



Year 7

Knowledge Bank

Spring Term

Name: _____

Class: _____



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How to use your knowledge bank?



The knowledge pages for each subject are the core bits of knowledge needed for this term.
These pages will give you an overview of the knowledge you need to learn by the end of the term.
Use these pages for revision or support with home learning

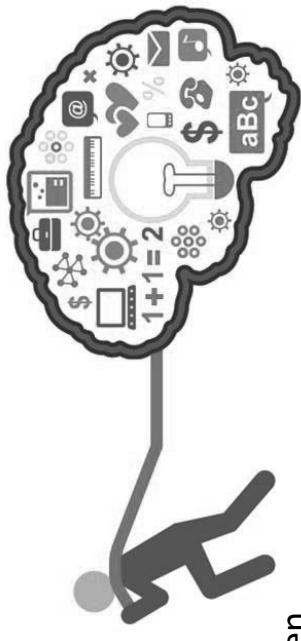
The home learning pages will follow the core knowledge for each subject
These pages will have specific instruction on how to complete the tasks for each subject
Each subject will be clear on how they want the home learning handed in

Retrieval and flipped learning: Why? How?

Retrieval:

What/why? This is the process of getting information out of your head. This creates links between the long term memory and short/working term memory.

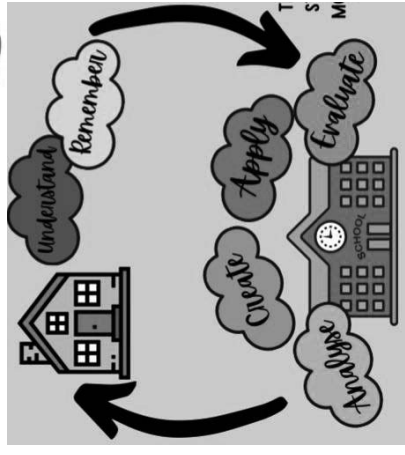
How? This can simply be done by recall three things from that week's learning and linking it to real life situations or other subjects



Flipped Learning:

What/why? This is research or defining content or topics that have not yet been studied. This allows for deeper learning to take place and encourages independent learning.

How? By setting a research project for pupils to learn about without teacher input, the pupils report their findings in an exciting way.



Revision strategies:

As well as trying to encourage retrieval and element of research at home, the academy is dedicated to improve how pupils revise. Each term the pupils will be taught a revision strategy in tutor time and then use that strategy for revision for formal assessment.

Autumn terms revision strategy: Flash cards

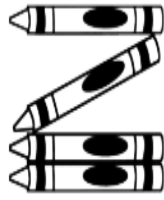
Summary: How to use flash cards



1

Identify knowledge

What are you creating flash cards on?
Do you have your knowledge organiser?
Use your book to look at previous misconceptions from whole class feedback.



2

Colour coding

Use different coloured flash cards for different topics. This helps with organisation NOT recall.



3

Designing

1 Question per flashcard.
Making them concise and clear.
Use a one word prompt, so that you can recall as much as you can.
No extended answer questions.



4

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.
Do not just copy & re-read.
Shuffle the cards each time you use them.
Use the Leitner system to use flash cards everyday.



5

Feedback

How have you performed when you look back at your answers?
Is there anything you need to revisit in more detail?
Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly.



Home Learning – Year 7 Spring Term 2025

All Year 7 students will have a Knowledge Bank to support their home learning. Home learning for Year 9 will include a range of activities. Home learning for each subject for the Spring Term is outlined in the table below. All home learning will be set on Classcharts on a Monday (except Maths which is Friday to Friday), so that parents can plan their child's home learning for the week. Home learning will be marked in different ways as outlined below. Expectations for home learning in each subject will be made clear to all students. There is a home learning breakfast club from 8am each morning to support students.

SUBJECT	HOME LEARNING TIME (12 weeks)	HOME LEARNING ACTIVITIES	WHERE TO COMPLETE e.g. home learning books, google classroom, subject home learning books	HOW IT WILL BE MARKED
English	30 minutes per week	Retrieval: Pupils will need to retrieve key terminology learnt during lessons. Flipped Learning: Will be researching topics that will come up in future learning.	In the knowledge bank	Praise points given and staff respond to the questions
Maths	30 mins per week	Activities based on knowledge they have learned over the last week and term.	Online resources set through Sparx.	Self-marking online and feedback into classroom planning by the teacher.
Science	30 mins per week	Retrieval: Pupils will need to write down 3 things they have learned each week, how it relates to other subjects or real life, opportunity to ask the teacher a question Flipped Learning: Will be project style research work about a topic they are due to study.	In the Knowledge Bank Online option (this will be clear form staff)	Praise points given and staff respond to the questions

Geography	20-30 mins per fortnight (set on a week B, due in on a week B)	Retrieval: students retrieve 3 points learned over the previous two weeks, relating what they have learned to other subjects or their own lives, and a chance to ask the teacher a question. Flipped learning: students to research a forthcoming topic, independently.	Within the knowledge bank	Praise points for completion (will be looked at during week B lessons) staff to respond to the questions.
History	20-30 Mins per fortnight (Set on a week A, due week A)	Retrieval: Students retrieve key terms from their previous learning. Source Skills - Students use a source to answer comprehension questions. Flipped learning - Students answer a number of research questions to prepare them for upcoming lessons/topics.	In the knowledge bank / independent research online.	Marked in lesson on the due date (first lesson of Week A) and corrected where necessary.
Music	1 Hour per term	Home learning will involve listening and appraisal tasks set online with knowledge retrieval from relevant topics studied and flipped learning research questions	Homework will be set on Class Charts and involve a combination of multiple choice and short answers questions	Marked in lessons and praise points given
French				
Computer Science	20-30 Mins per fortnight (Set on a week A, due week B)	Retrieval: Pupils will need to retrieve key terminology learnt during lessons. Flipped Learning: Will be researching topics that will come up in future learning.	In the Knowledge Bank Online option (this will be clear for staff)	Staff will ask to see this during the lesson and praise points will be given.
Ethics	25 min	Retrieval activities, key terms and revision before each mid and end of cycle assessment.	Instructions set on Classcharts.	Low stake testing, Test results
Drama	3 homeworks per term	Retrieval activity of key terminology used in lessons Flipped learning for future learning Revision activity to consolidate learning	Work will be set on Class Charts and class shared area for submitting work.	It will be marked through questioning in lessons, practical application and quizzes.
Music	2 homeworks per	Online knowledge retrieval and flipped learning	Work set on Class Charts	Home learning will be

	term	tasks with listening activities and appraisal		collected on the deadline by the class teacher, checked and praise points awarded.
Art	1 hour per home learning, 3 hours total.	Home learning will consist of practical tasks focusing on retrieval and flipped knowledge linked to the project theme. Revision strategies will be included in home learning to support assessments.	Home Learning will be set on Classcharts and will need to be completed on paper, work will be added to students' portfolios.	Home learning will be collected on the deadline by the class teacher, checked and praise points awarded.
Food				
PE	1 hour per term, 3 hours in total	Home learning will consist of consolidation of core knowledge relating to values in sport. Flipped learning questions also provided to link to next topics	Home learning will be set on Google Classrooms and submitted via this platform	Students are to submit before or on the deadline, with class teachers to check and provide rewards



Plot Summary		Who loves Whom	'A Midsummer Night's Dream': Knowledge Organiser	
Act 1: Hermia and Lysander love each other but are not allowed to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry Hermia. Helena loves Demetrius. They follow Hermia and Lysander into the forest.	Hermia Lysander Demetrius Helena	Hermia Demetrius	Characters	Oberon The king of the fairies who controls the love potion.
Act 2: In the forest, Oberon and Titania are arguing. Oberon sees Demetrius and Helena arguing and commands Puck to use the potion on the Athenian man to make him fall in love with Helena. However, the first Athenian man Puck sees is Lysander, so he puts the love potion on him. Lysander falls madly in love with Helena.	Hermia Lysander Demetrius Helena	Hermia Demetrius Helena	Hippolyta Theseus's bride. She was a fearless warrior.	Titania The fierce queen of the fairies who falls in love with Bottom when the love potion is put on her.
Act 3: Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on Demetrius so that he falls in love with Helena. As a result, both men love Helena so there is chaos. Puck eventually drops a herb in Lysander's eyes to put him back to normal.	Hermia Lysander Demetrius Helena	Hermia Demetrius Helena	Egeus Hermia's stubborn father who wants her to marry Demetrius or be put to death.	Bottom A weaver and actor who has his head turned into a donkey. Titania falls in love with him when she is under the love potion's influence.
Acts 4 and 5: Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, Lysander and Hermia and Demetrius and Helena.	Hermia Lysander Demetrius Helena	Hermia Demetrius Helena	Hermia Egeus's daughter who is in love with Lysander.	Puck Oberon's mischievous servant who puts the potion on people's eyes.
Background Information Shakespeare went to a grammar school where he was taught Ancient Greek. The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece. When the play was written, Elizabeth 1 st was Queen. She decided not to get married which many people disagreed with. Many Elizabethans believed in and feared magic. Cupid is the ancient god of love. He is usually presented as a baby whose arrows make people fall in love.			Lysander He is in love with Hermia and runs away to the forest with her.	The Love Potion The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' eyes, they fall in love with the first person they see. It is very powerful.

Key words	
soliloquy - a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters	
severe - very strict or harsh	
conflict - a serious disagreement, battle or struggle between two sides or ideas.	
unrequited love - if a person loves someone who doesn't love them back, the person's love is unrequited	
to mock - To mock someone is to make fun of them	
chaos - a situation where there is no order and everyone is confused	
to resolve - to solve a problem or difficulty	

Key characters:

Peter
Kate
The Bad Doll
William Cat
Barry Tamerlane

Skills being developed:

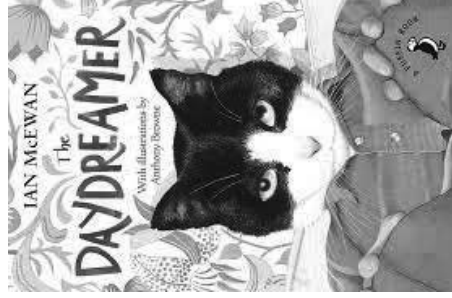
Making inferences
Effectively making language choices
for description
Creating a character
Writing in paragraphs
Applying a narrative structure

Core plots:

- Introducing Peter
- The Cat
- The Dolls
- The Bully

Background information:

The Daydreamer is a 1994 children's novel by British author Ian McEwan. The book comprises seven interlinked stories about a young boy, Peter Fortune, whose daydreams place him into various fantastic situations



Key vocabulary:

- Exposition
- Rising Action
- Climax
- Falling Action
- Denouement
- Simile
- Metaphor
- Personification
- Inference
- Explicit
- Implicit

English Home Learning Spring terms.

