

Knowledge Organiser

Year 7

Cycle 3

Name:

Tutor Group:



What is a Knowledge Organiser and why are they important?

A knowledge organiser is designed to summarise the key information, concepts, and vocabulary for a specific topic or unit of work in each subject. Its purpose is to help students:

- o Understand what they are expected to learn.
- o Make connections between ideas.
- o Retain and recall essential knowledge more effectively.
- o Support independent study and revision

Your Knowledge Organiser contains the essential knowledge that we expect every student to know. Regular use of the Knowledge Organiser helps you to recap, revise and revisit what you have learnt in lessons. This can be part of your homework in some subjects or as independent revision. The aim is to help remember this knowledge in the long term and to help strengthen your memory.

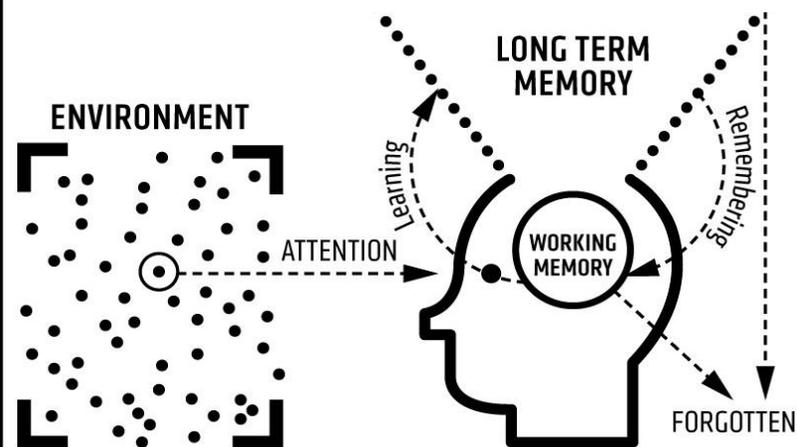
Each cycle there is an assessment in every subject and you will be assessed on the knowledge from your Knowledge Organiser; the more you revisit information the more likely it will be remembered for lessons, assessments and exams.

How we learn anything

We learn by focusing our attention on something. If we are distracted by other things in our environment (eg mobile phones, listening to music) it will affect how much/what we learn.

Information we pay attention to goes into our working memory, but our working memory is not very good and we quickly and easily forget things.

Learning happens when we think about, process or practise doing something so that it is stored in our long-term memory. Even then it can still be forgotten if we do not regularly think about it and go over it. *We remember what we think about.* Using your Knowledge Organiser outside of lessons helps you to remember things in the long-term.



Homework in Year 7-9

The purpose of homework

Homework plays a crucial role in reinforcing what you learn in the classroom, helping you to develop a deeper understanding of the material. It encourages independent learning, time management, and responsibility: skills that are essential for success both in school and in life.

Homework fosters a strong work ethic and a sense of discipline, preparing you for future academic and professional challenges. Homework is not just about completing tasks, it is about building lifelong learning habits. Learning is defined as a change in the long-term memory. You attend 5 hours of lessons per day, which is a lot of new information being taken in. Without additional opportunities to practise remembering, much of that information would be quickly forgotten.

Homework expectations

In Years 7-9 we expect every student to complete a maximum of 1 hour of homework a day, 4 days a week in the following subjects: English, Maths, Science, History, Geography, French/Spanish and RPE using the following timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week A	English Maths Science	English Maths Science	English Maths Science	History Geography	No homework
Week B	English Maths Science	English Maths Science	English Maths Science	French or Spanish RPE	No homework

Whilst homework is not formally set weekly/fortnightly in other subjects, you may still be provided with tasks to help further your learning, which we would strongly encourage you to complete. You should regularly review the Knowledge Organiser for all subjects to help your learning.

How do I do my Homework?

There are two types of homework that you will complete: Sparx Online (English, Maths and Science) and Knowledge Organiser homework (History, Geography, RPE and French/Spanish).

Platform	Subject	What to do	Reason we do it	How checked
Sparx	Sparx Maths	Homework is completed online. Complete the maths questions set weekly. Each student is set around 1 hour of questions per week. Book work codes must be written down in homework books.	Sparx Maths provides additional practice on topics that have been recently covered in class. This allows students to revisit and help embed mathematical procedures that may otherwise be forgotten.	Weekly check by teacher using online platform. Parents kept informed of progress by email.
	Sparx Reader (English)	Homework is completed online. Students read a book of their choice in sections and are asked comprehension questions at the end of each section. Students must earn a set number of Sparx Reader Points (SPR) to complete the homework. This should usually take around 1 hour per week.	We know that reading is essential for students to be able to access the curriculum, yet 1 in 4 students come to us in Year 7 at least one year below their chronological reading age. Sparx Reader encourages students to build positive reading habits and strengthen fluency and comprehension.	
	Sparx Science	Homework is completed online. Complete the science questions set weekly. Each student is set around 1 hour of questions per week.	Sparx Science provides questions to ensure students regularly revisit the key concepts that are required in Science.	
Knowledge Organisers	History Geography RPE French/Spanish	Using the Knowledge Organiser, complete the questions/tasks for the relevant subjects set according to the date	The Knowledge Organisers contain questions that directly relate to the content that students have learned in lessons. Regular review ensures that students embed the learning in the long-term memory. In French/Spanish students will practise learning and using key vocabulary.	Fortnightly check by teacher in lessons. Teachers will check the blue homework exercise books (provided for students) for completion of the questions.

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

Knowledge Organiser Contents Page

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Topic: Reformation

2	21 st April 1509 - Henry VII died and was succeeded (followed on the throne) by Henry VIII.
3	1517 - Martin Luther began his protests against the Catholic Church in Germany. A protestant.
4	1534 - Henry VIII began to separate from Rome (the Catholic Church) with the Act of Supremacy.
5	1536 - Dissolution of the monasteries starts. Carries on till 1541.
6	1549 - Edward VI made Catholic worship in England illegal (against the law).
7	1555 - Mary I burned Protestants at the stake.
8	1559 - Elizabeth's religious settlement. Made England and Wales protestant again, but with some compromises

Questions:

1. In your homework book draw a timeline using the information above.
2. Try and do some further research about the topics above and add extra information!

Topic: Reformation in Europe

Luther was a *German* monk who publicly criticised the Church. He was particularly opposed to the granting of indulgences by *Catholic* priests.

Luther's ideas gained wide support. His followers became known as Lutherans. As Lutherans protested against the actions of the *Catholic Church*, they became known as Protestants.

He would not recant (take back) his beliefs and was excommunicated from the *Catholic Church* by the Pope. He translated the Bible into common language in order to make it more accessible to ordinary people.

Lutheran ideas spread through northern Europe in the first half of the 16th century. Lutheranism questioned the legitimacy of the Pope to convey the word of *God*.

Lutherans believed the true word of *God* could only be obtained from the Bible.

Questions:

1. Who was Martin Luther?
2. What is an indulgence?
3. What does excommunicated mean?
4. Define what a Protestant was.
5. How did Lutherans believe the true word of *God* could be found?

Topic: English Reformation

Henry VIII

Between 1529 and 1537, Henry VIII worked tirelessly to separate the English Church from the Catholic Church, led by the Pope in Rome. He created an independent Church of England of which he was the head. This is called the 'break with Rome'.

Henry needed to free himself from his marriage to Catherine of Aragon, who had not provided him with a male heir. However, the Papacy continually refused to annul (divorce) the marriage.

After the Act of Supremacy had elevated Henry to head of the Church of England, he put into practice policies that would spread Protestantism throughout the country. He could also grant himself an annulment for his marriage. This meant he could marry Anne Boleyn who he hoped would provide him with a son.

Homework questions

1. What was the Break with Rome?
2. Why did Henry want to change religion?
3. What happened to Henry's personal power when he changed to Protestantism?
4. What could Henry do when he became Head of the Church of England?
5. Why was this important to him?

Topic - Reformation

	A dynasty is a series of leaders in the same family. E.g. The Tudor dynasty (1485 - 1603).
Heir	A person who will inherit the crown after the current King or Queen dies.
Reformation	The growth of the Protestant religion after 1517, and the changes made by the Protestants in the churches.
Protestant	A group of people who protested against the Catholic church. They believed in plain, simple churches and worship to focus on the Bible.
(Roman) Catholic	Led by the Pope. They believed in beautiful decorated churches and wanted church services to be in Latin.
Church of England	The Protestant church set up in England after the Break with Rome. Also known as the Anglican Church

Homework Questions

1. Copy out the definitions.
2. Then use each word in a sentence that makes sense, to do with the topic.

Topic - Reformation

Puritan	Extreme Protestants, who wanted a very 'pure' religion, free from all the practices of the Roman Catholic faith.
Pope	The leader of the Catholic Church.
Priest	A person who was in charge of the village church.
Monk	Men who devote their lives to God.
Martyr	Someone who dies for their faith.
Monastery	Religious house led by an abbot

Homework questions

1. Copy out the definitions.
2. Then use each word in a sentence that makes sense, to do with the topic.

Topic - Reformation - Dissolution of the Monasteries

Context -

- When Henry became Head of the Church, he also became the owner of all the Catholic land and buildings.
- From 1536-39 Henry VIII closed all the monasteries, taking all their gold and silver ornaments and all their land.
- This brought him an enormous amount of money.
- Many of the monasteries fell into ruins or were turned into private houses.
- He said that he wanted to get rid of the corruption in these buildings, and stop sinful behaviour of nuns and monks.
- But he most likely he did it to make lots of money!

Homework Questions

1. What was the dissolution of the monasteries?
2. Why did Henry do this?

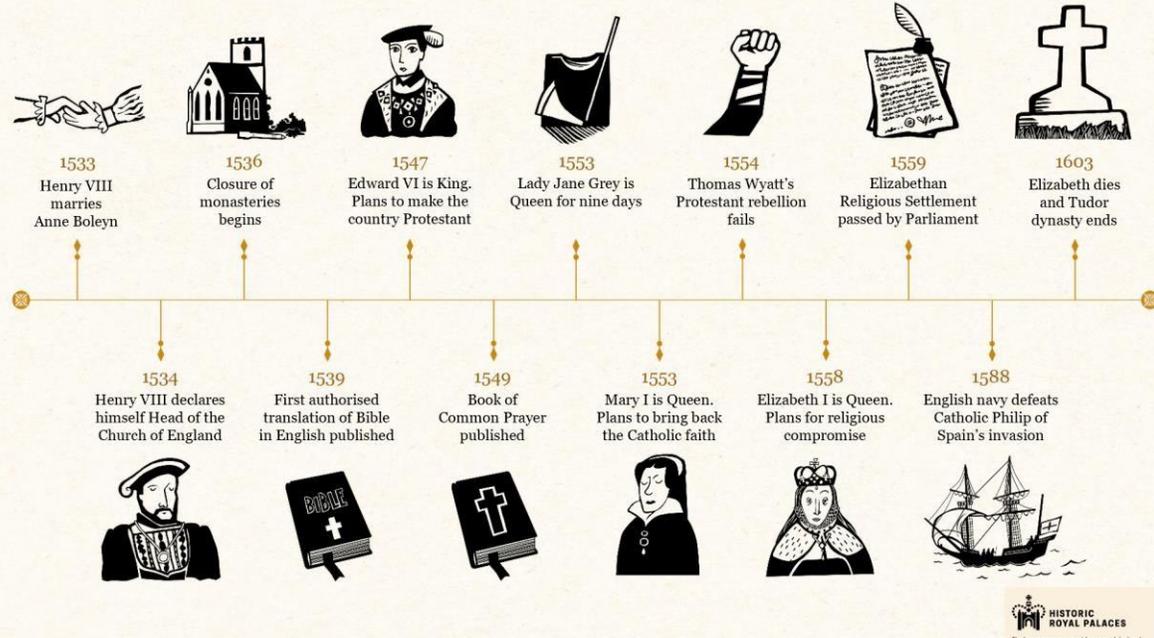
Topic - Reformation - Henry's children

Topic - Who opposed the Reformation?

Context - this period is often called the 'religious rollercoaster!'

Context -

TUDOR RELIGIOUS ROLLER COASTER TIMELINE



In order for Henry VIII to dissolve the monasteries, he sent agents to find reasons to close them. In 1538 Cromwell's agents visited Glastonbury Abbey. This time they were more critical of Richard Whiting's leadership. They identified divisions among the monks, especially between the older and younger ones, and that the abbot had his favourites in the community. Whiting was also accused of spending too much away from the monastery and living at his manors of Sturminster Newton in Dorset and Ashbury in Berkshire.

On 19th September 1539, Whiting was sent to the Tower of London. The agents discovered a book condemning Henry VIII's divorce from Catherine of Aragon. They also discovered evidence that Whiting hid a number of precious objects from Cromwell's agents.

The commissioners wrote to Thomas Cromwell (King's advisor) claiming that they had now come to the knowledge of "divers (many) and sundry treasons committed by the Abbot of Glastonbury". Whiting was sent back to Somerset and reached Wells on 14 November. "Here some sort of trial apparently took place, and next day, Saturday, 15th November, he was taken to Glastonbury with two of his monks, Dom John Thorne and Dom Roger James, where all three were fastened upon hurdles and dragged by horses to the top of Toe Hill which overlooks the town. Here they were hanged, drawn and quartered, Abbot Whiting's head being fastened over the gate of the now deserted abbey and his limbs exposed at Wells, Bath, Ilchester and Bridgewater."

Homework questions

1. Create a timeline showing the names of Henry VIII's children and their religion.
2. Write a PEEL paragraph explaining why this time period is often referred to as a religious rollercoaster!

Homework Questions

1. Who was Richard Whiting?
2. How did he oppose the king and his religious change?
3. What punishment was he given?

Topic - Migration

1066 - 1500 Late Medieval migration	During the late Middle Ages, Britain's trade with Europe increased. Many European migrants came to Britain to work.
1500 - 1750 Early Modern migration	In the sixteenth century, Europe became divided over religion. Many Protestants came to England to escape violence. Exploration overseas led to an increase in migrants from the wider world.
1750 - 1900 Industrial and Imperial migration	In the eighteenth century, Britain became the world's first industrial nation. People came to Britain seeking work and to build better lives. The expansion of the British Empire brought more migrants from the wider world.
1900 - now Modern migration	After the Second World War, the British Empire came to an end. Migrants from the Caribbean, India and Pakistan came to work in Britain. After 1973, Britain's membership of the European Union meant that people from different European countries came to Britain to work.

Topic - Migration

Homework questions

- Using the information above create a timeline to summary migration over time.

Homework Questions

- Copy out the definitions.
- Then use each keyword in a sentence that makes sense for our topic.

HISTORY 2nd July

Topic - Medieval Migration

William, Duke of Normandy, was **born in 1028 in Normandy** (Northern France). For years William looked to **expand his lands** beyond Normandy and in 1066 he took a massive **military gamble** by deciding to invade England. William believed that he had a **strong blood relation** to the childless King of England - Edward the Confessor. (Edward's mother, Emma of Normandy, was William's great-aunt). The gamble paid off at Hastings in 1066, when **William defeated the last of the Anglo-Saxon kings, Harold Godwinson**. William brought over hundreds of Norman nobles to rule England. Thousands of other Normans also came to England to make it their home. The English were not happy to be ruled by William. One method he used to keep them under control was building castles all around England like Totnes castle and the Tower of London. As the Normans were now in power in England their language and customs also became commonplace, for example he introduced the **feudal system** and words from their language like beef (from boeuf).

Homework questions

1. Where did William Duke of Normandy migrate from?
2. Why did he invade England?
3. State 4 ways William changed England.

Topic - Early Modern Migration

The Huguenots (say: hyoo-ge-noh) began arriving in England from France in the 1570s during the reign of Elizabeth I. In France, groups of people were being treated very badly because of their religious beliefs. Most people in France at that time were Catholic, however the Huguenots were Protestants, they followed the ideas of Martin Luther who had criticised the ideas of the Catholic Church. In 1572, the St Bartholomew's Day massacre took place (previous source image). It is believed that 30,000 Huguenots were killed by Catholics in only a few weeks. At that time, England was a Protestant country, because Elizabeth I was on the throne. About 50,000 Huguenots arrived hoping for safe place to live and worship. Some of them were able to find work in the cloth trade, weaving wool and silk. They introduced new skills that improved the quality of clothing in England.

Homework Questions

1. Who were Huguenots?
2. What caused them to migrate to England?
3. When was St Bartholomew's Day massacre?
4. What happened?
5. What do you think they hoped to experience when they moved to England?

Topic - Industrial Migration

Olaudah Equiano c.1745-97

- Born in c.1745 in present-day Nigeria.
- Olaudah was captured as a boy and kidnapped into transatlantic slavery in the Americas where he was treated terribly.
- After collecting up enough money from other means, he was allowed to buy his freedom in 1766 from his then master Robert King.
- Equiano settled in London in 1767 and became a key abolitionist. (A campaigner / protester against slavery). For this he became popular with some Londoners but was looked down upon by most people because they held discriminatory ideas and believed that white people were better than black people.
- In 1789 his autobiography was published and was read by many thousands and helped to change some people's minds about slavery. Equiano married an English woman, Susannah Cullen, in 1792 in Soham, Cambridgeshire. Equiano died in London in 1797, a year after his wife.

Homework questions

1. Who was Olaudah?
2. What happened to him as a young boy?
3. What did he achieve in 1766?
4. What is an abolitionist?
5. How did he impact attitudes in Industrial Britain?

Topic - Modern Migration

At the end of World War 2, there was a shortage of workers in Britain. The government therefore looked for immigrants that could solve this problem by coming to work in Britain.

Many men from the Caribbean had fought for Britain in World War 2, but they had no jobs to go back to in the Caribbean due to economic problems and natural disasters. As a result, many men came to Britain hoping to find work and a brand new life.

