Newsome Academy

Year 7

Semester 3 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

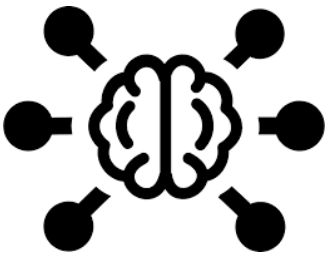
READING, WRITING, LITERACY & ORACY

NUMERIC APPLICATION

PROFESSIONAL AWARENESS

Independent Learning

Five strategies to help retain and recall knowledge

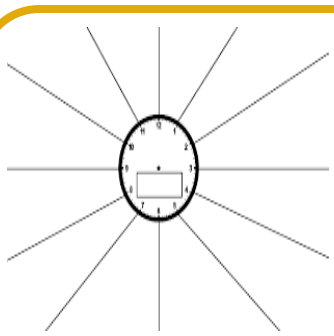


Mind maps help you remember by showing how ideas connect. Start with the main topic in the centre, then add branches for key points. Use keywords, colour, and simple images to make it memorable. Revise by redrawing it from memory or covering parts to test yourself. Mind maps work best when they're clear, 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 10

Angles

This builds on:	Why this topic:	This links to:
✓ Recognising shapes and angle types from KS2 ✓ Using a protractor to measure angles ✓ Understanding turns and right angles	*Angles help us describe how lines meet and turn. Understanding angle rules allows students to solve geometric problems and reason logically about shapes. This unit builds the foundation for geometric reasoning used throughout KS3 and GCSE mathematics.*	✓ Parallel line angle rules in Year 8 ✓ Geometric reasoning and proof ✓ Applications in design, engineering and construction

Key Vocabulary

Angle: A measure of the amount of rotation between two intersecting lines, measured in degrees.	**Obtuse angle:** An angle greater than 90° but less than 180°.
Vertex: The point at which two lines meet to form an angle.	**Straight angle:** An angle of 180°, forming a straight line.
Right angle: An angle measuring exactly 90°, representing a quarter turn.	**Reflex angle:** An angle greater than 180° but less than 360°.
Acute angle: An angle less than 90°, representing a smaller turn than a right angle.	**Protractor:** A measuring instrument used to draw and measure angles accurately.

Key Retrieval

- Angles on a straight line = 180°
- Angles around a point = 360°
- Angles in a triangle = 180°
- Angles in a quadrilateral = 360°
- Vertically opposite angles are equal
- A right angle = 90°
- A straight angle = 180°
- A full turn = 360°

Cultural Capital

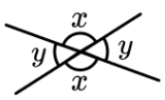
- Angles are used in architecture and construction to design buildings that are safe and structurally sound.
- Engineers use angle measurements when designing bridges, roads and machinery.
- Surveyors rely on angles to measure land and create accurate maps.
- Angles are also used in computer graphics and game design where movement and shapes must be precise.


Acute Angle


Reflex Angle


Right Angle

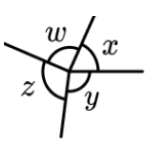

Obtuse Angle

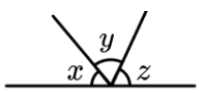


Vertically opposite angles are equal in size.

The sum of angles at a point is 360°.

$w + x + y + z = 360$





The sum of angles on a straight line is 180°.

$x + y + z = 180$

Home Learning Tasks:

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

Maths – Unit 11

Sequences

This builds on:	Why this topic:	This links to:
✓ Recognising number patterns from KS2 ✓ Using addition, subtraction and multiplication ✓ Mental arithmetic and number fluency	*Sequences help us recognise patterns and describe how numbers change. By identifying rules, students begin to think algebraically and understand relationships between numbers. This unit develops reasoning skills that support future algebra and problem solving.*	✓ Finding the nth term in Year 8 ✓ Algebraic expressions and equations ✓ Graphs and mathematical modelling

Key Vocabulary

Sequence: A list of numbers arranged in order that follows a specific rule or pattern.	**Position:** The place of a term within a sequence, usually starting from 1.
Term: An individual number within a sequence, identified by its position.	**Arithmetic sequence:** A sequence where the same value is added or subtracted each time.
Pattern: A predictable or repeating relationship between numbers in a sequence.	**Difference:** The constant amount between consecutive terms in an arithmetic sequence.
Term-to-term rule: The operation used to move from one term to the next in a sequence.	**Rule:** The mathematical relationship that defines how a sequence is generated.

Key Retrieval

- Arithmetic sequences have a constant difference
- To find the next term, apply the term-to-term rule
- Sequences can increase or decrease
- The difference can be positive or negative
- Position numbers usually start at 1
- Tables help organise term number and value
- Always check the rule works for multiple terms
- Patterns can involve + − × ÷

Cultural Capital

- Sequences are used in computer programming where patterns control how software works.
- Financial systems use sequences to model savings, interest and investments.
- Sequences appear in music and art where patterns create rhythm and structure.
- Scientists use sequences to identify patterns in data and natural processes.

If we **add** or **subtract** the same number each time to make the sequence, it is an **arithmetic sequence.**

Example

$$4,\ 7,\ 10,\ 13,\ 16,\ldots$$

$+3$ $+3$ $+3$ $+3$ $+3$

Example

$$5,\ 4,\ 3,\ 2,\ 1$$

-1 -1 -1 -1

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Maths – Unit 12

Sets and probability

This builds on:	Why this topic:	This links to:
✓ Basic data handling from earlier KS3 ✓ Fractions, decimals and percentages ✓ Sorting and classifying information	*Sets help us organise and classify information, while probability helps us understand how likely events are to occur. This unit develops logical thinking and supports decision-making based on data and chance.*	✓ Venn diagrams and set notation in KS3 ✓ More complex probability in Year 8 and Year 9 ✓ Statistical analysis and data science

Key Vocabulary

Set: A collection of distinct objects or values grouped together.	**Union:** The set of all elements that appear in either group.
Element: An individual item within a set.	**Probability:** A measure of how likely an event is to occur, expressed between 0 and 1.
Venn diagram: A diagram used to show relationships between different sets.	**Outcome:** A possible result of an experiment or event.
Intersection: The set of elements that appear in both groups.	**Sample space:** The complete list of all possible outcomes.

Key Retrieval

- Probability is between 0 and 1
- 0 = impossible, 1 = certain 0.5 = an even chance
- Probability = favourable ÷ total outcomes
- All probabilities add to 1
- Complement = 1 – probability
- Sample space lists all possible outcomes
- Intersection = elements in both sets

Cultural Capital

- Probability is used in weather forecasting to predict events such as rain.
- Insurance companies use probability to assess risk and set prices.
- Medical professionals use probability when analysing treatments and diagnoses.
- Understanding probability helps students evaluate statistics in the media.

Set notation is mathematical notation that is used in **set theory**.

Example $\xi = \{1, 2, 3, 4, 5, 6\}$

The **universal set** ξ is a list of every element available to choose from.

Commas separate elements in the set.

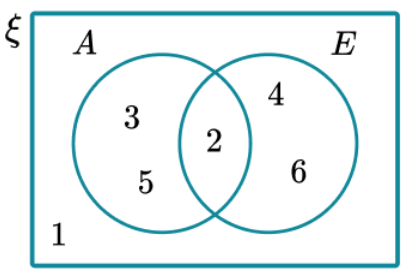
Curly brackets contain all items in the set.

$A = \{2, 3, 5\}$

Set A is a subset of the universal set ξ and contains all the primes from ξ

$E = \{2, 4, 5\}$

Set E contains all the evens from ξ



The complement of A (not A) is $A' = \{1, 4, 6\}$

The union of A and E (A or E) is $A \cup E = \{2, 3, 4, 5, 6\}$

The intersection of A and E (A and E) is $A \cap E = \{2\}$

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Maths – Unit 13

Primes

This builds on:	Why this topic:	This links to:
✓ Multiplication and division facts ✓ Factors and multiples from KS2 ✓ Number patterns and divisibility	*Prime numbers are the building blocks of whole numbers. Understanding primes allows students to break numbers down and recognise patterns. This supports number fluency and prepares students for algebra and higher-level number work.*	✓ HCF and LCM ✓ Simplifying fractions and algebra ✓ Cryptography and number theory

Key Vocabulary

Prime number: A number with exactly two factors: 1 and itself.	**Prime factor:** A prime number that divides exactly into another number.
Factor: A number that divides another number exactly without leaving a remainder.	**Prime factorisation:** Writing a number as a product of its prime factors.
Multiple: A number obtained by multiplying another number by an integer.	**Factor tree:** A diagram used to break a number down into its prime factors.
Composite number: A number with more than two factors.	**Divisible:** Able to be divided exactly with no remainder.

Key Retrieval

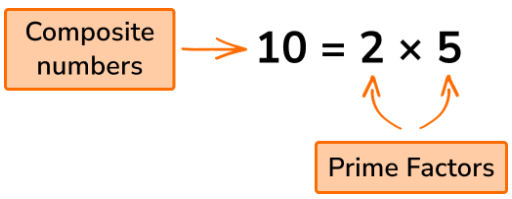
- Prime numbers have exactly two factors
- 2 is the only even prime number
- Composite numbers have more than two factors
- Every number has a unique prime factorisation
- Use factor trees to find prime factors A factor divides exactly with no remainder
- Multiples are found through repeated multiplication
- Divisibility rules help identify factors efficiently

Cultural Capital

- Prime numbers are used in encryption to protect online data and communication.
- Mathematicians study primes to understand number patterns and structures.
- Prime factorisation is used in computer algorithms and coding systems.
- These concepts underpin modern technology including secure internet systems.

The first 8 **prime numbers** are: 2, 3, 5, 7, 11, 13, 17, and 19.

- 1 is not a **prime number** as it has only 1 factor.
- 2 is the only even **prime number**.



To determine whether a number is prime, we need to look for factors of the number, either manually or by using a number trick. If the number has a factor that is not 1 or itself, it is **not** prime..

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Maths – Unit 14

Ratio and scale

This builds on:	Why this topic:	This links to:
✓ Multiplication and division ✓ Fractions and proportional thinking ✓ Number relationships and factors	*Ratio helps us compare quantities and understand how amounts relate to each other. This unit develops proportional reasoning and allows students to solve real-life problems involving sharing, scaling and measurement.*	✓ Ratio and proportion in Year 8 and Year 9 ✓ Similar shapes and scale factors ✓ Applications in real-life problem solving

Key Vocabulary

Ratio: A comparison of two or more quantities showing their relative sizes.	**Scale:** A way of representing a real object at a different size.
Simplify: To reduce a ratio to its simplest form by dividing all parts.	**Scale factor:** The multiplier used to enlarge or reduce a shape.
Share: To divide a quantity into parts according to a given ratio.	**Equivalent ratios:** Different ratios that represent the same relationship.
Proportion: A statement that two ratios are equal.	**Part-to-part:** A comparison between different parts of a whole.

Key Retrieval

- Ratios use the : symbol
- Ratios can be simplified like fractions
- Equivalent ratios show the same relationship
- Units must be consistent
- Scale factor shows how much to enlarge or reduce

Cultural Capital

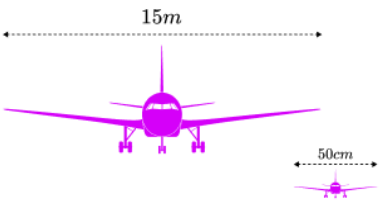
- Ratio is used in recipes where ingredients must be scaled accurately.
- Maps use scale to represent real-world distances clearly.
- Engineers and designers use ratio to create accurate models and prototypes.
- Ratio is used in finance when comparing value, discounts and interest rates.

