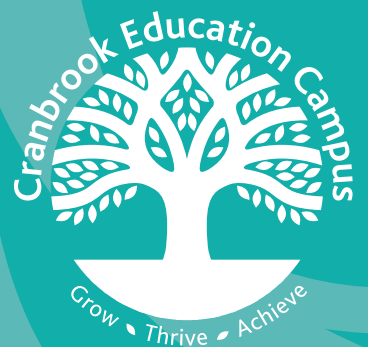


Knowledge Organiser

Year 7
Cycle Two



Personal details

Name:	
Tutor Group:	Tutor:
Head of Year:	House Group:

Key log in information

My school email:	@cranbrook.education
My school password:	
Classcharts code:	

Sparx	sparxmaths.uk	sparxscience.com
Username:		
Password		

Educake	educake.co.uk	
Username:		
Password		

Bedrock - literacy	app.bedrock.learning.org	
Username:		
Password		

French languagenut	languagenut.com	
Username:		
Password		



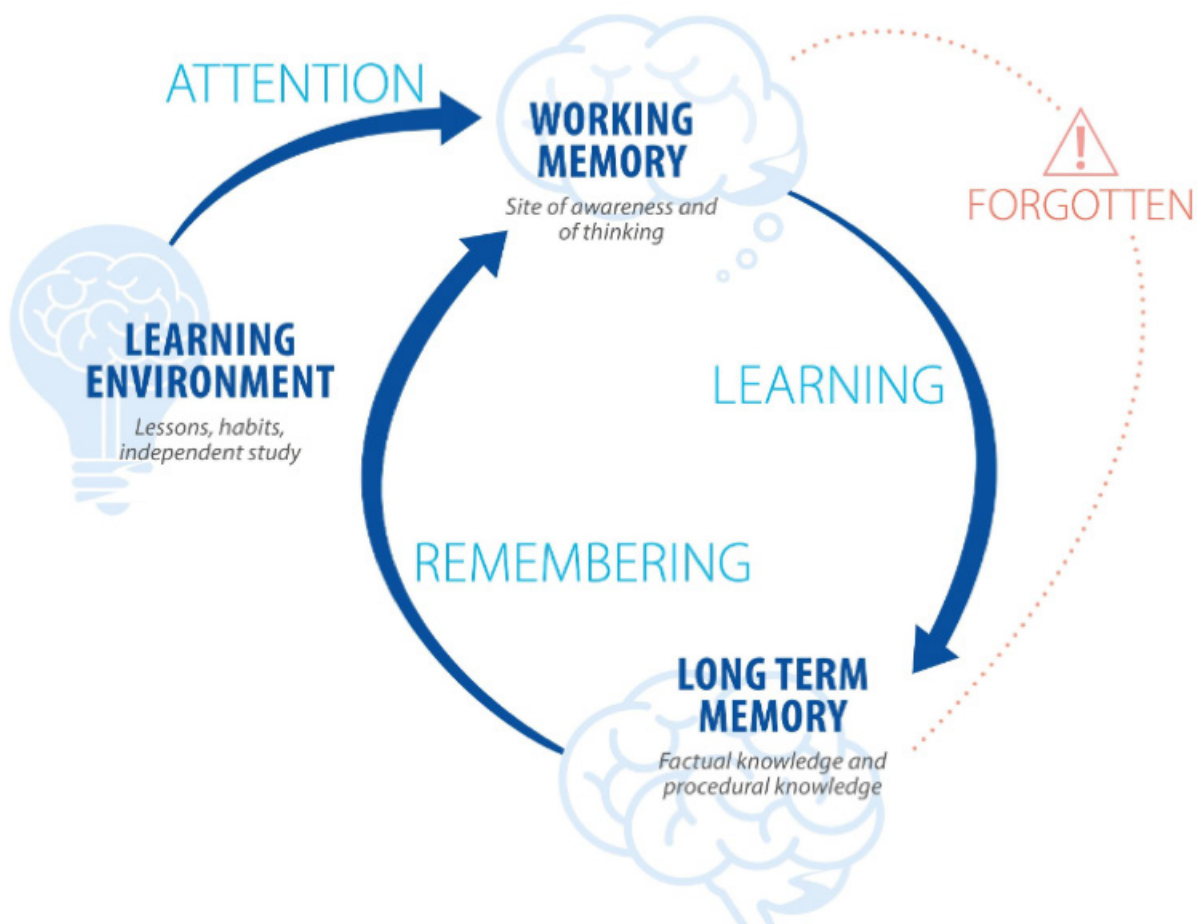
How do we learn?

In your lessons at CEC, teachers plan every minute to ensure the **teaching habits** and strategies they use create a productive learning **environment** and focus your **attention** on the most important content. The information you receive in class is held and dealt with by your **Working Memory** (sometimes called your **short term memory**). Your working memory capacity is limited, meaning you can only deal with a few pieces of new information at a time before you get overloaded - this is called your **Cognitive Load**.

Once in your working memory, new information can be dealt with and transferred to your **Long Term Memory** - this is what learning actually is. Once in your long term memory, the information is organised into **schema** - you organise new memories and link them to your previous experiences. The information in these **schema** can then be recalled to help you understand new information and importantly, this does not use up the limited slots in your working memory. If information is not effectively **learned** or **encoded** from your working to your long term memory, it will be forgotten.

Retrieval practice will help to make sure your schema are well developed and that you are able to link all the knowledge you will need for your lessons. Retrieval practice is exactly what the name suggests - practising retrieval, and then applying, all of that information stored in your long term memory. Again, if you don't regularly practise remembering this information, it can become **forgotten**.

The model below summarises this process showing how new information moves from your environment (what is in happening in your classroom), eventually forming new and valuable memories.



Your Knowledge Organiser

This booklet contains **knowledge organisers** for all your subjects. Each knowledge organiser has the key facts and most powerful information that needs to be **memorised** to help you master your subjects and be successful in lessons. Your teachers have carefully selected the information included to ensure you construct the most effective schema, meaning you can recall the information you need in class to master your subjects.

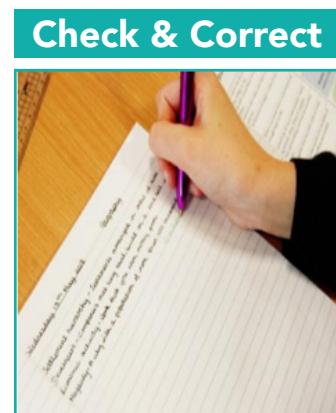
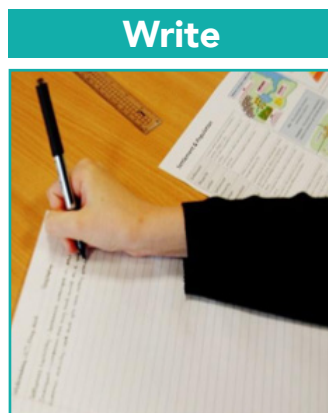
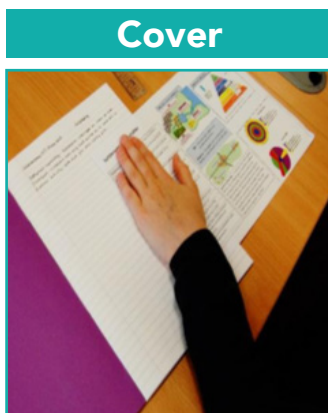
Each week as part of your independent study, you'll be asked to use your knowledge organiser to review this key content, ready for it to be used in class.

How can I use my Knowledge Organiser?

Your knowledge organiser (or **KO**) is a great resource for use at any time at home or in school. Being able to **recall** the information it contains from your long term memory will help you have a really **high success rate** in lessons. One of the most effective ways of forming strong long term memories is by quizzing yourself. In fact, research shows that pupils remember 50% more when they test themselves after learning something new. Simply reading through your knowledge organiser is helpful, but there are also far more effective ways to memorise the important content.

How can I self-quiz?

- » **Cover-Write-Check:** Your teacher may direct you to read a specific section or week of your KO. Once you've read the information, **cover** it up and **write** out as much as you can from memory. Next, **check** the KO to see if you're right, then **correct** any mistakes in your purple pen. Repeat this process two more times - even if you got 100% correct.



- » **Create flashcards:** These could be double-sided with a question on one side and the answer on the other. Alternatively, try a keyword on one side and a definition or diagram on the reverse. These can then be used for self-quizzing. The best way to use flashcards is called the Leitner System - find out more about it here: <https://www.youtube.com/watch?v=C20EvKtdJwQ>
- » **Draw a mind-map:** jot down everything that you remember from the KO and make links between the ideas. Check for accuracy and repeat.



