain becomes part of the Roman Empire. |
| 410 AD | The fall of the Roman Empire in England. |
| 419 AD | Anglo-Saxons invade Sussex. |
| 449 AD | The Angles and Saxons have both arrived in England. |
| 590-700 AD | The Anglo-Saxons convert to Christianity. |
| 753 AD | Bede publishes his book on the history of the English people. |
| 787 AD | The Viking invasion of England begins |
| 878 AD | Danelaw is established |
| 937 AD | Battle of Brunanburh |
| 1016 AD | Cnut becomes King of England |
| 1066 AD | The Normans invade England. |

History—Autumn Term 2—Norman Conquest

| Section 1: Key Vocabulary | |
|---------------------------|--|
| Tier 3 vocab | Definition |
| Anglo-Norman (n) | The ruling class in England after 1066, composed of Normans who had settled England. |
| Bayeux Tapestry (n) | A 70 metre long embroidered cloth depicting William Duke of Normandy's conquest of England. |
| Domesday Book (n) | A book commissioned by William the Conqueror detailing the possessions of every settlement in England. |
| Huscarls (n) | The professional bodyguard of Anglo-Saxon kings. |
| Earldom (n) | The land ruled over by an Earl (an important person in the medieval community). |
| Motte and Bailey (n) | A castle made up of two structures, a mound topped with a wooden keep and an enclosure at the bottom. |
| Normans (n) | People from a region in northern France, who were descended from Viking invaders. |
| Hereward the Wake (n) | A legendary Saxon rebel who held out against the Norman invaders. |
| Tier 2 vocab | Definition |
| Conquer (v) | To take over land or people by armed force. |
| Bishop (n) | A Christian leader who led a large number of churches and priests. |
| Civil War (n) | A war between two sides from the same nation |
| Fealty (n) | To pledge or swear loyalty to someone. The peasants swore fealty to their lord. |
| Peasant (n) | The lowest member of society. They were usually a farm labourer. |
| Vassal (n) | Anyone who was below you in Medieval society, and had to call you 'my lord'. |
| Nobles (n) | A person of high birth. Usually owning land and wealthy. |

Section 2: Important ideas

Early castles

Motte – defensive mound of earth

Keep – the safest place in the castle

Bridge – from the motte to the bailey

Drawbridge – to the entrance to the bailey

Moat – this made it harder to reach the walls

Palisade – these were made of wood and formed a fence

Bailey – large walled area where the soldiers and animals lived

Diagram of a Norman Motte and Bailey castle

Diagram of the Feudal System

In return for the land, those below give their loyalty to those above. E.g. The knights fight for the Nobles.

Those above pass land down to those below. E.g. The King owns all the land and gives some to the nobles etc.

| Section 3: Chronology | |
|--|--|
| 1060 | Westminster Abbey was built by Edward the Confessor |
| 1066 | Edward the Confessor died at the Palace of Westminster. Harold Godwinson becomes King of England when chosen by the Witan. |
| Jan 1066 | William Duke of Normandy and Harald Hardrada plan invasions to compete for the throne. |
| 20th Sept 1066 | Battle of Fulford. Harald Hardrada, King of Norway, allied with the Orkney Vikings and Harold Godwinson's brother Tostig and invaded the north of England. |
| 25 Sept 1066 | Battle of Stamford Bridge. Harold Godwinson surprised Harald Hardrada's forces as they rested outside York. Both Hardrada and Tostig were killed and the invading forces defeated. |
| 28th Sept 1066 | Normans invade Pevensey |
| 14th Oct 1066 | Battle of Hastings. William becomes King of England. |
| <div style="border: 1px solid black; padding: 10px;"> <p>Ideas and concepts you have seen before:</p> <p>Anglo-Saxon, conquer, invasion, monarchy, divine right.</p> </div> | |

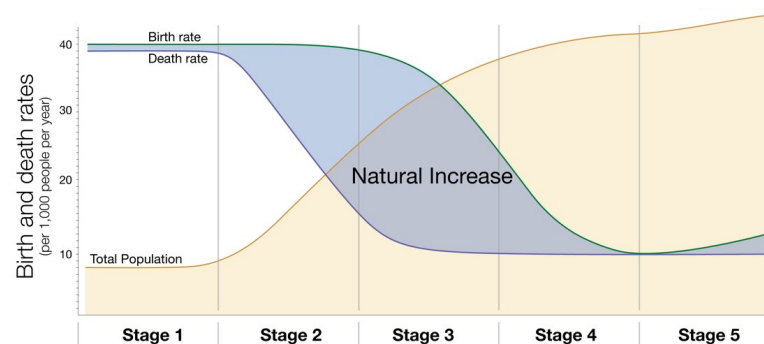


| Section A: Key vocabulary | |
|----------------------------------|--|
| Tier 3 | Definition |
| HIC (high income country) (n) | A country where the GNI per capita is \$12,746 or above. |
| NEE (newly emerging economy) (n) | A country where the GNI per capita is between \$1046 and \$12,745. They have begun to develop, and no longer rely on just farming to earn money. |
| LIC (low income country) (n) | A country where the GNI per capita is \$1045 or below. |
| Fairtrade (n) | When producers are paid a guaranteed fair price for their products |
| Tier 2 | Definition |
| Sustainable (adj) | The ability to meet the needs of the present without compromising the ability of future generations to meet their needs. |
| Social (adj) | Related to people, wellbeing and communities |
| Taxes (n) | Money paid to the government through earnings or the cost of goods |
| Development (n) | The progress of a country in terms of economic growth, use of technology and human welfare. |
| Economic (adj) | Related to money, businesses and the economy |
| Population (n) | All of the people living in a particular country, area or place |

| Section B: Development measures | | |
|---------------------------------|---|--|
| Development measures | Different ways of measuring standard of living or level of development of a country. Some key examples below. | Does it increase/decrease as a country develops? |
| Access to safe water | The percentage of people with access to clean water for drinking and washing. | Increase |
| Adult literacy rate | The percentage of people aged 15 or over who can read and | Increase |
| GNI (Gross national income) | The total income earned by a country's people and businesses in a year. Can be 'per capita', divided by the total population to give average income per | Increase |
| Life expectancy | The number of years a person can expect to live to on average. | Increase |
| Birth rate | The number of people who are born per 1000 people, per year. | Decrease |
| Death rate | The number of people who die per 1000 people, per year. | - |