Date due: 20/01/2025

Part 1	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>Elizabethan Era</p> <p>William Shakespeare</p> <p>Record your findings in the space provided.</p>	<p>Notes:</p>

Date due: 03/02/2025

Part 2	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes learning how to spell and the definitions of the following words:</p> <p>Severe</p> <p>Sympathy</p> <p>Vulnerable</p> <p>Malicious</p> <p>Conflict</p> <p>Soliloquy</p> <p>Unrequited</p> <p>Mock</p> <p>Resolve</p>	<p>Definitions:</p>

Part 3	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes learning how to spell and the definitions of the following words:</p> <p>Explicit</p> <p>Implicit</p> <p>Exposition</p> <p>Rising action</p> <p>Climax</p> <p>Falling action</p> <p>Denouement</p>	<p>Definitions:</p>

Date due: 10/03/2025

Part 4	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>What is a debate?</p> <p>When are debates usually used?</p> <p>Can you find an example of a recent/relevant debate?</p>	<p>Notes:</p>

Date due: 24/03/2025

Part 5	
<ul style="list-style-type: none">3 things you remember from the last two week's lessons	<ul style="list-style-type: none">
<ul style="list-style-type: none">Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">A question to ask my teacher	
<p>Self-evaluation: Minimum 20 minutes reflecting on your work this term.</p> <p>What have I done well at?</p> <p>What do I still need help with?</p> <p>What has been my favourite part of the learning?</p> <p>Did anything surprise me?</p> <p>Have I challenged myself?</p>	<p>Notes:</p>

Date due: 22/04/2025

Part 6	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other English lessons or other subject areas?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>Greek Mythology</p>	<p>Notes:</p>



Year 7 knowledge bank

For Maths, all students use Sparx for homework. However, it also uses codes (see third column) which give help videos to support the students at home.

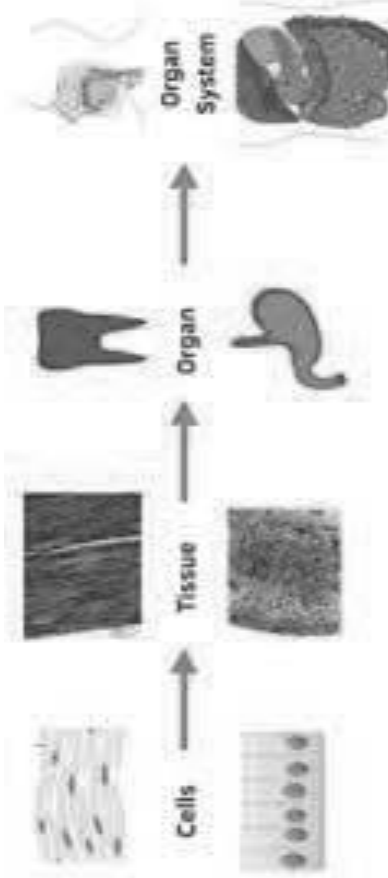
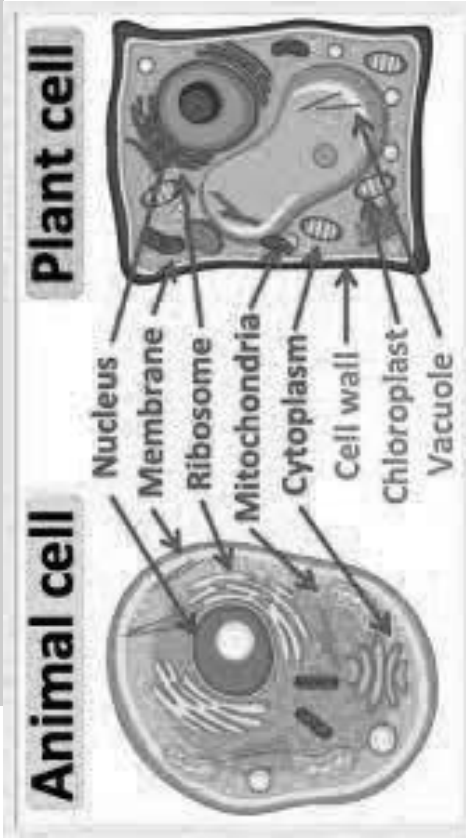
For the topics we study in any lesson (column 2), there are help videos linked. This will explain the essential knowledge (this is often called core knowledge in schools).

To access the help videos, type the code into the independent learning section of Sparx.

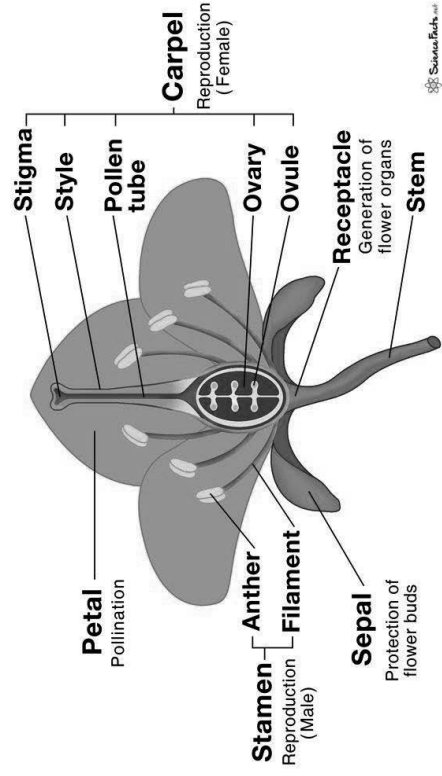
Spring Term

<p>Solving problems with addition and subtraction</p> <p>Properties of addition and subtraction</p> <p>Mental strategies for addition and subtraction</p> <p>Use formal methods for addition of integers.</p> <p>Use formal methods for addition of decimals.</p> <p>Use formal methods for subtraction of integers.</p> <p>Use formal methods for subtraction of decimals</p> <p>Linked Sparx Clips:</p> <p>Q118, Q367, Q986, Q753, M928, M347, M429, M152, Q686, Q345, M690, M635</p>	<p>Solving problems with multiplication and division</p> <p>Properties of multiplication and division</p> <p>Understand and use factors.</p> <p>Understand and use multiples.</p> <p>Multiply and divide integers and decimals by powers of 10.</p> <p>Use formal methods to multiply integers.</p> <p>Use formal methods to multiply decimals.</p> <p>Use formal methods to divide integers.</p> <p>Use formal methods to divide decimals.</p> <p>Understand and use order of operations</p> <p>Linked Sparx Clips:</p> <p>M113, M823, M227, M911, M803, M187, M462, M354, M873, M262, M521, M728, M774, M610, M291, M705, M390, M940</p>	<p>Fractions and percentages of amounts</p> <p>Find a fraction of a given amount.</p> <p>Find a percentage of a given amount using mental methods.</p> <p>Find a percentage of a given amount using a calculator</p> <p>Linked Sparx Clips:</p> <p>M695, M437, M684, M905</p>
<p>Operations and equations with directed number</p> <p>Understand and use representations of directed numbers.</p> <p>Order directed numbers using lines and appropriate symbols.</p> <p>Perform calculations that cross zero.</p> <p>Add directed numbers.</p> <p>Subtract directed numbers.</p> <p>Multiplication of directed numbers</p> <p>Multiplication and division of directed numbers</p> <p>Use a calculator for directed number calculations.</p> <p>Evaluate algebraic expressions.</p> <p>Introduction to two-step equations</p> <p>Use order of operations with directed number</p> <p>Roots of positive numbers (H)</p> <p>Linked Sparx Clips:</p> <p>M509</p>	<p>Addition and subtraction of fractions</p> <p>Understand representations of fractions</p> <p>Convert between mixed numbers and fractions.</p> <p>Add and subtract fractions with the same denominator.</p> <p>Understand and use equivalent fractions.</p> <p>Add and subtract fractions with any denominator.</p> <p>Linked Sparx Clips:</p> <p>M835, M931, M106, M958, M336</p>	

Science Knowledge Bank - Spring Term (Biology)



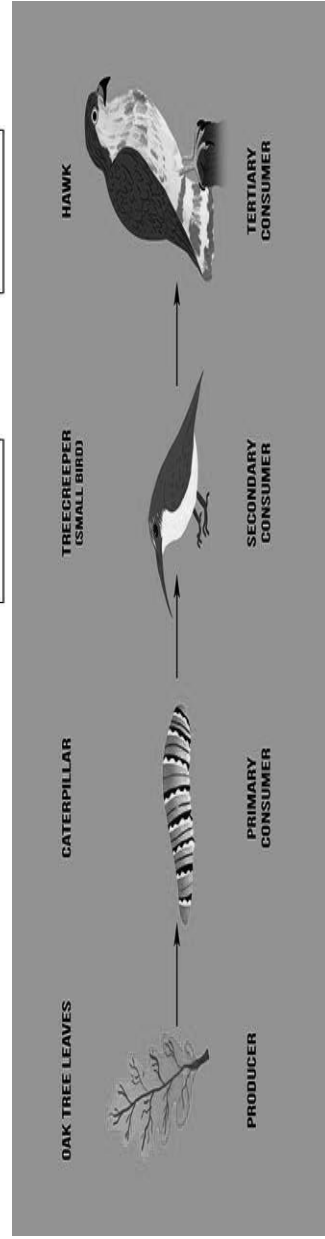
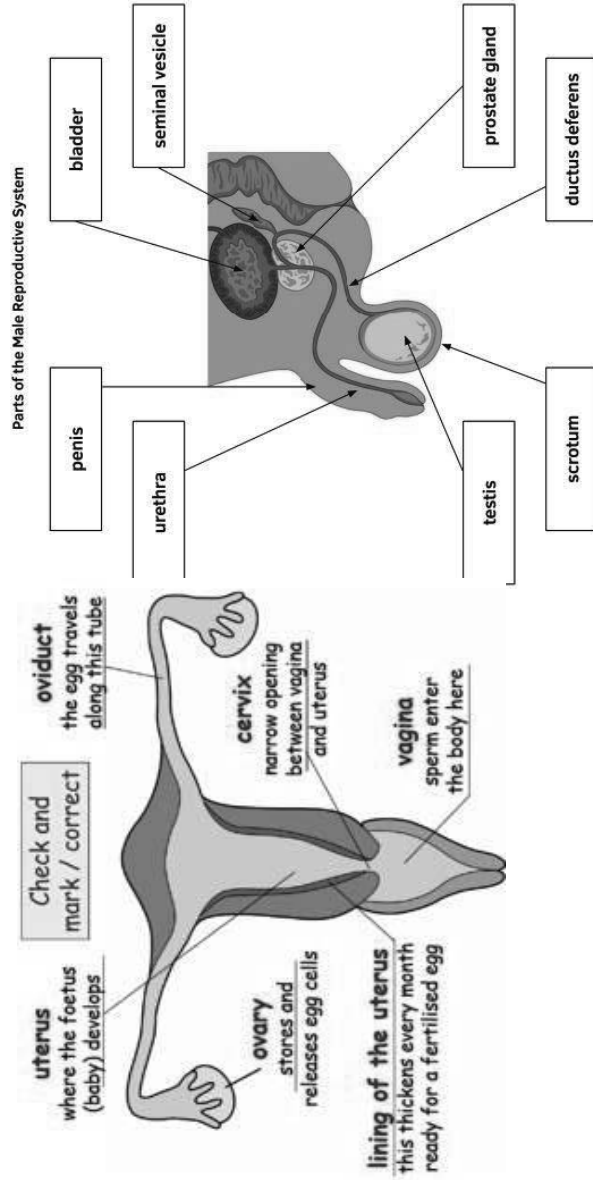
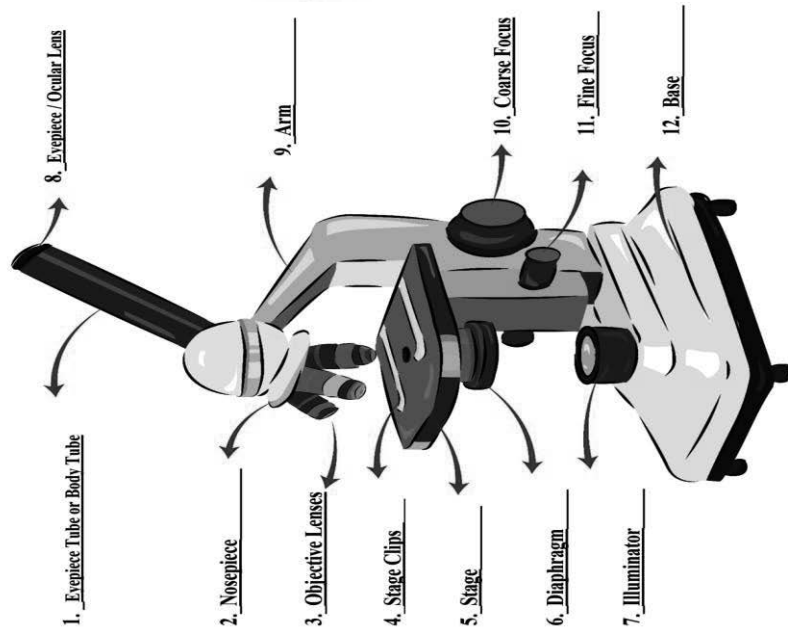
Parts of a Flower



Salwa Fuchs

Science Knowledge Bank - Spring Term (Biology)

Parts of a Microscope Worksheet



Science Home Learning Spring: Cells

WHAT? This time you will be learning about cells and how to use a microscope

WHY? Cells are an important part of biology. You need to be able to describe basic animal and plant cells as well as specialised cells. You need to be able to name all their parts and state what each part does. You will also need to be able to confidently use a microscope.