Independent study schedule

All your independent learning for the week is **set at 9 am on Friday** morning, and is due to be completed by 8 am on the hand in day. This includes your online work such as Sparx, Languagenut and Bedrock; and subjects where you should use some of the self-quizzing techniques (such as flash cards or Cornell notes) in your green **Knowledge Organiser workbook**.

The schedule below shows how long you should spend on each task, and the day you are allocated time to complete the task, although you may choose to complete tasks at different times to fit around your other activities and social events. **Specialist support** from your teachers will be available during breaks on the designated day, but please try to seek help with independent learning as soon as a problem arises. Work in your KO workbook will be checked by your tutor on the morning of hand in day.

If you have not completed any of your independent study tasks by 8 am on Friday, you will be required to attend a **2 hour SLT detention** the following Monday to catch up. If you manage to catch up on outstanding work before the start of the SLT detention, you should still attend at 3 pm when your subject teacher will check your tasks and cancel your detention. For incomplete KO tasks, you will be given a same-day redcard break detention.

Year 7, 8 and 9						
	15 min	15 min	15 min	15 min	Specialist support / hand in	Non-completion detention
Monday	Sparx maths				MFL Languagenut	Monday afterschool 3-5pm You will not need to attend the detention if all homework is completed by 3pm on Monday
Tuesday	Sparx reader				Sparx Maths	
Wednesday	Sparx Science			History KO	Sparx Reader	
Thursday	Bedrock			Geography KO	Sparx Science and History	
Friday	MFL Languagenut				Bedrock and Geography	

Who can help with my independent study?

There are lots of people who can help with your independent study. **Independent Study club** runs everyday in the library from **3:00 - 4:00**. There is a quiet space to work, computers to use for online tasks and members of staff available to help. It's a great place to complete all your tasks for the day, leaving your evening free to enjoy your other interests.

If you need help with a particular task, your **subject teachers** will be available at break and lunchtime to help with any issues - just make sure **you** see them before the hand-in day and they will be happy to help.

By using the schedule above, we hope you can plan to complete your independent study as well as still enjoying all your other interests, family and friends each day. If you do have any issues, please tell your **tutor or head of year** straight away.



Stop



'They're not bullying you because of you, they're bullying you because of how they are'

Jessie J

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups.

Bullying can take many forms including:

- emotional abuse
 - social bullying
 - social media
 - threatening behaviour
 - name calling
 - cyberbullying
 - sexting
- Bullying includes REPEATEDLY:**
- people calling you names
 - making things up to get you into trouble
 - hitting, pinching, biting, pushing and shoving
 - taking things away from you
 - damaging your belongings
 - stealing your money
 - taking your friends away from you or leaving you out
 - posting insulting messages or rumours, in person online
 - threats and intimidation
 - making silent or abusive phone calls
 - sending you offensive texts or messages

Speak



'Blowing out someone else's candles doesn't make yours shine any brighter'

Drake

Speak to someone.

No one has a magic wand, but we always do our best and we do really care.

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.



You're **not** alone

Don't be afraid to tell an adult. **Telling isn't snitching!**



Support



'You always have to remember that bullies want to bring you down because u have something that they admire'

Zak Efron

What we do at Cranbrook to deal with bullying:

- **Mentoring** is having a named person you can go to for support at school. Tutor/HOY/Refocus/Other
- **Restorative justice** brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.



! Any form of bullying will not be accepted at Cranbrook.





<p>Year 7 - Art- Cycle 2</p>	<p>Week 1 – Pablo Picasso</p>	<p>Week 3 – Eyes / Mouth / Nose</p>
<p>Key vocabulary/content/ideas</p> <p>Key Vocabulary: Observational drawing / tone / portrait / grid / measure / proportion</p> <p>Content: Throughout Cycle 2 you will be developing your observational drawing skills to create an accurate portrait. We'll explore individual facial features separately, and will then use the grid method to put our new portrait skills together. We'll investigate how artist Pablo Picasso abstracted the face to make interesting, cubist portraits.</p> <p>Ideas:</p> <ul style="list-style-type: none"> • What makes a portrait appear accurate? • How artists utilise math skills to improve their drawing? • What is a Cubist portrait and how can you make one? 	<p>Key Vocabulary</p> <p>Continuous line drawing: pen or pencil on the page and only look at your subject.</p> <p>Portrait: A drawing, painting or photograph of a person. Often just their head and shoulders</p> <p>Meet the Artist: Pablo Picasso Born in 1881 in Malaga, Spain and died 1973, France. His full name is Pablo Diego José Francisco de Paula Juan Nepomuceno María de los Remedios Cipriano de la Santísima Trinidad Ruiz y Picasso. Wow! His mother once told him when he was a child that "if you become a soldier, you'll be a general. If you become a monk you'll end up as the pope." He produced over 1,800 paintings and 1,200 sculptures. Many of his paintings have been sold for over \$100 million!</p>	<p>Key Vocabulary:</p> <p>Line: lightly sketching the outline of your eye.</p> <p>Shape: Creating an accurate shape of your eye – is everything in the correct place?</p> <p>Tone: Using our prior knowledge of tone to create a realistic drawing (add a tone chart to help you)</p> <p>Grid: A series of vertical and horizontal lines measured in 4cm2 over your photograph and sketchbook page.</p> <p>Measure: Using your ruler to measure out your grid on your photograph, and then measure the same grid in your sketchbook.</p> <p>Proportion: Use the grid to check the size of your facial features – are they in the correct box?</p>
<p>Week 5 – The grid method</p> <p>Key Vocabulary</p> <p>Shading: Using a pencil to create a range of different tonal areas – a nose does not have a line around it!</p> <p>Observation: Keep check that your drawing is symmetrical</p> <p>Grid: A series of vertical and horizontal lines measured in 4cm2 over your photograph and sketchbook page.</p> <p>Measure: Using your ruler to measure out your grid on your photograph, and then measure the same grid in your sketchbook.</p> <p>Proportion: Use the grid to check the size of your facial features – are they in the correct box?</p> 	<p>Week 7 – Cubism</p> <p>What is Cubism?</p> <ul style="list-style-type: none"> • Cubism was one of the most influential styles of the twentieth century. • The movement started in 1908 and lasted through the 1920s. • By breaking objects and figures down into distinct areas – the artists aimed to show different viewpoints at the same time and within the same space and so suggest their three dimensional form. • Analytical cubism ran from 1908–12. Its artworks look more severe and are made up of an interweaving of planes and lines in muted tones of blacks, greys and ochres. 	<p>Week 9 – Cubist portrait</p> <ul style="list-style-type: none"> • Synthetic cubism is the later phase of cubism, generally considered to date from about 1912 to 1914, and characterised by simpler shapes and brighter colours. Synthetic cubist works also often include collaged real elements such as newspapers. The inclusion of real objects directly in art was the start of one of the most important ideas in modern art. 



Year 7 - Combined Science - Cycle 2	Week 1 - Reproduction	Week 2 - Puberty and pregnancy
<p>Key vocabulary</p> <ul style="list-style-type: none"> • Reproduction: the process of producing offspring • Gamete: a term for the sex cells of an organism • Puberty: the process of the reproductive system maturing • Sex hormone: chemical messengers such as testosterone or oestrogen that are involved in the reproductive system • Placenta: an organ that forms during pregnancy to supply nutrients and oxygen to the developing baby • Menstrual cycle: the changes in hormones that control the development and release of an egg each month in the female reproductive system • Contraceptive: a method of preventing pregnancy • Force: a push, pull or twist that can change the shape, speed or direction of an object • Resultant force: the overall force acting on an object • Weight: the effect of gravity on an object. Measured in Newtons 	<ul style="list-style-type: none"> • Reproduction produces new individuals (offspring). • There are two forms of reproduction called sexual and asexual. • Two parents are needed for sexual reproduction and it involves the fusing (joining) of sex cells (gametes). • The male reproductive system has testes which produce sperm cells • The female reproductive system has ovaries which produce egg cells. • Sexual reproduction produces offspring that are genetically different to there is variation • Asexual reproduction only requires one parent and produces offspring identical to that parent • Puberty is the process of the reproductive system of a child maturing into that of an adult. • It occurs as a result of sex hormones such as testosterone and oestrogen. 	<ul style="list-style-type: none"> • Fertilisation occurs when a sperm cell meets an egg cell and fuses with it. This creates an embryo which can develop into a foetus. • The process of an embryo developing into a baby is called gestation and occurs over approximately 9 months • The embryo divides in its mother's uterus (womb) • As it grows, the foetus receives the nutrients it needs from the placenta where they pass from mother to child • The growing baby is connected to the placenta by the umbilical cord • The amniotic fluid supports the baby in the uterus and acts as a shock absorber • After 40 weeks the mother's cervix relaxes and the muscle walls of the uterus contract which pushes the baby out of the vagina
<p>Week 3 - Menstrual cycle and contraception</p> <ul style="list-style-type: none"> • The menstrual cycle is the term given to the changes in hormones that control when an egg is released each month by a female. • The term for releasing an egg is ovulation. • There are different hormones that work together to control the menstrual cycle. Oestrogen and progesterone are two of those hormones. • Menstruation occurs at the end of a cycle as is commonly known as a period • Contraception can be used to prevent pregnancy occurring. • Barrier contraceptives such as a condom prevent the sperm from meeting the egg. • Hormonal contraceptive prevent an egg being released 	<p>Week 4 - Forces</p> <ul style="list-style-type: none"> • A force is something that changes the direction, speed or shape of an object • Forces can be contact or non-contact depending on whether the force needs to touch the object to act on it • Resultant force is the overall force acting on an object • Arrows on a force diagram show the size and direction of the force. • Newton's 1st law states: if the resultant force acting on a stationary object is 0N the object will remain stationary if the resultant force acting on a moving object is 0N the object will continue with the same velocity if the resultant force acting is non-zero, the object will accelerate in the direction of a force. 	<p>Week 5 - Weight, mass and stretching springs</p> <ul style="list-style-type: none"> • The weight of an object depends on its mass and the force of gravity acting on it. • Weight W can be calculated as: $W = m \times g$ (N) (kg) (N/kg) • The terminal velocity of a falling object is reached when the downward force of gravity equals the resistive force of gravity • An elastic object deforms (changes shape) when a force is applied but returns to its original shape when the force is removed • If enough force is applied to a spring it will reach its elastic limit and deform permanently



