

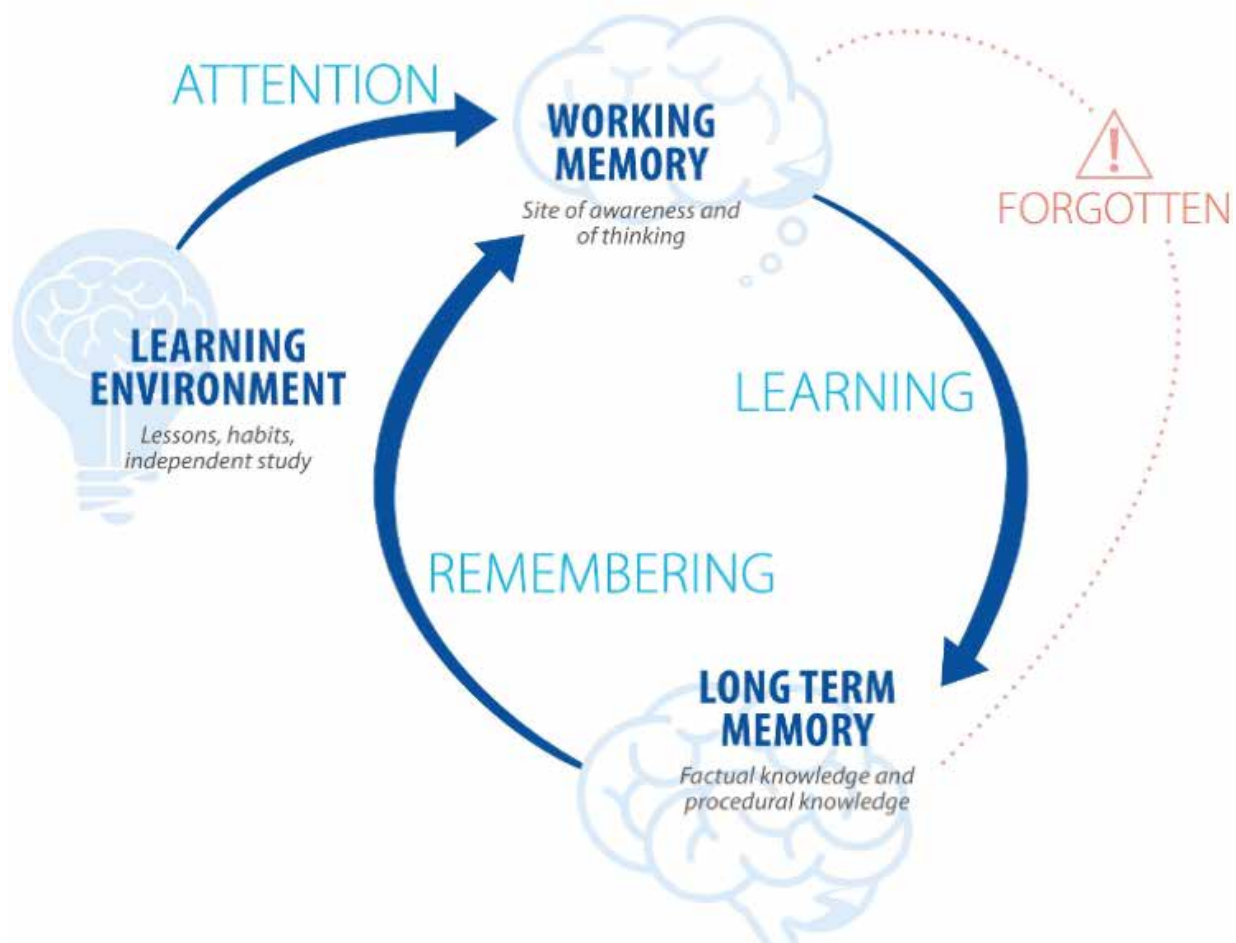
How do we learn?

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.

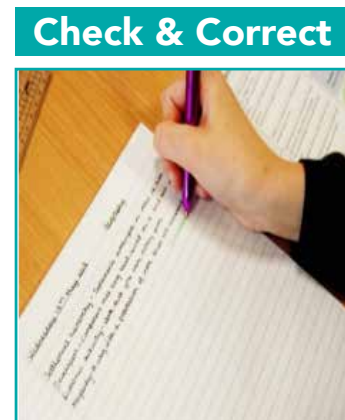
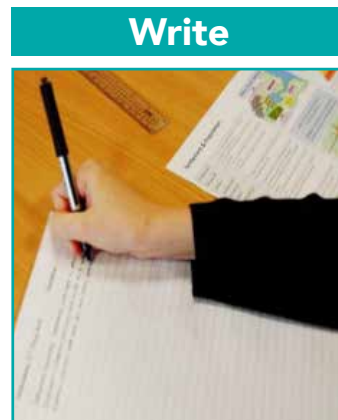
Each week as part of your independent study, you'll be asked to use your knowledge organiser to review this key content, ready for it to be used in class.

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

The schedule below shows you what independent study you should be completing each day. This includes your online work such as Sparx, Language nut and Bedrock; and subjects where you should use some of the self-quizzing techniques detailed above in your green **Knowledge Organiser workbook**.

The schedule also shows how long you should spend on each task, the day you are allocated time to complete the task and also the day the task needs to be handed in. Specialist support from your teachers will be available during breaks on the hand in day, but please try to seek help with independent learning as soon as a problem arises.

Work in your KO workbook will be checked in class by your subject teachers. If you have not completed any of your independent study tasks, you will be required to attend a 1 hour non-completion detention the following day to catch up.

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	Bedrock and Geography
Tuesday	Sparx Reader				Sparx Maths	MFL Languagenut
Wednesday	Sparx Science			History KO	Sparx Reader	Sparx Maths
Thursday	Bedrock			Geography KO	Sparx Science and History	Sparx Reader
Friday	MFL Languagenut	Week A: Drama Week B: Art	Week A: Music Week B: Creative Project	Bedrock and Geography	Sparx Science and History	

Online task	KO/paper based task	Specialist support/hand in day	Non completion detention
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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 time and they will be happy to help.

By using the independent study schedule, 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:

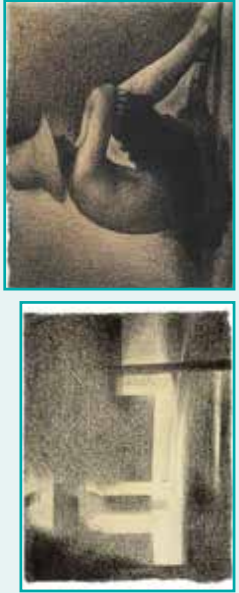

- **Mentoring** is having a named person you can go to for support at school. Tutor/HOY/Refocus/Other
- **Restorative justice** brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.



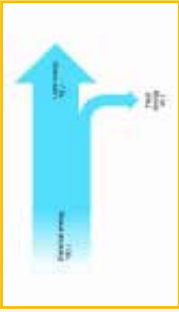
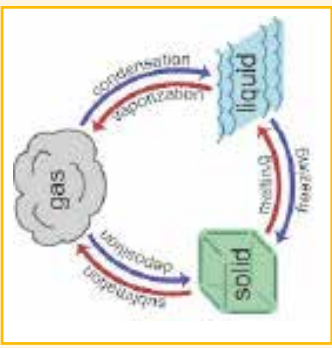
Any form of bullying **will not** be accepted at Cranbrook.





