Newsome Academy

Year 7

Semester 2 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

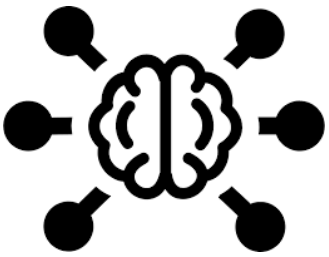
READING, WRITING, LITERACY & ORACY

NUMERIC APPLICATION

PROFESSIONAL AWARENESS

Independent Learning

Five strategies to help retain and recall knowledge

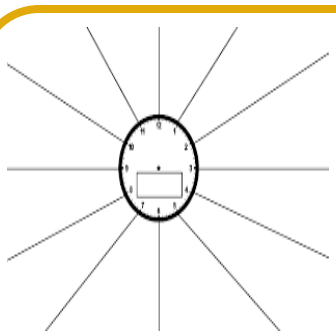


Mind maps help you remember by showing how ideas connect. Start with the main topic in the centre, then add branches for key points. Use keywords, colour, and simple images to make it memorable. Revise by redrawing it from memory or covering parts to test yourself. Mind maps work best when they're clear,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

MEMORY

METACOGNITION

COLLABORATION

READING, WRITING, LITERACY & ORACY

NUMERIC APPLICATION

PROFESSIONAL AWARENESS

Maths – Unit 5

Applications of addition and subtraction

This builds on:	Why this topic:	This links to:
✓ Written and mental methods for addition and subtraction ✓ Understanding of place value and decimals ✓ Experience with interpreting data and reading tables	*This unit builds fluency in applying addition and subtraction to meaningful real-life contexts such as money, perimeter, timetables, and interpreting data. It strengthens students' confidence, promoting logical reasoning and problem-solving using real-world scenarios.*	✓ Area and measurement contexts ✓ Negative numbers and directed number calculations ✓ Formal data handling and averages

Key Vocabulary

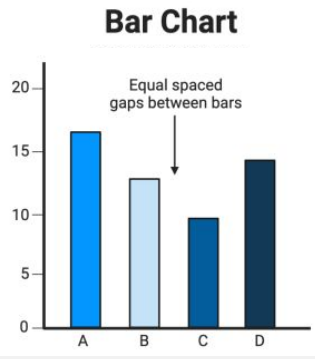
Data: Information, often shown in numbers or charts	**Line graph:** A graph with points connected by lines
Timetable: A table that shows times for events like lessons or buses	**Perimeter:** The distance around the edge of a shape
Frequency: How often something happens	**Duration:** The amount of time something lasts
Bar chart: A graph with bars to compare data	**Tally:** A way of counting using groups of marks

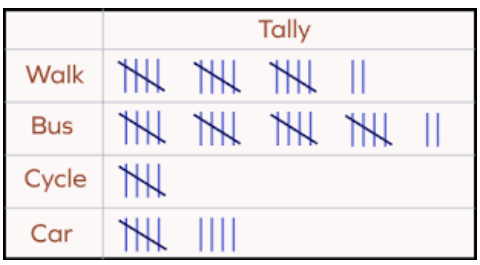
Key Retrieval

- Perimeter = add up all the side lengths
- 1 hour = 60 minutes
- 24-hour clock: 13:00 = 1pm, 00:00 = midnight
- Use a table or diagram to organise steps in a word problem
- Bar charts show categories with bars; line graphs show changes over time
- Timetables often require subtraction to find duration
- Frequency = how many times an event happens
- Use estimation to check that answers are reasonable

Cultural Capital

- Reading and interpreting **train and bus timetables** helps with real-life navigation
- Understanding **financial contexts** supports budgeting and life skills
- Interpreting **data in charts and graphs** prepares students for careers in business, science, and journalism
- These skills link to **numeracy in the workplace** – vital in all job sectors





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Maths – Unit 6

Applications of multiplication and division

This builds on:	Why this topic:	This links to:
✓ Place value and decimal calculation ✓ Knowledge of rectangles and multiplication ✓ Perimeter and shape vocabulary	*Understanding area helps students make sense of physical space and measurement in real life. This unit provides practical application of multiplication and introduces the structure of formulae, preparing students for more complex geometry and algebra.*	✓ Volume and surface area in 3D shapes ✓ Algebraic formulae and expressions involving shapes ✓ Real-life applications such as flooring, tiling, and fencing

Key Vocabulary

Area: The amount of space inside a 2D shape (measured in cm^2, m^2, etc.)	**Parallelogram:** A 4-sided shape with opposite sides parallel and equal
Formula: A rule or equation used to calculate something	**Base:** The bottom edge of a shape (used in area formulas)
Rectangle: A 4-sided shape with opposite sides equal and all angles 90°	**Perpendicular height:** The height that is made at a right angle to the base
Triangle: A 3-sided shape – area depends on base and perpendicular height	**Square units:** Units used to measure area (like cm^2 or m^2)

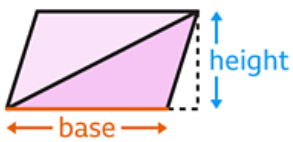
Key Retrieval

- Area of a **rectangle** = base x perpendicular height
- Area of a **triangle** = ½ × base × perpendicular height
- Area of a **parallelogram** = base × perpendicular height
- Always use **perpendicular height** in calculations
- Measure in **square units** (e.g., cm^2, m^2)
- Estimating area helps check if your answer is reasonable
- Diagrams should be labelled clearly with units
- Formulae can be rearranged to find missing sides

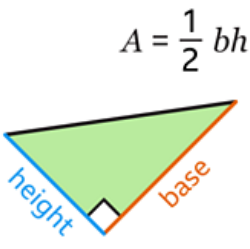
Cultural Capital

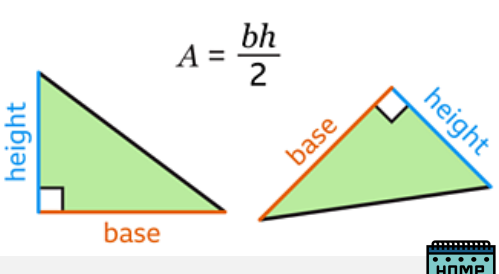
- Area is used in everyday life – from buying carpet to planning a garden
- Careers in **architecture**, **interior design**, **engineering**, and **construction** rely on accurate area calculations
- Understanding area helps interpret **building plans**, **sports fields**, and **maps**

Area of a parallelogram = base × p height



Area of a triangle = $\frac{1}{2}$ × base × p height





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Maths – Unit 7

Directed number

This builds on:	Why this topic:	This links to:
✓ Number lines and integer addition/subtraction ✓ Prior experience with temperature and real-world context problems ✓ Mental arithmetic and inverse operations	*Negative numbers appear in everyday contexts, such as temperature, money, and sport. This unit builds fluency with directed numbers and introduces mathematical rules for adding, subtracting, multiplying and dividing with negatives—essential for algebra and real-world maths.*	✓ *Crucial for algebra, coordinates, and graphs* ✓ *Used in probability, data and equations* ✓ *Negative values appear in finance, science, and geography*

Key Vocabulary

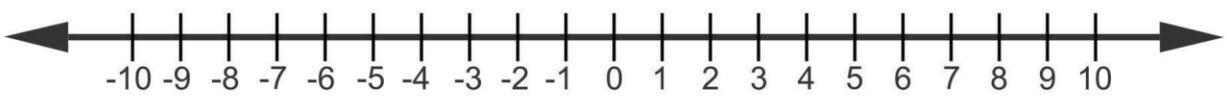
Negative number: A number less than zero	**Opposite:** The same distance from zero, but on the other side (e.g., –3 and +3)
Integer: A whole number, positive or negative	**Subtract:** Take away
Directed number: A number with a direction (e.g., gain/loss, up/down, above/below zero)	**Add:** Combine or sum together
Number line: A diagram to help visualise positive and negative values	**Product:** The result of multiplying two numbers

Key Retrieval

- Two negatives multiplied give a **positive**: (–2) × (–3) = +6
- A positive × negative = **negative**: (4) × (–2) = –8
- Negative numbers get **smaller** as you move **left** on the number line
- When **subtracting a negative**, it becomes addition: 5 – (–3) = 8
- Temperature and elevation are common real-life examples
- Integer rules apply to **division** as well: (–12) ÷ (–3) = +4
- Use brackets to make calculations clear
- Zero is **neither positive nor negative**

Cultural Capital

- Negative numbers are used in **bank accounts**, **temperature**, **sports scores**, and **science**
- Financial literacy depends on understanding gains and losses
- Weather forecasts, climate data, and depth measurements all use negatives



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Maths – Unit 8

Fraction calculations

This builds on:	Why this topic:	This links to:
✓ Fraction of an amount using bar models and division ✓ Basic percentage equivalence (e.g. 50%, 25%, 10%) ✓ Decimal and place value knowledge	*This unit gives students practical fluency in calculating with fractions and percentages, helping them solve real-world problems. It's essential for understanding discounts, sales, recipes, and comparisons—skills students will use for life.*	✓ *Builds toward more complex percentage changes and reverse percentages* ✓ *Used in ratio, proportion, and algebraic contexts* ✓ *Foundation for financial maths and growth/decay*

Key Vocabulary

Fraction: A part of a whole (e.g. ½, ¾, ⅘)	**Multiplier:** A number you multiply by to increase or decrease by a percentage
Percentage: A number out of 100 (e.g. 25% = 25 out of 100)	**Bar model:** A visual way to show fractions and percentages of amounts
Of an amount: A part taken from a total (e.g. ¾ of £12)	**Numerator:** The top number of a fraction (how many parts you have)
Equivalent: Equal in value but shown in a different form (e.g. ½ = 0.5 = 50%)	**Denominator:** The bottom number of a fraction (how many parts in total)

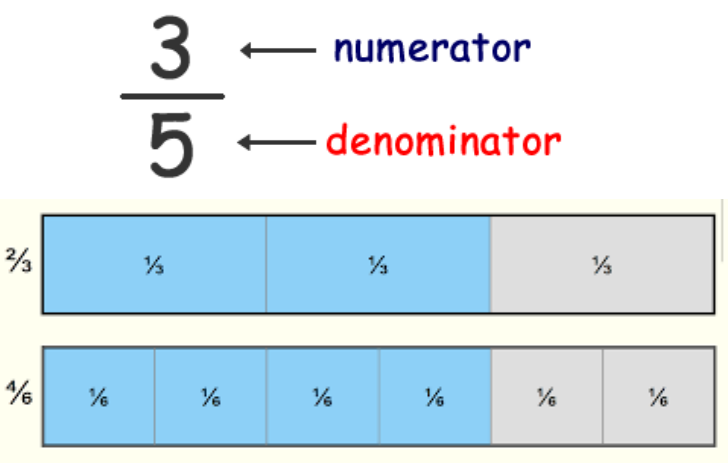
Key Retrieval

- To find a **percentage of an amount**, turn it into a **multiplier** (e.g. 25% = 0.25)
- Use bar models to break amounts into equal parts
- **50% = ½, 25% = ¼, 10% = 1/10**
- To find 75%, find 50% + 25%
- Always **check units** (e.g. £, cm, people) when calculating amounts
- Simplify fractions when possible
- Fractions, decimals, and percentages are **different forms of the same idea**

Cultural Capital

- Used in **shopping**, **banking**, and **cooking**
- Knowing how to calculate percentages helps avoid being misled by sales or discounts
- Percentages are used in **news**, **sport**, and **polls** to report trends and comparisons
- Fractions are essential in **recipes**, **design**, and **construction**

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



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Maths – Unit 9

Data

This builds on:	Why this topic:	This links to:
✓ Bar charts, tables, and frequency ✓ Place value and interpreting numerical data ✓ Mean and mode from KS2	*Data handling helps students make sense of information around them. This unit introduces students to the language, skills, and tools needed to collect, display, and interpret data—essential for everyday decision-making and for academic success in maths and beyond.*	✓ Leads into further statistics and probability ✓ Foundation for statistical graphs, sampling and data ✓ Used in science, geography, and computer science

Key Vocabulary

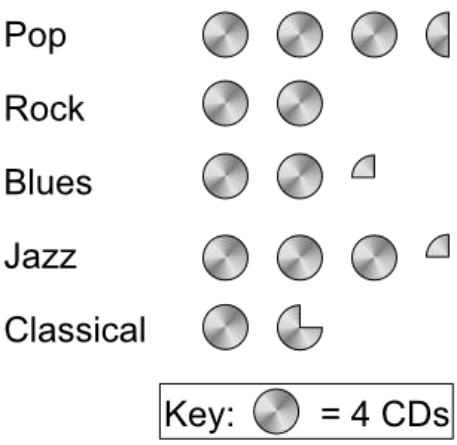
Mean: An average – sum divided by frequency	**Frequency:** How often something happens
Median: An average - The middle value when data is in order	**Pictogram:** A diagram that uses pictures to show data
Mode: An average - The most frequent value	**Tally:** Marks used to count frequency quickly
Range: A measure of spread - Difference between highest and lowest values	**Interpret:** To read and understand data in charts or graphs