Key vocabulary	Week 6 - Filtration and crystallisation	Week 7 - Chromatography
<ul style="list-style-type: none"> ● Mixture: two or more elements or compounds that are not chemically combined ● Insoluble: does not dissolve ● Soluble: does dissolve ● Filtrate: the liquid and dissolved substances that passes through filter paper ● Residue: the solid that does not pass through filter paper ● Chromatography: separating a mixture of soluble substances based on solubility ● Distillation: separating a liquid from a solution ● Fractional distillation: separating a mixture of liquids based on boiling point ● Boiling point: the temperature at which a substance changes state from liquid to gas ● Pathogen: a microorganism that can cause hard ● Enzyme: a biological catalyst 	<ul style="list-style-type: none"> ● Mixtures are impure substances which contain elements and/or compounds that are not chemically joined together ● Mixtures can be separated using physical methods such as filtering ● Filtration separates an insoluble substance from a liquid. The insoluble substance cannot pass through the filter paper and so remains in the paper as a residue. ● The liquid that passes through the filter paper is called the filtrate ● Crystallisation separates a soluble substance from a liquid solvent. ● The liquid solvent is evaporated when heated but the soluble substance remains as a solid ● The soluble substance is not evaporated as it has a higher boiling point than the liquid 	<ul style="list-style-type: none"> ● Paper chromatography is a technique used to separate mixtures of soluble substances such as food dyes. ● It can be used to find out which colours have been mixed together in an ink. ● It works because some compounds dissolve better in a solvent than others. ● When a solvent moves along a strip of paper, it carries the substances in the mixture at different speeds. ● The solvent is called the mobile phase ● The paper contains the stationary phase. ● The paper with the separated substances on is called the chromatogram
Week 8 - Distillation	Week 9 - Digestion and Enzymes	Week 10 - Enzyme activity
<ul style="list-style-type: none"> ● Simple distillation is used to separate a solvent from a solution. ● It works because the dissolved solute (ink) has a much higher boiling point than the solvent (water). ● When the solution is heated, only the water evaporates and turns into a gas (vapour). ● The gas moves away and is cooled and condensed (changes from a gas to liquid). ● The collected liquid water will now be pure ● The ink will be left behind because it has a much higher boiling point. ● The apparatus used is called a simple still. 	<ul style="list-style-type: none"> ● The digestive system is a group of organs which work together to break down our food and absorb the nutrients we need. ● The stomach contains hydrochloric acid which kills any pathogens (like bacteria) that enter with our food. ● The small intestine is responsible for breaking down large molecules into small ones and absorbing the nutrients. ● The large intestine absorbs the water. ● Enzymes are a special molecules in the body that help to speed up the rates of reactions. We call them biological catalysts. ● Enzymes are made of proteins. ● In humans, digestive enzymes turn large molecules in our food into the smaller subunits they are made from. 	<ul style="list-style-type: none"> ● The substances that enzymes break down are known as substrates. ● The substances produced when an enzyme has broken down a substrate is called a product. ● Each enzyme is specific to one type of substrate only. ● The enzymes have a specific shape which is called the active site and it only fits with one type of substrate <div data-bbox="1226 332 1429 860" style="text-align: center;"> <p>Enzyme + Substrate → Enzyme-Substrate Complex → Enzyme + Products</p> </div>



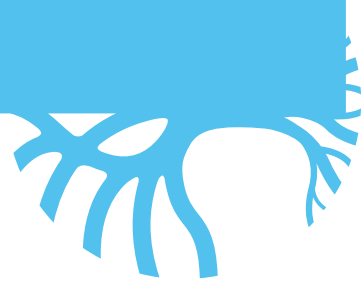
Year 7 - Computing - Cycle 2	Week 1 - Scratch Basics	Week 2 - Iteration
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> ● Script: A character or item that can be programmed to respond to user inputs or conditions that happen in the game. ● Iteration: This means to repeat something. For example, we may ask somebody to "reiterate" what they have just said. ● Selection: This is where a condition is tested and if it is true something happens; if it is false something else happens. ● Variable: This is something that can store a value; for example a score. The value of a variable can be changed e.g. increased or decreased. 	<ul style="list-style-type: none"> ● Sprite: A character or item that can be programmed to respond to user inputs or conditions that happen in the game ● Stage: The background on which all sprites are placed and all actions occur. The stage can have a range of different backgrounds. ● Blocks: Each individual instruction is stored within a block. Different blocks can be joined together. ● Script: A script is a set of instructions that contain several blocks. A script will often begin with an event such as when green flag clicked. ● Sequence: This is the word used to describe the order of a script (how one block is placed before another). If the order of a sequence is wrong, the script fails. 	<ul style="list-style-type: none"> ● Iteration: This means to repeat something. For example, we may ask somebody to "reiterate" what they have just said. ● Forever Loop: This is a block that is used to repeat a set of instructions without stopping. You either have to include a stop all block or press the stop button to end it. ● Repeat Until Loop: This is a block that is used to repeat a set of instructions until a certain condition has been met ● Repeat (Number) Loop: This is a block that is used to repeat a set of instructions for a given amount of times. ● Bounce (If on edge): This reverses the direction of the sprite on edge collision.
<p>Week 3 - Selection</p> <ul style="list-style-type: none"> ● Selection: This is where a condition is tested and if it is true something happens; if it is false something else happens. ● IF: This is the first part of a selection sequence, and only occurs if the condition has been met. For example, if one sprite touches another it hides. ● ELSE: This is the part of a selection sequence that will occur if the condition has not been met. For example, if one sprite isn't touching another it remains visible. ● Condition: Something that the selection sequence tests to see if it is true. 	<p>Week 4 - Additional Scripts</p> <ul style="list-style-type: none"> ● Rotation Style: This determines how a sprite behaves when it changes direction. Left-Right means the sprite only faces left or right, whereas rotate means the sprite rotates when the direction is changed. ● Event: This is when the user presses a key on the keyboard, moves the mouse or clicks the green flag. An event is always needed at the beginning of a script. ● Tokens: These are sprites that are collected within a game; for example, coins or food items for a character. 	<p>Week 5 - Variables</p> <ul style="list-style-type: none"> ● Variable: This is something that can store a value; for example a score. The value of a variable can be changed e.g. increased or decreased throughout a game. ● Setting: This is necessary if you are to use a variable for something such as a score. At the beginning of a game (after the green flag has been clicked), the score must be set to zero. ● Changing: This is necessary for the variable to increase in value. For example, if you have programmed a game where tokens are collected, each time a token is collected the score must increase by a certain amount.



