



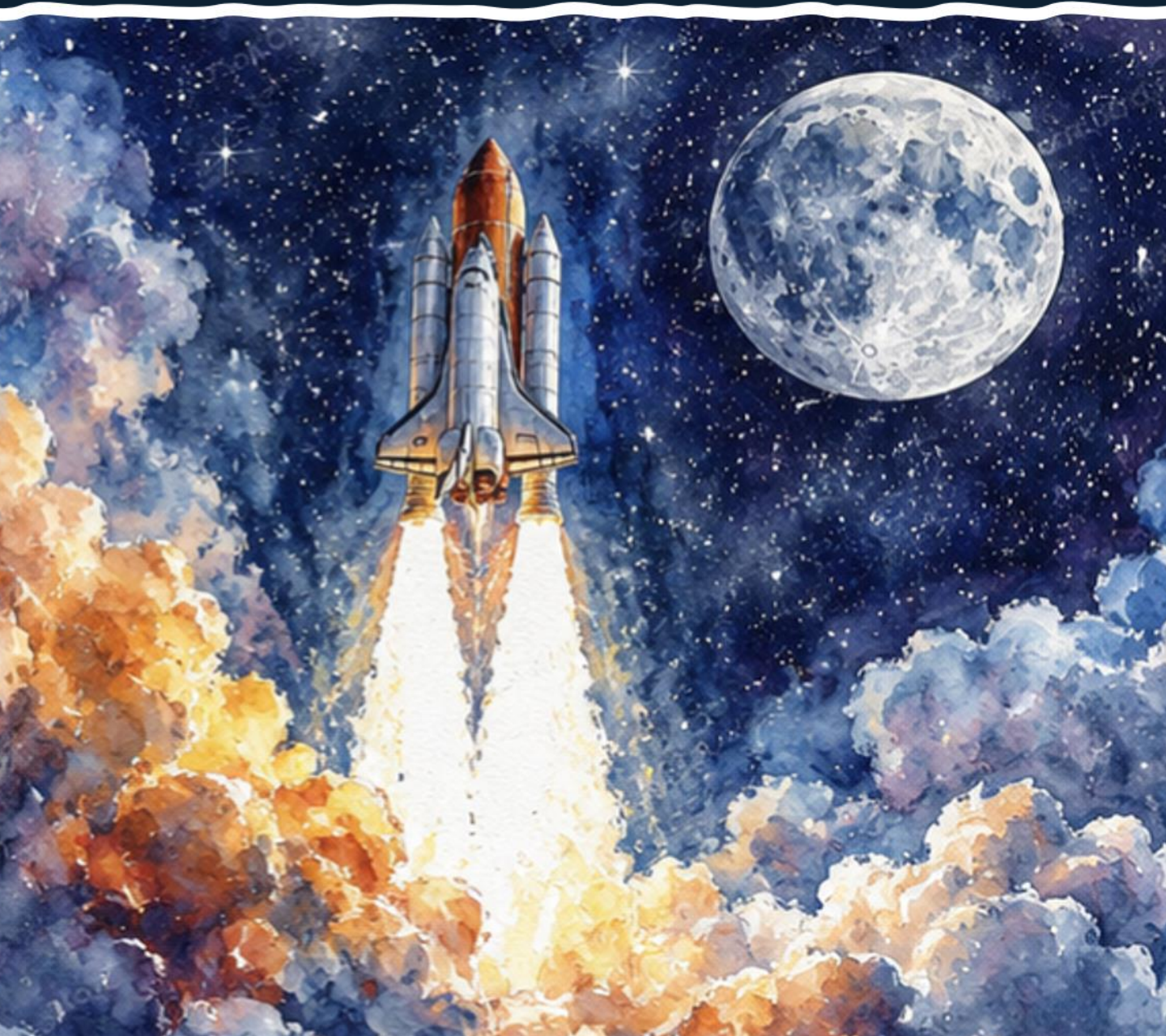
Newsome Academy

Ambitious About Achievement

Year 7

Achievement Organiser

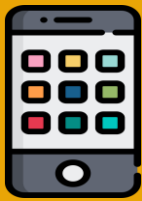
*Achievement comes from the French word *achèvement* meaning "a finishing," a noun of action from Old French *achever* meaning "to finish, accomplish".*



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 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 • 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	LANGUAGE • Positive Framing • 'Hands up, tracking me' • Active listening • Calm and purposeful • Appropriate volume • Professional vocabulary • Using specific vocabulary in lessons • Speak in full sentences	WORK PRIDE • 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 • 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	CORRIDORS • 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	CONGREGATION • 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

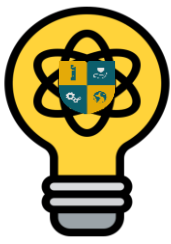
- Use fidget toys in accordance with school guidelines
- Approval from staff is needed before fidget toys are used and the correct paperwork in place.
- Understand that fidget toys are learning aids, not entertainment.
- Use only one approved fidget toy at a time.
- Store the toy safely when not in use (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** COLLECTIVELY 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.

YOU WILL HAVE ALL YOUR TOOLS FOR 'THE JOB'
BECAUSE ORGANISATION IS KEY!



LEARNING SKILLS



MEMORY



METACOGNITION



COLLABORATION



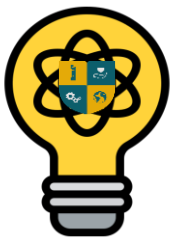
READING, WRITING, LITERACY & ORACY



NUMERIC APPLICATION



PROFESSIONAL AWARENESS



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 COLLECTIVELY 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.

YOU WILL HAVE ALL YOUR TOOLS FOR 'THE JOB'
BECAUSE ORGANISATION IS KEY!



LEARNING SKILLS



MEMORY



METACOGNITION



COLLABORATION



READING, WRITING, LITERACY & ORACY



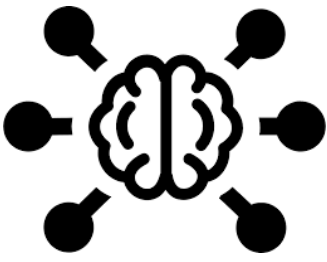
NUMERIC APPLICATION



PROFESSIONAL AWARENESS

Independent Learning

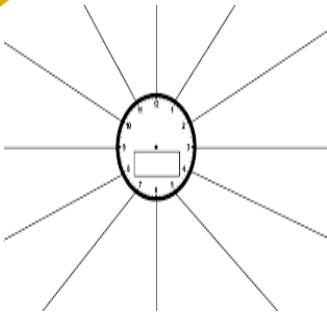
Five strategies to help retain and recall knowledge



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.



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.



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.



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



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.





Reference Sheet 1

Number structure

Square number: A number made by multiplying an integer by itself.

1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225,...

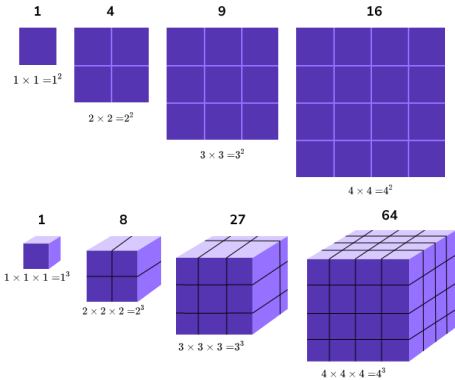
Cube number: A number made by multiplying an integer by itself twice.

1, 8, 27, 64, 125,...

Prime number: An integer greater than 1 that has exactly two factors.

2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47,...

2 is the smallest and only even prime.

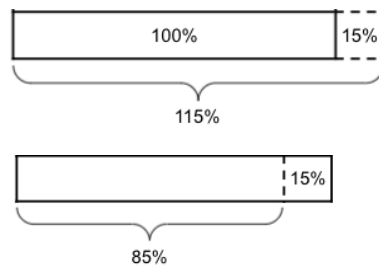


Percentage change

Multiplier: a decimal used to calculate a percentage.

To convert a percentage to a decimal we $\div 100$

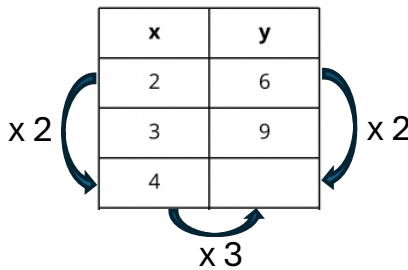
$$\text{Percentage change} = \frac{\text{difference}}{\text{original}} \times 100$$



Increase by 15% $\times 1.15$

Decrease by 15% $\times 0.85$

Direct proportion



- Direct proportion: as one value increases, the other value increases at the same rate.
- x is directly proportional to y
- x is multiplied by 2 so y is multiplied by 2
- y is always 3 times greater than x . 3 is the constant of proportionality.

Indices and standard form

$$a^m \times a^n = a^{m+n}$$

$$a^m \div a^n = a^{m-n}$$

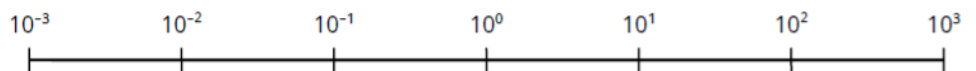
$$a^0 = 1$$

$$(a^m)^n = a^{m \times n} = a^{mn}$$

$$a \times 10^n$$

Where a is a number $1 \leq a < 10$ and n is an integer.

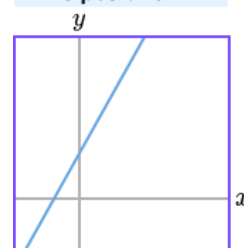
- positive powers represent large numbers
- negative powers represent small numbers



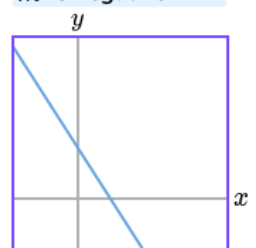
Sequences and graphs

- Linear n th term: the co-efficient of n gives the common difference
- Coordinates are written as (x, y)
- Equation of a straight line: $y = mx + c$
- m = gradient and c = y -intercept
- gradient = $\frac{\text{change in } y}{\text{change in } x}$

m is positive



m is negative

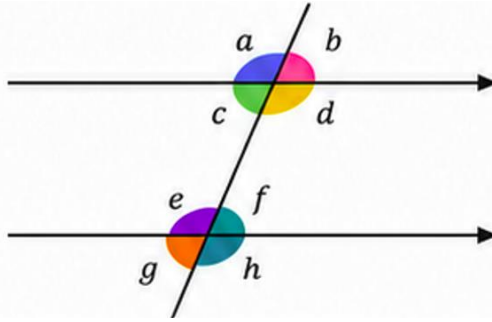




Reference Sheet 2

Angle facts

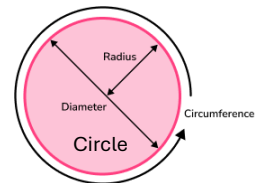
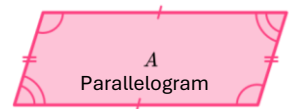
- Angles on a straight line add up to 180° .
- Angles around a point add up to 360° .
- Angles in a triangle add up to 180° .
- Corresponding angles are the same.
- Alternate angles are the same.
- Co-interior angles add up to 180° .
- Vertically opposite angles are the same.
- Sum of interior angles = $(n - 2) \times 180$
- Interior + exterior = 180



- $a = d$
(vertically opposite)
- $a = e$
(corresponding)
- $c = f$
(alternate)
- $d + f = 180$
(co-interior)
- $e + f = 180$
(straight line)

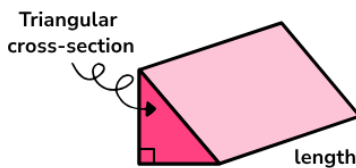
Area and circumference

- Area of a rectangle = base $\times$ perpendicular height.
- Area of a triangle = $\frac{1}{2} \times$ base $\times$ perpendicular height.
- Area of a parallelogram = base $\times$ perpendicular height.
- Area of a trapezium = $\frac{1}{2} \times$ (sum of parallel sides) $\times$ perpendicular height
- Area of a circle = $\pi \times r^2$
- Circumference of a circle = $\pi \times d$



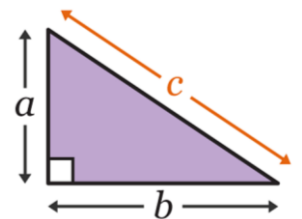
Volume

- Volume of a prism = area of the cross-section $\times$ length



Pythagoras' theorem

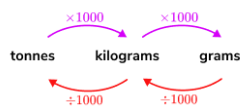
$$a^2 + b^2 = c^2$$



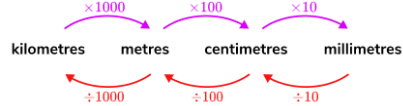
Compound measures and metric conversions

$$\text{Speed} = \frac{\text{distance}}{\text{time}}$$

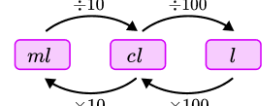
Metric units of mass



Metric units of length



Metric units of volume



$$\text{Density} = \frac{\text{mass}}{\text{volume}}$$

Averages and spread

Mean

sum $\div$ frequency

Mode

most common

Median

middle value when
listed in order

Range

largest - smallest

Probability

- $P(A) = \frac{\text{number of times A occurs}}{\text{total number of possible outcomes}}$
- $P(\text{not } A) = 1 - P(A)$
- For mutually exclusive events: $P(A \text{ or } B) = P(A) + P(B)$
- For independent events: $P(A \text{ and } B) = P(A) \times P(B)$





Maths – Unit 1

Four Operations



This builds on:	In this unit you will learn to:	This prepares you for:
✓ KS2 mental arithmetic ✓ Written methods for addition, subtraction, multiplication and division. ✓ Estimating and solving maths problems.	✓ Use efficient mental and written methods for the four operations. ✓ Estimate answers and check calculations. ✓ Apply powers, roots and the correct order of operations. ✓ Solve real-life problems using appropriate methods and mathematical vocabulary.	✓ Solving equations and manipulating algebraic expressions. ✓ Calculating with fractions, percentages and measures. ✓ Choosing efficient strategies to solve increasingly complex problems.

