



# Queen Elizabeth's *School*

## Year 7 Knowledge Organiser Home Learning Booklet

"We do not need **magic** to change the world, we carry all the **power** we need inside ourselves already: we have the power to **imagine better**."

J.K. Rowling - Author



### Learning Cycle 2 2023-2024

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 4 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!





## Year 7 Knowledge Organiser (KO) Home Learning Booklet

### 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
A: Computer Science B: PSHE	History	Geography	French	Tech
Maths	Maths	Maths	Science	Music

### PE log - try to complete 3 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						





**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





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

For example: **pseudonym** - a false name, especially one used by a writer.

**Joanne Rowling also writes under the pseudonym of Robert Galbraith.**

### Joanne Rowling, OBE

- Occupation: Author, screenwriter, philanthropist.
- Born: 31 July 1965, Yate (near Bristol, UK)

Joanne Rowling is the now famous author of the *Harry Potter* series of books, as well as many other titles including a series of crime novels, which she writes under the pseudonym of Robert Galbraith.

Joanne Rowling's father was an aircraft engineer and her mother was a school science technician. She grew up in Gloucestershire, and went to the same comprehensive school where her mother worked. Joanne wanted to be a writer from an early age and was always reading, describing herself as a "basic common-or-garden bookworm". She attended Exeter University, where she studied French and Classics, later finding a use for her knowledge of Classics when creating spells in the *Harry Potter* books. The idea for the *Harry Potter* books "came to her" during a delayed train journey from Manchester to London in 1990. Over the next five years she wrote many notes and the manuscript for *Harry Potter and the Philosopher's Stone*. She combined writing time with training to be a teacher and raising her daughter. The book was published in 1997 under the name J.K. Rowling, and she subsequently wrote six further books for the *Harry Potter* series, which were also made into films.

The record-breaking success of the *Harry Potter* books has made J.K. Rowling a millionaire and the best selling living author in Britain. She has used a great deal of her fortune for charitable work to help children. In 2000, she founded Volant Charitable Trust, which provides funding, primarily in Scotland, for women and children to help with poverty and social deprivation. In 2005 Rowling co-founded Lumos, with MEP Emma Nicholson. Lumos tackles the plight of children living in orphanages and institutions across the world, and works to unite children with their families, or place them in other suitable family situations.

Joanne Rowling was honoured with an OBE (Order of the British Empire), in 2001, and was awarded the Order of the Companions of Honour for her services to literature and philanthropy in 2017.





## 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: **emerged** - the fox emerged from its den after a long winter.

- overall • emerged • regime • implementation • project • hence •
- occupational • internal • goals • retained • sum • integration • mechanism •
- parallel • imposed • despite • job • parameters • approximate • label •
- concentration • principal • series • predicted • summary • attitudes •
- undertaken • cycle • communication • ethnic • hypothesis • professional •
- status • conference • attributed • annual • obvious • error • implications •
- apparent • commitment • subsequent • debate • dimensions • promote •
- statistics • option • domestic • output • access • code • investigation •
- phase • prior • granted • stress • civil • contrast • resolution • adequate •



## '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?







Week 1: Look, Cover, Write, Check.



Week 2:

Read through the KO and answer the following:  
Write out five of the key words that are underlined on  
Part One and their meaning eg philanthropist

Week 3: Word up



Week 4:



Read through the KO and answer the following:  
How did JK Rowling prepare during her life to become  
a writer?

Week 5: Map your mind







<p><b>Week 6:</b></p> <p>Read through the KO and answer the following: Write out five sentences using at least 5 of the words from the vocabulary list</p>	<p><b>Week 7: Test your mind</b></p> 	<p><b>Week 8:</b></p> <p>Read through the KO and answer the following: Write out five sentences using at least 5 different words from the vocabulary list</p>
<p><b>Week 9: Flash cards</b></p> <p>Make sure you bring these into school to show your tutor and teacher</p> 	<p><b>Week 11:</b></p> <p>Read through the KO and answer the following: Write out five sentences using at least 5 different words from the vocabulary list</p>	<p><b>Week 12:</b></p> <p>Which of the '10 a day' choices do you manage to do</p>
<p><b>Week 10:</b></p> <p>Read through the KO and your flash cards</p>		













Week 1 Storytelling	Week 2 Story structure	Week 3 Analysing texts	Week 4 Ambitious Vocabulary	Week 5 Linguistic devices
<p><b>Fiction</b> - A form of writing or spoken language that describes imaginary events and people.</p> <p><b>Convention</b> - The way that something is usually done. A familiar pattern.</p> <p><b>Myths</b> - A traditional, ancient story, typically involving supernatural beings or events.</p> <p><b>Oral tradition</b> - When stories are spoken and shared by word of mouth and learned by heart, without using writing to remember them.</p> <p><b>The five writing conventions:</b></p> <p><b>Ambitious vocabulary</b> - Using impressive words.</p> <p><b>Structure</b> - You think really carefully about how your organise your writing.</p> <p><b>Linguistic devices</b> - You use linguistic techniques and methods like: similes, metaphors, personification, alliteration, imagery etc.</p> <p><b>Sentence structure</b> - You purposefully vary the length of your sentences for effect, as well as start sentences with connectives, -ed, -ing, and -ly words.</p> <p><b>Punctuation</b> - You accurately use punctuation throughout your writing, including, if appropriate, semi-colons, colons, ellipsis etc.</p>	<p><b>Structure</b> - The order in which the events of a story are revealed to the reader.</p> <p><b>Protagonist</b> - The main character- this is the person whose side we are on- the person we want to 'win' or succeed.</p> <p><b>Antagonist</b> - This is the main opponent of the protagonist. They are sometimes the 'bad guy' or the problem/obstacle that the protagonist must face.</p> <p><b>Exposition</b> - Introduces the setting and characters. The atmosphere is established.</p> <p><b>Inciting incident</b> - The crisis/conflict begins to develop. The main character may try to fix the crisis or resolve the conflict but fails. The tension rises.</p> <p><b>Climax</b> - The height of the tension. This moment is where the main character is changed forever.</p> <p><b>Falling action</b> - The conflict/crisis is beginning to resolve. May contain a final moment of suspense. The story is heading towards the end.</p> <p><b>Resolution</b> - The end of the story. The conflict/crisis is usually resolved. The characters try to resume their normal lives.</p>	<p>When we write about texts, we need to explore and analyse the <b>IMPACTS</b> that the text has on the reader. Using the mnemonic <b>IMPACTS</b>, we can explore a range of ways the text influences the reader to think or feel.</p> <p><b>Imagery</b> - Visually descriptive or figurative language.</p> <p><b>Mood</b> - A temporary state of mind or feeling.</p> <p><b>Pattern</b> - Any regularly repeated arrangement.</p> <p><b>Allusion</b> - An expression designed to call something to mind without mentioning it explicitly; an indirect or passing reference.</p> <p><b>Connotation</b> - Associations that we have with particular words – what we think, feel and imagine when we read them.</p> <p><b>Tone</b> - expressing a particular feeling or attitude in a piece of writing.</p> <p><b>Symbolism</b> - the use of symbols to represent ideas or qualities. 'The writer creates a _____ <b>image</b> of the Minotaur. This is perhaps best illustrated when the Minotaur is described as "_____". In particular, the noun "_____" has <b>connotations</b> of _____ implying that _____.'</p>	<p><b>Nouns</b> - A noun is a person, place or thing. A <u>concrete</u> noun is something tangible that you can experience with one of your five senses. An <u>abstract</u> noun is a concept, idea, belief or emotion. A <u>noun phrase</u> is a word or group of words that contain a noun.</p> <p><b>Verbs</b> - A word used to describe an action or state. A doing verb expresses an action, e.g. <i>The dog <u>ran</u> into his house.</i> A being verb expresses a state of being, e.g. <i>The dog <u>was</u> happy.</i> <u>Auxiliary verbs</u> are verbs that help other verbs - for example, to change the tense (<i>I <u>will</u> go/I <u>was</u> going</i>) or show how likely something is to happen (<i>I <u>may</u> go</i>).</p> <p><b>Adjectives</b> - A word that describes a noun. A <u>participle</u> is a verb that acts as an adjective in a sentence because it describes a noun.</p> <p><b>Adverbs</b> - An adverb is a word that describes a verb (<i>he <u>sings</u> loudly</i>), an adjective (<i>very tall</i>), another adverb (<i>ended too quickly</i>), or even a whole sentence (<i>Fortunately, I had brought an umbrella</i>).</p>	<p><b>Imagery</b> - Visually descriptive or figurative language.</p> <p><b>Figurative language</b> - Departing from a literal use of words; metaphorical.</p> <p><b>Similes</b> - A simile directly <i>compares</i> two things using 'like' or 'as' to suggest that the subject of your sentence has similar qualities to the thing they are being compared to.</p> <p><b>Metaphors</b> - A metaphor is a figure of speech that describes something by saying it is something else.</p> <p><b>Personification</b> - Presenting a non-living thing as if it has living qualities.</p> <p><b>Alliteration</b> - The occurrence of the same letter or sound at the beginning of adjacent or closely connected words.</p> <p><b>Onomatopoeia</b> - The formation of a word from a sound associated with what is named.</p> <p><b>Pathetic fallacy</b> - The attribution of human emotion and conduct to things found in nature that are not human. The weather and season can be described with human emotions to reflect the mood of a character or create a tone.</p> <p><b>Juxtaposed imagery</b> - Two images placed close together with contrasting effect.</p>






Week 6 Sentence structure	Week 7 Sentence structure	Week 8 Sentence openers	Week 9 Punctuation	Week 10 Crafting writing
<p><b>Subject</b> - Part of a sentence that does or is the verb. E.g. The <b>dog</b> barked. The <b>dog</b> is beautiful.</p> <p><b>Object</b> - Part of a sentence that receives the verb. e.g. The dog chased the <b>ball</b>.</p> <p><b>Main clause</b> - A main clause (also known as an independent clause) is one that can stand alone as a sentence in its own right. It must contain a subject and a verb.</p> <p><b>Simple sentence</b> - A sentence with one main clause, made up of a subject and a verb.</p> <p><b>Compound sentence</b> - A sentence with two main clauses joined by a coordinating conjunction.</p> <p><b>Complex sentence</b> - A sentence with a main clause and a subordinate clause connected to each other with a subordinating conjunction.</p> <p><b>Subordinate clause</b> - A clause that is dependent on the main clause.</p> <p><b>Subordinating conjunction</b> - A conjunction that introduces a subordinate clause. For example, when, if, although, because, before, after, etc.</p>	<p><b>Fragments</b> - A sentence used for effect that is missing either its subject or its main verb.</p> <p><b>Embedded clause</b> - A clause used in the middle of another clause to give the reader more information about a sentence.</p> <p><b>Relative clauses</b> - A clause that is attached by a relative pronoun such as who, which, or that.</p> <p><b>Coordinating conjunction</b> - A conjunction that joins main clauses to make a compound sentence. FANBOYS is a useful mnemonic for remembering the different coordinating conjunctions: for, and, nor, but, or, yet, so.</p> <p><b>Present participle</b> - A present tense verb that acts as an adjective in a sentence by describing a noun. For example: <i>Trembling, he hands her the knife.</i></p> <p><b>Past participle</b> - A past tense verb that acts as an adjective in a sentence by describing a noun. For example: <i>Shaken, he wiped his brow.</i></p>	<p>An opener is the first word or phrase that is used in a sentence. SPACED is an acronym used to remind you about the different ways you can start a sentence to make your writing more exciting.</p> <p><b>I – ‘ing’</b> – <i>Smiling sweetly, she turned and walked away.</i></p> <p><b>S – Simile</b> – <i>Like the chocolate in the box, she vanished quickly.</i></p> <p><b>P – Preposition</b> – <i>On the top of the hill, the wolf howled.</i></p> <p><b>A – Adverb</b> – <i>Hurriedly, he snatched the ticket.</i></p> <p><b>C – Conjunction</b> – <i>When he found his bone, the dog settled at the bottom of the stairs.</i></p> <p><b>E – ‘ed’</b> – <i>Pleased with what he had created, he stood back and admired his work.</i></p> <p><b>D – Dialogue</b> – <i>“Who can that be?” Kate asked herself.</i></p>	<p><b>. Full stop</b> - Used at the end of a sentence.</p> <p><b>, Comma</b> - Indicating a pause between parts of a sentence or separating items in a list.</p> <p><b>: Colon</b> - Used to precede a list of items, a quotation, or an expansion or explanation.</p> <p><b>; Semi-colon</b> - Indicating a pause, typically between two main clauses, that is more pronounced than that indicated by a comma.</p> <p><b>! Exclamation mark</b> - Indicate strong feelings or to show emphasis.</p> <p><b>? Question mark</b> - Indicating a question.</p> <p><b>... Ellipsis</b> - Indicates an intentional omission of a word, sentence, or whole section from a text without altering its original meaning.</p> <p><b>- Em dash</b> - The em dash is the longer of the two dashes and can be referred to as the 'double dash'. This can be used when a writer wants to emphasise additional information. Dashes may be used in pairs to separate the words from the surrounding text.</p>	<p><b>Fiction</b> - A form of writing or spoken language that describes imaginary events and people.</p> <p><b>Non-fiction</b> - A form of writing to convey information only about the real world, rather than being grounded in imagination.</p> <p><b>Description</b> - A spoken or written account of a person, object, or event.</p> <p><b>Narrative</b> - A spoken or written account of connected events; a story.</p> <p><b>Poetry</b> - Literary work in which the expression of feelings and ideas is given intensity by the use of distinctive style and rhythm.</p> <p><b>Play script</b> - A play or drama script is the story that has been written for actors to perform, with the term 'play' relating to a theatrical performance.</p> <p><b>Monologue</b> - A long speech by one person.</p>






