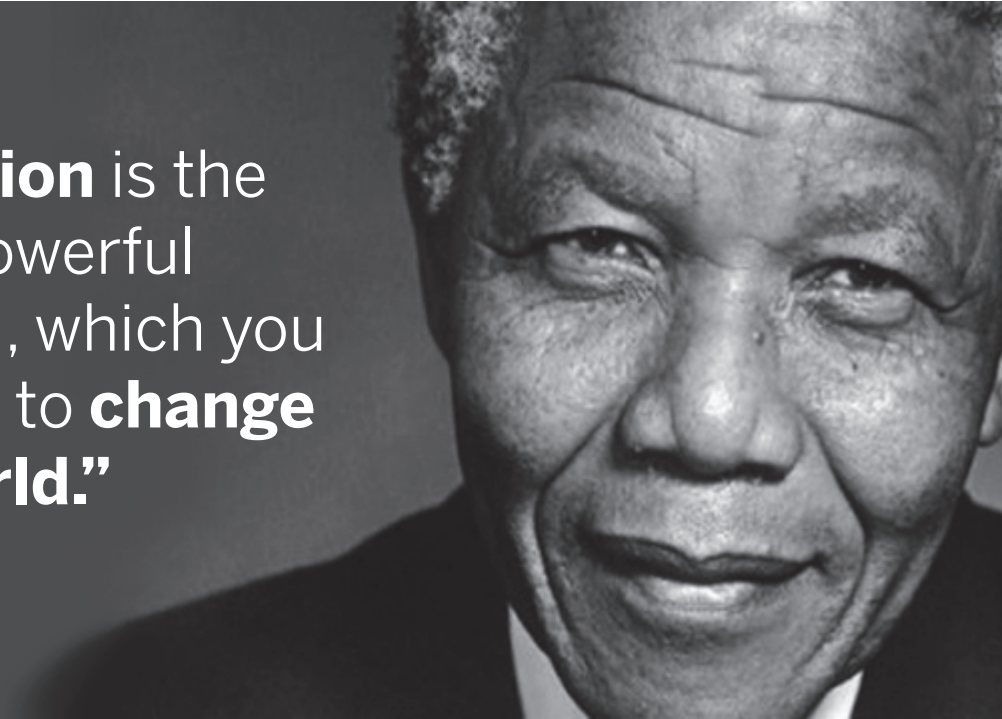




Queen Elizabeth's *School*

Year 7 Knowledge Organiser Home Learning Booklet

“Education is the most powerful weapon, which you can use to **change the world.”**



Learning Cycle 3 2024-2025

Name:

Tutor Group:

Respect

We are considerate and we help each other. Treating everyone equally and understanding our differences **makes our world stronger.**

Reflection

We progress by giving careful consideration to what we do. Thinking about our actions in a positive way guides us as we **move forward.**

Resilience

We overcome difficulties and work on things to get better at them. Embracing challenges **helps us to learn.**



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How do I use the Knowledge Organiser booklet for independent home learning?

As a minimum expectation, **every** school day you should be studying from your Knowledge Organiser (KO) booklet for home learning. The timetable on Page 5 in this KO booklet tells you which subjects you should be studying and on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

How does Knowledge Organiser Independent Learning work?

The KO for each subject has the **foundation knowledge** that is required for that topic, for that specific part of the year. Your aim is to make sure that by the end of the topic, you are able to retain all of the knowledge from each subject's KO.

You will be **quizzed** in your **lessons** on knowledge from the KO to support the retention of knowledge over time.

If you are unsure as to how to use the KO booklet, please speak to your Tutor for further guidance.

Method

For every subject there are 12 tasks to complete in the cycle.

You complete these in the booklet in the spaces provide and the extra note pages but if you choose to complete anything on additional paper or in your exercise book, then make sure you bring it in to show your Tutor.

Presentation

You should take **pride** in how you present your work:

Spend at least 15 minutes on **each of the subjects** on your home learning timetable for that day.

Make sure that your work shows that you are trying hard and taking a pride in what you are learning.

Reading and PE logs

You should be reading for 15 minutes per day (including your SPARX Reader) and logging what you are reading.

Any PE activities you take part in also need to be logged – it's important to keep your body as active as your brain!



Homework Weekly Format

All Subjects Year 7 Learning Cycle 3

Week	Task	QR code (if needed for task):	Week	Task	QR code (if needed for task):
1	Look Cover Write Check		7	Test Your Mind	
2	Read through the KO and answer the questions		8	Read through the KO and answer the questions	
3	Word Up		9	Flash Cards	
4	Read through the KO and answer the questions		10	Read through the KO and your Flash Cards for Assessment Week next week	
5	Map Your Mind		11	Key Points from your assessments	
6	Read through the KO and answer the questions		12	Following the assessments www & ebi	

SPARX Reader Parent Videos



SPARX Maths Parent videos





Home Learning Timetable

You are expected to study the subjects shown on your timetable each day. Use at least a page of your home learning exercise book to evidence your work. When you have completed your home learning for each subject, **you must ask a parent or carer to sign the page to show that they have seen it.** It is also good if you talk to your parents/carers about what you are learning. Your class teachers will also check and sign it off as complete.

Monday	Tuesday	Wednesday	Thursday	Friday
English	Headteacher's Page	RE	Drama	Art
PSHE	History	Geography	French	Tech
Maths	Maths	Maths	Science	Music

PE log - try to complete three activities per week

Week	PE Activities				Signatures confirming completion of all work	
	1st activity	2nd activity	3rd activity	Any extras?	Parent	Tutor
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						



Year 7 Knowledge Organiser (KO) Home Learning Booklet

Reading Log Use this reading log to record the books you read and how long you have spent reading. You can include whole class reading in the mornings, and you should read for a minimum of 15 minutes more each day.

Week	Mon	Tues	Weds	Thur	Fri	Sat	Sun	Book(s) Read (Title and Author)	Total Time Reading	Parent Comment/ Signature



Part One

Read this page. Write out the key words (underlined). For each give the meaning and write a sentence using the key word.

Nelson Mandela

- Occupation: Activist and President of South Africa
- Born: July 18, 1918 in Mvezo, South Africa
- Died: December 5, 2013 in Johannesburg, South Africa
- Best known for: Serving 27 years in prison as a protest against apartheid

Nelson Mandela was a civil rights leader in South Africa. He fought against apartheid, a system where non-white citizens were segregated from whites and did not have equal rights. He served a portion of his life in prison for his protests, but became a symbol for his people. Later he would become President of South Africa.

Nelson Mandela was born on July 18th 1918, in Mvezo, South Africa. His birth name is Rolihlahla, but got the nickname Nelson from a teacher in school. Nelson was a member of Thimbu royalty and his father was chief of the city of Mvezo. He attended school and later college at the College of Fort Hare and the University of Witwatersrand. Mandela got his law degree and met some of his fellow activists against apartheid whilst at university.

Nelson Mandela became a leader in the African National Congress (ANC). The ANC campaigned against the inequality and racism in South Africa. At first, he pushed hard for the congress and the protesters to follow *Mohandas Gandhi's* non-violence approach. At one point, he started to doubt that this approach would work and started up an armed branch of the ANC. He planned to bomb certain buildings, but only the buildings. He wanted to make sure that no one would be hurt. He was classified as a terrorist by the South African government and sent to prison.

Headteacher's Page Year 7 Learning Cycle 3

For example: **Representing** - participating in a sporting event for a club, town or country. Being chosen to act or speak for one or many others. **Sally was representing her class in the county maths challenge.**

Mandela spent the next 27 years in prison. Showing incredible resilience, he refused to bend on his principles in order to be released and stated that he would die for his ideals. He wanted all people of all races to have equal rights in South Africa. His prison sentence brought international publicity to the anti-apartheid movement. He was finally released, through international pressure, in 1990.

Once released from prison, Nelson continued his campaign to end apartheid. His work and life long effort paid off when all races were allowed to vote in the 1994 election. Nelson Mandela won the election and became President of South Africa.

So many crimes had taken place against black South Africans and so much distrust existed between those who had enforced apartheid and the black population that South Africa had to devise new approaches to finding justice and resolving past crimes. The Truth and Reconciliation Commission (TRC) was set up. It was like a court but was set up to provide restorative justice. Victims of serious human rights crimes were invited to give statements about their experiences. Those who had committed the crimes and violence were given the chance to testify about what they did. They were expected to reflect publicly on this. If they showed that they admitted what they had done and accepted that their actions were crimes, they could request amnesty and avoid prosecution. The TRC was a crucial component of the transition of South Africa to full and free democracy.

Nelson Mandela was a strong force in keeping the calm and preventing a major civil war in South Africa. He demonstrated respect for all and in doing so was a strong role model for South Africans and people throughout the world.



Improving Your Vocabulary

Choose words from the vocabulary list below.

For each give the meaning and write a sentence using the key word.

For example: The boy and his dog were very fond of each other; there was a strong **bond** between them.

- sector • available • financial • process • individual • specific • principle • estimate • variables •
- method • data • research • contract • environment • export • source • assessment • policy •
- identified • create • derived • factors • procedure • definition • assume • theory • benefit •
- evidence • established • authority • major • issues • labour • occur • economic • involved •
- percent • interpretation • consistent • income • structure • legal • concept • formula •
- section • required • constitutional • analysis • distribution • function • area • approach • role •
- legislation • indicate • response • period • context •
- significant • similar •



'10 a day' CHOICES TOWARDS BALANCING OUR MENTAL HEALTH.

It is important that we all take care of our health, including our mental health. **The Ten a Day Choices** approach can really help us to think about this and reminds us what we can do each day to help balance our mental health.

Spend some time thinking about your week. Write notes about the things that you did to help balance your mental health.

How did that work out?

What are you going to focus on doing in the week to come?

- 1  Talk about your feelings
- 2  Do something you enjoy and are good at
- 3  Keep yourself hydrated
- 4  Eat well
- 5  Keep active in mind and body
- 6  Take a break
- 7  Stay connected to those you care about
- 8  Ask for help
- 9  Be proud of your very being
- 10  Actively care for others



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: 1. What was apartheid? 2. How many years did Mandela spend in prison and what happened after his release? 3. What did the ANC try to do?	Week 3: Word up
Week 4: Read through the KO and answer the following: 1. What was the purpose of the TRC? 2. What does democracy mean? 3. What does amnesty mean?	Week 5: Map your mind	



Week 6: Read through the KO and pick five words from the vocabulary list and write down their meaning:	Week 7: Test your mind	Week 8: Read through the KO and write down another five words from the vocabulary list and find their meaning:
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from Mandela's life: 1 2 3	Week 12: How have you been: Respectful: Resilient: Reflective: this week?
Week 10: Read through the KO and your flash cards		



Handwriting practice lines consisting of 20 horizontal lines.



The Tempest

English Year 7 Learning Cycle 3

Background information

Shakespeare was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called **the Jacobean era**, because Jacob is the Latin for James. Shakespeare lived and worked in both eras.

Italian city states: A city state is an area that is ruled by a major city. During the Elizabethan and Jacobean era, Italy wasn't one unified country, but a number of small independent city states.