Key Vocabulary



Sum: The answer when two or more numbers are added together.	Estimate: A sensible answer that is close to the exact answer.
Difference: The answer when one number is subtracted from another.	Power: A way of writing repeated multiplication using an index.
Product: The answer when two or more numbers are multiplied together.	Square root: A number that is multiplied by itself to make a given number.
Quotient: The answer when one number is divided by another.	Brackets: Symbols used to group parts of a calculation so they are worked out first.



What you should remember

- Use **BIDMAS** to decide the correct order of operations.
- **Estimate** before calculating and check whether your answer is sensible.
- Use **inverse operations** to check your answers where possible.
- Choose the most efficient **mental or written method** for each calculation.
- Use the correct **units and mathematical vocabulary** when solving problems.
- Use a **calculator accurately** when appropriate, including powers and roots.



Cultural Capital

- Budgeting, shopping and managing money all rely on confident calculation skills.
- Scientists, engineers and programmers use accurate calculations to solve real-world problems.
- Estimation helps people make sensible decisions quickly, from planning journeys to checking financial information.



addition • add • more • plus • sum • total • altogether 	subtraction • subtract • minus • leave • less • take away • difference between 
multiplication • lots of • times • multiply • groups of • product • multiplied by • multiple of • repeated addition • array 	division • divide • divided by • divided into • share • share equally • equal groups of 



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: M928, M347, M187, M354, M521, M878, M135

Maths – Unit 2

Algebraic Thinking



This builds on:	In this unit you will learn to:	This prepares you for:
✓ Pattern spotting and function machines (KS2). ✓ Substituting numbers into missing number problems. ✓ Interpreting basic rules and sequences.	✓ Understand and use the language of algebra. ✓ Substitute into expressions and simplify algebraic expressions. ✓ Expand a single bracket using an area model. ✓ Set up and solve one- and two-step equations.	✓ Solving more complex equations and rearranging formulae. ✓ Manipulating algebraic expressions. ✓ Graphing linear relationships and using algebra across mathematics.

Key Vocabulary	
Variable: A letter used to represent a number that can change or is unknown.	Coefficient: The number multiplying a variable in a term.
Expression: A mathematical statement made from numbers, letters and operations, without an equals sign.	Substitute: Replace a variable with a given value.
Equation: A mathematical statement showing that two expressions are equal.	Like terms: Terms that have exactly the same variable or variables raised to the same powers.
Term: A single number, variable, or a product of numbers and variables, separated by + or – signs.	Simplify: Rewrite an expression in an equivalent but simpler form.



What you should remember
• An expression does not have an equals sign; an equation does. • Substitute values carefully and follow BIDMAS when evaluating expressions. • Combine only like terms when simplifying expressions. • Expand a bracket by multiplying every term inside the bracket. • Solve equations using inverse operations and check your answer by substitution. • Write algebra correctly (e.g. 3x, not 3 × x).



Cultural Capital
• Algebra is used in computer programming, engineering and scientific modelling. • Formulae help calculate distances, costs, speeds and other real-life quantities. • Businesses and scientists use algebra to identify patterns and make predictions.

In words	In algebraic notation
2 more than m	$m + 2$
5 less than h	$h - 5$
4 lots of a or $4 \times a$	$4a$
y divided by 3 or $y \div 3$	$\frac{y}{3}$

Numbers and letters written next to each other indicate multiplication.

Divisions are written using fraction notation.



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: **M813, M830, M417, M327, M795, M237, M707, M634**

Maths – Unit 3

Place Value



This builds on:	In this unit you will learn to:	This prepares you for:
✓ KS2 number knowledge (up to 1 million). ✓ Reading, writing, ordering and rounding numbers. ✓ Place value headings and number lines.	✓ Understand the place value of integers and decimals. ✓ Compare, order and round numbers accurately. ✓ Estimate calculations using place value. ✓ Use powers of ten to represent large numbers.	✓ Using standard form and index notation. ✓ Estimating and checking calculations. ✓ Working confidently with scientific and real-world data.

Key Vocabulary	
Place value: The value of a digit determined by its position within a number.	Significant figure: A digit that contributes to the accuracy of a number.
Integer: A whole number that can be positive, negative or zero.	Median: The middle value when numbers are arranged in order.
Decimal: A number containing a decimal point, used to represent parts of a whole.	Range: The difference between the largest and smallest values in a set of data.
Round: Replace a number with a nearby value that is easier to work with.	Power of ten: A number written as 10 multiplied by itself a given number of times.



What you should remember	Cultural Capital
• The value of a digit depends on its place value. • Compare numbers using $<$, $>$, $=$, $\leq$ and $\geq$. • Round numbers carefully using place value or significant figures. • Estimate calculations by rounding appropriately before calculating. • Powers of ten can be written using index notation. • Check whether your answer is reasonable by estimating first.	• Large numbers are used to describe populations, money and environmental data. • Scientists use powers of ten and standard form to represent extremely large and small measurements. • Understanding place value helps people interpret financial information, statistics and data in everyday life.



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



Home Learning Tasks:
Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M704, M522, M763, M111, M431, M994, M131, M878

Maths – Unit 4



FDP Equivalence



This builds on:	In this unit you will learn to:	This prepares you for:
✓ KS2 fraction and decimal equivalence. ✓ Finding simple percentages of amounts. ✓ Comparing values and interpreting data.	✓ Understand fraction, decimal and percentage equivalence. ✓ Convert between fractions, decimals and percentages. ✓ Compare and order fractions, decimals and percentages. ✓ Represent equivalent values in different forms.	✓ Ratio and proportion. ✓ Probability and statistics. ✓ Percentage calculations and proportional reasoning.

Key Vocabulary	
Fraction: A number representing part of a whole or part of a set.	Percentage: A number or proportion expressed out of 100.
Numerator: The number above the line in a fraction, showing how many parts are being considered.	Equivalent: Having the same value, even if written in different forms.
Denominator: The number below the line in a fraction, showing how many equal parts make the whole.	Convert: Change a number from one form to another without changing its value.
Decimal: A number containing a decimal point, used to represent parts of a whole.	Terminating decimal: A decimal number that has a fixed number of digits after the decimal point.



What you should remember	Cultural Capital
• Equivalent fractions, decimals and percentages represent the same value. • Divide the numerator by the denominator to convert a fraction to a decimal. • Multiply a decimal by 100 to convert it to a percentage. • Convert values to a common form before comparing or ordering them. • Represent fractions, decimals and percentages accurately on a number line. • Check that your converted values are equivalent before comparing them.	• Discounts, interest rates and tax are all expressed using percentages. • Fractions, decimals and percentages are used to interpret statistics, sports results and financial information. • Comparing values accurately helps people make informed decisions when shopping, budgeting and analysing data.



PERCENT =
“PER 100” OR “OUT OF A 100”

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



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: **M958, M264, M553, M701, M922**

Maths – Unit 5



Applications of Addition and Subtraction



This builds on:	In this unit you will learn to:	This prepares you for:
✓ Written and mental methods for addition and subtraction. ✓ Understanding of place value and decimals. ✓ Experience of interpreting data and reading tables.	✓ Convert between simple metric units of length. ✓ Calculate and solve problems involving perimeter. ✓ Draw and interpret different types of charts. ✓ Organise and interpret data using frequency trees.	✓ Area and measurement. ✓ Statistics and data handling. ✓ Algebraic perimeter and problem solving.

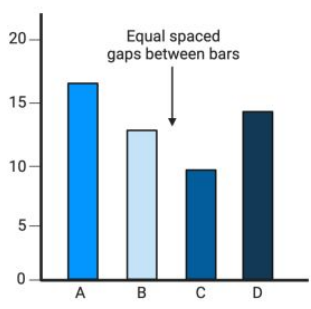
Key Vocabulary	
Perimeter: The total distance around the outside of a shape.	Continuous data: Data that can take any value within a range.
Qualitative data: Data that describes qualities or categories rather than numbers.	Pictogram: A chart that uses pictures or symbols to represent data.
Quantitative data: Data that can be measured or counted using numbers.	Bar chart: A chart that uses bars to show and compare qualitative or discrete data.
Discrete data: Data that can only take certain separate values.	Frequency tree: A diagram used to organise information and show how often values occur.



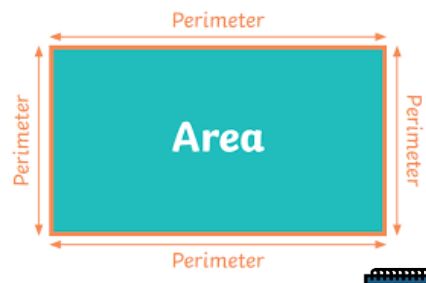
What you should remember	Cultural Capital
• Convert between millimetres, centimetres and metres using the correct conversion factors. • Perimeter is the total distance around the outside of a shape. • Choose the correct type of chart to represent different types of data. • Read scales carefully when interpreting charts. • Frequency trees help organise information and solve problems systematically. • Always include the correct units when measuring and calculating.	• Builders, engineers and designers calculate perimeter when planning projects and estimating materials. • Charts and graphs are used to communicate information in business, healthcare, science and the media. • Data helps people make informed decisions in everyday life, from travel planning to financial budgeting.



Bar Chart



	Tally
Walk	
Bus	
Cycle	
Car	



Home Learning Tasks:
Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M772, M635, M690, M597, M644, M460, M738, M899

Maths – Unit 6



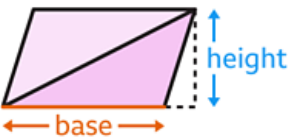
Applications of Multiplication and Division

This builds on:	In this unit you will learn to:	This prepares you for 
✓ Place value and decimal calculation. ✓ Knowledge of rectangles and multiplication. ✓ Perimeter and shape vocabulary.	✓ Solve problems involving money. ✓ Recognise parallel and perpendicular lines. ✓ Calculate the area of rectangles, triangles and parallelograms. ✓ Calculate the area of compound shapes.	✓ Surface area and volume. ✓ Algebraic formulae and rearranging formulae. ✓ Solving increasingly complex measurement problems.

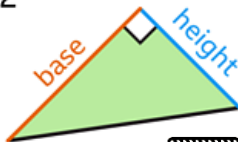
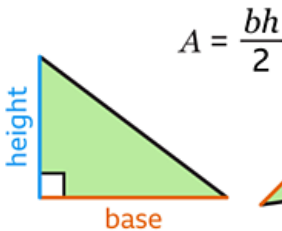
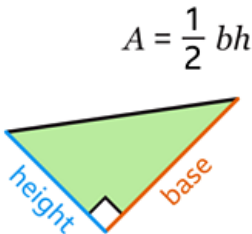
Key Vocabulary 	
Parallel: Lines that are always the same distance apart and never meet.	Square unit: A unit used to measure area, such as cm^2 or m^2 .
Perpendicular: Lines that meet to form a right angle.	Rectangle: A four-sided shape with four right angles.
Area: The amount of surface inside a two-dimensional shape.	Parallelogram: A four-sided shape with two pairs of parallel sides.
Perpendicular height: The shortest distance between a base and its opposite side, measured at a right angle.	Compound shape: A shape made by joining two or more simple shapes together.

 What you should remember	 Cultural Capital
• The perpendicular height is always at a right angle to the base. • Area is measured in square units (e.g. cm^2, m^2). • Area of a rectangle = base $\times$ perpendicular height. • Area of a triangle = $\frac{1}{2} \times \text{base} \times \text{perpendicular height}$. • Area of a parallelogram = base $\times$ perpendicular height. • Split compound shapes into simpler shapes before finding the total area.	• Builders, architects and designers calculate area when planning buildings and estimating materials. • Shops and tradespeople use multiplication and division to calculate costs, discounts and quantities. • Accurate area calculations are essential in construction, engineering and interior design.