WHEN? The project will be completed over 6 weeks and is broken into 3 pieces of work. Your teacher will tell you what day each piece is due in.

SCROLL DOWN FOR WORK; please ensure you fill in both the retrieval & flipped learning sections

PART 1, COMPLETED IN WEEKS 1-2:

Retrieval: Complete retrieval in table below

Write detailed instructions on how to use a microscope to look at a specimen at two different magnifications. Include a labelled diagram.

PART 2, COMPLETED IN WEEKS 3-4:

Retrieval: Complete retrieval in table below

Make a poster about specialised cells. This needs to include at least 6 different specialised cells, what their function is and how they are adapted to that function.

PART 3, COMPLETED IN WEEKS 5-6:

Retrieval: Complete retrieval in table below

Make a 3D model of either a plant or animal cell. Your teacher will show you examples of previous work by students if you need ideas.

If you are at all unsure on what to do, ask your teacher. We will be only too happy to explain things further and will give you tips and advice. You can work together with a friend but both of you will need to hand in your own project.

Date due: 13-01-25

B1: Cells	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p style="text-align: center;">Microscopes</p> <p>Write detailed instructions on how to use a microscope to look at a specimen at <u>two different magnifications</u>. Include a labelled diagram.</p>	<p>Notes:</p>

Date due: 27-01-25

B1: Cells/B2: Physiology	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p style="text-align: center;">Specialised Cells</p> <p>Make a poster about specialised cells. This needs to include at least 6 different specialised cells, what their function is and how they are adapted to that function.</p>	<p>Notes:</p>

Date due: 10-02-25

B2: Physiology	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>Plant & Animal Cells</p> <p>Make a 3D model or 2D collage of either a plant or animal cell. Your teacher will show you examples of previous work by students if you need ideas.</p>	<p>Notes:</p>

Science Home Learning Spring 2: Flowers

WHAT? This time you will be learning about flowers and how they pollinate

WHY? Flowers and pollination are an important part of everyday life, without this process humans would be unable to produce food.

WHEN? The project will be completed over 6 weeks and is broken into 3 pieces of work. Your teacher will tell you what day each piece is due in.

SCROLL DOWN FOR WORK; please ensure you fill in both the retrieval & flipped learning sections

PART 1, COMPLETED IN WEEKS 1-2:

Retrieval: Complete retrieval in table below

Draw and label the parts of a flower

PART 2, COMPLETED IN WEEKS 3-4:

Retrieval: Complete retrieval in table below

Research 3 flowers and explain how they are adapted to survive, you need to include details about how they pollinate and reproduce.

PART 3, COMPLETED IN WEEKS 5-6:

Retrieval: Complete retrieval in table below

Create a 3D picture of the parts of a flower, this can be a real flower dissected and sellotaped on the paper with the part labelled or it could be a collage type picture. You need to ensure that you label the parts

If you are at all unsure on what to do, ask your teacher. We will be only too happy to explain things further and will give you tips and advice. You can work together with a friend but both of you will need to hand in your own project.



Date due: 03-03-25

B3: The Body	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p style="text-align: center;">Flowers</p> <p>Draw and label the parts of a flower</p>	<p>Notes:</p>

Date due: 17-03-25

B3:The Body/B4: Biodiversity	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>Flower adaptations</p> <p>Research 3 flowers and explain how they are adapted to survive, you need to include details about how they pollinate and reproduce.</p>	<p>Notes:</p>

Date due: 31-03-25

B4: Biodiversity	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Science lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 20 minutes independent research on a future area of study.</p> <p>Topic for study:</p> <p>Specific Flowers</p> <p>Create a 3D picture of the parts of a flower of your choice, this can be a real flower dissected and sellotaped on the paper with the part labelled or it could be a collage type picture. You need to ensure that you label the parts</p>	<p>Notes:</p>

PROGRAMMING TECHNIQUES

DATA TYPES

Data Type	Definition
String	Text eg: "Hello"
Integer	Whole number eg: 32
Float/Real	Decimal number eg: 1.2
Boolean	Two values eg: true or false
Character	A single character eg: b

Casting is when you want to change between data types. Eg - if you want to use an integer in a sentence you would need to convert it to a string.

VARIABLES AND CONSTANTS

Variable - A value which may change while the program is running.

Variables can be local or global.

Constant - A value which cannot be altered as the program is running.

```
answer = input("What is your name?")
print(answer)
```

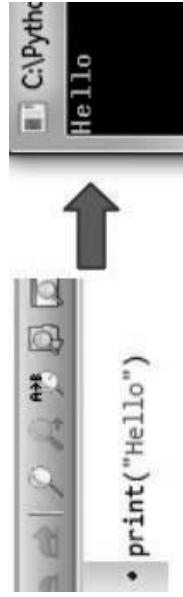


OPERATORS

Operator/Function	Definition
Exponentiation	Raises a number to a power eg: 2**3 OR 2 ^3 (=2 ³)
Quotient/DIV	Gives the whole number after a division
Remainder/MOD	Gives the remainder part of a division
==	Is equal to
!= or <>	Is not equal to
<	Is less than
>	Is more than
>=	Is more than or equal to
<=	Is less than or equal to

INPUTS AND OUTPUTS

To output we simply use the word `print`, with the text in speech marks.



```
print("Hello")
```

Or we can print inputs as variables without speech marks.

```
ict = input("What is your current level in ICT?")
maths = input("What is your current level in Maths?")
geog = input("What is your current level in Geography?")
print("")
print("Below is a summary of your current levels: ")
print("ICT Level: ", ict)
print("Maths Level: ", maths)
print("Geography Level: ", geog)
print("")
print("...Good luck improving those!")
```

The input is then stored in a variable called `ict`

This input statement asks the user a question and waits for their input

This is repeated for the other subjects

Finally each print statement outputs different lines of text

Here the text in speech marks is output... and the contents in variables too! Speech marks aren't needed here otherwise it would output the text 'ict' instead of the variables contents.

PYTHON TURTLE

PYTHON TURTLE INSTRUCTIONS

- These are the basic turtle instructions.

Import turtle	Starts the program in python
crush = crush.Crush()	Crush is now the crush name
window = crush.Screen()	crush will open in a new screen
Crush.color("red")	Change the turtles colour line
Window.bgcolor("blue")	Change the background of the window

MOVING THE PYTHON TURTLE

crush.forward (100)	Go forward = (steps)
crush.backward (100)	Go backward
crush.right(90)	Turn right = (degrees)
crush.left (90)	Turn left = (degrees)
crush.penup()	Lifts the pen up so you can move the crush without drawing

MAKING DESIGNS WITH YOUR TURTLE

crush.pendown()	Drops the pen back onto the screen so you can draw
crush.fillcolor("Brown")	Changes the fill colour to brown(or other colour)
crush.pencolor("Red")	Changes the pen colour to red (or other colour)
crush.begin_fill()	Begins to fill the shape
crush.end_fill()	End the filling sequence
LOOP a piece of programme	
for i in range (10):	Press enter after : and the code will repeat 10 times

PYTHON TURTLE EXAMPLE CODE



```
rectangle(120,90,"blue")
setpos(0,-35)
rectangle(120,20,"white")
penup()
setpos(35,0)
pendown()
rectangle(20,90,"white")
penup()
setpos(0,-40)
pendown()
rectangle(120,10,"red")
penup()
setpos(40,0)
pendown()
rectangle(10,90,"red")
```



MAKING SHAPES

<u>Shape</u>	<u>Number sides</u>	<u>External angle</u>
Pentagon	5	72
Hexagon	6	60
Octagon	8	45
Decagon	10	36

Threats and Preventions / Programming so far	
<ul style="list-style-type: none"> • Students to review threats and preventions studied last term. • Pupils define - malware, brute force, phishing and social engineering. • Pupils define - anti-malware, firewall, biometrics, encryption. 	<ul style="list-style-type: none"> • • • • • •
<ul style="list-style-type: none"> • What threats do I face online with how I use technology? • Think about what technology you use, such as phones and computers and consider the potential risks that you could face. 	
<ul style="list-style-type: none"> • A question to ask my teacher 	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study</p> <p>Topic for study:</p> <p>Students to braindump any information they can remember from programming in Primary School - this can include Scratch or any other Block based programming.</p> <p>What software did you use? What did you make?</p>	<p>Notes:</p> <p>Programming so far:</p> <ul style="list-style-type: none"> • • •

What did you enjoy?	
---------------------	--

Python Turtle skills	
<ul style="list-style-type: none"> • Students record the code for 5 Python Turtle skills they have used so far. • This can include naming the turtle, pen colour, fill colour, lifting the pen up or down, pen size or speed. 	<p>Programming skills:</p> <ul style="list-style-type: none"> • • • • •
<ul style="list-style-type: none"> • What happens if I spell the word Turtle incorrectly? • What is the first 2 lines of code for Python Turtle? 	
<ul style="list-style-type: none"> • A question to ask my teacher 	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study - Variables and Constants</p> <p>Students research the use of variables and constants within Python programming.</p> <p>What is a variable? What is a constant? How are they similar and how are they different?</p>	<p>Notes:</p> <p>Variables and Constants:</p> <ul style="list-style-type: none"> • •

Python shapes	
<ul style="list-style-type: none"> • Students to record the complete code to create 3 different shapes. • Consider the number of times you need to move forward and the angle you need to turn. • Challenge - can you create a star shape? 	<ul style="list-style-type: none"> • • • • •
<ul style="list-style-type: none"> • How many forward instructions would I need for an octagon? • What would be the angle to turn for a triangle? 	
<ul style="list-style-type: none"> • A question to ask my teacher 	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study - Data Types:</p> <p>Students research the different types of data types that can be used within Python programming.</p> <p>Can you name any data types and what type of data they are used for?</p>	<p>Notes:</p> <ul style="list-style-type: none"> • • • • •

Python inputs	
<ul style="list-style-type: none">• Students use input and output statements to print 3 variables of their choice - e.g. ask for an input for your name and then print the name.• Challenge - can you join variables together in print statements, for example can you print name and age in the same print statement.	
<ul style="list-style-type: none">• What do we mean by a variable?• How is a variable different to a constant?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study - Data Types:</p> <p>Students research the different types of data types that can be used within Python programming.</p> <p>Can you name any data types and what type of data they are used for?</p>	<p>Notes:</p> <p>Data Types:</p> <ul style="list-style-type: none">•••••

