

ESSENTIAL KNOWLEDGE BOOK

Name:

Form:

Year 7

Booklet One

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- P** - Write in pen- black ink, in legible handwriting.
R - Use a ruler to draw all straight lines and rule off finished work.
O - Oops! Draw a neat line through mistakes with a ruler.
U - Underline the title and full date.
D - Draw in pencil.

BE P.R.O.U.D OF YOUR WORK!

SPaG for Life

1	Use capital letters correctly; at the start of sentences and for proper nouns.
2	Use punctuation accurately. For example: full stops, question marks and exclamation marks.
3	Spell common words correctly.
4	Use homophones correctly. For example: there/their/they're.
5	Use paragraphs to structure your writing.



My Timetable

Username/Password Information

Platform	Username	Password Reminder
School email		
School PC logon		
Class Charts		
GCSE Pod		
Carousel		
Sparx		
Educake		
Isaac Physics		

Todmorden High School learning DNA



Silent retrieval

You enter lessons in silence and complete a retrieval activity independently, using your knowledge organiser. You put all your equipment on your desk.



Ambitious content

You work through an ambitious and broad curriculum across all of your subjects. You have high expectations of yourself and you do your best in lessons. Teachers direct your activities and outline whether tasks are collaborative and with discussion or silent independent work.



Assessment and Feedback

Your understanding is checked and teachers' planning is based on assessment of your work. Teachers regularly look at your work. All assessments are carefully planned to support your progress.



SkilFul questioning

Teachers use "no hands" strategies to check your understanding and learning. You answer questions to the best of your ability so that teachers have an accurate picture of your understanding.



Oracy and literacy

Your oral responses use formal vocabulary and ambitious academic language. Teachers will do this too. You project your voice so all can hear you. You have high standards of written English, you use SPaG for Life codes to identify errors and proof read your work. You are polite and respectful to staff who are here to help you make progress.



Self-regulated ARCH learners

You watch demonstrations from teachers so you have a clear understanding of what is being taught. Over time you effectively **plan, monitor and evaluate** your work. You understand thinking involves effort. You value and use the feedback teachers give you. You complete home learning because it is a key tool used to support long-term learning.



Responsive teaching

You are honest when answering questions so that teachers can adapt their teaching to help you understand or be more ambitious. You sit in seating plans specifically designed by your teachers to support your learning.



ARCH learners and ARCH teachers

In order to promote our core values of ARCH, your actions and words match the values of Ambition, Respect, Care and Honesty. This will support you to unlock your unique potential.



Orderly dismissal

You stand silently behind your desks and, when dismissed, leave in an orderly fashion. Corridors are calm.



ATL score	Criteria	ATL score	Criteria
1	Attitude to learning is exemplary because: - You have very high expectations of yourself and do your best in lessons. - Your oral responses use formal vocabulary and ambitious academic language. - You make every effort to achieve the highest standard of written English by using the SPaG for Life codes to identify errors and proof read your work. - Over time you effectively plan, monitor and evaluate your work. You understand thinking involves effort. - You value and use the feedback teachers give you. - You complete home learning because it is a key tool used to support long-term learning. You use the ARCH values to support your learning.	2	Attitude to learning meets expectations most of the time: - You have high expectations of yourself and do your best in lessons. - Your oral responses use formal vocabulary and ambitious academic language. - You make every effort to have high standards of written English by using the SPaG for Life codes to identify errors and proof read your work. - Over time you effectively plan, monitor and evaluate your work. You understand thinking involves effort. - You value and use the feedback teachers give you. - You complete home learning because it is a key tool used to support long-term learning. Where a teacher needs to discuss one of the above you make changes quickly and supportively.
ATL score	Criteria	ATL score	Criteria
3	Attitude to learning is below expectations: - Your expectations of yourself are not yet high enough and you do not always try your best in lessons. - You may not be silent in retrieval or you avoid thinking to answer questions, often waiting to be given answers. - Your oral responses need to be more developed and need to use subject language when answering questions. - Your standards of written English or presentation need to be improved, in particular using SPaG for Life codes to identify errors and proof read your work. - Thinking involves effort and you need to be more willing to try before asking for help or giving up. - You need to use the feedback teachers give you to help you improve your work. - You do not complete your home learning often enough. Sometimes when a teacher needs to discuss one of the above you do not respond, or you argue with them. Your teacher regularly puts negatives on Class Charts.	4	Attitude to learning is below expectations: - Your expectations of yourself are not yet high enough and you do not always try your best in lessons. - You often miss silent retrieval due to being late to lesson or you avoid completing it. - You are not ready to learn and are often missing key equipment for this subject. - Your oral responses need to be longer, and you need to be more willing to answer questions. - You need to complete more work in lesson and focus on working to a higher standard. - Thinking involves effort and you need to be more resilient, being willing to try before asking for help or giving up. - You need to use the feedback teachers give you to help you improve your work. - You need to complete your home learning for this subject. Sometimes when a teacher needs to discuss one of the above, you do not respond, or you argue with them. Your teacher regularly puts negatives on Class Charts, and you are sometimes removed from lessons in this subject.

Attitude to Learning

Attendance and Punctuality 2024-25							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	My Target

British Values	
Democracy Democracy is the foundation of the UK's political system. This British value is based on the idea that everyone should have an equal say in how their country is run, and that the government should be accountable to the people. All things voting, elections and referendums come in to play here. 	The Rule of Law Respect for the rule of law means that everyone in society is treated equally and fairly, and that everyone follows the same rules and laws. This value promotes a sense of order and stability in society and helps to prevent crime and other harmful behaviours. The UK justice system is a large part of this, including laws, police officers and courts. 
Individual Liberty Individual liberty allows people to pursue their own goals and interests, providing they do not harm others. This British value is based on the idea that people should be free to make their own decisions and choices within the bounds of the law, of course. 	Mutual Respect and Tolerance The fourth British Value, which is often split into two: (1) Mutual respect and (2) tolerance of different faiths and beliefs. They both promote understanding and acceptance of people from different backgrounds and with different beliefs and help to create a more inclusive and diverse society. 

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	e-e	i-e	o-e
						y	ie	oa
						ea	i	o
						e	y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

A guide to your Knowledge Organiser

What is a knowledge organiser?

A knowledge organiser is a place where your teachers have put all the **core knowledge** that you need to know for a particular topic. They are designed to support you to become self-regulated learners.

It is your first point of reference in lessons to check your understanding. You can use your knowledge organiser to:

- Check your understanding of key vocabulary in a lesson.
- Check your knowledge of a particular topic.
- Self-check quizzing and revision.

A knowledge organiser is **not** everything you are going to learn about a topic; this information will come from your lessons.

How to use your knowledge organiser

In lesson



Unless told otherwise, have your knowledge organiser on the desk, open at the subject you are currently in. This will make it simpler for you to check your understanding of key vocabulary.

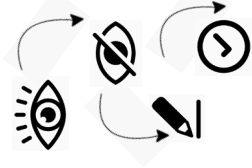


If you are struggling with a knowledge question, refer to your knowledge organiser before asking your teacher. This will also develop your research skills.



When planning your written answers in lessons, refer to your knowledge organiser for that subject to ensure you have correct and detailed knowledge.

As revision



Look-Cover-Write-Check

1. Choose one section of your knowledge organiser.
2. Study it carefully. I find that reading it out works to embed it into memory.
3. Cover the section with a paper, or turn the KO over.
4. Write the sentence/information out from memory.
5. Check it against your KO.

Timeline/diagrams

Use the information from your knowledge organiser and transform it into something else. This can be a timeline, storyboard or diagram.



Self-quizzing

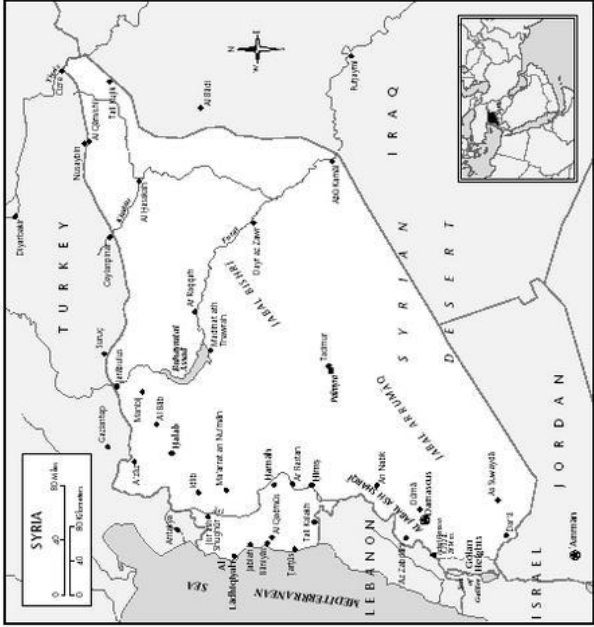
Choose a section of the knowledge organiser you want to learn.

Create a set of questions to test yourself with. These can be on flashcards, or even Quizlet. Use the sections of your KO to chunk the knowledge together and make it manageable.



Context

- 2011 – civil war begins in Syria. The government, supported by Russia and Turkey, attempt to take control of protests.
- 2012-2015 – millions of Syrians become either refugees or ‘displaced persons’.
- 2015-2016 – the year ‘Boy, Everywhere’ is set.
- 2015 – it is estimated that 35,000 buildings are destroyed and 205,300 people are reported missing.
- 2016 – Aleppo is recaptured by the government.
- 2020 – Russia and Turkey declare a ceasefire but parts of Syria remain occupied.
- 2021 – unrest is ongoing.



Plot:

Boy, Everywhere is the story of Sami, a typical 13 year old who spends as much time as he can playing football and Fifa with his friends. He wants the latest pair of football boots, daydreams in school, and wastes time on his iPad. However, a bombing close to his home changes his life. Sami and his family are forced to flee from their home in Damascus, leaving everything they know behind. They begin the dangerous journey to the UK; Sami faces challenges he never expected and discovers a world he never imagined.

A.M Dassu spent months carrying out research prior to writing the book. She met many boys who are just like Sami.

Characters:

- Sami
The thirteen-year-old relatable protagonist whom we see faces huge challenges for a teenage boy. Sami learns resilience and compassion as he faces losing everything.
- Joseph
Sami’s best friend at school in Damascus. They tease each other, play football together and they are in class together when the bombing occurs.
- George
George is unkind, particularly to Joseph, when the boys are in school.

- Baba, Mama and Sara
Sami’s father (Baba) is a hospital doctor in Damascus. He arranges for the family to escape and loses all his material belongings, Sara is Sami’s younger sister. She is so traumatised by the bombing that she stops speaking altogether.

- Tete and Jiddo
Tete (pronounced Tey-tey) is Sami’s grandmother. His Jiddo, or grandfather, passed away before the bombing.

- Uncle Muhammad, Fatimah and Hassan
Muhammed is helpful and kind to Sami, but his wife and son are not. They lack empathy and Hassan, who is also a teenager, is confrontational towards Sami in particular.

- Aadam and Ali
Sami meets Aadam and Ali after he has begun his perilous journey out of Syria with his family. They are the same age as Sami and they too face unbearable challenges.

Themes: create a tally chart for each time these themes occur

- bullying
- conflict
- courage
- discrimination
- diversity
- empathy
- family
- refugees
- war

Key Vocabulary:

- agitated
- blatantly
- coax
- corroborate
- culprit
- dilemma
- eerie
- equivalent
- funicular
- incredulous
- magnificent
- mayhem
- perpetual
- precariously
- sheepishly
- victorious

Symbolism: (add explanations to these key symbols as we read.)

- Football
The boat journey
- Darkness
Jiddo’s ring

- Some literary techniques and narrative methods used:
 - Foreshadowing** - when a writer gives an indication about something that may happen.
 - Juxtaposition** – two things placed together for contrast.
 - Metaphor** – stating one thing as though it is something else.
 - Personification** – giving human features/characteristics to a non-human object.
 - Repetition** – where an idea is repeated multiple times throughout a text often to strengthen the idea presented.
- Pathetic fallacy** - a type of personification where emotions are given to a setting, an object or the weather.
- Onomatopoeia** – words that sound a little like they mean.
- Emotive Language** – language intended to create an emotional response.
- Flashback** – a return to an earlier event.
- Symbolism** – using images, ideas etc. to represent something else (see symbolism box).

KEY VOCABULARY

authoritarian: enforcing strict obedience to authority at the expense of personal freedom.

benevolent: well meaning and kindly.

compliance: the action or fact of complying with a wish or command.

conformity: a change in belief or behaviour in order to fit in with a group.

constraint: a limitation or restriction.

dehumanising: deprive of positive human qualities.

draconian: laws that are excessively harsh and severe.

malevolent: having or showing a wish to do evil to others.

manipulation: the act of controlling or influencing someone to act according to your wishes.

omnipotent: all powerful/having great power and influence.

omnipresent: always present.

oppressive: inflicting harsh and authoritarian treatment.

totalitarianism: all power is placed in the hands of a small minority or an individual.

ETYMOLOGY:

The word dystopia comes from adding the Latin prefix dys, which means “bad,” to the word utopia (definition: a perfect society). So a dystopia is a utopia gone wrong. While the intention might have been to create a perfect society, all the regulations make life there really bad.

GENRE FEATURES: (add in any more you identify)

- Propaganda is used to control the citizens of society.
- Information, independent thought and freedom are restricted.
- A leader/concept is worshipped by the citizens of the society.
- Citizens have a fear of the outside world.
- Citizens live in a dehumanized state.
- Citizens conform to uniform expectations. Individuality and dissent are bad.
- The society is an illusion of a perfect utopian world.

TIMELINE

- **1949 - 1984, George Orwell** - “The moral to be drawn from this dangerous nightmare situation is a simple one: Don’t let it happen. It depends on you”. George Orwell, Statement on Nineteen Eighty-Four
- **1951 – The Pedestrian, Ray Bradbury** - “The multicoloured or grey lights touching their faces, but never really touching them...”
- **1953 - Fahrenheit 451, Ray Bradbury** - “There must be something in books, something we can’t imagine, to make a woman stay in a burning house; there must be something there. You don’t stay for nothing.”
- **1961 – Harrison Bergeron, Kurt Vonnegut** - Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else."
- **1985 - The Handmaid’s Tale, Margaret Atwood** - There is more than one kind of freedom...Freedom to and freedom from. In the days of anarchy, it was freedom to. Now you are being given freedom from. Don't underrate it."
- **1993 – The Giver, Lois Lowry** - “They have never known pain, he thought. The realization made him feel desperately lonely.”
- **2006 - The Road, Cormac McCarthy** - “People were always getting ready for tomorrow. I didn't believe in that. Tomorrow wasn't getting ready for them. It didn't even know they were there.”
- **2008 - The Hunger Games, Suzanne Collins.** - “We had to save you because you’re The Mockingjay, Katniss," says Plutarch. "While you live, the revolution lives.”
- **2009 - The Maze Runner series, James Dashner** - “Can’t take a chance that one day, in one spot, somewhere, an exit might appear. We can’t give up. Ever.”
- **2011 - Divergent series, Veronica Roth** - “Becoming fearless isn't the point. That's impossible. It's learning how to control your fear, and how to be free from it.”

THEMES: (write an example of each from your novel)	
Government Control	
Technological Control	
Environmental Disaster	
Survival	
Loss of individualism	

Maths

Difference – Means subtraction between the two values.

Eg. the difference between 10 and 3 is 7, since $10 - 3 = 7$

Eg. What number is halfway between 6 and 10?

6, 7, 8, 9, 10

Eg. Put these numbers in order starting with the smallest 13, 5, 2, 9, 4, 7

2, 4, 6, 8, 10, 12, ...
7, 14, 21, 28, 35, ...

You can find a number that is half way between two numbers.

You can order numbers from smallest to largest.

You can count in different steps.
Count in 2's or 7's for example

A=9 and B = 16

Grouped Data – Is when you put the information into groups.

Tally mark – A tally mark is |, its used to count data.

Total – To find the **Total** you add all the numbers up.

Division – Means sharing out equally.

Year 7 – Unit 1 – Analysing and Displaying Data

Data	A set of information. Each piece of information is called a value.
Range	Difference between the smallest and largest values. The larger the range, the more spread out the values.
Mode	Is the most common value. It is also called the modal value.
Median	Is the middle value when the data is written in order.
Pictogram	Uses pictures to show data.
Pictogram Key	The key shows what each picture represents.
Bar chart	Uses bars of equal width to show data.
Bar-line chart	Is like a bar chart but uses lines instead of bars.
Tally Chart	Is used to record data. It uses Tally marks and has a frequency column.
Frequency	The number of times it occurs.
Frequency table	Shows how many of each value there are in a set of data.
Groups/Classes	Data organised into groups or classes, such as 1–5, 6–10, 11–15,
Modal class	The group with the highest frequency
Continuous Data	Can take any value, eg. height. No gaps between the bars for this type of data.
Mean	Is the total of the set of values divided by the number of values.
Average	A typical value for the data. Mode, median & mean are examples of average.
Comparing	To compare two sets of data, find an average and the range.
Line Graphs	Show how quantities change.
Time Series/graph	A line graph showing changes over time, the time must be along the horizontal axis.
Dual bar chart	Compares two sets of data.
Compound bar chart	Combines different sets of data in one bar.

Sum – Means add all of the numbers

Eg. The sum of 3, 4 and 10 is:
 $3 + 4 + 10 = \underline{17}$

Difference – Means subtraction between the two values.

Eg. the difference between 10 and 3 is 7, since $10 - 3 = 7$

Round – Making the number simpler but keeping its value close to what it was

Eg. 36 rounded to the nearest 10 would be 40

Eg. This would be a division. So how many times does 4 go into 12?
 $12 \div 4 = 3$ - 4 goes into 12, 3 times

How many times does a number go into another number?

