

Knowledge Organiser

Year 7

Cycle 2

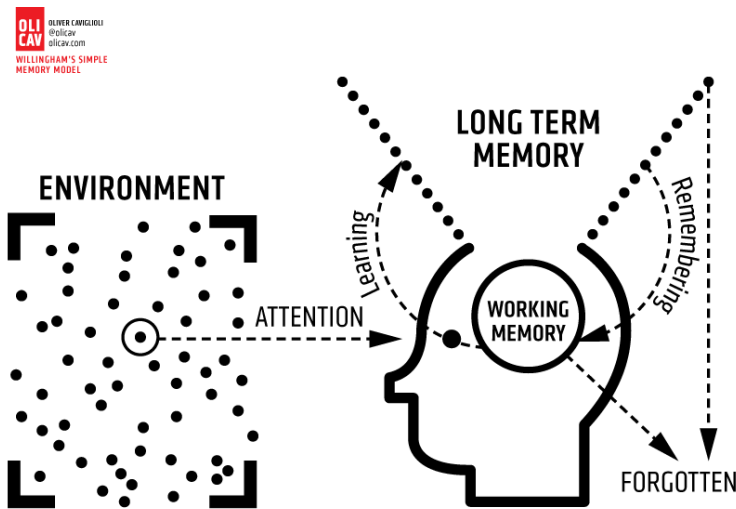
Name:



Inspiring Excellence

Using your Knowledge Organiser for homework

- Your Knowledge Organiser contains the essential knowledge that every student must know.
 - Regular use of the Knowledge Organiser helps you to recap, revise and revisit what you have learnt in lessons.
 - The aim is to help remember this knowledge in the long term and to help strengthen your memory
 - You will use the Knowledge Organiser to help learn during homework.
 - You will be assessed on the knowledge from your Knowledge Organiser; the more you revisit information the more likely it will be remembered for lessons, assessments and exams.
-
- For each homework you will be asked to look at a particular section of your Knowledge Organiser.
 - Make sure you follow the homework timetable below so that you do the right homework for the right subjects each day.
 - Each day (Monday to Friday) you will study 3 subjects for 20 minutes each.
 - All Knowledge Organiser homework is completed in your blue Knowledge Workbooks
 - All Maths and English homework is completed on SPARX and must be 100% completed each week.



Homework Timetable Year 7

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Maths	History	Maths	English	Maths
Subject 2	English	Science	English	Science	Geography
Subject 3 Week A	French/Spanish	RPE	Drama	Food/3D Design	PE
Subject 3 Week B	French/Spanish	Art	Music	Computing	Life Skills

How to use your Knowledge Organiser

In your blue knowledge book you will always write the date, subject heading and ensure that they are underlined with a ruler.

Task 1: Questions

Where a subject includes questions to answer, you must answer these in your blue book. This is the main task to do as a minimum. If you have additional time, or where there are no questions, then do the following Tasks 2-4

Task 2: The Cover – Write – Check method

1. Study the relevant section of your Knowledge Organiser for several minutes.
2. Cover the Knowledge Organiser.
3. In your blue book, write out what you can remember.
4. Check the Knowledge Organiser to see if you got it right.
5. Correct any mistakes in purple pen.
6. Repeat the process – even if you got it 100% correct.
7. Complete sections that you have previously studied using the same process.

Task 3: Free recall

1. Pick a section of the Knowledge Organiser you have studied recently.
2. Without looking at the Knowledge Organiser write down everything you can remember about the topic.
3. Check the Knowledge Organiser to see how much you got right.
4. Correct any mistakes and add any missing parts in purple pen.

Task 4: Elaboration

1. Once you have completed the Cover – Write – Check method, add any additional details you can to your notes.
2. Remember your Knowledge Organiser only contains the core knowledge, there is much to learn beyond it so practise adding more detail when you can.

Year 7 Cycle 2

Knowledge Organiser Contents Page

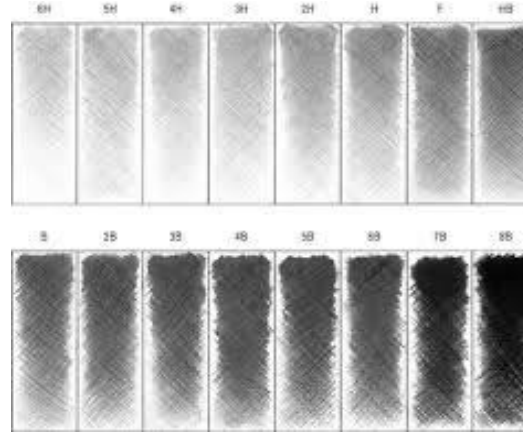
Subject	Page Number
3D Design	5
Art and Design	6
Computer Science	7
Drama	8-9
English	10-17
Food and Nutrition	18-21
French	22-26
Geography	27-31
History	32-37
Life Skills	38-40
Maths	41-42
Music	43-44
PE	45
Religion, Philosophy and Ethics	46-47
Science	48-60
Spanish	61-65

A. Visual Elements Keywords

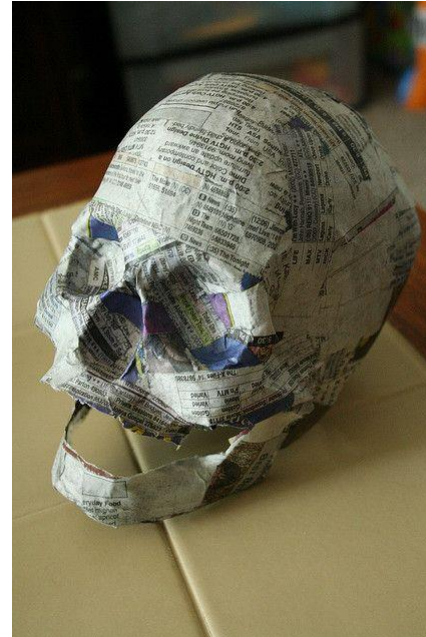
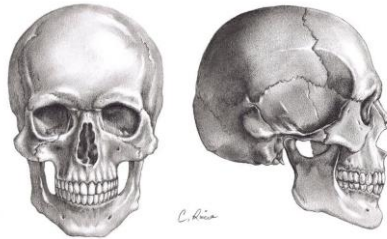
Line	Line is the path left by a moving point. A line can be horizontal, diagonal or curved and can also change length.
Shape	A shape is an area enclosed by a line. Shapes can be geometric or irregular.
Form	Form is a three dimensional shape, such as a cube, sphere or cone.
Tone	This refers to the lightness or darkness of something. This could be a shade, or how dark or light a colour appears.
Texture	This is to do with the surface quality of something. There are two types of texture: Actual texture really exists, so you can feel it or touch it; Visual texture is created using marks to represent actual texture.
Pattern	A design that is created by repeating lines, shapes, tones or colours.
Colour	Red, yellow and blue are primary colours, which means they can't be mixed using any other colours.

B. Key Knowledge 1: How to create a range of tone

- Create different tones by using different grades of pencil
- HB means 'hard black' this is a standard pencil.
- H pencils are **lighter** as the number gets higher
- B pencils are **darker** as the number gets higher
- You can use pencils to make a variety of marks and tones by how much pressure you apply when using them



E. Expert Modelling:



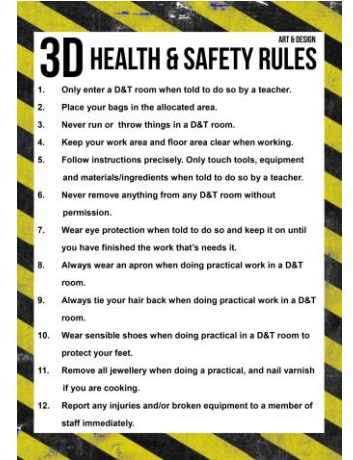
What Visual Elements can you see in this work?

CREATIVE ARTS

3D DESIGN – YR 7 – 3D SKULL

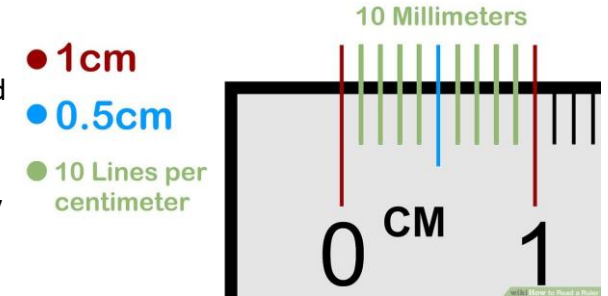
C. Key Knowledge 2: HEALTH & SAFETY RULES

Refer to your booklet for a larger version of the H&S Rules



D. Key Knowledge 3: How to use a ruler

Lines on a ruler help you to measure and mark accurately. This is a very important **life skill**.



F. Wider thinking / further reading:

Watch this video on how to create a paper mâché skull from egg boxes

<https://www.youtube.com/watch?v=1v6b0elCJVU>

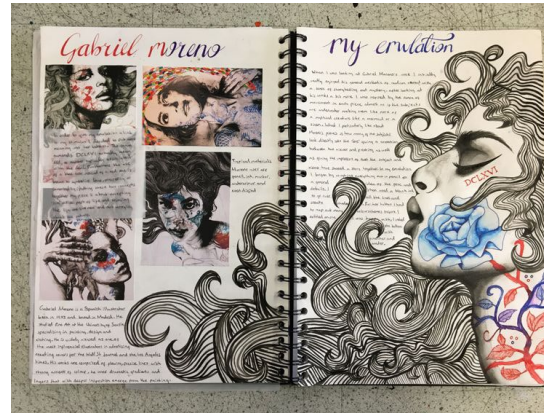
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B. Key Knowledge 1: How to write a critical study in Art & Design

Include the following in your critical studies

- Artist's name and images of their work
- Your own copy of the artist's work
- Written research about them, their life and work
- Your own personal opinions – use the 10 questions and vocab in your homework book to help you



D. Key Knowledge 3: GENRES in Art & Design

GENRE – A specific style or category of something. This could include art, music, fashion etc.

ABSTRACT – Abstract art is art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect.

STREET ART/GRAFFITI - artwork that is created in a public space, often without official permission. Street art can be text and/or imagery and often aims to give the viewer a message.

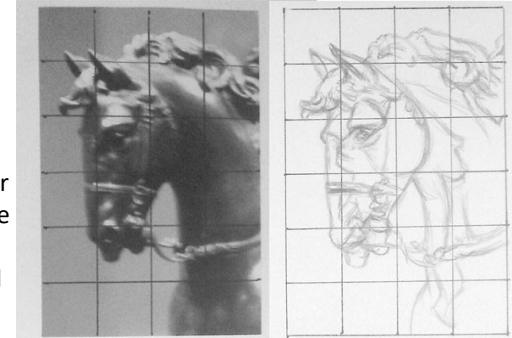
CUBISM - an early 20th-century style and movement in art, especially painting, in which perspective with a single viewpoint was abandoned and use was made of simple geometric shapes, interlocking planes, and, later, collage.

POP ART – An art movement in the UK and US in the 1950s. The movement presented a challenge to traditions of fine art by including imagery from popular and mass culture, such as advertising, comic books and mundane mass-produced cultural object.

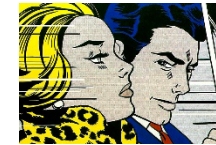
ART & DESIGN Yr 7 Cycle 2 Project – Making Sense
Threshold Concept #2 Artists connect our senses & express ideas & emotions. Artists experiment & take risks.

C. Key Knowledge 2: The Grid Method

The grid method involves drawing a grid over your reference photo, and then drawing a grid of equal ratio on your work surface. Then you draw the image on your grid, focusing on one square at a time, until the entire image has been transferred and is in accurate proportion.



E. Expert Modelling: Can you match the genres in D to the images below?



Roy Lichtenstein



Yayoi Kusama



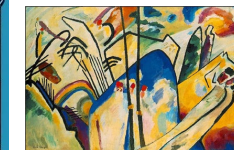
Pablo Picasso



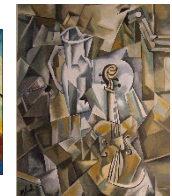
Banksy



Andy Warhol



Wassily Kandinsky



Georges Braque



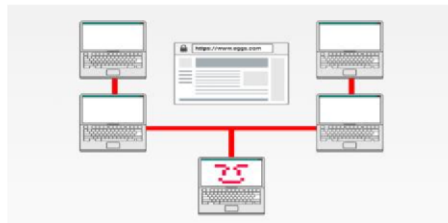
My Dog Sighs

F. Wider thinking / further reading: Watch this video to help you with the grid method

<https://www.youtube.com/watch?v=HyaX2acsNmU>

What is Cyber Security

Is protecting networks, computers, programs and data from attack, damage or unauthorised access through the use of technologies, processes and practices.



The difference between Data and Information

Data is raw facts and figures. For example, a lists of test results for a class. Without any context or analysis, the data may be of limited use on its own.

Information is created when that data has been processed and becomes meaningful: For example, these are scores from a test where the pass mark was 35.



Social Engineering

Manipulating individuals so they give away personal information (e.g. bank account).

Blagging - inventing a scenario to target someone into divulging info. Companies can give employees security training.

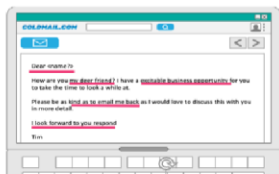
Phishing - fraudulently obtaining personal info (using e.g. email or SMS). Beware of links in emails!

Pharming - Cyber-attack to redirect a website's traffic to another, fake site. Check the http address has http's'

Shouldering - observing a person's private info over their shoulder (e.g. ATM)

Name Generator Attacks

These are attacks in which the victim is asked in an app or a social media post to combine a few pieces of information or complete a short quiz to **produce a name**. Attackers do this to find out key pieces of information that can help them to answer the security questions that protect people's accounts.



Protection methods

Measures can be used to make it more difficult for attackers.

Firewalls

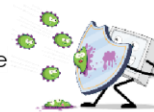
A firewall checks incoming and outgoing network traffic. It scans the data to make sure it doesn't contain anything malicious and that it follows the rules set by the network.

Anti-malware

The anti-malware will have a list of **definitions** of sequences of code that they are aware are malicious. If the code in your files matches the definitions, the files are quarantined.

Auto-Updates

Software that automatically checks for available updates



Malicious code and attacks

Malware - umbrella term to describe a variety of hostile or intrusive software. **Six categories: Virus, Trojans, Worms, Adware, Spyware and Ransomware.**

- **Computer virus** - installed on your computer without your permission with the intention to do harm. Viruses spread through email attachments or IM services OR through files/programs downloaded
- **Trojan** - pretends to have a legitimate purpose. Spread by email
- **Spyware** - gathers info without user knowing (e.g. bank account details).
- **Adware** - internet usage analysed and then advertising targeted.
- **Hacking** - Gaining unauthorised access of a computer.
- **Script kiddie** - Are hackers who use tools downloaded from the internet that allow them to hack with little technical knowledge.
- **Denial of Service Attack (Dos)** - Floods a targeted computer or website with lots of requests and internet traffic in an attempt to overload the system.
- **Distributed Denial of Service Attack (DDoS)** - This uses the same concept as a DoS attack but this time it is multiple computers making the attack at the same time.
- **Brute Force Attack** - This makes multiple attempts to discover something, for example a password.

Key Vocabulary

Key Word	Definition
Bolnet	A large collection of malware infected devices.
Hacking	This can be Ethical or Un-ethical hacking
User permissions	Users on a network can be put into groups, with each group having a unique set of privileges.
User Authentication	Secure passwords, maximum number of attempts, CAPTCHA, Biometrics, Two-factor identification.
Internet bot	Automated programs that perform tasks repeatedly. Bots can have a malicious intent.
Ransomware	Self-replicating virus - Locks a computer, encrypts files and demands a ransom paid before they decrypt the files and unlock the computer.
Viruses	Malicious form of self-replicating software.

Legislation

Data Protection Act 2018

All organisations and people using and storing personal data must abide by the following principles.

- Used fairly, openly, and in accordance with the law
- Used for a specific and stated reason
- Used only in a way that is necessary and sufficient for the purpose for which it was collected
- Accurate and up-to-date
- Only kept for as long as it is needed
- Protected against loss, damage, and unauthorised access

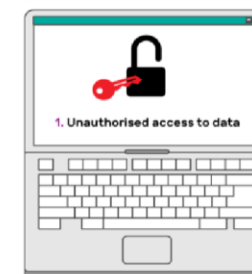
Your rights

As a **data subject**, you have the right to find out what information the government and other organisations store about you.

- Find out how your data is being used (by an organisation)
- Access the data that an organisation has about you
- Update your data
- Have your data deleted
- Stop an organisation from processing your data
- Transfer your data to a different organisation

Computer Misuse Act 1990

Designed to make hacking into computer systems a criminal offence with a potential jail sentence of up to 10 years and an unlimited fine.



YEAR 7 DRAMA – CYCLE 2	Week 1	Week 2	Week 3	Week 4	Week 5
	<u>Drama Terminology</u>		<u>Drama Terminology</u>	<u>Stage positions</u>	<u>Drama Terminology</u>
	Sound:	COSTUME DESIGN	Set:	Auditorium:	Chronological:
	Recorded Music, Recorded sound, Live music, Singing, Soundscapes created by the actors, Vocalisation.	Colours and symbolism	Props, Stage Furniture, Design, Style, Texture, Colour, Fabric, Proxemics.	The part of the theatre accommodating the audience during the performance, also known as the “house”.	The logical order of events from beginning to middle to end.
	Atmosphere and Tension:	Yellow: Light, Joy, Youth, Energy	Costume Design:	Centre stage:	Dramatic Irony:
	Sound, Pace, Pause, Silence, Physical movement, Entrances and Exits, eye contact, Vocalisation, Language, Text, Lighting, Set, Staging, techniques: direct address, slow motion, cross-cutting, Costume.	Grey: Plain, oppression, Routine	Hand held props, Clothing Warn, Style, Colour, Texture, Fabric, Design, Fit, Make / Brand.	The centre point of the stage.	When the audience or reader knows something important which the main character does not.
	Stage Space:	Red: Dancer, Blood, Passion, Love, Fear	Lighting:	Down-stage:	Epilogue:
	How the stage space is used: Set design, lighting, actors movement and action in the space, Actors relationships, Levels, Breaking the forth wall, Proxemics.	Green: Nature, Growth, Innocence, Progress, Jealously	Colour, Shape, Shadows, Shallotte's, Spotlight, Stage Wash, Flood Light, Front Lit, Back Lit, elimination, Colour, Brightness, Fade, Snape, Flashes, Shade.	The front of the stage, in the front of the centre stage area, close to the audience.	The closing part of a speech, book of performance. The opposite of a prologue.
	Task: Find a piece of music that you would use to enhance the drama of a plane crash. Why did you choose that music? Write the music and explanation in your homework books.	Purple: Royalty, High Status, Power, Wealth.	Basic block:	Fourth Wall:	Flashback:
		Task: To draw a costume design of one of the characters from Lord of the Flies. Label the design and give reasons why you chose those colours.	A pattern which is the starting block for a more detailed pattern based on a particular performer's measurements and reflecting specifics like historical period.	The invisible wall of set through which the audience see's the action of the play.	A scene enacting something that happened in the past; the enactment of a character's memory of a past event.
			Task 1: Design/draw a set for the deserted Island from Lord of the flies. Consider props, stage furniture, design, style, texture, colour, fabric and proxemics (how close these things are to each other).	Stage left:	Foreboding:
				The left side of the stage for an actor standing facing the audience.	A feeling or sign that things are about to change for the worse.
				Stage right:	Task: Write a flashback from either the perspective of Piggy or Ralph. Include what it would have been like to live in their homes and the things you think they would miss the most. Consider their emotions and how they would show them using facial expressions.
				The right side of the stage for an actor standing facing the audience.	
				Up-stage:	
				The back part of the stage, behind the centre stage area, further away from the audience.	
				Task: Which stage type would you use for Lord of the Flies and why?	