On 22nd June 1948, the ship 'Empire Windrush' arrived in Tilbury, Essex, delivering hundreds of men from the Caribbean. The day marked a huge change to British society. It was very significant as it was the start of mass immigration to Britain, bringing with it many new cultures and traditions!

Homework Questions

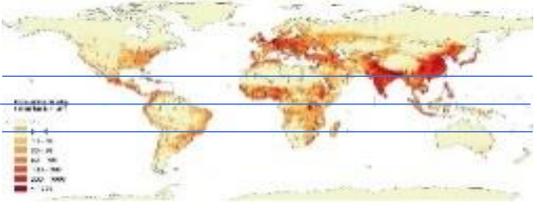
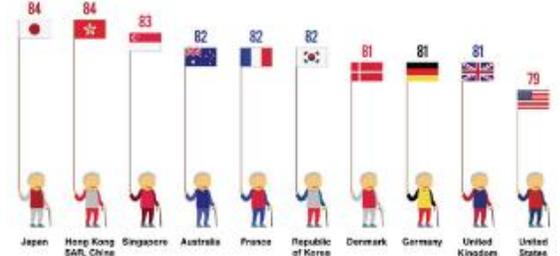
1. Name a push factor for migrating away from the Caribbean.
2. Name a pull factor for migrating to Britain.
3. What was Empire Windrush?
4. Why was this event significant?



Year 7 Cycle 3 Geography Knowledge Organiser – People Everywhere



Homework 1 – Thursday 2nd April 2026

Lesson 1 – Global population growth	Lesson 2 – Population distribution	Lesson 3 – Natural Increase																						
<p>Key Terms: Population: All the inhabitants (people that live there) in a particular place.</p> <p>Exponentially: An increase becoming more and more rapid.</p>	<p>Key Terms: Population distribution: How people are spread out. Population density: The average number of people living in place per km². Densely populated: Areas have over 50 people per km². Sparsely populated: Areas have less than 10 people per km².</p>	<p>Key Terms: Birth rate: The number of births in a country, usually recorded per thousand/per year. Death rate: The number of deaths in a country, usually recorded per thousand/per year. Life Expectancy: The average age a person is expected to live.</p>																						
<p>Content: In 1800 there were less than 1 billion people on the planet. The population was only 900 million.</p> <p>Between 1900 and 2022 is increased exponentially to 8 billion.</p> <p>It is predicted to rise to 9 billion by 2050 and then slow down.</p> <p>This growth may cause problems such as:</p> <ul style="list-style-type: none"> • Ageing populations • Shortages of food and water • Climate change • Migration 	<p>Content: Physical reasons for population distribution:</p> <ul style="list-style-type: none"> • Rivers & coasts • Temperature & Rainfall • Relief of the land <p>Human reasons for population distribution:</p> <ul style="list-style-type: none"> • Trade links • Cities – jobs, education, entertainment • Agriculture (farming) <div style="text-align: center;">  </div>	<p>Content: Natural Increase: When the birth rate exceeds (is greater than) the death rate.</p> <p>Natural Decrease: When the death rate exceeds (is greater than) the birth rate.</p> <p>Migration is not part of natural increase or decrease</p> <div style="text-align: center;">  <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <caption>Life Expectancy (Years)</caption> <thead> <tr> <th>Country</th> <th>Life Expectancy (Years)</th> </tr> </thead> <tbody> <tr><td>Japan</td><td>84</td></tr> <tr><td>Hong Kong SAR, China</td><td>84</td></tr> <tr><td>Singapore</td><td>83</td></tr> <tr><td>Australia</td><td>82</td></tr> <tr><td>France</td><td>82</td></tr> <tr><td>Republic of Korea</td><td>82</td></tr> <tr><td>Denmark</td><td>81</td></tr> <tr><td>Germany</td><td>81</td></tr> <tr><td>United Kingdom</td><td>81</td></tr> <tr><td>United States</td><td>79</td></tr> </tbody> </table> </div>	Country	Life Expectancy (Years)	Japan	84	Hong Kong SAR, China	84	Singapore	83	Australia	82	France	82	Republic of Korea	82	Denmark	81	Germany	81	United Kingdom	81	United States	79
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United States	79																							
<p>Questions:</p> <ol style="list-style-type: none"> 1. What does population mean? 2. What does exponentially mean? 3. What is predicted to happen in 2050? 4. State 4 problems with population growth 	<ol style="list-style-type: none"> 5. What is population distribution? 6. What is population density? 7. State 3 physical reasons for population distribution 8. State 3 human reasons for population distribution 	<ol style="list-style-type: none"> 9. What is birth rate? 10. What is death rate? 11. What is natural increase? 12. What is natural decrease? 																						



Year 7 Cycle 3 Geography Knowledge Organiser – People Everywhere



Homework 2 – Thursday 30th April 2026

Lesson 4 – Natural increase HIC & LIC	Lesson 5 – Population Pyramids	Lesson 6 – China's One Child Policy
<p>Key Terms: Infant mortality rate: Number of children who die before their first birthday, for every 1,000 live births.</p> <p>Contraception: Methods used to prevent pregnancy.</p>	<p>Key Terms: Population pyramid: The distribution of a population by age groups and sex (male and female).</p>	<p>Key Terms: One Child Policy: Population planning policy where couples were only allowed one child.</p> <p>Ageing population: Where the proportion/number of older people is increasing.</p> <p>Dependents: Part of the population that does not work and relies on others.</p>
<p>Content: LICs tend to have higher growth rates (high birth rates) due to:</p> <ul style="list-style-type: none"> • High infant mortality rate. • Children needed at home to complete jobs. • Lack and cost of contraception. • Children as workers at home • Girls stop going to school as teenagers to start a family. <p>HICs tend to have lower growth rates (low birth rates) due to:</p> <ul style="list-style-type: none"> • Careers and education for women • Access to contraception • Good healthcare • Cost of children 	<p>Content: Characteristics of an LIC population pyramid: Wide base, short height, narrow top</p> <p>Characteristics of an HIC population pyramid: Narrow base, taller height, wider top</p> <div style="text-align: center;"> <p style="text-align: center;">POPULATION PYRAMIDS</p> <p style="text-align: center;">Legend: Male (dark grey), Female (light grey)</p> </div>	<p>Content: Rules of the policy: Women must be sterilised after first child. Parents get a 5-10% wage increase. Family benefits including free education.</p> <p>Sanctions: Fines so big it would bankrupt people (£22,000), all benefits removed if had another child.</p> <p>Problems: Female infanticide, Little Emperors, and an ageing population.</p> <p>Success: Reduced the population by 400 million.</p> <p>Updates: 2013 could have two children in the countryside. Two child policy introduced in 2016 and Three Child Policy in 2021. China's population is approx. 1.41 billion.</p>
<p>Questions:</p> <ol style="list-style-type: none"> 1. What is infant mortality rate? 2. What is contraception? 3. State 5 reasons for higher growth rates in LICs 4. State 5 reasons for lower growth rates in HICs 	<ol style="list-style-type: none"> 5. What is a population pyramid? 6. State 3 features of an LIC pyramid 7. State 3 features of an HIC pyramid 8. Draw a LIC and an HIC pyramid 	<ol style="list-style-type: none"> 9. What is the one child policy? 10. Why was the policy introduced? 11. State 2 problems with the policy 12. How was the policy updated in 2021?



Year 7 Cycle 3 Geography Knowledge Organiser – People Everywhere



Homework 3 – Thursday 14th May 2026

Lesson 7 – Ageing Population	Lesson 8 – Migration	Lesson 9 – Migration to Europe
<p>Key Terms: Ageing population: Where the proportion/number of older people is increasing often due to high life expectancy and low birth rates.</p> <p>Dependents: Part of the population that does not work and relies on others.</p>	<p>Key Terms: Migration: People moving from one place, region, or country to another. Economic Migrant: People who move for economic reasons such as a new job or a better paid job. Refugee: A person who has been forced to leave their country to escape war, persecution, or natural disaster.</p>	<p>Key Terms: Civil War: A war between organised groups within the same country.</p> <p>Political instability: The collapse of a government either because of conflicts or struggles.</p> <p>Economic instability: High prices and unemployment.</p>
<p>Content: Advantages:</p> <ul style="list-style-type: none"> • Retired people provide free child support for their grandchildren. • Many still work as they have a wealth of experience and knowledge. • Many retirees still work or even volunteer in their communities. <p>Disadvantages:</p> <ul style="list-style-type: none"> • Increase in elderly dependents will strain key services like health care. • There will be less paying tax so less money going to the government. • High level of pensions being paid. <p>Trying to find people to work in care homes can be difficult.</p>	<p>Content:</p> <ul style="list-style-type: none"> • Migrant: A person who moves from one place to another. • Immigrant: Someone entering a country. • Emigrant: Someone who has left a country. • Internal migrant: When people move within countries. • Illegal migrant: People who enter a country without authority (visa or asylum status) and hope to remain. • Push factors: The negative factors about a place they are living. <p>Pull factors: The positive factors about place they are moving to.</p>	<p>Content: Majority of people coming to Europe are from the Middle East and North Africa. People are being forced to migrate due to war, poverty and seeking new opportunities:</p> <ul style="list-style-type: none"> • Civil War in Syria 2015 –ongoing • Afghanistan civil war 2001-2022 • Iraq 203 -2016 but there have been long lasting effects. • Political and economic instability in West Africa, Sudan, Eritrea has meant people are forced to leave. <p>How do they get to Europe? It can be hard to keep track of where people go. Countries who receive the most migrants and struggle to cope with the numbers arriving by boat across the Mediterranean.</p>
<p>Questions:</p> <ol style="list-style-type: none"> 1. What is an ageing population? 2. What are dependants? 3. State 3 advantages of an ageing population 4. State 3 disadvantages of an ageing population 	<ol style="list-style-type: none"> 5. What is migration? 6. What is an immigrant? 7. What is a refugee? 8. What are push and pull factors? 	<ol style="list-style-type: none"> 9. What is a civil war? 10. What is political instability? 11. Where is political and economic instability? 12. How do people get across the Mediterranean?



Year 7 Cycle 3 Geography Knowledge Organiser – People Everywhere



Homework 4 – Thursday 4th June 2026

Lesson 10 – Who is coming to Europe?	Lesson 11 – Impacts of migration	Lesson 12 – Reducing migration
<p>Key Terms: Persecution: Punishment or harassment usually of a severe nature based on race, religion, or political opinion in one's country of origin.</p>	<p>Key Terms: Migrants: People who moves from one place to another. Perception: The way we see things or an attitude to something.</p>	<p>Key Terms: Deportation: The removal of someone from a country. Patrols: Keep watch over an area by regularly travelling around it.</p>
<p>Content: People are arriving from different countries. In Afghanistan the Taliban have taken control. They are an extremist regime and limit the opportunities for girls. Many Afghan people helped the UK and US military when they were in the country.</p> <p>There is a lack of economic opportunities in Middle East and west and north Africa, there is also conflict and persecution of some groups. People often leave for a better life.</p> <p>Most must make the journey over land which is dangerous and can take weeks. They then must pay people smugglers thousands of pounds to get across water. Many don't make it.</p>	<p>Content: Benefits:</p> <ul style="list-style-type: none"> • Migrants help rebalance the UK ageing population. • More cultural diversity and cultural mix • Migrants often fill a gap in the job market doing low paid difficult and dangerous jobs. • Migrants pay tax which helps the economy. • Migrants have helped to shape British Culture <p>Problems:</p> <ul style="list-style-type: none"> • Perception that migrants take jobs. • Migrants can increase demand for services such as schools, hospitals, dentist. <p>More people will increase demand for housing.</p>	<p>Content: Deportation to Rwanda: The U.K. announced a controversial multimillion-pound deal with Rwanda last year, promising to deport any migrants it deems have made “dangerous, unnecessary and illegal journeys” to Britain.</p> <p>Increase Navy Patrols: The Royal Navy is part of a group of EU warships that target people smugglers in the Mediterranean. HMS Richmond has been tasked to board and seize vessels off the coast of Libya, this is called Operation Sophia. Any migrants rescued will be process in Europe and may be deported.</p> <p>Distribute Migrants fairly across EU nations.</p>
<p>Questions:</p> <ol style="list-style-type: none"> 1. What does persecution mean? 2. What is happening in Afghanistan? 3. Why are people leaving the Middle East and Africa? 4. Who do migrants pay? 	<ol style="list-style-type: none"> 5. Who are migrants? 6. What does perception mean? 7. State 3 benefits of migration 8. State 3 problems of migration 	<ol style="list-style-type: none"> 9. What does deportation mean? 10. What is happening between the UK and Rwanda? 11. What are patrols? 12. What are Royal Navy doing?



Year 7 Cycle 3 Geography Knowledge Organiser – People Everywhere



Homework 5 – Thursday 18th June 2026

Lesson 13 – Where is the Middle East?	Lesson 14 – Importance of the Middle East	Lesson 15 – Challenges in the Middle East
<p>Key Terms: Geopolitical: Political power linked to geographical area.</p> <p>UAE: United Arab Emirates. It comprises of 7 City States. Dubai and Abu Dhabi are the most famous.</p>	<p>Key Terms: Culture: The ideas, customs, and social behaviour of a particular people or society.</p>	<p>Key Terms: Water stress: When the demand for water exceeds the available. Food insecurity: Being without reliable access to enough affordable, nutritious food. Desalination: The removal of salt from water. Hydroponics: Growing plants without using soil.</p>
<p>Content: Middle East: A geopolitical region encompassing the Arabian Peninsula, the Levant, Turkey, Egypt, Iran, and Iraq. It is located between Africa, Asia, and Europe.</p> <p>Turkey is sometimes called the “gateway to Europe” as many migrants take this route in to Greece and then Europe. Most of Turkey is in the Middle East.</p> <div style="text-align: center;">  </div>	<p>Content: History, culture, and religion: 3 main religions Islam (Muslims), Christianity (Christians) and Judaism (Jewish). There is a range of sites which are extremely important.</p> <p>Energy: In 1938 oil was discovered. It now produced 31% of all global oil and gas.</p> <p>Water resource: 90% of Egypt's population live along the River Nile. It allows farming to take place and it is used to create energy from the Aswan Dam.</p> <p>Economic powerhouses: Some countries are extremely wealthy such as Qatar, Saudi Arabia, and the UAE.</p>	<p>Content: Social challenges: Water conflict Economic challenges: Fall in oil and gas prices and food insecurity. Environmental challenges: Water stress and climate change. Political challenges: Civil war, conflict and terrorism.</p> <p>Countries with conflict: Turkey, Syria, Iraq, Iran and Israel and Palestine.</p> <p>Strategies to reduce challenges: Water agreements, UN Peace talks, desalination, military aid, drought resistant crops and hydroponics and invest in other industries.</p>
<p>Questions:</p> <ol style="list-style-type: none"> 1. What does geopolitical mean? 2. What is the UAE? 3. Where is the Middle East? 4. Name 4 countries in the Middle East 	<ol style="list-style-type: none"> 5. What are the main religions in the Middle East? 6. How much oil and gas is there? 7. What is happening in Egypt? 8. Who are the economic powerhouses? 	<ol style="list-style-type: none"> 9. What is food insecurity? 10. List 7 challenges 11. Name countries with conflict 12. State a way to reduce challenges

Year 7 French

Cycle 3



Instructions

- Look at the list of 12 words/phrases and practice saying them
- Cover the English side and try to say them to yourself, then write them down.
- Check your answers
- Repeat until you can remember all 12
- Complete the gapfill using the correct word from the list. Enter your answers into your homework book to be checked in class

Challenge : Can you cover up the French side and remember all 12 including the spellings ?

You have **two** weeks to revise each vocabulary list at home.

You will then be tested in class on how well you know all 12 words/phrases.

Still got time left ? Look at the back of this booklet for some MFL challenges to complete at home and show your teacher.

Bon Courage !