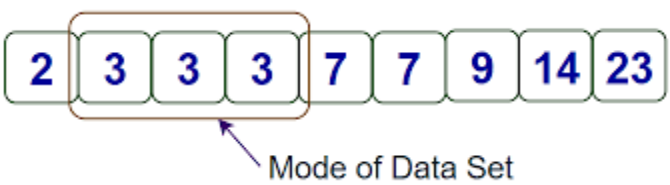
Key Retrieval

- Mean = sum ÷ frequency
- Mode = the value that appears most often
- Median = middle value (put data in order first)
- Range = biggest – smallest
- Always label charts and axes clearly
- Tally marks group in 5s for quick counting
- Use key symbols in pictograms correctly
- Frequency tables are used to organise raw data

Cultural Capital

- Data is used in **news**, **sports**, **science**, **business**, and **social media**
- Understanding averages helps with interpreting real-world info, like salaries or weather reports
- Graph literacy is a vital life skill in an age of information and misinformation
- Many careers require data interpretation: journalism, marketing, science, healthcare, and more





$$\text{mean} = \frac{\text{sum of data}}{\text{frequency}}$$

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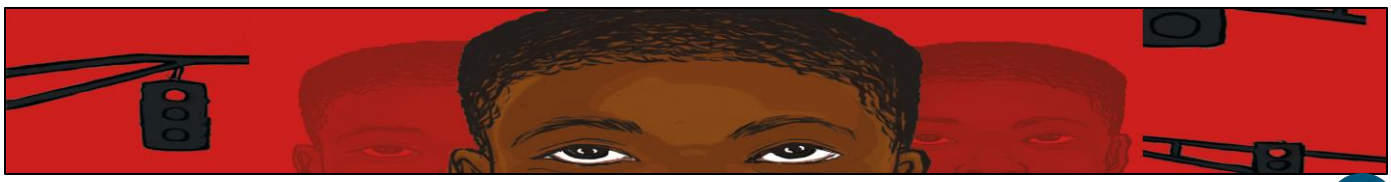
English – Term 2.1

Ghost Boys

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.	**Ghost Boys continues our curriculum sequence as we explore conflict within childhood. 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.



Key Vocabulary	
Integrity: Honesty and sticking to moral principles.	**Equality:** Fairness in opportunity and treatment.
Virtue: Moral excellence in behaviour.	**Fairness:** Unbiased treatment and just outcomes.
Guilt: Feelings of remorse for wrongdoing or mistake.	**Retribution:** Punishment for wrongdoing; justice.
Conscience: Morals that guide right from wrong.	**Judgement:** Forming conclusions about others.
Evil: Intentional harm or moral corruption.	**Rights:** Entitlements to freedoms and protections.

Key Retrieval (Characters)

- **Jerome Rogers:** A 12-year-old Black boy who is kind, quiet, and thoughtful. After he is shot by a police officer, he becomes a ghost and learns about racism and injustice through watching the world he left behind.
- **Sarah Moore:** The daughter of the police officer who shot Jerome. She learns the truth about what happened and tries to understand how unfairness and prejudice affect others.
- **Carlos:** Jerome's new friend who gives him the toy gun that leads to his death. He feels guilty but shows bravery by standing up against bullying and racism.
- **Emmett Till:** A ghost who helps Jerome understand his death. Based on a real person from history, Emmett teaches Jerome about the importance of remembering the past to create change.

Cultural Capital

- **Learning about fairness and injustice**

Ghost Boys helps us understand how unfair treatment, racism, and prejudice can affect people's lives.

- **Connecting the past and the present**

The book links history to today — especially through the story of Emmett Till — showing how events from the past still influence how people are treated now.

- **Understanding different people's experiences**

Through Jerome's story and Sarah's point of view, students can imagine what life is like for people with different backgrounds. This builds empathy and understanding — key parts of learning about different cultures.

- **Hearing new voices and stories**

The book gives a voice to characters and experiences that are not always seen in schoolbooks.

Home Learning Tasks:

1. Research into the Stephen Lawrence case. Create a fact file of information about him. How does his story link to 'Ghost Boys'?
2. Write a **letter or diary entry** from the point of view of one of the characters (Jerome, Sarah, or Emmett Till).
   - Explain how they feel about what has happened.
   - Describe what they want others to understand about fairness and equality

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 that answers the question set.

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 and analyse it.

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

Effect= Why has the writer done this? Link back to the big idea. Use the evaluative verbs below.

The writer has done this to criticise/celebrate….
This makes the reader/audience think that…

Evaluative Verbs

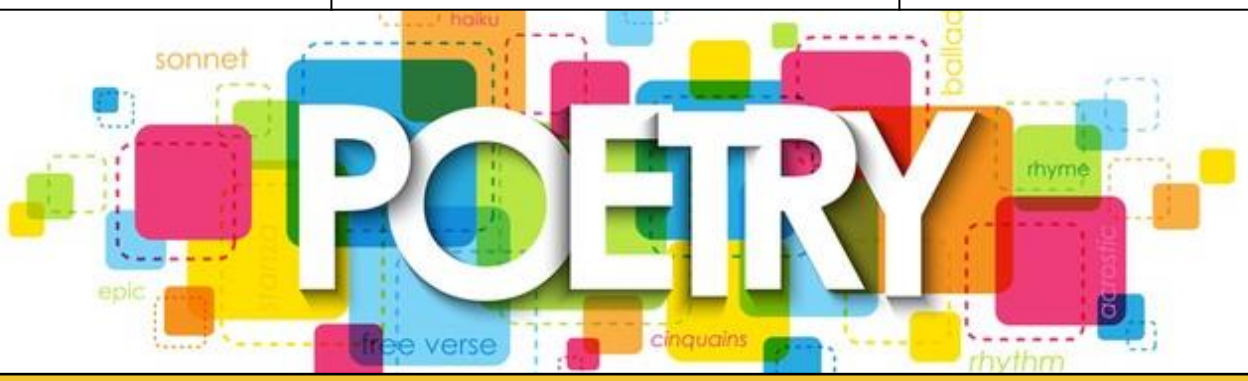
Use these to show what the writer is trying to achieve. They can go in both points and effects.

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 2.2

Poetic Forms

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.	We will develop language and literacy skills, enhance critical and creative thinking, and learn how to analyse and write using poetic devices like rhythm, rhyme, and structure.	✓ This links to your future learning on in Year 8 and 9 where you will study poetry from different cultures and historical eras. ✓ Our future poetry studies at GCSE.



Key Vocabulary	
Authority: Power to give orders and force obedience.	**Trust:** Confidence in someone's honesty or reliability.
Dominance: Control or influence over others.	**Respect:** Deep admiration for someone.
Oppression: Unjust control or cruelty over a group.	**Communication:** Direct interaction between people.
Control: Power to influence or direct people.	**Betrayal:** Abuse of someone's trust.
Manipulation: Influencing others unfairly for gain.	**Toxicity:** Harmful behaviour or things causing distress.

Key Retrieval

- **Poetic Form = The Type of Poem**

The form is the kind of poem it is — like a sonnet, haiku, or free verse. Each form has its own rules about length, rhyme, or rhythm.

- **Structure = How the Poem is Built**

The structure is how the poem is organised — for example, the number of lines, stanzas (verses), and how the ideas or emotions change throughout the poem.

- **Rhyme and Rhythm**

Some poems have a clear rhyme scheme (like ABAB) and a steady rhythm or beat. Others don't rhyme at all — this can make them feel more natural or modern.

- **Line Length and Stanza Shape**

Poets choose how long each line is and how many lines go in a stanza. Short lines can create tension or speed, while long lines can feel calm or flowing.

Cultural Capital

• Learning about different cultures and voices

Poems come from many times and places. Reading them helps you understand how people from different backgrounds think, feel, and express themselves.

• Understanding history and society

Poetry often links to important events or moments in history. It helps you see how people experienced things like war, love, freedom, and change.

• Building empathy and emotional understanding

Poems explore deep emotions and ideas. They help you connect with how others feel and think, which builds kindness and understanding.

• Developing creative and critical thinking

When you study poetry, you learn to look closely at language, rhythm, and meaning. This helps you think deeply and express your own ideas more clearly.

Home Learning Tasks:

Task: Choose a famous poet (e.g., William Shakespeare, Emily Dickinson, Robert Frost, Langston Hughes, Maya Angelou). Research their life, writing style, and the themes they explored in their poetry.

- **Guiding Questions:**
  - What were some important events in the poet's life?
  - What is their most famous poem, and what is it about?
  - What style or forms did the poet commonly use (e.g., sonnets, free verse, etc.)?
  - How did their personal experiences influence their poetry?
- **Outcome:** Write a brief report (300–400 words) about the poet, including a summary of their most important works.

English: Skilful Writers

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

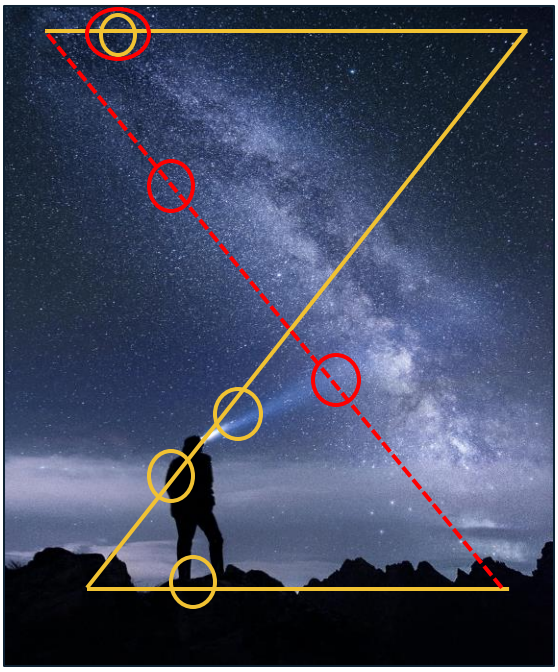
C: Who is your character?

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 .	*comma* ,	apostrophe '
question mark ?	*parenthesis* ( )	ellipsis ...
exclamation mark !	*dash* - -	*semi-colon* ;
		colon :
		speech marks " "

Science

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.**	

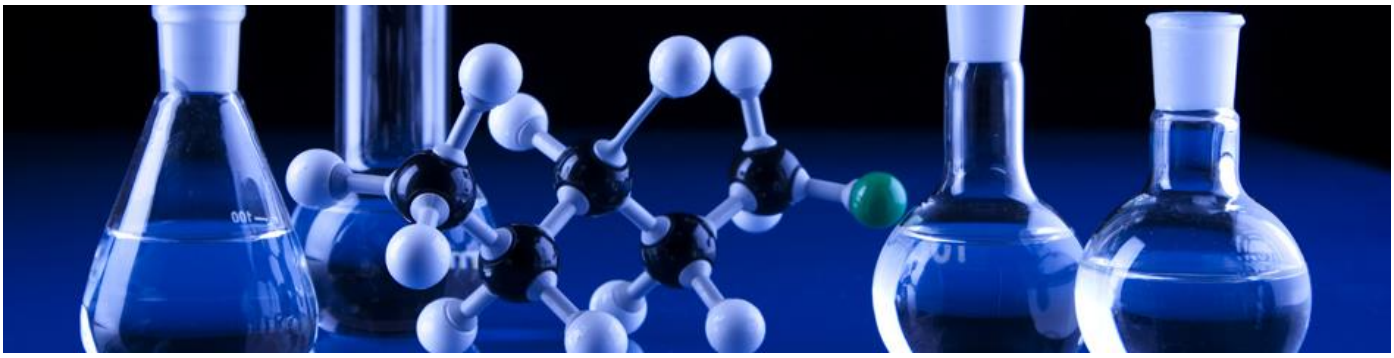
Key Vocabulary	
Prediction: What you think will happen and why	**Hypothesis:** An idea that can be tested
Independent Variable: The variable that we change	**Dependent Variable:** The variable that we measure (the results we collect)
Control Variables: The variables we keep the same to make the experiment 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

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.