YEAR 7 FRENCH CYCLE 2

les nombres - numbers

1	un	17	dix-sept
2	deux	18	dix-huit
3	trois	19	dix-neuf
4	quatre	20	vingt
5	cinq	21	vingt-et-un
6	six	22	vingt-deux
7	sept	23	vingt-trois
8	huit	24	vingt-quatre
9	neuf	25	vingt-cinq
10	dix	26	vingt-six
11	onze	27	vingt-sept
12	douze	28	vingt-huit
13	treize	29	vingt-neuf
14	quatorze	30	trente
15	quinze	31	trente-et-un
16	seize		

les nombres - multiples of 10

30	trente	80	quatre-vingts
40	quarante	90	quatre-vingts-dix
50	cinquante	100	cent
60	soixante	200	deux cents
70	cinquante-dix	1000	mille

les jours – days of the week

lundi	- Monday
mardi	- Tuesday
mercredi	- Wednesday
jeudi	- Thursday
vendredi	- Friday
samedi	- Saturday
dimanche	- Sunday

Yesterday



Today

Thursday



?? – the school day

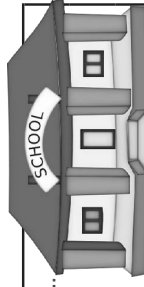
la récréation	break	avec mes amis	with my friends
la pause déjeuner	lunch break	au foot	football
je joue	I play	au ping-pong	table tennis
je parle	I speak	du poisson et frite	some fish and chips
je mange	I eat	du croissant	some croissant
je traîne	I hang out		

l'uniforme scolaire – the school uniform

je porte	I wear
il faut porter	you have to wear
un pantalon	trousers
un pull	jumper
une veste	blazer
une cravate	tie
une chemise	shirt
une jupe	skirt
des chaussures	shoes
des collants	tights

??? – the school site

il y a...	- there is/there are...
il n'y a pas de...	- there isn't a...
un terrain	- a field
un gymnase	- a gym
un bâtiment	- a building
un bâtiment de maths	- a maths building
une bibliothèque	- a library
une salle de sport	- a sports hall
une salle de musique	- a music room
une salle de classe	- a classroom
une cantine	- a canteen
la pastorale	- Head of House office/ pastoral office



YEAR 7 FRENCH CYCLE 2



Past tense phrases

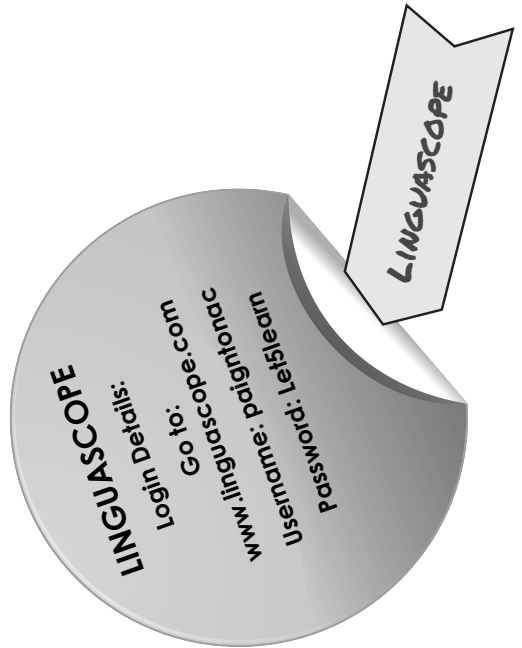
hier	yesterday
le weekend dernier	last weekend
j'ai étudié	I studied
j'ai joué	I played
j'ai mangé	I ate
j'ai parlé	I spoke
j'ai trainé	I hung out
j'ai bu	I drank
j'ai fait	I did
c'était	it was

Future tense phrases

le weekend prochain	next weekend
je vais	I am going
il va/elle va	he/she is going
on va	we are going
manger	to eat
jouer	to play
trainer	to hang out
étudier	to study
faire	to do
ce sera	it will be

Les couleurs- colours

rouge	red
bleu	blue
jaune	yellow
vert	green
orange	orange
violet	purple
noir	black
blanc	white
gris	grey
marron	brown



History Topic 4: Why was the Black Death so deadly?

1315-1317	1346	1347	June 1348	1349	1351	1361	1381
Great Famine killed 10-25% of population	Y. Pestis (Black Death) starts in Mongolia.	Siege of Caffa: 1st use of biological warfare	Black Death arrives in Dorset.	Guy de Chauillac recognises two types of plague.	Statute of Labourers introduced	Black Death returns, killing 20% of England.	Peasants Revolt.

Key Word	Definition
pandemic	A disease that affects lots of countries
miasma	Theory that disease was caused by a poisonous cloud of 'bad air'.
Flagellants	A religious sect that punished themselves for sins by whipping their bodies
Bubonic plague.	Most common type. Spread by fleas. Caused onion shaped swellings in groin, neck and armpits.
Pneumonic plague	More deadly and spread by coming into contact with the victims breath (coughing) or blood

Ideas about causes	Symptoms	Impact
<ol style="list-style-type: none"> 1. Miasma: Theory that bad air spread disease. 2. Medieval doctors believed that illnesses, including the Black Death, were caused by an imbalance in the four humours. These were black bile, yellow bile, phlegm and blood. 3. People were very religious and thought the disease could be a punishment from God. 4. Actually caused by a bacteria called Yersinia Pestis that lived in the gut of a flea, who would bite humans spreading the plague. 	<p>Bubonic plague Mortality rate = 50%</p> <p>Pneumonic plague Mortality rate = 100%</p>	<ol style="list-style-type: none"> 1. 1/3 of population of England died. (2 million) 2. With fewer workers, those that survived could demand to be paid more, which partly led to the Peasants' Revolt in 1381. 3. Increased wages led to more people spending money on schooling for their children meaning more people could read and write. 4. Food prices increased as land was unploughed and animals died. 5. The plague returned to England every 10-20 years and people continued to use similar responses
<p>Attempts at curing the Black Death</p> <ol style="list-style-type: none"> 1. Miasma theory led people to carry herbs or flower petals, so they could avoid the smell of the streets 2. Doctors would try to balance the four humours, so bloodletting was a common treatment. 3. Flagellants whipped themselves, believing this would show God they were punishing themselves for their sins. Others would pray. 4. Strangers were not allowed to enter a village. 5. Local authorities stopped cleaning the streets because they believed the smells from the waste would drive away any bad air. 		



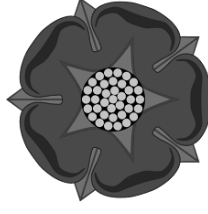
<https://rb.gy/n9nhqi>

History Topic 5: What was life like after the Black Death?

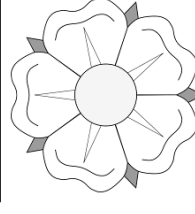
1455	Dec 1460	March 1461	May 1471	1483	1483	1485
First battle in Wars of the Roses: Battle of St Albans. Henry VI goes into hiding.	Battle of Wakefield. Edward IV crowned. England has 2 kings!	Battle of Towton. Edward IV wins. 28,000 killed. Henry VI flees to Scotland	Battle of Tewkesbury. Edward IV wins. Henry VI dies mysteriously when Edward arrives in London.	Richard III crowned King after his brother Edward IV's death.	Disappearance of the Richard III nephews from the Tower of London	Battle of Bosworth. Henry Tudor wins.

Wars of the Roses

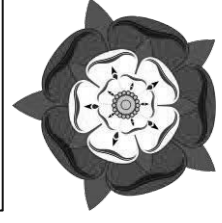
1455-1485








House of Lancaster



House of York



House of Tudor

	POLITICAL IMPACT	<ul style="list-style-type: none"> Frustrated with taxes, unfair rules, and being ignored, the peasants rebelled in 1381. Richard II stopped the rebellion. There were fewer noble (rich) families, so there were power struggles between nobles over who should be King. This led to the Wars of the Roses.
	ECONOMIC IMPACT	<ul style="list-style-type: none"> Price of food fell as there were fewer peasants to buy it. Peasants could demand higher wages or move to a different Lord. However, the Statute of Labourers in 1351 banned labourers from demanding higher wages.
	CULTURAL IMPACT	<ul style="list-style-type: none"> Lots of art work focussed on death. The Grim Reaper appears for the first time. More books were written in English language rather than Latin or French.
	RELIGIOUS IMPACT	<ul style="list-style-type: none"> 45% of priests died. Building work stopped on Exeter Cathedral. Towards the end of the 14th century, a group called the Lollards started to challenge Roman Catholic teachings. They wanted ordinary people to be able to read the Bible in English
	MEDICAL IMPACT	<ul style="list-style-type: none"> Guy de Chauliac recognised that there were two types of plague. 1349 Edward III wrote to the Mayor of London telling him to have the streets properly cleaned There were new ideas about quarantining people who were ill.

Homework Topic: Norman England, Power of the Church & Medieval England
 Homework Due Date: 27.1.25



Previous Learning



Current Learning



Future Learning

Key Term	Definition
Harrying	
Feudal System	
Earldom	
Tax	

Source A: A description of people being tortured in purgatory It was written in 1184 by an English monk.
“Some were hanging from blazing chains by the feet with their heads turned upside down in flames. ... Others were burning in furnaces of sulphur; yet others were frying as if on pans; others were placed on blazing spits which were turned by demons. They were all beaten with whips by demons running in every direction. There one could see all the kinds of torture that one could imagine”
1. Who produced the source and when?
2. What punishments are people getting?
3. Why would this scare Medieval people?

Question	Answer
1. What is a merchant?	
2. What does a “Barber Surgeon” do?	
3. Who created the “4 Humours Theory”?	
4. Name one of the 4 Humours.	
5. When did the Black Death arrive in England?	
6. What is a buboe?	



Previous Learning



Current Learning



Future Learning

Previous Learning		Current Learning		Future Learning	
Key Term	Definition	Source A: Hospital instructions at Bridgewater, c1300.	Question	Answer	
Claimant		“No lepers, lunatics, or persons having the falling sickness or other contagious disease, and no pregnant women, or sucking infants, and no intolerable persons, even though they be poor and infirm, are to be admitted to the house; and if any such be admitted by mistake, they are to be expelled as soon as possible. And when the other poor and infirm persons have recovered they are to be let out without delay.”	1. How did the Black Death arrive in Europe?		
Hierarchy			2. How did the Black Death spread?		
Tithe			3. What is the role of an apothecary?		
Feigned Retreat		1. Who produced the source and when? 2. What happens if they make a mistake with someone? 3. Why didn't they let most people into a hospital?	4. What is a symptom of the Black Death?		
			5. How long did it take for the Black Death to kill you?		
			6. When did the first Black Death outbreak end?		



Previous Learning



Current Learning



Future Learning

Key Term	Definition
Buboes	
Apothecary	
Clergy	
Motte & Bailey	

Source A: Henry Knighton, <i>Chronicle</i> (c. 1355)
<p>“The king sent notice into counties of the realm that labourers should not receive more than they had in the past... But the labourers paid no notice to the king's orders... If anyone wanted to hire them he was obliged to give them whatever they asked, and so he had a choice, either to lose his crops or satisfy their greed.”</p> <p>1. Who produced the source and when?</p> <p>2. What shouldn't labourers receive?</p> <p>3. Why did they ignore the king's orders?</p>

Question	Answer
1. When did the Peasant's Revolt start?	
2. Who was monarch during the Peasant's Revolt?	
3. Who as the leader of the Peasant's Revolt?	
4. What is a "Hue & Cry"?	
5. What is "Trial by Combat"?	
6. What was Wergild?	