<p>Year 7 - Art - Cycle 1</p>	<p>Week 1 - Key Vocabulary</p>	<p>Week 3 - Drawing</p>
<p>Key vocabulary/content/ideas</p> <p>Key Vocabulary: Observational drawing / weight of line / contour drawing / mark making / tone / Shape</p> <p>Content: Throughout Cycle 1 you will be developing your observational drawing skills in order to create a more realistic drawing. We'll explore how to create the sense of three dimensions on a 2 dimensional surface. We'll also study the drawings of Vincent Van Gogh, and will use Indian ink to create a drawing full of expressive mark making techniques.</p> <p>Ideas:</p> <ul style="list-style-type: none"> » What is Art and why is it important. » What makes a drawing look accurate and 3D? » How do you apply ink to make a drawing? 	<p>Observational Drawing: Drawing what you see in front of you as realistically and as true to life as possible.</p> <p>Weight of Line: Weight of line refers to the strength, heaviness, or darkness of a line against the background</p> <p>Tone Chart: A tone chart demonstrates a spectrum of tone from light to dark. It serves as a useful tool when adding tone to a drawing.</p> <p>Mark making: Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork.</p> <p>Still Life: Still life includes all kinds of man made or natural objects, cut flowers, fruit, vegetables, fish, game, wine and so on.</p>	<p>» Drawing is the foundation of many art practices, and is a vital tool to communicate ideas. All drawing begins with looking, so you'll need to let go of what you think the world looks like, and start drawing what you see in front of you.</p> <p>» We see the world through everything in front of you as a black and white photograph very little of what you see is actually black and white, but a range of different tones in between. By adding tone (shading) to your drawing you create the sense of something having form/volume/weight. Without tone you will have a flat, 2D image.</p> <p>» Drawing tools: Anything that makes a mark! But more traditionally we use pencil/graphite, fineline pen, ink and stick, charcoal, chalk, oil pastel.</p>
<p>Week 5 - The Drawings</p> <p>» Georges Seurat, (born December 2, 1859, Paris, France died March 29, 1891, Paris), painter, founder of the 19th century French school of Neo Impressionism whose technique for portraying the play of light using tiny brushstrokes of contrasting colours became known as Pointillism. In his lesser known work: The Drawings, Seurat uses of conté crayon to capture the atmospheric magic of everyday moments in time.</p> 	<p>Week 7 - Still Life</p> <p>» Still life includes all kinds of man made or natural objects, cut flowers, fruit, vegetables, fish, game, wine and so on essentially, the subject matter of a still life painting or sculpture is anything that does not move or is dead</p> <p>» Still life can also be used as symbols. By depicting particular objects artists suggest other themes or ideas. Artists often include skulls in their work to represent death. This kind of still life is called a Vanitas. By presenting everyday objects in new ways artists create new interpretations. They make us think about objects in a different way.</p>	<p>Week 9 - Vincent Van Gogh</p> <p>Artist Biography: 1853 - 29 July 1890) was a Dutch post impressionist painter who posthumously became one of the most famous and influential figures in the history of Western art. In a decade, he created about 2,100 artworks, including around 860 oil paintings, most of which date from the last two years of his life. They include landscapes, still life, portraits and self-portraits, and are characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art. He was not commercially successful, and his suicide at thirty seven came after years of depression and poverty.</p> 



Year 7 - Combined Science - Cycle 1	Week 1 - Energy stores and transfers	Week 2 - Energy efficiency
<p>Key vocabulary</p> <ul style="list-style-type: none"> » Efficiency : The proportion of energy a system transfers usefully. » Energy: the ability of a system to do work, measured in Joules (J). » Fuel: a substance which contains a store of chemical or nuclear energy that can be easily transferred. » Gravitational potential energy: energy stored in an object due to its position in a gravitational field. » Insulation: method or material used to reduce energy transfer by heating. » Kinetic energy: energy stored in a moving object. » Non-renewable (fuel): an energy resource which will run out as the supply cannot be replaced. » Renewable (fuel): An energy resource that will never run out. 	<ul style="list-style-type: none"> » Energy can be stored in different forms: Gravitational potential energy, Kinetic energy, Elastic potential energy, Chemical energy, Nuclear energy, Magnetic energy, Thermal energy. » Energy can be transferred between these stores by: Heating (thermal), Light (radiant), Sound, Electrical Current. » The Conservation of Energy states that energy cannot be created or destroyed, only transferred between stores in a system. » Useful energy is energy in the form needed, in the place it is needed. » Wasted energy is energy in an unwanted form or in an unwanted place. » The efficiency of a system can be calculated as: Efficiency = Useful energy transferred / Total energy transferred 	<ul style="list-style-type: none"> » Useful and wasted energy transfers can be shown using Sankey Diagrams:  » Wasted energy often dissipates (spreads out) to the surroundings as heat. » Energy transfer by heating: <ul style="list-style-type: none"> » Solids: by Conduction - vibrations passed between particles transfer energy. » Fluids (liquids and gases): by Convection - Hotter, less dense regions of the fluid rise, carrying the energy. » No material is needed for energy to be transferred by Radiation - energy is transferred as Infrared radiation (IR).
<p>Week 3 - Energy resources</p>	<p>Week 4 - The particle model</p>	<p>Week 5 - Changes in state</p>
<ul style="list-style-type: none"> » Gravitational potential energy can be calculated: $\Delta GPE = m \times g \times \Delta h$ (J) (kg) (N/kg) (m) » Kinetic energy can be calculated: $KE = 0.5 \times m \times v^2$ (J) (kg) (m/s) » Electricity is generated from non-renewable fuels including fossil fuels (coal, oil and natural gas) which emit greenhouse gases and nuclear fuels (uranium), which emit no greenhouse gases but do produce radioactive waste. Greenhouse gases including carbon dioxide that contribute to climate change. » Renewable resources: Solar; wind, wave, geothermal, tidal, hydroelectric power. These emit no carbon dioxide as no fuel is burned. 	<ul style="list-style-type: none"> » All matter is made up of tiny particles. » The particle model explains state changes in terms of the arrangement, movement and energy stored in its particles. » Solids: the particles are held closely together, by strong forces of attraction. Particles are arranged in a regular pattern and vibrate (wobble) about fixed positions. » Liquid: the particles are also held closely together by fairly strong forces of attraction. However, the particles can move past each other. » Gas: the particles are far apart from each other because the forces of attraction between them are weak. Particles move quickly in all directions. 	<ul style="list-style-type: none"> » Transferring energy to a substance causes an increase in temperature. » When the particles of a substance gain enough energy, the substance will undergo a change in state.  » Changes in state are physical changes, which means they can be reversed.



Key vocabulary	Week 6 - Mixtures and purity	Week 7 - Cells
<ul style="list-style-type: none"> » Atom: the smallest particle of a chemical element that can exist. » Compound: contains two or more types of atom chemically combined together. » Element: a substance that contains just one type of atom. » Mixture: contains two or more substances that are not joined together. » States of matter: one of three different forms a substance can have (solid, liquid or gas). » Cell surface membrane: thin barrier surrounding the cell that controls what enters and leaves. » Cytoplasm: this is the jelly-like substance where the chemical reactions take place in the cell. » Mitochondria: a structure found inside cells where aerobic respiration happens. » Nucleus: a large structure that contains genes that control the activities of the cell. 	<ul style="list-style-type: none"> » Pure substances: are the same in all parts (fixed composition) and we can't separate them into other substances using physical methods (e.g. filtering or picking bits out). » Pure substances can be an element or compound, with no other substances mixed in. » Pure substances have a fixed melting and boiling point » Mixtures are impure substances, that contain elements and/or compounds that are not chemically joined together. » They do not have a fixed composition. » Mixtures can be separated using physical methods (e.g. by filtering). » Mixtures melt and boil over range of temperatures. » A flat section on a heating/cooling curve indicates a change in state. 	<ul style="list-style-type: none"> » Cells are the basic units from which tissues and all living things are made. » All animal cells have the same basic parts: nucleus, cytoplasm, cell surface membrane, mitochondria and ribosomes. » Cells from different tissues have different shapes, sizes and functions to help them do their jobs. » The cells are specialised to carry out particular functions. » Plant cells have thick cell walls and may have other features not found in animal cells: chloroplasts and a permanent vacuole. » Animal and plant cells have a nucleus and are described as eukaryotic organisms. » Bacteria cells do not have a nucleus and are described as prokaryotic organisms.
Week 8 - Using microscopes	Week 9 - Specialised cells	Week 10 - Working scientifically
<ul style="list-style-type: none"> » A microscope is used to magnify tiny things, such as cells. » To use a light microscope safely: <ul style="list-style-type: none"> » Always start with the objective lens with the lowest magnification. » Place the slide you want to observe on the stage, holding it in place with the clips. » Adjust the light source so that the light goes up through the slide. » Look through the eyepiece and adjust the focusing wheel slowly until the image is clear. . » Repeat steps 1 to 4 using an objective lens with a higher magnification to see the object in greater detail. » Electron microscopes have a higher magnification and greater resolution, but are more expensive and cannot destroy the sample being observed. 	<ul style="list-style-type: none"> » Some cells are specialised and have special functions (jobs). There are about 200 different types of specialised cells in humans. » All human cells have the same basic design, but their sizes, shapes and sub-cellular structures can be different, so that specialised cells are adapted to their functions. » Differentiation describes the process by which less specialised cells become more specialised for a particular function. » Nerve cells (neurons) carry electrical impulses around your body. They are long and thin. » Red blood cells transport oxygen around your body. They have a disc shape and unlike most animal cells they have no nucleus. 	<ul style="list-style-type: none"> » Scientists come up with an idea to test and make a prediction about what they think will happen. » A hypothesis is made up of a prediction and an explanation about why this will happen. » An important part is to decide what you are going to change or vary, what you will measure and what you will need to keep the same. These things are called variables. » Independent variable: this is the thing you are going to change in your investigation. » Dependent variable: this is the thing you are going to record in your investigation. » Control variables: these are the things you will need to keep the same, to ensure you collect good-quality evidence. » Evidence needs to be accurate and reliable so that correct conclusions can be made.