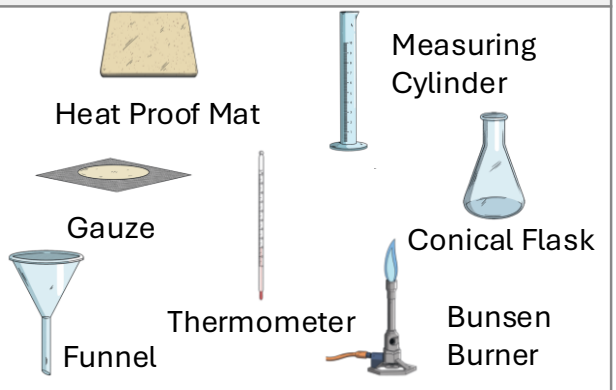
Step 6 - Share results

- ✓ 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 2

Separating Substances

This builds on:	Why this topic:	This links to:
Key Stage 2 – • **You learnt about separating mixtures using sieving, evaporation and filtering.** **Key Stage 3 –** • **Particle model of solids, liquids and gases**	Understanding how to separate mixtures is really important in Science so we can work out what substances are made from. It is also important in the production of food and making water safe for us to drink.	**Key Stage 4**

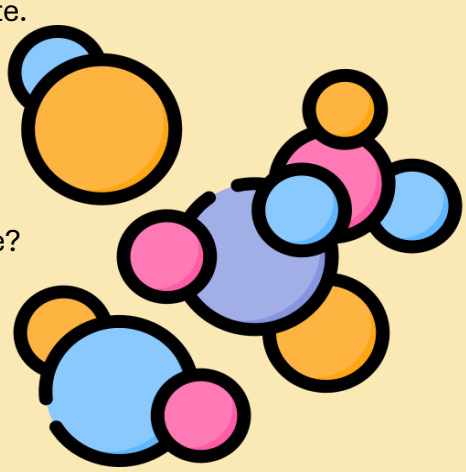
Key Vocabulary

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)	**Filtration:** Separating an insoluble solid from a liquid
Compressed: When a substance can be made smaller when squeezed	**Evaporation/Crystallisation:** Allowing a liquid to turn to a gas to leave a soluble solid behind, often crystals.
Volume: The amount of space a substance takes up	**Chromatography:** Separating substances based on how well they dissolve in a solvent.
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	**Distillation:** Separating 2 liquid based on their boiling points. The liquid with the lowest boiling point will boil first and then condense in the condensing tube

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page and your own retrieval from the previous term to answer the following questions:

1. Draw the particle model for the three states of matter (solids, liquids and gases)
2. Add on to the drawing the different names for the changes of state.
3. Research where chromatography is used in real life.
4. How would you separate a mixture of sand and salt?
5. Where is distillation used?
6. How do water companies clean the waste water from your house?



Science - Term 2

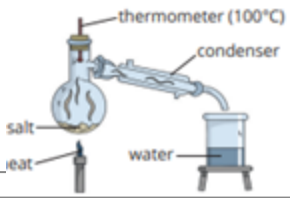
Separating Substances

Key Concepts

Below are the different methods of how we separate mixtures. You need to learn how to do these and also pick which method is the best for different mixtures.

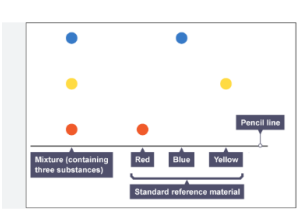
Distillation

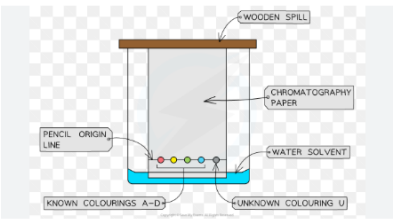
Distillation can be used to separate a solvent from a solution. It can be used to separate liquids with different boiling points like water and ink. The liquid is heated and evaporates from the flask and into the condensing tube. Here it cools down and condenses back into a liquid. When separating 2 liquids, the liquid with the lowest boiling point will boil first, leaving the other liquid in the flask.



Chromatography

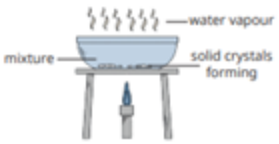
Chromatography can be used to separate a mixture of soluble substances. For example different dyes in inks. The colours are separated because they have different solubilities. The inks are carried up the filter paper (stationary phase) by a solvent (the mobile phase).





Evaporation and Crystallisation

Evaporation can be used to separate a soluble solid from a liquid by heating the solution and allowing the liquid to evaporate. The soluble solid will be left behind and will crystallise. For example, separating salt and water or sugar and water.



Filtration

Filtration can be used to separate an insoluble solid from a liquid by passing the mixture through a funnel and filter paper. The solid residue remains in the paper and the liquid is called the filtrate. For example separating sand and water.

Science - Term 2
Reproduction

This builds on:	Why this topic:	This links to:
Key Stage 2 ✓ Life cycles ✓ Reproductive in mammals ✓ Basic sexual reproductive learning	Human reproduction is part of the big scientific idea that **living things grow** and **create new life**. You will learn how the human body changes during **puberty**, how **specialised cells** play their role and how a baby **develops before birth**. Understanding reproduction helps you learn how your body works and how humans continue as a species.	**Key Stage 4**

Key Vocabulary

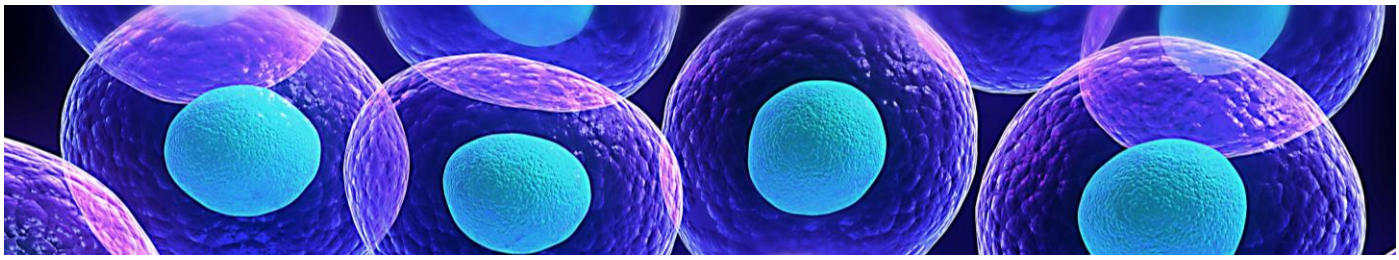
Biological sex: whether a person is male or female based on their reproductive organs and their sex chromosomes	**Puberty:** A period when changes occur in males and females to allow them to become sexually mature
Gamete: A sex cell	**Hormone:** A chemical messenger that travels around the body
Egg cell: The female sex cell that is released from the ovaries	**Contraception:** The process of becoming pregnant
Sperm cell: The male sex cell that is produced in the testes	**Fertilisation:** When the sperm cell and the egg cell fuse together
Ovary: The female organ that stores and releases egg cells and makes female hormones	**Menstrual cycle:** a monthly cycle in females where the uterus lining builds up ready for pregnancy
Testes: The male organ that produces sperm cells and testosterone	**Uterus:** An organ where a fertilised egg develops into a foetus
Adaptation: The features that a cell has that allow it to perform a particular function	**Embryo:** The first 8 weeks of development once a sperm cell and egg cell fuse
Oestrogen: The main female reproductive hormone that thickens the uterus wall	**Foetus:** The 8 weeks after conception the embryo becomes a foetus
Testosterone: The main male reproductive hormone that stimulates sperm production	**Contraception:** Methods that can be used to prevent pregnancy

Independent Learning Tasks

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

1. Name two changes during puberty that happen in males and two different ones that happen in females.
2. Name four parts of the male reproductive system and four different ones of the female reproductive system.
3. Give the definition of these key words
   - Ovulation
   - Menstruation
4. Describe two adaptions of a sperm cell.
5. Describe the stages of pregnancy.
6. Explain how the following maternal lifestyle choices can effect a foetus during pregnancy.
   - smoking
   - alcohol
   - exercising
   - eating healthily
7. Describe how hormonal contraceptive methods work. e.g. contraceptive pill

HOME WORK

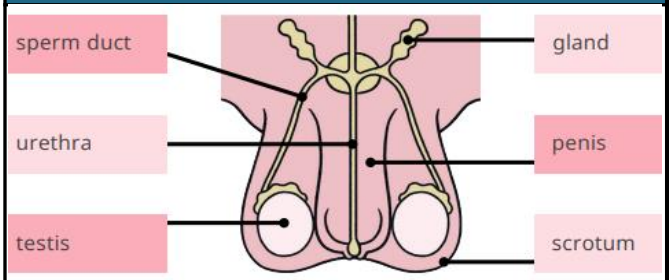


Science - Term 2

Reproduction

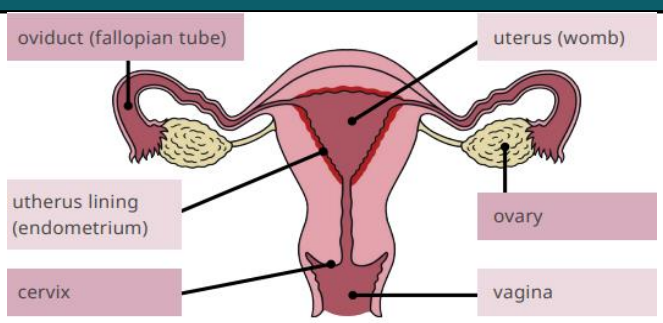
Key Concepts

Male Reproductive System



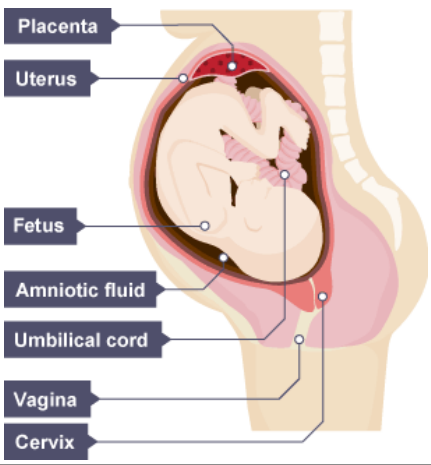
Sperm duct	Carries sperm cell to the urethra
Urethra	A tube that transports urine or semen
Testis	Produces sperm cells
Gland	Produces a fluid for the transport of sperm cells
Penis	Where urine and semen pass out of the body
Scrotum	Where the testes are found

Female Reproductive System



Oviduct	Carries egg cells to the uterus
Cervix	Ring of muscle at the bottom of the uterus
Uterus	Where the foetus develops during pregnancy
Ovary	Where egg cells mature and are released
Vagina	A tube leading from the cervix to outside the body

Pregnancy



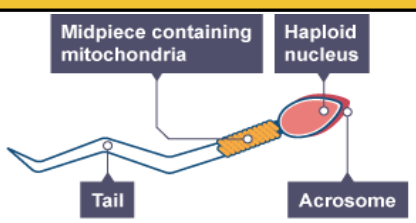
A fertilised egg divides to form a ball of cells called an embryo. The embryo attaches to the lining of the uterus. It begins to develop into a foetus and then becomes a baby when it is born. It takes about 40 weeks for a fetus to develop in the uterus. This time is called gestation.

The foetus is protected by the uterus and a liquid called amniotic fluid. The placenta is an organ responsible for providing oxygen and nutrients and removing waste substances. It grows into the lining of the uterus and is joined to the foetus by the umbilical cord. The mother's blood does not mix with the blood of the foetus.

Specialised cells in fertilisation

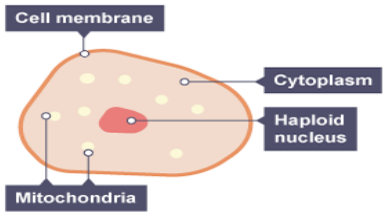
Sperm cell

- A tail to move them towards an egg cell
- Many mitochondria to release energy for movement



Egg cell

- The cytoplasm contains nutrients for growth
- The cell membrane changes after fertilisation by a single sperm cell so that no more sperm can enter



Contraception

There are **mechanical, chemical, surgical and natural** contraceptive methods used to prevent a pregnancy.

Vasectomy/Tubal Ligation
- Surgery to cut male tubes or tie female tubes
- Almost 100% effective
- Permanent

IUD
- Interuterine device
- +99% effective
- 3-5 years
- Hormonal method

Condom
- 85% - 95% effective
- STI protection
- Barrier method

The Implant
- Implanted in the arm
- +99% effective
- Up to 5 years
- Hormonal method

The Pill
- Taken daily
- 99% effective
- Hormonal method

The natural method may be chosen by some groups opposed to contraception for religious or ethical reasons.