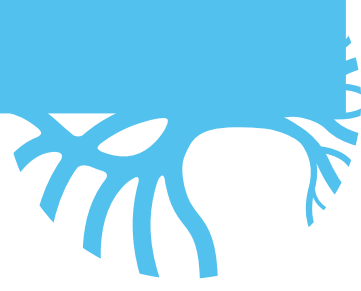
Key vocabulary/content/ideas	Week 6 - Introducing Python	Week 7 - Inputs, Outputs and Variables
<ul style="list-style-type: none"> • Programming Language: A special language that programmers use to write their instructions. It's like a secret code that the computer can understand. • Variable: like a container that holds a value or information in a computer program. It has a name and can be changed or updated, for example a variable to hold a username. • Selection: Allows a program to make decisions based on certain conditions. It enables the program to choose between different actions or paths based on the outcome of the condition. • Syntax: The rules and structure for writing in a programming language. 	<ul style="list-style-type: none"> • Programming: A way of telling the computer what to do by writing special code. Programming is used to create games, websites, and apps. • Programming Language: A special language that programmers use to write their instructions. It's like a secret code that the computer can understand. • Algorithm: A way of solving a problem. It's a set of step-by-step instructions that tell the computer what to do to solve a particular task. • Python: A user-friendly programming language that is easy to read and understand. With Python, programmers can create games, analyse data, and create websites. 	<ul style="list-style-type: none"> • Input: The information or data that you give to a computer program. It's like the things you tell the program to use or work with. • Output: The result or answer that a computer program gives you after it has processed an input. • Variable: like a container that holds a value or information in a computer program. It has a name and can be changed or updated, for example a variable to hold a username. • Assignment: Giving a value to a variable in a computer program. If you write "x = 5" in your program, you are assigning the value 5 to the variable "x".
Week 8 - Selection	Week 9 - Iteration	Week 10 - Interactive Story
<ul style="list-style-type: none"> • Selection: Allows a program to make decisions based on certain conditions. It enables the program to choose between different actions or paths based on the outcome of the condition. • Condition: When we test a value in programming to decide what happens next. A condition can be something like "Is it sunny today?" or "Is the number greater than 10?" The program will evaluate the condition and take action accordingly. • Operator: A symbol or keyword used in programming to either compare values or make changes to them. They include addition (+), subtraction (-), multiplication (*), division (/), and comparison operators like equal to (==) or greater than (>). 	<ul style="list-style-type: none"> • Iteration: Iteration is a fundamental programming concept that involves repeating a set of instructions or a block of code multiple times. It's often used to perform tasks in a repetitive manner, like processing data in a loop. • Condition-Controlled Loop: A condition-controlled loop is a specific type of loop in programming where the execution continues as long as a specified condition or test remains true. It allows flexibility in determining when the loop stops. • Break Command: A special command that can be used to end a condition controlled loop as soon as a particular condition is no longer met. 	<ul style="list-style-type: none"> • IDE (Integrated Development Environment): An IDE is an application that provides programmers with tools and features to write, test, and debug their code. • Logic: The reasoning and decision-making process in programming. It involves the thinking behind solving a problem or performing a task. • Syntax: The rules and structure for writing in a programming language. It ensures that code is written in a way that the computer can understand. • Syntax Error: This is when code doesn't follow the rules of the programming language. Syntax errors will often prevent a program from running.



Year 7 – Drama - Cycle 2	Week 2	Week 4
<p>Key vocabulary/content/ideas</p> <p>Tension- Used to raise a piece of drama to a climax or anti-climax and to engage an audience. Can be created with sound, silence or the way the characters on stage act/react (Think about a scary film where someone goes towards a door, the audience might feel nervous of what is behind the door due to the music/silence and way the actor is acting/reacting)</p> <p>Atmosphere - the feeling in the theatre at the time of the performance. This can be changed by raising the tension or breaking the tension. Music and lighting are also ways to help develop atmosphere. Genre- the style of the piece of drama (e.g. horror, comedy, musical theatre, melodrama)</p>	<ul style="list-style-type: none"> • Group improvisation – Whole class or large group improvisation of a scene. • TIR (teacher in role) - Everyone is involved in an improvised scene. Everyone must focus, stay in role, listen and react in character to what is going on. It can be used to explore a new theme/story and to initiate ideas for devising. • Pace – How fast or slow you are speaking • Emphasis – Taking longer to say a particular syllable in a word or placing stress on certain syllables to suggest meaning. 	<ul style="list-style-type: none"> • Role on the wall – a drawing of a person where you share internal and external facts about a character. A rehearsal technique. • Objectives – the aim or goal of a character within a scene. For example, to persuade someone or to confront someone. • Conscience alley - A useful technique for exploring any kind of dilemma faced by a character, providing an opportunity to analyse a decisive moment in greater detail. The class forms two lines facing each other and gives 2 opposing viewpoints about a dilemma the character is facing.
<p>Week 6</p> <ul style="list-style-type: none"> • Mime – acting without words. <p>What makes a successful mime? Slow down your movement</p> <ul style="list-style-type: none"> • Exaggerate facial expressions • Make sure gestures are clear • Don't turn your back • Keep it simple! • Naturalism – True to lie situations and realistic characters • Non-naturalism – Exaggerated and non-naturalistic characters, can jump around in time, might not represent realistic real life situations. 	<p>Week 8</p> <ul style="list-style-type: none"> • Marking the moment - Highlighting a moment in the play using a Drama technique. Marking the moment can be done through still image, music, a song, cross cutting, narration or a number of other techniques. • Transitions - The process of moving between two scenes smoothly. Transitions are important when creating a performance so that the audience has a coherent experience. • Recap all content covered so far in week 4, 6 and 8. 	<p>Week 10</p> <p>Technical elements - lights, costume, sound effects/music, props/scenery- things we add to enhance the performance!</p> <p>Tech rehearsal - This is a very slow run where we check all of the elements that we have decided to use.</p> <p>Dress rehearsal - A dress rehearsal is where you go through the performance as though it is the real thing. You should use all added elements (like lighting and costume) and perform as though there is an audience. This helps you to identify any areas that need to be addressed before the show.</p>



Year 7 - English- Cycle 2		Week 1 - Informed opinions	Week 2 - Debate
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> Rhetoric: The art of persuasive or effective speaking and writing Inequality: an unfair situation in society where some people have more rights or chances than others Feminism: The idea men and women should be equal Logos: an appeal to logic. An argument that uses facts and logic to persuade an audience e.g. statistics, discourse markers, cause and effect arguments e.g. Statistics, Discourse Markers, Cause + Effect Migrant : someone who moves to another area in the hope of a better life. Authority: the power or right to give orders, make decisions and enforce obedience Despicable: worthy of hating. Apocalypse: an event involving destruction on a world wide scale Advocate – a person who supports an idea but doesn't necessarily experience it themselves 		<p>Key Ideas</p> <ul style="list-style-type: none"> An informed opinion is one that is one that takes into account reasoning and facts Debates are an important way to express and challenge our ideas <p>Key Conventions</p> <ul style="list-style-type: none"> When planning our argument in a debate, it is important to reflect on how the topic impacts society, class, gender, the individual, race and other factors When you respond to another in a debate it is important to respond to their argument and not just to repeat your own <p>Key Subject Terminology</p> <ul style="list-style-type: none"> Debate: a formal discussion of ideas Emotive Language: Words or phrases used to encourage an emotional response from the reader e.g. A disgusting display 	<p>Key ideas</p> <ul style="list-style-type: none"> Aristotle argued there were three main forms of reasoning to appeal to when giving speeches: ethos, logos and pathos. Both women and men experience gender stereotyping and suffer as a result of sexism. <p>Key Conventions</p> <ul style="list-style-type: none"> In a debate, one side has to argue for an idea and they are called the proposer. The other side arguing against the idea is called the opposer. When planning a debate, I should try to appeal to ethos, logos and pathos <p>Key Subject Terminology</p> <ul style="list-style-type: none"> Ethos: Greek word meaning character. An argument that convinces the audience to trust you. E.g. persona, pronouns, anecdotes Pathos: An appeal to emotion. An argument that aims for an emotional response e.g. Semantic Fields, Emotive Language, Hyperbole
<p>Week 3 - Debate</p> <p>Key Ideas</p> <ul style="list-style-type: none"> Xenophobia is a dislike of someone as a result of their home country. A refugee is someone who is forced to leave their home as a result of conflict or disease. <p>Key Conventions</p> <ul style="list-style-type: none"> Speakers often use modal verbs in their writing to create a sense of authority to what they say Anaphora can create a sense of authority as it emphasises the speaker's message. A counter argument is where you address your opponent's views and explain why they are wrong or offer an alternative view. <p>Key Subject Terminology</p> <ul style="list-style-type: none"> Anaphora: the repetition of a word or phrase at the beginning of successive clauses or sentences. Modal Verb: an auxiliary verb that expresses necessity or possibility: must, shall, will, should, would, can, could, may, and might. 		<p>Week 4 - Speeches</p> <p>Key Ideas</p> <ul style="list-style-type: none"> Speeches are addressed to an audience and some famous speeches go down in history because of their power to motivate and persuade their audience. <p>Key Conventions</p> <ul style="list-style-type: none"> Speeches usually start with an introduction, usually referencing the audience and then structure their argument using discourse markers and finish by thanking the audience. Effective speeches are learnt off by heart so there is no barrier between the speaker and the audience. <p>Key Subject Terminology</p> <ul style="list-style-type: none"> Paralinguistic features: Non – verbal techniques used to speakers such as nodding, pointing, gesturing Discourse Marker: A word or phrase whose function is to organise discourse into segments 	<p>Week 5 - Speeches</p> <p>Key Ideas</p> <ul style="list-style-type: none"> It is important to remember to use paralinguistic features when giving a speech. <p>Key Conventions</p> <ul style="list-style-type: none"> Politicians and activists often use speeches to communicate their views though sometimes they pay someone else to write them. Usually a speaker will use paralinguistic features such as nodding or pointing at the audience while they speak to emphasise their point. <p>Key Subject Terminology</p> <ul style="list-style-type: none"> Parataxis: from Greek, meaning “to place side by side.” is when phrases and clauses are placed one after another independently, without conjunctions.