Test 1 – School Description LC3

FRANCAIS	ANGLAIS
1. C'est grand / petit	It is big /small
2. C'est vieux / moderne	It is old / modern
3. Il y a	There is / are
4. Il n'y a pas de	There isn't / aren't
5. Un gymnase	A gym
6. Une cantine	A canteen
7. Une cour	A playground
8. Le meilleur / le pire	The best / the worst
9. C'est que je dois	It is that I have to
10. C'est que je peux	It is that I can
11. Faire mes devoirs	Do my homework
12. Apprendre beaucoup de choses	Learn lots of things

Gapfill (Complete in your homework book)

1. il y a = There is a playground
2. **petit** = It is small
3. **gymnase** = There is no gym
4. C'est = It is modern
5. 'il y a une **cantine** = The best thing is that there's a canteen
6. c'est = it is that I have to
7. = Do my homework
8. C'est que je peux = It is that I can learn
lots of things

Test 2 – Lessons LC3

FRANCAIS	ANGLAIS
1. Ma matière préférée est...	My favourite subject is...
2. Le moins / le plus	The least / the most
3. L'EPS	PE
4. Le dessin	Art
5. La chimie	Chemistry
6. L'anglais	English
7. Trop	Too
8. Assez	Quite
9. Un peu	A bit
10. Facile/ difficile	Easy / difficult
11. Le/ la prof est sympa	The teacher is nice
12. Le/la prof est drôle	The teacher is funny

Gapfill (Complete in your homework book)

1. Ma _____ préférée c'est l'histoire = My favourite subject is History
2. L'anglais c'est _____ difficile = English is too difficult
3. _____ facile = the easiest
4. _____ intéressant = The least interesting
5. _____ est sympa = The teacher is nice
6. _____ c'est un peu ennuyeux = PE is a bit boring
7. _____ = My favourite subject is Art
8. _____ = My favourite subject is English

Test 3 – Your school day LC3

FRANCAIS	ANGLAIS
1. J'ai théâtre	I have drama
2. à neuf heures	At nine o'clock
3. à neuf heures et quart	At quarter past nine
4. à neuf heures et demi	At half past nine
5. à neuf heures moins le quart	At quarter to nine
6. Puis / ensuite	Then / next
7. Pendant le déjeuner / la récré	During lunch / break
8. J'ai une retenue	I have a detention
9. Je mange sur le champs	I eat on the field
10. Je bavarde avec mes amis	I chat with my friends
11. Après le collège	After school
12. J'ai un club de dessin / musique	I have art / music club

Gapfill (Complete in your homework book)

1. ____ **l'EPS** = I have PE
2. **À dix heures** __ ____ = At 10:30
3. **À onze heures** __ ____ = At 11:15
4. **À trois heures** ____ __ ____ = At quarter to three
5. **Pendant** __ ____ = During breaktime
6. **Avant** __ ____ = Before school
7. ____ ____ = I have a detention
8. ____ ____ ____ = I eat on the field

Test 4 – Future Studies LC3

FRANCAIS	ANGLAIS
1. À l'avenir	In the future
2. Je vais étudier	I'm going to study
3. Je ne vais pas étudier	I'm not going to study
4. L'informatique	ICT / Computer Science
5. L'allemand	German
6. L'espagnol	Spanish
7. Parce que / car	Because
8. Ce sera sensass	It will be fab
9. Ce sera marrant	It will be fun
10. Ce sera impressionnant	It will be awesome
11. Ce ne sera pas barbant	It will not be dull
12. Ce ne sera pas difficile	It will not be difficult

Gapfill (Complete in your homework book)

1. je ____ étudier = I am going to study
2. je vais _____ = I'm going to study ICT
3. _____ étudier l'allemand = I'm not going to study German
4. parce que _____ marrant = because it will be fun
5. car _____ = because it will be awesome
6. ce _____ difficile = it will not be difficult
7. _____ = In the future
8. _____ = I'm going to study Spanish because it will be fab

Test 5 – Petit Nicholas LC3

FRANCAIS	ANGLAIS
1. Selon moi	According to me
2. Il est sage	He is sensible
3. Il est énervant	He is annoying
4. Il fait des blagues	He makes jokes
5. Il n'écoute jamais le/la prof	He never listens to the teacher
6. Il est méchant	He is mean
7. Il n'est pas un bon ami	He's not a good friend
8. Je pense que	I think that
9. Il est important de bien étudier	It is important to study well
10. Ce n'est pas important de	It is not important to
11. Faire ses devoirs	To do one's homework
12. S'amuser au collège	To have fun at school

Gapfill (Complete in your homework book)

1. Selon moi _____ = According to me he is annoying
2. _____ qu'il est sage = I think he is sensible
3. _____ faire ses devoirs = It is important to do one's homework
4. _____ = He makes jokes
5. il _____ = He is not a good friend
6. il _____ le/la prof = He never listens to the teacher
7. _____ il est méchant = According to me he is mean
8. _____ = I think that he is annoying

MFL challenges

These are some ideas for tasks to complete at home – they are totally optional but bring them in to show your teacher!

1. Create a new front cover for Petit Nicholas- what would you have to persuade people to watch the film?
2. Write a short film review giving your opinion about Petit Nicholas
3. Choose another French film (your teacher can suggest!). Watch it in French with English subtitles. See what you can understand!
4. Research the French school system – how is it different to school in England?
5. Rewrite your school timetable in French
6. Find a song you like by a French speaking artist
7. Create a poster showing your ideal teacher / school. Write the details in French
8. Research a Francophone festival or landmark that interests you and present in a poster / presentation.

Year 7 Spanish

Cycle 3



Instructions

- Look at the list of 12 words/phrases and practice saying them
- Cover the English side and try to say them to yourself, then write them down.
- Check your answers
- Repeat until you can remember all 12
- Complete the gapfill using the correct word from the list. Enter your answers into your homework book to be checked in class

Challenge: Can you cover up the Spanish side and remember all 12 including the spellings?

You have **two** weeks to revise each vocabulary list at home.

You will then be tested in class on how well you know all 12 words/phrases.

Still got time left? Look at the back of this booklet for some MFL challenges to complete at home and show your teacher.

Buena Suerte!

Test 1 – ¿Dónde está tu casa? LC3

Español	Inglés
1. Vivo en	I live in
2. Una casa	A house
3. Una granja	A farm
4. Un piso	A flat
5. Vivo en Inglaterra	I live in England
6. En Escocia	In Scotland
7. En Gales	In Wales
8. En Irlanda	In Ireland
9. Cerca de	Close to
10. Lejos de	Far from
11. La playa	The beach
12. Voy a vivir en la costa	I'm going to live on the coast

Gapfill (Complete in your homework book)

1. _____ **una casa** = I live in a house
2. _____ = I live on a farm
3. **Vivo en** _____ = I live in Scotland
4. **vivo** _____ **de la playa** = I live near to the beach
5. _____ **en la playa** = I'm going to live at the beach
6. _____ = I live in a flat
7. _____ **cerca del mar** = I live in a house near the sea
8. _____ = I live in Ireland far from
the coast

Test 2 – ¿Qué haces cuando hace buen/mal tiempo? LC3

Español	Inglés
1. Cuando	When
2. Hace buen tiempo	It's nice weather
3. Hace mal tiempo	It's bad weather
4. Hace sol	It's sunny
5. Hace calor	It's hot
6. Hace frío	It's cold
7. llueve	It's raining
8. nieva	It snows
9. leo	I read
10. Juego a los videojuegos	I play videogames
11. Hago mis deberes con mi novio/a	I do my homework with my boyfriend/girlfriend
12. Tomo el sol con mis amigos	I sunbathe with my friends

Gapfill (Complete in your homework book)

1. _____ = When it is sunny
2. _____ = When it is bad weather
3. _____ **hago mis deberes** = When it snows I do my homework
4. _____ **cuando hace calor** = I sunbathe when it is hot
5. _____ **cuando hace frío** = I read when it is cold
6. _____ **a los videojuegos** = When it rains I play videogames
7. _____ = I do my homework with my friends
8. _____ = I read with my girlfriend

Test 3 – ¿Qué haces los fines de semana? LC3

Español	Inglés
1. Los fines de semana	At the weekend
2. Los sábados	On Saturdays
3. Los domingos	On Sundays
4. Bailo	I dance
5. Porque es fácil	Because it is easy
6. escucho	I listen
7. escuchamos música	We listen to music
8. leo	I read
9. leen	They read
10. el fin de semana próximo	Next weekend
11. Voy a bailar	I am going to dance
12. Vamos a bailar	We are going to dance

Gapfill (Complete in your homework book)

1. ___ **bailo** = On Saturdays I dance
2. Los domingos ___ = On Sundays we listen to music
3. Bailo ___ = I dance because it is easy
4. Mis padres ___ = My parents (they) read
5. el ___ = Next weekend
6. ___ = I'm going to dance
7. ___ **bailo** = At the weekend I dance
8. El sábado ___ = On Saturday we are going to dance

Test 4 – ¿Qué hay en tu zona? LC3

Español	Inglés
1. En mi región	In my region
2. En mi pueblo	In my town
3. hay	There is
4. un ayuntamiento	A town hall
5. un centro comercial	A mall
6. un mercado	A market
7. un museo	A museum
8. una piscina	A swimming pool
9. una iglesia	A church
10. Donde puedo jugar	Where I can play
11. Puedes descansar	You can rest
12. Podemos disfrutar	We can enjoy

Gapfill (Complete in your homework book)

1. En mi región hay _____ = In my region there is a market
2. hay _____ donde puedo jugar = There's a pool where I can play
3. En mi pueblo _____ = In my town you can rest
4. No hay _____ = There is no town hall
5. _____ = There is no church
6. _____ = In my region there is a museum
7. _____ = There is a shopping centre
where I can rest
8. _____ = In my town there is no pool

Test 5 – ¿Cómo es tu zona? LC3

Español	Inglés
1. Me encanta mi país	I love my country
2. Vivo en mi pueblo	I live in my town
3. Inglaterra	England
4. Vivo donde vivo	I live where I live
5. Porque es animado/a	Because it is lively
6. tranquilo/a	peaceful
7. bonito/a /	pretty
8. feo/a	ugly
9. Porque está en la playa	Because it is (located) on the beach
10. Hay mucho que hacer	There is a lot to do
11. También	Also
12. No hay nada que hacer	There is nothing to do

Gapfill (Complete in your homework book)

1. **mi país** = I love my country
2. = I live where I live
3. **porque** = because it is pretty
4. = Because it is on the beach
5. **mucho** = There is a lot to do
6. **es** = Also it is peaceful
7. = There's nothing to do
8. = I love my town because it is lively

MFL challenges

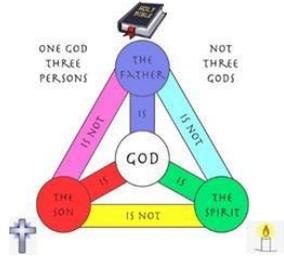
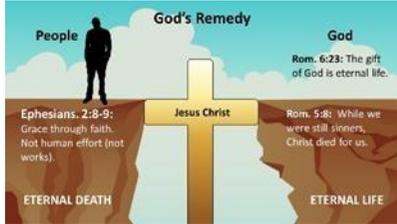
These are some ideas for tasks to complete at home – they are totally optional but bring them in to show your teacher!

1. Draw a map of your area – label all the things in Spanish
2. Research a town / city in a Spanish speaking country. What is there to do?
3. Create a poster advertising your area to a Spanish speaking tourist
4. Watch your favourite film in Spanish or with Spanish subtitles
5. Design your ideal town / area / house and label in Spanish
6. Find a song you like by a Spanish speaking artist
7. Do a comparison between London and Madrid- what is there to do / see / visit? Which would you rather go to and why?
8. Research a Spanish/Latin American festival or landmark that interests you and present in a poster / presentation.

RPE

Week 1: 26 th March	Week 2: 23 rd April	Week 3: 7 th May	Week 4: Tues 21 st May
Lesson 1 – Who Was Abraham?	Lesson 2 – Who Was Moses?	Lesson 3 – What Is A Moral Code?	Lesson 4 – Jewish Ideas Of God
<p>Key Terms: Abrahamic: A group of religions who worship the God of Abraham: Judaism, Christianity and Islam.</p> <p>Monotheism: The belief that there is only one God.</p> <p>Patriarch: The Father/eldest male.</p> <p>Covenant: An agreement between God and people.</p> <p>Sacrifice: Offering something precious to God.</p>	<p>Key Terms: Prophet: An individual regarded as being in contact with a divine being and is said to speak on behalf of that being.</p> <p>Miracles: an extraordinary event taken as a sign of the supernatural power of God.</p> <p>Exodus: The departure of the Israelites from Egypt.</p>	<p>Key Terms: Moral Code: A set of rules about how people should behave.</p> <p>Ten Commandments: The ten laws that God gave to Moses and the Israelites on Mount Sinai.</p> <p>Mitzvot: A commandment commanded by God to be performed as a religious duty.</p>	<p>Key Terms: Shema: A Jewish prayer that is recited twice daily by Jews to declare their faith.</p> <p>Creator: A being that brings something into existence.</p> <p>Judge: God has a right to make laws and to reward people according to whether or not they keep them.</p>
<p>Content: God made a covenant with Abraham, promising a number of things in return for a loving relationship with Him. God put Abraham’s faith to the test by asking him to sacrifice his son! He provided a ram instead!</p>	<p>Content: God made a covenant with Moses and is believed to have talked directly to God. Moses delivered God’s words and was able to perform miracles sent by God.</p>	<p>Content: In the Abrahamic religions, Moses is given the Ten Commandments by God as part of the covenant with him. These are a list of 10 rules. In Judaism, there are 613 commandments (Mitzvot) in the Torah.</p>	<p>Content: Jewish people believe in One God, Yahweh. Jews believe God has always and will always exist (eternal). Jews must love God above all else. Jews believe that God will judge them.</p>
<p>Questions:</p> <ol style="list-style-type: none"> 1. Who was Abraham? 2. What is a covenant? 3. How was Abraham’s faith put to the test? 4. Why is Abraham so important to Jews, Christians and Muslims? 	<p>Questions:</p> <ol style="list-style-type: none"> 1. Who was Moses? 2. How did God reveal Himself to Moses? 3. What does the story of Moses reveal about God’s nature? 4. Why is Moses important? 	<p>Questions:</p> <ol style="list-style-type: none"> 1. What is a moral code? 2. Are the Ten Commandments important to all three Abrahamic religions? 3. What are the Mitzvot? 	<p>Questions:</p> <ol style="list-style-type: none"> 1. What is the Shema? 2. What can the Shema tell us about the Jewish relationship to God? 3. What do Jews believe that God will judge them on?

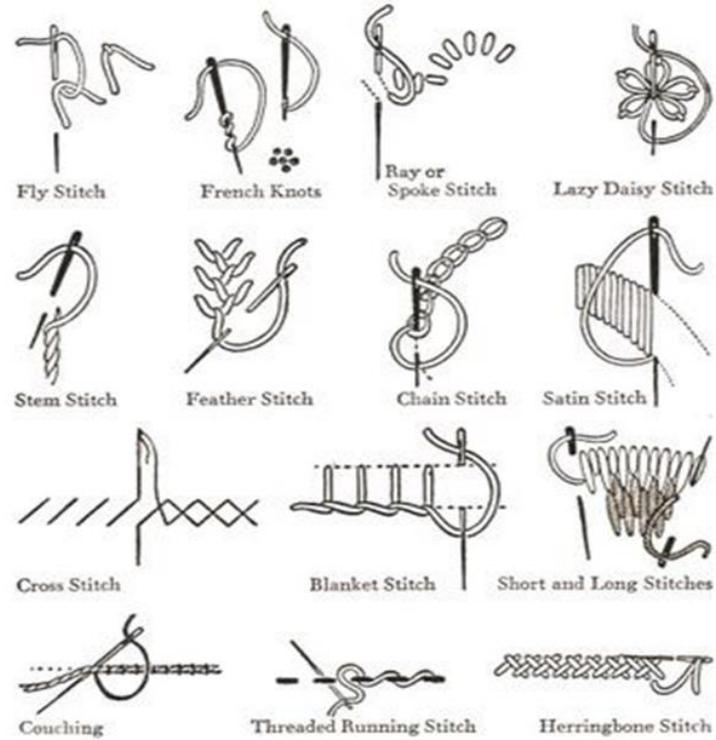
RPE

Week 5: 11 th June	Week 6: Tues 25 th June	Week 7: Tues 9 th July	Week 8: Tues 15 th July
Lesson 5 – Christian Ideas Of God	Lesson 6 – Who Was Jesus?	Lesson 7 – Muslim Ideas Of God	Lesson 8 – Who Was Muhammad?
<p>Key Terms: Trinity: The Christian belief that God is one but made up of three parts – Father, Son and Holy Spirit.</p> 	<p>Key Terms: Incarnation: The belief that God became human in the form of Jesus. Atonement: The belief that Jesus' death on the cross healed the rift between humans and God.</p> 	<p>Key Terms: Allah: The Muslim name for God. Tawhid: Muslim belief in the oneness of Allah. Shahadah: Declaration of faith that states that Allah is the only God and Muhammad is His messenger.</p> 	<p>Key Terms: Prophet: A person regarded as an inspired teacher or proclaimer of the will of God. Revelation: An act of communicating divine truth.</p> 
<p>Content: Christians believe in the 'oneness' of God. There is only one God. Christians believe that God is one but is made up of three persons: God the Father The Son: Jesus Christ The Holy Spirit</p>	<p>Content: Christians believe that there are a number of important events in the life of Jesus. Some of these are:</p> <ul style="list-style-type: none"> • The Incarnation (God becomes Man) • The crucifixion and death of Jesus • The resurrection of Jesus • Jesus' ascension to heaven 	<p>Content: Islam teaches that Allah has 99 names. Images of humans or animals are not allowed in the Islam faith and so these names help Muslims to understand the nature of Allah. They use words like King, Protector, Wise, Eternal, Light, etc.</p>	<p>Content: Muhammad was born in 570CE. Allah revealed the first verses of the Qur'an to Muhammad through the angel Jibril in 610CE, in a cave on Mount Hira. Muslims believe that God revealed his final message to humankind through Muhammad.</p>
<p>Questions:</p> <ol style="list-style-type: none"> 1. What is the Trinity? 2. What are the differences between the Father, Son and Holy Spirit? 3. How does belief in the Trinity portray God? 	<p>Questions:</p> <ol style="list-style-type: none"> 1. Who was Jesus? 2. What events provide evidence that Jesus was divine? 	<p>Questions:</p> <ol style="list-style-type: none"> 1. What is Tawhid? 2. How does a Muslim show belief in Tawhid in their daily life? 3. What is the Shahadah? 	<p>Questions:</p> <ol style="list-style-type: none"> 1. What is a prophet? 2. How were Allah's words revealed to Muhammad? 3. Why is Muhammad such an important prophet to Muslims?

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: Decorative Stitch names



D. Key Knowledge 3: Key Words

Pattern- In sewing and fashion design, a pattern is the template from which the parts of a garment are traced onto fabrics before being cut out and assembled. Patterns are usually made of paper.

Seam allowance is the extra space you add around the edge of a pattern piece so that it can be sewn together.