	Week 6	Week 7	Week 8	Week 9	Week 10
DRAMA	<u>Drama Terminology</u> <div> Monologue: A speech by a single person, speaking alone, often revealing something about their past or personality. </div> <div> Naturalistic: A form of theatre designed to create the illusion of reality for an audience. Originated in the late 19th century. </div> <div> Reiterate: To repeat something for effect, impact or emphasis. </div> <div> Suspension of disbelief: To suspend your disbelief is to forget the performance and be drawn into the action as if it were real. </div> <div> Symbolism: The use of images or thing (usually physical, like a flag) that stand for or represent something else, usually something abstract like a nation. </div> <div> Task: Find a monologue of Macbeth's and copy it out into your books. </div>	<u>Exam practice Question: LORD OF THE FLIES</u> 1. Analyse how stage space was used to engage the audience during the opening moments of the performance. (6 Marks) 2. Evaluate how vocal skills were used at one key moment within the performance. (9 Marks) Stage Space: How did the group use proxemics (the space) to catch your attention? E.g. Did the group start centre stage to highlight the groups unity at the start. Vocal Skills: Did the group use choral speaking? What were they trying to communicate to the audience? E.g. the group used repetition on the line "segregated" to highlight the breakdown of the groups.	<div> COSTUME DESIGN Colours and symbolism </div> <div> Black: Night, Evil, High Status, Mystery, Death. </div> <div> White: Purity, Innocence, Goodness, Faith. </div> <div> Blue: Opportunity, Depth, Strength, Truthfulness, Water, Cold. </div> <div> Pink: Compassion, Love, Femininity. </div> <div> Brown: Earth, Dirt, Nature, Hard-Working </div> <div> Task: To draw a costume design of one of the characters from Macbeth. Label the design and give reasons why you chose those colours. </div>	<u>Revision for Knowledge Organiser test:</u> Pick three sections you feel you need revise. You may choose to look over one week in particular you feel you don't know as well. Use the following to support you with your revision: <div> LOOK COVER WRITE CHECK </div> Draw a picture to represent your chosen word/section. Create flash cards that include your words/sections and their definitions. Put your word/section into a scenario. For example, "I used a cross tone when I told my dog off for eating my homework".	<u>Key Vocabulary:</u> <div> Still image: A single static image, as distinguished from a moving image. </div> <div> Form: Refers to the shape of each individual section. E.g. movement of mime based ensemble scene. </div> <div> Hot Seating: A strategy in which a character or characters, played by the teacher or a student, are interviewed by the rest of the group </div> <div> Contrast: A marked difference between two or more things placed side by side for dramatic effect </div> <div> Metaphor: A thing regarded as representative or symbolic of something else. </div> <div> Ensemble: A group of musicians, actors, or dancers who perform together. </div> <div> Slow motion: Slowing an action down, often used for dramatic effect. </div>

Your English homework is to complete your Sparx Reader homework online.

You can access Sparx Reader by typing it into an internet search function, or you can sign into Sparx Maths, click 'Menu' and access Sparx Reader there.

You will not be able to complete Sparx Reader as your homework until you have completed the Sparx Reader test in one of your English lessons. If you have not yet completed this test, please use the following pages of the KO as your English homework, using the 'look, cover, write, check' method.

Once you are using Sparx Reader as your homework, you do not need to do the KO as well. If Sparx Reader does not work for any reason, return to completing the KO until you can access Sparx again. If your Sparx Reader is not working, let your English teacher know as soon as you can.



What do I have to do on Sparx Reader?

Select a book, read it and answer the questions that pop up as you read. The questions are checking your understanding of the book.

How will I know I have completed my homework?

Your target is to reach 300 SRP (Sparx Reader Points) every week. 300 SRP = roughly 30 minutes of reading. You get points by correctly answering questions. You get more points if you answer a question correctly the first time. You get more points the more carefully you read – Sparx Reader knows when you have read too quickly or improperly, which stops you from getting as many points.



Well done!

Your score was 4/4.

+38 SRP

+13 Check passed

+25 First try bonus

Next >

When will my homework be due in and checked?

Your English teacher will decide what day of the week you have to complete your homework by and they will inform you of this day. Don't worry if your homework is due a different day to your friend's homework; go by what your teacher has told you.

What do I do if I'm confused or stuck?

Ask your English teacher as soon as you can – they will be able to help you with any questions you may have.

Task Progress



64 / 200 SRP

Continue >

English Homework:



Where is it?

- For Years 7-9, the main form of homework is Bedrock. You will be given your login and password by your English teacher in the first few weeks of year 7. These will then stay with you throughout years 8 and 9. You need to log on to the Bedrock Learning platform. This can be found through an internet search. If there are any issues with the login details provided, you can click on the 'Office 365' button on the login page and use your school email and password instead.
- **Please only use this Knowledge Organiser to revise material covered in class, or to catch up on missed work due to absence or illness.**

What do I have to do?


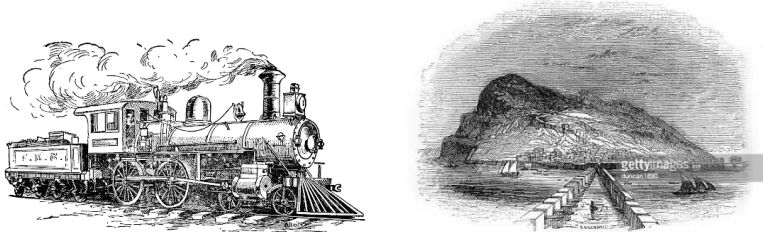
- When you login for the first time, you will be prompted to take an Alpha test. This will assign you a block appropriate to your reading age. Once this is complete, you are expected to complete **3 lessons on Bedrock a week**. Simply work your way through the books that are presented to you. One lesson should be completed per night that English homework is scheduled in the KO. Quizzes also count. Each time you login, you simply need to click 'continue' on the book you are working on. Both you and your teacher can see how many lessons you have completed and on what dates.

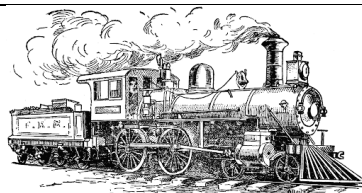

When is it due?

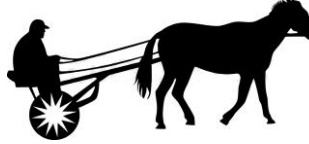
- You don't need to do anything to ensure the work is 'handed in'. Bedrock is checked every Monday for the previous week. Teachers will expect to see 3 lessons/quizzes completed the week previously.



What to do in the case of issues:

- Speak to your teacher in the first instance. Ensure that your login details are copied down somewhere accurately. IT services are available during breaktimes. You can also use the school computers at breaktimes should you wish to.

wk	keyword	definition	example				
Week 1	noun	A person, place or thing	Table, chair, door, Tom, Ben, London	Week 1	Chapter 1 - Christmas Eve		
	adjective	A word that describes a noun	Big table, blue door		Kipps is a old man in his fifties. After refusing to tell his step sons a ghost story he feels compelled to write his own.		
	verb	A doing or being word	Dancing, singing, running				
	adverb	How a verb is done	The man ran quickly .		Stretch: The old man sat at the table and began to write his story. Find the adjectives, nouns and verbs in this sentence.		
Week 2	Dense	Closely packed together	The people in the room were densely packed.	Week 2	Chapter 2 - A London Particular		
	Grim	Unattractive or forbidding	The bathroom was grim .		Kipps is twenty-one. He is sent Crythin Gifford by his employer, Mr Bently. He is sent there to attend the funeral of Mrs Drablow		
	Spectral	Ghost-like	There was a spectral presence in the room.				
	Grotesque	Very ugly	The front of the house was grotesque .				
	Oppressive	Harsh and overwhelming	There was an oppressive atmosphere in the end.				
Week 3	Impulsively	Without forethought; on impulse	I impulsively bought a new coat.	Week 3	Chapter 3 - The Journey North		
	Furtively	In a way that attempts to avoid notice	He spoke furtively .		<ul style="list-style-type: none"> Kipps travels by train from London to Kings Cross via Crewe and Homerby. This is where he first meets Samuel Daily who Kipps ignores as he goes on about the bleak countryside. 		

	Intensely	To an extreme degree	The boy stared at the chocolate bar intensely .		 <p>Stretch: Can you use these connectives to compare the characters we have met so far?</p> <table><tr><td>Connectives:</td><td>Equally</td></tr><tr><td>Similarly</td><td>Likewise</td></tr><tr><td>Compared with</td><td>Furthermore</td></tr></table>	Connectives:	Equally	Similarly	Likewise	Compared with	Furthermore
	Connectives:	Equally									
	Similarly	Likewise									
	Compared with	Furthermore									
Ominously	In a way that suggests that something bad is going to happen.	The thunder rumbled ominously .									
Eerily	In a strange and frightening manner.	The house was eerily quiet.									
Week 4	Christmas	the annual Christian festival celebrating Christ's birth,	The book begins with the family celebrating Christmas .	Week 4	 <p>Chapter 4 - The Funeral of Mrs. Drablow</p> <ul style="list-style-type: none">Kipps encounters the Woman in Black for the first time at Slice Drablows funeral. He mistakes her for a fellow mourner until speaking to Mr Jerome who insists that he didn't see a woman at all. He later refuses to take Arthur to Eel Marsh House.At a lunch with the locals, one gentleman says that no one will ever buy the house but wont explain why. <p>Stretch: Use the week 4 words in your own writing. Use a thesaurus to find some alternative words.</p>						
	Traditional	produced, done, or used in accordance with tradition.	It is traditional to tell ghost stories on Christmas Eve.								
	Lethargy	a lack of energy and enthusiasm.	You may begin to feel lethargy before bed.								
	Atmosphere	the pervading tone or mood of a place, situation, or creative work.	The atmosphere created at the beginning of the book is a spooky one.								
	Idyllic	extremely happy, peaceful, or picturesque.	The areas surrounding Eel Marsh House could be described as idyllic .								

Wee 5	Description	Detailed writing about a setting, person or events	The description of Eel Marsh House makes it sound mysterious.	Wee 5	Chapter 5 - Across the Causeway <ul style="list-style-type: none"> Kipps visits Eel Marsh house for the first time – it is its own little island and becomes separated from the town when the tide rises. He is taken there by Keckwick on a pony and trap. Keckwick is quiet and withdrawn but agrees to come back later with clothes and food so Kipps can stay the night. While Kipps is exploring the burial ground, he sees the woman in black again. He tries to go over to her, but she disappears. He returns to the house where there are piles of random papers to sort through. Rather than starting work, because he has freaked himself out in the big scary house, he goes for a walk towards Crythin Gifford. 
	Dialogue	Speech between characters	There is lots of dialogue between Arthur and Samuel Daily.		
	Foreboding	To create a sinister atmosphere	There is a foreboding atmosphere whenever the woman in black is present.		
	Narrative	Story or plot	There are lots of characters in the narrative .		
	genre	A type of story with specific. Common elements	'The Woman in Black' belongs to the gothic horror genre .		
Week 6	Locomotive	A train with an engine	Arthur travels to Crythin Gifford on a locomotive .	Week 6	Chapter 6 - The Sound of a Pony and Trap <ul style="list-style-type: none"> As Kipps walks back along the causeway, the fog and the tide begin to roll in. Kipps hears the sound of a pony and trap sinking in the marshes. He also hears screams and strange noises. There is nothing he can do as he can't see. He assumes it must be Keckwick and the trap stuck. He makes his way back to the house. Once there, he cries helplessly. Eventually, he pulls himself together and decides to explore the house. He finds a room with a locked door and is unable to get in. After a while, he falls asleep on the sofa. He is woken up at 2 a.m. by Keckwick who has come to take him back to the hotel. When Kipps asks how he escaped, Keckwick doesn't reply. Chapter 7 - Mr. Jerome is Afraid <ul style="list-style-type: none"> The next day, Arthur wakes up and decides that he is so done with this whole Drablow affair. He's going to pass the whole thing off to Mr. Jerome. The landlord lends him a bicycle, and he pedals off to see Mr. Jerome, feeling pretty good about things. His good mood vanishes when he gets to Mr. Jerome's office. Mr. Jerome is very squirrely about the whole thing and says no way, no how, and don't let the door hit you on the way out. But he <i>does</i> say some vague things about stories and ghoulish things, without a lot of detail. Time for plan B: Arthur writes a letter to Mr. Bentley explaining that Eel Marsh House is quite an undertaking and he'll have to be here for several days to sort it all out. Then he goes on a nice long bike ride to clear his mind.
	Mystery	Something unknown	The events at Eel Marsh House create a sense of mystery .		
	Fiancée	a woman to whom someone is engaged to be married.	Stella is the fiancée of Arthur.		
	Particular	To be exact or precise	Arthur has to be particular with his timings so that he does not get cut off by the tide.		
	business	A company or someone you have dealing with – often financial	Arthur is in the business of the law.		

Week 7	1 st person narrator	Where the narrative is told from the perspective of a character.	Part of the story is told in 1 st person narrative.	Week 7	Chapter 8 - Spider <ul style="list-style-type: none"> After a refreshing 30-mile ride, Arthur has dinner with Sam Daily. He also decides to spend the next two nights at Eel Marsh House to get through all that paperwork. Mr. Daily doesn't think this is such a good idea. Nonetheless, Arthur insists, so Mr. Daily lends out his dog, Spider. Okay, Spider is kind of small, but hey—any company is good company, right? 
	Verb	A doing or being word.	Arthur goes cycling . I am sad today.		
	Antagonist	The character that goes against the main character creating conflict.	Darth Vader is a very obvious antagonist .		
	Solemn	Formal and dignified.	The funeral of Mrs Drablow is solemn .		
Week 8	Pungent	having a sharply strong taste or smell	Parts of the house have a pungent smell.	Week 8	Chapter 9 - In the Nursery <ul style="list-style-type: none"> Mr Bentley okays the plan and Kipps returns to Eel marsh house with Spider. Kipps does some work, goes for another look at the graves and then goes off to bed for a restful night's sleep. However, he wakes up to Spider standing at the bedroom door growling. He follows Spider down the hallway to the locked door. He hears a noise behind him. He rushes back to his room but it's empty and Spider has calmed down. The next morning, he goes back to town and grabs a bunch of food before bicycling back. He also has a letter from Stella. Back to Eel Marsh House it is, and back to more organizing. As he's sorting, he finds a packet of letters to Alice Drablow from someone named Jenet. It seems she's a relative of Mrs Drablow who had a child out of wedlock and gave him up to the Drablows to raise. Arthur starts to get a real bad feeling about this whole thing. Apparently Spider does too, because he starts to growl again. They run outside, where Arthur again hears the horrifying sound of a pony and trap getting stuck and a child drowning. But this time, he realizes that the sound isn't real. It's a ghost sound. They scamper back inside. Spider growls and runs off, leading Arthur up the stairs and to the locked room. Now, the door is wide open. He realizes that the sound he was hearing was the rocking chair. Because the chair is rocking by itself, but there's no one else in the room. Arthur looks at the toys and contents of the room for a while, trying to figure out a rational explanation—but there isn't one. 
	Sombre	dark or dull in colour or tone. having or conveying a feeling of deep seriousness and sadness	The funeral has a sombre atmosphere.		
	Conviction	a firmly held belief or opinion.	The villagers have a firm conviction that Alice Drablow is the reason for so many deaths.		
	tangible	clear and definite; real.	The apparition of the woman is tangible.		
	omen	an event regarded as a portent of good or evil.	The woman is an omen of death.		

Week 9	Acquaintance	slight knowledge of or friendship with someone or familiarity with a topic	Arthur and Samuel Daily quickly become acquaintances.	Week 9	Chapter 10 - Whistle and I'll Come to You <ul style="list-style-type: none"> It's windy and dark when Arthur wakes up. He tries to find his way to the light, but it's been broken. Spider rouses him and they walk through the house. Arthur is filled with an inexplicable sense of despair. It feels as though someone has died. That's probably because someone <i>has</i> died. They go outside, and Spider is agitated. So agitated that she somehow gets stuck in the marsh and Arthur has to work hard to get her out of there. As he's walking back to the house with poor Spider, he looks up and sees the woman in black watching him from the window of the nursery. Creepy.
	Perilous	Full of danger or risk	The journeys across the marsh are perilous .		
	Staid	respectable, and unadventurous.	Mr Jerome has a staid nature.		
	Lurid	Unpleasant and unnaturally bright in colour	The sunlight was lurid .		
	Semi colon ;	; to join two main clauses	'The moon shone; it was bright.		
Week 10	inextricable	impossible to disentangle or separate	The villagers find the deaths of the children and the woman inextricable .	Week 10	Chapter 11 - A Packet of Letters <ul style="list-style-type: none"> When he wakes up in the morning (seriously, how does the guy keep falling asleep under these conditions?), Sam Daily is at the house. Arthur explains all the scary things that happened to him, and they pack up his stuff to head back to Crythin Gifford. In his room at the inn, Arthur looks through the letters, where he finds a death certificate for Nathaniel, Jennet's son, who apparently died in the marsh. Somehow, this is enough for him to put it together. He checks with Sam Daily. Here's the story: Jennet Humfrye got pregnant when she was unmarried, and her married sister Mrs. Drablow convinced her to give the child up. The Drabblows raised the child as their own, and Jennet convinced them to let her live with them so she could see Nathaniel. One day, when the boy was in the pony and trap with his nursemaid and Keckwick's father, it became stuck in the marsh and they all drowned. (This is obviously the pony and trap that Arthur keeps hearing again and again.) Jennet was watching this whole time from the nursery window. Seeing her child die before her eyes drove her insane. When she finally died, she kept right on haunting the town. Daily warns Arthur that every time the Jennet's ghost has been spotted, a child has died in mysterious circumstances. Arthur is taking all of this in—and freaking out a little—when Stella arrives out of nowhere. Yay, reunion! Is it time for our happy ending now? Chapter 12 - The Woman in Black <ul style="list-style-type: none"> Arthur lets us know that we're almost at the end of the story. He leaves Crythin Gifford, marries Stella, and they have a baby named Joseph. One day, they go to a fair outside of London and Joseph insists on riding the pony and trap. There's only room for two, so Arthur waits behind while Stella and Joseph go. Can you guess where this is going? While Arthur's waiting, he sees the woman in black watching him. Uh-oh? Uh-oh is right. As the pony and trap comes back, she steps in front of it and causes a huge accident. And that is the true and horrifying end of <i>The Woman in Black</i>.
	Fact	Something can be proved to be true.	'80% of students believe that homework is a waste of time'.		
	Opinion	A point of view about something that can differ across individuals.	'I think that homework is waste of time'.		
	Rhetorical Question	A question that is asked for dramatic effect, rather than requiring an answer.	Will you help me? Will you do the right thing?		
	Hyperbole	Exaggerated claims or statements not meant to be taken literally.	I died with laughter earlier.		