Previous Learning



Current Learning



Future Learning

Previous Learning		Current Learning		Future Learning	
Key Term	Definition	Source A: Extract from the Statute of Westminster, passed in 1284		Question	Answer
Revolt		<p>“Thus a passenger would be apprehended and detained all night, and if a suspected person, delivered to the sheriff, and upon an escape, the party is to be pursued with the hue and cry... Highways through every lordship are to be kept clear, for the space of 200 feet, from hedge to hedge, and no bushes, woods or dykes, in which felons [criminals] could be concealed.”</p>		1. Why is it called “the War of the Roses?”	
Astrology				2. The Red Rose belonged to?	
Pilgrimage				3. The White Rose belonged to?	
Barber Surgeon		<p>1. Who produced the source and when?</p>		4. When did the War of the Roses begin & end?	
		<p>2. What happens if the criminal escapes?</p>		5. Who were the Princes put in the tower by Richard III?	
		<p>3. Why are they searching hedges, bushes and woods?</p>		6. Which battle ended the War of the Roses?	

Year 7: Module 2 What controls our weather

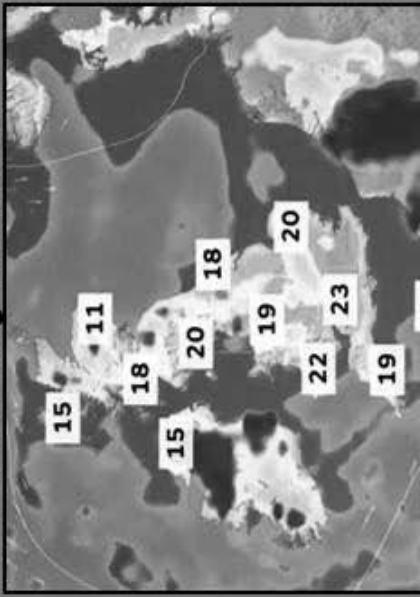
Key Terms

Weather describes conditions in the atmosphere at any time or short period of time. **Weather can change** suddenly.

The **climate** is the average weather conditions which are measured over a **long period of time** (e.g. a year) or over a large geographical area (e.g. a whole country).

Climate change is the **long-term change** in temperature and weather patterns. This change can be the result of **natural causes** such as the sun's activity or **human activity** such as the burning of fossil fuels.

Forecasting the weather



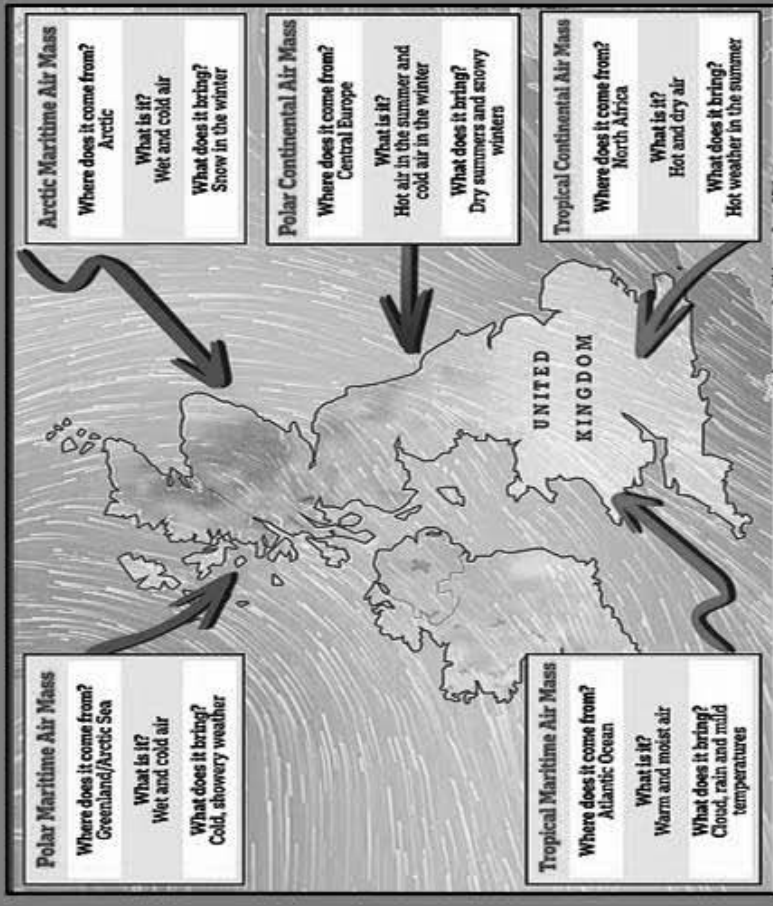
Weather forecasts include information

about:

- Precipitation
- Wind direction
- Air pressure
- Temperature
- Cloud cover



Air masses



Where can I find out more?



Storm Eunice (UK extreme weather - weather which is unusual for a place or time of year)

Strongest winds ever to affect the UK = 122 miles per hour
Red weather warning
400 flights from and within UK cancelled.

Roof of O2 Arena blown off.
3 people died.
1.4 million households left without power



Geography: Year 7 Module 3: The World Beyond Our Land

Africa

There are 54 countries in Africa.

Covers an area of 30.2 million km².

Equator cuts this continent into two halves.

Algeria is the largest country in Africa covering 2.382 million km².

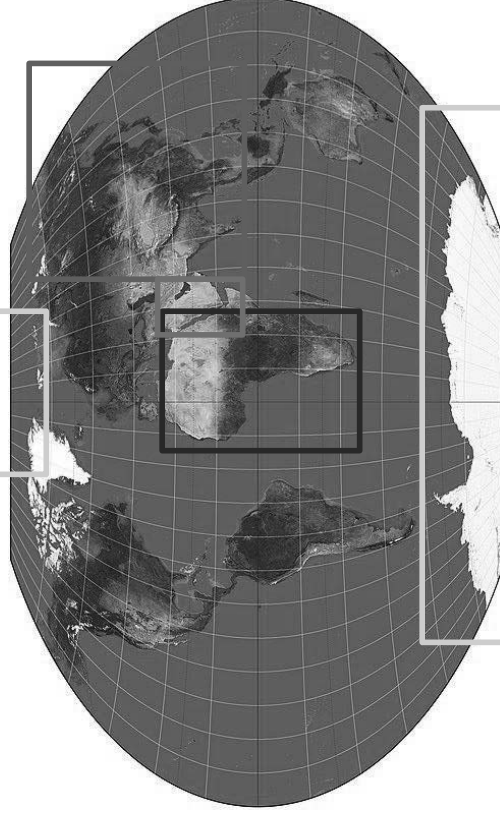
Nigeria is the most populated country in Africa with over 200 million people.



The Poles

Arctic (North Pole) and the Antarctic (South Pole) are very cold because they get very little direct sunlight.

The Arctic is an ocean surrounded by land.
The Antarctic is land surrounded by ocean.



Asia

The largest continent.

Almost all is north of the equator.

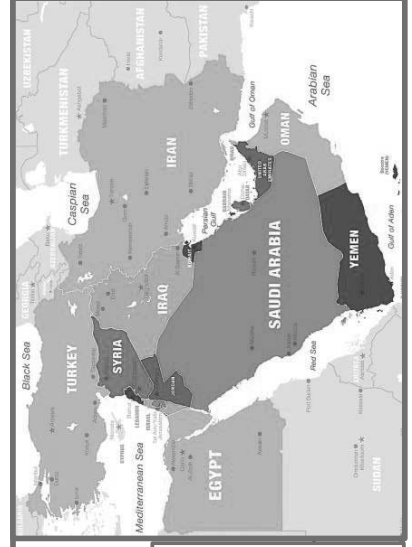
Covers an area of about 49.7 million km² (about 30% of the Earth's total land area).

Largest country in terms of area is Russia, with more than 17 million km², of which 13 million km² (77%) are in Asia.

Middle East

There are 18 countries in the

Arabs form the largest ethnic



Geography Home Learning

Task 1

Date due: 20-01-25

Module 2: What controls our weather	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Geography lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is: Climate change</p> <p>Example questions to consider:</p> <ol style="list-style-type: none">1. State 2 effects of climate change on people (social effects).2. State 2 effects of climate change on the environment (environmental effects).	<p>Notes:</p>

Module 2: What controls our weather	
<ul style="list-style-type: none"> • 3 things you remember from the last two week's lessons 	<ul style="list-style-type: none"> • • •
<ul style="list-style-type: none"> • Have you noticed any connections to other Geography lessons or other subject areas? 	
<ul style="list-style-type: none"> • How can I apply what I have learnt to my life? 	
<ul style="list-style-type: none"> • A question to ask my teacher 	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is: UK weather</p> <p>Example questions to consider:</p> <ol style="list-style-type: none"> 1. What is the difference between frontal and convectional rainfall? 2. What is the difference between continental and maritime air masses? 	<p>Notes:</p>

Geography Home Learning

Task 3

Date due: 24-02-25

Module 2: What controls our weather	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Geography lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is: UK extreme weather</p> <p>Example questions to consider:</p> <ol style="list-style-type: none">1. What was Storm Eunice, when did it occur and what damage did it cause?2. How long did the 2022 heat wave last and what were it's effects?	<p>Notes:</p>

Geography Home Learning

Task 4

Date due: 10-03-25

Module 3: World beyond our land	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Geography lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is: Africa</p> <p>Example questions to consider:</p> <ol style="list-style-type: none">1. How many countries are there in Africa?2. Write 3 facts about a chosen African country and draw its flag.	<p>Notes:</p>

Geography Home Learning

Task 5

Date due: 24-03-25

Module 3: World beyond our land	
<ul style="list-style-type: none">• 3 things you remember from the last two week's lessons	<ul style="list-style-type: none">•••
<ul style="list-style-type: none">• Have you noticed any connections to other Geography lessons or other subject areas?	
<ul style="list-style-type: none">• How can I apply what I have learnt to my life?	
<ul style="list-style-type: none">• A question to ask my teacher	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is: Middle East</p> <ol style="list-style-type: none">1. Describe the location of the Middle East.2. What countries are in the Middle East?3. State a famous fact about Dubai.	<p>Notes:</p>

Art WISH YOU WERE HERE!

- ## Fertile Questions
- How does Art impact our past, present and future?
 - What is colour theory?

Key Words

Tone - the lightness or darkness of an area.

Colour Theory - creative way in which artists mix, match and blend a wide range of colours.

- Formal Elements:**
- tone
 - colour
 - shape
 - composition
 - texture



Brief: Paignton train station is commissioning young artists to develop artwork to celebrate Paignton and encourage more tourists to visit.

Becky Bettesworth

Quotes

"If heaven gives me ten more years, or an extension of even five years, I shall surely become a true artist."

Katsushika Hokusai

Artist Information

Kurt Jackson - 1961 to present

- Jackson creates textured paintings of the landscape.
 - An area he particularly likes is Cornwall.
- Katsushika Hokusai - 1760 to 1849**
- Japanese artist Hokusai creates woodcut prints.
 - He created probably the famous wave picture of all time.