Seam- a line where two pieces of fabric are sewn together in a garment or other article

Applique- decorate (a garment or larger piece of fabric) with pieces of fabric to form pictures or patterns

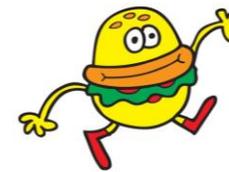
CREATIVE ARTS 3D DESIGN TEXTILES
Project – CRAZY CHARACTERS (SOFT SCULPTURE)

C. Key Knowledge 2: Design your own Jon Burgerman character and experiment with Shape and Colour



E. Expert Modelling: Research the following artists / designers and write 3 interesting facts

John Murphy - Sock Monsters



Jon Burgerman



Jenny Strunge

F. Wider thinking / further reading: Watch this video to help you with making a sock character
https://www.youtube.com/watch?v=6Ju_NxDHvpo

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B. Key Knowledge 1:

- **Tertiary** colours are created by mixing a primary colour and the secondary colour next to it on the colour wheel.
- Colours that are next to each other on the colour wheel are called **harmonious**.
- **Complementary** colours are colours that are **opposite** each other on the colour wheel. When complementary colours are used together they create **contrast**. Adding a colour's complimentary colour will usually make a darker shade. This is often preferable to adding black.
- **Warm** colours are colours on the red side of the wheel. These are red and include orange, yellow and browns.
- **Cool** colours are colours on the blue side of the wheel. These are blue and include green, purple and most greys.

E. Expert Modelling:



Vincent Van Gogh



David Hockney



Kurt Jackson



Claude Monet



Peter Lanyon

What Visual Elements can you see in this work?

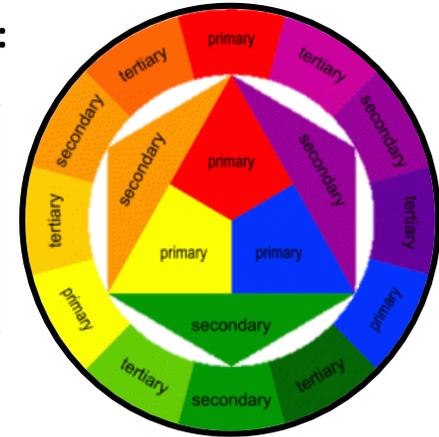
ART & DESIGN

Project – YEAR 7 LANDSCAPE

Threshold Concept #3 Art has it's own vocabulary, shaped across time and space

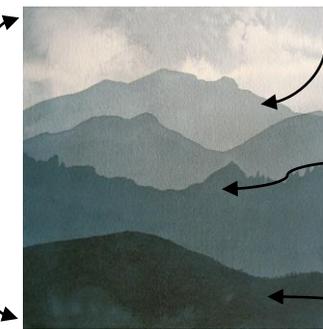
C. Key Knowledge 2:

Primary	Secondary
red + yellow	=orange
red + blue	=purple
blue + yellow	=green



D. Key Knowledge 3

When creating atmospheric perspective in landscapes graduate your tone from dark to light – foreground to background



Background

Middle Ground

Foreground

F. Wider thinking / further reading:

www.youtube.com/watch?v=Z4lsy2SOm_A

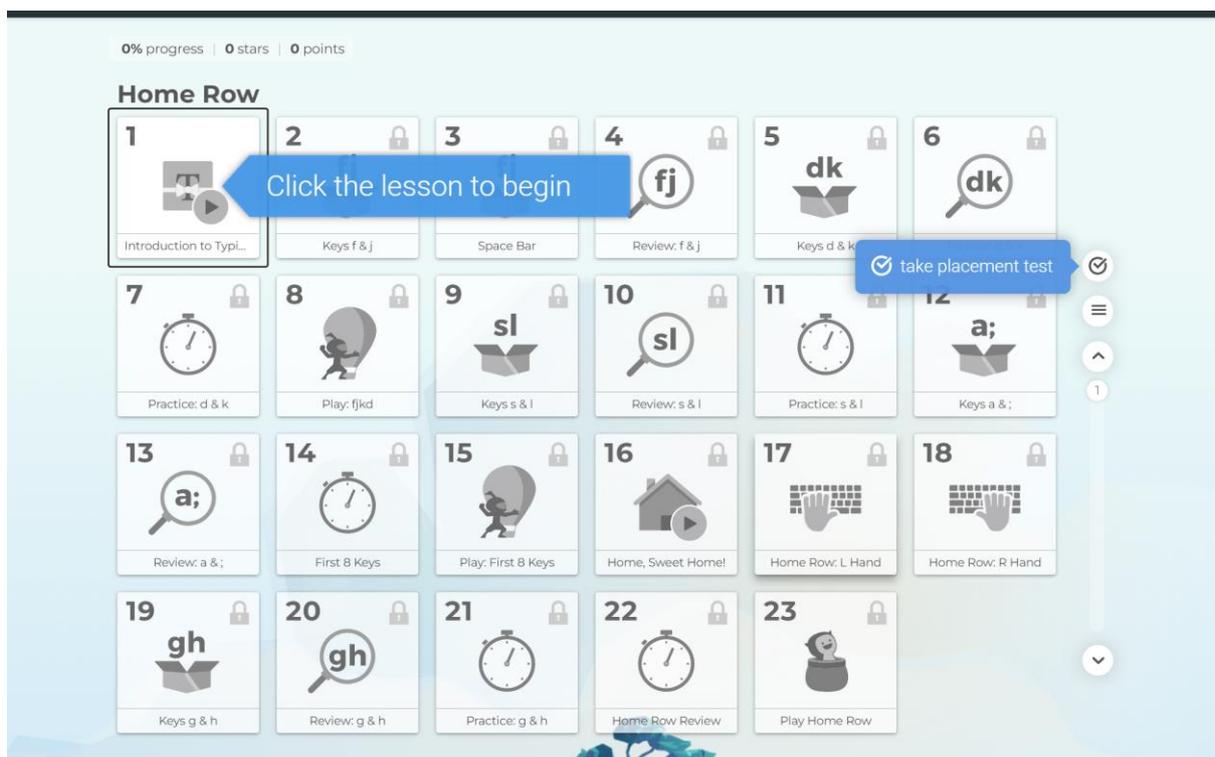
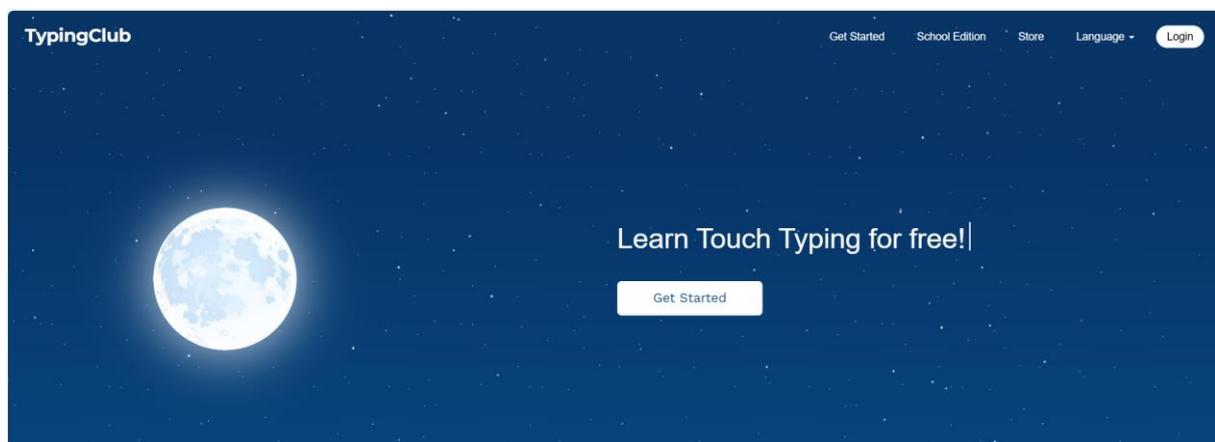
<http://www.visual-arts-cork.com/artist-paints/colour-theory-painting.htm>

KS3 COMPUTER SCIENCE KNOWLEDGE ORGANISER CYCLE 3

www.typingclub.com

Learning to touch-type can improve your speed and efficiency at the computer. Typing skills can also help you grow your confidence at school and/or in the workplace. Depending on how you learn, typing might improve your spelling skills and writing fluency too

Using the login details provided to you in class follow the activities and increase your place on the class leader board!



	Week 1	Week 2	Week 3	Week 4	Week 5
YEAR 7 DRAMA – CYCLE 3	<p>Lighting</p> <p>Lighting plays an important part in the creation of atmosphere.</p> <p>It can also help to signify day/night and location.</p> <p>High key– the source of light eg the bright light of sunrise coming through a kitchen window.</p> <p>Low key– emphasises shadow. Effect is often dark and suspenseful. This type of lighting is often used in mysteries and thrillers.</p> <p>Back –lighting– where light comes from behind and makes a silhouette. It can make a character look mysterious and foreboding.</p> <p>Exam practice Question:</p> <p>Mr. Fox</p> <p>As a designer describe how you would use LIGHTING to show how atmosphere and tension can be created? (14 marks)</p>	<p style="text-align: center;">Words to describe atmosphere</p> <p style="text-align: center;">Cheerful– happy and optimistic</p> <p style="text-align: center;">Upbeat– cheerful and optimistic</p> <p style="text-align: center;">Tranquil– free from disturbance</p> <p style="text-align: center;">Calm– not showing signs of nervousness or strong emotion, also used to describe the weather.</p> <p style="text-align: center;">Desolate– empty and bleak</p> <p>Task: Explain what words describe how the atmosphere while the villagers prepare for the wedding? Why?</p>	<p style="text-align: center;">Words to describe atmosphere</p> <p style="text-align: center;">Serene– calm, peaceful and untroubled</p> <p style="text-align: center;">Joyful– great pleasure and happiness</p> <p style="text-align: center;">Grim– serious or gloomy</p> <p style="text-align: center;">Foreboding– a feeling that something bad is about to happen</p> <p style="text-align: center;">Gloomy– dark or poorly lit</p> <p>Task: What would the atmosphere be if your tapestries were real life?</p>	<p>Lighting types</p> <p>Blackout: A lighting cue when all stage lights go off simultaneously.</p> <p>Backlight: Light coming from upstage, behind scenery or performers, to sculpt and separate them from the background.</p> <p>Barn-door: A rotatable attachment consisting of two or four metal flaps and which is fixed to the front of a Fresnel lantern to cut off the beam in a particular direction.</p> <p>Flash: When lights are flashed for affect.</p> <p>FX: Abbreviation for 'effects'.</p> <p>House lights: The lights that illuminate the auditorium before and after the performance and during the intermission, used in some performances. E.g. Brechtian 'shared light'.</p>	<p>Set Design Glossary</p> <p>Curtains: At front of stage – called tabs.</p> <p>Flat: A wooden frame, usually covered by painted cloth, used to create walls or separations on stage.</p> <p>Mask: To hide from audience sight.</p> <p>Platform: Also referred to as rostrum, it is a stationary, flat walking surface for performers, used to provide varying levels, to make a show more visually interesting, to separate areas on stage and as seating.</p> <p>Pre-set: Position of scenery/ stage furniture at the start of the performance/scene.</p> <p>Stage crew: Employed to move/ operate scenery.</p> <p>Strike: To remove object or scenery from stage.</p>

	Week 6	Week 7	Week 8	Week 9	Week 10				
YEAR 7 DRAMA – CYCLE 3	Skills Key Vocabulary:	Sound Key Vocabulary:	Exam style questions:	Revision for Knowledge Organiser test:	Key Vocabulary:				
	Mark the moment: A technique which can be through the use of vocal, physical, lighting or sound to mark the most important moment of the piece.	Music: Different style of music either with vocals or instrumental which can be used to highlight and pinpoint a key moment in the piece.	The boy tries to make sense of how he has survived the holocaust. As a <u>director</u> , discuss how the performer playing this role might demonstrate his feelings to the audience. You must consider:	Pick three sections you feel you need revise.	Articulation: The clarify or distinction of speech.				
	Dialogue: Spoken conversation used by two or more characters to express thoughts, feelings and actions.	Sound Effects: 1. Recorded – often abbreviated to FX may form an obvious part of the action eg (train arriving at the station) or may be in the background throughout the scene (E.g. birds chirping). 2. Live – gunshots, door slams, and offstage voices (amongst many others) and most effective when done live.	<ul style="list-style-type: none"> • Voice • Physicality • Stage space (Proxemics). (12 Marks) 	You may choose to look over one week in particular you feel you don't know as well.	Inflection: Change in pitch of loudness of the voice.				
	Interaction: The action or relationship among two or more characters.		Challenge question: As a <i>director</i> discuss how you would use lighting to present the concentration camp? (9 Marks)	Use the following to support you with your revision:	Blocking: The path formed by the performers movement on stage, using determined by the director with assistance from the performer.				
	Physical Theatre: A form of theatre which emphasizes the use of physical movement, as in dance and mime, for expression.			<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="background-color: #f4a460; text-align: center;">LOOK</td></tr> <tr><td style="background-color: #f1c232; text-align: center;">COVER</td></tr> <tr><td style="background-color: #6699cc; text-align: center;">WRITE</td></tr> <tr><td style="background-color: #99cc99; text-align: center;">CHECK</td></tr> </table>	LOOK	COVER	WRITE	CHECK	Intonation: The rise and fall of the voice. There's a clear movement up at the end of a sentence when we ask questions for example. Intonation also helps us to say what we mean.
	LOOK								
	COVER								
	WRITE								
	CHECK								
	Mirroring: Copying the movement and/or expression or look of another performer exactly.	Level: The intensity of the sound.		Draw a picture to represent your chosen word/section.	Motivation: The reason or reasons for a character's behaviour; an incentive or inducement for further actions for the character.				
	Condenser: A type of microphone that condenses sound.		Create flash cards that include your words/sections and their definitions.	Storyline: The plot or sequence of actions within a story or play.					
			Put your word/section into a scenario. For example, "I used a cross tone when I told my dog off for eating my homework".						

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.

Task Progress



64 / 200 SRP

Continue >

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.

Start with Week 1. Each week, complete the next colour block. Write each word out 3 times and each definition once. Write as much of the theme/character information as you can remember. Check it all with a purple pen. Tick what is correct, fix what is wrong.

For the 'Digging Deeper' tasks, do Question 1 on Monday, 2 on Wednesday and 3 on Thursday. Complete the extension task on Thursday.

Coombeshead Academy Inspiring Excellence		English Learning Area			Year 7 key terms and rhetoric		
wk	keyword	definition	example				
Week 1 (28 th March- 1 st April)	Verb	Words that show an action, occurrence or state of being.	The man ran (action). The man became a rocket (occurrence). The man was a rocket (state of being).	Week 1	Digging Deeper: <ol style="list-style-type: none"> 1. Write your own sentence containing a verb that shows an action. 2. What do you notice about the ending of the adverbs? Write two of your own. 3. Copy this sentence: 'The sky looked down on the mountain.' Add an adjective to describe the sky and the mountain. Extension task: Draw a picture to show the sentence you wrote for question 3!		
	Adverb	A word that modifies a verb.	The man ran quickly . The woman ate hungrily .				
	Adjective	A word that modifies a noun.	The red door. The blue sky.				
	Exclamation marks	Punctuation used at the end of a statement	"Hail, Caesar!"				
	Tone	The overall attitude or mood of a text.	Antony's speech to the crowd has an ironic* tone . *Ironic means that the meaning that is intended is the opposite of what is said or done.				
	imagine	form a mental image or concept of.	she imagined him at his desk, his head in his hands		sufficient	Enough, adequate	She was concerned she hadn't provided sufficient evidence to support her theory.
Week 2 (4 th April- 8 th April)	Pronoun	A word that replaces a noun.	Fred went to the shop. He bought some milk.	Week 2	Digging Deeper: <ol style="list-style-type: none"> 1. What other pronouns can you think of? 2. Write a simile to show the sea sparkling. 3. Write a metaphor to show how cold the 		
	Simile Sim/a/lee	Where things are compared using 'like' or 'as'.	The sun glittered like a jewel. The sun was as glittery as a jewel.				

	Metaphor Met/a/for	Where things are compared by saying that something 'is' something else.	The sun was a jewel. The sun is a jewel.			weather is.	Extension Task: Draw a picture to show one of the example similes.	
	Semi colon	; used to join two main clauses	Obama: We are one; while we breathe, we will hope.					
	Imperative sentence	An imperative sentence is a sentence that gives the reader an instruction, makes a request, or issues a command. They start with 'bossy verbs'	Listen to your teachers. Make the most of life. Learn as much as you can.			attain	Succeed in accomplishing something. To reach a goal.	Only by sustained effort would he be able to attain his goals.
	determined	having made a firm decision and being resolved not to change it.	She was determined to get 10/10 on the test.			valid	Actually supporting the intended point of claim Having a sound basis in logic or fact	She had to admit that it was a valid criticism, her work was poorly presented.
Week 3 (25 th April-29 th April)	Noun	The name of a person, thing or place.	Billy is in my class. Put the pen on the table . I am going to Exeter at the weekend.		Week 3	Digging Deeper: 1. Write a sentence that contains the name of a person and place. 2. What other texts have we looked at in Year 7? 3. Research and write down the name of 3 other plays that Shakespeare wrote. Extension Task: Watch this video on The Globe Theatre. Write down 3 things you learn about going to the theatre in Shakespeare's time. https://www.youtube.com/watch?v=D1rbtHchv1g		
	Text	A book or other printed or written work.	The text we studied last cycle was called 'The Woman in Black'.					
	Playwright Play/right	A person who writes plays.	Shakespeare was a playwright .					
	colon	Colon : Can be used before a list or before reported speech	There are two choices at this time: run away or fight.					

	hypothetical	HYPOTHETICAL is involving or being based on a suggested idea or theory rather than a real situation	Imagine what life would be like if you won the lottery...			devise	To invent a plan, system or object using your intelligence and/ or imagination.	They needed to devise a strategy to ensure they won the competition.
	Necessary	Obligatory / required/ compulsory (never eat crisps, eat salad sandwiched and remain young)	It is necessary that you learn to spell this word correctly.			communicate	Share or exchange information or ideas Convey an emotion or feelings in a non-verbal way	As teachers they are expected to communicate quite complex ideas in an easily understood and simple way.

