



# PENISTONE GRAMMAR SCHOOL

Achieving Excellence through a Values-Driven Education

YEAR 7 BOOK 2

# ESSENTIAL KNOWLEDGE SHEETS CURRICULUM BOOK

NAME

MENTOR GROUP

Aim High

Be Determined

Be Kind

Be Supportive

Be Proud



# CONTENTS

<b>04 WELCOME TO YOUR ESSENTIAL KNOWLEDGE BOOK</b>	<b>30 FRENCH</b>	<b>65 RCS</b>
<b>06 ART</b>	<b>36 GEOGRAPHY</b> EXTREME WEATHER TOURISM	HINDUISM CITIZENSHIP: WHAT MAKES BRITAIN GREAT? WHY ARE THESE WORDS SPECIAL?
<b>10 COMPUTING</b>		
<b>13 DESIGN AND TECHNOLOGY</b> GRAPHIC PRODUCTS RESISTANT MATERIALS FOOD TEXTILES	<b>41 HISTORY</b> EMPIRE	<b>71 SCIENCE</b> VOCABULARY BIOLOGY CHEMISTRY PHYSICS
	<b>43 MATHS</b>	
	<b>51 MUSIC</b>	
<b>23 DRAMA</b>	<b>60 PE</b> DANCE BOYS DANCE GIRLS WARM-UP NETBALL RUGBY UNION	<b>75 SPANISH</b>
<b>25 ENGLISH</b> A CHRISTMAS CAROL A MIDSUMMER NIGHTS DREAM GREEK MYTHOLOGY		

To make the most of your essential knowledge book, you must:

- 1. Bring it to school every day and have it available on your desk in every lesson.**
- 2. Keep all your essential knowledge sheet books as they provide you with the essential knowledge for each topic and subject you learn.**
- 3. Take pride in your book, keeping it in excellent condition.**
- 4. Write your name on the front of the book.**
- 5. Be aware that if you lose or damage your book it is your responsibility to replace it at a cost of £4.**

## What is an Essential Knowledge Book?

An effective learning tool to help you retain, revise and retrieve the essential knowledge of a topic within your subjects. The Essential Knowledge Sheet for each topic is usually no more than two sides of information that includes core facts, concepts, diagrams, vocabulary and quotations that you need to know and understand to master a topic.

## Why Essential Knowledge Sheets?

They provide you, your teachers and parents/carers with an overview of a topic by having the core knowledge, diagrams, explanations and key terms in one place. They allow you to routinely refer to and 'check off' what you know and understand as you are taught a topic.

Research evidence shows that the regular retrieval of knowledge helps us to know more, remember more and do more. This then allows you to store knowledge in, and recall it from your long-term memory, freeing up space in your working memory to take in new knowledge and information. The better you know the essential knowledge of a subject, the better you will be able apply to it to problems, questions, assessments, home learning, and further increase your independence within lessons and at home.

## How to use your Essential Knowledge Sheets

The most powerful use of an Essential Knowledge Sheet is as a self-quizzing tool. For example:

### 1. READ → COVER → WRITE → CHECK → QUIZ

Read a chunk of information from your essential knowledge sheet (more than once is most effective), Cover it up, Write what you remember, Check to see if you have remembered the information correctly. If you haven't remembered it all correctly then re-do the process. When you are confident in your retention of the knowledge, quiz yourself (or ask a friend or family member) to see if you can apply the knowledge learned to questions, problems and practice tasks.

### 2. Mind Maps

Mind mapping is a diagram to visually represent information. It is a graphic technique you can use to translate what you know of a topic/concept into a visual picture. Use knowledge learned from your Essential Knowledge Sheet to create mind maps. Make sure to use colours and images and keep writing to a minimum. This technique embeds essential knowledge into your long-term memory.

### 3. Flash Cards

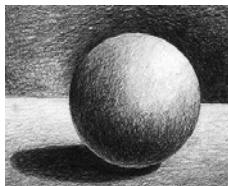
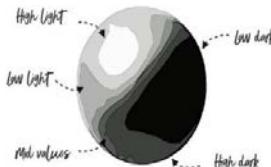
Use your Essential Knowledge Sheets to create flash cards. Write the question/key term on one side and the answer/definition on the other. Most importantly you need to quiz yourself on each question/key term until you can remember them all correctly.

### 4. Revision Clock

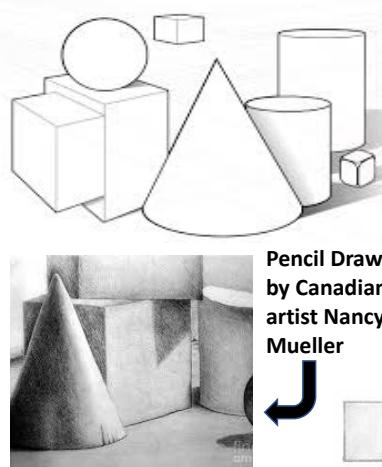
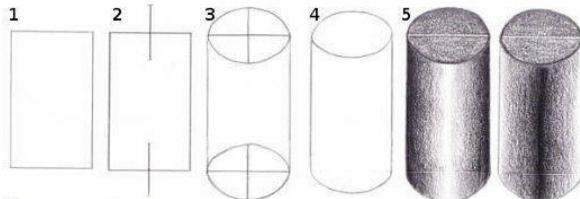
Start by drawing a basic clock face. Break your Essential Knowledge Sheet into 12 sub-categories. Make notes from your Essential Knowledge Sheet in each section of the revision clock. Your brain will retain more information if you include images as well as key words and definitions. Read and Revise each section for 5 minutes, turn the clock over and then try to write out as much information as you can from one of the 12 sections on the revision clock. Repeat the process until you are confident in your learning of the essential knowledge on the revision clock.

## Drawing Basic Forms

**Sphere  
Cone  
Cylinder  
Cube**



**ELLIPSE** = a tilted circle. It is a regular OVAL that can be divided into 4 equal quarters.



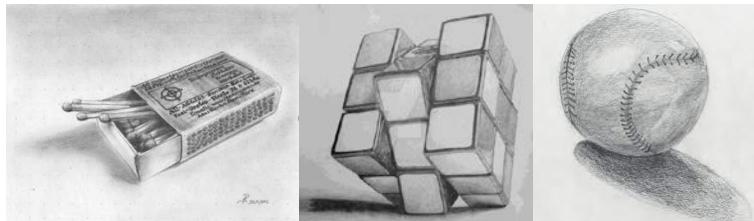
## YEAR 7 ESSENTIAL KNOWLEDGE SHEET

**Elements of Art**  
LINE TONE COLOUR SHAPE  
TEXTURE FORM SPACE

RANGE OF TONAL VALUES



TONAL DRAWINGS OF OBJECTS – APPLICATION OF BASIC FORMS



## Still Life Painting

**HUE** = the origin of the colour we see; the gradation or variety of a colour

Each of the colours below are the same hue (green)



**Elements of Art**  
**LINE TONE COLOUR SHAPE**  
**TEXTURE COMPOSITION**

**STILL LIFE** = a collection of inanimate objects, natural or man-made, arranged together in a specific way.

**POST-IMPRESSIONISM** was a French art movement that aimed to make art an emotional experience through the use of symbolism, colour and captivating forms. Post-Impressionism is an exaggerated form of Impressionism.



**Sunflowers** (1888) oil on canvas  
by Vincent Van Gogh

## YEAR 7 ESSENTIAL KNOWLEDGE SHEET



**Basket of Apples** (1893) oil on canvas  
by Paul Cezanne

Paul Cezanne (1839-1906) and Vincent Van Gogh (1853-1890) were both Post-Impressionists

**GENRE** = style or category of art

## Ceramic Techniques



Clay Impression

**Clay Impression** = Impressing is to indent a design or texture into soft clay by pressing different shaped objects or tools into it.



## YEAR 7 ESSENTIAL KNOWLEDGE SHEET

### SLABBING



Rolling out a clay slab



**Clay Relief** = 3D details/ elements that are raised up from a flat base of the same material.



Clay Relief

### Test Tiles



**SLIP** = liquid mixture of clay and water

### Clay Modelling Tools



**Elements of Art**  
LINE TONE COLOUR SHAPE  
TEXTURE FORM SPACE



AFRICAN MASKS



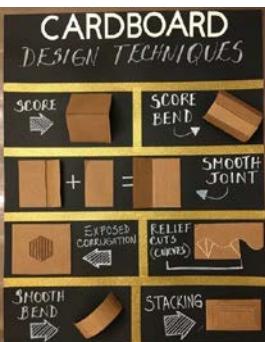
Ceramic mask (above) by Kimmy Kantrell (B1957) African-American Sculptor

## Sculptural Techniques



Elements of Art  
LINE TONE FORM SHAPE  
TEXTURE COMPOSITION

**Construct**  
**Attach**  
**Negative Space**  
**Positive Space**  
**Stability**



## YEAR 7 ESSENTIAL KNOWLEDGE SHEET



**MAQUETTE** = a small-scale model or rough draft of an unfinished sculpture

What is **SCULPTURE**? Sculpture is artwork that is created in three dimensions (length, width, and height)

A **SCULPTOR** is an artist who produces sculptural art works.

**CONSTRUCTIVISM** began in Russia in 1913. The Constructivists used geometry, mechanics and mathematical calculation in their work; they favoured modern industrial materials such as plastics, glass, iron, and steel.



# COMPUTING

## 7.3 Information Technology

### Key Terms

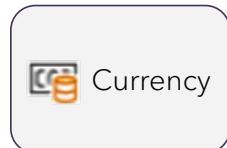
<b>Branding</b>	A way of promoting a product, which includes a logo.
<b>Scenario</b>	An outline of information that will give an idea.
<b>Graphics</b>	An image made using a computer, made up of pixels.
<b>Key</b>	A visual explanation using symbols used on a map.
<b>Spreadsheet</b>	Information is displayed in rows and columns which can be manipulated and calculated.
<b>Conditional Formatting</b>	This formatting is used to check the content of the cell and change the appearance depending on the content.



Cell colour



Text colour



Currency



Cell modification

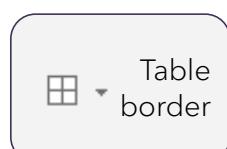


Table border



# COMPUTING

## 7.3 Information Technology

### Excel Functions

SUM	SUM is a keyword operator which adds up cells.
AVERAGE	AVERAGE is a keyword operator which finds the average number.
MAX	MAX is a keyword operator which finds the highest number.
MIN	MIN is a keyword operator which finds the lowest number.

### Excel Spreadsheet

	A	B	C
1			
2			
3			
4			
5			
6			
7	7		
8		B7	
9			
10			

Example Formula:

=SUM(B1:B30)

You can find the coordinates of a cell by looking at the column then the row (Along the corridor, down the stairs...)

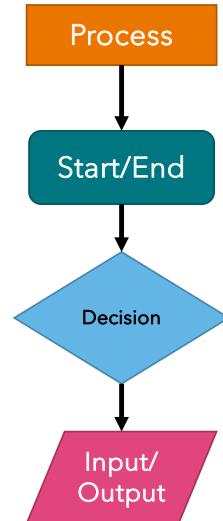


# COMPUTING

## 7.4 Computer Science

### Key Terms

Algorithm	A set of instructions designed to complete a specific task
Variable	A space inside the computer's memory that stores a single piece of data
Selection	The process of making a decision, where the result determines what code will be run.



Global Variable	Print Statement	Selection Statement
name = input()	print ("Hello")	<pre>if Option == "A":     print ("You have chosen a Sword") elif Option == 'B':     print ("You have chosen an Axe") else:     print ("Try again") Option()</pre>

## Design & Technology Keywords

<b>Isometric drawing</b>  A 3D drawing method using 30° angles • Makes objects look realistic & 3D • Engineering, architecture	<b>Line weighting</b>  Using thick and thin lines to show depth • Technical drawings • Drawing and sketching	<b>Copier paper</b>  80gsm thin white paper • Cheap and easy to print • Office work, sketching
<b>Flexibility</b>  How much a material bends under force • Prevents jamming in printers • Paper testing	<b>Printability</b>  How well ink is accepted by a material • Prevents jamming in printers • Packaging, printing	<b>Biodegradability</b>  Breaks down naturally by bacteria • Environmentally friendly • Eco packaging
<b>Cartridge paper</b>  120–150gsm drawing paper • Good for pencils and paint • Art and design	<b>Tracing paper</b>  Thin translucent paper • Allows copying designs • Overlays, design development	<b>Solid white board</b>  Rigid board with smooth surface • Good for pencils and paint • Packaging, book covers
<b>Scalpel</b>  Sharp precision cutting • Cuts fine shapes • Prototyping	<b>Safety ruler</b>  Ruler with protective edge • Safe for cutting • Used with scalpel	<b>Scissors</b>  Cutting tool with two blades • Quick and easy • Paper and card cutting
<b>Glue stick</b>  Solid adhesive • Clean and easy to use • Paper modelling	<b>Double-sided tape</b>  Tape with glue on both sides • Instant, clean sticking • Model assembly	<b>Cutting mat</b>  Self-healing cutting surface • Protects tools and desks • Model making

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Keyword	Definition	Advantages	Uses
Isometric Drawing	A 3D drawing method using 30° angles	Makes objects look realistic and 3D	Engineering, architecture, game design
Line Weighting	Using thick and thin lines to show depth	Adds realism to drawings	Technical drawings
Flexibility	How much a material bends under force	Prevents jamming in printers	Paper testing
Printability	How well ink is accepted by a material	Clear, sharp printing	Packaging, printing
Biodegradability	Breaks down naturally by bacteria	Environmentally friendly	Eco packaging
Copier Paper	80gsm thin white paper	Cheap and easy to print	Office work, sketching
Cartridge Paper	120–150gsm drawing paper	Good for pencils and paint	Art and design
Tracing Paper	Thin translucent paper	Allows copying designs	Overlays, design development
Solid White Board	Rigid board with smooth surface	Strong and good for printing	Packaging, book covers
Cutting Mat	Self-healing cutting surface	Protects tools and desks	Model making
Scalpel	Sharp precision cutting	Cuts fine shapes	Prototyping
Safety Ruler	Ruler with protective edge	Safer for cutting	Used with scalpel
Scissors	Cutting tool with two blades	Quick and easy	Paper and card cutting
Pencil	Graphite drawing tool	Easy to sketch	Drawing and designing
Glue Stick	Solid adhesive	Clean and easy to use	Paper modelling
Double-Sided Tape	Tape with glue on both sides	Instant, clean sticking	Model assembly

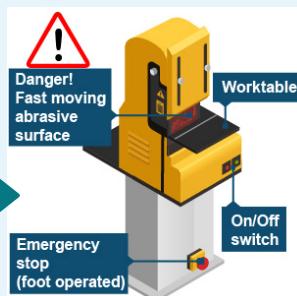
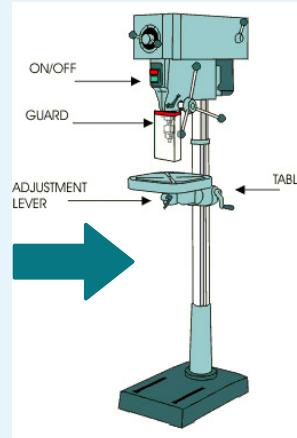
Action	Shortcut
New File	Ctrl + N
Open File	Ctrl + O
Save	Ctrl + S
Save As	Shift + Ctrl + S
Print	Ctrl + P
Undo	Ctrl + Z
Step Backward	Alt + Ctrl + Z
Step Forward	Shift + Ctrl + Z
Select all	Ctrl + A
Group Layers	Ctrl + G
Zoom In	Ctrl +
Zoom out	Ctrl -

**ADOBE PHOTOSHOP**  
KEYBOARD SHORTCUTS CHEAT SHEET

Keyword	Definition	Advantages	Uses
Hardwood	Wood from slow-growing deciduous trees	Very strong and durable	Furniture, flooring, tool handles
Softwood	Wood from fast-growing coniferous trees	Lightweight, easy to work	Construction, joinery
Manufactured Board	Man-made wood product bonded with resin	Uses waste wood, stable, cheap	Flat-pack furniture, model bases
MDF	Fine wood fibres pressed with resin	Smooth surface, easy to shape	Furniture carcasses, prototypes
Plywood	Thin wood veneers glued in layers at 90°	Strong, resists warping	Shelving, construction projects
Pine	Common softwood	Cheap and lightweight	Furniture, interior joinery
Oak	Common hardwood	Hard-wearing, attractive grain	Furniture, flooring
Beech	Hard, tough hardwood	Resists dents, smooth finish	Toys, workbenches
Safety Goggles	Protective eyewear	Prevents eye injury	Used when cutting or sanding
Apron	Protective clothing	Keeps clothing clean and safe	Used in workshop
Vice	Holds work firmly on bench	Keeps hands free	Holding wood when cutting or drilling
Tenon Saw	Fine-toothed hand saw for straight cuts	Accurate and clean	Cutting joints in wood
Coping Saw	Narrow-blade saw for curves	Cuts intricate shapes	Model making, design work
G-Clamp	Adjustable metal clamp	Strong, holds work securely	Clamping pieces for gluing
Bench Hook	Wooden guide for sawing	Keeps work steady	Cutting wood safely
Try Square	Measuring and marking 90° angles	Accurate marking	Woodworking joints
Steel Rule	Straight metal ruler	Precise measurements	Marking out lines on materials
Marking Gauge	Tool with a pin for parallel lines	Ensures accuracy	Marking across timber
Sandpaper	Abrasive paper for smoothing	Creates smooth finish	Finishing wood before painting
File	Metal tool with teeth for shaping	Removes rough edges	Finishing metal or plastic
Drill	Power or hand tool for making holes	Accurate holes quickly	Fitting screws or dowels
Countersink Bit	Drill bit for widening screw holes	Allows screw heads to sit flush	Wood joints and fixings

Vice		Sanding block	
Tenon Saw		File	
Coping Saw		Sand paper	
Bench Hook		Sanding sealer	
Try Square		Wax	
Steel Rule		<p><b>A vertical sander</b> (also known as a bandfacer or belt sander) is a stationary machine used to smooth, shape, or remove material from surfaces such as wood, metal, or plastic. It features a continuous loop of abrasive sanding belt that runs vertically between two pulleys.</p>	
Marking Gauge			

A **pillar drill** is a stationary drilling machine designed for making precise, controlled holes in materials such as wood, metal, or plastic. Pillar drills are commonly used in workshops for tasks requiring consistency and precision.