Year 7 - Computing - Cycle 1	Week 1 - Usernames and Passwords	Week 2 - General IT Terms
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> • Email Etiquette: Guidelines and polite behaviour to follow when writing and sending emails. It includes things like using proper greetings, being clear and concise, and using a respectful tone. When writing an email, it's important to use polite salutations and signatures. • Cloud Storage: The online storage of data on web servers accessed through the internet. It allows users to store and access their files and documents from anywhere. • Word Processor: An application used for creating, editing, and formatting text-based documents. It provides tools for typing, formatting, and organizing text. 	<ul style="list-style-type: none"> • Username: A special name you choose to use when logging into a computer or website e.g. bob.jones28 • Password: A secret code or word you create to keep your account safe. A password should be hard to guess. • Password Strength: How strong and hard to guess your password is. Example: A strong password has a mix of letters, numbers, and special symbols like "@#&\$". • Google Classroom: An online classroom where teachers and students can work together using computers. In Google Classroom, teachers give assignments, and students can do them and get feedback from their teacher. 	<ul style="list-style-type: none"> • Computer: A smart machine that can store and work with information. It can do different tasks when we tell it what to do. • Input: The information we give to the computer to work with, like typing on a keyboard or talking into a microphone. • Output: The results or answers we get from the computer after it processes the information we gave it. When we see words and pictures on a screen or hear sound from speakers. • Internet: A large network that connects computers all over the world, so they can communicate and share data with each other.
<p>Week 3 - Using Emails</p> <ul style="list-style-type: none"> • Email: Electronic mail, or email, is a method of sending and receiving messages electronically over the internet. You can use email to send messages to friends, family, or colleagues, similar to sending a letter but faster. • Attachments: Files or documents that are added to an email message to share with the recipient. Attachments can include pictures, documents, or videos. • Email Etiquette: Guidelines and polite behaviour to follow when writing and sending emails. It includes things like using proper greetings, being clear and concise, and using a respectful tone. When writing an email, it's important to use polite salutations and signatures. 	<p>Week 4 - Google Drive & The Cloud</p> <ul style="list-style-type: none"> • Cloud Storage: The online storage of data on web servers accessed through the internet. It allows users to store and access their files and documents from any device with an internet connection. • Google Drive: Google Drive is a popular cloud storage service provided by Google. • Collaboration: This involves working together with others on a project or task. Google Docs enables real-time collaboration, where multiple users can edit the same document simultaneously. • Hosted Applications: Applications or software that are centrally hosted and accessed over the internet. Users can use these applications without needing to install them on their local devices. 	<p>Week 5 - Word Processing</p> <ul style="list-style-type: none"> • Word Processor: An application used for creating, editing, and formatting text-based documents. It provides tools for typing, formatting, and organizing text. Examples are Microsoft Word and Google Docs • Alignment: The positioning of text within a document, such as left-aligned, right-aligned, centered, or justified. • Emphasis: Highlighting or giving special importance to certain words or phrases through techniques like using bold, italics, or underlining. • Font: The specific style, size, and appearance of text in a document. Examples are Arial, Times New Roman, and Comic Sans. Some fonts look more professional than others.

<p>Key vocabulary/content/ideas</p> <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. 	<p>Week 6 - Introducing Python</p> <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. 	<p>Week 7 - Inputs, Outputs and Variables</p> <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".
<p>Week 8 - Selection</p> <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 (>). 	<p>Week 9 - Programming Storyboard</p> <ul style="list-style-type: none"> • Planning: The process of thinking ahead and making a plan before starting a project. It involves deciding what needs to be done and when it needs to happen. • Sequence: The order in which a program runs. This is often referred to as the flow of the program or the order of execution. • Storyboard: A visual planning tool that lays out the sequence of events in a project such as a program. For each stage of the program can be represented with an image and a plan for the code that represents the actions that occur in the image. • Drafting: Creating a first copy of a plan and then reworking it in order to improve on the original. 	<p>Week 10 - Interactive Story</p> <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 1	Week 2 - Transferrable Skills	Week 4 - Physical Skills
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> » Marking the moment: Highlighting an important part of the scene to the audience. » Physical characterisation skills: What you physically change about your body to represent your character. » Vocal characterisation skills: What you change about your voice to represent your character. » Thought tracking: During a tableau someone steps out and reveals their true thoughts or feelings. » Narration: A commentary delivered to the audience to give them key information. » Mime: presenting a story/action/character to the audience using no dialogue. » Hot seating: When a actor is asked questions and they have to improvise and respond from their character's perspective. 	<p>In Drama you will develop a lot of transferable skills that can be used in lots of other subjects. These include:</p> <ul style="list-style-type: none"> » Teamwork (creating group performances). » Confidence (your voice is valid). » Listening skills (hearing feedback). » Collaborative skills (respecting others ideas). » Empathy towards others (putting yourself in different characters shoes). » Leadership (directing performances). » Imagination (creating work on the spot). » Creativity (thinking outside the box). » Memory (remembering lines and movements). » Concentration (focusing in performance). 	<p>We learn an acronym in Drama which helps you remember physical skills. This is funny badgers get lots of exciting party invitations.</p> <p>Funny - Facial expressions - The way you use your face to reveal your character's feelings.</p> <p>Badgers - Body language - how you move as your character to show your attitudes and feelings.</p> <p>Get - Gestures - Repetitive hand, head or small movements to show your character.</p> <p>Lots of - Levels - your height on stage e.g. crouched or reaching tall.</p> <p>Excellent - Eye contact - where you look, either at a character or across the stage.</p> <p>Party - Posture - The way you sit or stand to represent your character.</p> <p>Invitations - Interaction with others - How your character reacts to other characters on stage.</p>
Week 6 - Vocal Skills	Week 8 - Professional Behaviour	Week 10 - Constructive Feedback
<p>We learn an acronym in Drama which helps you remember physical skills. This is funny badgers get lots of exciting party invitations.</p> <p>Pink - Pitch - How high or low you are speaking to show both emotion and character choices.</p> <p>Parrots - Pace - The speed at which you speak your lines.</p> <p>Party - Pause - Stopping at key moments to highlight a feeling or build tension.</p> <p>To - Tone - The way in which you say something to show feeling and emotion.</p> <p>Exhausted - Emphasis - the power you put behind certain words to convey a meaning.</p> <p>Vets - Volume - How loudly or quietly you are speaking.</p>	<p>In Drama, your two main roles are to be an audience member and an actor (performer). It is important to understand these responsibilities:</p> <p>Audience job role:</p> <ul style="list-style-type: none"> » Focus on performers. » Sit still. » Don't talk or distract. » Face the performers. » Get ready to offer feedback. <p>Performers job role</p> <ul style="list-style-type: none"> » Clear characters. » Stay focused. » No back to the audience. » Freeze at the start/end. » Listen to feedback and respond. » Try your best. 	<p>After you have watched a performance, it is important to give constructive feedback to actors. This is the role of a director. As a director you should:</p> <ul style="list-style-type: none"> » Comment on strengths (what went well). » Offer targets (even better if). » Use correct Drama vocabulary. » Be specific with feedback. Refer to vocal or physical skills. » Use academic point builder pages to support with how to construct feedback effectively. <p>Once you have received feedback from a peer/teacher, you will then have the opportunity to work on a target to improve your performance even more.</p>