Week 4 (3rd May-6th May)	Connective	A word or phrase that connects words/sentences.	Similarly, however, on the other hand.	Week 4	<p>Digging Deeper:</p> <ol style="list-style-type: none"> 1. What connective should go in the gap? Sam did not understand her homework. _____, none of her classmates could make sense of it either. 2. Who might be the audience for a letter about building a new swimming pool in your town? 3. What is the purpose of 'The Woman in Black'? <p>Extension Task: Write the first paragraph of a letter to persuade the reader to build a new swimming pool. Be as persuasive as you can!</p>
	Audience Or/dee/un/s	The person/people a text is written for.	Young people, headteachers, students.		
	Purpose	The reason a text is written.	A student may write a speech to persuade their headteacher to sell chips for lunch every day.		
	brackets	Parenthesis, to isolate a subordinate clause	The cat (who was rather large) sat on the mat.		

	analogy	A comparison between one thing and another, typically for the purpose of explanation	He drew an analogy between the brain and a vast computer.		invoke	1 cite or appeal to someone or something as an authority for an action or in support of an argument 2 to call on a deity or spirit in prayer, as a witness, or for inspiration	The muted colours and the quiet music were designed to invoke feelings of calm and peacefulness.
	although	in spite of the fact that; even though.	Although the sun was shining, it wasn't that warm.		implicate	Show to be involved in wrongdoing or a criminal act Convey a meaning indirectly through what one says, rather than stating it explicitly	Their close friendship meant that he was implicated in the scheme.

Week 5 (9 th May-13 th May)	Dialogue Die/a/log	Speech between two or more characters.	<p>"May as well do the job properly," Oliver said with some satisfaction.</p> <p>"Oh, you boys ..."</p> <p>"Now come on, Will, your turn, isn't it?"</p> <p>"No, Edmund's." (From TWIB, Chapter 1)</p>	Week 5	<p>Digging Deeper:</p> <ol style="list-style-type: none"> 1. Write a small piece of dialogue between two friends who haven't seen each other for a while. 2. Research 'Julius Caesar'. What genre does it belong to and why? 3. Write two simple sentences to describe your day. <p>Extension Task: Draw a small storyboard to show how your day has been.</p>		
	Genre Shon/ra	A style or category of literature.	The Woman in Black belongs to the Gothic Literature genre .				
	Simple sentence	A clause that contains a subject and a verb.	The man kicked the football. Subject Verb				
	ellipse	<p>Ellipse ...</p> <p>Ellipses can express hesitation, changes of mood, suspense, or thoughts trailing off.</p>	<p>I don't know ... I'm not sure.</p> <p>Pride is one thing, but what happens if she ...?</p>				
	anecdote	a short amusing or interesting story about a real incident or person.	I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.		consist	To be composed of or to have as an essential feature	Computer passwords usually consist of a mixture of letters, numbers and special characters.
	Frequently	Common, habitually, often, regularly, all the time	They go abroad frequently.		investigat e	Carry out a system or formal inquiry into an incident/ allegation so as to establish the truth Research into a subject	She has always wanted to be an investigative journalist; she wanted to uncover stories not just report on them.

Week 6 (16 th May- 20 th May)	Narrative	A spoken or written telling of events; a story.	The narrative of 'The Woman In Black' was a young woman searching for her child.	Week 6	Digging Deeper:		
	Compound sentence	Two main clauses joined with a connective.	The sun was shining and it was hot. Main clause / Connective		<ol style="list-style-type: none"> 1. Write the opening to a short story where someone is persuaded to do something they don't want to do. 2. Go back over your opening and ensure you have included 2 compound sentences. 3. With a purple pen, add a rhetorical question to your story somewhere. 		
	Persuasive Per/sway/siv	Being able to make someone do or think something in particular because of sound reasoning. 	Caesar allows flattery to persuade him to do things that put him in danger.		<p>Extension Task: Watch the video on this page:</p> <p>https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/z4w96v4</p>		
	parenthesis	Punctuation used to separate a subordinate clause	The young people, who were protesting, wanted change.		Complete the knowledge quiz on this page.		
	connotation	an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.	"the word 'discipline' has unhappy connotations of punishment and repression"		conceive	To form or devise a plan or idea in the mind. To hold as an opinion	Teachers are always trying to conceive innovative tasks to keep students engaged.
	acceptable	<ol style="list-style-type: none"> 1. able to be agreed on; suitable. 2. able to be tolerated or allowed. 	"pollution in the city had reached four times the acceptable level"		evolve	Develop gradually Undergo slow changes	With new information it is likely that her plans will change and evolve, possibly in unexpected directions
Week 7 (23 rd May-27 th May)	Complex Sentence	A main clause and a subordinate clause glued together with a comma.	Although it was raining, he went outside. Main clause Subordinate clause	Week 7	Digging Deeper:		
	Speech	A formal address given to an audience.	"Friends, Romans, countrymen, lend me your ears". The first line of Mark Antony's speech.		<ol style="list-style-type: none"> 1. Write 2 complex sentences: <ul style="list-style-type: none"> - 1 to describe the weather - 1 to describe what you are wearing/want to wear 2. You have been asked to give a speech to your 		

	Analysis Ana/la/sis	A detailed examination of something.	In English, we analyse texts to get an understanding of their deeper meaning.			classmates, encouraging them to vote for you in an upcoming school election. Write the first line of your speech.
	comma	, used to separate a main clause and a subordinate clause.	If you practise using subordinate clauses in your writing, you will get better.			3. "Friends, Romans, countrymen, lend me your ears". Write this out in your homework book and write down one thing that comes to mind when you look at each word in bold. For example, when I look at 'friends' I think of 'happiness'. Extension Task: Draw a small picture next to each word to show what it represents. For example, I might draw a picture of a sun next to 'happiness'.
	Logos Low/gos	Where reasoning is used to persuade.	Antony gives examples of Caesar's generosity to show why he should not have been killed.		authority	The power or right to give orders and enforce obedience. The power to influence other based on recognised knowledge or expertise Her new role meant that she was able to use her authority to implement the necessary changes to ensure fairness.
	achieve	successfully bring about or reach a result by effort, skill or courage,	Through hard work, she achieved her goal.		bias	Verb: influence unfairly; prejudice Noun: inclination or prejudice for or against a person or thing It was obvious to everyone that he was biased against this project from the start.
Week 8 (7th June-10th June)	Alliteration Al/it/er/aa/shun	The same letter sound at the start of several words.	"Hence! Home you idle creatures, get you home."		Week 8	Digging Deeper: 1. Write your own piece of alliteration to go in your speech on the school council vote. 2. Write one rhetorical question to go in your speech on the school council vote. 3. Add question marks where you think they should go in
	Rhetorical Question	A question that is there to cause drama; it does not need an answer.	"Who is here so vile that will not love his country?" This is said to create tension, not because Brutus wants someone to answer.			

	Question mark	The punctuation that goes at the end of a sentence.	"Who is here so vile that will not love his country?" We know this is a question because it has a question mark at the end of it.		this passage: Who would have thought it. Who could have predicted such a fine victory. This is an important day. From now on, we shall march forward as one and defeat our enemies. Who is with me. Extension Task: Go through the passage with a purple pen. Add a simple, compound and complex sentence.		
	Exclamation marks	Punctuation used at the end of a statement	"Hail, Caesar!"				
	Ethos	Where the credibility of someone or something is used to persuade.	Antony uses what he knows of Caesar's character to show that he shouldn't have been killed.		context	The circumstances that form the setting for an event, statement or idea, and in terms of which it can be fully understood.	It is important to look at the contextual clues when trying to work out the meaning of a text.
	knowledge	facts, information, and skills acquired through experience or education	The students had a thirst for knowledge.		modify	Make partial or minor changes	The design required a small modification to allow easy mass production.
Week 9	Protagonist	The main character in a story/narrative.	Julius Caesar is the protagonist in the play.		Digging Deeper: 1. Who were the protagonists in 'Animal Farm' and 'The Woman in Black'? 2. Write a triplet to go into your speech on the school council vote. 3. Write out this passage. As you go, add a fronted adverbial to each sentence to show how each action is being done: The man entered the room. He wore a toga and sandals. He sat down. He began to speak. Extension Task: Go through your edited passage with a purple pen. Add some adjectives to describe his clothing.		
	Triplet/Rule of Three	When three words/phrases/ideas are used to create effect	"I came, I saw, I conquered"				
	Fronted Adverbial	An adverb, or phrase that works like an adverb, at the start of a sentence	As Julius Caesar arrived, people cheered.				
	Semi colon	; used to join two main clauses	Obama: We are one; while we breathe, we will hope.				

	Pathos	Where emotion is used to persuade.	Antony makes the crows look at Caesar's wounds to make them feel bad about his death.		affect	To have an effect To make a difference to	He knew that the decisions he made now would affect his future.
	committed	To be pledged or bound to a certain course or policy; dedicated.	We are committed to change.		denote	Be a sign of/ indicate Stand as a name or symbol	The colour red is frequently used to denote passion or danger.
Week 10	Antagonist	The character that goes against the main character creating conflict.	Cassius is a possible antagonist in Julius Caesar.		Digging Deeper: <ol style="list-style-type: none"> Who are the other antagonists in the play? When did we feel tension in 'The Woman in Black'? Find one other example of hyperbole from the play. Explain why it is hyperbole. Extension Task: Write the opening to a short story where you introduce a protagonist and antagonist.		
	Tension	The feeling of nervousness or worry about what may happen in a story.	The audience feels tension when Cassius's jealousy is being built up to murder.				
	Hyperbole Hi/per/bo/lee	Exaggerated language not meant to be taken seriously.	"My heart is in the coffin here with Caesar."				
	ellipse	Ellipse ... Ellipses can express hesitation, changes of mood, suspense, or thoughts trailing off.	I don't know ... I'm not sure. Pride is one thing, but what happens if she ...?				
	Parallelism	the use of successive verbal constructions in poetry or prose which correspond in grammatical structure, sound, metre, meaning,	"As Caesar loved me, I weep for him. As he / was fortunate, I rejoice at it. As he was valiant, I / honor him. But, as he was ambitious, I slew him" (lines 26–28). MLK – I have a dream...				
	focus	Verb: pay particular attention to Noun: the centre of interest or activity	There were so many distractions in the room he was finding it difficult to focus on his homework.				

	indispensable	To be absolutely necessary. Essential/ crucial/ vital	He made himself indispensable to the team.			deviate	Diverge from an established or expected course Do something in a way that is different from accepted standards	Due to the extensive road works the bus was forced to deviate from its usual route.
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Year 7 Extension Task: Create your own storyboard of key scenes in the play. Draw a picture to show the key scenes and then write a key quotation underneath each one.

<p style="text-align: center;">Week 1 & 2 What are macronutrients and why do we eat food?</p>	<p style="text-align: center;">Week 3 & 4 Micronutrients</p>																											
<p>Balanced diet definition: 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 vegetables 2. Starchy carbohydrates 3. Protein 4. Dairy and alternatives 5. 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 border="1" data-bbox="1041 459 2116 810"> <thead> <tr> <th></th> <th>Function (what does it do?)</th> <th>Source (foods found in)</th> </tr> </thead> <tbody> <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> </tbody> </table> <p><u>MINERALS AND THEIR FUNCTIONS</u></p> <table border="1" data-bbox="1041 922 2116 1209"> <thead> <tr> <th></th> <th>Function (what does it do?)</th> <th>Source (foods found in)</th> </tr> </thead> <tbody> <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> </tbody> </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?)	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<p style="text-align: center;">Week 5 & 6 Nutritional needs of different groups</p>	<p style="text-align: center;">Week 7 & 8 Energy Balance</p>
<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> Special diet needs: milk for the 1st 6 months. High energy needs. No added salt or sugar. Need more: Food high in iron & vitamin C 6 months+</p> <p><u>CHILDREN</u> Special diet needs: regular, smaller meals and snacks. High energy needs. Reduced salt and sugar. Eatwell Guide between 2-5 years Need more: Calcium and Vitamin D. Iron and Vitamin C</p> <p><u>TEENAGERS</u> Special diet needs: Eatwell Guide. Teenagers have growth spurts and high energy needs. Increased appetites mean larger portions. Need more: Protein, Calcium & Vitamin D, C & Iron</p> <p><u>ADULTS</u> Special diet needs: Lower energy needs. Eatwell guide. Avoid foods high in sugar and fat. Need more: Calcium and Vitamin D, Iron and Vitamin C</p> <p><u>PREGNANT AND LACTATING WOMEN</u> Special diet needs: Healthy balanced diet. Plenty of watery drinks. Higher energy needs for last 3 months of pregnancy Need more: Folic acid, Protein, Calcium and Vitamin D, C & Iron</p> <p><u>THE ELDERLY</u> Special diet needs: Bodies typically slow down, so less energy is needed. Don't absorb nutrients as easily. Plenty of watery drinks Need more: Fibre, Calcium, Vitamin D & C, Iron</p> <p>Questions:</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="1646 523 2085 802" style="text-align: center;"> </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 Fats - Vegetable oils, nuts, seeds, avocados, oily fish, butter, cream Proteins - Meat, fish, eggs, milk, cheese, nuts, lentils, Quorn</p> <p>Questions:</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="margin-left: 400px;"> <p>+ = Weight Gain</p> <p>+ = Weight loss</p> <p>+ = Remain the same weight</p> </div>



Life Skills Knowledge Organiser – Cycle 3 Life Skills



Lesson 1 and 2– Aiming High	Lesson 3 and 4 – Unifrog
<p>Places to access support www.unifrog.org Username: Your school email Password: The password you chose when you logged on in class</p>	<p>Places to access support www.unifrog.org Username: Your school email Password: The password you chose when you logged on in class</p>
<p>Content: Aspire- to want something very much or hope to achieve something or be successful.</p> <p>Career- an occupation undertaken for a significant period of a person's life and with opportunities for progress.</p> <p>Why do we need aspiration?</p> <ul style="list-style-type: none"> • Drives people to success • Determination for success • Helps you make the right choices – options, college courses, work experience, clubs • Helps you follow the right paths and put effort in the right places • Improve life chances • Gives you direction 	<p>Content: Skills are things you learn that enable you to perform certain tasks.</p> <p>The 12 Unifrog Competencies</p> <ol style="list-style-type: none"> 1. Aiming High - is setting tangible goals and a robust route to achieving them 2. Creativity - is the use of imagination and the generation of new ideas 3. Leadership - is supporting, encouraging, and motivating others to achieve a shared goal 4. Listening - is receiving, retaining and processing information or ideas 5. Speaking - is the oral communication of information or ideas 6. Problem solving - is the ability to find a solution to challenges 7. Staying positive - is the ability to overcome setbacks 8. Teamwork - is working cooperatively towards a shared goal 9. Reading - is the ability to understand, analyse, and evaluate a text 10. Numeracy - is a skill in using numbers 11. Independence - is the ability to work on your own to achieve something 12. Writing - is the ability to create clear, accurate, and engaging texts <p>Log in to your Unifrog account from home and begin logging your competencies.</p>
<p>Questions</p> <ol style="list-style-type: none"> 1. What does it mean to aspire to something? 2. Give an example of something you aspire for 3. What is a career? 4. What is the difference between a career and a job? 5. Why do we need aspiration in life? 	<p>Questions</p> <ol style="list-style-type: none"> 1. Give an example of a skill. 2. Explain why this skill is important. 3. Give an example of a skill you are good at 4. How will this skill help you in your future career? 5. Log on to your Unifrog account at home, have a look at the career library tab.



Lesson 5 and 6– Stereotyping Within Careers	Lesson 7 and 8 – Managing Money
<p>Places to access support www.unifrog.org Username: Your school email Password: The password you chose when you logged on in class</p>	<p>Places to access support https://barclayslifeskills.com/</p>
<p>Content:</p> <p>Stereotype: A generalised belief about a particular category of people. It is an expectation that people might have about every person of a particular group.</p> <p>Prejudice: A preconceived opinion or feeling of someone/thing that is not based in reason or knowledge, especially of a hostile nature, regarding an ethnic, racial, social, or religious group.</p> <p>An occupational stereotype: a preconceived attitude about a particular occupation, about people who are employed in that occupation or about one's suitability for that occupation.</p> <div data-bbox="136 767 1106 1075"></div>	<p>Content:</p> <p>A budget is a financial plan for a defined period. It includes income and expenditure</p> <p>Income- money received, especially on a regular basis, for work or through investments</p> <p>Expenditure- an amount of money spent.</p> <p>Debt- Money owed to somebody</p> <p><u>'Needs vs Wants'</u></p> <p>There are very few things we really need to survive (e.g. a roof over our head, enough food and water to stay healthy, basic hygiene and medical care, enough clothing to be warm and appropriately dressed), but without 'wants' life wouldn't be much fun!</p> <div data-bbox="1435 853 1839 1126"></div>
<p>Questions</p> <ol style="list-style-type: none">1. What is a stereotype?2. What is a prejudice?3. What stereotypes might people have about firefighters?4. Why is it important to challenge stereotypes?5. Give an example of a job that can be stereotyped.	<p>Questions</p> <ol style="list-style-type: none">1. What is an income?2. What advice would you give to someone who was trying to save money?3. What is a debt?4. Give an example of a need.5. Give an example of a want.