| Section C: Barriers to development | |
|---|---|
| Economic factors: Factors that stop a country developing, associated with money and businesses. | |
| War | War leads to people being displaced (forced to move from their homes) and a huge amount of damage that needs to be repaired. |
| Disease | Millions of people suffering from diseases, such as malaria, and providing healthcare is too expensive. These people are often too ill to work so the government has less money to spend on healthcare. |
| Historical factors: Factors linked to a country's past. | |
| Former colony | Some countries were ruled by others in the past, e.g. Britain. They were exploited (taken advantage of) for their people and resources and have struggled to develop since gaining independence. |
| Slavery | Some countries experienced slavery in the past, where several million of its healthy adults were sold as slaves. |
| Physical factors: Factors linked to the natural environment. | |
| Natural hazards | Hazards, e.g. earthquakes, , hurricanes, or flooding can cause damage which is very costly to repair. |
| Landlocked | When a country does not have a coastline (surrounded by other countries), trading is difficult, as goods can't be transported by boat. |
| Reducing the development gap | |
| Large-scale development | These are schemes to help countries to develop, involving big companies and governments investing a lot of money into big projects. |
| Small-scale development | These schemes provide communities and local people with appropriate, low-level technology. Usually low-cost and sustainable. |

Demographic Transition Model



Section 1: Key Vocabulary

| Tier 3 vocab | Definition |
|------------------------|---|
| Precipitation (n) | The geographical term for rainfall., snow, sleet or hail. |
| Evaporation (n) | The process of liquid turning into gas. |
| Condensation (n) | Where water vapour cools and turns into clouds. |
| Weather depression (n) | A low pressure weather system. |
| Anticyclone (n) | Is a high pressure weather system. |
| Drought (n) | A prolonged period of time with lower than usual levels of precipitation. |
| Tier 2 vocab | Definition |
| Weather (n) | The atmospheric conditions in a particular place at a particular time. |
| Climate (n) | The long term weather conditions in a particular place. |
| Weather forecast (n) | Is a prediction for future weather based on scientific information collected from satellites and basic instruments. |
| Climate graph (n) | A graph which shows the average temperature and precipitation of a particular place. |

Section 2: Key knowledge

1. Factors that affect climate

Altitude: Height above sea level. Temperatures decrease with height. The air is less dense and cannot hold heat as easily. The higher we are above sea level the colder the temperature.

Latitude: Distance from the equator. In areas closer to the poles, sunlight has a larger area of atmosphere to pass through and the sun is at a lower angle in the sky. As a result, more energy is lost.

Distance from the sea: Areas nearer to the sea are often cooler in summer but warmer in winter.

2. Beast from the East

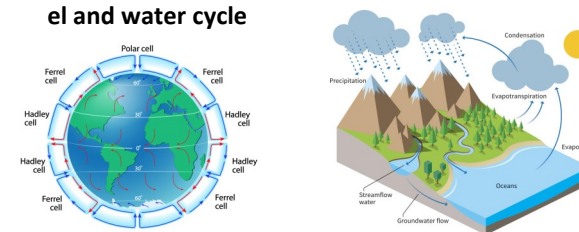
| Causes | Impacts | Responses |
|--|---|---|
| Cold air was swept across Europe from Siberia. | Thousands of schools were closed. | Met office issued a red warning. |
| Wind speeds exceeded 70mph | 10 deaths linked to the cold and snow. | Snow plough and tractors used to try and clear the roads |
| 10 to 20cm fell in three days. | Flights and train services were delayed or cancelled. | Armed forces deployed to rescue drivers and to transport NHS workers. |
| Some rural areas experienced lows of -12°C. | NHS cancelled non urgent operations. | |

3. 2022 Summer Heatwave

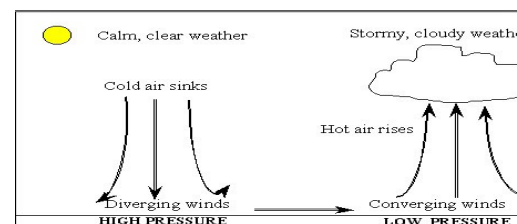
| Causes | Impacts | Responses |
|--|--|---|
| A high-pressure heat dome brought record-breaking temperatures to Europe and the UK. | Five people died in separate incidents involving water. | Met office issued a red warning. The first time they have done so for heat. |
| Temperatures reached 40°C. | Thousands of schools were closed. | Railways' speed was reduced due to the risk of rails buckling. |
| Global warming has led to more extreme weather. | Wildfires were reported in London, Yorkshire and the Midlands. | A major incident was declared in London by the fire service. |

Section 3: Key Diagrams

1. Diagram to show the atmospheric circulation model and water cycle

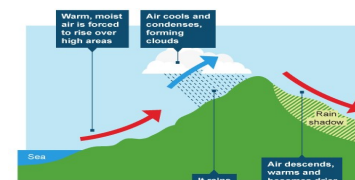


2. Diagram to show high and low pressure

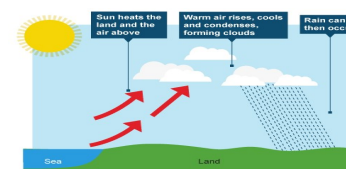


3. Diagrams to show the types of rainfall

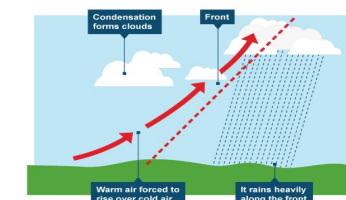
Relief



Convection



Frontal



Spanish— Mi Vida —Autumn Term (1) - Year 7



| Section A: Key terms | |
|----------------------------|---|
| Tier 3 Vocabulary | Definition |
| Cognate (n.) | A word which is spelt the same in two languages. |
| Definite article (n.) | The word for 'the' - a determiner that introduces the noun and implies it is specific. |
| Indefinite article (n.) | The word for 'a/an' - a determiner that introduces the noun and implies it is non-specific. |
| Tier 1 Key Questions | Meaning |
| ¿Qué tal? | How are you? |
| Estoy... (fenomenal) | I am... (fantastic) |
| ¿Cómo te llamas? | What is your name? |
| Me llamo... | My name is... |
| ¿Qué tipo de persona eres? | What type of person are you? |
| ¿Cómo eres? | What are you like? |
| Soy... / No soy... | I am... / I'm not... |
| Tier 1 Adjectives | |
| Sincero/a (sincere/honest) | Listo/a (clever) |
| Tímido/a (shy) | Generoso/a (generous) |
| Tranquilo/a (calm/quiet) | Inteligente (intelligent) |
| Divertido/a (fun/amusing) | Amable (friendly) |
| Serio/a (serious) | Guay (cool) |
| Simpático/a (kind) | Genial (great) |
| Tonto/a (silly) | Fenomenal (phenomenal) |