Science - Term 2

Contact Forces

This builds on:	Why this topic:	This links to:
Key Stage 2 • Define what a force is • Draw a force diagram • Identify Balanced and Unbalanced Forces • Explain why different surfaces have different amounts of friction.	Contact Forces is an important topic as it is important to understand how forces have a direct impact on an objects shape, motion and speed. Being able to calculate the resultant force acting on an object determines if the object is stationary or in motion.	**Key Stage 4**

Key Vocabulary

Force: A push, pull or twist. Measured in newtons (N).	**Gravitational Force**: The force acting on an object due to gravity.
Contact Forces: Contact forces that act on objects that are physically touching.	**Magnetic Force**: A force exerted by a magnetic field on a magnetic material
Friction: This occurs when two objects move past each other. Friction slows objects down.	**Electrostatic Force**: The force that exists between two charged objects
Air Resistance: This force is also known as drag. It is the force that acts on objects as they move through the air.	**Resultant Force**: The overall force acting on an object that determines the movement of the object
Upthrust: The upward force exerted by a fluid by an object floating on it.	**Streamlining**: When an object is designed to reduce the resistance of air or water
Newton: Unit of Force (N)	**Newton Meter**: A piece of scientific equipment that measures the forces acting on an object
Non-Contact Forces: Non-contact forces that act between objects without them physically touching.	**Force Diagram**: a basic diagram that shows the different forces acting on an object

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 a contact and a non-contact force?
2. Describe the following forces and give an example of each one:
   - Upthrust
   - Magnetic Force
   - Electrostatic Force
   - Air Resistance
3. Desing a vehicle to reduce the force of air resistance, draw a diagram and label its key features?
4. Draw a series of force diagrams to show how forces change when a football is stationary, accelerating and slowing down?
5. Research Sir Isaac Newton and how he discovered the idea of Gravity
6. Give 5 examples of objects being either pushed, pulled or twisted?

Science - Term 2

Contact Forces

Key Concepts

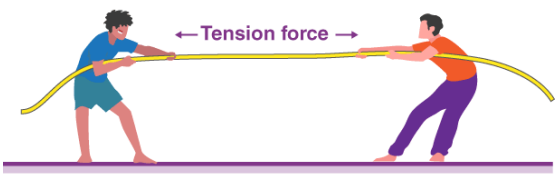
Forces

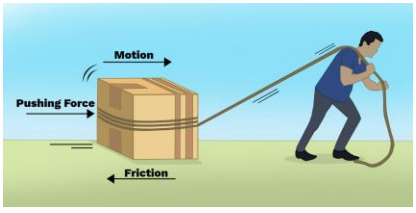
Contact forces are **forces** that act between two objects that are physically touching each other.
Examples of contact forces include:

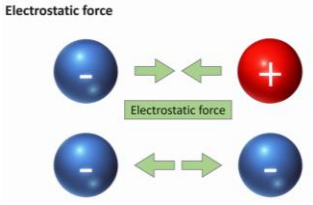
Reaction force - An object at rest on a surface experiences **reaction force**. For example, a book on a table
Tension - An object that is being stretched experiences a **tension** force. For example, a cable holding a ceiling lamp.
Friction - Two objects sliding past each other experience **friction** forces. For example, a box sliding down a slope.
Air resistance - An object moving through the air experiences **air resistance**. For example, a skydiver falling through the air.

Non-contact forces are **forces** that act between two objects that are not physically touching each other. Examples of non-contact forces include:

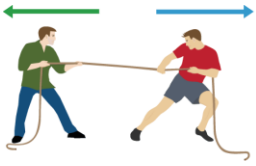
Magnetic force - A magnetic force is experienced by any **magnetic** material in a **magnetic field**.
Electrostatic force - An **electrostatic force** is experienced by any **charged particle** in an **electric field**.
Gravitational force - A gravitational force is experienced by any **mass** in a gravitational field.

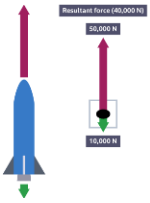






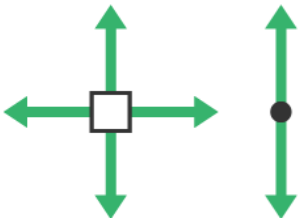
Balanced and Unbalanced Forces:
Balanced forces are where the effect of one force is cancelled out by another. In a tug of war, each team could be pulling with equal amounts of force on the rope, this is an example of balanced forces.





If the forces acting on the object are not balanced then there is a resultant force acting on the object, this means the object is either accelerating or decelerating. It **is unbalanced forces** that cause a 'changing motion'.

Force Diagrams:
A free body diagram models the forces acting on an object. The object or body is usually shown as a box or a dot. The forces are shown as thin arrows pointing away from the centre of the box or dot.

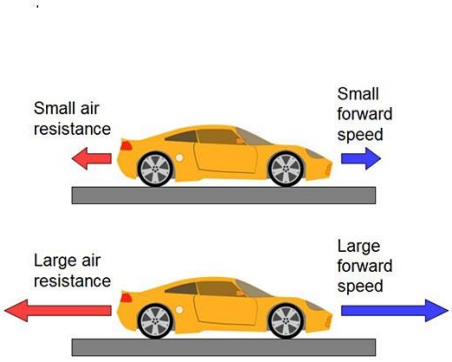


It is important to label each arrow to show the magnitude of the force it represents. The type of force involved may also be shown.

Friction and Drag (Air Resistance)

When an object is moving there are almost always forces that are acting against it., unless it is in a vacuum as is in space. These are frictional forces and act in the opposite direction to the movement of the object. Frictional forces make it more difficult for objects to move.

Drag is a force which acts against the movement of an object when it moves through a fluid (liquid or gas). The faster the object moves, the more drag it experiences. When the fluid is air, drag is usually described as Air Resistance.



Geography – Term 2

Our local area, Maps and Mapping

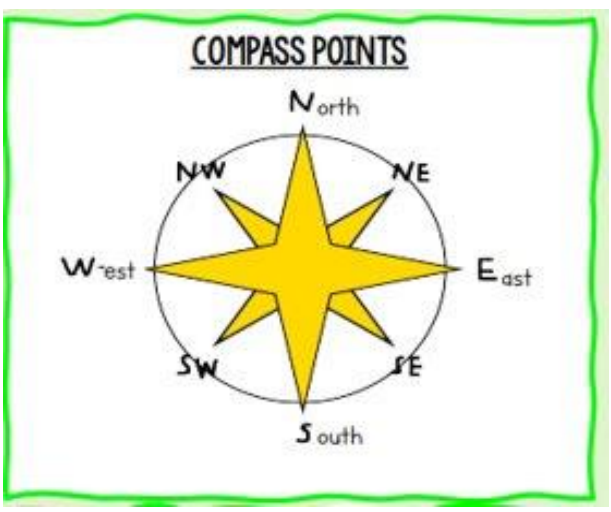
This builds on:	Why this topic:	This links to:
✓ This builds on understanding of work on the UK and KS2 on how to read and understand ordnance survey maps. We also study in detail the area around Newsome	**Mapping is one of the foundations of Geography. To understand the world around us. We can establish where things are, why they are here and how places are connected. We also conduct a study on Newsome to evaluate how the area can be improved**	✓ Building geographical understanding and practical skills. The skills learnt are essential for geographical studies in years 8, 9 and at GCSE.

Key Vocabulary

Aerial photo: Taking of photographs from an aircraft or other airborne platform	**Scale:** The relationship between distance on a map and the corresponding distance on the ground
Contour lines: A line drawn on a map to indicate ground elevation	**Northings:** Numbers on a map which go from the bottom to the top
Grid reference: Used to locate a particular square/ location on a map	**Eastings:** Numbers on a map which go from left to right
Analysis: Studying or examining something in detail to discover or understand more about it, or your opinion and judgment after doing this	**OS:** Ordnance Survey – the most used maps in the UK
Brownfield Site: Areas that were once built on but are now derelict	**Sustainable:** Meeting the needs of people today without spoiling things for people in the future

Key retrieval

Compass points



Cultural Capital

1.Visit to Newsome
Opportunity to visit the local area and conduct field work

2. Geographical enquiry
We will create and analyse data on the local area to create conclusions on how it can be improved and evaluate out study

3. Map Work
Understanding different places and people, developing awareness and practical skills for navigating the world

Home Learning Tasks

1. Create a contour model of a hill, using cardboard - try to give your hill different types of slope and relief
2. Design your own map symbols and then create a map of your local area and add your symbols to show the features of the area where you live
3. Write a set of detailed instructions you could provide to a friend to get them from school to your house, or from one location to another of your choice

Geography - Term 2

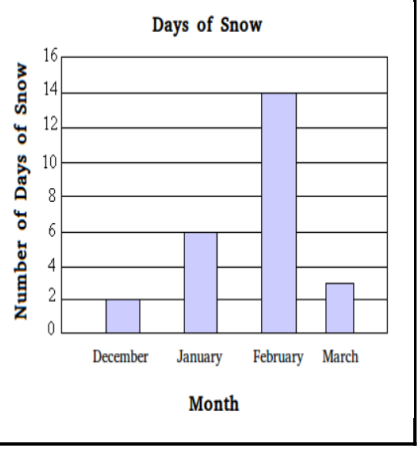
Our local area, Maps and Mapping

Key retrieval

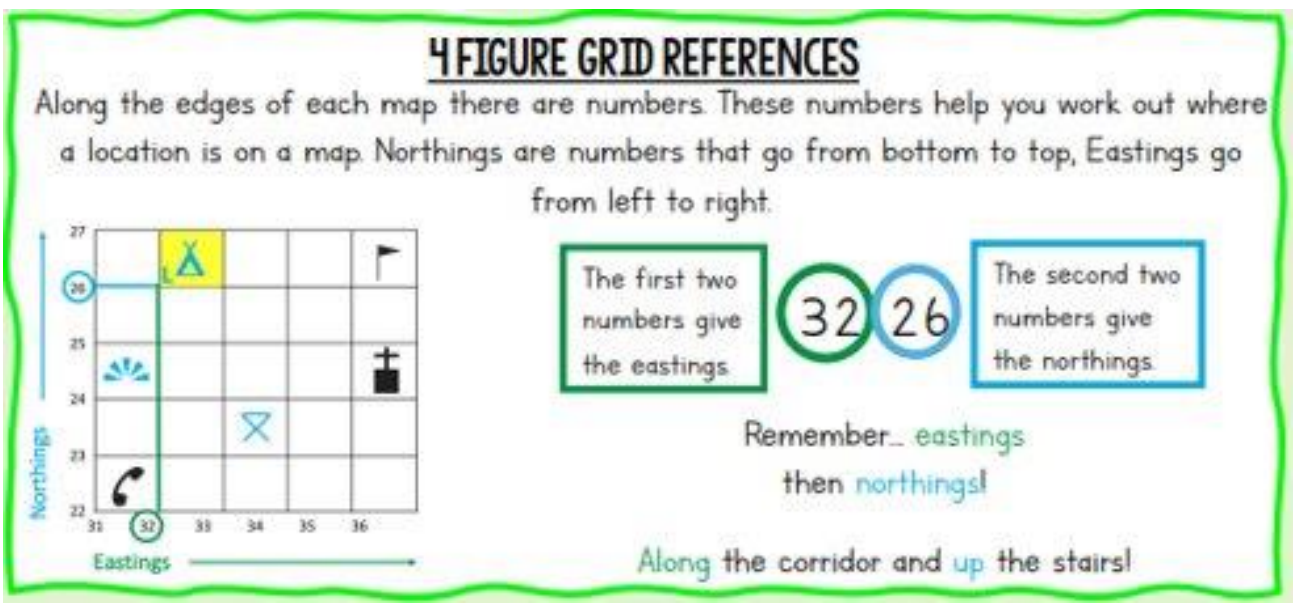
How to construct a bar graph

Step 1: First, decide the title of the bar graph.
Step 2: Draw the horizontal axis and vertical axis. (For example, answers given)
Step 3: Now, label the horizontal axis.
Step 4: Write the names on the horizontal axis, .
Step 5: Now, label the vertical axis. (For example, Shop, Post Office)
Step 6: Finalise the scale range for the given data.
Step 7: Finally, draw the bar graph that should represent each category of the pet with their respective numbers.