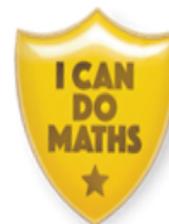


Lesson 9 and 10– Enterprise	
<p>Places to access support https://www.business.hsbc.uk/en-gb/insights/starting-a-business/what-is-an-entrepreneur</p>	
<p>Content:</p> <p>Entrepreneur: a person who sets up a business or businesses, taking on financial risks in the hope of profit.</p> <p>Marketing: the activity or business of promoting and selling products or services, including market research and advertising.</p> <p>Finding innovative and successful new products is not easy. A good way to start is by deciding on your target audience and then identifying services and products they might want to buy.</p> <p>Here's how to become an entrepreneur:</p> <ol style="list-style-type: none">1. Find a business idea.2. Get to know your target audience.3. Test your idea.4. Use a business plan template.5. Create a website.6. Hire great partner(s)7. Build your network.8. Plan your finances. 	
<p>Questions</p> <ol style="list-style-type: none">1. What is an entrepreneur?2. Write out the word 'entrepreneur' three times3. Give an example of a successful business4. What is marketing?5. How might someone market their business?	

Y7C3 Maths Key knowledge

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

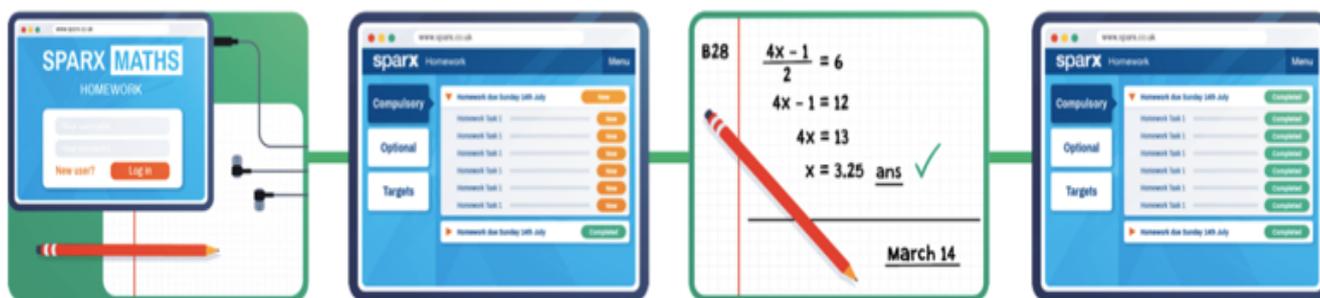
- Do Sparx on the days in the homework timetable
- **Compulsory Homework:** You must do this part of your homework every week
- **XP Boost/Target Homework:** Do this to gain loads of XP and to improve your maths!

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:

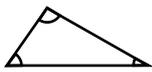
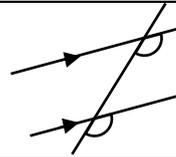
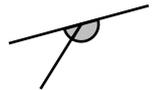
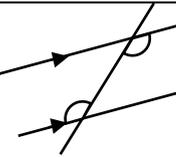
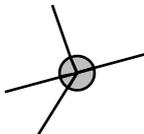
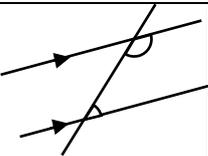
- Write down the date
- Write down your bookwork code
- Read the question carefully
- Show all your workings
- Highlight/underline your final answer
- Tick if correct/cross if wrong



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.

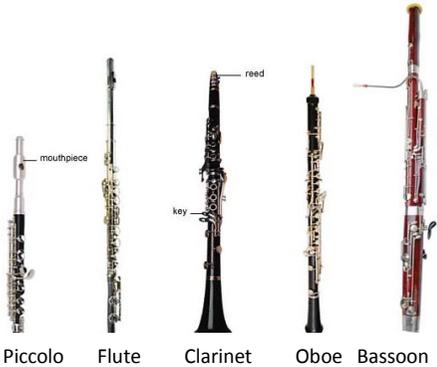
Your Maths Homework is to complete your sparx

Your Maths Homework is to complete your sparx

Y7C3 Maths Key knowledge			
Item	Description	Item	Description
	The interior angles of a triangle sum to 180°		Corresponding angles are equal
	Angles on a straight line sum to 180°		Alternate angles are equal
	Angles around a point sum to 360°		Allied (or co-interior) angles sum to 180°
	Vertically opposite angles are equal		
Item	Description		
Sides of an equation	The equals sign separates the two sides of an equation or formula. They are referred to as the Left-Hand Side (LHS) and Right-Hand Side (RHS)		
Balancing	Balancing an equation involves doing exactly the same thing to both sides of the equation. This keeps the sides equal.		
Term of a sequence	A sequence is a pattern of numbers. These are called terms . For example, 8 is the third term of the sequence $10, 9, 8, 7, 6\dots$		
n	n represents the position of a term. Each term in a sequence has a value of n. In the sequence above, 8 has an n value of 3 because it is the 3 rd term. 7 has an n value of 4 because it is the 4 th term.		
nth term rule	The n th term rule is an algebraic expression that will convert the position of a term into the actual term itself.		
The area of a circle	$\text{Area of a circle} = \pi \times \text{radius}^2$		

Exploring Instruments of the Orchestra



A. Strings Section/Family	B. Woodwind Section/Family	C. Brass Section/Family	D. Percussion Section/Family
<p>Made from wood and have strings. They are usually played with a BOW (ARCO) – not the Harp (<i>shown right</i>) but can also be PLUCKED (PIZZICATO). The smaller the instrument, the HIGHER PITCHED it is. The bigger the instrument, the LOWER PITCHED it is. However, the Harp has many more strings so can play both high- and low-pitched notes.</p>   <p>Violin Viola Cello Double Bass</p>	<p>A selection of instruments divided into two subsections: FLUTES (create a sound by air passing over a small hole and include the Flute and Piccolo) and REEDS (use a piece of bamboo reed to create a vibration). The Saxophone (<i>shown above right</i>) is not traditionally used in an orchestra. However, some modern composers have included it.</p>   <p>Piccolo Flute Clarinet Oboe Bassoon</p>	<p>There are more brass instruments used in brass bands, but the orchestra normally has four. They are made of metal and the sound is made by blowing into the mouthpiece by buzzing the lips in a similar way to blowing a raspberry! The bigger the instrument, the lower the pitch. The smaller the instrument, the higher the pitch – the Trumpet is the highest.</p> <p>Brass Family</p>  <p>Trumpet Trombone French Horn Tuba</p>	<p>Includes a vast range of instruments which produce sound when <i>hit, struck, scraped or shaken</i>. These fall into two subsections: TUNED PERCUSSION (able to play different pitches) and UNTUNED PERCUSSION (<i>e.g. drums</i>)</p> <p>TUNED PERCUSSION</p>  <p>Piano Xylophone Glockenspiel Timpani</p> <p>UNTUNED PERCUSSION</p>  <p>Bass Drum Snare Drum Cymbals Woodblock Guiro Triangle Gong Tambourine Cabasa Maracas</p>

E. Key Words

ORCHESTRA – A large **ENSEMBLE** (group of musicians) divided into four **SECTIONS** or **FAMILIES** of musical instruments – **STRINGS, WOODWIND, BRASS** and **PERCUSSION** - led by a **CONDUCTOR** who stands at the front of the orchestra and directs it. They will indicate the main beats in the music using a **BATON** (a “stick” that they hold and beat time with). All musicians look at the conductor whilst playing as they are ultimately in control of the whole piece.

SONORITY (also called **TIMBRE**) – Describes the **unique sound or tone quality** of different instruments and the way we can identify orchestral instruments as being distinct from each other – “each instruments’ own unique sound”. Sonority can be described by many different words including – *velvety, screechy, throaty, rattling, mellow, chirpy, brassy, sharp, heavy, buzzing, crisp, metallic, wooden etc.*

PITCH - The **highness** or **lowness** of a sound, a musical instrument or musical note (high/low, getting higher/lower, step/leap).

FANFARE – A short, lively, loud piece of music, usually for **BRASS INSTRUMENTS** and sometimes **DRUMS** and other **PERCUSSION**. A Fanfare is usually warlike or victorious in character and can be used to mark the arrival of someone important, give a “signal” e.g. in battles or be used to signal the opening of something *e.g. a large sporting event or similar ceremony*. Fanfares often use only notes of the **HARMONIC SERIES** – a limited range of notes played by bugles and Valveless trumpets.

F. Map/Plan of an Orchestra



YR7 Minimalism: Composing and performing Minimalist music

Pulse	Regular Beat
Notation	Way of writing down music
Rhythm	Pattern of long and short note values
Ostinato	Repeated pattern
Pitch	High and low
Duration	Length of sound
Tempo	Speed
Dynamics	Volume
Texture	Layers of sounds
Silence	No sound

What is Minimalist music?

Minimalism is a form of art music that employs limited or minimal musical materials which are repeated.

It originated in New York in the 19060s and was initially viewed as a form of experimental music. Famous composers from this period include Steve Reich, Terry Riley, Phillip Glass and La Monte Young.

Clapping Music
for 2 Performers
Steve Reich

Clapping Music, Steve Reich

- Uses quavers – 12 quavers in a bar
- Phase shifting – clapper 2 moves out of time, one quaver per bar

⏮ : This symbol is a repeat sign: you go back to the sign and play the passage again

- We can use words to help us play tricky rhythms. Here we can try the following:

Cup of tea - co-ffee - and - some cake

D.C. al Fine

Composition:

Music is made up of many different things called elements. They are the building blocks of music. When you compose a piece of music you use the elements of music to build it. Below are key elements Minimalist music:

Gradual transformation	When a melodic/ rhythmic pattern gradually changes	Listen: <i>Eight Lines</i> , Steve Reich
Additive melody	Change a motif by adding a note one at a time	<i>Electric Counterpoint</i> , Steve Reich
Phase shifting	2 parts begin together, then move out of time	<i>Clapping Music</i> , Steve Reich
Polyphonic	More than one part at the same time	<i>In C</i> , Terry Riley
Phasing	Where the same part is played on 2 instruments at a steady but not identical tempo	<i>Two Pianos</i> , Steve Reich

Name	Symbol	Rest	Duration
Semibreve	♩	—	4 beats
Minim	♪	—	2 beats
Crotchet	♫	⚡	1 beat
Quaver	♯	⚡	½ beat
Semiquaver	♮	⚡	¼ beat

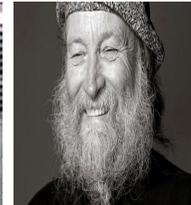
Minimalist music often features:

- layers of **ostinati**
- constantly repeated patterns that gradually change
- layered textures
- **diatonic** harmony

The combined effect can be almost hypnotic.

Diatonic means using notes which belong to the key rather than chromatic notes, which are outside the key.

Ostinati are rhythmic, melodic or harmonic patterns, which are repeated many times.

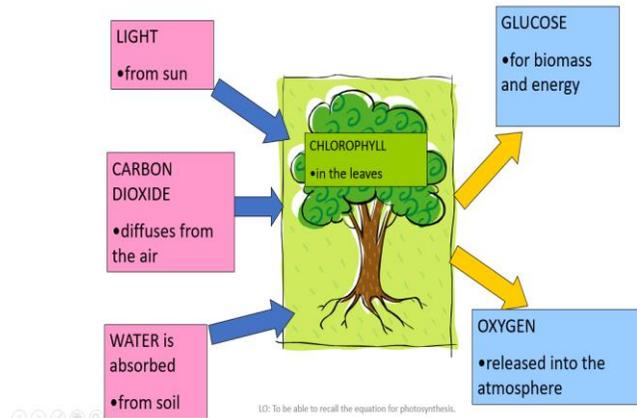


Year 7 Cycle 3 Sport and PE Knowledge Organiser

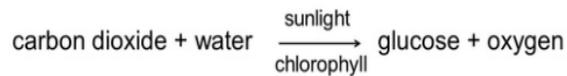
Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9 and 10	Week 11 & 12
Macro Nutrients	Balanced Diet	Balanced Diet	Hydration	Applying to sport	Sedentary Lifestyle
<p>A balanced diet should include:</p> <ul style="list-style-type: none"> • 55-60% carbohydrates • 25-30% fat • 15-20% protein <p>Carbohydrates Main energy source. Includes bread, pasta and potatoes.</p> <p>Fat Energy source and helps carry vitamins around the body. Avocado, nuts, butters</p> <p>Protein Used for growth and repair of body: Milk, Eggs, Fish, Meat, Nuts, Seeds</p>	<p>A balanced diet is eating the right number of calories to deal with the energy that will be needed to complete everyday tasks and exercise.</p> <p>It also means eating different food types to provide suitable nutrients, vitamins and minerals.</p> <p>A truly balanced diet contains lots of different food types and a mixture of carbohydrates, protein and fat from a variety of sources.</p> <p>You should aim to eat 5 portions of fruit and vegetables each day.</p> 	<p>The average adult male requires 2500 kcal/day and the average adult female requires 2000 kcal/day. The figures are dependent on; age, gender, height, energy expenditure and basal metabolic rate (BMR).</p> <p>Foods that benefit the body</p> <p>High fibre cereals and whole grains provide fibre – prevents constipation and reduces cholesterol.</p> <p>Milk, cheese and dairy products provide calcium – good for nerve and muscle function, teeth and bone growth.</p> <p>Iron rich foods such as spinach and liver – help the immune system and production of red blood cells.</p> <p>Oily fish, eggs and butter – provide vitamin D to help bones.</p> <p>Citrus fruits and broccoli – provide vitamin C and aid the immune system, skin elasticity and blood vessel function.</p>	<p>Water makes up more than half of the human body. We must maintain hydration levels to assist bodily functions. How much you drink depends on:</p> <ul style="list-style-type: none"> • The environment • The temperature • Exercise levels  <p>Dehydration has some harmful effects:</p> <ul style="list-style-type: none"> • Blood thickens • Heart rate increases • Reaction time gets slower 	<p>Our Diet and Hydration levels will vary depending on how active we are.</p> <p>This can be referred to as Energy balance. The aim for most people to maintain a healthy body is to consume the same number of calories as you use.</p>  <p>How would you vary your intake of Carbohydrates, Fats, Protein and Water in you did the following activities?</p> <ul style="list-style-type: none"> • A rugby match • A netball match • A marathon • Horse riding 	<p>A sedentary lifestyle is when there is very limited or no physical activity in a person's lifestyle.</p> <p>More people are leading sedentary lifestyles due to advances in technology.</p> <p>Instead of walking or cycling to places people are driven or take public transport. Individuals spend more time sitting & using computers.</p> <p>It is reports in the UK people spend 9hours a day sat down. Standing instead of sitting is a way to combat this.</p> <p>What could the impact of a sedentary lifestyle be?</p>

Lesson 1
The Photosynthesis Equation

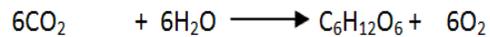
Light energy is absorbed by a green pigment in the chloroplasts called chlorophyll.



The word equation is:

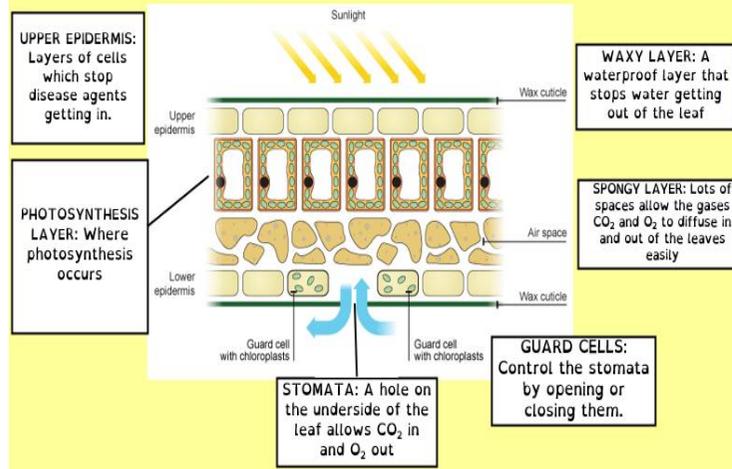


The balanced chemical equation is:



Lessons 2 and 3
Structure of a Leaf and Leaf Adaptations

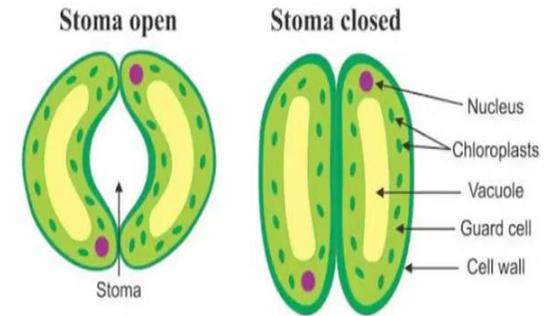
Function of the Leaf Tissues



Feature of leaves	How it helps the plant to photosynthesize
Flat & thin leaves	Large surface area to absorb as much light as possible
Stomata	Allows carbon dioxide to enter leaf
Veins (xylem and phloem)	Transports water and sugar around the plant
Chloroplasts	Contains chlorophyll to absorb light
Waxy cuticle	Stops water being lost from the plant

Stomata are tiny pores found on the lower side of a leaf.

They are surrounded by guard cells which control if the stomata are open or closed.



