



**Year 7**

# Knowledge Booklets

For support with your child's progress, please contact  
Mr Hampton via [tw\\_admin@swale.at](mailto:tw_admin@swale.at)



**The Whitstable School**  
LEARN LOCALLY, THINK GLOBALLY

**Summer Term**  
**2024**



# Contents Page

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In this booklet you will find important information about the curriculum followed by your child until the end of term 6 (Summer). Subject leaders have provided material which will help your child to prepare for their assessments and explained a little about how they can prepare. You can use the links on the pages to contact subject leaders if you have any questions. Teachers will set homeworks which help pupils to learn the material set out here.

We hope you and your child find the booklet informative and useful!

3.	English	34.	Art & Technology
6.	Maths	45.	Dance
11.	Science	48.	Drama
14.	Geography	51.	Music
17.	History	54.	PE
22.	MFL (Modern Foreign Languages)	57.	Philosophy, Culture and Ethics
30.	Values		

Pupils explore Romeo and Juliet through reading of key scenes and watching dramatic adaptations on the stage and in film. They use these, as well as their own drama and performances to develop their ability to analyse and evaluate Shakespeare's use of prologues, foreshadowing, soliloquies, dramatic irony and stage directions the dynamic nature of a play and how alternative staging allows for different interpretations. Following key themes and ideas, pupils develop their comparative and evaluative skills when responding to non-fiction texts.

The Key Stage Three Co-ordinator of English at The Whitstable School is Miss Smith.

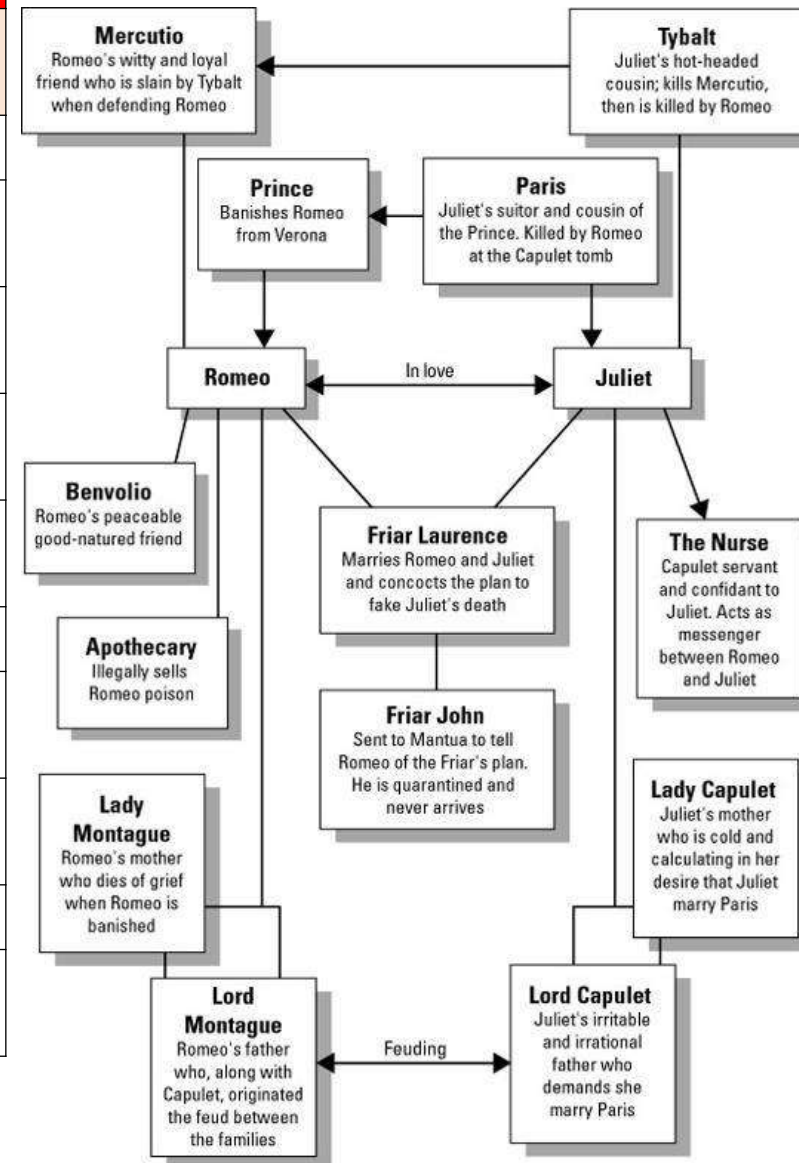
	<b>Content of learning</b>	<b>Assessment</b>
<b>Term 5</b>	<ul style="list-style-type: none"> <li>• Reading: confidence in identifying and commenting on the effects of stagecraft.</li> <li>• Reading: comparing writers' viewpoints.</li> <li>• Writing: crafting tone through vocabulary and semantic fields.</li> </ul>	Trust writing exam (writing to describe or narrate).
<b>Term 6</b>	<ul style="list-style-type: none"> <li>• Reading: evaluating Shakespeare's craft as well as making contextual connections to the play.</li> <li>• Speaking and listening: persuasive skills.</li> </ul>	

The following pages contain the knowledge organisers which can be used to support preparation for the two assessments.

### Romeo and Juliet - William Shakespeare

**Subject Terminology** - How many of these do you know? Can you spell them correctly? Are you confident with their definitions?

<b>Prologue</b>	Revealing the entire story at the start of the play.
<b>Dramatic irony</b>	The audience knows more than the characters - eg. They know a character will die later on.
<b>Soliloquy</b>	A character speaking their true thoughts to the audience by themselves.
<b>Oxymoron</b>	Two words or phrases with contrasting meanings that are placed next to each other.
<b>Foreshadowing</b>	When the author gives you clues about what will happen next.
<b>Feud</b>	A long-standing argument.
<b>Symbols and motifs</b>	A symbol is something that stands for or represents something else. A motif is a recurring symbol.
<b>Fate</b>	The idea that all events in the future have already been decided, no matter what we do.
<b>Perspective</b>	A viewpoint or opinion about a topic.
<b>Technique</b>	The techniques used by a writer to convey their views or achieve purpose.



<p><b>Writing for audience and purpose.</b> <i>-in term 5 your assessment task will be a Trust-wide writing exam. You will be asked to write creatively.</i></p>	<p><b>Key contextual factors -</b> <i>The play was written around 1595</i></p>	<p><b>Wider reading -</b> Which ones will you challenge yourself to read?</p>											
<p>We plan and follow the S.C.E.N.E structure for our creative writing.</p> <table border="1" data-bbox="134 438 952 837"> <tr> <td><b>Setting</b></td> <td>Where and what atmosphere is created through location, time and weather?</td> </tr> <tr> <td><b>Character</b></td> <td>Who is involved, what are their characteristics? Why are they there?</td> </tr> <tr> <td><b>Event</b></td> <td>What is the moment of tension? How does this affect your main character?</td> </tr> <tr> <td><b>Narrow the focus</b></td> <td>Zoom in to describe one detail - perhaps something which has been affected by the event.</td> </tr> <tr> <td><b>Exciting end</b></td> <td>Complete your piece with an unexpected ending.</td> </tr> </table>				<b>Setting</b>	Where and what atmosphere is created through location, time and weather?	<b>Character</b>	Who is involved, what are their characteristics? Why are they there?	<b>Event</b>	What is the moment of tension? How does this affect your main character?	<b>Narrow the focus</b>	Zoom in to describe one detail - perhaps something which has been affected by the event.	<b>Exciting end</b>	Complete your piece with an unexpected ending.
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<p>We use campers to describe</p> <ul style="list-style-type: none"> <li>Colours</li> <li>Adjectives and adverbs</li> <li>Metaphors</li> <li>Personification</li> <li>Exaggeration</li> <li>Repetition</li> <li>Sensory imagery and similes</li> </ul> <table border="1" data-bbox="1008 638 2150 1292"> <tr> <td data-bbox="1008 638 1411 997"> <p><b>Women</b> were considered to be the property of men. They couldn't vote, own property, or be educated in the same way. They were expected to be housewives and mothers.</p> <p><b>Religion</b> - England was a far more pious, Christian country than it is now. People believed in the word of The Bible, God and the impact of committing sins (eg. Lying).</p> <p><b>Arranged marriages</b> - In upper class society, women often had husbands chosen for them by their parents. The wealth and status of the man were often key factors in this decision.</p> </td> <td data-bbox="1422 638 1803 997"> <p><b>Noughts and Crosses</b> - <i>Sephy is a Cross -- a member of the dark-skinned ruling class. Callum is a Nought -- a colourless member of the underclass who were once slaves to the Crosses.</i></p> </td> <td data-bbox="1814 638 2150 997"> <p><b>The Fault in Our Stars</b> - <i>Despite the tumour- Hazel has never been anything but terminal. But when a gorgeous plot twist named Augustus Waters suddenly appears at Cancer Kid Support Group, Hazel's story is about to be completely rewritten.</i></p> </td> </tr> <tr> <td data-bbox="1008 1005 1411 1292"></td> <td data-bbox="1422 1005 1803 1292"> <p><b>Rani and Sukh</b> -<i>In 1960s rural Punjab, Billah and Kulwant nurture a forbidden love, but when their relationship is discovered, the Bains family have to face the wrath of Kulwant's father.</i></p> </td> <td data-bbox="1814 1005 2150 1292"> <p><b>Little Women</b> - <i>Even though money is short, times are tough and their father is away at war, their infectious sense of fun sweeps everyone up in their adventures - including Laurie, the boy next door.</i></p> </td> </tr> </table>				<p><b>Women</b> were considered to be the property of men. They couldn't vote, own property, or be educated in the same way. They were expected to be housewives and mothers.</p> <p><b>Religion</b> - England was a far more pious, Christian country than it is now. People believed in the word of The Bible, God and the impact of committing sins (eg. Lying).</p> <p><b>Arranged marriages</b> - In upper class society, women often had husbands chosen for them by their parents. The wealth and status of the man were often key factors in this decision.</p>	<p><b>Noughts and Crosses</b> - <i>Sephy is a Cross -- a member of the dark-skinned ruling class. Callum is a Nought -- a colourless member of the underclass who were once slaves to the Crosses.</i></p>	<p><b>The Fault in Our Stars</b> - <i>Despite the tumour- Hazel has never been anything but terminal. But when a gorgeous plot twist named Augustus Waters suddenly appears at Cancer Kid Support Group, Hazel's story is about to be completely rewritten.</i></p>		<p><b>Rani and Sukh</b> -<i>In 1960s rural Punjab, Billah and Kulwant nurture a forbidden love, but when their relationship is discovered, the Bains family have to face the wrath of Kulwant's father.</i></p>	<p><b>Little Women</b> - <i>Even though money is short, times are tough and their father is away at war, their infectious sense of fun sweeps everyone up in their adventures - including Laurie, the boy next door.</i></p>				
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In maths you will be covering the below topics over the course of Terms 5 and 6.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer	Lines and Angles						Reasoning with number					
	Constructing, Measuring and using geometric notation			Developing geometric reasoning			Developing number sense		Sets and probability		Prime numbers and proof	

We use the White Rose Maths mastery scheme of work which is available to view on the website:

<https://whiterosemaths.com/resources/secondary-resources/secondary-sols/>

At the end of each unit students will complete a unit key task, which will consist of a short one lesson test based on the unit studied. They will then mark their end of unit assessment in the same lesson for instant feedback.

Any questions or queries regarding maths can be directed to:

Mr Yates (Director of Maths)

Mrs Bailes (2nd in Maths)

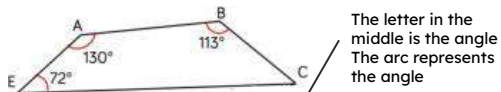
**What do I need to be able to do?**  
By the end of this unit you should be able to:

- Use letter and labelling conventions
- Draw and measure line segments and angles
- Identify parallel and perpendicular lines
- Recognise types of triangle
- Recognise types of quadrilateral
- Identify polygons
- Construct triangles (SAS, SSS, ASA)
- Draw Pie charts

### Key Terms

<b>Polygon</b>	A 2D shape made with straight lines	<b>Sector</b>	Part of a circle made by two radii touching the centre
<b>Scalene triangle</b>	A triangle with all different sides and angles	<b>Rotation</b>	Turn in a given direction
<b>Isosceles triangle</b>	A triangle with two angles the same size and two angles the same size	<b>Protractor</b>	Equipment used to measure angles
<b>Right-angle d triangle</b>	A triangle with a right angle	<b>Compass</b>	Equipment used to draw arcs and circles.
<b>Frequency</b>	The number of times a data value occurs		

### Letter and labelling convention



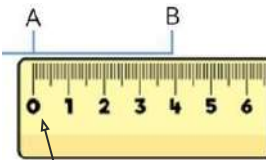
The letter in the middle is the angle  
The arc represents the angle

**Angle Notation:** three letters ABC  
This is the angle at B = 113°

**Line Notation:** two letters EC  
The line that joins E to C.

### Draw and measure line segments

**Conversions:** 1cm = 10mm, 1m = 100cm



The line segment is 3.9cm .  
Which is 39mm.

AB is a line segment  
(part of the line)

Make sure the start of the line is at 0.