Sea exploration was booming during the Elizabethan era as advancements in the practical skills of navigation allowed people to 'discover' new parts of the world. The main benefit of exploration around this time was to open up trade routes with countries around the world. Queen Elizabeth the First was obsessed with these discoveries and was happy to pay for the explorers' travels.

Led by her example, the rest of the country were also fascinated by their stories and the exotic goods that they brought home from their travels around the globe.

Keywords

Colonialism: when one country establishes itself in another country. When someone colonises a new country, they are called a coloniser. The original inhabitants of the land are called natives.

Usurp: to take control of someone else's power when you do not have the right to. Someone who usurps is called a usurper.

Tempest: a violent storm.

Treason: a crime that harms your country or government. Someone who commits treason is a traitor.

Callous: when someone is cruel and does not care about other people.

Pathos: a situation that makes us feel sympathy or sorrow.

Dual nature: having two sides.

Nurture: to encourage or support the development of someone or something.

Tragicomedy: a play that has some features of a tragedy but some features of a comedy.

Characters

Alonso: King of Naples

Sebastian: Alonso's brother

Ferdinand: Alonso's son

Antonio: Prospero's brother. Antonio stole Prospero's title as Duke of Milan

Gonzalo: the old counsellor to the King of Naples

Trinculo: a jester

Stephano: a drunken butler

Prospero: the rightful Duke of Milan

Miranda: Prospero's daughter

Ariel: an airy spirit; a slave of Prospero's who earns his freedom

Caliban: a savage and deformed slave of Prospero's; a native of the island



Plot summary

The Tempest (I.i): Alonso, the King of Naples, is on a ship with his son Ferdinand and his companions Sebastian, Antonio, Stephano and Trinculo. They are struck by a terrifying, howling storm. They abandon ship and swim to a nearby island but are washed ashore in different places. The island seems to be abandoned.

After the storm: From a nearby island, Miranda watches the huge tempest. She lives with her father Prospero and has little memory of her life before the island. Prospero tells his daughter of their past: he was the Duke of Milan twelve years ago. One night, Antonio stole power from him by ordering soldiers to take Prospero and Miranda and put them on a boat to their death. But they were washed ashore on this island safely and have lived there ever since. Prospero has been ruler of the island. Prospero has created the storm to bring his brother to the island.

Ariel and Caliban (I.ii cont./II.i): Prospero is a powerful magician who controls the spirit Ariel who completes tasks for him. Caliban is a deformed savage slave who is also under Prospero's control. He is the son of an old witch, Sycorax, and is a native of the island. Prospero taught Caliban how to speak but Caliban resents the control Prospero has over him.

King Alonso: King Alonso and his brother Sebastian, as well as Antonio (the usurping Duke of Milan) wander around the island. King Alonso weeps as he believes his son Ferdinand is dead. Sebastian and Antonio plot to kill Alonso but are stopped by Ariel's magical intervention.

Caliban, Stephano and Trinculo (II.ii, III.ii): Caliban is found by Stephano and Trinculo. They give him alcohol and he gets drunk. Caliban offers to serve Stephano because he believes he is a god because of the heavenly drink! Caliban explains to them how Prospero has treated him and the three drunks go to find and kill Prospero.

Ferdinand and Miranda (I.ii, III.i): Ferdinand has survived the storm. He is safely on the island and is found by Miranda. They fall instantly in love. Prospero wants to test that the love is real. Ferdinand has to endure hard labour to prove his intentions are honourable. Miranda pities Ferdinand and wants to marry him. Prospero blesses their marriage.

The End (IV.i, V.i): A marriage for Ferdinand and Miranda is arranged. It is interrupted when Prospero recalls the threat from Trinculo, Stephano and Caliban. Prospero and Ariel send spirit dogs to scare them away. King Alonso, Sebastian and Antonio meet Prospero. He explains what has been happening on the island. He shows them Ferdinand and Miranda who are now married. King Alonso asks for forgiveness from Prospero which he grants.

Epilogue

Prospero declares that he will be giving up his magic. Ariel is released from service. The party travel back to Milan. We do not know what happens to Caliban.



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: 1. What is an era? 2. What two eras did Shakespeare live and write in? 3. During Shakespeare's lifetime, was Italy a unified country? If not, what was it made up of? 4. During the Elizabethan and Jacobean era, what allowed people to discover new parts of the world by boat? 5. What is a trade route? Why are trade routes important for countries like the UK to have? 6. What effect did all this sea exploration have on the rest of the country? What were they interested in?	Week 3: Word Up Watch these two videos. 'The Tempest' in seven minutes. https://www.youtube.com/watch?v=qoSStmQuisM Why you should study 'The Tempest'. https://www.youtube.com/watch?v=UvznOeSyESU
Week 4: Read through the KO and answer the following: 1. What is colonialism? Research which countries were colonised during the time of the British Empire. 2. What is a tempest? 3. Who is Prospero? 4. Name his two servants. 5. Caliban is 'native of the island.' What does 'native' mean? 6. What is the difference between Ariel and Caliban? Look up images of them. 	Week 5: Map your mind	



Week 6: Read through the KO and answer the following: 1. Who is Alonso, the King of Naples, on the ship with? 2. What happens to them and where do they eventually wash up onto? 3. Twelve years ago, what happened to Prospero and Miranda? 4. Why has Prospero created this storm? 5. What special skills does Prospero have? 6. What does he use these skills to do?	Week 7: Test your mind	Week 8: Read through the KO and answer the following: 1. Who is Caliban's mother? 2. What did Prospero teach Caliban? 3. What do Stephano and Trinculo give to Caliban? What effect does this have on Caliban? 4. What do Stephano, Trinculo and Caliban decide to do to Prospero? Why? 5. Why does Ferdinand have to do hard labour when he reaches the island? 6. How does Miranda feel about Ferdinand? 7. What is Prospero's reaction? 8. What does King Alonso ask of Prospero at the end of the play? 9. At the end of the play, what does Prospero say he will give up? Why do you think this is?
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from your assessments 1 2	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week	3	



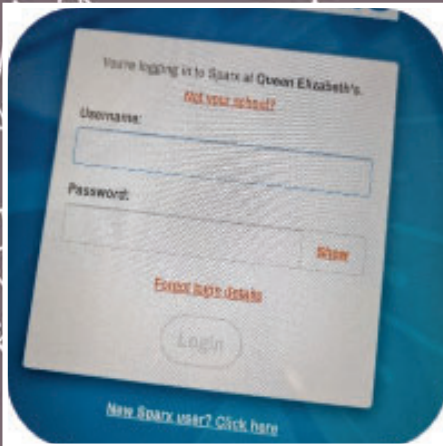


Your teacher will use Sparx Maths to...

- Set you questions on the topics you are learning at school
- See how well you understand the maths topics given to you
- Decide what to teach you next to help you to make progress

What you will need to do:

- Log in to Sparx Maths from a computer or tablet at home
- Answer the questions your teacher has set you
- If you are stuck, use the videos to help you



How to log in to Sparx - new students

- Go to www.sparx.co.uk, click Log in and choose Student login.
- Start typing the name of your school in the **Select Your School** box. Click Continue.
- Click the **New Sparx User?** button at the bottom of the box.
- Fill in your **Name and Date of Birth** and click **Submit**.
- You will be asked to create a password.
- Click **Finish**.

Now you can log in with your Username and Password.

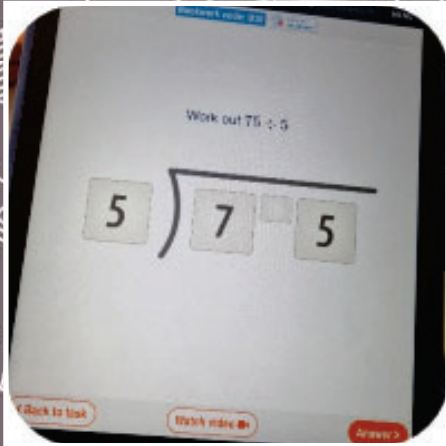


Answering your homework questions.

- Once logged in, you will see your Compulsory Homework.
- Click on the orange arrow and your homework tasks will appear.
- You need to complete these before the due date your teacher has set.

Answering your homework questions: Bookwork Checks

- Just like your teacher, Sparx will check whether you are writing down your answers.
- In a Bookwork Check you will have to input the answer that you wrote down for a particular Bookwork Code.
- If you fail the Bookwork Check, you will have to do the question again.



Example of a Sparx question

Can you see:

- The Bookwork Code?
- Where the help video is?
- Where to enter your answer to the question?

What does good Bookwork look like?

- Clear titles and workings alongside the correct Bookwork code in the margin.
- Remember, you must write down the Bookwork code and the answer you gave.
- Please do not cross out wrong answers!

Answering your homework questions.

- You will immediately see if you have got a question right as Sparx will mark it for you.
- If you get a question wrong you can try a similar question again, and use the videos to help you.
- Try to work independently and not rely on help as this could mean your homework gets harder!

What is XP?

- XP (Sparx Experience Points) are earned for completing questions in your homework.
- You also get twice as much XP for completing XP Boost and Target homework tasks.

Finally, remember that...

It is important that your answers are yours and yours alone. Sparx creates homework that is just right for you.

If someone else:

- Does your work for you
 - Tells you the answers
 - Helps you too much
- you will probably get homework that is too hard for you!

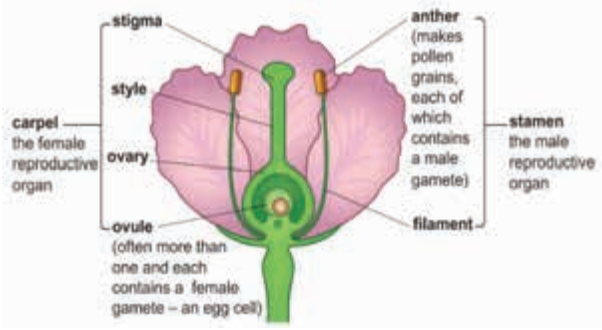
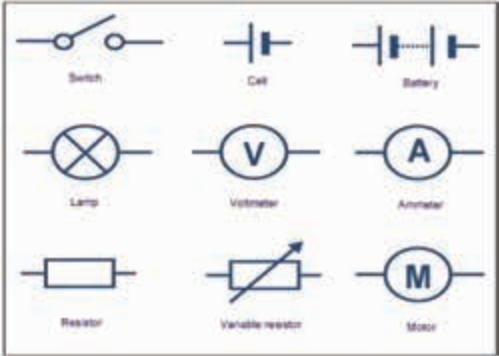


Book code	Working out	Book code	Working out	Book code	Working out

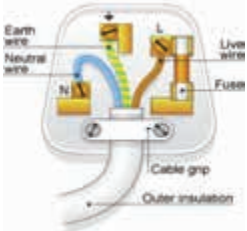
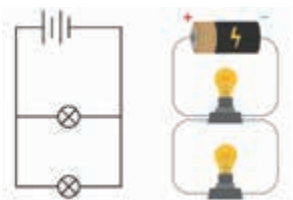
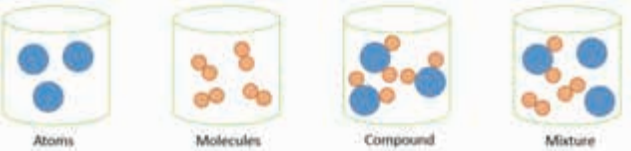