Year 7 - English - Cycle 1	Week 1 - Ancient Greece	Week 2 - Ancient Greece/Myths
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> » Polytheism: the belief in or worship of more than one god. » Myth: a traditional story, often explaining phenomenon. » Protagonist: the leading character or element in a story » Antagonist: a character, element or event that opposes the protagonist. » Hubris: excessive pride or self-confidence. » Chronological: in the order that they happened. In sequence. » Non-chronological: not in the order that they happened. In sequence. » Sensory Detail: using sight, sound, texture, smell and taste in description. » Simile: comparing two things, stating that they are similar, often using 'like' or 'as'. 	<p>Knowledge The ancient Greeks believed in lots of different Gods. They lived in a polytheistic society. The king of the ancient Greek gods was known as Zeus. Anyone that defied Zeus was likely to be severely punished.</p> <p>Sentence structures/grammar</p> <ul style="list-style-type: none"> » Noun: a person, place or thing. » Verb: a word of doing or being. For example, run/be. » Subject: part of a sentence that does or is the verb. E.g. The dog barked. The dog is beautiful. » Object: part of a sentence that receives the verb. e.g. The dog chased the ball. » Simple sentence: a sentence with one main clause, made up of a subject and a verb. 	<p>Knowledge Greek Philosophers such as Socrates, Plato and Aristotle, were the first people in western philosophy to explore the patterns, or 'rules', that all stories follow.</p> <p>Sentence structure/grammar</p> <ul style="list-style-type: none"> » Coordinating conjunction: a conjunction that joins main clauses to make a compound sentence. FANBOYS is a useful mnemonic for remembering the different coordinating conjunctions: for, and, nor, but, or, yet, so. » Compound sentence: a sentence with two main clauses joined by a coordinating conjunction. » Subordinating conjunction: a conjunction that introduces a subordinate clause. For example, when, if, although, because, before, after, etc. » Subordinate clause: a clause that is dependent on the main clause.
Week 3 - Narrative Structure	Week 4 - Tragedy	Week 5 - Action/Reaction
<p>Knowledge Some narratives are linear which means that the events are revealed to the reader in chronological order. However, some narratives are non-Linear and the events are revealed out of chronological order.</p> <p>Sentence Structure</p> <ul style="list-style-type: none"> » Present participle: a present tense verb that acts as an adjective in a sentence by describing a noun. For example: Trembling, he hands her the knife. » Past participle: a past tense verb that acts as an adjective in a sentence by describing a noun. For example: Shaken, he wiped his brow. 	<p>Knowledge A tragedy is a drama that gives the audience an experience of catharsis Catharsis: the process of releasing strong emotions. In a tragedy, the hero has a hamartia or a fatal flaw - which is a specific part of a character's identity or personality that leads to their demise.</p> <p>Sentence Structure</p> <ul style="list-style-type: none"> » Present participle phrase: a phrase beginning with a present participle. For example: Realising the enormity of his mistake. » Past participle phrase: a phrase beginning with a past participle. For example: Influenced by his experience of childhood poverty and labour. 	<p>Knowledge In descriptive writing,</p> <ul style="list-style-type: none"> » Visceral reactions: no movement or controlled thought. » Instinctive reactions: unconscious movements you can't control. » Rational reactions: conscious, deliberate actions. <p>Sentence Structure</p> <ul style="list-style-type: none"> » Passive voice: when the subject receives (rather than does) the verb, the sentence is in the passive voice. For example: My car is being repaired. (By whom?) The agent can be present but in the passive voice, it appears after the verb. For example: My car is being repaired by John's dad.



Key Vocabulary	Week 6 - I.M.P.A.C.T.S Analysis	Week 7 - Annotating
<ul style="list-style-type: none"> » Imply: to indicate something by way of suggestion. » Suggest: to cause one to think something. » Depict: to represent something. » Present: to put something forward. » Paragraph: a distinct section of a piece of writing, usually focussed on a single theme. » Quotation: a group of words taken from a text. » Conventions: a way in which something is usually done. » Pathetic Fallacy: when a writer uses an object or the weather as a powerful tool to create a specific atmosphere. » Figurative language: language that is used in a way that extend beyond its literal meaning. » First Person: from the perspective of the narrator, using 'I'. 	<p>Knowledge</p> <p>When we write about texts, we need to explore and analyse the IMPACTS that the text has on the reader. Using the mnemonic IMPACTS, we can explore a range of ways the text influences the reader to think or feel. IMPACTS stands for imagery, mood, pattern, allusion, connotation, tone and symbolism.</p> <p>Sentence structures/grammar</p> <ul style="list-style-type: none"> » Present participle phrases to interpret: a phrase beginning with a present participle that is used in a sentence to. For example: <i>Implying that her feelings are overwhelming her.</i> » <i>Indicating that the waves are so powerful and larger that they are a danger to life.</i> » <i>Suggesting that he regrets his actions.</i> » <i>Showing that despite her own interests, she will always do the right thing.</i> » <i>Connoting an aggressive and relentless attack.</i> 	<p>Knowledge</p> <p>When we read an unseen text, we should annotate the text to help us remember three key things:</p> <p>What happens?</p> <p>How does it happen? (Quotations and methods)</p> <p>Why it happens? (The impact on the reader)</p> <p>Sentence structure/grammar</p> <ul style="list-style-type: none"> » Quotation marks: inverted commas that are positions at the beginning and end of a quotation. » Introducing quotations with colons: When you want to introduce a longer quotation, it is best to use a colon. For example, Romeo questions his previous infatuation with Rosaline: 'did my heart love till now?'
Week 8 - Gothic	Week 9 - Subtexts	Week 10 - Revision
<p>Knowledge</p> <p>Gothic Literature usually follows a number of conventions. Firstly, the narrators are often emotionally distressed and written in the first person. Often, the setting and atmosphere is unnerving or unsettling. It also usually includes elements of the supernatural (where the writer describes something unnatural and the character's sensory reactions to it).</p> <p>Sentence Structure/grammar</p> <ul style="list-style-type: none"> » Verbs to create pathetic fallacy: Human beings do the verbs used below. So, they imply a consciousness in the objects they describe. <i>The gargoyles stared, waiting.</i> <i>The trees shivered.</i> » Human verbs usually centre around things that involve action, speech, thinking or feeling. <i>For example: kicked ,bellowed, imagined, hated.</i> <p>The toy rocket imagined its first trip into space.</p>	<p>Knowledge</p> <p>Subtext can be used to engage readers by leaving them with questions or by creating tension. Privileged subtext generally builds tension by revealing details to the reader that the narrator is not aware of. Revelatory subtext creates questions as the characters are aware of something that the reader is not.</p> <p>Sentence structures/grammar</p> <ul style="list-style-type: none"> » Adverbs to show modality: Modality in discursive writing is the degree of certainty expressed. If a sentence has high modality, it is considered certain. If a sentence has low modality, it is considered uncertain or unlikely. <p>Low modality: possibly, perhaps, potentially. Middle modality: arguably, interestingly. High modality: certainly, undoubtedly.</p>	<p>Revise the cycle for this week's assessment.</p>



Year 7 - French - Cycle 1

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

être	to be, being
je suis	I am
tues	you are
il est	he is
elle est	she is
anglais(e)	English (m/f)
français(e)	French (m/f)
petit(e)	small (m/f)
grand(e)	tall, big (m/f)
cool	cool
et	and
oui	yes
non	no

bonjour	hello
au revoir	goodbye

Week 1 sentence
Bonjour, je suis Nicholas et je suis français.
 Hello, I am Nicolas and I am French.

Week 2 - Key Vocabulary and Content

amusant(e)	funny (m/f)
calme	quiet
aimable	kind
content(e)	happy (m/f)
intelligent(e)	clever (m/f)
malade	ill
méchant(e)	naughty/mean (m/f)
triste	sad
mais	but
ou	or
voilà	here you are
merci	thank you

Week 2 sentence
Il est intelligent mais elle est amusante.
 He is clever but she is funny.

Week 3 - Key Vocabulary and Content

avoir	to have, having	un chien	a dog
j'ai	I have	un idée	an idea
il a	he has	un eliste	a list
elle a	she has	un livre	a book
ce/c'	this/that	un portable	a mobile phone
c'est	this/it is	Week 3 sentence <i>Qui a un animal? J'ai un chien.</i> Who has an animal? I have a dog.	
qui	who		
un	a, one (m)		
une	a, one (f)		
un animal	an animal		
une chambre	a room		

Week 4 - Key Vocabulary and Content

tu as	you have	puissant(e)	powerful (m/f)
l'anglais	English language	rapide	quick
le français	French language	en	in
un edate	a date	parle en français	speak in French
un titre	a title	écrit en anglais	write in English
une machine	a machine	comment ça s'écrit	How is that written?
un ordinateur	a computer	Week 4 sentence <i>Tu as une voiture? Oui j'ai une voiture moderne.</i> Do you have a car? Yes I have a modern car.	
un vélo	a bike		
une voiture	a car		
cher/chère	expensive/dear (m/f)		
moderne	moderne		

Week 5 - Key Vocabulary and Content

un ami	a friend (m)	vrai	true
une amie	a friend (f)	faux	false
un chanteur	a singer (m)	Week 5 sentence <i>J'ai un ami amusant. Il est chanteur.</i> I have a funny friend. He is a singer.	
une chanteuse	a singer (f)		
un professeur	a teacher (m)		
une professeure	a teacher (f)		
une femme	a woman		
drôle	funny		
intéressant (e)	interesting (m/f)		
sympa (thique)	nice		

Week 3 - Key Vocabulary and Content

un chien	a dog
un idée	an idea
un eliste	a list
un livre	a book
un portable	a mobile phone

Week 3 sentence
Qui a un animal? J'ai un chien.
 Who has an animal? I have a dog.