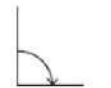
### Angles as measures of turn



**Clockwise**



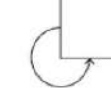
**Anti-clockwise**



**Quarter Turn**  
90° clockwise



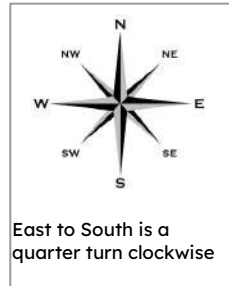
**Half Turn**  
180°



**Three-quarter turn**  
270° anti-clockwise

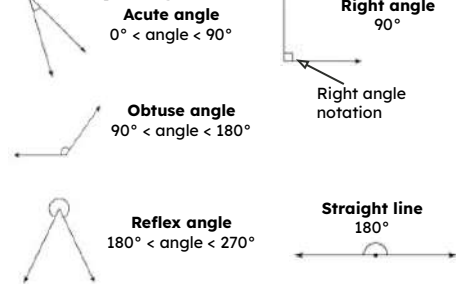


**Full Turn**  
360°

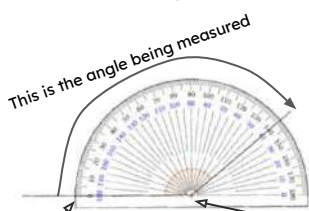


East to South is a quarter turn clockwise

### Classify angles



### Measure angles to 180°

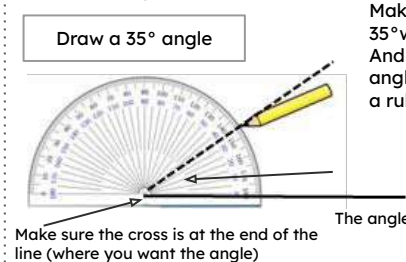


This is the angle being measured

The base line follows the line segment

Read from 0° on the baseline.  
Remember to use estimation.  
This is an obtuse angle so between 90° and 180°

### Draw angles up to 180°

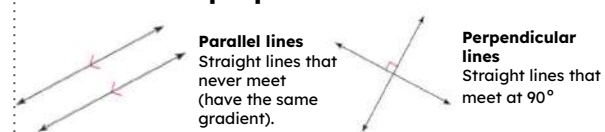


Draw a 35° angle

Make a mark at 35° with a pencil  
And join to the angle point (use a ruler)

Make sure the cross is at the end of the line (where you want the angle)

### Parallel and perpendicular lines



**Parallel lines**  
Straight lines that never meet (have the same gradient).

**Perpendicular lines**  
Straight lines that meet at 90°

### Angles over 180°

Use your knowledge of straight lines 180° and angles around a point 360°

360° - smaller angle = reflex angle

Measure the smaller angle first (less than 180°)

### Properties of quadrilaterals

**Square**  
All sides equal  
All angles 90°  
Opposite sides parallel

**Parallelogram**  
Opposite sides parallel  
Opposite angles equal  
Co-interior angles

**Rectangle**  
All angles 90°  
Opposite sides parallel

**Trapezium**  
One pair of parallel lines

**Rhombus**  
All sides equal  
Opposite angles equal

**Kite**  
No parallel lines  
Equal length on top sides  
Equal length on bottom sides  
One pair of equal sides

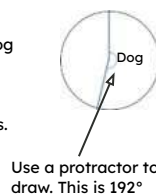
### Draw pie charts

Type of pet	Dog	Cat	Hamster
<b>Frequency</b>	32	25	3

$\frac{32}{60}$  → 32 out of 60 people had a dog

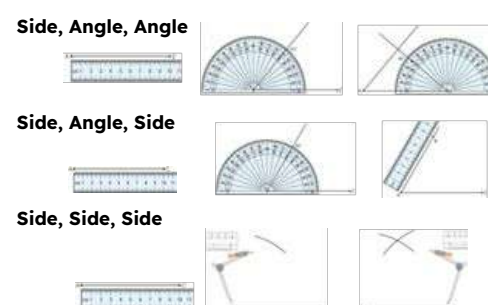
This fraction of the 360 degrees represents dogs.

$\frac{32}{60} \times 360 = 192^\circ$



Use a protractor to draw. This is 192°

### SAA, SAS, SSS Constructions



### Polygons

If all the sides and angles are the same, it is a regular polygon

- |                   |              |
|-------------------|--------------|
| 3 - Triangle      | 7 - Heptagon |
| 4 - Quadrilateral | 8 - Octagon  |
| 5 - Pentagon      | 9 - Nonagon  |
| 6 - Hexagon       | 10 - Decagon |

**What do I need to be able to do?**  
By the end of this unit you should be able to:

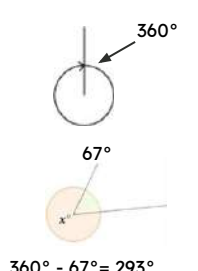
- Understand/use the sum of angles at a point
- Understand/use the sum of angles on a straight line
- Understand/use equality of vertically opposite angles
- Know and apply the sum of angles in a triangle
- Know and apply the sum of angles in a quadrilateral

### Key Terms

<b>Vertically opposite</b>	Angles formed when two or more straight lines cross at a point.	<b>Polygon</b>	A 2D shape made with straight lines
<b>Interior angles</b>	Angles inside the shape	<b>Scalene triangle</b>	A triangle with all different sides and angles
<b>Sum</b>	total, add all the interior angles together	<b>Isosceles triangle</b>	A triangle with two angles the same size and two angles the same size
<b>Convex quadrilateral</b>	A four sided polygon where every interior angle is less than $180^\circ$	<b>Right-angled triangle</b>	A triangle with a right angle
<b>Concave quadrilateral</b>	A four sided polygon where one interior angle exceeds $180^\circ$		

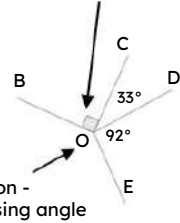
### Classify angles

The sum of angles around a point is  $360^\circ$



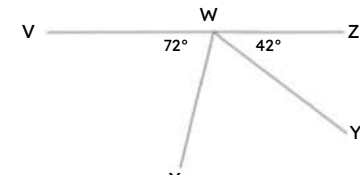
**Find angle BOE**  
 $90^\circ + 33^\circ + 92^\circ = 205^\circ$   
**BOE =  $155^\circ$**

Angle notation - find this missing angle



### Sum of angles on a straight line

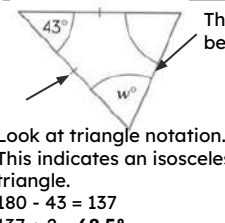
Adjacent angles that share a common point on a line add up to  $180^\circ$



**Find angle XWY**  
 $72^\circ + 42^\circ = 114^\circ$   
 $180^\circ - 114^\circ = 66^\circ$

### Sum of angles in triangles

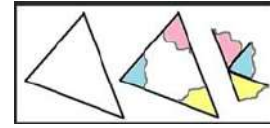
The sum of interior angles in a triangle is  $180^\circ$



The two base angles will be the same size.

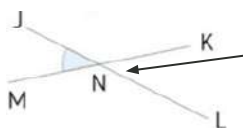
Look at triangle notation. This indicates an isosceles triangle.  
 $180 - 43 = 137$   
 $137 \div 2 = 68.5^\circ$

A triangle can only have **ONE** right angle



**Have a go**  
Tearing the corners from triangles forms a straight line which is therefore  $180^\circ$

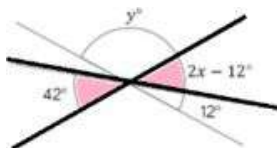
### Vertically opposite angles



Angle JNM is vertically opposite to angle KNL  
**JNM = KNL**

Vertically opposite angles are the same

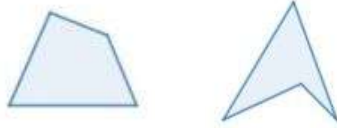
Other angle rules still Apply. Look for straight line sums and angles around a point.



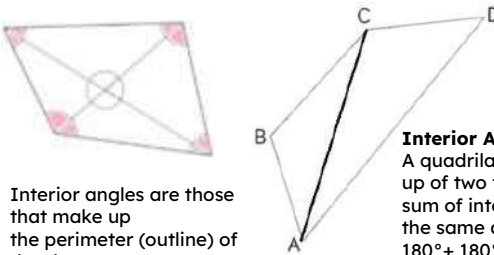
Form equations with information from diagrams:  
 $2x - 12 = 42$   
 $2x = 54$   
 $x = 27^\circ$

### Sum of angles in quadrilaterals

The sum of interior angles in a quadrilateral is  $360^\circ$



**Convex Quadrilateral**      **Concave Quadrilateral**

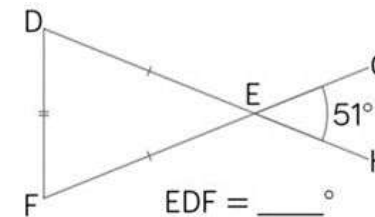


Interior angles are those that make up the perimeter (outline) of the shape

**Interior Angles**  
A quadrilateral is made up of two triangles = the sum of interior angles is the same as two triangles:  
 $180^\circ + 180^\circ = 360^\circ$

### Angle problems

Split up the problem into chunks and explain your reasoning at each point using angle notation.



**EDF =  $\underline{\hspace{1cm}}$   $^\circ$**

- Angle DEF =  $51^\circ$  because it is a vertically opposite angle DEF = GEH
- Triangle DEF is isosceles (triangle notation)  $\therefore$  EDF = EFD and the sum of interior angles is

$180^\circ - 51^\circ = 129^\circ$   
 $129^\circ \div 2 = 64.5^\circ$

**Angle EDF =  $64.5^\circ$**



### What do I need to be able to do?

By the end of this unit you should be able to:

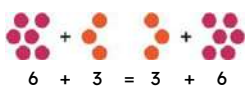
- Know and use mental addition/ subtraction
- Know and use mental multiplication/ division
- Know and use mental arithmetic for decimals
- Know and use mental arithmetic for fractions
- Use factors to simplify calculations
- Use estimation to check mental calculations
- Use number facts
- Use algebraic facts

### Key Terms

<b>Commutative</b>	Changing the order of the operations does not change the result.	<b>Expression</b>	A maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
<b>Associative</b>	When you add or multiply you can do so regardless of how the numbers are grouped	<b>Equation</b>	A mathematical statement that two things are equal
<b>Dividend</b>	The number being divided	<b>Quotient</b>	The result of a division
<b>Divisor</b>	The number we divide by		

### Mental methods for addition / subtraction

#### Addition is commutative



The order of addition does not change the result

#### Subtraction

The order has to stay the same

$$360 - 147 = 360 - 100 - 40 - 7$$

• Number lines help for addition and subtraction

• Working in 10's first, aids mental addition/subtraction

### Mental methods for multiplication / division

#### Multiplication is commutative



$$2 \times 4 = 4 \times 2$$

The order of addition does not change the result

Partitioning can help multiplication

$$\begin{aligned} 24 \times 6 &= 20 \times 6 + 4 \times 6 \\ &= 120 + 24 \\ &= 144 \end{aligned}$$

#### Division

Is not associative

$$4000 \div 25$$

Chunking division can help. "How many 25's in 100" then how many chunks of that in 4000.

### Mental methods for decimals

Multiplying by a decimal <1 will make the original value smaller e.g.  $x 0.1 = \div 10$

#### Methods for multiplication

$$1.2 \times 0.03$$

$$\begin{aligned} 12 \times 3 &= 36 \\ 1.2 \times 3 &= 3.6 \\ 1.2 \times 0.3 &= 0.36 \\ 1.2 \times 0.03 &= 0.036 \end{aligned}$$

$$\begin{aligned} 12 \times 3 &= 36 \\ +10 & \quad +100 & \quad +1000 \\ \hline 1.2 \times 0.03 &= 0.036 \end{aligned}$$

#### Methods for addition

$$2.3 + 2.4$$

$$\begin{aligned} 2 + 2 &= 4 \\ 0.3 + 0.4 &= 0.7 \\ 4 + 0.7 &= 4.7 \end{aligned}$$

#### Methods for division

$$15 \div 0.05$$

Multiply by powers of 10 until the divisor becomes an integer.

$$\begin{aligned} 1.5 \div 0.05 \\ \times 100 \quad \times 100 \\ \hline 150 \div 5 = 30 \end{aligned}$$

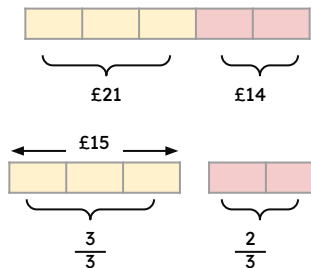
### Mental methods for fraction

Use bar models where possible

I've spent % of my money. I have £21 left

How much money did I have to begin with?

What is  $\frac{5}{3}$  of £15



### Estimation

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

Most estimations round to 1 significant figure

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

$$210 + 899 < 1200$$

This is true because even if both numbers were rounded up, they would reach 300 + 900.

The correct estimation would be  $200 + 900 = 1100$ .

