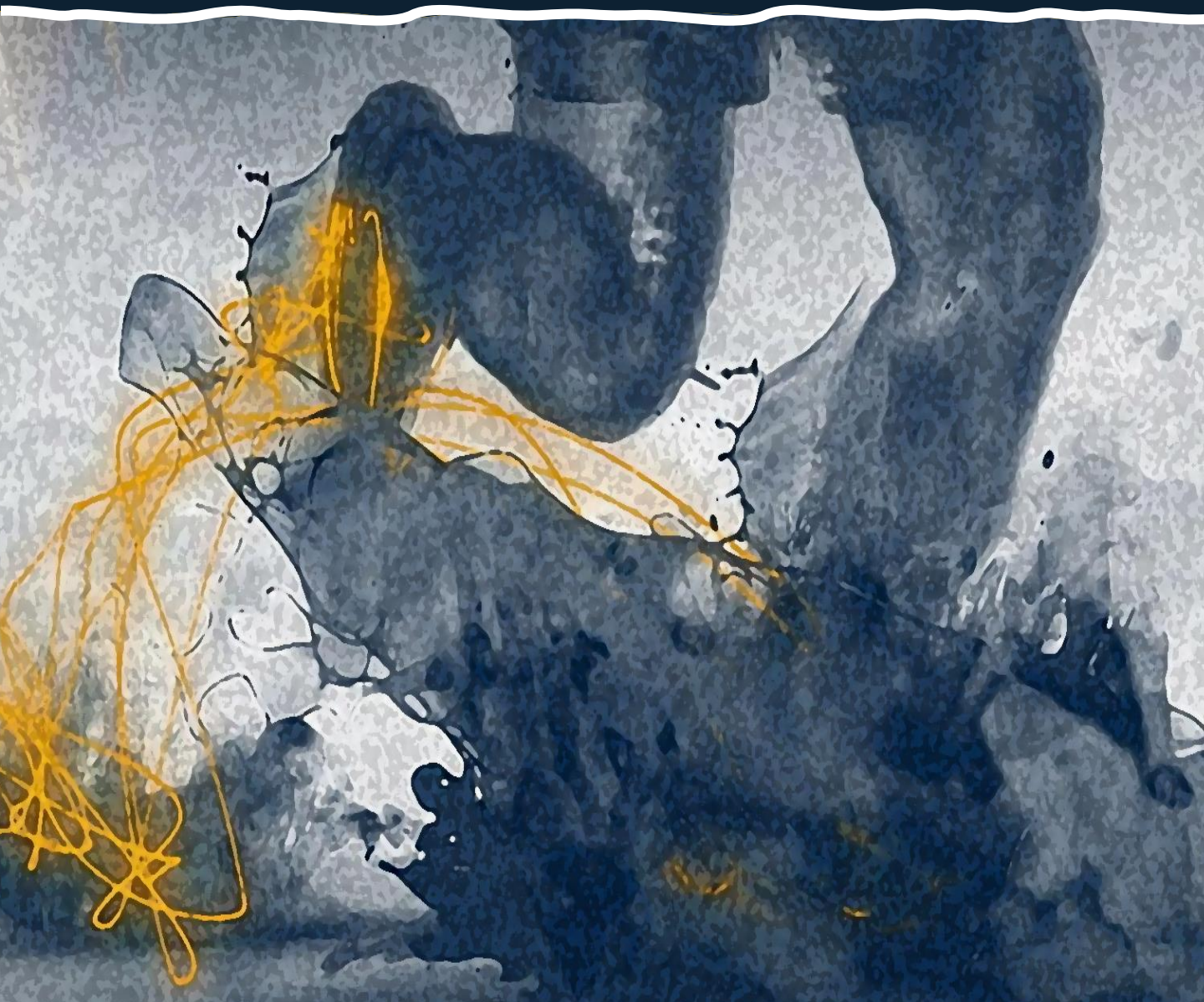
Newsome Academy

Year 7

Semester 1 Knowledge Organiser

The Latin word "curriculum" literally translates to "a running" or "a racecourse". In an educational context, it refers to a course of study or the whole body of courses offered by an educational institution. The word originates from the Latin verb currere, meaning "to run".



Impact Education Multi Academy Trust

BASIC EXPECTATIONS

Mobile Phones

- ✓ Mobile phones should be switched off and out of sight in school (hear it, see it, lose it).
- ✓ Parents/Carers are to use the use the school office in emergencies. Please do not contact your child as they will be sanctioned accordingly if their phone is seen.
- ✓ While on school premises, mobile phones are not to be seen or used unless instructed by an adult.

Equipment

- ✓ Bags, coats and outdoor clothing should not be on chairs or tables.
- ✓ All students are required to bring a bag, black pen, pencil, ruler, eraser, highlighter.
- ✓ In warm weather, ties can be removed (only in the classroom) but shirts are to be in. In cold weather, use the FREE uniform jumper we gave you accordingly.

Comfort Breaks

- ✓ Unless a school-approved medical pass had been issued, it is up to the teacher to approve. This is not to be during another Key Stage's social time.
- ✓ These are not to be immediately before/after a social time.

BEHAVIOUR	LANGUAGE	WORK PRIDE
• Do not talk whilst staff member is talking • Appropriate contact only • Sit professionally • Communicate appropriately • Follow instructions from ALL staff first time • No mobile phones • Respect the Academy environment • No chewing gum	• Positive Framing • 'Hands up, tracking me' • Active listening • Calm and purposeful • Appropriate volume • Professional vocabulary • Using specific vocabulary in lessons • Speak in full sentences	• Write in blue or black ink • Underline dates and titles • Use pencil for diagrams and graphs • Cross out mistakes neatly • No graffiti • Stick in worksheets neatly • Neat handwriting • Complete all work set
LESSONS	**CORRIDORS**	**CONGREGATION**
• Greet your teacher at the door • Enter the classroom quietly • Put your equipment on the desk • Start the activate task • Answer the register • Pack away when directed by teacher • Stand behind your chair when you have packed away • Wait in silence to be dismissed • Move onto corridors using the calm corridor routine	• Walk in no more than 2 wide file • Walk calmly and quietly • Walk on the left • Track the direction of travel • Walk purposefully /do not congregate • No mobile phones • No outdoor clothing • No chewing gum	• Line up in the morning where our team leader is stood • Sit in teams in alphabetical order • Coats, bags, and scarves should be on the floor or the back of your chair • Signal for silence should be followed • Actively listening • Do not talk or engage in any inappropriate behaviour • Wait until your row is dismissed • Go straight to your lesson, do not congregate at the door

Any student on the corridor should have the appropriate pass. No exceptions! Any passes should be shown to the adult, and this should be noted on the Climate Document to ensure accuracy.

Fidget Toys

- Use fidget toys in accordance with school guidelines
- Approval from staff is needed before fidget toys are used and the correct paperwork in place.
- Understand that fidget toys are learning aids, not entertainment.
- Use only one approved fidget toy at a time.
- Store the toy safely when not in use (e.g. in bag or drawer)
- Follow staff directions on when and how to use the fidget toy.
- Accept that misuse of the fidget toy may lead to its removal

Knowledge Organisers

- On desks **every** lesson and the **duration** of the lesson.

OUR LEARNING MODEL

HOW YOUR TEACHERS WILL STRUCTURE LEARNING TO DELIVER THE INTENDED CURRICULUM

STAGES OF THE LESSON

ACTIVATE
✓ WARM-UP ACTIVITY
✓ LINK LEARNING
✓ LEARNING INTENTIONS

THE START OF THE LESSON WHERE YOU START LEARNING AS SOON AS YOU WALK THROUGH THE DOOR. ACTIVITIES WILL WARM-UP YOUR BRAIN & WILL LINK CURRENT/PRIOR LEARNING. YOUR TEACHER WILL EXPLAIN THE LEARNING INTENTIONS SO YOU KNOW WHAT IS EXPECTED OF YOU & YOU UNDERSTAND WHERE YOU ARE IN THE CURRICULUM SEQUENCE. KNOWLEDGE ORGANISERS WILL BE ON DESKS AS SOON AS STUDENTS ARE SEATED & ACTIVELY USED FOR KEY VOCAB, PAST, PRESENT & FUTURE LEARNING.

MOTIVATE
✓ DISCUSS
✓ ATTEMPT
✓ ENGAGE

AFTER DISCUSSING & ATTEMPTING COLLECTIVLY WITH THE TEACHER, YOU WILL ATTEMPT ACTIVITIES ON YOUR OWN OR WITH OTHERS DEPENDING ON THE LESSON. YOU WILL BE ENCOURAGED TO HAVE A 'CAN DO' ETHOS AND CHALLENGE YOURSELF TO LEARN ENGAGE.

DEMONSTRATE
✓ CHALLENGE
✓ EXTEND
✓ ACCOMPLISH

AFTER LISTENING AND DIGESTING THE INFORMATION NEEDED, YOU WILL CHALLENGE YOURSELF TO DEMONSTRATE YOUR UNDERSTANDING AND EXTEND THIS FURTHER TO SHOW YOUR TEACHER THAT YOU HAVE ACCOMPLISHED YOUR LEARNING.

LEARNING SKILLS

MEMORY

METACOGNITION

COLLABORATION

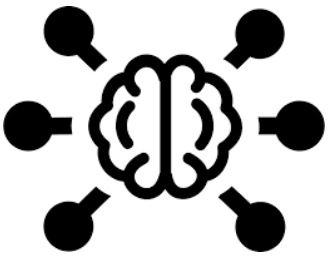
READING, WRITING, LITERACY & ORACY

NUMERIC APPLICATION

PROFESSIONAL AWARENESS

Independent Learning

Five strategies to help retain and recall knowledge

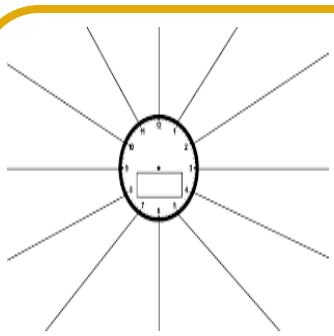


Mind maps help you remember by showing how ideas connect. Start with the main topic in the centre, then add branches for key points. Use keywords, colour, and simple images to make it memorable. Revise by redrawing it from memory or covering parts to test yourself. Mind maps work best when they're clear, visual, and used regularly.

SCAN ME

Flashcards are great for testing your memory. Write a question or keyword on one side and the answer on the back. Use them to quiz yourself or get someone else to test you. Go over them regularly, focusing on the ones you find tricky. Mix them up and keep sessions short and active for the best results. They're quick to make and easy to carry, so you can revise anytime, anywhere.

SCAN ME



Revision clocks help you break topics into smaller chunks. Draw a circle divided into 12 sections (like a clock) and write a key idea or question in each one. Spend 5 minutes on each section to review or write notes. They're great for timed revision and make sure you cover everything evenly. Use them to spot gaps in your knowledge and keep your revision focused.

SCAN ME

Look, Cover, Write, Check! This simple method helps you memorise key facts and spellings. First, look at the information you want to learn. Then cover it, write it from memory, and finally check your answer. Repeat the steps until you get it right. It's quick, effective, and works best with regular practice. Try saying it out loud as you write to help reinforce the memory

SCAN ME

Keyword mnemonics help you remember tricky terms or facts by linking them to a word, image, or phrase that's easier to recall. Create a memorable connection—like a rhyme, sentence, or funny image—to help the information stick. For example, "My Very Easy Method Just Speeds Up Naming Planets" helps you remember the order of the planets.

SCAN ME

Newsome Academy

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PROFESSIONAL AWARENESS

Maths – Unit 1

4 Operations

This builds on:	Why this topic:	This links to:
✓ KS2 mental arithmetic ✓ Written methods for addition, subtraction, multiplication and division ✓ Estimating and solving maths problems	*This unit builds strong mental and written calculation skills, which are essential for all areas of maths and everyday life.*	✓ Solving equations and manipulating expressions ✓ Applying operations to area, volume and percentages ✓ Efficient methods for complex non-calculator problems

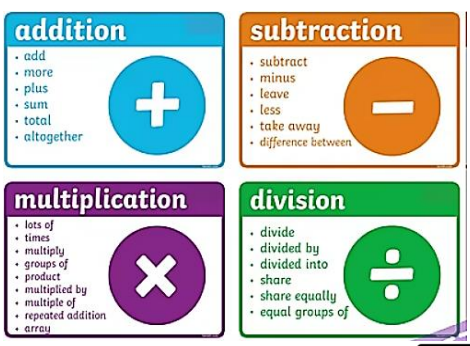
Key Vocabulary	
Sum: the result of adding numbers	**Estimate:** Rounding the numbers to one significant figure to create a simple calculation
Product: The result of multiplying numbers	**Inverse:** The opposite operation (e.g., subtraction is the inverse of addition)
Difference: The result from subtracting one number from another	**Operation:** A mathematical action (add, subtract, multiply, divide)
Quotient: The result of division	**BIDMAS:** Order of operations: Brackets, Indices, Division, Multiplication, Addition, Subtraction
Brackets: Symbols used to group parts of a calculation	**Place value:** The value of a digit depending on its place in a number.

Key Retrieval

- **BIDMAS** helps you know the correct order in a calculation.
- **'Sum'** means add, **'product'** means multiply.
- Use **inverse operations** to check your answers.
- **Estimate** before calculating to spot errors.
- **Divide** using the 'bus stop method'.
- **Multiply** using short or long multiplication or an area model.
- Always **check your units** (p, £) in money problems.

Cultural Capital

- Budgeting, shopping, saving and calculating change all rely on confident arithmetic.
- Algorithms used in modern computing are based on efficient calculation methods.
- Big businesses use estimates before making real-time financial decisions.



Home Learning Tasks:
At Newsome, our maths homework is set weekly using **Sparx Maths**. You might notice the homework seems a bit behind what we're learning in class. That's deliberate! Sparx is set **about 6 weeks behind our current lessons** to make sure you are practising things you've already learned and feel confident with. This way, you're more likely to remember the skills long-term—and that's what really counts!