Week 4 - Key Vocabulary and Content

puissant(e)	powerful (m/f)
rapide	quick
en	in
parle en français	speak in French
écrit en anglais	write in English
comment ça s'écrit	How is that written?

Week 4 sentence
Tu as une voiture? Oui j'ai une voiture moderne.
 Do you have a car? Yes I have a modern car.

Week 5 - Key Vocabulary and Content

un ami	a friend (m)	vrai	true
une amie	a friend (f)	faux	false
un chanteur	a singer (m)	Week 5 sentence <i>J'ai un ami amusant. Il est chanteur.</i> I have a funny friend. He is a singer.	
une chanteuse	a singer (f)		
un professeur	a teacher (m)		
une professeure	a teacher (f)		
une femme	a woman		
drôle	funny		
intéressant (e)	interesting (m/f)		
sympa (thique)	nice		



Classroom Interaction Language

- » **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

Week 6 - Key Vocabulary and Content

un acteur	an acteur (m)
une actrice	an actor (f)
la fille	the girl
le garçon	the boy
un homme	a man
le médecin	the doctor (m)
la médecin	the doctor (f)
la personne	the person
le mot	the word
la phrase	the sentence
bon	good (m)

bonne	good (f)
le	an idea
le	a liste
les	a book

Week 6 sentence

Le professeur est malade et la chanteuse est intelligente.
The teacher is ill and the singer is clever.

Week 7 - Key Vocabulary and Content

faire	to do, make/doing/making
je fais	I do
tu fais	you do
il fait	he does
elle fait	she does
ça	that
une activité	an activity
les courses	the grocery shopping
la cuisine	the cooking
les devoirs	the homework

le lit	the bed
le ménage	the housework
le modèle	the model
d'accord	okay, alright

Week 7 sentence

Il fait la cuisine mais elle fait les courses.
He does the cooking but she does the shopping.

Week 8 - Key Vocabulary and Content

le ciel	the sky
le rêve	the dream
la vague	the wave
la couleur	the colour
bleu (e)	blue (m/f)
jaune	yellow
rouge	red
vert (e)	green (m/f)
comme	like, as

Week 8 sentence

Je suis amusant comme mon ami.
I am funny like my friend.

Week 9 - Key Vocabulary and Content

le bateau	the boat
le magasin	the shop
le promenade	the walk
le tour	the tour
le voyage	the journey/the trip
le numéro	the number
la question	the question
la réponse	the answer
beau	beautiful (m)
mauvais (e)	bad (m/f)
en	in, by

Week 9 sentence

Il fait beau et je fais une promenade.
It is nice weather and I am going for (doing) a walk.

Week 10 - Key Vocabulary and Content

aimer	to like, liking
cocher	to tick, ticking
donner	to mark, marking
passer	to spend time, spending time
porter	to wear, wearing
trouver	to find, finding
un uniforme	a uniforme
le cadeau	the present

le moment	the moment
la semaine	the week
la solution	the solution
chaque	every/each
à	to

Week 10:

Revision of all previous sentences.




Year 7 - Geography - Cycle 1	Week 1 - Types of Geography	Week 2 - Biomes of the World
<p>Key vocabulary</p> <ul style="list-style-type: none"> » Ecosystem: A community of plants and animals that interact with each other and their environment. » Biome: A plant and animal community that covers a large area of the Earth's surface (e.g. desert, tropical rainforest). » Global atmospheric circulation: The worldwide system of winds which moves heat from the equator to the poles. It helps to create the conditions for different biomes to exist. » Climate: The average weather conditions over the long period of time. Around the world, this creates zones that have the same pattern of temperature and rainfall. 	<ul style="list-style-type: none"> » Human Geography: focuses on where people live, what they do, and how they use the land. It involved studying why cities and towns develop in certain places and the different cultural, political and economic relationships countries have with one another. » Physical Geography: focusses on how landforms develop and how they change. They look at how different landforms and processes affect the climate and nature. » Environmental: Geography focusses on how people change the land through such activities as building cities, digging mines, and clearing forests. » 5 Ws: Who, What, Where, When, Why. 	<p>Biomes of the world There are seven major world biomes.</p> <p>Tundra: Low growing plants due to cold and windy conditions.</p> <p>Coniferous forest: Also known as the taiga or boreal. Cone bearing evergreen trees able to cope with harsh winters.</p> <p>Temperate deciduous forest: Trees such as oak and beech that lose leaves during the autumn (UK's biome).</p> <p>Temperate grasslands: Grassy plains suited to dry, hot summers and cold winters.</p> <p>Mediterranean: The smallest biome. Shrubs, herbs and olive trees able to cope with high temperatures and summer drought.</p>
Week 3 - Biomes of the World	Week 4 - Tropical Rainforest Vegetation	Week 5 - Threats to the Rainforest
<p>Desert: Few plants (e.g. cactus) and animals (e.g. camels) that cope with extreme temperatures and very dry conditions.</p> <p>Tropical rainforest: Vegetation suited to warm, wet climate throughout the year and inhabited by 50% of the world's plants and animal species. Tropical rainforests only cover 6% of the Earth's surface, yet they contain 50% of the plant and animal species.</p> <p>Tropical grasslands (savanna): Grassland able to cope with long, dry periods with some violent thunderstorms; grazed by animals (e.g. gazelles) and stalked by predators (e.g. lions).</p>	<p>Tropical rainforest vegetation</p> <p>Emergents: Tallest trees in the rainforest reaching around 50 metres.</p> <p>Canopy: Receives 70% of sunlight and 80% of rainfall. Around 30 metres high.</p> <p>Undercanopy: Sheltered layers of young trees growing to a height of 20 metres.</p> <p>Shrub layer: Only small trees and shrubs. Less than 5% of sunlight reaches the forest floor.</p> <p>Epiphytes: Some plants grow on larger trees as they only need water and air to survive e.g. orchids.</p> <p>Convictional rainfall: Where the ground is heated intensely by the sun, the air rises and condenses to form clouds and heavy downpours.</p>	<p>Threats to the rainforest</p> <p>Deforestation: The cutting down of trees, transforming a forest into cleared land for other uses.</p> <p>Logging: Trees cut down for items such as furniture, paper and utensils. Half of wood used for fuel.</p> <p>Cattle ranching: Cattle raised on the cleared land to meet the demand for beef elsewhere e.g. USA.</p> <p>Mining: Rainforests contains copper, diamonds, gold and other metals. Some places also have oil and gas.</p> <p>Palm oil plantations: Palm oil is found in around half the products in supermarkets, for example, biscuits, shampoo, margarine.</p> <p>Dam building: Often built to produce hydroelectric power for other activities such as logging.</p>