### Number facts

$$124 \times 5 = 620$$

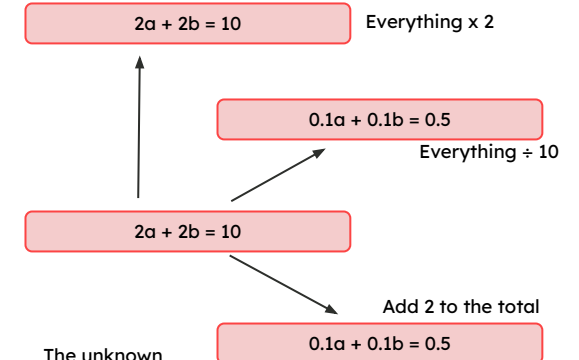
For multiplication, each value that is multiplied or divided by powers of 10 needs to happen to the result

$$620 \div 124 = 50$$

For division you must consider the impact of the divisor becoming smaller or bigger.

**Smaller**  
the answer will be bigger (It is being shared into less parts)  
**Bigger**  
the answer will be smaller (It is being shared into more parts)

### Algebraic facts



The unknown quantity isn't changing but the variables change what is done to give the result.

### Using factors to simplify calculations

$$30 \times 16$$

$$10 \times 3 \times 4 \times 4$$

$$10 \times 3 \times 2 \times 8$$

$$2 \times 5 \times 3 \times 2 \times 2 \times 2$$

$$16 \times 10 \times 3$$

Multiplication is commutative  
Factors can be multiplied in any order

## What do I need to be able to do?

By the end of this unit you should be able to:

- Identify and represent sets
- Interpret and create Venn diagrams
- Understand and use the intersection of sets
- Understand and use the union of sets
- Generate sample spaces for single events
- Calculate the probability of a single event
- Understand and use the probability scale

## Key Terms

<b>Set</b>	Collection of things	<b>Probability</b>	Likelihood of an event happening
<b>Element</b>	Each item in a set is called an element	<b>Bias</b>	A built built-in error that makes all values wrong (unequal) by a certain amount, e.g. a weighted dice
<b>Intersection</b>	The overlapping part of a venn diagram (AND $\cap$ )	<b>Fair</b>	There is zero bias, and all outcomes have an equal likelihood
<b>Union</b>	Two ellipses that join (OR $\cup$ )	<b>Random</b>	Something happens by chance and is unable to be predicted.
<b>Mutually exclusive</b>	Events that do not occur at the same time		

## Identify and represent sets

The universal set has this symbol  $\xi$ - this means EVERYTHING in the Venn diagram is in this set

A set is a collection of things  
- you write sets inside curly brackets { }

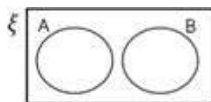
$\xi = \{\text{the numbers between 1 and 50}\}$

My sets can include every number between 1 and 50 including those numbers

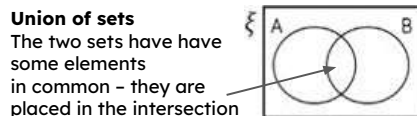
$A = \{\text{Square}\}$   
 $A = \{1, 4, 9, 16, 25, 36, \dots\}$

All the numbers in set A are square number and between 1 and 50

## Interpret and create venn diagrams

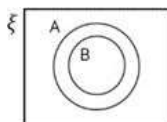


**Mutually exclusive sets**  
The two sets have nothing in common No overlap



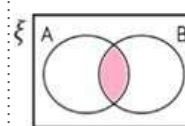
**Union of sets**  
The two sets have some elements in common - they are placed in the intersection

**Subset**  
All of set B is also in Set A so the ellipse fits inside the set.



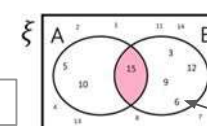
**The box**  
around the outside of every Venn diagram will be a box. If an element is not part of any set it is placed outside an ellipse but inside the box

## Intersection of sets



Elements in the intersection are in set A AND set B

The notation for this is  $A \cap B$

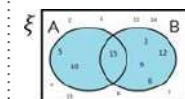


In this example there is only one number that is both a multiple of 3 and a multiple of 5 between 1 and 15

The element in  $A \cap B$  is 15

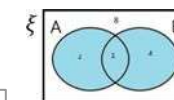
$\xi = \{\text{the numbers between 1 and 15}\}$      $A = \{\text{Multiples of 5}\}$      $B = \{\text{Multiples of 3}\}$

## Union of sets



Elements in the intersection are in set A OR set B

The notation for this is  $A \cup B$



This Venn shows the number of elements in each set

The elements in  $A \cup B$  are: 5, 10, 15, 3, 9, 6, 12

$\xi = \{\text{the numbers between 1 and 15}\}$      $A = \{\text{Multiples of 5}\}$      $B = \{\text{Multiples of 3}\}$

## Sample space - for single events

- A Sample space represents a possible outcome from an event.
- They can be interpreted in a variety of ways because they do not tell you the probability.



A sample space for Rolling a six-sided Dice is:  
 $S = \{1, 2, 3, 4, 5, 6\}$



A sample space for this spinner is  
 $S = \{\text{Pink, Blue, Yellow}\}$

You only need to write each element once in a sample space diagram

## Probability of a single event

Probability =  $\frac{\text{Number of times event happens}}{\text{total number of possible outcomes}}$

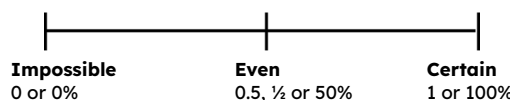


$P(\text{Blue}) = \frac{4}{10}$   
Probability notion P (event)  
There are 4 blue sectors.  
There are 10 sectors overall

Probability can be a fraction, decimal or percentage value

$$\frac{4}{10} = \frac{40}{100} = 0.40 = 40\%$$

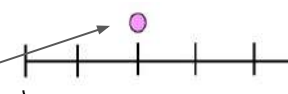
## The probability scale



The more likely an event the further up the probability it will be in comparison to another event (It will have a probability closer to 1)



2 pink & 2 yellow balls, so they have the same probability



There are 5 possible outcomes. So 5 intervals on the scale each value =  $\frac{1}{5}$

## Sum of probability

Probability is always a value between 0 and 1



The probability of getting a blue ball is  $\frac{2}{5}$   $\therefore$  The probability of NOT getting a blue ball is  $\frac{3}{5}$

The sum of probabilities is 1

The table shows the probability of selecting a type of chocolate.

Dark	Milk	White
0.15	0.35	

$$P(\text{White chocolate}) = 1 - 0.15 - 0.35 = 0.5$$



# Science 2023-24

In Science we assess at the end of each topic. Students will complete a unit key task, which will consist of a part A test for one lesson based on the unit studied and a Part B test that assesses information studied so far in science. This will then be followed by a feedback lesson where the students will have an opportunity to look at their areas of strengths and weaknesses from the topic.

The lead for science at The Whitstable School is Mr Baker.

	<b>Topic</b>	<b>Assessment</b>
<b>Term 5</b>	P2 - Forces and their effects	Pupils will develop knowledge of forces and how they affect movement. Including distance-time graphs, friction (including air resistance) and elastic objects.
	B3 - Functions in our bodies	Pupils will acquire knowledge about the human skeletal, muscular, nervous and endocrine (hormones) systems, including reproduction.
<b>Term 6</b>	C3 - Chemical Reactions	Pupils will learn about separation methods, neutralisation and reactants.
	P3- Electricity	Pupils will learn about uses of electricity, magnetism and resistance.

Homework is to complete at least two daily tasks plus bonuses per week on Tassomai.

Pupils will learn about the continent of Africa in Term 5. They will explore how Africa is a diverse continent, looking at a range of case studies and developing their knowledge and understanding of population, conflicts and coastlines in Africa.

In Term 6, pupils will learn about extreme environments around the world and understand how humans, animals and plants have adapted to survive.

The lead for geography at The Whitstable School is Miss Gilbert

	<b>Topic</b>	<b>Assessment</b>
<b>Term 5</b>	Africa: a diverse continent	Knowledge based assessment on the core strands of the geography national curriculum; Section A: locational and place knowledge Section B: human and physical geography Section C: geographical skills
<b>Term 6</b>	The geography of Japan	Knowledge based assessment on the core strands of the geography national curriculum; Section A: locational and place knowledge Section B: human and physical geography Section C: geographical skills

Pupils should use this knowledge organiser as part of their revision. Pupils can also use [BBC Bitesize](#)



### Keywords:

<b>Biome</b>	A very large ecosystem. For example a desert.
<b>Climate</b>	The average weather over a long period of time.
<b>Dense population</b>	A lot of people in an area.
<b>Desert</b>	A <b>desert</b> is a barren area of landscape where little precipitation occurs and consequently living conditions are hostile for plant and animal life.
<b>Diversity</b>	A range of different things.
<b>Development</b>	The processes of improving over a period of time.
<b>High Income Country</b>	A HIC is a country that has a GNI per capita of \$12,236 or more.
<b>Indigenous people</b>	<b>people defined</b> in international or national legislation as having a set of specific rights based on their historical ties to a particular territory, and their cultural or historical distinctiveness from other populations that are often politically dominant.
<b>Low Income Country</b>	A LIC is a country that has a GNI per capita of \$1,005 or less.
<b>Newly Emerging Economy</b>	Rapidly growing economies. For example Nigeria in Africa is a NEE.
<b>Savannah</b>	A grassy plain in tropical and subtropical regions, with few trees.
<b>Sparse population</b>	An area with few people. For example the countryside.
<b>Tropical Rainforest</b>	<b>tropical</b> woodland with an annual rainfall of at least 100 inches (254 centimeters) and marked by lofty broad-leaved evergreen trees forming a continuous canopy

### The Sahara Desert

**The Sahara desert is the largest hot desert in the world. It is comparable to the area of the United States of America. The desert covers most of north Africa.**

Opportunities in the Sahara:	Challenges in the Sahara:
Mineral extraction	Desertification
Tourism	Climate
Energy - solar power	Water crisis

### Desertification

**The process by which land becomes drier and degraded, as a result of climate change or human activities, or both.**

Causes of desertification:	Tackling desertification:
Climate change	Planting more trees
Soil erosion	Appropriate technology
Overgrazing	Building small rock dams

### Africa's population

**The population of Africa is 1.216 billion. However, the population is unevenly distributed around Africa.**

Factors leading to a sparse population:	Factors leading to a dense population:
Extreme climates	Temperate climate
Mountains	Fertile land for farming
Dense vegetation	Good supply of natural resources
Unreliable food/water supplies	Job opportunities

### Tourism in Africa

**Tourism** is an important economic sector for many countries in **Africa**. There are many countries that benefit the most from **tourism** like Algeria, Egypt, South **Africa**, Kenya, Morocco, Tunisia, and Tanzania. The touristic particularity of **Africa** lies in the wide variety of points of interest, diversity and multitudes of landscapes

Benefits of tourism:	Costs of tourism:
New roads, buildings and airports built <input type="checkbox"/> economic benefit	Tourists don't always appreciate the local way of life <input type="checkbox"/> social problem
Foreign income from tourists <input type="checkbox"/> economic benefit	Petty crime takes place <input type="checkbox"/> social problem
Jobs for locals in hotels and restaurants <input type="checkbox"/> economic benefit	Increased cost of policing because of petty crime <input type="checkbox"/> economic problem
Improved quality of life <input type="checkbox"/> social benefit	Water shortages due to increase in demand <input type="checkbox"/> environmental problem
Conservation of ecosystems and ecotourism established <input type="checkbox"/> environmental benefit	Pollution increases <input type="checkbox"/> environmental problem



### Low Stakes Quiz:

1. Define the term biome.
2. Give two opportunities in the Sahara Desert.
3. Define the term desertification.
4. Give two benefits of tourism to Africa
5. Give two costs of tourism to Africa
6. Name 4 countries in north Africa
7. Name three countries in east Africa
8. Name two landlocked countries in Africa
9. What is the population of Africa?
10. Give two factors that lead to a dense population in Africa.

### Key terminology

Archipelago	The term given to describe a nation made up of an extensive group of islands
Destructive plate margin	The boundary between two tectonic plates that move towards each other and destroy land
Pacific “Ring of Fire”	The term given to describe the margin of the Pacific plate; lots of volcanoes occur here
Tsunami	A tectonic hazard, caused by the movement of tectonic plates beneath the ocean
Climate graph	A combination of a line graph and bar graph that shows the temperature and precipitation in an area
Terrace farming	A method used in agriculture in Japan; flattened slopes, or “steps”
Megacity	A city with a population of over 10 million people
Shikoku Henro	A Buddhist pilgrimage on the island of Shikoku
National Park	A protected area of natural beauty

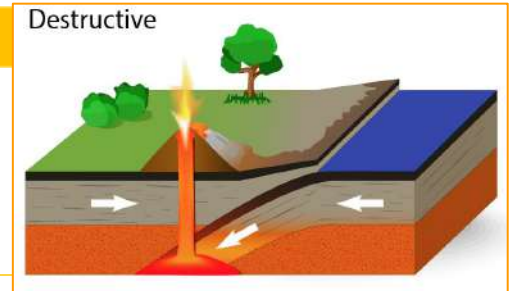
### Japan Fact File:

- Japan is an island nation, made up of over 7,000 islands
- Japan is located in east Asia
- 73% of Japan’s landmass is mountainous
- Japan sits along a destructive plate boundary
- Japan has over 110 active volcanoes
- Japan’s capital city, Tokyo, has a combined population of 37 million
- Japan has a GDP per capita of \$40,000 making it a HIC
- The adult literacy rate in Japan is 99%



### Plate Tectonics:

Japan is located on a destructive plate margin. The denser oceanic plate is pushed beneath the continental plate. This process is known as **subduction**. This causes earthquakes in Japan. Japan also has many active volcanoes.