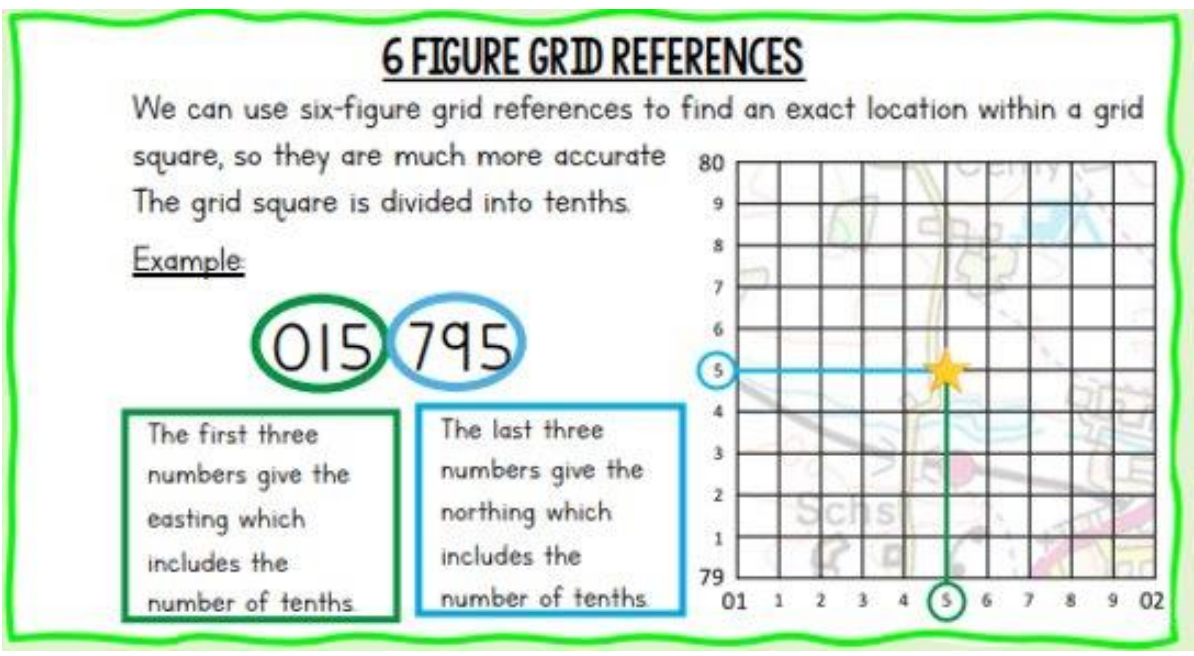
Bar Graph



Key Concept – 4 Figure References



Key Concept – 6 Figure References




ARCTIC OCEAN
Greenland
(Denmark)
Svalbard
(Norway)
ARCTIC OCEAN
United States
Canada
Iceland
Russia
Norway
Sweden
Finland
U.K.
Den.
Neth.
Belg.
Ireland
Estonia
Latvia
Lithuania
Ger-many
Poland
Belar.
Ukraine
Mol.
Fr.
Rom.
Bul.
Geor.
Az.
Armenia
Kazakhstan
Mongolia
United States
ATLANTIC OCEAN
Portugal
Spain
France
Italy
Turkey
Cyprus
Greece
Syr.
Lebanon
Iraq
Iran
Uzbek.
Turkm.
Kyrgyzstan
Tajikistan
Afghan.
Pakistan
China
N.Korea
S.Korea
Japan
Nepal
Bhutan
India
Kuwait
Qatar
Jordan
Saudi Arabia
U.A.E.
Oman
Yemen
Israel
Morocco
Tunisia
Algeria
Libya
Egypt
Western Sahara
Mexico
Caribbean
Laos
Vietnam
Taiwan
Bur.
Bangl.
Thai.
Cambodia
Philippines
PACIFIC OCEAN
Maurit.
Mali
Niger
Chad
Eritrea
Djibouti
Sudan
Senegal
The Gambia
Guinea-Bissau
Guinea
Sierra Leone
Liberia
Cote d'Ivoire
B.Faso
Ghana
Togo
Benin
Nigeria
Cam.
C.A.R.
South Sudan
Ethiopia
Somalia
Ken.
Equatorial Guinea
Gabon
Congo
Dem. Rep. of Congo
Uganda
Rwanda
Burundi
Tanz.
Central America
Guyana
Suriname
French Guiana (France)
Venez.
Colombia
Ecuador
Peru
Brazil
Bolivia
Paraguay
Chile
Argentina
Uruguay
Angola
Zambia
Zim.
Namibia
Bots.
South Africa
Lesotho
eSwatini
Malawi
Mozambique
Madagascar
ATLANTIC OCEAN
INDIAN OCEAN
Sri Lanka
Malaysia
Indonesia
Timor-Leste
Papua New Guinea
Solomon Islands
Australia
New Caledonia
Fiji
New Zealand
SOUTHERN OCEAN
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Geography – Term 2

Our local area, Maps and Mapping

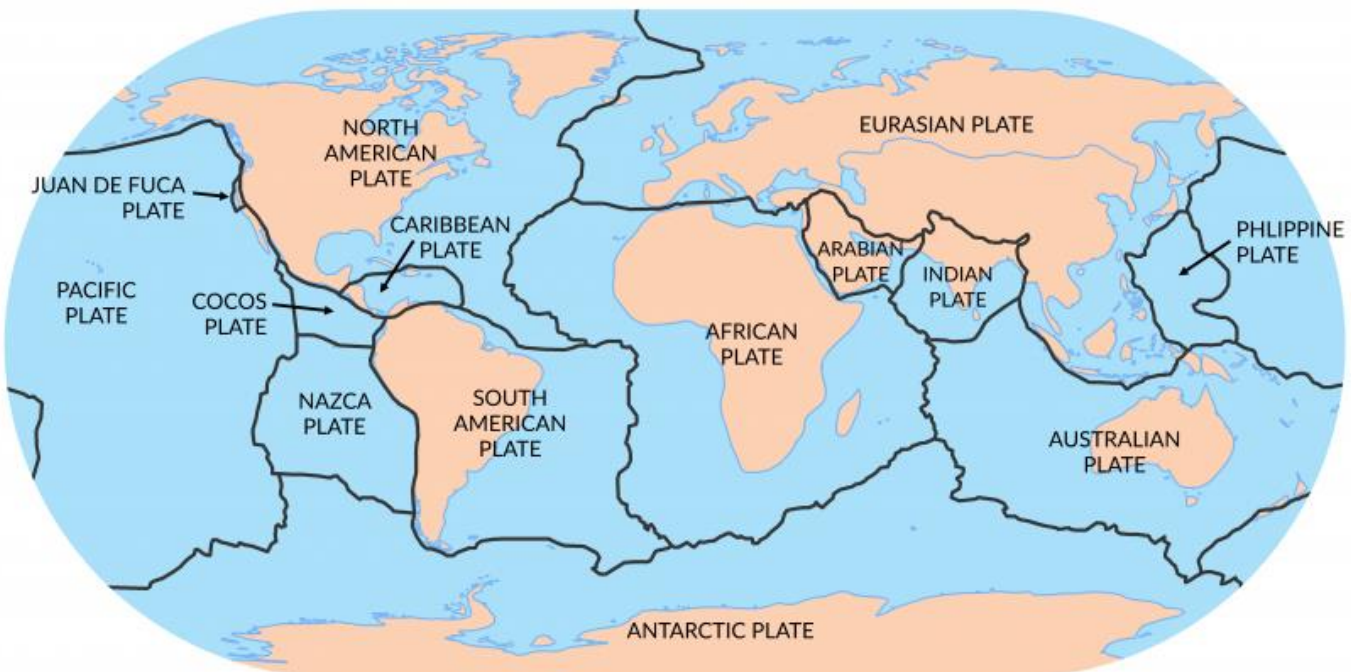
P.E.E.L. Paragraphs

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.

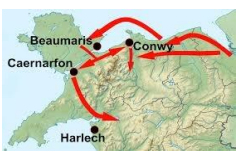


History – Term 2

How did Medieval power change over time?

This builds on:	Why this topic:	This links to:
✓ This builds on understanding of William the Conqueror's consolidation of power from their previous unit on the Norman Conquest.	**Why this topic?** **In this topic we look at what Medieval power looks like and the different challenges that arose over the Middle ages, including threats from the Church, nobles and peasants and how this shaped the future of our nation.**	✓ This links to future topics such as Medieval Africa and their view on power, as well as future topics in Year 8 looking at the Tudors and Stuarts.

Key Vocabulary	
Medieval: Term referring to the time between the 5th and 15th centuries.	**Civil War:** A war between two sides of the same country.
Catholic Church: The Christian Church ruled by the Pope in Rome.	**Marcher Lords:** Barons who ruled the borderlands between England and Wales.
Archbishop of Canterbury: Most senior religious figure in England.	**Revolt:** Taking violent action against a government or ruler.
Tyrannical: Exercising power in a cruel way	**Magna Carta:** An agreement between King John and the Barons. This meant the King had to follow the law.
Barons: A powerful group of landowning men in Medieval England.	**Monarch:** Refers to a King or Queen.



How did power for the Monarchy increase?

Conquest of Edward I:
Edward I went to war with the other countries of Britain. He conquered all of Wales and proclaimed his heir the Prince of Wales. He also went to war with the Scottish and nearly conquered all of Scotland until his untimely death. His rule saw power extend across the British Isles.

Hundred Years War:
Many English Kings were still bitter over the loss of France many generations before. Henry V managed to beat the French at the Battle of Agincourt and nearly took all of France for England. He died before this became a reality. This created the legendary spirit of Britain as the underdog persevering.

Challenges to the Monarch:

Thomas Becket (1170):
Thomas Becket was the Archbishop of Canterbury and consistently came into conflict with Henry II. He was murdered by knights, supposedly on the orders of the King. The Church was angry, and nobody dared to question the Church for the next 500 years.

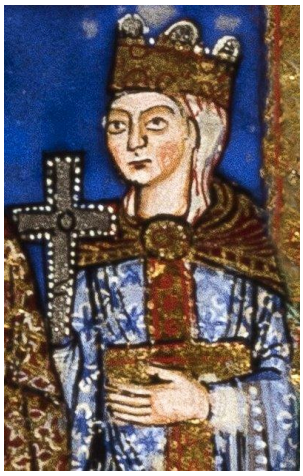
Signing of the Magna Carta (1215):
Magna Carta was created to limit the powers of King John. He had angered his Barons through the implementation of high taxes and running the country without asking them. This led to a meeting between King John and the Barons at Runnymede in 1215, which forced the King to obey the laws of the land.

Peasants Revolt (1381):
The peasants were angry after high taxation and nearly overthrew the young King Richard II.

Home Learning Tasks:
1. Create a poster detailing how Medieval monarchs have changed over time – include colour and knowledge from our lessons.
2. Create a fact file on one of the Medieval monarchs that we have looked at in class.
3. For more activities, see the homework sheet given to you by the teacher.

History – Term 2

Our monarchs



Empress Matilda:
The Queen who never was.
Civil war with her cousin Stephen.

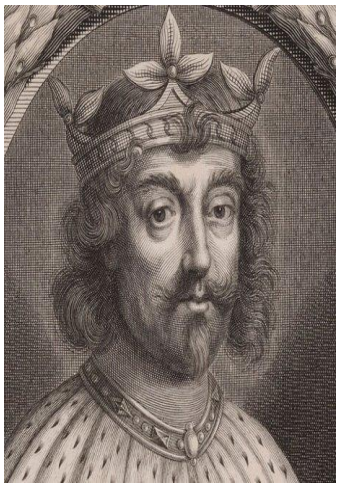
Her Son

King Henry II
1154 – 1189
Conflict between Becket led to his murder.

His Son

King John
1199 - 1216
Conflict with the Barons led to Magna Carta

His Son

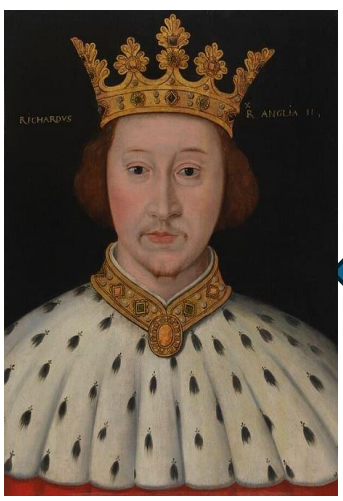


King Henry III
1216 - 1272
Conflict with the Barons led to the creation of Parliament

His Son

King Edward I
1272 - 1307
Conquered Wales and attempted to conquer Scotland.

His Great-Great Grandson



King Richard II
1377 - 1399
Conflict with the peasants led to the Peasants Revolt 1381.

King Henry V
1413 - 1422
Went to war with France to retake Ancestral holdings of the throne of France. Became regent brief in 1420 but died before he could become King of France and England.