<h3>Nutrient Cycle & Water Cycle</h3>	<h3>Week 6 - Biomes & Adaptations</h3> <p>Tropical Rainforest Around the Equator. Central Africa, SE Asia, Brazil & central America. No seasons. Temps 26-28°C each day. 200mm rainfall. Tall trees such as mahogany. Long vines called lianas. Toucans, insects, jaguars, monkeys, snakes, frogs.</p> <p>Tropical Grassland Between the rainforest and desert biome. Around Congo Basin, Venezuela, northern Australia, Mexico. Wet season & dry season. 80% rainfall happens in 4-5 months - wet season. Dry season as low as 100mm. Baobab tree. Grasses such as pampas. Gazelles, giraffes, wildebeest, cheetah, lions, hyenas.</p>	<h3>Week 7 - Biomes & Adaptations</h3> <p>Deserts Around 30° latitude, at the tropics. Sahara in Africa, Arabian desert. Temperatures can reach 36°C in the day. Below freezing at night. Annual rainfall 40mm. Cacti and yucca plants. Bushes grow apart so they do not compete for water. Camels, meerkats, scorpions.</p> <p>Polar Regions At the poles. Below the Arctic is the tundra (northern Canada, Russia). Long, cold winters, short, cool summers. Temperature rarely above freezing. Low rainfall 250mm. Mosses and some grasses in the Arctic. No trees. Killer whales, polar bears, wolves, foxes, reindeer, seals.</p>	<h3>Week 8 - Biomes, Adaptations & Threats</h3> <p>Arctic (north) Temperatures are warmer from -46°C to -26°C. Sea does not fall below -2°C. Southern parts include the tundra. Arctic is an ocean surrounded by land. Around four million people live there.</p> <p>Antarctica (south) Temperatures are colder from -62°C to -55°C. Average height of 2300 metres - highest of all continents. Only 1% of the continent is ice free. Antarctica is land surrounded by an ocean. No permanent inhabitants but up to 10000 scientists in the summer.</p> <p>Coral Reefs Cover less than one percent of the ocean floor, but support about 25 percent of all marine creatures. However, there are many threats to their existence such as pollution, global warming, and sedimentation are threatening large areas of the world's reefs.</p>
<h3>Week 9 - Food Webs</h3>	<h3>Week 10 - Threats in Polar Regions</h3> <p>Threats in Polar Regions</p> <p>Climate Change: Sea ice melting means less hunting grounds. Polar bears become lighter (10kg) and less healthy.</p> <p>Toxic Pollution: High pollutants found in polar bears leads to lower levels of vitamins and antibodies. Milk can poison cubs.</p> <p>Oil Exploration: Consuming oil from eating oil from contaminated prey. Noise from construction can destroy their habitat.</p> <p>Overhunting: Laws set a limit on how many can be hunting by local people. Numbers are monitored to keep numbers stable.</p>		


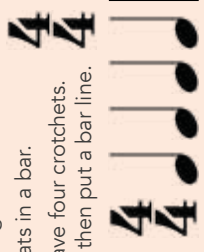

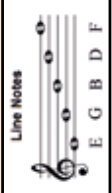
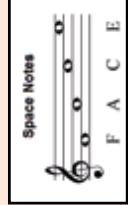
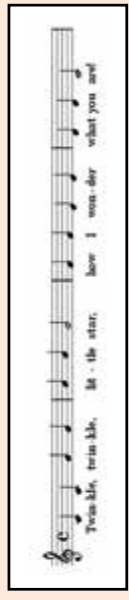


Year 7 - History - Cycle 1	Week 1 - Key Dates I	Week 2 - Key Dates II
<p>Visual Aid</p>  <p>117 AD</p>	<ul style="list-style-type: none"> » 753BC - Rome is founded by Romulus and Remus, according to legend. » 509 BC - The last king of Rome Republic is established. » 44 BC - Caesar is murdered by rebels. » 31 BC - Octavian (later Augustus), Caesar's adopted son, ends the struggle for power when he triumphs over the forces of Mark Antony and Cleopatra. » 27 BC - Augustus becomes first Roman Empire. » 43 AD - Rome, under the leadership of Empire Claudius invades Britain successfully. 	<ul style="list-style-type: none"> » 79 AD - Mount Vesuvius erupts destroying Pompeii. » 80 AD - The Colosseum in Rome is completed seating 50,000 spectators. » 285 AD - Split in Roman Empire to divide it between East & West. » 330 AD - Establishment of Constantinople as capital of the Roman Empire. » 410 AD - Tribes beginning to attack the borders of the Western Roman Empire. » 476 AD - The last Emperor of the West, Romulus Augustulus, abdicates (leaves his position of power) and Rome is taken over by the Goths. Western Rome collapses.
Week 3 - Key People	Week 4 - Key Vocabulary	Week 5 - Key Vocabulary
<ul style="list-style-type: none"> » Romulus and Remus - Mythical twin brothers who founded Rome at the base of the Palatine Hill. » Julius Caesar - Military general and politician; ceased power of the Roman Republic; later assassinated by Senators. » Augustus - Great nephew, adopted son & heir of Caesar; first Emperor of the Roman Empire. » Nero - Infamous Roman Emperor; executed anyone who disagreed with him (including his mother); played the fiddle whilst Rome burned. » Boudicca - Queen of the Celtic tribes who fought against the Romans in Britain. » Constantine the Great - converted the Roman Empire to Christianity - moving away from their belief in multiple Gods. 	<ul style="list-style-type: none"> » Latin - the language of Ancient Rome. » Senate - Political body of the Republic - controlled money and foreign policy. » Republic - Before Rome had an emperor, it was run by elected individuals. » Consul - Two highest elected officials in charge of Rome for a one year term. » BC - the time 'Before Christ'. » AD - Anno Domini - the time after Christ was born. » Centurion - An officer who commanded a group of 80-100 soldiers within a Legion. » Legion - Large unit of the Roman army consisting of around 5000 soldiers. 	<ul style="list-style-type: none"> » Aqueduct - A structure, like a bridge, which is used to carry water. » Public Bath - A building, like a Spa today, where people went to wash, exercise and meet other people. » Dictator - a person who has complete power of a country. » Emperor - a person who runs an empire. » Gaul - The area where France and Holland is today. » Kingdom - an area ruled by a King or Queen. » Celt - Group of people, mainly based in Britain, Ireland and Gaul, who were ruled by and fought against the Romans. » Constantinople - Capital city of the Roman Empire during its late period. Modern Istanbul.



Visual Aid	Week 6 - Key dates of 1066	Week 7 - Key dates of 1066 II
	<ul style="list-style-type: none"> » 5th January - Edward the Confessor dies, leaving no heir. » 6th January - Harold Godwinson, a powerful Earl, is crowned King of England. » 18th September - 300 Viking Longboats led by Harald Hardrada land in England. » 20th September - the Battle of Gate Fulford, led by Harald Hardrada defeat the Saxon army led by the earls Edwin and Morcar. » 25th September - the Battle of Stamford Bridge. Harold Godwinson defeats the Viking army. 	<ul style="list-style-type: none"> » 28th September - William of Normandy and his men land on the south coast of England. » 29th September - William occupies Hastings and starts attacking local villages. » 1st October - Harold, still in the North, receives news of the Norman Invasion. » 6th October - Harold arrives in London and starts preparing for battle (again). » 14th October - The Battle of Hastings. Harold Godwinson and his army battle William of Normandy and his army. William is victorious. » 25th December - William is crowned King of England.
Week 8 - Key Vocabulary	Week 9 - Feudal System Vocabulary	Week 10 - Norman Castle Features
<ul style="list-style-type: none"> » Normans - People from Northern France who invaded England in 1066. » Anglo Saxons - The people who lived in England before 1066. » The 4 contenders to the throne in 1066 - Harold Godwinson (Anglo Saxon), Edgar Aethling (Anglo-Saxon), Harald Hardrada (Viking), William of Normandy (Norman). » Heir - A person set to inherit property or a title, often used to mean next in line to the throne. » Earl - A noble title, developed during the Anglo-Saxon period to describe the ruler of a county. » Cavalry - Soldiers who fight on horseback. (Normans). » Housecarls - Professional soldiers armed with battleaxes. (Anglo Saxon). 	<ul style="list-style-type: none"> » Feudalism - How medieval society worked at the time. » King - Ruler of the country. » Nobility - Lords and Earls who answered to the King. Owned land. » Knights - Ruled the lands of their Nobility. » Peasants - Worked the land and were paid in food and accommodation. 	<ul style="list-style-type: none"> » Motte - Defensive mound of earth. » Keep - Safest part of the castle. » Bridge - From the Motte to the Bailey. » Drawbridge - from the entrance to the Bailey. » Bailey - large walled area where soldiers and horses lived. » Palisade - medieval word for 'fence'. These were posts made out of wood and were usually spiked. » Moat - a body of water that ran around the whole castle which made it harder to climb the palisade or breach the castle.