Maths – Unit 2

Algebraic Thinking

This builds on:	Why this topic:	This links to:
✓ Pattern spotting and function machines (KS2) ✓ Substituting numbers into missing number problems ✓ Interpreting basic rules and sequences	*Algebra is the language of mathematics. This unit introduces the building blocks that underpin nearly all future work in maths.*	✓ Solving equations and rearranging formulas ✓ Graphing linear and quadratic relationships ✓ Using algebra in geometry, statistics, and science

Key Vocabulary

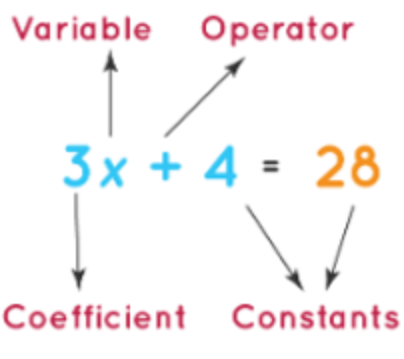
Expression: Numbers and letters combined with operations	**Expand:** Multiply out brackets
Equation: A mathematical sentence with an equals sign	**Function machine:** A model showing how a number changes step by step
Term: A number or letter, or a combination, in an expression	**Substitute:** Replace a letter with a number
Coefficient: A number in front of a letter (e.g., 3 in $3x$)	**Simplify:** Combine like terms to make an expression shorter
Like terms: Terms with the same letters and powers	

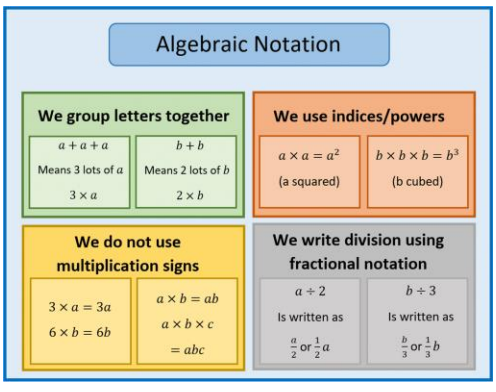
Key Retrieval

- An expression has no equals sign; an equation does.
- $3x$ means 3 multiplied by x (never write $x3$).
- Combine only like terms when simplifying.
- We can use brackets when substituting into algebra.
- Function machines help you visualise rules.
- To solve an equation: use inverse operations.
- Algebra uses letters to represent unknown or changing numbers.

Cultural Capital

- Algebra is used in computer coding, engineering, and science.
- Formulae help calculate distances, costs, or speed in real-life situations.
- Predicting patterns (like weather or finance) often relies on algebraic modelling.





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Maths – Unit 3

Place Value

This builds on:	Why this topic:	This links to:
✓ KS2 number knowledge (up to 1 million) ✓ Reading, writing, ordering and rounding numbers ✓ Place value headings and number lines	*Understanding place value allows you to read, compare, and calculate with large and small numbers confidently.*	✓ Standard form, indices, rounding to significant figures ✓ Estimation, accuracy, and calculator use ✓ Reading data in scientific and global contexts

Key Vocabulary

Place value: The value of a digit depending on its position	**Compare:** To decide which number is bigger or smaller
Digit: A single number (0–9)	**Order:** Arrange from smallest to biggest or vice versa
Significant figure: The first digits in a number that matter	**Inequality:** A symbol showing size differences (e.g., <, >)
Integer: A whole number (positive, negative, or zero)	**Round:** Make a number simpler but still close in value
Standard form: A way of writing very big or small numbers using powers of 10	

Key Retrieval

- In 8,304,700, the 3 is worth 300,000.
- The first significant figure is the first non-zero digit.
- Use commas to read large numbers more easily.
- Inequality symbols: $x <$ means less than, $x \geq$ means greater than or equal to.
- Round to one significant figure to estimate quickly.
- Standard form: $5{,}000 = 5 \times 10^3$

Cultural Capital

- Big numbers are used in the news—populations, money, and climate data.
- Standard form helps scientists express huge distances (e.g., space) or small sizes (e.g., cells).
- Understanding value helps with saving, spending and planning finances.

M	HTh	TTh	T	H	T	O	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
0	0	0	0	0	0	0	0	0	0
Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

Home Learning Tasks:
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Maths – Unit 4

FDP Equivalence

This builds on:	Why this topic:	This links to:
✓ KS2 fraction and decimal equivalence ✓ Finding simple percentages of amounts ✓ Comparing values and interpreting data	*Fractions, decimals, and percentages appear everywhere—from shopping and saving to data and decision-making.*	✓ Ratio and proportion, growth and profit ✓ Probability and statistics ✓ Compound interest and real-life applications in GCSE maths

Key Vocabulary

Fraction: Part of a whole (e.g., ½, ¾)	**Numerator:** The top of a fraction
Decimal: A number with a decimal point	**Denominator:** The bottom of a fraction
Percentage: Out of 100 (e.g., 25%)	**Of an amount:** A portion of a total value
Convert: Change from one form to another	**Recurring:** A decimal with digits that repeat forever
Equivalent: Different forms with the same value	

Key Retrieval

- ½ = 0.5 = 50%
- Divide the numerator by the denominator to get a decimal.
- Multiply decimals by 100 to convert to a percentage.
- Convert all values to the same form when comparing FDP.
- To find 25% of a number, divide by 4.
- A recurring decimal repeats forever, like0.333…

Cultural Capital

- Sales, discounts, taxes, and interest are all about percentages.
- Recipes, statistics, and sports results often use fractions or decimals.
- Voting statistics and data charts rely on comparing FDP.

PERCENT =

"PER 100" OR "OUT OF A 100"

F	D	P
$\frac{1}{100}$	0.01	1%
$\frac{1}{10}$	0.1	10%
$\frac{1}{5}$	0.2	20%
$\frac{1}{4}$	0.25	25%
$\frac{1}{2}$	0.5	50%
$\frac{3}{4}$	0.75	75%

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English – Term 1.1

Coraline

This builds on:	Why this topic:	This links to:
✓ This builds on key reading skills from KS2. ✓ It develops students' comprehension skills and builds from textual inference to analysis of the writer's techniques.	**Coraline is the engaging novel that commences our English curriculum. Here -** *you will develop critical and creative reading skills, whilst connecting with key childhood themes in literature.*	✓ This links to your future learning on the literature offer in KS3 and KS4. ✓ It also allows students to develop key skills and knowledge for English Language Paper1 GCSE.

Appearances can be deceiving…

Key Vocabulary	
Self: A person's experiences, feelings, and wants	**Threat:** Promise of harm to influence behaviour
Culture: Societal beliefs	**Trauma:** Deep distress caused by past experiences
Perception: How you view or understand something	**Vulnerable:** Open to attack or emotional hurt
Belonging: Feeling safe in a space or group	**Paranoia:** Irrational distrust or fear of others
Label: A category within society	**Psyche:** Mind or soul influencing thoughts

Key Retrieval (Characters)

- **Coraline Jones:** the main character; a brave girl who explores a parallel world.
- **The Other Mother (Beldam):** the villain who traps children in her Other world.
- **The Other Father:** a puppet-like version of Coraline's real father.
- **The Cat:** a mysterious talking cat that can move between worlds.
- **Miss Spink and Mis Forcible:** Coraline's new neighbours.
- **Mr Bobo:** another strange neighbour who claims to train mice.
- **The Lost Children**: Previous victims of the Other Mother.

Cultural Capital

1. **Fairy Tales and Folklore**: Inspired by dark fairy tales (like the Brothers Grimm), Coraline features eerie themes, strange creatures, and moral lessons.
2. **The "Other World":** The idea of an alternate reality is common in myths and fantasy (e.g., Wonderland, Narnia) and reflects escape and danger.
3. **British Cultural Setting**: Set in England, the story includes British references like flats, gardens, and quirky neighbours.
4. **Symbolism of Buttons**: Button eyes symbolise control and loss of identity, linking to themes of conformity and false comfort.
5. **Child Protagonist**: Coraline follows the tradition of brave child heroes who face adult problems with courage and independence.
6. **Talking Animals & Magic**: The talking cat and magical beings reflect a folklore tradition where animals guide or warn human characters.

Home Learning Tasks:

1. Write a diary entry from Coraline's point of view about her first visit to the Other World.
2. Create a detailed description of a new room in the Other World using vivid adjectives and sensory description.
3. Research Neil Gaiman: write 5 interesting facts about him or the novel *Coraline*.

English: Skilful Analysts

Top Techniques	
Whole-text techniques	narrative arc, narrator, setting, motifs, character, repetition, foreshadowing, discourse, genre, extended metaphor, juxtaposition, tragic hero, foil, allusion, allegory
Sentence techniques	**Sentence types**: simple, compound, complex **Sentence mood**: declarative, exclamative, interrogative, imperative **Sentence repetition**: anaphora, anadiplosis, epistrophe,
Literary techniques	metaphor, simile, personification, imagery, pathetic fallacy, symbols, pun, irony, hyperbole, tone, semantic field, tautology, euphemism, colloquialism
Word-level techniques	nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, superlative, comparative, plural, prefix, suffix, modal verbs, abstract nouns, concrete nouns

Poetic techniques	**Dramatic** techniques
rhyme, rhythm, metre, enjambment, caesura, alliteration, assonance, sibilance, stanza, couplet, tercet, quatrain, sestet, octave **Forms**: sonnet, lyric, ballad, blank verse, epic	prologue, monologue, dialogue, aside, soliloquy, dramatic irony, staging, props, lighting, exits, entrances, costume, stage directions

Point = The idea you are starting.

The writer presents...
The writer describes...
The writer uses...

Evidence = The part of the text which proves your idea.

This is shown through the quote...
This is exemplified when...
This is highlighted with...

Technique = Identify a key technique from your evidence.

Here, the writer uses...
The technique [*insert*] suggests...
The word [insert] means...

Effect= Explain what this means and how it impacts the characters/reader in the text.

This makes the reader/audience think that...
This is effective because...

Evaluative Verbs

Use these to show what the writer is trying to achieve. They can go in both points and effects.

Criticises – rebukes, admonishes, chastises, lambasts, castigates, demonises, condemns
Questions – queries, disputes, interrogates, examines, challenges, exposes, provokes
Ridicules – mocks, trivialises, satirises, lampoons, derides, pillories, parodies, caricatures
Celebrates – honours, salutes, recognises, acknowledges, memorialises, fetishises, idealises, eulogises, elevates, glorifies, sentimentalises, romanticises, beautifies, deifies
Subverts – undermines, overturns, alters, modifies, corrupts
Accepts – welcomes, embraces, affirms, reaffirms

English – Term 1.2

Adventure Writing

This builds on:	Why this topic:	This links to:
✓ This builds on extended writing skills from KS2 around punctuation, spelling, words, and writing for different audiences.	*Thrilling quests, daring characters and courageous challenges: use your imagination to become a skilful writer of both description (detail) and narrative (action).*	✓ This links to your future learning on Horror Writing in Year 8 and, also, allows you to develop key skills for English Language Paper1 GCSE Section B.

Key Vocabulary	
Duty: A need to perform or act in a certain way	**Trust:** Confidence in someone's honesty or reliability
Choice: Decide between different things.	**Respect:** Deep admiration for someone
Consequence: Result of an action	**Communication:** Direct interaction between people
Accountability: Understanding your responsibilities	**Betrayal:** Abuse of someone's trust
Blame: Saying someone is bad or wrong	**Toxicity:** Harmful behaviour or thing causing distress

Key Retrieval (Stock Characters)

- **The Hero / Protagonist:** The main character who embarks on a journey or quest, often brave and determined.
- **The Sidekick / Companion:** Loyal friend or helper who supports the hero throughout the adventure.
- **The Villain / Antagonist:** The opposing force or enemy who creates obstacles and conflict for the hero.
- **The Mentor:** A wise and experienced guide who provides advice, training, or magical aid.
- **The Love Interest:** A character who motivates the hero emotionally, often providing personal stakes.
- **The Foil**: A character who contrasts with the hero, highlighting their qualities.
- **The Guardian / Gatekeeper**: A figure who protects a location or knowledge, testing the hero's worthiness.
- **The Innocent / Damsel in Distress**: A vulnerable character who needs rescuing or protection.

Cultural Capital

1. **Alice in Wonderland:** Alice falls into a magical world filled with curious creatures, strange rules, and challenges to find her way home.
2. **Peter Pan:** Peter Pan takes Wendy and her brothers to Neverland, where they fight Captain Hook and discover the magic of childhood.
3. **The Hobbit:** Bilbo Baggins joins dwarves on a quest to reclaim their treasure, encountering trolls, dragons, and unexpected bravery along the way.
4. **Harry Potter:** Harry discovers he's a wizard, attends Hogwarts, and battles the dark wizard Voldemort with the help of friends.
5. **The Lion, the Witch and the Wardrobe:** Four siblings enter Narnia through a wardrobe and join Aslan to defeat the White Witch and free the land.

Home Learning Tasks:

1. Write a diary entry from the hero's point of view describing the moment they decide to start their adventure.
2. Create a description of a setting in your adventure story using vivid adjectives and sensory language.
3. Research a famous adventure author (like J.R.R. Tolkien) and write 5 interesting facts about their life or works.

English: Skilful Writers

1. Writing a narrative scene...
Strategy: C:ABT

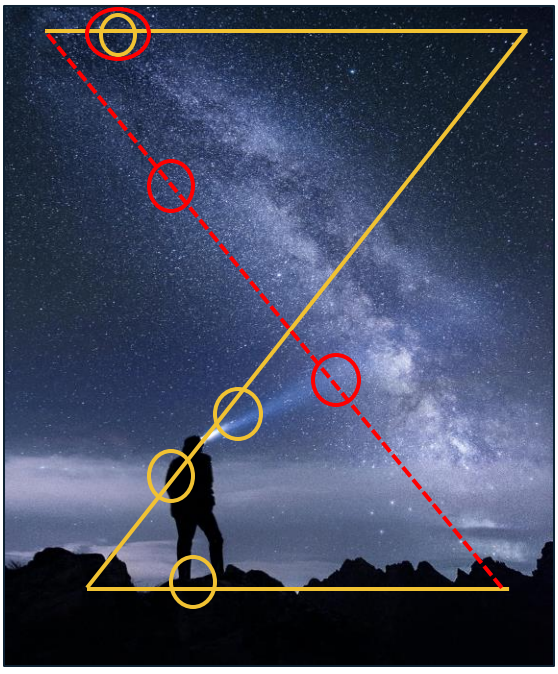
C: Who is your character?

A And? What is your character's goal? What do they want?

B But... What gets in their way? What stops them achieving their goal?

T Therefore, how do they overcome this? Can they resolve this? Is this a thought or an action?

2. Writing a description...
Strategy: The 'Z-' formation



3. Writing a viewpoint...
Strategy: Problem, Consequence, Solution

Problem
- How is the issue currently affecting, you, your local region, the country/world?
  Can you introduce a metaphor?

Consequence
- If the issues are not addressed, what will happen.
  Can you extend your metaphor?

Solution
- What solutions do you have to fix the problem?
  Can you link back to your original metaphor?

Metaphor (extended)
Alliteration
Direct address
Facts
Ornate language
Rhetorical question
Emotive language
Superlatives
Triplication (repetition)

Form	Sign on	Sign off
Letter	Dear Sir/Madam...	Yours Truly, ...
Article	Headline	Concluding paragraph
Speech	Good morning, audience...	Thank you for listening.

Punctuation: What's the point?