Area of a parallelogram = base $\times$ p height



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



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: **M390, M610, M291, M269, M996, M303, M222**

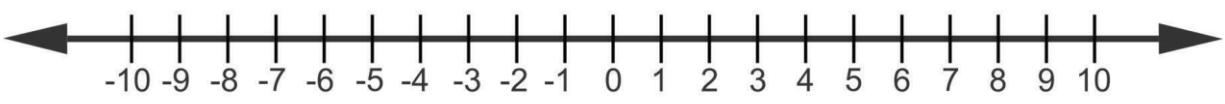


Directed number

This builds on:	In this unit you will learn to:	This prepares you for
✓ Number lines and integer addition and subtraction. ✓ Prior experience with temperature and other real-life contexts. ✓ Mental arithmetic and inverse operations.	✓ Represent and interpret directed numbers. ✓ Compare, order and calculate with directed numbers. ✓ Evaluate calculations involving directed numbers. ✓ Use directed numbers correctly in algebra.	✓ Algebraic manipulation and solving equations. ✓ Coordinates, graphs and transformations. ✓ Working confidently with directed numbers across mathematics.

Key Vocabulary	
Directed number: A number with a positive or negative sign to show its value and direction.	Number line: A line used to represent numbers in order.
Positive: Greater than zero.	Opposite: A number the same distance from zero but on the other side of the number line.
Negative: Less than zero.	Substitute: Replace a variable with a given value.
Integer: A whole number that can be positive, negative or zero.	Expand: Multiply out a bracket to write an equivalent expression without brackets.

What you should remember	Cultural Capital
• Negative numbers are less than zero and can be represented on a number line. • Use the correct rules for signs when multiplying and dividing directed numbers. • Subtracting a negative is the same as adding a positive. • Apply BIDMAS when evaluating calculations involving directed numbers. • Use brackets when substituting negative values into algebraic expressions. • Check calculator entries carefully when working with negative numbers.	• Directed numbers are used to represent temperatures, elevations, bank balances and sports statistics. • Pilots, engineers and scientists use positive and negative values to describe changes in height, direction and measurement. • Understanding directed numbers helps people interpret financial information, weather reports and scientific data.



Home Learning Tasks:
Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M763, M527, M106, M288, M521, M757

Maths – Unit 8



Fraction and Percentage Calculations

This builds on:	In this unit you will learn to:	This prepares you for 
✓ Fraction, decimal and percentage equivalence. ✓ Basic fraction and percentage calculations. ✓ Multiplication and division facts.	✓ Calculate fractions of amounts. ✓ Add, subtract, multiply and divide fractions. ✓ Calculate percentages of amounts using efficient methods. ✓ Solve multi-step problems involving fractions and percentages.	✓ Ratio and proportional reasoning. ✓ Algebraic and percentage problem solving. ✓ Financial mathematics and proportional calculations.

Key Vocabulary 	
Equivalent fraction: A fraction that has the same value as another fraction.	Simplify: Write a fraction or expression in an equivalent but simpler form.
Common denominator: A denominator that is shared by two or more fractions.	Bar model: A diagram used to represent quantities and relationships between them.
Unit fraction: A fraction with a numerator of 1.	Decimal multiplier: A decimal used to calculate a percentage of an amount by multiplication.
Reciprocal: A number that multiplies with another number to make 1.	Percentage: A number or proportion expressed out of 100.

 What you should remember	 Cultural Capital
• Use division and multiplication to find fractions of amounts. • Find a common denominator before adding or subtracting fractions. • Simplify fractions whenever possible. • Dividing by a whole number is the same as multiplying by a unit fraction. • Use known percentage facts or decimal multipliers to calculate percentages of amounts. • Choose the most efficient mental or calculator method for each calculation.	• Fractions and percentages are used when budgeting, shopping, cooking and comparing prices. • Businesses use percentages to calculate discounts, profit and tax. • Fractions and percentages help people interpret statistics, survey results and financial information.

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

3

← numerator

5

← denominator



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: **M695, M684, M835, M157, M110, M437, M905**



Averages and Spread

This builds on:	In this unit you will learn to:	This prepares you for 
✓ Bar charts, tables and frequency. ✓ Reading and interpreting numerical data. ✓ Finding the mean and mode from KS2.	✓ Calculate and interpret the mean, median and mode. ✓ Calculate and interpret the range. ✓ Compare data using averages and spread. ✓ Choose the most appropriate average for different situations.	✓ Statistical diagrams and probability. ✓ Comparing and interpreting data sets. ✓ Statistics used in science, geography and everyday life.

Key Vocabulary 	
Mode: An average - the value that appears most often in a set of data.	Range: A measure of spread - the difference between the largest and smallest values in a set of data.
Median: An average - the middle value when data is arranged in order.	Average: A single value that represents the centre or typical value of a set of data.
Mean: An average – sum divided by frequency	Spread: A measure of how much the values in a data set vary.

 What you should remember	 Cultural Capital
• Mean = sum ÷ frequency. • Median is the middle value when the data is in order. • Mode is the value that occurs most often. • Range = largest value – smallest value. • The range measures spread, not an average. • Different situations may require different averages.	• Averages are used to compare performance in sport, education and business. • Scientists and researchers use averages and spread to analyse data and identify patterns. • Understanding statistics helps people interpret information in the news, social media and everyday life.

Mean: To calculate the mean we find the total of the values and divide the total by the number of values.

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

Median: The median is the middle value. To find the position of the median value we can use the formula:

$$\text{median value} = \left(\frac{n + 1}{2}\right)^{th} \text{ value}$$

We can then use this to find the median value.

Mode: The mode is the most common number. To find the mode we need to find the most frequently occurring item in the data set.



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: M940, M934, M841, M328, M440

Maths – Unit 10



Angles



This builds on:	In this unit you will learn to:	This prepares you for:
✓ Recognising shapes and angle types from KS2. ✓ Using a protractor to measure angles. ✓ Understanding turns and right angles.	✓ Identify, measure and draw angles accurately. ✓ Use angle notation to communicate mathematically. ✓ Form and solve equations using angle facts. ✓ Identify triangles and solve problems involving their angles.	✓ Angle rules involving parallel lines. ✓ Geometrical reasoning and proof. ✓ Geometry used in design, engineering and construction.

Key Vocabulary



Acute angle: An angle greater than 0° and less than 90° .	Vertically opposite angles: Opposite angles formed when two lines cross. They are always equal.
Obtuse angle: An angle greater than 90° and less than 180° .	Equation: A mathematical statement showing that two expressions are equal.
Reflex angle: An angle greater than 180° and less than 360° .	Isosceles triangle: A triangle with two equal sides and two equal angles.
Protractor: A measuring instrument used to measure and draw angles.	Equilateral triangle: A triangle with three equal sides and three equal angles.



What you should remember

- Angles on a **straight line** add up to **180°** .
- Angles **around a point** add up to **360°** .
- **Vertically opposite angles** are equal.
- Angles in a **triangle** add up to **180°** .
- Use a **protractor** accurately to measure and draw angles.
- Use known **angle facts** to form and solve equations.



Cultural Capital

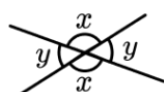
- Architects, engineers and surveyors use angles to design safe and accurate structures.
- Angles are essential in construction, navigation and computer graphics.
- Understanding angle relationships helps solve real-world measurement and design problems.



Acute Angle



Reflex Angle



Vertically opposite angles are equal in size.



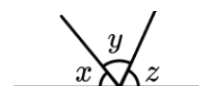
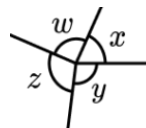
Obtuse Angle



Right Angle

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:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: M502, M541, M780, M331, M818, M163, M351, M319

Maths – Unit 11

Sequences



This builds on:	In this unit you will learn to:	This prepares you for:
✓ Recognising number patterns from KS2. ✓ Using addition, subtraction and multiplication. ✓ Mental arithmetic and number fluency.	✓ Recognise and continue arithmetic and geometric sequences. ✓ Generate sequences from simple and linear nth terms. ✓ Use substitution to find terms in a sequence. ✓ Form and solve equations involving sequences.	✓ Finding and using nth terms. ✓ Algebraic expressions and equations. ✓ Graphs and mathematical modelling.

Key Vocabulary	
Sequence: A list of numbers or shapes that follows a rule.	Term-to-term rule: A rule that tells you how to get from one term to the next.
Arithmetic sequence: A sequence where the same amount is added or subtracted each time.	nth term: A rule that can be used to find any term in a sequence.
Geometric sequence: A sequence where each term is multiplied or divided by the same number each time.	Substitute: Replace a variable with a given value.
Term: A single number or shape in a sequence.	Coefficient: The number multiplying a variable in an algebraic expression.

What you should remember	Cultural Capital
• Arithmetic sequences have a constant difference. • Geometric sequences are formed by multiplying or dividing by the same number each time. • Substitute a value for n to find a specific term. • The coefficient of n affects the difference between consecutive terms. • The constant term changes where the sequence starts. • A number belongs to a sequence only if it satisfies the nth term rule.	• Sequences are used in computer programming to generate patterns and automate processes. • Scientists use sequences to model growth, change and repeating patterns. • Financial models use sequences to predict savings, investments and repayments. • Patterns and sequences appear in art, music and architecture.

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

...

↗

↗

↗

↗

↗

+3

+3

+3

+3

+3

Example

5

4

3

2

1

↘

↘

↘

↘

-1

-1

-1

-1



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.
 If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M381, M241, M166, M991, M866, M981



Probability and Sets



This builds on:	In this unit you will learn to:	This prepares you for:
✓ Basic data handling from earlier Year 7 units. ✓ Fractions, decimals and percentages. ✓ Sorting and classifying information.	✓ Understand and calculate probabilities of single events. ✓ Use probabilities expressed as fractions and decimals. ✓ Use set notation and listing Venn diagrams. ✓ Calculate probabilities using Venn diagrams and frequency trees.	✓ More complex probability. ✓ Statistical analysis and data handling. ✓ Set notation and Venn diagrams in later mathematics.

Key Vocabulary	
Probability: A measure of how likely an event is to happen.	Set: A collection of objects or values.
Event: An outcome or result that may happen.	Union (U): The set of all elements that are in either set or both sets.
Probability scale: A scale from 0 to 1 that shows how likely an event is.	Intersection (n): The set of elements that are in both sets.
Complement: The probability that an event does not happen.	Venn diagram: A diagram used to show relationships between sets.



What you should remember
• Probabilities are always between 0 and 1. • The probabilities of all possible outcomes add up to 1. • The probability an event does not happen = 1 – probability it happens. • U means union and n means intersection. • Use Venn diagrams and frequency trees to organise information and calculate probabilities. • Express probabilities as fractions or decimals where appropriate.



Cultural Capital
• Probability is used in weather forecasting, medical research and insurance. • Businesses and scientists use probability to assess risk and make predictions. • Understanding probability helps people interpret surveys, statistics and everyday information critically.

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.

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

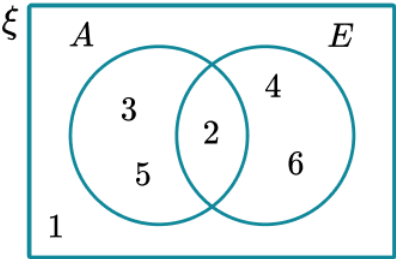
$E = \{2, 4, 5\}$

Commas separate elements in the set.

Curly brackets contain all items in the set.

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

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 $A \cap E = \{2\}$



Home Learning Tasks:
Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M655, M941, M938, M755, M829, M419, M834

Maths – Unit 13



Factors, Multiples and Primes



This builds on:	In this unit you will learn to:	This prepares you for:
✓ Multiplication and division facts. ✓ Factors and multiples from KS2. ✓ Number patterns and divisibility.	✓ Identify factors, multiples and prime numbers. ✓ Find the HCF and LCM by listing factors and multiples. ✓ Express numbers as a product of prime factors. ✓ Find the HCF and LCM using prime factorisation.	✓ Simplifying fractions and algebraic expressions. ✓ Number theory and mathematical reasoning. ✓ Efficient methods for solving numerical problems.

Key Vocabulary



Factor: A whole number that divides exactly into another number.	Highest common factor (HCF): The largest factor shared by two or more numbers.
Multiple: The result of multiplying a number by a whole number.	Lowest common multiple (LCM): The smallest multiple shared by two or more numbers.
Prime number: A whole number greater than 1 with exactly two factors: 1 and itself.	Prime factorisation: Writing a number as a product of its prime factors.
Composite number: A whole number greater than 1 with more than two factors.	Divisibility test: A quick way to decide whether one number is divisible by another.



What you should remember

- A **prime number** has exactly **two factors**: 1 and itself.
- **2** is the only even prime number.
- Use **divisibility tests** to identify factors quickly.
- Use **factor trees** to write numbers as a product of prime factors.
- The **HCF** is the largest common factor and the **LCM** is the smallest common multiple.
- Prime factorisations can be used to find the **HCF** and **LCM** efficiently.