Key Characters

(pick 1) ☐ Create a main character mindmap for each text, complete with key quotes

- ☐ Plot their activities and actions
- ☐ Draw their picture using evidence from the book
- ☐ Write a diary entry describing Arthur's feelings about his experience at the house

Arthur * Stella * Woman in Black * Samuel Daily * Mr Jerome

CHARACTERS AND PLACES IN THE TEXTS:

Use your mindmaps to help you write some WHAT, HOW, WHY paragraphs:

WHAT: How is the character/setting presented? Use some evidence to support your opinion.

HOW: Name any relevant writer's methods.

WHY: Say why you think the writer has chosen to write what they have, in the way they have done it. What is you own opinion?

EXTENSION: Practise writing your own Gothic! Use the text as inspiration.

Ideas: A spooky house, a lake late at night.

Dual Coding:

Consolidation Task: Create your own graphic novel of the story. Make a list of the 10 key scenes in the story and decide on how you will show these in your own comic strip.

Make the comic strip by drawing 10 boxes and drawing a key scene in each one!



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Year 7 Food & Nutrition Knowledge organiser - Macronutrients

<p style="text-align: center;">Week 1 & 2 Why we need food & the Eatwell guide</p>	<p style="text-align: center;">Week 3 & 4 Protein</p>
<p>The body needs food for:</p> <ul style="list-style-type: none"> • Growth and repair of cells • Energy • Warmth • Protection from illness • Keeping the body working properly <p>Your diet should include:</p> <ul style="list-style-type: none"> • A variety of foods to make sure you get all of the nutrients to stay healthy. • No single food can supply all of the nutrients that you need <p>Foods are vital for our survival and are made up of different things called nutrients. Each nutrient has its own function in the body</p> <ul style="list-style-type: none"> • Protein - growth and repair of cells, maintenance of the body and to provide energy. • Fat - provide energy, to keep the body warm, to protect internal organs and provide fat soluble vitamins and essential fats • Carbohydrates - needed for energy • Vitamins & minerals - needed to protect the body and prevent illness and disease <p><u>The Eatwell guide:</u></p>  <p>Questions:</p> <ol style="list-style-type: none"> 1. Why should you eat a variety of foods? 2. List the 5 main nutrients needed by the body and give a function of each 3. How much water should we drink a day? 4. List the sections of the Eatwell Guide including foods you would find in each section 	<p>There are two main types of nutrients:</p> <ul style="list-style-type: none"> • Macronutrients - needed in large amounts by the body (protein, fats and carbohydrates) • Micronutrients - needed in smaller amounts (vitamins and minerals) <p>Protein is needed for growth, repair, maintenance and a secondary source of energy</p> <p>Some people will need more protein than others e.g. children, teenagers and pregnant women</p> <p>Proteins are made from amino acids and there are 20 of them</p> <p>Essential amino acids must be provided by food because the body cannot make them</p> <p>10 are essential for children and 8 are essential for adults.</p> <p>High biological value (HBV)</p> <ul style="list-style-type: none"> • Contain all of the essential amino acids • Mainly come from animals e.g. meat fish and eggs <p>Low biological value (LBV)</p> <ul style="list-style-type: none"> • Missing 1 or more essential amino acid • Mainly come from plant foods e.g. peas, beans <p>Complimentary proteins</p> <ul style="list-style-type: none"> • When 2 or more LBV proteins are combined they can make a HBV protein e.g. beans on toast <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. What is the 4 letter word to remember the functions of protein 2. Which groups of people need more protein in their diet? 3. What are proteins made from and how many are there? 4. Can the body make all of the amino acids?



<p align="center">Week 5 & 6 Fat</p>	<p align="center">Week 7 & 8 Carbohydrate</p>
<p>Many people eat too much fat which is not good for our health and can lead to several health problems</p> <p>Fats like butter are solid at room temperature and are called saturated fats. Oils are liquid at room temperature and are called unsaturated fats.</p> <p>Saturated or unsaturated fat:</p> <ul style="list-style-type: none"> Saturated fat - too much in the diet can be harmful to health. Unsaturated fat - this type of fat is better for our health and can have several benefits.  <p>Eating this type of fat is better for our health and can have several benefits.</p> <p>The functions of fat are:</p> <ul style="list-style-type: none"> It protects vital organs by covering them with a layer of fat It insulates us and keeps us warm Provides energy (2 x as much as a gram of carbohydrate) It provides fat soluble vitamins A, D, E & K <p>Cholesterol is a fatty substance needed to function properly and help with the digestion of fats. Eating foods high in fat can raise cholesterol levels in the blood</p> <p>Eating too much fat can cause:</p> <ul style="list-style-type: none"> Obesity Type 2 diabetes Heart disease <p>Questions:</p> <ol style="list-style-type: none"> What are 3 of the main functions of fat in the body? Name 3 sources of animal fat & 3 sources of vegetable fat Which type of fat should we be eating less of and which should we eat more of? 	<p>The main function of carbohydrate is to provide energy! There are 3 different groups of carbohydrate.</p> <p>Sugar:</p> <ul style="list-style-type: none"> All sugars, treacle and syrups, honey, jam and marmalade Known as simple or double sugars <p>Starch:</p> <ul style="list-style-type: none"> Potatoes, rice, pasta, bread Known as complex carbohydrates. Made up of lots of simple sugars joined together <p>Fibre:</p> <ul style="list-style-type: none"> Found in cell walls of fruit, vegetables and cereals Also a complex carbohydrate <p>There are 2 other types of sugar that we need to be aware of in our diets. These are:</p> <ul style="list-style-type: none"> Free sugars = sugars that are added to foods e.g. sugar, honey and syrup. Can be more harmful to our health if we eat too much. Fruit sugars = natural sugars found in fruits and vegetables e.g. apples. Better for us. <p>We should be getting 50% of our energy from carbohydrate foods</p> <ul style="list-style-type: none"> 45% of our energy should come from starchy foods 5% should come from sugars <p>If the diet contains too much carbohydrate than we need then it will be turned into fat and stored in the body. This could lead to obesity.</p> <p>Fibre is needed to keep the digestive system healthy. If you don't eat enough fibre you could become constipated.</p> <p>The recommended amount of fibre for adults is 30g per day.</p> <p>Questions:</p> <ol style="list-style-type: none"> What is the main function of carbohydrate in the body? What are the 3 main groups of carbohydrate? What percentage of our energy should come from carbohydrates? What problems do you think eating too many free sugars could cause in the body?

Week 1 & 2 What are macronutrients and why do we eat food?	Week 3 & 4 Micronutrients																											
<p>Balanced diet definition:</p> <p>This means eating a wide variety of foods in the right proportions, and consuming the right amount of food and drink to achieve and maintain a healthy body weight.</p> <p>The Eatwell guide shows how eating different foods can make a healthy and balanced diet. It divides food into groups and shows how much of each food group is needed for a healthy diet.</p> <p>The groups of the Eatwell Guide are:</p> <ol style="list-style-type: none">1. Fruit and vegetables2. Starchy carbohydrates3. Protein4. Dairy and alternatives5. Oils and spreads <p><u>8 tips for a healthy diet</u></p> <ol style="list-style-type: none">1. Base your meals on higher fibre starchy carbohydrates.2. Eat lots of fruit and veg.3. Eat more fish, including a portion of oily fish.4. Cut down on saturated fat and sugar.5. Eat less salt: no more than 6g a day for adults.6. Get active and be a healthy weight.7. Do not get thirsty.8. Do not skip breakfast. <p>The 3 main macronutrients needed by the body are:</p> <ul style="list-style-type: none">• Carbohydrate = Energy• Protein = GERM• Fat = PIE <p>Questions:</p> <ol style="list-style-type: none">1. What colour is each section of the Eatwell guide?2. What should we cut down on eating too much of?3. What do the letters GERM stand for in proteins function in the body?4. What do the letter PIE stand for in fats functions in the body?	<p>Macro vs micronutrient:</p> <ul style="list-style-type: none">• Macronutrients are nutrients needed in large amounts in the body• Micronutrients are nutrients that we need in the diet in smaller amounts <p>We need macronutrients and micronutrients in the diet. They are equally important the only thing that is different is the amount of each that we need.</p> <p><u>VITAMINS AND THEIR FUNCTIONS</u></p> <table><tr><th></th><th>Function (what does it do?)</th><th>Source (foods found in)</th></tr><tr><td>A</td><td><ul style="list-style-type: none">• Healthy skin• Helps us see in the dark</td><td><ul style="list-style-type: none">• Animals – liver and milk• Plants – carrots and red peppers</td></tr><tr><td>B</td><td><ul style="list-style-type: none">• Releases energy from food</td><td><ul style="list-style-type: none">• Bread, fish, broccoli, liver, milk, peas, rice</td></tr><tr><td>C</td><td><ul style="list-style-type: none">• Keeps connective tissue healthy• Helps absorb iron</td><td><ul style="list-style-type: none">• Oranges, blackcurrants, broccoli, red and green peppers</td></tr><tr><td>D</td><td><ul style="list-style-type: none">• Helps the body absorb calcium</td><td><ul style="list-style-type: none">• Butter, eggs, milk, oily fish</td></tr></table> <p><u>MINERALS AND THEIR FUNCTIONS</u></p> <table><tr><th></th><th>Function (what does it do?)</th><th>Source (foods found in)</th></tr><tr><td>Calcium</td><td><ul style="list-style-type: none">• Build strong bones and teeth</td><td><ul style="list-style-type: none">• Yoghurt, cheese, milk, tofu</td></tr><tr><td>Sodium (salt)</td><td><ul style="list-style-type: none">• Keeps the correct water balance in the body</td><td><ul style="list-style-type: none">• Cheese, ready meals, salted nuts, bacon</td></tr><tr><td>Iron</td><td><ul style="list-style-type: none">• Keeps red blood cells healthy</td><td><ul style="list-style-type: none">• Dark green vegetables, beans, fish, egg yolk, red meat</td></tr></table> <p>Questions:</p> <ol style="list-style-type: none">1. Explain the difference between a macronutrient and micronutrient?2. Are macronutrients more important than micronutrients in the body?3. Which vitamin helps the body absorb calcium?4. Which vitamin helps the body absorb iron?		Function (what does it do?)	Source (foods found in)	A	<ul style="list-style-type: none">• Healthy skin• Helps us see in the dark	<ul style="list-style-type: none">• Animals – liver and milk• Plants – carrots and red peppers	B	<ul style="list-style-type: none">• Releases energy from food	<ul style="list-style-type: none">• Bread, fish, broccoli, liver, milk, peas, rice	C	<ul style="list-style-type: none">• Keeps connective tissue healthy• Helps absorb iron	<ul style="list-style-type: none">• Oranges, blackcurrants, broccoli, red and green peppers	D	<ul style="list-style-type: none">• Helps the body absorb calcium	<ul style="list-style-type: none">• Butter, eggs, milk, oily fish		Function (what does it do?)	Source (foods found in)	Calcium	<ul style="list-style-type: none">• Build strong bones and teeth	<ul style="list-style-type: none">• Yoghurt, cheese, milk, tofu	Sodium (salt)	<ul style="list-style-type: none">• Keeps the correct water balance in the body	<ul style="list-style-type: none">• Cheese, ready meals, salted nuts, bacon	Iron	<ul style="list-style-type: none">• Keeps red blood cells healthy	<ul style="list-style-type: none">• Dark green vegetables, beans, fish, egg yolk, red meat
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Week 5 & 6 Nutritional needs of different groups	Week 7 & 8 Energy Balance
<p>Nutritional needs depend on: Gender, Age, Lifestyle, Activity level, Health condition(s), Weight</p> <p>People can be classified into:</p> <p><u>BABIES</u></p> <p>Special diet needs: milk for the 1st 6 months. High energy needs. No added salt or sugar.</p> <p>Need more: Food high in iron & vitamin C 6 months+</p> <p><u>CHILDREN</u></p> <p>Special diet needs: regular, smaller meals and snacks. High energy needs. Reduced salt and sugar. Eatwell Guide between 2-5 years</p> <p>Need more: Calcium and Vitamin D. Iron and Vitamin C</p> <p><u>TEENAGERS</u></p> <p>Special diet needs: Eatwell Guide. Teenagers have growth spurts and high energy needs. Increased appetites mean larger portions.</p> <p>Need more: Protein, Calcium & Vitamin D, C & Iron</p> <p><u>ADULTS</u></p> <p>Special diet needs: Lower energy needs. Eatwell guide. Avoid foods high in sugar and fat.</p> <p>Need more: Calcium and Vitamin D, Iron and Vitamin C</p> <p><u>PREGNANT AND LACTATING WOMEN</u></p> <p>Special diet needs: Healthy balanced diet. Plenty of watery drinks. Higher energy needs for last 3 months of pregnancy</p> <p>Need more: Folic acid, Protein, Calcium and Vitamin D, C & Iron</p> <p><u>THE ELDERLY</u></p> <p>Special diet needs: Bodies typically slow down, so less energy is needed. Don't absorb nutrients as easily. Plenty of watery drinks</p> <p>Need more: Fibre, Calcium, Vitamin D & C, Iron</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> Why do teenagers need extra protein in their diets? Which foods should adults avoid to prevent weight gain? What type of drinks are suitable for pregnant women? Why do the elderly need less energy than younger adults? 	<p>We need energy in the body for:</p> <ul style="list-style-type: none"> Breathing Keeping organs working Digesting food that we eat Doing activities like walking, running and even sitting down <p>Basal metabolic rate (BMR) is the rate that a person uses energy for basic functions e.g. breathing, keeping the heart beating and blood circulation.</p> <p>Types of energy balance –</p> <ul style="list-style-type: none"> Positive – If we eat more food than we use up by exercising, any energy left is changed to fat and we gain weight. Negative – If we eat less food than we need and use it up then we will also need to use energy from fat stores in the body and lose weight Balanced – If we eat the same amount of energy that we use up through exercise then our body weight remains the same <div data-bbox="1653 523 2085 802"> </div> <p>Energy in our food is measured in kilocalories (KCAL). Adult men should eat 2500kcal per day and women 2000kcal</p> <p>Energy can come from:</p> <p>Carbohydrates - Bread, rice, potatoes, pasta, breakfast cereals</p> <p>Fats - Vegetable oils, nuts, seeds, avocados, oily fish, butter, cream</p> <p>Proteins - Meat, fish, eggs, milk, cheese, nuts, lentils, Quorn</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> How much energy does an adult male and female need per day? Complete the equations below to show types of energy balance. <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div>+</div> <div>= Weight Gain</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>+</div> <div>= Weight loss</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>+</div> <div>= Remain the same weight</div> </div>

Week 1: 12/12/22, Week 2: 09/01/22

1. Use the sentence builder to write 3- 5 sentences in French
2. Translate your sentences into English
3. Now close your knowledge organiser and try to translate your 3 sentences back into French without looking
4. Correct in purple pen

Verb	noun	location	country	preposition	noun
J'habite Tu habites Il/elle/on habite Nous habitons Vous habitez Ils/elles habitent I live You live He/she/one lives We live You live They live	dans une maison (in a house)  dans un appartement (in a flat)	dans le sud (in the south) dans le nord (in the north) dans l'ouest (in the west) dans l'est (in the east) 	du pays de Galles (of Wales) de la France (of France) de l' Espagne (of Spain) de l' Angleterre (of England) de l' Australie (of Australia) de l' Allemagne (of Germany) des États-Unis (of the USA)	 près de (near to) loin de (far from)	la plage (the beach) la campagne (the countryside) la lande (the moor) la ville (the town) la grande ville (the city) la rivière (the river) la montagne (the mountains)

Extensions:

1. Investigate Christmas traditions in France or a French speaking country and compare to your own traditions
2. Make a French Christmas card for your favourite teacher
3. Use the internet to find out 5 interesting facts about a French speaking country of your choice


Week 3: 16/01/23, Week 4: 23/01/23

1. Use the sentence builder to write 3- 5 sentences in French

2. Translate your sentences into English

3. Now close your knowledge organiser and try to translate your 3 sentences back into French without looking

4. Correct in purple pen

Opinion phrase	noun & verb	adverb	comparative	adjective	conjunction	noun
 <p>Je pense que (I think that)</p> <p>À mon avis (in my opinion)</p> <p>Je dirais que (I'd say that)</p>	<p>ma région est (my region is)</p> <p>mon pays est (my country is)</p> <p>ma ville est (my town is)</p>	<p>beaucoup (much)</p> <p>un peu (a bit)</p>	<p>plus (more)</p> <p>moins (les)</p>	<p>grand(e) (big)</p> <p>petit(e) (small)</p> <p>intéressant(e) (interesting)</p> <p>animé(e) (lively)</p> <p>bruyant(e) (noisy)</p> <p>tranquille (peaceful)</p> <p>historique (historical)</p> <p>industriel(le) (industrial)</p> <p>joli(e) (pretty)</p> <p>moche (ugly)</p> <p>barbant(e) (boring)</p>	<p>que (than)</p>	<p>Londres (London)</p> <p>Cornouailles (Cornwall)</p> <p>la France (France)</p> <p>la Belgique (Belgium)</p> <p>la Suisse (Switzerland)</p> <p>Paris</p> <p>la grande ville (the city)</p> <p>la campagne (the country)</p>

Extension: Investigate a French festival of your choice and create a poster all about it

Week 5: 30/01/23

1. Use the sentence builder to write 3- 5 sentences in French
2. Translate your sentences into English
3. Now close your knowledge organiser and try to translate your 3 sentences back into French without looking
4. Correct in purple pen

Noun phrase		verb	article	noun	connective	verb	infinitive	
J'aime Tu aimes Il/elle/on aime Nous aimons Vous aimez Ils/elles aiment I like You like He/she/one likes We like You like They like	la ville car	il y a (there is/are)	un (a)	parc (park) centre commercial (shopping centre) centre sportif (sport centre) musée (museum) théâtre (theatre) cinéma (cinema)	où (where)	je peux (I can)	jouer (play) traîner (hang out)	
			une (a)	mairie (town hall) piscine (swimming pool) plage (beach) bibliothèque (library) place (town square) patinoire (ice rink)				
		il n'y a pas (there isn't/aren't)	de	parc (park) centre commercial (shopping centre) centre sportif (sport centre) musée (museum) théâtre (theatre) cinéma (cinema) mairie (town hall) piscine (swimming pool) plage (beach) bibliothèque (library) place (town square)		on peut (we can)	passer un bon moment (have a good time)	

Extension: Draw and colour in the flags of 5 French speaking countries

Week 6: 06/02/23, Week 7:20/02/23

1. Use the sentence builder to write 3- 5 sentences in French

2. Translate your sentences into English

3. Now close your knowledge organiser and try to translate your 3 sentences back into French without looking. Correct in purple

Adverb	verb	present tense ER verb	connective	noun
Quand (when) Si / s' (if)	il fait beau (it does nice weather) il fait mauvais (it does bad weather) il pleut (it rains) il y a du soleil (there is sun) il fait chaud (it does hot) il fait froid (it does cold) il neige (it snows)	je chante (I sing) on chante (we sing) je danse (I dance) on danse (we dance) j'écoute de la musique (I listen to music) on écoute de la musique (we listen to music) je joue au foot (I play football) on joue au foot (we play football) je joue aux jeux en ligne (I play games online) on joue aux jeux en ligne (we play games online) je joue de la guitare (I play the guitar) on joue de la guitare (we play the guitar) je surfe sur internet (I surf the internet) on surfe sur internet (we surf the internet) je regarde la télé (I watch the TV) on regarde la télé (we watch the TV) j'étudie pour le college (I study for school) on étudie pour le collège (we study for school)	avec (with)	mes copains/amis (my friends) ma famille (my family) ma copine/ mon amie (my friend – female) mon copain/ mon ami (my friend – male)