Book code	Working out	Book code	Working out	Book code	Working out



Year 7 Combined Science Cycle 3		
Key Vocabulary	Biology – Respiration	Biology - Photosynthesis
Diffusion – passive movement of particles from an area of high concentration to an area of low concentration. Gas exchange – the movement of gases (oxygen and carbon dioxide between the lungs and the blood). Aerobic respiration – chemical reaction where oxygen is used to release energy from glucose in our cells. Anaerobic respiration – type of respiration that does not need oxygen. Gametes – sex cell, such as sperm and eggs in humans or pollen and ova in plants. Pollination – the transfer of pollen from one plant to the ovule or another plant to allow fertilisation. Photosynthesis – a series of reactions carried out in the green part of plants that produce glucose and require energy from sunlight. Charge – a property of matter that can cause it to experience a force in an electromagnetic field. Conductor – a material which allows the flow of charge. Insulator – a material which doesn't allow the flow of charge.	- Respiration is the chemical reaction which takes place in cells. Its purpose is to release energy. It is an exothermic reaction. Aerobic respiration: ❖ Takes place in the mitochondria of the cell ❖ Releases a large amount of energy ❖ Reaction uses oxygen Aerobic respiration word equation Glucose + oxygen → carbon dioxide + water Anaerobic respiration ❖ Takes place in the cytoplasm of cells ❖ No oxygen is present ❖ Less energy is released ❖ Lactic acid is formed, which causes fatigue Anaerobic respiration word equation Glucose → lactic acid Fermentation: ❖ Other organisms such as bacteria and yeast do a different version of anaerobic respiration called fermentation. ❖ Glucose → ethanol + carbon dioxide	- All organisms need energy. Plants and algae trap energy by transferring light energy to glucose through photosynthesis. - Photosynthesis takes place inside chloroplasts which are small objects inside plant cells. - Chloroplasts contain a green substance called chlorophyll. This traps the light energy needed to make photosynthesis happen. Plants and algae can only carry out photosynthesis in the light. Photosynthesis word equation CARBON DIOXIDE + WATER → GLUCOSE + OXYGEN Photosynthesis is really important for the plant because it provides the plant with food: ❖ Some of the glucose is used immediately, to the plant energy in the process of respiration. ❖ Some of the glucose is changed into starch stored in all parts of the plant. When it is needed, it is converted back into glucose.
Biology – How do Plants Reproduce?	Physics	Physics
- Flowering plants use flowers for sexual reproduction. Most flowers contain both male and female reproductive organs.  - Plants that use animals as pollinators have flowers with petals. They attract the animals with scent, colour and nectar.	- Rubbing two insulating materials together will cause the build up of a static electric charge as electrons are transferred. - Components in an electric circuit can be represented using circuit symbols: 	Electrons carry the electric charge in an electric current. - Current through a component can be measured in a circuit using an ammeter connected in series (in the same loop) with a component. - Current is always conserved in a circuit – the current leaving the positive terminal and arriving at the negative terminal is the same. - For a current to flow, the circuit must be complete. Potential difference (pd) across a component in a circuit can be measured using a voltmeter connected across a component (one connection on each side). - The greater the pd across a component, the higher the current through it will be.



Key Vocabulary	Physics	Physics
Electrical current – the flow of electrons around a circuit. Series circuit – a circuit in which components are connected one after the other in a single loop. Parallel circuit – a circuit in which components are connected along separate branches or loops. Resistance – the opposition to the flow of electrical charge. Fuse – an electrical safety device made from a thin wire which melts when current is too high. Element – a substance made up of only one type of atom. Physical change – where reactants are not used up and no reactants are formed. Chemical change – where atoms are rearranged to form new products. Compound – a substance made up of two or more elements chemically combined. Mixture – a substance made of more than one element or compound not chemically combined. Reactant – a substance used up in a chemical reaction. Product – a substance formed in a reaction. Thermal decomposition – a chemical reaction that happens when a compound breaks down when heated.	• Series circuit: ❖ Components are arranged one after the other - there is only one route for the current to take. ❖ Current is the same through all components. ❖ Pd across the individual components in the circuit adds up to the total pd across the power supply.  • Plugs have three wires live (brown), neutral (blue) and earth (yellow and green). Plugs also have a fuse that will melt when the current is too high. 	• Parallel circuits: ❖ Components are arranged on separate branches of the circuit – current flows along different branches when it reaches a junction. ❖ Current through the main circuit splits up at a junction and is divided between the branches. ❖ Pd across each branch is the same as the pd across the supply.  • Resistance occurs when charges collide with the particles which make up the wire. • Resistance is measured in Ohms.
Chemistry – Periodic Table	Chemistry – Chemical Reactions	Chemistry – Types of Reactions
• The periodic table is a chart that scientists use to organise and clarify all the different elements, which are the basic building blocks of matter. • Elements – a substance made up only of one type of atom e.g. copper, gold, oxygen. • Compound – a substance made of two or more elements chemically combined e.g. water, carbon dioxide.  • Symbols – are used to represent elements e.g. Fe – Iron. • Chemical formula – a way to represent the type and number of atoms in a substance e.g. H₂O – water.	• A chemical reaction is a process where atoms are rearranged to make a new substance with the atoms joining together in a different way. • If a chemical reaction happens you might: ❖ See flames or sparks ❖ Notice a smell ❖ Hear fizzing or a bang ❖ Feel a temperature change • Chemical reactions are normally not reversible. • Physical change where reactants are not used up and no reactants are formed. • Chemical change where atoms are rearranged to form new products. • In a reaction the total mass of reactants is equal to the total mass of products. This is called conservation of mass.	• Thermal decomposition is a chemical reaction that happened when a compound breaks down into simpler substances when heated. • Exothermic reactions are a type of reaction where energy is transferred to the surroundings from the reactant e.g. combustion, respiration. This is shown by a temperature increase. • Endothermic reactions are a type of reaction where energy from the surroundings is transferred to the products e.g. photosynthesis, thermal decomposition. This is shown by a temperature decrease. • Oxidation reactions involve substances reacting with oxygen. • Combustion is a type of oxidation reaction.



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: Biology: Define the key term 'diffusion'. Chemistry: Describe what the purpose of the periodic table is. Physics: Explain how to create a build-up of static charge.	Week 3: Word up
Week 4: Read through the KO and answer the following: Biology: What is the difference between aerobic and anaerobic respiration? Chemistry: Give an example of an element and a compound and explain how they are different. Physics: Define electric current.	Week 5: Map your mind	



Week 6: Read through the KO and answer the following: Biology: Describe what is meant by the term 'gametes'. Chemistry: Give an example of a chemical change and a physical change. Physics: Define a series circuit.	Week 7: Test your mind	Week 8: Read through the KO and answer the following: Biology: Where does photosynthesis take place? Chemistry: Describe what is meant by thermal decomposition. Physics: Name the three wires inside an electric plug and state what colour they are.
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from your assessments 1. 2. 3.	Week 12: Following the assessment: WWW: Biology: Chemistry: Physics: EBI: Biology: Chemistry: Physics:
Week 10: Read through the KO and your flash cards ready for the assessment next week		

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Elizabeth I

Elizabeth I was arguably the most successful Tudor monarch of her dynasty (1558-1603).

Although she had many problems at the very start of her reign, including rebellions in the north of England, she was able to overcome many of these with the help of her main adviser, William Cecil.

The Religious Settlement

The Religious Settlement was passed in 1559. Its aim was to provide stability through balancing Protestant and Catholic interests to avoid rebellion. There were two parts of the Settlement:

The Act of Supremacy

Elizabeth made herself the Supreme Governor of the Church of England

The Act of Uniformity

Elizabeth made all the churches the same (uniform) – they were allowed decoration and the bible was in Latin

Life in Elizabethan England

Life in Elizabethan England was vastly different from today. Popular entertainment included jousting and bear baiting. Shakespeare was writing plays during this time and was very popular. His famous Globe theatre was built in 1599.

However, poverty was widespread due to poor harvests, economic troubles, and inherited debts. Elizabeth introduced laws to address this:

The Vagabonds Act of 1572

Any Vagabonds over the age of 14 were to be whipped and burned through the right ear, or sent to prison. A third offense led to execution.

The Act for the Relief of the Poor (1576)

Support was given to the unemployed to find work, while those who refused were imprisoned.

Drake and the Armada

Elizabeth also ushered a Golden Age into England by enabling her navy to travel and trade with other countries.

Due to this, Francis Drake was able to circumnavigate the world in 1577-1580 and bring back many treasures (some stolen from the Spanish!) and was also able to conquer and set up new colonies in America under English control.

In addition to this, Elizabeth also defeated the Spanish Armada in 1588, which was sent out in retaliation to her plundering their ships!

Key words

Tier 2

Pope – leader of the Catholic Church and messenger from God

Catholic – follower of Catholicism, under the Pope's leadership

Protestant – follower of the Protestant Church

Circumnavigation – to sail around the world

Civil War - war between opposing groups in the same country

Tier 3

Armada – a fleet of warships

Golden Age – happy and prosperous time

Puritan – extreme Protestants who wanted a 'pure' Christianity and ending of all Catholic practices

Vagabond – a travelling homeless beggar

Divine Right of Kings - the belief that a king's authority to rule came directly from God



The Causes of the English Civil War

The causes of the English Civil War built up over time. In 1605, the Gunpowder Plot shocked England when Catholic conspirators attempted to blow up Parliament, increasing religious tensions. Later, King Charles I came to power and believed in the "Divine Right of Kings," thinking he could rule without Parliament's consent. He raised taxes without approval and married a Catholic queen, worrying Protestant England. Charles also made unpopular changes to church practices, angering many Protestants. Parliament wanted more power, but Charles refused to give them any. After years of disagreements, both sides raised armies in 1642, leading to the Civil War.

The English Civil War

The first battle of the English Civil War took place in 1642 at the Battle of Edgehill.

The two sides involved were:

The Roundheads/Parliamentarians, who wanted to remove Charles I from the throne and give Parliament more rights.

The Cavaliers/Royalists, who wanted to keep the monarchy and supported Charles I.

At first, the Roundheads were not prepared for battle – their army was poorly trained and disorganised. To resolve this, Oliver Cromwell created the New Model Army, which was well-disciplined and effective.

The Civil War lasted for seven years, and eventually, the Roundheads won. Charles I was executed on 30th January 1649.



Oliver Cromwell

Oliver Cromwell came to power in 1653 after the execution of King Charles I. He became Lord Protector of England, ruling as a leader of the Commonwealth. Cromwell was a strict Puritan who believed in strict moral values and religious freedom for Protestants but was harsh towards Catholics. Some saw Cromwell as a good leader because he strengthened England's army, brought stability after the Civil War, and promoted trade. However, others criticised him for ruling like a dictator, banning entertainment like theatre, and his brutal actions in Ireland. He died in 1658.