Eg. $55 \div 5$ 11 $\underline{5} \ 5 \ 5$
 $55 \div 5 = 11$

Short division or bus stop method

1	1.0	100%
$\frac{3}{4}$	0.75	75%
$\frac{2}{3}$	0.6	$66\frac{2}{3}\%$
$\frac{1}{2}$	0.5	50%
$\frac{1}{3}$	0.3	$33\frac{1}{3}\%$
$\frac{1}{4}$	0.25	25%
$\frac{1}{5}$	0.2	20%
$\frac{1}{8}$	0.125	$12\frac{1}{2}\%$
$\frac{1}{10}$	0.1	10%
$\frac{1}{100}$	0.01	1%

Partitioning	Splits the bigger number to make some easier multiplications.
Priority of operations BIDMAS	1. Brackets 2. Indices 3. Division and Multiplication 4. Addition and Subtraction When you have only $\times$ and $\div$, or only $+$ and $-$, then work work from left to right.
Approximation	Is a number that is not exact. This can be used to estimate answers to calculations.
Column Method	In column method you write the numbers in the calculation in their place value columns.
Long Multiplication	Is a written method to multiply by number with two or more digits.
Profit	If money received is greater than the money spent, then you make a profit.
Loss	If money spent is greater than the money received, then you make a loss.
Long Division	Is a written method to divide by numbers with two or more digits.
Round to the nearest pound	To round to the nearest pound, look at the pence £12.61 rounds to £13
Multiple	A multiple of a number is in that number's multiplication table.
Venn Diagram	Is a way of showing sets of numbers.
Factor	Is a whole number that will divide exactly into another number.
Factor Pair	Is two numbers that multiply together to make another number.
Prime Number	Has exactly two factors, 1 and itself.
Square Numbers	Make a pattern of square dots. To find the square of a number, you multiply it by itself.
Index	The '2' in 3^2 is called the power or index.
Indices	The plural of index is indices.
Square Root	Finding the square root is the inverse of squaring.

Index notation is a way of representing numbers (constants) and variables that have been multiplied by themselves a number of times.

Collecting like terms is a way of simplifying algebraic expressions. To do this we identify the like terms in an algebraic expression and combine them by adding or subtracting.

$\oplus$	$\times$	$\oplus$	$=$	$\oplus$
$\ominus$	$\times$	$\ominus$	$=$	$\oplus$
$\oplus$	$\times$	$\ominus$	$=$	$\ominus$
$\ominus$	$\times$	$\oplus$	$=$	$\ominus$

$\oplus$	$\div$	$\oplus$	$=$	$\oplus$
$\ominus$	$\div$	$\ominus$	$=$	$\ominus$
$\oplus$	$\div$	$\ominus$	$=$	$\ominus$
$\ominus$	$\div$	$\oplus$	$=$	$\oplus$

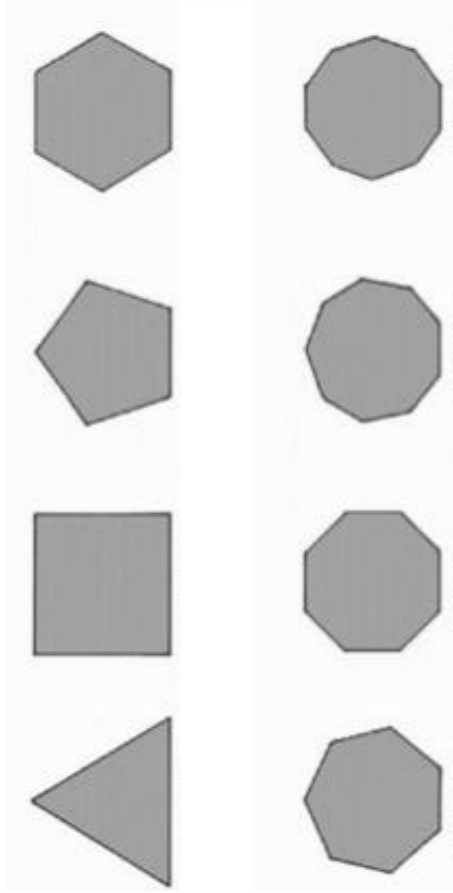
Substitution – replace a variable with a value or another variable.



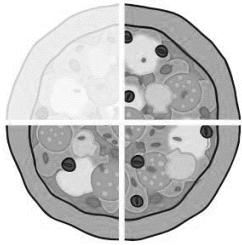
Expression	An expression uses variables (letters) to stand for numbers.
Formula	Uses variable and an equals sign (=) to show the relationship between variables.
Expanding Brackets	Removes brackets from an expression by multiplying each term inside the bracket by the term outside.
Function	Is a rule that changes one number into another number The function +3 adds 3 to a number
Inverse function	Is the reverse or opposite of a function. The inverse function -3 is the reverse of +3
Equation	Contains an unknown number (a letter) and an '=' sign.
Solve	An equation means work out the value of the unknown number.
Solution	Is the value of the unknown
Variable	A symbol which works as a placeholder for expression or quantities that may vary or change.

An **estimate** is an approximate calculation of a quantity or value.

A polygon having all the sides equal and all angles equal are **regular** polygons.

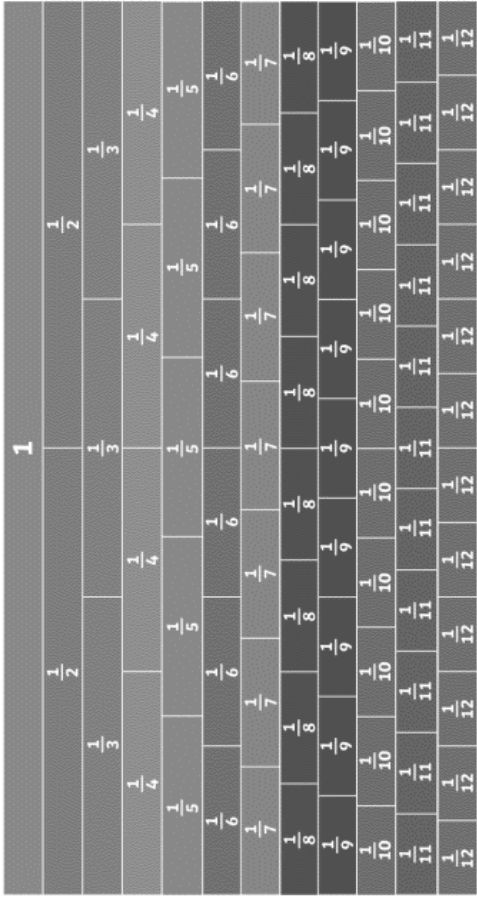
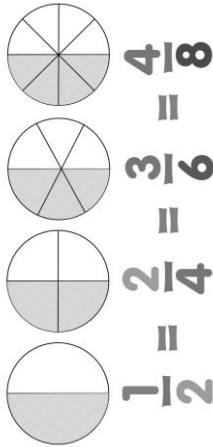


Ascending	From smallest to largest – going up.
Descending	From largest to smallest – going down.
Mass	A measure of how much matter is in an object.
Capacity	The maximum amount that something can contain.
Scale Drawings	A drawing that shows a real object with accurate sizes reduced or enlarged by a certain amount (called the scale).
Place Holder	A zero place holder fills a gap in a calculation.
Compound Shapes	Shapes created by joining 2 or more other shapes. You can split the shape up to find area and perimeter.
Approximate	The same as estimation.



Halving - Splitting a whole thing into two equal parts gives a **half**.

Equivalent - Equivalent fractions are fractions that have the same value.



Fraction	A fraction is a part of a whole.
Numerator	The number above the line in a fraction.
Denominator	The number below the line in a fraction.
Equivalent fractions	Equivalent fractions are fractions that have the same value.
Improper fractions	Fractions that have a numerator that is larger than the denominator.
Mixed number	Mixed numbers have a whole number part and a fraction part.
Simplify	Simplifying is to make the fraction as simple as possible.
Percent	Percent means 'Out of 100'. Eg: 50% means 50 out of 100, which is $\frac{50}{100}$

Probability scale – you can show probabilities using a scale



Outcomes – Possible results of an event.



E.g. There are 6 possible outcomes on a fair dice.

Probability of an event happening =
$$\frac{\text{Number of successful outcomes}}{\text{Total number of possible outcomes}}$$

$P(x)$ means 'the probability of x happening'

E.g. $P(6)$ on a fair dice = $\frac{1}{6}$

Probability of rolling a 6 on a fair dice

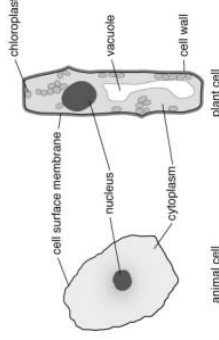
The probability of all outcomes will always add to 1.

Experimental probability =
$$\frac{\text{Frequency of event}}{\text{Total frequency}}$$

Probability	Probability is the chance that something will happen.
Even chance	Even chance means that something is as likely to happen as not.
Event	In probability, an event is something that might happen.
Impossible	There is no chance that the event will ever happen.
Certain	The event will definitely happen.
Outcome	Possible results of an event.
Successful Outcomes	Successful outcomes are the outcomes that you want.
Experimental probability	You can use the results of an experiment to estimate probabilities. Page 16

Biology Topic 7A Cells, tissues and organs.

Animal and plant cells



Key Terms / Words	Definition
life process	A process that something does in order for it to be alive - movement, reproduction, sensitivity, growth, respiration, excretion and a need for nutrition.
cell	The basic unit of all life. All organisms are made of cells
tissue	A group of the same type of cells all doing the same job.
organ	A large part of a plant or animal that does a very important job.
organ system	Collection of organs working together to do a very important job. E.g. breathing system, circulatory system, digestive system, nervous system, locomotor system, water transport system.
organism	A living thing.
mitochondria	Small parts in the cytoplasm of all cells, where respiration occurs.
excretion	Getting rid of waste. All organisms excrete.
respiration	A process in which substances release energy for an organism to use. All organisms respire. There are, however, different forms of respiration.
sensitivity	The ability to detect things in the surroundings. All organisms can sense certain changes in their surroundings.
nutrition	Substances that help organisms respire and grow. All organisms need nutrition.
photosynthesis	Process that plants use to make their own food. It needs light to work.

Plant organs

leaf traps sunlight to make food for the plant



Root holds the plant in place. Roots also take water and small amounts of other substances from the soil.

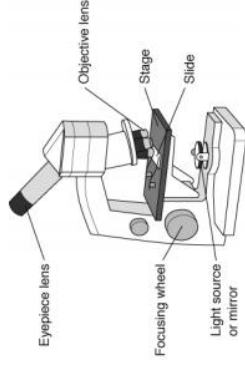
Specialised cells

Some cells are specialised and have special functions

Example in animals	Muscle cells – allow us to move Fat cells – store fat for energy and insulation
Example in plants	Root hair cells – take in water Xylem cells – carry water

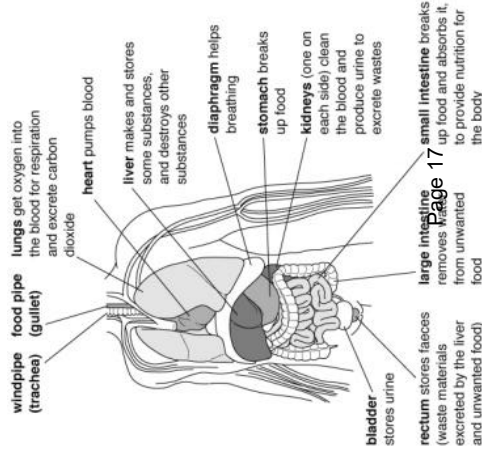
Microscopes

The specimen has to be thin to let light get through it. It is placed with a drop of water onto a slide. A coverslip is placed on top. A stain can be used to help you see parts of the cell.

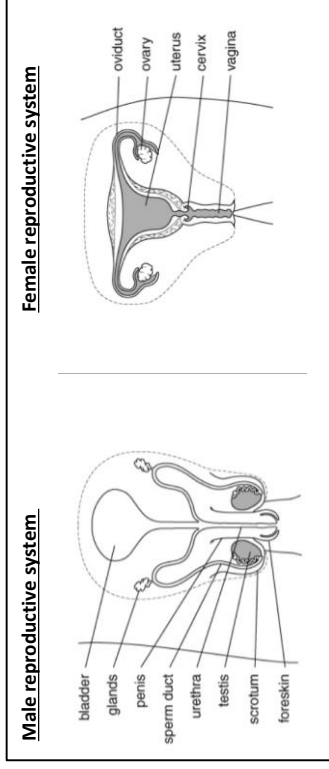


total magnification = magnification of objective lens x magnification of eyepiece lens

Animal organs

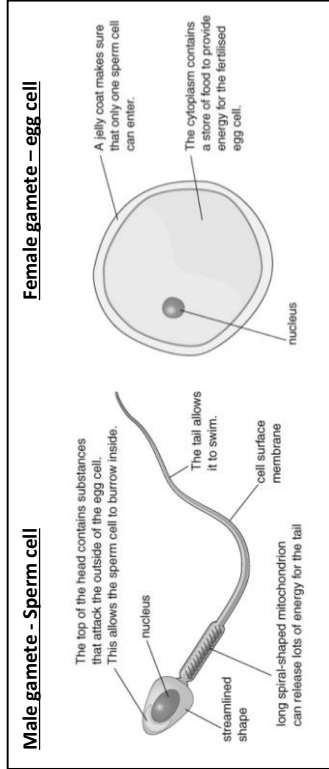


Key term	Definition
Gamete	A cell used for sexual reproduction. Egg cells in females, and sperm cells in males.
Fertilisation	Fusing the nucleus of a male gamete with the nucleus of a female gamete.
Ovary	Female reproductive organ. Produces egg cells.
Testis	Male reproductive organ. Produces sperm cells. Plural = testes.
Uterus	Organ in females in which a baby develops.
Ovulation	Releasing of an egg cell from an ovary.
Menstruation	When the lining of the uterus and a little blood pass out of the vagina as part of the menstrual cycle.
Penis	Organ which carries sperm out of the male's body.
Vagina	Tube in females leading from the cervix to the outside. The penis is placed here during sexual intercourse.
Embryo	A ball of cells grows by cell division from a fertilised egg cell.
Foetus	The developing baby during pregnancy.
Gestation	Process where the baby develops during pregnancy.
Placenta	Organ that provides the foetus with oxygen and nutrients and removes waste substances.
Amniotic fluid	Liquid that surrounds and protects the foetus.
Umbilical cord	Connects the foetus to the placenta.
Adolescent	When children enter puberty, when emotional as well as physical changes occur.



Male reproductive system

Female reproductive system

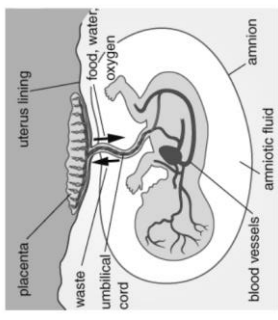


Male gamete - Sperm cell

Female gamete – egg cell

Pregnancy in mammals

- Fertilisation occurs in the oviduct.
- The fertilised egg cell divides to form an embryo.
- The embryo implants into the uterus lining.
- Once the embryo has developed all its organs it is called a foetus.
- It takes about 40 weeks (9 months) for a human fertilised egg cell to grow into a baby ready



Internal fertilisation = In all mammals fertilisation happens **inside** the female.

External fertilisation = In some animals (e.g. frogs, fish) fertilisation happens **outside** the female.

Birth

- The uterus starts contractions and the woman goes into labour.
- The muscles of the cervix relax.
- The baby is pushed out head first through the cervix and the vagina.
- The baby starts to breathe and the umbilical cord is cut.
- Then the placenta is pushed out of the uterus. This is the afterbirth.
- The mother's breasts contain mammary glands that produce milk to feed the baby
- The milk contains antibodies which destroy micro-organisms that may cause disease.

Growing up

Children enter puberty around the ages of 10-14. During puberty, sex hormones cause big physical changes to occur. It ends around the age of 18.

Changes in boys	Changes in girls
• hair grows under arms, on face and on chest	• hair grows under arms
• public hair grows	• public hair grows
• shoulders get wider	• hips get wider
• body smell increases	• body smell increases
• testes start to make sperm cells	• ovaries start to release egg cells
• testes and penis get bigger	• breasts develop
• voice deepens ('breaks')	

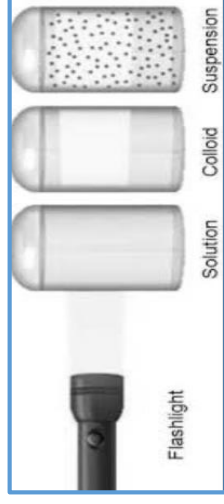
Key term	Definition
States of matter	Solid, liquid and gases are the three states of matter.
Physical change	A reversible process that does not result in the formation of a new substance e.g. melting
Chemical change	Difficult to reverse (irreversible) result in the formation of new substance e.g. chemical reactions result in chemical changes.
Dissolve	When a substance breaks up into such tiny pieces in a liquid that it can no longer be seen and forms a solution.
Mixture	Two or more substances not bonded to each other. The substances in mixtures can be separated.
Filtration	Used to separate an insoluble substance from a liquid.
Evaporation	When a substance changes from a liquid into a gas.
Distillation	The process of separating a liquid from a solution by evaporating the liquid and then condensing it (so that it can be collected).
Chromatography	A method that separates out dissolved substances in a mixture, using a solvent. The different substances are carried different distances by the solvent.

The Big Ideas and Must Know Facts

Interpreting a Chromatogram
Chromatograms help to identify substances in a mixture.
This paper chromatogram shows that A, B, C and D are all single substances, and that X is a mixture of C and D.

10g of solute + 90g of solvent = 100g of solution
Mass is conserved!

Required Practical.



We can test whether a substance is a suspension, colloid, or solution by shining a torch through it and waiting to see whether any particles settle out over time.

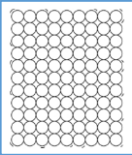
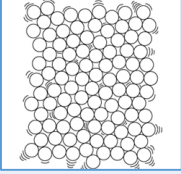
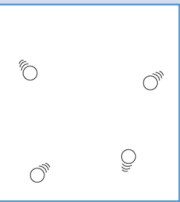
- A **suspension** is a mixture of two substances that separate if the mixture is not stirred. These two substances are often a solid and a liquid. When they are mixed, we say that one substance is suspended in the other. An example is sand mixed with water.
- In a **colloid**, one substance is **dispersed** in another substance and the two substances will not separate easily. Either substance may be a solid, liquid or gas. A colloid is cloudy or **opaque**, so it is easy to see that it is a mixture. Milk is a colloid of different milk solids dispersed in water.
- A **solution** is a mixture where the solid dissolves in the liquid. This makes the mixture clear or **transparent**.