Keyword	Definition
Eatwell Guide	A visual guide showing the proportions of each food group needed for a healthy diet.
Fruit & Vegetables	Should make up 1/3 of the diet; provide vitamins, minerals, and fibre.
Starchy Carbohydrates	Main source of energy; includes bread, rice, pasta, potatoes.
Protein	Builds and repairs body tissues; found in meat, eggs, beans, and pulses.
Dairy	Provides calcium and protein for healthy bones and teeth.
Hydration	Drinking 6–8 glasses of water daily keeps the body functioning well.
Nutrition	The process of obtaining food necessary for health, growth, and energy.
Vitamin C	Helps heal wounds and fight infection.
Dietary Fibre	Helps food move through the digestive system; prevents constipation.

Where food comes from	
Food miles	The distance a food product travels from where it's produced or grown to where it is sold e.g. 'From field to fork.'
Provenance	Where your food comes from e.g. grown, raised, reared or caught.
Seasonal	The time of year when fruits and vegetables are naturally at their best or at their peak for harvest time.

### 5 A Day

We should consume at least 5 portions of fruit and vegetables a day because they are:

High in vitamins and minerals e.g. vitamin C

Low in fat

Contain natural sugars

High in dietary fibre, especially when the skins are eaten



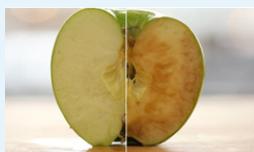
Keyword	Definition
Bridge Hold	Safe knife technique — fingers form a bridge to hold food securely.
Claw Grip	Safe cutting technique — fingers curled in like a claw to protect them.
Rubbing In	Mixing fat into flour with fingertips until it resembles breadcrumbs.
Binding	Combining wet and dry ingredients to hold a mixture together.
Glaze	Coating food with a shiny layer like egg or milk before baking.
Boiling	Cooking food in liquid at 100°C.
Simmering	Cooking food gently below boiling point.
Constipation	When stool is hard and difficult to pass, often due to lack of fibre.
Obesity	Excess body fat that can cause health issues such as diabetes.
Enzymic Browning	When fruit or vegetables turn brown after exposure to oxygen.
Citrus Fruits	Fruits high in vitamin C with a tangy flavour — e.g. orange, lemon.
Berries	Small, soft fruits with many seeds — e.g. strawberry, raspberry.
Exotic Fruits	Tropical fruits like pineapple, kiwi, and banana.
5 A Day	Aim to eat five portions of fruit and vegetables every day.



Bridge Hold



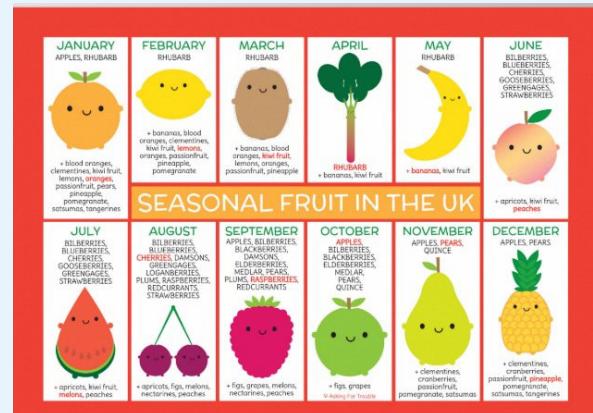
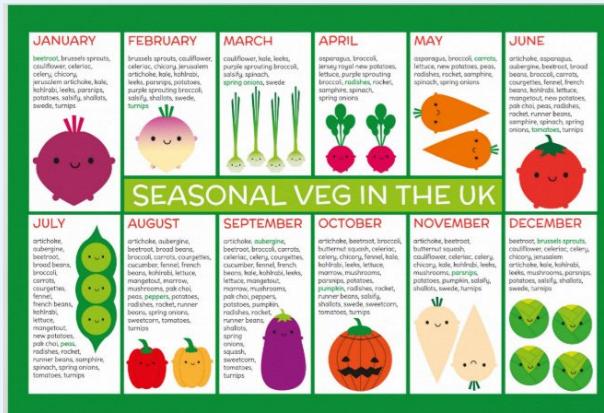
Claw grip



Enzymic Browning

Categories of Fruit				
Stone	Berries	Hard	Citrus	Exotic
Peach	Strawberry	Apple	Orange	Banana
Cherry	Raspberry	Pear	Lemon	Melon
Apricot	Gooseberry	Quince	Lime	Grapes
Plum	Cranberry		Grapefruit	Kiwi
Mango	Blueberry		Pineapple	Pineapple
Damson	Blackberry		Coconut	Coconut

Keyword	Definition
Food miles	The distance food travels from where it is grown or made to where it is eaten. Fewer food miles mean less pollution.
Local food	Food that is produced or grown close to where you live. Buying local food helps reduce food miles and supports local farmers.
Composting	Recycling food waste (like fruit peels and leftovers) so it breaks down naturally and turns into soil instead of going to landfill.
Recycling	Reusing materials such as packaging to help reduce waste and pollution.
Landfill	A site where waste is buried. Sending less food and packaging to landfill helps cut pollution.
Carbon footprint	The amount of carbon dioxide (CO <sub>2</sub> ) and other greenhouse gases released when food is grown, transported, and eaten.
Food waste	Food that is thrown away instead of being eaten. Reducing food waste helps lower our carbon footprint.
Seasonal food	Food that grows and is ready to eat at certain times of the year (for example, strawberries in summer, apples in autumn).
Benefits of eating seasonal food	<ul style="list-style-type: none"> <li>- Uses less energy to grow and transport</li> <li>- Often cheaper</li> <li>- Supports local farmers and the local economy</li> <li>- Fresher, tastier, and more nutritious</li> </ul>



Key Words	Definition
Applique	A French term meaning 'to apply'. Its fabric is layered and stitched on top of each other for texture and decoration.
Design Brief	A document that outlines the requirements of a design project.
Design Specification	A detailed document that identifies specific factors required to meet the needs of the user in a design project.
Embroidery	Embroidery is the art of decorating fabric using a needle to stitch threads in decorative patterns. Embroidery may also incorporate other materials such as pearls, beads, and sequins. It is often used to personalise gifts or clothing items.
Computer Aided Design (CAD)	Using Computer software to design products in both 2D and 3D.
Computer Aided Manufacture (CAM)	Machines are programmed with CAD designs to manufacture different elements of a product. (Example, cutting out pattern pieces for a garment, Embroidering a logo on a school uniform)
Fabric	A material made by knitting, weaving or bonding fibres.
Embellishment	Adding surface decoration such as sequins, beads, mirrors, buttons, rhine stones and feathers to add texture and aesthetic impact. Embellishments can be sewn or glued dependent on the position and the end use.

**Polycotton**

- Easy to wash and dry
- Easy to sew
- Soft
- Lightweight

**Felt**

- Does not fray
- Cheap to buy
- Not very strong so mainly used for decoration only
- Easy to sew with
- Lots of colours available

**Corduroy**

- Ribbed texture
- Comes in different thicknesses (ribs)
- Bulky fabric
- Insulating
- Expensive

**Fleece**

- Soft on both sides
- Insulating
- Stretchy
- Adds texture
- Does not fray when cut

**Velvet**

- Soft texture
- Luxurious sheen
- Expensive
- Not very durable

**Fur**

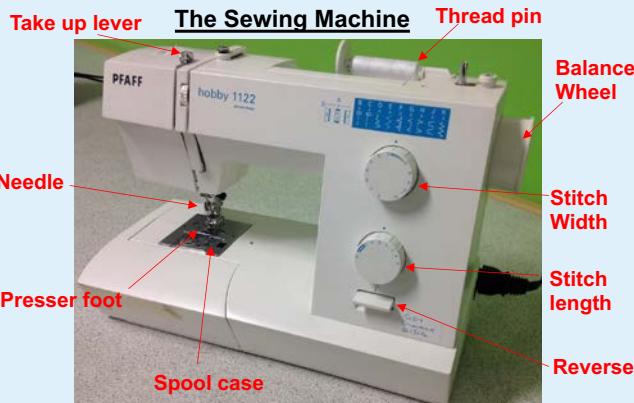
- Soft
- Adds an animal texture
- Can be difficult to sew

**Satin**

- Lustrous sheen
- Soft
- Slippery to sew
- Frays badly



Threading the machine



## Preparing To Sew



Cut your thread (the length of your arm). Tie a large knot at one end and thread the other end through the eye of the needle.



Make a small stitch in the fabric (on the back).

## Knotting Off



As you pull the thread through you will create a loop. Place your needle through the loop creating a stitch. Pull the thread to create a small knot. Repeat these steps once more to create a secure knot.



Bring your needle through the back of the fabric and through the centre of the sequin.



## Sewing Sequins

Make a stitch down one side of the sequin and come up again at the other side of the sequin.



Now stitch back down through the centre of the sequin.

## Securing Sequins With Beads



Bring your needle through the back of the fabric and through the centre of the sequin and the bead.



Move the bead to the side and stitch back through the sequin hole. Pull the thread through and the bead will sit on top of the sequin and hold in place!



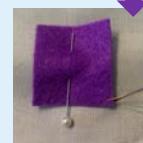
## Attaching Buttons

Hold the button in place by hand and stitch up and down through the holes ensuring your thread is taught and the button is secure. You can create different patterns on a 4 hole button. Knot off to secure.



## Hand Applique

Pin your applique in place to ensure it doesn't move. Bring your needle through the back of the fabric and through your applique close to the edge.



Next make a stitch over the raw edge of the fabric onto your base fabric and pull the thread through. Repeat this step around your applique. Knot off to secure.



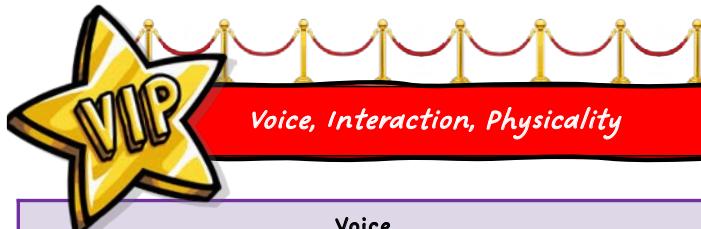
For a high-quality finish keep stitches even in length and distance apart.

# DRAMA

Key Terminology

<u>Half-Term 3: Pantomime</u>	
<u>Vocabulary</u>	<u>Definition</u>
Pantomime	A genre of theatre which uses song and dance, humour, exaggeration and is usually based upon a well-known fairy tale
Archetype	The first example that springs to mind when a character type is mentioned
Slapstick	Comedy that is based upon clumsy actions and embarrassing events
Stock Characters	The characters that are always in a pantomime (dame, villain, hero, sidekick)
Pantomime Dame	A very funny, exaggerated female role, usually played by a male actor
Protagonist	The hero of the play/story
Antagonist	The villain of the play/story
Sidekick	The hero's best friend
Henchman	The villain's servant
Audience Participation	The audience are expected to take part in pantos by cheering, booing, shouting out etc.
Breaking the Fourth Wall	Talking to the audience whilst in character

<u>Half-Term 4: The Plague</u>	
<u>Vocabulary</u>	<u>Definition</u>
Context	The backstory, setting or events that have already happened which allow us to fully understand the plot, characters and themes better
Spontaneous Improvisation	Creating something new on the spot without preparing anything beforehand
Planned Improvisation	Creating something new on the spot but having spent a little time planning what topics, themes, relationships etc. might be discussed
Teacher in Role (T.i.R.)	A technique where the teacher plays a character that is important to the scheme of work
Conscience Corridor	A technique where students line up in two lines, facing each other. Each side represents different thoughts or feelings (i.e. happy vs sad, positive vs negative). A character will walk down the middle of this corridor whilst the two lines try to persuade them which way to think.
Placards	Another word for 'signs'. Placards can be used to show characters' true emotions or thoughts, to tell the audience to do something ('Boo!' / 'Clap!'), or can be used to represent an object/prop by using the audience's imagination.



Voice	
Vocabulary	Definition
Pace	How quickly or slowly you speak
Pitch	How high or low your voice is
Pause	Stopping for dramatic effect
Tone	The emotion you are showing in your voice
Volume	How loud or quiet your voice is
Projection	Making sure your voice is loud enough to be heard without shouting
Accent	A way of pronouncing words which shows where your character is from
Emphasis	Stressing part of a word/sentence to show how your character feels

Interaction	
Vocabulary	Definition
Audience Sightlines	What the audience can see from their seats
Breaking Character	Coming out of role during a performance
Corpsing	Laughing unintentionally in a performance
Proxemics	Using distance between characters to show their relationship (e.g. close = friends)

Physicality	
Vocabulary	Definition
Facial Expressions	Using your face to show your emotions
Body Language	Using your body to show emotions
Gestures	Using your hands to communicate feelings
Stance	The way your character stands
Gait	The way your character walks
Levels	Using different heights onstage (it could be used to show your character's power)
Body as Prop	Using yours and your group members' bodies to represent an object

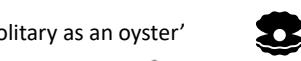
## Reading– A Christmas Carol

### What do I include in my analytical writing?

#### Key Quotations:

'Another idol has displaced me. A golden one'

'As solitary as an oyster'



"squeezing, wrenching, grasping, scraping, clutching, covetous old sinner."

'Old Scrooge sat busy in the counting house'



'Hard and sharp as flint'



'A solitary child, neglected by friends'



'The time before his was his own to make amends in'



#### Sentence Starters:

Dickens presents Scrooge as an exploration of a Victorian society, and the inequality and subsequent suffering this caused.

The use of a simile in 'as solitary as an oyster' implies/shows/demonstrates that Scrooge is a closed character.

The word 'oyster' is an effective choice as it highlights/reinforces/emphasises the idea that there is something good inside Scrooge, even though his hard exterior makes it difficult for people to understand or talk to him, and therefore they are unable to see the potential goodness inside.

Dickens may have wanted to show that a lack of love and nurture from parents lead to a guarded and mistrustful nature through his exploration of family.

#### Literary Devices

##### **Allegory:**

A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.