Sentence ends	Marking out sub-ordinate clauses	Other punctuation
full-stop **.** *question mark* **?** *exclamation mark* **!**	*comma* **,** *parenthesis* **( )** *dash* **- -**	apostrophe **'** ellipsis **...** *semi-colon* **;** *colon* **:** *speech marks* **" "**

Science - Term 1

Scientific Skills

This builds on:	Why this topic:	This links to:
Key Stage 2 • What is a variable? • What is a fair test? • How do scientists display their results?	You will be focusing on improving your **scientific skills** ; including making sure you have a good understanding of **safety and equipment**, how to **carry out investigations** and apply these skills by carrying out a **STEM project.**	

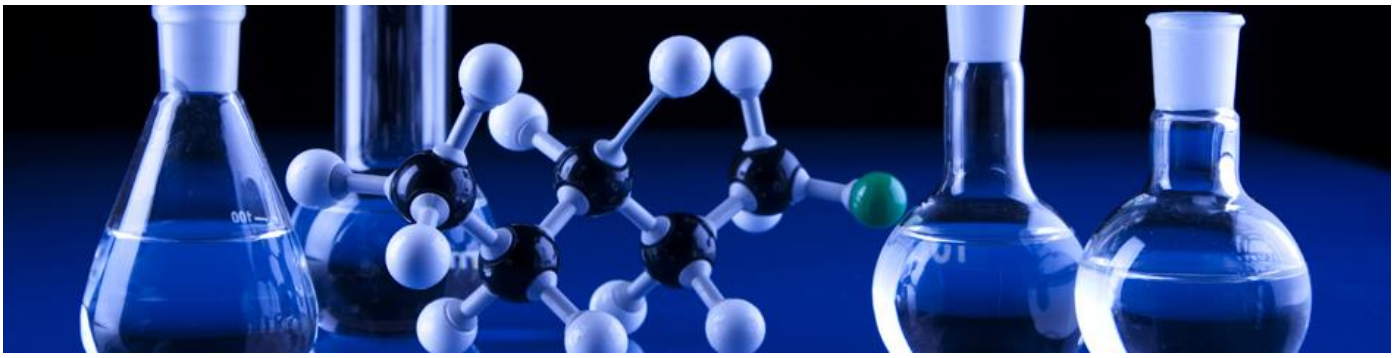
Key Vocabulary	
Prediction: What you think will happen and why	**Hypothesis:** An idea that can be tested
Independent Variable: The variable that we change	**Dependent Variable:** The variable that we measure (the results we collect)
Control Variables: The variables we keep the same to make the experiment a fair test	**Hazard:** Something that could cause harm to someone
Risk Assessment: Identifies the hazard, the risk (harm it causes) and ways to reduce the risk	**Method:** Step by step instructions on how to carry out an experiment
Results: The collection of data (dependent variable)	**Conclusion:** An explanation of what you found out
Evaluation: When you look at the quality of your investigation and what could be improved	**Repeatable:** When the same person repeats the investigation and gets the same results
Reproducible: When somebody else carries out an investigation and gets the same results	**Anomaly:** A result that doesn't fit the pattern
Accurate: When data collected is close to the true value	**Precise:** When the repeated data collected is similar
True Value: The value that would be measured without any errors	**Error:** The difference between the measurement taken and the true value

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. What equipment is used for the following:
   - Heating
   - Measuring temperature
   - Measuring liquids
2. Name 5 safety rules that must be followed in a science laboratory
3. Name the following hazards:

4. What is the scientific method? Why is it important that all scientists follow this method?
5. How can data be displayed once we have collected data?
6. What does STEM stand for? Why is it important?



Science - Term 1

Scientific Skills

Key Concepts

Laboratory Safety Rules

Safety is the number 1 priority when you are carrying out practical work in the science labs so there are some important safety rules to follow:

- ✓ Always wear eye protection during a practical.
- ✓ Carry out a practical while standing up.
- ✓ Do not eat or drink in the laboratory.
- ✓ Tie long hair back and tuck loose clothing in during practical work.
- ✓ If something is spilled or broken, tell the teacher.
- ✓ Ensure that the floor and workspace is clear of obstacles.
- ✓ Light Bunsen burner with splint on a safety flame.
- ✓ Stop immediately when asked to by the teacher.

Symbol	Hazard	Meaning
	Explosive	May explode due to heat, friction or shock
	Irritant	Causes skin irritation
	Dangerous to environment	Can damage aquatic life
	Toxic	Could cause death if ingested
	Flammable	Catches fire easily
	Corrosive	Damages skin and clothing

The Scientific Method

Step 1 - Observe and ask questions

- ✓ When you ask a question about something that you observe: How, What, When, Why, Where?

Step 2 - Research

- ✓ To help you find the best way to do things and ensure that you don't repeat mistakes.

Step 3 - Construct a hypothesis

- ✓ This a statement that you can test. Your evidence will allow you to either accept or reject the hypothesis.

Step 4 - Test the hypothesis

- ✓ Plan experiments making sure you have clear independent, dependent and control variables. Then carry out experiment(s) to test the hypothesis and record data.

Step 5 - Analyse data and make conclusions

- ✓ Organise data to make it easier to understand (e.g. graphs) and accept/reject hypothesis.

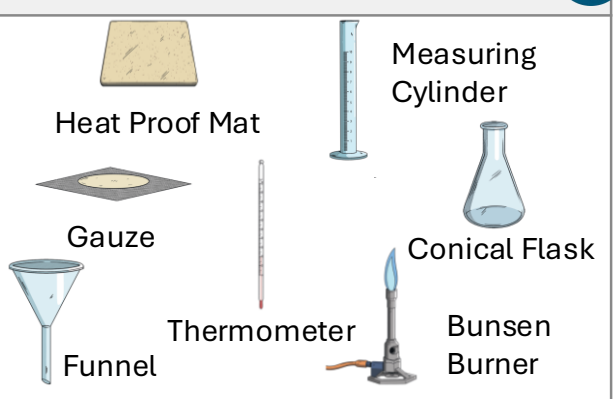
Step 6 - Share results

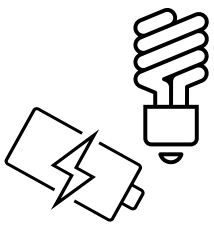
- ✓ Results from experiments are shared with other scientists so they can evaluate the findings themselves.

What is STEM learning?

This year you will be carrying out project based learning that focuses on solving real life problems using Science, Technology, Engineering & Mathematics. You will develop important skills such as problem solving, creativity, team work, innovation, communication and digital literacy. STEM is expected to be one of the largest employers in the near future so this will help prepare you to be successful global citizens.

Common Scientific Equipment





Science - Term 1

Energy Transfers

This builds on:	Why this topic:	This links to:
Key Stage 2 • Give an example of a solid, liquid and gas. • What is a reversible change? • How can mixtures be separated?	Energy transfers is part of the big scientific idea that **energy is conserved**. You will learn about the different types of **energy stores and transfers**, how some energy can be classed as wasted energy and how thermal energy can be calculated using temperature and how heat is transferred.	**Key Stage 4**

Key Vocabulary	
Energy Store: Different types of energy. Measured in Joules (J)	**Kinetic Energy:** Moving objects store kinetic energy. Faster = more kinetic energy
Gravitational Potential Energy: Energy stored in an object when it is lifted against gravity	**Elastic Potential Energy:** Energy stored in an object when it is stretched or compressed
Chemical Energy: Anything that can release energy when there is a chemical reaction	**Energy Transfer:** When energy moves from one store to another
Heat Transfer: Energy transfer from hot to cold substances	**Electrical Transfer:** Energy transfer when a charge (current) flows
Radiation Transfer: Energy Transfer through electromagnetic waves such as light	**Mechanical Transfer:** Energy transfer when an object moves due to force
Renewable Energy: Energy sourced from a resource that is replenished (won't run out)	**Non-renewable Energy:** Energy sourced from a resource that is finite (will run out)
Energy Efficiency: How much energy is converted into useful energy	**Energy Resource:** A source of energy that can be used to generate heat, electricity or power
Conductor: A material that allows the transfer of heat or electricity	**Insulator:** A material that resists the transfer of heat or electricity
Law of conservation: Energy cannot be created or destroyed	**Energy costs:** How much an energy provider charges based on the total kW a household uses

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. What is the difference between an energy store and an energy transfer?
2. Describe the following energy stores:
   - Kinetic energy
   - Gravitational Potential energy
   - Elastic Potential energy
   - Chemical energy
3. How can energy be transferred?
4. Why is it important that we think about the energy efficiency of appliances when we buy them?
5. How is energy efficiency calculated?
6. What units do energy companies use to calculate household bills and how can we reduce out energy bill?

Science - Term 1

Energy Transfers

Key Concepts

Energy Stores

Kinetic energy store

The runner has more energy in their kinetic energy store when they are running

The amount of energy in the kinetic energy store depends on the speed of the object.

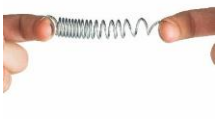
Gravitational potential energy store

The book has more energy in its gravitational potential energy store when it is placed on a higher shelf. The amount of energy in the gravitational potential energy store depends on the height of the object.

Thermal energy

An object has more energy in its thermal energy store when it is hot than when it is cold. The amount of energy in the thermal energy store depends on the temperature of the object.

Elastic potential energy



A stretched or squashed object has more energy in its elastic energy store. The amount of energy in the elastic energy store depends on the amount of extension or compression.

Chemical energy

Batteries, foods and fuels store energy in their chemical energy stores. The

wax in the picture is a type of fuel. Transfer of energy from the chemical energy store occurs due to chemical reactions.

Energy Transfers

Energy can be transferred by:

- **mechanical** working – when a force is applied to move an object through a distance
- **electrical** working – when charge flows (electricity)
- **heating** – when energy is transferred between hotter and colder regions
- **radiation** – when energy is transferred as a wave, for example as light or sound

Energy Efficiency

How good a device is at transferring energy input to useful energy output is called **efficiency**.
The more efficient a device is, the less energy it will waste.

The energy efficiency of a device can be calculated using this equation:

$$\text{EFFICIENCY} = \frac{\text{USEFUL POWER OUTPUT}}{\text{TOTAL POWER INPUT}} \times 100$$

Energy costs

Energy companies monitor the amount of energy transferred to our homes using meters. The companies then use readings from these meters to calculate an electricity or gas bill.

Energy is usually measured in joules (J) and if we know the power of the device (the watts) the amount of energy a device uses can be calculated using the equation:

Energy transferred = power x time

However energy companies use a different unit called kilowatt hours (kWh).
Appliances are usually used for long periods of time so very large amounts of energy are transferred. 1 kWh is the amount of energy transferred to a 1kW appliance in 1 hour.

The energy companies will have a set price per kW so a household bill will depend on how many kW (units) they have used. The amount is calculated using the equation:

Total cost = kW used x cost per kW

Science - Term 1

Substances & Particles

This builds on:	Why this topic:	This links to:
Key Stage 2 • What is temperature measured in? • What happens to a liquid when we heat it? • What happens to a liquid if we cool it down?	Substances & particles is part of the big scientific idea that **structure determines properties**. You will learn about the **particle model** and how the **properties of substances** making up the universe can change when the structure changes from solid to a liquid to a gas.	**Key Stage 4**

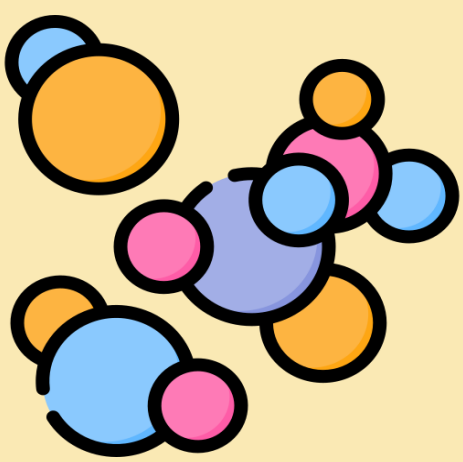
Key Vocabulary	
State of matter: Whether a substance is a solid, liquid or gas	**Solid:** Substance that has tightly packed particles arranged in a regular structure
Liquid: Substance that has moving particles close together in a random arrangement	**Gas:** Substance that has fast moving particles that are spread apart
Particles: The small parts that make up solids, liquids and gases (drawn as circles)	**Particle model:** A model used to represent the particles that make up solids, liquids and gases
Properties: The characteristics of a substance (what it can do)	**Flow:** When fluids (liquids and gases) can move in a steady stream
Compressed: When a substance can be made smaller when squeezed	**Density:** The amount of space a substance takes up in relation to its mass
Volume: The amount of space a substance takes up	**Mass:** How heavy an object is, measured in grams
Freeze: When a substance turns from a liquid to a solid	**Melt:** When a substance turns from a solid to a liquid
Evaporate: When a substance turns from a liquid to a gas	**Condense:** When a substance turns from a gas to a liquid
Sublimation: When a substance turns from a solid straight into a gas	**Diffuse:** When particles move from a high concentration to a low concentration

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. Draw the particle model for the three states of matter (solids, liquids and gases)
2. Compare the arrangement of the particles in solids, liquids and gases.
3. Compare the movement of particles in solids, liquids and gases.
4. Which states are the most dense and why?
5. What is a change in state and why does it happen?
6. Describe the following processes:

- Freezing
- Melting
- Condensing
- Evaporating or boiling
- Sublimation

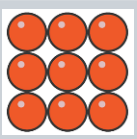
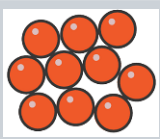
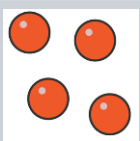


Science - Term 1

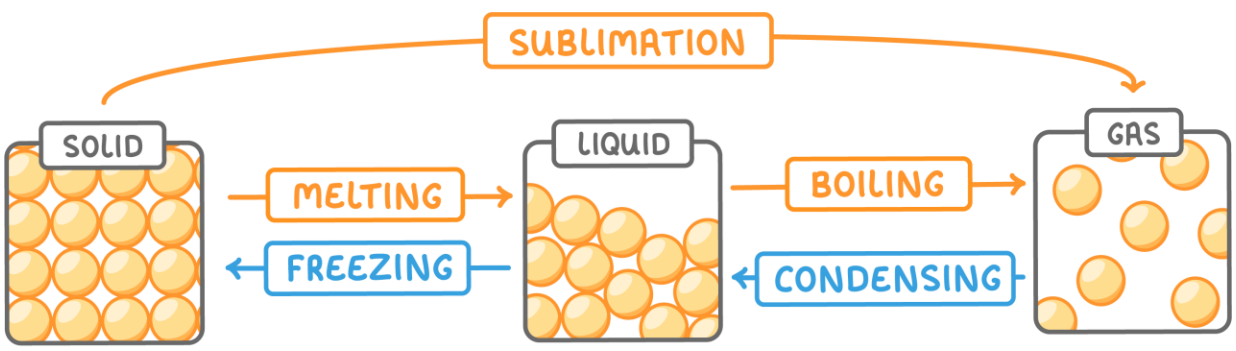
Substances & Particles

Key Concepts

The Particle Model

State	Solid	Liquid	Gas
Diagram			
Volume and shape	Fixed volume Fixed shape	Fixed volume Shape changes	No fixed volume Shape changes
Closeness of particles	Very close	Close	Spread apart
Density	High	High	Low
Arrangement of particles	Regular arrangement	Irregular arrangement	Irregular arrangement
Movement of particles	Vibrate in fixed positions	Particles move and flow slowly	Particles move rapidly and flow freely
Energy of particles	Low energy	Greater energy	Highest energy

Changes in State

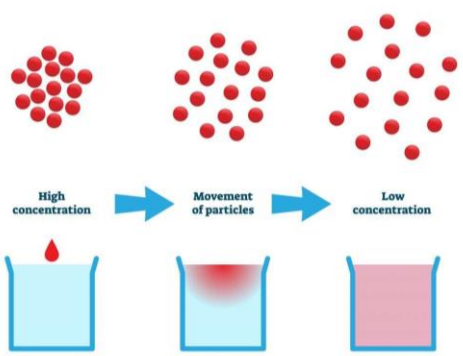


Substances can change state; from a solid to a liquid (**melting**) liquid to a gas (**evaporating**) gas to liquid (**condensing**) and liquid to solid (**freezing**).
Sublimation is when a substance changes from a solid directly to a gas.