Key vocabulary	Week 6 - Speeches	Week 7 - Articles
<ul style="list-style-type: none"> ● Paramount: Of the utmost importance ● Discrimination: treating someone badly because of their race, gender, sexuality, religion ● Persona: A role or character adopted by an author to show a specific perspective e.g. a head teacher vs a student ● Cogent: Clear, logical and convincing ● Revered: a deep respect or admiration for something. ● Ubiquitous: agreed by everyone 	<p>Key Ideas</p> <ul style="list-style-type: none"> ● Speeches that have changed the world include Martin Luther King's I have a dream speech and Greta Thunberg's address at the United Nations Climate Action event. ● Make sure you are revising your speech you wrote in class ready to deliver it to an audience this week <p>Key Conventions</p> <ul style="list-style-type: none"> ● To appeal to the emotions of their audience, like articles they also use emotive language and hyperbole. ● They often include rhetorical questions to encourage the reader to reflect on their point or to introduce a cause and effect argument <p>Key Subject Terminology</p> <ul style="list-style-type: none"> ● Hyperbole: Exaggerated statements or claims not meant to be taken literally <i>e.g. I could eat a horse</i> ● Cause and Effect Argument: where you highlight the link between an action and a consequence to illustrate the impact of that choice 	<p>Key Ideas</p> <ul style="list-style-type: none"> ● Newspaper articles are usually written to inform, entertain or persuade. ● When we write newspaper articles in school, it is often necessary for us to adopt a persona. ● Key features of newspaper articles include headlines, lead lines, body and subheadings <p>Key Conventions</p> <ul style="list-style-type: none"> ● Many persuasive pieces include the use of statistics – a fact or piece of information from a study – to persuade their audience they have expert knowledge. ● Newspaper articles also often include anecdotes to demonstrate the human or individual impact of the issue they are discussing. ● A good way of persuading someone to agree with your opinion is by using a cause and effect argument <p>Key Subject Terminology</p> <ul style="list-style-type: none"> ● Anecdote: A short story used to support an argument ● Prognostication: A prophecy or vision of future events
<p>Week 8 - Articles</p> <p>Key Ideas</p> <ul style="list-style-type: none"> ● Journalists often use dashes to create journalistic asides. These are small comments used to add detail or create a personal tone. ● It is important to read news articles from a critical view point because they are written to persuade you to a particular view, even when they seem impartial. <p>Key Conventions</p> <ul style="list-style-type: none"> ● A Prognostication is an effective tool in persuasive writing because you are presenting someone with a vision of the future as perfect if they follow your advice or a vision of the future as dystopic if they do not. ● Including a rebuttal argument where you explain the oppositions argument and then undermine is also an effective appeal to logos you can use in your response. <p>Key Subject Terminology</p> <ul style="list-style-type: none"> ● Dystopia: An imagined future where there is great suffering or injustice ● Rebuttal: An argument to disprove or counter somebody else's argument 	<p>Week 9 - Articles</p> <p>Articles should follow the following structure:</p> <ol style="list-style-type: none"> 1. Anecdote 2. Research 3. An exploration of the problems 4. A reference to or debunking of the alternative view 5. Some kind of solution or better way of being 6. A sound end – call to action, call to think or picture of utopic possible future 	<p>Week 10 - Revision</p> <p>Revise everything for this cycle's assessment</p>



Year 7 - French- Cycle 2

Classroom interaction language

- **Salut** - Hi
- **Ca va?** – How are you? (How is it going?)
- **Ca va bien** – I am well (it is going well)
- **Ca ne va pas** – I am not well (it's not going well)
- **Merci** – Thank you
- **Et toi?** – And you?
- **Comment dit-on...en français?** – How do you say...in French?
- **On va...** - We are going to...
- **On va parler** – we are going to talk
- **On va jouer** – we are going to play
- **On va écouter** – we are going to listen
- **Trois, deux, un** – Three, two, one
- **Regardez-moi** – Look at me

Week 1 – key vocabulary and content

à	at, to	penser	to think, thinking
l'exemple (m)	the example	aujourd'hui	today
normalement	normally	Week 1 sentence:	
le cadeau	present, gift	Je demande la raison.	
la raison	the reason	I ask for the reason.	
que	that		
demander	to ask, asking for		
donner	to give, giving		
montrer	to show, showing		
penser à	to think about, thinking about		

Week 2 - key vocabulary and content

préfé(e)	favourite	travailler	to work, working
le film	film	manger	to eat eating
la maison	house	nous	we
le déjeuner	lunch	Week 2 sentence:	
déhors	outside	Je regarde la télé à la maison.	
la partenaire	partner (f)	I watch TV at home.	
le partenaire	partner (m)		
la télé	television		
préparer	to prepare, preparing		
marcher	to walk, walking		
regarder	to watch, watching		

Week 3 - key vocabulary and content

une élève	a pupil (f)	Week 3 sentence:	
un élève	a pupil (m)	Nous jouons ensemble.	
le fruit	fruit	Ils chantent ensemble.	
ensemble	together	We play together.	
l'histoire (f)	history, story	They sing together.	
la radio	radio		
elles	they (f)		
ils	they (m)		
jouer	to play, playing		
chanter	to sing, singing		
étudier	to study, studying		

Week 4 - key vocabulary and content

la table	board	Week 4 sentence:	
la classe	class	Il ferme la porte.	
la porte	door	Nous travaillons en silence.	
bien	good, well	He closes the door.	
la salle	room	We work in silence.	
la chemise	shirt		
le silence	silence		
fermer	to close, closing		
regarder	to watch, to look at		
la fenêtre	window		
vous	you (plural)		

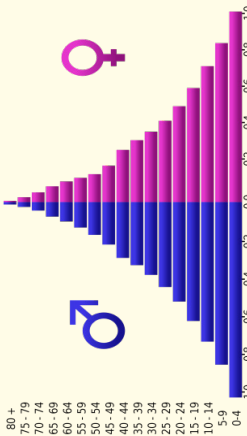

Week 5 - key vocabulary and content

une	a, an (f), one (f)	douze	twelve
un	a, an (m), one (m)	deux	two
huit	eight	Week 5 sentence:	
onze	eleven	Il y a douze élèves.	
cing	five	There are twelve pupils.	
quatre	four		
neuf	nine		
sept	seven		
six	six		
des	some		
dix	ten		
il y a	there is, there are		
trois	three		