**Pathetic fallacy** – when things in nature are given human characteristics.

**Symbolism** – the use of symbols to represent ideas or qualities.

**Simile** – comparing something to something else using 'like' or 'as'.

**Metaphor** – saying something IS something else.

**Imagery** – language that appeals to the 5 senses.

#### **Themes:**

Social injustice

Inequality

Charity

Family

Moral responsibility

Redemption

Fear

transformation

**Key Vocabulary**

**Debt** - when something, typically money, is owed.

**Injustice** - lack of fairness or justice.

**Ignorance** - lack of knowledge or information.

**Pauper** – a very poor person

**Poor law** - a law that meant paupers were given benefits by the local parish.

**Poverty** - the state of having few material possessions or little income.

**Redemption** – the act of saving or being saved from sin, error, or evil.

**Squalid** – extremely dirty and unpleasant, especially as a result of poverty or neglect.

**Stave** - a chapter: used by Dickens to replicate a carol.

**Workhouse** - a publicly funded place where poor people went and were looked after.

## Reading– A Christmas Carol Supporting My Understanding

**Success Criteria for Analysing a text**

- ✓ Make a point and support with a relevant quotation
- ✓ Identify the technique Dickens has used
- ✓ Explain why the writer has used particular words/phrases
- ✓ Use analytical sentence stems: this implies/this suggests/this creates a sense of/this is effective because...

**Plot Summary:**

**Stave One:** Scrooge is a lonely, aging old miser who hates Christmas. He refuses a dinner invitation from his nephew, **Fred** (the son of his deceased sister, **Fan**).

**Ghosts' Visits:** On Christmas Eve, Scrooge is visited by a series of ghosts:

- **Jacob Marley:** His old business partner warns him of the consequences of his selfishness.
- **Ghost of Christmas Past:** Shows Scrooge moments from his childhood, apprenticeship, and failed engagement.
- **Ghost of Christmas Present:** Takes Scrooge to the Cratchit family's home, where he sees the ill but kind **Tiny Tim** and learns about others' celebrations.
- **Ghost of Christmas Yet to Come:** Terrifies Scrooge with visions of his own death.

**Transformation:** Scrooge awakens on Christmas Day, realizing he has a chance to change. He becomes generous, attends his nephew's party, and gains a reputation for celebrating Christmas.

## Reading— A Midsummer Night's Dream: Supporting My Analytical Writing

Success Criteria for Analytical Writing	
<b>1</b>	I can show that I have a good understanding of the text I have studied.
<b>2</b>	I can select precise quotations to support my ideas.
<b>3</b>	I can explore the deeper meanings behind a whole text.
<b>4</b>	I can explore the organisation of a text and explain why it has been structured in this way.
<b>5</b>	I can give detailed explanations of why language (e.g. similes, metaphors) is used and the effects it has on the reader.
<b>6</b>	I can show understanding of the purpose of a text and why the writer has chosen particular techniques.
<b>7</b>	I can explore how a text is influenced by the social, historical and cultural setting.

**Sentence Starters:****Point**

Shakespeare presents ... as an exploration of a Patriarchal society.

**Evidence**

The use of [device] in 'quote' implies/shows/demonstrates...

**Analysis**

The word '...' is an effective choice as it highlights/reinforces/emphasises...

**Context**

Shakespeare may have wanted to reflect the belief of.....through his exploration of .....[theme]

**Dramatic Devices**

<b>Prologue</b>	An introduction to the story
<b>Dramatic Irony</b>	When the audience knows more than the characters do
<b>Foreshadowing</b>	Hinting at what is to come
<b>Symbolism</b>	When an image represents an idea
<b>Soliloquy</b>	A solo speech revealing the character's thoughts
<b>Stage Directions</b>	Instructions for actor/director. Not be to be read aloud during a performance

Character	Key Words
Egeus	Patriarch, dominant, controlling
Hermia	Disobedient, independent, rebellious
Lysander	Noble, romantic, idealistic
Helena	Submissive, self-deprecating, devoted
Demetrius	Arrogant, dismissive, fickle
Titania	Stubborn, dignified, humiliated
Oberon	Authoritative, manipulative, possessive
Puck	Mischiefous, comedic, dishonest
Bottom	Foolish, boastful, uneducated

### Reading– A Midsummer Night's Dream: Supporting My Understanding

Key definitions		Key Contextual Ideas
Patriarch	Male leader	Athenian
Idealistic	Unrealistically hopeful	Patriarchal society
Noble	High ranking	Hierarchy
Submissive	Gives in to others	Elizabethan
Self-deprecating	Low self worth	Comedy
Fickle	Easily changing opinions	Supernatural
Dignified	Respectable, showing self-control	Conformity
Authoritative	In control of others	Non-conformity
Manipulative	Able to influence others	Globe Theatre
Boastful	Showing off	

## Greek Mythology – Narrative Writing

Tier 2 Vocabulary	Success Criteria for Creative Writing	Key Definitions:	Crafting Sentences:
<p><b>Adversity</b> – Difficulties or misfortune</p> <p><b>Enamoured</b> – Be filled with a feeling of love for</p> <p><b>Forlorn</b> – Alone and unhappy</p> <p><b>Intrepid</b> – Fearless or adventurous</p> <p><b>Labyrinth</b> – An intricate combination of paths or passages</p> <p><b>Malicious</b> – Intending or intended to do harm</p> <p><b>Mythical</b> – Existing only in stories</p> <p><b>Resolute</b> – Determined and unwavering</p> <p><b>Tragedy</b> – An event causing great suffering, destruction, and distress</p> <p><b>Valiant</b> – Very brave or bravely determined, especially when things are difficult</p> <p><b>Wrathful</b> – Full of or characterised by intense anger</p>	<ul style="list-style-type: none"> <li>✓ Capital letters and full stops used accurately</li> <li>✓ Clear order of events</li> <li>✓ Paragraphs used accurately and effectively</li> <li>✓ Interesting and ambitious vocabulary (adjectives, verbs, adverbs)</li> <li>✓ Accurate use of tense</li> <li>✓ A range of sentence lengths</li> <li>✓ A range of sentence openers</li> <li>✓ A range of sentence structures</li> <li>✓ A range of punctuation accurately</li> <li>✓ Show, don't tell</li> <li>✓ Original similes</li> <li>✓ Original metaphors</li> <li>✓ Personification</li> <li>✓ Created a clear image in the reader's head</li> </ul>	<p><b>Adjective</b> – a word that describes a noun</p> <p><b>Adverb</b> – a word that describes a verb</p> <p><b>Alliteration</b> – a group of words all beginning with the same sound</p> <p><b>Metaphor</b> – saying something <i>is</i> something else</p> <p><b>Narrative</b> – a series of events or a story</p> <p><b>Noun</b> – an object/emotion/idea</p> <p><b>Onomatopoeia</b> – a word that sounds like the noise it represents</p> <p><b>Personification</b> – giving an inanimate object human qualities</p> <p><b>Preposition</b> – a word that tells you the position of something</p> <p><b>Simile</b> – using 'like' or 'as' to compare two things</p> <p><b>Verb</b> – a doing/thinking/feeling verb</p> <p><b>5 senses</b> – describing things that can be seen/heard/touched/smelt/taste</p>	<p><b>Short sentence</b> - <i>I heard the laugh of the evil, unpleasant man himself. Minos.</i></p> <p><b>Fronted Adverbial</b> – <i>Around the corner, the beast lay in wait.</i></p> <p><b>Adjective followed by a comma</b> – <i>Hesitant, I edged forwards.</i></p> <p><b>No...No...No...But...</b> - <i>No sound. No light. No life. But I could feel its presence.</i></p> <p><b>Open with a simile</b> – <i>Like a tomb deep underground, the sunlight hides its face from the darkness within.</i></p> <p><b>Subordinate clause</b> – <i>The bricks, which had been here for centuries, began to crumble.</i></p> <p><b>Sound 1. Sound 2. Sound 3. Reveal</b> – <i>An eerie creaking sound filled the air. I heard footsteps approaching me. Within seconds, the echoes of rapid breathing bounced all around the labyrinth. The minotaur was behind me.</i></p> <p><b>End with three verbs after a colon</b> – <i>I fought my way past: slashing, swiping, slicing.</i></p>

## Y7 French Term 2

### French Phonics

French	Pronunciation
ou	oo
oi	wa
en-in-on-un	Nasal sounds the “n” is silent
o-au-eau	o
eu	err
é	it
er-et-ez at the end of a word	
è-ê-ai	bet
h	is silent
u	
gn	nya
ch	sh
ill	y
qu	k
ç	s
tion-sion-ssion	see on

### KS3 Tier 3 Vocabulary: Year 7

Key word	Definition
Accent	An additional mark on a word that indicates a change in sound/emphasis e.g. <i>été</i>
Translate	Write a sentence/phrase in another language
Dictation	Writing down what you hear (in the same language)
Verb	A doing word e.g. <i>play, go, see, visit</i>
Adjective agreement	The ending of an adjective changes depends on what it describes e.g. <i>je suis amusant = boy, je suis amusante = girl</i>
Pronunciation	How words sound when spoken
Cognate	A word that looks or sounds similar to English.

# FRENCH

Les jours de la semaine (The days of the week)	
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday

## Quelle est la date?



Les mois de l'année (The months of the year)	
janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December

Les nombres 0-31 (Numbers 0-31)							
0	zéro	8	huit	16	seize	24	vingt-quatre
1	un	9	neuf	17	dix-sept	25	vingt-cinq
2	deux	10	dix	18	dix-huit	26	vingt-six
3	trois	11	onze	19	dix-neuf	27	vingt-sept
4	quatre	12	douze	20	vingt	28	vingt-huit
5	cinq	13	treize	21	vingt et un	29	vingt-neuf
6	six	14	quatorze	22	vingt-deux	30	trente
7	sept	15	quinze	23	vingt-trois	31	trente et un



## High frequency words/phrases:

et  
aussi  
mais

and  
also  
but

oui  
non  
yes  
no

Greetings	Bonjour	Hello
	Salut	Hi
	Bonsoir	Good evening
	Au revoir	Goodbye
	À plus	See you later
	Comment t'appelles-tu?	What's your name?
	Je m'appelle...	My name is...

Comment ça va?	(Ça va?)	How are you? (Are you ok?)
Ça va (très) bien		I'm (very) well
Pas mal, merci		Not bad, thanks
Ça ne va pas !		Not good!
Et toi?		And you?

## An important irregular verb (present tense)

Avoir - to have			
j'ai = (je + ai)	I have	nous avons	we have
tu as	you have	vous avez	you have
il/elle/on a	s/he has we have	ils/elles ont	they have

## Mon temps libre

### WOW phrases!

Can you add any of the following to your work?

Quand j'avais...ans j'aimais = when I was...years old I used to like  
jouer au foot playing football

C'était génial = it was/used to be great

J'ai toujours aimé faire = I've always liked doing judo  
du judo

### WOW phrases!

Can you add any of the following to your work?

Je dirais que je suis... = I would say that I am...

Si je pourrais je voudrais regarder = if I could I would like  
to watch...

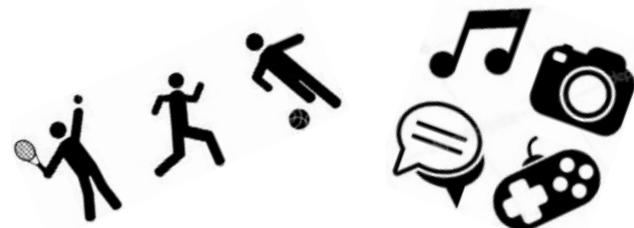
Ce serait + adjective = it would be...

## High frequency words/phrases:

et	and
aussi	also
mais	but
parce que	because
car	because
avec	with
assez	quite
très	very
trop	too
oui	yes
non	no

## 2.1 Talking about sports/games that you play

SB2.1	Tu es sportif/sportive? (Are you sporty?)			
Quand il fait beau (When the weather's fine)			basket (basketball)	parce que c'est sympa (because it's nice)
Quand il fait mauvais (When the weather's bad)			billard (snooker)	parce que c'est génial (because it's great)
Quand il fait chaud (When it's hot)	je joue (I play)	au	foot (football)	parce que c'est hyper-cool (because it's super cool)
Quand il fait froid (When it's cold)	je ne joue pas (I don't play)		hockey (hockey)	parce que c'est nul (because it's rubbish)
Quand il y a du soleil (When it's sunny)			rugby (rugby)	parce que c'est ennuyeux (because it's boring)
Quand il y a du vent (When it's windy)	tu joues (you play)		tennis (tennis)	
Quand il pleut (When it's raining)	il/elle joue (he/she plays)		volleyball (volleyball)	
Quand il neige (When it's snowing)				
Au printemps (In spring)				
En été (In summer)				
En automne (In autumn)				
En hiver (In winter)				



Jouer - to play			
je joue	I play	nous jouons	we play
tu joues	you play	vous jouez	you play
il/elle joue	he/she plays	ils/elles jouent	they play
on joue	we play		

## 2.2 Talking about sports/activities that you do

SB2.2 Que fais-tu? / Qu'est-ce que tu fais? (What do you do?)			
Je fais (I do/go)	skate (skateboarding)	vélo (cycling)	parfois / quelquefois (sometimes)
Tu fais (You do/go)	patin à glace (ice-skating)	ski (skiing)	souvent (often)
Il/elle fait (He/she does/goes)	judo (judo)	théâtre (drama)	tout le temps (all the time)
On fait (We do/go)			tous les jours/weekends (every day/weekend)
			tous les lundis (every Monday)
de la	danse (dancing)	cuisine (cookery)	avec mes copains / copines (with my friends)
	gymnastique (gymnastics)	natation (swimming)	
de l'	équitation (horse riding)	athlétisme (athletics)	quand il fait beau (when the weather's nice)
			quand il y a du soleil (when it's sunny)
des	randonnées (hiking)		parce que c'est amusant (because it's fun)
Je ne fais pas de sport / danse (I don't do/go sport / dancing)			

## 2.3 Talking about what activities you like/dislike doing

SB2.3 Tu aimes faire ça? (Do you like doing that?)				
J'adore (I love)	bloguer (blogging)			c'est amusant (it's fun)
J'aime (I like)	écouter de la musique (listening to music)			c'est marrant (it's funny)
J'aime assez (I quite like)	envoyer des SMS (sending texts)			c'est ennuyeux (boring)
	prendre des selfies (taking selfies)			c'est (très) facile (it's (very) easy)
	partager des photos/vidéos (sharing photos/videos)			c'est intéressant (it's interesting)
Je n'aime pas (I don't like)	regarder des films (watching films)			c'est (assez) rapide (it's (quite) fast)
Je déteste (I hate)	sur ma tablette (on my mobile)			
	sur ma tablette (on my tablet)			
	sur Youtube/Snapchat (on Youtube/Snapchat)			
	et à mon avis (and in my opinion)			
	et je pense que (and I think that)			

Faire - to do			
je fais	I do	nous faisons	we do
tu fais	you do	vous faites	you do
il/elle fait on fait	he/she does we do	ils/elles font	they do

## 2.5 Saying what you are going to do this weekend

SB1.5 Qu'est-ce que tu vas faire ce weekend? (What are you going to do this weekend?)	
Ce weekend (This weekend)	je vais (I'm going)
Vendredi soir (On Friday evening)	je ne vais pas (I'm not going)
Samedi matin (On Saturday morning)	
Dimanche après-midi (On Sunday afternoon)	je voudrais (I would like)
S'il fait beau (If the weather's fine)	je ne voudrais pas (I wouldn't like)
S'il pleut (If it's raining)	
	regarder un film (to watch a film)
	écouter de la musique (to listen to music)
	tchatter sur Snapchat (to chat on Snapchat)
	bloguer (to blog)
	jouer au basket (to play basketball)
	faire de la cuisine (to do cookery)
	prendre des photos (to take photos)
	avec mon frère/copain (with my brother/friend)
	avec ma soeur/copine (with my sister/friend)
	avec mes copains/copines (with my friends)
	tout seul(e) (all by myself)
	et      ça va être génial (and)      (it's going to be great)
	mais      (but)
	car ce serait passionnant (because it would be exciting)