Key dates

1558 – death of Mary I and accession of Elizabeth I
1559 – Religious Settlement
1577 – Drake's circumnavigation
1588 – Spanish Armada
1603 – death of Elizabeth I
1605 – Gunpowder Plot
1642 – English Civil War starts (Battle of Edgehill)
1649 – Charles I's execution
1653 – Oliver Cromwell became Supreme Protector
1658 – Oliver Cromwell's death



Week 1: Look, Cover, Write, Check. Elizabeth I and the Religious Settlement	Week 2: Read through the KO and answer the following: 1. When did Elizabeth start her rule? 2. What problems did she face? 3. When was the Religious Settlement? 4. What did she make herself in the Act of Supremacy? 5. When was the Globe Theatre built? 6. What was the punishment under the Vagabonds Act? 7. What enabled Sir Francis Drake to circumnavigate the globe? 8. Who won the Spanish Armada?	Week 3: Word up
Week 4: Read through the KO and answer the following: 1. Who was Elizabeth's advisor? 2. What did the Act of Uniformity do? 3. What was a major problem in Elizabethan England? 4. What does the 'Divine Right of Kings' mean? 5. What were some popular past times in Elizabethan England? 6. What two acts did Elizabeth introduce to reduce poverty? 7. What did the Religious Settlement aim to do? 8. What would happen to someone if they refused to work?	Week 5: Map your mind	



Week 6: Read through the KO and answer the following: 1. What was a 'Golden Age' and who enabled it to take place? 2. What did Parliament want Charles I to give them? 3. What battle started the English Civil War? 4. When was Charles I executed? 5. Who led the New Model Army? 6. When was the Gunpowder Plot?	Week 7: Test your mind	Week 8: Read through the KO and answer the following: 1. What was a cause of poverty in Elizabethan England? 2. Who was the head of the Catholic Church? 3. What were the two sides in the English Civil War? 4. What did Cromwell name himself? 5. What did Cromwell ban? 6. When did Cromwell die?
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher. E.g. Key events, Key individuals, Key words	Week 11: Key points from your assessments 1. 2. 3.	Week 12: Following the assessment: WWW: EBI:
Week 10: Read through the KO and your flash cards ready for the assessment next week		





What is an Environmental Issue?	
Harmful effects of human activity on the biophysical environment.	
Examples:	
Local:	Coastal Flooding in Dawlish Warren.
National:	UK Heatwave 2019.
Global:	Amazon Rainforest Fires.

What happens to our waste?	
LANDFILL: an area of land that is used to dump rubbish, either directly on the ground (<i>landraising</i>) or filling an unwanted hole in the ground (<i>landfilling</i>).	
Reduce	cutting back on the amount of waste we create.
Reuse	is finding a new way to use waste so that we don't have to throw it out.
Recycle	using waste to remake new goods that can be used again.



What is the Great Pacific Garbage Patch? (GPGP)	
A zone in the Pacific Ocean between Hawaii and California that has a high concentration of plastic.	



Gyres: a circular ocean current formed by the Earth's wind patterns and the forces created by the rotation of the planet.

What are the different types of air pollution?	
Air	Contamination of the air by smoke and gases.
Thermal	The increase of temperature caused by human activity.
Visual	Anything unattractive or visually damaging to the nearby landscape.
Light	Brightening of the night sky caused by street lights and other man-made sources, which has a disruptive effect on natural cycles and inhibits the observation of stars and planets.
Noise	Any loud sounds that are either harmful or annoying to humans and animals.
Land	Degradation of the Earth's surface caused by a misuse of resources and improper disposal of waste.

Learning Cycle 3 Environmental Issues

What are the effects of plastics in our oceans?	
Plastic takes hundreds of years to break down. It breaks down to form tiny particles called microplastics , which never completely decompose.	

How can we reduce the impact of plastics?	
Floating barriers called booms are being used to collect plastic waste from the GPGP. Across the world, people and organisations are reducing their use of plastic. The UK is set to ban all sales of single-use plastics by 2020.	

How can we reduce traffic congestion?	
Sustainable: Actions that meet the needs of the present without reducing the ability of future generations to meet their needs. Traffic congestion: When there are too many vehicles on the road.	
Electric Cars	+ Do not release harmful pollution. - Expensive to buy/limited mileage.
Pedestrian Zones	+ Creates a safer and attractive city. - Getting supplies to shops can be difficult.

What is the evidence for climate change?	
Increase in Temperature	16 out of the 17 warmest years on record have occurred since 2001.
Rise in Sea Levels	Since 1900, the global sea level has risen by 20cm.
Ice Sheets Melting	The polar ice caps have melted faster in last 20 years than in the last 10,000.
Extreme Weather	In the USA, rainfall events have become more intense.

What are the causes of climate change?	
Global Warming:	The recent increase in global temperatures.
Greenhouse Effect:	Warming of the lower atmosphere by heat released from Earth.
Greenhouse Gases:	Gases such as methane and CO ₂ that absorb heat from the Earth.

What can be done about climate change?	
Climate change is a global problem that requires global solutions. Governments around the World are working together to cut greenhouse gas emissions.	





Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: 1. What is an environmental issue? 2. What do the 3R's stand for? 3. Describe a type of pollution. 4. Explain what happens to the majority of our waste. 5. Come up with two ideas on how we can reduce the amount of waste we produce at school.	Week 3: Word up
Week 4: Read through the KO and answer the following: 1. Describe the location of the Great Pacific Garbage Patch. 2. Define light pollution. 3. Explain the impact of plastics in our oceans. 4. What are gyres? 5. What do you think is the worst type of pollution? Explain your answer.	Week 5: Map your mind	



Week 6: Read through the KO and answer the following: 1. How can we reduce the amount of plastic in our oceans? Give three methods. 2. Define traffic congestion. 3. Explain one method we have for climate change. 4. Describe one cause of climate change. 5. State a national environmental issue.	Week 7: Test your mind	Week 8: Read through the KO and answer the following: 1. Define Greenhouse gases. 2. What are the advantages of pedestrian zones? 3. Draw a diagram to show how you could reuse a plastic water bottle. 4. Explain one way we can try to reduce global warming. 5. Why is climate change a global issue?
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from your assessments 1 2	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week	3	





What is spirituality?

- Spirituality is a connection with something greater than ourselves.
- There are lots of different ways to define spirituality, it means different things to different people.
- Many people find the natural world inspiring and that it contributes to their experiences of spirituality.
- For many people objects/symbols help with that, they remind believers of different teachings and often help them in worship and in their daily lives.
- Objects can possess special memories, people or events. All of the major religions have objects which have meaning.

Aboriginal Spirituality

- The Aboriginal people of **Australia** make up 3 % of the population and have no written language of their own.
- The Aboriginal people are very **spiritual** and have a close relationship with nature.
- Their **faith** and **culture** is passed down through the generations by telling each generation (oral traditions).
- They **respect** many beings in animals and **nature** and they believe their communities are linked to the land they live on and the stars and planets.
- Aboriginal people believe that '**dreamtime**' was when the world was created by a '**creator God**'.
- For Aboriginal people **dreams** are often interpreted as **memories** from this time.

Spiritual Experience and Spiritual Places

- There are many spiritual places around the world e.g. Stonehenge, the Taj Mahal, the pyramids in Egypt and the Ka'aba in Mecca.
- The Mosque is the House of Allah (God). They are built as a place of worship, but also as the central point of the community.
- For Muslims the Mosque is a very spiritual place because it is where all Muslims go to worship and feel closer to Allah.
- Hajj is a very spiritual experience for Muslims.

Paganism

The word Paganism refers to a religion that has many different beliefs and a variety of ways to worship. People who follow Paganism are called Pagans. Pagans may worship one god or lots of different gods. They believe that nature is very important. Pagans follow the wheel of the year and celebrate lots of different festivals such as Ostara (Spring Equinox) and Beltane.

Key words

Soul: The spiritual part of a human being or animal.
Spirituality: A greater connection with something greater than ourselves.

Key words

Ancestor: Someone you are/were related to.
Aboriginal People: Indigenous people in Australia.

Key words

Hajj: Muslim pilgrimage to the Ka'aba (Mecca). **Mosque:** Muslim place of worship.

Key question:

What is spirituality?

Key question:

How do Aboriginal people express their spirituality?

Key Question:

Why is Hajj a spiritual experience?



Week 1: Look, Cover, Write, Check. Learn these terms. 1. Soul 2. Spirituality	Week 2: Read through the KO and answer the following: 1. What is spirituality? 2. Why might objects be seen as spiritual? 3. True or False? Spirituality means different things to different people.	Week 3: Word up
Week 4: Read through the KO and answer the following: 4. Where do the Aboriginal people come from? 5. What is the 'dreamtime'? 6. How do Aboriginal people often interpret dreams?	Week 5: Map your mind using section 2 on the KO. 'Spiritual Experience and Spiritual Places'	



Week 6: Read through the KO and answer the following: 1. Name two spiritual places. 2. Why is the Mosque a spiritual place for Muslims? 3. Name the spiritual experience for Muslims.	Week 7: Test your mind	Week 8: Read through the KO and answer the following: 4. What does Paganism mean? 5. True or False. Pagans may worship many Gods. 6. What do Pagans believe is very important?
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from your assessments 1 2 3	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





Key Terms

Collagraph	A Collagraph print is one made from a plate or board collaged with different textures.
Line	Line is the path left by a moving point. A line can be horizontal, diagonal or curved and can also change length.
Shape	A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Shapes can be geometric or irregular.
Form	Form is a three dimensional shape, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms.
Tone	This refers to the lightness or darkness of something. This could be a shade, how dark or light a colour appears. Tones are created by the way light falls on a 3D object. Where the light is strongest, it is called a highlight and the darker areas are called shadows.
Texture	This is to do with the surface quality of something, the way something feels or looks like it feels. There are two types of texture: Actual texture really exists, so you can feel it or touch it; Visual texture is created using marks to represent actual texture.
Pattern	A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements.
Relief	Relief printing is a printing method where a board has ink applied to its surface.





Collagraph printing

HOW TO MAKE A COLLAGRAPH PRINT

A collagraph print is made by glueing different materials to cardboard and creating a kind of collage.

Texture is really important to making an interesting collagraph. Adding different textures to your print will make a great outcome.

Ink is carefully rubbed into the surface of the collage and will sit into the surfaces of any of the textures that have been added.

During the inking process you can rub ink off surfaces that are smooth or higher. The ink will stay on surfaces that hold more ink - lower areas and really textured areas.

The collagraph print is made by rubbing paper over the surface of the collagraph board, just like making a rubbing. The paper will pick up the ink and you will have a lovely print.



Kelly Stanford is a Manchester-based **science communicator, researcher and artist**. Bees and bugs have been a theme in her work as a scientist AND as an artist. Her work is hyper-realistic. Her drawings are made using pencil crayon worked on black paper. The effect this has is to make the colours of her bugs really stand out. Kelly Stanford's drawings are detailed and realistic because she looks closely when she is drawing and draws only what she sees. Nothing is invented or made up.

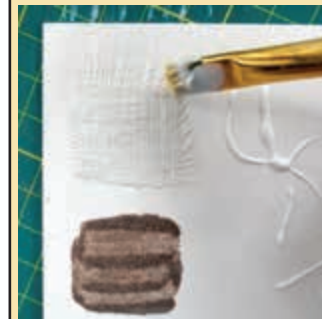


Kelly Stanford has worked alongside science researchers from all over the world to create interdisciplinary projects. She uses her artwork to communicate science to the public and inspire people to get involved in STEM.

TOP PRINTING TIPS!