Alfred Wallis - 1855 to 1942

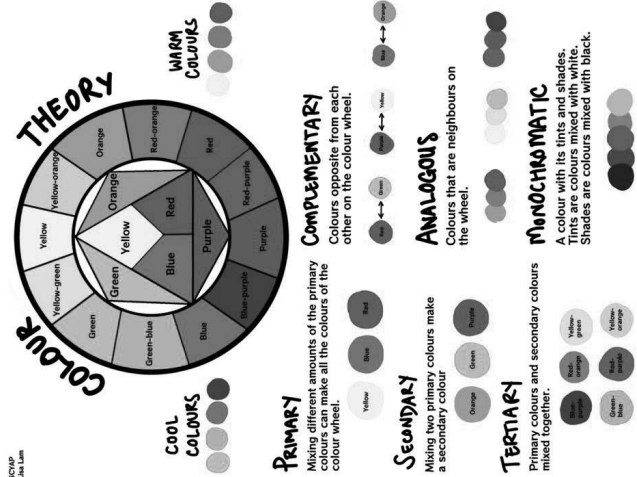
- Wallis turned to painting after retiring in 1922.
- He was unaware of perspective and put things in order of importance in his paintings.

Becky Bettesworth - 1974 to present

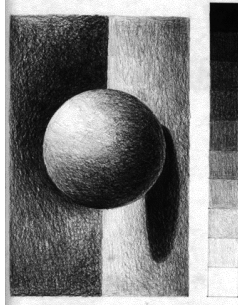
- Bettesworth is a local graphic design artist who lives in Torquay!
- She creates digital imagery of local places inspired by 1920s railway posters.

Practical Knowledge

Colour Theory:



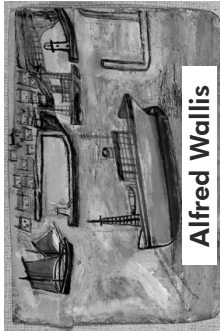
Tone:



Blending		Sponging	
Scraping		Stenciling	

Top Tips

- Practise drawing from observation.
- Take a look around Paignton; what historical or modern developments can you find?
- Try a range of materials and techniques.
- Experiment with tone and colour.



Alfred Wallis



Katsushika Hokusai

Year 7 - Art & Design Home Learning

Spring 3 & 4: Wish You Were Here!

If you are at all unsure about what to do, ask your teacher. We will be extremely happy to explain things further and will give you tips and advice. If you need any materials, then see us. Please complete your home learning on paper, it can then be added to your Art & Design folders.

Home Learning 1 - COMPLETED IN WEEK 2



What is colour theory?

Home Learning

Create a brain dump with all of the information you can remember about colour theory.

Bonus praise points if you can describe how the artists below use colour.

Katsushika HokusaiKurt Jackson



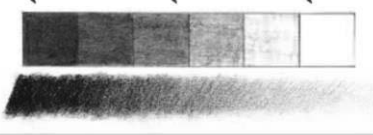
Home Learning 2 - COMPLETED IN WEEK 5

What is tone?


Home Learning

Write 5 questions for yourself about tone, see if you can answer them with a drawing for each answer!

Dark tones Mid tones Light tones/ highlights



Light Source



Home Learning 3 - COMPLETED IN WEEK 10


How do we create a background?

Home Learning

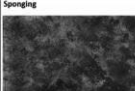
Describe in full sentences the textures you can create using the four different paint techniques. Explain where you could use these textures in your work.

For an extra challenge try and describe how the texture makes you feel.

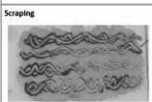
Blending



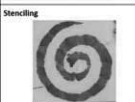
Sponging



Scraping



Stenciling





MacBeth

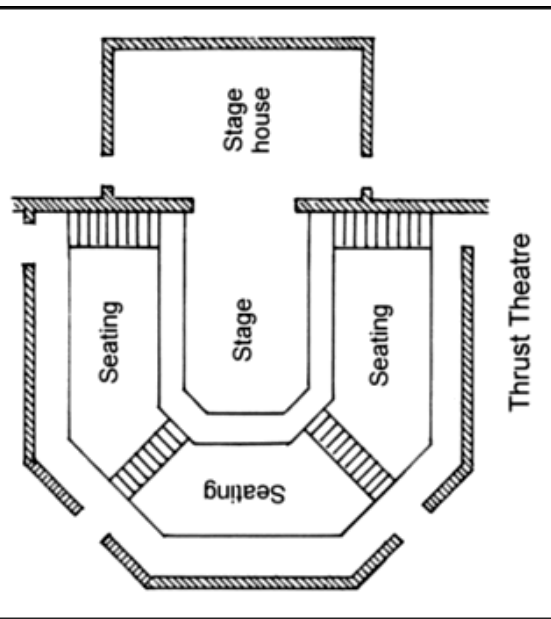
Themes

- Ambition
- Guilt
- Supernatural
- Femininity vs Masculinity
- Power
- Fate
- Choice
- Chance



Characters

- The Witches
- King Duncan
- MacBeth
- Lady MacBeth
- Banquo,
- Donalbain
- Ross MacDuff
- Malcolm
- Fleance



Stages

THRUST STAGE - a 'Thrust Stage' extends into the audience on three sides.



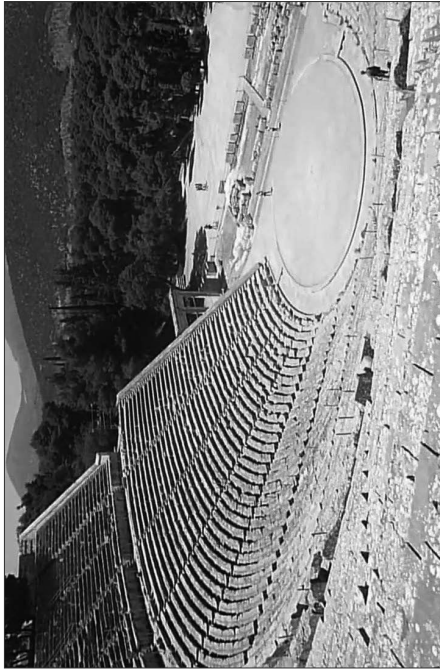
Physical Skills

- Gesture
- Facial Expressions
- Movement
- Posture
- Levels
- Space
- Eye Contact
- Gait

Vocal Skills

- Pitch
- Tone
- Pause
- Volume
- Pace
- Accent
- Emphasis
- Projection

DRAMA



Greek Theatre

Devices

- Still Image
- Choral Movement
- Choral Speech
- Physical Theatre
- Repetition
- Masks



Key Words

- Chorus
- Convention
- Greek Theatre
- Script
- Stage Directions
- Pitch
- Volume
- Exaggeration
- Gesture

Greek Theatre

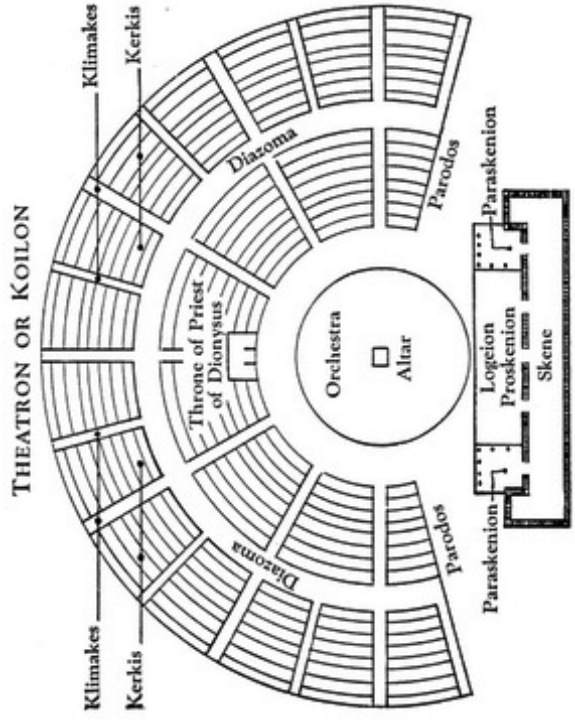
200BC-600BC.

The Amphitheatres were created for large audiences. The Greek Theatre history began with festivals honouring their gods. One god, "Dionysus", was honoured with a festival called "City Dionysia", and plays were presented at this festival. Dionysus the 'fun loving' Greek god was the patron of drama and wine!

was created to sing, dance and perform to the Greek Gods, in the years



The 'Orchestra Space' was the 'dancing space'. It was a level space where the chorus would dance, sing and interact with the actors who were on the stage near the skene.



DRAMA

Homework 1 Week 1

Retrieval: Make a poster for all the Theatrical Skills: Vocal and Physical for a wall display make it exciting to look at with images as well as words.

Flipped Learning: Watch the video on the link below

<https://slideplayer.com/slide/13013079/>

Homework 2 Week 4

Retrieval: *Greek Google* quiz

Revision: Create flashcards for:

Amphitheatre

Ensemble

Protagonist

Antagonist

Greek Chorus

Homework 3 Week 8

Flipped Learning: Students research The Globe Theatre and Shakespeare ready to share in the next lesson.

Revision: Create flashcards for drama devices

Homework 4 Week 12

Retrieval: Shakespeare quiz

Revision: Create flashcards performance skills



Year 7 Ethics Autumn Term Knowledge Organiser. Rites of Passage

Tips for learning Keyterms

Use a chart like this:

Copy it	Copy it	Recall it
---------	---------	-----------

What What What

After you have copied the word twice, fold the paper over so you cannot see what you have written and have a go at writing the word unaided. You should be able to recall the spelling without looking.

Another classic technique is known as **Look, Cover, Write and Check**.

So, you **look** at the word...

Cover the word...

Write the word...

And finally **check** it.

Right or rite?

right means "correct, or appropriate".

rite is a ceremonial act.

Keyterms 1

baptism	funeral
Bar Mitzvah	Jew
Bat Mitzvah	Judaism
burial	marriage
celebration	Muslim
ceremony	relationship
christening	right
festival	rite

Keyterms 2

Examples Rites of Passage

- Birth
- Coming of age
- Marriage
- Death



Bat Mitzvah and Bar Mitzvah



According to Jewish law, when a Jewish boy is 13 years old, he becomes accountable for his actions and becomes a **bar mitzvah**. A girl becomes a **bat mitzvah** at the age of 12 .

Bar = son. Bat = daughter. Mitzvah = commandment.

Quizlet

PCSA Ethics Yr7 Rites of Passage Keyterms

Go to Year 7 Ethics **Google Classroom** for more information.

Use Quizlet on the internet – type **PCSA**

Ethics Yr7 Rites of Passage Keyterms 1

and **PCSA Ethics Yr7 Rites of Passage**

Keyterms 2

It has different games to help you learn the spelling and meaning

Year 7 Ethics

Home Learning

Spring 1

Name: _____

Ethics Group: ____



“Every time I recall some learned information from my memory it changes the original memory to make it stronger!”

Flipped Learning: Bar & Bat Mitzvah

Use these notes to help you answer the questions on the next page. This will help you to be prepared for the lesson on ***Bar and Bat Mitzvah***

Bar Mitzvah: A Special Jewish Celebration

Imagine you're turning 13, and suddenly, you become a religious superhero! That's what happens during a Bar Mitzvah, you are now responsible under God's laws (commandments) Let's break it down:

1. **The Big Day:** When a Jewish boy turns 13, it's like unlocking a secret power. He becomes responsible for following all the religious rules (commandments). It's a big deal!
2. **Super Symbols:** During morning prayers, our superhero boy wears special symbols called **phylacteries** on his forehead and left arm. They also may wear a kippah on their heads and a shawl around their shoulders. These symbols connect him to something greater (God).
3. **Joining the Team:** Whenever there's a group prayer (like a superhero team-up), our boy counts as an adult. He is now responsible for his actions; he is a son of the commandments.
4. **Reading the Magic Book:** Imagine being called up during a special ceremony at the synagogue. Our boy reads from the **Torah**, which is like a magical book filled with wisdom.
5. **Weekly Wisdom:** He can also read from the **Prophets** (a cool part of the Torah) during this ceremony. It's like sharing superhero secrets with everyone.
6. **After the Adventure:** Once the religious part is done, it's party time! There's a special prayer over wine (called **kiddush**), and families celebrate with a yummy dinner or banquet.