## 2.4 Talking about what you do in your free time

SB2.4 Que fais-tu pendant ton temps libre? (What do you do during your free time?)	
Je suis (I am)	(assez/très) sportif/sportive (quite/very) sporty (m) / sporty (f)
fan (a fan)	du      sport (of)      (sport)
Je ne suis pas (I am not)	de la      musique / technologie (of)      (music / technology)
	des      films (of)      (films)
Je regarde (I watch)	des films (films)
J'écoute (I listen to)	de la musique (music)
Je tchatte (I chat (online))	sur mon portable (on my mobile)
	sur youtube/Instagram etc (on YouTube/Instagram etc)
	dans ma chambre (in my bedroom)
Je danse (I dance)	et      ça me plaît (and)      (I like it/it pleases me)
Je chante (I sing)	car      ça me fait rire (because)      (it makes me laugh)
	ça me détend (it relaxes me)

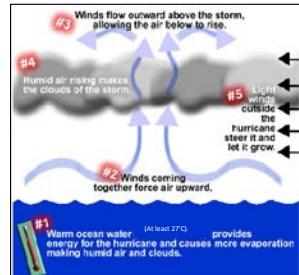
Aller - to go			
je vais	I go/am going	nous allons	we go/are going
tu vas	you go/are going	vous allez	you go/are going
il/elle va	he/she goes /is going	ils/elles vont	they go/are going
on va	we go/are going		

## Extreme Weather

Key words	Definition
<b>Weather</b>	The day to day conditions of the atmosphere e.g. heat, cloudiness, dryness, sunshine, wind, rain, etc.
<b>Human effect</b>	This is something impacting humans e.g. a house being destroyed or people dying
<b>Physical effect</b>	This is something that impacts the natural environment e.g. rivers being polluted or 10m high waves.
<b>Tropical storm</b>	A powerful storm with strong winds over 74mph and heavy rain that forms over warm ocean water.
<b>Distribution</b>	How something is spread out in an area
<b>Immediate response</b>	A response in the days and weeks immediately after a disaster has happened.
<b>Long term response</b>	Responses that go on for months and years after a disaster. It involves rebuilding destroyed houses, schools, hospitals, etc.
<b>Equator</b>	The equator is an imaginary line around the middle of the Earth, dividing it into the Northern and Southern Hemispheres.
<b>Evaporation</b>	The process of turning a liquid into gas e.g. water vapour
<b>Saffir-Simpson scale</b>	A scale of 1 to 5 based on a hurricane's sustained wind speed. (5 being the highest)
<b>Storm surge</b>	When the sea level rises higher than normal because of strong winds and low air pressure.

### How do tropical storms (hurricanes) form?

Step:	What happens?
<b>1 Warm Ocean Water</b>	The ocean water needs to be very warm (at least 27°C) to give energy to the storm
<b>2 Air rises</b>	Warm air above the ocean rises, creating an area of low pressure below.
<b>3 More Air Moves In</b>	Cooler air moves in to replace the rising warm air, causing winds to start blowing.
<b>4 Clouds and Storm Grow</b>	As warm air keeps rising, it cools and forms clouds. The storm gets stronger and bigger.
<b>5 Storm Spins and Moves</b>	The Earth's rotation makes the storm spin, and it moves across the ocean, sometimes reaching land.



## Hurricane Katrina case study

Human effects –
This is something impacting humans
1800 dead
Dead bodies left to rot in the streets
\$108 billion worth of damage
Louis Armstrong International Airport closed
800,000 houses were destroyed
Insurance companies have either raised the cost or stopped insuring homeowners in the area because of the high pay out costs
Racial tensions were exposed as many of the victims were black African Americans.
Thousands of jobs disappeared due to the area being destroyed

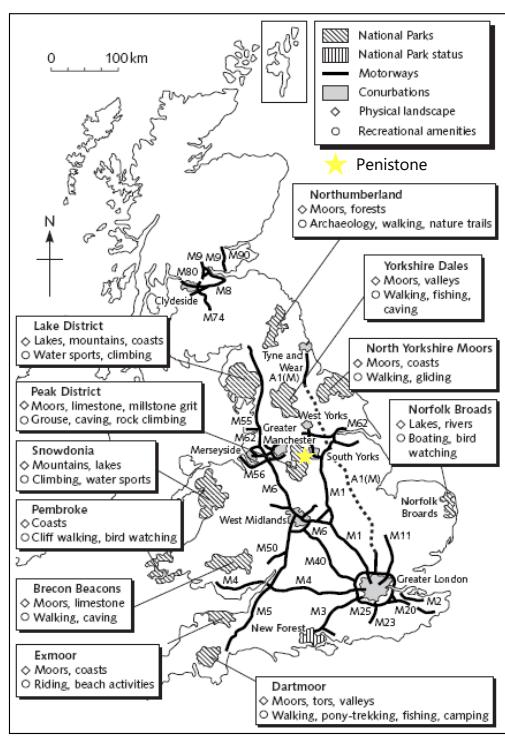
Physical effects –
This is something that impacts the natural environment
85% of New Orleans flooded
11m high storm surge
145mph winds
Rivers and lakes were contaminated with sewage.
Flooding reached 6m high in places
The lands that were lost were breeding grounds for marine mammals, brown pelicans, turtles and fish
Hurricane Katrina was a category 4 storm.
The storm caused oil spills which resulted in over 26 million litres of oil being leaked



Local responses	Regional / National responses
33,500 people were rescued by the Coast Guard	Spent \$20 billion on the levees to protect against a category 5
People searched for their loved ones amongst the flood waters and damaged buildings.	60,000 people moved over 1,200km away and were still there one month after the storm
½ million people ordered to evacuate	FEMA paid for temporary hotel costs of 12,000 individuals
20,000 people were evacuated to the Superdome.	58,000 of the national guard were activated to deal with aftermaths of the storm

## Tourism:

Key word	Definition
<b>Tourism</b>	The industry providing holidays and travel services.
<b>Tourist</b>	A person travelling for enjoyment, not work.
<b>Why stay in the UK?</b>	Easy travel, more affordable, may have a fear of flying.
<b>Different types of holiday</b>	Beach, skiing, horse riding, safari, cruise, city break etc
<b>National Parks</b>	Protected land where people live, work, and enjoy nature. E.g. The Lake District
<b>Advantages of tourism</b>	Creates jobs, improves opportunities in the local area, supports economic development
<b>Disadvantages of Tourism</b>	Can create litter, loss of culture in the area, creates environmental impacts
<b>Sustainable tourism</b>	Tourism that protects nature, helps locals, and lasts.
<b>Recreation</b>	An activity done for enjoyment e.g. walking, horse riding.
<b>HIC, NEE and LIC</b>	High Income Country (HIC), Newly Emerging Economy (NEE) and Low Income Country (LIC)
<b>Maths Skills in Geography</b>	
<b>Range</b>	Difference between the highest and lowest value
<b>Mean</b>	The average – add up all the data set and divide by the number of data pieces
<b>Mode</b>	The most common piece of data – the one that occurs the most
<b>Median</b>	The middle value – Put the data sets in order and identify the middle value



## China and India:

China Country Study	
Feature	Essential Knowledge
Capital City	Beijing
Population	1.4 billion people (1,400,000,000)
Area	9,596,961 square miles
Number of bordering countries	14
Continent	Asia
Number of time zones	5
Financial Capital	Shanghai
3 Major Rivers	Pearl River, Yangtze and Yellow River
Major Deserts	Gobi Desert and Taklimakan Desert
Major Mountain ranges	Himalayan, Tianshan, Kunlunshan and Tanggula mountains

India Country Study	
Feature	Essential Knowledge
Capital City	New Delhi
Financial Capital	Mumbai
Population	1.3 billion (1,300,000,000)
Official Languages	Hindi and English
Area	1,269,345 square Km
Major Mountain range	Himalayas
Major Rivers	The River Ganges, The Indus River and Brahmaputra River
Major Deserts	The Thar Desert
Number of bordering countries	7
Monsoon	Seasonal wind bringing heavy rain or dryness.

Tourism in India:	
Positive Impacts of tourism in India	The tourist industry has generated over 600,000 jobs in Mumbai.
Negative Impacts of tourism in India	Religious rituals, festivals and traditions are being created and changed to match tourist expectations and promote tourism in Mumbai.

Key Terms:	
Life Expectancy	The average age that a person is expected to live
Population Density	The number of people per unit of area
Gross Domestic Product (GDP)	The value of all goods and services a country produces
Physical geography	Study of natural features and processes e.g. weather and oceans

## The Middle East:

Middle East Study	
Feature	Essential Knowledge
<b>Middle East</b>	Is made up of 18 countries
<b>The Arabian Peninsula</b>	Large dry land in southwest Asia between Red Sea and Gulf.
<b>Climate</b>	The average weather conditions taken over a number of years.
<b>Deserts</b>	Extremely dry land with under 250mm rainfall yearly.
<b>Mediterranean climate</b>	Characterised by warm, wet winters and calm, hot, dry summers
<b>Semi-Arid climate</b>	Dry but supports some plants and limited farming.
<b>Arid climate</b>	Extremely dry, little rain, mostly barren land.



Location of China



Location of India



Location of the Middle East and the countries that make up the Middle East

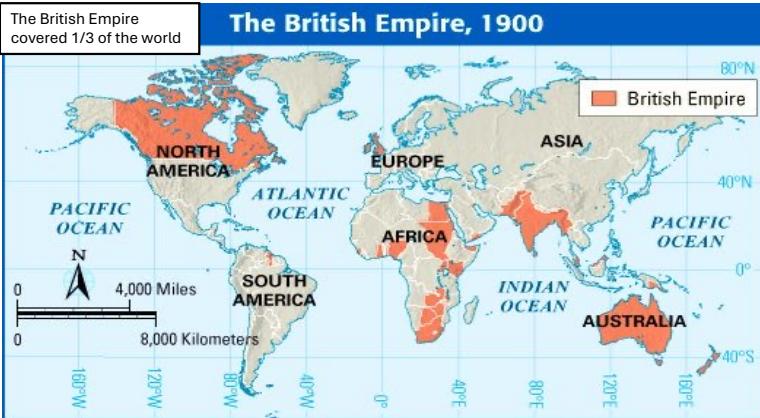
**Year seven history: Topic Two - Empire**

Key events and turning points covered in this topic
1607—Britain sets up its first colony in America
1612—Britain sets up its first trading post in India
1619—the British began transporting people from African colonies as slaves to the Americas
1770—Captain Cook sailed to Australia and claimed it for the British
1775-1783—The American War of Independence: America fought to become independent from the British Empire
1787—The British start to use Australia as a penal colony (somewhere to send criminals)
1857—Indian mutiny against the British
1833—Slavery ends in British colonies
1947—India gained freedom from Britain

Topic keywords and definitions	
Empire	A group of countries ruled by one monarch
Conquer	To take control of another country
Colonies	Countries controlled by a more powerful one
Native	Someone born in a particular place and living there
Settlers	Items of value which were used or traded
Resources	Being important or having a big effect over time
Sepoy	Indian men serving in the British army
Mutiny	Members of the armed forces refusing to fight
Oppression	Taking away someone's freedom and choices
Independence	Being able to make your own decisions
Slavery	Owning people and forcing them to work

**What was the impact of the British Empire?**

On Britain...	On British colonies...
<ul style="list-style-type: none"> <li>• Britain grew rich because it could use and trade things from and to countries in the empire.</li> <li>• Britain could build relationships and do deals with countries around the world</li> <li>• Britain became a powerful country, even though it is quite small, because of the money, land and people it controlled</li> <li>• Britain could spread its ideas, religion and culture to other countries.</li> <li>• Britain could use people from its colonies in the army, making it easier to win wars such as World War One.</li> </ul>	<ul style="list-style-type: none"> <li>• In some countries, such as India, new technology was built including canals and dams.</li> <li>• Traditional customs, language and religious ideas were ignored or restricted, and people were forced to behave in a more 'British' way.</li> <li>• Native people to the country lost control of their land, money and resources.</li> <li>• People in areas controlled by Britain were used as slave labour or were treated badly. Many faced discrimination and racism.</li> <li>• Many countries which used to be part of the British Empire still use the English language, follow similar laws and use buildings and systems put in place by the British.</li> </ul>



### Overview: How did the British Control its Empire?

Due to huge size of the Empire, Britain had to develop a variety of methods in order to keep control of the variety of colonies under her Empire.

**Military Force** – Britain's weaponry developed throughout this period, inventing weapons such as the Maxim gun – one of the first machine guns invented. They also stopped guns coming into the hands of those in the Empire. The Africans had poor quality weaponry, they made their own bullets which broke their guns sometimes.

**Use of Locals** – The British went on a charm offensive, making the local rich people feel wanted and gave them more money and power. Local people ran the police, law courts and prisons, making them feel in charge of their country and less likely to break laws.

**Communication** – The British could easily communicate between the countries of their empire using methods such as telegraphs, radios and ships.

**Gradual Change** – The British didn't try to change everything at once; they gradually changed and developed areas of countries.

**Dealing with Resistance** – The British were efficient in stopping anyone who opposed the Empire. Protestors were immediately jailed and broke up local armies.

# Maths Working Wall

## Multiplication Square

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

## Types of number:

### CUBES



### SQUARES



### PRIME NUMBERS

2	3	5	7	11
13	17	19	23	29
31	37	41	43	47
53	59	61	67	71
73	79	83	89	97

## Factors & Multiples:

Factors of 18 : 1, 2, 3, 6, 9, 18

Multiples of 18 : 18, 36, 54, 72, 90...

Factors are numbers that multiply to get that number

Multiples are numbers in that times table

# Maths Working Wall

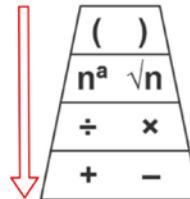
## Percentages:



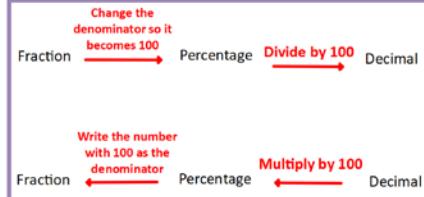
To find...