The arrangement of particles changes when the substance changes state.

Diffusion

Diffusion is the movement of a substance from an area of high concentration to an area of lower concentration.
Diffusion occurs in liquids and gases when their particles collide randomly and spread out.
Diffusion occurs in gases like air and liquids like water because their particles can move around and collide with each other randomly.
For example, if you mix two drinks, the liquids diffuse into each other. Blackcurrant squash has a high concentration level. When the squash is mixed with water, it becomes less concentrated and is diluted.



Science - Term 1

Cells

This builds on:	Why this topic:	This links to:
Key Stage 2 ✓ What is a living thing? ✓ Name the 7processes that all living things do: ✓ MRSGREN	Cells is part of the big scientific idea that **cells are alive**. You will learn about the structure of **animal and plant cells** and the importance of all the **organelles**. You will then learn about how cells become **specialised** for their function(s) and these make up all living things on the planet.	**Key Stage 4**

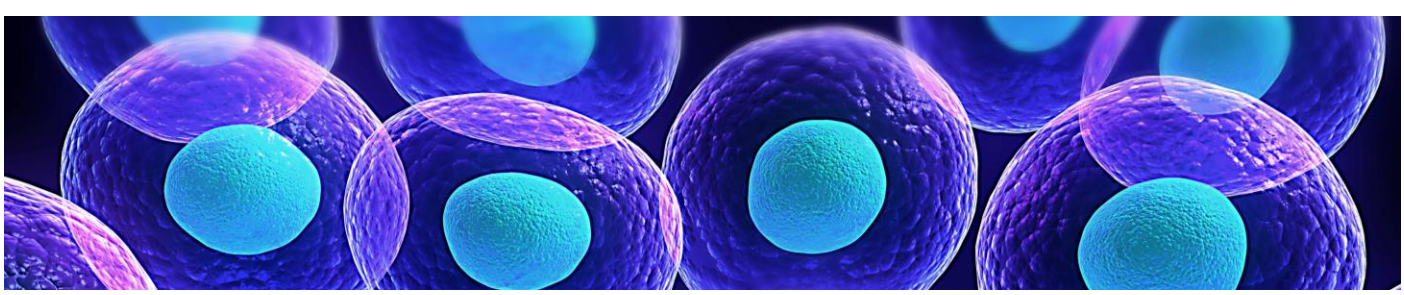
Key Vocabulary

Cell: Basic unit of life	**Organelle:** The parts of a cell
Nucleus: Contains genetic information (DNA)	**Cell membrane:** Controls what goes in and out of a cell
Cytoplasm: Where chemical reactions take place	**Cell wall:** Provides support to plant and bacterial cell walls
Ribosomes: Where proteins are made	**Mitochondria:** The site of respiration (where energy is released)
Chloroplasts: The site of photosynthesis	**Vacuole:** Where cell sap is stored
Chlorophyll: The green pigment inside chloroplasts that absorbs light energy	**Plasmid:** A small ring of DNA that bacteria contain
Unicellular: A single celled organism e.g. bacterial cells	**Multicellular:** An organism made up of a number of different types of cells
Microscope: Used to magnify microscopic objects so that we can see them	**Magnification:** The number of times the image has been made bigger
Specialised Cell: A cell that is designed to carry out a particular role in the body	**Function:** The role that the cell has, its purpose
Adaptation: Features that cells and living things have that help them to survive	**Diffusion:** The movement of substances from a high concentration to a low concentration

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. Name the organelles found in an animal cell.
2. Name the organelles found in a plant cell.
3. 3. Describe the function of the following organelles:
4. • Nucleus • Cell membrane • Cytoplasm • Mitochondria • Chloroplasts
5. Compare a bacterial cell with an animal cell.
6. Which parts of the microscope magnify the image?
7. Describe how to use a microscope.
8. What is diffusion?
9. Why is diffusion important to keep cells alive?



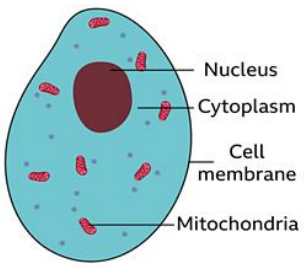
Science - Term 1

Cells

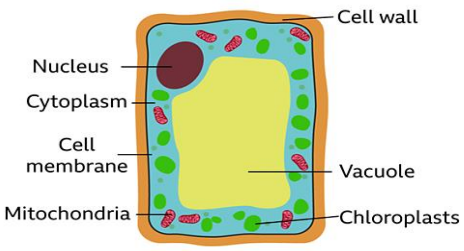
Key Concepts

Structure of Animal and Plant Cells

Animal Cell

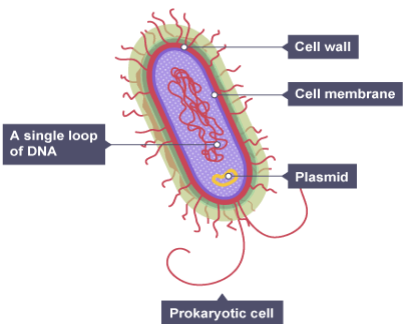


Plant Cell



Bacteria Cells

Bacteria Cells



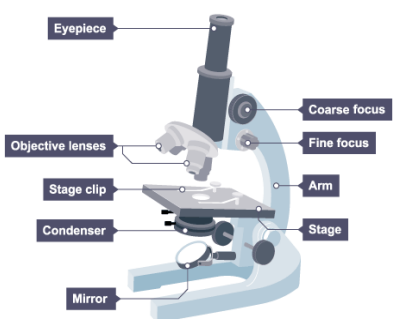
Specialised Cells

Humans are multicellular. That means we are made of lots of cells, not just one cell.
The cells in many multicellular animals and plants are **specialised**, so that they can share out the processes of life. They work together like a team to support the different processes in an organism.

Cell	Function	Adaptation
Sperm cell	Reproduction	Tail for swimming Half DNA in nucleus
Egg cell	Reproduction	Lots of cytoplasm Half DNA in nucleus
Red Blood Cell	Transport oxygen	Biconcave shape and no nucleus to provide a large surface area
Nerve Cell	Transmits information via electrical impulses	Long and very thin with branches at either end
Root Hair Cell	Absorbs water from soil	Large surface area and thin walls

Microscopes

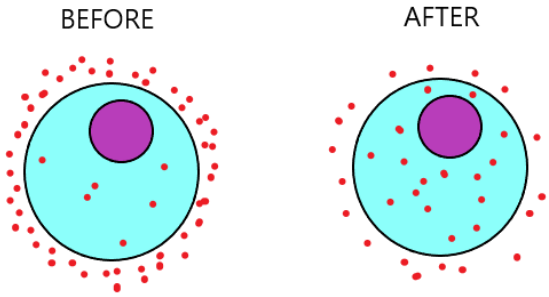
Parts of a microscope



How to use a microscope

- Prepare a slide.
- Plug in microscope and turn on light.
- Place slide on stage and hold with clips.
- Use lowest magnification objective lens to focus image.
- Then turn up the magnification by turning to a higher power objective lens.

Diffusion in cells



The role of diffusion in cells

Diffusion is the movement of particles from higher to lower concentrations.
Diffusion happens naturally and so does not require energy.
Substances like oxygen, carbon dioxide and glucose move in and out of cells by diffusion.

Geography – Term 1

About the UK

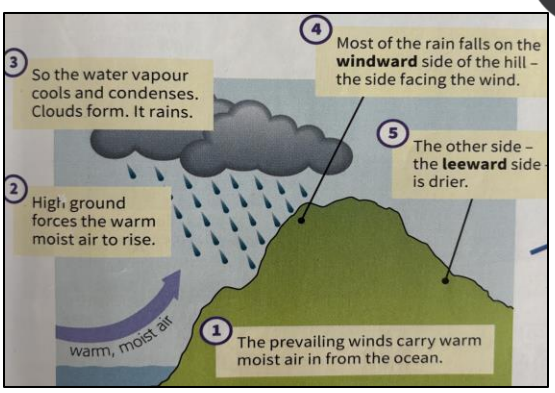
This builds on:	Why this topic:	This links to:
✓ This builds on understanding of work on the British Isles and The Romans at KS2 and the ability to analyse information form text and graphs.	**Is the UK an island on its own or are we connected to the rest of the world in different ways. This topic focus' on the UK's physical geography, weather, economy and how migration has shaped our nations and culture.**	✓ This links to your future learning on population at KS3. It also allows you to look at coastal environments and the UK economy which is covered atKS4.

Key Vocabulary

Asylum Seeker: A person who flees to another country for safety	**Population Density:** The number of people in a place per square km
Corrasion: Rock fragments thrown at cliffs by the sea	**Rain Shadow:** The dry area on the leeward side of a hill
Emigrant: A person who leaves a country to settle in another country	**Rural:** An area of countryside (farms and small villages)
Hydraulic Power: The power of waves crashing into cliffs	**Urban:** A built-up area with lots of people and buildings (cities and towns)
Leeward: The side of a hill sheltered by the wind	**Windward:** The side of a hill facing into the wind

Key Retrieval

Relief Rainfall



Key facts

Flag of UK / Flag of Republic of Ireland	England	Scotland	Wales	Northern Ireland	Republic of Ireland
Area (square kilometres)	130 400	77 100	20 800	14 200	70 300
Population (millions)	55.8	5.5	3.2	1.9	4.8
Flag of this British nation					

Cultural Capital

1.Immigration
We will learn how we are all descended from immigrants and how important migrants are to the UK economy

2. The British Isles
We will study how the British Isles is made up and how this had changed throughout history

3. Population
Where are the most populated areas of the UK, why and how does that impact on our lifestyle

4. Globalisation
How the UK is linked to other countries around the world and how these links shape the economy and our lives

Home Learning Tasks:

1. Create a collage which highlights some of the UK's physical features.
2. Create top trumps cards for 6 cities in the UK - include size, population, age, height above sea level and distance from London.
3. Write an advert encouraging people to visit London. You must include at least 4 tourist destinations.

Geography – Term 1

About the UK

UK Physical Geography

The United Kingdom is comprised of four countries: England, Scotland, Wales, and Northern Ireland. It's important to note that Great Britain refers to the island containing England, Scotland, and Wales, while the UK also includes Northern Ireland, which is part of the island of Ireland.

The United Kingdom's physical geography is characterized by a diverse range of landscapes, including uplands, lowlands, and coastal areas, shaped by geological processes, glaciation, and fluvial activity. Upland areas, like the Scottish Highlands and the Lake District, are rugged and mountainous, while lowlands, particularly in the south and east, feature flatter terrain and fertile plains.


ARCTIC OCEAN
Greenland
(Denmark)
Svalbard
(Norway)
ARCTIC OCEAN
United States
Canada
Iceland
Russia
Norway
Sweden
Finland
U.K.
Den.
Neth.
Belg.
Ireland
Germany
Poland
Belar.
Estonia
Latvia
Lithuania
Ukraine
Mol.
Kazakhstan
Mongolia
United States
ATLANTIC OCEAN
Portugal
Spain
France
Italy
Rom.
Bul.
Greece
Georg.
Az.
Armenia
Turkey
Cyprus
Syr.
Lebanon
Iraq
Iran
Uzbek.
Turkm.
Kyrgyzstan
Tajikistan
China
N.Korea
S.Korea
Japan
Afghan.
Pakistan
Nepal
Bhutan
India
Kuwait
Qatar
Jordan
Saudi Arabia
U.A.E.
Oman
Yemen
Israel
Morocco
Tunisia
Algeria
Libya
Egypt
Western Sahara
Mexico
Caribbean
Maurit.
Mali
Niger
Chad
Eritrea
Sudan
Djibouti
Senegal
The Gambia
Guinea-Bissau
Guinea
Sierra Leone
Liberia
Cote d'Ivoire
B.Faso
Ghana
Togo
Benin
Nigeria
Equatorial Guinea
Gabon
Cam.
C.A.R.
South Sudan
Ethiopia
Somalia
Ken.
Dem. Rep. of Congo
Congo
Uganda
Rwanda
Burundi
Tanz.
Angola
Zambia
Zim.
Namibia
Bots.
South Africa
Lesotho
eSwatini
Malawi
Mozambique
Madagascar
Laos
Vietnam
Bur.
Thai.
Cambodia
Taiwan
Philippines
Malaysia
Sri Lanka
Bangl.
Indonesia
Timor-Leste
Papua New Guinea
Solomon Islands
New Caledonia
Fiji
Australia
New Zealand
PACIFIC OCEAN
PACIFIC OCEAN
INDIAN OCEAN
ATLANTIC OCEAN
Central America
Guyana
Suriname
French Guiana (France)
Venez.
Colombia
Ecuador
Peru
Brazil
Bolivia
Paraguay
Chile
Argentina
Uruguay
SOUTHERN OCEAN
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Geography – Term 1