Ratio scale is a proportional relationship between two quantities.

Similarity, reading maps and enlargement require a scale factor or a **ratio scale** to fulfil the specific criteria of the question.

To do this we need to have a definitive relationship between two quantities, which we can express as a ratio.

A **model** aircraft is created by taking the width of the real object and reducing the size of it using a scale factor. A **scale factor** is a number which is used to describe an enlargement.



Here the **ratio of the model to the real object** would be 1:30 as the real object is 30 times larger than the model. The ratio of the real object to the model would be 30:1.

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English – Term 3.1

Childhood Throughout Time

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.	**Childhood Throughout Time continues our curriculum sequence as we explore our Year 7 curriculum theme of childhood.** Here *you will develop:* *- critical reading skills* *whilst connecting with key context* *- develop understanding about children's experience of childhood throughout time.*	✓ 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 Paper 2 GCSE. ✓ It allows students to develop contextual knowledge to inform English Literature Paper 1

Key Vocabulary

Privilege: Unearned advantage given to some groups.	**Masculinity:** Traditionally associations of being male.
Status: Social or professional position or rank.	**Femininity:** Traditionally associations of being female.
Wealth: Having a lot of desirable things.	**Patriarchy:** A society in which men hold the power.
Division: Being separated; the act of separating:	**Subvert:** Undermine power/authority of something accepted.
Elitism: Belief in superiority of privileged group.	**Transgress:** Go beyond the limits of acceptability.

Key Retrieval (Writer's studied)

- **John Locke:** British thinker (1632-1714) is probably most famous for his notion of children coming into the world as a tabula rasa a Latin term translated as "blank slate". He believed that infants were neither inherently good nor inherently evil.
- **Charles Dickens:** was a famous Victorian novelist. He was a writer of non-fiction and a social commentator (a Victorian version of a blogger/influencer today). He was against Victorian workhouses and spoke out against poverty.
- **Sir William Golding (1911–1993)** was a Nobel Prize-winning British novelist, poet, and playwright, best known for his 1954 debut novel, Lord of the Flies. His work explores the inherent, dark, and savage nature of humanity, heavily influenced by his experiences as a Royal Navy officer during World War II.
- **Malala Yousafzai:** is a Pakistani activist who fought for girls' education despite Taliban threats in the Swat Valley. After blogging for the BBC and advocating for schooling, she was shot in 2012 at age 15.

Cultural Capital

Medieval England

- Children often had to **work from a young age**, helping their families or learning a trade (job).
- Some children became **apprentices**, which means they trained to learn a skill like blacksmithing or farming.
- The Church was very important, so children were taught about **religion and prayer**.
- Society had a strict **hierarchy** (a clear order from rich and powerful to poor).
- Sadly, many babies and young children did not survive because there was **no modern medicine**.

Victorian England (Working-Class Children)

- Britain was changing because of **factories and industry**. Many families moved to crowded cities.
- Poor children often had to **work in dangerous jobs** instead of going to school.
- There were **no strong child protection laws**, so children were not well protected at work.
- Over time, new **education laws** were introduced so more children could go to school.

Edwardian England (Debutantes)

- Society was still very divided by **class** (rich and poor).
- Rich girls from upper-class families were trained to behave like ladies.
- Some took part in special social events to be introduced into society and prepare for **marriage**.
- At the same time, poor children in the same period were still struggling.This shows the big difference between **wealth and poverty** in one era.

Home Learning Tasks:

1. Research into what life was like for children in the Victorian era. Can you make a poster that outlines:
   - Life experience for the working classes, middle classes, upper classes
   - Expected behaviours of children in each class
   - Experience of life and work
2. Make a Venn diagram to compare and consider the differences between a Victorian child and a modern day child. How are each of their experiences similar/different?

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 3.2

The Tempest

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.	The Tempest is a play about families, magic and forgiveness. This unit will complete our exploration of Conflict in Childhood and offer opportunities to develop: - critical analysis of literature - build our theatrical understanding - interpret Shakespearean verse - explore performance techniques	✓ This links to your future learning on in Year 8 and 9 where you will study Shakespeare's works. . ✓ Our future Shakespeare studies of Macbeth 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

1. Prospero
The former Duke of Milan. A powerful magician who controls the island using his magic. He was betrayed by his brother and wants justice (and at first, revenge). Over the play, he learns to forgive.

2. Miranda
Prospero's daughter. She has grown up on the island and has never seen many other people. Kind, innocent and curious about the world. She falls in love with Ferdinand.

3. Ariel
A magical spirit who serves Prospero. Uses magic to create the storm and control events on the island. Clever and quick. Wants freedom from Prospero.

4. Caliban
The son of a witch and the original inhabitant of the island. Angry because Prospero took control of the island. Feels he has been treated unfairly. Represents ideas about power and colonisation.

Cultural Capital

Knowledge of the Literary Canon
Students gain familiarity with a significant Shakespeare play, which is part of Britain's literary heritage.
This gives them:
Understanding of Early Modern theatre and language
Exposure to influential characters and themes
Confidence engaging with texts that are widely referenced in education and culture

Understanding Power, Colonisation and Society
The Tempest explores:
Power and control (Prospero over Ariel and Caliban)
Leadership and responsibility
Ideas linked to colonisation and ownership of land
Through characters like Caliban, students begin to understand how literature reflects historical attitudes about empire and authority, building awareness of how texts connect to wider social and political ideas.

Home Learning Tasks
1. Design Your Own Island: Draw and label a map of Prospero's island. Include: Prospero's cave; The place where Caliban lives; A secret meeting spot for Ariel; A dangerous area from the storm; Add short descriptions explaining what happens in each place.
Challenge: Add symbols to represent magic, power and danger

2. A Letter from the Island
Write a letter as one of these characters: Miranda, Caliban, Ariel, Ferdinand
You are writing to someone back in Italy about what has happened on the island.
Include: How you feel; What has surprised you; What you hope will happen next.

English: Skilful Writers

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

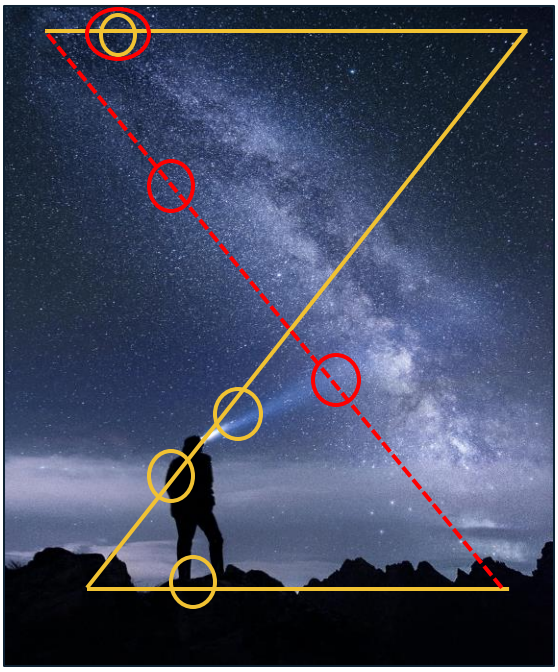
C: Who is your character?

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

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

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

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



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

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

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

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

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

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

Punctuation: What's the point?

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

Science

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.**	

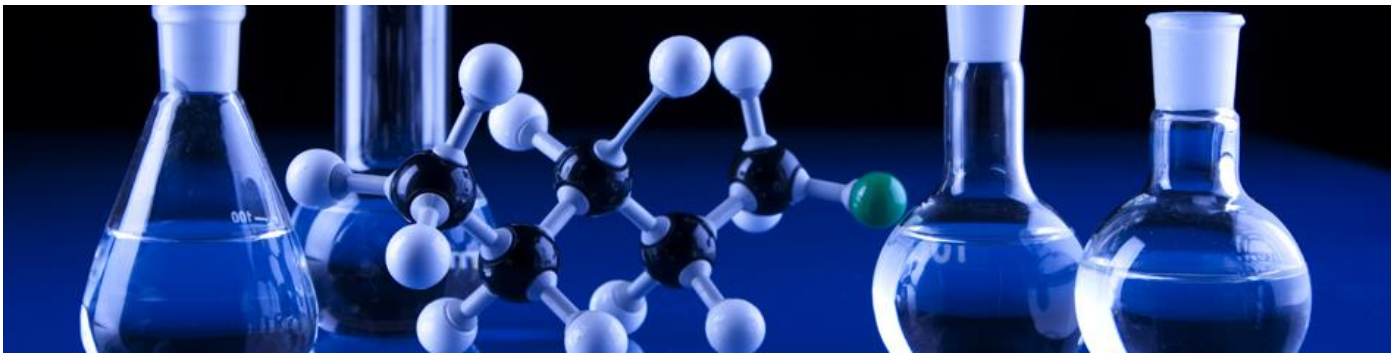
Key Vocabulary	
Prediction: What you think will happen and why	**Hypothesis:** An idea that can be tested
Independent Variable: The variable that we change	**Dependent Variable:** The variable that we measure (the results we collect)
Control Variables: The variables we keep the same to make the experiment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

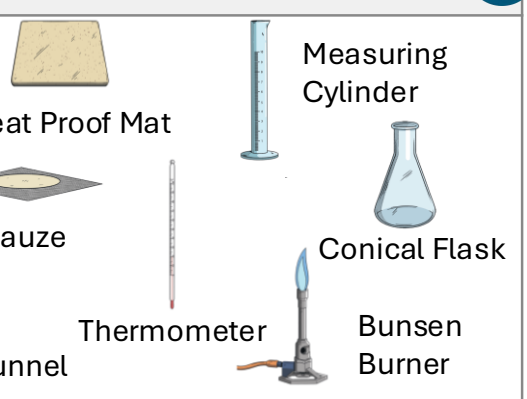
Step 6 - Share results

- ✓ 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

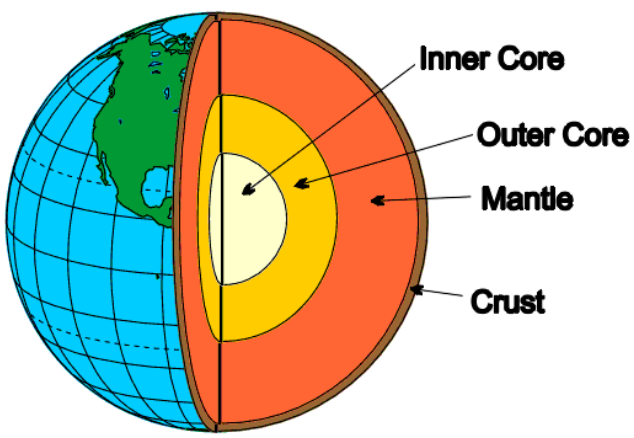


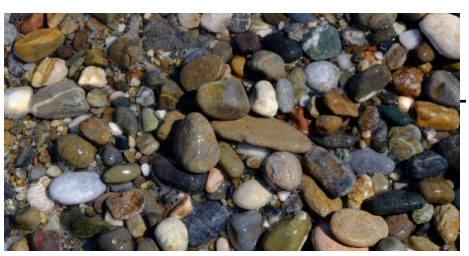
Science - Term 3
Earth Cycles

This builds on:	Why this topic:	This links to:
Key Stage 2 ✓ Water Cycle ✓ Rocks and their appearance ✓ Rock cycle	There are many cycles that exist on earth that allow the planet to function. The **water cycle** describes how the water in our oceans and seas falls as rain. The rocks that we use for building and that make up our landscape are in **a rock cycle** over millions of years. Carbon is an element which is found in many different compounds and this cycles through the environment through different chemical reactions.	**Key Stage 4**

Key Vocabulary

Sedimentary Rocks – rocks produced from small pieces of weathered rock under pressure	Run off – where water runs off the surface of the ground
Metamorphic rock – rocks produced from sedimentary rocks which are under heat and pressure	Photosynthesis – a chemical reaction which plants and algae do to produce glucose from carbon dioxide and water.
Igneous rocks – rocks produced from lava and magma which has cooled down	Respiration – a chemical reaction that all living organisms do which releases energy from glucose. It produces carbon dioxide and water
Evaporation – a liquid turning to a gas	Precipitation – where water falls from clouds as raid, hail, sleet and snow
Condensation – a gas turning into a liquid	Decay – where microorganisms break down dead organisms. They respire as they do this which releases carbon dioxide.