Key term	Definition
Property	A description of how a material behaves and what it is like. Hardness is a property of some solids.
Particle	The tiny pieces that everything is made out of.
Particle Theory	Theory used to explain the different properties and observations of solids, liquids and gases.
States of Matter	There are three different forms that a substance can be in: solid, liquid or gas. These are the three states of matter.
Random	Having no regular pattern.
Volume	The amount of space something takes up. Volume can be measured in cubic centimetres (cm ³).
Air Pressure	The force per unit area caused by air molecules hitting the surface.
Brownian Motion	Erratic movement of small specks of matter caused by being hit by the moving particles that make up liquids or gases.
Diffusion	Movement of particles of a substance from an area of high concentration to an area of lower concentration.
Compressed	Squeezed into a smaller volume

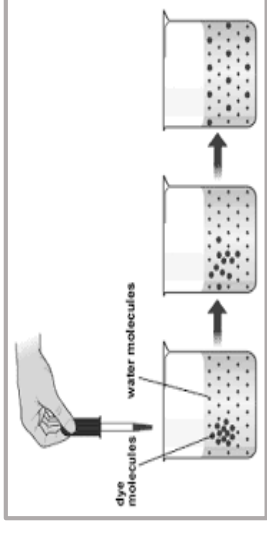
Pressure in gases

Pressure is caused by particles hitting the walls of the container they are in. The pressure may increase because:

- the container has been squashed, making the volume smaller so that the particles will be hitting the walls more frequently.
 - the number of particles has been increased, so that there are more particles moving around to hit the walls.
- If the particles are in a flexible container, like a balloon, an increase in pressure inside the container can make the volume increase.

Diagram	Properties	Particles
	Solid. Fixed volume, fixed shape.	The particles have less kinetic energy vibrate in fixed positions. The forces between the particles are very strong.
	Liquid. Fixed volume no fixed shape. A liquid will take the shape of the bottom of its container.	The particles have more kinetic energy. The forces between the particles are very moderate so the particles can flow freely past one another.
	Gas. No fixed volume, no fixed shape. A gas will expand to fill its container.	The particles have lots of kinetic energy. The forces between the particles are negligible and so the particles move freely and randomly.

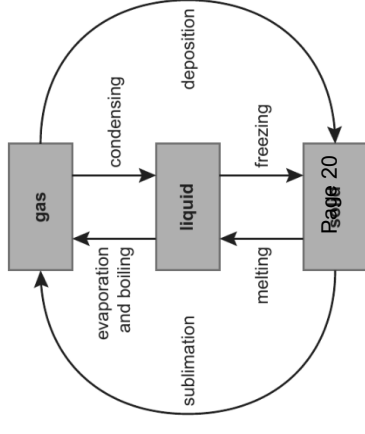
Required Practical.



Aim. Does diffusion depend on temperature?

Hypothesis. The higher the temperature the faster the rate of diffusion.

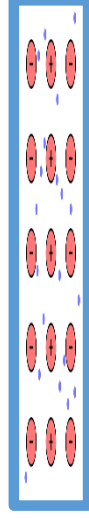
Changes of state are **physical** changes, no new substances are **forms** and the changes are relatively easy to reverse.



Brownian Motion is the constant, random, jerky motion of dust and pollen particles because they are being bombarded by surrounding water or air particles. Brownian motion is evidence for particle theory.

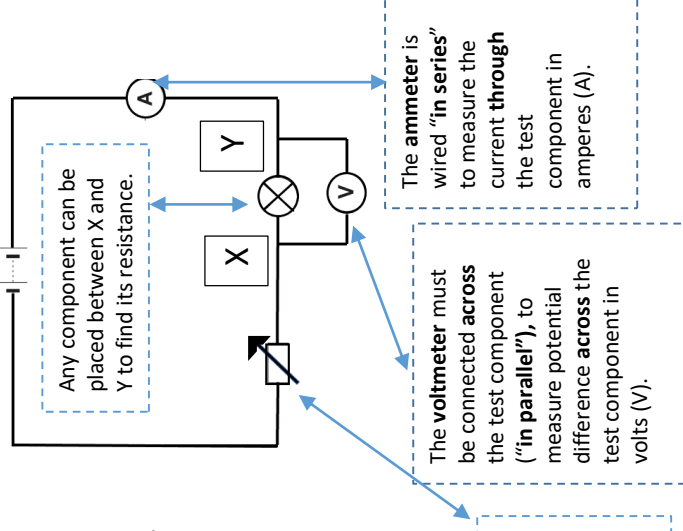
Todmorden High Science Knowledge Organiser

Year 7 Topic7J Electrical Circuits



Good conductors have lots of “free electrons” that can flow – that’s a current.

The **TEST Circuit** is used in all electricity investigations.



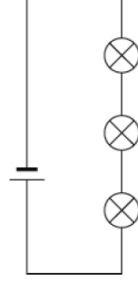
The **resistance** of the test component in ohms (Ω) is calculated using equation: $R = \frac{V}{I}$

R, resistance (ohms, Ω)
V, potential difference (volts, V)
I, current (amperes, A)

Cells vs batteries

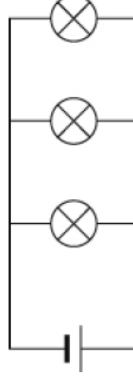


Series circuits



- **The current is the same all the way round the circuit.** Current never gets used up.
- If one bulb breaks there is a gap in the circuit and they all go off.
- The potential difference from the cell is **shared** across all components, so each bulb only gets a some of the voltage.
- Adding bulbs in series (with the same cell) makes them dimmer.

Parallel circuits



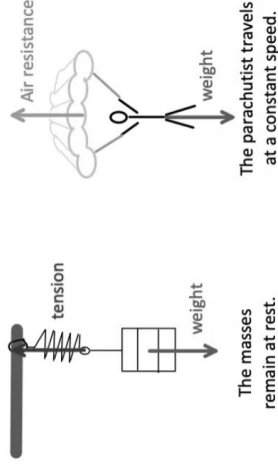
- The current is the **not** the same all the way round the circuit. **The total current into a junction is equal to the total current out of a junction.**
- If one bulb breaks there are other pathways for the current so the other bulbs still work.
- **The potential difference across each branch is the same as the potential difference across the cell.** Adding more bulbs in parallel to the same cell does not make them less bright. Houses and schools have parallel circuits.

Key term	Definition
current (through)	The rate of flow of charge per second, measured in amperes (A). I stands for current in equations.
potential difference (across)	The energy transferred per unit of charge that flows across two points, measures in volts (V). A potential difference causes a current to flow.
resistance (of) $R = \frac{V}{I}$	The ratio of potential difference to current, measured in ohms (W) A larger resistance gives a smaller current for the same potential difference.
series circuit	A circuit with only one loop (pathway) for the current to flow.
parallel circuit	A circuit with more than one loop (branch) or pathway for the current to flow.
electrical charge	Can be positive or negative e.g. electrons have a negative charge. All atoms contain charged particles.
ammeter	Measures current in amperes (A).
voltmeter	Measures potential difference in volts (V).
conductors and insulators	Conductors allow current to flow through them easily. Metals are good conductors. Insulators do not allow current to flow through them e.g. plastic and rubber.



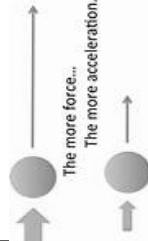
Science . Forces 7K

Newton's 1st law.

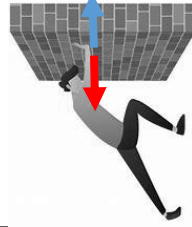


When the forces acting on a body are balanced (i.e. there is no resultant force), the body will either remain at rest (stopped) or continue to move in a straight line at a constant speed.

Newtons 2nd law.



Newtons 3rd law.

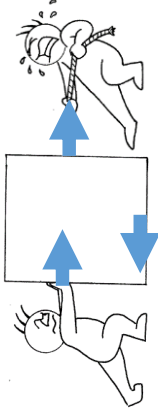


When a resultant force acts on an object, the object will accelerate, i.e. change its speed and or direction.

When one object A exerts a force on another object B, the second object B, will exert an equal force on the first object in the opposite direction. e.g. the man pushes the wall, but the wall pushes back on the man.

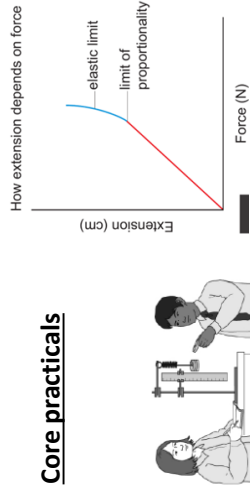
Key terms	Definition / equation
Force	A push, pull or a twist measured in newtons (N).
Contact forces	A force where the objects must touch before the force can have an effect e.g. friction
Non-contact forces	A force that can affect objects from a distance e.g. gravity.
Weight	The force acting on an object due to gravity. It is measured in newtons (N). Your weight could change if you went into space or another planet. Weight (N) = Mass (kg) x gravitational field strength (N/kg).
Mass	The amount of matter that something is made from, measured in kilograms (kg). Your mass does not change if you go to space or another planet.
Gravitational field strength (g)	All objects with mass produce a gravitational field, measured in N/kg. The Earth's gravitational field strength is 10 N/kg. For each kg of mass, an object will experience 10 N of force.
Hooke's Law	Hooke's law states that the extension of a spring is directly proportional to the force on it, provided the limit of proportionality is not exceeded.
Elastic limit	If you stretch a spring beyond its elastic limit it will be permanently stretched. It is no longer elastic.
Pressure	Pressure is the force per unit area, i.e. the force in newtons divided by the area. $P = \frac{F}{A}$
Balanced	When forces on a single object are the same strength but in opposite directions. Balanced forces cause an object to stay still or move at a steady speed in a straight line.
Unbalanced forces	Unbalanced: When two forces work in opposite directions are not the same strength. Unbalanced forces can change the motion of objects.
Resultant force	The overall force on an object. A single force with the same effect as all the forces on an object combined.

Force diagrams.



Forces are represented by arrows. The length of the arrow is drawn to scale.

Core practicals



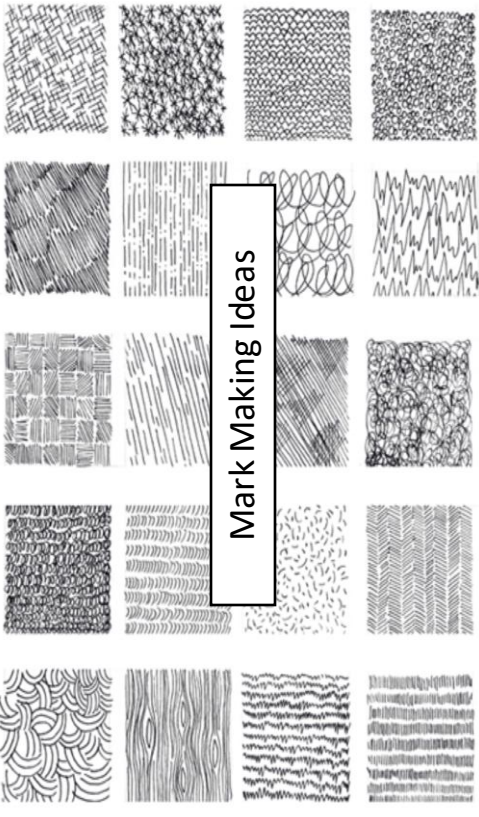
An investigation to see if springs and elastic bands stretch in the same way. The length of a spring and an elastic band will both depend on the force being applied.



An investigation into how several different variables can affect the amount of friction between two surfaces.

Year 7 Art- Term 1- Creative Bugs

Keyword	Meaning
Contrasting Colours	Opposite on the colour wheel.
Complementary	Colours that are opposite on the colour wheel.
Harmonious	Colours that are next to each other on the colour wheel.
Tertiary	The combination of a primary and a secondary colour.
Mark Making	Making marks such as lines, dots and, dashes and other patterns.
Composition	The way in which all the elements work together to produce an overall piece of art.
Observation	Closely looking at something or someone.
Formal Elements	The main elements of art such as; line, shape, space, form, tone, texture, pattern, colour and composition.
Secondary Source	A photograph or an image of something that is real.
Texture	The way a surface feels.



Mark Making Ideas

Glue your information printed in colour here.

Glue your information printed in colour here.

Pencil Tone Scales

H
F
HB
B
2B
3B
4B
5B
6B
7B
8B
9B

HARD
SOFT
SOFTER
VERY SOFT



LIGHT
DARK

Stepped Tone



LIGHT
DARK

Smooth Tone

Year 7 ART- Term 2- Van Gogh Landscapes

Keyword	Meaning
Landscape	Everything that you can see when you look across an area of land, including hills, rivers, buildings, and trees.
Post-Impressionism	A bold style of art that includes vivid colours and distinctive brushstrokes.
Mark Making	Making marks such as lines, dots and, dashes and other patterns.
Depth	The distance between the background and the foreground of an artwork.
Impasto	An Italian word for “paste” or “mixture”, used to describe a painting technique where paint is laid on so thickly that the texture of brush strokes or palette knife are clearly visible.
Form	When an artist creates the effect of 3D shape in an artwork.
Background	The part of the artwork that appears furthest away.
Middle-ground	The middle distance of a painting or photograph.
Foreground	The part of the artwork that appears nearest to the viewer.
Monochromatic	containing or using only one colour.

Glue image of foreground, midground and background here

Vincent Van Gogh was a Dutch painter (1853 – 1890) who was part of the Post-Impressionist art movement. Today, he is considered as one of the greatest painters of all time and an important influence on **modern art**. He often used **vibrant colour, mark-making** and **brushstrokes** to create **texture** and **movement** as well as to convey emotions. He created many drawings and paintings of landscapes, sometimes working in just one colour which is called **monochromatic**.



Example of mark-making

Glue image of monochromatic example here

Example of monochromatic

Vibrant colour

Glue image of vibrant colour example here

Movement

Glue image of movement example here

Visible Brush strokes

Glue image of brushstroke example here

Van Gogh was known for his thick application of paint on canvas, called **impasto**.

Year 7 Computing: Introduction and Office 365 Term 1

KEY VOCABULARY	
Outlook	Send and receive emails. Email addresses look like this, username@stu.todhigh.co.uk
Teams	Contains assignments set by your teacher and Class Notebook
OneDrive	Store all your files in One Drive
Excel	Create spreadsheets and perform calculations on data
PowerPoint	Create fun and engaging presentations
Word	A word processor for writing long passages of text
SharePoint	Similar to OneDrive, allows groups of people to store files in one place

How to Sign Out of the Computer

1. Press the START menu
2. Press the little man icon
3. Press Sign Out



Example of a Respectful Email

Message
From: Sunny
Subject: RE: Homework for Monday 8th
Dear Mr Hopper,
Could you let me know if we were meant to draw a diagram of a volcano or just write about them?
Thank you, Sunny

Keyboard Shortcuts

Ctrl + C Copy
Ctrl + V Paste

Fn + Print Screen Copy Screen
Ctrl + V Paste Screen

Ctrl + Z Undo Last Action

Shift + alt + Fn + Print Screen
High Contrast

Computing Lab RULES

Do's

- Do place coats and bags under the table
- Do sign out before leaving
- Do position the keyboard and mouse properly when leaving
- Do check equipment for damage and inform the teacher before leaving

Don'ts

- Don't log-in until instructed to
- Don't browse inappropriate material
- Don't cancel teacher broadcasts
- Don't eat or drink in the computing lab
- Don't spin on chairs
- Don't charge personal devices
- Don't try to disconnect or replace the mouse or keyboard
- Don't adjust any computer settings (example: brightness or screensaver)

Year 7 Computing: Computer Systems

Term 2

KEY VOCABULARY

Computer System	A computer system is a combination hardware and software built into a device
Special Purpose Systems	Are systems designed and built for a specific purpose. E.g. A flight simulator.
Multipurpose Systems	A multipurpose system can provide many functions to the user
Input	This is how the computer systems capture data from the outside world. E.g., Taking a photo with a camera.
Process	Is when the system processes and stores the data taken from the input. E.g. How to display and store a photo.
Output	Outputs the input data. E.g., Shows the photo you have taken on the screen – using pixels
Random Access Memory	Stores the data and instructions (programs) that the system is currently using
Motherboard	Is the piece of hardware inside a computer system. All other components are connected to the motherboard allowing them to communicate with each other.
Central Processing Unit	The CPU is responsible for processing input data and carrying instructions; such as running programs. It completes all the functions needed
Hard Disk Drive	Stores data and programs when the computer system is turned off.
Fetch	Instructions (programs) are fetched from memory RAM into the core of the CPU
Decode	The CPU core reads the instructions and works out how to complete those instructions
Execute	The CPU core uses the CPU components to complete the instructions.

Special Purpose Systems

Multi-Purpose Systems

Functions provided by multipurpose systems	
Email	Clock/Alarm
Web Browsing	Music player
Camera/video	Maps/Directions
Voice calls	Calculator
Create documents	Games
– Word / PowerPoint	Texting/Messaging

Input, Process Output (Example)	
Input	User clicks on a browser app (E.g. Chrome)
Process	The operating system runs the browser program
Output	The browser opens and appears on the screen

Fetch Decode Execute			
	Real World	Computer System	
Fetch	Read IKEA instructions	Fetch instructions from RAM	
Decode	Work out what part goes where	CPU decodes instructions	
Execute	Build the cupboard	CPU carries out the instructions	

Year 7 Computing: Control Systems

Term 3

KEY VOCABULARY

Control Systems	A group of electronic or mechanical devices used control systems. Control Systems use computers to automate their tasks
Instructions	Step by Step
Flowchart	A diagram that represents a set of instructions. Flowcharts normally use standard symbols to represent the different types of instructions.
Sequence	A sequence is a series of events that must be performed in order to achieve a task.
Algorithm	A set of step-by-step instructions to solve a problem. In an algorithm, each instruction is identified and the order in which they should be carried out is planned.
Programming	Programming is writing computer code to create a program, to solve a problem. Programs are created to implement algorithms.