Extension :

1. Investigate the shrove Tuesday festivities in France- create a poster showing traditional celebrations

2. Research a recipe for French crêpes- try to make some and bring in a photo!

3. Use the internet to find out 5 interesting facts about a French speaking country of your choice

4. Week 8: 27/02/23, Week 9: 06/03/23

1. Use the sentence builder to write 3- 5 sentences in French

2. Translate your sentences into English

3. Now close your knowledge organiser and try to translate your 3 sentences back into French without looking. Correct in purple

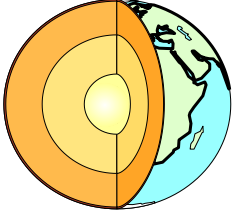
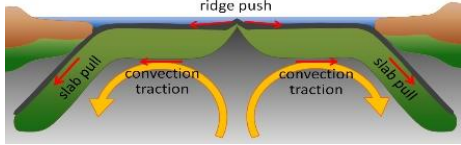
Opinion verb	noun	connective	verb	adjective	connective	verb	adjective
J'adore (I love)	mon pays (my country)	parce que/qu' (because)	c'est (it's)	intéressant (interesting) animé (lively) tranquille (quiet) historique (historic) industriel (industrial) beau (beautiful) moche (ugly)	et (and) mais (but) cependant (however) aussi (also)	c'est (it's)	intéressant (interesting) animé (lively) tranquille (quiet) historique (historic) industriel (industrial) beau (beautiful) moche (ugly)
J'aime bien (I really like)			il y a (there is)	beaucoup à faire (lots to do) une plage (a beach) une piscine (a pool) un cinéma (a cinema)		il y a (there is)	beaucoup à faire (lots to do) une plage (a beach) une piscine (a pool) un cinéma (a cinema)
J'aime (I like)			il n'y a (there is - negative)	rien à faire (nothing to do) pas de plage (not a beach) pas de piscine (not a pool) pas de cinéma (not a cinema)		il n'y a (there is - negative)	rien à faire (nothing to do) pas de plage (not a beach) pas de piscine (not a pool) pas de cinéma (not a cinema)
Je n'aime pas (I don't like)	ma région (my region)	parce que/qu' (because)	c'est (it's)	intéressant (interesting) animé (lively) tranquille (quiet) historique (historic) industriel (industrial) beau (beautiful) moche (ugly)	et (and) mais (but) cependant (however) aussi (also)	c'est (it's)	intéressant (interesting) animé (lively) tranquille (quiet) historique (historic) industriel (industrial) beau (beautiful) moche (ugly)
Je n'aime pas du tout (I don't like at all)	ma ville (my town)						
Je déteste (I hate)	où j'habite (where I live)						

Extension : Research a town in France and write 10 sentences to describe what there is/isn't in the town



Year 7 Cycle 2 Geography Knowledge Organiser – Restless Earth

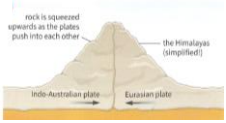
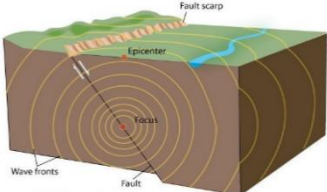


Week 1 – Friday 13 th December 2024		Week 2 – Friday 20 th December 2024	
Lesson 1 – Structure of the Earth	Lesson 2 – How do plates move?	Lesson 3 – Plate boundaries	Key Word Practice
Key Terms: Core: The inner-most part of planet earth, divided into inner and outer core. Mantle: The layer within the Earth, found immediately below the crust. Crust: The solid, outer layer of planet Earth.	Key Terms: Convection currents: Heat rises through the mantle dragging the crust/ plates. Slab pull: The weight of the crust being pulled into the mantle by gravity.	Key Terms: Oceanic Plate: Formed under oceans, denser thinner, newer. Subducts under continental. Continental Plate: Formed on land, older, thicker, can't subduct. Subduct: Where the edge of one plate (ocean goes below the edge of another.	1. Crust 2. Mantel 3. Core 4. Convection currents 5. Slab pull 6. Oceanic 7. Continental 8. Destructive 9. Constructive 10. Conservative
Content: Structure of the Earth: The Earth has 4 main layers: Crust: Rocky surface between 8-70km thick and the thinnest layer. Mantle: Thickest layer (2900km). Solid rock that can flow. 1000-3700°C Outer Core: Liquid iron and nickel and reaches around 4000°C. Creates a magnetic field which makes compasses work. 2200km thick. Inner Core: Solid and made of iron and nickel. Reaches 5700°C and 1200km thick. 	Content: Convection currents: The heating of the Mantle by the Core, which causes it to rise and drag the plates along, before cooling and sinking. Slab pull: Where the plate sinks into the mantle, the crust behind it is pulled along with it. The sinking causes the plates to move apart at the middle. 	Content: There are 7 main plates. Destructive boundary: Oceanic plate and continental plate move toward each other such as Nazca Plate and South American plate. Constructive boundary: Plates move away from each other such as at the Mid Atlantic Ridge. Conservative boundary: Plates move past each other such as the San Andreas Fault in California.	
Questions: 1. What is the crust like? 2. What is the mantle like? 3. What is the outer core like? 4. What is the inner core like?	5. What are convection currents? 6. Draw a diagram of a convection current 7. What is slab pull? 8. Draw a diagram of slab pull	Questions: 1. What are the different plates? 2. What happens at a destructive boundary? 3. What happens at a constructive boundary? 4. What happens at a conservative boundary? 5. Copy out each key word 3 times	



Year 7 Cycle 2 Geography Knowledge Organiser – Restless Earth

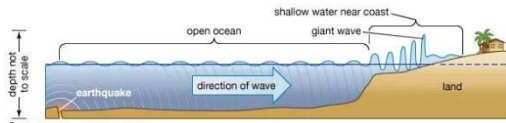


Week 3 – Friday 10 th January 2025		Week 4 – Friday 17 th January 2025	
Lesson 4 – Mountain building	Lesson 5 – Earthquakes	Lesson 6 – Sichuan Effects	Key Word Practice
Key Terms: Convergent boundary: Continental plates move together.	Key Terms: Earthquake: An intense shaking of Earth's surface caused by movements within and in between plates. Focus: Point within the earth where an earthquake starts. Epicentre: The place on the surface directly above the focus. Seismic waves: These waves radiate outwards and cause damage.	Key Terms: Sichuan: Province in west China. Primary Effects: The initial and direct result of an action/event. Secondary Effects: The indirect/knock-on effects caused by an action/event.	1. Convergent 2. Fold mountains 3. Earthquake 4. Focus 5. Epicentre 6. Seismic waves 7. Secondary 8. Primary 9. Sanitation 10. Disease
Content: What happens at a convergent boundary? <ul style="list-style-type: none"> The Indo Australian and Eurasian Plate are both continental. Neither can subduct. The rock is squeezed upwards forming mountains. They are called Fold Mountains. Himalayas are the largest fold mountain range. The earthquakes are violent/ high on the Richter scale. No volcanoes 	Content: Earthquakes occur when the plates get stuck but keep trying to move, building up energy! When they get stuck, pressure builds up and the plates will suddenly move causing an earthquake. Seismic waves radiate outwards.  <p>The Richter scale is a way of measuring the strength of an earthquake/the seismic waves</p>	Content: Sichuan earthquake: Occurred on Monday 12 th May 2008. 7.9 on the Richter scale. The Indo-Australian Plate pushing into the and Eurasian Plate. Convergent plate boundary. Primary Effects: <ul style="list-style-type: none"> Over 87,000 dead & over 370,000 injured. 70,000 schools were destroyed. Secondary Effects: <ul style="list-style-type: none"> 200,000 landslides Roads blocked, making rescue & aid delivery difficult. 5 million homeless. Shortage of clean water & sanitation, causing disease 	
Questions: <ol style="list-style-type: none"> What is a convergent boundary? What happens when the two plates meet? What are the mountains that are created called? Draw a diagram of a convergent boundary 	<ol style="list-style-type: none"> What is an earthquake? What happens when the plates get stuck? Draw a cross section of an earthquake How are earthquakes measured? 	Questions: <ol style="list-style-type: none"> What are primary effects? State 2 primary effects What are secondary effects? State 4 secondary effects Copy out each key word 3 times 	



Year 7 Cycle 2 Geography Knowledge Organiser – Restless Earth

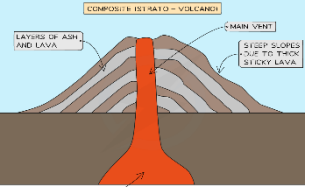
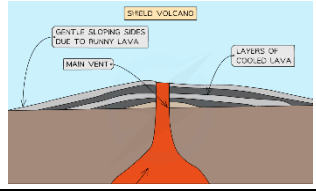


Week 5 – Friday 21 st January 2025		Week 6 – Friday 31 st January 2025	
Lesson 7 – Sichuan Responses	Lesson 8 – Tsunamis	Lesson 9 – Boxing Day Tsunami	Key Word Practice
Key Terms: Responses: The way people react (their actions) to an event such as an earthquake or volcano.	Key Terms: Tsunami: A large fast-moving wave caused by a sudden movement of the water column in the ocean. A Japanese word that translate are 'harbour wave'.	Key Terms: Subducted: When an oceanic plate runs into a continental plate and slides beneath it.	1. Responses 2. Tsunami 3. Water column 4. Shoal 5. Subducted 6. Indo-Australian Plate 7. Eurasian Plate 8. Communities 9. Contaminated 10. Disease
Content: 50,000 troops were mobilised but found it difficult to reach rural areas as roads had been damaged or blocked. The NY Times reported that the first 72 hours are critical and were wasted. 3 days later an additional 90 helicopters were mobilised to distribute tents, food and water. There was an inquiry into the poorly built school building. But as of today, no-one has been held responsible and no families have received compensation	Content: Cause of a tsunami: <ol style="list-style-type: none"> 1. Earthquake happens below the ocean's surface. 2. Series of waves travel through deep water. 3. The wavelength is so long that they can be unnoticeable in deep water. 4. When the waves get to shallow water, they start to shoal (crest/build up) 5. Waves hit the coastline at high speeds and inundate the coastline. 	Content: Indo-Australian plate subducted under the Eurasian plate – 9 magnitude and 60m wave. Effects: <ul style="list-style-type: none"> • 230,000 died and 65,000 injured. • Hundreds of fishing communities lost their boats. • Two million were made homeless. • Crops and drinking water were contaminated with salt. Responses: <ul style="list-style-type: none"> • \$6.25 billion was donated in aid by 14 countries. • People were buried in mass graves to stop the spread of disease. • A new Indian Ocean Tsunami Warning System was set up in June 2006. 	
Questions: <ol style="list-style-type: none"> 1. What is a response? 2. Why did troops find it difficult? 3. What happened 3 days later? 4. What was the inquiry into? 	<ol style="list-style-type: none"> 5. What is a tsunami? 6. What causes a tsunami? 7. What happens when a tsunami reaches shallow water? 8. Draw a diagram of a tsunami 	Questions: <ol style="list-style-type: none"> 1. What does subducted mean? 2. What caused the Boxing Day Tsunami? 3. State 3 effects of the Boxing Day Tsunami 4. State 2 responses to the Boxing Day Tsunami 5. Copy out each key word 3 times 	



Year 7 Cycle 2 Geography Knowledge Organiser – Restless Earth



Week 7 – Friday 7 th February 2025		Week 8 – Friday 14 th February 2025	
Lesson 10 – Volcanoes	Lesson 11 – Eyjafjallajökull (E15)	Lesson 12 – Living in a danger zone	Key Word Practice
<p>Key Terms: Volcano: Opening in the Earth's surface usually found in a mountain.</p> <p>Composite Volcano: A steep sided volcano. A typical cone shape.</p> <p>Shield Volcano: A wide volcano with long, gently sloping sides.</p>	<p>Key Terms: Eyjafjallajökull (E15): A volcano located in the south of Iceland. It is 1666m tall. It is covered by a glacier. Known as E15. Lies between the North American and Eurasian plate. Jökulhlaups: Glacial flood outburst caused when the volcano melts the ice/glacier that covers it.</p>	<p>Key Terms: Fertile: The ability of soil to keep plants growing.</p> <p>Geothermal Energy: Hot water and steam from deep underground can be used to drive turbines and create electricity.</p>	<ol style="list-style-type: none"> 1. Volcano 2. Composite 3. Shield 4. Constructive 5. Damage 6. Jökulhlaups 7. Fertile 8. Tourism 9. Mining 10. Geothermal
<p>Content: Composite Volcanoes: Occur on destructive plate margins and are more violent and dangerous.</p>  <p>Shield Volcanoes: Occur on constructive plate margins and wider and lower and less dangerous.</p> 	<p>Content: Iceland lies on the Mid Atlantic Ridge, a constructive plate margin. On 14th April 2010, E15 started to erupt more violently. It melted the glacier which poured onto the lava and caused steam and ash to rise 11 km into the air. It entered the jet stream.</p> <p>Impacts:</p> <ul style="list-style-type: none"> • No death or injury. • 150m ice cap melted. • Homes and roads were damaged. • 20 farms and the surrounding farmland was damaged by the Jökulhlaups. • 10 million air passengers (100,000 flights cancelled) had their travel disrupted. • Airlines lost \$2 billion. 	<p>Content: Reasons why people live near volcanoes: Farming: Ash is weathered overtime into the soil, it makes it fertile which can produce more and better-quality crops.</p> <p>Tourism: Volcano tourism is big business for communities.</p> <p>Mining: Lava contain minerals that can be extracted. These include gold, diamonds, silver, copper, and zinc.</p> <p>Geothermal Energy: Predictable and reliable source of energy. Iceland creates their electricity this way.</p>	
<p>Questions:</p> <ol style="list-style-type: none"> 1. What is a volcano? 2. What are composite volcanoes? 3. What are shield volcanoes? 4. Draw a diagram of a composite and shield volcano 	<ol style="list-style-type: none"> 5. What is Eyjafjallajökull? 6. What is a Jökulhlaups? 7. What happened on the 14th of April? 8. State 5 impacts of the eruption 	<p>Questions:</p> <ol style="list-style-type: none"> 1. Why is farming a reason? 2. Why is mining a reason? 3. What is geothermal energy? 4. Why is geothermal energy a reason? 5. Copy out each key word 3 times 	




Year 7 Cycle 2 Geography Knowledge Organiser – Restless Earth



Week 9 – Friday 28 th February 2025		Week 10 – Friday 7 th March 2025	
Lesson 13 – Ice ages and glaciation	Lesson 14 – Glacial processes	Lesson 15 – Glacial landforms	Key Word Practice
Key Terms: Ice Age: A period in Earth's history, when the temperature drops, and ice covers large areas of land. Alpine Glacier: Huge, thick masses of ice on sides of mountains. Icesheet: They form broad domes and spread out from their centres in all directions.	Key Terms: Bulldozing: Pushing of deposited sediment at the snout (front) of the glacier as it advances. Glacial deposition: Rocks dropped by a glacier when it melts (ablation).	Key Terms: Landform: A natural feature e.g., a cliff formed by natural processes.	1. Glacier 2. Bulldozing 3. Freeze thaw 4. Plucking 5. Abrasion 6. Landform 7. Moraines 8. Erratic 9. Corries 10. Arete
Content: The last ice age started about 110,000 years ago and lasted for 100,000 years. Ice covered around 1/3 of the earth. Ice covered much of northern Europe, including northern Britain. Vatnajökull is the largest glacier/icesheet in Iceland. 8000 km ² in area. Average thickness 400m. Thickest part 980m. Alpine glaciers form when lots of snow falls in one location for many years. They move downward through valleys.	Content: Freeze thaw: This occurs when water continually seeps into cracks, freezes, and expands (by about 9%), this process continues eventually breaking the rock apart. Plucking: The glacier freezes around rocks. As the glacier moves downhill it “plucks” the rocks from the slope and transports them downhill. Abrasion: A process of erosion involving the wearing away of the valley floor and sides. As a glacier moves, the ice (and rock within the glacier) scrapes against the rock, slowly removing the top layer. It can smooth it down and cause scars.	Content: Glaciers from when snowflakes collect in hollows (dips) and compress into ice. U-Shaped valley: A valley with a wide flat floor and steep sides. Corrie (cirque): A large hollowed-out depression found on the upper slopes of glaciated valleys. They have steep back walls and a raised lip at the front. Arete: A knife-edged ridge often found at the back of a corrie or separating two glaciated valleys.	
Questions: 1. What is an ice age? 2. What is Vatnajökull? 3. What are Alpine glaciers? 4. How do Alpine glaciers form?	5. What is bulldozing and glacial deposition? 6. What is freeze thaw? 7. What is plucking? 8. What is abrasion?	Questions: 1. What does the term 'landform' mean? 2. What is a u-shaped valley? 3. What is a corrie? 4. What are aretes? 5. Copy out each key word 3 times	

10th December	17th December
Medieval life consolidation	Medieval life consolidation
<p>Focus - using History keywords!</p> <p>Task: Look back through your work on Medieval life. Create a glossary of 10 keywords, defined for the topic in your homework book.</p>	<p>Focus - chronology</p> <p>Task: Look back through your work on Medieval life. Create a timeline of the key events that took place in your homework book.</p> <p>Criteria:</p> <ul style="list-style-type: none"> - Create a timeline with a labelled start and end date - Describe 10 events, including the date and specific information about what happened <p>Challenge: Add drawings to make your timeline memorable!</p>

7th January	14th January
<p>Topic: Pre-Columbian Civilisations</p>	<p>Topic - The Olmec Civilisation</p>
<p>Context - Mesoamerica is a Greek term which means ‘Middle America’. It is used by a lot of historians to describe both the geographical area of Central America and the societies and civilizations which existed there before the arrival of the Spanish under Christopher Columbus in 1492CE. It’s the narrow area of the continent which is the band of modern countries of Mexico to Panama.</p> <p>Keywords: Civilization - A society with a system of government and writing. Central America - The region of the American continent, between the USA and South America, containing the modern countries such as Mexico, Panama, Costa Rica, Nicaragua, and Belize. Pre-Columbian - The societies and civilizations of Central and South America which existed before the arrival of Spanish explorers in 1492. Primitive - Being the first version of something; sometimes used to describe a basic form of something.</p>  <p>Chronology: The Olmec (c.1500BCE – 400BCE) The Mayans (c. 750BCE – 1697CE) The Aztecs (c.1300CE – 1521CE) The Incas (c.1400CE - 1533CE)</p>	<p>Context: The Olmec (c.1500BCE – 400BCE) For a civilization to develop, they need seven key building blocks or features: TECHNOLOGY, SOCIAL STRUCTURES, FIXED SETTLEMENT, WATER, RESOURCES, RECORD KEEPING, POPULATION.</p> <ul style="list-style-type: none"> • The Olmec also are likely to be one of the first civilizations to cultivate and grow a number of crops, using slash-and-burn techniques to clear the jungle. • Olmec inventions (probably) include the development of the long-count calendar, a writing system, and the concept of zero (something Europeans didn’t discover until around 1200CE). • Certain ritualistic and religious ideas to be found across Mesoamerican culture may also have come from the Olmec. These include blood-letting and child sacrifice. • They also built settlements <p>Some historians consider the Olmec to be the Mesoamerican mother culture (one that influences others).</p>
<p>Homework questions</p> <ol style="list-style-type: none"> 1. What is Mesoamerica? 2. Cover, write, check the definitions. 3. Draw a timeline of the civilisations we will learn about in this unit. 	<p>Homework Questions</p> <ol style="list-style-type: none"> 1. When did the Olmec civilisation exist? 2. What are the 7 building blocks for a civilisation to exist? 3. Summarise two features of the Olmec civilisation. 4. What is meant by 'mother culture'?
33	

21st January	28th January
Topic - Maya Civilisation	Topic - Maya Civilisation achievements
<p>Context - The Mayans (c. 750BCE – 1697CE)</p> <p>The Maya lived in nucleated settlements (villages surrounding a major town or city) with a developed civic life. Maya society was arranged in four parts: nobility, commoners, serfs, and slaves. This social structure was rigidly fixed, with the exception of slaves. Housing reflected social status, with the more powerful living in larger buildings, and the majority living in simple huts. Temples and religious centres were widespread and the religious practices varied between city-states.</p> <p>Keywords: Hegemony: is a political term used to describe the control of an area under a city-state. These city-states are not individual countries, as they share common culture and language with each other, but do not accept a single authority.</p> <p>Interpretation: A historian’s view or opinion of an event, person or group. Interpretations can be texts (written) or pictures.</p>	<p>Context -</p> <ul style="list-style-type: none"> • The Maya are the longest continual civilization culture in world history, running for nearly 2,500 years. • The Maya developed science which was more advanced than the Europeans for most of their civilization. • Their great cities were incredible places with high-rise temples, palaces and towering pyramids, far taller than European buildings built at the same time. • The Maya were the perhaps the greatest farmers in the world. • Some of the food and fibres cultivated by the Maya include: corn, cotton, chocolate, pulses, squash, turkey, cassava, tobacco, chilies, pineapple, peanuts and sweet potatoes. • Maya creativity developed tools made out of jadeite and obsidian.
<p>Homework questions</p> <ol style="list-style-type: none"> 1. When did the Mayan civilisation exist? 2. What is a nucleated settlement? 3. Describe how Mayan society was arranged. 4. What was housing like in Mayan Civilisation? 5. Cover, write, check your definitions! 	<p>Homework Questions</p> <ol style="list-style-type: none"> 1. Why is the Maya civilisation remarkable? 2. What did cities look like in Maya Civilisation? 3. What crops did they grow? 4. How important do you think Maya civilisation's achievements were? Why?