When rocks are **weathered**, they break down into smaller pieces.

The Earth is made of different layers. We live on the crust which is where all the land and the oceans are. This is the thinnest layer. As you go into the centre, the temperature gets hotter. The inner core is made of Iron.

Independent Learning Tasks

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

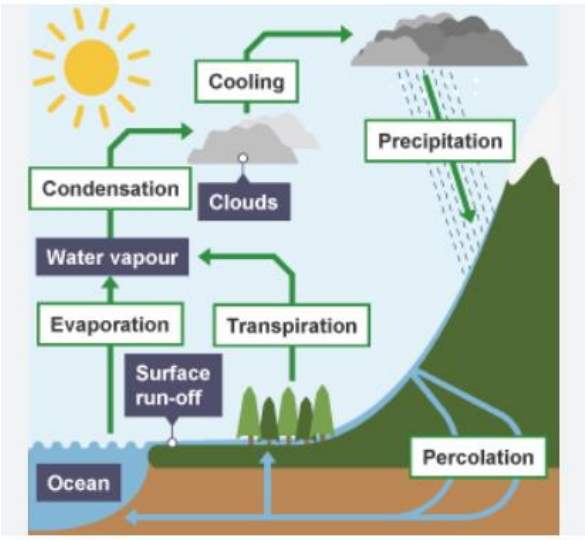
1. **What are the different layers of the Earth called?**
2. **Draw and label a water cycle as a flow chart.**
3. **What is the word equation for respiration?**
4. **What is the word equation for photosynthesis?**
5. **What are the organisms that do decay called?**
6. **What are the 3 different types of rock called?**
7. **Describe how the 3 different types of rock are produced.**
8. **Draw and label a carbon cycle.**

Science - Term 3

Earth Cycles

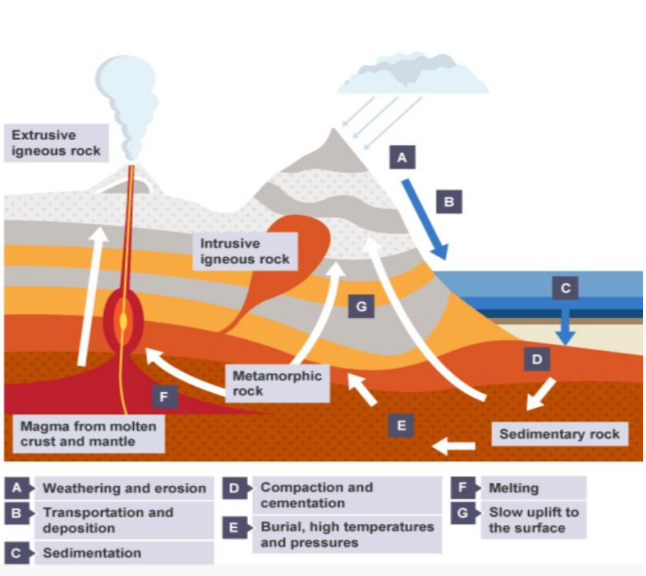
Key Concepts

The Water Cycle



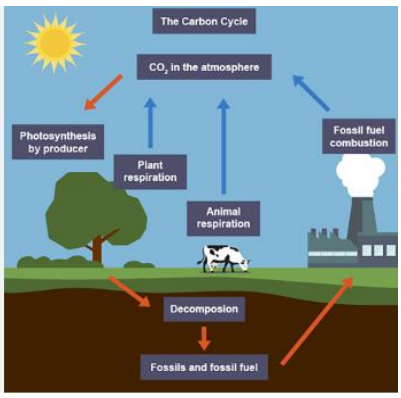
The water cycle is driven by the sun and is where water moved around the earth and cycled between different states. It involves evaporation, condensation and precipitation and is essential for life on earth.

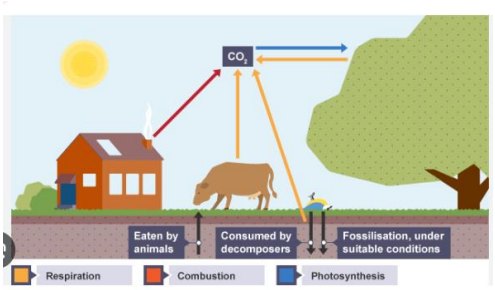
The Rock Cycle

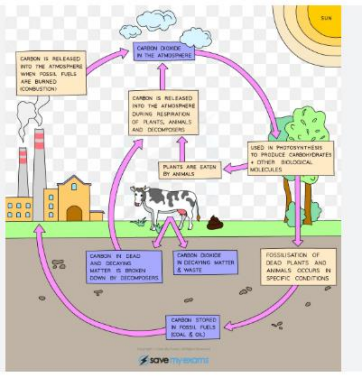


There are different types of rocks which exist on planet earth. Over millions of years, they cycle through the different types. When the rock melts it produces magma and lava. When the liquid rock cools, this forms igneous rock. Igneous rock is then weathered and broken down into small pieces. These small pieces are bound together under pressure to form sedimentary rock. If sedimentary rocks are put under high temperatures and high pressures they turn into metamorphic rock. If these rocks are heated up more, they melt and the cycle starts again.

The Carbon Cycle







Carbon is an element which makes up lots of different compounds like carbon dioxide and glucose. In the carbon cycle, we track an atom of carbon as it moved through different organisms in reactions like respiration and photosynthesis. We call this the carbon cycle as the carbon will always end up back in the atmosphere.

Science - Term 3
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**

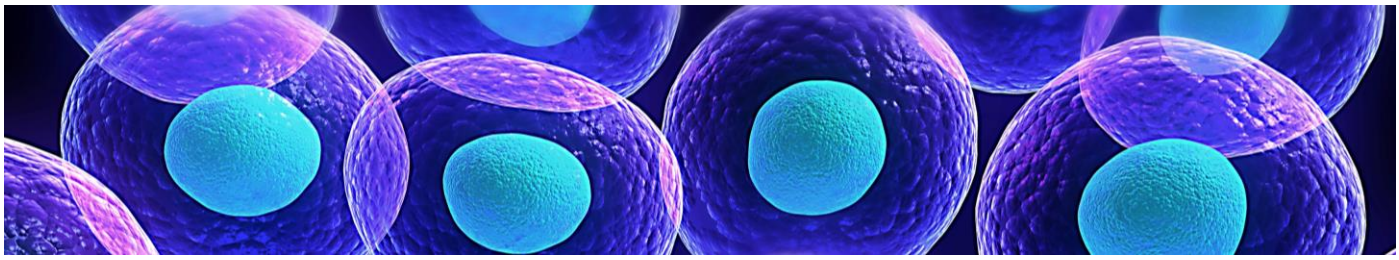
Key Vocabulary

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

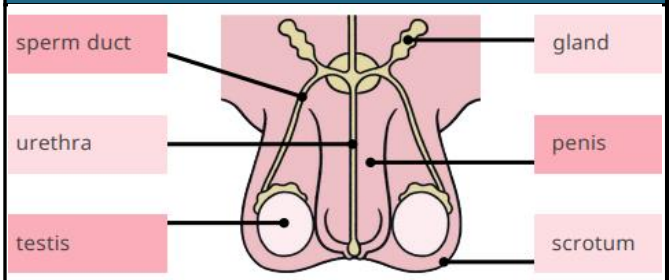


Science - Term 3

Reproduction

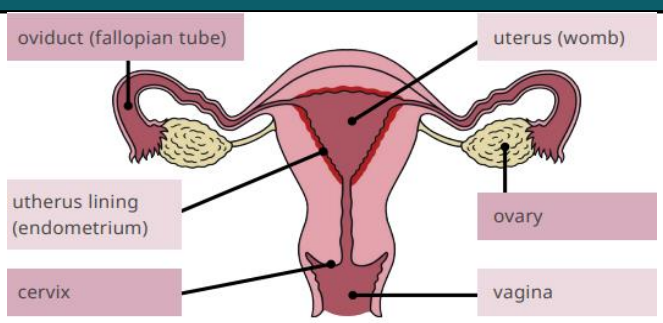
Key Concepts

Male Reproductive System



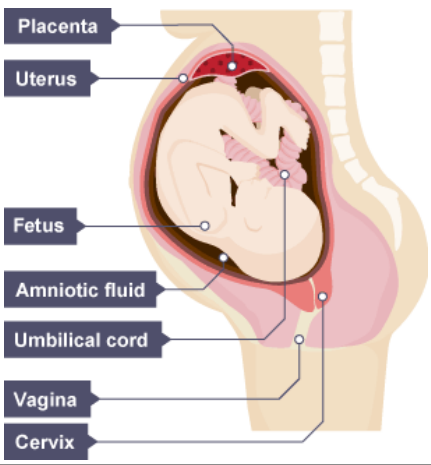
Sperm duct	Carries sperm cell to the urethra
Urethra	A tube that transports urine or semen
Testis	Produces sperm cells
Gland	Produces a fluid for the transport of sperm cells
Penis	Where urine and semen pass out of the body
Scrotum	Where the testes are found

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



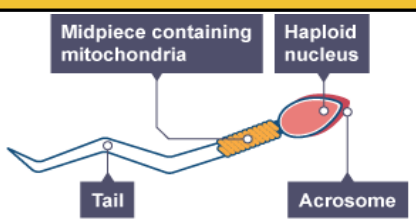
A fertilised egg divides to form a ball of cells called an embryo. The embryo attaches to the lining of the uterus. It begins to develop into a foetus and then becomes a baby when it is born. It takes about 40 weeks for a fetus to develop in the uterus. This time is called gestation.

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

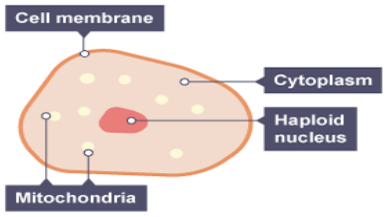
Sperm cell

- 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 3

Electric Circuits

This builds on:	Why this topic:	This links to:
Key Stage 2 • Define what an electrical circuit is. • Draw series and parallel circuits • Identify electrical symbols. • Build basic electrical circuits	Learning about electricity is important because it helps us understand how many everyday technologies such as lighting, phones and appliances work. It also helps people use electrical devices safely and provides the foundation for future study and careers in science, engineering and technology.	**Key Stage 4**

Key Vocabulary	
Circuit: A complete loop of conductors that allow electricity to flow.	**Parallel Circuit:** Components are linked in more than one loop with different branches
Charge: Flows in an electric circuit. This is the negative electrons moving around the circuit.	**Ammeter:** A piece of equipment used to measure current in a circuit.
Current: The flow of electrical charge. Measured in amps (A)	**Voltmeter:** A piece of equipment used to measure the potential difference between two points in a circuit.
Potential Difference: The amount of push (energy) provided by the battery. Also known as voltage (V).	**Battery:** Store chemical energy and transfer it as current in an electrical circuit.
Resistance: A measure of how difficult it is for a charge to pass through a component such as a bulb or resistor.	**Magnetism:** A non-contact force where magnetic materials are attracted to a magnet.
Component: Part of a circuit, usually drawn as a symbol.	**Magnetic Field Lines:** The magnetic field around a magnet drawn as lines. Moving from the north pole to the south pole.
Series Circuit: Components are linked one after another, making one loop.	**Electromagnet:** Can be created when an electric current is passed through a metal resulting in a magnetic field.