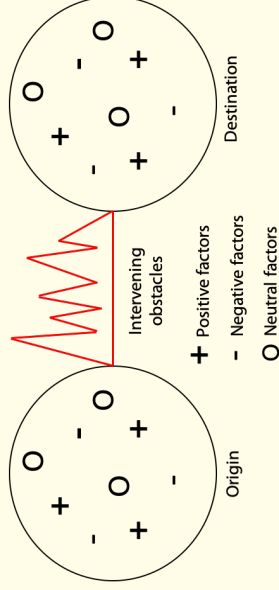





Classroom interaction language	Week 6 - key vocabulary and content	Week 7 - key vocabulary and content
<ul style="list-style-type: none"> • un stylo violet – a purple pen • un stylo noir – a black pen • Est-ce que je peux...? – Can I...? • Est-ce que je peux avoir...? – Can I have...? • Est-ce que je peux faire...? – Can I do...? • Est-ce que je peux faire les points? – Can I do the points? • Est-ce que je peux aller aux toilettes? – Can I go to the toilet? • C'est vrai – it is true • C'est faux – it is false • C'est correct – it is correct • C'est juste – it is fair • A mon avis – In my opinion • Je pense que – I think that 	<p>ils sont they are, they are being (m m/f)</p> <p>elles sont they are, they are being (f)</p> <p>nous sommes we are, we are being</p> <p>vous êtes you are, you are being (plural)</p> <p>le frère brother</p> <p>ouvert(e) open</p> <p>les parents (m pl) parents</p> <p>la soeur sister</p> <p>strict(e) strict</p> <p>sage well-behaved</p> <p>jeune young</p> <p>Week 6 sentence: Ils sont sages et nous sommes jeunes They are well-behaved and we are young.</p>	<p>ils ont they have, they are having (m m/f)</p> <p>elles ont they have, they are having (f)</p> <p>nous avons we have, we are having</p> <p>vous avez you have, you are having (plural)</p> <p>une enfant a child (f)</p> <p>un enfant a child (m)</p> <p>aussi also</p> <p>difficile difficult</p> <p>la famille family</p> <p>Week 7 sentence: Ils ont un problème ici. They have a problem here.</p>
Week 8 - key vocabulary and content	Week 9 - key vocabulary and content	Week 10 - key vocabulary and content
<p>ils font they do, they make (m m/f)</p> <p>elles font They do, they make (f)</p> <p>nous faisons We do, we make</p> <p>vous faites You do, you make (plural)</p> <p>Week 8 sentence: Nous faisons la cuisine ensemble. We do the cooking together.</p>	<p>Revision of previous weeks so far.</p>	<p>aller to go, going</p> <p>je vais I go, I am going</p> <p>tu vas You go, you are going</p> <p>il va He goes, he is going</p> <p>elle va She goes, she is going</p> <p>la caisse checkout</p> <p>le jour day</p> <p>comment how</p> <p>le parc park</p> <p>la poste post office</p> <p>samedi Saturday</p> <p>le collège school</p> <p>le train train</p> <p>quand when</p> <p>où where</p> <p>Week 10: Revision of all previous sentences.</p>



Year 7 - Geography- Cycle 2	Week 1 – World Population	Week 2 - Population Pyramids
<p>Key vocabulary</p> <p>Population: the number of people living in a particular place.</p> <p>Population distribution: the pattern of where people live and how populations are spread out.</p> <p>Megacity: a city with a population of over 10 million people.</p> <p>Sparsely populated: areas with few people living in them.</p> <p>Densely populated: areas with many people living in them.</p> <p>Current global population: 8 billion people.</p>	<p>Population Density= Population ÷ Area. Population density is the number of people in a given area. You can think of it as measuring how busy an area is.</p> <p>The population of the world is not evenly distributed.</p> <p>Historically, settlements have built up in areas with natural resources that can support a population such as water, soil, the ability to grow food and job opportunities.</p>	<p>Population pyramids: a bar graph that shows the structure of a population by sex and age category.</p> <p>Birth rate: the number of people born in a year, measured for every 1000 of the population.</p> <p>Death rate: the number of people who dies in a year for every 1000 of the population.</p> 
<p>Week 3 – Nigeria</p> <p>Nigeria has a youthful population.</p> <p>Nigeria is a Newly Emerging Economy (NEE).</p> <p>Nigeria is Africa’s most populated nation with 213 million people.</p> <p>It’s fertility rate (how many babies a woman has) is twice the world average at 5.5 births per woman.</p> <p>43% of all Nigerians are under the age of 15.</p> <p>Half of Nigeria’s population lives on less than \$1.90 per day.</p> <p>Nigeria’s population is predicted to be 402 million by 2050.</p>	<p>Week 4 – UK</p> <p>The UK has an ageing population.</p> <p>The UK is a High Income Country (HIC).</p> <p>In 2021, there were 11.8 million people aged over 65 in the UK (18% of the population).</p> <p>Advantages: Pass on their experience and knowledge, they fulfil childcare roles for their grandchildren and have money to spend in leisure activities.</p> <p>Disadvantages: Less economically active people, strain on healthcare and the government not having enough money for pensions.</p>	<p>Week 5 – DTM</p> <p>Demographic Transition Model: a model linking population changes with development changes over time.</p> <p>Stage 1: birth and death rates are high due to famine and disease.</p> <p>Stage 4: birth and death rates are low due to good healthcare.</p> 



Key Terms	Week 6 – China 	Week 7 – Migration
<p>Migrant: someone who moves from one place to another.</p> <p>Forced migrants: people who have no choice to move from one place to another due to war or natural disasters.</p> <p>Push factors: things that make people want to leave an area e.g. lack of jobs.</p> <p>Pull factors: good things that attract people to a new place e.g. better housing.</p>	<p>China's One Child Policy (OCP)</p> <p>China's OCP started in 1979 to control rapid population growth. It was changed to two children in 2015.</p> <p>Rules used to be that you could only have one child if you lived in the city but two in the countryside if your first was a girl.</p> <p>Now, the government is concerned about an ageing population slowing down their economy. 'Little emperors' was the term used to the single children born as part of the OCP.</p>	
Week 8 – Mexico 	Week 9 – Europe 	Week 10 – India 
<p>Mexico to USA migration</p> <p>The number of Mexican-born immigrants living in the USA soared from 760,000 in 1970 to a peak of 12.6 million in 2007, including many entering the country illegally.</p> <p>The USA is a rich and attractive nation.</p> <p>Mexico is a much poorer country with a rapidly growing population. It has problems of high crime rates, corruption and poor education.</p> <p>Mexicans have filled jobs in the USA as farm laborers, factory workers and cleaners.</p>	<p>Syria to Europe migration.</p> <p>Refugees: people who have been forced to move away from their home country to seek safety in another country.</p> <p>Civil war erupted in Syria in 2011 and an estimated 11 million people fled their homes.</p> <p>Many Syrians sought refuge in neighbouring countries such as Turkey.</p> <p>People traffickers offered Syrian migrants transportation across the Mediterranean Sea, which is illegal. Migrants travelled in low quality, dangerous and overcrowded boats.</p>	<p>India's cities are growing.</p> <p>Rural-urban migration: the movement of people from the countryside to towns and cities within a country.</p> <p>Urbanisation: an increasing percentage of a country's population moving from the countryside to towns and cities.</p> <p>Slums: a densely populated urban area with poor quality housing.</p> <p>Impact of rural-urban migration: fewer people to feed & more resources in rural areas. However, elderly remain and fewer workers on the land.</p>

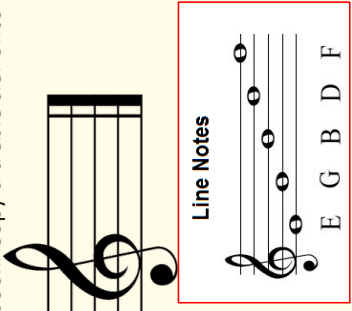
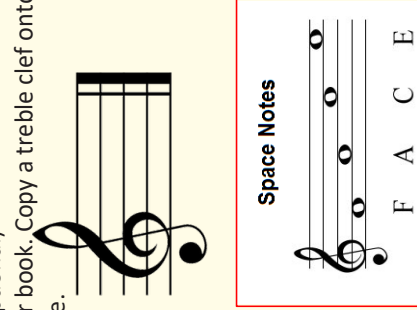
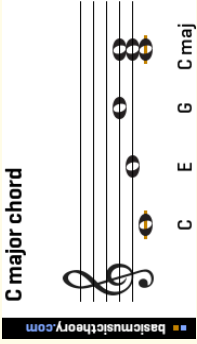
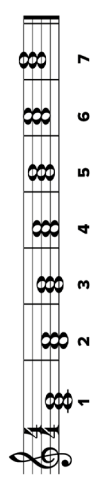