Examples of Control Systems

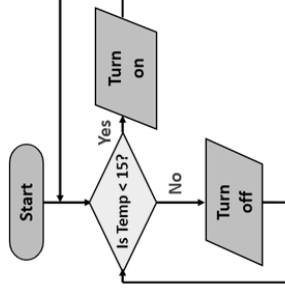
Central Heating Systems
 Traffic Light Systems
 CCTV / Alarm Systems
 Nuclear Power Station Control Systems
 Manufacturing Robots
 Face Recognition at Passport Control

Flowchart Symbols

Name	Symbol	Usage
Terminator		Starts or stops a process.
Input or output		An input is data received by a computer. An output is a signal or data sent from a computer.
Process		An instruction or a command.
Decision		A decision, either yes or no. For example, a decision based on temperature that turns a central heating system on or off.
Line tool		Connects the symbols. The arrow indicates direction.

Source: <https://www.bbc.co.uk/bitesize/guides/zfjsgk7/revision/2>

Flowchart Example



Here is a simple flowchart for a heating system. After starting the sequence the system checks to see if the temperature is less than 15 Degrees. If it is, it turns the heat on – if not, it turns the heating off. This sequence will repeat (Loop) until the system is turn off.

Disadvantages of Control Systems

If the program running the control system contains errors then the control system won't function correctly.
 Controls systems cannot think for themselves – if there is a situation which it is not programmed to handle it will not know what to do.
 Temporary loss of power may result in a potentially dangerous situation

Advantages of Control Systems

Control Systems can be programmed to complete the same task repeatedly – with the exact same precision
 Control Systems don't need breaks – they can operate continuously if they have power.
 Control systems can work environments that are dangerous for humans

HARDWOODS

They are deciduous trees which means that in winter, they lose their leaves.

These trees are broadleaved, bushy and slow growing.

Overall they tend to be harder to work with and more expensive than other types of timbers.

They are less porous and denser cell structure which makes them harder wearing and less prone to rotting.



TYPES:

Name	Characteristics	Uses
Ash	Flexible, tough and shock resistant, laminates well. Pale brown/cream.	Sports equipment and tool handles.
Beec	Fine finish, tough and durable. Dense close grain with an	Children's toys, models and furniture.
Mahog	Easily worked, durable and finishes well. Rich reddish brown in	High end furniture and joinery.
Oak	Tough, hard and durable, high quality finish possible. Light brown with variable grain.	Flooring, furniture, and railway sleepers.

SOURCE/ORIGIN

Timber comes from trees - this is known as the source or origin of the material. This is how we change into timber.



- 1. When trees are cut down, this is known as **felling**. This can be through machine or chain saws, just like the image.

SOFTWOODS

They are coniferous trees which means that they keep their leaves in winter = evergreen.

These trees are tall and 'Christmas tree' tree shaped.

Overall they tend to be easier to work with and less expensive than other types of timbers. They are more porous (holes) and if unprotected will rot. They have cones for leaves and grow quickly.



TYPES:

Name	Characteristics	Uses
Pine	Lightweight, easy to work but can split.	Interior construction, cheaper furniture and decking.
Spruce	Easy to work, high stiffness to weight ratio.	Construction, furniture and musical instruments.
Redwood	Easy to work and machines well, some rot resistance.	Outdoor furniture, beams, posts and decking.
Cedar	Easy to work, can blunt tools, finishes well and naturally resistant to rot.	Outdoor furniture, fences and cladding for buildings.



- 2. Branches are cut off and the logs are stored until they are transported to a **sawmill**.



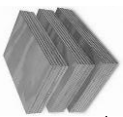
- 3. When at the sawmill, machines such as **band saws** and **circular saws** are used to create boards/planks.

MANUFACTURED BOARDS

They are sheets of processed natural timber and adhesives - so they are human made boards

These are usually made from waste wood, low-grade and recycled timber.

Can be covered by thin slices of high quality wood known as veneer to make it look aesthetically pleasing. Cheaper than natural timber. They come in boards and have no grain.



TYPES:

Name	Characteristics	Uses
MDF	Rigid and stable, good value with a smooth easy to finish surface.	Flat pack furniture, toys and kitchen units.
Plywood	Stable in all directions as alternating layers. Flexible versions available.	Furniture, shelving, toys, interior and exterior construction.
Chipboard	Good compressive strength, not water resistant and prone to chipping on edges.	Flooring, low end kitchen units and worktops.
Block board	Stable, tough and heavy. Finishes well.	Furniture, doors, shelving and indoor construction.
Hardboard	Flexible, even strength and easily damaged by water.	Furniture and photo frame backing.

ENVIRONMENTAL IMPACT

Wood is considered a **sustainable resource** as new trees can be grown to replace those felled. Here are some **issues and positives** surrounding the impact that wood is having on the environment:

- In many places, wood is being used at a greater rate which means it is unsustainable.
- Illegal felling is leading to deforestation as people aren't replanting trees.
- Deforestation helps with global warming.
- To make sure you are buying sustainable timber, you need to make sure it is approved by the **Forest Stewardship Council** or the **Endorsement of Forests**



KEY VOCABULARY	
Formatting	How data is arranged and presented on a page.
Toolbar	A strip of icons that can be clicked to perform a particular task.
Attachment	An electronic file that can be included in an email.
.docx	Microsoft file extension for a word processed document.
Copyright	A protected piece of original work.
Creative Commons	Allows free distribution of otherwise copyrighted material.
Source	A place where something originates from.
Bias	Leaning towards one view point on a particular subject.

Knowledge

Advantages of word processed documents



Documents can easily be sent electronically
Corrections can easily be made



Documents can easily be formatted to suit a particular audience
Electronic copies can be saved for future use



Copyright Facts



Copyright material cannot be used without the copyright owner's permission

It is illegal to share copyright material on the Internet and may result in a fine of up to £50,000

Copyright is automatic and does not need to be applied for.

Some people allow their work to be shared and used – this is done using the system of **Creative Commons**

Reliability of Sources

Information taken from the Internet should be from credible sources e.g. Government websites.

Reliable information should be as up to date as possible.

Information based on opinions, without facts to back it up, should be avoided.

Acting skills

Vocal

Pace: speed
 Pitch: high/low
 Pause: temporarily stopping
 Tone: emotion
 Volume: loud/quiet
 Diction: clarity
 Projection: being heard
 Emphasis: stress

Physical

Facial expression: emotion shown on face
 Eye contact: looking into someone's eyes
 Posture: position of spine
 Movement/stillness
 Gesture: head/hand movements
 Proxemics: meaningful use of space
 Levels: sit, stand, crouch etc.

The fundamentals:

- ✓ Be safe
- ✓ Be seen
- ✓ Be heard

Common spelling mistakes:

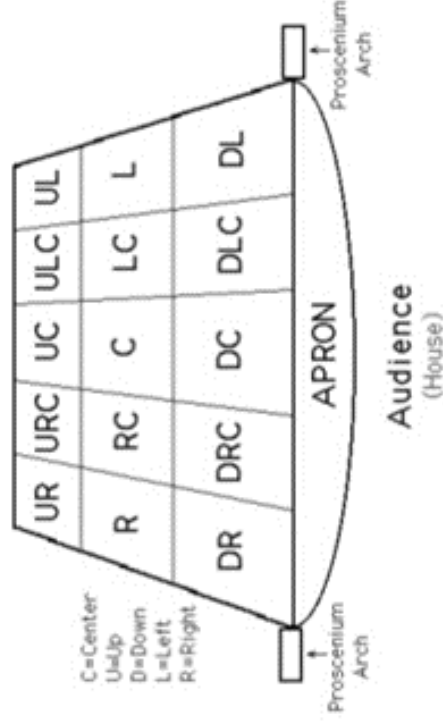
Rehearsal
 Performance
 Audience
 Theatre
 Character

Effective mime:

Exaggerated facial expression
 Precise gestures
 Expressive movement

Stage positions

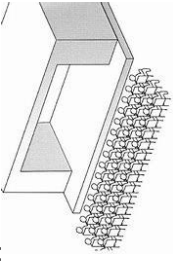
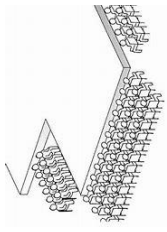
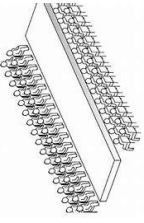
Stage positions are from the performer's point of view



The role of the actor:

Auditions
 Learns lines/songs/dances
 Attends all rehearsals
 Performs the show

Stage configurations

Proscenium Arch	
Thrust	
Traverse	
In the round	

Theatrical sayings:

Thespian: The term refers to people who act and originates from the name of the first actor, Thesbis

From the top: Start from the beginning

Break a leg: Good Luck

Tread the boards: To act

Audience
(House)

Proscenium Arch

Proscenium Arch

Audience
(House)

Proscenium Arch

Key terms

Omnipotent	God is all powerful.
Omniscient	God is all knowing
Omni-benevolent	God is all loving.
Miracle	Something that breaks the laws of nature and makes you think only God could have done it.
Design	Complex things need a designer, the Earth is complex so it needs a designer, the designer must be omniscient, the only such being is God.
Causation	Everything needs a cause, so the earth needs a cause, the cause must be omnipotent, the only such being is God.
Evolution	Things adapt and change to survive.
Evil	Something that causes suffering or pain.
Inconsistent Triad	A triangle made by Epicurus to show that God can't exist.
Big Bang	A singularity that expanded and led to the existence of all life through evolution.
Atheist	A person who thinks God is not real.
Agnostic	A person who is not sure if God is real.
A theist	A person who believes God is real.
Revelation	Where God reveals himself to you to prove his existence.
Empirical	Evidence that can be weighed, seen or measured.

Key teachings

The Nature of God

The 'nature' of a thing means what it is like. God is omnipotent, omniscient and omnibenevolent. He is the creator of the world and can perform miracles.

The Problem of Evil

Some people think that if God was all powerful he could stop evil, if was all knowing he would know how to stop it, and if he was all loving he would want to. Sadly, evil still exists, which suggests God does not. This is shown in the Instantant Triad by Epicurus.

The Problem of Evil (Counter arguments)

Some people turn the Instantant Triad into a 'consistent square' by saying God has a reason for allowing evil. For example, it could be because he can't interfere with our freewill (ability to choose our actions), it could be a part of his plan or it could even be the work of the devil! This means he can still exist even if there is evil.

The Design Argument

William Paley argued that complex things needs a designer, the Earth is complex so it needs a designer and the only being able to design it is God. This means God exists.

The Design Argument (Counter arguments)

Some argue that the designer could be omniscient aliens for all we know, or a 'pantheon of Gods' (David Hume- a group of Gods). This means the argument fails and must be abandoned.

The Causation Argument

Thomas Aquinas said everything needs a cause, so the Earth needs a cause, the cause must be all powerful and the only being like this is God so he exists.

The Causation Argument (Counter arguments)

It could have been caused by a 'pantheon of Gods' (David Hume), the Big Bang or it could even be infinite and not have a cause. There is no solid evidence it was God.

Miracles

Events like Joseph of Cupertino (a 16th Century Monk who could fly) and Set Bernadette's Incorruptible Corpse (the bodies of some Saints don't rot down after death), suggest that God must be using his power to make them happen. This means he must be real.

Revelation

If God shows himself to you, it proves he is real. He 'walked in the Garden with Adam and Eve' and spoke to Moses as a 'Burning Bush.'

Miracles and Revelation (Counter arguments)

These events typically have few witnesses and those that claim they have seen them could be lying or could be mistaken. Things like miracles can be simple coincidence.

Key Quotes

Quotes for the existence of God

'Everything needs a cause'

Thomas Aquinas

'Complex things need a designer' **William Paley**

Quotes against the existence of God

The evidence comes from a 'barbaric age' **Richard Dawkins**

'A wise man bases his belief on the evidence' **David Hume**

'Pantheon of Gods'

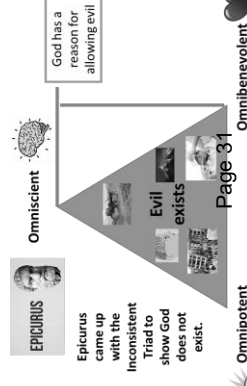
David Hume

Quotes about the Nature of God

God is omniscient as 'God knows the number of hairs on your head' **Psalms.**

The Bible refers to God as 'the almighty.' **Bible**

The Inconsistent Triad



Key terms

Brahman	The main God in Hinduism (the ultimate reality)
Gods (gods)	There are over 300,000 different forms of Brahman called gods
Trimurti	The main 3 forms (avatars) of Brahman (Brahma, Vishnu and Shiva)
Moksha	Hindu equivalent of heaven (joining with God)
Atman	The soul
Puja	Worship
Mandir	Hindu temple
Aarti	A ceremony where gods are worshiped using a special lamp
Ceremony	A sound that connects Hindus to God
Aum	The effect of good and bad actions
Karma	Causing no harm to any living thing
Ahimsa	Statue of a god
Murti	Being born into another body
Re-incarnation	Communicating with God (Brahman)
Prayer	Hindu holy book
Vedas	Hindu holy book expanding on the Vedas
Upanishad	A short chant to remember a teaching or to ask for God's help
Mantra	Focussing deeply on Hindu teachings of God
Meditation	What a person thinks before they do an action
Intention	Teachings
Dharma	A special religious journey to show devotion to God.
Pilgrimage	Practice of meditation using physical positions to control the body and mind
Yoga	

Key teachings

The Nature of God

In Hinduism, God (Brahman- The Ultimate Reality) is known through his 300,000 forms. Examples include Brahma, Vishnu, Shiva and Ganesa. The different forms reveal what God is like. This can be studied through the Hindu scriptures (holy texts) or through murtis (statues of the gods).

Reincarnation

Hindus gain positive karma through good actions and negative karma through bad actions. Your karma determines the position of the next life. If you have more negative karma your soul (atman) could be reborn as an insect. If you have more positive karma you could be human or EVEN join with God and achieve Moksha.

Puja

Hindus show devotion to Brahman through worship (worth-ship). They sacrifice their time and offerings to practice dedication, connect to him and gain good karma. During puja a Hindu will ring the bell on the puja tray. This will bring the spirit of Brahman into the murti (statue of God). They will wave the Aarti lamp in circles before the murti, then breath in and bath in the flames. This helps cleanse them of negative karma.

Home Shrines

A shrine is a dedicated area for worship. It could be a room, part of a room or even a shelf. At home, they will typically contain a murti, offerings of rice and flowers, a water bowl and water to wash the murti and red tilak powder to place on the head of the murti and worshipper.

Mandir worship

The Mandir is a Hindu temple. They contain large statues of the gods (murtis) and helpful architecture to worship. They have steep steps to represent the hard climb to moksha, a spire to point people's thoughts up to Brahman and a moat which represents entering into God's presence and leaving bad deeds behind.

Pilgrimage

Hindus can make a religious journey to show devotion to God and gain good karma. They may go to make up for bad deeds, to ask for healing, to become closer to God or as thanks to God. There are a number of pilgrimage sites in India and there are some rivers (EG the Ganges) where they believe heaven and earth meet.

Key Quotes

Hindu Scriptures

'He does not die when the body dies' **Upanishad**

'Brahman is beyond knowledge' **Vedas**

'Be friendly and compassionate'
Upanishads

Yoga is 'Controlling [your] thought and senses' **Upanishads**

Brahman is hard to define. He is beyond words. He is 'neti neti' (*not this, not that*)
Upanishads

By forsaking work, no one achieves perfection'
Upanishads

'Whatever form a devotee worships, I will bless' **Gita**

Scholars

Moksha and Brahman are 'Ineffable' **William James**

'Do not stop until the goal is reached' **Swami Vivekananda**

'All must follow the dharma'
Swami Vivekananda

Terminology

Hygiene
Cross-Contamination
PPE

Hazard

Food Poisoning

Slice

Dice

Bridge

Claw

Cross Chop

Fry

Boil

Simmer

Bake

Basic Food Safety

- Ensure you wear the correct PPE for a practical.
- Ensure hands are washed before and after handling food.
- Tie long hair back and remove jewellery and watches
- Ensure ingredients are stored in the correct way.
- Follow correct procedure when handling knives and dangerous equipment.
- Keep raw and cooked ingredients separate.

Knife grips

Bridge Grip	Hand holds ingredient steady. Knife goes underneath hand and down through the ingredients.
Claw Grip	Hand grips ingredients in a claw shape, fingertips tucked underneath, thumb behind, Knife moves down the knuckle.
Cross Chop	Knife remains in contact with the board, hand rests on top of the knife, knife moves across the board in a crossing motion.



Key PPE (Personal Protective Equipment)

Apron, Chef's Jacket, Oven Gloves, Hat

Cross Contamination

Cross contamination is when bacteria is transferred from one place to another usually cause an ill effect.

Cross contamination can occur with people, animals, food and equipment.

Food Poisoning

Food poisoning, also called foodborne illness, is illness caused by eating contaminated food. Infectious organisms — including bacteria, viruses and parasites — or their toxins are the most common causes of food poisoning.

Year 7 Geography – Introduction to Geography

Key words Earth's Forces		Rivers		Geology	
Erosion	The wearing away and removal of land by wind, water and ice.	Long Profile	The course a river takes from its source in an upland area, to the flat landscape at its mouth where it meet the sea.	Geology	A science that deals with the history of the earth and its life especially as recorded in rocks
Volcanoes	The eruptive explosion of lava that is expelled from within the Earth's mantle layer.	Waterfalls	The dramatic feature created by water flowing from hard rock to soft rock.	Geological time	The vast amount of time since our Earth formed 4.6 billion years ago. These are broken into Era's and Period's.
Earthquakes	The sudden violent shaking of the ground caused by movement of the Earth's crust.			Igneous	Formed from molten rock as it cools.
Hydrological Cycle	The constant recycling of water from solid to liquid to gas that happens on Earth.			Metamorphic	Rocks that have been changed by heat and/or pressure after they were formed.
Abrasion	The sandpaper like effect of sediment eroding land.			Sedimentary	Formed when sediments settle and compact.
Attrition	Rocks colliding together to become smaller and rounder.			KT Boundary	The thin layer of rock that exists all over the world that was left by the extinction event that wiped out the dinosaurs.
Solution	Chemicals wearing away at land				
Hydraulic Action	The sheer force of water.				