| Section B: Key Grammatical Points | | | | |
|---|----------------------|---------------------|--------------------|-------------------|
| Adjectival agreement | | | | |
| The adjective endings need to match the noun it is describing in gender and in number (Is it masculine or feminine? Is it singular or plural?) | | | | |
| Adjective ending | Masculine (singular) | Feminine (singular) | Masculine (plural) | Feminine (plural) |
| -o | rojo | roja | rojos | rojas |
| -a | naranja | naranja | naranjas | naranjas |
| -e | verde | verde | verdes | verdes |
| consonant | azul | azul | azules | azules |
| rojo (red) | amarillo (yellow) | blanco (white) | negro (black) | |
| rosa (pink) | naranja (orange) | verde (green) | azul (blue) | |
| marrón (brown) | gris (grey) | morado (purple) | rubio (blonde) | |
| sincero (sincere) | tímido (timid) | divertido (fun) | serio (serious) | |
| listo (clever) | tonto (silly) | simpático (kind) | tranquilo (calm) | |
| Making verbs negative | | | | |
| To make a sentence negative, put 'no' before the verb. Eg. Soy una persona divertida - I am a fun person No soy una persona divertida—I am not a fun person Soy muy generoso—I am very generous No soy muy generoso—I am not very generous Estoy bien—I am fine/good No estoy bien— I'm not fine/good | | | | |

| Section C: EATTACO vocabulary | |
|-------------------------------|---------------------|
| Tenses /verbs | |
| Llamarse | To be called |
| Me llamo | I am called |
| Te llamas | You are called |
| Se llama | He/She/It is called |
| Nos llamamos | We are called |
| Os llamáis | You (pl) are called |
| Se llaman | They are called |
| Tener | To have |
| Tengo | I have |
| Tienes | You (singular) have |
| Tiene | He/she/it has |
| Tenemos | We have |
| Tenéis | You (plural) have |
| Tienen | They have |
| Numbers | |
| 1 Uno | 11 Once |
| 2 Dos | 12 Doce |
| 3 Tres | 13 Trece |
| 4 Cuatro | 14 Catorce |
| 5 Cinco | 15 Quince |
| 6 Seis | 16 Dieciséis |
| 7 Siete | 17 Diecisiete |
| 8 Ocho | 18 Dieciocho |
| 9 Nueve | 19 Diecinueve |
| 10 Diez | 20 Veinte |

Spanish — Mi Vida (continued) — Autumn Term (2) - Year 7



| Section A: Key terms | |
|--|---|
| Previous Tier 3 Vocabulary (from Autumn 1) | |
| Cognate | Definite article |
| | Indefinite article |
| New Tier 3 Vocabulary | Definition |
| Conjugate (v.) | Giving the different forms of the verb depending upon who you are talking about and in which tense. |
| Infinitive (n.) | The basic form of a verb which doesn't reflect a specific tense or subject/person. |
| Translate (v.) | To change words or text into a different language. |
| Tier 1 Key Questions | Meaning |
| ¿Tienes hermanos? | Do you have any siblings? |
| Tengo... / No tengo... | I have.../ I don't have... |
| ¿Cuántos años tienes? | How old are you? |
| Tengo ... años | I am ... years old |
| ¿Cuándo es tu cumpleaños? | When is your birthday? |
| Mi cumpleaños es el... | My birthday is on the... |
| ¿Tienes mascotas? | Do you have any pets? |
| Tengo... / No tengo... | I have.../ I don't have... |
| Tier 1 Key Nouns | |
| Un perro (a dog) | Una serpiente (a snake) |
| Un gato (a cat) | Un caballo (a horse) |
| Un conejo (a rabbit) | Una araña (a spider) |
| Un pez (a fish) | Una tortuga (a tortoise) |
| Un ratón (a mouse) | Una cobaya (a guinea pig) |
| Una rata (a rat) | Un pájaro (a bird) |

| Section B: Key Grammatical Points | | |
|---|-------------------------|-------------------------------|
| Definite Articles - How to say 'the' | | |
| In Spanish, all nouns are either masculine or feminine, singular or plural and so we can 4 different ways to say the word 'the': | | |
| | Singular | Plural |
| Masculine | El tigre (the tiger) | Los tigres (the tigers) |
| Feminine | La jirafa (the giraffe) | Las jirafas (the giraffes) |
| Indefinite Articles—How to say 'a', 'an' or 'some' | | |
| Like with the word 'the', when we want to use the word 'a', 'an' or 'some' we need to change it depending upon whether a noun is masculine, feminine, singular or plural. | | |
| | Singular | Plural |
| Masculine | Un hermano (a brother) | Unos hermanos (some brothers) |
| Feminine | Una hermana (a sister) | Unas hermanas (some sisters) |
| Gender: How to identify masculine and feminine nouns in Spanish | | |
| Every noun is either masculine or feminine in Spanish. The gender is demonstrated by using the articles 'el' (masculine) or 'la' (feminine) in front of the noun. These noun endings can also help you identify if it is masculine or feminine (most of the time!): | | |
| Common masculine endings | | Common feminine endings |
| - o | | - a |
| - or | | - dad |
| - aje | | - ión |
| an accented vowel (-á, -é, -í, -ó, -ú) | | - ía |

| Section C: EATTACO vocabulary | |
|--------------------------------|--------------------|
| Tenses /verbs | |
| Ser | To be |
| Soy | I am |
| Eres | You (singular) are |
| Es | He/she/it is |
| Somos | We are |
| Sois | You (plural) are |
| Son | They are |
| Connectives | |
| Y | And |
| Con | With |
| También | Also |
| Pero | But |
| Porque | Because |
| Sin embargo | However |
| Cuando | When |
| O | Or |
| Amounts (High-frequency words) | |
| Mi / mis | My |
| Tu / tus | Your |
| Muy | Very |
| Bastante | Quite |
| Un poco | A little |