About the UK

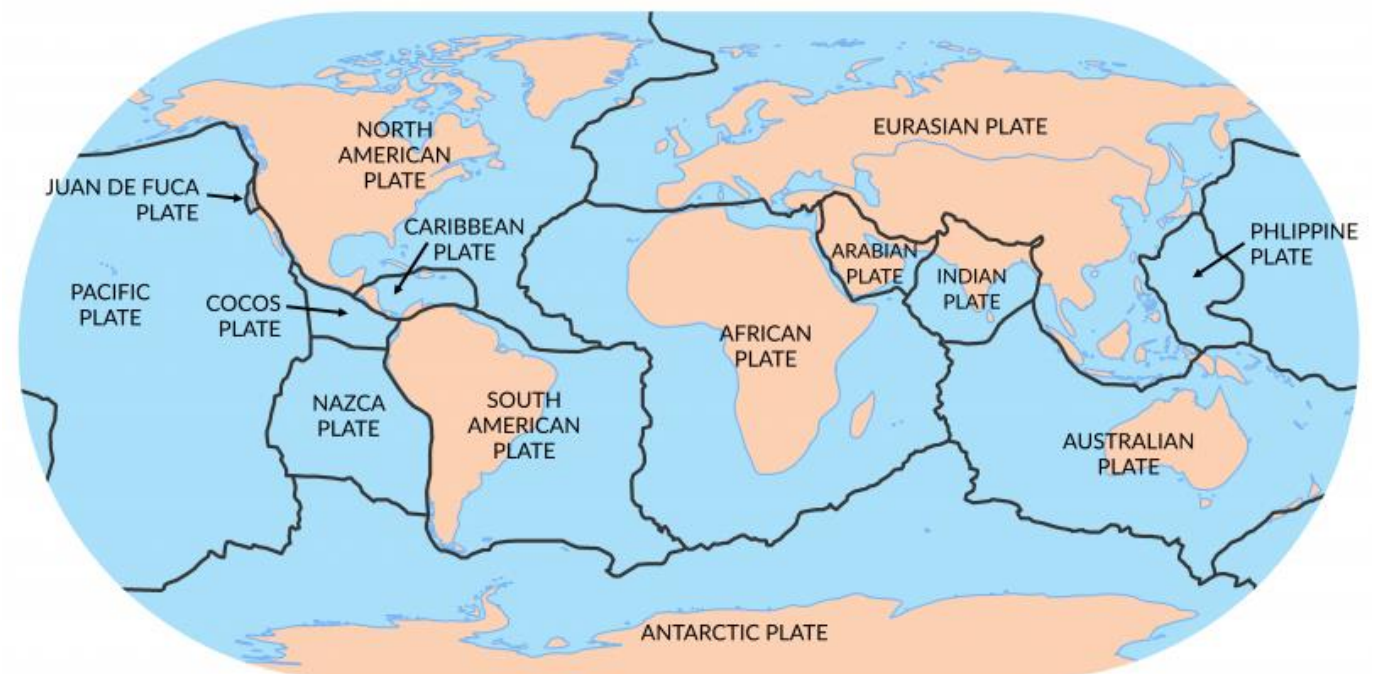
P.E.E.L. Paragraphs

Structuring answers

When structuring an answer, it is always important to use:
P – Make your **Point**
E – Add your **Evidence** (facts and figures)
E – **Explain** why using link words
L – **Link** it back to the original question

For example – where are earthquakes located?

Earthquakes are mostly found along tectonic plate boundaries. Such as along the western coast of South America where the Pacific plate meets the Nazca plate. This is because at tectonic plate boundaries, stress and friction builds up due to convergent and divergent movements. Therefore, you are more likely to find earthquakes when the stress builds too much, whereas in areas away from plate boundaries there are likely to be fewer earthquakes.



History – Term 1

How do historians discover the past?

This builds on:	Why this topic:	This links to:
✓ This builds onunderstanding fromKS2 which looks atancient history andusing artefacts todiscover the past.	**Why this topic?** **In this topic we look at how history can change over time. We combat misconceptions and develop analytical skills based on different historians' interpretations and how that helps create our own interpretations.**	✓ This links to futuretopics such as NormanConquest and allowsyou to understand keyareas of history for KS4,such as interpretations.

Key Vocabulary	
Historian: Someone who writes about or studies history.	**History:** A study of the past including people and events.
Interpretation: A viewpoint of the past/an event.	**Archaeology:** The study of human history from digging up objects and other remains.
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1) **Roman Empire in Pompeii – Around 79AD**
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How do Historians discover the past?

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DNA Analysis: By using DNA, we can discover what race a person might be, where they are from and what age they were when they died.

Skeletons: Skeletons can reveal to us many different things like whether somebody was wealthy – bones could rust if near metals which indicates wealth/money.

Artefacts: This can help us see whether anything is out of the ordinary. Has this person travelled further than we think? Have they been in contact with societies we did not know about yet?

Home Learning Tasks:
1. Create a fact file on one of the historians that we have looked at
2. Create a time travellers guide to the Roman Empire in Britain. This should include what you would see, hear and smell.
3. For more activities, see the homework sheet given to you by the teacher.

History – Term 1

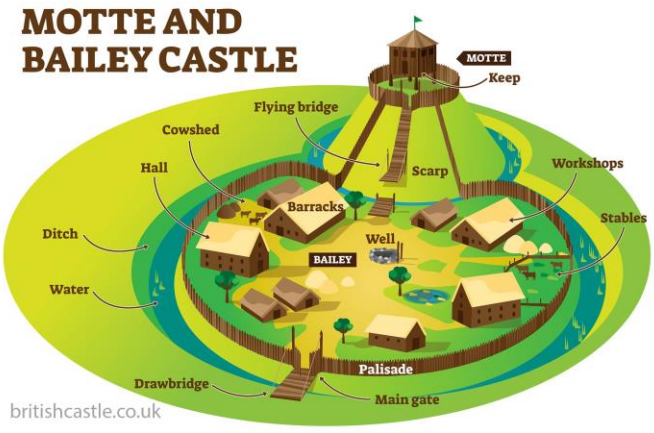
Norman Conquest

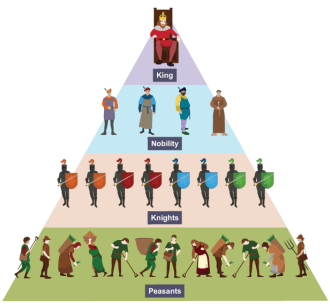
This builds on:	Why this topic:	This links to:
✓ This builds on the previous learning of lifein England before 1066. It will also develop previous skills such as source and interpretation analysis.	This focuses on William the Conqueror's invasion of England. We will investigate how William changed England's political and social landscape and how he managed to keep control of the country once he had installed himself as King of England.	✓ This links to future learning with key terms such as **revolution** and develops understanding of early Medieval England for the rest of Y7.

Key Vocabulary

Anglo-Saxon: A group of people from Germany and Denmark who settled in England.	**Villeins:** A class of peasant who was tied to the land that was owned by their master.
Claimant: A person who claims they have a right to the throne.	**Domesday Book:** Created in 1086, it was a record of what each person in England owned.
Normans: A group of people from Normandy in France. They invaded England in 1066.	**Motte and Bailey Castle:** A type of castle which has a motte (small mound of earth) and bailey.
Feigned Retreat: Where the soldiers in an army pretend to retreat.	**Taxes**: A compulsory contribution to the King, Queen or government.
Feudal System: A Norman system which gave people land and protection by those of a higher rank and worked for them in return.	**Harrying:** persistently carrying out attacks on an enemy's territory.

Key Retrieval Castles





How did William keep control of England?

1) **The Feudal System: This ensured William seized control of all land in England and all nobles had to swear an oath of loyalty to William. If they broke this, their land would be removed. Peasants and Lords were forced to pay taxes.**

2) **Harrying of the North: When Northern Lords rebelled against William's Norman Lords, it led to the massacre of northern people. William killed thousands of people and put salt into the earth – this meant that no food could grow there and many more died from starvation.**

3) **Domesday Book: This shown William exactly what everyone owned in England. He could now ensure tax was paid properly and everyone was paying what they should.**

Home Learning Tasks:

1. Create your own castle that is historically accurate with what we have learned in class. This can either be a Motte and Bailey or Stone Keep Castle.
2. Create your own Domesday Book of your local area by using house prices online.
3. For more activities, see the homework sheet given to you by your class teacher.

History – Term 1

How do historians discover the past?

This builds on:	Why this topic:	This links to:
✓ This builds on understanding fromKS2 which looks at ancient history and using artefacts to discover the past.	**Why this topic?** **In this topic we look at how history can change over time. We combat misconceptions and develop analytical skills based on different historians' interpretations and how that helps create our own interpretations.**	✓ This links to future topics such as Norman Conquest and allows you to understand key areas of history for KS4,such as interpretations.

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History – Term 1

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History – Term 1

Our historians

SCAN ME

Mary Beard
One of the leading historians in Roman History.

SCAN ME

David Olusoga
Author of 'Black and British and one of the key historians on Black history in this country.

SCAN ME

Max Adams
Author of 'Unquiet women' which unveils the voices of women in the Dark Years.

SCAN ME

Cat Jarman
Author of 'River Kings' which looks at the Vikings across the Silk Road.

SCAN ME

Marc Morris
Author of 'The Anglo-Saxons' which looks how Anglo-Saxons lived and recorded before 1066.

SCAN ME

Malcolm Gaskill
Author of 'The Witchfinders' that unveils how women were treated during the English Civil War.

History – Term 1

How do historians discover the past?

Structuring Answers

When structuring an answer, it is always important to use:

P – Make your **Point**

E – Add your **Evidence** (facts and figures)

E – **Explain** why using link words

L – **Link** it back to the original question

For example – How does Mary Beard discover the past?

One way that Mary Beard discovers the past is through the use of skeletons. For example, Mary Beard excavated many skeletons in her study of Pompeii, and she noticed how some skeletons were separated from others and how some parts of the bone were green. This helps Mary Beard discover the past because the green on the bones are rust, which indicates how this individual would have had access to expensive jewelry and metals. Also, the separation of bodies symbolizes different classes in society. Therefore, Mary Beard discovers the past through the use of skeletons as it can tell us how wealthy an individual was and what part of society they were from.

Mary Beard and the Skeleton Room

Religious Studies

What is Multi-faith Britain?

This builds on:	Why this topic:	This links to:
✓ This builds on RE knowledge from primary school and the six major world faiths.	*Learning about religion and other worldviews can help individuals and society become more accepting and diverse.*	✓ This links to units religion and the good life and religion in the modern day. It also links to the section of the KS4 curriculum.

Key Vocabulary	
Religion- A set of beliefs about the cause and purpose of the universe.	**Multicultural society –** people of different races, religions and nationalities living together in the same community
Spirituality- an individual practice giving a person a sense of peace and purpose.	**The Golden rule-** a common belief in all religions to treat others how you wish to be treated.
Community- a group of people in a place or a group of people that share the same interests, beliefs and practices	**Religious leader-** a person who teaches, guides and leads a group of people who share a common faith
Values- things that are important to us	**Stereotyping-** the act of judging a person or group of people because of the actions or behaviours of others that are similar
Belief- something one accepts as true or real- a firmly held opinion	**Sarced text-** texts that are central to the teachings of a religion

Key Retrieval

The 6 main reasons why Britain has become a multi-cultural Society:

- Some people have escaped from political persecution in their native countries.
- Others seek freedom to practice their religion.
- Some migrants want economic opportunities e.g, jobs & a better standard of living.

The Six World Religions practiced in Britain:

Christianity (2.2 billion followers worldwide)

Islam (1.6 billion followers worldwide)

Hinduism (1 billion followers worldwide)

Buddhism (376 million followers worldwide)

Sikhism (23 million followers worldwide)

Judaism (14 million followers worldwide)

Cultural Capital

1. **We will have intellectual arguments and debates surrounding the idea of what makes a country multi-faith and how does it impact a country.**
2. **We will watch a documentary to see how a country becomes multi-faith and the positive impact it has.**

Home Learning Tasks:

Name the religion and the holy book that matches with each the religious leaders - Jesus, Muhammed (PBUH), Guru Nanak, Abraham, Moses, Buddha and Brahman.

- If all the religious life of your community was banned (e.g., festivals, worship, charitable activity), then how would people feel? What would happen? Write down your ideas.
- If you were elected Mayor, what would you do for the area to promote good relations between different communities? Write out a speech.

Religious Studies

Religious Festivals and Ceremonies

This builds on:	Why this topic:	This links to:
✓ This builds on RE knowledge from primary school and the six major world faiths.	Social cohesion: Festivals bring communities together, fostering social unity. Educational value: They serve as a medium to educate the younger generation about religious narratives and histories.	✓ This links to units' religion and the good life and religion in the modern day. It also links to the themes and religion section of the KS4curriculum.

Key Vocabulary	
Easter- A Christian festival and cultural holiday commemorating the resurrection of Jesus from the dead	**Festival –** a tie of special importance marked by a religion, these festivals involve various rituals, traditions and customs specific to different faiths
Christmas - A Christian holy day that marks the birth of Jesus	**Marriage -** is a legally recognised ceremonious union between two individuals, typically based on love and commitment.
Yom Kippur- Day of atonement, the most sacred and solemn day in the Jewish calendar	**Ramadan -** the ninth month of the Islamic calendar and the holy month of fasting .
Atonement- putting things right, a day where people put things right with God through prayer and sacrifice	**Wesak -** is a significant holiday in Buddhism that commemorates the birth, enlightenment and death of the Buddha
Belief- something one accepts as true or real- a firmly held opinion	**Suhoor and Iftar-** the morning meal after breaking a fast is suhoor, the evening meal is Iftar

Key Retrieval

Good Friday

Good Friday is the Friday before Easter Sunday. It commemorates the execution of Jesus by crucifixion.

Easter Sunday

Easter Sunday is a very special time for Christians. After Jesus died on the cross on Good Friday, his body was taken down and buried in a tomb.

On Easter Sunday the tomb was empty because Jesus rose from the dead.

The story of Easter Sunday shows that God's love is even stronger than death and that there is life after death for all who believe in God

Ramadan –

During the month of Ramadan, Muslims won't eat or drink during the hours of daylight. This is called fasting. Ramadan remembers the month the Qur'an (the Muslim holy book) was first revealed to the Prophet Muhammad(pbuh).

Wesak –

Wesak celebrates the Buddha's birthday and, for some Buddhists, also marks his enlightenment and death. It is also called Buddha Day.

Cultural Capital

1. **We will have intellectual arguments and debates surrounding the ideas of different religious festivals and the importance of them**
2. **We will watch videos to explore how different religions celebrate the festivals all over the world.**
3. **We will make religious festival lanterns and objects to get a chance to try an experience some of the religious festivals.**

•Home learning Tasks

•Draw and explain a story board of the events of holy week and the crucifixion and resurrection of Jesus.

•Create your own paper lantern for wesak

•Explain how you would feel fasting and what difficulties might you face?

•Explain how the ten commandments and Moses are connected

•Explain how people celebrate Yom Kippur

Write like an RE expert...

Write like an RE expert

4 marker	*5 marker*	*12 marker*	
Point	Point	Point	Two arguments for
Explain	Evidence	Evidence	Two arguments against
Point	Explain	Explain	
Explain	Point	Link	Conclusion
	Explain		

WAGOLL

Explain why Christmas is an important festival for Christians. [4 marks]

- Point – Christians believe Christmas is important as it celebrates the incarnation of Jesus.
- Explain – It is the Christian belief that God became a man in the person of Jesus, fully human and fully divine.