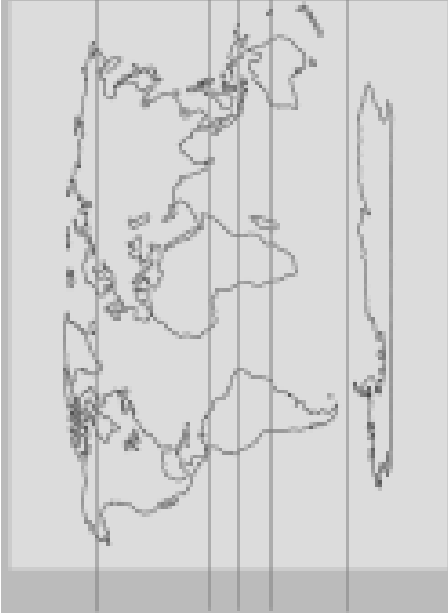
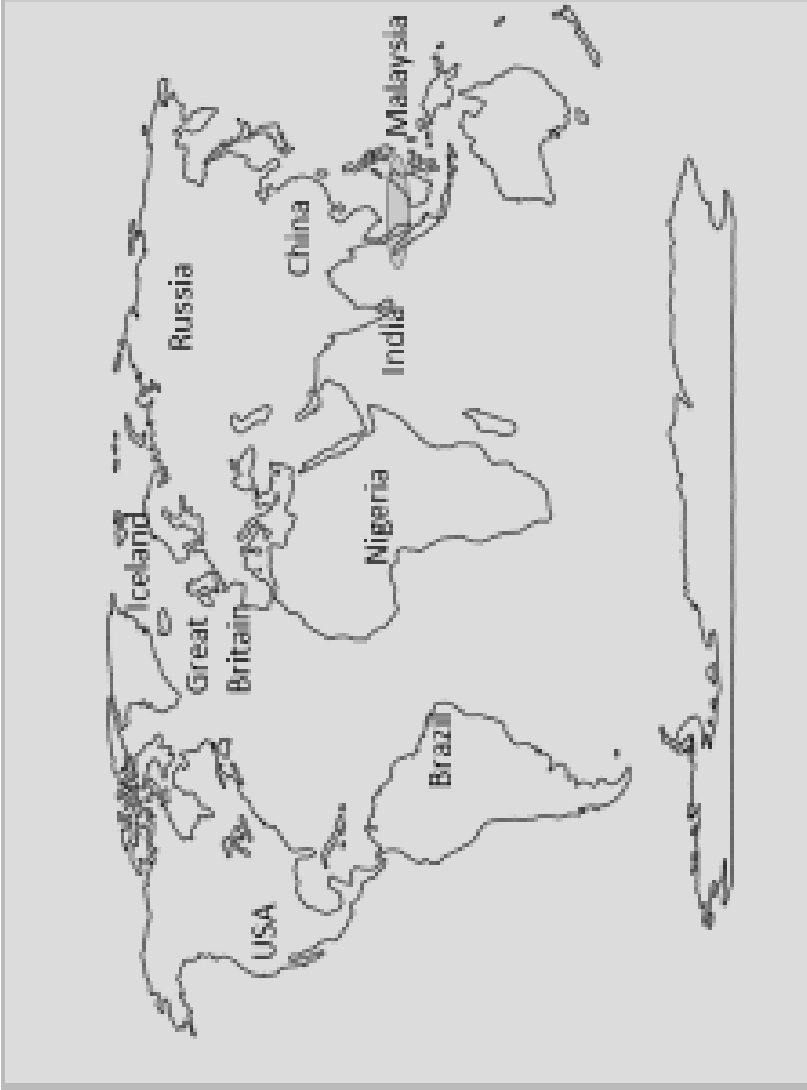
Key words

Physical geography	is anything to do with the natural world e.g. Pacific Ocean.
Human geography	is anything to do with people, man-made e.g. towns and cities
Environmental geography	is anything to do with how humans impact the world in a positive or negative way e.g. deforestation.
Local effects	is what happens in places in the area where you live e.g. near to Todmorden.
Global effects	is what happens in different places around the world e.g. in the UK, in the USA, in India etc.
Short term effects	Something that has an impact over minutes, hours, days, weeks e.g smashed windows in a storm.
Long term effects	Something that has an impact for months, years, maybe forever e.g serious injury or death in a tornado.
Investigation about the Salish Sea Mystery	

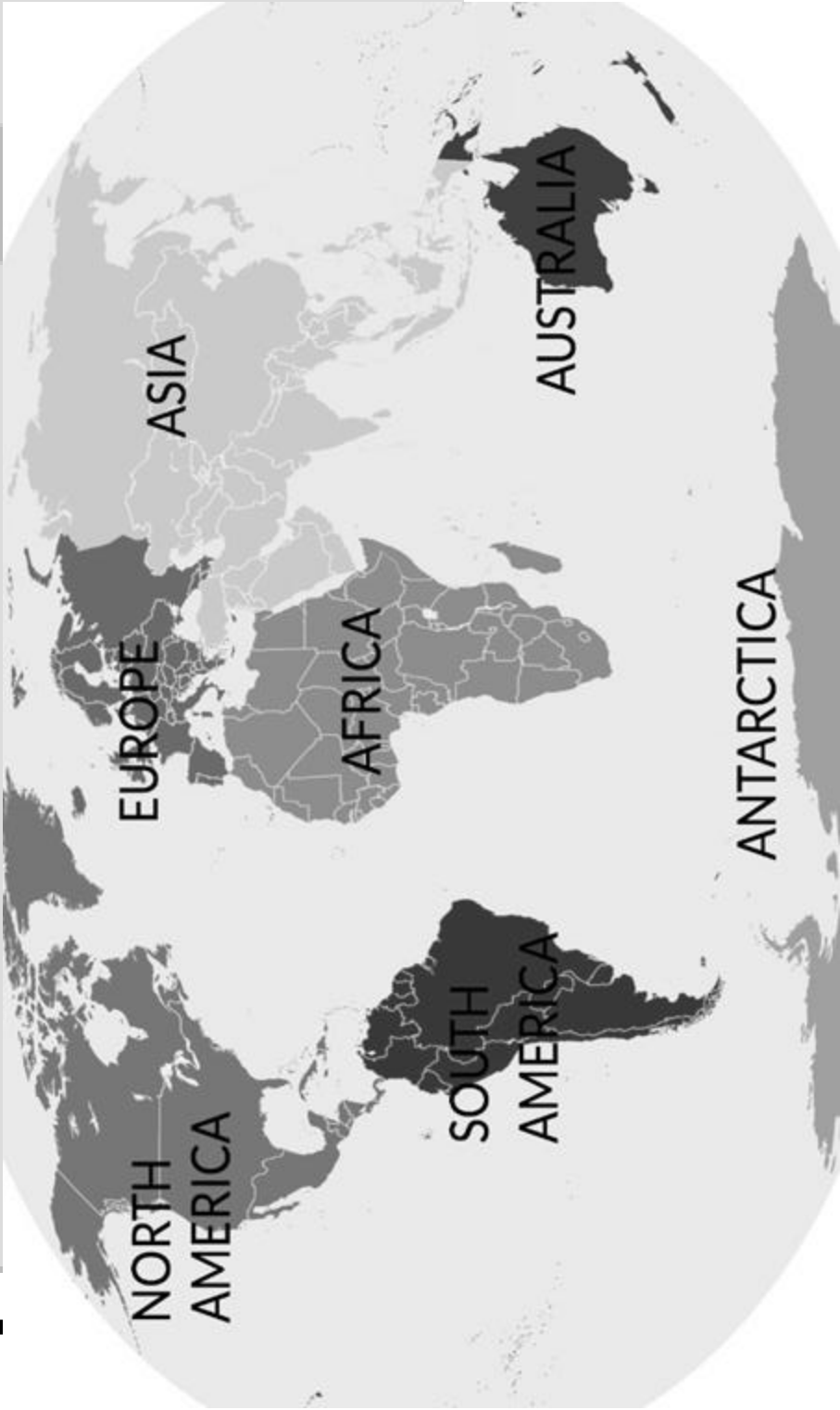
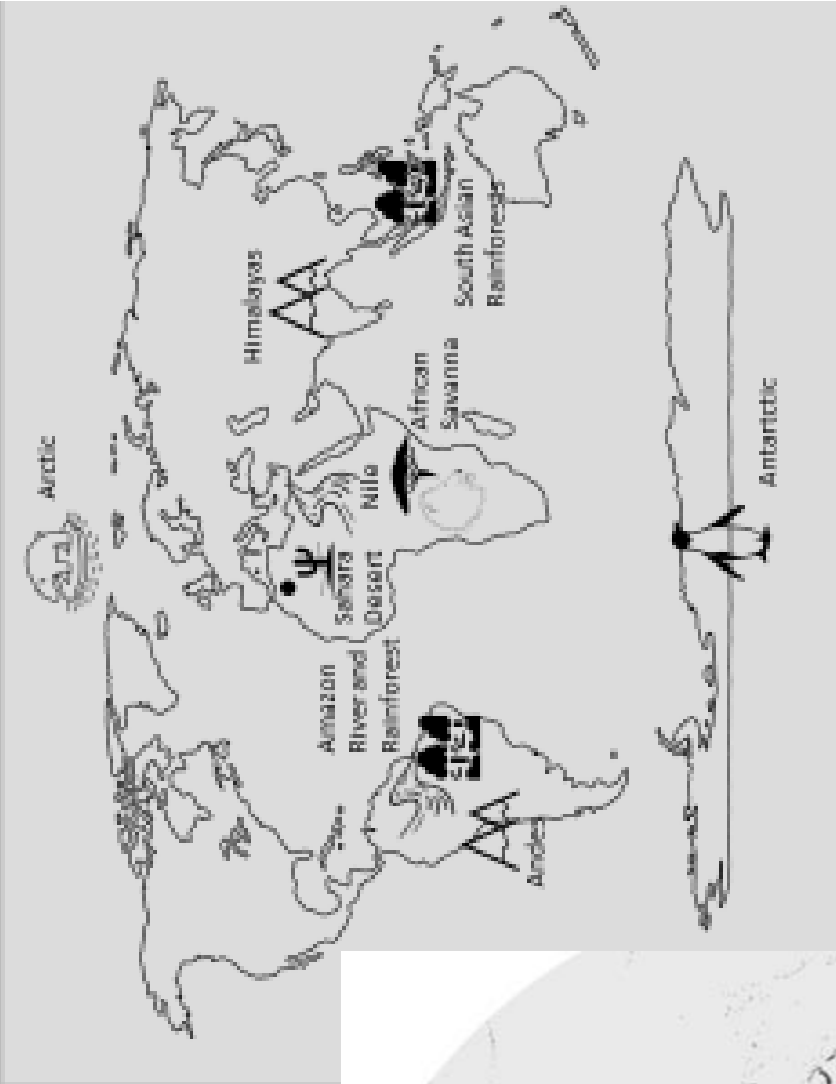


Physical geography	Human geography	Environmental geography
Plastic pollution		
100 million marine animals die each year from plastic waste. Since 1950's only 9% of plastic has been recycled; 12% burned and 79% goes in landfill.		

World maps



Arctic Circle
Tropic of Cancer
Equator
Tropic Of Capricorn
Antarctic Circle



Year 7 Geography - Am I ever lost if I have a map?

Maps

The 2D orthographic representation of landscape/ features.

4 figure grid references

Using coordinates to highlight a grid on a map a find a place.

6 figure grid references

Using coordinates to find a more detailed location on a map.

Scale

The accurate transfer of distance from the environment to a map.

Atlas

A book that shows all the features of the entire world.

Relief

The shape of the land e.g. flat or hilly.

Altitude

The height of an object or point in relation to sea level, which is 0 metres.

Contours

Brown lines on a OS map which join up areas of similar height

Latitude

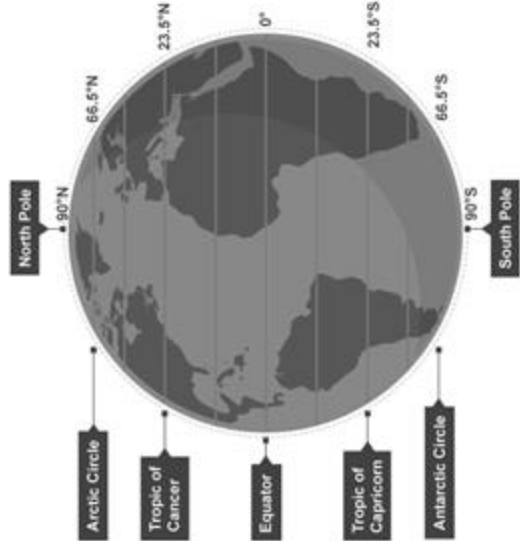
The distance of a place North or South of the Equator;

Usually measured in degrees e.g. Arctic Circle approximately 66 degrees N.

Longitude

The measurement East or West of the Prime Meridian in Greenwich, London, e.g. Prime Meridian 0 degrees.

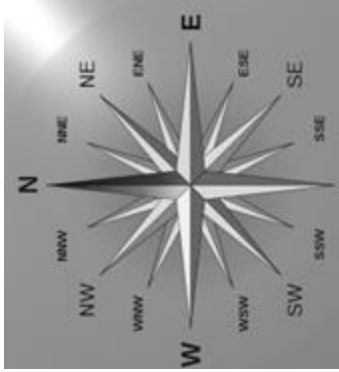
Latitude



Longitude



Compass directions.
There are 16 cardinal points of direction.

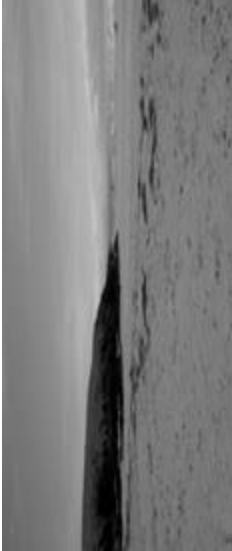


Ordnance
Survey
Maps
(OS maps)

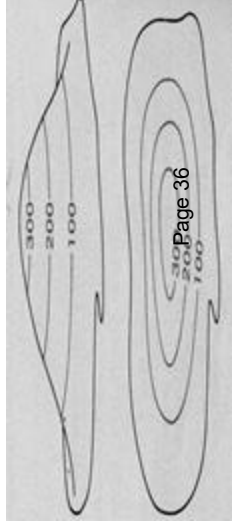
OS Map Symbols											
Railway Station	Level Crossing	Motorway	Trunk or main road	Footpath	Roadway	National Trail/Long Distance Route/Recreational Route	Place of worship with spire, minaret or dome	Place of worship with tower	Place of worship	Cliff	Non-contour line
Cemetary/cemetary site	Viewpoint	Picnic site	Access information point	Building of historic interest	Recreation/Children's sports centre	Museum	Access land in woodland area	Access land boundary and foot	Access land	Size of battle	Contour line
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OS map
symbols
translate what
all the images
represent in the
actual
environment.

Altitude and Relief



Contours



Year 7 History Half term 1: Golden Age of Baghdad and Anglo-Saxon England

Source skills

- Content** What can be seen in the source.
- Provenance** Who created the source and why?

Law and Governance

- Baghdad became the centre of the Islamic Empire, or Caliphate. This vast empire was ruled over by a Caliph.
- Elements of Jewish, Greek, Roman, Persian, and Christian church law along with the Quran, influenced the development of the Sharia Law.
- Islamic judges were known as kadis, who handled cases involving religious, family, property, and commercial law.
- The government regulated matters of criminal law.

Education and Medicine

- The House of Wisdom was originally built as a library. It contained works of scholarship from both the Caliphate and Europe.
- Learning and study were actively encouraged in the Caliphate. Subjects such as Maths, medicine and astronomy were studied and great advances made. These advances spread into Asia, helping to make it far more advanced than Europe.

Women

- Under the Caliphate, both men and women were educated. Women were able to study at the House of Wisdom and had similar career prospects to men. Certain career paths, such as the textile industry, were largely dominated by women.

Towns and Cities

- Towns lay just outside the walled cities, from wealthy residential communities to working-class semi-slums. City rubbish dumps were located far from the city.
- Muslim cities also had advanced domestic water systems with sewers, public baths, drinking fountains, piped drinking water supplies, and widespread private and public toilet and bathing facilities.

Anglo-Saxon England

Conversion from Pagan to Christian begins



Anglo-Saxon England

Law and Governance

Anglo-Saxon England was broken into different kingdoms, each ruled by their own ruler. The first king of all Anglo-Saxon England was Egbert, who gained control in 825.

The **oath** taken by all **freemen** from the age of 12 to avoid involvement in any major crime and to report those that did. This common oath made ordinary people responsible for their own community's safety. The penalties for breaking the oath were severe. The King appointed officials in charge of maintaining law and order.

Education and Medicine

Only a few children learned to read and write. The sons of kings or wealthy families might be taught at home by a private teacher. The only schools were run by the Christian church, in monasteries.

Medicine was largely based on tradition and with village 'healers' who would use a mix of superstition and herbal medicine to provide cures for the sick. Monasteries often provided care rather than cures.

Women

Women in Anglo-Saxon England had the right to own land in their own name, and to sell such land, and the right to defend herself in court. Women had the ability to end an abusive or otherwise unsatisfactory marriage. Early divorce laws granted the wife half the household goods and full custody of the children. Daughters inherited goods or land.

Towns and Cities

Anglo Saxon towns and cities were usually very small. The largest villages had no more than a few hundred people living there. The villages were built near natural resources. All round the village was a high fence to keep the people safe at night from enemies and the wild animals of the forests.