Cultural Capital

- Prime numbers are used in computer security and data encryption.
- Engineers and computer scientists use factors and multiples when designing efficient systems.
- HCF and LCM are used in scheduling, manufacturing and solving practical problems involving repeated events.

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**.

Composite numbers

$$\rightarrow 10 = 2 \times 5$$

Prime Factors

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..



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: M752, M823, M322, M108, M227, M698, M365

Maths – Unit 14

Ratio and Scale



This builds on:	In this unit you will learn to:	This prepares you for 
✓ Multiplication and division. ✓ Fractions and proportional thinking. ✓ Number relationships and factors.	✓ Understand and simplify ratios. ✓ Share quantities into a ratio. ✓ Represent ratios as fractions. ✓ Use simple scale factors.	✓ Ratio and proportion in Year 8 and Year 9. ✓ Similar shapes and scale factors. ✓ Map scales and proportional problem solving.

Key Vocabulary 	
Ratio: A way of comparing two or more quantities.	Scale: A relationship between the size of a drawing or model and the real object.
Ratio notation: A way of writing a ratio using the : symbol.	Scale factor: The number used to enlarge or reduce a shape or drawing.
Simplify: Write a ratio or fraction in an equivalent but simpler form.	Equivalent ratio: A ratio that has the same value as another ratio.
Bar model: A diagram used to represent quantities and relationships between them.	Part-to-part: A comparison between different parts of a whole.

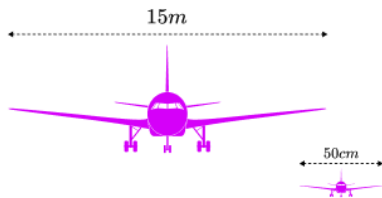
 What you should remember	 Cultural Capital
• Ratios compare quantities using the : symbol. • Equivalent ratios can be found by multiplying or dividing each part by the same number. • Ratios can be simplified by dividing each part by the highest common factor. • Bar models can help represent and solve ratio-sharing problems. • Ratios can be linked to fractions by comparing each part to the whole. • Scale factors show how much a length has been enlarged or reduced.	• Ratio is used in recipes where ingredients need to be scaled accurately. • Maps and scale drawings use ratio to represent real distances and objects. • Engineers, designers and architects use scale factors to create accurate models and plans. • Ratio helps people compare value, quantities and proportions in everyday life.

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.



Home Learning Tasks:
Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M885, M801, M525, M267, M543, M478, M112

English – Term 1.1

Coraline



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



Appearances can be deceiving...

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

Key Retrieval (Characters)



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

Cultural Capital



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

Home Learning Tasks:

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



Adventure Writing

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



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

Key Retrieval (Stock Characters)

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

Cultural Capital

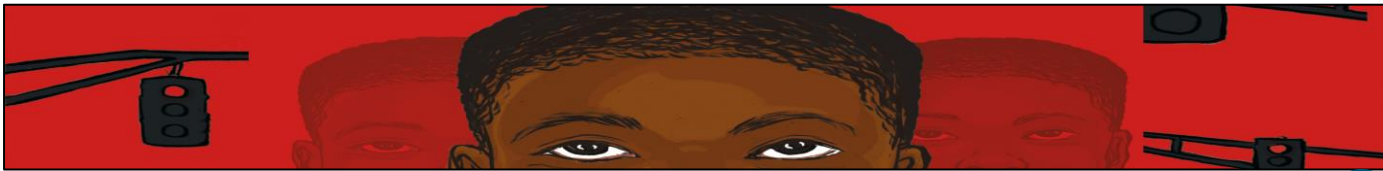
1. **Alice in Wonderland:** Alice falls into a magical world filled with curious creatures, strange rules, and challenges to find her way home.
2. **Peter Pan:** Peter Pan takes Wendy and her brothers to Neverland, where they fight Captain Hook and discover the magic of childhood.
3. **The Hobbit:**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

Home Learning Tasks:

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

Ghost Boys

This builds on:	Why this topic:	This links to:
✓ This builds on key reading skills from KS2. ✓ It develops students' comprehension skills and builds from textual inference to analysis of the writer's techniques.	Ghost Boys continues our curriculum sequence as we explore conflict within childhood. Here - <i>you will develop critical and creative reading skills, whilst connecting with key childhood themes in literature.</i>	✓ This links to your future learning on the literature offer in KS3 and KS4. ✓ It also allows students to develop key skills and knowledge for English Language Paper1 GCSE.



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

Key Retrieval (Characters)



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

Cultural Capital



- **Learning about fairness and injustice**
Ghost Boys helps us understand how unfair treatment, racism, and prejudice can affect people's lives.
- **Connecting the past and the present**
The book links history to today — especially through the story of Emmett Till — showing how events from the past still influence how people are treated now.
- **Understanding different people's experiences**
Through Jerome's story and Sarah's point of view, students can imagine what life is like for people with different backgrounds. This builds empathy and understanding — key parts of learning about different cultures.
- **Hearing new voices and stories**
The book gives a voice to characters and experiences that are not always seen in schoolbooks.

Home Learning Tasks:

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



Poetic Forms

This builds on:	Why this topic:	This links to:
✓ This builds on extended writing skills from KS2 around punctuation, spelling, words, and writing for different audiences.	We will develop language and literacy skills, enhance critical and creative thinking, and learn how to analyse and write using poetic devices like rhythm, rhyme, and structure.	✓ This links to your future learning on in Year 8 and 9 where you will study poetry from different cultures and historical eras. ✓ Our future poetry studies at GCSE.



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

Key Retrieval

- Poetic Form = The Type of Poem**
The form is the kind of poem it is — like a sonnet, haiku, or free verse. Each form has its own rules about length, rhyme, or rhythm.
- Structure = How the Poem is Built**
The structure is how the poem is organised — for example, the number of lines, stanzas (verses), and how the ideas or emotions change throughout the poem.
- Rhyme and Rhythm**
Some poems have a clear rhyme scheme (like ABAB) and a steady rhythm or beat. Others don't rhyme at all — this can make them feel more natural or modern.
- Line Length and Stanza Shape**
Poets choose how long each line is and how many lines go in a stanza. Short lines can create tension or speed, while long lines can feel calm or flowing.

Cultural Capital

- Learning about different cultures and voices**
Poems come from many times and places. Reading them helps you understand how people from different backgrounds think, feel, and express themselves.
- Understanding history and society**
Poetry often links to important events or moments in history. It helps you see how people experienced things like war, love, freedom, and change.
- Building empathy and emotional understanding**
Poems explore deep emotions and ideas. They help you connect with how others feel and think, which builds kindness and understanding.
- Developing creative and critical thinking**
When you study poetry, you learn to look closely at language, rhythm, and meaning. This helps you think deeply and express your own ideas more clearly.

Home Learning Tasks:

- Task:** Choose a famous poet (e.g., William Shakespeare, Emily Dickinson, Robert Frost, Langston Hughes, Maya Angelou). Research their life, writing style, and the themes they explored in their poetry.
- Guiding Questions:**
 - What were some important events in the poet's life?
 - What is their most famous poem, and what is it about?
 - What style or forms did the poet commonly use (e.g., sonnets, free verse, etc.)?
 - How did their personal experiences influence their poetry?
 - Outcome:** Write a brief report (300–400 words) about the poet, including a summary of their most important works.



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:

- 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
- 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?



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 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

rhyme, rhythm, metre, enjambment, caesura, alliteration, assonance, sibilance, stanza, couplet, tercet, quatrain, sestet, octave
Forms: sonnet, lyric, ballad, blank verse, epic

Dramatic techniques

prologue, monologue, dialogue, aside, soliloquy, dramatic irony, staging, props, lighting, exits, entrances, costume, stage directions

P

oint = The idea you are starting.

The writer presents...

The writer describes...

The writer uses...

E

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

This is shown through the quote...

This is exemplified when...

This is highlighted with...



T

echnique = Identify a key technique from your evidence.

Here, the writer uses...

The technique [insert] suggests...

The word [insert] means...

E

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

This makes the reader/audience think that...

This is effective because...

28

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

1. Writing a narrative scene...

Strategy: C:ABT

C: Who is your character?

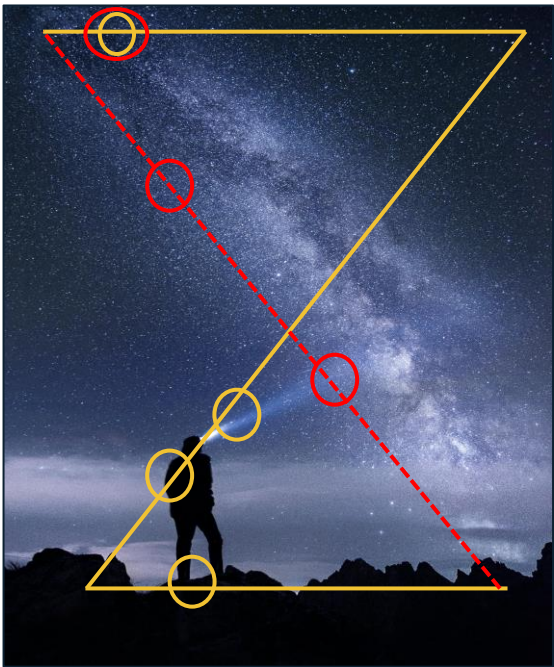
A And? What is your character's goal? What do they want?

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?

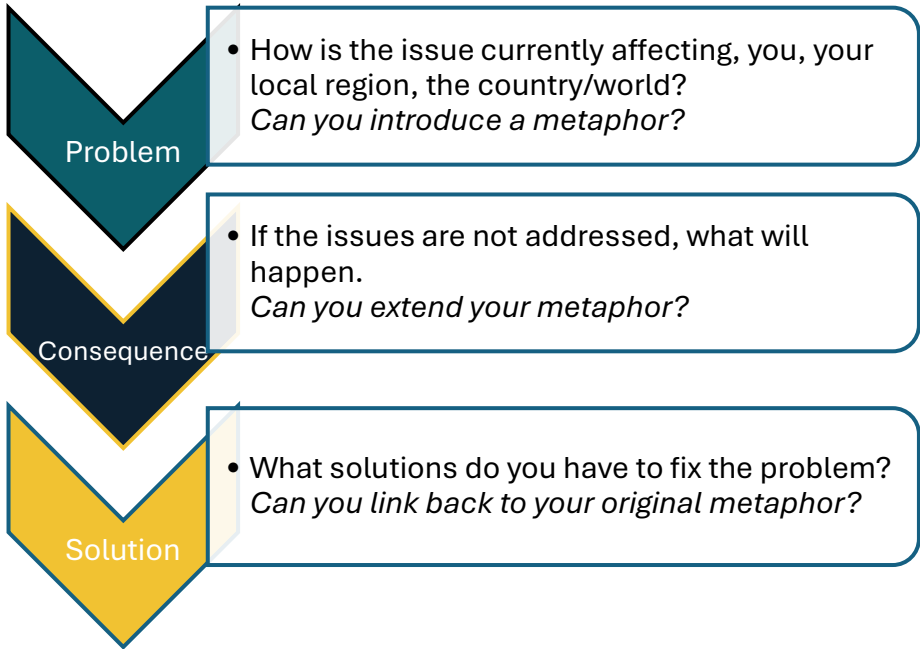
2. Writing a description...