4th February	11th February
Topic - Inca Civilisation	Topic - Spanish arrival
<p>Context - The Incas (c.1400CE - 1533CE) At their most powerful, the Inca had the largest empire in the world at the time. Stretching from modern-day southern Colombia to southern Chile, they ruled over western South America from the Andes to the Pacific Ocean. Most Inca people were farmers or herders, looking after alpacas and llamas. Extended families lived together on the same land, making their own clothing and blankets from alpaca and llama wool. Because the Inca lived in the mountains, they often had to build terraces, or flat areas cut into the hillside, to plant their crops in. They also had to dig canals so they could direct mountain streams and rain to crops like quinoa, corn, avocados, and potatoes. The Inca believed that their rulers were sons of the sun god Inti (in-TEE) and mummified them after death.</p> <p>Keywords - Empire - A group of regions or territories under the control of a more powerful state, which have often little power of their own. Hierarchy - An order of importance and power within a society. Inca - Specifically the aristocratic group of individuals, originally from around the capital, Cuzco. The Inca conquered neighbouring tribes, adding them to their empire. Inti - The Incan sun-god, and supposedly the ancestor of the Sapa Inca, the mortal man who was the supreme ruler of the Inca.</p>	<p>Context - The indigenous peoples of central America had, as far as we know, not encountered Europeans before the arrival of Christopher Columbus in 1492CE. The accounts of explorers, such as those of Columbus himself, reveal a mixed response by the first inhabitants of the Americas. For some, the Europeans were a curiosity – their style of clothing was unlike anything seen before; for others, these explorers were god-like figures; and for many, the appearance of strange men from the sea meant death and destruction soon followed.</p> <p>Impacts of Spanish arrival: <i>Positives:</i> Increased trade between indigenous peoples and Europeans, Indigenous peoples learnt European languages, Indigenous people's knowledge on crops was valued by Europeans. <i>Negatives:</i> Indigenous peoples were forced to convert to Christianity, some were forced into slavery, Indigenous civilisations were regarded as primitive, Indigenous cultures had their history and sites destroyed.</p> <p>Keywords - INDIGENOUS - The people who originally lived in an area, sometimes referred to as aboriginals or First Peoples. SLAVERY - Taking away basic human rights from a person or group, resulting in their being treated as property, rather than people. SMALLPOX - A serious disease that spread very easily from person to person. It could be fatal (deadly) and there was no cure. TRADE - The exchange of goods or services; during the Age of Exploration, Europeans exchanged valueless items for gold and precious stones.</p>
<p>Homework questions</p> <ol style="list-style-type: none"> 1. When did the Inca civilisation exist? 2. What was the daily life of Inca people like? 3. What did the Inca believe about their rulers? 4. Cover, write, check your keyword definitions! 	<p>Homework Questions</p> <ol style="list-style-type: none"> 1. When did Spain arrive in this area? 2. Name a famous explorer. 3. Describe one negative impact of Spanish arrival. 4. Describe one positive impact of Spanish arrival. 5. Cover, write, check your keyword definitions!

25th February	4th March
Topic - learning consolidation	Topic - Learning consolidation:
<p>Keywords: An interpretation is when events have been analysed to construct a narrative of the past. Historians use sources and the archaeological record as evidence.</p> <p>A source is a piece of evidence which contains information about the period or topic being studied. It doesn't always have to have been made at the time.</p> <p>KEY DATES:</p> <p>1200BCE Olmec civilization begins in Mesoamerica.</p> <p>250 – 950CE Classical Maya period with the emergence of the great Maya cities.</p> <p>1100CE Maya cities such as Chichen Itza go into decline.</p> <p>1325CE Aztec capital of Tenochtitlan founded.</p> <p>1400CE Inca empire emerges in South America.</p> <p>1492CE Genoese explorer, Christopher Columbus discovers the Caribbean.</p>	<p>Who were the mother culture?</p> <p>The Olmec have the claim to be the mother culture, on the basis of their inventions and discoveries. The Maya also have claim on the fact their civilization spread widely in Mesoamerica.</p> <ul style="list-style-type: none"> • Ball-game: the Olmec, Maya, and Aztecs all play variations of the Mesoamerican ball-game. <p>Food: basic staples such as corn, cocoa, tomatoes, potatoes are shared by all civilizations.</p> <p>Farming: use of slash-and-burn techniques to clear jungle land for farming.</p> <p>Architecture: use of pyramids and colossal groups of statues with religious significance.</p> <p>Religion: use of human sacrifice, blood-letting in order to appease the gods (keep them happy).</p> <p>Key similarities between the civilizations?</p> <p>Historical legacy?</p> <p>Spanish conquest of Mesoamerica led to the destruction of indigenous societies at social, political, and economic levels. Indigenous technological advances in medicine were brought to Europe, along with staple crops of corn and cotton.</p> <p>What is an historical interpretation?</p> <p>An historian's view or opinion of an event, person or group. Interpretations can be written or pictures. Interpretations are based on facts but they will differ from person to person.</p>
<p>Homework questions</p> <ol style="list-style-type: none"> 1. Cover, write, check your definitions! 2. Create an annotated timeline of events. 	<p>Homework Questions</p> <ol style="list-style-type: none"> 1. Who were the 'mother culture'? 2. Describe two similarities between the civilisations. 3. What is the legacy of these civilisations?

11th March	18th March
<p>Topic - Reformation</p>	<p>Topic - Reformation</p>
<p>Context - In 1500 virtually every person in England was a Catholic. The Catholic Church is part of the Christian Church. The Catholic Church was very powerful and run by the Pope, based in Rome. The church had influence all round Europe. In 1517, a German monk Martin Luther nailed up 95 criticisms to his local Cathedral door. His criticisms included corruption in the church, and the wealth of the church. He protested against the Catholic Church, and this movement became known as the Protestants. Many people across Europe agreed with Martin Luther's ideas and the ideas quickly spread with the aid of the recently invented printing press. The movement became known as the REFORMATION as people wanted to REFORM (change for the better) the church not completely overthrow it. The ideas spread to England during the reign of Henry VIII.</p> <p>Keywords -</p> <p>Catholic Church – Christian church that believes that Jesus is the son of God. Led by the Pope in Rome. Had dominated Christianity in western Europe through the Middle Ages/medieval period.</p> <p>Protestants – Christians (see Jesus as the son of God) who protested about the Catholic Church, believing that it had lost its way. They wanted to return to the word of God, as expressed through the Bible.</p> <p>The Reformation – A religious reform movement that swept through Europe in the 1500s, which resulted in the creation of a branch of Christianity called Protestantism.</p>	<p>Context -</p> <ol style="list-style-type: none"> 1. Watch this video about how the Reformation begun: https://youtu.be/FhGGjRjvq7w?si=BYEn8RiPpVi8qhgB 2. Watch this video about the Reformation in England, otherwise known as the Break with Rome. https://youtu.be/8TH65WnwSFs?si=5cluLIQ0XCKv4HB <p>Henry VIII was born a Roman Catholic, however eventually led the break from Rome. This changed the religion in England from Catholic to Protestant. He called this new religion the 'Church of England'. Henry made himself the Supreme Head, replacing the previous powers of the Pope over religion in England.</p> <p>Henry gained lots of money from becoming the new owner of church land, he gained power (from the Pope), and he also managed to solve his personal problems. Henry needed a male heir, which his first wife Catherine of Aragon was not able to provide. Without the Pope, Henry could grant himself a divorce, could choose to remarry and hoped he would manage to achieve a male heir. Henry's Reformation of religion in England caused massive changes!</p>
<p>Homework questions</p> <ol style="list-style-type: none"> 1. In 1500 what was the main religion in England? 2. Name the person that criticised the Roman Catholic Church. 3. What were his criticisms about? 4. Who were the Protestants? 5. Cover, write, check your definitions! 	<p>Homework Questions</p> <ol style="list-style-type: none"> 1. What caused the Reformation to begin? 2. How did Henry change religion in England? 3. Why did Henry VIII change the religion in England? 4. Why do you think the Reformation caused significant change for ordinary people's lives?



Lesson 1 and 2– Types of Relationships	Lesson 3 and 4 – Empathy
<p>Where to access support https://www.brook.org.uk/topics/relationships/ https://www.healthforteens.co.uk/relationships/</p>	<p>Where to access support https://www.bbc.co.uk/bitesize/articles/z2gh3qt SSO Support Team</p>
<p>Content: Relationship- the way in which things are connected or work together</p> <p>Types of relationships:</p> <p>Platonic Relationship- A friendship or relationship where there is no romantic, intimate or sexual feelings i.e Friends and colleagues.</p> <p>Intimate Relationship- A relationship which can include a sexual attraction and sexual activity i.e boyfriend, girlfriend, married couples</p> <p>Familial Relationship- A relationship with someone who has a blood, kinship or legal tie to you i.e Parents, siblings etc.</p> <p>Toxic Relationship- A relationship that has a negative impact on your mental health and self- esteem.</p>	<p>Content:</p> <p>What makes a good friend?</p> <p>Good friends make you feel good- Good friends say and do things that make you feel good, giving compliments and congratulations and being happy for you.</p> <p>Good friends listen- A good friend allows you to talk and doesn't interrupt you. They're interested in what you have to say.</p> <p>Good friends support each other- If you're feeling down, a good friend will support you. If you need help, a good friend will try to help you out.</p> <p>Good friends are trustworthy- If you tell a good friend something private, they won't share it. You can trust a good friend not to be judgmental.</p> <p>Good friends handle conflict respectfully and respect boundaries- A good friend will tell you if you've done something to hurt them. If you tell a good friend they've hurt you, they'll be sorry and won't do it again.</p>
<p>Questions</p> <ol style="list-style-type: none"> 1. What is the definition of a relationship? 2. What is the difference between a platonic and intimate relationship? 3. Give an example of a familial relationship 4. What is the definition of a toxic relationship? 5. What might a toxic relationship look like? 	<p>Questions</p> <ol style="list-style-type: none"> 1. Would you consider yourself to be a good friend and why? 2. Give two qualities of a good friend. 3. Why is it important to be trustworthy? 4. If you tell a good friend that they have hurt your feelings, what is an appropriate way for them to react? 5. Who might you talk to in school about friendship problems?



Lesson 5 and 6 – Bullying	Lesson 7 and 8 – Peer Pressure
<p>Where to access support Parents and trusted family, school staff and SSO team, directly to the police. Childline - Helpline: 0800 1111 (24 hours) https://www.bullying.co.uk</p>	<p>Where to access support https://www.childline.org.uk</p>
<p>Content:</p> <p>Bullying is the repeated and intentional behaviours which cause harm to another person, either physically, emotionally or psychologically.</p> <p>Physical- The victim is physically and violently assaulted by the bully. This can include being beaten up, pushed and shoved or the physical taking of items from the victim. This sort of bullying is against the law and should be reported to the police.</p> <p>Verbal- This can include name calling, snide comments and the spreading of rumours; it can also constitute harassment in some cases which is illegal and should be reported to the police.</p> <p>Emotional- Psychological and emotional bullying is difficult to see but can include the ostracization of the victim from a particular group, tormenting and humiliating the victim.</p> <p>Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature but can also include setting up of malicious websites or posting personal and embarrassing images and videos without the persons permission.</p>	<p>Content:</p> <p>Peer Pressure- The pressure that you feel to behave in a certain way because your friends or people in your group expect it</p> <p>Coercion- Ture or something they don't want to do by using force or threats.</p> <p>Assertiveness- The quality of being confident and not frightened to say what you want or believe.</p> <p>Boundary- are the physical, emotional and mental limits we establish to protect ourselves from being hurt, taken advantage of/ manipulated by others</p> <p>Say it with confidence- Be assertive. Practise saying 'no' so that it's easier when someone asks. Avoid situations which feel unsafe or uncomfortable. You could explain that you're going to pay for something instead of stealing it.</p> <p>Try not to judge them- By respecting their choices, they should respect yours.</p> <p>Spend time with friends who can say 'no'- It takes confidence to say no to your friends. You could try seeing how your other friends stand up to peer pressure and you can try this too.</p> <p>Suggest something else to do- If you don't feel comfortable doing what your friends are doing, why not suggest something you could do instead.</p>
<p>Questions</p> <ol style="list-style-type: none"> 1. What is the phone number for Childline? 2. What is the definition of bullying? 3. How are physical and verbal bullying different? 4. Give an example of cyberbullying. 5. Who would you report cyber bullying to in school? 	<p>Questions</p> <ol style="list-style-type: none"> 1. What is peer pressure? 2. Give an example of peer pressure. 3. What is the definition of coercion? 4. Give two strategies for being assertive 5. Create a short response to this request, 'Hey, go into that shop and steal some sweets for us'.



Lesson 9 and 10– Consent	
Where to access support https://www.brook.org.uk	
Content: Boundary- are the physical, emotional and mental limits we establish to protect ourselves from being hurt, taken advantage of/ manipulated by others Personal Space- the physical space immediately surrounding someone, into which encroachment can feel threatening or uncomfortable. Assertiveness is a healthy way of communicating. It's the ability to speak up for ourselves in a way that is honest and respectful. UDEAL strategy to being assertive <u>U</u> se a reasonable voice <u>D</u> escribe the problem <u>E</u> xpress how you feel <u>A</u> sk for a specific change <u>L</u> ist the improvements (Aggressive behaviour is forceful and confrontational, it disregards other peoples opinions.)	
Questions <ol style="list-style-type: none">1. What is the definition of a boundary?2. Why do we need boundaries?3. Explain the UDEAL strategy for assertiveness.4. Why is it important to be assertive and not aggressive?5. Give an example of a situation where you might need to be assertive.	

Y7C2 Key Maths Knowledge

Your Maths Homework is to complete your sparx

Use this guide to make sure you know **what to do**, **when to do it** and **how to do it**:

Maths homework is to complete sparx



What to do

- Do Sparx **on the days in the homework timetable**
- **Compulsory Homework:** You **must** do this part of your homework every week
- Optional/Target Homework: Do this to **gain loads of XP** and to improve your maths!

Top Tips

- Do your homework as soon as you can
- Watch the help video
- If you are stuck, speak to your maths teacher before hand-in or pop in to Sparx Support club during breaks

Always:

- Write down the date
- Write down your bookwork code
- Read the question carefully
- Show all your workings
- Highlight/underline your final answer
- Tick if correct/cross if wrong

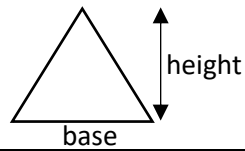
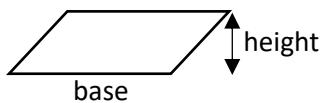
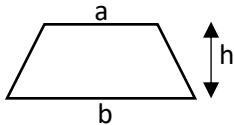


We want you to do well with your maths and doing Sparx will help.

If you've tried something, watched the video and are still not sure how to do something make sure you ask for help!

You're expected to complete it every week and catch up if you haven't.

Your Maths Homework is to complete your sparx

Item	Description
Perimeter	The total length of all the sides of a 2D shape.
Area	A measurement of the space inside a 2D shape. Measured in squares. Often confused with perimeter.
Compound shape	a shape formed by joining other shapes.
Circumference	The outline of a circle.
Chord	A straight line joining two points on the circle.
Diameter	A chord that passes through the centre of a circle.
Radius	A line from the centre to the circumference of a circle.
Sector	Part of a circle formed by two radii(plural of radius) and an arc. The shape of a slice of pizza.
Segment	A chord divides a circle into two segments.
Term	An algebraic object made of numbers and letters joined by multiplication or division. Eg.
Expression	An algebraic object made from one or more terms added together.
Equation	An algebraic object that contains an equals sign. There are always two sides to an equation.
Sides of an equation	The right and left hand sides of the equals sign are referred to as the sides of the equation.
Balancing	Performing the same operation to both sides of an equation
Area of a rectangle	$\text{Area of rectangle} = \text{base} \times \text{height}$
Area of a triangle	$\text{Area of triangle} = \frac{1}{2} \text{base} \times \text{height}$ 
Area of a parallelogram	$\text{Area of parallelogram} = \text{base} \times \text{height}$ 
Area of a trapezium	$\text{Area of trapezium} = \frac{1}{2} (a + b) \times h$ 

**HISTORICAL CONTEXT**

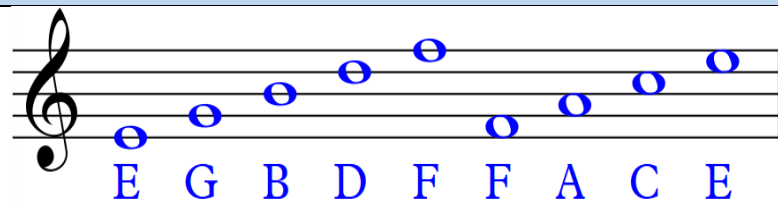
In the **1600s & 1700s**, millions of Africans were captured and sold as **slaves**. Many were taken to **North America**.