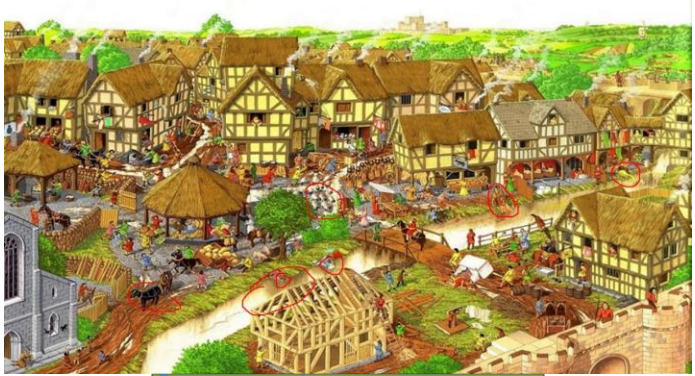
History – Term 2

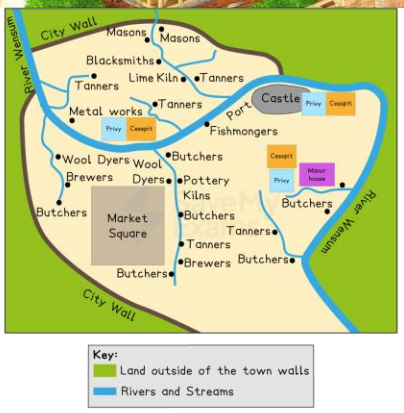
Was Medieval England really filthy?

This builds on:	Why this topic:	This links to:
✓ This builds on the previous learning of Medieval England and KS2 learning of Medieval cities.	This focuses on what public health was like during the Medieval period in England. Students will analyse different areas of England, including London and Coventry.	✓ This links to future learning on the Medieval work with comparisons to Medieval Africa, Islamic Empire and China. ✓ GCSE topic of Britain: Health and the people.

Key Vocabulary	
Public Health: Health of the population as a whole.	**Latrines:** Another name for a toilet, usually public or open to many people.
Black Death: Name given to the bubonic plague that hit England in the 1340s.	**Miasma:** Belief that bad air causes all diseases.
Buboes: Egg sized lumps that appear under the arms, groin and neck. Symptom of the Black Death.	**Coventry:** A town in the Midlands that tried to improve Public Health.
Tanner: A person who creates leather using dead animals.	**Doom Painting:** A painting of the moment Jesus judges a soul. Usually shows someone going to hell.
Villein: A peasant who is tied to the land in which they work.	**Long-Term:** Relating to a long period of time.

Key Retrieval
Public Health

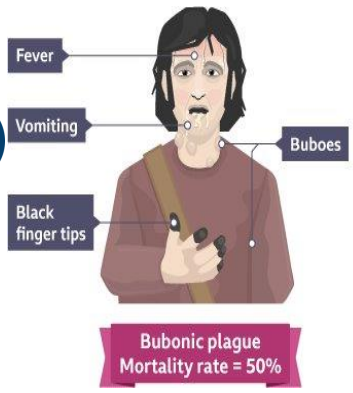


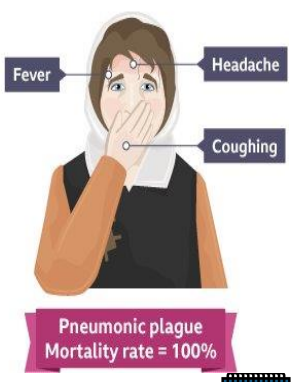


What were the consequences of poor Public Health?

The Black Death 1348:

People in Medieval England always faced famine and disease, but in 1348 they had to face the Black Death. It spread from Asia to Europe and then to England. At the time doctors did not know about germs and did not know how to treat the illness. As a result one third of the population died. This caused major unrest in the decades after the outbreak.





Home Learning Tasks:

1. Create your own NHS information leaflet on the Black Death. Include how to avoid it, how they would try and treat it and the consequences of getting it.
2. Create a time travellers guide to Medieval London. What will you see, hear, smell, taste.
3. For more activities, see the homework sheet given to you by your class teacher.

Religious Studies- Term 2

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

Religious Studies

Social Justice and Influential people

This builds on:	Why this topic:	This links to:
✓ This builds the multi faith Britain unit British values.	Helps to understand influential people and how they had an impact on Religion and society. To help inspire younger generations to make a difference	✓ 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	
Justice – the quality of being fair and reasonable	**Injustice-** the lack of fairness and justice
Absolute poverty- This is when household income is below a certain level. This makes it impossible for the person or family to meet basic needs of life including food, shelter, safe drinking water, education and healthcare.	**The Golden rule-** a common belief in all religions to treat others how you wish to be treated.
Relative poverty- This is when households receive 50% less than any average household. So, they do have some money but still not enough money to afford anything above the basics.	**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	**Equality-** everyone treated equally no matter who they are

Key Retrieval

Absolute poverty - is when a person or family doesn't have enough money to afford the basic things they need to survive, like food, clean water, shelter, and clothing. It means they are living in very difficult and sometimes dangerous conditions, and they may not have access to things like healthcare or education. This kind of poverty can be very hard to escape from, and it affects millions of people around the world. The standards set for absolute poverty are the same across countries.
When it was established in 1990, the World Bank set the global absolute poverty line as living on less than $1 a day.

Relative poverty is a situation where someone's income or living conditions are not as good as other people in their society. For example, a family may have a home and enough food to eat, but they might not be able to afford some things that most other people in their community can, like the internet, new clothes, transport fares. This can make them feel left out or different from their peers, and it can make it hard for them to participate in some activities or events or even find a job. Relative poverty is about not having the same things as the people around you, even if you have enough to get by. Relative poverty is considered the easiest way to measure the level of poverty in an individual country, but it changes from country to country.

Cultural Capital

1. **We will have intellectual arguments and debates surrounding the idea of what makes a person influential and how much impact it has on Religion**
2. **We will watch a documentary to see how social justice and influential people influences religion.**

- **Home learning Tasks**
- Write down three points that suggest someone is in absolute poverty. Explain the points in detail
- Create a poster on your own charity. How can the charity help someone and explain the key beliefs/values of the charity (who is it aimed at)
- Research one influential person and create a fact file on them, explain how they inspire other people

Religious studies

Key influential people

Mohandas Gandhi believed in nonviolent resistance, which means he promoted peaceful ways of protesting against unfair treatment. He led peaceful protests, boycotts, and strikes to challenge British rule and fight for Indian independence such as the Salt March.
He also advocated for the rights of the poor and the untouchables, who were of a lower caste in Indian society.
Gandhi is known for his philosophy of "satyagraha," which means "truth-force" or "soul-force."
He believed in the power of truth and love to overcome injustice, and he worked to inspire people to act with compassion and kindness towards others.

Dr. Martin Luther King Jr. was a leader in the Civil Rights Movement in the United States during the 1950s-60s. He believed in nonviolent protest, which means that people could peacefully speak out against injustices, discrimination, and segregation.
Dr. King was a powerful speaker, and he used his words to inspire people to work together to bring about change. He organised protests and boycotts to draw attention to the unequal treatment of Black people in America. He helped to push for new laws that protected people's civil rights.
He was awarded the Nobel Peace Prize for his work in promoting peace and justice.

Mother Teresa was a Catholic nun who dedicated her life to helping the poor and sick in India. She spent many years teaching in India before starting her own order, the Missionaries of Charity, in 1950. They provided food, shelter, and medical care to the poorest and most vulnerable members of society, including the sick, dying, and disabled.
Mother Teresa is remembered for her compassion and selflessness. She believed that everyone, regardless of their background or circumstances, deserved love and respect. She was awarded the Nobel Peace Prize in 1979 for her humanitarian work.

Malala Yousafzai is a Pakistani activist and the youngest person to ever win the Nobel Peace Prize. She was born in 1997 in Pakistan and grew up in a region where the Taliban, a militant group, had banned girls from attending school.
When Malala was11 years old, she began speaking out publicly against the Taliban's rule and advocating for girls' right to education. She wrote a blog about it, which brought international attention to the situation. However, this also made her a target for the Taliban.
In 2012, Malala was shot by a Taliban gunman while on her way to school. She survived the attack and continued her advocacy for girls' education from the United Kingdom

Christian Aid is a charity that works to help people who are living in poverty around the world. They work with communities in some of the poorest countries in the world to provide support and assistance. They help to fund programs that provide food and clean water, build schools and clinics, and provide emergency aid in times of crisis, such as natural disasters or conflict.
One of the things that sets Christian Aid apart is that they help communities find long-term solutions to poverty. This means that they work with people to identify the root causes of poverty and help them find sustainable ways to improve their lives. It is inspired by Christian values of compassion, justice, and equality, and they work to make the world a better place by helping those in need.

Muslim Aid is a charity that works to help people in need around the world. They are inspired by Islamic values of compassion, generosity, and service to others.
Muslim Aid provides assistance in a variety of ways, including emergency relief, education, healthcare, and development projects. They work in some of the poorest and most vulnerable communities in the world, including those affected by natural disasters, conflict, and poverty.
They work with local communities to help. They believe that this helps to ensure that their work is effective, sustainable, and respectful of local culture and customs.
Muslim Aid is dedicated to helping people regardless of their race, religion, or background. They believe that all people have the right to live with dignity and respect.

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

Year 7 French Term 2

Au Collège

This builds on:	Why this topic:	This links to:
✓ This builds on work you will have done at KS2.	**You will learn how to say what you have in your pencil case and classroom.** **You will learn to express detailed opinions about school subjects.** **You will learn how to talk about your school day.**	✓ This links to Term 1, where you learnt: • Colours • Likes and dislikes • Saying what you have.

Key Vocabulary

Tu as un stylo? – Do you have a pen?	**Qu'est-ce que tu aimes?** –What do you like?
Qu'est-ce qu'il y a dans ta salle de classe? What is there in your classroom?	**Quelle est ta matère préférée?** – What's your favourite subject?
C'est de quel couleur? – What colour is it?	**Pourquoi?** Why?
Que penses-tu de Français? What do you think of French?	**Tu as un uniforme? –** Do you have a uniform?
Qu'est-ce que tu as le lundi? – What do you have on Monday?	**Ton collège est comment? –** What is your school like?

Key Retrieval

Qu'est-ce que tu as ? What do you have?

J'ai – I have

Tu as – you have

Il a – he has

Elle a – she has

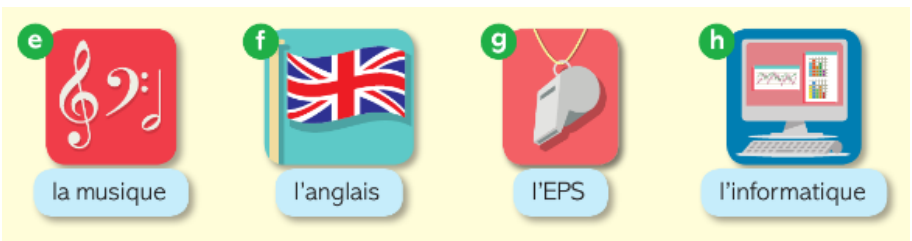
Home learning:

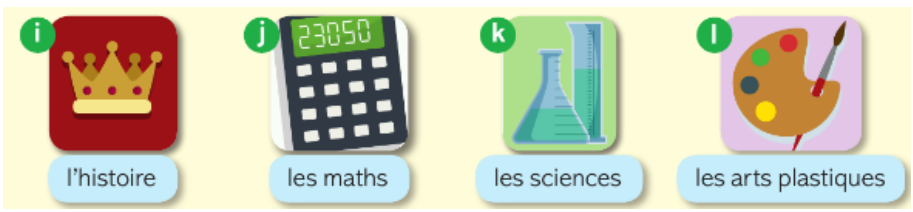
1) Learn the vocabulary as asked by your class teacher each week.
2) Complete the tasks on Languagenut.com
3) Research the differences between school life in France and here at Newsome Academy. What does their day look like? What do they learn? What do they wear? Which do you prefer?

Year 7 French Term 2

Au Collège

Les Matières – School Subjects





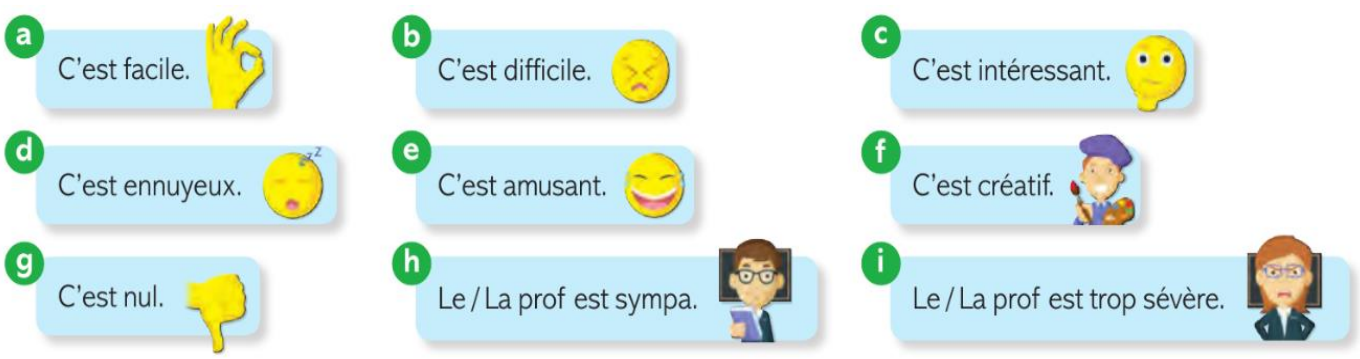
aimer, ***adorer*** and ***détester*** are ***–er*** verbs.