Strategy: The 'Z-' formation



3. Writing a viewpoint...

Strategy: Problem, Consequence, Solution



- Metaphor (extended)
- Alliteration
- Direct address
- Facts
- Ornate language
- Rhetorical question
- Emotive language
- Superlatives
- Triplcation (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 full-stop . question mark ? exclamation mark !	Marking out sub-ordinate clauses comma , parenthesis () dash - -	Other punctuation apostrophe ' ellipsis ... semi-colon ; colon : speech marks “ ”
--	---	---



Science - Term 1

Scientific Skills



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

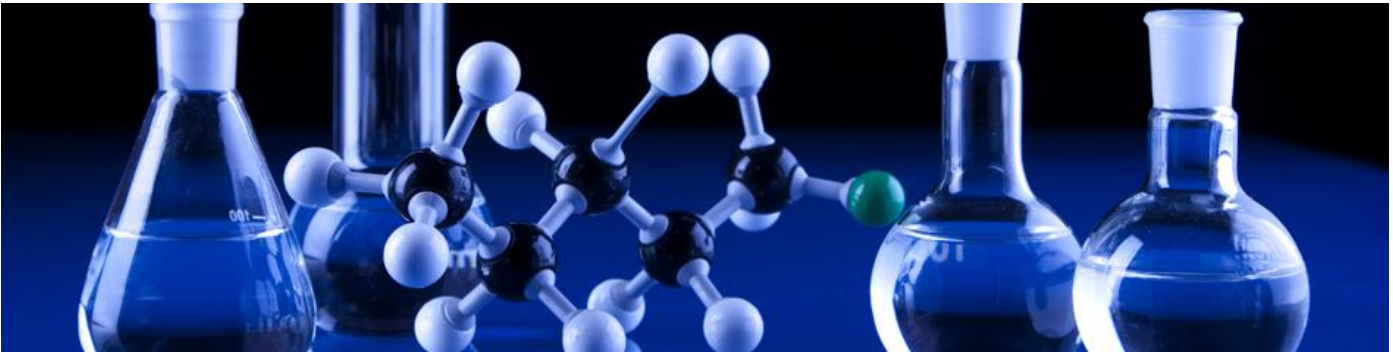
Key Vocabulary	
Prediction: What you think will happen and why	Hypothesis: An idea that can be tested
Independent Variable: The variable that we change	Dependent Variable: The variable that we measure (the results we collect)
Control Variables: The variables we keep the same to make the experiment a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

Independent Learning Tasks

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

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


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





Science - Term 1

Scientific Skills



Key Concepts



Laboratory Safety Rules

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

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



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

The Scientific Method



Step 1 - Observe and ask questions

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

Step 2 - Research

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

Step 3 - Construct a hypothesis

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

Step 4 - Test the hypothesis

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

Step 5 - Analyse data and make conclusions

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

Step 6 - Share results

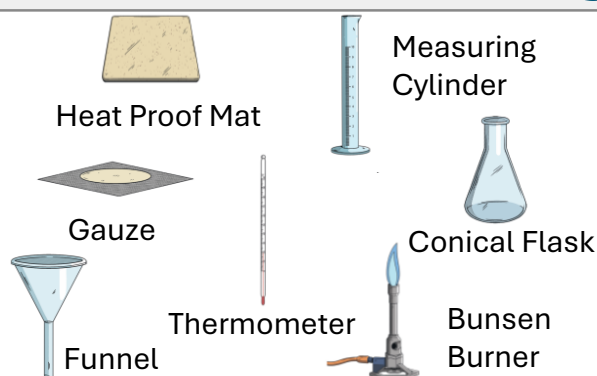
- ✓ Results from experiments are shared with other scientists so they can evaluate the findings themselves.

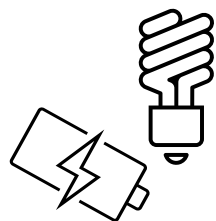


What is STEM learning?

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

Common Scientific Equipment





Science - Term 1

Energy Transfers



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

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

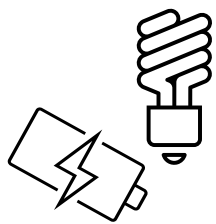


Independent Learning Tasks

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



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



Science - Term 1

Energy Transfers



Key Concepts



Energy Stores



Kinetic energy store

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

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

Gravitational potential energy store

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



Thermal energy

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

Elastic potential energy

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



Chemical energy

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

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

Energy Transfers



Energy can be transferred by:

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

Energy Efficiency



How good a device is at transferring energy input to useful energy output is called **efficiency**.

The more efficient a device is, the less energy it will waste.

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

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

Energy costs



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

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

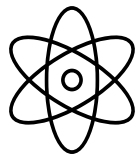
$$\text{Energy transferred} = \text{power} \times \text{time}$$

However energy companies use a different unit called kilowatt hours (kWh).

Appliances are usually used for long periods of time so very large amounts of energy are transferred. 1 kWh is the amount of energy transferred to a 1kW appliance in 1 hour.

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

$$\text{Total cost} = \text{kW used} \times \text{cost per kW}$$



Substances & Particles

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

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

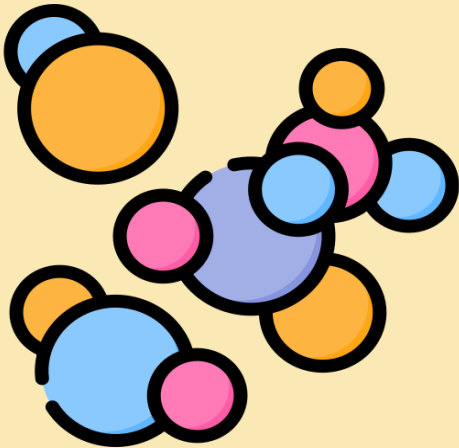


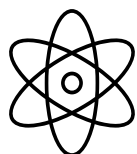
Independent Learning Tasks

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



- Draw the particle model for the three states of matter (solids, liquids and gases)
 - Compare the arrangement of the particles in solids, liquids and gases.
 - Compare the movement of particles in solids, liquids and gases.
 - Which states are the most dense and why?
 - What is a change in state and why does it happen?
 - Describe the following processes:
 - Freezing
 - Melting
 - Condensing
 - Evaporating or boiling
 - Sublimation



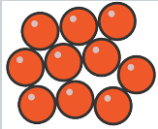
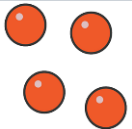


Substances & Particles

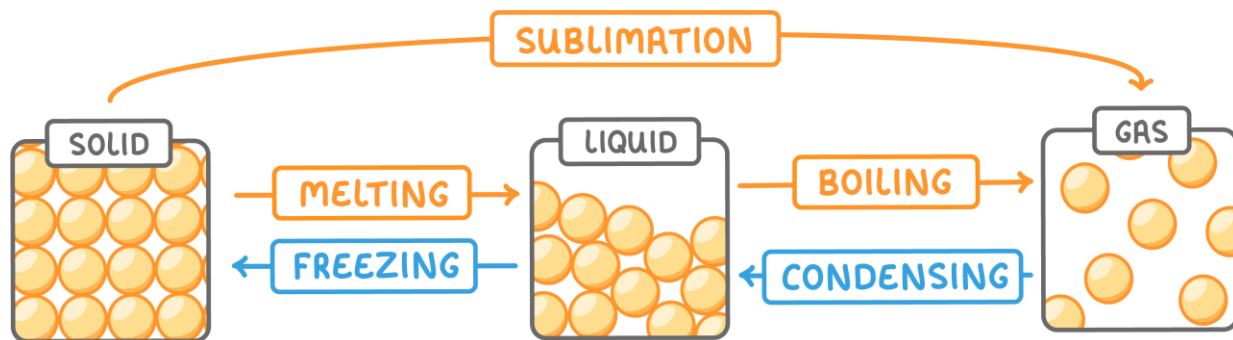
Key Concepts



The Particle Model

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

Changes in State



Substances can change state; from a solid to a liquid (**melting**) liquid to a gas (**evaporating**) gas to liquid (**condensing**) and liquid to solid (**freezing**).

Sublimation is when a substance changes from a solid directly to a gas.

The arrangement of particles changes when the substance changes state.

Diffusion

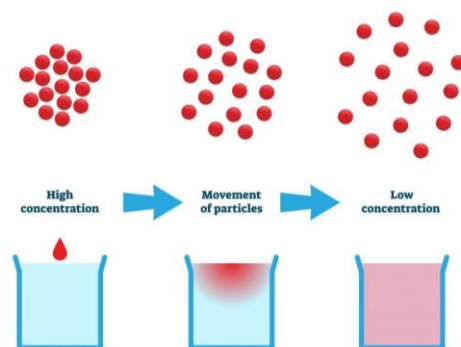


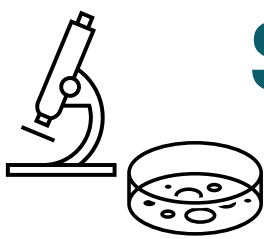
Diffusion is the movement of a substance from an area of high concentration to an area of lower concentration.

Diffusion occurs in liquids and gases when their particles collide randomly and spread out.

Diffusion occurs in gases like air and liquids like water because their particles can move around and collide with each other randomly.

For example, if you mix two drinks, the liquids diffuse into each other. Blackcurrant squash has a high concentration level. When the squash is mixed with water, it becomes less concentrated and is diluted.





Science - Term 1

Cells



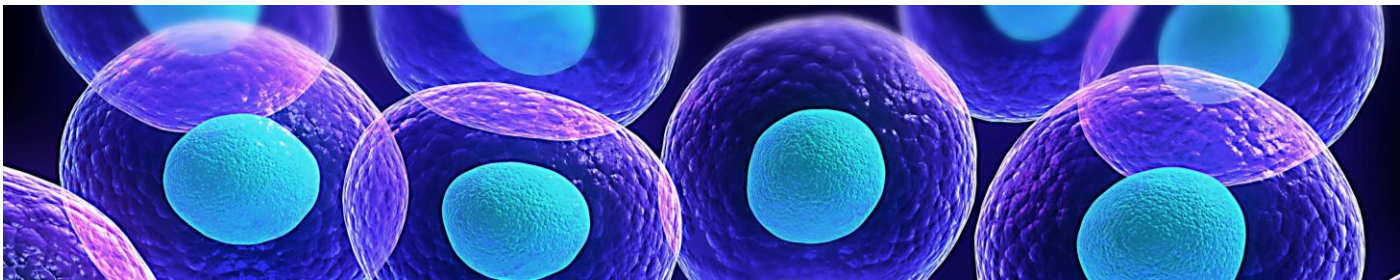
This builds on:	Why this topic:	This links to:
Key Stage 2 ✓ What is a living thing? ✓ Name the 7 processes that all living things do: ✓ MRS GREN	Cells is part of the big scientific idea that cells are alive . You will learn about the structure of animal and plant cells and the importance of all the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

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

Independent Learning Tasks

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

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





Science - Term 1

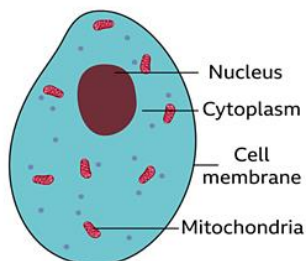


Cells

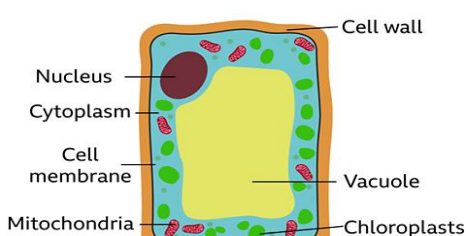
Key Concepts

Structure of Animal and Plant Cells

Animal Cell

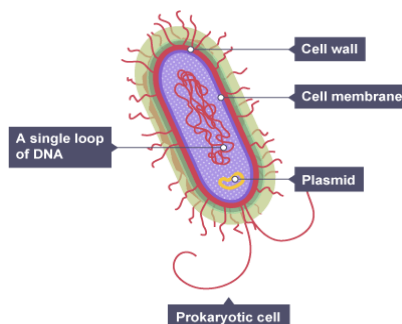


Plant Cell



Bacteria Cells

Bacteria Cells



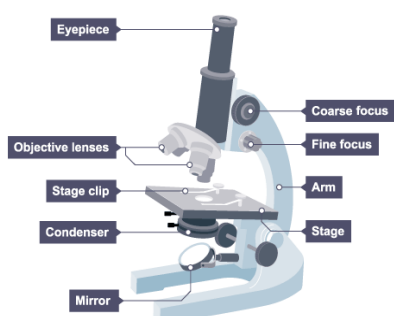
Specialised Cells

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

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

Microscopes

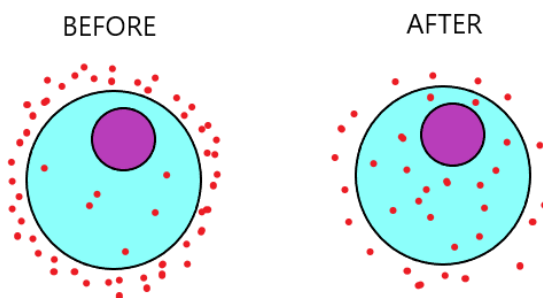
Parts of a microscope



How to use a microscope

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

Diffusion in cells



The role of diffusion in cells

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

Science - Term 2

Contact Forces



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

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



Independent Learning Tasks

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



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

Science - Term 2



Contact Forces

Key Concepts



Forces

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

Reaction force - An object at rest on a surface experiences **reaction force**. For example, a book on a table

Tension - An object that is being stretched experiences a **tension** force. For example, a cable holding a ceiling lamp.

Friction - Two objects sliding past each other experience **friction** forces. For example, a box sliding down a slope.

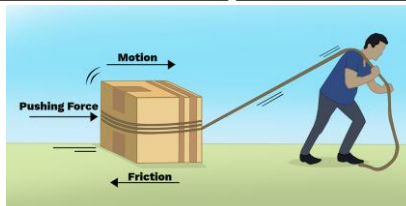
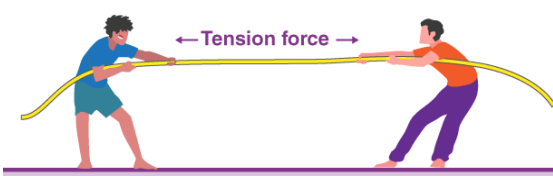
Air resistance - An object moving through the air experiences **air resistance**. For example, a skydiver falling through the air.