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 series and parallel circuit?
2. Describe how each of the following electrical components is used and draw their circuit symbol:
   - Battery
   - Ammeter
   - Voltmeter
3. Draw a Series Circuit that consists of a Cell, Bulb, Ammeter and an Open Switch
4. Draw a Parallel Circuit that consists of a Battery, Ammeter, Voltmeter, x2 Bulbs and a Closed Switch
5. Identify x3 factors that can affect the Resistance of electrical current flowing in a circuit?
6. Describe what an electromagnet is, and they can used to in different industries?
7. Explain the difference between a Conductor and Insulator and give examples of each.

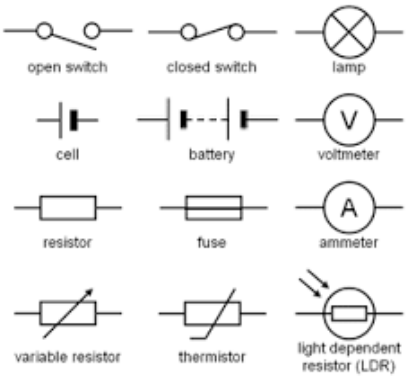
Science - Term 3

Electric Circuits

Key Concepts

Electric Circuits

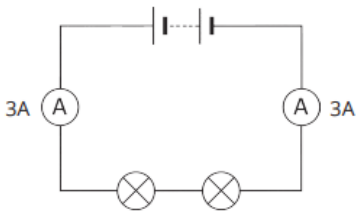
Circuit Diagrams:
Circuit diagrams are used to show how electrical **components** are connected in a **circuit**.
Individual circuit components are represented using circuit symbols.
When drawing a circuit diagram these symbols are connected in either a series or a parallel circuit.



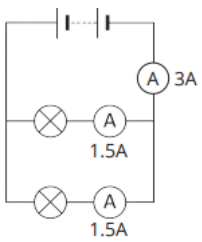
Resistance:
- Resistance (R) is a measure of how difficult it is for current to flow. Resistance is measured in units called ohms (Ω).
- The amount of **current** flowing in a circuit is affected by the resistance of that circuit.
- Each component in a circuit has a resistance.
- Resistance can be calculated using the equation: Resistance = potential difference ÷ current.

Some materials are better conductors of electricity than others.
Conductors allow electrons to flow more easily, whereas insulators make this more difficult.

Series Circuits:
When we connect **components** in series they are all in the same loop one after another. The components are connected end-to-end with the last wire completing the circuit to form the single loop, meaning there is only one path for the **current** to flow.
The current is the same everywhere in a series circuit.

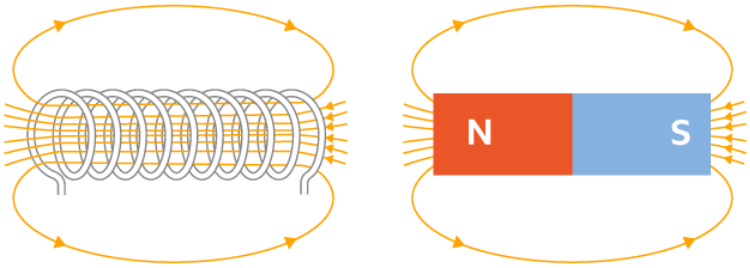


Parallel Circuits:
When we connect **components** in **parallel**, the components are connected on different branches of the circuit. There are two or more 'loops' and multiple paths for a **current** to flow.
The current is split between multiple branches in a parallel circuit.



Electromagnets

When an electrical charge flows through a wire, a magnetic field is created. The larger the current the stronger the electromagnet. The strength can also be increased by increasing the number of coils around the iron core.



Geography – Term 3

Maps, Mapping and China

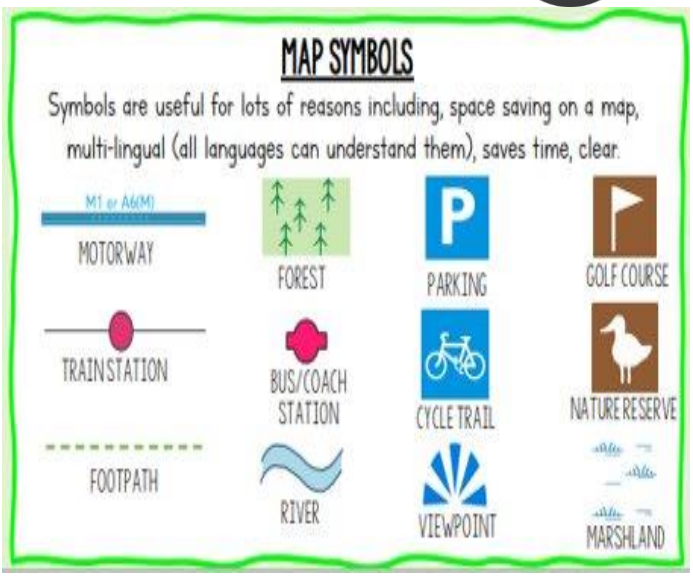
This builds on:	Why this topic:	This links to:
✓ This builds on understanding of work on the UK and KS2 on how to read and understand ordnance survey maps. It also builds on our understanding of place in reference to other countries	**Mapping is one of the foundations of Geography. To understand the world around us. We can establish where things are, why they are here and how places are connected. We also study China to investigate how it has developed into a global economic power**	✓ Building geographical understanding and practical skills. The skills learnt are essential for geographical studies in years 8, 9 and at GCSE.

Key Vocabulary

Scale: The relationship between distance on a map and the corresponding distance on the ground	**Capitalism:** People own business with the idea of making profits
Northings: Numbers on a map which go from the bottom to the top	**Communist:** The state own everything and controls what to make
Eastings: Numbers on a map which go from left to right	**Monsoon:** Heavy rains that fall in summer months
Prime Meridian: The line of 0° longitude, starting point for measuring distance both east and west around Earth	**Plateau:** Area of high, flat land
Spot Heights: An exact point on a map with its height	**Population distribution**: How people in a country are spread around

Key retrieval

Map Symbols



Cultural Capital

1. Map Work
Understanding different places and peop
developing awareness and practical skills for navigating the world

2. Cultural Awareness
Exploring the continents diverse cultures, traditions. Languages and history

3. Respect and empathy
Studying how people live and their different lives in other parts of the world

4. Global Understanding
Through studying cities and communities, we gain a wider understanding of global diversity and levels of connections between countries

4. Confidence of the wider world
Through studying this topic students are becoming more curious, open-minded and informed global citizens

Home Learning Tasks

- Cook a meal, which takes inspiration from China photograph the process and give details on its origin and the ingredients
- Create a collage using images, words and photographs to show features and details on the China
- Create an English to Chinese phrase booklet/poster. With translations of key words and terms.

Geography – Term 3

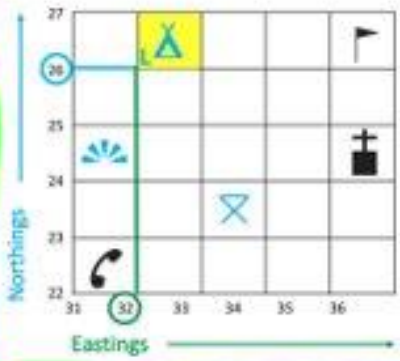
Maps, Mapping and China

Key retrieval

Key Concept – 4 Figure References

4 FIGURE GRID REFERENCES

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go from left to right.



The first two numbers give the eastings

32 26

The second two numbers give the northings

Remember... eastings then northings!

Along the corridor and up the stairs!

Key Concept – 6 Figure References

6 FIGURE GRID REFERENCES

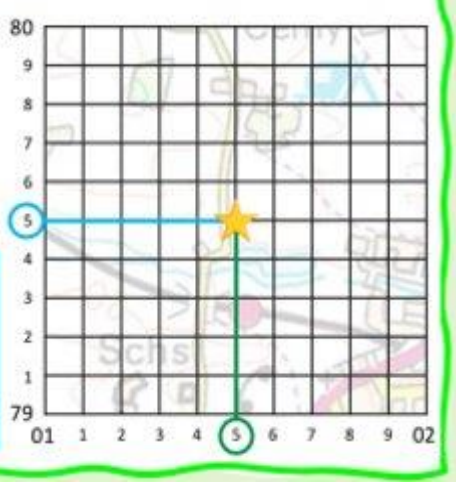
We can use six-figure grid references to find an exact location within a grid square, so they are much more accurate. The grid square is divided into tenths.

Example:

015 795

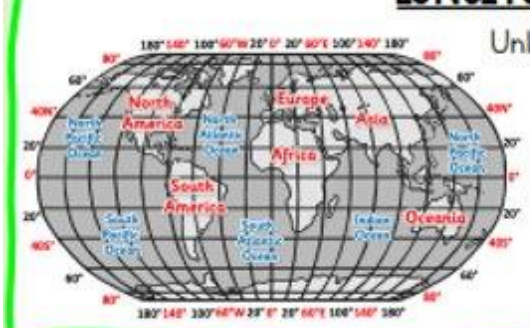
The first three numbers give the easting which includes the number of tenths

The last three numbers give the northing which includes the number of tenths



Key Concept – 6 Figure References

LONGITUDE AND LATITUDE



Unlike grid lines where we go along the corridor and the stairs, here we go **UP** and **ACROSS**

LATITUDE

Flat lines. Flat-itude!