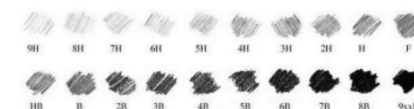
Year 7– Art —Introduction to Drawing—Autumn Term

| Section A: Key vocabulary | |
|---------------------------|--|
| Tier 3 Vocab | Definition |
| Shape (n) | A 2D enclosed space built with line. |
| Form (n) | A 3D geometrical figure. |
| Symmetry (n) | When one side of an object mirrors the other. |
| Detail (n) | The smaller areas of your artwork. |
| Scale (n) | The size of an object (whole) in relation to another object (whole). |
| Texture (n) | How an object feels to touch. |
| Control (n) | How carefully you work with a specific media. |
| Composition (n) | Where you place the objects on a page. |
| Tier 2 Vocab | Definition |
| Create (v) | To make something. |
| Effect (n) | A change which is a result of an action or other cause. |
| Refine (v) | To make minor changes to improve your work. |
| Skill (n) | The ability to do something well; expertise |
| Adapt (v) | To alter or change something. |
| Apply (v) | Put or spread (your media) on a surface . |
| Challenge (v) | To push yourself to do something difficult. |
| Produce (v) | To make |
| Study (v) | An investigation and analysis of a subject |
| Repeat (v) | To make more of the same. |

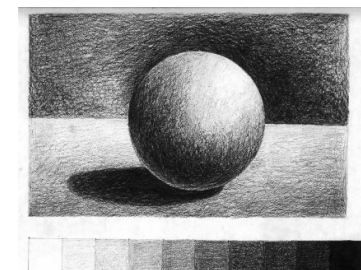
| Section B: Key Vocabulary | |
|---------------------------|---|
| Tier 2 Vocabulary | Definition |
| Media (n) | The materials you work with eg pencil, paint. |
| Linear (a) | Using line only. |
| Mark-making (n) | Different textures and lines created in any media |
| Proportion (n) | The size relationship of different elements. Eg height compared to width. |
| Tone (n) | The lightness or darkness of something. |
| Tonal Range (n) | The full range of tone from light, medium to dark. |
| Edge to edge (n) | guidelines to help you fill the page with your drawing. |
| Blending (n) | A seamless transition between two or more colours or tones. |
| Negative Space (n) | The space around or in-between an object. |
| Continuous | In art: a linear drawing without taking your pencil off the page. |
| Trace (v) | To copy by drawing over its lines on a piece of transparent paper. |
| Dense (a) | In art: using marks closely together to make a thick tone. |
| Deepen (v) | To make darker. |
| Construct | To build something from smaller pieces |

Section C: Tone

Pencils come in different grades. The softer the pencil the darker the tone. H= hard B= black (soft) In art, the most useful pencils will be 2B and 4B for shading. If your pencil has no grade, it is likely to be an HB (hard black, in the middle of the scale).



To prevent your drawing from looking flat, a range of tonal shading is essential to make objects look 3D. Pressing harder and lighter and layering with your pencil creates different tones. As a surface goes away from you the tones usually darken. Shading straight across the surface will make an item appear flat. Using the direction of your pencil to help enhance the 2D surface. Including shadows will also help objects appear 3D and separate objects from each other.



Drama—Introduction to Drama—Autumn Term



| Section A: Key vocabulary | |
|-------------------------------|--|
| Tier 3 | Definition |
| Narration (<i>n</i>) | Where one or more performers speak directly to the audience to tell a story, give information, or comment on the action of the scene or the motivations of characters. |
| Gesture (<i>n</i>) | A body movement that conveys meaning, think of a wagging finger to tell someone off. |
| Stimulus (<i>n</i>) | A stimulus is a starting point or trigger to generate ideas . It can be anything from an object to a word, poem, song or picture. |
| Corpsing (<i>v</i>) | To lose focus and come out of role often to giggle. |
| Improvisation (<i>n</i>) | Performance work that you create yourself. There are three main types of Improvisation: SPONTANEOUS, POLISHED and PARALLEL. |
| Tier 2 | Definition |
| Character (<i>n</i>) | A person represented in a film, play, or story |
| Abstract (<i>adj</i>) | Existing in thought or as an idea but not having a physical or concrete existence. Eg. Love |
| Exaggerate (<i>v</i>) | Enlarged or altered beyond normal proportions |
| Dialogue (<i>n</i>) | A conversation between two or more people as a feature of a book, play, or film |

| Section B: Drama Devices | |
|-----------------------------------|--|
| Thought-tracking | Thought-tracking helps inform an audience about a character. You see it in action when a character speaks out loud about his/her inner thoughts at a particular moment in the drama, or during a Freeze Frame / Still-Image. |
| Flashback | A scene enacting something that happened in the past; the enactment of a character's memory of a past event. |
| Physical Theatre | Using your body to create things that are not human. This could be various things such as animals, props or set |
| Sound-scaping | Using voice and body to create the sound of an environment. |
| Angels and Devils | A device to show a character's conscience at work. It is often represented as Angels & Devils to be the good and bad thoughts. |
| Thought Tunnel / Conscience Alley | Actors form two lines facing each other. One walks between the lines as each member of the group speaks their advice. |

| Section C: Still Image Performance Techniques | |
|---|---|
| Still Image / Freeze Frame | A still image is a frozen moment on stage where the characters stay still to clearly stop the play and show the audience a moment in time. It is often used to highlight something important that has happened. |
| Body language | Body language is communication by movement or position, particularly facial expressions, gestures and the relative positions of characters. |
| Levels (drama) | Using different heights onstage to create visual interest. Levels can be used to suggest status - meaning the power or authority one character has over another |
| Facial expressions | Conveys an emotion that tells us about the character and the way they react to a situation. |
| Proxemics | How the actors/characters are placed on a stage. The distance or level between character / actors shows their relationships and feelings. |

| Theatre Timeline | |
|------------------|-------------------------------------|
| 550BC | Greek Theatre |
| 500 — 1500 | Medieval Theatre |
| 1500 — 1650 | Elizabethan / Jacobean |
| 1500 — 1700 | Commedia Dell 'Arte / Improvisation |
| 1650 — 1700 | Restoration Theatre |
| 1700 | 18th Century Theatre |
| 1800— 1900 | Victorian Melodrama |
| 1860 > | Naturalism |
| 1920 > | Political Theatre |
| 1945 — 1960 | Theatre of the Absurd |
| 1956 — 1970 | Kitchen Sink Drama |
| 1960 > | Contemporary / Devised |