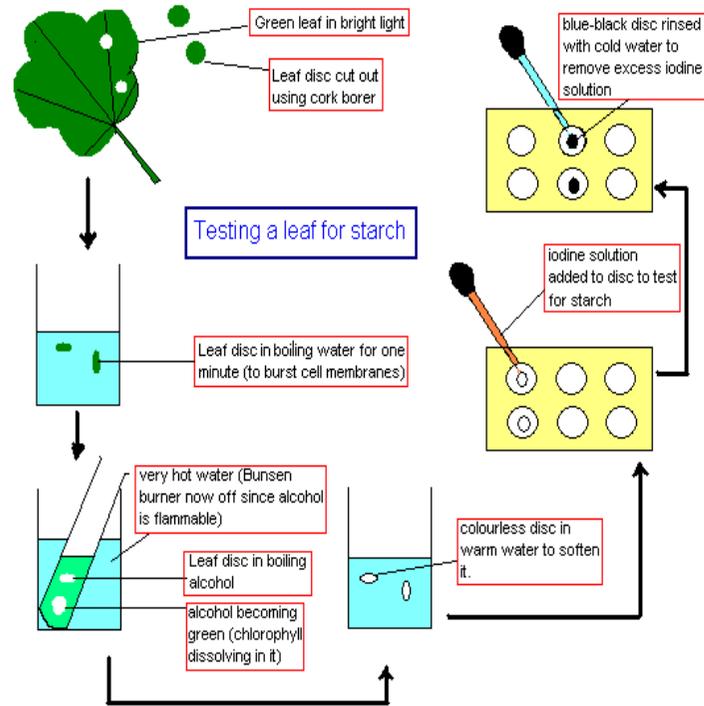
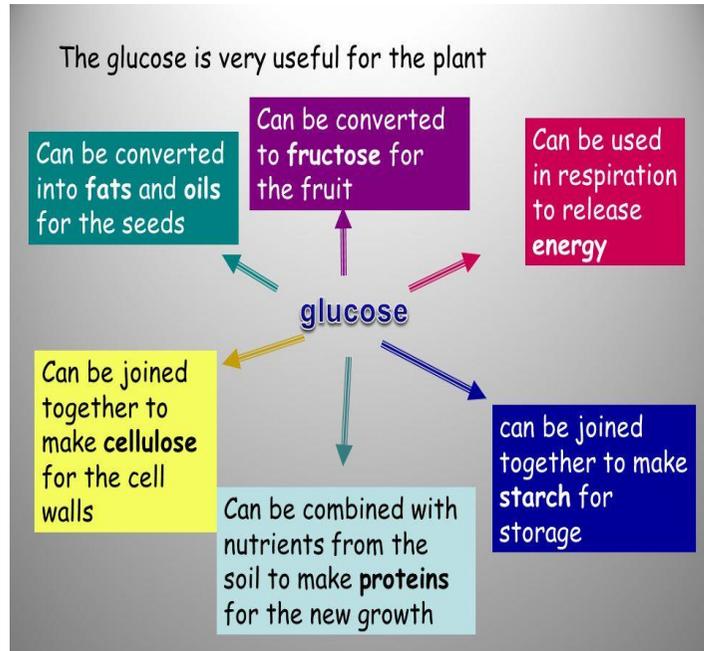
When the stomata are open carbon dioxide can diffuse into the leaf, whilst oxygen and water vapour can diffuse out of the leaf.

When water evaporates from a leaf it is called **Transpiration.**

**Lesson 4
Uses of Glucose**

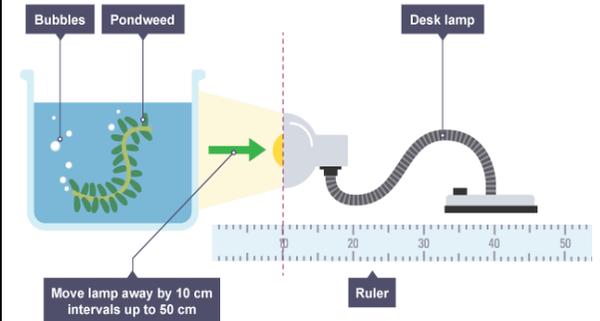
Biomass means the dry mass of living material.

In plants, **glucose is used to build** other compounds in the plant such as **protein, carbohydrates, cellulose, fat and minerals**.



**Lesson 5
Investigating Photosynthesis**

Does Light Intensity Affect Rate of Photosynthesis?

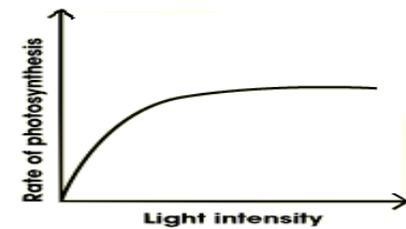


Control Variables

Type of light bulb to control temperature, Time taken to count Oxygen bubbles.

Independent Variable – Light intensity

Dependent Variable - Number of Oxygen bubbles

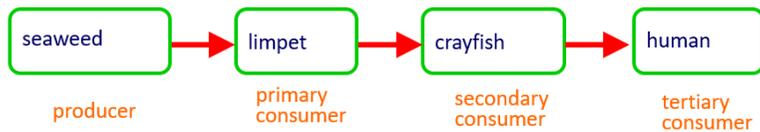


Lesson 6
Food Chains and Webs

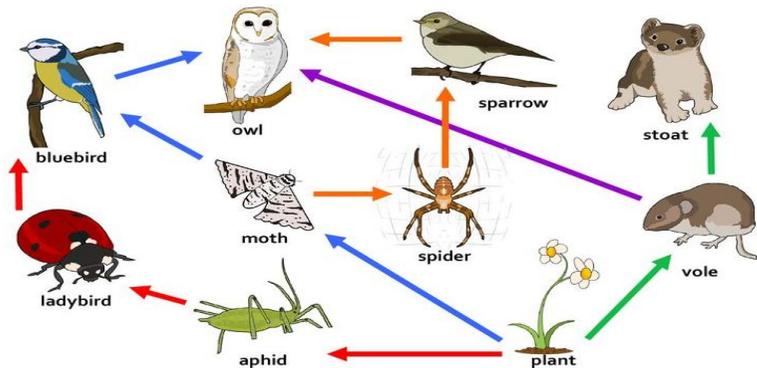
Producers make their own food. Plants produce their own food using light energy from the Sun. Some types of bacteria can also make their own food by using light or chemical reactions.

Consumers cannot make their own food. They must consume other organisms to get the food that they need.

A **food chain** can be used to rank different types of consumers. The arrow shows the direction of the flow of ENERGY from one organism to the next.



Food chains can be put together in a **food web**, which shows how the food chains are connected.



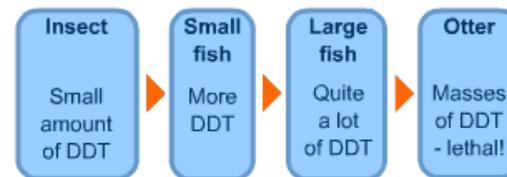
Lesson 7
Disruption to Food Chains and Webs

Pests are animals that harm plants that we want to grow.
Pesticides are chemicals that **kill pests**.

Bioaccumulation occurs when toxins (such as pesticides) build up - or accumulate - in a food chain. The animals at the top of the food chain are affected most severely.

This is what happens:

1. Small amounts of toxic substances - often pesticides or pollution from human activity - are absorbed by plants.
2. These plants are eaten by primary consumers in low concentrations.
3. The toxin cannot be excreted so when the primary consumers are eaten by secondary consumers all the toxin is absorbed by the secondary consumers.
4. This repeats as secondary consumers are eaten by higher level consumers.
5. At each trophic level of the food chain, the toxins remain in the tissues of the animals - so the concentration of toxin becomes most concentrated in the body tissues of the animals at the top of the food chain.



**Lesson 8
 Predator - Prey Cycles**

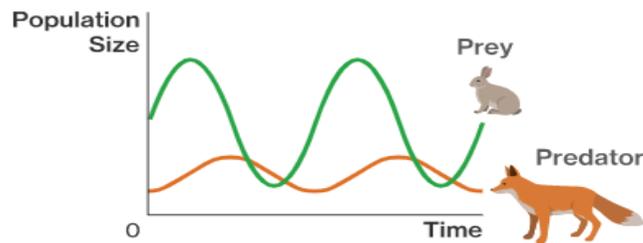
A **predator** is an organism that eats another organism. The **prey** is the organism which the predator eats.

Predators and Prey have **adapted** (changed) to suit their surroundings

Predators have adapted to catch their prey for example they may be fast, camouflaged (to hide while approaching the prey), have a good sense of smell, sight, or hearing (to find their prey) poison (to kill the prey) etc.

Prey have adapted to avoid being eaten, so they may be fast, camouflaged (to hide from the predator), a good sense of smell, sight, or hearing (to detect the predator), thorns, poison (to spray when approached or bitten) etc.

Predator-Prey Relationships



The number of predators increases when there is more prey
 The number of prey reduces when there are more predators.
 The number of predators reduces when there is less prey.

**Lessons 9 & 10
 Habitats**

Habitat – The place an organism lives eg mountains, wetlands, rainforest, desert, marine or arctic.

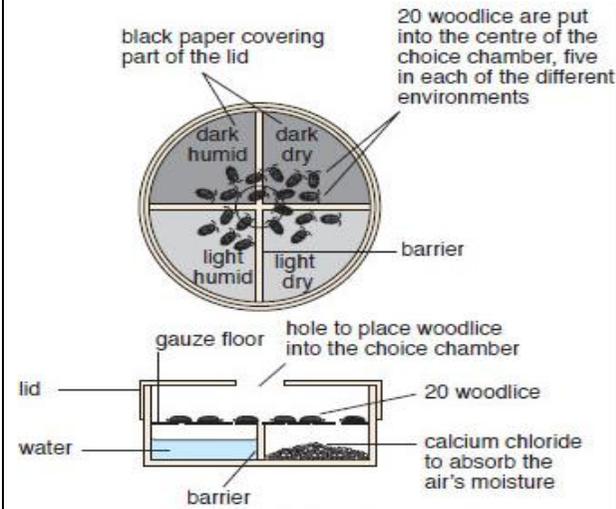
Interdependence - When living things rely on each other to survive

Adaptation –The features of plants and animals have to help them live in a particular place.

Community - All the plants and animals that live in a habitat.

Environment - the conditions in a habitat. Most conditions are caused by environmental factors eg amount of light, temperature, moisture.

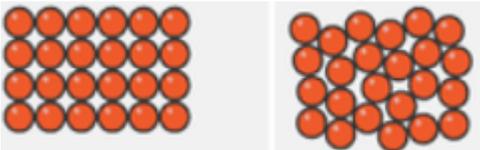
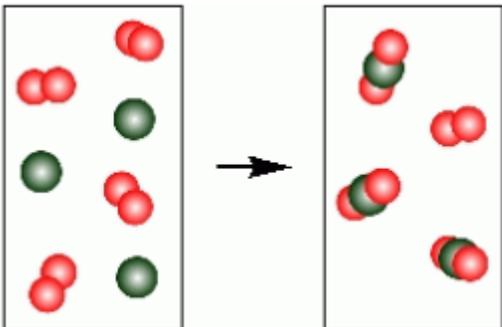
Extremophiles are microorganisms with the ability to thrive in extreme environments such as hydrothermal vents.

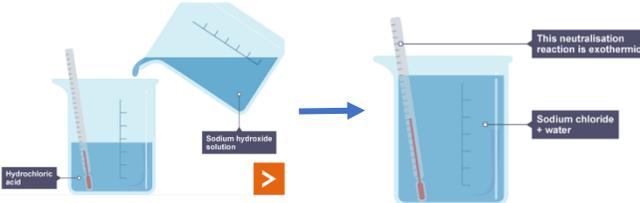


Year 7 Science
Photosynthesis and Interdependence

Answer these questions in full sentences in your homework book:

<p>Task 1- The Equation</p> <ol style="list-style-type: none"> 1. What colour is chlorophyll? 2. Where is chlorophyll found? 3. Why does a plant need chlorophyll? 4. Identify the 2 compounds a plant needs to carry out photosynthesis? 5. What does a plant produce during photosynthesis? 	<p>Task 2- Leaves</p> <p>Why does a leaf need...</p> <ol style="list-style-type: none"> 1. a waxy layer? 2. an upper epidermis? 3. a photosynthesis layer? 4. veins? 5. to be flat and thin? 	<p>Task 3- Stomata</p> <ol style="list-style-type: none"> 1. What are stomata? 2. Do you find more stomata on the upper or lower surface of a leaf? 3. Name the cells that control the stomata 4. Which substance goes into a leaf via stomata? 5. Name the 2 substances that go out a of leaf through the stomata. 	<p>Task 4- Uses of Glucose</p> <ol style="list-style-type: none"> 1. Define Biomass 2. Using the diagram, list the 6 ways glucose is used in a plant 	<p>Task 5- Testing a leaf for Glucose</p> <ol style="list-style-type: none"> 1. Why do you put the leaf discs in to boiling water? 2. What does the hot alcohol do? 3. Why do we need to turn the Bunsen off when using the alcohol? 4. Which solution do we use to test a leaf for starch? 5. What colour does the leaf disc go, if it contains starch?
<p>Task 6 – Food chains</p> <ol style="list-style-type: none"> 1. Define a producer 2. Define a consumer 3. What does a food chain show? 4. What do the arrows in a food chain represent? 5. Write a 4- step food chain of your own 	<p>Task 7- Food webs</p> <p>Using the food web shown identify...</p> <ol style="list-style-type: none"> 1. the producer 2. 3 primary consumers 3. which animal eats moths and ladybirds? 4. which animals eat voles? 5. which animal has the most varied diet? 	<p>Task 8- Bioaccumulation</p> <ol style="list-style-type: none"> 1. Define a pest. 2. What do pesticides do? 3. What is bioaccumulation? 4. Which animals are most affected by bioaccumulation? 5. How do the pesticides get in to the food chain to start with? 	<p>Task 9- Predator-prey cycles</p> <ol style="list-style-type: none"> 1. Define a predator 2. Define prey 3. List 3 ways a predator can be adapted to catch its prey 4. List 3 ways prey are adapted to survive. 5. What happens to the number of prey, if there are less predators? 	<p>Task 10- Habitats</p> <ol style="list-style-type: none"> 1. What is a habitat? 2. List 3 examples of a habitat 3. What makes up a community? 4. Name 3 plants you would find in a woodland habitat 5. Name 3 animals you would find in a woodland habitat.

<p style="text-align: center;">Lesson 1 Chemical & Physical Changes</p>	<p style="text-align: center;">Lesson 2 Conservation of Mass</p>	<p style="text-align: center;">Lesson 3 Conservation of Mass (Thermal Decomposition)</p>
<p>Evidence for a chemical reaction can include any of the following:</p> <ul style="list-style-type: none"> • Bubbles • A colour change • A large energy change <p>Physical changes, such as melting, boiling and dissolving, do not make new chemicals. They are usually easy to reverse.</p>  <p>In a chemical reaction, chemical bonds between atoms are broken and made, so the atoms get rearranged into new substances. The simplest kind of chemical reactions involve two elements reacting together to make a compound.</p> 	<p>Whenever a physical change or chemical reaction happens, the mass of the chemicals before is the same as the mass of the chemicals after. This is called the Law of Conservation of Mass.</p>  <p>The mass of a gas It isn't easy to measure the mass of a gas, and it may seem as though gases don't weigh anything, but they do.</p> <p>If 100 grams of water is put into a pan and boiled. Eventually, all the water will boil away as steam. If you collected all the steam and measured its mass, it would be exactly 100 grams.</p> <p>Mass loss If it looks like a physical change or a chemical reaction has lost mass, that is probably because gas has been produced and has escaped into the surrounding air.</p> <p>Mass Gain If it looks like a physical change or a chemical reaction has gained mass, that is probably because a gas from the surroundings has reacted and has become part of the product.</p>	

<p style="text-align: center;">Lessons 4 Exothermic and Endothermic Reactions</p>	<p style="text-align: center;">Lesson 5 Acids & Alkalis</p>	<p style="text-align: center;">Lesson 6 Indicators</p>																		
<p>When a chemical reaction happens, energy is transferred to or from the surroundings.</p> <p>When energy is transferred to the surroundings, this is called an exothermic reaction and usually feels hot.</p> <p>When energy is taken in from the surroundings, this is called an endothermic reaction and usually feel cold.</p> <p>An example of an exothermic reaction. (Notice the reading on the thermometer has increased)</p>  <p>Exothermic and endothermic reactions that occur at room temperature in the science lab can be investigated using a thermometer.</p>	<p>Acid: Corrosive substance which has a pH lower than 7. Acidity is caused by a high concentration of hydrogen ions.</p> <p>Base: A substance that reacts with an acid to neutralise it and produce a salt.</p> <p>Alkali: A base which is soluble in water.</p> <p>Corrosive: Able to damage metal, stonework, clothes and skin. Strong acids and alkalis are corrosive.</p> <p>Neutralise: To be made neutral by removing any acidic or alkaline nature.</p> <table border="1" data-bbox="831 858 1364 1337"> <thead> <tr> <th>Image</th> <th>Source</th> <th>Acid</th> </tr> </thead> <tbody> <tr> <td></td> <td>Vinegar</td> <td>Ethanoic acid</td> </tr> <tr> <td></td> <td>Fizzy drinks</td> <td>Carbonic acid</td> </tr> <tr> <td></td> <td>Tea</td> <td>Tannic acid</td> </tr> <tr> <td></td> <td>Vitamin C</td> <td>Ascorbic acid</td> </tr> <tr> <td></td> <td>Lemons</td> <td>Citric acid</td> </tr> </tbody> </table>	Image	Source	Acid		Vinegar	Ethanoic acid		Fizzy drinks	Carbonic acid		Tea	Tannic acid		Vitamin C	Ascorbic acid		Lemons	Citric acid	<p>An indicator is a substance which will change colour depending on the pH of the solution it is mixed with.</p> <p>The pH scale is a number scale from 0 to 14. It tells us how acidic or alkaline a solution is.</p> <ul style="list-style-type: none"> • Neutral solutions are exactly pH 7. • Acidic solutions have pH values less than 7. The closer to pH 0, the more acidic a solution is. • Alkaline solutions have pH values more than 7. The closer to pH 14, the more alkaline a solution is. <p>Litmus is an example of an indicator. It turns red in solutions that are acidic and it is blue in alkaline solutions.</p> <p>Universal Indicator Unlike litmus, universal indicator can show us how strongly acidic or alkaline a solution is, not just that the solution is acidic or alkaline. This is measured using the pH scale, which runs from pH 0 to pH 14.</p> 
Image	Source	Acid																		
	Vinegar	Ethanoic acid																		
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<p style="text-align: center;">Lesson 7 Neutralisation</p>	<p style="text-align: center;">Lesson 8 Naming Salts</p>	<p style="text-align: center;">Lesson 9 Making Salts</p>
<p>A chemical reaction happens if you mix together an acid and a base. The reaction is called neutralisation.</p> <p>When an acid and alkali neutralise each other they produce salt and water.</p> <p>A neutral solution can be made if you add just the right amount of acid and base together.</p> <p>Neutralisation is an example of an exothermic reaction.</p>	<p>Salts have scientific names.</p> <p>For example, the scientific name of table salt is sodium chloride.</p> <p>There are two parts to a salt name:</p> <ol style="list-style-type: none"> 1. The first word is a metal, taken from the alkali. 2. The second word ends in ~ide or ~ate, taken from the acid. <p>These three acids use different words for the name of salts produced by them:</p> <ul style="list-style-type: none"> • A salt made from hydrochloric acid will end in chloride • A salt made from nitric acid will end in nitrate • A salt made from sulfuric acid will end in sulfate <p>hydrochloric acid + sodium hydroxide → sodium chloride</p> <p>When an acid and alkali neutralise each other they produce salt and water.</p> <p>hydrochloric acid + sodium hydroxide → sodium chloride + <u>water</u></p> <p>The general equation when an acid and alkali react together:</p> <p>Acid + alkali → salt + water</p> <p>Example: nitric acid + sodium hydroxide → sodium nitrate + water</p> <p>Your turn: hydrochloric acid + potassium hydroxide → lithium hydroxide + nitric acid → sulfuric acid → sodium hydroxide →</p>	

Lesson 10 Reactivity Series

- Metals react differently. Some are very reactive and others are unreactive.
- Observations of reactions can be used to put metals into an order of reactivity.