LONGITUDE

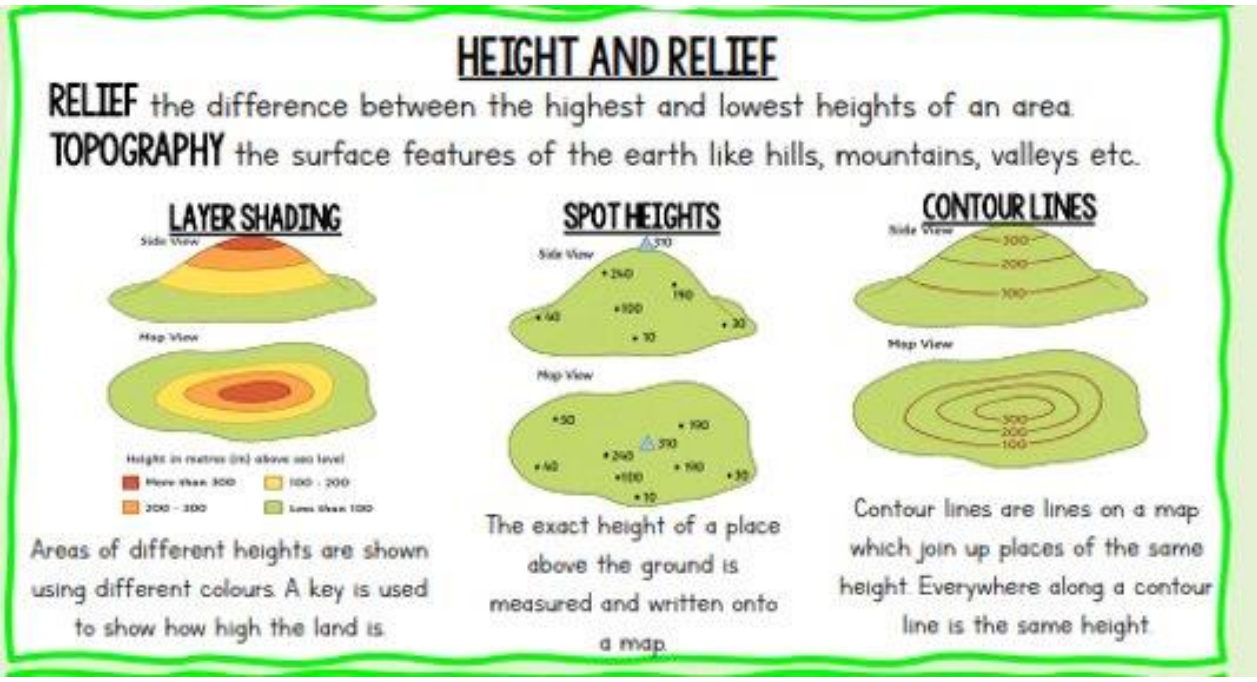
Long lines – up and down

Geography – Term 3

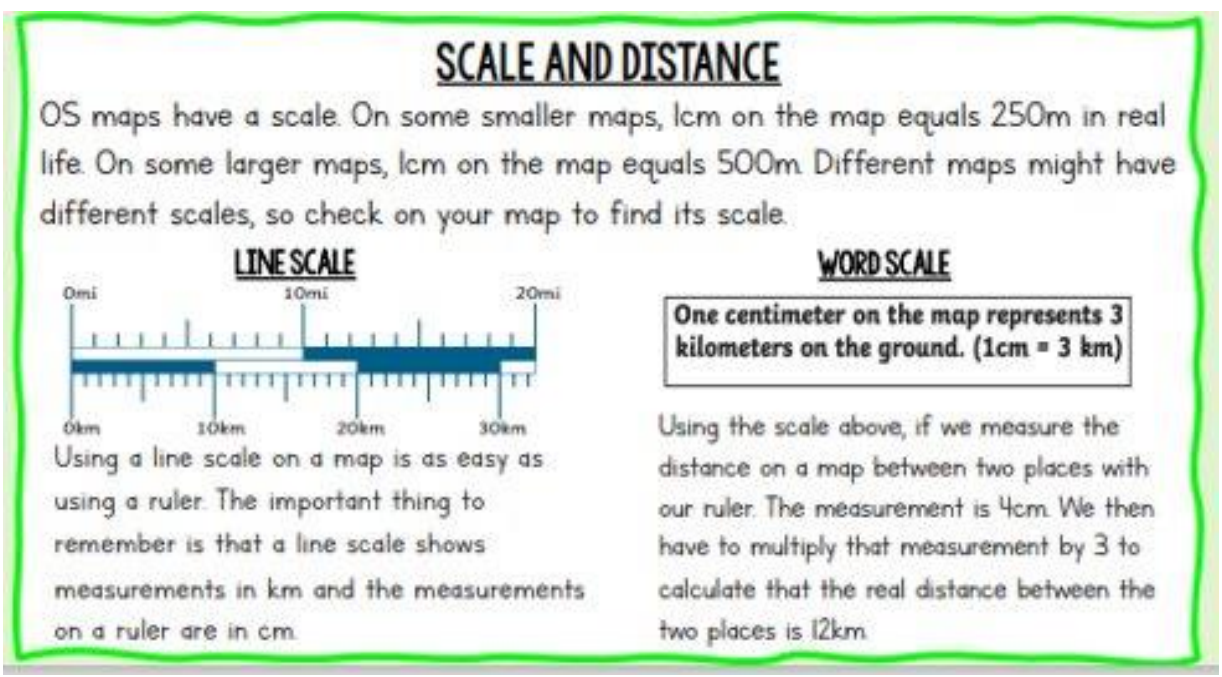
Maps, Mapping and China

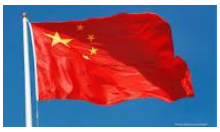
Key retrieval

Key Concept – Height and Relief



Key Concept – Longitiude and Latitude





Geography – Term 3

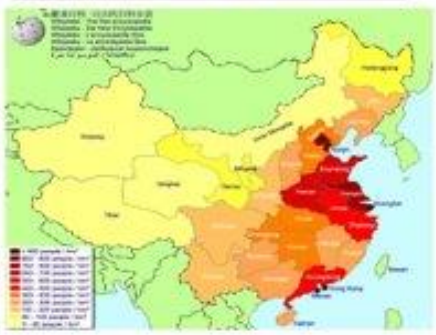
Maps, Mapping and China

Key retrieval

Key Concept - China

LOCATION OF CHINA

CHINA'S POPULATION DENSITY



PHYSICAL FEATURES OF CHINA

- There are three main rivers in China – the Yangtze, Huang He and Pearl Rivers
- The Himalayan Mountains are found in the south-west of China and run along China's border with Nepal and India
- China is a large country containing many different climates. The north is cold and dry, and the south is warmer and wetter
- The Gobi Desert is situated in the northern part of China
- The east coast of China borders the Pacific Ocean

HUMAN FEATURES OF CHINA

- Beijing is the capital of China
- One of the most famous landmarks is the Great Wall of China, the longest man-made structure in the world, stretching nearly 7000km long
- Main cities in China include Beijing and Shanghai
- China has a population of 1.3 billion (2007) – the largest population of any country in the world

COMMUNISM IN CHINA

- **COMMUNISM** - a theory or system of social organization in which all property is owned by the community and each person contributes and receives according to their ability and needs
- **DEMOCRACY** - a system of government by the whole population or all the eligible members of a state, typically through elected representatives
- **CAPITALISM** - an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state

PROBLEMS WITH COMMUNISM

Communism may sound like a good idea on paper however there are many problems associated with communist countries

- Widespread poverty
- Poor human rights records
- Lack of freedom of information (internet), movement and speech

IS CHINA STILL COMMUNIST?

China is governed by the Communist Party of China (CPC), but the government can vote in a democratic way. However the CPC

- Restrict internet access and protests
- Control what is published in the papers
- Have no real opposition party

POLLUTION IN CHINA

CAUSES

- Huge numbers of people work in heavy industry in China
- China builds a coal fired power station every week to meet the demand for cheap electricity
- Car ownership is growing faster in China than anywhere else
- China makes most of its money from manufacturing which causes most of the air pollution
- Coal is cheap to mine and China has a lot of it

EFFECTS

- 1.2 million people died early in 2010 in China due to outdoor air pollution
- 26 / of all deaths in urban China are due to respiratory illnesses
- 16 of the worst 20 cities for air pollution are in China
- Only high blood pressure and smoking cause more deaths in China than air pollution
- Most people in cities wear face masks when they go outside for long periods of time


ARCTIC OCEAN
Greenland
(Denmark)
Svalbard
(Norway)
ARCTIC OCEAN
United States
Canada
Iceland
Russia
Norway
Sweden
Finland
U.K.
Den.
Neth.
Belg.
Ireland
Germany
Poland
Belar.
Estonia
Latvia
Lithuania
Ukraine
Mol.
Kazakhstan
Mongolia
United States
ATLANTIC OCEAN
Portugal
Spain
France
Italy
Rom.
Bul.
Greece
Georg.
Az.
Armenia
Turkey
Cyprus
Syr.
Lebanon
Iraq
Iran
Uzbek.
Turkm.
Kyrgyzstan
Tajikistan
China
N.Korea
S.Korea
Japan
Afghan.
Pakistan
Nepal
Bhutan
India
Kuwait
Qatar
Jordan
Saudi Arabia
U.A.E.
Oman
Yemen
Israel
Morocco
Tunisia
Algeria
Libya
Egypt
Western Sahara
Mexico
Caribbean
Maurit.
Mali
Niger
Chad
Eritrea
Sudan
Djibouti
Senegal
The Gambia
Guinea-Bissau
Guinea
Sierra Leone
Liberia
Cote d'Ivoire
B.Faso
Ghana
Togo
Benin
Nigeria
Equatorial Guinea
Gabon
Cam.
C.A.R.
South Sudan
Ethiopia
Somalia
Ken.
Dem. Rep. of Congo
Congo
Uganda
Rwanda
Burundi
Tanz.
Angola
Zambia
Zim.
Namibia
Bots.
South Africa
Lesotho
eSwatini
Malawi
Mozambique
Madagascar
Laos
Vietnam
Bur.
Thai.
Cambodia
Taiwan
Philippines
Malaysia
Sri Lanka
Bangl.
Indonesia
Timor-Leste
Papua New Guinea
Solomon Islands
New Caledonia
Fiji
Australia
New Zealand
PACIFIC OCEAN
PACIFIC OCEAN
INDIAN OCEAN
ATLANTIC OCEAN
Central America
Guyana
Suriname
French Guiana (France)
Venez.
Colombia
Ecuador
Peru
Brazil
Bolivia
Paraguay
Chile
Argentina
Uruguay
SOUTHERN OCEAN
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Geography – Term 3