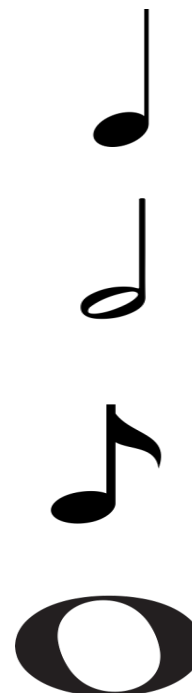
Concepts you have seen before:
Play, Theatre, Narration


Music —Find your Voice / Timbre—Autumn Term



| Section A: Key Vocabulary | |
|---------------------------|---|
| Tier 3 Vocab | Definition |
| Duet | 2 musicians playing together. |
| Trio | 3 musicians playing together |
| Quartet | 4 musicians playing together |
| Quintet | 5 musicians playing together. |
| Strings | String instruments are mainly made from wood and make their sound through strings vibrating. Sometimes we pluck the strings with our fingers (pizzicato) or we can use a bow (arco). |
| Woodwind | The instruments in the family all used to be made out of wood, which gives them their name. Today they are made of wood, metal, plastic or some combination. They are divided into flutes and reed instruments. |
| Brass | Brass instruments are made out of metal (brass). The sound is made by the vibration of the players lips. |
| Percussion | Percussion instruments involve any instrument that makes a sound when hit, scraped or shaken. They are grouped into two categories. Tuned and untuned. |
| Tier 2 Vocab | Definition |
| Continuous (adj) | Forming an unbroken whole; without interruption. |
| Analyse (v) | Examine in detail. |
| Diminish (v) | Make or become less. |
| Clarity (n) | The quality of sound. |
| Diction (n) | How clearly words are pronounced . |

| Section B: | |
|--------------------|--|
| Ensemble | A group of musicians |
| A Cappella | Vocal music without instruments or accompaniment. |
| Harmony | 2 or more notes sounding together. The sounds must blend. |
| Polyrhythm | Many rhythms performed at the same time. |
| Stave | 5 lines on which musical notes are written. This is known as staff notation. |
| Note values | The specific lengths of notes in beats/counts. |
| | Crotchet 1 beat |
| | Minim 2 beats |
| | Quaver 1/2 beat |
| | Semibreve 4 beats |



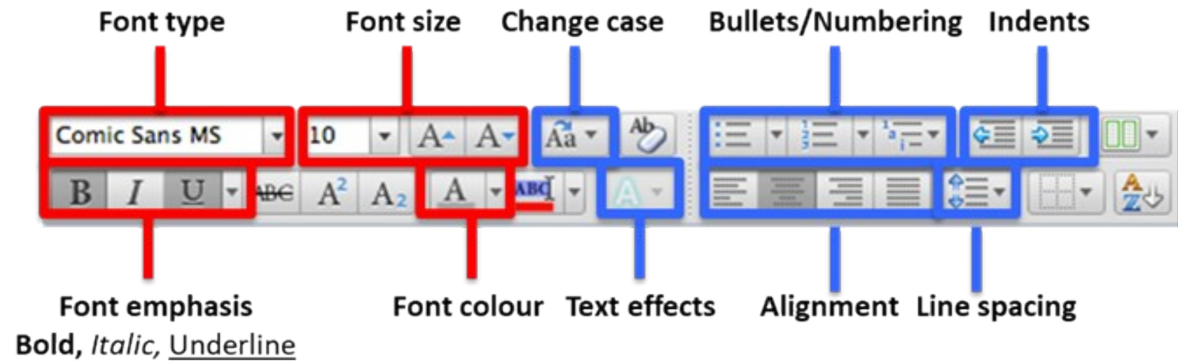
| Section C: The Violin | |
|---|---|
| <p>The violin, sometimes known as a fiddle, is a wooden, string instrument in the violin family.</p> <p>Most violins have a hollow wooden body. It is the smallest and the highest-pitched instrument in the family .The violin has four strings, usually tuned to G, D, A, E, and is most commonly played by drawing a bow across its strings. It can also be played by plucking the strings with the fingers and, sometimes by striking the strings with the wooden side of the bow.</p> <p>Violins are important instruments in a wide variety of musical styles. They are most prominent in the western classical music, both in ensembles and as solo instruments. Violins are also important in many varieties of folk music including country, bluegrass,and jazz.</p> <p>The violin was first known in 16th-century Italy, with some further changes occurring in the 18th and 19th centuries to give the instrument a more powerful sound and projection. In Europe, it served as the basis for the development of other stringed instruments used in Western classical music, such as the viola.</p> <p>The components of a violin are usually made from different types of wood. Violins can be strung with gut, nylon or other synthetic, or steel strings. A person who makes or repairs violins is called a luthier or violinmaker. One who makes or repairs bows is called an <i>archetier</i> or bowmaker..</p> |  |

Computing — Beginning Computer Science — Autumn 1

Section A: Key Vocabulary

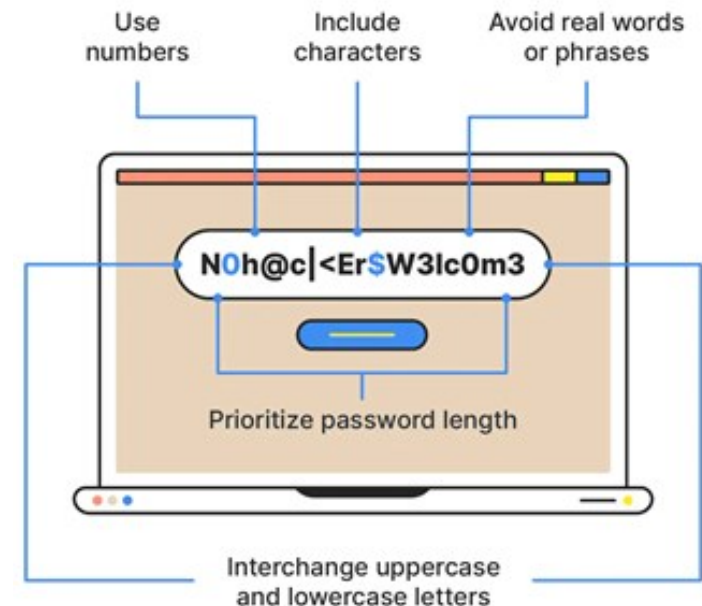
| Tier 3 Vocab | Definition |
|----------------|--|
| Password | A secret word or phrase used to gain access. Used to access your school account and email |
| Username | Used to identify a person with access to a computer, network or service |
| Application | Sometimes called software or an app , this is a computer program that has a specific function or job |
| Formatting | Change the way something looks or works by using tools |
| Web Browser | Application software for accessing websites . |
| Folder | A collection of files and documents stored in a location |
| Word Processor | A computer program that allows for input, editing, formatting, and output of mainly text |
| Download | Copy data or files from one computer system to another, typically over the internet |
| Upload | Transfer data or files from one computer system to another |
| Purpose | What is it for , the job of the document or publication; to inform, to entertain, to persuade, to inspire |
| Audience | Who it is for which can be broken into age, gender and interests |
| Webpage | A collection of text (words), formatting, images and interactive elements written in a language called HTML |
| Search Engine | A piece of software that looks up and returns webpages from a database using the keywords entered by the user |
| Tier 2 Vocab | Definition |
| Individually | Personally, by yourself |
| Initial | Exist or happens at the beginning |
| Recipient | A person or thing that receives or is awarded something |
| Identify | Say what or who something is |
| Browse | Look for and casually read |
| Appropriate | Be suitable for the time, place and circumstance |