Key Vocabulary

Baghdad

Andent capital of the Islamic world – a seat of great learning and knowledge.

Caliphate

An Islamic state/Empire.

Civilisation

Society, culture and way of life of an area.

Empire

Group of countries ruled by a single, more powerful, country.

Freemen

A person who was not enslaved.

House of Wisdom

A huge library in Baghdad that was the centre of learning for the Caliphate.

Inherited

Passing on private property, titles, debts, entitlements, privileges, rights, and obligations upon the death of an individual.

Oath

A legally binding promise.e.

Resources

Stock or supply of money and materials needed to function.

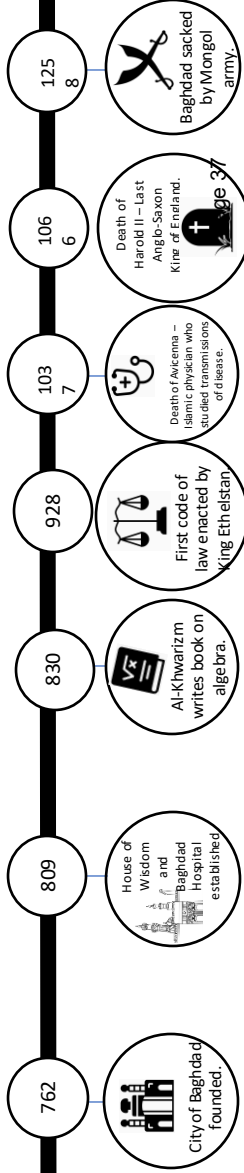
Silk Road

A network of trading routes stretching from Europe to the Far East.

Trade

Activity of buying and selling, or exchanging goods/services between people and countries.

Golden Age of Baghdad



Year 7 History Half term 2: Did the Normans bring a truckload of trouble?

Key people

Monarchs

Edward the Confessor

King of England between 1042 and 1066. Edward had no children which meant there was no clear successor to the throne – which led to the crisis of 1066.

Harold Godwinson – The Saxon

Most powerful English nobleman after the death of Edward the Confessor. Edward named Harold as his heir on his deathbed. Had the support of the Witan. Killed at the Battle of Hastings.

Harald Hardrada – The Viking

King of Norway and a Viking warrior. Believed he should be king as his ancestor King Cnut had once ruled England. He invaded the North of England in 1066 and died at Battle of Stamford Bridge.

William Duke of Normandy - The Norman

Ruled Normandy, the most powerful part of France and believed he'd been promised the throne by both Edward and Harold. Had the support of the Pope in his invasion of England and is crowned king after winning the Battle of Hastings.

To control England he introduces the Feudal System, the Domesday Book and built castles across England.

Bailey

A large yard with kitchens, storerooms etc.

Baron

A wealthy powerful lord who controlled large areas of England. They swore loyalty to the king.

Cavalry

Soldiers on horseback, used by William at the Battle of Hastings.

Concentric Castles

Stone castles with an extra stone wall to give further defense.

Fyrd

Local soldier who fought for Harold Godwinson.

Housecarl

Elite Saxon soldier; well trained and heavily armoured.

Knight

A warrior who served in the King's Army for 40 days. Often owned land.

Motte

Mound of earth, up to 15m high, where the keep was located.

Norman

A group of that settled in Normandy, France, Became dominant in England in the 11th Century.

Rebellion

Opposition to authority i.e kings.

Saxon

A group settled in England in the 5th Century. They were in control until the 11th Century

Tyrannical

Being powerful in a cruel or damaging way.

Villein

A term referring to a farmer in the Feudal System. They are controlled by the Lord of the Manor and farm his land.

Witan

Group of powerful people who help run England.

William's supporters become Barons

William is crowned King

Battle of Stamford Bridge

Death of Edward the Confessor

Timeline

The Harrying of the North

Development of stone castles starts with White Tower in London

The Domesday Book is published

Cultural changes

The Normans introduced new codes of law, that removed Anglo-Saxon and Danelaw. French now became the official language of the English monarchy; modern English is heavily influenced by the introduction of French. The freedom of women in Norman England was hugely limited, compared to Anglo-Saxon England.

Content What can be seen in the source.

Provenance Who created the source and why?

Edward the Confessor dies leaving no heir, and Harold Godwinson is crowned. Harald Hardrada invades Northern England but is defeated by Godwinson at the Battle of Stamford Bridge. William's army land in Pevensey on 29h September; Godwinson's men travel 210 miles in 5 days. Godwinson is killed during the Battle of Hastings and William is crowned as king.

Following Norman landing, Motte and Bailey castles were built. They were made of wood and could be built in about 14 days. They gave commanding views of local areas and intimidated the local population. Could be burnt down fairly easily. Castles became increasingly made of stone, developing into stone keep and concentric castles. They were expensive and time-consuming to build however were incredibly difficult to attack. Concentric castles were stone castles built with an extra wall to make them even more secure.

The Feudal System was a system of loyalty/control. It had a structure of the king at the top and peasants at the bottom. Each tier got things from the tier above and had to swear loyalty and do various other things.

For peasants, other than now swearing loyalty to a Norman lord rather than an Anglo-Saxon one, very little changed. They had to do 3 days a week of unpaid 'week-work'. They also had to pay various taxes.

The Domesday Book was ordered by William in 1085 and completed in 1086. It told William who owned every piece of land in England and who owned all the livestock.

The Normans introduced new codes of law, that removed Anglo-Saxon and Danelaw. French now became the official language of the English monarchy; modern English is heavily influenced by the introduction of French. The freedom of women in Norman England was hugely limited, compared to Anglo-Saxon England.

Key events

Summer of 1066

Castles

Feudalism

Domesday Book

1086

5

6

1066

25th Dec

1066

14th Oct

1066

28th Sep

1066

6th Jan

1066

1066

5th Jan

1066

Year 7 History Half term 3: Were Medieval Kings able to do whatever they wanted?

Key people

Monarchs

Henry II (reigned 1154-1189)

King of England from 1154 until his death in 1189. He believed the Church had too much power, so challenged this. Responsible for the death of Thomas Becket.

King John (reigned 1199-1216)

The second son of Henry II. John was very unpopular. In 1215, John was made to sign the Magna Carta by his barons – which limited his power.

Henry III (reigned 1216–1272)

The son of King John. He tried to break the terms of Magna Carta, which led to a rebellion. He was forced to agree to the setting up of a Parliament.

Churchmen and Barons

Thomas Becket

Became Archbishop of Canterbury in 1162. Before this, was good friends with Henry II, however the two men clashed over their different ideas about the role of the Church. He was killed in 1170.

Simon de Montfort

Known also as 'The Father of Parliament'. One of the leading barons in England. Captured Henry III at Battle of Lewes and called a Parliament in 1265

Key terms

The Church

Means all of Christianity in England, not just one building. This means the Catholic Church in Rome in the Medieval Period.

Catholicism

A type of Christianity led by the Pope in Rome. The Pope officially exclude (someone) from participation in the sacraments and services of the Christian Church

Flagellation

The act of whipping oneself to say sorry to God.

Excommunicate

A document signed by King John which sets out in law the power of the English king.

Monasteries

A building where monks live and work together. Henry VIII destroyed these during the Dissolution.

Martyr

Someone who dies standing up for their religion. They're celebrated by their religion.

Parliament

An elected group who a monarch consults in the running of the country.

Priest

A religious leader in charge of performing religious ceremonies in churches.

Key events

The Medieval Church

Churches were important as meeting places – most people went to Church at least once a week. In 1066, there were around 1000 monks. By 1300, there were over 12,000 monks in England.

Ideas about **Heaven/Hell** were very important to people. People lived their lives following the Church's rules so they'd go to heaven when they died. **Hospitals** were run by priests not doctors – people used prayer to cure illness not medicine.

Henry II challenged the power of the Church

Henry II tried to limit to power of the Church by passing the Constitutions of Clarendon.

Archbishop Thomas Becket

Archbishop Thomas Becket was very unhappy about this, leading to the two men dashing. Due to this, Henry II supposedly organised for Becket to be killed. Henry was punished by the Church for this. He had to give up on the **Constitutions of Clarendon** and was whipped by monks. Thomas Becket was canonised and became a saint.

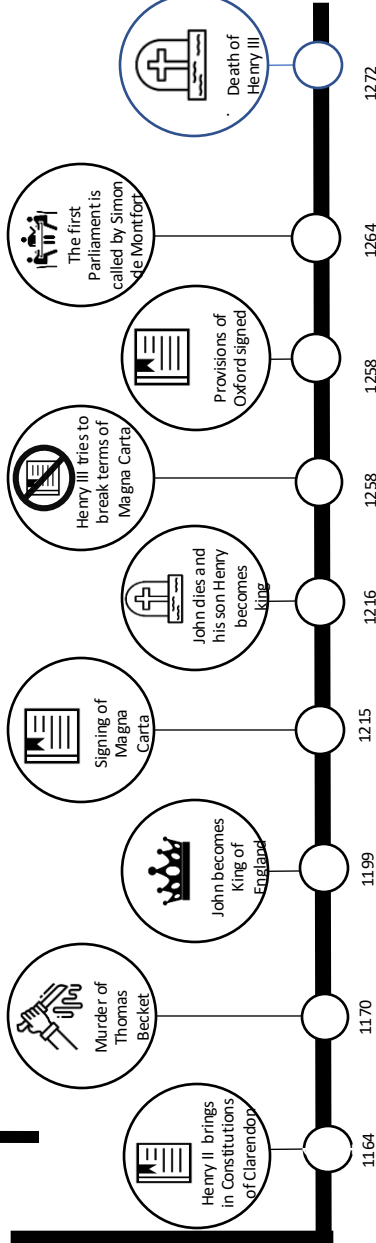
King John and Magna Carta

King John was very unpopular in England. He charged high taxes, offended his barons and tried to interfere in religious matters. John was excommunicated by the Pope which stopped all religious services in England for 7 years. His Baron's made John sign **Magna Carta** (the Great Charter) setting out the rights that they had.

Henry III, Simon de Montfort and Parliament

John's son; **Henry III**, also had arguments with his baron's. Henry tried to raise taxes to fight in the Pope's Holy Wars, often without asking his barons. One of his barons, **Simon de Montfort**, forced Henry to sign the **Provisions of Oxford**. When Henry broke the Provisions of Oxford, de Montfort led a rebellion against the king. Henry was captured and Simon de Montfort called England's first parliament consisting of 2 commoners from each region. This became known as the House of Commons.

Timeline



Stage 1

Family

est	is
canis	dog
coquus	cook
filius	son
mater	mother
pater	father
servus	slave

Villa

hortus	garden
triclinio	dining room
atrio	main room
culina	kitchen
tablino	office
via	street

Verbs

laborat	works/is working
portat	carries/is carrying
scribit	writes/is writing
sedet	sits/is sitting
dormit	sleeps/is sleeping

Word order

Unlike English, in Latin the verb comes at the end of the sentence. When translating to English, we have to switch verb and place.

Person **Place** **Verb**
"Caecilius in horto sedet"
 "Caecilius is sitting in the garden"

"Metella in atrio sedet" –
 Metella is sitting in the main room.

"Grumio in culina coquuit" –
 Grumio is cooking in the kitchen.

"Clemens in horto laborat" –
 Clemens is working in the garden.

"pater in tablino scribit" –
 The father is working in the study.

Why do we study Latin?

- Knowing a classical language expands your vocabulary.
- It allows you a chance to explore the root of words and where many English words come from.
- It is an opportunity usually reserved for private or grammar schools.
- It provides a way of learning ancient history, not covered in the classroom.



Central and southern Italy

The Bay of Naples (Naples). The area covered by this map is about 60 km wide.

- Caecilius Iuncus was a banker who lived in Ancient Pompeii. Pompeii was one of the largest cities in the Ancient Roman Empire, located near to Mount Vesuvius.

- Caecilius was a prominent citizen in Pompeii and would have been highly respected. He had a large house in Pompeii which would have had many slaves working as part of his household.



- Caecilius's wife, Metella, was an important figure in the household and was responsible for the smooth running of the home.
- Slaves were a common and accepted part of life in Ancient Rome. Caecilius would have had at least a dozen slaves to ensure his house ran smoothly.

Ancient Civilisation



Stage 2

Word order

	<i>amicus</i>	friend
	<i>ancilla</i>	slave girl
	<i>cena</i>	dinner
	<i>cibus</i>	food
	<i>dominus</i>	master
	<i>dormit</i>	sleeps/is sleeping
	<i>gustat</i>	tastes
	<i>intrat</i>	enters
	<i>laetus</i>	happy
	<i>laudat</i>	praises
	<i>mercator</i>	merchant
	<i>quoque</i>	also
	<i>salutat</i>	greet

This stage introduces the **nominative** and **accusative** to our sentences.

Nominative – noun doing the action.

Accusative – noun having the action done to it.

If **Metella** does an actions, such as praising Grumio, the nominative is used:

Metella *Grumionem laudat.*
(Metella praises Grumio).

If the action is done to **Metella**, the accusative is used:

amicus **Metellam** *salutat.*
(The friend greets Metella).

This applies for all verbs; depending on their role in the sentence, the ending of the verb changes.

Nominative Does the action	Caecilius	Metella	Grumio
Accusative Has action done to it	Caecilium	Metellam	Grumionem

Caecilius culinam intrat. = Caecilius enters the kitchen.
Metella Caecilium salutatur. = Metella greets Caecilius.
amicus servum vituperat. = The friend curses the slave.
Clemens vinum portat. = Clemens carries the wine.
amicus Grumionem visitat. = The friend visits Grumio.
Grumio cibum gustat. = Grumio tastes the food.

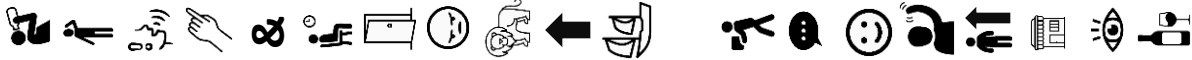
- The House in ancient Rome was an important aspect of family life.
- Houses would quite frequently have shop fronts to the front, exiting onto the street. The house would be accessed through a corridor.
- The garden was a particularly important space used for entertaining guests, especially in the warm summer months.
- The most important room was the dining room. This room would be richly decorated with *frescoes* painted directly onto walls. These *frescoes* were to show the wealth of the family.
- The dining room had three couches (*triclinium*) and dinner would be an extravagant affair with many courses. These courses included light dishes to whet the appetite, meat dishes and sauces were offered for mains and dessert ranged from fruit to nuts and cheeses. Dinners could be 12-15 courses and take all night.



Vocabulary

Word order

<i>ad</i>	to
<i>bibit</i>	drinks
<i>circumspectat</i>	looks around
<i>clamat</i>	shouts
<i>ecce!</i>	look!
<i>et</i>	and
<i>expectat</i>	waits for
<i>ianua</i>	door
<i>iratus</i>	angry
<i>leo</i>	lion
<i>magnus</i>	big
<i>navis</i>	ship
<i>non</i>	not
<i>portat</i>	carries
<i>respondet</i>	replies
<i>ridet</i>	smiles/laughs
<i>salve!</i>	hello!
<i>surgit</i>	gets/stands up
<i>taberna</i>	shop
<i>videt</i>	sees
<i>vinum</i>	wine



Declensions

In Latin, similarly to Spanish and French, words are categorised into different groups. We call these 'declensions'. Knowing these declensions mean you can easily recognise the patterns in the language.

	First declension (-a)	Second declension (-us)	Third declension (-other)
	Metella ancilla taberna poeta	Caecilius amicus dominus servus	mercator leo senex pictor
Nominative (doing the action)			
	Metellam ancillam tabernam Poetam	Caecilium amicum dominum servum	mercatores leonem senem pictorem
Accusative (action done to them)			

Metella ancillam salutat.
ancilla Metellam Salutat.

dominus amicum vituperat.
amicus dominum viteuperat.

mercator leonem spectat.
leo mercatorem spectat.

Ancient Civilisation – The Town of Pompeii

- Pompeii is located near to the volcano, Mount Vesuvius and near to the Bay of Naples, in Italy.



- There are two main streets that cut through Pompeii; the Street of Shops and Stabiae Street. The rest of the town is divided neatly into blocks.
- In all the main streets there were bakers' shops and bars that sold hot and cold drinks and snack. Carvings in stone outside the buildings indicate the type of shop.
- The western end of the town sits **the forum**, which was the main centre of trading in Pompeii.
- As a port town, Pompeii had many nationalities passing through it: Romans, Greeks, Syrians, Jews, Africans, Spaniards and more would frequently come in to contact with one another.



Shop shutters

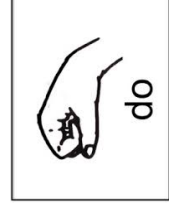
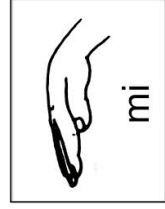
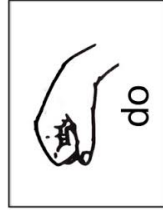
Counter serving wine or hot food

Terminology	
Beat	A continuous sound or pulse throughout a whole piece of music.
Rhythm	The variety of long and short sounds, that create patterns within music.
Notation	How music is written down as symbols.
Solfa	Using syllables to understand pitch.
Pitch	How high or low a sound is.
Melody	The tune within the music.
Tempo	The speed of the music.
Scale	A sequence or collection of notes.
Stave	The five lines that you can write music notation onto.