Maps, Mapping and China

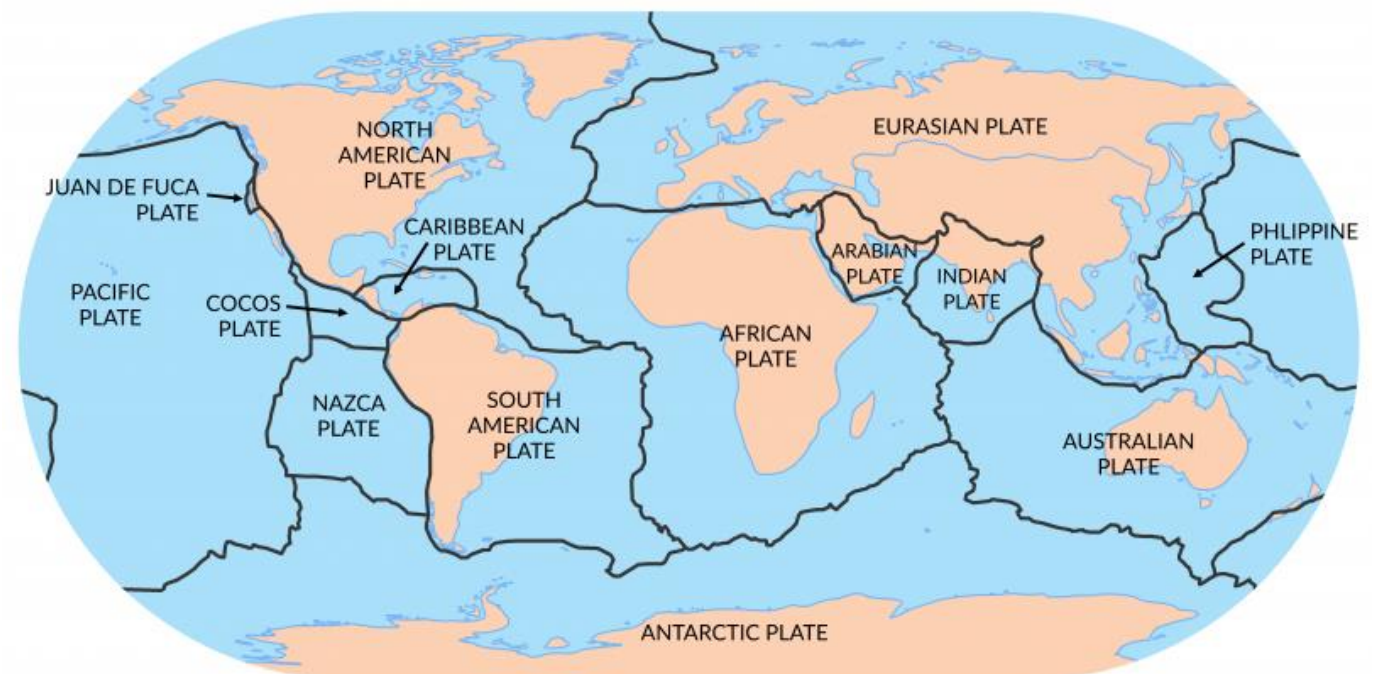
P.E.E.L. Paragraphs

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 3

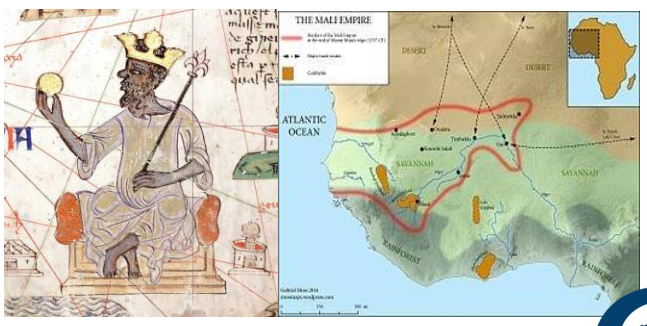
Was Europe the centre of the medieval world?

This builds on:	Why this topic:	This links to:
✓ This builds on understanding of key concepts such as invasion, empire and power.	**Why this topic?** **In this topic we look at what Medieval power was like around the world. We consider how European countries interacted with the rest of the world and challenge traditional beliefs about ancient Empires**	✓ This links future topics in Year 8 looking at the Tudors and Stuarts, and The Slave Trade which we will study in Y9.

Key Vocabulary	
Medieval: Term referring to the time between the 5th and 15th centuries.	**Timbuktu**: An important city in West Africa.
Islamic Empire: An Area of land in the Middle east and North Africa ruled by a Caliph.	**Gao**: Gao was a small city on a bend of the Niger River. The Songhay Empire began here.
Mansa: Means 'ruler' or 'King'. Given to the rulers of the Mali Empire	**The Silk Road**: Ancient trade routes that connect East to West. This was usually Chinese goods being sold to Europe and the Middle East.
The Crusades: A holy war between the Islamic Empire and Christian Europe over the control of the holy lands.	**Colonisation:** To take over an area of land with the purpose of using resources and people for your own agenda.
Hajj: A sacred pilgrimage for Muslims to Makkah.	**Imperial:** Relating to an empire.

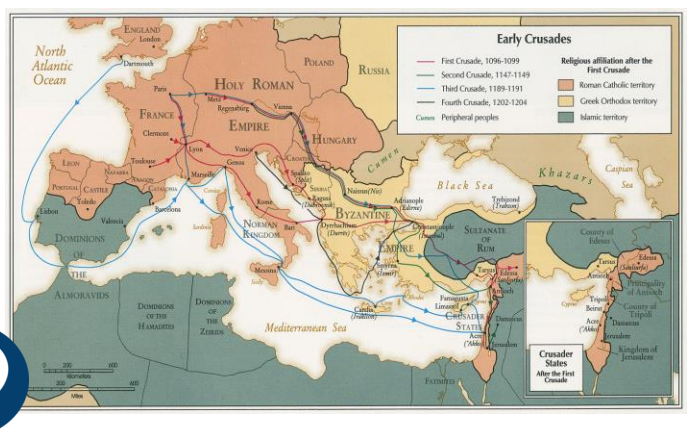
Who was Mansa Musa?

Mansa Musa was the leader of the Mali Empire from 1312 – 1337. His increase in the army led to him conquering 24 cities in West Africa and expanding the power of the Mali Empire. As a result, he became the richest man who has ever lived thanks to his trade routes and gold mines. He once gave so much money to the poor in Egypt that it causes an economic crisis!



The Crusades:

In the Medieval period, there were several Crusades made by those in Christian Europe. Crusaders believed they were carrying out God's work by taking part in military campaigns to 'reclaim' the Holy Land (Jerusalem) for Christianity. This was championed by the Pope in Rome. People who went on the Crusades were motivated by the prospect of wealth, power and freedom. There were several figures who took part, such as Richard the Lionheart (Richard I) King of England and brother to King John.

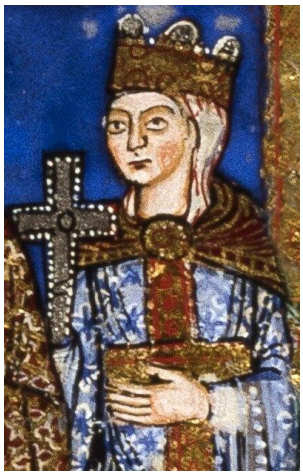


Home Learning Tasks:

1. Create a poster detailing who Mansa Musa was and what he achieved.
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 3

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

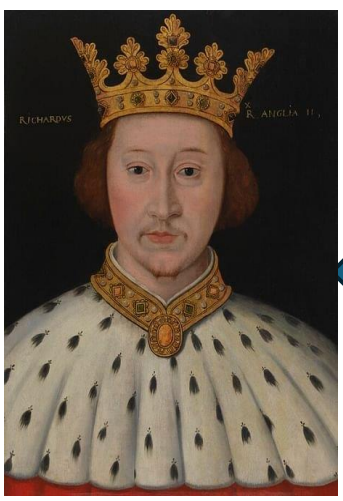
His Son

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.

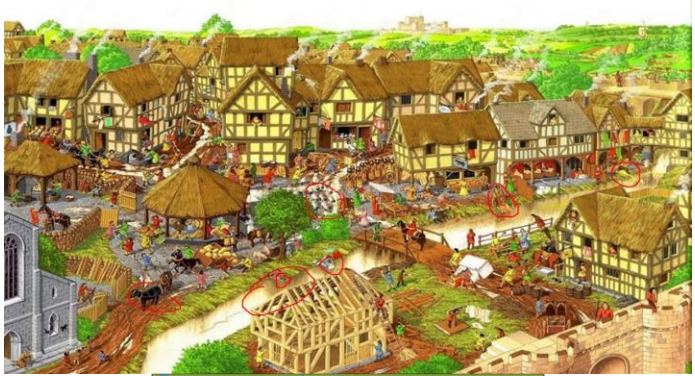
History – Term 3

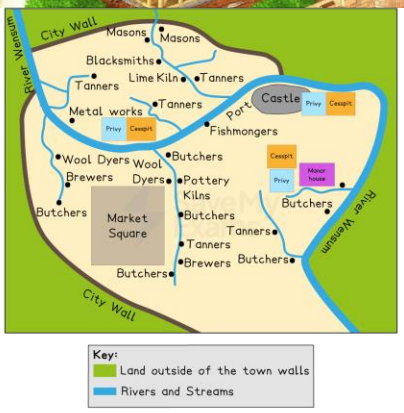
Was Medieval England really filthy?

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

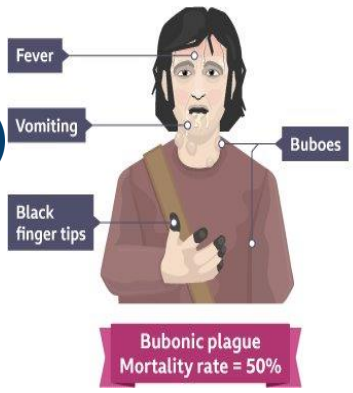


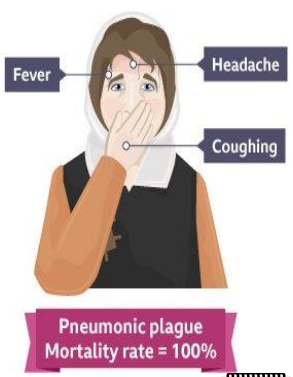


What were the consequences of poor Public Health?

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 3

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 – Term 3

Sacred texts and important religious leaders

This builds on:	Why this topic:	This links to:
✓ This builds the multi faith Britain unit British values.	Helps understand the foundations of religions and why people are influenced to believe in them.	✓ 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	
Bible- Holy book for Christians	**The Bhagavad Gita-** Holy book for Hindus
Qur'an- Holy book for Muslims Revealed by angel Jibril to Prophet Muhammed (pbuh)	**The Golden rule-** a common belief in all religions to treat others how you wish to be treated.
Torah – Holy books for Jews	**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	**Guru Granth Sahib-** Holy book for Sikh's
Belief- something one accepts as true or real- a firmly held opinion	**Tripitaka-** Holy book for Buddhists

Key Retrieval

Who was Jesus?

Jesus is presented throughout Scripture as the eternal Son of God, conceived by the Holy Spirit, born of a virgin, fully divine and fully human.
Jesus's teachings emphasised repentance, faith, and obedience to God.
Jesus was crucified to atone God's relationship with humanity.

Who was Moses?

Moses was a Hebrew prophet and leader who d elivered the Israelites from Egyptian slavery and received the Ten Commandments from God.

Who was the Buddha?

The Buddha, known as Siddhartha Gautama, wa s a spiritual teacher and the founder of Buddhis m, who lived in the 6th or 5th century BCE

Who was Guru Nanak?

Guru Nanak (1469–
1539) was the founder of Sikhism and the first Si kh Guru, renowned for his teachings on the one ness of God, equality, and service to humanity

Cultural Capital

1. **We will have intellectual debates about how holy books and religious leaders influence believers.**
2. **We will look at the stories of different religious leaders.**

Home learning Tasks

- Research each of the Holy books and write five facts about them
- Why is it important for religious people to have leaders to follow what influence will this have on them?
- Why is it important to treat Holy books with respect?

Religious studies – Term 3

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 Explain Point Explain	Point Evidence Explain Point Explain	Point Evidence Explain Link	Two arguments for Two arguments against Conclusion

WAGOLL

P – Reconciliation is mending of a relationship between two sides that are in some sort of conflict.

E – Archbishop Desmond Tutu works for reconciliation by chairing the Truth and Reconciliation Commission. where the perpetrators of the most horrific acts of violence and their victims came face to face.

E - This is important as Jesus taught Christians to 'love their enemy' and work towards peace.

P – Furthermore, Quakers try to promote reconciliation between nations.

E - They believe this because Jesus taught us to 'Love thy neighbour.'

E - This means that Christians should try to help others.

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 3

À Loisir

This builds on:	Why this topic:	This links to:
✓ This builds on work you will have done at KS2 and in terms 1 and 2 here at Newsome.	**You will learn how to say what activities you do in your free time.** **You will learn to express detailed opinions about sport.** **You will learn about Bastille Day – France's biggest national holiday.**	✓ This links to Term 1 and 2, where you learnt: • Colours • Likes and dislikes • Opinions • Days of the week.

Key Vocabulary	
Tu es sportif / sportive? Are you sporty?	**Qu'est-ce que tu aimes faire?** What do you like to do?
Qu'est-ce que tu joues? What do you play?	**Quelle est ton sport préférée?** What's your favourite sport?
Qu'est-ce que tu fais? What do you do?	**Pourquoi?** Why?
Que penses-tu de football? What do you think of football?	**Qu'est-ce que tu fais le week-end? –** What do you do at the weekend?