Section B: Formatting Tools



Section C: Password tips

- Never use **personal information**: Strong passwords **shouldn't include** references to personal information such as names, birthdays, addresses, or phone numbers.
- Avoid** using **real words**: Hackers use malicious programs that can **process every word found in a dictionary** to crack passwords.



Concepts you may have seen before:

Username, Password, Webpage, Folder, Web browser

Computing — Beginning Computer Science — Autumn 1

Section A: Key Vocabulary

| Tier 3 Vocab | Definition |
|----------------------|--|
| Input Device | A piece of computer hardware that allows you to get data into the computer |
| Output Device | A piece of computer hardware that gets information out of the computer |
| Hardware | The machines, wiring, and other physical components of a computer or other electronic system |
| Software | The programs, applications and other operating information used by a computer |
| Motherboard | Connects all the hardware together, both internal and external so they can communicate |
| CPU | Runs the instructions and works out how to do them. Everything a computer does is made up of lots of instructions |
| RAM | Allows the computer to think . It gives the CPU somewhere to keep instructions and to work things out |
| Hard drive | Stores the apps and files even when the power is off . These need to be copied into the RAM for the computer to think about them and use them |
| Binary | A number system in which there are only two possible values for each digit - 0 or 1 |
| Denary | A number system, also known as decimal . It is the number system most commonly used by people. Each number position contains one of the 10 unique digits of 0-9. |
| Portability | The ability of software, device or data to be transferred from one machine or system to another |
| Durability | The ability to withstand wear, pressure, or damage. |
| Capacity | The maximum amount that something can contain |
| Tier 2 Vocab | Definition |
| Internal | Found on the inside |
| External | Belonging to or forming the outer surface or structure of something |
| Compare | Measure or note the similarity or difference between given items |
| Components | A part or element of a larger whole, especially a part of a machine or vehicle |
| Represent | Describe or portray something in a particular and sometimes different way |

Section B: Binary Representation

Back to that **binary number**?

- Why?** – because of **place value**
- The **binary number system** uses different **place values** because it's a different **number system**

Each **place value** column can contain a **single number** from these **2** available and **place values** go up in **multiples of 2**

0110 = **6**
in binary in denary

| 8s | 4s | 2s | 1s |
|----|----|----|----|
| 0 | 1 | 1 | 0 |

*From the Latin word
Bini
meaning two together*

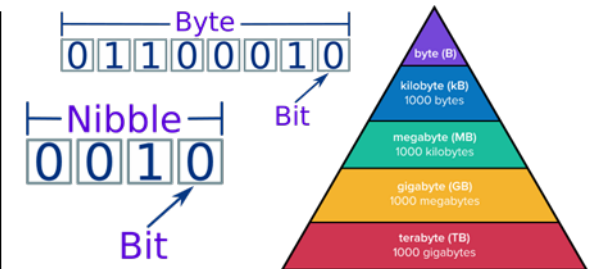
| | | |
|-----------------------|------------------------|----------------------------|
| Bicycle two wheels | Biscuit Twice baked | Biannual 2 times a year |
|-----------------------|------------------------|----------------------------|

Section C: Units of Storage

When **computers store** files, applications and data they take up different **amounts of space**.

We need to have **names** for these **units of storage**

Concepts you may have seen before:





CORE PE —Warm Up and Cool Down —Autumn Term



| Section A: Key vocabulary | |
|-------------------------------|--|
| Tier 3 Vocabulary | Definition |
| Anaerobic exercise | Exercise without the presence of oxygen. E.g . 100m sprint |
| Antagonistic Pairs | A muscle that opposes the action of another e.g. Bicep curl. Bicep contracts whilst the tricep relaxes |
| Aerobic exercise | Exercise with oxygen present. E.g marathon |
| Delayed onset muscle soreness | Also known as DOMS. Pain and stiffness left in muscles hour or days after exercise |
| Lactic Acid (n) | Waste product produced during anaerobic exercise. |
| Tier 2 Vocabulary | Definition |
| Flexibility (n) | Range of movement possible at a joint |
| Injury (n) | Trauma or repetitive stress associated with physical activity. |
| Intensity (n) | Amount of power uses when performing an activity |
| Coordination (n) | Move two or <u>more</u> body parts at the same time |
| Heart Rate (n) | How many time the heart beats per minute |

| Section B: Phases of Warm u | |
|---|--|
| 5 phases of a Warm up and 3 phases of a Cool Down | |
| Pulse raiser | E.g.- jogging and skipping. Slowly increase muscle temperature, loosen joints and increase respiratory and cardiac rates. |
| Dynamic movement. | E.g.-lunges, agility ladder exercises. Increasing in intensity and speed. |
| Stretching | E.g.-groin walk and open and close the gate. Increases the extensibility of the muscle and helps reduce the risk of injury. |
| Skill rehearsal. | E.g.-passing drills for football. Help develop the core skills/techniques. Increases coordination of antagonistic pairs of muscles, increased confidence and coordination. |
| Mobility | E.g.-arm swing and hip circles. Loosens up the joints and increases range of movement (ROM). |
| Light Jog | Allows respiratory and cardiac levels to reduce gradually. |
| Refuelling | Consume carbohydrates (CHO), proteins and fluids within 2 hours. Replace glycogen and build muscle. |
| Stretching | Hold for 30 secs. Blood flow is increased allowing faster recovery. |