- 50% divide by 2
- 10% divide by 10
- 25% divide by 4
- 1% divide by 100

## Order of operations



## FDP:

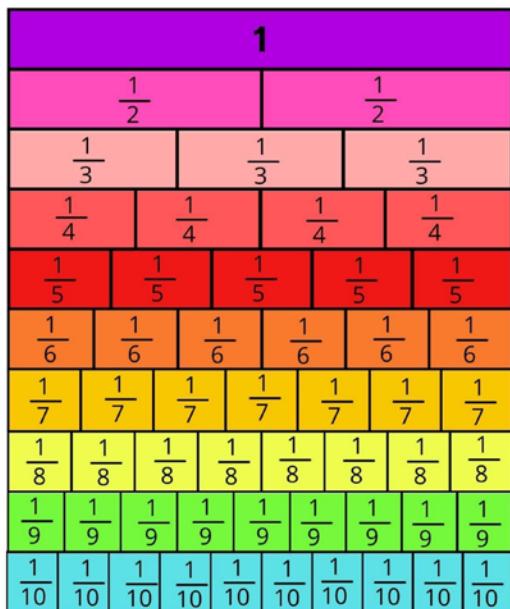


Fraction	Percentage	Decimal
$\frac{1}{2}$	50%	0.5
$\frac{1}{4}$	25%	0.25
$\frac{1}{5}$	20%	0.20
$\frac{1}{10}$	10%	0.10
$\frac{1}{100}$	1%	0.01
$\frac{3}{4}$	75%	0.75



# Maths Working Wall

## Fractions:



## Averages:

Mode = Most frequent piece of data

Median = Once data is ordered smallest to biggest, the median is the middle

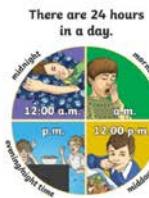
Mean = Add all pieces of data together and divide by how many there are

Range = Difference between the biggest and smallest piece of data

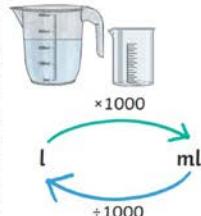
## Maths Working Wall

### Time:

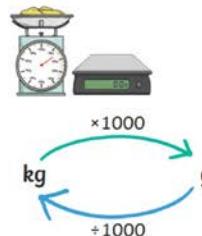
	13:00	1 p.m.	1 o'clock	
	14:00	2 p.m.	2 o'clock	
	15:00	3 p.m.	3 o'clock	
	16:00	4 p.m.	4 o'clock	
	17:00	5 p.m.	5 o'clock	
	18:00	6 p.m.	6 o'clock	
	19:00	7 p.m.	7 o'clock	
	20:00	8 p.m.	8 o'clock	
	21:00	9 p.m.	9 o'clock	
	22:00	10 p.m.	10 o'clock	
	23:00	11 p.m.	11 o'clock	
	00:00	12 a.m.	12 o'clock	



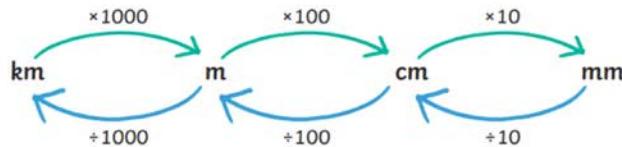
### Converting Measurements:



$$\begin{aligned}
 1000\text{ml} &= 1\text{ litre} \\
 \frac{1}{10}\text{l} &= 0.1\text{l} = 100\text{ml} \\
 \frac{1}{4}\text{l} &= 0.25\text{l} = 250\text{ml} \\
 \frac{1}{2}\text{l} &= 0.5\text{l} = 500\text{ml} \\
 \frac{3}{4}\text{l} &= 0.75\text{l} = 750\text{ml} \\
 \frac{1}{100}\text{l} &= 0.01\text{l} = 10\text{ml}
 \end{aligned}$$



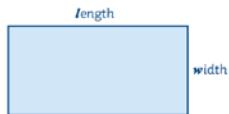
$$\begin{aligned}
 1000\text{g} &= 1\text{kg} \\
 \frac{1}{10}\text{kg} &= 0.1\text{kg} = 100\text{g} \\
 \frac{1}{4}\text{kg} &= 0.25\text{kg} = 250\text{g} \\
 \frac{1}{2}\text{kg} &= 0.5\text{kg} = 500\text{g} \\
 \frac{3}{4}\text{kg} &= 0.75\text{kg} = 750\text{g}
 \end{aligned}$$



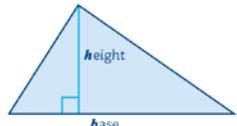
$$\begin{aligned}
 1000\text{ metres} &= 1\text{ kilometre} & \frac{1}{4}\text{km} &= 0.25\text{km} = 250\text{m} \\
 100\text{cm} &= 1\text{m} & \frac{1}{2}\text{km} &= 0.5\text{km} = 500\text{m} \\
 10\text{mm} &= 1\text{cm} & \frac{3}{4}\text{km} &= 0.75\text{km} = 750\text{m} \\
 \frac{1}{10}\text{km} &= 0.1\text{km} = 100\text{m}
 \end{aligned}$$

# Maths Working Wall

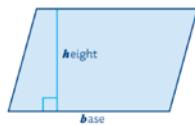
## Shape



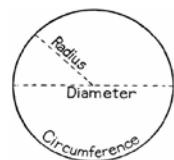
$$\text{Area} = \text{length} \times \text{width}$$



$$\text{Area} = \frac{\text{base} \times \text{height}}{2}$$



$$\text{Area} = \text{base} \times \text{height}$$

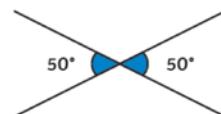


$$\text{Circumference} = \pi \times D$$

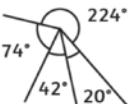
## Angles



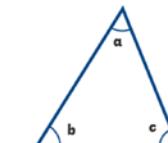
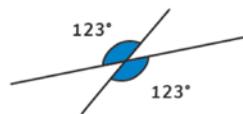
Angles on a straight line  
always total  $180^\circ$ .



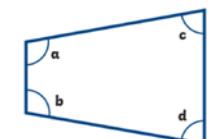
Opposite angles that share a vertex are equal.



Angles around a point  
always total  $360^\circ$ .



$$a + b + c = 180^\circ$$



$$a + b + c + d = 360^\circ$$

# Retrieval Core Maths Knowledge



Be Determined

## Skill 1—Expanding Single Brackets

Expand  
 $4m(2m - 5)$

$$= 8m^2 - 20m$$

$$\begin{array}{r} 2m \quad -5 \\ \times 4m \quad \quad \quad \\ \hline 8m^2 \quad -20m \end{array}$$

## Skill 2— Collecting Like Terms

$$7t + 10s - 5t - 2s =$$

$$7t + 10s - 5t - 2s =$$

$$7t - 5t + 10s - 2s =$$

$$2t + 8s$$

## Skill 3— Substitution

Evaluate  $3a - 2b$ , for  $a = 10$  and  $b = 4$

$$3a - 2b \quad (a = 10 \ b = 4)$$

$$= 3(10) - 2(4)$$

$$= 30 - 8$$

$$= 22 \checkmark$$

## Skill 4— Sharing in a Ratio

Share £20 in the ratio 2:5:3

1) Find the total number of parts

$$2 + 5 + 3 = 10$$

2) Divide the amount by the total number of parts

$$\text{£}20 \div 10 = \text{£}2 = 1 \text{ part}$$

3) Multiply each number in the ratio by the value of 1 part

$$\begin{array}{r} 2 : 5 : 3 \\ \times \text{£}2 \quad \quad \quad \times \text{£}2 \quad \times \text{£}2 \\ \hline \text{£}4 : \text{£}10 : \text{£}6 \end{array}$$

## Skill 5—Using Equivalence

4 fern plants cost £10. How much would 20 fern plants cost?

$$\begin{array}{r} 4 \text{ plants} : \text{£}10 \\ \times 5 \quad \quad \quad \times 5 \\ \hline 20 \text{ plants} : \text{£}50 \end{array}$$

# Retrieval Core Maths knowledge



Aim High

## Skill 1— Collecting like terms

$$3y + 2x + 4x - y = 2y + 6x$$

$$a^2 + a^2 + a^2 \equiv 3a^2$$

$$3x^2 + 7xy + 5x^2 + 3xy = 8x^2 + 10xy$$

## Skill 2— Expanding brackets

$$3(a+4) = 3a + 12$$

$$4(a-5) = 4a - 20$$

Expand

$$5x(x-3) = 5x^2 - 15x$$

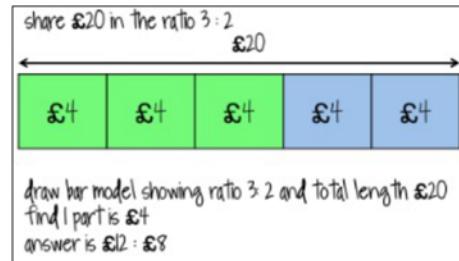
## Skill 3— Factorising linear expressions

Factorising = “put back into brackets”

The highest common factor of each term goes in front of the bracket, and the rest of the factors go inside:

$$35x + 45xy = 5x(\underline{\quad} + \underline{\quad}) = 5x(7 + 9y)$$

## Skill 4— Sharing in a ratio



## Skill 5— Equivalence methods

10 apples cost £2.50  
So 5 apples = £1.25  
1 apple = 25p  
3 apples = 75p  
300 apples = £75  
303 apples = £75.75

$$\begin{array}{c} \times 1.25 \\ \hline \end{array}$$

£1 = \$1.25  
+ 1.25

So £2 = \$2.50  
£3 = \$3.75  
£20 = \$25

A car is travelling 40mph  
So 40 miles = 60 minutes (1 hour)  
20 miles = 30 minutes  
10 miles = 15 minutes etc

How long will it take to go 100 miles?  
40 miles = 60 minutes  
20 miles = 30 minutes  
100 miles = 150 minutes  
150 minutes = 2 hours 30 minutes

# Retrieval Core Maths knowledge



Be Brave

## Skill 1—Collecting Like Terms.

$$\begin{array}{r}
 3a + 4b - a + 2b - 6 \\
 3a - a \quad +4b + 2b \quad -6 \\
 \hline
 2a + 6b - 6
 \end{array}$$

$$\begin{array}{r}
 7x^2 - 4x - x^2 + 3x \\
 7x^2 - x^2 \quad -4x + 3x \\
 \hline
 6x^2 - x
 \end{array}$$

## Skill 2—Expanding Brackets. Grid Method.

Expanding a single term over a bracket

Expand & Simplify:

$$\begin{array}{r}
 4(3x + 6) \\
 \downarrow \\
 \begin{array}{c|c|c}
 x & 3x & +6 \\
 \hline
 4 & 12x & +24 \\
 \hline
 & 12x & +24
 \end{array} \\
 \downarrow \\
 12x + 24
 \end{array}$$

Expanding double brackets

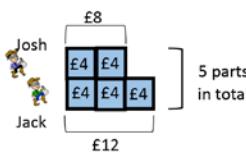
Expand & Simplify:

$$\begin{array}{r}
 (x + 2)(x + 4) \\
 \downarrow \\
 \begin{array}{c|c|c|c}
 & x & x & +2 \\
 & x & x^2 & +2x \\
 +4 & +4x & +8 \\
 \hline
 & x^2 & +2x + 4x + 8 \\
 & & x^2 & +6x + 8
 \end{array} \\
 \downarrow \\
 x^2 + 6x + 8
 \end{array}$$

## Skill 3—Dividing into a Ratio

Josh and Jack the bandits stole £20 from the bank! They divided it in the ratio 2 : 3. How much did they each get?

Draw a Bar Model to calculate how much one part is worth.  $\text{£}20 \div 5 = \text{£}4$  per part



Josh gets £8. Jack gets £12. How can we check our answer?

## Skill 4—Factorising

Factorise:  $6x + 4$

- 1) Find the HCF of the terms.
- 2) Divide each term by the HCF.

$$\begin{array}{r}
 6x = 3x \quad +4 = +2 \\
 \hline
 2 \quad (3x + 2)
 \end{array}$$

Check by expanding the bracket.

Factorise:  $x^2 - 7x + 10$

Write down the factor pairs for the number term:  $1 \times 10, 2 \times 5$

Find the factor pairs which sum to the  $x$ -coefficient:  $2 \times 5$

$$\begin{array}{c|c|c}
 & x & -2 \\
 x & & \\
 +4 & & \\
 \hline
 & -5 &
 \end{array}$$

$$(x - 2)(x - 5)$$

Double check by expanding the brackets.

## Skill 5—Equivalence

12 sweets cost £5.40. How much do 5 cost?

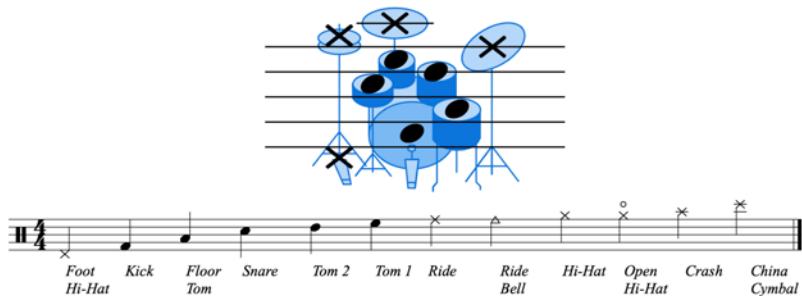
$$\begin{array}{r}
 \div 12 \quad 12 \text{ sweets : £}5.40 \\
 \times 5 \quad 1 \text{ sweet : £}0.45 \\
 \times 5 \quad 5 \text{ sweets : £}2.25
 \end{array}$$

12 sweets cost £5.40. How much do 5 cost?

$$\begin{array}{r}
 \times \frac{5}{12} \quad 12 \text{ sweets : £}5.40 \\
 \times 5 \quad 5 \text{ sweets : £}2.25
 \end{array}$$

## ⚡ Basic Drum Notation ⚡

There are several symbols musicians should know when starting to read drum notation:



Foot Hi-Hat   Kick   Floor Tom   Snare   Tom 2   Tom 1   Ride   Ride Bell   Hi-Hat   Open Hi-Hat   Crash   China Cymbal

## RHYTHM

Note	Note Value	Rests	Beats	Example in a 4 Beat Bar
Semibreve	●	—	4 beats	
Minim	♩	—	2 beats	 1 2 3 4
Crotchet	♪	♪	1 beat	 1 2 3 4
Quaver	♪ (♪)	♩	½ beat	 1 + 2 + 3 + 4 +
Semiquaver	♪ (♪)	♩	¼ beat	 1 e + a 2 e + a 3 e + a 4 e + a

## Drums – Debut

Image	Keyword	Simple Explanation
	Snare Drum	Main drum played with sticks
	Bass Drum	Played with foot pedal
	Hi-Hat	Two cymbals played with stick/foot
♪	Crotchet	1 beat note
♩	Quaver	Half a beat note
𝄞	Crotchet Rest	1 beat of silence
⋮⋮	Repeat Sign	Repeat the section again

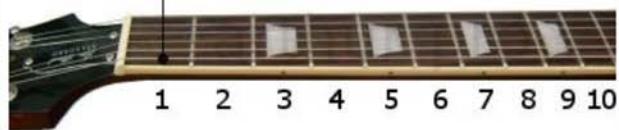
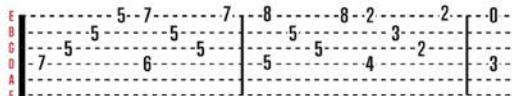
## Drums – Grade 1

Image	Keyword	Simple Explanation
	Crash Cymbal	Cymbal hit for emphasis, often at start/end of phrases
	Semicquaver	Quarter of a beat note
	Accent	Play the note louder than others
	Open Hi-Hat	Hi-hat played without closing with foot pedal
See above	Closed Hi-Hat	Hi-hat played while closed with foot pedal

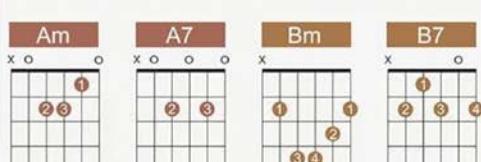
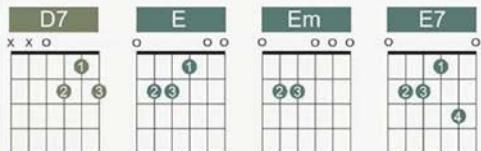
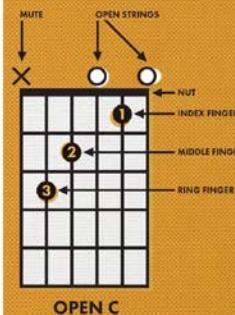
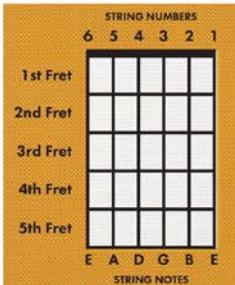
## Reading Guitar Tabs

Guitar tabs are read as though you're looking down at your guitar while playing.

- Vertical lines represent each note in sequential order.
- Horizontal lines represent the string you pick.
- Numbers represent the fret you're playing on.



## GUITAR CHORDS

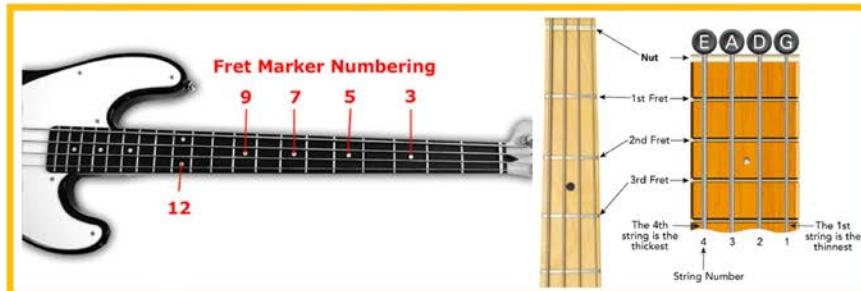


## Guitar – Debut

Image	Keyword	Simple Explanation
	Treble Clef	Shows notes for guitar (standard notation)
TAB	Tablature	Indicates string and fret numbers for guitar
	Crotchet	1 beat note
	Quaver	Half a beat note
	Minim	2 beat note
	Semibreve	4 beat note
	Crotchet Rest	1 beat of silence
	Bar Line	Divides the music into bars
	Double Bar Line	Shows the end of a section or piece

## Guitar – Grade 1

Image	Keyword	Simple Explanation
	Dotted Note	A note with a dot after it; adds half its value
	Sharp	Raises a note by a semitone
	Flat	Lowers a note by a semitone
	Natural	Cancels a sharp or flat
4/4	Time Signature	Tells how many beats in a bar and what kind of note gets one beat
	Slur	Play notes smoothly and connected (legato)
X	Muted Note	Play the string muted (percussive sound)



**⚡ Here is a tip to memorize your bass notes:**

closer to your face      **#4 EAT**      THICKEST STRING & LOWEST NOTE

**#3 A**

**#2 DEAD**

closer to your legs      **#1 GRASSHOPPER**      THINNEST STRING & HIGHEST NOTE

**Reading TAB**

Diagram showing TAB notation for a bass line. The strings are labeled T, A, B, E. The notes are represented by colored circles: a blue circle for G, a green circle for D, a purple circle for A, and an orange circle for E. Below the TAB is a diagram of a bass guitar neck with the same notes marked with colored dots corresponding to the TAB notation.