<p>Week 1: Look, Cover, Write, Check.</p> <p>1. What is fiction?</p> <p>2. What work of fiction did you study in English in the Autumn term?</p> <p>3. What well known myths can you name?</p> <p>Read about some here.</p> 	<p>Week 2: Read through the KO and answer the following:</p> <p>1. What is a protagonist?</p> <p>2. Why is an antagonist often important in a story in terms of plot development?</p> <p>3. What is another word for setting? Why is a setting important for a reader?</p>	<p>Week 3: Read through the KO and answer the following:</p> <p>1. Why are symbols important?</p> <p>2. What are the connotations of the following objects?</p> <ul style="list-style-type: none"><li>A birthday cake.</li><li>A volcano.</li><li>A wolf.</li></ul>
<p>Week 4:</p> <p>Read through the KO and answer the following:</p> <p>1. Which of these are nouns?</p> <ul style="list-style-type: none"><li>Violin.</li><li>Ancient.</li><li>Taylor Swift.</li><li>London.</li><li>Laughter.</li><li>Crimson.</li><li>Joking.</li></ul>	<p>Week 5: Read through the KO and answer the following:</p> <p>1. What is the technique of personification?</p> <p>2. Why would you personify a storm as howling around the house? How does it make it seem?</p> <p>3. Why would you personify a tree as bending sorrowfully over a grave?</p> <p>4. Which of these are onomatopoeia? Look them up in a dictionary if you need to.</p> <p>Crash. Wisdom. Smash. Crackle. Grimace.</p>	





<p><b>Week 6: Read through the KO and answer the following:</b></p> <p>1. Which of these is a main clause?</p> <ul style="list-style-type: none"><li>• He ran home quickly.</li><li>• They clapped loudly at the end of the performance.</li><li>• Even though she was tired.</li></ul> <p>2. List as many subordinating conjunctions as possible.</p>	<p><b>Week 7: Read through the KO and answer the following:</b></p> <p>1. What is an embedded clause? Write a definition.</p> <p>2. Underline the embedded clauses in the following sentences:</p> <ol style="list-style-type: none"><li>1. They stood, cold and tired, waiting for the bus to arrive.</li><li>2. The river, where I used to paddle, was almost bursting its banks after the heavy rain.</li><li>3. The cake, being rather large, was shared amongst the whole class.</li></ol>	<p><b>Week 8: Read through the KO and answer the following:</b></p> <p>1. What does ISPACE stand for?</p> <p>I</p> <p>S</p> <p>P</p> <p>A</p> <p>C</p> <p>E</p> <p>2. Which of these are prepositions? - underline or highlight them</p> <p>above, across, shattered, between, misty, by, sparkling, near, within, sword.</p>
<p><b>Week 9: Flash cards</b></p> <p>Make sure you bring these into school to show your tutor and teacher</p> 	<p><b>Week 11: Key points from your assessments:</b></p> <p>1</p> <p>2</p> <p>3</p>	<p><b>Week 12: Following the assessment:</b></p> <p>www</p> <p>ebi</p>
<p><b>Week 10:</b></p> <p>Read through the KO and your flash cards ready for the assessment next week</p>		





Handwriting practice lines consisting of 20 horizontal lines.





Handwriting practice lines consisting of 20 horizontal lines.



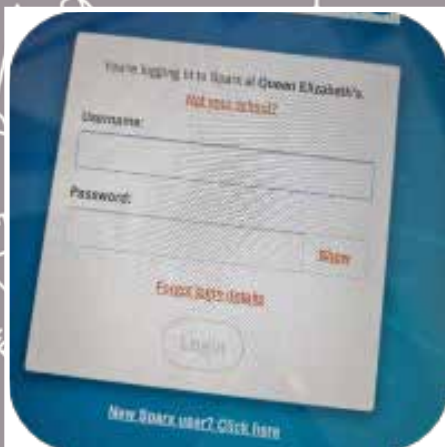


## Your teacher will use Sparx Maths to...

- 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](http://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.



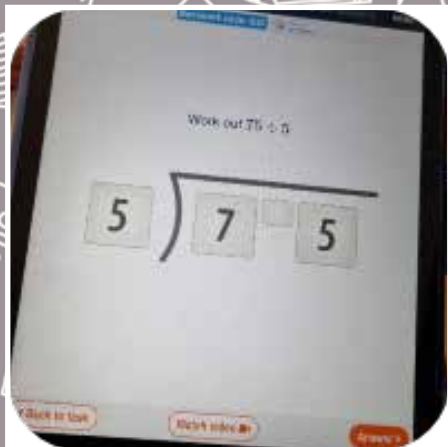
## Answering your homework questions.

- 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:

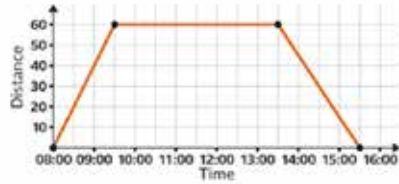
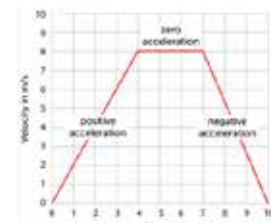
- Does your work for you
  - Tells you the answers
  - Helps you too much
- you will probably get homework that is too hard for you!








Year 7 Combined Science Cycle 2		Biology - Reproduction	Biology - Puberty and pregnancy
<b>Key Vocabulary</b> <b>Reproduction:</b> the process of producing offspring. <b>Gametes:</b> a term for the sex cells of an organism. <b>Puberty:</b> the process of the reproductive system maturing. <b>Placenta:</b> an organ that forms during pregnancy to supply nutrients and oxygen to the developing baby. <b>Contraceptive:</b> a method of preventing pregnancy. <b>Menstrual cycle:</b> the changes in hormones that control the development and release of an egg each month in the female reproductive system. <b>Force:</b> a push, pull or twist that can change the shape, speed or direction of an object. <b>Resultant force:</b> the overall force acting on an object. <b>Weight:</b> the effect of gravity on an object. Measured in Newtons.		<ul style="list-style-type: none"> <li>Reproduction produces new individuals (<b>offspring</b>).</li> <li>There are two forms of reproduction called <b>sexual</b> and <b>asexual</b>.</li> <li>Two parents are needed for sexual reproduction and it involves the <b>fusing</b> (joining) of sex cells (<b>gametes</b>).</li> <li>The male reproductive system has <b>testes</b> which produce <b>sperm cells</b>.</li> <li>The female reproductive system has <b>ovaries</b> which produce <b>egg cells</b>.</li> <li><b>Sexual reproduction</b> produces offspring that are genetically different.</li> <li><b>Asexual reproduction</b> only requires one parent and produces <b>offspring identical</b> to that parent.</li> <li><b>Puberty</b> is the process of the reproductive system of a child maturing into that of an adult.</li> <li>It occurs as a result of sex hormones such as <b>testosterone</b> and <b>oestrogen</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Fertilisation</b> occurs when a <b>sperm cell</b> meets an <b>egg cell</b> and <b>fuses</b> with it. This creates an <b>embryo</b> which can develop into a foetus.</li> <li>The process of an embryo developing into a baby is called <b>gestation</b> and occurs over approximately 9 months.</li> <li>The embryo embeds in its mother's <b>uterus</b> (womb).</li> <li>As it grows, the foetus receives the nutrients it needs from the <b>placenta</b> where that passes from mother to child.</li> <li>The growing baby is connected to the placenta by the <b>umbilical cord</b>.</li> <li>The <b>amniotic fluid</b> supports the baby in the uterus and acts as a shock absorber.</li> <li>After 40 weeks the mother's <b>cervix</b> relaxes and the muscle walls of the <b>uterus contract</b> which pushes the baby out the vagina.</li> </ul>
Biology - Menstrual cycle and contraception		Physics - Forces	Physics - Weight, mass and stretching springs
<ul style="list-style-type: none"> <li>The <b>menstrual cycle</b> is the term given to the changes in hormones that control when an egg is released each month by a female.</li> <li>The term for releasing an egg is <b>ovulation</b>.</li> <li>There are different <b>hormones</b> that work together to control the menstrual cycle. <b>Oestrogen</b> and <b>progesterone</b> are the two hormones.</li> <li>Menstruation occurs at the end of a cycle and is commonly known as a <b>period</b>.</li> <li><b>Contraception</b> can be used to prevent pregnancy occurring.</li> <li><b>Barrier contraceptives</b> such as condoms prevent the sperm from meeting the egg.</li> <li><b>Hormonal contraceptive</b> prevents an egg being released.</li> </ul>		<ul style="list-style-type: none"> <li>A force is something that changes the direction, speed or shape of an object.</li> <li>Forces can be contact or non-contact depending on whether the force needs to touch the object to act on it.</li> <li>Resultant force is the overall force acting on an object.</li> <li>Arrows on a force diagram show the size and direction of the force.</li> <li>Newton's 1<sup>st</sup> law states:               <ul style="list-style-type: none"> <li>❖ If the resultant force acting on a stationary object is 0N the object will remain stationary.</li> <li>❖ If the resultant force acting on a moving object is 0N the object will continue with the same velocity.</li> <li>❖ If the resultant force acting is not zero, the object will accelerate in the direction of a force.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The <b>weight</b> of an object depends on its <b>mass</b> and the force of <b>gravity</b> acting on it.</li> <li>Weight W can be calculate as:  <math display="block">W = m \times g</math> <div style="display: flex; justify-content: space-around; width: 100%;"> <span>(N)</span> <span>(kg)</span> <span>(N/kg)</span> </div> </li> <li>The <b>terminal velocity</b> of a falling object is reached when the downward force of gravity equals the resistive force of gravity.</li> <li>An <b>elastic</b> object <b>deforms</b> (changes shape) when a force is applied but returns to its original shape when the force is removed.</li> <li>If enough force is applied to a spring it will reach its <b>elastic limit</b> and deform permanently.</li> </ul>