To take their minds off their work, which was often brutally hard, they sang **work songs**, using their tools to give the music a **beat**. Over the years, **African musical styles**, such as **call & response** singing, blended with **chords** was the beginning of **The Blues**.

When slavery was abolished in the **1860s**, life remained hard for ex-slaves in the southern states. The lyrics and tone of their songs continued to be **sad** and '**blue**'.

By the **1920s**, blues was popular all over America.

In the **1940s & 50s** a style called **rhythm & blues** was developed (a speeded up version of the blues with electric instruments).

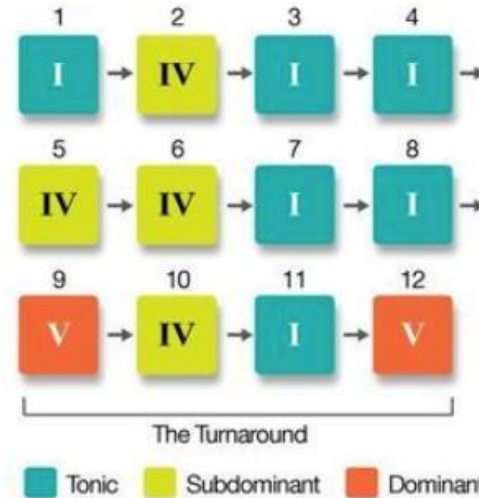
NOTE VALUES**NOTE NAMES IN THE TREBLE CLEF****The 12-BAR CHORD STRUCTURE**

There are lots of different types of blues, but the most popular song structure is the 12-bar blues.

The 12-bar blues uses a set **chord pattern** that is **12 bars long**.

The only chords are I, IV and V (**Primary Chords**).

The 12-bar pattern is **repeated** throughout the song.

The 12-Bar Blues**KEYWORDS**

Walking Bass - the bass part in the Blues 'walks' up the notes of a chord creating a 'walking bass' part.

12-Bar Blues - traditional style of music, using 3 chords over a 12-bar cycle.

Syncopation - when music is played on the **offbeat** (i.e. not played on the main beat of the bar). This creates a disjointed feel.

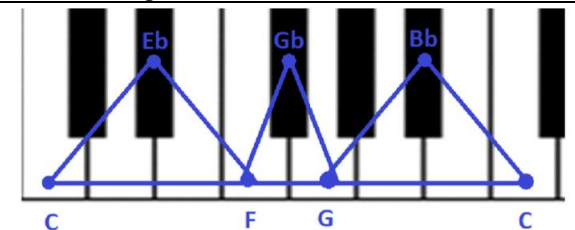
Improvisation - music that is made up on the spot by a performer, often based on a given chord progression or set of notes.

Accompaniment - the accompaniment is the background music that supports a melody. This is provided by the chords, played either on Piano or Guitar

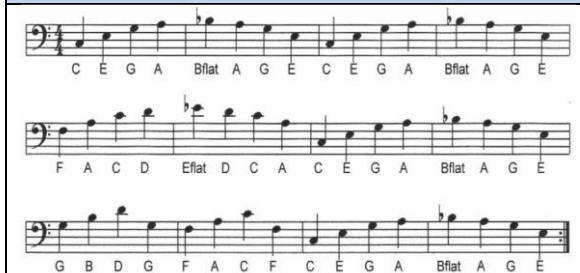
Chord - A chord is 3 notes played at the same time. This type of chord is called a **triad**. Only certain notes sound nice as a chord. The notes have to have a space of 1 keyboard key between them. There are 2 types of chord: Major and Minor. Major chords sound happy, Minor chords sound sad.

THE BLUES SCALE IN C

The melody of a Blues piece uses a special scale - The Blues scale is built using the **flattened 3rd, 5th and 7th notes**.

**The Blues in C, this would be as follows:**

C / / / C+E+G	C / / / C+E+G	C / / / C+E+G	C / / / C+E+G
F / / / F+A+C	F / / / F+A+C	C / / / C+E+G	C / / / C+E+G
G / / / G+B+D	F / / / F+A+C	C / / / C+E+G	C / / / C+E+G

THE WALKING BASS

**WHAT IS SAMBA MUSIC?**

Samba is a musical genre and dance style with its roots in Africa via the West African slave trade and African religious traditions. Samba is an expression of Brazilian cultural expression and is a symbol of carnival. Samba schools formed and compete bringing people together.

Samba has become popular as a Latin-American ballroom dance on TV shows such as Strictly Come Dancing and Dancing with the Stars. Samba has also been mixed/fused with Drum 'n' Bass in a musical fusion creating "Sambass" and artists and groups of popular music have used sounds and rhythms of Samba in their music e.g. Gloria Estefan and Jamiroquai.

HISTORY OF SAMBA

Both abroad and in Brazil, samba has become a symbol of the Brazilian nation and its people. Samba, as we know it today, is an urban music style that arose in the early 1900s in the slums (favelas) of Rio de Janeiro. A samba band normally consists of Tamborims, **Snare drums** (Caixa), Agogo bells, surdos, Ganzás / Chocalho (shakers). The Apito is often used by the leader to signal breaks and calls.

KEYWORDS

Polyrhythm – Multiple rhythms played at the same time.

Sambista – The name of a performer who plays samba music.

Call and Response – When a musical phrase is directly answered by another phrase.

Ostinato – A repeated musical pattern

Improvisation – When music is made up on the spot

Syncopation – Notes played against the beat

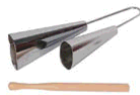
Cross Rhythms – Effect when two conflicting rhythms are heard together

Call & Response – When a musical phrase is directly answered

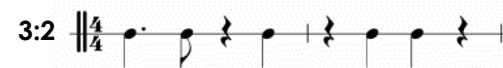
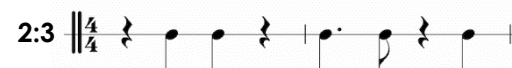
Oral Tradition – Music that is not written down but instead passed down by word of mouth

TRADITIONAL SAMBA INSTRUMENTS

The instruments of Samba have been influenced by Portuguese colonies who imported slaves from Africa, while the rhythms of Samba are of African origin. Instruments include:

**SURDO****AGOGO BELLS****CLAVE****GANZA****REPINIQUE****TAMBORIM****CAIXA****APITO****TEXTURE**

Texture varies in Samba music, often **MONOPHONIC** where a single rhythm is heard as in **CALL AND RESPONSE** sections, sometimes **POLYPHONIC** where sections of the Samba band play different rhythms (**OSTINATOS**) creating **CROSS-RHYTHMS** (when two rhythmic patterns that "conflict" with each other occur simultaneously) creating a thick texture of interweaving and interlocking rhythms.






SON CLAVE RHYTHMS**SAMBA**

SCAN ME


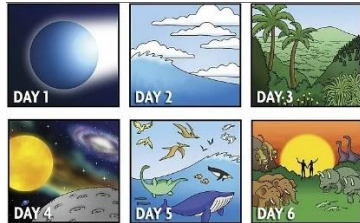
NOTATION

- Quaver (1/2 beat)**
- Crotchet (1 beat)**
- Minim (2 beats)**
- Semibreve (4 beats)**
- Crotchet rest (1 beat)**
- Quaver rest (1/2 beat)**


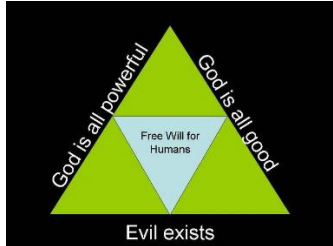
Year 7 Cycle 2 – Immediate, Short- and Long-Term Effects of Exercise



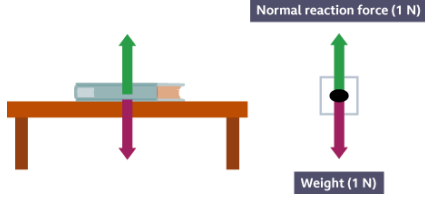
Week 1 and 2 Immediate Effects	Week 3 and 4 Short Term Effects	Week 5 and 6 Long Term Effects	Week 7 and 8 Physical health & well-being	Week 9 and 10 Mental (emotional) health & well-being	Week 11 and 12 Social health & well-being
<p>The immediate effects of exercise begin as soon as you start to exercise.</p> <p>Immediate effect 1 – Heart rate increases. Your heart begins to work harder as it needs to deliver oxygen to the working muscles.</p> <p>Immediate effect 2 – Temperature increases. As you begin to exercise you will begin to feel hotter.</p> <p>Immediate effect 3 – Your breathing rate increases deepens. This is because you need to get more oxygen to the working muscles.</p> <p>Immediate effect 4 – Sweating and red skin. These 2 things happen because it's how the body deals with temperature control.</p> 	<p>The short-term effects of exercise can occur any time between 24-36 hours after you finish exercising.</p> <ul style="list-style-type: none"> - Muscle cramps - Fatigue - Light headed - Nauseous - Muscle aches  <p>DOMS: if your exercise with high intensity. DOMS stands for Delayed onset Muscle Soreness.</p> <p>Some of the negative short-term effects – such as feeling fatigued, light headed and nauseous – are quite common until you establish a regular exercising routine. Once you have this routine they are likely to disappear.</p>	<p>Change 1 – Improved body shape. This can be in lower body weight or improved muscle tone.</p> <p>Change 2 – Improved components of fitness. Increase your strength, muscular endurance, flexibility and cardiovascular fitness.</p> <p>Change 3 – Your cardiovascular endurance will improve. This means you will be able to exercise for longer.</p> <p>Change 4 – Your muscles will increase in size and produce greater strength. When muscles are trained small tears are created. As these tears heal, they become thicker. This process is called hypertrophy.</p> <p>Change 5 – Your heart will increase in size. This is called cardiac hypertrophy. This will enable the heart to deliver more oxygen to the working muscles.</p> <p>Change 6 – Your resting heart rate will be lower. Bradycardia is the name given to a low resting heart rate. A resting heart rate below 60 BPM is bradycardic</p>	<p>To have good physical health & well-being means:</p> <ul style="list-style-type: none"> •All your body systems are working well •You are free from illness & injury •You are able to carry out every-day tasks  <p>Regular exercise can make improvements to your physical health & wellbeing in the following ways:</p> <ol style="list-style-type: none"> 1.Improves heart function –reduces chances of a heart attack. 2.Reduces the risk of some illness –reduces chances of heart disease & strokes. 3.Avoidance of obesity – reduces the chances of diabetes linked by being obese. 	<p>The World health organisation (WHO) defines mental health & well-being as: a state of well-being where individuals:</p> <ol style="list-style-type: none"> 1.Realise their own potential 2.Cope with the stresses of life 3.Can work productively & fruitfully <p>The benefits of exercise to mental health & well-being are:</p> <ol style="list-style-type: none"> 1.Reduce stress/tension –help prevent illnesses such as depression. 2.Increase in serotonin –when release makes you feel good. 3.Greater ability to control emotions – increase confidence & self-esteem. 	<p>Social health & well-being is when:</p> <ul style="list-style-type: none"> •Basic human needs are met (food, shelter & clothing) •Individuals have friendships, support & some value in society •Is socially active & has little stress in social circumstances.  <p>Regular exercise or joining a team or club is a great way to achieve the social benefits as:</p> <ul style="list-style-type: none"> •Meeting new friends or existing friends •Improves cooperation skills •Increases social activities therefore reducing engaging in anti-social behaviour. 

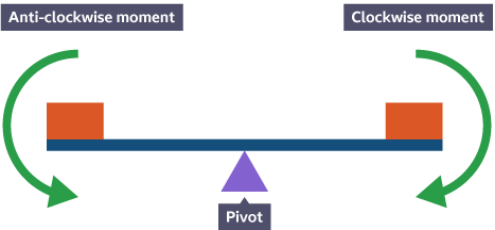
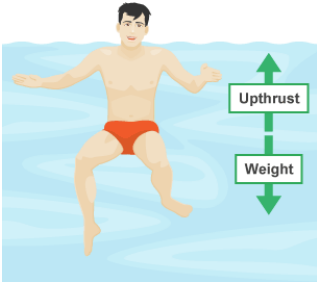
Cycle 2 Knowledge Organiser RPE

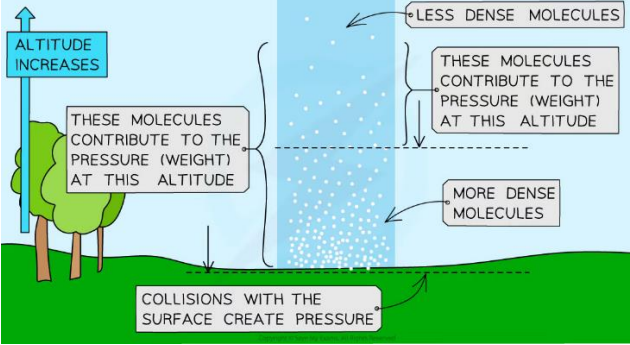
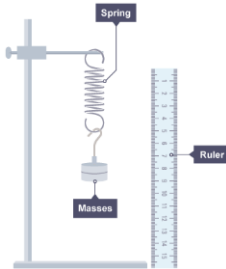
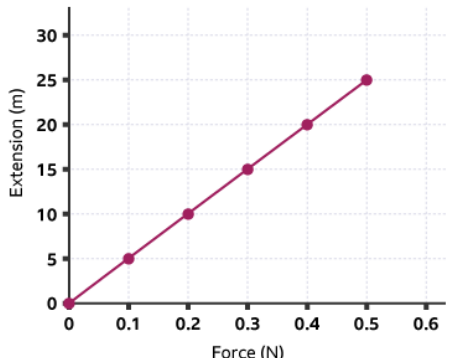
WK A Tuesday 17 th Dec	Week A Tuesday 14 th Jan	Week A Tuesday 28 th Jan	Week A Tuesday 11 th Feb
Lesson 1 – Does God Exist?	Lesson 2 – How Do We Prove Something?	Lesson 3 – Creation Myths	Lesson 4 – What Is The Design Argument?
<p>Key Terms:</p> <p>Theist: A person who believes in God</p> <p>Atheist: A person who disbelieves or lacks belief in the existence of God or gods.</p> <p>Agnostic: A person who is not sure if God exists or not.</p>	<p>Key Terms:</p> <p>Proof: Evidence or argument establishing a fact or the truth of a statement.</p> 	<p>Key Terms:</p> <p>Creation: The action or process of bringing something into existence.</p> <p>Creationism: The belief that God created the world.</p> 	<p>Key Terms:</p> <p>Design: A plan or drawing produced to show the look and function or workings of a building or other object before it is made.</p> <p>Teleological: The explanation of something in terms of the purpose it serves rather than of the cause by which it arises.</p>
<p>Content:</p> <p>There are different reasons that people give for either believing in God or not. For example, a theist may believe in God because they believe in the idea of the world being created by a powerful being. Yet, an atheist who does not believe in God may say that some creations are dangerous – for example, lightning.</p>	<p>Content:</p> <p>There are different ways of trying to prove something. Many people say that they need proof to believe in someone's existence – for example, to see that person or speak to them. The three main arguments that attempt to prove God's existence are the Cosmological argument, the Teleological argument and the Ontological argument.</p>	<p>Content:</p> <p>Many Jews and Christians believe in the concept of creationism: that God created the world according to the story in Genesis. For many Jews and Christians, the Creation story is one example of proof of how God exists.</p>	<p>Content:</p> <p>The Design Argument claims that the Universe is too ordered and complicated to have come about by random chance; therefore, it must have been designed. For example, trees take in carbon dioxide and give out oxygen. William Paley used the Design Argument to explain the existence of God. Things that are designed need a Designer – ie. God!</p>
<p>Questions:</p> <ol style="list-style-type: none"> 1. What is a theist, atheist and agnostic? 2. What reasons might someone give for believing in God or not believing in Him? 	<p>Questions:</p> <ol style="list-style-type: none"> 1. How do we prove something? 2. What different types of evidence have philosophers used to try to prove God exists? 	<p>Questions:</p> <ol style="list-style-type: none"> 1. What is Creationism? 2. How might a Jew or Christian use the Genesis story of Creation as proof that God exists? 	<p>Questions:</p> <ol style="list-style-type: none"> 1. What is the Design Argument? 2. How does William Paley use the Design Argument to prove the existence of God?

Cycle 2 Knowledge Organiser RPE

Week A Tuesday 4 th March	Week A Tuesday 18 th March	Week A Tuesday 1 st April	Challenge/Extra
Lesson 5 – Big Bang Theory & Evolution	Lesson 6 – The Cosmological Argument	Lesson 7 – The Moral Argument	Lesson 8 – The Problem of Evil
Key Terms: Big Bang Theory: How the universe expanded from an initial state of high density and temperature. Evolution: The process by which different kinds of living organism are believed to have developed from earlier forms during the history of the earth.	Key Terms: Cause: A person or thing that acts or exists in such a way that some specific thing happens as a result. Effect: An event, condition, or state of affairs that is produced by a cause. Cosmological: Relating to the origin and development of the universe.	Key Terms: Moral: Standards of behaviour; principles of right and wrong. Lawgiver: A person who draws up, introduces, or enacts a code of laws for a nation or people. 	Key Terms: Evil: Morally bad and cruel. Suffering: Undergoing pain, distress or hardship. 
Content: The Big Bang Theory was proposed in the 1920's by Alexander Friedman. There is still evidence today to support the Big Bang Theory as the Universe is still expanding and we can monitor for cosmic radiation. Charles Darwin proposed that species changed in order to survive (Evolution).	Content: Everything has a cause and a consequence. If this is the case, there must have been something that caused everything to happen. Thomas Aquinas used this idea to suggest that this First Cause is God which proves that God exists. A major problem with this theory is that we have no answer to the question, 'Who caused God?'	Content: Immanuel Kant formed the Moral Argument. He argued that humans have a sense of what is right and wrong. Kant's argument was that there must be someone who made these moral laws: a lawgiver. This lawgiver is God. Therefore, God exists.	Content: The Greek philosopher, Epicurus claimed that the existence of evil proves that there is no God. He claimed that if God cannot stop evil, then He is not all powerful. He then argued that if God can prevent evil, but does not, then God is not good. If God is all powerful and good, then evil would not exist. Evil does exist, therefore God must not exist!
Questions: <ol style="list-style-type: none"> 1. What is the Big Bang theory? 2. What evidence is there to support the Big Bang Theory? 3. What is Evolution? 	Questions: <ol style="list-style-type: none"> 1. Does everything have a cause? 2. Does there have to be a First Cause? 3. Could this First Cause be God? 	Questions: <ol style="list-style-type: none"> 1. What is the Moral Argument? 2. Where do we get our sense of right and wrong from? 3. Are there any problems with the Moral Argument? 	Questions: <ol style="list-style-type: none"> 1. What is the problem of evil? 2. What is the inconsistent triad? 3. How is the problem of evil a criticism of the Moral Argument?