Fun Fact: Bar Mitzvahs have been around for centuries, but some changes happened over time. Reform Judaism added a celebration called **bat mitzvah** for girls when they turn 12. It's slightly earlier because girls mature quicker than boys...

Summary Notes :

Prompts / Questions

What age do boys have their bar Mitzvah?

What is the holy book that they read from?

What do they wear at the ceremony?

What is the ceremony called for girls and when do they have this?

What is the special name for the laws given by God?

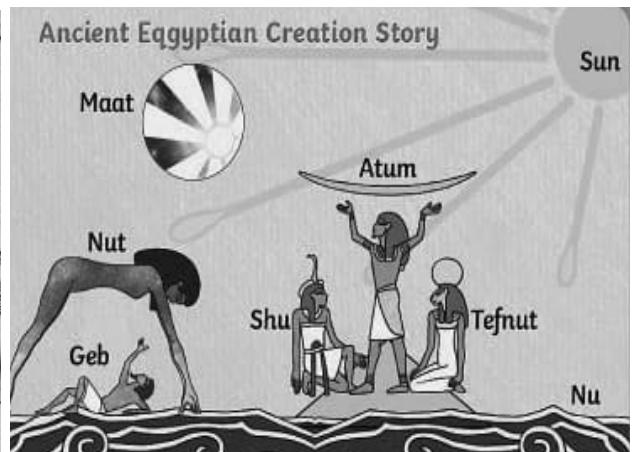
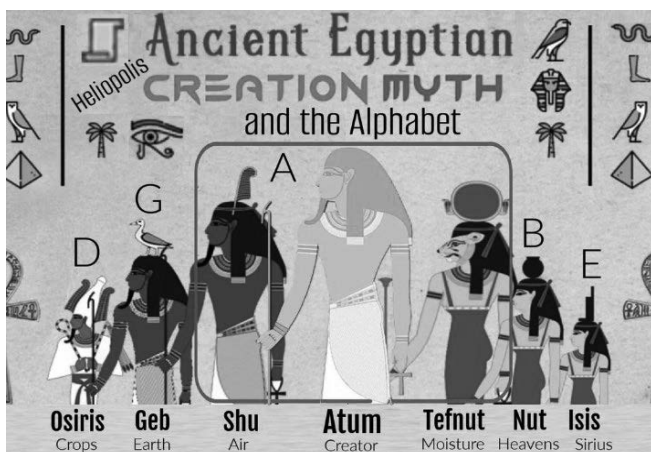
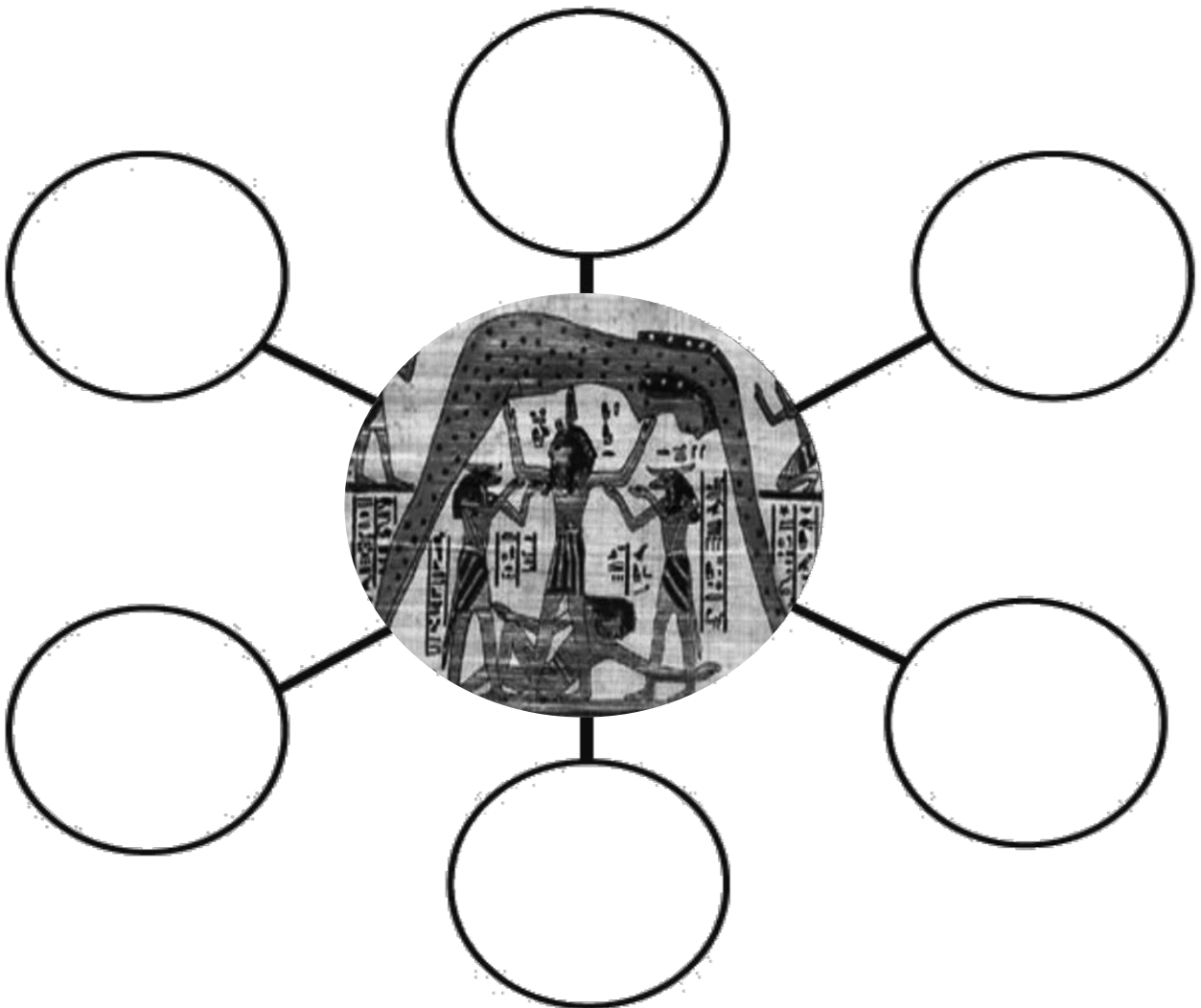
Why is this ceremony so important to Jewish people?

Summary



Topic: How did the world begin? Egyptian story

Instruction: In each bubble write something you can remember about the Egyptian creation story



Year 7 Ethics

Home Learning

Spring 2

Name: _____

Ethics Group: ____

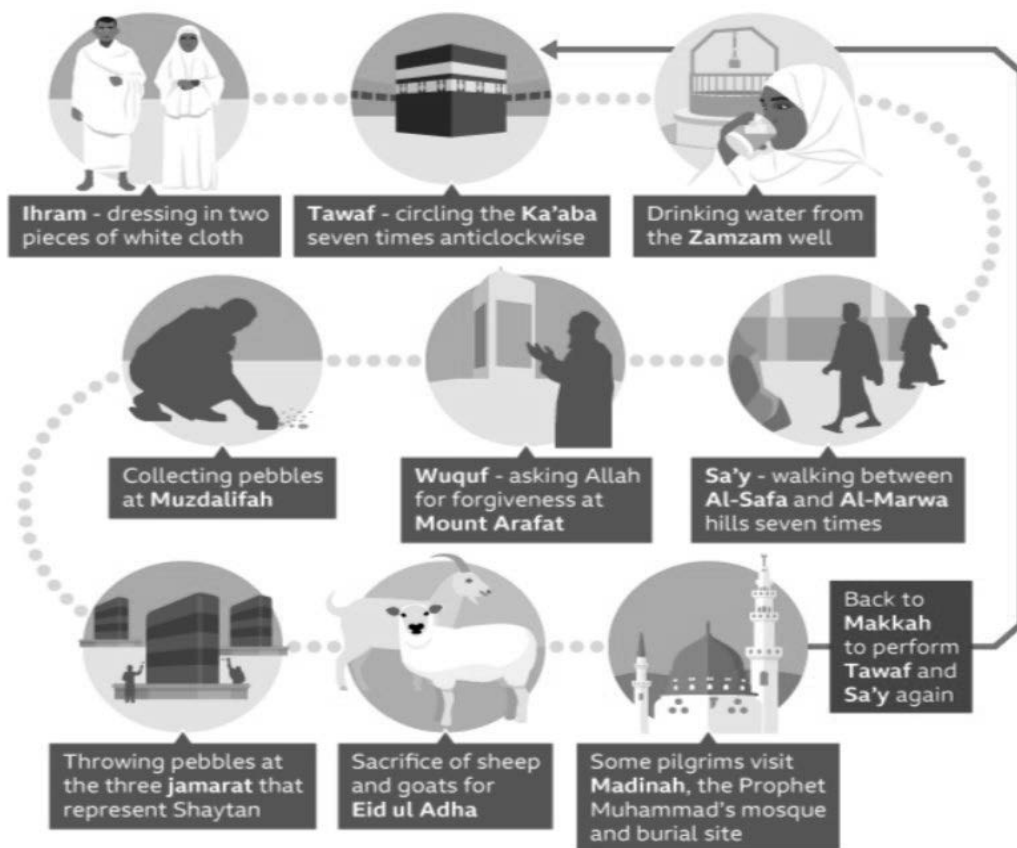


“Every time I recall some learned information from my memory it changes the original memory to make it stronger!”

Flipped Learning: What happens on Hajj?

Hajj is the fifth of the Five Pillars of Islam. It is the pilgrimage to Mecca. All Muslims are expected to go on Hajj once in their lifetime if they are physically, financially and mentally able.

Hajj is a gathering of Muslims from all over the world, who take part in an act of worship. No matter who they are, this act of worship brings all Muslims together as one. Everyone is expected to wear an *ihram* which is special clothing made from two sheets of white cloth. This is so that everyone is seen as equal, regardless of who they are. It also symbolises Muslims having only the bare essentials needed to live, and it allows them to leave material things behind them (like phones and expensive clothing).



1. The pilgrims arrive at the Great Mosque, a spiritual place for Muslims as it is viewed by many as Allah's house. Here they circle the Ka'aba seven times.
2. A drink is taken from the *Zamzam well in remembrance of Abraham's wife's search for water. This shows Muslims' dependence on Allah.*
3. The pilgrims visit the hills of Safa and Marwah, and run between the two seven times to replicate the actions of Abraham's wife looking for water in the desert. This reminds Muslims to never give up.
4. Muslims stop at *Mount Arafat, the place where Muhammad gave his final sermon, and they pray while hoping to be forgiven for their sins. This is where the Day of Judgement will take place.*
5. *Muslims through pebbles at three pillars to represent stoning the devil just like Abraham did when wandering the desert. This reminds Muslims to reject evil.*

Prompts / Questions

Summary notes:

What is a pilgrimage?

Where does Hajj take place?

Who should go on Hajj? Must everyone?

Why do Muslims wear white while on the pilgrimage?