- Point – Christmas is seen as a time for generosity and for thinking about the needs of others.
- Explain -Churches run events to provide food and temporary shelter to people in need.

Explain two ways in which Christians celebrate Holy Week. (5)

- Point – Holy week is important for Christians as it is a week to remember the suffering of Jesus before his crucifixion.
- Evidence – On Maundy Thursday Christians go to church on the evening to celebrate the last supper.
- Explain – They remember with sadness, the predictions that Jesus made about his death, that Judas would betray him for 30 silver coins.

- Point – Good Friday is the most solemn day of the year for Christians.
- Evidence – In many towns, groups of Christians will walk through streets following someone carrying a heavy wooden cross as Jesus did.
- Explain – This helps Christians remember what Jesus was forced to do.

SIX WORLD RELIGIONS (spellings vary)

Religion name	Follower	SYMBOL	NAME OF GOD/GODS	COUNTRY OF ORIGIN	FOUNDER /MESSENGER	HOLY BOOK/S	PLACE OF WORSHIP	MAIN FESTIVALS	Denominations /schools/type/	Followers in the UK (approx.)	Followers in the world (approx.)
BUDDHISM	Buddhist	 Dharmachakra	none	India (Today in Nepal)	Siddhartha Gotama (The Buddha)	Tripitaka	Temple Shrine room Vihara	Wesak Dharma day	Theravada Mahayana Zen Triratna Pure Land	98,000	376 million
HINDUISM	Hindu	 Om/Aum	Brahman (Shiva Vishnu Brahma)	Indus Valley	none	Vedas Bhagavad Gita Mahabharata	Mandir Temple	Holi Diwali		272,000	1 billion
CHRISTIANITY	Christian	 Cross	God	Palestine Israel	Jesus of Nazareth	Bible	Church Cathedral	Easter Christmas	Catholic Eastern Orthodox Church of England Baptist Quaker	30 million	2.2 billion
JUDAISM	Jew	Star of David	G_d	Israel	Abraham	Torah Tenakh	Synagogue	Rosh Hashanah Pesach Yom Kippur	Hasidic Orthodox Reform Liberal	214,000	14 million
SIKHISM	Sikh	 The Khanda	God Waheguru	Punjab, India	Guru Nanak The ten Gurus	Guru Granth Sahib	Gurdwara	Vaisakhi Diwali	Sahajdhari Amritdhari	239,000	23 million
ISLAM	Muslim	 Five pointed star & crescent moon	Allah (God)	Saudi Arabia	Muhammad (pbuh)	Quran	Mosque	Eid-ul-Fitr Eid-ul-Adha	Sunni Shi'a Sufi	1,278,000	1.6 billion

Theist = Someone that believes in God
Atheist= Someone that doesn't believe in God
Agnostic = Someone that is not sure about the existence of God

Monotheist = Someone that believes in one God
Polytheist= Someone that believes in many gods

Timeline of religions (all dates approximate)

↑ 2000 BC **Hinduism**	↑ 1500BC **Judaism**	↑ 560 BC **Buddhism**	↑ 0	↑ 30 AD **Christianity**	↑ 610 AD **Islam**	↑ 1500 AD **Sikhism**

Year 7 French Term 1

C'est Moi

This builds on:	Why this topic:	This links to:
✓ This builds on work you will have done at KS2.	**This is the first of our French topics this year. You will learn to give and understand information about yourself and your family**	✓ This links to all the units you will study, because it contains the basic building blocks that you will be using during KS3 and 4.

Key Vocabulary	
Ca va? – How are you?	**Qu'est-ce que tu aimes?** –What do you like?
Comment t'appelles-tu? What is your name?	**Tu es comment?** What are you like?
Ça s'écrit comment? – How do you spell it?	**Tu as des frères et soeurs?** – Do you have any brothers and sisters?
Quel âge as-tu? How old are you?	**Tu as un animal? –** Do you have a pet?
C'est quand ton anniversaire? – When is your birthday?	**Il / elle est comment? –** What is he/she/it like?

Key Retrieval

A ah	**B** bay	**C** say	**D** day	**E** ugh!
F eff	**G** zhey	**H** ash	**I** ee	**J** zhee
K ka	**L** el	**M** em	**N** en	**O** oh
P pay	**Q** koo	**R** err	**S** ess	**T** tay
U oo	**V** vay	**W** doo bl vay	**X** iks	**Y** ee-grec
Z zed				

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

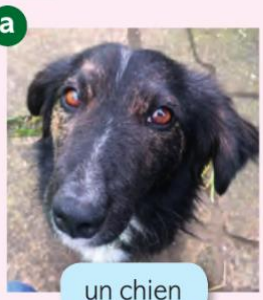
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday

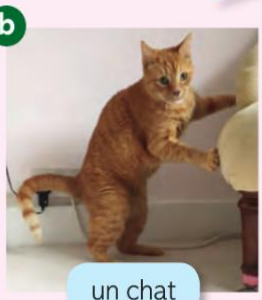
Home learning:

1) Learn the vocabulary as asked by your class teacher each week.
2) Complete the tasks on Languagenut.com
3) Research a famous French person. Make a fact file. What do they do? Where do they live? Why are they famous?

Year 7 French Term 1

C'est Moi

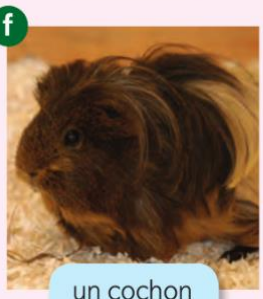

a un chien


b un chat


c un oiseau

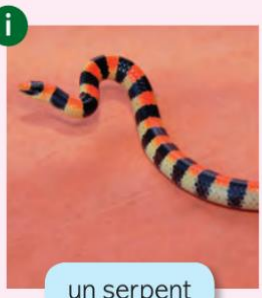

d un hamster


e un lapin


f un cochon d'Inde


g un lézard


h un poisson rouge


i un serpent


j Je n'ai pas d'animal.

Il **est** … Elle **est** …	a petit(e)	b de taille moyenne	c grand(e)		
Il **a** les yeux … Elle **a** les yeux …	d bleus	e marron	f verts		
Il **a** les cheveux … Elle **a** les cheveux …	g noirs	h bruns	i blonds	j roux	k gris
	l courts	m longs	n mi-longs	o bouclés	p raides
Il **a** … Elle **a** …	q une barbe	r des taches de rousseur		s des tatouages	
Il **porte** … Elle **porte** …	t des lunettes				

Key facts

avoir (to have)

*j'**ai***	I have
*tu **as***	you have
*il/elle **a***	he/she has
***J'ai** deux frères.*	**I have** two brothers.

You also use **avoir** with age.

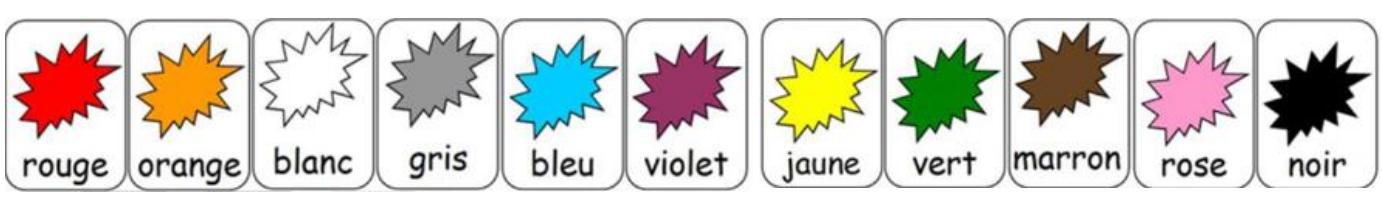
*Quel âge **as-tu**?*	How old are you?
***J'ai** onze ans.*	I am 11 years old.

aimer (to like) is a regular **–er** verb.

j'aime	I like
tu aimes	you like
il/elle aime	he/she likes

être (to be)

*je **suis***	I am
*tu **es***	you are
*il/elle **est***	he/she is



Computing Term 1

Digital Literacy

This builds on:	Why this topic:	This links to:
✓ The basic introductions and operations of a computer system and how they are used in society.	Digital Literacy: Introduction to skills used to professionally present work through various methods and to understand the principles of computing and its operations.	✓ Future units of keeping safe online and use of different software packages.

Key Vocab	Definition
Input	A device or system that will input data into a machine or computer.
Process	A machine or computer performing a calculation or a process. E.g., a calculator or a character moving.
Output	A device or system that will receive data from a machine or computer and display it to be seen, heard or felt by a person.
Software	Information stored on a computer that can be used for purposes such as anti-virus software.
Hardware	The physical components of a computing system that work together to perform functions and tasks e.g. CPU, GPU, RAM, PSU, HDD.

These can be used to increase speed when you are completing tasks.

Software	What is this software used for?
MS Word	**MS Word is used for creating, editing and formatting various types of documents. If you wanted to write a letter, you would use MS Word.**
MS PowerPoint	**MS PowerPoint is used to create and deliver visually engaging presentations with a multimedia element. If you wanted to deliver a presentation, you would use MS PowerPoint.**
MS Teams	**MS Teams is used for teamwork and communication. It provides a central platform for messaging, meetings, calling and file sharing. If you wanted to host a conference call, you use MS Teams.**
MS Excel	**MS Excel is used for organising, formatting and calculating data on a spreadsheet. If you wanted to create a budget, you would use MS Teams.**

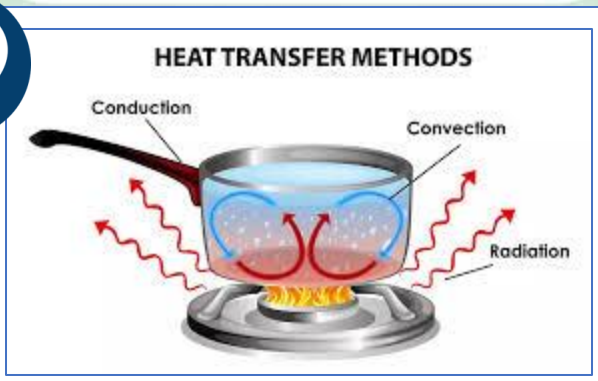
For help with the Home Learning task, go to:

- https://www.bbc.co.uk/bitesize/articles/zx8hpv4
- **Create a professionally formatted Microsoft Word document** with an overview of Coraline (English) - explaining the key messages within the movie.

Food Technology – Rotation 1

This is your introduction to food technology at Newsome. You will be learning all about Health & Safety within the kitchen and how to make some yummy, healthy dishes. In theory lessons you will be learning all about food provenance – where food comes from. You will also learn about the key nutrients our body needs to be healthy.

Key Vocabulary	
Food Origin: Where the food originated in the world	**Cross-contamination:** Cross-contamination is the physical movement or transfer of harmful bacteria from one person, object or place to another.
Food provenance: Whether the food was grown, caught or reared	**Food Groups:** fruits and vegetables, starchy carbohydrates, dairy or alternatives, protein, and oils and spreads.
Transportation: How food is transported from one place to another	**Hazard:** A hazard is anything that has the potential to cause harm. This could be a substance, situation, or activity that could lead to injury, illness, damage to property, or environmental degradation.
Whisking: Whisking is a cooking technique that uses a whisk to blend ingredients together, often to incorporate air and create a light, airy texture.	**Grating:** grating is the act of reducing food into small pieces by rubbing it against a grater, a tool with a rough, perforated surface.
Mixing: mixing is the process of combining two or more ingredients together, either by hand or with a mechanical device, to create a uniform mixture.	**Piping:** the technique of forcing a soft, smooth food substance, like frosting or mashed potatoes, through a small opening (like a piping bag with a nozzle) to create decorative shapes or designs.
Sieving: Sieving is a separation process that uses a mesh, or sieve, to separate materials based on particle size. Smaller particles pass through the sieve openings while larger particles are retained.	**Melting:** melting refers to the process where a solid substance changes into a liquid due to an increase in temperature.
Recipe: A recipe is a set of instructions for preparing/cooking a food dish, e.g., how to bake a cake.	**Heat Transfer**: When two objects have different temperatures, heat is transferred. Heat can be transferred by radiation, conduction and convection



Independent Learning Tasks:

1. https://www.highspeedtraining.co.uk/hub/food-hygiene-quiz-for-kids/ Have a go at this Food Hygiene Quiz
2. For a healthy and nutritious breakfast or snack, have a go at making these Breakfast Energy Bars https://www.foodafactoflife.org.uk/recipes/breakfast/breakfast-energy-bars/
3. For a healthy sweet treat, have a go at cooking this really easy Fruity Muffins recipe: https://www.foodafactoflife.org.uk/recipes/11-14-l2c/fruity-muffins/

Food Technology – Rotation 1

This is your introduction to food technology at Newsome. You will be learning all about Health & Safety within the kitchen and how to make some yummy, healthy dishes. In theory lessons you will be learning all about food provenance – where food comes from. You will also learn about the key nutrients our body needs to be healthy.

Practical Recipe 1 – Fruit Salad

1 x small orange
12 grapes
1 x kiwi fruit
1 banana
1 apple
1 lemon or lime
1 small carton of orange juice orpineapple juice

Any combination of fruit is fine – just make sure you bring in a variety of different fruits so you can develop your chopping skills.

We will be chopping ingredients in lesson

Practical Recipe 2 – Pasta Salad

- ❑ 100g dried pasta shapes
- ❑ 50g grated cheese
- ❑ 5 cherry tomatoes
- ❑ ¼ cucumber
- ❑ 25g sweetcorn (drained -frozen is fine)
- ❑ 2 spring onions
- ❑ 3 lettuce leaves
- ❑ ½ pepper

Food skills are acquired, developed and secured over time.
Bridge hold I Claw grip

School will provide mayonnaise and salad cream

We will be chopping ingredients in lesson

Practical Recipe 3 – Chocolate Chip Cookies

- ❑ 75g margarine/butter
- ❑ 75g brown sugar
- ❑ 150g self-raising flour
- ❑ 100g chocolate chips

School will provide vanilla essence and egg

If possible, please measure out ingredients at home

Independent Learning Tasks:

- Make your own variations of what we have made in Term 1 at home!
- Try using different ingredients in each recipe to see what wonderful delights you can make.

- Take some pictures and bring them in for our school displays.