Key Vocabulary	Physics - Motion	Physics - Acceleration
<p><b>Mixture:</b> two or more elements of compounds that are not chemically combined.</p> <p><b>Insoluble:</b> does not dissolve.</p> <p><b>Soluble:</b> does dissolve.</p> <p><b>Filtrate:</b> the liquid and dissolved substances that pass through the filter paper.</p> <p><b>Residue:</b> the solid that does not pass through the filter paper.</p> <p><b>Chromatography:</b> separating a mixture of soluble substances based on solubility.</p> <p><b>Distillation:</b> separating a liquid from a solution.</p> <p><b>Fractional distillation:</b> separating a mixture of liquids based on boiling points.</p> <p><b>Boiling points:</b> the temperature at which a substance changes from a liquid to a gas.</p> <p><b>Motion:</b> the change in position of an object when a force is applied.</p>	<p>The two types of quantity used in physics are:</p> <ul style="list-style-type: none"> <li><b>Scalar quantities:</b> only have size (magnitude), e.g mass (kg), distance (m), temperature (°C).</li> <li><b>Vector quantities:</b> have both magnitude and direction, e.g Force (N), displacement (m), weight (N).</li> <li>Motion of objects can be plotted on a <b>distance/time (d/t) graph</b>.</li> </ul>  <ul style="list-style-type: none"> <li>The gradient shows the speed (measured in metres per second, m/s) of the object.</li> <li>Velocity is speed in a given direction and is a vector quantity e.g 20m/s north.</li> <li>Speed, v, can be calculated as:  <math display="block">\text{Speed (m/s)} = \frac{\text{distance (m)}}{\text{time (s)}} \quad s = \frac{x}{t}</math> </li> </ul>	<ul style="list-style-type: none"> <li>Acceleration of an object can be shown on a <b>velocity/time graph</b>.</li> </ul>  <ul style="list-style-type: none"> <li>The gradient shows the <b>acceleration</b> (upwards sloping or <b>deceleration</b> (down sloping) of the object.</li> <li>The area under the line of a v/t graph is the distance travelled.</li> <li>Acceleration, a, can be calculated as:  <math display="block">\text{Acceleration (m/s}^2\text{)} = \frac{\text{change in velocity (m/s)}}{\text{time (s)}}</math> <math display="block">a = \frac{v-u}{t}</math>           where v = final velocity and u = initial velocity         </li> </ul>
Chemistry - Filtration and crystallisation	Chemistry - Chromatography	Chemistry - Distillation
<ul style="list-style-type: none"> <li><b>Mixture</b> and <b>impure substances</b> which contain <b>elements</b> and/or <b>compounds</b> that are not chemically joined.</li> <li>Mixtures can be separated using <b>physics methods</b> such as filtering.</li> <li><b>Filtration</b> separates an <b>insoluble</b> substance from a liquid. The insoluble substance cannot pass through the filter paper and so remains in the paper as <b>residue</b>.</li> <li>The liquid that passes through the filter paper is called the <b>filtrate</b>.</li> <li><b>Crystallisation</b> separates a soluble substance from a liquid solvent.</li> <li>The liquid <b>solvent</b> is evaporated when heated but the soluble substance remains as a solid.</li> <li>The soluble substance is not <b>evaporated</b> as it has a <b>higher boiling point</b> than the liquid.</li> </ul>	<ul style="list-style-type: none"> <li><b>Paper chromatography</b> is a technique used to separate mixtures of <b>soluble substances</b> such as food dyes.</li> <li>It can be used to find out what colours have been mixed together in an ink.</li> <li>It works because some compounds <b>dissolve</b> better in <b>solvent</b> than others.</li> <li>When the solvent moves along a strip of paper, it carries the substances in the mixture at different <b>speeds</b>.</li> <li>The solvent is all the <b>mobile phase</b>.</li> <li>The paper contains the <b>stationary phase</b>.</li> <li>The paper with the separated substances on is called the <b>chromatogram</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Simple distillation</b> is used to separate a solvent from a solution.</li> <li>It works because the <b>dissolved solute</b> (ink) has a much higher boiling point than the <b>solvent</b> (water).</li> <li>When the <b>solution</b> is heated, only the water evaporates and turns into a gas (vapour).</li> <li>The gas moves away and it cooled and <b>condensed</b> (changed from a gas to liquid).</li> <li>The collected liquid water is <b>pure</b> and is called the <b>distillate</b>.</li> <li>The ink will be left behind because it has a much <b>higher boiling point</b>.</li> </ul>







<p><b>Week 1: Look, Cover, Write, Check.</b></p> 	<p><b>Week 2:</b></p> <p>Read through the KO and answer the following:</p> <ol style="list-style-type: none"><li>1. What 3 things can a force change?</li><li>2. What is a resultant force?</li><li>3. What is simple distillation used to separate?</li><li>4. What is filtration used to separate?</li><li>5. What is a gamete and state the name of them in animals.</li><li>6. What is the difference between sexual and asexual reproduction?</li></ol>	<p><b>Week 3: Word up</b></p> 
<p><b>Week 4: Read through the KO and answer the following:</b></p> <ol style="list-style-type: none"><li>1. What is weight?</li><li>2. Define “terminal velocity”.</li><li>3. What is chromatography?</li><li>4. What is the filtrate?</li><li>5. Describe the process of fertilisation</li><li>6. Describe what is meant by ‘puberty’.</li></ol>	<p><b>Week 5: Map your mind</b></p> 	





<p><b>Week 6:</b></p> <ol style="list-style-type: none"><li>1. What is the difference between a scalar and a vector?</li><li>2. What is an elastic limit?</li><li>3. What is crystallisation?</li><li>4. What is paper chromatography?</li><li>5. Describe the role of the placenta during pregnancy</li><li>6. What is the function of the amniotic fluid?</li></ol>	<p><b>Week 7: Test your mind</b></p> 	<p><b>Week 8:</b></p> <ol style="list-style-type: none"><li>1. What is the equation for speed?</li><li>2. Write the units for acceleration.</li><li>3. What is the boiling point?</li><li>4. What does the solvent do in chromatography?</li><li>5. What is the menstrual cycle?</li><li>6. Name the hormones that control the menstrual cycle.</li></ol>
<p><b>Week 9: Flash cards</b></p> <p>Make sure you bring these into school to show your tutor and teacher</p> 	<p><b>Week 11:</b></p> <p>Key points from your assessments</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>	<p><b>Week 12:</b></p> <p>Following the assessment:</p> <p>www</p> <p>ebi</p>
<p><b>Week 10:</b></p> <p>Read through the KO and your flash cards ready for the assessment next week</p>		













## The Crusades

In Medieval Europe the vast majority of people were Catholic and very religious

After attacks from Saracens (Muslims), Byzantine ruler Alexius I begged the Pope for help. Urban II called for a Crusade to protect the Holy land. With the promise of a place in heaven many European Christians went on the Crusade.

By 15th July 1099 Crusaders led by Raymond of Toulouse scaled the walls of Jerusalem - regarded as a holy city for both Christians and Muslims and took control of the city, keeping control of it for 80 years.

Several Crusades followed and Jerusalem remains the centre of modern conflict and argument between Christians, Muslims and Jews to this day.

## King John and the Magna Carta

John was the brother of Richard the Lionheart (Richard I) who left England to join the Third Crusade. While Richard was away John helped to gather the ransom to pay when Richard was captured.

When King John lost much land in France he struggled to pay for the wars, demanding high taxes from the people. He even managed to upset the Pope leading to all the churches in England being closed.

By 1215 the Barons had had enough making demands from John. Eventually John signed the Magna Carta, which made guarantees for the rights of people. Three of them are still laws today, the most important being trial by jury.

## The Feudal System

In Medieval times society was arranged in a very different way to today. It was called the feudal system and can be drawn a bit like a triangle.

At the top was the King, without him there was no Kingdom.

Next were the Barons, the most important men in the Kingdom. They received land from the King and in return promised to obey the King and to provide Knights for his army.

Next came the Knights, still important landowners. In return for their land they gave service to the Barons.

Finally at the bottom came the Villeins or Peasants. They got land from the knights, worked the land giving the Knights food they produced.

## Key Dates

**1095 - Pope Urban Speech**

**1215 - Magna Carta**

## Key Words

Tier 2 -

**Crusade** - A religious war by Christians against Muslims

**Saracen** - Another word for Muslims of the medieval period

**Feudal** - Structure of society with King at top, peasants at bottom

**Jury** - Twelve men who decide legal cases

**Black Death** - A plague which gripped the medieval world





## Medieval Life

The local Lord who would often be a knight or baron, would live in a comfortable manor house which was strong and secure.

Around 9 out of 10 people worked in rural occupations. Most lived in small huts or houses they built themselves, often having their own garden to grow food and sometimes animals such as chickens or even sheep and goats.

Those who did not live in rural areas lived in towns, in 1066 there were only 15 with more than 1,000 people. Each town had its own market where people came to trade their goods. By 1400 there were 300 towns bigger than 1,000 people. London had grown to over 40,000 people, the biggest in the land.

## Key Dates

**1348 - Black Death**

**1381 - Peasants Revolt**

## The Black Death

In 1348 the Black Death arrived in England. There were two different types, Bubonic leading to large black buboes on the body; Pneumonic plague attacked the lungs causing foul breath and coughing blood. Around a third to a half of the population died from the Black Death.

People tried to combat plague in different ways, some locked plague victims in their homes, some moved away to the countryside. Some tried to stay in their own homes to avoid others, some prayed, some lit fires to drive away the bad air (miasma). Some turned to religion and became flagellants hoping by showing devotion to God they would be spared.

As a result of less people conditions for the poor improved with more food and better pay.

## Key Words

Tier 3 -

**Habeas Corpus** - The right not to be arrested without reason

**Miasma** - Foul smelling air

**Flagellants** - Religious people trying to avoid plague

**Buboes** - Boils and swelling

## The Peasants Revolt

By 1381 many of the gains made by Peasants after the Black Death had been reversed.

A hated tax called the Poll Tax was demanded to pay for war with France. Peasants had to work a few days a week for free with a local Lord but even when they did get paid this was very low.

Led by Wat Tyler peasants first revolted in Essex in May 1381, refusing to pay the poll tax. The King, Richard II, met them on 15th June when Tyler told the King the peasants' problems. Tyler was stabbed by the Mayor of London and the revolt was over.

However, most of the peasants' demands eventually became law.





Week 1: Look, Cover, Write, Check.

Medieval life & the feudal system



Week 2:

Read through the KO and answer the following:

1. Which religion were the majority of the population?
2. Who were the Saracens and what did they do?
3. How did Pope Urban respond?
4. Which was the most important role in the Feudal System? Why do you think that?

Week 3: Word up



Week 4: Read through the KO and answer the following:



1. How many people worked in the countryside?
2. How many towns were there by 1066?
3. What was the role of the peasant in the Feudal System?
4. Why did the Christians go on Crusade?