Note	Note Value	Rests	Beats
Semibreve	♩	-	4 beats
Minim	♪	-	2 beats
Crotchet	♩	♩	1 beat
Quaver	♪ (♪)	♪	½ beat
Semiquaver	♪ (♪)	♪	¼ beat

**Use the top row of bars to read the rhythm**

**Verse Am**

Diagram showing a musical score with a bass line and a guitar line. The top row of bars shows the rhythm, indicated by the note heads and rests. The bottom row of bars shows the bass line with note heads and the guitar line with numbers (0, 0, 0, 0, 3) indicating the frets and strings.

**Use the bottom row of bars to read the frets and strings**

- 0 = Open String (no frets played)
- 1 = 1<sup>st</sup> Fret
- 2 = 2<sup>nd</sup> Fret
- 3 = 3<sup>rd</sup> Fret etc.

## Bass – Debut

Image	Keyword	Simple Explanation
	Bass Clef	Shows notes for bass guitar (lower notes)
	Crotchet Rest	1 beat of silence
	Crotchet	1 beat note
	Quaver	Half a beat note
	Minim	2 beat note
	Semibreve	4 beat note
	Bar Line	Divides the music into bars
	Double Bar Line	Shows the end of a section or piece
TAB	Tablature	Indicates string and fret to play
0	Open String	Play the string without pressing any fret
1	Fret Number	Indicates which fret to press

## Bass – Grade 1

Image	Keyword	Simple Explanation
	Dotted Note	A note with a dot after it; adds half its value
	Sharp	Raises a note by a semitone
	Flat	Lowers a note by a semitone
	Natural	Cancels a sharp or flat
	Time Signature	Tells how many beats in a bar and what kind of note gets one beat
	Hammer-on	Play a note by hammering a finger onto the fretboard
	Pull-off	Play a note by pulling the finger off the fretboard
	Slide	Move smoothly from one note to another

The diagram illustrates the relationship between musical notes, the piano keyboard, and mnemonic devices.

**Middle C:** Indicated by a red box on the piano keyboard. Arrows point from the note labels above the keyboard to the corresponding keys: C, D, E, F, G, A, B.

**Mnemonic for D:** A blue box contains the text: "Remember! To find a **D** note, think of a **Dog in a kennel**." An illustration of a red dog house with a bone-shaped door handle is shown, with arrows pointing from the note labels to the keys: C, D, E, F, G, A, B.

**Mnemonic for G and A:** A red box contains the text: "Remember! To find **G** and **A**, think of **Gary and Anna** living in a house (three black keys)." An illustration of a yellow house with a red door and a couple standing in front is shown, with arrows pointing from the note labels to the keys: C, D, E, F, G, A, B.

**Notes:** The piano keyboard shows the following note labels from left to right: C, D, E, F, G, A, B, C, D, E, F, G, A, B, C, D, E, F, G, A, B.

## Piano – Debut

Image	Keyword	Simple Explanation
	Treble Clef	Shows notes for right hand (higher notes)
	Bass Clef	Shows notes for left hand (lower notes)
	Crotchet	1 beat note
	Quaver	Half a beat note
	Minim	2 beat note
	Semibreve	4 beat note
	Crotchet Rest	1 beat of silence
	Minim Rest	2 beats of silence
	Bar Line	Divides the music into bars
	Double Bar Line	Shows the end of a section or piece

## Piano – Grade 1

Image	Keyword	Simple Explanation
	Dotted Note	A note with a dot after it; adds half its value
	Sharp	Raises a note by a semitone
	Flat	Lowers a note by a semitone
	Natural	Cancels a sharp or flat
	Time Signature	Tells how many beats in a bar and what kind of note gets one beat
	Slur	Play notes smoothly and connected (legato)

## Vocals – Debut

Image	Keyword	Simple Explanation
	Treble Clef	Shows the pitch of notes (for higher voices)
	Bass Clef	Shows the pitch of notes (for lower voices)
	Crotchet	1 beat note
	Quaver	Half a beat note
	Minim	2 beat note
	Semibreve	4 beat note
	Crotchet Rest	1 beat of silence
	Minim Rest	2 beats of silence
	Bar Line	Divides the music into bars
	Double Bar Line	Shows the end of a section or piece

## Vocals – Grade 1

Image	Keyword	Simple Explanation
	Dotted Note	A note with a dot after it; adds half its value
	Sharp	Raises a note by a semitone
	Flat	Lowers a note by a semitone
	Natural	Cancels a sharp or flat
	Time Signature	Tells how many beats in a bar and what kind of note gets one beat
	Slur	Sing notes smoothly and connected (legato)

## Dance (Boys) – Y7

About Grease	
Grease is a famous musical and movie about teenagers in the 1950s	
The main characters are Danny Zuko and Sandy Olsson, who fall in love during a summer holiday.	
The story takes place at a high school called Rydell High.	
"Greased Lightnin'" is a song from <i>Grease</i> sung by Danny and his friends, the T-Birds.	
It's all about fixing up an old car and imagining it as a cool, super-fast car for drag races.	
The song has fun, energetic choreography and is one of the most exciting moments in the movie	
The car they sing about is called "Greased Lightnin,'" and it becomes a symbol of being stylish and confident	



Dance Tier 3 Vocabulary	
Vocabulary	Definition
Musical Theatre	A type of performance that combines singing, dancing, and acting to tell a story on stage.
Cannon	When dancers perform the same movement one after the other, like a ripple or a wave.
Unison	When all dancers move together, doing the same thing at the same time.
Box Step	A dance move where your steps create the shape of a square or box on the floor.
Replicate	To copy or repeat a dance move exactly as it was done before.
Pose	A position you hold with your body to show emotion or make a statement in a dance.
Dynamic	The way a dance move is performed—whether it's soft or strong, fast or slow, smooth or sharp.
Formation	The way dancers are arranged on the stage, like a group standing in a circle, line, or triangle.
Levels	How high or low dancers move Low - a movement on or near the floor. Bend, crouch Medium - A movement on your feet. Kick, walk High - A movement in the air. Leap, jump, lift
Projection	Showing energy, confidence, and expression so the audience feels connected to the performance.
Emphasis	Highlighting a specific move or part of the dance to make it stand out.

## Dance (Girls) – Y7

Cultural Dance	
Salsa	Salsa is a lively, energetic partner dance that originated in Latin America, blending Afro-Cuban and Puerto Rican influences. It is characterized by fast-paced footwork, rhythmic hip movements, and intricate turns.
Waltz	The Waltz is a smooth, elegant ballroom dance that originated in 18th-century Austria and Germany. It is performed in 3/4 time, with dancers moving in a flowing, gliding motion that mirrors the rise and fall of the music.
Bollywood	Bollywood dance is a vibrant and expressive style originating from Indian cinema. It blends classical Indian dance forms Known for its dramatic gestures, energetic movements, and storytelling, Bollywood dance often emphasizes rhythm, facial expressions, and elaborate choreography, reflecting the emotions of the accompanying music.
Ceilidh	Ceilidh (pronounced "kay-lee") is a traditional Scottish or Irish social dance featuring group and partner formations. It is often accompanied by lively folk music, played on instruments such as fiddles and accordions. Ceilidh dances include energetic, repetitive patterns like reels, jigs, and polkas, and are designed to be accessible and inclusive, with a focus on communal enjoyment rather than technical precision.

Dance Tier 3 Vocabulary	
Vocabulary	Definition
Cultural Dance	The traditions, values, and practices of a particular community, society, or ethnic group as expressed through movement, music, and storytelling.
Choreography	The art of designing dance sequences, combining steps, patterns, and movements.
Rhythm	The patterned recurrence of beats or musical timing that dancers follow.
Posture	The alignment of the body while dancing, crucial for balance and aesthetics.
Footwork	The technique of using the feet to execute steps in coordination with music.
Tempo	The speed at which the music is played, affecting the pace of movement.
Dynamics	The variations in movement quality, such as sharpness, softness, or fluidity.
Formation	The spatial arrangement of dancers in a group or pairs.
Transitions	The seamless movement between steps, positions, or sequences.
Partnering	The interaction between two dancers, focusing on lead and follow roles.
Gesture	Expressive movements of the hands or body to convey meaning.
Expression	The use of facial and bodily movements to communicate emotion or storytelling.

## Benefits of Physical Activity and Warm-Ups

Benefits of Physical Activity	
Physical activity and exercise are important for everyone and has many benefits which can be split into three different categories	
Physical	Physical benefits refer to the well-being of the body and the proper functioning of the body's systems
Mental	Mental benefits refer to the well-being of our feelings, thoughts and emotions
Social	Social benefits refer to how well people interact with others and form healthy relationships

Reasons why we warm-up	
Before every PE lesson you will be asked to take part in a warm-up. The reasons for doing so are outlined below	
To increase heart rate	Increasing the heart rate helps to increase blood flow to the muscles, ensuring that they receive more oxygen and nutrients, which are important for energy production during exercise.
To increase body temperature	A warm-up gradually raises the body's temperature, which helps to prepare the muscles for more intense activity. Warmer muscles are more flexible, contract more efficiently, and are less prone to injury.
To prevent injury	During a warm-up both dynamic and stretches will increase the flexibility of the muscles which will make them less likely to strain or tear
Practice Skills	Warm-ups often incorporate sport-specific drills and activities. This not only prepares the body but also helps to refine and practice key skills and techniques relevant to the activity.

Benefits of Physical Activity	
Physical	<ul style="list-style-type: none"> <li>Improves heart function – Endurance</li> <li>Reducing the risk of illness and injuries</li> <li>Weight Loss and avoid obesity</li> <li>Ability to complete everyday tasks</li> </ul>
Mental	<ul style="list-style-type: none"> <li>Reduces stress and tension</li> <li>Release of feel-good hormones (serotonin)</li> <li>Able to control emotions</li> </ul>
Social	<ul style="list-style-type: none"> <li>Opportunities to socialise and make friends</li> <li>Co-operation</li> <li>Team-work</li> </ul>

What should a warm-up consist of?	
During your PE lessons you may be asked to lead a warm-up. To do this effectively you will need to know what your warm-up should include	
Pulse-Raiser	Exercise and movements designed to gradually increase the heart rate. E.g. jogging on the spot, side steps, star jumps
Dynamic Stretches	A type of stretch that involves movement. E.g. leg swings, arm circles and walking lunges
Static Stretches	A type of stretch where the muscle is stretch and then held in the same position, there is no movement. E.g. Touch your toes, cross-arm body stretch
Skill familiarisation	Sport-specific drills designed to half practice key skills and techniques for the activity. E.g. possession based 3v1 for football

## Netball – Y7



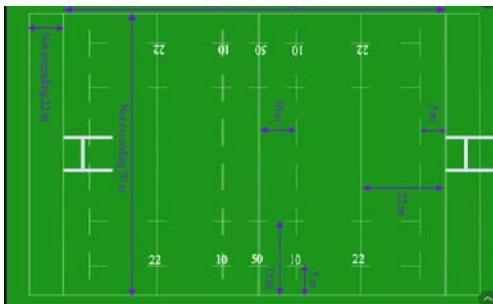
Netball Positions	
In a standard game of netball, a team has 7 players on the court at one time. They take up the following positions	
Goal-Keeper (GK)	Allowed in defensive goal third and shooting circle
Goal Defence (GD)	Allowed in the defensive and centre thirds and the shooting circle
Wing Defence (WD)	Allowed in defensive and centre thirds but not the shooting circle
Centre (C)	Allowed in all thirds, but not in either shooting circle
Wing Attack (WA)	Allowed in the attacking and centre third, but not the shooting circle
Goal Attack (GA)	Allowed in the attacking and centre thirds and the shooting circle
Goal Shooter (GS)	Allowed in the attacking third and shooting circle

Netball Tier 3 Vocabulary	
Vocabulary	Definition
Court	The rectangular playing area where the game takes place. It is made up of the defensive, centre and attacking thirds and two goal circles
Goal Circle:	A semi-circular area in front of the goalpost where only the Goal Shooter and Goal Attack can shoot for a goal.
Interception:	When a player catches or takes the ball that was meant for an opponent.
Marking:	The action of staying close to an opponent to try to prevent them from getting the ball.
Obstruction	A foul called when a player defends too closely to another player who has the ball. You must stay at least three feet away.

Rules and Regulations	
Held ball	Players must pass or shoot the ball within three seconds of catching it, or the opposing team is awarded a free pass.
Contact	Physical contact that impedes an opponent's play, like pushing or hitting, is not allowed. A penalty pass is awarded to the opposing team for contact.
Footwork	Players must keep their landing foot grounded until passing or shooting. Moving the landing foot prematurely results in a free pass to the opposition.
Shooting Circle	The semi-circular area around the goal post where only the Goal Shooter and Goal Attack can shoot. Other players cannot enter this area.
Positional Play	Players must stay within their designated areas on the court. Only specific positions can enter certain areas, like the shooting circle or centre third.
Centre pass	The game starts or restarts with a pass from the centre circle. The Centre player must pass the ball to a teammate in the centre third.

## Rugby Union – Y7

Rules and Regulations	
Passing and Running	Players can run with the ball, but they can only pass it backwards or sideways. No forward passes are allowed.
Offside	Players must stay behind the ball when it's played or they risk being offside. Being offside can result in a penalty.
Knock-On	A "knock on" happens when a player accidentally knocks the ball forward with their hand or arm. This means the ball goes towards the opponent's try zone instead of backwards or sideways.
Duration of the Game	80 minutes – Two 40-minute halves
Number of players	15 players per team



Rugby Tier 3 Vocabulary	
Vocabulary	Definition
Accelerate	In rugby, to accelerate means to increase speed quickly. Players often accelerate to break through the defence, chase down a ball, or support a teammate.
Conversion	A conversion is a kick at goal that a team attempts after scoring a try. It's worth 2 points if the ball goes through the goalposts.
Deception	The use of feints, body language, and misleading movements to confuse or mislead defenders.
Depth	Depth refers to the distance between players in a line. In attack, maintaining depth helps players run onto the ball at speed, making it harder for the defence to stop them.
Dummy Pass	A fake pass intended to deceive defenders into thinking the ball is being passed, when in fact the ball carrier retains possession.
Evasion	The skill of avoiding tackles by using quick changes of direction, speed, and agility.
Knock-On	A knock-on occurs when a player accidentally hits the ball forward with their hand or arm. This results in a scrum awarded to the opposing team.
Offside	A player is offside if they are in front of a teammate who last played the ball. Being offside can result in a penalty.
Power	Power in rugby refers to the strength and force a player uses during play, such as in tackles, scrums, and when running with the ball.
Support the Ball Carrier	Positioning yourself close to the ball carrier to provide an immediate passing option, helping maintain the attack and continuity of play.
Tackle	A tackle is when a player brings the ball-carrier to the ground. The tackled player must release the ball immediately.
Try	A try is scored when a player grounds the ball in the opponent's try zone. It is worth 5 points.
Width	Width in rugby refers to using the full width of the field in attack, spreading the defence thin and creating space to move the ball wide.