Tu aimes ...?	Do you like ...?
Oui, ...	Yes, ...
j'adore ...	I love ...
j'aime ...	I like ...
j'aime assez ...	I quite like ...
Non, ...	No, ...
je n'aime pas ...	I **don't** like ...
je déteste ...	I hate ...

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

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

Les Opinions



Quand? – When? À quelle heure? - At what time?

À une heure - at 1 o'clock
À deux heures – at 2 o'clock
À quatre heures – at 4 o'clock
À dix heures – at 10 o'clock
À midi - at midday
À minuit – at midnight

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

Describing your uniform. Je porte..... I wear.....

un	pantalon / pull / sweat / polo	noir / bleu / vert / gris / blanc / violet / rouge / rose / jaune
une	jupe / veste / chemise / cravate	noir**e** / bleu**e** / vert**e** / gris**e** / blanc**he** / violet**te** / rouge / rose / jaune
des	chaussettes / chaussures / baskets	noir**es** / bleu**es** / vert**es** / gris**es** / blanc**hes** / violet**tes** / rouge**s** / rose**s** / jaune**s**

Computing Term 2

E-Safety

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.	✓ E-Safety provides students with the essential knowledge and skills to navigate the online world safely, responsibly, and ethically, protecting themselves and their data.	✓ Future units of keeping data safe, digital footprint, and the ethical use of technology and AI.

Key Vocab	Definition
E-Safety	Protecting yourself and others from harm when using the internet, mobile phones, and other technology.
Digital Citizen	Someone who uses technology responsibly, respectfully, and safely.
Personal Data	Information that can be used to identify you, like your full name, address, email, or date of birth. **Never** share this with strangers online.
Privacy Settings	Tools in social media and apps that let you control who can see your information and posts.
Digital Footprint	All the information about you that exists online, including pictures, comments, and things others have posted about you. It can be **permanent**.

Risk	Definition	Best Practice (What to do)
Cyberbullying	Using digital devices to bully, harass, or intimidate someone.	**STOP** responding. **BLOCK** the person. **TELL** a trusted adult (parent, teacher) immediately.
Grooming	Building a relationship with a child online to gain their trust for exploitation.	**NEVER** agree to meet up with someone you only know online. If a request makes you uncomfortable, **TELL** an adult.
Sharing too much	Posting personal information, embarrassing photos, or strong opinions online.	**THINK** before you post: Is it **True**, **Helpful**, **Inspiring**, **Necessary**, **Kind**? (The THINK rule).
Unsafe downloads	Downloading files (music, games, apps) from unknown or unofficial websites.	Only download from **trusted sources** (official app stores, school-approved sites). Unsafe files can contain **malware** (viruses).
Weak Passwords	Using simple, easy-to-guess passwords or using the same one everywhere.	Use a **strong password** (long, mix of uppercase, lowercase, numbers, and symbols). Use a different password for important accounts.

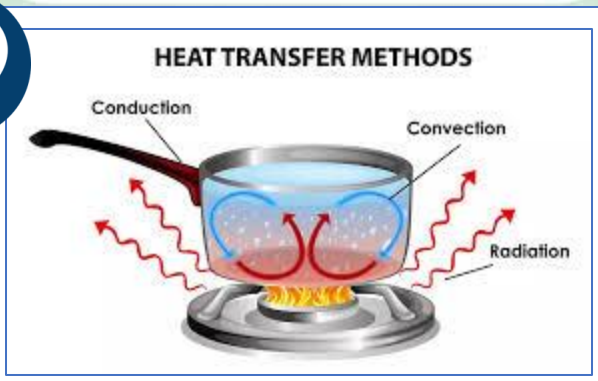
For help with the Home Learning task, go to:

- Online dangers - Online safety - KS3 Computer Science Revision - BBC Bitesize
- **Create a professionally formatted Microsoft Word document** with an overview of Coraline (English) - explaining the key messages within the movie.

Food Technology

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.

Food Technology – Rotation 2

You are now going to be developing your practical cooking skills and techniques by cooking a range of healthy and hearty meals as well as some sweet treats.

Practical Recipe 1 – Apple Crumble

- ❑ 2 large Cooking Apples
- ❑ 50g of other fruit e.g. raisins, raspberries, etc
- ❑ 50g Sugar
- ❑ 150g Plain Flour
- ❑ 50g Oats
- ❑ 100g Butter

❑ Bring in an oven proof dish

Practical Recipe 2 – Pizza Swirl

- ❑ 150g plain flour, plus extra to dust
- ❑ 25g butter or margarine,
- ❑ 3 tbsp tomato puree or pesto
- ❑ 40g Cheddar, grated

?

Practical Recipe 3 - *Holiday/Easter Treat*

Check the notice board for the recipe. We will also email this out to parents

Practical Recipe 4 – Stuffed Peppers

- 1 large pepper
- Stock cube
- Spring onion/half red onion
- 1 tomato or 3 cherry tomatoes
- 30g grated cheese

Practical Recipe – Blueberry Cinnamon Muffins

125g self-raising flour
sugar
125ml milk
1 egg
45ml oil
75g blueberries or alternative fruit

Independent Learning Tasks:

- Try and create a crumble at home but use some different fruits in it. This can be a really **seasonal** dish so think about what fruit you see out and about at this time
- The pizza swirls can be made with different fillings, so try at home using up things in your fridge such as ham or cooked chicken and different vegetables such as peppers
- 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 2

This builds on:	Why this topic:	This links to:
✓ This topic will develop your **musical analysis** from the previous unit. ✓ You will improve your **performance** technique and **ability** on the keyboard.	**Ode To Joy** ✓ You will study a range of **9** different styles of music during KS3. Ode To Joy is part of the Western Classical tradition and will build on the previous unit by developing your keyboard technique and deepen your listening ability.	✓ Minimalist Music (Year 7) ✓ Baroque Music (Year 8) ✓ The next unit will further increase your listening analytical skills, whilst focusing on a new instrument: **ukulele**.

Key Vocabulary - Music

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

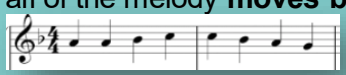
Key Concepts – *Ode To Joy*

Ode To Joy

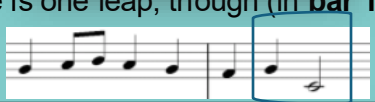
Ode To Joy Is a very famous musical piece: the melody is the opening to the final part of Ludwig van Beethoven's ***Symphony No. 9.*** It was first performed in Vienna, Austria in 1824. It is about peace: ***Ode to Joy*** represents the triumph over war and desperation.

Melody

Almost all of the melody **moves by step.**



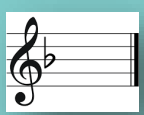
There is one leap, though (in **bar 12**).



Texture

- **Monophonic** if you just play the right-hand melody on its own.
- **Homophonic** – If you play the main melody with the chords (accompaniment)

Tonality



Ode to Joy is in the key of **F Major** – making it sound **happy** and **bright**.

Structure

Ode to Joy has a ***ternary*** structure.

- It has an '**A**' section.
- Then a '**B**' section.
- Followed by a return to the '**A**' section.

Harmony

All the harmony is **diatonic.** All chords and notes are in the Key of F Major and sound pleasant. There is **no dissonant** harmony.

Instrumentation/Performance Forces

Piano

Tempo

Moderato – The tempo is 'moderato' (moderate).*To be played between **108** beats per minute (BPM) – to **120** beats per minute (BPM)*

Rhythm

The melody is made up of crotchets  quavers  and minims 

Most of rhythms are on beat (**NOT** syncopated). But there is some **syncopation** (offbeat rhythms) in bars 4, 8 and 16.

Music – Term 2

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 Ode To Joy.*	✓ *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*
Describe the **melody** of Ode To Joy.	The melody moves **mainly by step** but it does have **some leaps** e.g. bar 12.
What type of **texture** is heard if playing *only* the melody.	**Monophonic** – Because it is a single layer on its own (without accompaniment).
What type of **texture** is heard if playing with the *chords* or *bass line?*	**Homophonic** – Because it is a single melody **with** accompaniment.
Describe the **harmony** of Ode To Joy.	Ode to Joy is entirely **diatonic** (all the notes and chords blend well together). There are no dissonant notes at all.
Describe the **tonality** of Ode To Joy	Ode to Joy has a **major** tonality, which make it sound happy and bright.
Describe the **structure** of Ode To Joy.	Ode to Joy has a **ternary** structure, which means it has an A section, followed by a B section and then a repeat of the A section to end (**ABA**).
Identify the **performance force** that we are using to perform Ode To Joy.	The original melody to Ode To Joy was sung (as it was set to a poem). However, we have been learning to play it on the piano.
Describe the **tempo** of Ode To Joy.	The tempo of Ode To Joy is Moderato (moderate) or 108BPM – 120BPM. **BPM** = Beats Per Minute.
Describe the use of **rhythm** in Ode To Joy.	Ode to Joy uses a lot of crotchets as well as minims and quavers. Most of the rhythms are **not syncopated** and are therefore on the beat. However, there is **some syncopation** in bars 4, 8 and 16.

Home Learning Tasks:

To develop your theory understanding of Ode To Joy and the Western Classical Tradition… use the resources below to **research** and create a **mind map, revision wheel** or **flash cards** on the content. Ask your teacher if you want flash cards or a mind map frame on Ode To Joy (or you can create your own).

- Who was Beethoven?
- Oak Academy - Ode To Joy (Lesson and Quiz)
- Classical Period - Music and Beethoven

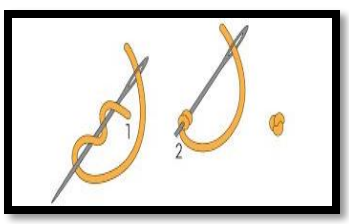
Challenge Activities (in lesson):

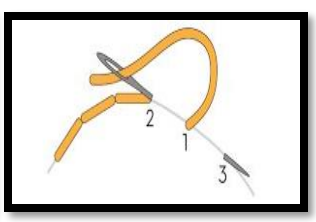
If you manage to achieve ***9 out of 9*** before the final performance assessment you could… Add an Alberti bass as an accompaniment to the melody. An Alberti bass takes the accompanying chord and **breaks** it up into separate notes of **lowest, highest, middle, highest.**

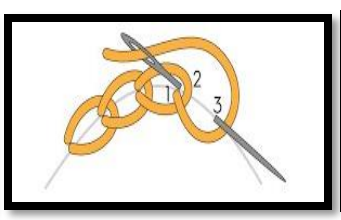
3D Design

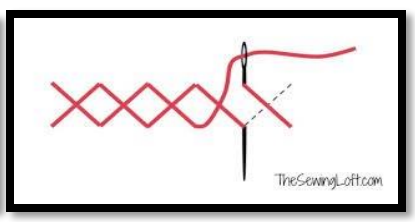
Health and Safety Workshop Rules

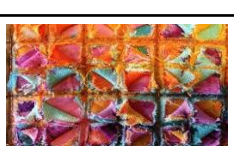
1. **Never Remove Any Tools from the Workshop**
   Tools must stay in the workshop. Taking them out is unsafe and not allowed.
2. **No Running or Fooling Around**
   Move calmly and behave responsibly to keep everyone safe.
3. **Know Where Emergency Stop Buttons Are**
   Locate and understand how to 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

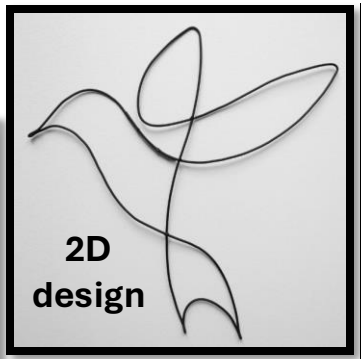
Wood Type	Properties	Common End Uses
Oak	Strong, heavy, wear-resistant	Flooring, furniture, barrels
Mahogany	Smooth grain, reddish-brown, easy to carve	High-end furniture, instruments
Maple	Extremely hard, light-colored, abrasion-resistant	Butcher blocks, cabinetry
Walnut	Dark color, shock resistant,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