### Practice Questions:

- Describe the location of Japan.
- Explain why Japan has lots of natural hazards.
- What evidence is there that Japan is a HIC?
- Describe how the climate of Japan differs.
- Why is the island of Shikoku important for Buddhists in Japan?



# History

In terms 5 and 6, students will continue with their study of the Middle Ages and monarchy. They will look at one of the largest Civil Wars in England and the contest for the throne from the Yorkists and Lancastrians. In term 6 they will move on to the Tudor Dynasty and study the English Reformation and its impact.

The lead for history at The Whitstable School is Mrs Coleman.

	<b>Topic</b>	<b>Assessment</b>
<b>Term 5</b>	The Wars of the Roses: Which house deserved to rule England?	Knowledge questions and extended writing questions based on key knowledge analysis or source analysis
<b>Term 6</b>	The Tudors: How did Henry VIII solve the problem of an heir?	Knowledge questions and extended writing questions based on key knowledge analysis or source analysis

Pupils should use this knowledge organiser as part of their revision.

### Key People:



**King Henry VI**  
1421 - 1471



**Queen Margaret of Anjou**  
1430-1482



**King Edward IV**  
1442 - 1483



**Richard Neville 16th Earl of Warwick**



**King Richard III**  
1452 - 1485



**King Henry VII**  
1452 - 1485

### Assessment question and objectives:

How useful are Sources A and B for an enquiry into the role of Richard Neville (The Kingmaker) in the War of the Roses

Ao1: Knowledge  
Ao3: Sources

Ao2: Analysis  
Ao4: Interpretations

### Don't Forget:

**Point, Evidence, Explanation, Link** (PEEL) for paragraphs.  
Content, Own knowledge, Provenance, Your judgement (COPY) for sources

### Timeline:

**1337:** Start of the 100 years war with France.  
**August 31<sup>st</sup> 1422:** King Henry V dies.  
**1<sup>st</sup> September 1422** King Henry VI becomes King of England.  
**1453:** End of the 100 years war.  
**22<sup>nd</sup> May 1455:** 1st Battle of St Albans .  
**23<sup>rd</sup> September 1459:** Battle of Blore Heath.  
**12<sup>th</sup> October 1459:** Battle of Ludford Bridge.  
**10<sup>th</sup> July 1460:** Battle of Northampton.  
**30<sup>th</sup> December 1460:** Battle of Wakefield.  
**2<sup>nd</sup> February 1461:** Battle of Mortimer's Cross.  
**17<sup>h</sup> February 1461:** 2<sup>nd</sup> Battle of St Albans.  
**4<sup>th</sup> March 1461:** King Henry VI deposed and Edward IV becomes King of England.  
**28<sup>th</sup> March 1461:** Battle of Ferrybridge.  
**29<sup>th</sup> March 1461:** Battle of Towton.  
**25<sup>th</sup> April 1464:** Battle of Hedgeley Moor.  
**15<sup>th</sup> May 1464:** Battle of Hexham.  
**1465:** King Henry VI captured by Edward IV and put in the tower of London. Edward the Earl of March becomes King Edward IV.  
**26<sup>th</sup> July 1469:** Battle of Edgecote (sometimes called Banbury).  
**12<sup>th</sup> March 1470:** Battle of Losecote Field.  
**3<sup>rd</sup> October 1470:** Edward IV forced into exile and Henry VI becomes king again.  
**11<sup>th</sup> April 1471:** Edward IV takes Henry VI prisoner and takes the throne again.  
**14<sup>th</sup> April 1471:** Battle of Barnet.  
**4<sup>th</sup> May 1471:** Battle of Tewkesbury.  
**21<sup>st</sup> May 1471:** Henry VI dies.  
**9<sup>th</sup> April 1483:** Edward IV dies. Edward's son become King Edward V at 12 years old.  
**26<sup>th</sup> June 1483:** Richard III becomes King of England.  
**Summer 1483:** Edward V and his younger brother Richard of Shrewsbury disappear.  
**1484:** *Titulus Regius Act* passed in parliament declaring Edward V illegitimate.  
**22<sup>nd</sup> August 1485:** Battle of Bosworth Field. Richard III killed and Henry Tudor becomes King Henry VII  
**16<sup>th</sup> June 1487:** Battle of Stoke

### Knowledge Questions:

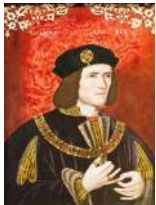
- What two symbols represent the House of York?**  
A white rose and a white boar.
- What two symbols represent the House of Lancaster?**  
A red rose and a red dragon
- What is the civil war between the House of York and Lancaster also known as?**  
The War of the Roses
- What was Richard Neville, the Earl of Warwick also known as?**  
The Kingmaker
- What was the first battle between the Houses of York and Lancaster?**  
The first battle of St Albans
- What was the reason that Henry VI was not able to run the country properly?**  
Mental illness
- What was the name of King Henry VI's wife?**  
Queen Margaret
- What was Edward IV's title before becoming King Edward IV?**  
The Earl of March
- Who was Elizabeth Woodville?**  
King Edward IV's wife
- What relation was King Edward IV and King Richard III?**  
Brothers
- How did King Richard III die?**  
Richard III dies at the Battle of Bosworth in 1485/
- Who became king of England after the Battle of Bosworth in 1485?**  
Henry Tudor (King Henry VII)
- What were the names of the princes in the tower?**  
Edward V and Richard of Shrewsbury

### Key words:

**Civil War** is a war between citizens of the same country.  
**Duke** is a male holding the highest hereditary title in the British peerages.  
**Exile** is the state of being banned from one's native country, typically for political or punishment reasons.  
**Heir** is a person who will inherit legally the title of another after their death. Next in line for the throne.  
**Illegitimate** is a child born of parents not lawfully married to each other.  
**Monarch** is a head of state, king, queen or emperor.  
**Protector** is a regent in charge of a kingdom during the minority, absence, or incapacity of the monarch.  
**Regent** is a person appointed to administer or control a state because the monarch is a minor, is absent or unable to rule.  
**Succession** is the action or process of inheriting a title.  
**Usurper** is a person who takes a position of power or importance illegally or by force.



### Key People:



### Assessment question and objectives:

How useful are Sources A and B for an enquiry into the role of Richard Neville (The Kingmaker) in the War of the Roses

Ao1: Knowledge  
Ao3: Sources

Ao2: Analysis  
Ao4: Interpretations

### Don't Forget:

Point, Evidence, Explanation, Link (PEEL) for paragraphs.  
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### Timeline:

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-----: Battle of Towton.

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**15<sup>th</sup> May 1464:** Battle of Hexham.

**1465:**

-----  
**26<sup>th</sup> July 1469:** Battle of Edgecote (sometimes called Banbury).

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**21<sup>st</sup> May 1471:** -----

**9<sup>th</sup> April 1483:** Edward IV dies. Edward's son become King Edward V at 12 years old.

-----: Richard III becomes King of England.

**Summer 1483:** Edward V and his younger brother Richard of Shrewsbury disappear.

**1484:** *Titulus Regius Act* passed in parliament declaring Edward V illegitimate.

**22<sup>nd</sup> August 1485:**

-----  
**16<sup>th</sup> June 1487:** Battle of Stoke

### Knowledge Questions:

1. What two symbols represent the House of York?
2. What two symbols represent the House of Lancaster?
3. What is the civil war between the House of York and Lancaster also known as?
4. What was Richard Neville, the Earl of Warwick also known as?
5. What was the first battle between the Houses of York and Lancaster?
6. What was the reason that Henry VI was not able to run the country properly?
7. What was the name of King Henry VI's wife?
8. What was Edward IV's title before becoming King Edward IV?
9. Who was Elizabeth Woodville?
10. What relation was King Edward IV and King Richard III?
11. How did King Richard III die?
12. Who became king of England after the Battle of Bosworth in 1485?
13. What were the names of the princes in the tower?

### Key words:

- C**\_\_\_\_\_ **W**\_\_\_ is a war between citizens of the same country.  
**D**\_\_\_ is a male holding the highest hereditary title in the British peerages.  
**E**\_\_\_\_\_ is the state of being banned from one's native country, typically for political or punishment reasons.  
**H**\_\_\_ is a person who will inherit legally the title of another after their death. Next in line for the throne.  
**I**\_\_\_\_\_ is a child born of parents not lawfully married to each other.  
**M**\_\_\_\_\_ is a head of state, king, queen or emperor.  
**P**\_\_\_\_\_ is a regent in charge of a kingdom during the minority, absence, or incapacity of the monarch.  
**R**\_\_\_\_\_ is a person appointed to administer or control a state because the monarch is a minor, is absent or unable to rule.  
**S**\_\_\_\_\_ is the action or process of inheriting a title.  
**U**\_\_\_\_\_ is a person who takes a position of power or importance illegally or by force.

### Key People:



**King Henry VIII**  
1509 - 1547



**Catherine of Aragon**  
1485 - 1536



**Anne Boleyn**  
c.1501 - 1536



**Jane Seymour**  
c.1508 - 1537



**Elizabeth 'Bessie' Blount**  
c. 1498 - 1539/40



**Robert Aske**  
c.1500 - 1537

### Assessment question and objectives:

- 4 mark feature question (A01)
- 4 mark inference question (A02)
- 12 knowledge questions

Describe two features of the European Reformation.

What two things can you infer about Henry VIII's marriage to Catherine of Aragon

Ao1: Knowledge  
Ao3: Sources

Ao2: Analysis  
Ao4: Interpretations

### Timeline:

**22<sup>nd</sup> August 1485:** Battle of Bosworth Field. Richard III killed and Henry Tudor becomes King Henry VII.

**November 1485** *Titulus Regius Act* repealed in parliament.

**18<sup>th</sup> January 1486:** King Henry VII married Elizabeth of York.

**September 1486:** Henry and Elizabeth have a son called Arthur.

**16<sup>th</sup> June 1487:** Battle of Stoke.

**14<sup>th</sup> November 1501:** Prince Arthur marries Catherine of Aragon from Spain.

**2<sup>nd</sup> April 1502:** Prince Arthur dies. Henry and Elizabeth's second son Henry becomes heir to the throne.

**21<sup>st</sup> April 1509:** King Henry VII dies.

**22<sup>nd</sup> April 1509:** Henry VIII becomes King of England.

**11<sup>th</sup> June 1509:** Henry VIII marries Catherine of Aragon.

**18<sup>th</sup> February 1516:** Henry and Catherine's daughter Mary born.

**15<sup>th</sup> June 1519:** Henry VIII's illegitimate son Henry Fitzroy born.

**October 1521:** Henry VIII is rewarded 'The defender of the Faith' by Pope Leo X.

**1533:** Henry breaks from the Catholic Church and becomes head of the Church of England.

**25<sup>th</sup> January 1533:** Henry VIII marries Anne Boleyn in a secret ceremony.

**23<sup>rd</sup> May 1533:** Henry VIII declares his marriage from Catherine of Aragon invalid.

**7<sup>th</sup> September 1533:** Henry and Anne's daughter Elizabeth born.

**19<sup>th</sup> May 1536:** Anne Boleyn executed for treason.

**30<sup>th</sup> May 1536:** Henry VIII marries Jane Seymour.

**October 1536:** Pilgrimage of Grace.

**12<sup>th</sup> October 1537:** Henry and Jane's son Edward born.

**24<sup>th</sup> October 1537:** Jane Seymour dies.

**6<sup>th</sup> January 1540:** Henry VIII marries Anne of Cleves.

**July 1540:** Henry VIII and Anne of Cleves marriage annulled.

**28<sup>th</sup> July 140:** Henry VIII married Katherine Howard.

**13<sup>th</sup> February:** Katherine Howard executed for treason.

**12<sup>th</sup> July 1543:** Henry VIII marries Catherine Parr.

**28<sup>th</sup> January 1547:** King Henry VIII dies.

### Knowledge Questions:

**1. Who did Henry VIII marry to prevent the House of York from continuing the War of the Roses?**

Elizabeth of York

**2. What was Henry Tudor's oldest son called?**

Arthur

**3. Why did Henry Tudor's son Arthur not become the king of England?**

Arthur died before Henry VII

**4. Who came to the throne when Henry Tudor died?**

His 2<sup>nd</sup> oldest son Henry VIII

**5. What was the permission called from the Pope to allow Henry VIII to marry Catherine of Aragon?**

The dispensation

**6. What title did Henry get from the Pope for protecting the Catholic religion?**

The defender of the faith.

**7. What was Henry VIII's illegitimate son that he had with Bessie Blount called?**

Henry Fitzroy

**8. What year did Henry VIII leave the Catholic Church and create the Church of England that he was in charge of?**

1533

**9. What year was the Pilgrimage of Grace?**

1536

**10. How many wives did King Henry VIII have?**

six

**11. What was the name of Henry VIII's child with Catherine of Aragon?**

Mary

**12. What was the name of Henry VIII's child with Anne Boleyn?**

Elizabeth

**13. What was the name of Henry VIII's child with Jane Seymour?**

Edward

### Key words:

**Accession** the attainment or acquisition of a position of rank or power, e.g. becoming the ruling monarch.

**Alliance** a union or association formed for mutual benefit, especially between countries.

**Dispensation** permission to be an exception from the laws or observances of the Church, e.g. permission from the Pope.