Week 5: Map your mind







<p><b>Week 6: Read through the KO and answer the following:</b></p> <ol style="list-style-type: none"><li>1. Why was Jerusalem an important city?</li><li>2. Who was King John?</li><li>3. What did he sign and why was it important?</li><li>4. What did Barons do in the Feudal System?</li><li>5. What was medieval life like for peasants?</li></ol>	<p><b>Week 7: Test your mind - pick one of the headings, two if you have time!</b></p> 	<p><b>Week 8: Read through the KO and answer the following:</b></p> <ol style="list-style-type: none"><li>1. What was the Black Death?</li><li>2. Where did it come from?</li><li>3. What did people think caused it?</li><li>4. How many different types and what were they?</li><li>5. Why did the Peasants Revolt in 1381?</li><li>6. What was the outcome?</li></ol>
<p><b>Week 9: Flash cards</b></p> <p>You could divide up your topics into 3-5 cards with key words or dual coding. Make sure you bring these into school to show your tutor and teacher</p> 	<p><b>Week 11:</b></p> <p>Key points from your assessments</p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>	<p><b>Week 12:</b></p> <p>Following the assessment:</p> <p>www</p> <p>ebi</p>
<p><b>Week 10:</b></p> <p>Read through the KO and your flash cards ready for the assessment next week</p>		





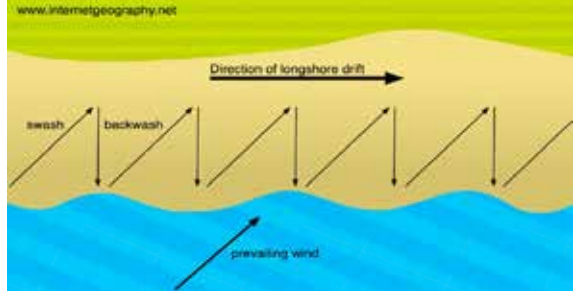
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<p><b>EROSION</b> is a term used to describe a wave removing material from the coastline. There are four main types:</p>	<p>Landforms created by <b>DEPOSITION</b>. Deposition is when material being carried by seawater is dropped on the coast.</p>	<p><b>TRANSPORTATION:</b> Waves follow the angle of the prevailing wind (most common direction).</p>
<p><b>ATTRITION:</b> Small rocks that the waves are carrying, collide in to one another. The rocks break up, becoming smaller and rounder. This continues to occur until the rock becomes sand.</p>	<p><b>SAND DUNES</b> are formed when sand deposited by longshore drift is moved up the beach by wind. Any sand deposited is colonised by plants and grasses.</p>	<p>Material is moved up the beach at an angle (<u>swash</u>). The <u>backwash</u> carries material down the beach at right angles, back towards the sea. Over time material zig zags along the coast= <b>LONGSHORE DRIFT</b>.</p>
<p><b>ABRASION:</b> Rocks that the wave is carrying are thrown against the coastline. This wears away at the coastline overtime.</p>	<p><b>BEACHES</b> are formed when eroded material is transported by longshore drift and deposited by constructive waves. Sandy beaches are found in sheltered bays (bay head beaches), and have shallow gradients</p>	
<p><b>HYDRAULIC ACTION:</b> Large waves break against the cliff. The cliff will often have faults/cracks in. The water is forced into these faults/cracks in the cliff, which causes immense pressure. When this pressure is released, it produces a force that makes the crack larger.</p>	<p>A <b>SPIT</b> is a narrow ridge of sand or shingle, that stretches out from the coastline, into a gap in the coastline. A spit forms due to longshore drift.</p> <p>Sediment moves along the coastline until a change in coastline occurs. This results in material being deposited. This builds up over time until the spit extends out further into the gap.</p> <p>Saltmarshes begin to form behind the spit due to it being enclosed. A spit may begin to curve due to wind and waves from other directions.</p>	 <p>The diagram illustrates the process of longshore drift. It shows a cross-section of a beach with the sea on the left and land on the right. A horizontal arrow at the top indicates the 'Direction of longshore drift' to the right. Below this, a series of diagonal arrows represent the 'swash' (moving up the beach) and 'backwash' (moving down the beach). The swash moves at an angle to the right, while the backwash moves straight down. This zigzag pattern of material transport is driven by the 'prevailing wind' shown as a diagonal arrow from the bottom left. The source 'www.internetgeography.net' is noted in the top left corner of the diagram.</p>
<p><b>SOLUTION:</b> Sea water has lots of different chemicals in, and these can sometimes react with the rock, causing the rock to dissolve. This occurs most frequently with limestone.</p>		<p><b>DESTRUCTIVE WAVES:</b> Strong winds, powerful waves and cause coastal erosion. They are tall and steep. The backwash is stronger than the swash, so material is carried out to sea.</p> <p><b>CONSTRUCTIVE WAVES:</b> Light winds, not powerful and cause deposition, rather than erosion. Stronger swash, so material is carried up the beach and deposited.</p>



## Landforms created by EROSION:

**HEADLAND:** Along a discordant coastline, the rocks of higher resistance erode at a slower rate to the rock of lower resistance. As a result, the high resistant rocks protrude out from the coastline, producing headlands.

**CLIFFS:** are produced through the process of hydraulic action and abrasion, where destructive waves erode the cliff between the high and low tide marks to create a **WAVE CUT NOTCH**. As this notch is eroded, the cliff above becomes unstable, collapses and is removed by waves.

**CAVE:** Destructive waves break against the cliff face, weaknesses in the rock are attacked. Through hydraulic action, the crack widens, eventually widening the crack enough to form a cave.

**ARCH:** Waves erode the cave, via the process of hydraulic action, and abrasion, with rocks and pebbles swirling within the cave. If the cave sits in a narrow headland, waves erode through the cave, creating an arch.

**STACK:** Continued erosion of the base of the arch weakens the structure, until a point where the roof collapses due to instability, leaving a stack, separated from the mainland. Overtime this will continue to erode to form a **STUMP**.

## COASTAL MANAGEMENT:

**SOFT ENGINEERING:** Schemes set up using knowledge of the sea and its processes to reduce the effects of flooding.

EXAMPLE: **BEACH NOURISHMENT**

**ADVANTAGES:** Looks natural, attracts tourists and is cheap.

**DISADVANTAGES:** Material is easily eroded. Needs constant replenishment.

EXAMPLE: **DUNE REGENERATION**

**ADVANTAGES:** Absorbs wave energy and prevents flooding and erosion.

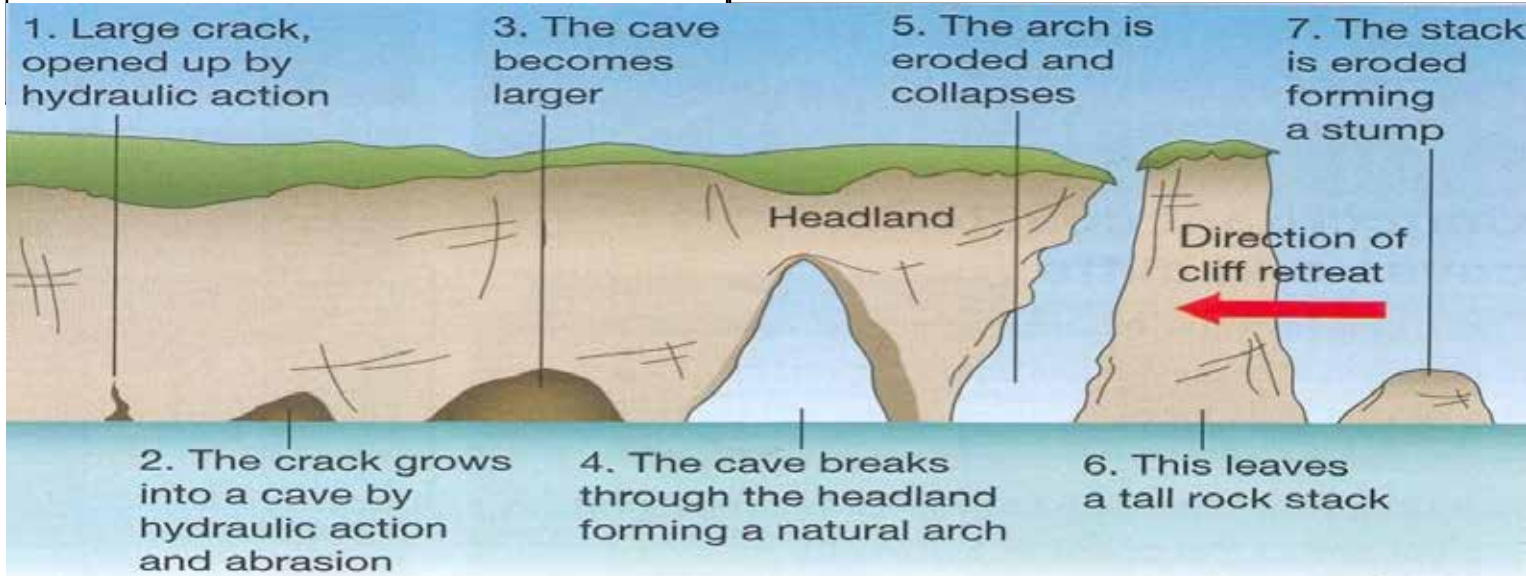
**DISADVANTAGES:** Material is easily eroded. Needs constant replenishment.

**HARD ENGINEERING:** man made structures built to control the flow of the sea and reduce flooding and erosion.

EXAMPLE: **SEA WALL**

**ADVANTAGES:** Protects base of cliff. Made of resistant concrete that deflects energy.

**DISADVANTAGES:** Expensive and unattractive. Restricts access.







**Week 1: Look, Cover, Write, Check.**



**Week 2:**

**Read through the KO and answer the following:**

- 1. Describe the difference between abrasion and attrition.**
- 2. What does deposition mean and why does it occur?**
- 3. Where are sandy beaches found?**
- 4. Name two landforms created by erosion.**

**Week 3: Word up**



**Week 4: Read through the KO and answer the following:**



- 1. Describe the difference between destructive and constructive waves.**
- 2. How are sand dunes created?**
- 3. Name two landforms created by erosion.**
- 4. Describe the process of longshore drift.**

**Week 5: Map your mind**







<p><b>Week 6: Read through the KO and answer the following:</b></p> <ol style="list-style-type: none"><li>1. Describe the difference between hard and soft engineering.</li><li>2. Explain how salt marshes are formed.</li><li>3. What is solution?</li><li>4. State the advantages and disadvantages of a hard engineering coastal management method.</li></ol>	<p><b>Week 7: Test your mind</b></p> 	<p><b>Week 8: Read through the KO and answer the following:</b></p> <ol style="list-style-type: none"><li>1. Describe how a stump is formed.</li><li>2. What is the difference between swash and backwash?</li><li>3. What is erosion?</li><li>4. State the advantages and disadvantages of a soft engineering coastal management method.</li></ol>
<p><b>Week 9: Flash cards</b></p> <p>Make sure you bring these into school to show your tutor and teacher</p> 	<p><b>Week 11:</b></p> <p><b>Keyword Spelling Test</b></p>	<p><b>Week 12:</b></p> <p><b>Following the assessment:</b></p> <p>www</p> <p>ebi</p>
<p><b>Week 10:</b></p> <p>Read through the KO and your flash cards ready for the assessment next week</p>		