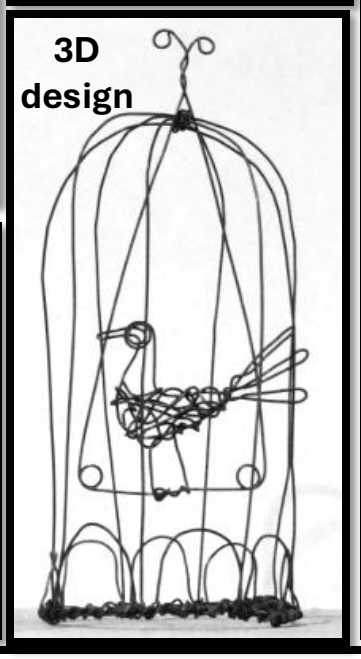
Softwoods

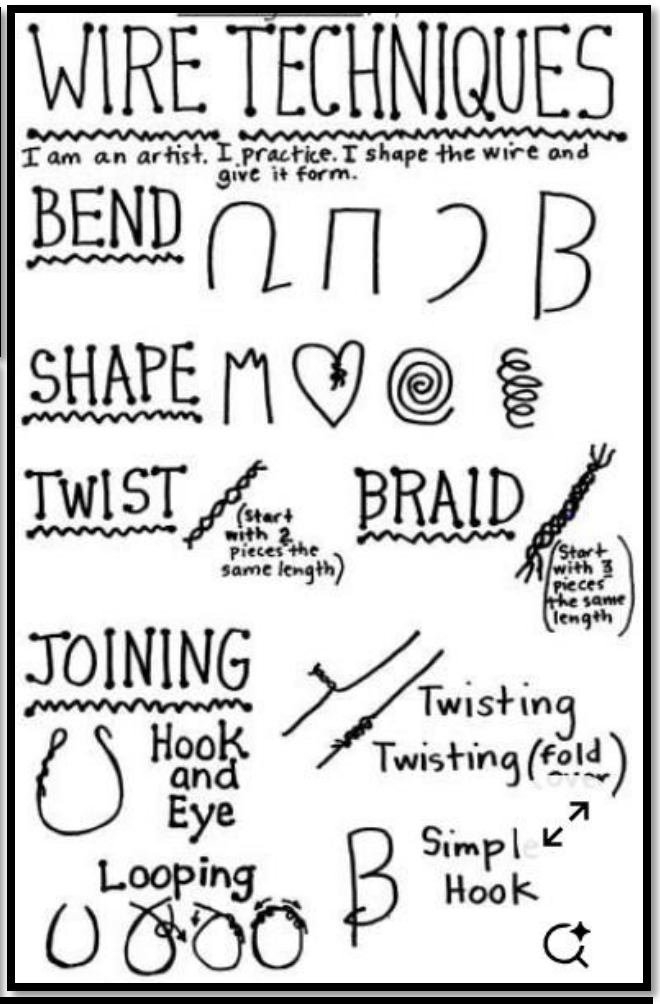
Wood Type	Properties	Common End Uses
Pine	Lightweight, easy to work, knots	Furniture, framing
Cedar	Aromatic, decay-resistant, light	Closets, roofing shingles
Spruce	Even grain, light, good strength-to-weight	Soundboards, construction
Douglas Fir	Strong, relatively hard, stable	Beams, plywood, flooring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

Festive Theme

Wirework







Home Learning Tasks:

Research local artist Helaina Sharpley for inspiration.

Types of Wood Joints

Perfume Bottle Production

Manufacturing Plywood

Physical Education

Net/Wall 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.*	**A Net/Wall game is a team or individual sport where** two or more teams/Individuals compete to score points by invading the opponent's territory and defending their own. The game is played over a net.	✓ This links to the development of more complex skills and rules within Badminton and other net/wall games.

Key Vocabulary	
Court : The playing surface area marked out with lines	**.Racket:** A piece of equipment with a handle, frame and head. This is used to hit the shuttle or ball over the net
Coordination and Agility: are skill related components of fitness needed for badminton	**Shuttle:** A cone shaped object with a cork base. This is hit over the net with the racket.
Serve: A shot that is selected to start a game in net and wall activities	**Backhand Shot:** Shot taken with the reverse of the hand across the body
Rally: Shots repeated going back and forth across the net.	**Forehand Shot:** Shot taken with the palm of your hand facing the direction of the stroke
Tactics – Smart plans or moves used to beat the other team.	Score: Points that are accumulated to see who wins the game.

Key Concept	Simple Explanation
Games	A badminton match is played to the best of three games. Games are played up to 21 points but if the score reaches 20 each the game continues and must be won by 2 clear points.
Service	1. You must stand inside your service box 2. You must hit the shuttle with the racket underarm. 3. The shuttle must start below waist height. 4. You must hit the shuttle over the net diagonally to the opponent's service box 5. It must land on or inside the opponent's service box 6. You continue serving until you lose the point.
Attacking	1. Backhand push shot and the forehand push shot are two skills designed to increase the speed of a rally in a game. This gives the person more time to react to the next shot. 2. It is important for the performer to be on their tip toes so they can move and react quicker to change direction in the game. 3. Make sure you hit the shuttle so that your opponent has to move to get to the shuttle, so it is difficult for them to return. 4. An overhead clear is used to move your opponent to the back of the court a drop shot is used to move your opponent to the front of the court.

Home Learning Tasks:

1. Create a poster or leaflet for a Net/Wall game of your choice. Include court markings with positions, rules and skills involved to successfully play a game.
2. Create a skill card for a Net/Wall 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 skill information to an overhead clear, a drop shot , a smash or a drive.

Physical Education
Aesthetics

This builds on:	Why this topic:	This links to:
✓ This builds on prior learning of basic skills body shape and movement.	**You will learn about the basic actions and shapes. components of Safety involved in trampolining. You will understand and be able to complete choreography based on the Cunningham and cage technique.**	✓ This links to the development of more complex skills and routines.

Key Vocabulary

Spotting : Standing around the trampoline to help prevent the performer from falling	**Unison:** All together at the same time.
Aesthetic: The way something looks/something looking artistic	**Cannon** :One after the other.
Choreography: The art of making dances	**Tuck**: Jumping with the knees flexed and toes pointed down
Flexibility: The Range of movement around a joint.	**Straddle**: Jumping with the legs extended diagonally from the hips.
.Six Basic Actions in Dance – Travel ,Turn, Jump Gesture ,Stillness, Transfer of weight	**Pike**: Jumping with the legs extended out in front of the body and toes pointed

KEY CONCEPT	EXPLANATION
What are the most important components of fitness for a trampolining athlete/dancer ?	Flexibility, balance, coordination.
Why is it important that a trampolining/dance move is done in an aesthetic way?	To ensure that the audience can see the full extent of the performance.
What is the difference between a straight bounce and a tuck jump?	On a straight jump the legs are straight and the toes pointed. On a tuck jump, the knees are flexed with the toes pointed.
Why is it important that you can stop safely on the trampoline?	To reduce the risk of injury when finishing a move.
What is Dance by Chance by Merce Cunningham and John Cage	Isolated movements given a sequence by using a random method such as rolling a dice or tossing a coin.
What is the difference between a physical skill and a performance skill?	A physical skill can be developed over time and a performance skill are those used during a performance they set dancing apart from mechanical movement

Home Learning Tasks:

1. Watch the trampolining video and identify the key skills.

2. Create a mind map containing all of the basic core skills you have learnt about– draw a diagram showing how each is completed. Label key components e.g. pointed toes.

3.Watch the interview with Merce Cunningham about dance by chance.

Physical Education
OAA

This builds on:	Why this topic:	This links to:
✓ This builds on prior learning of basic skills	**You will learn about the basic actions and shapes. components of Safety involved in trampolining. You will understand and be able to complete choreography based on the Cunningham and cage technique.**	✓ This links to the development of more complex skills and routes

Key Vocabulary

Communication -Exchanging information via speaking or writing.	**Efficiency -** To use the smallest amount of energy to work for a long time.
Map Orientation - Exchanging information via speaking or writing.	**Footwork -** The ability to use your feet and legs to hold your weight on the wall.
Teamwork -The combined actions of a group to bring success.	**Balance -** The ability to use your feet and legs to hold your weight on the wall.
Problem Solving - Finding solutions to issues or overcoming a challenge and becoming successful.	**Resting -** To get into a position on the wall that uses little energy so your muscles can recover.
Teamwork skills - Communication, collaboration, effective listening, leadership, problem solving, positivity.	**Map orientation -** Holding a map correctly so that the North of the map is directed North.

KEY CONCEPT	EXPLANATION
What is Route Planning when climbing.	Planning an appropriate route to get from the start to the end point.
Why do we need a spotter	To give clear communication for route planning.
How do you descend the wall?	.Climb down using your points and patches and lean into the wall.
What is Muscular Endurance?	Muscles can keep going for a long period of time.
Why is Muscular Endurance important when climbing?	Being able to complete a route without Fatigue.
What do we need to remember for health and safety as a climber.	Hair Tied back, Correct clothing, no jewelry.

Home Learning Tasks:
1. Watch the climbing video and identify the key skills and techniques.
2.Create a safety leaflet for orienteering and climbing
3.Watch the orienteering video create a mind map or poster of the key elements.

RSHE

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:
✓ knowledge from last term on healthy behaviours and positive relationships.	Because it will equip **YOU** for later life and support **YOU** in being happy, healthy, and safe.	✓ *lifelong learning about physical, moral and emotional development.*

Term 2 topics	Key Vocabulary
Making good choices	**Good choices:** have a positive impact on your life
Being discerning	**Discerning:** being able to make careful judgements about the quality of something
Managing emotions	**Emotions:** are what we feel in response to different circumstances, moods & actions of others
Understanding stress	**Stress:** is a combination physical, mental and emotional reactions when facing difficult situations
Taking responsibility	**Lifestyle diseases:** illnesses, diseases and health problems stemming from unhealthy lifestyle choices
Stereotypes & Labelling	**Stereotype**: a fixed idea about an individual, group of people or shared characteristic

Key Retrieval

Every choice that you make has an effect…if you choose to stay up late watching YouTube, you'll feel exhausted the next morning…if you have a few extra minutes in bed one morning, then you might miss your bus and be late for school…if you choose to do your homework as soon as you get home from school, then you'll have lots of spare time available to do things that you enjoy.

Generally speaking, good choices will have a positive impact on your life, while poor choices can have negative effects.

Cultural Capital

- CAMHS – Child and Adolescent Mental Health Services
- Mental Wellbeing – nhs.uk - mental health for children, teenagers and young adults
- First Aid Basics – Visit the British Red Cross website
- Labelling – belonging to a certain group e.g. religious beliefs, race, gender or level of education.

Home Learning Tasks:

1. Click on the Young Minds website: Help with how I am feeling
2. Write a positive affirmation for yourself or for someone else.
3. Design a poster which shows making healthy lifestyle choices.
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

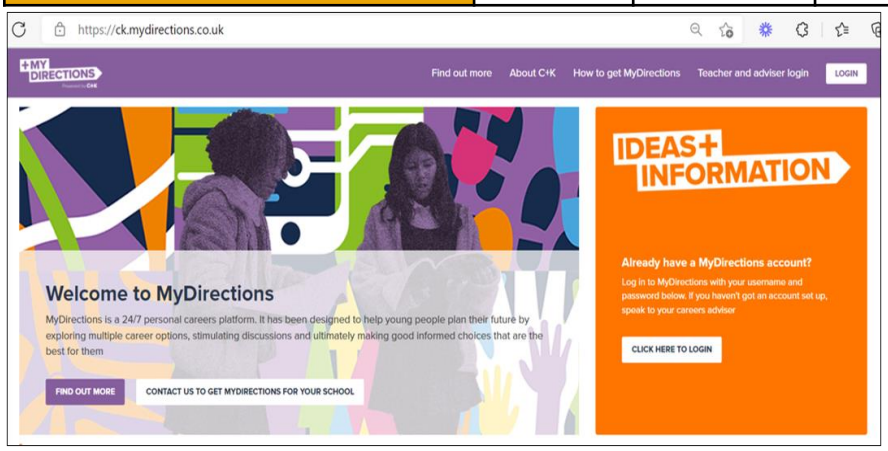
Innerscope
Educate | Equip | Inspire

KEY CONTACTS

- **Ms L Hirst** C&K Careers Advisor liz.hirst@ckcareers.org.uk
- **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

The topics being covered during term 2 in careers are:

- *Personal qualities and skills*
- *Finding careers information*

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.

INSERT WHITEBOARD HERE

CAN RULER BE PRINTED ON THIS TOO?

THIS KNOWLEDGE ORGANISER BELONGS TO

NAME
TEAM LEADER
HEAD OF YEAR
SENIOR TEAM LINK
PASSWORDS