| Section C: |
|--|
|  <p>STANDING HAMSTRING STRETCH</p> |
|  <p>QUADRICEP LUNGE</p> |
|  <p>OBLIQUE STRETCH</p> |

Year 7 -Design Technology– Ping Pong Project

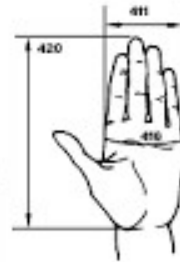


| Section A: Key vocabulary | |
|---------------------------|---|
| Tier 3 Vocabulary | Definition |
| Nano technology (n) | Technology on a minute scale |
| Biomimicry (n) | Design that is inspired by nature |
| 5th percentile (n) | Smallest 5% measurement of data |
| 50th percentile (n) | Average |
| 95th percentile (n) | Largest 5% measurement of data |
| Tier 2 Vocabulary | Definition |
| Engrave (v) | To create a path in the surface of a material |
| Specification (n) | A list of design requirements |
| Development (n) | Further improving an idea |
| Research (n) | Sourcing information and inspiration to help with design work |
| Evaluation (n) | Reviewing strengths and weaknesses of final product and design work |
| Dimension (n) | Measurement |

Section B: Important Ideas / Concepts/ Questions

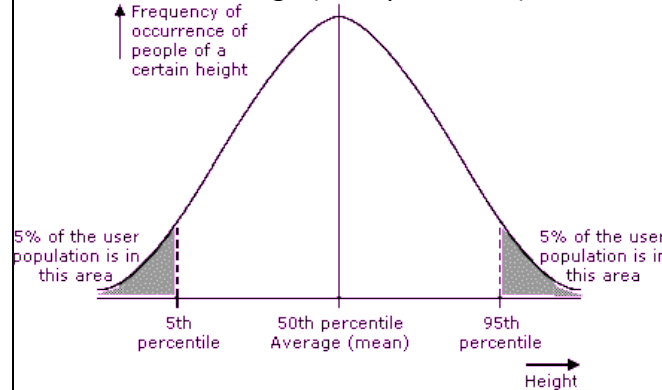
Stage 1: Anthropometrics.

Collect the data by measuring a number of different peoples hands.

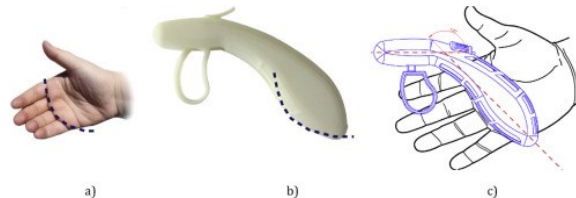


2. Calculate the average

Calculate the average (50th percentile)



3. Use the average dimensions to design the product



4. Modify and iterate the design until it works.



Section C: Subject Specific

Smart materials are materials that have properties which change reversibly, ie can change easily but can then easily change back

Smart Materials

Photochromic



Micro-encapsulation



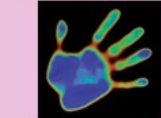
Polymorph



Piezoelectric



Thermo-chromic



Quantum Tunnelling Composite



Shape Memory Alloy



| Smart material | Properties |
|--------------------|---|
| Photo-chromic | Colour change when reacts with light |
| Polymorph | A mouldable polymer, when 80°C can be shaped, will go hard when cools to 30°C |
| Thermo-chromic | Colour change when reacts to temperature |
| Shape memory alloy | Metal that can be bent and returns to its original shape |

Concepts you have seen before: prototype, specification, design brief, average, percentage, data collection

Y 7 Design Technology—CAD Ruler & Keyring



Bluecoat Wollaton
believe in yourself, in others, in God

| Section A: Key vocabulary | |
|---------------------------|--|
| Tier 3 Vocabulary | Definition |
| Contour (n) | A path that is an even distance around. another path |
| Quality Control (n) | Ensuring that a product is made to the correct standard. |
| Engrave (v) | To create a path in the surface of a material |
| Specification (n) | A list of design requirements |
| Aesthetics (n) | Appearance |
| Tier 2 Vocabulary | Definition |
| Logo (n) | A symbol or design that identifies a brand |
| Design brief (n) | A description of the task. Usually set by the client. |
| Tolerance (n) | The margin of error allowed for a part of a product. Tolerances are usually given as an upper and a lower limit. |
| Properties (n) | The qualities of a material eg; conductivity |
| Evaluation (n) | Reviewing strengths and weaknesses of final product and design work |
| Prototype (n) | A model or development of an idea. |

| Section B: CAD & CAM |
|---|
| <p><u>CAD = Computer Aided Design</u></p> <p>It involves designing products on computers, rather than using pencil and paper.</p> <p>CAD packages we use in school include Tech-Soft 2D Design.</p> <p>CAD helps designers model and change their designs quickly. It is easy to experiment with colours, textures and shape. You can also see errors and change them before making anything.</p> <p>Some CAD programs allow you to view the drawing from all angles.</p> |
| <p><u>CAM = Computer Aided Manufacture</u></p> <p>It is the process of making products with the help of computers. There are a variety of CAM machines available.; LASER cutter, 3D printer</p> |
| <p>LASER</p> <p>Light</p> <p>Amplification</p> <p>Simulated (by an)</p> <p>Emission (of Radiation)</p> |
| <p>Concepts you have seen before: evaluation, properties</p> |



| Section C: Metals |
|---|
| <p>Some metals are pure metals and others (alloys) are mixtures of a metal with another element.</p> <p>Both types can be classified into two groups— ferrous and non-ferrous.</p> <p><u>Ferrous metals</u> contain iron because of this almost all of them are magnetic.</p> <p>Cast Iron, Mild Steel, Stainless Steel, High Carbon Steel.</p> <p><u>Non-ferrous metals</u> do not contain iron. They are not magnetic.</p> <p>Aluminium, Copper, Lead, Zinc, Brass, Bronze.</p> <p><u>Alloy</u> are mixed with other metals or elements to improve its properties.</p> |
| <p>Laser cutter</p> <p>Laser cutting works by directing the output of a high-power laser The focused laser beam is directed at the material, which then cuts the material leaving an edge with a high-quality surface finish.</p> <p>In school we mainly cut and engrave on Plywood, MDF and Acrylic</p> |