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KEYWORDS	HINDU GODS	Why are there so many Hindu Gods?
<p><b>Ahimsa</b> - Literally 'non-harming' or 'non-violence';</p> <p><b>Aum</b> - A sacred syllable that is very important to Hindus and which they chant.</p> <p><b>Avatar</b> - A god who descends to earth as a human or other animal in order to fight evil and re-establish goodness.</p> <p><b>Bhakti</b> - A Sanskrit word meaning 'devotion' or 'worship'; some Hindus believe that bhakti alone can be a way to achieve moksha.</p> <p><b>Brahman</b> - A supreme being in which most modern Hindus believe; the source of everything, including the gods.</p> <p><b>Deity</b> - A god or goddess.</p> <p><b>Diwali</b> - The festival of lights, celebrated by nearly all Hindus.</p> <p><b>Karma</b> - The forces that influence people's fortune and future reincarnation.</p> <p><b>Monotheist</b> - Someone who believes in only one god.</p> <p><b>Murti</b> - An image of a god or goddess.</p> <p><b>Polytheistic</b> - Referring to belief in many gods; someone who believes in many gods is a polytheist.</p> <p><b>Reincarnated</b> - When a soul is reborn by passing into a new body.</p> <p><b>Trimurti</b> - A term for the three main Hindu gods: Brahma, Vishnu and Shiva.</p> <p><b>Puja</b> - The Sanskrit word for worship.</p>	<p><b>Brahma</b> - One of the three main Hindu gods; the creator of the world.</p> <p><b>Brahman</b> - Supreme being in which most modern Hindus believe; the source of everything, including the gods.</p> <p><b>Ganesha</b> - The elephant-headed god of wisdom.</p> <p><b>Krishna</b> - One of the avatars of Vishnu; a charioteer who instructs Arjuna how to live a good life. He is a very popular deity.</p> <p><b>Lakshmi</b> - The god Vishnu's wife; the goddess of wealth.</p> <p><b>Parvati</b> - The god Shiva's wife; a goddess of love and fertility.</p> <p><b>Rama</b> - King in the Ramayana whose wife Sita is abducted by Ravana; he defeats Ravana.</p> <p><b>Ravana</b> - The many-armed demon who abducted Sita.</p> <p><b>Shiva</b> - One of the three main Hindu gods; the preserver of the world.</p> <p><b>Sita</b> - The wife of Rama in the Ramayana kidnapped by Ravana.</p> <p><b>Vishnu</b> - One of the three main Hindu gods; the preserver of the world.</p>	<p><b>Why are there so many Hindu Gods?</b></p> <p>Hindus actually only believe in one God, <b>Brahman</b>, the eternal origin who is the cause and foundation of all existence. The gods of the Hindu faith represent different forms of Brahman. These gods are sent to help people find the universal God (Brahman). Most Hindus have a personal god or goddess such as Shiva, Krishna or Lakshmi to whom they pray regularly.</p> <p><b>What do Hindus believe?</b></p> <p>For many Hindus, religion is a matter of practice rather than of beliefs. It's more what you do, than what you believe. Hindus believe in a universal soul or God called Brahman. Brahman takes on many forms that some Hindus worship as gods or goddesses in their own right. Hindus believe that there is a part of Brahman in everyone and this is called the Atman.</p> <p>Hindus believe in reincarnation - a belief that the soul is eternal and lives many lifetimes, in one body after another. The soul (Atman) is sometimes born in a human body, sometimes in an animal body and sometimes in a plant body etc. Hindus believe that all forms of life contain a soul, and all souls have the chance to experience life in different forms - Case Study = Barra Boy.</p> <p>Samsara means going through the cycle of repeated births and deaths (reincarnation). Hindus believe that the existence of this cycle is governed by Karma.</p>





### What is Karma?

Hindus believe that the soul passes through a cycle of successive lives and its next incarnation is always dependent on how the previous life was lived. (Similar to Buddhist beliefs) Karma is the cause of our particular destiny. Misfortunes in our present life are the result of acts that we have committed in the past. In the same way, our actions in our present lives will determine our fate in the lives that follow. Hindus therefore aim to live in a way that will cause each of their lives to be better than the life before.

### What is Moksha?

The spiritual goal of a Hindu is to become one with Brahman. This freedom is referred to as moksha. Until moksha is achieved, a Hindu believes that he/she will be repeatedly reincarnated in order that he/she may work towards self-realization of the truth (the truth being that only Brahman exists, nothing else).

### What is the Hindu way of life?

For many Hindus there are four goals in human life (purusharthas);

**1. Moksha** - the release of the soul (Atman) from the cycle of rebirth. The individual soul (Atman) united with Brahman the universal soul. How a person is reincarnated is determined by karma. There are different ways to Moksha.

**Spiritual** - involves acquiring spiritual knowledge through yoga and meditation, devotion to God.

**Working** selflessly for the good of society.

**2. Dharma** - the code for leading one's life. Respect for elders is considered important and many consider marriage as a son's religious duty.

**3. Artha** - the pursuit of material gain by lawful means.

**4. Karma** - through pure acts, knowledge and devotion, you can reincarnate to a higher level. The opposite achieves the contrary result.

### What are the practices of Hindus (key event)?

The practice of Hinduism consists of rites and ceremonies centering on birth, marriage, and death. There are three basic practices:

**1. Worship (called Puja)** - This is an integral part of the faith. Offerings (puja) are usually made to representations of the gods.

**2. Cremation** - The dead are burnt not buried.

**3. Compliance with the rules of the caste system** - The caste system was 'a division of society to preserve society' similar to the society in ancient Egyptian times. Each group had rules of conduct to be obeyed. The caste system divided people by occupation i.e. teachers and philosophers were brahmins; fighters were kshatriya; shopkeepers, moneylenders and tradespeople were vaishya; and servants and cleaners were shudra.

No caste was higher or more important (superior) to another. All were equal and acknowledged as essential to the society.





### What is the Hindu place of Worship?

Most Hindus worship (puja) every day at home and have a shrine there. A shrine can be anything from a room, a small altar or simply pictures or statues. Family members often worship together. At the shrine, Hindus make offerings to a murti. A murti is a sacred statue of God, or a god or goddess.

**The Hindu building for communal worship is called Mandir (Hindu Temple).** The temples are dedicated to different gods and are the focus of religious life. Outside India, people mainly gather at the mandir at the weekend.

Worshippers repeat the names of their favourite gods, goddesses, and the mantras. Water, fruit, flowers and incense are offered to the gods.

### Hindu Creation Story:

Before this time began, there was no heaven, no earth and no space between. A vast, dark, ocean washed upon the shores of nothingness. A giant cobra (snake) floated on the waters. Asleep within its endless coils lay the Lord Vishnu.




Everything was so peaceful and silent that Vishnu slept undisturbed. From the depths a humming sound began to tremble, Aum. It grew and spread, filling the emptiness and throbbing with energy.

The night had ended, Vishnu awoke. From Vishnu's belly button grew a lotus flower. In the middle of it sat Brahma. Vishnu spoke to his servant: Vishnu commanded: 'Create the World.' A wind swept up the waters. Vishnu and the serpent vanished.

Then Brahma split the lotus flower into three. He stretched one part into the heavens. He made another part into the earth. With the third part of the flower he created the skies. The earth was bare. Brahma set to work. He created grass, flowers, trees and plants of all kinds.. Next he created the animals and the insects to live on the land. He made birds to fly in the air and many fish.







<p><b>Week 1: Look, Cover, Write, Check.</b></p> 	<p><b>Week 2:</b></p> <p><b>Read through the KO and answer the following:</b></p> <ol style="list-style-type: none"><li>1. How many gods do Hindus believe in?</li><li>2. What is the Hindu belief in life after death called?</li><li>3. What does the word dharma mean?</li><li>4. Where was Vishnu sleeping in the Hindu origin story?</li><li>5. What written language is used in Hinduism?</li></ol>	<p><b>Week 3: Word up</b></p> 
<p><b>Week 4: Read through the KO and answer the following:</b></p> <ol style="list-style-type: none"><li>1. What flower grew from Lord Vishnu's belly button and what did Brahma do with it?</li><li>2. Give an example of a Hindu festival.</li><li>3. What Hindu word means not harming other living things?</li><li>4. What is the cycle of life, death and reincarnation called?</li></ol>	<p><b>Week 5: Map your mind</b></p> 	





<p><b>Week 6: Read through the KO and answer the following:</b></p> <ol style="list-style-type: none"> <li>1. Are the dead in Hinduism burned or buried?</li> <li>2. What cosmic law affects our reincarnation? It is also the belief that actions have consequences!</li> <li>3. What is Moksha?</li> <li>4. What is the name of the Hindu place of worship?</li> <li>5. What is a murti?</li> </ol>	<p><b>Week 7: Test your mind</b></p> 	<p><b>Week 8: Read through the KO and answer the following:</b></p> <ol style="list-style-type: none"> <li>1. Who/what is Brahman?</li> <li>2. What are the different deities in Hinduism sent to do?</li> <li>3. What does the word Bhakti mean?</li> <li>4. Do family members worship separately or together in Hinduism?</li> <li>5. What is the caste system?</li> </ol>
<p><b>Week 9: Flash cards</b></p> <p>Make sure you bring these into school to show your tutor and teacher</p> 	<p><b>Week 11:</b></p> <p>Key points from your assessments</p> <ol style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> </ol>	<p><b>Week 12:</b></p> <p>Following the assessment:</p> <p>www</p> <p>ebi</p>
<p><b>Week 10:</b></p> <p>Read through the KO and your flash cards ready for the assessment next week</p>		





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## Office Key Concepts

Font	The style of typing used in MS Office documents.
Format painter	Allows the use to copy the formatting of one part of a document to another.
Editor	Allows user to check spelling/grammar of a document.
Insert	Allows user to insert pictures, tables and other files into a document.
Transitions	Determine the appearance of the change from one slide to the next in MS Powerpoint.
Animations	Determine the sequence and appearance of the bullet points in a slide in MS Powerpoint.
Function	A command in MS Excel that takes inputs (by referring to other cells) and returns an output in a cell or group of cells.
=	Entering the equals symbol at the start of an expression in a cell tells MS Excel to calculate the expression (whether a simple arithmetic calculation or a more complex function).
Relative referencing	Formulae in MS Excel retain the same offsets for their input when copied. This allows repeated calculations on multiple data points to be done easily.
SUM/SUMIF	The SUM function allows the user to sum multiple cells at once; SUMIF sums all the cells for which a condition is met.
CTRL + A	Keystroke to select all characters in a document.
CTRL + C	Keystroke to copy selected text.
CTRL + V	Keystroke to paste selected text.
CTRL + S	Keystroke to save document.

## Scratch Key Concepts

Sprite	An animated character that features in a game.
Stage	The background of where the sprite is animated.
Algorithm	A list of instructions to perform a given task.
Program	A complete piece of computer code which performs a task.
Sequence	A set of programming blocks that make actions happen one after the other.
Selection	A programming instruction that decides on two (or more) different courses of action, depending on whether a condition is met.
Iteration / Loop	A programming instruction that performs a task repeatedly. Loops can run a fixed number of times, until a condition is met, or indefinitely.
Block	A coding instruction that can be dragged and dropped to form a script.
Script	A script is a sequence of blocks that interlock with one another to perform an algorithm.
Input	Information that is fed into a computer program by a user whilst it is running.
Output	Information that is displayed by (or returned from) a computer program.
Variable	A symbol that is used to store and manipulate data within a computer program.
Debugging	The process of fixing human errors in a computer program.

## micro:bit Blocks

Run	on start forever
Output	show string show number
Graphics	show leds plot x y
Input	on button A/B/A+B pressed on shake
Selection	if then else if else
Loops	repeat X times do for index from 0 to X do
Variables	set x to 0 change x by 1

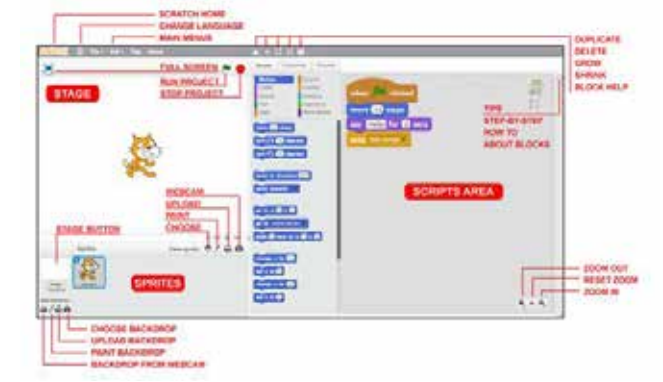
## Practice your skills by going to.....

Scratch:  
<https://scratch.mit.edu/projects/editor/?tutorial=all>

Microbit:  
<https://microbit.org/teach/lessons/?filters=age-11-14yrs>





## Knowledge Organiser - 15 mins

You can do your knowledge organiser work by learning key terms as for other subjects and also by writing programs based on the tutorials from the websites (see other box). You do not have to write out your programs – print screenshots and stick them in or write out the hyperlink to your projects so your teacher/parent can view them.