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

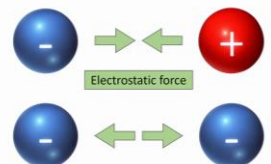
Magnetic force - A magnetic force is experienced by any **magnetic** material in a **magnetic field**.

Electrostatic force - An **electrostatic force** is experienced by any **charged particle** in an **electric field**.

Gravitational force - A gravitational force is experienced by any **mass** in a gravitational field.



Electrostatic force



Balanced and Unbalanced Forces:

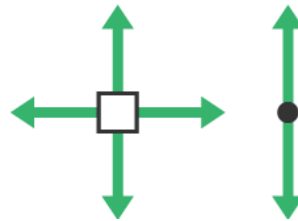
Balanced forces are where the effect of one force is cancelled out by another. In a tug of war, each team could be pulling with equal amounts of force on the rope, this is an example of balanced forces.



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

Force Diagrams:

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



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

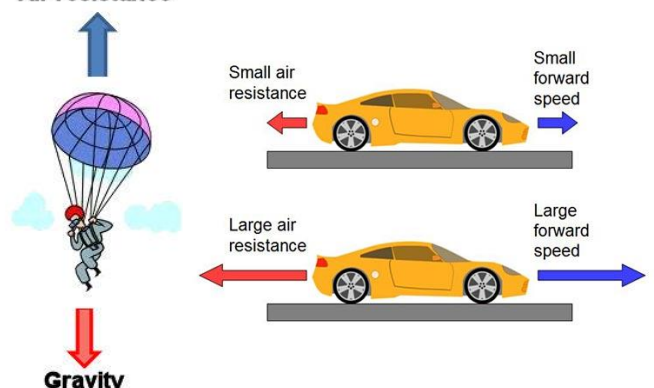
Friction and Drag (Air Resistance)

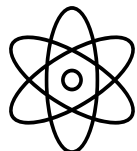


When an object is moving there are almost always forces that are acting against it., unless it is in a vacuum as is in space. These are frictional forces and act in the opposite direction to the movement of the object. Frictional forces make it more difficult for objects to move.

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

Air resistance





Separating Substances

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

Key Vocabulary	
State of matter: Whether a substance is a solid, liquid or gas	Solid: Substance that has tightly packed particles arranged in a regular structure
Liquid: Substance that has moving particles close together in a random arrangement	Gas: Substance that has fast moving particles that are spread apart
Particles: The small parts that make up solids, liquids and gases (drawn as circles)	Particle model: A model used to represent the particles that make up solids, liquids and gases
Properties: The characteristics of a substance (what it can do)	Filtration: Separating an insoluble solid from a liquid
Compressed: When a substance can be made smaller when squeezed	Evaporation/Crystallisation: Allowing a liquid to turn to a gas to leave a soluble solid behind, often crystals.
Volume: The amount of space a substance takes up	Chromatography: Separating substances based on how well they dissolve in a solvent.
Freeze: When a substance turns from a liquid to a solid	Melt: When a substance turns from a solid to a liquid
Evaporate: When a substance turns from a liquid to a gas	Condense: When a substance turns from a gas to a liquid
Sublimation: When a substance turns from a solid straight into a gas	Distillation: Separating 2 liquid based on their boiling points. The liquid with the lowest boiling point will boil first and then condense in the condensing tube

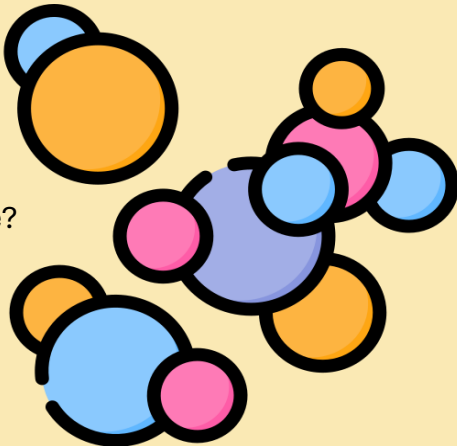


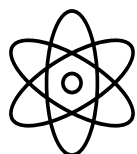
Independent Learning Tasks



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

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





Separating Substances

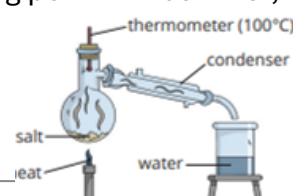
Key Concepts



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

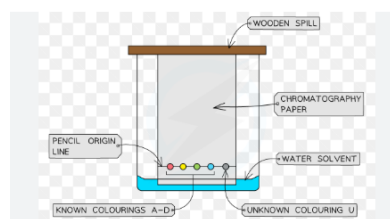
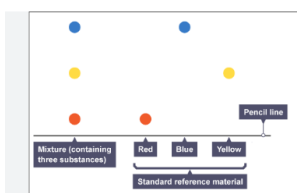
Distillation

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



Chromatography

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



Evaporation and Crystallisation

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

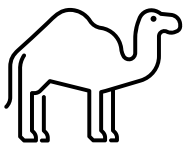


Filtration



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





Science - Term 2

Interdependence



This builds on:	Why this topic:	This links to:
Key Stage 2 ✓ Identify how living things are adapted to their habitats ✓ How animals & plants depend on each other ✓ Simple food chains	Understanding how living things depend on each other helps us explain how ecosystems work and why habitats are important. By learning about food chains and environmental change, you can understand how human actions affect wildlife and biodiversity. This knowledge helps us make informed decisions about protecting the natural world.	Key Stage 4 

Key Vocabulary	
Habitat: A home environment for plants and animals or other organisms.	Pyramid of numbers: The number of organisms in each trophic level is counted and presented in a pyramid of numbers.
Environment: The surroundings or conditions in which a person, animal, or plant lives.	Pyramid of biomass: The mass - in grams or kilograms - of the population of the trophic levels in a food chain.
Food chain: Part of a food web, starting with a producer, ending with a top predator	Biodiversity: A measure of how many different species live in an ecosystem.
Food web: Shows how food chains in an ecosystem are linked	Ecosystem: The living things in a given area and their non-living environment.
Producer: Green plant or algae that makes its own food using sunlight.	Population: Group of the same species living in an area.
Consumer: Animal that eats other animals or plants	Adaptation: Features of living organisms that help them survive.
Decomposer: Organism that breaks down dead plant/animal material so nutrients can be recycled back to the soil/ water.	

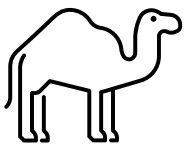
Independent Learning Tasks

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

1. Define the key word 'habitat'.
2. Name two abiotic (non-living) and two biotic (living) factors that can affect a habitat.
3. Describe two adaptations of a polar bear.
4. What do the arrows in a food chain represent?
5. What is an endangered species? Give some examples of human activity that has caused organisms to become endangered.
6. Give two factors that increases biodiversity.
7. Global warming has lead to the loss of habitats. Give three examples of the effects of global warming that have caused this.







Science - Term 2

Interdependence



Key Concepts

Habitats



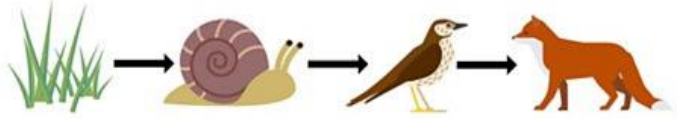
Organisms live in a specific habitat. There are non-living (abiotic) and living (biotic) factors that can affect the habitats.



Food chains & Food webs

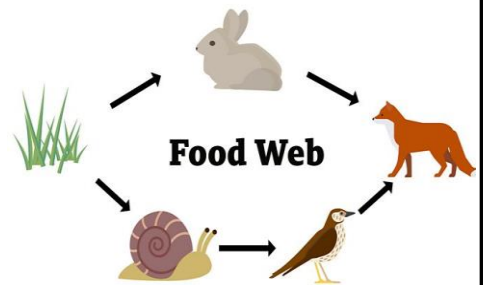


flow of energy from one living thing to another is shown in the arrows in a **food chain**.



Plants are at the beginning of most food chains. They are called **producers** because they make their own food. Any animal which eats a producer is called a **primary consumer**. All primary consumers are **herbivores** because they only eat plants.

Secondary consumers eat primary consumers. All secondary consumers are **predators** because they kill and eat other animals.



Adaptations



Adaptations allow animals to live in their habitats. Each organism has specific adaptations to be able to live in that habitat.

Organisms that live in warm habitats are adapted to reduce the amount of water they lose and store as much water possible.

Organisms that live in cold habitats are adapted to keep themselves as warm as possible.

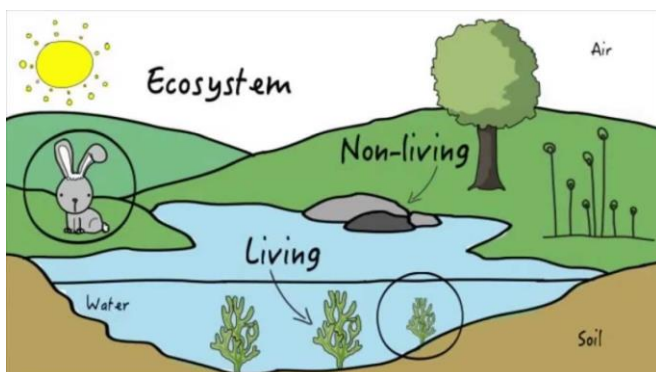
Adaptations



Ecosystems



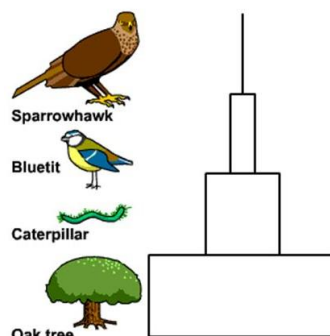
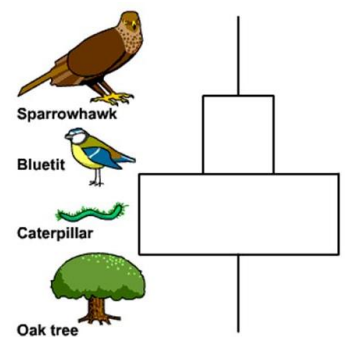
An ecosystem is a geographic area where plants, animals, and other organisms, as well as weather and landscape, work together to form a bubble of life. Ecosystems contain biotic or living parts, as well as abiotic factors, or non-living parts. Biotic factors include plants, animals, and other organisms,



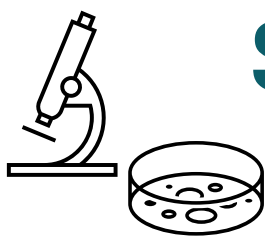
Pyramids of Numbers & Biomass



A pyramid of numbers is a diagram that shows the number of individual organisms at each level in a food chain.



A pyramid of biomass is a diagram that represents the total amount of living mass at each level in a food chain.



Science - Term 2

Reproduction



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

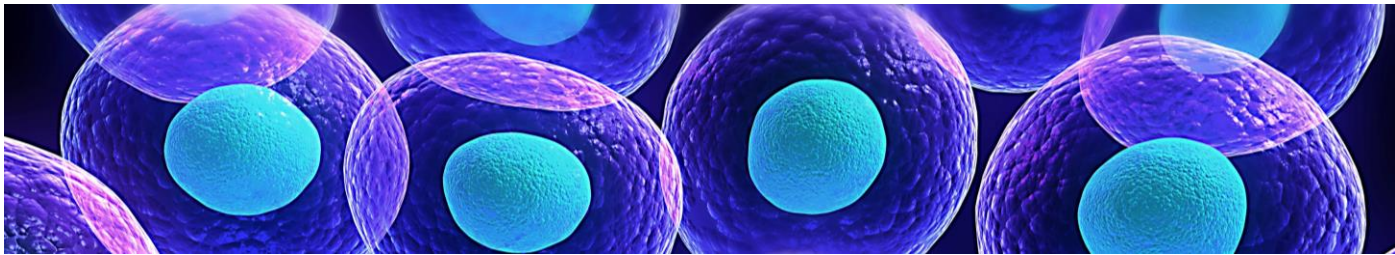
Key Vocabulary	
Biological sex: whether a person is male or female based on their reproductive organs and their sex chromosomes	Puberty: A period when changes occur in males and females to allow them to become sexually mature
Gamete: A sex cell	Hormone: A chemical messenger that travels around the body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

Independent Learning Tasks

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

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





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:



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

Science - Term 3

Electric Circuits



Key Concepts

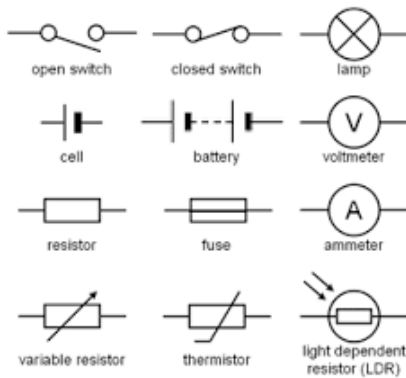


Electric Circuits

Circuit Diagrams:

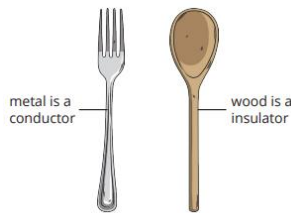
Circuit diagrams are used to show how electrical **components** are connected in a **circuit**.