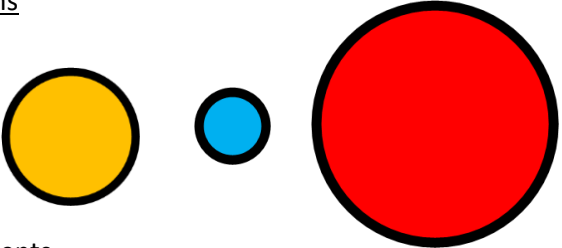
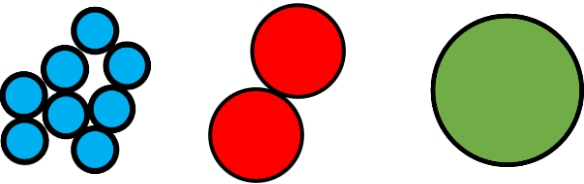
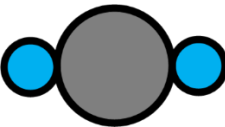
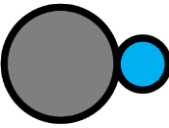
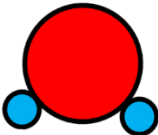
Lesson 1 Contact and non-contact forces	Lesson 2 Mass and weight	Lesson 3 Balanced and unbalanced forces
<p>A force is a push or a pull that acts on an object. We cannot see forces, but we can see their effects.</p> <p>Contact forces act between objects that are touching and non-contact forces act between objects that are not touching.</p> <p>Contact forces include</p> <ul style="list-style-type: none"> tension, friction, air resistance, upthrust, thrust and normal reaction force. <p>Non-contact forces include</p> <ul style="list-style-type: none"> magnetic forces, electrostatic forces and gravitational forces. <p>Forces have a size (magnitude) and a direction.</p> <p>The unit of force is the newton (N)</p> <p>A device for measuring forces is called a force meter or newton meter.</p>	<p>Mass is the amount of matter and is measured in kilograms (kg) and is the same everywhere in the Universe.</p> <p>There are 1000 grams in 1 kilogram. To covert grams to kilograms, divide by 1000.</p> <p>Mass is measured using a top-pan balance</p>  <p>Weight is the force due to gravity. It is measured in Newtons (N) and changes throughout the Universe.</p> $\text{weight} = \text{mass} \times \text{gravitational field strength}$ <p>The gravitational field strength on Earth is approximately 10 N/kg.</p> <p>Weight can be measured with a newton meter.</p> 	<p>Multiple forces can act on an object. The forces acting on an object can be shown with a free body diagram.</p>  <p>The resultant force is the overall force acting on an object.</p> <p>When forces act in the same direction, the resultant force is equal to the forces added together.</p> <p>When forces act in opposite directions, the resultant force is equal to the difference between the forces.</p> <p>When the forces are balanced (equal to each other) the resultant force is 0 N. The object will not change speed or direction.</p> <p>If the resultant force is not zero, the forces are unbalanced and the object could speed up, slow down or change direction.</p>

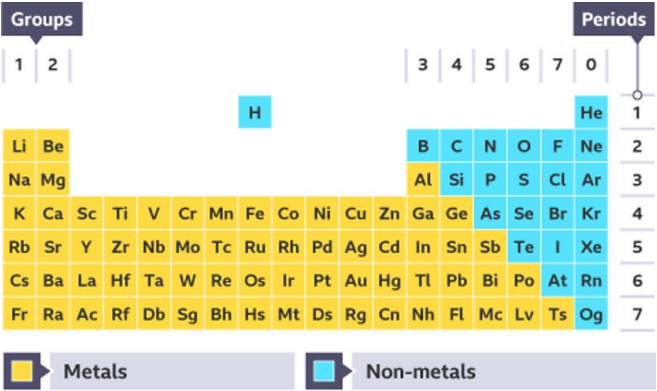
Lessons 4 and 5 Moments and the principle of moments	Lesson 6 Pressure on a solid surface	Lesson 7 Pressure in liquids
<p>A moment is the turning effect of a force around a pivot. The pivot is the point around which an object can turn.</p> <p>Moment of a force $= \text{force} \times \text{perpendicular distance from the pivot}$</p> <p>The units for moment are newton metres (Nm).</p> <p>The principle of moments states that for an object to be balanced the total clockwise moment must be equal to the total anti-clockwise moment.</p>  <p>Levers act as force multipliers.</p> <p>A spanner with a long handle increases the distance from the pivot and so a smaller force is needed to undo a nut from a bolt.</p> <p>The handle of a door is far from the hinges so that a smaller force is needed to open or close the door.</p>	<p>Pressure is a measure of how concentrated a force is. It depends on the size of the force and the surface area it is spread over.</p> $\text{pressure} = \text{force} \div \text{area}$ <p>The units for pressure are pascals (Pa).</p> <p>One pascal is equal to one newton per square metre (1 N/m²).</p> <p>Pressure can also be measured in N/cm².</p> <p>It is easier to cut things with a sharp knife than with a blunt knife because the sharp knife has a smaller surface area and will exert a larger pressure on the object being cut.</p> <p>A snowboard has a large surface area which spreads the snowboarder's weight out and reduces the pressure exerted on the snow. This will stop them sinking into soft snow.</p>	<p>Pressure in a liquid increases with depth due to the increased mass of liquid above that point. The pressure will also depend on the density of the liquid.</p> <p>A partially (or totally) submerged object experiences a greater pressure on the bottom surface than on the top surface. This creates a resultant force upwards. This force is called the upthrust.</p> <p>An object floats when its weight is equal to the upthrust.</p> 

Lesson 8 Atmospheric pressure	Lesson 9 Forces and stretching	Lesson 10 Force-extension graphs
<p>The atmosphere is a thin layer of air round the Earth. The atmosphere gets less dense with increasing altitude (height above sea level).</p> <p>Atmospheric pressure decreases as the height of a surface above ground level increases. This is because, as the altitude increases:</p> <ul style="list-style-type: none"> the number of air molecules decreases the weight of the air decreases there is less air above a surface 	<p>When a force is applied to an object it can change its size or shape. We call this deformation.</p> <p>Deformation can either stretch (increase the length of) or compress (decrease the length of) objects.</p> <p>Elastic materials will return to their original shape when the force is removed.</p> <p>Inelastic materials will change shape permanently. This is called plastic deformation.</p> <p>When you apply a force to a material it can extend. The extension is the amount the length has increased by.</p>  <p>The independent variable is the weight applied to the spring.</p> <p>The dependent variable is the extension.</p> <p>Control variables include using the same spring for all the measurements.</p>	<p>A graph of force against extension can be used to show if an object has undergone elastic or inelastic deformation.</p>  <p>Most elastic objects follow Hooke's Law which states that the extension is directly proportional to the force applied. This means a graph of force against extension is a straight line through the origin.</p> <p>Some materials will reach their elastic limit which is the point at which so much force is applied that the material will not return to its original shape and is permanently deformed.</p>

Answer these questions in full sentences in your homework book:

<p>Lesson 1</p> <ol style="list-style-type: none"> 1. Name 3 contact forces 2. Name 3 non-contact forces 3. What is the unit of Force? 4. Which device would be used to measure the size of a force? 5. What other property do forces have as well as size? 	<p>Lesson 2</p> <ol style="list-style-type: none"> 1. Define mass 2. What is the unit of mass? 3. Which device would be used to measure mass? 4. Define weight 5. What is the difference between mass and weight? 	<p>Lesson 3</p> <ol style="list-style-type: none"> 1. Draw a free body diagram showing a book resting on a shelf 2. What is a resultant force? 3. What is the size of the resultant force on an object when the forces are balanced? 4. What are the 3 possible outcomes of unbalanced forces acting on an object? 	<p>Lesson 4</p> <ol style="list-style-type: none"> 1. What is a pivot? 2. What is a moment? 3. What is the equation for calculating the size of a moment? 4. What are the units of a moment? 5. How is a clockwise moment different to an anti-clockwise moment? 	<p>Lesson 5</p> <ol style="list-style-type: none"> 1. What is the principle of moments? 2. Why is it easier to undo a nut from a bolt with a longer spanner? 3. Why are door handles on the edge furthest from the hinges?
<p>Lesson 6</p> <ol style="list-style-type: none"> 1. Which two quantities does pressure depends on? 2. What is the equation for pressure? 3. Give 3 units for pressure 4. Calculate the pressure exerted by a force of 5N spread over an area of 0.1m^2 5. Explain why it is easier to cut things with a sharp knife than a blunt one 	<p>Lesson 7</p> <ol style="list-style-type: none"> 1. Why does pressure underwater increase the deeper you go? 2. What is upthrust? 3. What causes upthrust? 4. What will happen to an object when the upthrust on it is equal in size to its weight? 	<p>Lesson 8</p> <ol style="list-style-type: none"> 1. What is the atmosphere? 2. As you go higher in the atmosphere, how does the density change? 3. Give 3 reasons why the atmospheric pressure decreases as altitude increases 	<p>Lesson 9</p> <ol style="list-style-type: none"> 1. Define deformation 2. What is the difference between stretching and compressing? 3. What is the difference between elastic and inelastic materials? 4. Describe an experiment to see how the extension of a spring changes as more weight is applied to it 	<p>Lesson 10</p> <ol style="list-style-type: none"> 1. What is Hooke's law? 2. Sketch a graph of force against extension for a spring being stretched 3. What is the elastic limit of a material?

<p>Lesson 1 Atoms & Elements</p>	<p>Lesson 2 Compounds & Making Compounds</p>	<p>Lesson 3 Formula</p>
<p>An atom is the smallest particle of an element.</p> <p>An element is a pure substance made from just one type of atom.</p> <p><u>Atoms</u></p>  <p><u>Elements</u></p>  <p><u>Element symbols</u></p> <p>Oxygen = O Sodium = Na Chlorine = Cl Carbon = C Sulfur = S Hydrogen = H Iron = Fe</p>	<p>A compound is a pure substance that is made from more than one element.</p> <p>In a compound, elements are chemically bonded together, which makes it very difficult to separate them.</p> <p>Compounds are not found on the periodic table. For example, water isn't on the periodic table because it is a compound, not an element.</p> <p>Elements in a compound have different properties to the pure elements on their own.</p> <p>Carbon Dioxide CO₂</p>  <p>Carbon Monoxide CO</p>  <p>Water H₂O</p> 	<p>sodium + chlorine → sodium chloride</p> <p>copper + sulfur → copper sulfide</p> <p>RULE: If two elements combine the product will end in 'ide'</p> <p>copper + sulfur + oxygen → copper sulfate</p> <p>RULE: If there are more than two elements and one is oxygen, the product will end in 'ate'</p> <p>When a compound is made, the atoms of the elements bond together in a fixed ratio. This means that each compound can be represented by a chemical formula.</p> <p>For example, the formula of water is H₂O and the formula of carbon dioxide is CO₂.</p> <p>CO₂ 1 atom of carbon bonds to 2 atoms of oxygen</p> <p>CO 1 atom of carbon bonds to 1 atom of oxygen</p> <p>NaCl 1 atom of sodium bonds to 1 atoms of chlorine</p> <p>CaCO₃ 1 atom of calcium bonds to 1 atoms of carbon and 3 atoms of oxygen</p>

Lessons 4 Periodic Table & Development	Lesson 5 Group 1	Lesson 6 Group 7
<p>There are 118 chemical elements. They are listed on the periodic table in a specific order.</p>  <p>Elements in vertical columns are known as groups.</p> <p>Horizontal rows are called periods.</p> <p>Our modern Periodic Table was developed by a Russian scientist called Dimitri Mendeleev</p>	<p>Group 1 are very reactive metals.</p> <p>They are called the Alkali metals.</p> <p>lithium - Li sodium - Na potassium - K rubidium - Rb caesium - Cs francium - Fr</p> <p>Physical properties are the features of a substance which can be observed without changing the substance itself.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Melting point • Boiling point • Electrical conductivity <p>Going down the group melting and boiling point of the Alkali Metals decreases.</p> <p>Chemical properties are the features of the way a substance reacts with other substances.</p> <p>Elements in the same group have similar chemical properties.</p> <p>Going down the group the Alkali Metals become more reactive.</p>	<p>Group 7 are reactive non-metals.</p> <p>They are called the Halogens.</p> <p>fluorine - F chlorine - Cl bromine - Br iodine - I astatine – At</p> <p>Going down the group melting and boiling point of the Halogens increases.</p> <p>Displacement reaction - The more reactive element will displace a less reactive element from its compounds.</p> <p>fluorine + potassium chloride → potassium fluoride + chlorine</p> <p>chlorine is displaced because it is less reactive than fluorine</p> <p>Going down the group the Halogens become less reactive.</p>

Lesson 7 Group 0	Lesson 8 Metals & Non-Metals	Lesson 9 Properties of Metals
<p>Group 0 are unreactive gases.</p> <p>They are called the Noble gases.</p> <p>helium – He neon – Ne argon – Ar krypton – Kr xenon – Xe radon – Rn</p> <p>Going down the group melting and boiling point of the Noble gases increases.</p> <p>Noble gases are unreactive because they have a full outer shell of electrons.</p> <p>helium is used in balloons as it is less dense than air.</p> <p>neon is used in advertising lights.</p> <p>argon and krypton are used in double glazed windows.</p>	<p>The majority of elements are metals and they are found on the left and in the middle of the periodic table.</p> <p>Most metals share a lot of properties:</p> <ul style="list-style-type: none"> • They have high melting and boiling points meaning they are solid at room temperature • They are good conductors of heat and electricity • They are shiny in their appearance • They are malleable <p>Other common properties of metals are:</p> <ul style="list-style-type: none"> • They are hard and strong • Have a high density • They are sonorous <p>Conductor: A material which allows heat or electricity to move easily through it.</p> <p>Malleable: Capable of being hammered or pressed into a new shape without breaking</p> <p>Sonorous: Able to make a ringing sound when hit.</p> <p>Non-metals have properties in common with each other.</p> <ul style="list-style-type: none"> • Poor conductors of heat and electricity • Dull in their appearance • Weak and brittle <p>Some other common properties of non-metals are:</p> <ul style="list-style-type: none"> • Generally low melting and boiling points, meaning they are gases and liquids at room temperature • Not sonorous <p>Brittle: Something which is brittle is easily broken or shattered.</p> <p>An element doesn't have to have every property of metals for you to classify it as a metal! As long as it has most metal properties, you can be confident that it is a metal.</p>	

Answer these questions in full sentences in your homework book:

<p>Lesson 1</p> <ol style="list-style-type: none"> 1. What is an atom? 2. Draw a particle diagram for an atom. 3. What is an element? 4. Draw a particle diagram showing an element. 5. What is the symbol for chlorine? 	<p>Lesson 2</p> <ol style="list-style-type: none"> 1. What is a compound? 2. Why is carbon dioxide not found on the periodic table? 3. True or False: compounds have different properties to the elements that they are made from? 4. Draw a diagram for H₂O. 5. How does the diagram link support H₂O being the formula? 	<p>Lesson 3</p> <ol style="list-style-type: none"> 1. Copper + sulfur → 2. Sodium + chlorine + oxygen → 3. How many oxygen atoms are in CaCO₃? 4. What elements make up lithium sulfate? 5. What is the formula for calcium chloride, (1 atom of calcium bonds to 2 atoms of chlorine)? 	<p>Lesson 4</p> <ol style="list-style-type: none"> 1. How many elements on the periodic table? 2. What are groups? 3. What are periods? 4. Who developed the modern periodic table? 5. Where would I find metals on the periodic table?
<p>Lesson 5</p> <ol style="list-style-type: none"> 1. What is the name of the group 1 metals? 2. List the group 1 metals. 3. What is a physical property? 4. What is a chemical property? 5. State the trend in reactivity of the group 1 metals. 	<p>Lesson 6</p> <ol style="list-style-type: none"> 1. What is the name of group 7? 2. List the elements in group 7. 3. What is a displacement reaction? 4. What is the trend in boiling point of group 7? 5. State the trend in reactivity of group 7. 	<p>Lesson 7</p> <ol style="list-style-type: none"> 1. What is the name of group 0? 2. List the elements in group 0. 3. What is the trend in boiling point of group 0? 4. Why are elements in group 0 unreactive? 5. Which gases are used in double glazing? 	<p>Lesson 8/9</p> <ol style="list-style-type: none"> 1. State a property of metals 2. State a property of non-metals 3. What does malleable mean? 4. What does conductor mean? 5. What does brittle mean?

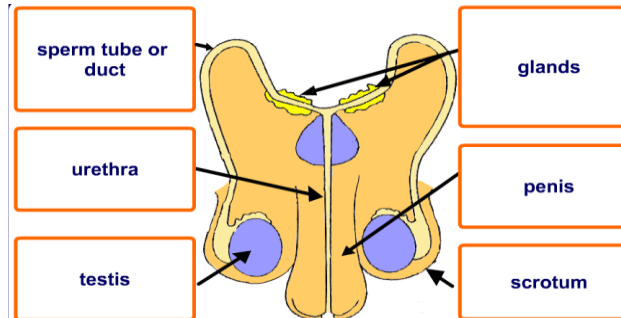
Lesson 1 Puberty

Adolescence is the time in your life when both physical and emotional changes occur

Puberty is the physical changes that occur during adolescence

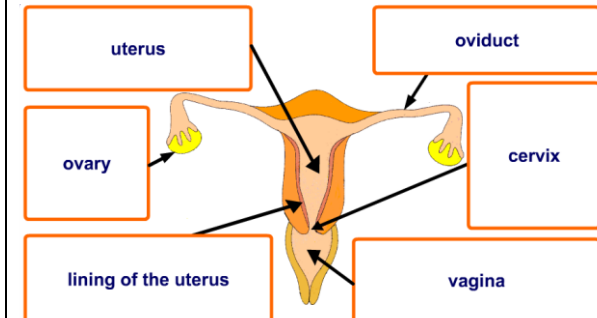


Lesson 2 Male Reproductive System

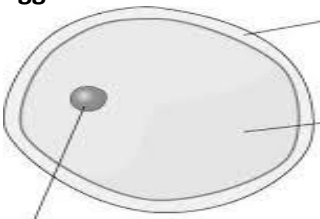
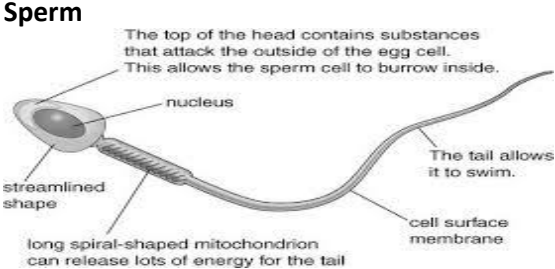
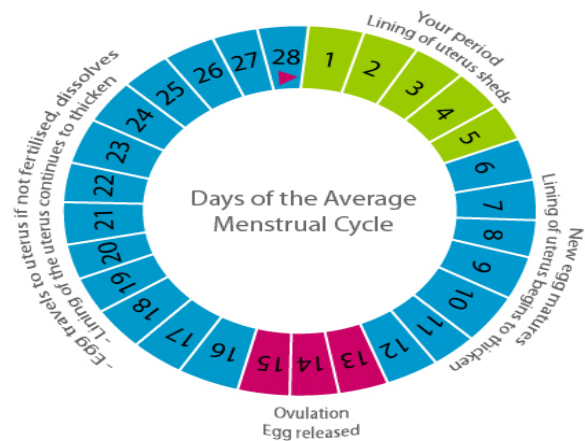


Part	Function
Testis	Produce sperm and male hormone testosterone
Scrotum	Sac of skin outside body that contains the testes
Glands	Produce fluids to nourish the sperm
Sperm duct	Tube that carries sperm and fluids (semen) from testes to urethra
Urethra	Tube inside the penis that can carry urine or semen.
Penis	Allows a man to pee or to place semen into vagina of women during sex.