KITCHEN CONVERSIONS

SPOONS & CUPS

TSP	TBSP	FL OZ	CUP	PINT	QUART	GALLON
3	1	1/2	1/16	1/32	-	-
6	2	1	1/8	1/16	1/32	-
12	4	2	1/4	1/8	1/16	-
18	6	3	3/8	-	-	-
24	8	4	1/2	1/4	1/8	1/32
36	12	6	3/4	-	-	-
48	16	8	1	1/2	1/4	1/16
96	32	16	1	1	1/2	1/8
-	64	32	4	2	1	1/4
-	256	128	16	8	4	1

TABLESPOON
15 ML

DESSERTSPOON
10 ML

TEASPOON
5 ML

MILLILITERS

OZ	ML	CUP	ML
2	60	1/4	60
4	115	1/2	120
6	150	2/3	160
8	230	2/4	180
10	285	1	240
12	340	2	480

GRAMS

OZ	G	LB
2	58	-
4	114	-
6	170	-
8	226	1/2
12	340	-
16	454	1

FLOUR	32g
SUGAR	50g
BUTTER	55g

FLOUR	64g
SUGAR	100g
BUTTER	112g

FLOUR	125g
SUGAR	200g
BUTTER	225g

Art

Formal Elements

This builds on:	Why this topic:	This links to:
✓ This builds on what you may have learned inart lessons at KS2	The formal elements are the building blocks of all visual art. Learning these gives you the essential vocabulary and skills to create, understand and discuss art effectively.	✓ This links to your future learning and skills development in KS3 and prepares you for GCSE Art

Key Vocabulary	
Line: The path made by a moving point for example a brush dipped in paint. A line can take many forms.	**Form:** A 3-dimensional object that has height, width and depth.
Tone: The lightness or darkness of something. By adding tone to line drawings, the illusion of form in created.	**Texture:** The way something feels to the touch. Visual texture is the way something in a photos/painting looks as though it would feel.
Colour: This is what we see when the light strikes a surface and is reflected back to the eye.	**Composition:** The placement of different elements in a piece of artwork (what goes where).
Shape: Created by a line that starts and finishes at the same point. Shapes are flat (height and width) and can be geometric or organic.	**Mark making:** Creating different marks on a surface with a selected media. Good way to create texture in a piece of artwork.
Pattern: A repeated decorative design.	**Collage:** A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
Experimenting: The process of exploring new ideas, materials, techniques, and approaches to artistic creation, essential to deepen understanding of materials and refine artistic skills.	**Refining:** To improve a piece of art by making small, deliberate changes to enhance its quality, clarity, or overall effect.

Scan QR codes for access to the Newsome Art Department Pinterest page and Tate Kids website.

Home Learning Tasks:
Choose an interesting object in your home/find a picture to draw from.
Try drawing the object/picture in the following ways:

- Using your non-dominant hand
- Using a continuous line (don't take your pencil off the paper once you have started)
- Blind contour drawing (draw without looking at your page until you have finished)
- Turn the object upside down and draw it that way.
- Drawing only the negative space (around and between the object)
- Timed drawing (10 seconds/ 30 seconds/ 60 seconds)

- See if you can draw **Caroline (English) using this method!**

ART ASSESSMENT

- ✓ Ask a question about the work…
- ✓ Share your ideas and opinions…
- ✓ What areas can be refined?
- ✓ How has detail been captured?
- ✓ What caught your eye first time and why?
- ✓ What changes would you suggest?
- ✓ How has the work met the lesson objective?
- ✓ Formal elements used… Line, colour, texture, tone, shape, pattern & form
- ✓ Identify areas that went well
- ✓ Where next?
- ✓ Ask your partner what they think about your work
- ✓ What areas can be improved further?

Describing Artwork
- This piece of art shows…
- The artist has used… to create…
- This artwork is made using…
- The composition includes…

Talking About Colour and Texture
- The colours used are… which makes the artwork feel…
- The artist has used light and shadow to…
- The texture appears to be…

Interpreting the Meaning
- This artwork might represent…
- It makes me feel… because…
- The artist could be trying to show…
- It reminds me of…

Giving Opinions
- I like this artwork because…
- In my opinion, the most effective part is…
- I think the artist has been successful in…
- I prefer this style because…
- If I could change one thing, it would be…

Comparing and Reflecting
- This reminds me of the work by… because…
- Compared to my own work, this is…
- This is similar to/different from…

Art Assessment – you will be given a mark for each assessed piece of work. This colour coded grid links to the mark scheme in your book.

exceeded the expectations of recall and application of the intended curriculum.	**4**	recalled and applied **some** of the intended curriculum.	**2**
recalled and applied **the majority** of the intended curriculum.	**3**	recalled and applied **little** of the intended curriculum.	**1**

Music – Term 1

This builds on:	Why this topic:	This links to:
✓ This topic will introduce **how to** analyse and study music, as well as **compose and perform** your own piece of **Minimalism.**	**Minimalism** ✓ You will study a range of **nine** different styles/genres of music during Year 7, 8 and 9. Minimalist music will be your first and will introduce you to keyboard, listening and compositional skills.	✓ You will develop your **compositional, performance and theory** skills. ✓ The following unit will develop your keyboard performance skills further.

Key Vocabulary

Melody: The main layer or tune of a piece. • **Melodies** can move by **step** or **leap.**	**Harmony:** The **chords and scales** that accompany the melody. • ***Diatonic*** *Harmony – Chords and scales that blend well together.* • ***Dissonant*** *Harmony – Chords and scales that clash with each other.*
Articulation: The way the notes are played – long and smooth or short and detached. • **Legato** – Long and smooth • **Staccato –** Short and choppy	**Tonality:** Whether the music is in a **Major** ☺ or **Minor** ☹ Key.
Dynamics: How loud or quiet the sound is.	**Performance Forces:** The **instruments** or **voices** used to perform a piece.
Texture: The **layers** that make up a piece • **Monophonic –** Single layer on its own. • **Homophonic –** One melody with accompaniment. • **Polyphonic –** More than one melody at the same time.	**Rhythm:** The **note values** used
Structure: The way the music is put together in sections. **E.g. – Beginning, Middle and End Or Verse-Chorus.**	**Tempo:** The **speed** of the beat

Key Concepts - *Minimalism*

Minimalism A style/form of music that uses very few (and simple) musical materials.	**Ostinato** A repeating pattern in ***classical*** music,
Melody The melodies are made up of ostinato patterns. Melodies are *developed* by: ***Adding*** *or* ***deleting*** *notes from the ostinato patterns.*	**Articulation** Minimalism pieces use both legato (long and smooth) and staccato (short and choppy) articulation.
Dynamics Minimalist pieces use **different dynamics**. You will often hear: • Gradual increase in volume (*crescendo*) • Gradual decrease in volume (*diminuendo*)	**Texture** The texture (layers) in minimalist music *gradually* builds up. It often begins with a ***monophonic*** (single layer) texture and becomes ***polyphonic*** (more than one melody at the same time).
Structure Minimalist pieces do not really have a clear structure (a clear beginning, middle and end). They tend to be quite long and ***gradually*** build in texture before ***gradually*** ending.	**Harmony** Minimalist music usually has **diatonic** harmony.
Instrumentation/Performance Forces When listening to minimalist pieces you will notice that they only use a few different instruments in the performance.	**Rhythm** Minimalist music uses lots of repetitive rhythms. Minimalism also uses syncopation (offbeat rhythms).
Tempo Minimalist pieces use a variety of *different* tempos. Always listen carefully to work out whether it is using a slow, moderate or fast tempo.	

Music – Term 1

What is this page?	What should I do with this page?	How can I revise?
✓ *Use this page to help **revise** and **strengthen** your knowledge of minimalist music.*	✓ *Spending **ten-fifteen** minutes **per week,** using this page to revise, will prepare you for the assessments.*	✓ *Look, cover and check to test yourself.* ✓ *Ask someone else to test you.* ✓ *Create flash cards or a mind map from this page.*

Retrieval Practice (Home Learning)

Firstly, make sure you have **memorised** the definitions for all the keywords we use in music:

Melody / Articulation / Dynamics / Texture / Structure / Harmony / Instrumentation and Forces / Rhythm / Tempo.

Using your knowledge organiser you must:

- Look, cover and check.
- Have somebody else test you.
- Make flash cards to test yourself.

Questions	***Answers***
What are **minimalist** melodies made up of?	Ostinato patterns. The patterns are adapted by adding or deleting notes as the piece of music progresses.
What type of **articulation** does minimalism use?	Minimalism uses **legato** and **staccato** articulation.
What type of **dynamics** does minimalism use?	Minimalist pieces commonly use different dynamics. You will often hear: • Gradual increase in volume (*crescendo*) • Gradual decrease in volume (*diminuendo)*
What type of **texture** does minimalist music use?	The texture (layers) in minimalist music *gradually* builds up. It often begins with a ***monophonic*** (single layer) texture and becomes ***polyphonic*** (more than one melody at the same time).
Describe the **structure** of minimalist music.	Minimalist pieces do not really have a clear structure (a clear beginning, middle and end). They tend to be quite long and ***gradually*** build in texture before ***gradually*** ending.
Describe the **harmony** if minimalist music.	Minimalist music usually has **diatonic** harmony
Describe the use of **instrumentation** in minimalist music.	Minimalist pieces only use a few different instruments in the performance.
Describe the use of **rhythm** in minimalist music	Minimalist music uses lots of repetitive rhythms. Minimalism also uses syncopation (offbeat rhythms).
Describe the use of **tempo** in minimalist music.	Minimalist pieces use a variety of ***different*** tempos. **Always** listen carefully to work out whether it is using a slow, moderate or fast tempo.

Home Learning Tasks:

To develop your theory understanding of minimalist music use the resources below to **research** and create a mind map or flash cards on the content. Ask your teacher if you want flash cards or a mind map frame on minimalism (or you can create your own).

BBC KS3 Music – Minimalism
GCSE Bitesize - Minimalism

Challenge Activities (in lesson):

- When developing your minimalist composition try adapting your ostinato pattern even more!

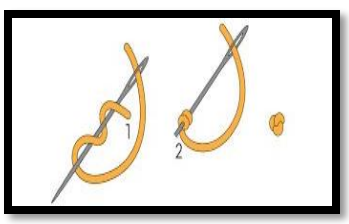
Try:

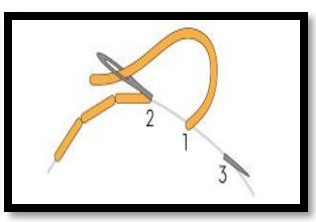
- **Octave Displacement** or **Rhythmic Augmentation** – These are more advanced techniques, and you'll need to ask your teacher how to do them in lesson! (They are not included on the knowledge organiser).

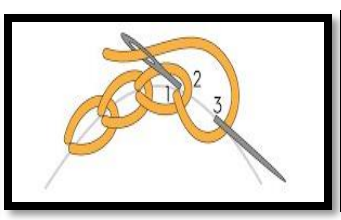
3D Design

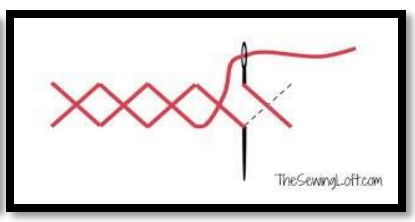
Health and Safety Workshop Rules

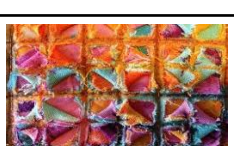
1. **Never Remove Any Tools from the Workshop**
   Tools must stay in the workshop. Taking them out is unsafe and not allowed.
2. **No Running or Fooling Around**
   Move calmly and behave responsibly to keep everyone safe.
3. **Know Where Emergency Stop Buttons Are**
   Locate and understand how to use emergency stops before starting any task.
4. **Use Tools and Machines Correctly**
   Operate only the tools you've been trained to use, and follow all instructions.
5. **Always Wear Safety Goggles**
   Protect your eyes at all times when using tools or machinery.
6. **Wear Protective Gear When Needed**
   Use gloves, ear defenders, and dust masks for specific tasks.
7. **Report Hazards or Injuries Immediately**
   Notify your teacher if something breaks, is unsafe, or someone gets hurt.
8. **Keep Your Work Area Tidy**
   Clean up as you go. Clear away clutter, spills, and tools.
9. **Secure Loose Items**
   Tie back long hair, remove jewellery, and avoid loose clothing near machines.
10. **No Food or Drink in the Workshop**
    To avoid contamination or spills, never eat or drink in the workspace.









Inspiration	FESTIVAL THEME	Research Information
Holi festivals		Holi is a vibrant Hindu festival, also known as the "Festival of Colours" or the "Festival of Love", that celebrates the arrival of spring, the triumph of good over evil, and the blossoming of love. It's a time for celebration with colorful powders, water, and bonfires, symbolising new beginnings and the end of winter.
Notting Hill carnival		It's an opportunity for people from the UK and beyond to come together and celebrate Caribbean heritage, arts and culture - including the music, food and dancing. Every summer, approximately two million people attend.
Mexican day of the dead		The Day of the Dead is a holiday traditionally celebrated on November 1 and 2, though other days, such as October 31 or November 6, may be included depending on the locality. The multi-day holiday involves family and friends gathering to pay respects and remember friends and family members who have died.
Paul Underhill (photographer)		Paul Underhill is a photographer who specialises in capturing events, including music festivals and other large gatherings. He is known for his documentary and lifestyle photography at these events, often commissioned by organisers to showcase the atmosphere and energy.
Jeanne Aird (Textile artist)		The artist creates art quilts using fabrics, dyes, paints, beads and threads. Art quilts are meant for display on walls rather than as bed. Jeanne Aird also uses colour, texture, quilting and pattern to create her wall art.

Home Learning Tasks: Research links to use as Inspiration.