Printing is process driven. You need to follow a set of instructions in the right order to make your best print, just like a recipe. Here are some steps that will help:

You can carefully draw with PVA glue. When it dries you will be able to wipe the ink on and off the glue and print.



Loose woven fabric can make good textures. Remember to keep your textures SHALLOW.....not too high.



Before you print you will need to give your board a coat of PVA or varnish.



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: Using your own words, explain how to make a collagraph print. You should write this up as a recipe, numbering each stage clearly.	Week 3: Word up
Week 4: Read through the KO and answer the following: How does Kelly Stanford make her drawings of bees? And which materials does she use? Looking at the illustration of Stanford's bee drawing, make a note of your opinion of her work. Do you like or dislike her work? Give a reason for your answer.	Week 5: Map your mind	



Week 6: Read through the KO and answer the following using full sentences Where does Kelly Stanford live and work? How would you describe Kelly Stanford's job? What purpose does Stanford hope that her Artwork has?	Week 7: Test your mind	Week 8: Read through the KO and answer the following: Make a note of the three printing tips that you should follow to create your strongest collagraph print.
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from your assessments 1 2 3	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





Week	French	English
1	Je vais souvent à l'étranger, mais rarement aux États-Unis.	I often go abroad, but rarely to the USA.
2	Le père fait les affaires.	The father does some business.
3	Nous allons en Écosse chaque année pour les vacances.	We go to Scotland every year for the holidays.
4	J'habite chez Amir en France. C'est un pays cool!	I live at Amir's place in France. It is a cool country!
5	Elle dit la vérité. Il prend le train. C'est facile à comprendre.	She is telling the truth. He is taking the train. It is easy to understand.
6	Tu viens chez moi et elle sort avec des amis.	You are coming to my place and she is going out with friends.
7	Je viens d'Algérie. Je suis algérien. J'aime les maths et la musique.	I come from Algeria. I am Algerian. I like maths and music.
8	Parfois, je dors sous le bureau avec l'équipe!	Sometimes, I sleep under the desk with the team!
9	Le nouveau café est devant la rue entre la plage et le cinéma.	The new café is in front of the road between the beach and the cinema.
10	L'église est haute et belle, mais le pont est trop vieux.	The church is high and beautiful, but the bridge is too old.

Each week you will need to practise and learn your **Sentence of the Week** as well as your **Vocabulary of the Week**. For your **Vocabulary of the Week** also pay attention to which type of words they are:

Verbs are in **VIOLET**

Feminine nouns are in **PINK**

Masculine nouns are in **BLUE**

Adjectives are in **AMBER**



Week 1

l'aéroport (m)	airport
les États-Unis (mpl)	USA
l'étranger	abroad
l'hôtel (m)	hotel
l'île (f)	island
rarement	rarely
souvent	often
l'université (f)	university
Je vais	I go/am going
Je suis	I am

Week 6

sortir	to go out/going out
je sors	I go out/am going out
tu sors	you go out/are going out
il/elle sort	he /she goes out/is going out
important	important (m)
importante	important (f)
venir	to come/coming
je viens	I come/am coming
tu viens	you come/are coming
il / elle vient	he/she comes/is coming
de	of / from
devenir	to become/ becoming
revenir	to come back/ coming back

Week 2

tuer	to kill
la vie	life
la guerre	war
les affaires	business
le père	father
la mère	mother
le fils	son
heureux	happy (m)
heureuse	happy (f)
contre	against
absolument	absolutely

Week 7

algérien	Algerian (m)
algérienne	Algerian (f)
l'Algérie (f)	Algeria
Alger	Algiers
combien?	how much/many?
que?	that/what?
quel?	which? (m)
quelle?	which? (f)
la langue	language
la matière	subject
les maths (fpl)	maths
le nom	full name
pourquoi?	why?
parce que	because

Week 3

nous allons	we go/are going
vous allez	you go/are going (pl)
ils vont	they go/are going (m, m/f)
elles vont	they go, are going (f)
l'année (f)	year
le mois	month
les vacances (fpl)	holidays
la ville	town
l'Écosse (f)	Scotland
l'Angleterre (f)	England
la France	France
chez	to (the place of)
en	by / in / to

Week 8

parfois	sometimes
l'équipe (f)	team
le bureau	desk
sous	under
sur	on
dormir	to sleep/sleeping
je dors	I sleep/am sleeping
tu dors	you sleep/are sleeping
il dort	he sleeps/is sleeping
elle dort	she sleeps/is sleeping

Week 4

arriver	to arrive/arriving
changer	to change/changing
à	to / at / in
créer	to create/creating
le monde	world
gagner	to win/winning
les vêtements (mpl)	clothing
habiter	to live/living
le pays	country
la politique	politics
chez	to/at (the place of)

Week 9

la plage	beach
la rue	street
le café	café
le cinéma	cinema
derrière	behind
devant	in front of
entre	between
nouveau	new (m)
nouvelle	new (f)
où est	where is

Week 5

prendre	to take/taking
je prends	I take/am taking
tu prends	you take/are taking
il prend	he takes/is taking
elle prend	she takes/is taking
l'erreur (f)	mistake
facile (m/f)	easy
apprendre	to learn/learning
comprendre	to understand/ understanding
dire	to say/saying
je dis	I say/am saying
tu dis	you say/are saying
il / elle dit	he /she says/is saying

Week 10

vieux	old (m)
vieille	old (f)
beau	beautiful (m)
belle	beautiful (f)
haut	high (m)
haute	high (f)
le bâtiment	building
l'église (f)	Vhurch
le pont	bridge
le jardin	garden



Week 1: Look, Cover, Write, Check this week's vocabulary. There will be a 'Do Now' activity each week related to the vocabulary you learn the week before	Week 2: Look, Cover, Write, Check this week's vocabulary	Week 3: Look, Cover, Write, Check this week's vocabulary
Week 4: Look, Cover, Write, Check this week's vocabulary	Week 5: Look, Cover, Write, Check this week's vocabulary	Week 6: Flash cards of your vocabulary Make sure you bring these into school to show your tutor and teacher



Week 7: Look, Cover, Write, Check this week's vocabulary	Week 8: Look, Cover, Write, Check this week's vocabulary	Week 9: Look, Cover, Write, Check this week's vocabulary
Week 10: Look, Cover, Write, Check this week's vocabulary	Week 11: Flash cards of your vocabulary Make sure you bring these into school to show your tutor and teacher	Week 12: Following the assessment: www - ebi -





Storytelling Theatre

Ernie's Incredible Illucinations 1

Drama Year 7 Learning Cycle 3

A. Key Terms - Vocal Skills

Tone	This suggests your mood and your intention towards the listener, e.g. happy or sad. It is how we show our emotion in our voice.
Pitch	Speaking in a high, low or natural voice.
Volume (Projection)	How loud you choose to speak - the effect of a loud, powerful voice or a quiet, nervous voice.
Pace	The speed at which someone speaks - speaking quickly or slowly.
Emphasis	The pressure on individual words that makes them stand out. Emphasis or stress for a particular effect is significant and can change the meaning of a sentence as well as the feeling behind it.
Pause	Taking a moment between the delivery of words in a sentence - a dramatic pause at a crucial moment could create tension.
Accent	Your choice of accent could help clarify your character and add interest to the role.

B. Working with a script - key information to help you:

When you are working with a script you are given lots of clues and information by the **playwright** (the person who wrote the play) to use to help you bring the script to life in performance:

Stage Directions help you understand what is happening on stage, where the scene takes place and who is on stage. Sometimes stage directions are very detailed, sometimes they are quite sparse. They help the actor and the director know how to set up/use the space.

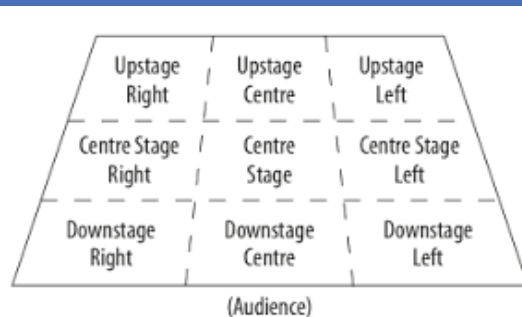
When you work with a script, you don't make up the characters and the lines, **you use the information in the script to help you adapt your physical and vocal skills to create your role** and the lines written by the playwright.

When working with a script **you work on a scene and section at a time, blocking the action** (planning the positioning of actors and set, the movement of the scene (the action) within the space and use of levels, working with the lines, **before focusing on how the lines are delivered.** Actors make notes (annotations) on their scripts (and diagrams) to help them remember where and when they move on stage.

C. Creating a character using physical skills:

Body Language	How we show emotion, physically. This can include how open or closed off we are physically, how much space we take up and how we communicate how our character is feeling.
Gesture	Use of the hands, head and shoulders to emphasise and give further meaning to what is being said. A wave, shrug and thumbs up are examples of gestures.
Facial Expression	Using and manipulating your face to show different emotions and reactions to parts of the story in role as our character.
Eye Contact	Using your eyes to engage the audience and draw them into the story.
Posture Stance Gait	How we hold our upper body. How we stand. How we walk.
Confidence	Can be seen in the energy and commitment given to the telling of a story.
Enthusiasm	A desire to communicate the story with energy and excitement.

D. Areas of a stage



E. Homework tasks

As well as completing homework tasks on the task sheet, other tasks that could be done are:

- Draw a storyboard of each illucination (spies / boxing / Library) with narration written as captions under the images.
- Write a script for your own illucination involving Ernie.
- Imagine you are Ernie. Write a letter to your friend, telling them about your adventures and your powerful imagination.

G. Wider Reading

<https://www.bbc.co.uk/bitesize/guides/z26bjxs/revision/3>

F. How to improve your FREEZE FRAMES:

- ✓ Make sure you have got a clear idea of what each Freeze is communicating to the audience.
- ✓ Make sure you have thought carefully about the use of space and levels to add interest to the image.
- ✓ When holding a freeze, make sure you have tension in the body to exaggerate your posture, gestures and facial expressions.
- ✓ Get a group member to look at the image from the front and make adjustments to clarify the image.
- ✓ Make sure transitions between freezes are smooth.



Storytelling Theatre

Ernie's Incredible Illucinations 2

Drama Year 7 Learning Cycle 3

A. Key Terms

Flashback	Theatrical device used to show the audience a moment in the past. Usually framed with a Freeze Frame and Narration to help make it clear that the action is jumping from the present to the past.
Split Stage	The division of the stage space to enable two separate locations to be shown at the same time.
Mime	Movement requiring clarity and precision to suggest object that are not there.
Slow Motion	The slowing down of real-life speed to highlight a key moment.
Atmosphere	The mood or feeling of a narrative.
Freeze Frame	A still image that depicts a key moment from the story.
Multi-role	When one actor plays more than one role – adapting their vocal and physical skills to clearly show a change in character.
Sound Scape	The actors onstage use their voices to create the sounds required to set the scene. E.g.: a storm or busy street.
Dialogue	Speech between characters.
Narration	Often spoken in the third person, the narrator directly addresses the audience to give them information about the unfolding story.
Transitions	A link from the end of one scene to the beginning of the next – allowing the performance to continue smoothly.