Lesson 2 Female Reproductive System

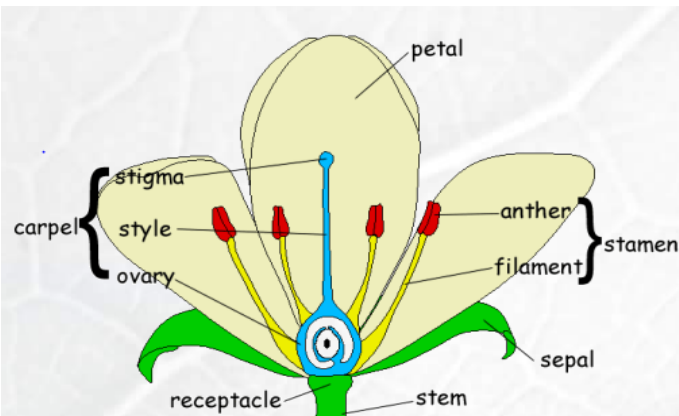


Part	Function
Ovaries	Produce eggs (ova) and female hormones oestrogen and progesterone
Oviduct	Tubes that connect ovary to uterus. Where sperm fertilises the egg. Contain cilia which waft to move the egg along.
Uterus	Muscular bag, where baby develops. Lining thickens every month.
Cervix	Ring of muscle at entrance of uterus
Vagina	Where sperm are placed during sex.

<p>Lesson 3 Fertilization & Implantation</p>	<p>Lesson 4 Fetal Development</p>	<p>Lesson 5 The Menstrual Cycle</p>
<p>Ovulation: Once a month one of the ovaries releases a mature egg (ovum) into the oviduct.</p> <p>Fertilisation: When a sperm and egg join together and the genes from the mother and father combine to form a new life. It occurs in the Oviduct. The sperm has to dissolve the membrane of the egg. The nucleus of the sperm then fuses with the nucleus of the egg.</p> <p>Implantation: The fertilised egg sinks into the soft lining of the uterus. It develops a placenta and develops into a fetus.</p> <div data-bbox="141 815 748 1362"> <p>Egg</p>  <p>A jelly coat makes sure that only one sperm cell can enter.</p> <p>The cytoplasm contains a store of food to provide energy for the fertilised egg cell.</p> <p>Sperm</p>  <p>The top of the head contains substances that attack the outside of the egg cell. This allows the sperm cell to burrow inside.</p> <p>The tail allows it to swim.</p> <p>long spiral-shaped mitochondrion can release lots of energy for the tail</p> </div>	<p>Embryo – One week after fertilisation the ball of cells is called an embryo.</p> <p>Placenta - Attached to the uterus wall, takes oxygen and nutrients from the mother’s blood for the foetus and puts waste material in to the mother blood from foetus</p> <p>Umbilical Cord- Connects developing baby to its placenta. Carries food, oxygen, and waste between the placenta and growing foetus</p> <p>Amniotic Fluid - Liquid surrounding the embryo protecting it inside a sac called the Amnion.</p> <p>Foetus - After 10 weeks an embryo has grown all of its organs so it is called a foetus</p> <p>Other substances can also pass through the placenta.</p> <p>Drugs can affect the fetus - slowing the growth of the fetus, reducing the amount of oxygen and causing bleeding - which can be life threatening.</p> <p>Drinking alcohol or smoking while pregnant are also dangerous and can increase the risk of stillbirth, premature birth and long-term health conditions.</p>	<p>The Menstrual Cycle starts at puberty in girls. Each cycle lasts about 28 days.</p> <p>The uterus lining thickens so that it is able to receive a fertilized egg.</p> <p>If an egg is fertilized, it can implant itself in the prepared uterus lining.</p> <p>If it is not fertilized, the lining of the uterus breaks down and is lost from the body.</p> <p>This is called menstruation or a period.</p> <div data-bbox="1503 884 2085 1326">  <p>Days of the Average Menstrual Cycle</p> <p>1-5: Lining of uterus begins to thicken</p> <p>6-10: New egg matures</p> <p>11-13: Lining of uterus begins to thicken</p> <p>14-15: Ovulation Egg released</p> <p>16-20: Egg travels to uterus if not fertilised, dissolves</p> <p>21-23: Lining of uterus continues to thicken</p> <p>24-27: Your period</p> <p>28: Lining of uterus sheds</p> </div>

Lesson 6 Flower structure and Pollination

Parts of a Flower



Petal	Coloured, flag-like structures which attract insects
Stamen	The male sex organ – made of the filament and the anther
Anther	Part of the male sex organ – makes pollen
Filament	A thin stalk that supports the anther
Carpel	The female sex organs – made of the stigma, the style and the ovary
Stigma	Collects pollen
Style	Connects the stigma to the ovary
Ovary	Found inside the ovary; contains the egg cell

Pollination is the act of transferring pollen grains from the male anther of a flower to the female stigma. There are two types of pollination:

Self-pollination: The pollen grain lands on the same flower it originated from

Cross-pollination: The pollen grain lands on a different flower to the one it originated from

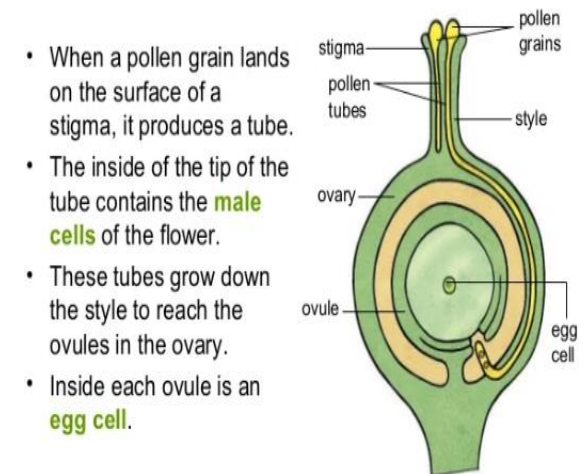
Bees, butterflies, beetles, moths and flies are all pollinators. Without them, food security would be threatened and there would be a worldwide shortage of fruit; especially apples, plums and pears.

Many plant species could also decline or become extinct along with the organisms that directly or indirectly depend on them. Bees are facing many threats globally. These include habitat loss, climate change, toxic pesticides and disease.

Lesson 7 Fertilisation and Germination

Fertilisation is the joining of gametes.

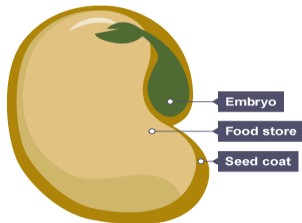
Pollen is the male sex cell in a plant.



- When a pollen grain lands on the surface of a stigma, it produces a tube.
- The inside of the tip of the tube contains the **male cells** of the flower.
- These tubes grow down the style to reach the ovules in the ovary.
- Inside each ovule is an **egg cell**.

The nucleus from the male sex cell (pollen) then moves down the tube to join with a female sex cell (an ovule) in the ovary.

Fertilisation is when the two nuclei join

Lesson 8 Seeds and Fruit	Lesson 9 Seed Dispersal																								
<p>Most fruits have seeds, which make them capable of developing into new plants. The ovary develops into a fruit. Each fertilised ovule forms a seed.</p> <p>A seed has three main parts:</p> <p>An embryo: the young root and shoot that will become the adult plant</p> <p>Food store: starch for the young plant to use until it is able to carry out photosynthesis</p> <p>Seed coat: a tough protective outer covering</p> <div><p>A cross-section of a seed</p></div> <p>Seeds will often lie dormant until the conditions around it are just right for germination. Factors such as temperature, concentration of oxygen in the air and water will affect germination</p>	<p>Seed dispersal is the transport of seeds from the plant to another area in order to grow. These are the main ways in which seeds can be dispersed: Animals, Explosion, Wind and Water</p> <p>Seeds must be dispersed or spread away from each other and from their parent plant. This is to reduce competition between one another and increase their chances of survival</p> <table><tr><th>Dispersal method</th><th>Description</th><th>Example</th></tr><tr><td>Animal</td><td>Some plants use hooks on their fruits. These attach themselves to the fur of mammals or feathers of birds and get carried from one place to another.</td><td>Cocklebur, goose grass, burdock</td></tr><tr><td>Animal</td><td>Fleshy fruits are eaten by animals. The seeds are then dispersed after passing through the digestive system of animals that have eaten the fleshy fruits.</td><td>Tomato, raspberry, grape</td></tr><tr><td>Animal</td><td>Animals such as squirrels may store nuts to eat later and forget to go back to get them, giving them a chance to germinate.</td><td>Acorns</td></tr><tr><td>Explosion/self-propelled</td><td>Have a pod that bursts open when ripe, throwing the seeds away</td><td>Pea pod</td></tr><tr><td>Wind</td><td>Some plants have seeds that act as parachutes, which are carried away by the wind</td><td>Dandelions</td></tr><tr><td>Wind (spinning)</td><td>Some seeds are winged. They spin like helicopters as they fall from the tree, providing a longer time for dispersal by wind.</td><td>Maple fruits, sycamore</td></tr><tr><td>Water</td><td>Some plants grow near rivers, lakes, streams or oceans. Their fruits or seeds fall from the plant and are carried away by the water.</td><td>Coconut, silver birch, willow</td></tr></table>	Dispersal method	Description	Example	Animal	Some plants use hooks on their fruits. These attach themselves to the fur of mammals or feathers of birds and get carried from one place to another.	Cocklebur, goose grass, burdock	Animal	Fleshy fruits are eaten by animals. The seeds are then dispersed after passing through the digestive system of animals that have eaten the fleshy fruits.	Tomato, raspberry, grape	Animal	Animals such as squirrels may store nuts to eat later and forget to go back to get them, giving them a chance to germinate.	Acorns	Explosion/self-propelled	Have a pod that bursts open when ripe, throwing the seeds away	Pea pod	Wind	Some plants have seeds that act as parachutes, which are carried away by the wind	Dandelions	Wind (spinning)	Some seeds are winged. They spin like helicopters as they fall from the tree, providing a longer time for dispersal by wind.	Maple fruits, sycamore	Water	Some plants grow near rivers, lakes, streams or oceans. Their fruits or seeds fall from the plant and are carried away by the water.	Coconut, silver birch, willow
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Answer these questions in full sentences in your homework book:

<p>Lesson 1</p> <ol style="list-style-type: none"> 1. What is adolescence? 2. Puberty is the..... changes that occur during adolescence. 3. List 2 changes during puberty, that happen in boys only 4. List 2 changes during puberty, that happen in girls only 5. List 2 changes during puberty, that happen in both boys and girls. 	<p>Lesson 2</p> <p>Fill the gaps.</p> <p>The male reproductive system has two1.....These are contained in a bag of skin called the2.....The testes have two functions: to produce millions of3.....and to make male sex hormones. During ejaculation the sperm pass through the sperm4....and mix with fluids produced by the.....5.....</p>	<p>Lesson 3</p> <ol style="list-style-type: none"> 1. How often is an ovum released? 2. Which 2 cells join together during fertilisation? 3. Where does the fertilised egg implant? 4. Why does an egg contain lots of cytoplasm? 5. Why does a sperm cell have many mitochondria? 	<p>Lesson 4</p> <ol style="list-style-type: none"> 1. How old is an embryo? 2. What does the placenta take to the baby? 3. What connects the baby to the placenta? 4. What fluid protects the baby inside the uterus? 5. When does an embryo become a fetus? 	<p>Lesson 5</p> <ol style="list-style-type: none"> 1. How long does a menstrual cycle last? In an average cycle... 2. How many days does the period last? 3. How many days does it take for the uterus lining to thicken? 4. Which days could ovulation happen? 5. How many days after ovulation, does it take before the next period starts?
<p>Lesson 6</p> <ol style="list-style-type: none"> 1. Why do flowers have petals? 2. Which part of a flower makes pollen? 3. What is the female part of the plant called? 4. Where is the egg cell found? 5. How is self-pollination different to cross-pollination? 	<p>Lesson 7</p> <ol style="list-style-type: none"> 1. What is the male sex cell in a plant? 2. What is the female sex cell in a plant? 3. Where does the pollen land? 4. How does the pollen nucleus get to the egg cell? 5. What happens when the egg and pollen nuclei join? 	<p>Lesson 8</p> <ol style="list-style-type: none"> 1. Why do plants need seeds? 2. Why do seeds need a coat? 3. Where does a seed get its energy from? 4. List 2 things a seed needs in order to germinate. 	<p>Lesson 9</p> <p>Name a plant which spreads its seeds by..</p> <ol style="list-style-type: none"> 1. Wind 2. Pods exploding 3. Animals storing their nuts 4. Carried on fur or feathers 5. Water 	

Week 1: 12/12/22, Week 2: 09/01/22

- 1. Use the sentence builder to write 3- 5 sentences in Spanish**
- 2. Translate your sentences into English**
- 3. Now close your knowledge organiser and try to translate your 3 sentences back into Spanish without looking**
- 4. Correct in purple pen**

Year 7 Learning Cycle 2 Sentence Builder 1:

¿Quién es tu profesor favorito? – Who is your favourite teacher?

Noun	Noun	Verb	Adjective	Connective	Indirect Object Pronoun	Verb
Mi profesor de Mi profesora de = my teacher of	inglés = English matemáticas = maths ciencias = science geografía = geography historia = history religión = BVC español = Spanish francés = French deporte = PE dibujo = art música = music teatro = drama tecnología = technology informática = IT	es = is	sincer@ = sincere tímid@ = shy tranquil@ = calm divertid@ = fun gracios@ = funny seri@ = serious simpátic@ = kind tont@ = silly list@ = smart loc@ = crazy rar@ = weird interesante = interesting aburrid@ = boring simpático = kind antipático = unkind	y = and pero = but	me = (to) me te = (to) you le = (to) him/her nos = (to) us os (to) you les = (to) them	ayuda = helps apoya = supports grita = shouts da miedo = scares

Extensions:

- 1. Investigate Christmas traditions in Spain or a Spanish speaking country and compare to your own traditions**
- 2. Make a Spanish Christmas card for your favourite teacher**
- 3. Use the internet to find out 5 interesting facts about a Spanish speaking country of your choice**

Week 3: 16/01/23, Week 4: 23/01/23

- 1. Use the sentence builder to write 3- 5 sentences in Spanish**
- 2. Translate your sentences into English**
- 3. Now close your knowledge organiser and try to translate your 3 sentences back into Spanish without looking**
- 4. Correct in purple pen**

¿Qué opinas de tus clases? – What is your opinion on your lessons?

Verb	Noun	Connective	Verb	Modifier	Adjective
Me encanta... = ... is loveable to me Me gusta... = ...is likeable to me	el inglés = English la geografía = geography la historia = history la religión = BVC el español = Spanish el francés = French el deporte = PE el dibujo = art la música = music el teatro = drama la tecnología = technology la informática = IT		es = it is	demasiado = too tan = so muy = very bastante = quite un poco = a bit	divertid@ = fun interesante = interesting fascinante = fascinating guay = cool práctic@ = practical creativ@ = creative aburrid@ = boring tedios@ = tedious repetitiv@ = repetitive difícil = difficult fácil = easy
Me encantan... = ... are loveable to me Me gustan... = ...are likeable to me	las matemáticas = maths las ciencias = sciences		son = they are		divertid@s = fun interesantes = interesting fascinantes = fascinating guay = cool práctic@s = practical creativ@s = creative aburrid@s= boring tedios@s = tedious repetitiv@s = repetitive difíciles = difficult fáciles = easy

Extension: Investigate a Spanish festival of your choice and create a poster all about it

Week 5: 30/01/23

1. Use the sentence builder to write 3- 5 sentences in Spanish
2. Translate your sentences into English
3. Now close your knowledge organiser and try to translate your 3 sentences back into Spanish without looking
4. Correct in purple pen

¿Qué haces en tus clases? – What do you do in your lessons?

	Noun	Auxiliary Verb	Infinitive phrase	Time marker
En mi clase de = In my ... class of	inglés = English matemáticas = maths ciencias = science geografía = geography historia = history religión = BVC español = Spanish francés = French deporte = PE dibujo = art música = music teatro = drama tecnología = technology informática = IT	Me encanta =... is loveable to me Me gusta = ...is likeable to me	escribir = to write escuchar al profesor = to listen to the teacher tocar un instrumento = to play an instrument hacer experimentos = to do experiments estar en una obra = to be in a play jugar a los deportes = to play at sports crear algo = to create something hablar = to talk usar los ordenadores = to use the computers ser activ@ = to be active trabajar en equipo = to work in team trabajar en silencio = to work in silence	siempre = always a menudo = often a veces = sometimes mucho = lots poco= little
		puedo = I can/am able to debo = I must quiero = I want		



Extension: Draw and colour in the flags of 5 Spanish speaking countries

Week 6: 06/02/23, Week 7:20/02/23

1. Use the sentence builder to write 3- 5 sentences in Spanish
2. Translate your sentences into English
3. Now close your knowledge organiser and try to translate your 3 sentences back into Spanish without looking
4. Correct in purple pen

¿Qué vas a estudiar en el futuro? – What are you going to study in the future?

Time Phrase	Auiliary Verb	Infintive	Noun	Connective	Verb	Adjective
en el futuro = in the future	voy a = I am going to	estudiar = to study hacer = to do	inglés = English matemáticas = maths ciencias = science geografía = geography historia = history religión = BVC español = Spanish francés = French deporte = PE dibujo = art música = music teatro = drama tecnología = technology informática = IT biología = biology química = chemistry física = physics cocina = cooking negocios = business studies	porque	(no) es	divertid@ = fun interesante = interesting aburrid@ = boring tedios@ = tedious repetitiv@ = repetitive exigente = demanding difícil = difficult fácil = easy útil = useful importante = important

Extensions:

1. Investigate the Carnival festivities in Spain- create a poster showing traditional celebrations
2. Research a recipe for Spanish tortilla- try to make one and bring in a photo!
3. Use the internet to find out 5 interesting facts about a Spanish speaking country of your choice

Week 8: 27/02/23, Week 9: 06/03/23

1. Use the sentence builder to write 3- 5 sentences in Spanish
2. Translate your sentences into English
3. Now close your knowledge organiser and try to translate your 3 sentences back into Spanish without looking
4. Correct in purple pen

¿Qué haces durante el recreo? – What do you do during break?

Time	Verb	Noun	Detail
Durante el recreo = During the break	charlo/ hablo = I chat/ I talk		con mis amigos = with my friends con mi novio = with my boyfriend con mi novia = with my girlfriend
	como = I eat	comida rápida = fast food una comida sana = a healthy meal una bolsa de almuerzo = a packed lunch	
	bebo = I drink	un refresco = a fizzy drink	
	juego = I play	al fútbol = to the football a los deportes = (to the) sports	
	hago = I do	mis deberes = my homework ejercicio = exercise	
	estoy = I am (located)	en un castigo = in a detention	
	voy = I go	a la biblioteca = to the library al gimnasio = to the gym	
	voy a charlar/hablar = I am going to chat/talk		
	voy a comer = I am going to eat	comida rápida = fast food una comida sana = a healthy meal una bolsa de almuerzo = a packed lunch	
	voy a beber = I am going to drink	un refresco = a fizzy drink	
	voy a jugar = I am going to play	al fútbol = to the football a los deportes = (to the) sports	
	voy a hacer = I am going to do	mis deberes = my homework ejercicio = exercise	
	voy a estar = I am going to be (located)	en un castigo = in a detention	
	voy a ir = I am going to go	a la biblioteca = to the library al gimnasio = to the gym	