How to thread a sewing machine

3D Design

Resistant Materials- Bottle Packaging

Prototype Packaging Link

Scroll saw

Hardwoods

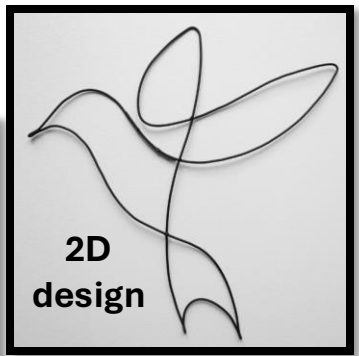
Wood Type	Properties	Common End Uses
Oak	Strong, heavy, wear-resistant	Flooring, furniture, barrels
Mahogany	Smooth grain, reddish-brown, easy to carve	High-end furniture, instruments
Maple	Extremely hard, light-colored, abrasion-resistant	Butcher blocks, cabinetry
Walnut	Dark color, shock resistant, straight grain	Luxury furniture, gunstocks
Teak	Oily, weather-resistant, durable	Outdoor furniture, boats

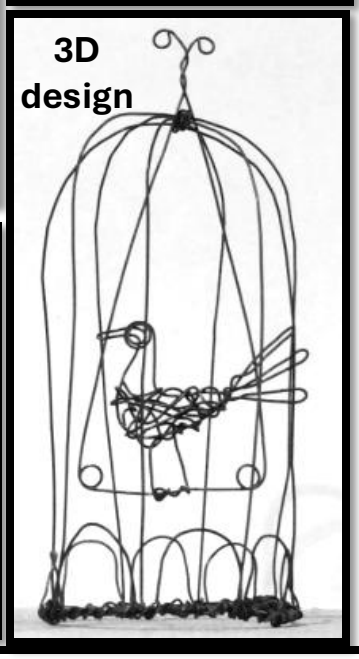
Softwoods

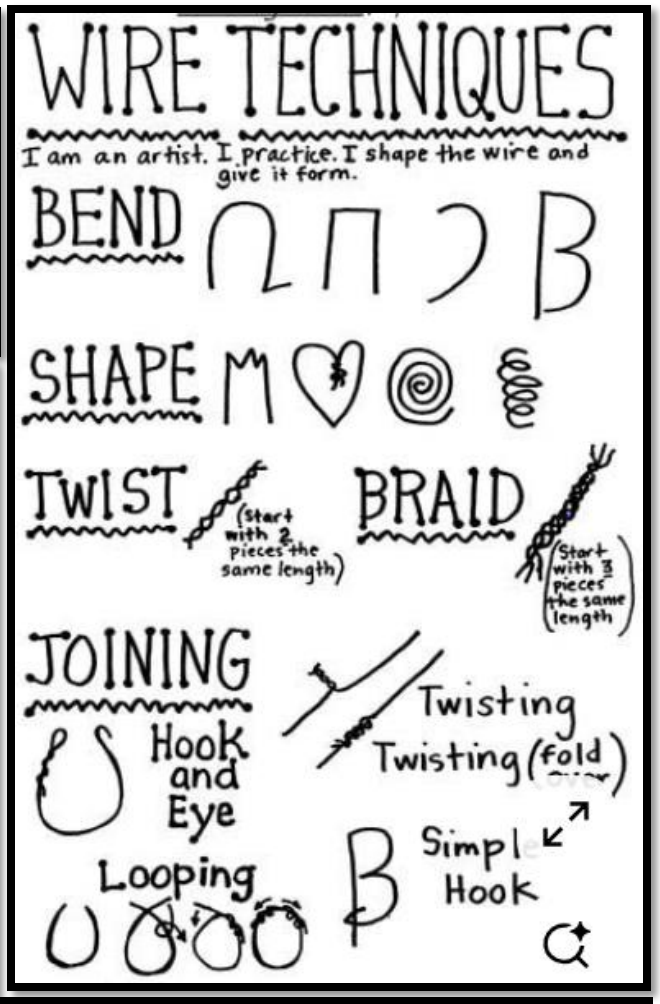
Festive Theme

Wood Type	Properties	Common End Uses
Pine	Lightweight, easy to work, knots	Furniture, framing
Cedar	Aromatic, decay-resistant, light	Closets, roofing shingles
Spruce	Even grain, light, good strength-to-weight	Soundboards, construction
Douglas Fir	Strong, relatively hard, stable	Beams, plywood, flooring
Larch	Water-resistant, tough	Boat building, fencing

Wirework







Home Learning Tasks:

Research local artist Helaina Sharpley for inspiration.

Types of Wood Joints

Perfume Bottle Production

Manufacturing Plywood

Physical Education

Invasion Games

This builds on:	Why this topic:	This links to:
✓ *Spending **ten-fifteen** minutes **per week,** using this page to revise, will prepare you for the assessments.*	**An invasion game is a team sport where** two or more teams compete to score points by invading the opponent's territory and defending their own. Due to the large range of activities within this topic, it allows students to become competent enough to partake in extra curricular session inside and outside of education. Invasion games help to develop not on physical skills but also social skills too.	✓ This links to the development of more complex skills and rules within different invasion games.

Key Vocabulary	
Attack – Trying to score points by moving the ball toward the other team's goal.	**Intercept** – Catching or stopping a pass made by the other team.
Defend – Stopping the other team from scoring in your goal.	**Marking** – Staying close to an opponent to stop them from getting the ball.
Teamwork – Working together with others to win the game.	**Dribbling** – Moving with the ball while keeping control (like in football or basketball)
Space – The open area on the field or court that players try to use or protect.	**Passing** – Moving the ball to a teammate using your hands, feet, or equipment.
Tactics – Smart plans or moves used to beat the other team.	**Goal** – The place where you score points by getting the ball in.

Key Concept	Role	Simple Explanation	Sporting Example
Passing	Attacking	Giving the ball to a teammate to keep the game moving.	*Rugby* – Passing the ball backwards to another teammate.
Marking	Defending	Staying close to an opponent so they can't get the ball easily.	*Netball* – Goal Defence marking Goal Attack to stop them scoring.
Shooting	Attacking	Trying to score a goal or point.	*Football* – A player shoots the ball towards the goal.
Intercepting	Defending	Stopping a pass from reaching the other team.	*Basketball* – Stealing a pass from the other team.
Dribbling	Attacking	Moving with the ball while keeping control.	*Football* – A player dribbles past a defender.
Receiving	Attacking	Catching or collecting the ball from a teammate.	*Netball* – Receiving a pass in the shooting area.

Home Learning Tasks:

1. Create a poster or leaflet for an invasion game of your choice. Include court or pitch markings with positions, rules and skills involved to successfully play a game.
2. Create a skill card for an invasion sport of your choice, making sure you have a success criteria. Break down the skill into at least 4 or 5 key points.
3. Copy the table above changing the last column to give a different invasion game example.

Physical Education
Health Related Fitness

This builds on:	Why this topic:	This links to:
✓ This builds on prior learning. Healthy Lifestyles. Warming up and cooling down and the effects of exercise.	**You will learn about the five basic components of Health-Related Fitness. You will understand and be able to complete the relevant testing for these components and be able to relate to different sports.**	✓ This links to a lifelong learning for a healthy and active lifestyle as you get older and links to Skill related Fitness testing and relevance to different sports.

Key Vocabulary	
Cardio-vascular endurance: The ability to keep going without getting tired.	**Health:** When a person has good physical, social and mental wellbeing.
Muscular Endurance: The ability to keep going without muscles getting tired.	**Fitness:** The ability to meet the demands of the environment
Muscular Strength: Maximum force in one movement.	**RPE:** Rate of perceived exertion. How hard you think you are training on a scale of 1-10
Flexibility: The Range of movement around a joint.	**Warm -up:** To gradually get the body physically, and mentally ready for exercise
Body Composition: Composition of body muscle to fat Ratio.	**Cool down:** After exercise, we get the body back to its resting state and stretch to avoid injury and muscles soreness

COMPONENT	TEST	TRAINING METHOD	EXAMPLE IN SPORT
Cardio -Vascular Endurance	Cooper 12-minute run	Continuous Training	To run for the whole duration of a marathon race.
Muscular Endurance	Sit up Test	Weight Training – Low Weight High Rep	For the muscles to work continually when swimming without getting tired
Muscular Strength	Hand Grip Dynamometer	Weight Training – High Weight Low Rep	To throw the javelin as far as possible to win the competition
Flexibility	Sit and Reach Test	Stretching, Yoga, Pilates.	To have excellent aesthetics in gymnastics and trampolining
Body Composition	BMI , Skin Callipers	Variety of methods used dependant on personal goal.	To have the correct body size for the activity you are performing in. Slim build for long distance running

Home Learning Tasks:

1. Look at the table above for examples of Components of Fitness in sport. Now try and create your own examples of sports and when they would need to use each component.

2. Watch the YouTube video and create a poster using the key points.
The 5 Components of Health Related Physical Fitness | A Summary Overview

2.

3.

3. https://www.bbc.co.uk/bitesize/guides/z262hv4/test Follow the link to complete the test questions.

RSHE (Relationships, Sex, and Health Education) is crucial in schools because it equips young people with the knowledge, skills, and understanding to navigate their personal and social lives safely and responsibly. It promotes positive relationships, mental and physical well-being, and empowers students to make informed decisions about their health and relationships, including online safety.

This builds on:	Why this topic:	This links to:
✓ Because it is a National Requirement to teach RSHE.	Because it will equip **YOU** for later life and support **YOU** in being happy, healthy and safe.	✓ Because RSHE is: *"lifelong learning about physical, moral and emotional development."*

Term 1 topics	Key Vocabulary
Healthy Behaviours	**Behaviours:** the way we act because of our attitudes
Internal & External Influences	**Influences:** anything that has an affect on you and the decisions you make
Unhealthy Behaviours	**Disrespect:** someone insulting or making fun of someone's opinions or interests
Prejudice & Discrimination	**Discrimination:** when a person is treated less favourably than another in the same situation
Positive Relationships	**Communication:** speaking & listening to others with the correct tone and body language
Maintaining happy & healthy relationships	**Empathy**: being able to understand and appreciate how another person may be feeling
Respect & Equality	**Equality**: everyone having equal access to services, facilities and opportunities

Key Retrieval

It's important to remember that healthy relationships can still have their difficulties and disagreements… nobody is perfect! This is completely normal and doesn't mean that the relationship is unhealthy, it's just a part of building and managing your relationships.

Be open-minded, kind and tolerate differences.

Be supportive and embrace other people's differences – we all have the right to be individual and should not be mocked or insulted because of our beliefs, preferences or skills.

Cultural Capital

- Age – prejudice against teenagers, prejudice against old people, prejudice against children
- Race and ethnicity – prejudice against people from certain countries
- Religion – prejudice against people following a certain religion, such as Christians, Muslims, Jews, prejudice against those who don't have religious beliefs (such as agnostic or atheist)
- Marital status – prejudice against people living together who are not married, prejudice against same sex couples in civil partnership

Home Learning Tasks:

1. Click on the Young Minds website: Find your feet: transitioning to secondary school
2. Create a poster on positive relationships and healthy behaviours.
3. Write an article for next year's Year 6 with the headline: How to make friends on transition day!
4. Discuss your weekly RSHE topics with members of your family.

MY CAREERS PATHWAY

INFORMATION, ADVICE & GUIDANCE

C+K

High quality careers services for young people and adults

Innerscope
Educate | Equip | Inspire

KEY CONTACTS

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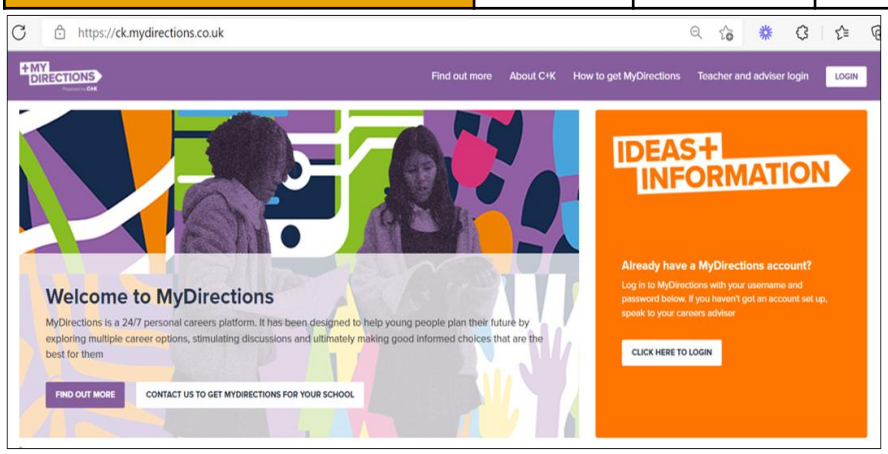
- **Mrs K Stokes** Newsome Careers Leader (SLT link) kstokes@newsomeacademy.co.uk
- **Ms H Dunkerley** Newsome Careers Leader hdunkerley@newsomeacademy.co.uk

CAREERS SEQUENCE OF IMPLEMENTATION

GOLDEN THREAD	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Careers Booklet	•	•	•		
Apprenticeship Week	•	•	•	•	•
Careers Week	•	•	•	•	•
Careers Fair		•	•	•	•
Options			•		
Options Evening			•		
INNERSCOPE				•	
CV Writing				•	
External Interviews					•
Work Experience				•	
PD Portfolio	•	•	•	•	•
College Applications					•
My Directions	•	•	•	•	•



RESOURCES

MY DIRECTIONS IS A 24/7 personal careers platform. It is designed to help young people plan their future by exploring multiple career options, stimulating discussions and making informed choices.

TO LOG-IN: https://ck.mydirections.co.uk **I Username:** Your school email address **I Password:** 12345678

"Newsome is a beacon of outstanding practice that should be shared outside the Academy and beyond. All stakeholders are 'bursting' with positivity and the support that students receive here is exceptional."

EPDA Review – June 2025

Academic language is crucial for effective communication in scholarly and professional settings. It allows for precise, clear, and objective communication of complex ideas, enabling informed discussions, critical analysis, and successful knowledge acquisition and dissemination. Furthermore, mastering academic language is essential for academic success and navigating various professional fields. Each subject area uses key language to prepare you for your GCSE studies. Make sure to be familiar with all the terminology used in questions.

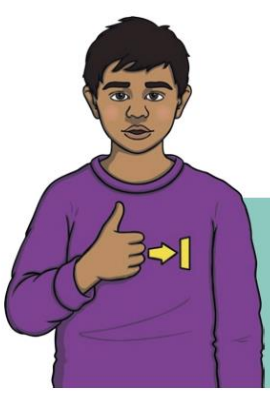
Exam Word	Meaning
Analyse	Break it down into parts and explain how and why it works. Use evidence.
Apply	Use what you know in a new situation or context.
Argue	Give one side of a point of view clearly, using evidence. Consider counterarguments.
Calculate	Work out the answer using maths – show your method.
Compare	Show similarities and differences between two or more things.
Contrast	Focus only on the differences between things.
Define	Give the exact meaning of a term.
Describe	Give a detailed account of what happens or what something is like.
Discuss	Explore different sides of an issue or idea and come to a conclusion.
Evaluate	Judge how good or effective something is using evidence – give strengths and weaknesses.
Examine	Look at something closely, weigh it up and explain in detail.
Explain	Say how or why something happens – give reasons and examples.
Identify	Pick out or name something clearly.
Interpret	Explain what something means in your own words.
Justify	Give reasons to support an answer or decision.
Outline	Give the main points or a general summary.
Predict	Say what you think will happen and explain why.
State	Give a short, clear answer (often just a word or phrase).
Suggest	Offer an idea or solution based on knowledge or evidence.
Summarise	Pull together the key points briefly

BRITISH SIGN LANGUAGE

British Sign Language (BSL) is a visual-gestural language used by many deaf and hard-of-hearing people in the UK. It's a complete language with its own grammar, syntax, and vocabulary, and is not simply a signed version of spoken English. BSL involves handshapes, facial expressions, and body language.

How are you?

Hello



Good

Morning

Afternoon

Night

Sorry

Thank you.

Around 40 people in our Newsome Family use BSL as their everyday language. Whether it is your first language or not, we all have a responsibility for inclusion.

THIS KNOWLEDGE ORGANISER BELONGS TO

NAME
TEAM LEADER
HEAD OF YEAR
SENIOR TEAM LINK
PASSWORDS