Unreactive metals

- Some metals are very unreactive, meaning they don't easily take part in chemical reactions.
- For example, copper is unreactive so it can be used to make water pipes. This means that the water pipes will never react with the water passing through them.

Reactive metals

- Other metals are very reactive, meaning they easily take part in chemical reactions.
- Example - lithium is a very reactive metal. It is so reactive it has to be kept under oil to prevent it coming in contact with oxygen and moisture in the air. If it did come into contact with the air, it would react very quickly.

A reactivity series of metals can be created using the observations of their reactions with oxygen, water and acid.

The metals which show the fastest and most violent reactions are the most reactive.

Those which show no visible change are the least reactive.

In the reactivity series, the metals are in order of reactivity, with the most reactive metals at the top.

Most reactive	Reaction with dilute acids
Potassium	Violent reaction
Sodium	
Calcium	Rapid bubbling
Magnesium	Rapid bubbling but slow at first
Aluminium	
Zinc	Slow bubbling
Iron	Very slow bubbling
Tin	
Lead	No reaction
Copper	
Silver	
Gold	
Platinum	
Least reactive	

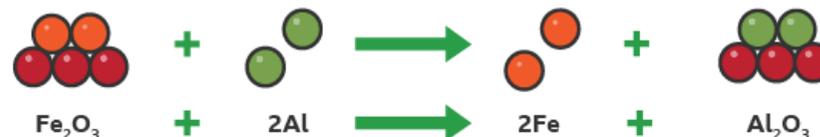
Lesson 11 Displacement Reactions

Displace:

When an element is displaced, it is pushed out of a compound by a more reactive element.

- In **displacement** reactions a more reactive metal will **displace** a less reactive metal from its compound.
- The reactivity series is a list of metals from the most reactive at the top to the least reactive at the bottom. It can be used to predict displacement reactions.
- Carefully planned **displacement** experiments can be used to put metals into a reactivity series.
- There is no reaction between a metal and a salt of the same metal.
- For example, iron cannot displace iron from iron chloride (a salt).

iron oxide + aluminium → iron + aluminium oxide



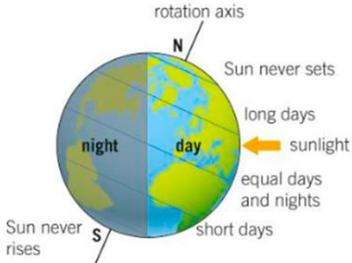
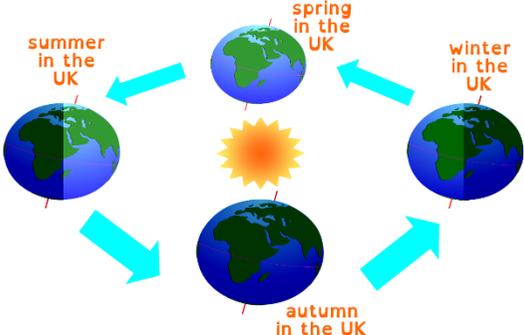
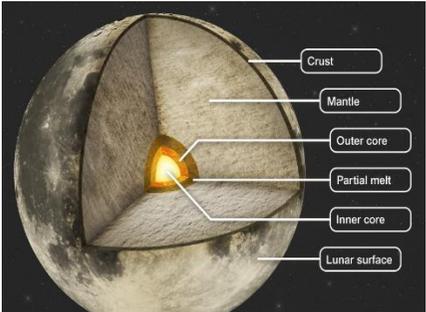
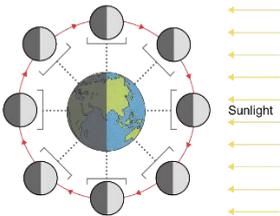
- Aluminium is more reactive than iron.
- This means the aluminium takes the oxygen from the iron oxide to produce aluminium oxide.
- The iron has been displaced from its compound so it is not bonded to anything after the reaction.

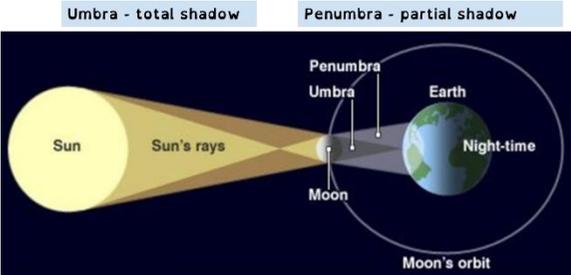
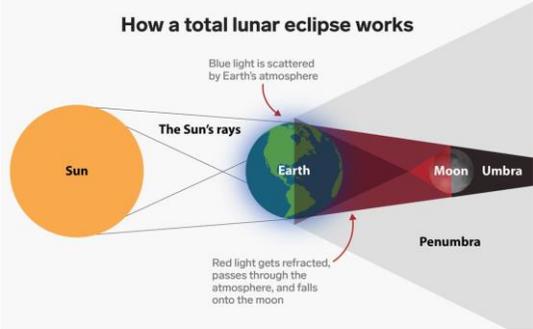
During this displacement reaction:

- the more reactive metal becomes less visible as it dissolves into the solution
- the less reactive metal from the salt coats the surface of the more reactive metal as it is displaced from its compound

Answer these questions in full sentences in your homework book:

<p>Lesson 1</p> <ol style="list-style-type: none"> 1. State one way you can tell if a chemical reaction is taking place 2. What is a physical change? 3. What happens in a chemical reaction? 4. Draw a diagram showing a physical change 5. Draw a diagram showing a simple chemical reaction 	<p>Lesson 2 & Lesson 3</p> <ol style="list-style-type: none"> 1. What is the law of conservation of mass? 2. When may it appear that mass is lost in a chemical reaction? 3. When may it appear that mass has been gained in a chemical reaction? 4. What has a greater mass 100g of water or 100g of steam? 5. Draw a particle diagram for a gas 	<p>Lesson 4</p> <ol style="list-style-type: none"> 1. What is an exothermic reaction? 2. What is an endothermic reaction? 3. An exothermic reaction feels... 4. An endothermic reactions feels... 5. We can measure temperature change using a... 	<p>Lesson 5</p> <ol style="list-style-type: none"> 1. What is an acid? 2. What is a base? 3. What is an alkali? 4. What does corrosive mean? 5. What does neutralise mean? 	
<p>Lesson 6</p> <ol style="list-style-type: none"> 1. What is an indicator? 2. What is the pH scale? 3. What pH do acids have? 4. What is Litmus 5. What is Universal Indicator? 	<p>Lesson 7</p> <ol style="list-style-type: none"> 1. What is neutralisation? 2. What is produced during neutralisation? 3. How do you make a neutral solution? 4. Is neutralisation exothermic or endothermic? 5. What pH is a neutral solution? 	<p>Lesson 8 & Lesson 9</p> <ol style="list-style-type: none"> 1. What is the general equation for when an acid and alkali react together? 2. hydrochloric acid + sodium hydroxide → 3. hydrochloric acid + potassium hydroxide → 4. lithium hydroxide + nitric acid → 5. sulfuric acid → sodium hydroxide → 	<p>Lesson 10</p> <ol style="list-style-type: none"> 1. What does unreactive mean? 2. Name an unreactive metal. 3. What does reactive mean? 4. Name a reactive metal. 5. What is the reactivity series? 	<p>Lesson 11</p> <ol style="list-style-type: none"> 1. What does displace mean? 2. What is a displacement reaction? 3. iron oxide + aluminium → 4. why can't iron displace iron from iron chloride? 5. Can you suggest why iron does not react with aluminium oxide?

<p style="text-align: center;">Lesson 1 Days and Years</p>	<p style="text-align: center;">Lesson 2 Seasons</p>	<p style="text-align: center;">Lesson 3 Phases of the Moon</p>
<p>The Earth spins on its axis, this causes day and night.</p> <p>It takes 24 hours for the Earth to complete one full spin. The Earth is tilted on its axis by 23.4°.</p>  <p>Sun rises in the east and sets in the west. The Sun is at its highest point in the sky at 12 noon.</p> <p>A year is an average of 365 days, it takes this long for the Earth to orbit the Sun.</p>	 <p>We have seasons because the Earth is orbiting the Sun and it is tilted on its axis.</p> <p>When the northern hemisphere is tilted away from the sun we received less intense sunlight.</p> <p>When it is winter in the northern hemisphere, it is summer in the southern hemisphere, this is due to the tilt of the earth on its axis.</p> <p>During Autumn and Spring, we receive similar amount of sunlight, so there are similar temperatures during Autumn and Spring.</p>	<p>The Moon is Earth's only natural satellite.</p> <p>It does not produce its own light, we can only see it because it reflects light from the sun.</p>  <p>The Moon reflects the Sun's light.</p> <p>What part we see of the Moon depends on where the Moon is when orbiting the Earth.</p>  <p>Waning means that we can see less of the Moon.</p>  <p>Waxing means that we can see more of the Moon.</p> 

<p align="center">Lesson 4 Eclipses</p>	<p align="center">Lesson 5 Solar system</p>	<p align="center">Lesson 6 Gravity on other planets</p>
<p>Solar Eclipse: When the Moon blocks the light from the Sun. Partial eclipse: when only part of the Sun is covered by the Moon Total eclipse: when the entire Sun is covered by the Moon.</p>  <p>Umbra - total shadow Penumbra - partial shadow</p>  <p>How a total eclipse occurs</p> <p>Lunar eclipse: When the Earth comes between the Sun and the Moon and turns the Moon red.</p>  <p>How a total lunar eclipse works</p> <p>Blue light is scattered by Earth's atmosphere</p> <p>The Sun's rays</p> <p>Red light gets refracted, passes through the atmosphere, and falls onto the moon</p>	<p>There are approximately 100 billion galaxies. Milky way: Our solar system is part of the Milky Way galaxy, it is a large barred spiral galaxy.</p> <p>It is called the Milky Way because it appears as a milky band of light in the sky.</p> <p>When you see stars in the sky at night you are seeing other stars in the Milky Way galaxy.</p> <p>There are 8 planets in our solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.</p> 	<p>Mass is the amount of matter and is measured in kilograms (kg) and is the same everywhere in the Universe.</p> <p>Weight is the force due to gravity. It is measured in Newtons (N) and changes throughout the Universe.</p> <p align="center">$\text{weight} = \text{mass} \times \text{gravitational field strength}$</p> <p>The equation can be re-arranged to calculate gravitational field strength:</p> <p align="center">$\text{gravitational field strength} = \text{mass} \div \text{weight}$</p> <p>The value of gravitational field strength on Earth is 10 N/kg, but on the Moon it is 1.6 N/kg and on Mars it is 3.7 N/kg.</p> <p>The gravitational field strength of Mars is less than Earth's because Mars has a lower mass</p>

Lesson 7 Satellites	Lesson 8 Non—planetary bodies	Lesson 9 Beyond the solar system
<p>Satellites: objects that orbit planets in space.</p> <p>Natural satellites are objects that orbit planets and were created as part of the Solar System.</p> <p>Artificial Satellites: Man made objects placed in orbit around planets.</p> <p>There are two types of man- made satellite, it depends on their orbit.</p> <p>Polar satellite-Orbit over the Earth’s poles. Geostationary satellite- travels in line with the equator over the same point on the Earth’s surface.</p> <p>Artificial satellites are used for: Scientific research Weather forecasting Communications Navigation Observing the Earth Military uses.</p>	<p>Asteroid: made of rock, metals and other elements, some even contain water.</p> <p>Asteroid belt: Found between Jupiter and Mars, contains billions of Asteroids (pieces of rocks that didn’t become planets).</p> <p>Kuiper belt: Belt of rocky and icy material that extends out from Neptune.</p> <p>Comet: An object made mostly of ice and dust travelling through space. When they get close to the sun, the ice vaporizes and this produces a streak of gas referred to as a tail.</p> <p>Meteoroid: A fragment of rock or iron travelling through space, smaller than an asteroid.</p> <p>Meteor: When a meteoroid passes through Earth’s atmosphere it heats up and produces a bright streak of light. They are sometimes called a shooting star.</p> <p>Meteorite: A fragment of rock or iron that passes through Earth’s atmosphere and strikes the Earth’s surface.</p>	<p>Light year: the distance light travels in one year. = ten thousand million million km (trillion)</p> <p>Star: A luminous ball of gas, mostly hydrogen and helium held together by its own gravity. -Stars are very hot and give off their own light. -Stars form when enough gas and dust clump together because of gravitational forces. Nuclear reactions release energy which keep the star hot. -Planets form when smaller amounts of dust and gas clump together because of gravitational forces.</p> <p>Galaxy: an immense group of stars, held together by the force of gravity Our galaxy is called the Milky Way, there are also other galaxies.</p> <p>The lifecycle of a star: stars change during their lifetime. Our sun is a main sequence star. The fate of a star depends on how much matter it contains.</p> <p>Constellations: A group of stars which form a noticeable pattern when viewed from Earth. There are 88 constellations.</p>

Year 7 Science
Space

Answer these questions in full sentences in your homework book:

<p>Lesson 1</p> <ol style="list-style-type: none"> 1. What causes night and day? 2. How long does one complete spin of the Earth take? 3. How long does one complete orbit of the Sun by the Earth take? 4. In which direction does the Sun rise? 5. What is the angle of the Earth's tilt? 	<p>Lesson 2</p> <ol style="list-style-type: none"> 1. Why does the Earth have seasons? 2. When it is winter in the Northern hemisphere, what season is it in the Southern hemisphere? 3. When it's summer in the UK, is the Northern hemisphere tilting towards or away from the Sun? 4. Why are temperatures in Autumn and Spring generally similar? 	<p>Lesson 3</p> <ol style="list-style-type: none"> 1. Why is the Moon visible at night? 2. Draw a diagram to show the positions of the Moon, Earth and Sun when we see a full moon. 3. What does 'waning' mean? 4. What does 'waxing' mean? 	<p>Lesson 4</p> <ol style="list-style-type: none"> 1. What is the difference between a partial and total solar eclipse? 2. What is the difference between a solar eclipse and a lunar eclipse? 3. Draw a diagram to show the positions of the Sun, Moon and Earth during a solar eclipse. 4. Draw a diagram to show the positions of the Sun, Moon and Earth during a lunar eclipse. 	<p>Lesson 5</p> <ol style="list-style-type: none"> 1. What is a galaxy? 2. What is the name of the galaxy we're in? 3. Describe the shape of our galaxy 4. How many planets are in our solar system? 5. Name the planets in our solar system.
<p>Lesson 6</p> <ol style="list-style-type: none"> 1. What is the difference between mass and weight? 2. What is the equation that links mass, weight and gravitational field strength? 3. What is the value of the gravitational field strength on Earth? 4. How many times greater is the Earth's gravitational field strength compared to the Moon's? 	<p>Lesson 7</p> <ol style="list-style-type: none"> 1. What is a satellite? 2. What is the difference between an artificial satellite and a natural satellite? 3. What are the 2 types of artificial satellite? 4. Give 3 uses of satellites 	<p>Lesson 8</p> <ol style="list-style-type: none"> 1. What is an asteroid? 2. What are the differences between the Kuiper belt and the Asteroid belt? 3. What are the similarities between meteors, meteoroids and meteorites? 4. What are the differences between meteors, meteoroids and meteorites? 	<p>Lesson 9</p> <ol style="list-style-type: none"> 1. What is a star? 2. How does a star form? 3. What are the differences between stars and planets? 4. What holds stars together in galaxies? 5. What is a constellation? (Can you name any?) 	