**Domestic** existing or occurring inside a particular country.

**Foreign** of, from, in, or characteristic of a country or language other than one's own.

**Heir** a person who will inherit legally the title of another after their death. Next in line for the throne.

**Legitimate** a child born of parents legally married.

**Monarch** a head of state, king, queen or emperor.

**Primogeniture** the oldest male child has the right to succeed or inherit their parents title or land.

**Succession** the action or process of inheriting a title.

**Widow** a woman who has lost her spouse by death and has not married again.

### Key People:



### Assessment question and objectives:

- 4 mark feature question (A01)
- 4 mark inference question (A02)
- 12 knowledge questions

Describe two features of the European Reformation.

What two things can you infer about Henry VIII's marriage to Catherine of Aragon

Ao1: Knowledge      Ao2: Analysis  
Ao3: Sources        Ao4: Interpretations

### Timeline:

\_\_\_\_\_ : Battle of Bosworth Field. Richard III killed and Henry Tudor becomes King Henry VII.

**November 1485** *Titulus Regius Act* repealed in parliament.

**18th January 1486:** King Henry VII married Elizabeth of York.

\_\_\_\_\_ : Henry and Elizabeth have a son called Arthur.

**16th June 1487:** \_\_\_\_\_

**14th November 1501:** Prince Arthur marries Catherine of Aragon from Spain.

**2nd April 1502:** \_\_\_\_\_

**21st April 1509:** King Henry VII dies.

**22nd April 1509:** Henry VIII becomes King of England.

\_\_\_\_\_ : Henry VIII marries Catherine of Aragon.

**18th February 1516:** Henry and Catherine's daughter Mary born.

\_\_\_\_\_ : Henry VIII's illegitimate son Henry Fitzroy born.

**October 1521:** Henry VIII is rewarded 'The defender of the Faith' by Pope Leo X.

**1533:** Henry breaks from the Catholic Church and becomes head of the Church of England.

\_\_\_\_\_ : Henry VIII marries Anne Boleyn in a secret ceremony.

**23rd May 1533:** Henry VIII declares his marriage from Catherine of Aragon invalid.

**7th September 1533:** \_\_\_\_\_

**19th May 1536:** Anne Boleyn executed for treason.

**30th May 1536:** Henry VIII marries Jane Seymour.

**October 1536:** \_\_\_\_\_

**12th October 1537:** Henry and Jane's son Edward born.

**24th October 1537:** \_\_\_\_\_

**6th January 1540:** Henry VIII marries Anne of Cleves.

\_\_\_\_\_ : Henry VIII and Anne of Cleves marriage annulled.

**28th July 140:** Henry VIII married Katherine Howard.

\_\_\_\_\_ : Katherine Howard executed for treason.

**12th July 1543:** Henry VIII marries Catherine Parr.

**28th January 1547:** \_\_\_\_\_

### Knowledge Questions:

1. Who did Henry VIII marry to prevent the House of York from continuing the War of the Roses?
2. What was Henry Tudor's oldest son called?
3. Why did Henry Tudor's son Arthur not become the king of England?
4. Who came to the throne when Henry Tudor died?
5. What was the permission called from the Pope to allow Henry VIII to marry Catherine of Aragon?
6. What title did Henry get from the Pope for protecting the Catholic religion?
7. What was Henry VIII's illegitimate son that he had with Bessie Blount called?
8. What year did Henry VIII leave the Catholic Church and create the Church of England that he was in charge of?
9. What year was the Pilgrimage of Grace?
10. How many wives did King Henry VIII have?
11. What was the name of Henry VIII's child with Catherine of Aragon?
12. What was the name of Henry VIII's child with Anne Boleyn?
13. What was the name of Henry VIII's child with Jane Seymour?

### Key words:

- A**\_\_\_\_\_ the attainment or acquisition of a position of rank or power, e.g. becoming the ruling monarch.
- A**\_\_\_\_\_ a union or association formed for mutual benefit, especially between countries.
- D**\_\_\_\_\_ permission to be an exception from the laws or observances of the Church, e.g. permission from the Pope.
- D**\_\_\_\_\_ existing or occurring inside a particular country.
- F**\_\_\_\_\_ of, from, in, or characteristic of a country or language other than one's own.
- H**\_\_\_\_\_ a person who will inherit legally the title of another after their death. Next in line for the throne.
- L**\_\_\_\_\_ a child born of parents legally married.
- M**\_\_\_\_\_ a head of state, king, queen or emperor.
- P**\_\_\_\_\_ the oldest male child has the right to succeed or inherit their parents title or land.
- S**\_\_\_\_\_ the action or process of inheriting a title.
- W**\_\_\_\_\_ a woman who has lost her spouse by death and has not married again.



# MFL – Spanish

## Spanish

In Spanish this term, pupils will learn to talk about school. They will also revise all of the topics that have been covered this year in preparation for the end of year exams.

The Subject Leader for MFL Spanish is Ms. Amboage

	<b>Topic</b>	<b>Assessment</b>
<b>Term 5</b>	Describing School	- Which school subjects do you like? - What is your school like?
<b>Term 6</b>	School Routines	- What do you do at school? - What are you going to do tomorrow at school?



Which school subjects do you like?			13	fun. (feminine singular)	<b>divertida.</b>
1	I love (singular)	<b>Me encanta</b>	14	Also	<b>También</b>
2	Spanish	<b>el español</b>	15	I like (plural)	<b>me gustan</b>
3	because	<b>porque</b>	16	maths	<b>las matemáticas</b>
4	the teacher (feminine)	<b>la profesora</b>	17	although	<b>aunque</b>
5	is	<b>es</b>	18	they are	<b>son</b>
6	good (feminine singular)	<b>buena</b>	19	a bit	<b>un poco</b>
7	and patient	<b>y paciente</b>	20	difficult. (feminine plural)	<b>difíciles.</b>
8	but	<b>pero</b>	21	I hate	<b>Odio</b>
9	my favourite subject is	<b>mi asignatura favorita es</b>	22	sciences	<b>las ciencias</b>
10	music	<b>la música</b>	23	because they are	<b>porque son</b>
11	because I think that	<b>porque pienso que</b>	24	very	<b>muy</b>
12	it is quite	<b>es bastante</b>	25	boring. (feminine plural)	<b>aburridas.</b>



What is your school like?			13	a bit old.	<b>un poco antiguos.</b>
1	I like	<b>Me gusta</b>	14	It has	<b>Tiene</b>
2	the school	<b>el instituto</b>	15	not many	<b>pocas</b>
3	because	<b>porque</b>	16	classrooms	<b>aulas</b>
4	I think that	<b>opino que</b>	17	and the playground	<b>y el patio</b>
5	it is	<b>es</b>	18	is too small.	<b>es demasiado pequeño.</b>
6	quite good.	<b>bastante bueno.</b>	19	There are	<b>Hay</b>
7	There is	<b>Hay</b>	20	many pupils	<b>muchos alumnos</b>
8	a library	<b>una biblioteca</b>	21	nice and fun	<b>simpáticos y divertidos</b>
9	big	<b>grande</b>	22	however there are	<b>sin embargo hay</b>
10	and modern	<b>y moderna</b>	23	some	<b>unos</b>
11	but the labs	<b>pero los laboratorios</b>	24	teachers	<b>profesores</b>
12	are	<b>son</b>	25	strict and boring.	<b>severos y aburridos.</b>



What do you do at school?			13	and some crisps,	y unas patatas fritas,
1	On Mondays	Los lunes	14	and I do	y hago
2	in the morning	por la mañana	15	homework.	los deberes.
3	first	primero	16	In the afternoon	Por la tarde
4	I have	tengo	17	I study	estudio
5	maths	matemáticas	18	geography	geografía
6	and I calculate.	y calculo.	19	where	donde
7	Then,	Luego,	20	I draw maps.	dibujo mapas.
8	during break	durante el recreo	21	I never eat	Nunca como
9	I drink	bebo	22	gum	chicle
10	a soft drink,	un refresco,	23	in class	en clase
11	I eat	como	24	because my teacher	porque los profesores
12	a sandwich	un bocadillo	25	(she) shouts.	gritan.



What are you going to do at school?			13	I would like	me gustaría
1	Tomorrow	Mañana	14	to eat	comer
2	in the morning	Por la mañana	15	some sweets	unos caramelos
3	first	primero	16	and a chocolate bar.	y una chocolatina.
4	I am going	Voy a	17	I hope	Espero
5	to have	tener	18	to play (game)	jugar
6	music	música	19	basketball	al baloncesto
7	where	donde	20	as well.	también.
8	we are going	vamos a	21	On Monday	El lunes
9	to play (instrument)	tocar	22	in the afternoon	por la tarde
10	the guitar.	la guitarra.	23	I want	quiero
11	Then	Luego	24	to talk	hablar
12	during break	durante el recreo	25	to the Spanish teacher.	con la profesora de español.



In year 7, students will be exploring a range of topics, including identity and discrimination, and will be looking at how they fit into the world around them .

The Subject Leader for Philosophy, ethics and values is Mr Waters.

	<b>Topic</b>	<b>Assessment</b>
<b>Term 5</b>	Relationships	End of term assessment
<b>Term 6</b>	Changing me	End of term assessment

## Course Overview

Term	Theme	Big Question	Summary	Assessment
1	<b>Being Me In My World.</b>	How do I fit into the world I live in?	Exploring the self, and identity. We also explore the ways in which peer pressure can influence others.	End of unit assessment
2	<b>Celebrating Difference.</b>	Do we need to feel 'the same as' to belong?	Looking at the ways in which other people affect us, and exploring discrimination, prejudice and protected characteristics.	End of unit assessment.
3	<b>Dreams and Goals.</b>	Can my choices affect my dreams and goals?	Examine what dreams and goals are, and your own dreams and goals, and exploring how making responsible choices when we are younger can affect our futures.	End of unit assessment.
4	<b>Healthy Me.</b>	To what extent am I responsible for my mental and physical health?	Exploring how mental and physical health is important and how physical health can be impacted by mental health.	End of unit assessment.
5	<b>Relationships.</b>	What can make a relationship healthy or unhealthy?	Different types of relationships and how these relationships are healthy and unhealthy. What is meant by sexting and how both platonic and romantic relationships can change.	End of unit assessment.
6	<b>Changing Me.</b>	What changes are happening to prepare me for adulthood?	Exploring puberty and the ways in which the body changes in both boys and girls. Exploring different choices and the effects of underage sex.	End of unit assessment.

### Big Question: What can make a relationship healthy or unhealthy?

Key terms	Definition	Key terms	Definition
<b>Relationship</b>	The bond between people, such as the connection between friends or family.	<b>Consent</b>	Giving permission to do something.
<b>Discernment</b>	Being able to assess a real relationship.	<b>Change</b>	Understanding that relationships including friendships can change and knowing how to cope with that.
<b>Media</b>	A form of information that is broadcast globally.	<b>Support</b>	Being able to provide advice to someone who needs it.
<b>Friendship</b>	The bond between two friends.	<b>Kindness</b>	An emotion that we show to people who we care about, including friends and family.
<b>Family</b>	The bond between family members.	<b>Healthy Relationship</b>	A relationship that is happy and contains positive qualities, such as trust, respect and commitment.
<b>Love</b>	Romantic love between a boyfriend or girlfriend, or the love between friends and family members.	<b>Unhealthy Relationship</b>	A relationship that does not contain positive qualities such as sadness, distrust and constant arguing.
<b>Assertiveness</b>	Being able to say no, and being able to clearly explain why you have said no.		

**Big Question: What changes are happening to prepare me for adulthood?**

Key words	Definitions	Key words	Definitions
<b>Puberty</b>	The release of hormones in the body which change the body.	<b>Surrogacy</b>	When one or both parents can have / do not want to naturally have a child, a surrogate mother
<b>IVF</b>		<b>Parent</b>	
<b>Adolescence</b>	Becoming a teenager.	<b>Single Parent Family</b>	
<b>Body Image</b>	The way in which we see our bodies. This can be both positive and negative.	<b>Same Sex Family</b>	
<b>Self Image</b>	The way in which we see ourselves. This can be both positive and negative.	<b>Traditional Family</b>	
<b>Confidence</b>		<b>Family</b>	

## **Year 7 Knowledge Organisers - Art & Technology Carousel**

In Year 7 students will complete a carousel of 3 art subjects and 2 technology subjects in a double and a single lesson throughout the year.

### **ART:**

Students will complete a baseline art test in their first art rotation, then complete a stand alone project in Pop Art, Environments and a Textiles project inspired by Day of the Dead.

Students are introduced to a range of artists and designers connected to their project themes and they develop ideas using a wide range of media and techniques including drawing, painting, printing, collage and sculpture.

For homework students will complete one task sheet for each project that will give them the opportunity to read, explore and create independently with video tutorial links to support learning in class. Students can use the knowledge organiser to recap the key terminology and extend their knowledge of the artists covered.

The subject leader for art is Mrs Connell

### **DESIGN AND TECHNOLOGY**















Students will making their own clock inspired by the Memphis movement using a range of different materials. This will feature as only one rotation on the carousel.