# The Many Faces of God (Hinduism)



L1: Origins and Key Beliefs of Hindu	
<b>Origin</b>	The point or reason(s) in which something begins. Hinduism is believed to be one of the world's oldest religions (over 4000 years old). 
<b>Dharmic</b>	Dharma means way of life. Religions which originated in Indian subcontinent are often called Dharmic. Hindu is the world's oldest Dharmic religion.
<b>Polytheism</b>	Religions which follow more than one or multiple Gods. Poly comes from the Greek term 'many.'
<b>Monotheism</b>	Hindu is a monotheistic God. The 33 million Gods of Hindu are all believed to be aspects of the supreme God Brahman.
<b>Why is Hinduism unique?</b>	There is no exact founder of Hinduism. It is not a single religion but a compilation of many traditions and philosophies which originated around the Indus river.

L2: Trimurti and Creation	
<b>Trimurti</b>	Trimurti refers to having 3 forms. The Trimurti are believed to be responsible for the creation of the world according to Hinduism.
<b>Aum</b>	Sound that began this universe. May also be repeated during worship or meditation.
<b>Brahma</b>	The creator God
<b>Vishnu</b>	The preserver God
<b>Shiva</b>	The destroyer God
<b>Creation</b>	Hindus believe that there have been many universes, and this one is not the first or last.
<b>Creation stories</b>	Vishnu was asleep on a cobra in the dark waters. The sound 'Aum' woke Vishnu suddenly a lotus flower grew from his navel. Brahma came from the lotus flower and followed Vishnu's instruction to create the universe. One day Shiva will destroy the universe and destroy it.

L3: Atman and Holy texts	
<b>Atman</b>	Means soul or spirit. It is made up from the spirit of Brahman. It has no physical form but is eternal.
<b>Eternal</b>	Will have no end and will exist forever.
<b>Atman and the soul</b>	Humans are a vessel for the atman. The atman is believed to be the spirit of humans.
<b>Vedas</b>	Four holy books in Hinduism. The word vedas means knowledge or wisdom.
<b>Upanishad</b>	One of the four holy books of the Vedas (the newest one). They are dialogues between teachers and students, or stories and poems, that explore the nature of the self, the supreme soul,
<b>Oral tradition</b>	Stories that weren't explicitly written down but passed from generations through word of mouth. They may have been written down at a later period to attempt to preserve them.

## Key beliefs in Hinduism:

- ✓ Hindu began in ancient India
- ✓ Hindu is different than other major religions because there is **no single founder**
- ✓ Hindu is a **monotheistic** religion. All Hindus worship one supreme being who is **Brahman**
- ✓ Hindus worship in the **Mandir**
- ✓ The holy texts are called the **Vedas**



# Religious Studies

# The Many Faces of God (Hinduism)

## I4: Karma and Samsara

Free will	The ability to freely choose your actions and behaviour
Karma	our past actions affect us, either positively or negatively, and that our present actions will affect us in the future.
Reincarnation	The belief the soul is reborn into a new body after death.
Good karma/Bad karma	If a Hindu gains good karma from many lifetimes, they will have gained ultimate knowledge and have freed themselves from the constraints of the material world.
Karma and Atman	Good and bad Karma is carried by the Atman throughout all their lives.
Samsara	The cycle of life, death, and rebirth. Hindus believe that once you die, your Atman is reincarnated into a new body.
Moksha	Liberation or freedom from samsara after a Hindu has been reborn many times. Once they receive knowledge, a Hindu's atman no longer needs to be reborn into another being and is ready to be free from samsara. As a result, the atman (spirit) will achieve moksha and will be re-joined with Brahman.



## I5: Worship in the Mandir

Mandir (temple)	A place where Hindus go to worship.
Sacred	Holy, related to God. Connected to a religious purpose.
Murti	A term for a statue of a God or Goddess
Practices in the Mandir	<ul style="list-style-type: none"> <li>Removal of shoes a sign of respect to the Gods</li> <li>Ringing of a bell to awaken the Gods and focus their mind</li> <li>Singing, chanting, meditating or prayer</li> <li>Present an offering such as fruit, milk or money</li> </ul>
Meditation	A quiet activity in which a person focuses on either an object or a thought to make their mind calm and clear
Arti	The waving of lighted lamps before an image of a god or a person to be honoured

## I6: Puja

Puja	Puja is the Sanskrit word for prayer
Shrine:	A place regarded as holy because of its associations with God or a sacred person or relic, marked by a building or other construction.
Puja worship	A daily puja ceremony uses all five of the senses
Hearing	A bell is used to awaken the god or goddess and symbolise the beginning of the worship.
Tasting	To make a gift, fruit or other food is placed in the shrine as an offering to the deity.
Seeing	(Murti) An image of the God is used to help them see who they are worshipping
Smelling	Burning incense sticks fill the room with scent, symbolising the presence of the deity. Flowers are often placed in the shrine to honour the deity.
Touching	Making a coloured mark on the worshipper's forehead using Kum-Kum powder shows honour to the deity and reminds the worshipper of their devotion throughout the day.

Religious Studies

**L1: What are British Values?**

<b>British Values</b>	Underpins what it is meant to be a citizen in a modern & diverse Britain. For example, valuing our community & celebrating the diversity of the UK.
<b>Citizen</b>	Any member of a state that has legal rights there.
<b>Values</b>	The regard that something is held to deserve; the importance or worth of something.
<b>Democracy</b>	System of government where the whole population or all eligible members of a country can take part in society. For example, voting in free & fair elections.
<b>Individual Liberty</b>	Freedom to make our own choices within legal reason & question what we are being told.
<b>Rule of Law</b>	We must follow the rules in society and the laws of Great Britain. We understand there are consequences when we choose not to.
<b>Tolerance</b>	Understanding & appreciating that we don't all share the same values/beliefs. For example, listening to the opposing opinion.
<b>Respect</b>	Feeling of deep admiration for someone/something based upon their abilities, qualities or achievements.

**L2: What is a Democracy?**

<b>Democracy in the UK</b>	The UK chooses its own government through free & fair elections. Citizens vote for representatives regularly who make decisions on our behalf.
<b>UK Parliament</b>	The UK Parliament meets in Westminster. The UK has a parliamentary system made up of 3 parts – the Commons, the Lords & Monarchy.
<b>House of Commons</b>	The House of Commons is made up of 650 elected MPs. Each MP is elected by its constituency and is attached to a political party. For example, Labour or Conservative.
<b>Constituency</b>	The UK has 650 electoral areas or divisions called constituency. Each constituency elects one member to the House of Commons as their MP. There are 14 constituencies in South Yorkshire. Our most local one is Penistone and Stocksbridge.
<b>House of Lords</b>	House of Lords has around 800 Lords – this is the unelected chamber of Parliament.
<b>Dictatorship</b>	A form of government in which one person/select group hold all political power.
<b>Being democratic</b>	We can support the British Values by respecting democracy, listening to the opinions of others, sharing our own opinions and getting involved in school and society.

**L3: Why should we vote?**

<b>Polling station</b>	A place where a person goes to vote.
<b>Ballot paper</b>	The document used by a citizen to state which political party they will vote for. They tick the one they would like to see in power.
<b>Voting Rights</b>	<ul style="list-style-type: none"> <li>The legal voting age is 18</li> <li>A citizen of the UK.</li> </ul>
<b>Who can't vote?</b>	<ul style="list-style-type: none"> <li>Members of the House of Lords.</li> <li>Those in prison.</li> <li>Those convicted of cheating when voting are barred for 5 years.</li> <li>Those who are not sound of mind.</li> </ul>
<b>Tax</b>	An amount paid to the government based on a person's income, a company's profits, the value of goods.



**L4: What is the rule of law?**

<b>Why are laws needed?</b>	To protect people; to enforce rights & to solve conflicts. Laws prevent people from behaving in a way that negatively affects the lives of others. There are consequences of breaking the law.
<b>A bill</b>	A request for a new law. To add or remove a law, MP's must propose a bill.
<b>Getting a law passed</b>	For a Bill to be passed it must be heavily debated by all Members of Parliament. <ul style="list-style-type: none"> <li>The House of Commons must agree first.</li> <li>Then the House of Lords must agree to the Bill.</li> <li>Then it is passed by the ruling monarch and signed – this is called Royal Assent.</li> </ul>
<b>Monarchy</b>	A sovereign head of state, especially a king, queen or emperor.
<b>Ceremonial</b>	Formal acts, often fixed and traditional, performed on important social or religious occasions.

**L5: What is individual liberty?**

<b>What are human rights?</b>	Human rights are a set of universal rights that all humans are entitled to regardless of their age, race, religion or gender. The Universal Declaration of Human Rights was published in 1948 and sets out the rights that all humans should be entitled to.
<b>Magna Carta</b>	Magna Carta was issued in June 1215 and was the first document to put into writing the principle that the king and his government was not above the law
<b>Different human rights</b>	There are 30 in total, including the right to life, education, adequate food, shelter and the right to a fair trial. Human Rights are part of UK law and therefore they should never be broken.
<b>Meeting Human Rights</b>	In some non-democratic countries, human rights are sometimes not met. For example, in Guantanamo Bay, prisoners are held in unfair conditions, without a fair trial.
<b>Amnesty International</b>	An organisation which speaks out against Human Rights abuses by protesting and speaking out.

**L6: How do we promote respect and tolerance?**

<b>Diversity</b>	The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations,...
<b>Equality Act 2010</b>	The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It is illegal in the UK to discriminate against anyone based on their characteristics such as on religion, gender, sexuality, age, ethnicity, social or political views, nationality, etc.
<b>Interfaith</b>	<b>Interfaith:</b> Works to promote understanding, and good relations between people of different faiths and none in the UK. <b>Interfaith dialogue:</b> Discussions with people with different views to promote good relationships.

**L7: What makes Britain great for me?**

<b>British Values</b>	In the UK, there are lots of things we should appreciate. British Values underpin what it means to be a great citizen. For example, valuing our public services, voting in elections when they come round & bettering our society with good actions such as charity work & volunteering.
<b>Traditions</b>	A traditions is something we do as a custom, or habit related to our background. For example, a Sunday roast or Yorkshire tea!
<b>Public Sector</b>	Examples of jobs in the public sector include the military, healthcare, emergency services (police force) & in local government (councils).

# WHY ARE THESE WORDS SPECIAL?

## L1: Judaism: The Torah

	The holy text of Judaism. Jews believe this is God's revealed teaching or guidance for humankind.
<b>What does it include?</b>	The Torah includes the first five books of the Hebrew Bible, named: Genesis, Exodus, Leviticus, Numbers and Deuteronomy
<b>Mitzvot</b>	Jewish laws. There are 613 mitzvot in the Torah and they guide Jews on how to live a good life.
<b>Kosher</b>	Permitted or allowed.
<b>Theological beliefs - Mitzvot</b>	Jews believe that God gave the mitzvot to Moses and that they formed part of the covenant at Mount Sinai .

## L2: Judaism: The Prophets

	Judaism is the world's oldest monotheistic religion. All Jews believe in one God called Yahweh.
<b>Prophet</b>	A special chosen messenger who receives commands from God
<b>Abraham</b>	The prophet which started the belief in one God and is the founder of the Jewish Faith. He was married to Sarai and had two children called Isaac and Ishmael.
<b>Moses</b>	Helped free the Israelites from Egypt. He also received the 10 commandments which include, 'Thou shalt not kill.' It is believed that Moses is the only person to have ever witnessed God face to face.

## L3: Christianity; The Creation

	The world's largest religion. It is a monotheistic religion founded by Jesus.
<b>Creationism</b>	The belief that the world was created by God in 6 days – accept the Bible story literally.
<b>Genesis</b>	The first book in the Bible which contains the creation story.
<b>Literal</b>	Taking words in their usual or most basic sense without metaphor or exaggeration.
<b>Scientific: Big Bang Theory</b>	The scientific theory of the formation of the world due to a process of expansion.
<b>Scientific: Evolution</b>	The process by which living things can gradually change over time.



## L4: Christianity; The Resurrection

<b>Jesus</b>	Founder of Christianity, born of Mary around 2000 years ago. Christians believe he is the son of God.
<b>Gospels</b>	The four narratives of the words and deeds of Jesus – Matthew, Mark, Luke and John. Found in the New Testament.
<b>Crucifixion</b>	He was arrested for blasphemy – claiming to be the son of God. He was tried, found guilty and crucified by the Roman governor Pontius Pilate.
<b>Theology and the Resurrection</b>	Christians believe Jesus resurrected on the Sunday following his crucifixion which proved he was the Son of God. This is called Easter Sunday.
<b>Historical responses</b>	Some people believe the body may have been stolen by the Roman soldiers or disciples - there is lots of debate about this!

# WHY ARE THESE WORDS SPECIAL?



## L5: Ibrahim and Sacrifice

<b>Ibrahim</b>	Known as Abraham in Judaism and Christianity, is believed to be the prophet who started Monotheism.
<b>Sacrifice</b>	To give up (something valued) for the sake of other people, or a God.
<b>Ibrahim and his son</b>	Ibrahim was given the command to sacrifice his son. When he agreed to listen to God, his son was replaced with a ram. This was a test of his faith.
<b>Theological beliefs</b>	Ibrahim proved to Allah that he was a true believer and would follow even the most difficult commands. All Muslims believe they should follow Gods will.
<b>Eid-ul Adha:</b>	Muslims sacrifice a ram during this festival at the end of Hajj. They also shave their head if they completed hajj.

## L6: Islam; Muhammad and the Qur'an



<b>Islam</b>	Islam is a monotheistic religion who believe in one God Allah.
<b>Muhammad (pbuh)</b>	The final prophet who received messages from the Angel Jibril. They written down and became the Qur'an. He lived in the City of Mecca in Saudi Arabia.
<b>The Qur'an</b>	The Qur'an is written in Arabic. It is highly respected; Muslims wash before using it, keep it on the highest shelf and do not eat, drink or smoke near it.
<b>Hafiz</b>	An individual who learns the Qur'an by heart.

## L7: Hinduism; Rama and Sita

<b>Monotheism</b>	Hinduism is a Monotheistic religion, they believe in many Gods, but follow the supreme God Brahman.
<b>Rama and Sita</b>	Rama and Sita were banished from the king. They were tested many times but overcame the evil and remained loyal to each other. Rama then became king.
<b>Incarnation</b>	A God taking flesh and becoming human. Rama and Sita are believed to be the incarnation of the Vishnu and Lakshmi.
<b>Diwali</b>	The festival of light to remember Rama and Sita. Celebrated by lighting lanterns, gifts and fireworks!



## Science Vocabulary

7B2

Word	Definition
Variation	Differences in characteristics between same species.
Inherited variation	Characteristics passed from parents to offspring.
Environmental variation	Differences caused by lifestyle factors.
Fertilisation	Joining of a sperm and egg cells.
Ovary	Produces egg cells.
Testes	Produce sperm cells.
Characteristic	A feature of a living thing.
Classification	Sorting living things into groups.
Menstrual cycle	The shedding a rebuilding of the uterus lining.
Gestation Period	The time it takes for a baby to develop and be born.
Placenta	An organ that transfers nutrients from mum to baby.
Puberty	Hormonal changes to prepare for reproduction.

7C2

Word	Definition
Hazard Symbol	A picture that shows the dangers of a chemical
Flammable	Easily sets on fire
Corrosive	Burns skin and other solids
Toxic	Dangerous to life when inside the body
Irritant	Itches the skin
Acid	A substance with a pH below 7
Alkali	A substance with a pH above 7
Neutral	A substance with a pH of 7
Indicator	A substance that changes colour in an acid or alkali
Neutralisation	When an acid and alkali react together
Antacid	Neutralise stomach acid
Method	Instructions on how to carry out an experiment

7P2

Word	Definition
Component	A part found in a circuit
Bulb	Uses electricity to make light
Cell or battery	Makes chemical energy available for use in a circuit. Battery is made of multiples cells
Electron	A particle that moves in wires to make electricity
Current	The flow of electrons
Resistance	The opposition to current in a component or circuit
Resistor	A component designed to provide resistance
Ammeter	A component used to measure current
Switch	A component that is either on or off, off breaks a complete circuit
Parallel circuit	Circuit where components are on separate loops
Series circuit	Circuit where components are all on the same loop
Conductor	Material that allows a current to pass through it
Insulator	Material that does not allow a current to pass through it



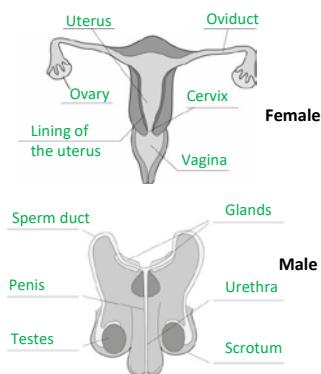
### Life cycles and puberty

What changes do males and females go through at puberty?