<p><b>Week 2: Follow the tutorial called “Create Animations That Talk” by scanning the QR code.</b></p> <p><b>Write down or print off a copy of your code.</b></p> 	<p><b>Week 2:</b></p> <p><b>Make a powerpoint of five slides about your favourite subject at school. Show the particular topics you like and use some key facts about them in your slides. Use transitions and animations to make them more interesting to view.</b></p>	<p><b>Week 3: Follow the tutorial called “Pong Game” by scanning the QR code.</b></p> <p><b>Write down or print off a copy of your code.</b></p> 
<p><b>Week 4: Draw a mind map of all the key code words you can remember in Scratch (and what they do).</b></p>	<p><b>Week 5: Follow the tutorial called “Make A Chase Game” by scanning the QR code.</b></p> <p><b>Write down or print off a copy of your code.</b></p> 	<p><b>Week 6: Write some code in the Microbit editor so that the user enters a number and then the Microbit writes your name that many times.</b></p> <p><b>Write down or print off a copy of your code.</b></p> 













### Key Terms

<b>Sculpture</b>	The art of forming solid objects that represent a thing, person idea, etc. out of a material such as wood, clay, metal. Also, an object made in this way.	<b>Texture</b>	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.
<b>Form</b>	Form is a three dimensional shape, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms.	<b>Negative Space</b>	Negative space, in art, is the space around and between the subject(s) of an image.
<b>3D</b>	3D art is perceived to have height, width and depth, and having these three makes it a form; meaning all 3D arts have form. It is not flat like paintings, drawings and photographs.	<b>Clay</b>	Clay is a kind of earth that is soft when it is wet and hard when it is dry. Clay is shaped and baked to make things such as pots, sculptures and bricks.
<b>Bas relief</b>	A style of sculpture in which the artist forms shapes in stone, clay, metal etc, so that they stick out slightly from their background.	<b>Slip</b>	Slip is clay that has been made into a paste by adding water. Think of this as clay glue.
<b>Relief</b>	Relief is a sculptural technique where the sculpted elements remain attached to a solid background of the same material.	<b>Wedging</b>	To wedge means to cut clay into manageable pieces and push and press on clay to expel all air bubbles trapped in the clay.
		<b>Kiln</b>	A kiln is an oven that is used to bake pottery in order to make it hard. Our kiln is fired to 1100 degrees C.





### **Peter Randall Page**

Peter Randall-Page was born in the UK in 1954 and studied sculpture at Bath Academy of Art from 1973–77. After working on a conservation project at Wells Cathedral, Randall-Page went to Italy to study stone carving at the Carrara quarries.

Randall-Page's work addresses the relationship between man and nature. His sculptures are inspired by the study of organic forms, such as seeds and fruit, and by the geometric growth patterns that produce them.



### **Top tips for working in clay**

Avoid getting air in your sculpture. It may crack and break in the kiln because of air getting bigger as it gets hotter.

If your work is solid then you will need to carefully hollow it out so it doesn't explode in the kiln. Use a hollowing out tool to scoop out the centre, a bit like peeling a potato.

Take care! Go slow. Your most successful work will be the work you have taken time and pride in making.

### **RULES FOR WORKING IN CLAY**

1. Always wear an apron. Clay can be messy.
2. Never throw clay. Be respectful of the materials and your working environment.
3. Only ever handle and work with your own piece of clay unless your teacher tells you differently.
4. At the end of each lesson it is your responsibility to look after your work. You will need to keep your work damp ready for your next lesson.

### **Negative Space**

Artists such as Henry Moore and Barbara Hepworth made sculptures exploring the use of both positive and negative space.

Why did Hepworth make holes through her sculptures? Hepworth said it was a way to show the insides of the sculpture as well as the outside. It also let light through heavy blocks of stone, wood and metal. You can look through these pierced holes and spaces to frame the view behind.

Hepworth used a variety of materials and methods throughout her career. Carving directly into wood and stone gave her the most satisfaction as a sculptor, although it is often by her large-scale, outdoor work in bronze that she is best known.



*The image above is a detail of a sculpture by Barbara Hepworth called Corinthos. It was made in 1954–5. It was made with wood, some of which has been painted.*





Week 1: Look, Cover, Write, Check.



Week 2:

Read through the KO and answer the following:

Who is Peter Randall-Page?

In your own words write three facts about Peter Randall-Page and his work.

Week 3: Word up



Week 4: Read through the KO and answer the following:



Please practice your skills this week. Make a drawing in pencil of Peter Randall-Page's 'Egg' sculpture which is the image in your knowledge organiser in the Peter Randall-Page box.

Week 5: Map your mind







<p><b>Week 6: Read through the KO and answer the following:</b></p> <p>Use full sentences when writing.</p> <p>In your own words, explain the rules for working with clay.</p> <p>What is the name of the equipment that we use to bake your clay work?</p> <p>What can happen if your clay work has air in it?</p>	<p><b>Week 7: Test your mind</b></p> 	<p><b>Week 8: Read through the KO and answer the following:</b></p> <p>In your knowledge organiser, which two artists are given as examples of artists using negative space?</p> <p>In sculpture, what is negative space?</p> <p>In your own words, write three facts about Barbara Hepworth.</p>
<p><b>Week 9: Flash cards</b></p> <p>Make sure you bring these into school to show your tutor and teacher</p> 	<p><b>Week 11:</b></p> <p>Key points from your assessments</p> <p>1</p> <p>2</p> <p>3</p>	<p><b>Week 12:</b></p> <p>Following the assessment:</p> <p>www</p> <p>ebi</p>
<p><b>Week 10:</b></p> <p>Read through the KO and your flash cards ready for the assessment next week</p>		





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Week 1	
Français	Anglais
le film	film
la maison	house
le déjeuner	lunch
dehors	outside
la partenaire	partner (f)
le partenaire	partner (m)
la télé	television
préparer	to prepare
marcher	to walk
regarder	to watch
travailler	to work
nous	we
manger	to eat

Week 2	
Français	Anglais
une élève	a pupil (f)
un élève	a pupil (m)
le fruit	fruit
l'histoire1 (f)	history
l'histoire2 (f)	story
la radio	radio
elles	they (f)
ils	they (m, m/f)
jouer	to play
chanter	to sing
étudier	to study
ensemble	together

Week 3	
Français	Anglais
le tableau	board
la classe	class
la porte	door
bien	good, well
la salle	room
la chemise	shirt
le silence	silence
fermer	to close, closing
regarder	to watch, to look at
la fenêtre	window
vous	you (plural)

Week 4	
Français	Anglais
un/une	a, an, one
huit	eight
onze	eleven
cinq	five
quatre	four
neuf	nine
sept	seven
six	six
des	some
dix	Ten
il y a	there is/are
trois	Three
douze	twelve

Week 5	
Français	Anglais
deux	two
le frère	brother
ouverte	open (f)
ouvert	open (m)
les parents	parents
petit/ petite	short, small
la sœur	sister
stricte	strict (f)
strict	strict (m)
grande	tall, big (f)
grand	tall, big (m)

Week 6	
Français	Anglais
ils ont	they have
nous avons	we have
vous avez	you have (pl)
sage	well-behaved
ils font	they do/ make
jeune	young (m/f)
un(e) enfant(e)	a child
aussi	also
difficile	difficult (m/f)
la famille	family
pour	for
ici	together

Week 7	
Français	Anglais
nous faisons	we do, we make
vous faites	you do, you make (plural)
très	very
il va	he goes, he is going
je vais	I go, I am going
la liste	a list
l'attention (f)	attention
l'effort (m)	effort
aussi	Also
et	and

Week 8	
Français	Anglais
la fête	party
tu vas	you go
ils vont	they go
nous allons	we go
l'exercice (m)	written exercise
vous allez	you go(pl)
d'accord	okay, alright
mon/ma/mes	my
ton/ta/tes	your
soeur	Sister
frère	brother
où	where

Week 9	
Français	Anglais
la caisse	checkout
le jour	day
il dit	he says
comment	how
il prend	he takes
le parc	Park
la poste	post office
samedi (m)	Saturday
le collège	secondary school
je dis	I say
aller	to go
le train	train
quand	when

Week 10	
Français	Anglais
je prends	I take, I am taking
l'étranger (m)	abroad
l'aéroport (m)	airport
l'hôtel (m)	hotel
l'île (f)	island
souvent	often
rarement	rarely
l'université (f)	university
les États-Unis	USA
je vais	I go/ am going
il/elle va	He/she goes





Person and verb	Noun
Je fais	le déjeuner
Tu fais	attention
Il / elle fait	un effort
Nous faisons	la liste
Vous faites	la fête
Ils / elles font	l'exercice
J'ai	des sœurs
Tu as	des frères
Il / elle a	des vélos
Nous avons	des rêves
Vous avez	des chemises
Ils / elles ont	des problèmes

Person and verb	Adverb of frequency	Noun
Je vais	souvent (often)	au parc
Tu vas	rarement (rarely)	au college
Il/ elle va	beaucoup ( a lot)	à la poste
Nous allons	tout le temps (all the time)	à l'hotel
Vous allez	de temps en temps (from time to time)	à l'aéroport
Ils/elles vont	quelquefois (sometimes)	à l'étranger
		à l'université
		à l'île
		aux Etats-Unis

# FRENCH

## français





**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 -**









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# Storytelling Theatre Weeks 1-6

A. Key Terms - Vocal Skills	
Tone	This suggests your mood and your intention towards the listener, e.g., happy or sad.
Pitch	Speaking in a high, low or natural voice.
Volume (Projection)	How loud you chose 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.

## D. The Role of Narrator

- To introduce the story/characters
- To move the plot forward
- To provide extra details
- To engage the audience
- To move time forward
- To help with challenging moments

## B. What is Storytelling Theatre

Storytelling is a theatrical genre as old as civilisation itself. The Oral Tradition is a noble one and has been responsible for the survival of some of our greatest myths and folklore legends. Great deeds, both real and fictitious, have provided the raw material for spellbinding stories and these in turn have been given a life of their own through the skills of the storyteller.

Companies such as Theatre Alibi and Kneehigh Theatre are well known for their highly creative and inventive pieces of storytelling theatre. They often use a variety of techniques to engage audiences and bring the stories to life.

These techniques include:

- Narration
- Music and song
- Projection
- Multi-role
- Representational use of set/props/costume
- Clear characterisation
- Puppetry
- Physical Theatre



## E. Extra research

<https://storyboat.co.uk/2016/04/the-theatre-of-storytelling/>

<https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/7>

1. The narrator is WITHIN the freeze frame
2. The narrator is OUTSIDE of the freeze frame
3. The narrator BECOMES the character
4. The narration is spoken by a CHARACTER

# Drama Year 7 Learning Cycle 2

C. What Makes a Good Storyteller?	
Clarity of Voice	Speaking clearly, projecting your voice loud enough for the audience to hear you.
Expression	Varying the tone, pitch, pace and volume of your voice to add interest.
Facial Expression	Using and manipulating your face to show different emotions and reactions to parts of the story.
Eye Contact	Using your eyes to engage the audience and draw them into the story.
Confidence	Can be seen in the energy and commitment given to the telling of a story.
Belief	Believing in the story you are telling can help an audience believe it too.
Enthusiasm	A desire to communicate the story with energy and excitement.

## 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 Weeks 7-12

A. Key Terms -	
Dramatic Tension	Keeping an audience wondering what will happen next. Not giving them all the information at once.
Suspense	Similar to above - a synonym for dramatic tension.
Mime	Movement requiring clarity and precision to suggest objects 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.
Cliff-hanger	Halting the action at the peak of tension.
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.
- Narration or a thought-track could be added as a commentary on what has just occurred.
- 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).

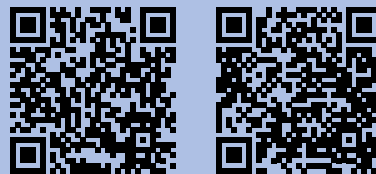
**Marking the moment is useful in rehearsal as it helps actors consider the most important moments to communicate to the audience.**

## D. Homework tasks

As well as completing homework tasks suggested at the front of this booklet, other tasks that could be done are:

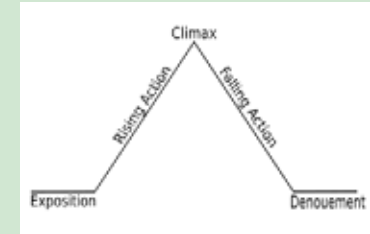
- Draw a mind map of your ideas for your original story based on your selected Harris Burdick image
- Write out the basic structure of your story using the structure in box C.
- Rehearse your performance with your group.