The focus for Year 7 is health and safety in the workshop and to introduce them to a range of new tools and equipment. Students will be asked to complete a skills test to help practise and improve their skills before making their clock.

For homework, students will be given the whole term to complete a drawing booklet, to practise those key skills that are needed within DT. For Year 7, the focus will be on isometric drawing.

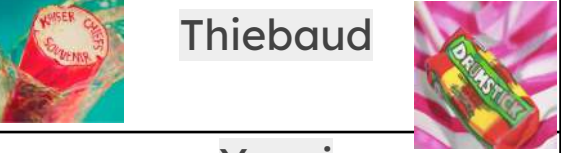
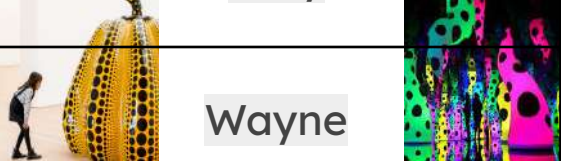
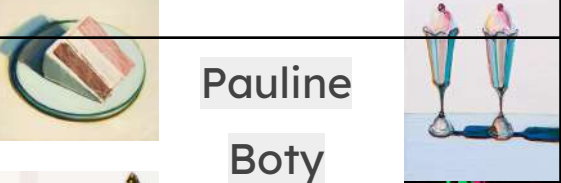
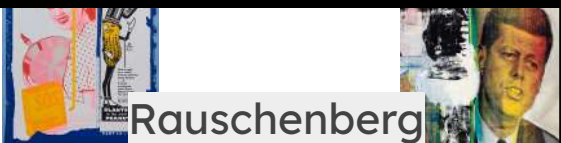
The subject leader for DT is Mrs Newton.

# YEAR 7 ART Knowledge Organiser - 'Environment' Rotation

Themes	Artists	Techniques	Vocabulary Explained
Landscapes/ seascapes	 <p>JMW Turner 1745-1829 <a href="#">JMW Turner</a></p>	 <p>Watercolor paints - blending.</p>	<p><b>Landscapes/ seascapes</b></p> <p>An artwork showing a <b>view</b> over land or sea</p>
	 <p>Hokusai 1760-1849 <a href="#">Hokusai</a></p> 	<p>Pen and watercolor</p>	<p><b>Illustrative</b></p> <p>is a visualisation made by an artist, such as a drawing, sketch, painting, photograph, or other kind of image of things seen, remembered or imagined, using a graphical representation.</p>
Interiors / interior design	 <p>David Hockney 1937-Present <a href="#">David Hockney</a></p> 	<p>Perspective drawing</p>	<p><b>Perspective</b></p> <p>the art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other.</p>
Texture. Interiors and landscapes.	 <p>Vincent Van Gogh 1853-1890 <a href="#">Vincent Van Gogh</a></p> 	<p>Ink and mark making</p>	<p><b>Mark making</b></p> <p>The use of small but <b>dynamic</b> and <b>expressive</b> marks that often describe a texture like grass or a direction of travel, e.g wind or water <b>flowing</b>.</p>
Indigenous symbols and decorative pattern.	 <p>Emily Kame Kngwarreye 1910-1996 <a href="#">E K Kngwarreye</a></p> 	<p>Symbols and patterns</p>	<p><b>Indigenous</b></p> <p>Originating or occurring naturally in a particular place; native.</p>
Architecture	 <p>John Piper 1903-1992 <a href="#">John Piper</a></p> 	<p>Wax resist and mixed media</p>	<p><b>Wax resist</b></p> <p>Wax and oil pastel <b>repel</b> water. When you brush watercolour over wax you can create interesting</p>
	 		<p><b>Land art</b></p> <p><b>textured</b> effects. <b>Land art</b> is art that is made directly in the landscape, sculpting the <b>land</b> itself into earthworks or making structures in the landscape using natural materials such as rocks or twigs.</p>
<p><b>Homework Project:</b> Andy Goldsworthy, land art.</p>			

# YEAR 7 ART Knowledge Organiser - Pop Art

## Artists



## Themes

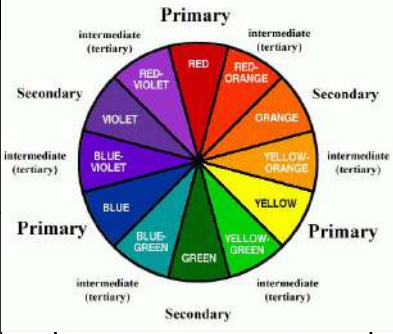
Culture

The colour wheel

Celebrity + Fame

FAST Food

## Techniques



Collage, Painting and Portraits.

Arranging Symbols, Shapes and Textures

Blending colour  
Creating form  
Colourful shadows

Designing artist

## Vocabulary

### Explained

POPULAR CULTURE




The kind of culture enjoyed by everyday people. Often considered less important.  
Opera - Not Pop culture  
X factor - Pop Culture

Symbols

A thing that represents or stands for something else

Collage + Montage

An artwork assembled from other objects. (A montage is similar but refers to an artwork made by combining photographs)

Composition
















Where you place things within your artwork. For instance a *symmetrical* or *balanced* composition.

Colour relationship  
s

The different ways that colours can be grouped and ordered. For instance, to create *harmony* or *contrast*.

To soften and smooth the

# YEAR 7 ART TEXTILES Knowledge Organiser - 'Day of the Dead' Rotation

Theme	Techniques/ Materials	Equipment	Vocabulary	Explained
<p><u>MEXICAN</u> <u>'DAY OF THE DEAD'</u> <u>PRINTS</u></p> <ul style="list-style-type: none"> <li>• Skulls</li> <li>• Decoration</li> <li>• Pattern</li> </ul>   	<p>Shibori </p> <p>Applique </p> <p>Cotton </p> <p>Thread </p> <p>Fabric dyes </p> <p>Felt </p>	<p>Pins </p> <p>Fabric scissors </p> <p>Sewing needles </p> <p>Elastic bands </p>	<p><b>Shibori</b></p> <p><b>Applique</b></p> <p><b>Pattern</b></p> <p><b>Resist</b></p>	<p>Shibori is a Japanese <b>dyeing</b> method that uses <b>binding, folding, twisting,</b> and <b>compressing</b> of fabric to make a pattern by resisting dye.</p> <p>Ornamental needlework in which pieces of fabric are sewn or stuck on to a larger piece to <b>form a picture or pattern.</b></p> <p>A pattern is an <b>arrangement of lines or shapes,</b> especially a design in which the same shape is <b>repeated at regular intervals</b> over a surface.</p> <p>Resist is a process in which you use two materials which <b>resist</b> or <b>repel</b> each other to create a piece of art or textiles.</p>
<p><u>Homework Project:</u> Alexander McQueen Skull designs</p>			<p><b>Narrative</b></p>	<p>A narrative is a <b>story</b> that you write or tell someone. A narrative can be a work of poetry or picture, or</p>



# YEAR 7 KNOWLEDGE ORGANISER- MEMPHIS CLOCKS

Hardwoods usually **grow** in warm climates and are **slow growing**, which makes the more **expensive**. The wood tends to have a **tighter grain** and be **denser** and **harder** than softwood.

## HARDWOODS



## EQUIPMENT



File

Belt sander

## MANUFACTURED BOARDS

Processed pieces of timber can be **combined** with **glue** and **compressed** into boards.



Plywood

MDF

Chipboard

## SOFTWOODS

Softwoods **grow** in colder climates and are **faster growing** - this makes them fairly **cheap** and **readily accessible**.



Spruce

Pine

Larch



Coping Saw

Pillar drill

## MOTION

- All mechanical systems have mechanisms which transform an **input** motion and force into an **output** one.
- A clock uses a **rotary** motion:



## MEMPHIS MOVEMENT



Ettore Sottsass

Camille Walala

George Sowden

Nathalie du Pasquier

### Properties of wood

**Hard** - the ability to withstand scratching or denting

**Tough** - it means the material is hard to break or snap

**Durable** - means a material can last a long time and can withstand pressure and damage.

**Dense** - it means the pieces of it are close together, or there is a lot of material in a small space. Dense materials are usually heavy and often hard.

**Insulator** - a material that does not allow heat or electricity through it. Timber is a good insulator of heat.

### Key words

**Memphis movement**

**Properties**

**Readily accessible**

**Motion**

### Meanings

The Memphis movement was founded by Ettore Sottsass during the 1980's. The characteristics of the groups design include the use of **bold, clashing colours, geometric forms** and the use of plastic laminate (vinyl).

Materials can be **described** by their properties. Understanding a material's properties is important when deciding whether the material is **suitable** for the use planned for it.

It means it's **easy and quick** to get hold of. This applies to softwoods because they **grow** at a **faster rate**.

The **act or process of moving**, or a **particular action or movement**.

## **Year 7 Knowledge Organisers - Art & Technology Carousel**

In Year 7 students will complete a carousel of 3 art subjects and 2 technology subjects in a double and a single lesson throughout the year.

### **Cooking & Nutrition**

In Year 7, students will learn the fundamental principles of health & safety in a kitchen to ensure safe and hygienic preparation of food. They will also be introduced to the government's healthy eating advice such as the Eatwell Guide.

Lessons will include practical activities developing students' knife skills, using different parts of the cooker (hob & oven) and producing a range of basic, predominantly savoury dishes. Students will also learn about seasonality of food and be introduced to some scientific principles related to cooking methods & function of ingredients.

The Subject Leader for Cooking & Nutrition is Mrs B Harvey

# Year 7 Food & Nutrition Knowledge Organiser



Equipment	Use	Safety points
Knife (sharp)	For chopping, slicing and dicing.	Carry holding the handle and point downwards by your side. Cut down onto a chopping board.
Scales	For accurately weighing ingredients.	Do not place in water.
Hob	For boiling & frying	Handles to the side, use front rings, control the heat.
Oven	For baking & roasting.	Use oven gloves.

**Hydration:** The process of replacing water in the body.

**Dietary fibre:** A type of carbohydrate found in plant foods essential for good digestion.

**Composite/combination food:** Food made with ingredients from more than one food group.

## The Eatwell Guide

Comprises 5 main food groups.

Is suitable for most people over 2 years of age.

Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.

Shows proportions representative of food eaten over a day or more.



Personal hygiene		Kitchen hygiene	
Hands	It is important to wash hands thoroughly with antibacterial soap before preparing food. Dry hands on a paper towel. This prevents dirt and bacteria contaminating food.	Equipment	It is important to wash and dry equipment thoroughly with washing up liquid and hand HOT water. This ensures that equipment is de-greased and free from bacteria preventing contamination.
Hair	It is important to tie long hair up to prevent it falling into food.	Work surfaces	It is important that work surfaces are kept clean and tidy to prevent contamination and accidents.
Apron	It is important to wear an apron to prevent dirt & bacteria from outside contaminating food.		



Technique	Description	Used for
Bridge hold	One hand like a bridge and knife placed underneath.	Cutting food safely.
Claw grip	One hand like a claw and knife against nails.	Cutting food safely
Boiling	High heat is used to make liquid boil producing large bubbles.	Cooking food via convection.
Simmering	Low heat is used to simmer liquids producing small bubbles.	Infuses flavour and reduces sauces.
Rubbing in	Combining fat & flour.	Scones, biscuits, pastry
Creaming	Combining sugar & fat.	Cakes & cookies

Pupils develop their skills and knowledge in performing, creating and critically responding during Dance lessons.

The Subject Leader for Dance is Ms Everson

	TOPIC	ASSESSMENT
<b>Term 5</b>	Jazz! 'The Greatest Showman'	Performance of repertoire: <ul style="list-style-type: none"> <li>- Accuracy of actions</li> <li>- Expressive skills</li> </ul> Creative choreography: <ul style="list-style-type: none"> <li>- Selection and use of dance relationships</li> <li>- Selection and use of spatial content</li> </ul>
<b>Term 6</b>	Capoeira Brazil	Performance of set phrase: <ul style="list-style-type: none"> <li>- Safe working practice</li> <li>- Physical skills</li> </ul> Creative choreography: <ul style="list-style-type: none"> <li>- Selection and use of actions</li> <li>- Selection and use of dynamics</li> </ul>

The FOUR Elements of Movement	
<b>Actions</b>	<b>What</b> a dancer does.
<b>Dynamics</b>	The <b>qualities</b> of movement based upon variations in speed, strength and continuity.
<b>Spatial content</b>	The ' <b>where</b> ' of movement.
<b>Dance relationships</b>	The ways in which dancers <b>interact</b> and the connections between dancers.



### Action, Space Dynamics & Relationships (ASDR)

<b>Action</b>	What a performer is doing. E.g Jump, turn, gesture, stillness, travel.
<b>Space</b>	Where the movement is being performed. E.g High level, low level, downstage, upstage.
<b>Dynamics</b>	How the action is performed. E.g smooth, sharp, fast, slow.
<b>Relationships</b>	The ways in which dancers interact; the connections between dancers.



### Jazz Dance Key Features

- Sharp changes in direction and focus
- Quick, short steps interspersed with long smooth steps
- Strong contractions of the body
- Angular shapes
- Kicks and flicks
- Use of medium height space
- Isolated body parts

### The Greatest showman

<b>When was it released?</b>	December 2017 on film
<b>What is it?</b>	The Greatest Showman is a movie musical loosely based on the life of circus impresario P.T. Barnum — a.k.a. the greatest showman.
<b>What style of Dance?</b>	A fusion of classical and modern jazz, musical theatre and acrobatics.