Why do Muslims throw pebbles at pillars?

Why do Pilgrims walk between the two mountains 7 times?

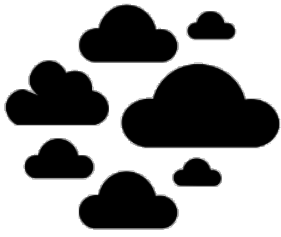
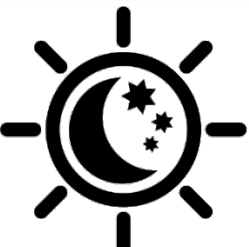
Summarise why Hajj is so important to Muslims?

Summary

Topic: Who cares how the world began?

Instruction: Complete the **pictures and writing** to tell the 7 day creation story as told in Genesis (book in the Bible).

The Christian Creation Story

1	2 
On the first day God said 'Let there be light' and there was.	
3	4 
On the third day God made dry land and plants.	
5	6
On the fifth day God made the creatures in the oceans and the animals on air and land.	On the sixth day God made mankind to look after all of the plants and creatures.
On the seventh day, God...	

Year 7 KS3 Food and Nutrition - Knowledge Bank

Bridge and Claw knife holds



Equipment

1. Cooker
2. Measuring jug
3. Knife - Cut, chop, slice, dice and trim
4. Grater
5. Whisk
6. Weighing Scales
7. Spoon
8. Peeler

Hydration

- Aim to drink 6-8 glasses of fluid every day.
- Water, lower fat milk and sugar-free drinks including tea and coffee all count.
- Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.

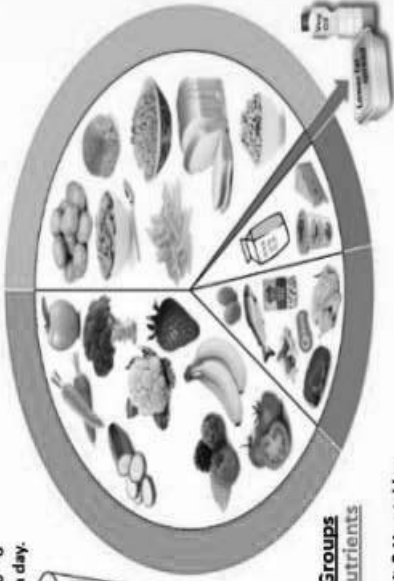
To find out more, go to:

<https://bit.ly/2QzUJf6>

The Eatwell Guide

The Eatwell guide shows what kind of foods you should eat, and in what proportions, to have a healthy and balanced diet. Your diet includes everything you eat and drink each day.

Stay hydrated. Aim for 6-8 glasses a day.



Food Groups and Nutrients

- Fruit & Vegetables**
Vitamins and Minerals
- Potatoes, bread, pasta, cereals, rice.**
(choose wholegrain versions to get more fibre)
Starchy Carbohydrates
- Oils & Spreads**
Fat
- Dairy & Alternatives**
Calcium
- Beans, pulses, eggs, meat, fish**
Protein

Processed foods high in sugar, fat and salt



Eat less often and in small amounts

8 tips for healthier eating

These eight practical tips cover the basics of healthy eating, and can help you make healthier choices.

1. Base your meals on starchy carbohydrates.
2. Eat lots of fruit and veg.
3. Eat more fish – including a portion of oily fish.
4. Cut down on saturated fat and sugar.
5. Eat less salt (max. 6g a day for adults).
6. Get active and be a healthy weight.
7. Don't get thirsty.
8. Don't skip breakfast.

Task















Plan a menu for a day that applies the principles of The Eatwell Guide and the 8 tips for healthier eating. Make one of the dishes, complete a sensory evaluation and calculate the energy and nutrients provided using nutritional analysis.

Allergen labelling

There are 14 ingredients (allergens) that are the main reason for adverse reactions to food. They must be labelled on pre-packaged food and menus so that consumers can make safe choices.

From summer 2021 new legislation will tighten the rules requiring food that is prepared for direct sale, e.g. in a coffee shop, to carry a full list of ingredients.

The 14 allergens are:

Foods containing gluten, present in wheat, barley and rye	Crustaceans	Eggs	Fish	Lupin
				
Peanuts	Soybeans	Milk	Nuts	Molluscs
				
Celery	Mustard	Sesame seeds	Sulphur dioxide	
				

Ingredients

It is a legal requirement to include an ingredients list on packaged or pre-prepared foods. The ingredients must appear in descending order and with the allergens identified in **bold**, highlighted, underlined or in *italics*.

INGREDIENTS

Water, Carrots, Onions, Red Lentils (4.5%), Potatoes, Cauliflower, Leeks, Peas, Cornflour, **Wheat** flour, Cream (**milk**), Yeast Extract, Concentrated Tomato Paste, Garlic, Sugar, **Celery** Seed, Sunflower Oil, Herb and Spice, White Pepper, Parsley

ALLERGY ADVICE

For allergens, see ingredients in **bold**

All food must be grown, reared or caught

In the past food was grown, prepared and cooked at home or sold by small-scale producers or merchants.

Some people still grow food at home or on all^oments. Food can also be bought from a wide range of sources, including:

- cafes/coffee shops;
- convenience stores;
- farmers markets;
- farm shops;
- markets;
- on-line retailers;
- restaurants;
- supermarkets;
- takeaway outlets.

Food Processing

Food processing is any deliberate change to food that happens to a food before it is available to eat. Processing makes food safer to eat by killing existing bacteria and slowing bacterial growth. Food is processed for a number of reasons:

- to extend shelf life;
- to add variety;
- for convenience;
- for consumer's health.

Innovations in food processing have led to the development of functional foods; these provide benefits over and above the basic nutritional value, e.g. dairy products containing probiotic bacteria.

Food provenance

Food provenance is about where food is grown, caught or reared, and how it was produced. Food certification and assurance schemes guarantee defined standards of food safety or animal welfare. There are many in the UK, including:



Instruments Of The Orchestra

Students learn about the sound production and timbres of different orchestral instruments.



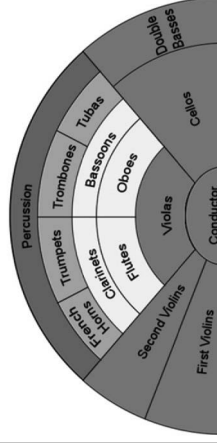
Students are introduced to the modern symphony orchestra and learn about its layout, grouping and the instruments which belong to each section including their individual and characteristic timbre

Students develop understanding about orchestral instruments and families/sections of orchestral instruments.

Students play a class orchestra piece to gain and understanding of what it's like to perform as part of a larger group (using orchestral sounds on a keyboard or ICT)

Students are introduced to formal notation: pitch and note values

Sections of the Orchestra



KEY WORDS:

Strings
Woodwind
Brass
Percussion
Tuned percussion
Untuned percussion
Orchestra
Ensemble
Section/family
Conductor
pitch
Timbre
Sonority
Arco
Pizzicato
Bow
Fanfare
Harmonic series
Minim
Crotchet
Semibreve
Quaver
Stave

AIM OF THE UNIT

Learn about the symphony orchestra – its layout and structure
Develop understanding of musical instruments and how they're played, the families, sections, different sound production methods and characteristic timbres
Perform on orchestral instruments as part of a class orchestra (ICT)
Develop awareness of performing as a large group
Understand how individual parts combine and affect the music as a whole



Ukulele & Guitar

Students will explore chord shapes and harmonic accompaniment

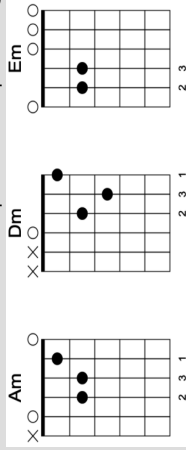


Students learn about the important and function of harmonic accompaniment and learn how to play the Ukulele and/ or Guitar. They will learn to play the chords (Am, C, F, Dm and G) on Ukulele using the correct techniques and/ or the chords (A, C and G) on Guitar.

They will also learn how to read and play music from tablature.

Student's develop techniques for changing between different chord shapes and following chord charts and a lead sheet.

Students learn the different parts of a guitar and ukulele. They learn to hold the instruments with the correct posture and to create chord shapes for simple songs.



AIM OF THE UNIT

- Understand the role and function of accompaniment
- Be able to form basic chord shapes on guitar/ ukulele
- Be able to follow a chord chart
- Be able to follow a lead sheet
- Recognise and understand tablature

KEY WORDS:

Headstock- The top of the guitar/ ukulele

Strings- Nylon or steel

Bridge- The raised bar which the strings sit on

Sound hole- Where the sound resonates from

Fretboard- Where you make you chord shapes

Frets- The metal bars which tell you where to put your fingers

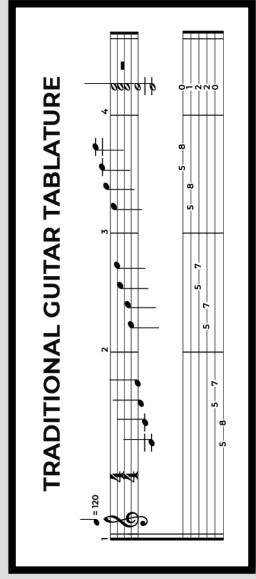
Tuning pegs- The pegs you twist to tune the instrument

Chord Charts- Chordal notation for guitar/ ukulele

Tablature- Melodic notation for guitar/ ukulele

Lead Sheet- Lyrics with chords written above or below

Posture- How to correctly hold your instrument



Is preparing to fail, failing to prepare?

Mental Preparation

If an athlete fails to prepare mentally for a competition, it can lead to mistakes being made or overconfidence, which can result in them letting their teammates down. A lack of mental preparation can also cause athletes to lose concentration and become stressed during key moments in a game.

Physical Preparation



If an athlete fails to prepare physically for a game, it can lead to them injuring themselves or fatiguing quicker than expected. When muscles become tired, they are more likely to suffer strains and tears, and a lack of physical fitness can mean that a player cannot perform their role effectively.

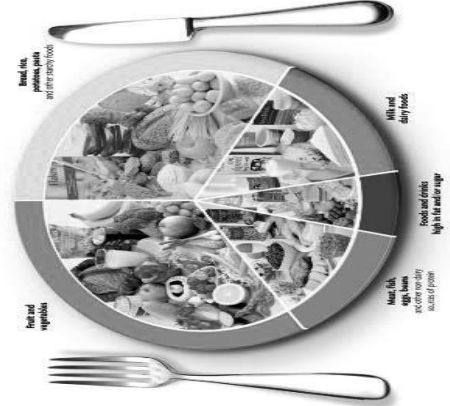
Equipment Preparation

If a performer fails to prepare their equipment for their chosen activity properly, it can lead to them not being able to take part for health and safety reasons. Failing to prepare equipment before use can also cause injury to athletes because the equipment may not be safe to use.



Nutritional Preparation

If a player fails to prepare nutritionally for an event, it can lead them to suffer fatigue quicker because they will not have the energy needed to perform. A lack of energy will negatively impact performance which will hinder progress and could impact confidence.



Key Knowledge

What am I going to learn about?

Team Sports

Motor Competency -
Passing, Control,
Dribbling, footwork

Rules, Tactics and Strategies - Game related rules and tactics.
Attacking, Defending, Finding space



Individual Sports

Motor competency -
Body control,
teamwork, support,
encouragement.

Rules, knowledge and strategies -
Health and safety,
How to perform safely

Healthy participation
- How to lead
Healthy lifestyles,
muscular strength,
flexibility