B. Marking a Moment?

This is a way of highlighting the most important moment in a scene in order to draw the audience's attention to its significance. There are various ways of marking the moment:

- A **Freeze Frame** might be used. Freezing the action at a particular moment fixes it in the minds of the audience and ensures its significance is not lost.
- The **key moment** may be repeated or played 'on a loop'.
- **Slow motion** could be used to highlight a key moment, so that it is not lost on an audience.
- **Zoom in** – Like a Camera lens zooming you can "spotlight" a specific moment by directing the audience's focus towards it. (E.g. everything else onstage freezes except one character).

In Ernie, the Illucinations are moments which need marking clearly for the audience.

Marking the moment is useful in rehearsal as it helps actors consider the most important moments to communicate to the audience.



E. Homework tasks

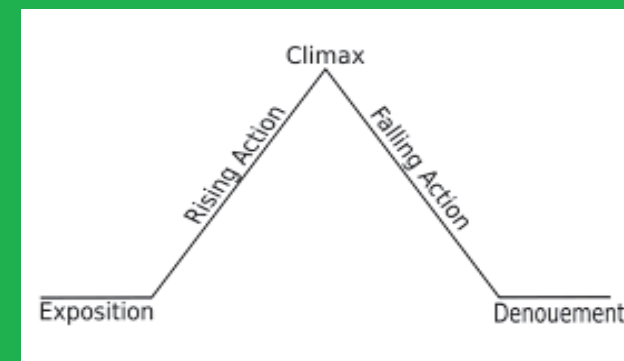
As well as completing homework tasks on the Tasks sheet, other tasks that could be done are:

- Mindmap how you will create your character physically and vocally for the scene you are performing for assessment.
- How does Ernie's Incredible Illucinations follow this structure?
- Rehearse your performance with your group.

G. Wider Reading

<https://www.bbc.co.uk/bitesize/guides/z9p634j/revision/1>

C. A typical structure of a play.



Exposition	The opening/introduction of the story – establishing information about the characters
Rising Action	Events, actions and problems created for the characters
Climax	The highest point of suspense where danger, uncertainty etc. is at its greatest height
Falling Action	After the peak, the immediate events that affect the characters
Denouement	The longer term impact/consequences of the event on the characters

F. How to improve your Final Performance:

- ✓ Are you considering the audience when you set your scene? Are you making sure there are no backs to the audience? Are you using a split stage?
- ✓ Are you making it clear when the Illucination starts and ends? How are you doing this?
- ✓ Have you blocked your scene to make it visually interesting?
- ✓ Do you have clear characterisation? Are you using your vocal and physical skills to convey a character that is clearly different to you?
- ✓ Have you learnt your lines? Are you confident?
- ✓ Does the performance run smoothly? Does everyone know what to say, where to be and what happens next?



Week 1: Look, Cover, Write, Check From Ernie 1 Section A. Key Terms - Vocal skills:	Week 2: Read through the KO and answer the following: Taken from Section B. Working with a script: What do you call the person who wrote the play? Why do we have stage directions? What is 'blocking the action'? What are notes in a script made by the actor called?	Week 3: Word up From Section C. Creating a character: Write your own definitions for the listed methods to create a character.
Week 4: Read through the KO and answer the following: Taken from Section D. Stage Directions: Copy out the stage directions diagram.	Week 5: Map your mind From Section F. How to improve your freeze frames: Create a mindmap of the ways you can improve your freeze frames.	



Week 6: Follow the recommended further reading link in Section G https://www.bbc.co.uk/bitesize/guides/z26bjxs/revision/3 Make notes on your findings:	Week 7: Test your mind From Section F. How to improve your freeze frame skills: Revisit your mindmap from Week 5 and choose one or two sections to try and recreate from memory.	Week 8: Read through the KO and answer the following: From Ernie 2 Section B Marking the Moment: What is 'marking the moment'? What is a freeze frame? What's the phrase for repeating a moment? Describe 'Slow Motion'. Describe 'Zoom in'.
Week 9: Taken from Ernie 2 Section A: Key Terms: Make flashcards to help learn the key terms.	Week 11: Taken from Ernie 2 Section C Structure of a Play. Draw out the diagram in the booklet for play structure.	Week 12: Following the assessment performance: Using your flashcards to focus your answers, complete three WWW and EBI for your own personal contribution to the group performance.

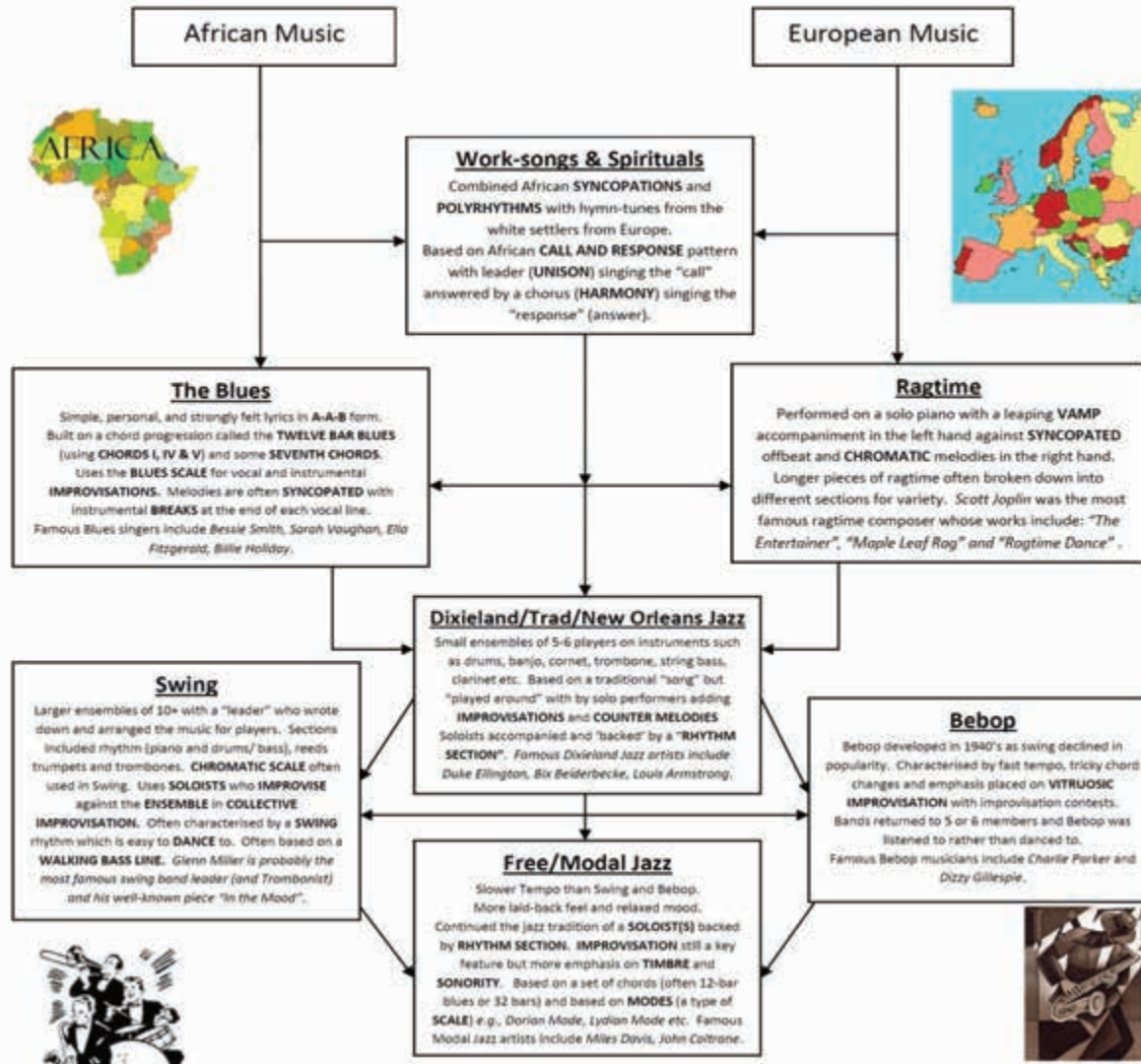
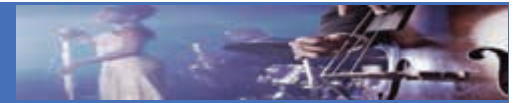




All That Jazz

Exploring Jazz and The Blues.

MUSIC KNOWLEDGE ORGANISER



A. Jazz and Blues Key Words

RIFF/OSTINATO – Short, repeated musical patterns often used in **SOLOS**.

IMPROVISATION – music created 'on the spot' (previously unprepared performance)

SEVENTH CHORD – a **TRIAD** (root, third and fifth) with a fourth note added which is seven notes about the root/tonic. **C7** = C, E, G (triad) + **B flat**.

SWING/SWUNG RHYTHM – performing a regular 'straight' rhythm with a 'lilt' in a "**ONE** and **A**, **TWO** and **A**" style (using **TRIPLETS**) common in swing music.

B. The Twelve Bar Blues

Some or all of these chords can be **SEVENTH CHORDS (7)**

CHORD I	CHORD I	CHORD I	CHORD I
CHORD IV	CHORD IV	CHORD I	CHORD I
CHORD V	CHORD IV	CHORD I	CHORD I

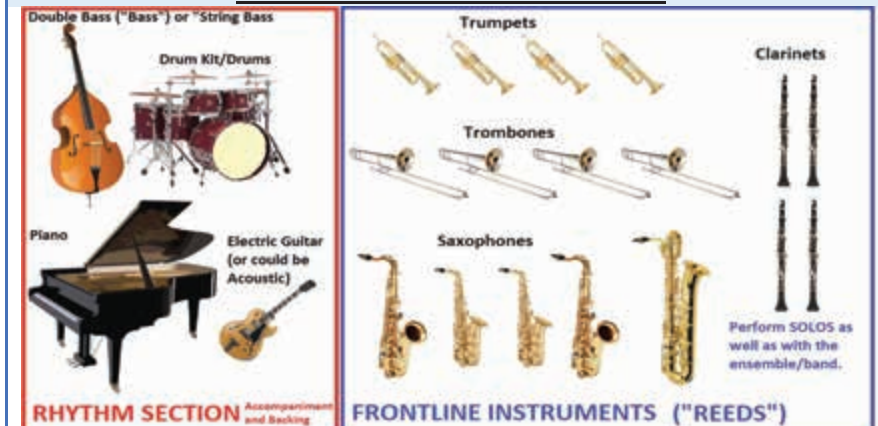
C. The Blues Scale

BLUES SCALE – a series of notes often used within improvisations in blues music (*the Blues Scale on C is shown to the right*).

BLUE NOTES – additional or extra sharpened or flattened notes in a melody.



D. Instruments of Jazz and Blues





What Makes a Good Song?

Exploring Popular Songs and Musical Arrangements



A. Popular Song Structure

SONG STRUCTURE – How a song is made up of or divided into different sections (see below) and the order in which these sections occur. To work out the structure of a song, it's helpful to analyse the **LYRICS** and listen to a recording for the song (for instrumental sections).

INTRODUCTION – Often shortened to 'intro', the first section of a song which sets the mood of the song and is sometimes, but not always, an instrumental section using the song's chord pattern.