### Actions

travelling	whole body actions that take the body into another part of the space.
turning	a movement around a fixed point where the body rotates
elevation	the action of 'going up' without support, such as in a jump
gesture	an isolated movement which does not involve the transference of weight
stillness	where a position is held and the body remains still

### Dynamics

speed	fast/slow, sudden/sustained, acceleration - speeding up the movement/deceleration - slowing down the movement
strength	strong/light
continuity	flowing/abrupt

### Spatial Content

levels	distance from the ground: low, medium or high
directions	the facing of a movement
pathways	designs traced in space, on the floor, or in the air
size	How big or small a movement is

### Dance Relationships

mirroring	reflecting an action as if in a mirror
action and reaction	one action 'triggers' another, like a conversation
complement	performing actions or shapes that are similar to, but not exactly the same as another dancer's
contrast	movements or shapes that have nothing in common
contact	physical touch of body parts

### Expressive Skills

projection	the energy the dancer uses to connect with and draw in the audience
focus	use of the eyes to enhance performance or interpretative qualities
spatial awareness	consciousness of the surrounding space and its effective use
facial expression	use of the face to show mood, feeling or character

### Safe Working Practice

safe execution	carrying out actions safely and with the required intention
appropriate dancewear	what the dancer wears for class and rehearsal - footwear, hairstyle and absence of jewellery
personal care	nutrition, hydration
respect for others	working sensitively with partners
preparation and recovery	warming up and cooling down

The Subject Leader for Performing Arts is Mrs Freeman

	<b>Topic</b>	<b>Assessment</b>
<b>Term 5</b>	<b>Skills Unit</b>	Students will be assessed on their performance skills and their use of techniques.
<b>Term 6</b>	<b>Myths and Legends</b>	Students will be assessed on their performance skills and their use of techniques.



Key Terms and Definitions	
<b>Facial expressions</b>	Changing the expression on your face to represent an emotion.
<b>Body language</b>	Changing how you hold yourself to show your character's emotions to the audience.
<b>Levels</b>	The level at which you present your character. Some people can be higher up, some lower down like on the floor.
<b>Exaggeration</b>	Making your movement and expressions bigger to make the characters attributes more apparent to the audience.
<b>Character</b>	A person or creature you are playing in a play. They must have a voice, a way of moving and an intention on the stage.
<b>Physical theatre</b>	When an actor uses their body to create an object.
<b>Soundscape</b>	Sounds to create the environment where a scene is set - like a landscape where you see everything, a soundscape you hear everything.
<b>Multi-role</b>	When an actor plays more than one character in a scene.
<b>Devising</b>	Creating a whole performance from one small idea called a stimulus.
<b>Split screen</b>	When two scenes are on stage at the same time. One freezes whilst the other is moving then it swaps.



### Still Image:

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. There are 5 things that make a good freeze frame, they are:

1. Facial expressions
2. Body language
3. Gestures
4. Levels
5. No Blocking



### Thought Tracking:

Thought tracking is when you come out of a still image to reveal your thoughts and feelings to the audience. You speak directly to them and will often tell them things that the other characters on stage don't know. This secret helps the audience to empathise with the character.



### Mime:





To mime in drama is to act without speaking. You need to use body language and facial expressions to demonstrate what has happened to the audience. Over exaggerated movements are often used.

### Rehearsal:

A rehearsal is when your group create and perfect a performance before you show the audience. Everyone must be totally focused on making the performance fantastic for your audience.

Key Terms
<b>Myth</b>
<b>Legend</b>
<b>Stock Characters</b>
<b>Hero</b>
<b>Damsel</b>
<b>Villain</b>
<b>Monster</b>
<b>Folklore</b>
<b>Magical</b>
<b>Tale</b>
<b>Quest</b>

What is a myth?
Myths are stories that are based on belief and not reality.
Examples of myths
<ol style="list-style-type: none"> <li>1. Heracles</li> <li>2. Prometheus and the theft of fire</li> <li>3. Narcissus and Echo</li> <li>4. Sisyphus</li> <li>5. Perseus and Medusa</li> <li>6. Orpheus and Eurydice</li> <li>7. Theseus and the Labyrinth</li> <li>8. Icarus</li> <li>9. Oedipus</li> <li>10. Trojan War</li> </ol>
What is a legend?
Legends are based on stories that have been passed down that may have been distorted over time.
Examples of legends
<ol style="list-style-type: none"> <li>1. King Arthur and the Knights of the Round Table.</li> <li>2. Robin Hood and his Merry Men.</li> <li>3. Dick Whittington and his Cat.</li> <li>4. The Loch Ness Monster.</li> <li>5. The Beast of Bodmin Moor.</li> </ol>

Stock Characters
 <p><b>Hero</b></p> <p>The hero is courageous, a leader, determined, passionate, honesty, confidence, patience selfless, caring.</p>
 <p><b>Damsel</b></p> <p>A damsel is often physically attractive; this is of course what sparks the interest of her saviour. A Damsel is often helpless and in need of rescuing.</p>
 <p><b>Villain</b></p> <p>A villain is dishonest, mischievous, has a goal, lack of empathy, genius level of intellect, a dressing sense that stands out (in a good way),</p>
 <p><b>Monster</b></p> <p>A monster is physically ugly, guards something, physically strong, not clever, greedy, usually not liked by others</p>

In term 5 pupils will be gaining knowledge of The Blues. They will be learning the 12 bar blues, walking bassline and the blues scale. Pupils will be improvising as well as following the 12 bar blues structure.

In term 6 pupils will be learning about British music artists, cover versions and how to play songs on a range of instruments.

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1	<b>The Blues</b>	is a form of secular folk music created by African Americans in the early 20th century.
2	<b>rhythm</b>	the pattern of notes – look at the rhythm chart on the right for basic values
3	<b>Swing Rhythm</b>	the pulse is divided unequally, such that certain subdivisions (typically either eighth note or sixteenth note subdivisions) alternate between long and short durations
4	<b>Blues Scale</b>	a musical scale having intervals that mutate between major and minor and used especially in jazz.
5	<b>Improvise</b>	create and perform (music, drama, or verse) spontaneously or without preparation.
6	<b>12 Bar Blues</b>	refers to the number of measures, or musical bars, used to express the theme of a typical blues song
7	<b>Jazz</b>	a type of music of black American origin which emerged at the beginning of the 20th century, characterized by improvisation, syncopation, and usually a regular or forceful rhythm
8	<b>Syncopation</b>	in music, the displacement of regular accents associated with given symmetrical patterns, resulting in a disruption of the listener's expectations and the arousal of a desire for the reestablishment of metric normality
9	<b>chords</b>	Two or more notes played at the same time.
10	<b>broken chords</b>	in which the notes are not played simultaneously but rather they are played successively.

### Listen for...



The similarities and differences between these Jazz and Blues artists. Are you able to describe what is happening within the music and use key terminology when describing the music. Can you also hear the characteristics of blues and Jazz music?



B.B. King - Sweet little angel  
[Click Here](#)

Billie Holiday - Fine And Mellow (Live CBS Studios 1957)  
[Click Here](#)

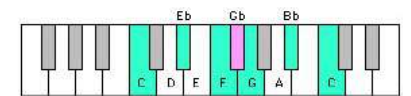


John Doe Trio - Railroaded  
[Click Here](#)

The grid below shows you the 12 bar blues in the key of C major. Each box represents 4 beats and you would play the chord on each beat. TOP TIP – the note you see is the root note of the chord so remember to play the extra two notes to make the entire chord.

Grey boxes = 12 Bar Blues  
White boxes = Walking Bassline

C	C	C	C
C E G A	Bb A G E	C E G A	Bb A G E
F	F	C	C
F A C D	Eb D C A	C E G A	Bb A G E
G	F	C	C
G B D E	F A C D	C E G A	C



■ = C min. pent. scale



M	A	D	T	S	H	I	R	T
<b>melody</b>	<b>articulation</b>	<b>dynamics</b>	<b>texture</b>	<b>structure</b>	<b>harmonies</b>	<b>instruments</b>	<b>rhythm</b>	<b>tempo</b>
The tune	How notes are played	Loud / soft and any other volume changes.	Layers of sound and how they fit together	Sections of music and how they are organised	Simultaneously sounded musical notes to produce a pleasing effect.	Types of instruments heard	The pattern of notes	The speed of piece of music.

1	<b>Dynamics</b>	how loud or soft the music is There are many words used to describe the range of volume (Italian words are often used to describe changes in volume)
2	<b>Rhythm</b>	the pattern of notes - look at the rhythm chart on the right for basic values
3	<b>Pitch</b>	high/low
4	<b>Structure</b>	sections of music and how they are organised
5	<b>Mood</b>	is the feeling that you feel when you listen to music.
6	<b>Major Tonality</b>	is generally thought of as cheerful, bright, majestic or joyful sounding.
7	<b>Minor Tonality</b>	is generally thought of as serious, sad or dark sounding.
8	<b>Tempo</b>	how fast or slow the music may be. Also speeding up / slowing down
9	<b>Chords</b>	Two or more notes played at the same time.
10	<b>Aural Skills</b>	aural skills is a music theory study in which musicians learn to identify pitches, intervals, melody, chords, rhythms and other basic elements of music, solely by hearing.

### Listen to...

These cover versions. Are you able to describe using key terminology the differences and similarities of between the cover and original song? Can you state why you think this clearly?



Lewis Capaldi - Shallow (Lady GaGa & Bradley cooper cover)



[Click Here](#)

Lil Nas X - Jolene (Dolly Parton cover)



[Click Here](#)

Shawn Mendes - Happier than ever (Billie Eilish cover)



[Click Here](#)

Sam Smith - When I was your man (Bruno Mars cover)



[Click Here](#)

The rhythm grid below shows basic rhythm values in 4/4 time. You should know the note values and be able to play them. Try using the "Remember it" name and clapping it. This actually helps you understand the beat value.

### Basic Rhythm Values in 4/4 time

	Beat 1	Beat 2	Beat 3	Beat 4
<b>Technical name</b> SEMI BREVE (4 beats)				
<b>Remember it...</b> Hold for 4 beats				
<b>Technical name</b> Minim (2 beats)				
<b>Remember it...</b> L - ong				
<b>Technical name</b> Crotchet (1 beat)				
<b>Remember it...</b> tea				
<b>Technical name</b> Quavers (1/2 beat)				
<b>Remember it...</b> Cof - fee				
<b>Technical name</b> Semi quaver (1/4 beat)				
<b>Remember it...</b> Ca - pu - cci - no				

M	A	D	T	S	H	I	R	T
<b>melody</b>	<b>articulation</b>	<b>dynamics</b>	<b>texture</b>	<b>structure</b>	<b>harmonies</b>	<b>instruments</b>	<b>rhythm</b>	<b>tempo</b>
The tune	How notes are played	Loud / soft and any other volume changes.	Layers of sound and how they fit together	Sections of music and how they are organised	Simultaneously sounded musical notes to produce a pleasing effect.	Types of instruments heard	The pattern of notes	The speed of piece of music.



# Physical Education

In PE we will be covering a range of activities and sports in the summer that fit predominantly into striking and fielding and maximal effort.

The subject leader for PE is Mrs Merrick

	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>Term 5</b>	Athletics Rounders	Practical Assessment
<b>Term 6</b>	Athletics Softball	Practical Assessment



### Players and Equipment

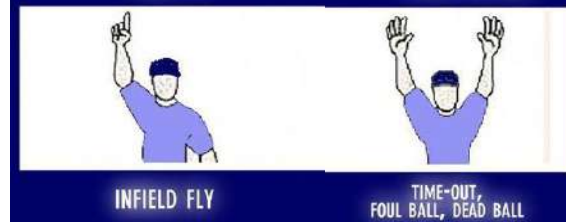
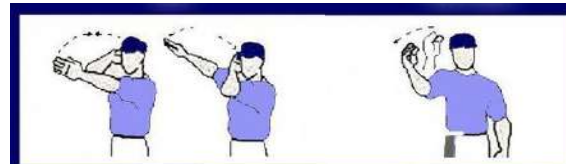
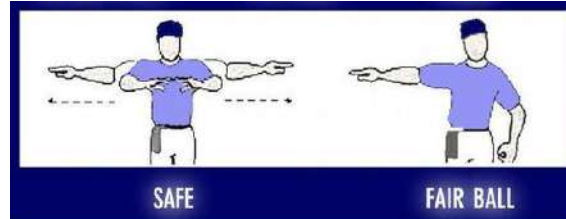
- Each team consists of 9 players.
- Mitts (**TO BE WORN ON NON-THROWING HAND**).
- Balls and bats, base plates supplied by home team.

### Basic Game and Scoring System

- The away team bats first (top of the innings) and the home team bats second (bottom of the innings).
- The playing field is divided into the infield and outfield.
- The 'diamond'. Inside the baseline is known as the infield and outside the baseline but inside the playing field is called the outfield.
- An official game is 7 innings.
- Game length = 60 minutes. 3-7 innings long. After 60 minutes a further innings should be played if scores are level.
- Each innings will be played as first to 5 runs or 3 outs (whichever comes first).
- All runs will stand on the play when the 5th run is scored. Therefore, the maximum innings score would be 8 runs.