Year 7 The Wonderful World of Food



| Section 1: Key Vocabulary | |
|---------------------------|--|
| Tier 3 vocabulary | Definition |
| Cross contamination (n) | Moving bacteria from one thing to another |
| Microorganism (n) | A tiny living thing eg; bacteria, moulds and yeasts |
| Food poisoning (n) | Illness caused by bacteria or other toxins in food, typically with vomiting and diarrhoea |
| Protein (n) | One of the three macronutrients used in the body for growth and repair |
| Nutrient (n) | A substance that provides nourishment essential for the maintenance of life and for growth |
| Tier 2 vocabulary | Definition |
| Detergent (n) | Washing up liquid |
| Personal hygiene (n) | Keeping yourself clean |
| Nutrition (n) | The food you need to be healthy |
| Fibre (n) | Helps you digest food |
| 5 a day (n) | Guidelines for eating fruit and vegetables |
| Danger zone (n) | The temperature range that bacteria grow 5°C to 63°C |

Section 2: Important ideas

Bridge hold

Holding food between fingers and thumb and cutting in between.



Claw grip

Holding your fingers close together (like a claw) to hold food when you are slicing into smaller pieces.



Section 3: Facts/Context

Why Food Is Cooked

- To make it safe to eat
- To improve its shelf life (makes it last longer)
- To develop flavours
- To improve texture
- To make it easier to digest

The four things that bacteria need to grow;
Food, moisture, warmth and time.

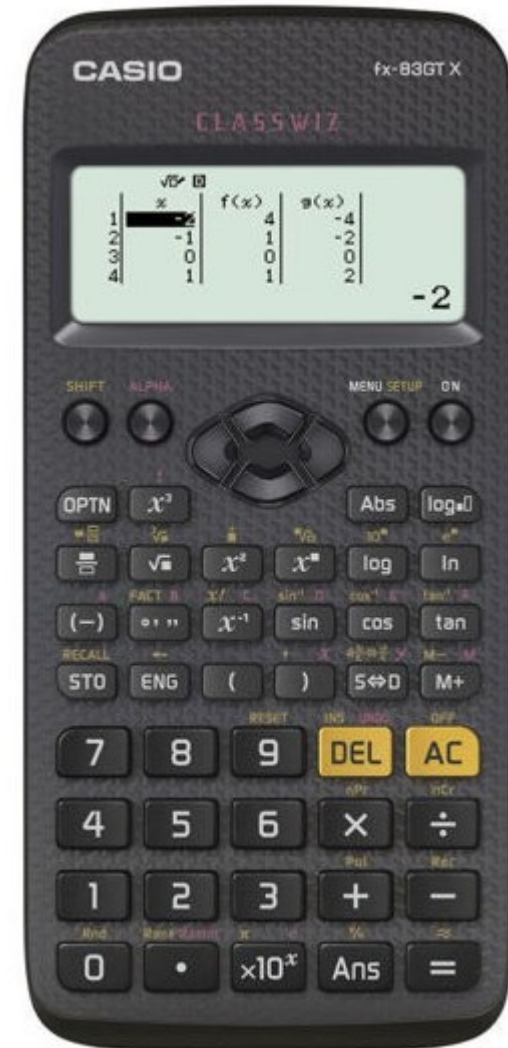
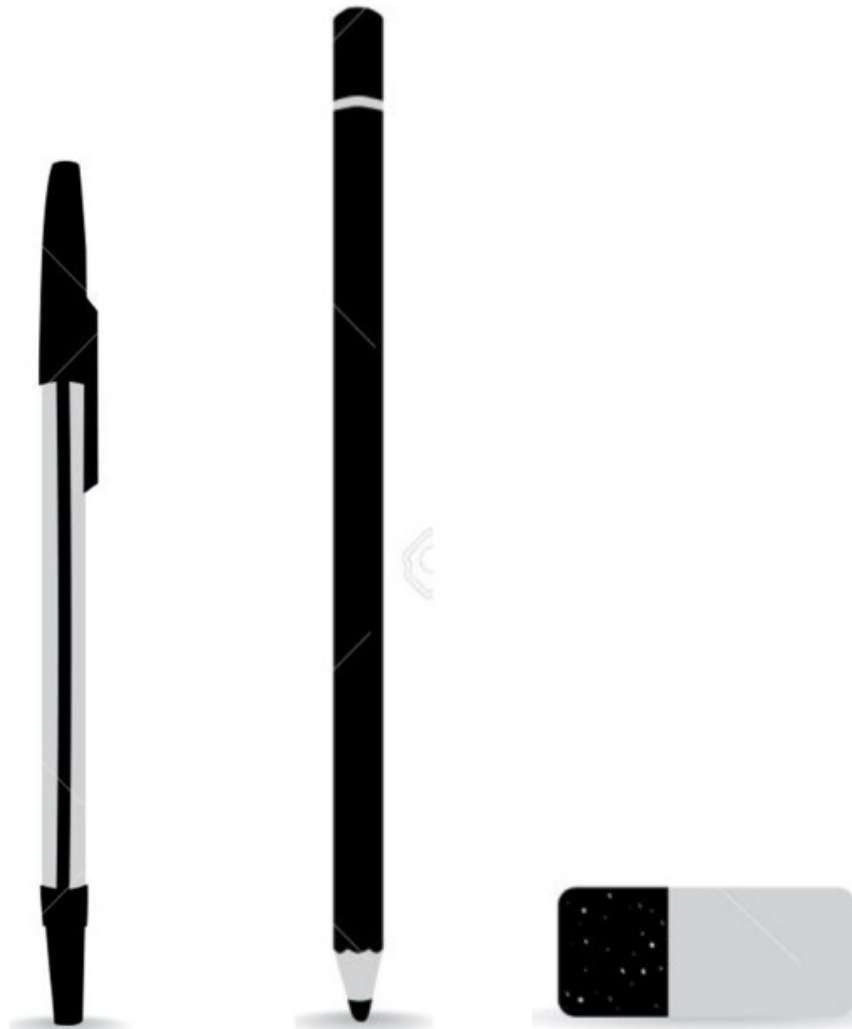
Concepts you may have seen before: a healthy and varied diet. Prepare and cook a variety savoury dishes.

Foods that should not be stored in the fridge

Dry pasta, flour, sugar, dried fruit, unopened canned foods, chocolate, cereals.



Your 5 pieces of equipment you need for learning every day:



Bluecoat Wollaton
believe in yourself, in others, in God