VERSES – Songs normally have several verses. Verses introduce the song's theme and have the same melody but different lyrics for each verse which helps develop the song's narrative and story. Songs made up entirely of verses are called **STROPHIC**.

LINK – An optional short section often used to join different parts of a song together, often instrumental, and sometimes joins verses together or appears at other points within a song.

PRE-CHORUS – An optional section of music that occurs before the **CHORUS** which helps the music move forward and "prepare" for what is to come.

CHORUS – Occurs several times within a song and contains the most memorable **HOOK/RIFF**. The chorus relays the message of the song and is repeated with the same melody and lyrics each time it is heard. In popular songs, the chorus is often repeated several times towards the end of the song.

MIDDLE 8/BRIDGE – A section (often 8 bars in length) that provides contrasting musical material often featuring an instrumental or vocal solo using new musical material allowing the performer to display their technical skill on their instrument or voice.

CODA/OUTRO – The final section of a popular song which brings it to an end (Coda is Italian for "tail"!)

B. Key Words

LYRICS – The words of a song, usually consisting of **VERSES** and a **CHORUS**.

HOOK – A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece. Hooks can be either **MELODIC**, **RHYTHMIC** or **VERBAL/LYRICAL**.

RIFF – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. Riffs can be rhythmic, melodic or lyrical, short and repeated.

MELODY – The main tune of the song often sung by the **LEAD SINGER**.

COUNTER-MELODY – An 'extra' melody often performed 'on top of' the main melody that 'fits' with it a **DESCANT** or **INSTRUMENTAL SOLO**.

TEXTURE – The layers that make up a song e.g., *Melody, Counter-Melody, Hooks/Riffs, Chords, Accompaniment, Bass Line*.

C. Lead Sheet Notation and Arrangements

A **LEAD SHEET** is a form of musical **NOTATION** that contains only the essential elements of a popular song such as the **MELODY**, **LYRICS**, **RIFFS**, **CHORDS**

(often as guitar chord symbols) and **BASS LINE**; it is not as developed as a **FULL SCORE ARRANGEMENT** and is open to interpretation by performers who need to use and adapt the given elements to create their own musical **ARRANGEMENT**: their "version" of an existing song.

COVER (VERSION) – A new performance, remake or recording by someone other than the original artist or composer of the song.



D. Conjunct and Disjunct Melodic Motion

CONJUNCT MELODIC MOTION – Melodies which move mainly by step or use notes which are next to or close to one another.

DISJUNCT MELODIC MOTION – Melodies which move mainly by leap or use notes which are not next to or close to one another.

MELODIC RANGE – The distance between the lowest and highest pitched notes in a melody.



E. Song Timbre and Sonority (Instruments that are used to Accompany Songs)



Pop Bands often feature a **DRUM KIT** and **PERCUSSION** to provide the rhythm along with **ELECTRIC GUITARS** (**LEAD GUITAR**, **RHYTHM GUITAR** and **BASS GUITAR**) and **KEYBOARDS**. Sometimes **ACOUSTIC INSTRUMENTS** are used such as the **PIANO** or **ACOUSTIC GUITAR**. **ORCHESTRAL INSTRUMENTS** are often found in pop songs such as the **STRINGS**, **SAXOPHONE**, **TROMBONE** and **TRUMPET**. Singers are essential to a pop song - **LEAD SINGER** – Often the "frontline" member of the band (most famous) who sings most of the melody line to the song. **BACKING SINGERS** support the lead singer providing **HARMONY** or a **COUNTER-MELODY** (a melody that is often higher in pitch and different, but still 'fits with' the main melody) and do not sing all the time but just at certain points within a pop song e.g. in the chorus.





Week 1: Look, Cover, Write, Check From Jazz and Blues Key Words	Week 2: Read through All that Jazz and answer the following: 1. Identify three types of Jazz. 2. What Chords are used in the 12 Bar Blues? 3. Define Improvisation. 4. What instruments are used in a Jazz Band?	Week 3: Word up Write your own definitions for: 1. Swing Rhythm 2. Improvisation 3. Riff/Ostinato						
Week 4: Notation Try copying out the 12 Bar Blues: <table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>							Week 5: Map your mind. From The Blues Scale Section Create a mindmap of the key terms.	Week 6: Notate Try copying the instruments used in a Jazz band.



Week 7: Look, Cover, Write, Check Use what makes a good song key words	Week 8: Read through What makes a good song and describe the following: 1. Chorus 2. Verse 3. Bridge	Week 9: Read through the KO and answer the following: 1. What instruments are typically used in a Pop Band? 2. What is the role of Backing Singers? 3. What is the Melodic range?
Week 10: Use All that Jazz and What makes a good song pages to create Flashcards	Week 11: Create a mindmap of Popular song structure	Week 12: Following the assessment performance:





Keywords		Eatwell Guide		Dairy	Section of the Eatwell Guide – contains dairy products such as milk, cheese, yoghurt.
Healthy Eating	Is a way of eating that is deemed healthy by the Government. One way is to follow the Eatwell Guide.	Carbohydrates	Section of the Eatwell Guide – contains carbohydrate products such as bread, rice, pasta.	Oils and Spreads	Section of the Eatwell Guide – contains oils and spreads such as butter, margarine, sunflower oil.
Bacteria	Are microorganisms that are sometimes good for us or are sometimes bad for us.	Protein	Section of the Eatwell Guide – contains protein products such as meat, fish, eggs, beans, pulses.	Fruit and Vegetables	Section of the Eatwell Guide – contains apples, oranges, lettuce. Needed to provide essential vitamins and minerals.
Temperature Probe	A device that measures the temperature high risk food is. High risk food must reach 75 degrees or more.	Rubbing In	Rub butter into flour to create a breadcrumb mixture.	Measuring	Measuring liquid in a measuring jug or measuring solid ingredients using a set of scales.
Temperature	Measurement of heat in Celsius.	Enrobing	Coating food in breadcrumbs to protect it from the heat in the oven.	Mixing	Mixing ingredients together in a mixing bowl.
Nutrients	Are compounds found in food that are needed to keep us healthy.	Roasting	Roasting food in the oven on a baking tray.	Reconstituting	Adding water to dried foods to bring it back to its original state.

Eight Tips for Healthy Eating

1. Base your meals on higher fibre starchy carbohydrates
2. Eat lots of fruit and vegetables
3. Eat more fish, including a portion of oily fish
4. Cut down on saturated fat and sugar
5. Eat less salt, no more than 6g a day for adults
6. Get active and be a healthy weight
7. Stay hydrated
8. Do not skip breakfast

Food Poisoning Bacteria



- Salmonella
- Campylobacter
- E.coli





Protein – Growth and repair of muscles

Carbohydrates – Energy

Fruit and Vegetables – Vitamins and minerals for healthy skin and cells

Dairy – Calcium for strong bones and teeth

Oils and Spreads – Insulation and protection of organs

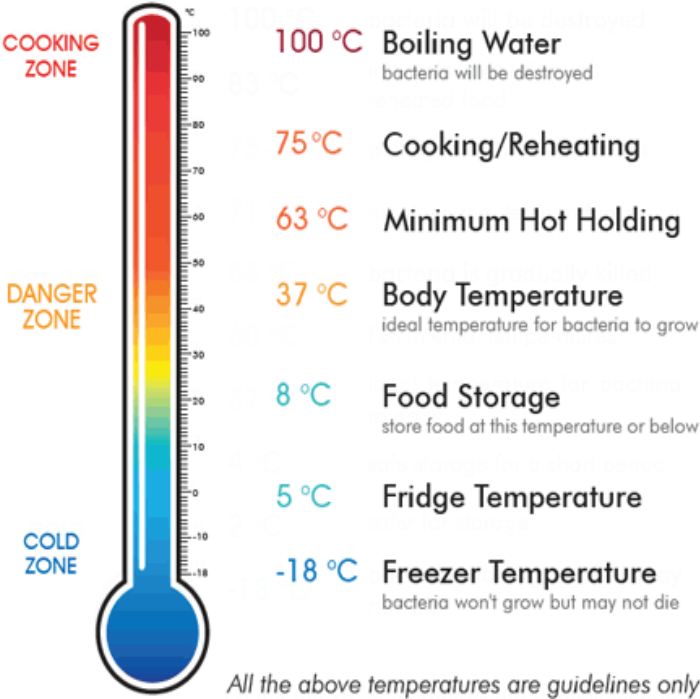
Water – Hydration

A bad diet can lead to multiple problems such as:

- Diabetes
- Heart disease
- High blood pressure
- Obesity

Kitchen Equipment			
	Sieve for removing lumps from flour and adding air into a mixture.		Oven gloves for handling hot food and equipment.
	Flour shaker to apply flour over the surface and rolling pin to stop it sticking.		Apron to protect your clothes.
	Pastry brush for applying an egg glaze.		Tea towels to dry equipment and tables.

Critical Temperatures





Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: List the main food groups from the Eatwell guide and give examples of foods that are in each group.	Week 3: Word up
Week 4: Read through the KO and answer the following: Explain why it is important to refer to the temperature of foods when cooking or storing food products?	Week 5: Map your mind.	



Week 6: Read through the KO and answer the following: Give examples of tools and equipment you might use while cooking and explain their use.	Week 7: Test your mind	Week 8: Read through the KO and answer the following: Give some tips for healthy eating and think of examples where you might be able to improve your own diet to make it healthier.
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Keyword Spelling Test Protein Carbohydrates Apron Enrobing Bacteria Reconstituting Nutrients Temperature	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week	Dairy Roasting	

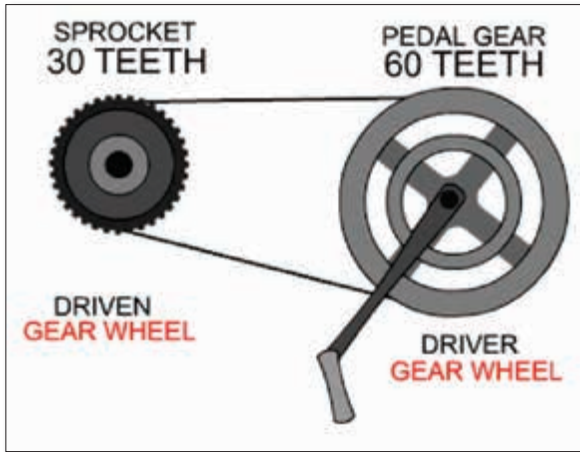




Keywords		Triangulation	A method of using triangular shapes to brace and strengthen joints.	Orthographic	An in-line drawing derived from the Greek Ortho meaning in line.
Adhere	Stick fast to (a surface or substance).	PVA	A water-based glue. (Polyvinyl acetate).	Scale	The relation between the real size of something and its size on a map, model, or diagram.
Construction	The action of building something, typically a complicated structure.	PPE	Personal Protective Equipment.	Deciduous	Hardwoods, which usually grow slowly with twisted trunks, e.g., oak, mahogany, poplar, ash, and walnut.
Structure	A building or other object constructed from several parts.	Friction	The action of one surface or object rubbing against another.	Perspective	The art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other.
Chassis	The base frame of a car, carriage, or other wheeled vehicle.	Axle	A rod or spindle (either fixed or rotating) passing through the centre of a wheel or group of wheels.	Mitre	A joint made between two pieces of wood or other material at an angle of 90°, such that the line of junction bisects this angle.
Tenon	A projecting piece of wood made for insertion into a mortise in another piece.	Coniferous	Softwoods which grow quickly with straight trunks, e.g., cedar, pine, spruce, and Douglas fir.	Annotation	Labelling to explain your design.
Nonferrous	Relating to a metal other than iron or steel.	Parameters	A limit or boundary which defines the scope of a particular process or activity.	Flux	To treat (a metal object) with a flux to promote melting.
Iterative	Relating to repeating a process to continuously improve an outcome.	Jigs	A device that holds a piece of work and guides the tool operating on it.	Velocity	The speed of something in a given direction.