	Hair growth Body odour Spots	
Voice breaks Hair on face and chest Penis becomes larger Sperm is produced	Breasts develop Periods start Hips widen	

### Reproductive organs

Label the parts of the male and female reproductive organs



### Fertilisation

Fill in the blanks

1. The semen containing sperm is **ejaculated** into the woman's **vagina**.
2. The sperm swim through the **cervix** and **uterus**.
3. If a sperm meets the egg it can fuse with it. This is called **fertilisation**.
4. The fertilised egg (**zygote**) divides into an **embryo** and travels into the uterus.
5. The embryo **implants** into the lining of the uterus. The woman is now pregnant.

### Summarise each stage of the menstrual cycle

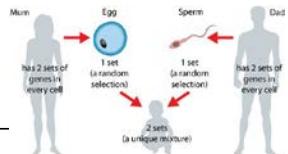
Day 1-7: First day of period

Day 7-13: Lining of the uterus builds up again

Day 14-17: An egg is released from an ovary into the oviduct (ovulation), the egg then travels down into the uterus

Day 18-28: If the egg is not fertilised the lining of the uterus breaks down

### How do we get our characteristics?



### Characteristics

Give some examples of characteristics which could be inherited or are caused by the environment

Name of the group	Examples of animals in the group	Key features of the group
Fish	Clown fish, sting ray	Fins, gills, scales, lay eggs in water
Mammals	Whale, dog, elephant, giraffe	Give birth to live young, have fur, produce milk, warm blood
Reptiles	Turtle, snakes	Waterproof eggs, scales, cold blood
Amphibians	Frog, toad	Moist skin, jelly covered eggs in water, gills, cold blood
Birds	Parrot, pigeon, penguin	Lay hard shells eggs, wings, feathers, beaks

### Classification

Fill in the table to classify groups

Inherited	Environmental
Eye colour	Weight
Gender	Language
Hair colour	Scars

**Hazard symbols**

Explain each symbol



Corrosive – could burn skin



Toxic – poisonous if ingested



Flammable – can set on fire easily



Irritant – can be itchy on skin

**Acids and Alkalies**

Fill in the table

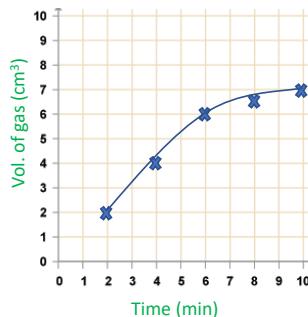
Key Term	Definition	Examples
Acid	Anything pH 1 - 6	Car battery acid Vinegar
Alkali	Anything pH 8-14	Soap Washing powder
Neutral	pH of 7	Water, Salt water
Indicator	Changes colour in acid or alkali	Universal Indicator or Litmus Paper

# CHEMISTRY

## 7C2 Acids and Alkalies Essential Knowledge Sheet

**Plotting graphs**

Plot the data on the graph and label the axis



Time (min)	Volume of gas collected (cm³)
2	2
4	4
6	6
8	6.5
10	7

**Indicators**

Complete the table – what does a positive result look like?

Indicator	Acid	Alkali
Blue litmus paper	Red	Blue
Red litmus paper	Red	Blue
Universal	Red or Orange or Yellow	Blue or Purple

**Neutralisation**

Complete the method

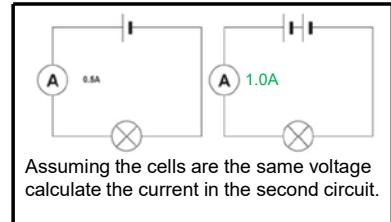
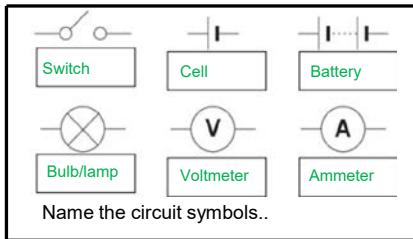
1. An acid will react with an **alkali**. Reacting an acid with an alkali is called **neutralisation**.
2. Measure out 20cm<sup>3</sup> of acid, and pour it into a **beaker**.
3. Add a few drops of **Universal Indicator** solution. This will turn it a **red** colour. Its pH will be about 1.
4. Carefully add your alkali with a **pipette**. The colour will turn orange, and it is now about pH 4.
5. Eventually you have neutralised the acid. The colour will now be green, it will be pH **7**. A solution that is not an acid and not an alkali is described as **neutral**.

**pH scale**

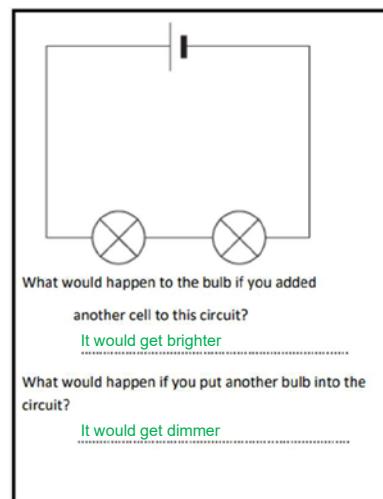
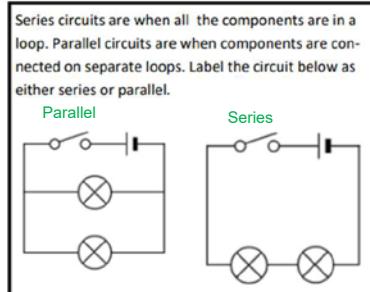
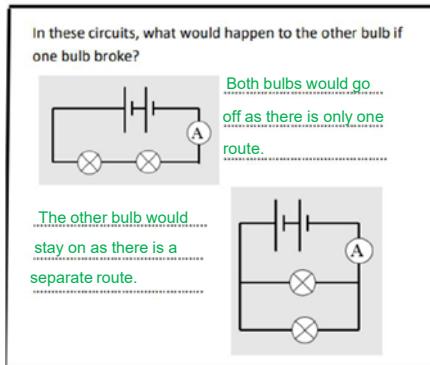
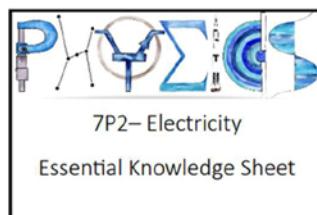
What does the pH scale tell us?

Label the range of acids, alkalis and neutral on the scale

Colour	Acids	Neutral	Alkalies
pH 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14	Dark Red	Red	Orange



A conductor is a material that allows electrical charge to pass through it. E.g. Metal, graphite  
 An insulator is a material that DOES NOT allow electrical charge to pass through it. E.g. Plastic, wood, glass



# SPANISH

Spanish phonics			
Spanish	Pronunciation	Spanish	Pronunciation
a	ah	h	is silent
e	ay	j	h
i	ee	ll	y
o	oh	ñ	nya
u	oo	que	kay
ci	thee	qui	key
ce	thay	v	b
ge	hey	y	ee
gi	hee	z	th



Los días de la semana (The days of the week)	
<b>lunes</b>	Monday
<b>martes</b>	Tuesday
<b>miércoles</b>	Wednesday
<b>jueves</b>	Thursday
<b>viernes</b>	Friday
<b>sábado</b>	Saturday
<b>domingo</b>	Sunday

Los meses del año (The months of the year)	
<b>enero</b>	January
<b>febrero</b>	February
<b>marzo</b>	March
<b>abril</b>	April
<b>mayo</b>	May
<b>junio</b>	June
<b>julio</b>	July
<b>agosto</b>	August
<b>septiembre</b>	September
<b>octubre</b>	October
<b>noviembre</b>	November
<b>diciembre</b>	December

## KS3 Tier 3 Vocabulary: Year 7

Key word	Definition
Accent	An additional mark on a word that indicates a change in sound/emphasis e.g. <i>años</i>
Translate	Write a sentence/phrase in another language
Dictation	Writing down what you hear (in the same language)
Verb	A doing word e.g. <i>play, go, see, visit</i>
Adjective agreement	The ending of an adjective changes depends on what it describes e.g. <i>soy divertido = boy, soy divertida = girl</i>
Pronunciation	How words sound when spoken
Cognate	A word that looks or sounds similar to English.

Los números (Numbers)							
0	cero	8	ocho	16	dieciséis	24	veinticuatro
1	uno	9	nueve	17	diecisiete	25	veinticinco
2	dos	10	diez	18	dieciocho	26	veintiséis
3	tres	11	once	19	diecinueve	27	veintisiete
4	cuatro	12	doce	20	veinte	28	veintiocho
5	cinco	13	trece	21	veintiuno	29	veintinueve
6	seis	14	catorce	22	veintidós	30	treinta
7	siete	15	quince	23	veintitrés	31	treinta y uno
40	cuarenta	60	sesenta	80	ochenta	100	cien
50	cincuenta	70	setenta	90	noventa	101	ciento uno

## Los números 20 – 100 Numbers 20 – 100

veinte	20	setenta	70
treinta	30	ochenta	80
cuarenta	40	noventa	90
cincuenta	50	cien	100
sesenta	60		



## Mi tiempo libre

(EK booklet 1)

## WOW phrases!

Can you add any of the following to your work?

**Suelo bailar ...** = I tend to dance

Siempre me ha gustado bailar = I have always liked to dance

**Me gustaría bailar** = I would like to dance

### High frequency words/phrases:

<b>y</b>	and	<b>muy</b>	very
<b>también</b>	also	<b>bastante</b>	quite
<b>pero</b>	but	<b>un poco</b>	a bit
<b>o</b>	or		
<b>porque</b>	because		
<b>sin embargo</b>	however	<b>sí</b>	yes
<b>además</b>	furthermore	<b>no</b>	no
<b>con</b>	with		

### A regular -ar verb (present tense)

<u>Bailar</u> - to dance			
<u>bailo</u>	<i>I</i> dance	<u>bailamos</u>	we dance
<u>bailas</u>	<i>you</i> dance	<u>bailáis</u>	<i>you</i> dance
<u>baila</u>	<i>s/he</i> dances	<u>bailan</u>	<i>they</i> dance

## 2.1 Talking about what you like to do

SB2.1 ¿Qué te gusta hacer? (What do you like to do?)	
Me gusta (I like)	chatear (to chat online)
Me gusta mucho (I really like)	escuchar música (to listen to music)
Me encanta (I love)	jugar a los videojuegos (to play videogames)
Me interesa (I'm interested in)	mandar SMS/mensajes (to send texts/messages)
	navegar por Internet (to go/browse the Internet)
No me gusta (I don't like)	usar redes sociales (to use social media)
No me gusta nada (I really don't like)	leer (un libro) (to read (a book))
	ver la televisión/tele (to watch the television/TV)
	escribir correos (to write emails)
	salir con mis amigos (to go out with my friends)
	porque es (because it is)
	porque no es (because it is not)
	y pienso que es (and I think that it is)
	y en mi opinión es (and in my opinion it is)
	muy (very)
	bastante (quite)
	aburrido (boring)
	divertido (fun)
	estúpido (stupid)
	guay (cool)
	interesante (interesting)

## 2.2 Talking about what you do in your free time and how often

SB2.2	¿Qué haces en tu tiempo libre? (What do you do in your free time?)		
	baile (I dance)		relajante (relaxing)
	canto karaoke (I sing karaoke)		guay (cool)
Todos los días (Every day)	escucho música (I listen to music)	porque (because)	entretenido (entertaining)
Siempre (Always)	montó en bici (I ride my bike)	pero (but)	gracioso (funny)
A veces (Sometimes)	toco la guitarra (I play the guitar)	y (and)	social (social)
De vez en cuando (From time to time)	saco fotos (I take photos)		me gusta (I like it)
Nunca (Never)	hablo con mis amigos (I talk with my friends)		no me gusta (I don't like it)
	navego por Internet (I browse the Internet)		

## 2.3 Talking about when you do different activities

SB2.3		¿Qué haces cuando llueve? (What do you do when it's raining?)					
Cuando (When)	hace	buen tiempo (it is nice weather)	saco fotos (I take photos)				
		calor (it is hot)	veo la televisión (I watch the TV)				
		frio (it is cold)	leo un libro (I read a book)				
		sol (it is sunny)	mis amigos y yo chateamos (my friends and I chat online)	porque (because)	sociable (sociable)		
Si (If)	llueve (it rains)		no bailo (I don't dance)	es (it is)	gracioso (funny)		
		nieve (it snows)	nunca bailo (I never dance)	y pienso que (and I think that)	relajante (relaxing)		
En primavera (In spring)			sacar fotos (to take photos)	pero (but)	difícil (difficult)		
En verano (In summer)		me gusta (I like)	montar en bici (to ride a bike)		fácil (easy)		
En otoño (In autumn)		no me gusta (I don't like)	bailar (to dance)				
En invierno (In winter)			dibujar (to draw)				

Examples of other regular **-ar** verbs (present tense)

Cantar - to sing			
canto	I sing	cantamos	we sing
cantas	you sing	cantáis	you sing
canta	s/he sings	cantan	they sing

Hablar - to talk			
hablo	I talk	hablamos	we talk
hablas	you talk	habláis	you talk
habla	s/he talks	hablan	they talk

Escuchar - to listen to			
escucho	I listen to	escuchamos	we listen to
escuchas	you listen to	escucháis	you listen to
escucha	s/he listens to	escuchan	they listen to



### Mi tiempo libre

(EK booklet 2)



**WOW phrases!**  
Can you add any of the following to your work?

**Suelo hacer ...** = I tend to do

**Siempre me ha gustado hacer** = I have always liked to do

**Si pudiera, me gustaría hacer** = If I could, I would like to do

High frequency words/phrases:

y	también	and	muy	very
pero	also	but	bastante	quite
o	or	or	un poco	a bit
porque	because			
sin embargo	however			
además	furthermore			
con	with	sí	yes	
		no	no	
por la mañana	in the morning			
por la tarde	in the afternoon/ evening			

## 2.4 Talking about what sports you do & play

SB2.4   ¿Qué deportes haces? (What sports do you do?)	
Los lunes (On Mondays)	juego al (I play (at))
Los sábados (On Saturdays)	
Los fines de semana (On weekends)	
Todos los días (Every day)	
A veces (Sometimes)	
Cuando hace sol (When it's sunny)	hago (I do)
En verano (In summer)	

baloncesto (basketball)	me encanta (I love it)	divertido (fun)
fútbol (football)	me gusta (I like it)	aburrido (boring)
tenis (tennis)	me interesa (it interests me)	genial (great)
voleibol (volleyball)		guay (cool)
	pero (but)	popular (popular)
artes marciales (martial arts)	no me gusta (I don't like it)	físico (physical)
atletismo (athletics)	no me gusta nada (I really don't like it)	rápido (fast)
equitación (horse-riding)		
gimnasia (gymnastics)		
natación (swimming)		

## Two important irregular verbs (present tense)

Jugar - to play (a game)			
juego	I play	jugamos	we play
juegas	you play	jugáis	you play
juega	s/he plays	juegan	they play

Hacer - to do			
hago	I do	hacemos	we do
haces	you do	hacéis	you do
hace	s/he does	hacen	they do

## 2.5 Talking about what you are going to do

SB2.5   ¿Qué vas a hacer este fin de semana? (What are you going to do this weekend?)	
Este fin de semana (This weekend)	voy a (I am going)
El sábado por la mañana (On Saturday morning)	mis amigos y yo vamos a (me and my friends are going)
El domingo por la tarde (On Sunday afternoon)	ver la televisión/tele y será (to watch the television/tv) (and it will be)
	escibir correos (to write emails)
	hacer gimnasia (to do gymnastics)
	jugar al tenis (to play tennis)

## An important irregular verb (present tense)

Ir - to go			
voy	I go/am going	vamos	we go/are going
vas	you go/are going	vais	you go/are going
va	s/he goes/is going	van	they go/are going



Aim High  
Be Determined  
Be Kind  
Be Supportive  
Be Proud



## PENISTONE GRAMMAR SCHOOL

Achieving Excellence through a Values-Driven Education