## F. Wider Reading



# Drama Year 7 Learning Cycle 2

## C. How To Structure Your Story?



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:

- Does your structure work? Have you got a clear story arc? (Beginning-middle-end).
- Have you used a variety of storytelling techniques?
- Do you have clear characterisation – you are using your vocal and physical skills to convey a character that is clearly different to you.
- Does the performance run smoothly? – Does everyone know what to say, where to be and what happens next?
- Have you thought creatively about how and when to use your narrator. Try not to have them just sat downstage left!





<b>Week 1: Look, Cover, Write, Check</b>  <b>Read Storytelling Section A. Key Terms</b>	<b>Week 2: Find the answer</b> <b>Read Storytelling Section B. What is storytelling?:</b> <ol style="list-style-type: none"><li>1. What is storytelling?</li><li>2. Name a storytelling theatre company?</li><li>3. What is the aim of the storyteller?</li><li>4. Name some storytelling techniques.</li></ol>	<b>Week 3: Flashcards</b>  <b>Read Storytelling Section C. What makes a good storyteller?:</b>
<b>Week 4: Find the answer</b> <b>Read Storytelling Section D. Role of the narrator</b> <b>Name your top 3 reasons for use of a narrator.</b> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol> <b>Figure out these 4 ways to use narrator:</b> W ____ N O ____ D _ B ____ S C ____ T __	<b>Week 5: Extra research</b>  <b>From Storytelling Section E. Extra research</b> <b>Visit these websites to learn more about Storytelling techniques and make notes here.</b>	<b>Week 6: Reflection</b>  <b>Read Storytelling Section F. Freeze Frames</b> <b>Think to your freeze frame work in class - suggest how you could improve.</b>





<p><b>Week 6: Flashcards</b></p> <p><b>Read Storytelling Section A. Key Terms (Week 7 – 12)</b></p> <p><b>Make flashcards to help you revise the storytelling techniques. Write the technique on one side, and the definition on the other.</b></p>	<p><b>Week 7: Find the answers</b></p> <p><b>Read Storytelling Section B. Marking the Moment</b></p> <p><b>What is 'marking the moment'?</b></p> <p><b>Why is marking the moment useful in rehearsal?</b></p> <p><b>Name 3 ways you can mark the moment:</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>	<p><b>Week 8: Look, Cover, Write, Check</b></p> <p><b>Read Storytelling Section C. How to structure your story?</b></p>
<p><b>Week 9: Revise</b></p> <p><b>Using your flashcards from Week 3 and 6, test yourself on storytelling key terms.</b></p>	<p><b>Week 10: Harris Burdick Structure</b></p> <p><b>Read Storytelling Section C. Structure. Write out a basic structure of your Harris Burdick story using this structure.</b></p>	<p><b>Week 11/12:</b></p> <p><b>Following the assessment performance:</b></p> <p><b>Using your flashcards to focus your answers, complete 3 WWW and EBI for your own personal contribution to the group performance.</b></p> <p><b>www</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol> <p><b>ebi</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>













## HISTORICAL CONTEXT

1. Programme music is <b>descriptive</b> , suggesting visual images or 'telling a story'. The descriptive idea or <b>story-line is known as the programme</b> .	
2. Instrumental music that is free of a programme and exists purely for its own sake is known as absolute music.	
3. Although descriptive music had always existed, <b>orchestral programme music became very popular during the Romantic period</b> (roughly the 19th century) when music developed close links with <b>literature and painting</b> .	
4. <b>Musical devices</b> used to express the story or inspiration include:	<b>Musical motifs</b> - short melodic or rhythmic ideas used to represent characters or images
	<b>Transformation</b> of themes where a basic theme undergoes changes to mirror a situation
	<b>Orchestral colour</b> - use of instruments to represent characters or images
	<b>Imitation</b> of sounds e.g. birdsong or thunder
<b>Use of musical elements</b> - dynamics, harmony, tempo, key	

## Instruments and common associations (Musical Cliché's)

Woodwind	Natural sounds such as bird song, animals, rivers
Brass	Soldiers, war, royalty, ceremonial occasions
Tuba	Large and slow moving things
Harp	Tenderness, love
Glockenspiel	Magic, fairy tales
Timpani/Drums	War, fighting, thunder
Strings	Often used to portray emotions: passion, grief etc.

## Key Composers

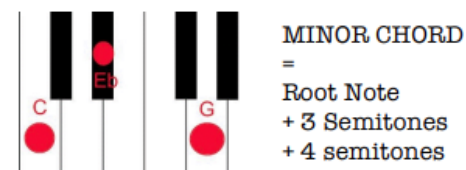
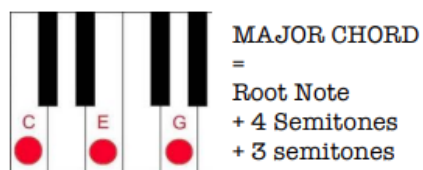
Hector Berlioz - Symphonie Fantastique (1830)
Modest Mussorgsky - Pictures at an Exhibition (1874)
Camille Saint-Saëns - The Carnival of the Animals (1886)
Paul Dukas - The Sorcerer's Apprentice (1897)

## DYNAMICS (= Volume)

Term	Symbol:	Effect:
pianissimo	<i>pp</i>	very soft
piano	<i>p</i>	soft
mezzo piano	<i>mp</i>	moderately soft
mezzo forte	<i>mf</i>	slightly loud
forte	<i>f</i>	loud
fortissimo	<i>ff</i>	very loud
fortepiano	<i>fp</i>	loud then soft
sforzando	<i>sfz</i>	sudden accent
crescendo	$\text{<}$	gradually louder
diminuendo	$\text{>}$	gradually softer

## TEMPO (= Speed)

<b>Largo</b>	Very Slow
<b>Adagio</b>	Slow
<b>Andante</b>	Walking pace
<b>Moderato</b>	Moderate
<b>Allegro</b>	Fast
<b>Vivace</b>	Lively
<b>Presto</b>	Very fast
<b>Ritardando</b>	Getting slower
<b>Accelerando</b>	Getting faster





## A. Key Words, Terms and Facts about the Orchestra

**ORCHESTRA** – A large **ENSEMBLE** (group of musicians) of performers on various musical instruments who play music together. No set numbers of performers although a **SYMPHONY ORCHESTRA** (a large orchestra) can have between **80-100+** performers. Famous orchestras include: **THE LONDON SYMPHONY ORCHESTRA**, **THE BBC SYMPHONY ORCHESTRA** and the **HALLÉ ORCHESTRA** (Manchester).

**CONDUCTOR** – Leads the orchestra with a **BATON** (white 'stick') and hand signals. Stands at the front so they can be seen by all performers. Sets the **TEMPO** and **BEATS TIME**. Brings different instruments 'in and out' when it is their turn to play. Keeps the performers together. Takes charge in rehearsals. In ultimate control of the performance of the music, adjusting **DYNAMICS, TEMPO**, and mood.

**FAMILIES/SECTIONS** – Instruments of the orchestra can be divided into 4 families or sections: **STRINGS**, **WOODWIND**, **BRASS** and **PERCUSSION**.

**TUNING UP** – Before the orchestra rehearses or plays, all instruments need to be **IN TUNE** with each other.

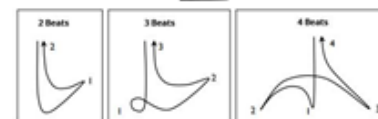
The **OBOE** always sounds the note 'A' which all other instruments **TUNE** to.

**SONORITY** (also called **TIMBRE**) – Describes the **UNIQUE SOUND OR TONE QUALITY** of different instruments and the way we can identify orchestral instruments as being distinct from each other – Sonority can be described by many different words including – *velvety, screechy, throaty, rattling, mellow, chirpy, brassy, sharp, heavy, buzzing, crisp, metallic, wooden etc.*

**PITCH** – The **HIGHNESS** or **LOWNESS** of a sound, a musical instrument or musical note (*high/low, getting higher/lower, step/leap*).



## B. The Layout of the Orchestra and Famous Conductors



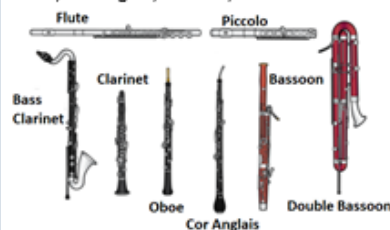
## C. Strings Section/Family

Largest section of the orchestra who sit at the front, directly in front of the conductor. Usually played with a **BOW (ARCO)**, (not the **HARP**) but can be **PLUCKED (PIZZICATO)**. **VIOLINS** split into two groups: **1<sup>st</sup> VIOLINS** (often have the main **MELODY** of the piece of music) and **2<sup>nd</sup> VIOLINS**.



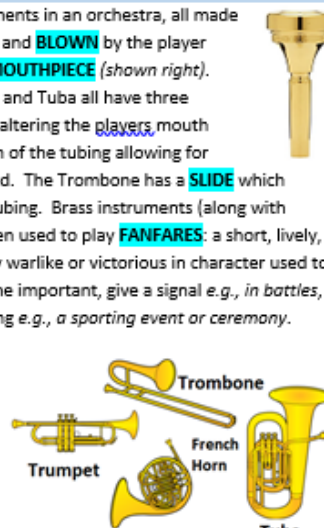
## D. Woodwind Section/Family

Originally (and some still are) made from wood (some now metal and plastic). All are **BLOWN**. **FLUTES**: Flute and Piccolo – air blown over hole. **SINGLE REED** (small piece of bamboo in the mouthpiece): Clarinet, Bass Clarinet & Saxophone (not traditionally in the orchestra, but some modern composers have used it) **DOUBLE REED** (two reeds in the mouthpiece): Oboe, Cor Anglais, Bassoon, Double Bassoon.



## E. Brass Section/Family

Four types of brass instruments in an orchestra, all made from metal – usually brass and **BLOWN** by the player 'buzzing their lips' into a **MOUTHPIECE** (shown right). The Trumpet, French Horn and Tuba all have three **VALVES** which, along with altering the players' mouth positions, adjust the length of the tubing allowing for different notes to be played. The Trombone has a **SLIDE** which adjusts the length of the tubing. Brass instruments (along with Percussion) have often been used to play **FANFARES**: a short, lively, loud piece of music usually warlike or victorious in character used to mark the arrival of someone important, give a signal e.g., in battles, of the opening of something e.g., a sporting event or ceremony. Fanfares often use notes of the **HARMONIC SERIES** – a limited range of notes played by **BUGLES** (smaller trumpets with no valves) and valveless trumpets.



## F. Percussion Section/Family

Always located at the very back of the orchestra (due to their very loud sounds!). Large number of instruments which produce their sound then **hit, struck, scraped, or shaken**.