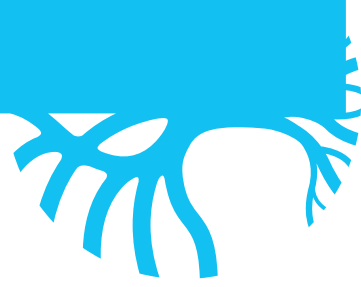
Year 7 - History- Cycle 2	Week 1 – Key Terms	Week 2 - The Black Death
<p>Key Dates</p> <ul style="list-style-type: none"> 1347 - Black Death hits Venice (Italy) June 1348 - Black Death arrived in England (Dorset). 1351 - Edward III introduces the Statute of Labourers 1381 - The Peasants' Revolt. 15 June 1381 - Richard II meets the rebels. 	<p>Black Death - A plague that devastated Europe in the fourteenth century.</p> <p>Buboes - Onion shaped swellings that were usually the first symptom of the Black Death. Miasma - Theory that disease was caused by a poisonous cloud of 'bad air'.</p> <p>Bubonic plague - the most common type of plague, named after the buboes.</p> <p>Pneumonic plague - a more deadly type of plague that attacked the lungs.</p> <p>Flagellant - a religious sect that punished themselves for sins by whipping their bodies.</p> <p>Yeomen - a new class in medieval England; commoners who farmed their own land.</p> <p>Poll Tax - everyone (rich and poor) paid the same amount.</p>	<p>It killed over 1/3 of England's population within two years of its arrival in 1348. There were two types of plague. The bubonic plague would start with buboes spreading across the victim's body, followed by blue or black patches of skin and vomiting before (most of the time) killing the victim. The pneumonic plague was spread by breath and attacked the lungs.</p> <p>What did medieval people think caused the Black Death?</p> <p>Today we know the bubonic plague was spread by fleas living on rats that were moving throughout Europe on merchants' ships. Most medieval people thought God had sent the Black Death as a punishment for their sins. Others believed the alignment of the stars could explain it. Some people believed 'miasma' (bad air) was causing the disease.</p> <p>Medieval Treatments As there was no real understanding of the cause, treatments were equally as far-fetched, e.g. drinking vinegar, bleeding, 'sweating it out'. Some doctors but frogs/live chickens on the buboes to absorb the poison. Some doctors realised that draining the buboes could help cure a victim too.</p>
<p>Week 3 – Key Event – The Peasants Revolt</p> <p>(Read this through and try to tell the story from memory)</p> <p>The Peasants' Revolt - Having lost such a large section of the population during the Black Death, landowners found it difficult to find enough peasants to work their land. Peasants knew they were in demand and wanted higher wages. King Edward III tried to stop this with the Statute of Labourers (a law) which fixed peasant wages at the pre-Black death rate. In 1381, Richard II (14 years old) was King of England but left most of the government to his uncle, John of Gaunt (an unpopular nobleman who didn't care much about peasants). Gaunt raised a Poll Tax to help pay for war with France - it was deeply unpopular and when a royal official tried to collect the tax in Essex (May 1381) English peasants refused to pay and killed his servants! Wat Tyler organised 4000 rebels from Kent who joined with the peasants in Essex to march to London and demand that the king change his mind, The rebels burned a royal palace and executed the Archbishop of Canterbury. Richard II met with the rebels at Smithfield (15 June 1381); Wat Tyler was killed! The king promised to meet the peasants' demands if they returned home. He later went back on his promises and had the leaders tracked down and hanged. The Peasants' Revolt failed but the position of royalty was challenged.</p>	<p>Week 4 – Suggested Tasks</p> <p>Complete one of the following for revision:</p> <p>Create your own timeline of key events - can you add further detail to it?</p> <p>Cover your knowledge organiser and create a spider diagram of everything you can remember, include key dates, people and events. Check it against the knowledge organiser - where are the gaps in your knowledge?</p> <p>Make your own flashcards - put the date on one side and the event on the other.</p>	<p>Week 5 – Key Dates</p> <ul style="list-style-type: none"> 21 Aug 1485 - Henry Tudor wins the Battle of Bosworth Field; becomes King of England 1509-1547 - Henry VIII is King of England 1517 - Luther nails his 95 Theses to the Church door in Wittenberg, starting the Reformation. Jan 1533 - Henry VIII secretly marries Anne Boleyn. 1536 - Dissolution of the Monasteries



Key Terms	Week 6 – Key Terms	Week 7 Key Event – The Reformation
<ul style="list-style-type: none"> • Tudors – The Royal dynasty that ruled England between 1485 and 1603 • Dynasty - A succession of powerful people from the same family, e.g. Tudor family • Reformation - A movement to reform the Catholic Church started by Martin Luther in Germany. Protestantism - A form of Christianity that emerged during the 1500s in protest against Catholicism. Break with Rome - England's decision to leave the Catholic Church in 1534. 	<ul style="list-style-type: none"> • Act of Supremacy - A law passed by Parliament in 1534 which leads to the creation of the Church of England. • Supreme Head of the Church of England. • Dissolution of the Monasteries - The closure of all religious houses in England by Henry VIII. • Counter-Reformation - Catholic fight back against the spread of Protestantism in Europe 	<p>-In Europe By 1500, the Catholic Church had developed a reputation for corruption and were criticised for being too wealthy and taking advantage of Christians.</p> <p>-Protestants believed that each Christian should have a personal relationship with God and should have access to the Bible in their own language (instead of Latin, which only priests could read). -Protestants began giving sermons which attacked the Catholic Church and used the newly invented printing press to spread their ideas. This was all an attack on the Catholic Church.</p>
Week 8 Key Event – Henry VIII's Desire to have a son	Week 9 Key Event 3 –Religious changes	Week 10 – Suggested Tasks
<p>Read this through and try to tell the story from memory (in your own words) <u>Henry VIII's 'Great Matter'</u></p> <p>By 1525, Catherine of Aragon (Henry VIII's first wife) was 40 years old, she had give him one daughter (Mary) but it was unlikely now that she would provide a male heir.</p> <p>Henry VIII needed a male heir to secure the throne and had also fallen in love with one of Catherine's ladies-in waiting, Anne Boleyn. In order to marry Anne, Henry needed to divorce Catherine, but this was not allowed by the Catholic Church. Henry claimed that the Book of Leviticus in the Bible showed that God did not approve of his marriage to Catherine as it stated that if a man married his brother's widow, they would remain childless - Henry VIII argued this meant God was punishing him by not giving him a son.</p> <p>Henry's chief minister, Thomas Wolsey tried and failed to convince the Pope to grant a divorce. Anne Boleyn was a keen reader of Martin Luther's ideas and despite the fact that Henry didn't like them, he used them to change religion in England forever. In Nov 1534 Parliament passed the Act of Supremacy; it confirmed England's break with Rome (the Pope), created a new Church of England and made King Henry VIII Supreme Head of the Church of England instead of the Pope. This left Henry VIII free to grant himself the divorce from Catherine. Henry VIII had secretly married Anne Boleyn in Jan 1533.</p>	<p>Henry VIII's Religious Changes: To ensure full support for the Act of Supremacy, all public figures and churchmen were ordered to swear the Oath of Supremacy - anyone who refused was tried for treason and executed. The Dissolution of the Monasteries - the monasteries had provided, education, prayer and charity to the people of England for 1000 years but were also accused of being wealthy and corrupt. Henry was in need of money to fight wars. In 1536, he sent his men to strip the monasteries of their wealth and land and took it for himself; the monasteries were left to crumble</p>	<p>Complete one of the following for revision:</p> <p>Create your own timeline of key events - can you add further detail to it?</p> <p>Cover your knowledge organiser and create a spider diagram of everything you can remember, include key dates, people and events. Check it against the knowledge organiser - where are the gaps in your knowledge?</p> <p>Make your own flashcards - put the date on one side and the event on the other.</p>



Year 7 – Music – Cycle 2	Week 1 - content	Week 3 - content
<p>Key vocabulary</p> <ol style="list-style-type: none"> Blues Scale - 3rd, 7th and sometimes 5th note of the scale slightly lowered (flattened) by a semitone. Chord - A group of notes being played together. Chord Progression - The order of the chords used in a piece of music. Improvisation - Music made up by a musician in mid performance. Major chord - In music theory, a major chord is a chord that has a root, major third, and perfect fifth. Melody - A sequence of single notes. The 'tune'. Root - The root of the chord is always the note that is the basis for the chord. Conjunct - Moving up or down by one note. Moving in steps Disjunct - Moving by leaps. Triad - In music, a triad is a set of three notes that can be stacked vertically in thirds. A triad is a type of chord and it is very common. 	<ul style="list-style-type: none"> Listening 1. Pencil Full of Lead Paolo Nutini Is the trumpet melody conjunct or disjunct? 2. I Feel Good James Brown What instruments can you hear in this song? Music Theory (optional) Choose 6 lines in your book. Copy a treble clef onto the 6 lines you choose. <p>This is the treble clef. Copy this into your book. Use the lines already in your book.</p>  <p>Line Notes E G B D F</p> <ul style="list-style-type: none"> Practice (optional week 1-5) Week 1 – 5 we will be practising Blues. You can practise the 12 bar blues in D major on piano or guitar. 	<ul style="list-style-type: none"> Listening 1. In the Mood Glenn Miller Big Band What instruments can you hear in this song. 2. The Thrill is Gone B.B King Describe what the guitar is doing at the start of the recording. Music Theory (optional) Choose 6 lines in your book. Copy a treble clef onto the 6 lines you choose. <p>This is the treble clef. Copy this into your book. Use the lines already in your book.</p>  <p>Space Notes F A C E</p>
<ul style="list-style-type: none"> Listening 1. When the Levee Breaks Memphis Minnie Does the melody use repetition? 2. Rock around to clock Billy Haley and The Comets Does this song use the 12 bar blues chord progression? Music Theory (optional) Copy the C major chord into your book. Label the root, third, fifth.  <p>C major chord C E G C maj</p>	<ul style="list-style-type: none"> Listening 1. Riptide Vance Joy Does the chord progression repeat through the song? 2. Love Runs Out One Republic Describe the piano at the start of the track. Music Theory (optional) Copy out the treble clef from week 1. Write out a C scale starting on a C below the staff, and going to C on the space. Practice (optional week 6-9) Weeks 6 - 10 we will be doing band practise. You can come and use the instruments at break or lunch. 	<ul style="list-style-type: none"> Listening 1. If you Wanna Vaccines What instruments are playing in the intro? 2. Shake it Off Taylor Swift How many different chords can you hear? Music Theory (optional) Write out all the chords of C major.  <ul style="list-style-type: none"> Practice (optional) You can come and practise for your assessment in week 10.
<p>Week 5 - content</p>	<p>Week 7 - content</p>	<p>Week 9 - content</p>