Rhythms and note values

	Ta	Crotchet	1 beat
	Ti-ti	2x Quavers	1 beat (half a beat each)
	Ta-a	Minim	2 beats
	Rest	Crotchet rest	1 beat
	Tika-tika	4 x Semiquavers	1 beat (quarter beat each)
	Tika-ti	2x Semiquavers 1x Quaver	1 beat ($\frac{1}{4} + \frac{1}{4} + \frac{1}{2}$)

Solfa Hand Signs



Instruments of the Orchestra			
Strings	Woodwind	Brass	Percussion
Violin	Flute	Trumpet	Cymbals
Viola	Clarinet	Trombone	Snare drum
Cello	Oboe	French Horn	Bass drum
Double Bass	Bassoon	Tuba	Glockenspiel
Harp	Piccolo		Timpani

B₁

A₁#

A₂b

G₂#

G₃b

F₃#

F₄

E₄

D₄b

C₄#

C₅

B₄

Stave Notation

Treble clef

E G B D F

Every Green Bus Drives Fast

F A C E

Bass clef

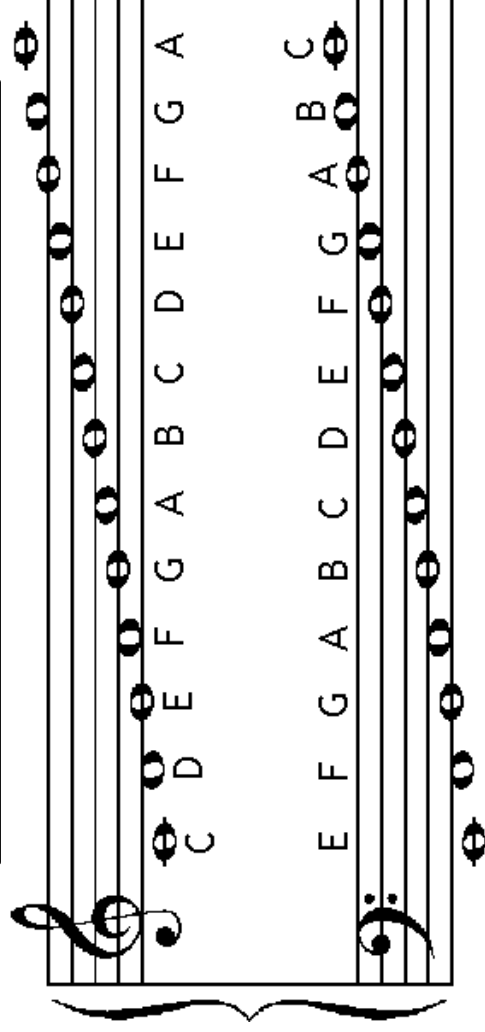
G B D F A

Good Burritos Don't Fall Apart

A C E G

All Cows Eat Grass

Stave Notation - Treble & Bass clef

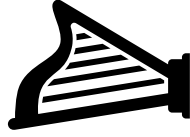


How to build a chord

Use the **1st**, **3rd** and **5th** notes of the scale to build a basic chord.

Example: A B C D E F G = A minor chord = **A C E**

Instrumentation – Folk Music



Terminology

Bar & bar lines

Notation

Stave

Ledger lines

Accuracy

Fluency

Beat

Time signature

Rhythm

Melody

Phrasing

Sequence

Pitch

Structure

Harmony

Chords

Style

Genre

Rules ☐ Players are not allowed to travel with the ball. ☐ A team can have up to 12 players but only seven are allowed to play on court. ☐ Defending players are unable to snatch or hit the ball out of another player's hands. ☐ A defending player is only allowed to stand beside the player with the ball until it has left their hands. ☐ A defending player must stand three feet away from the person with the ball. ☐ An attacking player is unable to hold the ball for more than three seconds. ☐ Players must remain within their designated zones. ☐ The team retaining possession after the ball goes out of play have three seconds at the side-line to get the ball back into play.	Officials During a competitive game of netball there are two referees and up to two scorekeepers and timekeepers officiating. Scoring In a game of netball there are two clear ways to score points: 1. In open play, if a shot is successfully scored from inside the goal circle, the team gains one point. 2. If the team is awarded a technical foul then they will receive a free shot at the net. A successful shot will be awarded with one point.
Bounce Pass A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept. Stage one Feet shoulder-width apart in opposition, with knees bent. Place hands each side and slightly behind the ball, with the fingers comfortably spread. Hold the ball at waist level, with elbows tucked in. Stage two Step in the direction of the pass, extending the legs, back and arms. The wrist and fingers should be forced through the ball, releasing it off the first and second fingers of both hands. Follow through with the arms fully extended, fingers pointing at the target and thumbs pointing to the floor.	Chest Pass A chest pass is a very fast and flat pass which enables a team to move quickly up a court in a precise and accurate fashion. Stage one Stand with feet shoulder width apart and on the balls of your feet, with back straight and knees slightly bent. Place hands on the sides of the ball with the thumbs directly behind the ball and fingers comfortably spread. Stage two The ball should be held in front of the chest with the elbows tucked in. Step in the direction of the pass, by extending the legs, back, and arms. Push the ball from the chest with both arms (not from one shoulder). Fingers are rotated behind the ball and the thumbs are turned down. Stage three The back of the hands face one another with the thumbs straight down. Make sure the ball is released off the first and second fingers of both hands. Follow through to finish up with the arms fully extended, fingers pointing at the target and thumbs pointing to the floor.
Shoulder Pass A shoulder pass is a very dynamic, fast and long pass which enables a team to switch positions on court very quickly to either find a player in space or break defensive screens. Stage one Player's feet should be shoulder width apart in opposition. Opposite foot forward to throwing arm. Stand on balls of feet with toes pointing toward target, and knees slightly bent. Hold the ball at head height, slightly behind the head. Elbow should be at a 90° angle and fingers spread behind the ball. Stage two Step in the direction of the pass by transferring the body weight from back foot to front foot. Pull the arm through with the elbow leading. To follow through, fully extend your arm and wrist. Point the fingers in the same direction as the pass, with palms facing down.	Pivoting The pivoting action is a swivel movement that allows the player to move on a fixed axis to either pass or shoot. Stage one Run towards the ball and jump by extending the legs and ankles. Keep the eyes firmly fixed on the ball. Bring the hands out in front of the body at chest height with fingers spread open and pointing up. Stage two In the air catch the ball with thumbs an inch or two apart making a 'W' shape. Land on the ball of one foot on the ground. Flex the knee and ankle as the foot hits the floor. Stage three Stand with knees slightly bent and the feet shoulder width apart. Bring the ball into the body to protect it. Pivot by rotating on the ball of the landing foot. Keep the upper body straight and head up. Make sure the hip of the pivoting leg is pointing in the direction the player is aiming to pass the ball in. The player can move or step with the other foot any number of times. The player is not allowed to lift the foot they are pivoting on before they release the ball.

Short pass

A short side foot pass enables a team to quickly pass a ball and help maintain possession. It is used for accuracy.

- ☐ Move parallel to the ball and place your non-kicking foot to the side of the ball.
- ☐ Keep your eye on the ball until you have it under your control.
- ☐ Look up to see where is the best place to pass it.
- ☐ On selection of your pass, maintain a strong body position.
- ☐ Swing your kicking foot through and strike the ball with the inside of your foot.
- ☐ Aim to hit the middle of the ball to ensure it stays close to the ground.
- ☐ Keep looking at your target.
- ☐ Follow your kicking leg through towards the intended target.
- ☐ The speed of the kicking leg will direct how hard you kick the ball.

Long pass

A long pass is an attacking skill that allows players to switch the direction of the attack very quickly to create space, find a teammate or to catch out the opposition.

- ☐ Move parallel to the ball and place your non-kicking foot to the side of the ball.
- ☐ Keep your eye on the ball until you have it under your control.
- ☐ Look up to see where is the best place to pass the ball.
- ☐ On selection of your pass, maintain a strong body position.
- ☐ Explosively bring your kicking foot through and strike the ball with laces of your football boot.
- ☐ Aim to hit the middle of the ball to ensure it stays close to the ground or the lower half of the ball if you want to lift it over opposition players.
- ☐ Keep looking at your target.
- ☐ Follow your kicking leg through towards the intended target and your body over the ball.
- ☐ The speed of the kicking leg will direct how hard you kick the ball.

Control

Good control of the football is an essential skill to maintain possession of the ball from the opposition and, if done accurately, gives the player more time to make the correct next decision.

- ☐ Keep your eye on the ball at all times.
- ☐ On contact with the ball, withdraw the foot slightly to take the momentum out of the ball (this is known as "cushioning").
- ☐ Aim to make contact with the middle of the ball to ensure that it stays close to the ground and does not bounce up.
- ☐ Once under control, move the ball out of your feet to allow the next decision to be made.

Block tackle

The block tackle is an essential skill for winning the ball back in football. It is mainly used when confronting an opponent head on and it is important to complete it with good timing and technique to prevent injury or fouls.

- ☐ Close down your opponent quickly but do not rush uncontrolled at them.
- ☐ Try to reduce any space around you and monitor for passing options.
- ☐ Stay on the balls of your feet, arms slightly out to jockey your opponent.
- ☐ Keep your eye on the ball and wait for a clear view of the ball.
- ☐ When you can see most of the ball, transfer your weight from your back to front foot and move the inside of your foot towards the ball.
- ☐ Maintain a strong body position.

Throw-in

The throw-in is the legal way to restart the game if the ball has gone out of play from either of the side-lines.

- ☐ Hold the ball with both hands and ensure that the thumbs are behind the ball and fingers are spread.
- ☐ Hold the ball behind the head with relaxed arms and elbows bent.
- ☐ Keep your feet shoulder-width apart.
- ☐ Face your target.
- ☐ Lean back with both feet in contact with the ground.
- ☐ Slightly bend your knees and arch your head, neck, shoulders and trunk.
- ☐ When ready, propel yourself forward and release the ball just as it passes your head.
- ☐ Once the ball is released, bring your strongest leg forward and out in front of you for balance.

Heading

The header can be an attacking or defensive skill and is used to try and win the ball when it is in the air.

- ☐ Keep your eyes on the ball.
- ☐ Use your forehead to make contact with the bottom of the ball for a defensive header or the top of the ball for an attacking header.
- ☐ For a defensive header, it is important to get good height and distance but for an attacking header you need power and accuracy.
- ☐ You can also use flick headers to pass to a team mate.

Rules

- ☐ A basketball team can have a maximum of five players on the court.
- ☐ Player substitutions can be made at any time and there is no restriction on the number of substitutions made.
- ☐ A ball can travel through dribbling or passing.
- ☐ A player is no longer able to dribble with the ball once the player puts two hands on the ball. At this point, a player must either pass or shoot.
- ☐ If a team wins possession back in their own half, they have ten seconds to get it into their opponent's end or a foul will be called.
- ☐ An attacking team has 24 seconds from gaining possession of the ball to shoot
- ☐ After the shot is taken, the clock is restarted for another 24 seconds.
- ☐ After a team scores a basket, the ball is returned back to the opposition to start again.
- ☐ All fouls that are committed throughout a game are to be accumulated and when a certain number is reached, the umpire will award a free throw.
- ☐ Depending on where a technical foul is committed, the umpire may award a number of free throws a player will receive.
- ☐ Violations can be awarded by the officials in basketball for player handling errors. These include travelling, double dribble, goal-tending and back court violation.

Officials

During a competitive game of basketball there are two referees, a scorekeeper, timekeeper and a shot clock operator. To ensure that everybody is aware of a decision made, the referees perform a series of hand and arm signals.

Scoring

In a game of basketball there are three clear ways to score points. If a shot is successfully scored from outside of the three-point line, three points are awarded. If a shot is successfully scored from inside of the three-point line, two points are awarded. If a team is awarded a technical foul then they will receive between one and three free shots. Each shot scored will be awarded with one point.

Bounce Pass

A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to intercept.

Stage one

Feet shoulder width apart in opposition, with knees bent. Place hands each side and slightly behind the ball, with the fingers comfortably spread. Hold the ball at waist level, with elbows tucked in.

Stage two

Step in the direction of the pass, through extending your legs, back and arms. The wrist and fingers should be forced through the ball releasing it off the first and second fingers of both hands. Follow through with the arms fully extended, fingers pointing at the target and thumbs pointing to the floor.

Chest Pass

A chest pass is a very fast and flat pass. This enables a team to move quickly up a court in a precise and accurate fashion.

Stage one

Stand with feet shoulder width apart, on the balls of your feet with back straight and knees slightly bent. Place hands on the sides of the ball with the thumbs directly behind the ball and fingers comfortably spread. The ball should be held in front of the chest with the elbows tucked in.

Stage two

Step in the direction of the pass by extending your legs, back and arms. Push the ball from the chest with both arms (not from one shoulder). Fingers are rotated behind the ball and the thumbs are turned down. The back of the hands face one another with the thumbs straight down.

Stage three

Make sure the ball is released off the first and second fingers of both hands. Follow through to finish up with the arms fully extended, fingers pointing at the target and thumbs pointing to the floor.

Jump shot

The purpose of the jump shot is to allow the shooter to take aim from a higher position and therefore prevent a defender from blocking it.

Stage one

Place feet shoulder width apart, toes pointing straight ahead, and knees bent. Place non-shooting hand on the side of the ball and the shooting hand at the back of the ball, with the elbow tucked in. Hold the ball at chest height.

Stage two

Extend the legs/ankles by jumping straight up. Whilst in flight, extend back, shoulders and elbow. Flex the wrist and fingers forwards and release the ball at the highest point. After release, fingers should be pointed at the target, with the palm facing down.

Lay-up

A lay-up provides a player with the opportunity to drive at the opponent's basket, jump close to the target and release the ball safely at the backboard.

Stage one

Dribble to the side of net. When a few metres away from the basket, hold the ball with both hands on the shooting hands side of the body. Place the non-shooting hand on the side of the ball, and shooting hand on top of the ball.

Stage two

The last step before the lay-up jump should ensure that take off foot is opposite to the shooting hand (left foot/right hand). Flex the knee at take-off.

Stage three

Whilst jumping, extend the shooting knee and raise the ball up. Bring the ball between the shoulder and ear. Direct the wrist and fingers straight at the basket and release the ball at the highest point. Complete the follow through with the arm up and palm facing down, and hold until the ball has reached the basket.

Health, Fitness and Exercise

Health can be defined as 'complete physical, mental and social wellbeing and not only the absence of illness or infirmity'. Fitness can be defined as 'the ability to meet the demands of the environment'. Exercise can be defined as 'a form of physical exercise done to improve health or fitness or both'. *Adults* - five sessions of thirty minutes activity per week. The activity should be physical enough to cause the adult to breathe more deeply and to begin to sweat. *Children and young people* - seven sessions of sixty minutes per week. At least two of these sessions should be of high intensity exercise such as running, jumping or cardiovascular based sports.

Consequences of a sedentary lifestyle

If a person does not take part in regular physical activity, exercise or sport then they are at risk of a number of illnesses and negative effects such as weight gain or obesity; heart disease; hypertension (high blood pressure); diabetes; depression; increased risk of osteoporosis and loss of muscle tone.

Lifestyle choices

Other lifestyle choices can affect a person's health in either a positive or negative way. For example, eating a balanced diet means a person is less likely to become ill or put on excess body fat; getting enough sleep is important for the body to rest and brain to function optimally; not smoking as this causes illnesses such as bronchitis and lung cancer and not taking recreational drugs such as alcohol as in the short term it can lead to disorientation and poor decision-making and in the long term can lead to disease.

	Definition	Example
Body composition	The percentage of body weight which is fat, muscle and bone.	The gymnast has a lean body composition to allow them to propel themselves through the air when performing on the asymmetrical bars.
Cardiovascular fitness	The ability of the heart, lungs and blood to transport oxygen.	Completing a half marathon with consistent split times across all parts of the run.
Flexibility	The range of motion (ROM) at a joint.	A gymnast training to increase hip mobility to improve the quality of their split leap on the beam.
Muscular endurance	The ability to use voluntary muscles repeatedly without tiring.	A rower repeatedly pulling their oar against the water to propel the boat towards the line.
Strength	The amount of force a muscle can exert against a resistance.	Pushing with all one's force in a rugby scrum against the resistance of the opposite pack.
Agility	The ability to change the position of the body quickly and control the movement.	A badminton player moving around the court from back to front and side to side at high speed and efficiency.
Balance	The ability to maintain the body's centre of mass above the base of support.	A sprinter holds a perfectly still sprint start position and is ready to go into action as soon as the gun sounds.
Coordination	The ability to use two or more body parts together.	A trampolinist timing their arm and leg movements to perform the perfect tuck somersault.
Power	The ability to perform strength performances quickly.	A javelin thrower applies great force to the spear while moving their arm rapidly forwards.
Reaction time	The time taken to respond to a stimulus.	A boxer perceives a punch from their left and rapidly moves their head to avoid being struck.
Speed	The ability to put body parts into motion quickly.	A tennis player moving forwards from the baseline quickly to reach a drop shot close to the net.

Key terms

Backhand Doubles Forehand Grip Rally Ready position Serve Singles Shuttle

Rules and regulations

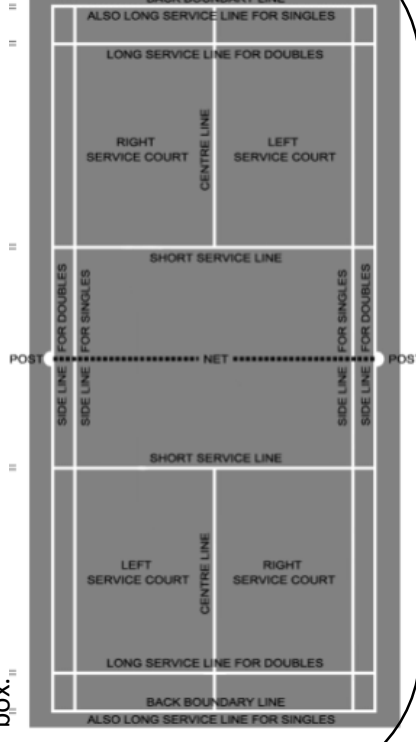
- A game always starts at love all (0-0).
- A game is played up to 21 points; the game must be won by two clear points.
- A game always starts with a serve from the right hand box (Even).
- The serve must land beyond your opponents service line.
- All serves must be hit into the diagonal service box.
- Whoever wins the point serves next.
- You cannot hit the net with your racket or body.