Year 7 - Music - Cycle 1	Week 1 - Content	Week 3 - Content
<p>Key Vocabulary</p> <ol style="list-style-type: none"> 1. Metre - is the grouping of beats into regular measures, or bars. 2. Tempo - The speed of the music. Usually measured in BPM, beats per minute. 3. Improvisation - Music made up by a musician in mid performance. 4. Syncopation - A rhythm which puts emphasis on the unaccented beats. 5. Melody - A sequence of single notes. The 'tune'. 6. Scale - In music theory, a scale is any set of musical notes ordered by a set pattern. For example, all major scales will have the same pattern. 7. Conject - Moving up or down by one note. Moving in steps. 8. Disjunct - Moving by leaps. 9. Riff - Repeated short melodic or rhythmic figure. 	<p>Listening</p> <ol style="list-style-type: none"> 1. Samba De Janiero Bellini <p>What is the metre in this song? How many beats per bar?</p> <ol style="list-style-type: none"> 2. Tombo in 7/4 Airto Moreira <p>What instruments can you hear in this song?</p> <p>Music Theory</p> <p>Copy into your homework book these different rhythmic values.</p>  <p>Write next to the note it's length. E.g. = ½ beat.</p> <p>Create your own 4 beat rhythm using the notes above.</p> <p>Practice (optional week 1-4)</p> <p>Week 1-4 we will be practising Samba. You can come to Percussion Club to practise Samba.</p>	<p>Listening</p> <ol style="list-style-type: none"> 1. Mas Que Nada Sergio Mendes feat. Black Eyed Peas <p>What genres do you think influenced this song?</p> <ol style="list-style-type: none"> 2. Samba De Orly Babel Gilberto <p>How is syncopation used in this song?</p> <p>Music Theory</p> <p>Time signatures tell us how many beats are in a bar. The time signature we have been using in samba is:</p>  <p>This means there are 4 beats in a bar. For example, you could have four crotchets. After four beats we would then put a bar line.</p> <p>Can you clap this rhythm?</p>  <p>Copy the 4/4 time signature into your homework book. Create your own four beat rhythm using the notes from week 1. 1. Make sure to add your bar line.</p>
<p>Week 5 - Content</p> <p>Listening</p> <ol style="list-style-type: none"> 1. 12 Variations On Twinkle Twinkle Little Star Wolfgang Amadeus Mozart <p>How is a scale used in this piece of music?</p> <ol style="list-style-type: none"> 2. A Thousand Miles Vanessa Carlton <p>Describe the piano melody in the intro.</p> <p>Music Theory</p> <p>This is the treble clef. Copy this into your book. Use the lines already in your book.</p> <p>Practice (optional week 5-7)</p> <p>Weeks 5-7 we will be learning piano/keyboard. If you have one at home you can practise, or you can come and use the school keyboards at break or lunch.</p> 	<p>Week 7 - Content</p> <p>Listening</p> <ol style="list-style-type: none"> 1. Liebestraum No. 33 Franz Liszt <p>How many different parts can you hear?</p> <ol style="list-style-type: none"> 2. Heartbeats Jose González <p>Describe the guitar in this piece of music?</p> <p>Music Theory</p> <p>This is the treble clef. Copy this into your book. Use the lines already in your book.</p> <p>Practice (optional week 8-9)</p> <p>Weeks 8-9 we will be learning guitar. If you have one at home you can practise, or you can come and use the school guitars at break or lunch.</p> 	<p>Week 9 - Content</p> <p>Listening</p> <ol style="list-style-type: none"> 1. Guns N' Roses Sweet Child Of Mine <p>Describe the electric guitar in the intro.</p> <ol style="list-style-type: none"> 2. Plug In Baby Muse <p>Is the intro conjunct?</p> <p>Music Theory</p> <p>Copy out the notes in the melody below.</p>  <p>Label the notes using the treble clef guide from week 5 & 6.</p> <p>Practice</p> <p>You can come and practise for your assessment in week 10.</p>



Year 7 - Personal Development - Cycle 1	Week 2 - PSHE	Week 4 - PSHE
<p>Key vocabulary/content/ideas</p> <p>PSHE</p> <ul style="list-style-type: none"> » Discussion and debate - PSHE is centred around hearing facts and sharing opinions. » Illegal - something you are not allowed to have/do and can be arrested if you are caught doing this. <p>RPE</p> <ul style="list-style-type: none"> » Religion - A belief in a high super power either a God or Gods. » Philosophy - A theory or attitude that acts as a guiding principle for behaviour. » Ethics - The morals and opinions you hold in reference to important societal issues. » Morals - living your life in a way that you believe is right. 	<ul style="list-style-type: none"> » Unique - being the only one of its kind; unlike anything else. » Self-esteem - confidence in one's own worth or abilities; self-respect. » Wellbeing - the state of being comfortable, healthy, or happy. » Resilience - the capacity to recover quickly from difficulties; toughness. <p>Influences on our behaviour Social media can have a big effect on our self-esteem and how we perceive ourselves. This in turn can affect how we behave.</p> <p>Peer pressure can affect how we behave in a positive and negative way. The desire to fit in can change how someone reacts in difficult situations.</p> <p>Fitting in - The need to fit in can make someone make poor choices such as choosing to do something illegal (smoke or drink) or be unkind to someone.</p>	<p>Coping strategies to promote wellbeing and boost mood can include being assertive.</p> <p>Assertiveness - confident and forceful behaviour.</p> <p>How we behave can have a negative effect on our:</p> <ul style="list-style-type: none"> » Physical health. » Mental health. » Body image. <p>The internet can be a very unsafe place. Some risks to the internet are the speed and scale that (mis)information can be shared, blurred public and private life and perception of anonymity (trolling).</p> <p>How to respond to unsafe things online:</p> <ul style="list-style-type: none"> » Report to authorities. » Challenge unkind/illegal activity.
<p>Week 6 - PSHE</p> <ul style="list-style-type: none"> » Trolling - this can be perceived as harmless to the person doing it, but it can have huge negative effects on those who are being trolled. » Falling out with friends - it can be really hard to stay friends with people as you grow up because your beliefs and values will change. You may also feel peer pressure to behave in a certain way. <p>Positive traits of a good friendship include:</p> <ul style="list-style-type: none"> » Trust. » Respect. » Openness. » Forgiveness. 	<p>Week 8 - RPE</p> <ul style="list-style-type: none"> » Belief - An acceptance that something exists or is true, without proof. » Opinion - What someone thinks. Can't be proved. » Soul - The spiritual or non material part of a person. Often thought of as immortal (never dies). » Spirituality - the quality of being concerned with the human spirit or soul as opposed to material or physical things. » Materialist - believe that the only thing that exists is physical stuff like tables and trees and brains. » Dualist - believes that we are our body but there is also something more to us. » Suffering - the state of undergoing pain, distress, or hardship. 	<p>Week 10 - RPE</p> <p>Many people think that humans have a soul, a special spiritual part that only humans have. This is where a persons spiritual side comes from.</p> <p>People have different beliefs about religion. They can be divided up into:</p> <p>Theist - Someone who believes in God.</p> <p>Atheist - Someone who does not believe in God.</p> <p>Agnostic - Someone who is unsure whether God exists and will never have evidence to prove either way.</p> <p>Those who are theists believe that miracles exist.</p> <p>These are events that cannot be explained through logic alone, like healing someone who is dying.</p>



Year 7 - Physical Education - Cycle 1	Week 1 - Inclusion	Week 2 - National Pride
<p>Key vocabulary/content/ideas</p> <p>Inclusion - Initiatives/sessions aimed at encouraging regular participation can get under represented social groups involved in sport.</p> <p>National Pride - A feeling when watching/representing your country.</p> <p>Fair Play - The importance of adhering to rules and being fair to others through playing sport.</p> <p>Excellence - Striving to be the best you can be.</p> <p>Citizenship - Taking an opportunity to get involved in the local community.</p>	<p>Inclusion is the use of Initiatives/sessions aimed at encouraging regular participation can get under represented social groups involved in sport.</p> <p>This would include tailoring sports to ensure engagement and participation in User Groups that are perceived to have barriers preventing them from participating. Examples of this would be;</p> <ul style="list-style-type: none"> » Providing the appropriate equipment and facilities to ensure Disabled people can participate in sporting sessions e.g. Wheelchairs, Ramps. » Providing suitable sessions for Retired or people over 50 to participate in sport e.g. Walking Football. 	<p>National Pride is a feeling when watching/representing your country. This is where you shown you are proud of the country you are born in or represent. Examples of this being shown in a sporting context are;</p> <ul style="list-style-type: none"> » Singing the national anthem. » Wearing your countries strip. » Following your countries progress in international tournaments.
Week 3 - Fair Play	Week 4 - Excellence	Week 5 - Citizenship
<p>Fair Play is the importance of adhering to rules and being fair to others through playing sport.</p> <p>This is predominantly displayed by athletes performing in a sport. Some examples are;</p> <ul style="list-style-type: none"> » Playing and following the rules. » If an opposing player is injured, ensure gameplay is fair. » Not cheating during the game. Displaying examples of sportsmanship such as being respectful, shaking hands with the opposition and not arguing with the officials. 	<p>Excellence is striving to be the best you can be when participating in sports. This is important for professional athletes to try and achieve so they can perform at the highest level for as long as possible.</p> <p>Examples of this within sport are;</p> <ul style="list-style-type: none"> » Performing consistently at a high level. » Performing with 100% effort. » Winning tournaments/competitions. » Representing your country in World Cups/Olympics. 	<p>Citizenship is taking the opportunity to get involved in the local community. This is important for athletes performing at all levels as it will encourage and enable participation in there sport, enabling it to grow and become more popular.</p> <p>Examples include;</p> <ul style="list-style-type: none"> » Volunteering as a coach for a junior club. » Delivering sports sessions in a local school. » Participating in local sports. » Raising awareness and advertising local sports.