Year 7 – Personal Development - Cycle 2	Week 2 - RPE	Week 4 - RPE
<p>RPE Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> • Incarnation - God in human form. 'God in flesh.' • Crucifixion - A Roman form of capital punishment which involved hanging a person from a wooden cross until they died. • Messiah - The saviour which the Jewish people had long predicted would come and rescue them. • Prejudice - Preconceived ideas not based on fact or experience. • Liberty - Freedom. 	<p>Parables – a simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels</p> <p>Disciples – followers of Jesus. There were 12 disciples and Judas was the one who betrayed Jesus in the garden of Gethsemane.</p> <p>Resurrection - the concept of coming back to life after death. Christians believe that Jesus was resurrected on Easter Sunday.</p> <p>Sacrifice- An act of slaughtering an animal or person or surrendering a possession as an offering to a deity.</p>	<p>1st Station: Jesus is condemned to death, 2nd Station: Jesus accepts the cross, 3rd Station: Jesus falls the first time, 4th Station: Jesus meets His mother, 5th Station: Simon of Cyrene helps Jesus carry His cross, 6th Station: Veronica wipes the face of Jesus, 7th Station: Jesus falls the second time, 8th Station: Jesus meets the women of Jerusalem, 9th Station: Jesus falls a third time, 10th Station: Jesus is stripped of His clothes, 11th Station: Jesus is crucified, 12th Station: Jesus dies on the cross, 13th Station: The body of Jesus is taken down from the cross, 14th Station: Jesus is laid in the tomb.</p>
<p>PSHE Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> • Puberty – The period during which adolescents reach sexual maturity and become capable of reproduction. • Personal hygiene – How to take care of your body and reduce risks of infection and diseases. • Harmful substances – Something that is harmful has a bad effect on your body/mind. • Catfishing – When someone sets up a fake online profile to trick people who are looking for love, usually to get money out of them. • Self-esteem - how we value and perceive ourselves 	<p>Puberty is the time in life when a boy or girl becomes sexually mature. It is a process that usually happens between ages 10 and 14 for girls and ages 12 and 16 for boys. It causes physical changes, and affects boys and girls differently.</p> <p>Emotional and social changes include:</p> <ul style="list-style-type: none"> • Strong feelings • Emotional ups and downs • More sensitive to emotions • More self-conscious • Seeking more independence • Searching for identity • Seeking new experiences • Want to spend less time with family • Argumentative 	<p>Adolescent brains - The prefrontal cortex is still developing and teenagers might rely on a part of the brain called the amygdala to make decisions and solve problems more than adults do. The amygdala is associated with emotions, impulses, aggression and instinctive behaviour.</p> <p>While the child's brain is developing, they might:</p> <ul style="list-style-type: none"> • Choose high-risk activities or risky behaviour • Express more and stronger emotions • Make impulsive decisions. 
	<p>Week 8 - PSHE</p>	<p>Week 10 - PSHE</p>



Year 7 - Spanish Cycle 1		Week 1 – key vocabulary and content		Week 2 - key vocabulary and content							
Classroom Interaction Language Hola – Hello ¿Qué tal? – How are you? Estoy muy bien – I am very well Estoy bien – I am well Estoy regular – I am ok Estoy mal – I am bad Gracias – Thank you Por Favor – Please ¿Y tú? – And you? ¿Cómo se dice... en español? – How do you say ... in Spanish? Vamos a... - We are going to... Vamos a hablar – We are going to speak Vamos a leer – We are going to read Vamos a jugar – We are going to play		hay mirar un chico una chica una clase una mesa una persona una puerta una silla una ventana allí aquí un señor una señora	there is, there are to look, looking a boy a girl a class a table a person a door a chair a window there here a man a woman	son antiguo barato bonito bueno caro famoso feo malo pequeño rico ¿Cómo es?	they are (trait) old, ancient cheap pretty good expensive famous ugly bad small rich What is he/she/they like?	Week 1 sentence: ¡Mira! Hay un chico aquí. Look! There's a boy here!	Week 2 sentence: Los chicos son malos. The boys are bad.				
		Week 3 - key vocabulary and content el banco el centro la ciudad la escuela la iglesia el mercado la plaza la respuesta el teatro la tienda cerca lejos entre el / la		Week 4 - key vocabulary and content el edificio el equipo la familia la isla la película el plato el pueblo el trabajo la vista grande interesante de		Week 5 - key vocabulary and content dar doy das da querer quiero quieres quiere el hermano la hermana la madre el padre el regalo a		Week 3 sentence: En Cranbrook la escuela está cerca de la tienda. In Cranbrook, the school is close to the shop.		Week 4 sentence: Los edificios son grandes pero mi familia es pequeña. The buildings are big but my family is small.	



Classroom Interaction Language	Week 6 - key vocabulary and content	Week 7 - key vocabulary and content																																																																														
<p>Tres, dos, uno – Three, two, one. Miradme – Look at me. ¿Puedo...? – Can I...? ¿Puedo poner los puntos? – Can I do the points? ¿Puedo ser voluntario/a? – Can I be volunteer? ¿Puedo ir al baño? – Can I go to the toilet? ¿Puedo tener...? – Can I have...? Necesito... – I need... Un bolígrafo negro – a black pen Un bolígrafo violeta – a purple pen ¿Por qué? – Why? Porque soy... – Because I am... Es correcto – It is correct. No es correcto – It is not correct. En mi opinión... – In my opinion Pienso que... – I think that...</p>	<p>Week 6 sentence: Tenemos dos primos y tienen un gato bastante fuerte. We have two cousins and they have a quite strong cat.</p> <table border="1"> <tr><td>saber</td><td>to know</td></tr> <tr><td>pasar</td><td>to pass</td></tr> <tr><td>la torre</td><td>the tower</td></tr> <tr><td>su</td><td>his/her/its</td></tr> <tr><td>tener</td><td>to have</td></tr> <tr><td>tenemos</td><td>we have</td></tr> <tr><td>tienes</td><td>they (pl) have</td></tr> <tr><td>el abuelo</td><td>the grandfather</td></tr> <tr><td>la abuela</td><td>the grandmother</td></tr> <tr><td>el perro</td><td>the dog</td></tr> <tr><td>el primo</td><td>the cousin (m)</td></tr> <tr><td>la prima</td><td>the cousin (f)</td></tr> <tr><td>el trabajo</td><td>the job, work</td></tr> <tr><td>activo</td><td>active</td></tr> <tr><td>fuerte</td><td>strong</td></tr> <tr><td>hermoso</td><td>beautiful</td></tr> <tr><td>bastante</td><td>quite</td></tr> </table>	saber	to know	pasar	to pass	la torre	the tower	su	his/her/its	tener	to have	tenemos	we have	tienes	they (pl) have	el abuelo	the grandfather	la abuela	the grandmother	el perro	the dog	el primo	the cousin (m)	la prima	the cousin (f)	el trabajo	the job, work	activo	active	fuerte	strong	hermoso	beautiful	bastante	quite	<p>Week 7 sentence: En mi opinión, me gusta mucho el rojo. In my opinion, I really love red.</p> <table border="1"> <tr><td>el árbol</td><td>the tree</td></tr> <tr><td>el lugar</td><td>the place</td></tr> <tr><td>la naturaleza</td><td>(the) nature</td></tr> <tr><td>el pájaro</td><td>the bird</td></tr> <tr><td>el río</td><td>the river</td></tr> <tr><td>amarillo</td><td>yellow</td></tr> <tr><td>azul</td><td>blue</td></tr> <tr><td>rojo</td><td>red</td></tr> <tr><td>verde</td><td>green</td></tr> <tr><td>genial</td><td>great</td></tr> <tr><td>mucho</td><td>much, a lot of</td></tr> <tr><td>solo</td><td>only</td></tr> </table>	el árbol	the tree	el lugar	the place	la naturaleza	(the) nature	el pájaro	the bird	el río	the river	amarillo	yellow	azul	blue	rojo	red	verde	green	genial	great	mucho	much, a lot of	solo	only																				
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