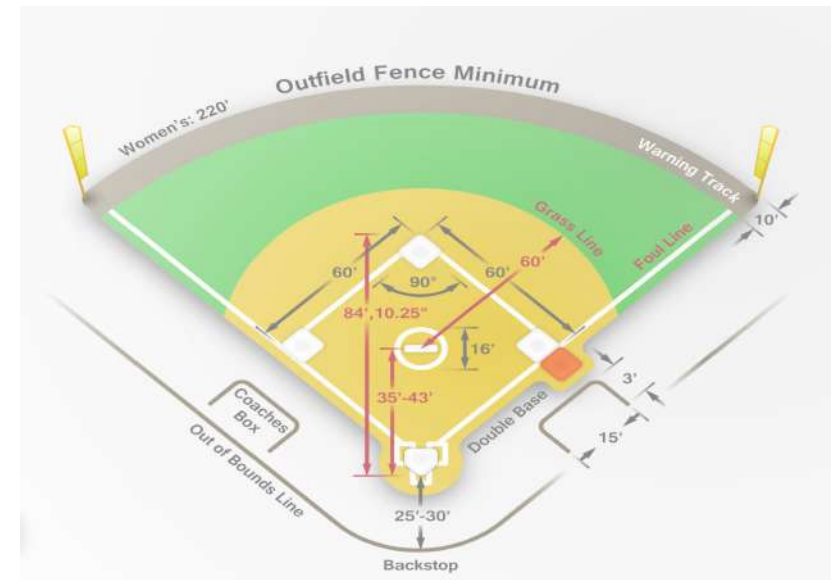
### Umpiring

All umpiring should be positive i.e. close base calls and poor pitches should go in the batter's favour.



### Fielding

- Any sort of 'miss-field' opens up the bases for batters to run even if they had been previously tagged.
- No infielder (other than the pitcher) is allowed within the diamond before the ball is hit.





### Bowling/underarm

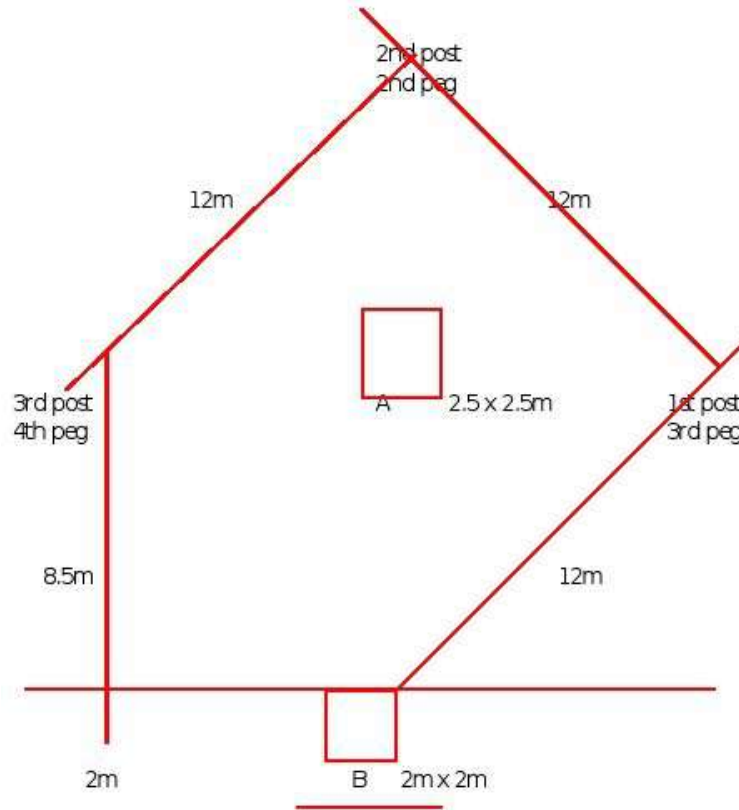
1. Forward facing
2. Throwing arm backwards, past hips
3. Look at target
4. Step on opposite leg to throwing arm (same time).
5. Release at waist height

Ext: Think about height, speed (lets make it harder to hit!)

### Overarm

1. Sideways on
2. Throwing arm 90°
3. Non throwing pointing at target
4. Weight on back foot/same as throwing arm
5. Bring arm past ear
6. Take a Step

### Rounders Pitch



### Catching:

move in line/fingers pointing at sky or floor (NOT AT BALL)/ arms should go towards ball and bring in as you close fingers around the ball/ watch the ball all the way

### Batting Technique

#### Step 1: Preparation

- Sideways onto the bowler
- Feet, shoulders width apart (or what is comfortable)
- Arm behind ready to hit
- Watching bowler
- Weight on back foot

#### Step 2: Swing

- As the ball approaches transfer weight to the front foot, as you swing
- Watch the ball all the way to the bat.

**TIP:** BAT SHOULD GO AROUND THE SIDE OF YOUR BODY TO MAKE HIT MORE SUCCESSFUL.



**TIP:** TO RAISE SUCCESS OF HITTING KEEP FEET STILL.





# Philosophy, Culture and Ethics (PCE)

## Philosophy, Culture & Ethics (Key Stage 3)

The aims of the PC&E syllabus is to introduce pupils to the world of ideas. They will have an opportunity in lessons to learn that there are some questions that we have been asking for thousands of years, for which we still seek answers. In PC&E lessons, there is never one 'right' answer, so pupils are encouraged to express their view in a reasoned, polite manner.

We will look at the world and the riddle of existence from lots of different perspectives – those of philosophers (old and new), ethicists, artists and poets, and through religious teachings from the major faiths of the world.

Pupils will be encouraged to debate the big questions, in class, giving verbal presentations, asking each other questions, and discussing big ideas.

The lead for this subject in the school is Mr Williams

Some question examples:

Year 7	Year 8	Year 9
What is meant by 'society'? What is power? Should happiness be the purpose of life?	Is religious belief another form of superstition? How do we know we exist? Can spiritual curiosity be bad for your health?	Are humans free to make themselves up as they go along? What does power look like? What is meant by diversity (in society)?

All KS3 PC&E pupils will enjoy one lesson a week.

Assessments will take place at the end of each term will take the form of one online multiple choice questionnaire.



# Philosophy, Culture and Ethics (PCE)

**Subject Terminology** – How many of these do you know? Can you spell them correctly? Are you confident using them in your discussions?

<b>Religion</b>	A particular system of worship or belief
<b>Superstition</b>	A widely held but irrational belief in the supernatural, especially leading to good or bad luck, or a practice based on such a belief.
<b>Parable</b>	A simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels.
<b>Myth</b>	A traditional story concerning the early history of a people or explaining a phenomenon, and typically involving supernatural beings or events.
<b>Faith</b>	Strong belief in the doctrines of a religion, based on spiritual conviction rather than proof.
<b>Morals</b>	Standards of behaviour; principles of right and wrong.
<b>Ethics</b>	Moral principles that govern a person's behaviour or the conducting of an activity; the branch of knowledge that deals with moral principles.
<b>Philosophy</b>	The study of the fundamental nature of knowledge, reality and existence.
<b>Culture</b>	The ideas, customs, and social behaviour of a particular people or society, including all forms of artistic expression.
<b>Secular</b>	Not connected with religious or spiritual matters.
<b>Monotheist</b>	The doctrine or belief that there is only one God
<b>Atheist</b>	A person who does not believe in the existence of God or gods.

**Religions of the world and their religious texts**

<b>Christianity &amp; Judaism</b>	The religion based on the person and teachings of Jesus Christ, or its beliefs and practices. It is the world's largest monotheist religion and is the main religion of Great Britain. Judaism is the world's oldest monotheist religion, dating back nearly 4000 years.	<b>The Bible</b> – a collection of religious texts, writings or scriptures sacred to Jews, Samaritans, Christians, Muslims, and others <b>The Torah</b> – the first five books of the Hebrew bible.
<b>Islam</b>	The religion of Muslims, a monotheistic faith revealed through Muhammad as the Prophet of Allah. It is the world's second largest religion.	<b>The Quran</b> – the central religious text of Islam, believed by Muslims to be a revelation from God.
<b>Hinduism</b>	A major religion and cultural tradition of South Asia, which was developed from the Vedic religion. It is the world's third largest religion and involves the worship of one God that takes many forms.	<b>The Vedas</b> – otherwise known as 'Boos of Knowledge' they are the foremost sacred texts of Hinduism, written from around 1200 BC.
<b>Sikhism</b>	A monotheist religion founded in Punjab in the 15 <sup>th</sup> Century by Gura Nanak. Sikhism is one of the youngest of the major religions and the world's fifth largest organised religion.	<b>Adi Granth</b> – the 'First Book' also called Granth or Granth Sahib, the sacred scripture of Sikhism.
<b>Buddhism</b>	A widespread Asian religion or philosophy, founded by Siddhartha Gautama in north eastern India in the 5 <sup>th</sup> Century BC.	<b>The Tripitaka</b> – the earliest collection of Buddhist teachings and the only text recognised by Theravada Buddhists.

**Oracy Lessons – Talking roles:**

**Instigator**  
The person who starts the discussion could say:

- “I would like to start by saying...”
- “I think the first thing we should consider is ...”
- “To begin with, let’s talk about...”

**Prober**  
The person who digs deeper into the argument and asks for evidence might say:

- “What evidence do you have to support...?”
- “How does that support your argument that ...?”
- “Could you explain how you came to that conclusion?”

**Builder**  
The person who develops, adds to or runs with an idea could say:

- “I agree, but I’d like to add that ...”
- “Linking to your point, I think ...”
- “Building on that idea, I think ...”

**Challenger**  
The person who disagrees, or presents another argument could say:

- “That’s true, but have you considered...?”
- “You mentioned \_\_\_\_\_, but what about...?”
- “I hear what you’re saying, but have you thought about ...”



# Philosophy, Culture and Ethics (PCE)

**The Ten Commandments** - According to the Bible, God gave Moses a set of ten laws that they should follow in order to please him. God told Moses that if the rules were not followed, God would punish people who disobeyed them. Today these laws are known as the Ten Commandments. They are found in the Bible in the book of Exodus. They are:

1. **Do not have any other gods.** ( Christians and Jews believe there is only one God and that it is a sin to worship another.)
2. **Do not make false idols.** (Christians and Jews believe it is a sin to create any other form of personal religion.)
3. **Do not disrespect or misuse God’s name.** (Christians and Jews believe it is wrong to use the name of God, or Jesus as an expletive, or to use their names disrespectfully.)
4. **Remember the Sabbath and keep it holy.** (Traditionally, it has been important for Christians and Jews to keep one day of the week holy, reflecting the story of Creation.)
5. **Honour your father and mother.** (Christians and Jews believe that it is a religious duty to be respectful and obedient to one’s parents.)
6. **Do not commit murder.** (Christians and Jews believe that it is a mortal sin to take another’s life.)
7. **Do not commit adultery.** (Christians and Jews believe it is a mortal sin to have sexual relationships outside of marriage.)
8. **Do not steal.** (Christians and Jews believe it is a mortal sin to unlawfully take another person’s property.)
9. **Do not tell lies.** (Christians and Jews believe it is a sacred duty to always tell the truth.)
10. **Do not be envious of others.** (Christians and Jews believe it is important to be content with the things we have and not covet jealously what others have.)

## Religious perspectives:

- **God: Christians** believe in the *triune* God - God the father, the son (Jesus) and the Holy Ghost (Christ risen after death). **Jews** believe that God is a spiritual entity that manifests itself in our very being. They do not believe in a specific *hell*, but a place of darkness from which you may be summoned. **Muslims** believe in Allah, the absolute one, the all-powerful and all-knowing ruler of the universe, and the creator of everything in existence. **Hindus** actually only believe in one God, Brahman, who can appear as many Gods. **Buddhists** do not believe in a personal god. They believe in constant change and a spiritual path to enlightenment.
- **Charity: Sikhs** believe that receiving charity is the right of the poor; that the wealthy have a spiritual duty to be charitable, known as *Vand Chhakna*. **Christians** believe charity to be the most important of all Christian virtues. **Buddhists** believe that being charitable is a duty and benefits the giver. This is known as *Dana*.
- **Death and the afterlife: Buddhist, Sikhs and Hindus** all believe in versions of *reincarnation* - the non-physical essence of a living being begins a new life in a different physical form or body after biological death. **Muslims** believe there is a life after death, known as *Akhirah*. They believe it is Allah (God) who decides which of the dead will be granted this. **Christians** believe that a person’s **soul** lives on after death and can be reunited with God, which is based on the story of Christ’s resurrection.
- **Prayer and worship: Christians** believe this is how they communicate with God to confess sins and to seek his forgiveness and wisdom. **Muslims** pray because God has told them that they are to do this, and because they believe that they obtain great benefit in doing so. **Hindus and Buddhists** use chanting of mantras as the most popular form of worship. Yoga and meditation are also considered as a form of devotional service.

**The Golden Rule:** “Do unto others as would you have them do unto you.” This is from the Bible, from the story of Jesus’ Sermon on the Mount, as told in the Gospel of Matthew. It basically means that we should treat other people as we would like and expect them to treat us. It is an example of *reciprocal altruism* and most orthodox religions have their versions. Humanists and atheists also subscribe to it as an ethical example of civilised behaviour which benefits us all.