Key Retrieval

Tu est sportif/sportive? Are you sporty?
Qu'est-ce que tu joues? What do you play?

je joue...	*I play...*
je ne joue pas...	*I don't play...*
au foot	*football*
au rugby	*rugby*
au tennis	*tennis*
au cricket	*cricket*
au golf	*golf*
au badminton	*badminton*
au basket	*basketball*
au volley	*volleyball*
au hockey	*hockey*
à la ringuette	*ringette*
à la pétanque	*petanque*
aux boules	*bowls*

The verb *jouer* is a regular *-er* verb, which is followed by *au*, *à la* or *aux* before sports and games.

jouer...

au	***à la***	***aux***
foot (masculine)	*pétanque* (feminine)	*boules* (plural)

Use **ne...pas** around the verb to make it negative

Je **ne** joue **pas** au rugby
I don't play rugby.

Home learning:
1) Learn the vocabulary as asked by your class teacher each week.
2) Complete the tasks on Languagenut.com
3) Research the French sports " La ringuette" and " La pétanque"

Year 7 French Term 3

À Loisir

Les activités – Qu'est-ce que tu fais? What do you do?

je fais...	*I do...*
du vélo	*cycling*
du judo	*judo*
du patinage	*ice skating*
de la natation	*swimming*
de la gymnastique	*gymnastics*
de la boxe	*boxing*
de l'équitation	*horse riding*
de l'athlétisme	*athletics*

After the verb faire (to do or to make), you need to use **du** / **de la** / **de l'** or des.
Je fais **du** yoga
Je fais **de la** natation
Je fais **de l'**escalade.

To say you don't do something, it is always de.
Je ne fais pas **de** judo
Je ne fais pas **de** natation

Faire – to do /make

Je fais – **I do / make**

Tu fais – **you do / make**

Il fait – **he does / makes**

Elle fait - **he does / makes**

On fait – **we do / make**

Nous faisons – **we do / make**

Vous faites – **you do / make**

Ils font – **they do / make**

Elles font – **they do / make**

Sometimes it makes better sense to translate activities with go not do e.g. swimming

Qu'est-ce que tu aimes faire.....? What do you like to do.....?

....le week-end? ....at the weekend?
...avec tes amis? ...with your friends?
...quand il pleut? ...when it's raining?
...sur ton portable? ...with your phone?

J'adore
J'aime
Je n'aime pas
Je déteste

bloguer – blogging
écouter de la musique – listening to music
regarder la télé – watching TV
partager des photos – sharing photos
prendre les selfies – taking selfies
jouer au foot – playing football
faire du vélo – going cycling
me relaxer - relaxing

Pourquoi? Why ?

a C'est facile.
b C'est difficile.
c C'est intéressant.
d C'est ennuyeux.
e C'est amusant.
f C'est créatif.

Computing Term 3

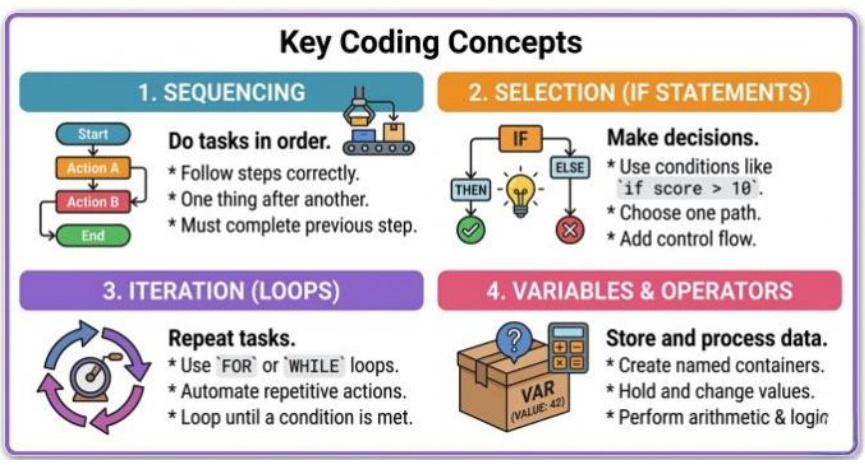
Scratch

This builds on:	Why this topic:	This links to:
✓ Basic logical thinking and the use of technology to solve simple problems from term 1 & 2	✓ Programming allows students to move from being consumers of technology to creators, developing problem solving and logical skills.	✓ Future units on block based and text-based programming languages, Game design and hardware control.

Key Vocab	Definition
Sprite	A character or object in scratch that you can program using code blocks
Script	A collection blocks snapped together to create a sequence of instructions
Algorithm	A precise, step-by-step set of instructions to complete a task
Loop	Code that repeats until a certain condition is met (e.g. "Forever", "Repeat 10")
Variable	A "Container" used to store changeable information such as score or timer
Bug	An error in the code that prevents the code running as it was expected

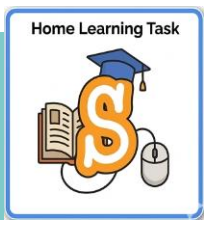
PC'S

Chromebooks



For help with the Home Learning task, go to:

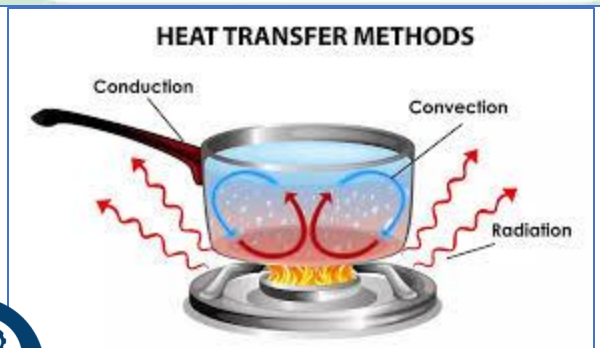
- Online dangers - Online safety - KS3 Computer Science Revision - BBC Bitesize
- **Create a professionally formatted Microsoft Word document** with an overview of Coraline (English) - explaining the key messages within the movie.



Food Technology

This builds on:	Why this topic:	This links to:
✓ The basic skills that were learned in rotation1. We are now developing a range of preparation and cooking skills	✓ We are learning about different savoury and sweet dishes we can make using and oven and baking. The other focus is creating quick and nutritious meals that use fruit and vegetables and that can be adapted depending on the fruit and vegetables you have at home	✓ In Year 8 we will build on these preparation and cooking skills further with students becoming more independenti n their practical tasks

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 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 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.

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…

.

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

1	2	3	4
Student can recall and apply **some** of the intended curriculum objectives.	Student can recall and apply **most** of the intended curriculum objectives	Students can **strongly** recall and apply the majority of the intended curriculum objectives	Student has exceeded expectations of recall and application of the intended curriculum

Music – Term 3

This builds on:	Why this topic:	This links to:
✓ This topic will develop your **musical analysis and understanding** from the previous unit. ✓ You will develop your **performance** technique and **ability** on the ukulele.	**Riptide** ✓ You will study a range of **9** different styles of music during KS3. Riptide is part of the Popular Music tradition. It will build on the previous unit by developing your musical understanding but also introduce you to an entirely new skill – playing ukulele.	✓ Blues Music (Year 9) ✓ Rap and Hip Hop (Year 8) ✓ The next unit will further develop your understanding of the Popular Music tradition with **Rap and Hip Hop.**

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 – *Riptide*

Riptide
"**Riptide**" is a song by Australian singer-songwriter **Vance Joy**. It was first released as a track on his debut EP ***God Loves You When You're Dancing.***

Melody
Sung by male singer.
The melody moves by **step**.

Dynamics
- ***Verse = mf*** *- mezzo forte* = **moderately loud**.
- ***Chorus = f*** *– forte* – **loud.**

Texture
The texture in Riptide is **Homophonic** – One main melody with an accompaniment.

Structure
Riptide uses a **verse-chorus** structure.

The entire structure is:
- Intro / Verse 1 / Pre-Chorus / Chorus / Verse 2 / Pre-Chorus / Chorus / Instrumental / Bridge / Chorus

Harmony
- Riptide uses **diatonic** harmony.
- Riptide has a repeating chord sequence: **A minor, G Major and C Major** for the **verse** and **chorus**.
- During the **bridge section** a new chord is introduced: **FMajor7.**

Tonality
Riptide uses a **Major** tonality and is **happy** and upbeat sounding

Instrumentation/Performance Forces
- Male vocal
- Ukulele
- Bass guitar
- Drum kit.

Rhythm
Strumming pattern in the ukulele uses a **syncopated rhythm** (off beat).

Tempo
Moderately **Fast**
(103 BPM – Beats Per Minute).

Music – Term 3

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 Riptide and the Popular Music tradition.*	✓ *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 Riptide	The melody moves **mainly by step** but it does have **some leaps.**
What type of **texture** is heard in Riptide.	**Homophonic** – Because it is a single melody **with** accompaniment.
Describe the use of **dynamics** in Riptide	The dynamics **change** in Riptide. During the verse section the dynamics are Mezzo Forte (moderately loud). During the chorus section the dynamics increase and are Forte (loud).
Describe the **harmony** of Riptide.	Riptide is entirely **diatonic** (all the notes and chords blend well together). There are no dissonant notes at all.
Describe the **tonality** of Riptide.	Riptide has a **major** tonality, which makes it sound **happy and uplifting**.
Describe the **structure** of Riptide.	Riptide uses a **verse-chorus** structure (it alternates between verse and chorus sections). It also has a pre-chorus and a bridge section.
Identify the **performance forces** (instruments) that are used in Riptide.	Male voice, Ukulele, Bass Guitar and Drum Kit are all heard in Riptide.
Describe the **tempo** of Riptide	The tempo of Riptide is Moderately fast or **103 BPM** = *Beats Per Minute*.
Describe the use of **rhythm** in Riptide .	The strumming pattern in Riptide uses a **syncopated** (offbeat) rhythm.

Home Learning Tasks:

- Oak Academy – Lesson and Quiz on the role of **chords** in a song. Develop your musical understanding further ☺ ***LINK HERE***

- History and Culture of the Ukulele (weblink):

Ukulele History – Create a mind map that details the history and development of the ukulele.

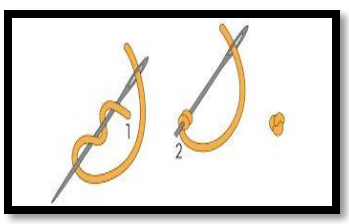
- Explore your ukulele skills further (come along to Music Club after-school every Wednesday).

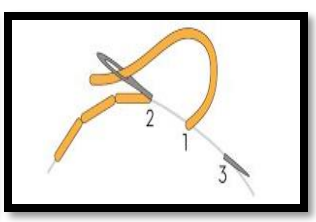
Ukulele Tabs and Music

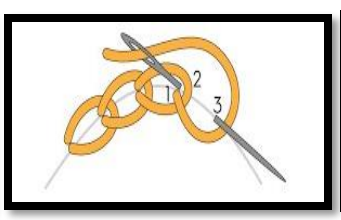
3D Design

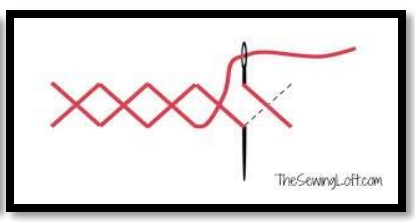
Health and Safety Workshop Rules

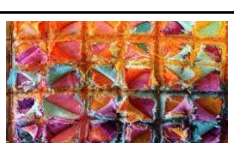
1. **Never Remove Any Tools from the Workshop**
   Tools must stay in the workshop. Taking them out is unsafe and not allowed.
2. **No Running or Fooling Around**
   Move calmly and behave responsibly to keep everyone safe.
3. **Know Where Emergency Stop Buttons Are**
   Locate and understand how to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









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

Home Learning Tasks: Research links to use as Inspiration.