Serving/ court area

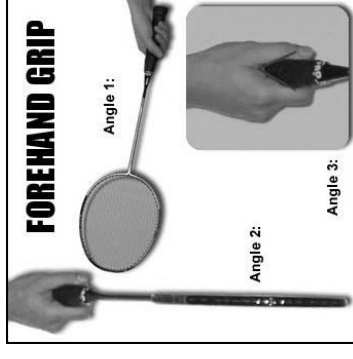
There are three types of serve: Short/backhand, long, flick.

Court area: *long and thin* for singles, *short and wide* for doubles.

Determining where to serve from: If the score is even you serve in the right box, if the score is odd you serve in the left box.



Types of grip



Attacking shots

- Smash shot
- Drop shot
- Net shot

Defensive shots

- **Overhead clear** (played to the back of your opponents court)

Exit routes:

Todmorden Badminton Club
Todmorden
Leisure Centre
Ewood Lane
OL14 7DF

Brunlea Badminton Club
St Peter's Centre
Burnley
BB11 1NG
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Year 7 Spanish Unit 1&2 – Talking about my Age and When my Birthday is

Me llamo I am called		Alejandro, Antonio Arantxa, Belén, Carlos, Diego, Emilia, Felipe, Isabel, José, Julián, María, Paco, Roberto	y and	Tengo I have*	un 1		año year
Mi hermano My brother	se llama is called				dos 2	tres 3	
Mi hermana My sister				tiene he/she has*	cinco 5	seis 6	años years
					ocho 8	nueve 9	
					once 11	doce 12	
					catorce 14		
					quince 15		
					dieciséis 16		

THINGS TO REMEMBER:

- 1) The number “un” becomes “**un**” when it goes **before** a **noun**. e.g. “**Tengo un hermano**”. = I have **A** brother, rather than I have **ONE** brother
2) In Spanish, we use the verb “to have” for age. So, we say “**tengo diez años**” to say how old we are, even though it means, literally “**I have ten years**”. There are a few Latin languages (e.g. Italian/French) that do this ☺

Me llamo José My name is José	soy de Madrid I am from Madrid	y and	de of		enero January marzo March mayo May julio July septiembre September octubre October noviembre November diciembre December
		mi cumpleaños es el my birthday is the	1 - uno / primero, 2- dos, 3 – tres 4- cuatro 5- cinco 6- seis 7- siete 8 ocho 9- nueve 10- diez 11- once 12 – doce 13- trece 14- catorce 15 – quince 16– dieciséis 17- diecisiete 18- dieciocho 19- diecinueve 20 - veinte 21 – veintiuno 22 – veintidós 23 – veintitrés 24 - veinticuatro 25 – veinticinco 26 - veintiséis 27 – veintisiete 28 - veintiocho 29 – veintinueve 30 - treinta 31 - treinta y uno		
Mi amiga se llama Catalina My friend is called Catalina	es de Bilbao he/she is from Bilbao	y and			
Mi amigo se llama Francisco My friend is called Francisco	*tiene X años he/she is X years old	su cumpleaños es el his/her birthday is the			

DON'T FORGET!

tengo actually means “**I have**” and **tiene** actually means “**he/she has**” in Spanish.

You use this verb for telling age. You will see it many times throughout this year

Year 7 Spanish Unit 3&4 – Describing hair and eyes & Where I live and am from

Me llamo... <i>I am called</i> Se llama <i>He/she is called</i>	Antonio, Carlos, Diego, Emilia, Isabel María, José, Julián, Roberto	y <i>and</i>	tengo <i>I have</i> tiene <i>he/she has</i>	seis años 6 years ocho años 8 years diez años 10 years doce años 12 years catorce años 14 years quince años 15 years dieciséis años 16 years siete años 7 years nueve años 9 years once años 11 years trece años 13 years
Tengo el pelo <i>I have...hair</i> Tiene el pelo <i>He/she has...hair</i>	castaño brown negro black rubio blonde moreno dark brown pellirrojo red/ginger	y	a media melena med. length en punta spiky rizado curly med. length long	corto short liso straight ondulado wavy
Tengo los ojos <i>I have... eyes</i> Tiene los ojos <i>He/she has... eyes</i>	azules blue verdes green marrones brown negros black	y	(no) llevo I (don't) wear (no) lleva (he/she) doesn't wear	gafas glasses bigote a moustache barba a beard
Me llamo David y... My name is David and...	vivo en I live in soy de I am from	una casa a house un piso a flat	bonita pretty pequeña small en un edificio antiguo in an old building en un edificio moderno in a modern building	grande big en el centro in the centre en las afueras on the outskirts en la costa on the coast
Barcelona Bilbao Bogotá Buenos Aires Cádiz Cartagena La Habana Lima Madrid Quito Santiago Montevideo Zaragoza		en Cataluña (en España) northwest region of Spain en el País Vasco (en España) northern region of Spain en Colombia (la capital) capital of Colombia en Argentina (la capital) capital of Argentina en Andalucía (en España) south of Spain en Colombia (en la costa) coast of Colombia en Cuba (la capital) capital of Cuba en Perú (la capital) capital of Peru en España (la capital) capital of Spain en Ecuador (la capital) capital of Ecuador en Chile (la capital) capital of Chile en Uruguay (la capital) capital of Uruguay en Aragón (en España) northern region of Spain		

Los números

1 = un
2 = dos
3 = tres
4 = cuatro
5 = cinco
6 = seis
7 = siete
8 = ocho
9 = nueve
10 = diez

11 = once
12 = doce
13 = trece
14 = catorce
15 = quince
16 = dieciséis
17 = diecisiete
18 = dieciocho
19 = diecinueve
20 = veinte

21 = veintiuno
22 = veintidós
23 = veintitrés
30 = treinta
31 = treinta y uno
40 = cuarenta
50 = cincuenta
60 = sesenta
70 = setenta
80 = ochenta

90 = noventa
100 = cien / ciento
1 000 = mil
10 000 = diez mil
100 000 = un million

¿Qué día es hoy?

Hoy es ...

¿Cuándo es tu cumpleaños?

Mi cumpleaños es el ...
de ... 2021

Opinions

Me encanta (n) = I love
Me gusta (n) mucho = I like a lot
Me gusta (n) = I like
Prefiero = I prefer
No me gusta (n) = I don't like
No me gusta (n) nada = I don't like at all
Odio / detesto = I hate
En mi opinión = In my opinion
Pienso que = I think that

Higher level opinions

Me fascina (n) = it fascinates me
Me chifla(n) mucho = I am crazy about
Me interesa (n) = it interests
Opino que = I think that
Creo que = I believe that
En mis ojos = in my eyes
Desde mi punto de vista = in my point of view
Me irrita = It irritates me
Me pesa = I regret
Me aburre = it bores me

Time/Frequency phrases

Hoy = today
Ayer = yesterday
Mañana = tomorrow
Mañana por la mañana = tomorrow morning
La semana pasada = last week
El año pasado = last year
El año próximo = next year
Siempre = always
Nunca = never

Casi nunca = hardly ever
A menudo = often
A veces = sometimes
De vez en cuando = from time to time
Una vez a la semana = once a week
Dos veces a la semana = twice a week
El fin de semana = the weekend
Cada día = every day

Los días de la semana:

lunes = Monday
martes = tuesday
miércoles = wednesday
jueves = thursday
viernes = Friday
sábado = Saturday
domingo = Sunday

Los meses:

enero = January
febrero = February
marzo = march
abril = April
mayo = may
junio = June
julio = July
agosto = August
septiembre = September
octubre = October
noviembre = November
diciembre = December

connectives

Y = and
Pero = but
Porque = because
Cuando = when
Donde = where
También = also
Quien = who
Sin embargo = however
Mientras = while

Higher level connectives

Por lo tanto = therefore
Por eso/así que = therefore, ./so..
No obstante = nonetheless
A pesar de = in spite of
Aunque = although
Si = if
A causa de = because of (+noun)
Tanto... como... = as... as...
Por fin = finally
Por consiguiente = so, as a consequence

Sequencing connectives

Primero = first
Para empezar = to start with
Finalmente = finally
Luego = then, next
Entonces = then
Mientras que = whereas
Después de = after
Después = afterwards
Más tarde = later
En vez de = instead of

Wonderful adverbs

Solo = only
Realmente = really
Simplemente = simply
Afortunadamente = fortunately
Desafortunadamente = unfortunately
Normalmente = normally
Generalmente = generally
Absolutamente = absolutely
Enormemente = enormously
Frecuentemente = frequently

Synonyms of "porque"

Ya que => as / since
Dado que => given that
Visto que => seeing that
Puesto que => as

Year 7		ARCH Curriculum (Personal Development)		Health and Wellbeing	
Self-Awareness		Mental Health and Wellbeing (MHWB)		Healthy Lifestyles	
Key Terms		Characteristics of positive MHWB		Having a healthy lifestyle is important for so many reasons; it can help: • you have positive MHWB and boost your mood. • improve your brain function. • help you have more energy. • boost your immune system. • prevent disease. Having a healthy lifestyle includes: • eating healthy food. • sleeping for at least 8 hours. • getting plenty of exercise. • taking care of your personal hygiene (taking a regular shower/bath, brushing your teeth, washing your hands, keeping your clothes clean). • getting regular checks at the dentist. • understanding the importance of things that can prevent illness eg. vaccinations. • wearing sunscreen during the summer months.	
.Resilience	To be able to cope with or recover quickly from difficulties.	A person with good mental health can manage their emotions, cope with stress, manage healthy relationships and make good decisions. People with poor mental health struggle in these areas. Our mental health is impacted by lots of factors, so it is important we understand how to take care of ourselves to protect our mental health. This includes:			
Wellbeing	Being comfortable, healthy and happy.				
Self confidence	To be able to trust in your own abilities, qualities and judgement.				
Personal Strengths	Skills & actions that you can do well.				
Your identity will grow and change throughout your time at school. It is important to understand what your strengths are and to also understand your areas for development. Lots of things can have an impact on our identity; this includes your friends, peers, family and social media.		• eating healthy food • avoiding energy drinks • getting plenty of exercise • sleeping for at least 8 hours • taking time away from social media/gaming • spending quality time with friends and family	MHWB Support  Mr Stair <i>Mental Health Lead</i> Online Tools: <i>Kooth.com</i> <i>Northpoint.org.uk</i>		
		Drugs, Alcohol and Tobacco		Puberty and sexual health	
Prescription drugs and over counter medication Only ever use medicine when necessary; use it under the guidance of an adult, following the instructions. Antibiotics should only ever be used when prescribed.		Keeping yourself safe online 1. Think before you post anything. Don't upload or share anything you wouldn't want your parents, carers or teachers to see. 2. Don't share your personal details with people. Check your privacy settings. 3. Think about who you are talking to. If it is someone you have never met, be cautious; there are some people who will try to gain your trust to get you to share personal information.		Puberty can cause physical and emotional changes; it affects everyone differently and at different ages. The average age for females is 11 and for males 12; it can happen earlier or later than this. It will happen slowly over time. If you have any worries, or would like advice, speak with your parents, carers or an adult in school. <i>Childline</i> also has some good advice on their website.	
Vaping It is illegal for vapes to be sold to anyone under 18. This is due to the harm caused by and addiction to nicotine. Please also be aware that there are lots of unregulated vapes on the market, this means you do not know what is in it and it can cause significant harm.				Menstrual Health Starting your periods can be daunting. They can often be irregular; this can mean they can happen at any time and that the flow could suddenly become heavier. Make sure you have a sanitary pad/tampon in your bag. You can also use period pants to make you feel more secure. If you ever need a sanitary towel/tampon, please ask at student reception.	
Alcohol It is illegal for alcohol to be sold to anyone under 18. This is due to the harm caused by and the addiction to alcohol.	Illegal drugs These substances are illegal due to the harmful effect they can have on your body, including addiction.				

Year 7			ARCH Curriculum (Personal Development)		Relationships					
Positive Relationships			Relationship Values		Forming and maintaining respectful relationships					
Key Terms			It is important to understand what positive relationships looks like; there are differences in different types of relationships, but the values are based on similar things. Trust in relationships You build trust in your relationships by: - Listening to each other. - Allowing one another to be free to make their own decisions. - Being honest with each other. - Supporting one another in times of need. - Making each other feel safe. Relationships with your peers At school, you will interact with lots of different people that you are not necessarily friends with. It is important that, even if we do not have a good relationship with another person, we are still kind and respectful to them.		How to manage conflict in friendships If you fall out with someone you are close with, this can be very upsetting. If this does happen, avoid doing anything in the heat of the moment that you might regret later. Seek support from an adult who will be able to help you work through the conflict. Forming friendships online – how to stay safe Be very wary of trusting people you make friends with online. Some people will do this to gain your trust and then take advantage of you. To stay safe, you should never share personal details, photos or intimate details with people you meet online. Dealing with loss, divorce and bereavement We all experience loss at some point in our lives; this can include the separation or divorce of parents, loss of a friend or family member or loss of a pet. If you are struggling to cope, please speak with your parents, carers or an adult in school.					
Biological sex	The sex a person is assigned at birth, usually based on their genitals.									
Gender identity	How a person feels about their gender. This may be different to their sex.									
Sexual orientation	The gender or genders a person is sexually attracted to.									
Healthy relationships	A relationship that involves trust, honesty, respect and open communication.									
Types of relationships			Bullying, abuse and discrimination		Social Influences Peer Pressure Peer pressure is a term used to describe the influence from members of your peer group. This includes your friends but also includes groups online. This pressure can lead to you doing things you know are wrong or harmful; it can then lead to risk-taking behaviour. How to resist peer pressure - Pay attention to how you feel. If you are being coerced into doing something you know is wrong, you need to seek help. - Stay true to your values. Be confident about your values and say no to anything you do not want to do. - Find true friends. When you have positive relationships with people (true friendships), they will not coerce you into doing anything you do not want to do.					
It is important to have positive relationships with people. This includes relationships with family members, friends and romantic or intimate relationships.										
Consent										
This relates to all aspects of life, but it is especially important in an intimate relationship. Consent it to give permission for something to happen or an agreement to do something.										
To give consent, the person needs to be able to choose; this means they should be old enough, and not under the influence of any substances that might change the way they think.										
Consent should be clearly and freely communicated and if a person changes their mind, this must be adhered to.			Key Terms <table><tr><td>Bullying</td><td>The repetitive, intentional hurting of a person. This can be physical, verbal or psychological.</td></tr><tr><td>Abuse</td><td>Cruel and violent treatment.</td></tr><tr><td>Discrimination</td><td>Unjust treatment of a person especially on the grounds of ethnicity, religion, gender, sexuality or disability.</td></tr></table> Anti Bullying You might not be actively involved in a bullying a person, but if you are aware, it is happening you should do something about it. If you talk to an adult in school, it will be treated with confidentiality.		Bullying	The repetitive, intentional hurting of a person. This can be physical, verbal or psychological.	Abuse	Cruel and violent treatment.	Discrimination	Unjust treatment of a person especially on the grounds of ethnicity, religion, gender, sexuality or disability.
Bullying	The repetitive, intentional hurting of a person. This can be physical, verbal or psychological.									
Abuse	Cruel and violent treatment.									
Discrimination	Unjust treatment of a person especially on the grounds of ethnicity, religion, gender, sexuality or disability.									

Year 7	ARCH Curriculum (Personal Development)		Careers and Preparing for Adulthood	
Learning Skills	Choices and Pathways	Work and Careers		
Being a lifelong learner Throughout our lives, we never stop learning. At school you can gain academic qualifications, but you are also learning lots of skills that will be important later in life as well. Skills and qualities you can have that are important to an employer include: • good attendance and punctuality. • being a good team player. • being able to communicate well. • being polite, friendly and approachable. • to have a good work ethic. • to have resilience and ambition. • ability to take on problems and solve challenges.	During year 9, you will make choices about the GCSEs you want to take. All students will take English, Maths and Science; you will then also choose an EBacc subject (Computing, Geography, History, Latin, Triple Science or Spanish); you will then choose three other subjects (these will vary each year based on demands). When considering your options, it is helpful to think about your ambitions for future study or careers and to think about what you enjoy. Studying something you enjoy is very important. During the options process, we will talk to each student and their families to support the decision-making process. If you have a career in mind, make sure you speak to your head of year about this, to make sure you make the right choices at this stage.	 Miss Kinlin Careers Lead	 Mr Stoakes Careers Advisor	
		Aspirations for the future Use this space to say what your aspirations for the future are. This might be a specific career or a pathway for education you want to enter (eg. university).		
Employment Rights and Responsibility	Duke of Edinburgh Award	Media Literacy and Resilience		
The youngest age that you can work part-time is 13. The only exception to this is involved in areas such as acting or modelling. You can only work full time once you reach minimum school leaving age. Volunteering There is no minimum age for volunteering. If you want to volunteer, then please speak with your parents and carers first so they can make sure you are safe. Volunteering is a great way to give back to your community or an organisation. It can be very rewarding, and it can also help you build some great skills that will be beneficial for future employment. Examples of volunteering can include: • helping at school and community events. • litter picking in your local area. • visiting elderly and sick relatives or friends to give them companionship and support.	In year 9, you will have the opportunity to undertake the bronze Duke of Edinburgh Award. The Bronze Duke of Edinburgh Award offers you a chance to develop essential life skills, including teamwork, leadership, and problem-solving. It is great for building your confidence and self-esteem and it is held in high regard by prospective employers. The award has four parts to it: 1. Volunteering: Giving time to help others or the community without pay. 2. Physical: Engaging in a physical activity regularly to improve fitness. 3. Skills: Developing a new skill or improving an existing one. 4. Expedition: Planning and completing an outdoor journey with a group. This is usually a two-day hike, camping overnight.	Sharing information online Please remember to never share information online that you would not want your parents, carers or teachers to see. Once you have shared a piece of information or an image online, you no longer have control over it. It can be shared widely in a matter of minutes. Using social media Social media can be a great way to connect with your friends. It is important to find a balance with your use of social media to protect your mental health; if you find yourself in a situation where you cannot cope without it, this is unhealthy, and you need to seek support. Echo Chambers Social media apps are designed to give you more of the content you like. This is great for finding out more about your interests, but it can also limit your view of the world. This makes it hard for you to understand the views of others and can also lead to developing extremist views.		