GEAR RATIO (VELOCITY RATIO)



Gear ratio is determined by the number of teeth on each gear wheel, the drive chain or belt is ignored and does not enter the equation.

Pulley wheels are grooved so that the belt cannot slip off. Also, the belt is pulled tight between the two pulley wheels (in tension). The friction caused by this means that when the driver rotates the driven follows. Without friction, without the belt being pulled tight and in tension, the belt would slip, and the pulley system would fail.

$$\frac{\text{NUMBER OF TEETH ON PEDAL GEAR}}{\text{NUMBER OF TEETH ON SPROCKET}} = \frac{60 \text{ TEETH}}{30 \text{ TEETH}} = 2 \text{ (THE SPROCKET GEAR REVOLVES TWICE)}$$

The gear ratio is : $2 : 1$

PEDAL GEAR SPROCKET GEAR

TRIANGULATION in Construction

Examples of triangulation are seen all around us especially in the construction industry (building and civil engineering). A triangular form is one of the strongest shapes known to man. It is not surprising then that 'triangulation' is used in the construction of buildings and structures. Some examples are shown to the right. Look carefully how numerous triangles make each structure.

Triangulation

Examples of triangulation in daily use



Wood Classification

Softwoods come from coniferous trees, which grow quickly with straight trunks and often grow on managed plantations.

Hardwoods come from deciduous trees, which usually grow slowly with twisted trunks. They are being cut down quicker than they can grow and consequently are becoming more and more expensive.

Manufactured boards are becoming increasingly popular and are available in an ever-increasing range of sizes and finishes.

They are made from waste produced when trunks and branches are cut into planks.





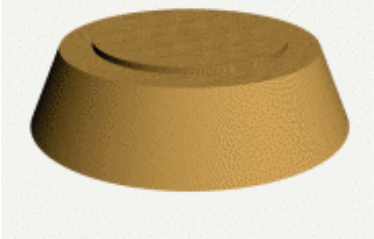
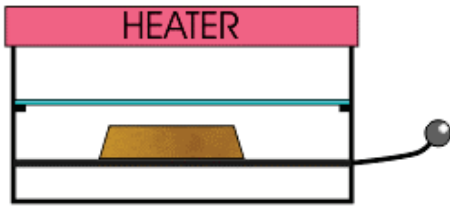
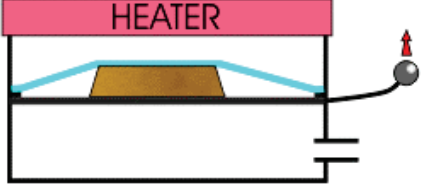
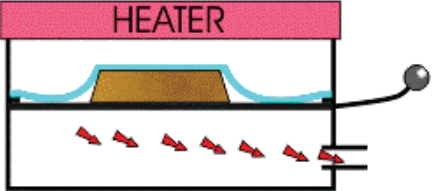
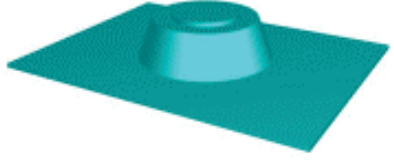
Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: 1. Explain gear ratio and how it is calculated. 2. If the driver cog has 15 teeth and the driven cog has 60 teeth calculate the gear ratio. 3. If the driver cog has 20 teeth and the driven cog has 10 teeth calculate the gear ratio. 4. If the gear ratio is calculated by the ratio of teeth of each cog how would you calculate the ratio of pulleys?	Week 3: Word up
Week 4: Read through the KO and answer the following: 1. What are the differences between hardwood and softwood? 2. Why we might need manufactured timber boards? 3. How many manufactured boards can you list?	Week 5: Map your mind.	



Week 6: Read through the KO and answer the following: Explain Triangulation in construction, why is it needed in some situations and how is it beneficial?	Week 7: Test your mind	Week 8: Read through the KO and answer the following: Explain the components that are required to make your product. Use the list of keywords which contains the words you will need.
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Keyword Spelling Test Coniferous Deciduous Friction Parameters Triangulation Orthographic Construction Velocity	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





Vacuum Forming		Tools and Materials	
	A mould or former needs to be produced for the shape of outcome you need. A relief/draft angle (a slope) on the edge makes it easier to remove from the plastic moulding over it.		Coping saw – This is a saw that has a very thin blade and it enables the user to change the direction of cut easily.
	The former is placed on the bed of the vacuum former with the plastic then placed above it.		Medium Density Fibreboard (MDF) – This is a man-made timber product. It is made of medium sized wood fibres, compressed and joined using a glue.
	The heater is then pulled across, so it is above the plastic. The heater makes the plastic pliable, and a level is pulled to push the former into the plastic.		Carpenters bench vice – This is used to secure work pieces made of timber whilst you work on them.
	As the formers is pushed up into the hot pliable plastic the vacuum below switches on and creates a vacuum below the former, drawing the plastic down around the former.		Vacuum former – This is used to heat plastic and then, under vacuum, form it over a mould.
	When the former is removed from the plastic, the excess needs to be removed, trimmed off with a cutting tool, to leave the finished product completed.		Button battery – Small disc-shaped battery. The flat side of the battery is the positive side and the other side the negative.



Plastics		Hazard or Risk	
			
Thermosetting	Thermosetting plastics can only be heated and shaped once.	Hazard	Risk
Thermo	Thermoplastics can be heated and shaped over and over again.	A hazard is something that has the potential to cause harm.	A risk is the likelihood of it causing harm.
Controlling the risk			
To make sure you are safe in the technology workshop you will need to be able to identify hazards and risks. You will be shown in lesson the best way to do this.			



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: 1. Explain the difference between Thermosetting and Thermo plastics.	Week 3: Word up
Week 4: Read through the KO and answer the following: 1. Explain Hazards and Risks in the Technology workshop. 2. Give some examples of potential hazards and risks in the workshop.	Week 5: Map your mind.	



Week 6: Read through the KO and answer the following: Use the information on tools and materials to help explain how you cut a former for your mini light project.	Week 7: Test your mind	Week 8: Read through the KO and answer the following: Explain the process of vacuum forming. Use the knowledge organiser to help you, break the process down into steps and explain each step.
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Keyword Spelling Test Plastic Density Carpenters Vacuum Former Fibreboard Vice Bench Thermosetting	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





HEALTH and FITNESS

Health:

A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity.

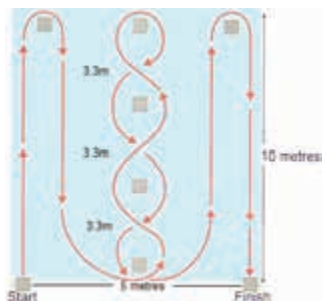
Fitness:

The ability to meet, or cope with, the demands of the environment on the human body.

FITNESS TESTING

Agility -

The Illinois Agility Run.



Balance -

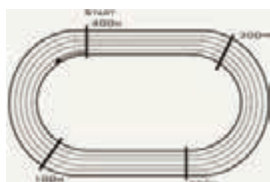
The Stork Stand.



Cardiovascular

Endurance -

The Cooper 12 minute run.



COMPONENTS of HEALTH RELATED FITNESS

Cardiovascular/Aerobic endurance: The ability of the heart and lungs to supply oxygen to the working muscles.

Muscular Endurance: The ability of a muscle or group of muscles to undergo repeated contractions, avoiding fatigue.

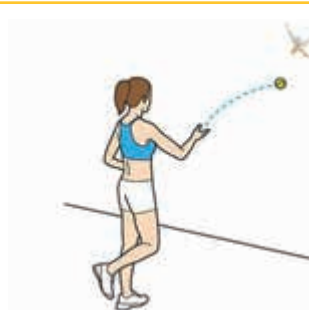
Muscular Strength: Ability to overcome resistance.

Flexibility: The range of movement possible at a joint.

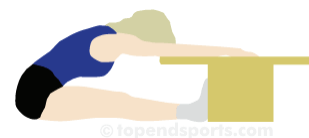
Body Composition: The percentages of fat, bone, water and muscle in the body.

FITNESS TESTING

Coordination - Coordination ball throw



Flexibility - Sit n Reach test



Muscular Endurance - 1 minute sit up test



COMPONENTS of SKILL RELATED FITNESS

Power: Strength x Speed.

Coordination: The ability to use two or more body parts together smoothly and efficiently.

Reaction Time: Time taken to start responding to a stimulus.

Agility: The ability to change direction quickly whilst maintaining control.

Balance: The ability to hold the body stable by maintaining the centre of mass over the base of support.

Speed: The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time.

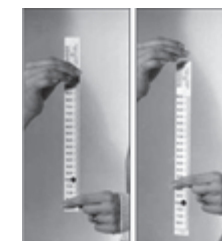
FITNESS TESTING

Power/explosive strength (anaerobic power)
- Vertical Jump Test.



Reaction time - Ruler drop test.

Muscular strength - Hand grip dynamometer test.





Healthy Lifestyle Bingo - How many can you tick off in one day? One week? One month? Challenge yourself!

Go for a walk and get some fresh air	Try a new activity	Reduce your screen time
Have a picnic in the park with friends	Do some yoga	Brush your teeth twice a day
Drink 2 litres of water a day	Eat five portions of fruit and veg	Aim for at least 60 minutes of moderate to vigorous activity every day
Wear sun cream	Go swimming	Attend a community event

Fitness Challenge - How many can you complete? How many times? More ideas here www.youthsporttrust.org

How many burpees can you complete in 60 seconds?	How many times can you skip in 60 seconds?	How many star jumps can you complete in 60 seconds?	How many times can you tap up a tennis ball on a racket in 60 seconds?	How many times can you pass the ball around your waist in 60 seconds?	How many times can you pass a ball through both of your legs in 60 seconds?
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Signposting and Support

If you are worried, have questions, or concerns, about anything at all then we are here to help. Talk to your Tutor, your Head of Year, a trusted adult or a health professional outside of school.

You can report a safeguarding or behaviour concern on the school website at anytime.

Childline
www.childline.org.uk

NHS
www.nhs.uk

NHS Live Well
www.nhs.uk/live-well

British Board of Film Classification
www.cbbfc.co.uk

Talk to Frank
www.talktofrank.com/get-help

Young Minds
www.youngminds.org.uk

Mind
www.mind.org.uk

Careerpilot
www.careerpilot.org

How many can you tick off?

I relaxed	
I listened	
I was a good friend	
I am getting better at something	
I solved a problem	
I made someone happy	
I read a good book	
I had a great sleep	

If it doesn't challenge you, it doesn't change you.
Fred Devito



Notes



Notes



Notes