How to thread a sewing machine

3D Design

Resistant Materials- Bottle Packaging

Prototype Packaging Link

Scroll saw

Hardwoods

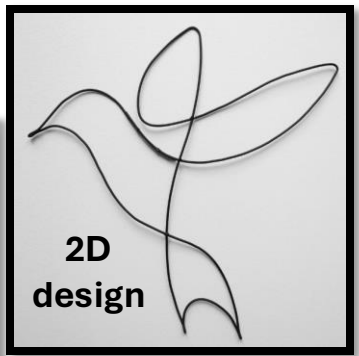
Wood Type	Properties	Common End Uses
Oak	Strong, heavy, wear-resistant	Flooring, furniture, barrels
Mahogany	Smooth grain, reddish-brown, easy to carve	High-end furniture, instruments
Maple	Extremely hard, light-colored, abrasion-resistant	Butcher blocks, cabinetry
Walnut	Dark color, shock resistant,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

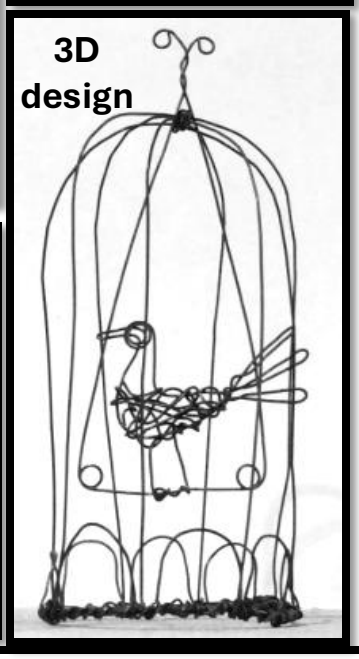
Softwoods

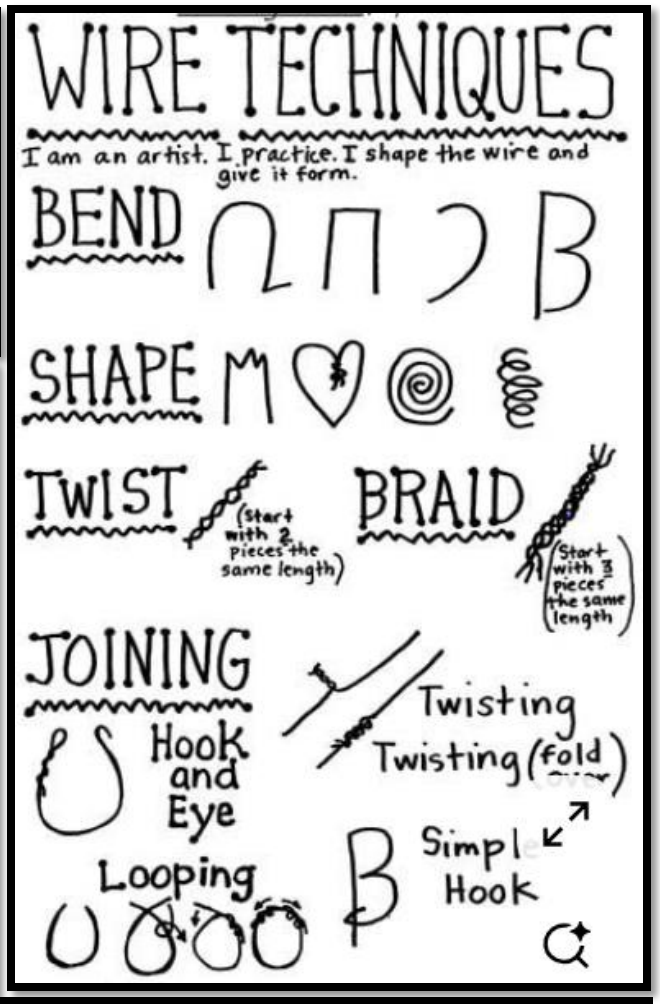
Festive Theme

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

Wirework







Home Learning Tasks:

Research local artist Helaina Sharpley for inspiration.

Types of Wood Joints

Perfume Bottle Production

Manufacturing Plywood

Physical Education
Striking and Fielding

This builds on:	Why this topic:	This links to:
✓ *This builds on prior learning of basic physical and social skills e.g. throwing, catching, communication and teamwork.*	**A striking and fielding game** A striking and fielding game is a sport where one team hits a ball and runs to score points, while the other team tries to stop the ball and get them out. Key skills include hitting, catching, throwing, and running.	✓ This links to the development of more complex skills and rules within Cricket, Rounders, and Softball.

Key Vocabulary	
Batting – Hitting the ball to score runs/rounders.	**Throw** – Passing the ball to a teammate's hand.
Fielding – Stopping the ball and getting players out.	**Out** – When a batter must leave the innings.
Bowling – Throwing the ball to the batter (e.g. in cricket).	**Innings** – When a team is batting.
Run – A point scored by running in between wickets, half a rounder by running to second base, or a full rounder by running all the way around.	**Reaction time and agility:** These are skill related components that are important in striking and fielding games.
Catch – Catching the ball before it hits the ground.	**Cardiovascular endurance:** This is a health related component of fitness that allows you to play for long periods of time.

Key Concept	Simple Explanation
Fielding	**Fielding** in games like cricket or rounders means the defending team: • Stops the ball • Catches or throws it • Gets players out 👉 **Goal:** stop runs and get the other team out.
Batting	**Batting** in games like cricket, Softball, or rounders means: • Hitting the ball • Running to score points 👉 **Goal:** score as many runs/points as possible.
Bowling	**Bowling** in games like cricket means: • Throwing or delivering the ball to the batter 👉 **Goal:** make it hard to hit and get the batter out.

Home Learning Tasks:

1. Create a poster or leaflet for a Striking and Fielding game of your choice. Include pitch markings with positions, rules and skills involved to successfully play a game.
2. Create a skill card for a Striking and fielding 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 a forward defensive shot, wicket keeping and base player.

Physical Education
Athletics

This builds on:	Why this topic:	This links to:
✓ This builds on prior learning of basic skills. Running jumping and throwing techniques and events.	**You will learn about the basic key concepts. components of Safety involved in the different events and equipment used. You will demonstrate basic skills in practise and apply in a competition.**	✓ This links to the development of more complex techniques and understanding of different events.

Key Vocabulary	
Power - This is the ability to perform maximum strength and maximum speed of your muscles in order to generate forces to move.	**Speed -** is how quickly someone can move over a distance.
Reaction Time - The time taken for a person to respond and movement to the starter.	**Muscular Strength -** This is the maximum force that can be applied from muscles in order to overcome resistance so that movement can take place.
Balance - The ability to maintain your centre of mass and control of sports performance when moving.	**Flexibility -**is the range of movement possible at a joint without pain or injury.

KEY CONCEPT	EXPLANATION
Athletics is split into two groups of events	.Track events and Field events
Track events include	• Sprinting events – 100m, 200m, 300m, 400m, 4 x 100 Relay • Middle Distance – 800m, 1500m • Long Distance – 5000m , 10000m
Field events include	.Jumping events – Long, High and Triple jump Throwing events – Javelin, Shot Putt, Discuss
Sprinting events	• You must stay in your own lane. • Your feet must be behind the start line, only start on the starter signal. • Run through the finish line.
Middle Distance events	• Start on a curve. • As soon as you can move into the inside lane • Pace yourself. • Sprint, speed up at the end of the race. • Run through the finish line.

Home Learning Tasks:
1. Watch an Olympic Athletic event and identify the key skills and techniques.
2.Create a skill card for a field event of your choice.
3. Create an Olympic poster ,Can you link the CORE values to our RITA values.

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
Smoking, alcohol & drugs	**Stimulants:** people take them to make them feel more alert, awake and energised.
Puberty	**Puberty:** a series of changes that take place when a child begins to develop into an adult
Pregnancy, Giving Birth & Parenthood	**Birth:** usually begins at 40 weeks when a baby is ready to be born, the mother will go into labour
Healthy eating & active lifestyles	**Sedentary lifestyle:** a person who does very little or no physical activity
Body image	**Body image:** refers to the way a person views their physical appearance and how they feel about the attractiveness of their own body
Importance of sleep	**Sleep**: teenagers need between 8-10 hours of good sleep quality every night

Key Retrieval

If a person has a sedentary lifestyle, it means that they do very little or no physical activity. Instead, they may spend long periods of time sitting, reading, watching TV, playing video games or using a computer.

A sedentary lifestyle can increase your risk of many chronic long-term diseases, such as heart disease, stroke and type 2 diabetes, as well as weight gain and obesity. It can also lead to many other health problems, such as: anxiety, depression, high blood pressure, osteoporosis (brittle bones), muscle atrophy (shrinking and weakening of the muscles) and weakened immune system.

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
- NHS – Fall asleep faster and sleep better

Home Learning Tasks:

1. Click on the NHS website: **Physical activity guidelines for children and young people**
2. Keep a daily diary log of the food you eat and the exercise you do to track your activity.
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

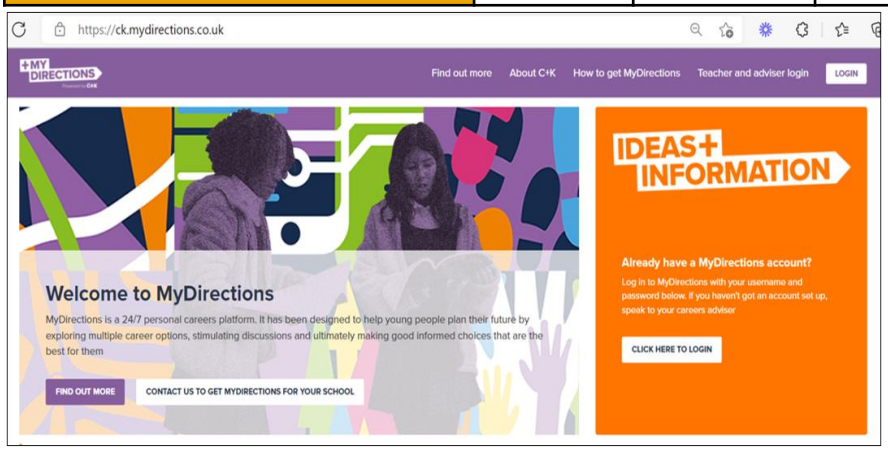
Innerscope
Educate | Equip | Inspire

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.

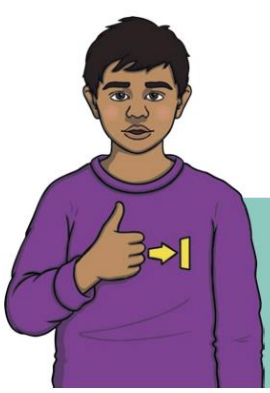
Exam Word	Meaning
Analyse	Break it down into parts and explain how and why it works. Use evidence.
Apply	Use what you know in a new situation or context.
Argue	Give one side of a point of view clearly, using evidence. Consider counterarguments.
Calculate	Work out the answer using maths – show your method.
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