**TUNED PERCUSSION** (able to play different pitches/notes)






**UNTUNED PERCUSSION** (only able to produce 'sounds').









<p><b>Week 1: Look, Cover, Write, Check.</b></p> <p>Please Look, Cover, Write, Check the 4 sections of the orchestra (bottom of page 33) and the instruments found in each section.</p> 	<p><b>Week 2:</b></p> <p>Read through the KO and answer the following:</p> <ol style="list-style-type: none"><li>1. What does the conductor do?</li><li>2. How many sections of the orchestra are there?</li><li>3. What notes does an orchestra tune to?</li><li>4. Name a famous conductor</li><li>5. Define orchestra.</li></ol>	<p><b>Week 3: Word up</b></p> 
<p><b>Week 4: Read through the KO and answer the following:</b></p> <ol style="list-style-type: none"><li>1. Name 2 key composers.</li><li>2. What is programme music?</li><li>3. What symbol means gradually getting louder?</li><li>4. What symbol means gradually getting softer?</li><li>5. What term means soft?</li></ol>	<p><b>Week 5: Map your mind. Create a mind map of Instruments and their common associations.</b></p> 	





<p><b>Week 6: Read through the KO and answer the following:</b></p> <ol style="list-style-type: none"><li>1. What section of the orchestra does harp belong?</li><li>2. What section of the orchestra is furthest away from the conductor?</li><li>3. What section of the orchestra is closest to the conductor?</li><li>4. What are the two types of percussion instrument?</li><li>5. Describe sonority.</li></ol>	<p><b>Week 7: Test your mind</b></p> 	<p><b>Week 8: Read through the KO and answer the following:</b></p> <ol style="list-style-type: none"><li>1. What can a Glockenspiel sound like?</li><li>2. What can Timpani Drums sound like?</li><li>3. What word means getting faster?</li><li>4. What word means getting slower?</li><li>5. What is a musical motif?</li></ol>
<p><b>Week 9: Flash cards</b></p> <p>Make sure you bring these into school to show your tutor and teacher</p> 	<p><b>Week 11:</b></p> <p>Key points from your assessments</p> <p>1</p> <p>2</p> <p>3</p>	<p><b>Week 12:</b></p> <p>Following the assessment:</p> <p>www</p> <p>ebi</p>
<p><b>Week 10:</b></p> <p>Read through the KO and your flash cards ready for the assessment next week</p>		





Handwriting practice lines consisting of 20 horizontal lines.





Handwriting practice lines consisting of 20 horizontal lines.





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.

### 8 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







# Food

## Technology/Food Year 7 Learning Cycle 2



**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

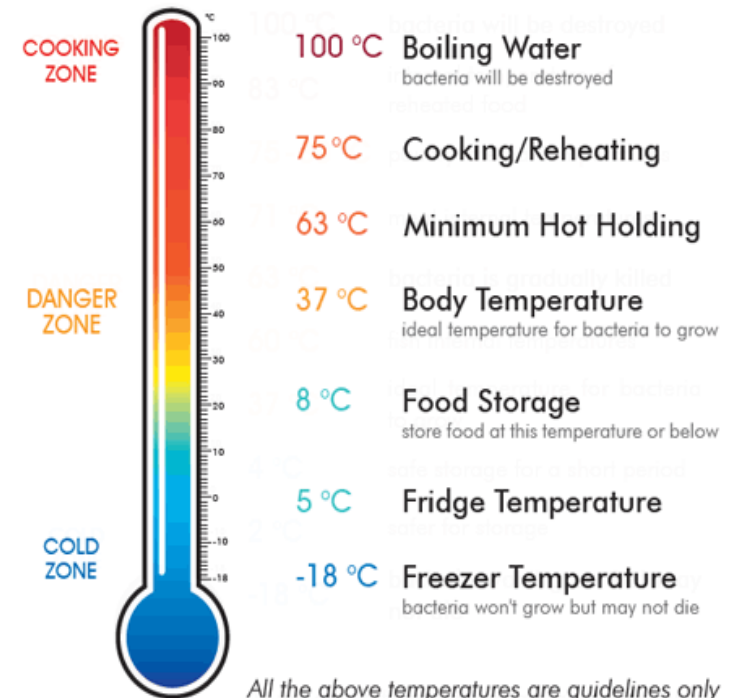
**Oils and Spreads** – Insulation and protection of organs

**Water** – Hydration

A bad diet can lead to multiple problems such as:

- Diabetes
- Heart disease
- High blood pressure
- Obesity

### Critical Temperatures



### Kitchen Equipment

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





**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.**







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





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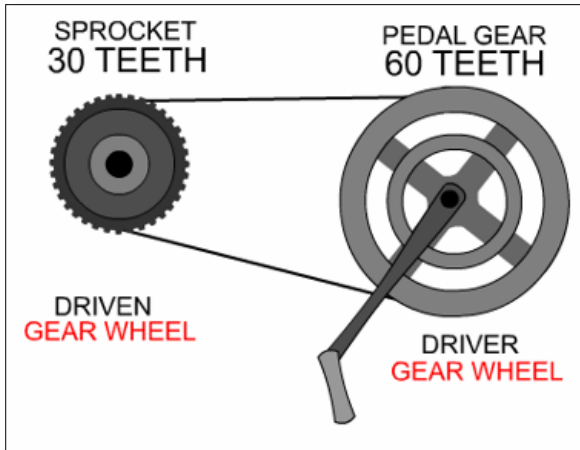




Keywords		Triangulation	A method of using triangular shapes to brace and strengthen joints.	Orthographic	An in-line drawing derived from the Greek Ortho meaning in line.
Adhere	Stick fast to (a surface or substance).	PVA	A water-based glue. (Polyvinyl acetate).	Scale	The relation between the real size 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



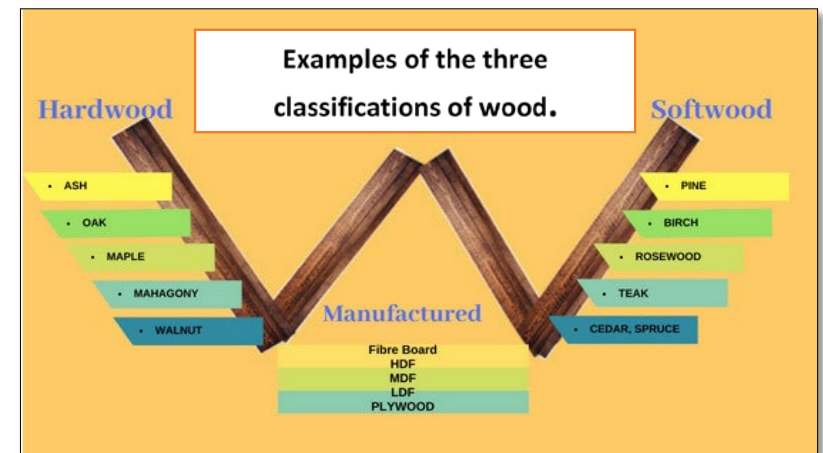
## Wood Classification

**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.









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





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



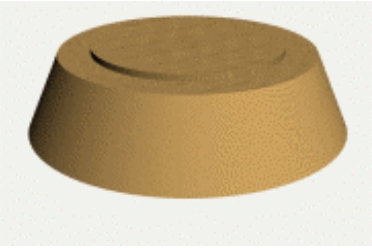

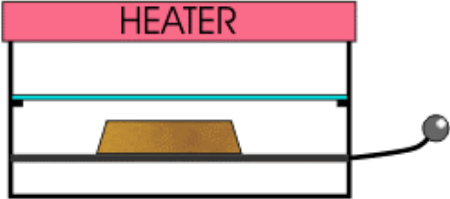

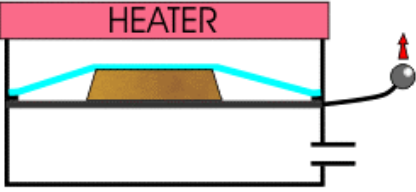

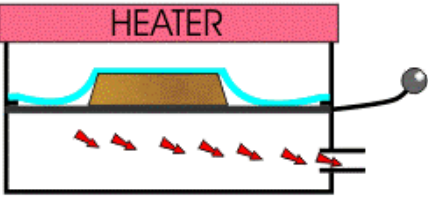

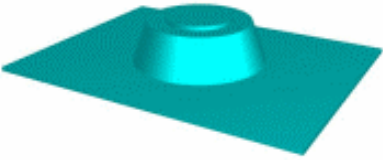














Vacuum Forming		Tools and Materials	
	A mould or former needs to be produced for the shape of outcome you need. A relief/draft angle (a slope) on the edge makes it easier to remove from the plastic moulding over it.		<b>Coping saw</b> – This is a saw that has a very thin blade and it enables the user 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.		<b>Medium Density Fibreboard (MDF)</b> – 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.		<b>Carpenters bench vice</b> – 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.		<b>Vacuum former</b> – 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.		<b>Button battery</b> – 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.			







<p><b>Week 1: Look, Cover, Write, Check.</b></p> 	<p><b>Week 2: Read through the KO and answer the following:</b></p> <ol style="list-style-type: none"><li><b>1. Explain the difference between Thermosetting and Thermo plastics.</b></li></ol>	<p><b>Week 3: Word up</b></p> 
<p><b>Week 4: Read through the KO and answer the following:</b></p> <ol style="list-style-type: none"><li><b>1. Explain Hazards and Risks in the Technology workshop.</b></li><li><b>2. Give some examples of potential hazards and risks in the workshop.</b></li></ol>	<p><b>Week 5: Map your mind.</b></p> 	





<p>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.</p>	<p>Week 7: Test your mind</p> 	<p>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.</p>
<p>Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher</p> 	<p>Week 11: Keyword Spelling Test</p> <p>Plastic Density Carpenters Vacuum Former Fibreboard Vice Bench Thermosetting</p>	<p>Week 12: Following the assessment: www  ebi</p>
<p>Week 10: Read through the KO and your flash cards ready for the assessment next week</p>		













# Components of Fitness and Fitness Testing

PE Year 7 Learning Cycle 2

## HEALTH and FITNESS

**Health:**

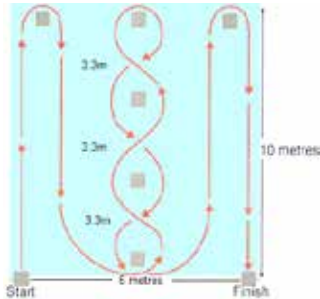
A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity.

**Fitness:**

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

## FITNESS TESTING

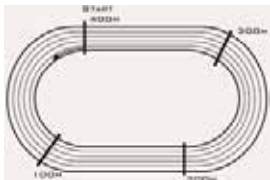
**Agility -**  
The Illinois Agility Run.



**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.

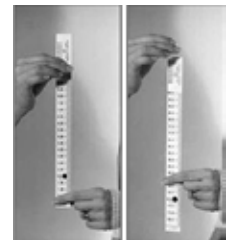
## FITNESS TESTING

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



**Reaction time - Ruler drop test.**

**Muscular strength - Hand grip dynamometer test.**







# The Careers Challenge

# Personal Development Year 7 Learning Cycle 2



## The Careers Challenge

Log into your Careerpilot account  
[www.careerpilot.org](http://www.careerpilot.org)

Careerpilot

Use the website to research THREE different jobs you would like to know about.

Job title	Job 1:	Job 2:	Job 3:
Average salary			
Working hours			
Day to day tasks			
Qualifications needed			
Routes into this job			

- Do the Job Quiz on Careerpilot, create a skills profile, watch a careers video, plan your qualifications and more!
- Talk to people about the jobs they do- family, teachers, sports coaches....

## 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](http://www.childline.org.uk)

NHS  
[www.nhs.uk](http://www.nhs.uk)

NHS Live Well  
[www.nhs.uk/live-well](http://www.nhs.uk/live-well)

British Board of Film Classification  
[www.cbbfc.co.uk](http://www.cbbfc.co.uk)

Talk to Frank  
[www.talktofrank.com/get-help](http://www.talktofrank.com/get-help)

Young Minds  
[www.youngminds.org.uk](http://www.youngminds.org.uk)

Mind  
[www.mind.org.uk](http://www.mind.org.uk)

Careerpilot  
[www.careerpilot.org](http://www.careerpilot.org)

## How many can you tick off?

I was kind to someone

I helped at home

I was a good friend

I am took on a challenge

I watched a great film

I made someone laugh

I did some exercise

I had an early night

“ Why fit in when you were born to stand out ”  
Dr Seuss





## Notes

This image shows a blank 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.





## Notes

This image shows a full page of blank handwriting practice paper. It features multiple sets of horizontal lines spaced evenly down the page. Each set typically consists of three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The paper is otherwise completely blank, with no text or other markings.