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:

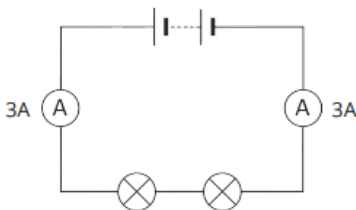
- Resistance (R) is a measure of how difficult it is for current to flow. Resistance is measured in units called ohms (Ω).
- The amount of **current** flowing in a circuit is affected by the resistance of that circuit.
- Each component in a circuit has a resistance.
- Resistance can be calculated using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

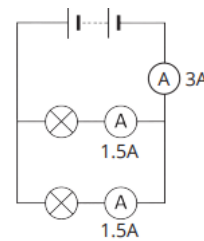
When we connect **components** in series they are all in the same loop one after another. The components are connected end-to-end with the last wire completing the circuit to form the single loop, meaning there is only one path for the **current** to flow. The current is the same everywhere in a series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

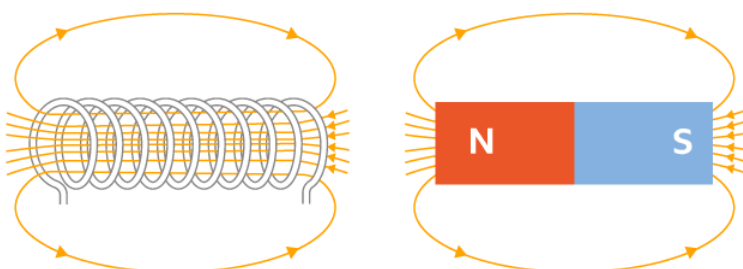
The current is split between multiple branches in a parallel circuit.

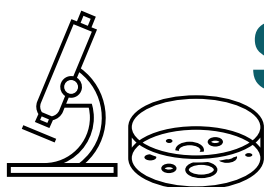


Electromagnets



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.





Science - Term 3

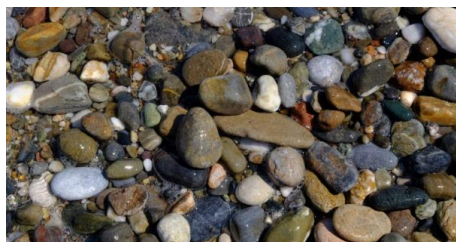
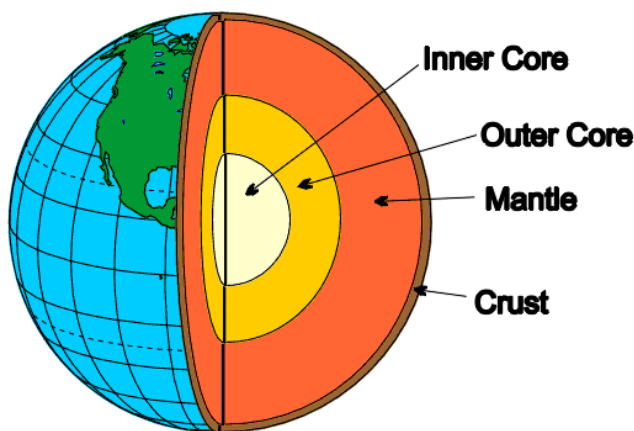
Earth Cycles



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 rain, 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.





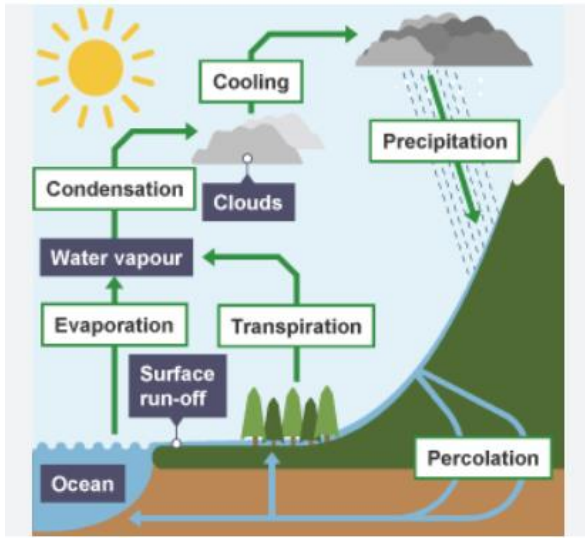
Science - Term 3



Earth Cycles

Key Concepts

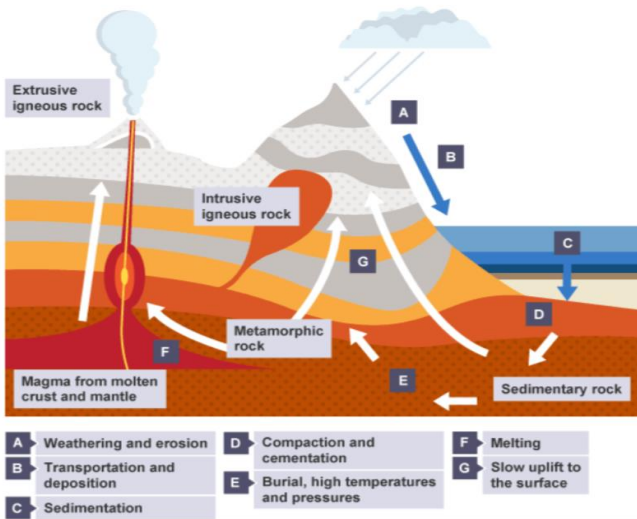
The Water Cycle



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.



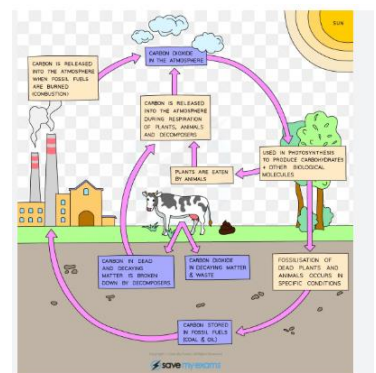
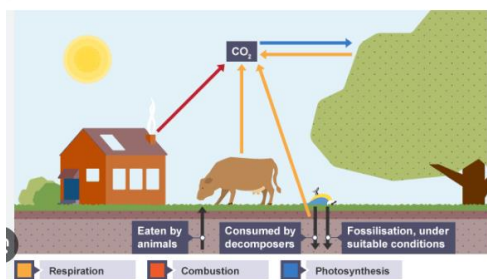
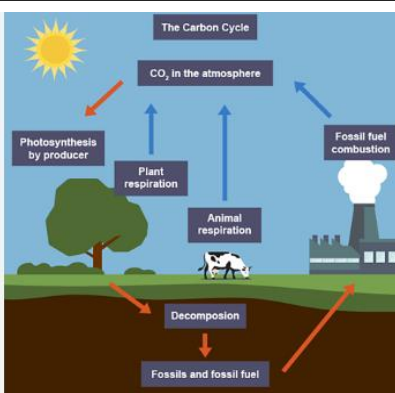
The Rock Cycle



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

Movement & Speed



This builds on:	Why this topic:	This links to:
Key Stage 2 - What are muscles? - How do muscles work? - How the body moves? - Identify the effects of Water Resistance and Friction	Movement and Speed is an important topic as it covers a wide range of key scientific aspects. It helps to understand how the body works and allows movement. Being able to calculate Speed, Distance and Time helps to understand how Forces impact their motion and direction.	Key Stage 4 

Key Vocabulary	
Skeleton: a framework of bones and connective tissues that provide structure, protection and enable movement in the body.	Balanced Force: when the forces acting on an object are equal. This causes an object to be stationary or move at a constant speed.
Joints: a connection between two or more bones in the skeleton that allow movement through muscular contractions.	Unbalanced Force: when the forces acting on an object are not equal. This causes the object to either accelerate or decelerate.
Skeletal Muscle: contracts to make parts of the body move	Streamlining: When an object is designed to reduce the resistance of air or water
Cardiac Muscle: involuntary muscle only found in the heart, responsible for pumping blood around the body.	Friction: This occurs when two objects move past each other. Friction slows objects down.
Smooth Muscle: involuntary muscle found in organs such as the stomach, small intestine and blood vessels. Contract to move substances through the organ.	Speed: the rate at which an object moves.
Antagonistic Muscles: a pair of muscles working together. When one contracts, the other relaxes. This causes the joint to be pulled causing movement.	Distance: the total length of the path travelled by an object, regardless of its direction.
Contact Force: Contact forces that act on objects that are physically touching.	Time: the measurement of how long it takes for an object to cover a specific distance in relation to its speed.
Non-Contact Force: Non-contact forces that act between objects without them physically touching.	Distance-Time Graph: a graphical representation of a journey which plots the distance covered against the time taken.



Independent Learning Tasks



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

- State the 3 equations used to calculate, Speed, Distance and Time?
- What are the 3 main types of muscle and how are they different from each other?
- Describe the following terms and give an example for each one:
 - Friction
 - Air Resistance:
 - Streamlining:
- Desing a vehicle to reduce the force of air resistance, draw a diagram and label its key features?
- What is a Distance-Time Graph and how can you use them to calculate the Speed or an object?
- Research Antagonistic Muscles and give x5 examples from the human body?
- Research the different types of Joints in the human body, pick x3 and produce a mind map with key information about each.

Science - Term 3

Movement & Speed

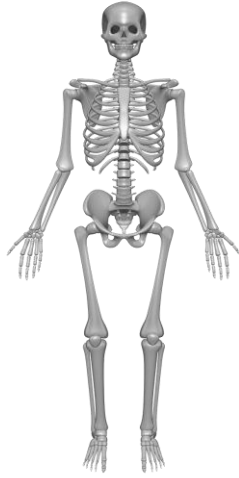


Key Concepts

Skeleton:



Your skeleton is a framework of **bones** and **connective tissues** that provide structure, protection and enable movement in the body. The average human skeleton typically has 206 bones, whereas infants have approximately 270 bones. Skeletal muscles that attach to bones allow the bones to move.



Joints:



A joint is a place where two or more bones meet and is also called an articulation.

The body has a wide range of joints that allow movement, but the main joints are the **Synovial Joints**.

The 4 main **Synovial Joints**:

Hinge: these can be found in the elbow, knee and ankle. Hinge joints are like the hinges on a door and allow you to move the elbow and knee in only one direction.

Ball & Socket: these types of joint can be found at the shoulder and hip and allow movement in almost every direction.

Pivot: this joint can be found in the neck between the top two vertebrae. It allows only rotational movement such as moving your head from side to side as if you were saying 'no'.

Condyloid: this type of joint is found at the wrist. It allows you to flex and extend the joint and move it from side to side.

Types of Muscle:



Skeletal Muscle:

The only type of muscle that we consciously control. They contract to move parts of the body.



Cardiac Muscle:

Involuntary muscle found in the heart; it is responsible for pumping blood around the body.



Smooth Muscle:

Involuntary muscle that contract to move substances through the organs



Speed, Distance & Time



Speed, Distance and Time are three different scientific ideas that are closely linked together. There is a scientific equation that enables you to calculate either the Speed of an object, the Distance that it has covered or the Time it has taken by using this simple Equation:

$$\text{Speed} = \text{Distance} \div \text{Time}$$

Speed



$$S = \frac{D}{T}$$

Distance



$$D = S \times T$$

Time



$$T = \frac{D}{S}$$

You can rearrange this equation to calculate either Distance and Time too.

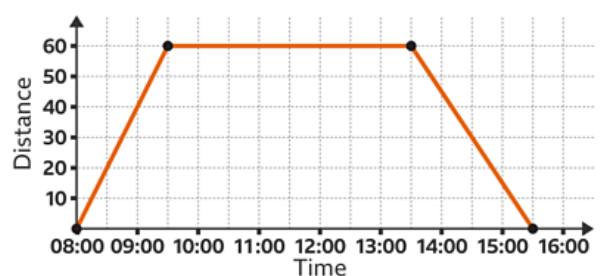
Distance – Time Graphs

A distance-time graph, sometimes referred to as a travel graph, is a way of representing a journey.

It is a graphical representation of the different sections of a journey that shows the distance travelled by an object in relation to the time take to travel a specific distance.