Key vocabulary/content/ideas	Week 6 - Team Spirit	Week 7 - Tolerance & Respect
<ul style="list-style-type: none"> » Team Spirit - The ability to work as part of a team where everybody works together. » Tolerance & Respect - An understanding of different countries and cultures through sport. » Sportsmanship - Involves behaving in an appropriate, polite and fair way while participating in sport. Playing by the rules, being fair to opponents and losing graciously. » Gamesmanship - The art of winning games by using various plays, tactics and stretching the rules of the game to gain an advantage. » Etiquette - Polite, well mannered socially respected behaviour. 	<p>Team Spirit is the ability to work as part of a team where everybody works together. In a lot of sports you will have to work as part of team; Football, Rugby, Netball, Tennis (Doubles), Handball, Badminton (Doubles).</p> <p>To ensure a successful team athletes must be prepared to work together to achieve a common goal this will include;</p> <ul style="list-style-type: none"> » Encouraging your team mates. » Never giving up. » All Team members completing their individual responsibilities to work towards a common goal. » Self - sacrifice for the greater good of the team. 	<p>Tolerance and Respect is an understanding of different countries and cultures through sport. Tolerance is needed in order to cooperate and get on with other people. Respect helps people understand the need for social cohesion which requires levels of mutual respect.</p> <p>Examples in sport would be;</p> <ul style="list-style-type: none"> » Shaking hands with the opposition. Respecting other teams/players cultures and beliefs. » Respecting and being silent during opposing teams national anthem.
Week 8 - Sportsmanship Week	Week 9 - Gamesmanship	Week 10 - Etiquette
<p>Sportsmanship involves behaving in an appropriate, polite and fair way while participating in sport. Playing by the rules, being fair to opponents and losing graciously. In sport this includes;</p> <ul style="list-style-type: none"> » Kicking the ball out of play when an opposing player is injured. » Shaking hands before/after the game. » Applauding good play. » Respecting the officials. <p>Sportsmanship is important as it can benefit sport by: Providing good role models, make the sport better to watch, encourage participation and sponsorship.</p>	<p>Gamesmanship is the art of winning games by using various ploys, tactics and stretching the rules of the game to gain an advantage. Examples in sport include;</p> <ul style="list-style-type: none"> » Time wasting. » Feigning injury. » Distracting an opponent to gain an advantage. » Diving in football. <p>Gamesmanship can have a negative impact in sport as it can; Breed negative role models, spectators can lose interest, stop the flow of the game and encourage the opposition to employ similar strategies.</p>	<p>Etiquette in sport is polite well-mannered socially respected behaviour. Sport also has unwritten rules or customs - etiquette - to uphold respect and fairness. These help people to play in the 'spirit of the game'. They often require players to take an active approach to respect and fairness, not just avoid breaking the rules.</p> <p>For example, etiquette includes:</p> <ul style="list-style-type: none"> » Acknowledging that a ball was out in tennis » Shaking hands with opponents before and after an important football match, regardless of the outcome



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		estar to be, being estoy I am estás you are está he/she/it is, it is norte north sur south Inglaterra England España Spain en in ¿Dónde? Where? ¡Hasta luego! See you later! ¡Hola! Hello!		blanco white/pale listo ready nervioso nervous raro strange seguro sure, certain serio serious tonto silly tranquilo calm, tranquil ¿Cómo? How? hoy today muy very ¿Cómo se dice en inglés? How do you say it in English? ¿Cómo se dice en español? How do you say it in Spanish? no no sí yes	
		Week 1 sentence: Hola! Estoy muy bien y estoy en el sur de Inglaterra. Hello! I am very well and I am in the south of England.		Week 2 sentence: ¿Cómo se dice en español? SILENTLY en español? How do you say SILENTLY in Spanish?	
Week 3 - key vocabulary and content ser to be, being soy I am eres you are es he/she/it is ¡marca! mark (command) una opción an option alegre happy, cheerful alto tall, high bajo short, low correcto correct guapo good-looking simpático nice, friendly y and		tener to have, having tengo I have tienes you have tiene he, she, it has ¡lee! Read! ¿Qué? What? un barco a boat una bicicleta a bike un bolígrafo a pen una cama a bed una cámara a camera una casa a house un gato a cat una frase a sentence una letra a letter un libro a book		Week 4 sentence: Necesito un bolígrafo negro pero tengo un libro. I need a black pen but I have a book.	
		Week 3 sentence: ¿Puedo poner los puntos porque soy guapo y simpático? Can I do the points because I am good-looking and nice?		Week 5 sentence: Tengo un amigo que es simpático y tienes una amiga que es simpática. I have a male friend who is nice and you have a female friend who is nice.	
Week 7 - key vocabulary and content un amigo a friend una botella a bottle un caballo a horse una palabra a word un periódico a newspaper una planta a plant una pregunta a question una revista a magazine una tarea a task un teléfono a telephone también also		Week 4 - key vocabulary and content una moneda a coin un papel a paper nuevo new un, una a, an (m/f)		Week 5 - key vocabulary and content un amigo a friend una botella a bottle un caballo a horse una palabra a word un periódico a newspaper una planta a plant una pregunta a question una revista a magazine una tarea a task un teléfono a telephone también also	

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: Vamos a bailar y vamos a escuchar al profesor. We are going to dance and we are going to listen to the teacher.</p>		<p>Week 7 sentence: Necesito ayuda y el clase necesita un voluntario. I need help and the class needs a volunteer.</p>	
bailar	to dance, dancing	llevar	to wear, wearing	necesitar	to need, needing
escuchar	to listen, listening	usar	to use, using	una ayuda	a help
comprar	to buy, buying	una bolsa	a bag	una camisa	a shirt
hablar	to speak, speaking	una cosa	a thing	un producto	a product
llegar	to arrive, arriving	un vaso	a glass	un zapato	a shoe
¿Quién?	Who?	luego	then	gracias	thanks
una amiga	a friend (f)	de nada	you're welcome		
la música	music				
una pareja	a pair, partner				
importante	important				
bien	well				
temprano	early				
tarde	late				
con	with				
otra vez	again				

Week 8 - key vocabulary and content		Week 9 - key vocabulary and content		Week 10 - key vocabulary and content	
<p>Week 8 sentence: No hablo francés y no estudio arte. I don't speak French and I don't study art.</p>		<p>Week 9 sentence: Tengo 10 profesores y tienes 5 flores. I have 10 teachers and you have 5 flowers.</p>		<p>Week 10: Revision of all previous sentences.</p>	
caminar	to walk, walking	uno	1	hay	there is, there are
estudiar	to study, studying	dos	2	mirar	to look, looking
entiendo	I understand	tres	3	un chico	a boy
el arte	art	cuatro	4	una chica	a girl
el español	Spanish	cinco	5	una clase	a class
el inglés	English	seis	6	una mesa	a table
la ciencia	science	un número	a number	una persona	a person
el grupo	group	un autor	an author	una puerta	a door
el silencio	silence	una autora	an author	una silla	a chair
señor	sir, Mr	un color	a colour	una ventana	a window
señora	madam, Mrs	un director	a head teacher	allí	there
verdadero	true	una directora	a head teacher	aquí	here
falso	false	una flor	a flower	un señor	a man
mucho	much, a lot	un plan	a plan	una señora	a woman
pero	but	un profesor	a teacher		
perdón	sorry	una profesora	a teacher		
no	no, not				



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