A horizontal line represents no movement (stationary)

A diagonal line represents movement either away from the start position or returning to the original position





Geography – Term 1



About the UK

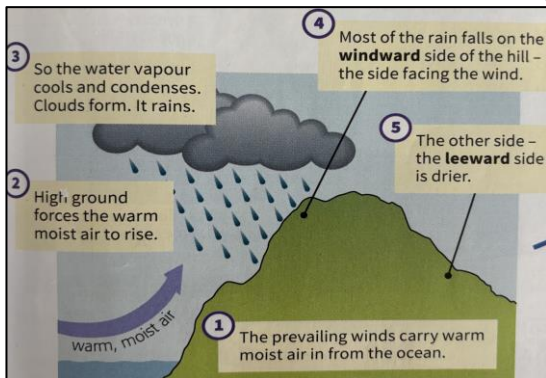
This builds on:	Why this topic:	This links to:
✓ This builds on understanding of work on the British Isles and The Romans at KS2 and the ability to analyse information from text and graphs.	Is the UK an island on its own or are we connected to the rest of the world in different ways. This topic focus' on the UK's physical geography, weather, economy and how migration has shaped our nations and culture.	✓ This links to your future learning on population at KS3. It also allows you to look at coastal environments and the UK economy which is covered at KS4.

Key Vocabulary



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

Key Retrieval Relief Rainfall



Key facts

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

Cultural Capital



1. Immigration

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

2. The British Isles

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

3. Population

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

4. Globalisation

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

Home Learning Tasks:

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



Geography – Term 1



About the UK

UK Physical Geography

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

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





Geography – Term 2



Our local area, Maps and Mapping

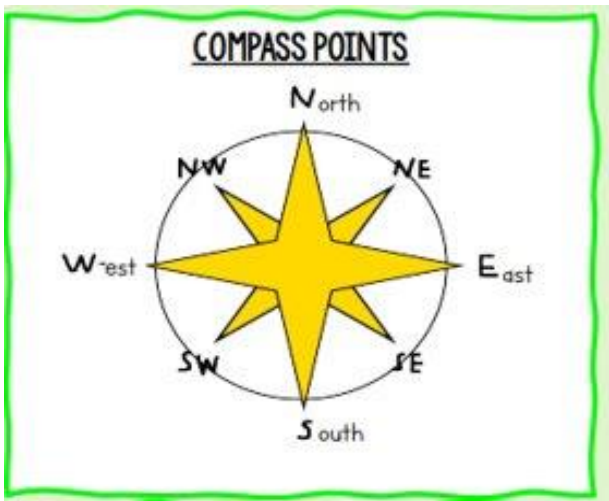
This builds on:	Why this topic:	This links to:
✓ This builds on understanding of work on the UK and KS2 on how to read and understand ordnance survey maps. We also study in detail the area around Newsome	Mapping is one of the foundations of Geography. To understand the world around us. We can establish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

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

Key retrieval



Compass points



Cultural Capital



1.Visit to Newsome

Opportunity to visit the local area and conduct field work

2. Geographical enquiry

We will create and analyse data on the local area to create conclusions on how it can be improved and evaluate our study

3. Map Work

Understanding different places and people, developing awareness and practical skills for navigating the world

Home Learning Tasks



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



Geography - Term 2



Our local area, Maps and Mapping

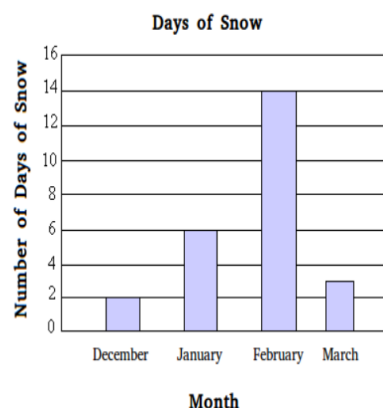
Key retrieval



How to construct a bar graph

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

Bar Graph

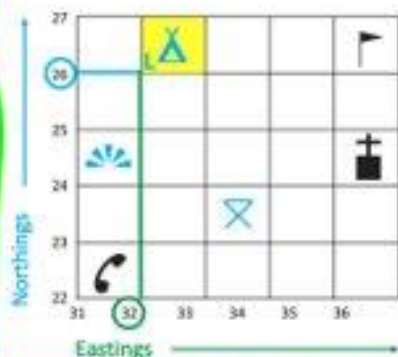


Key Concept – 4 Figure References



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

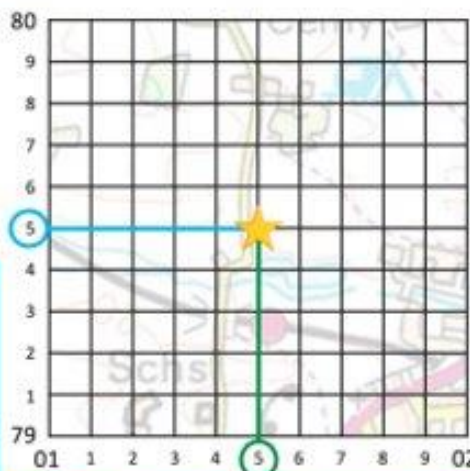
We can use six-figure grid references to find an exact location within a grid square, so they are much more accurate. The grid square is divided into tenths.

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





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

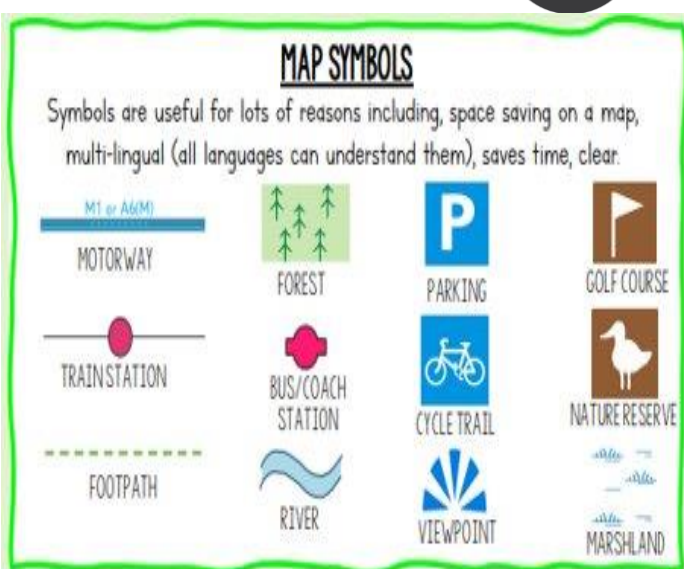
Spot Heights: An exact point on a map with its height

Population distribution: How people in a country are spread around

Key retrieval



Map Symbols



Cultural Capital

1. Map Work

Understanding different places and people, 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.



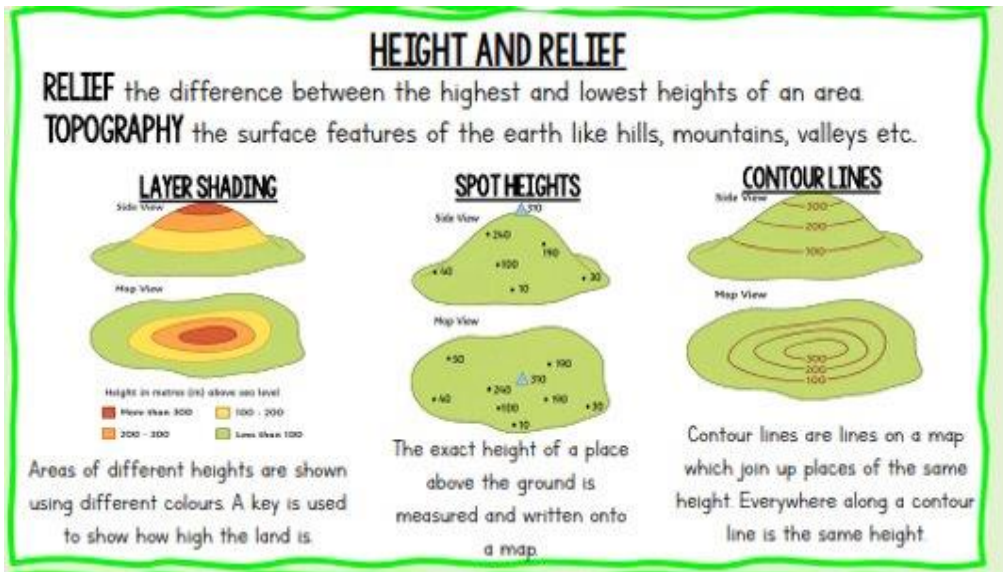
Geography – Term 3

Maps, Mapping and China

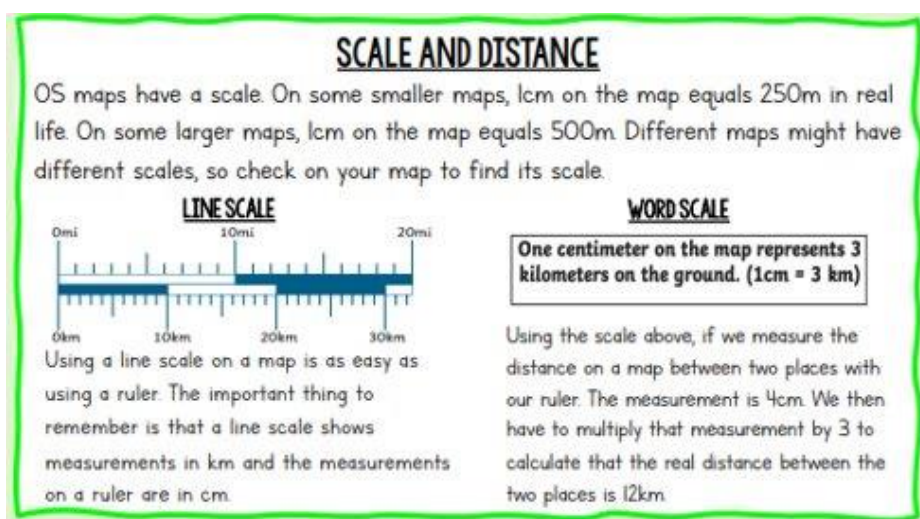
Key retrieval



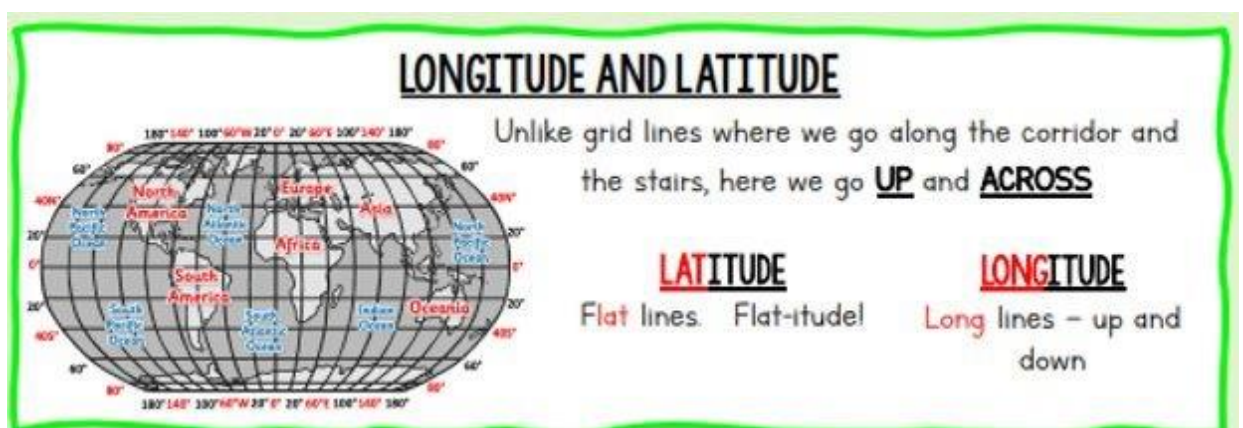
Key Concept – Height and Relief

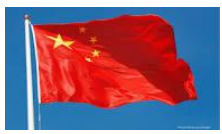


Key Concept – Scale and Distance



Key Concept – Longitude and Latitude





Geography – Term 3

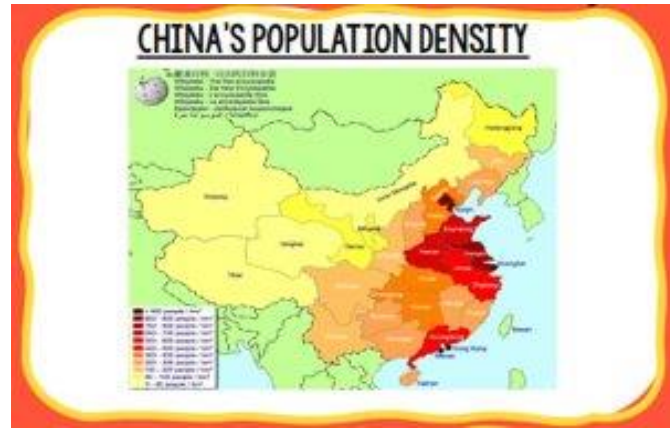


Maps, Mapping and China

Key retrieval



Key Concept - China



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

- 12 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





About the UK

P.E.E.L. Paragraphs

Structuring answers



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

P – Make your Point

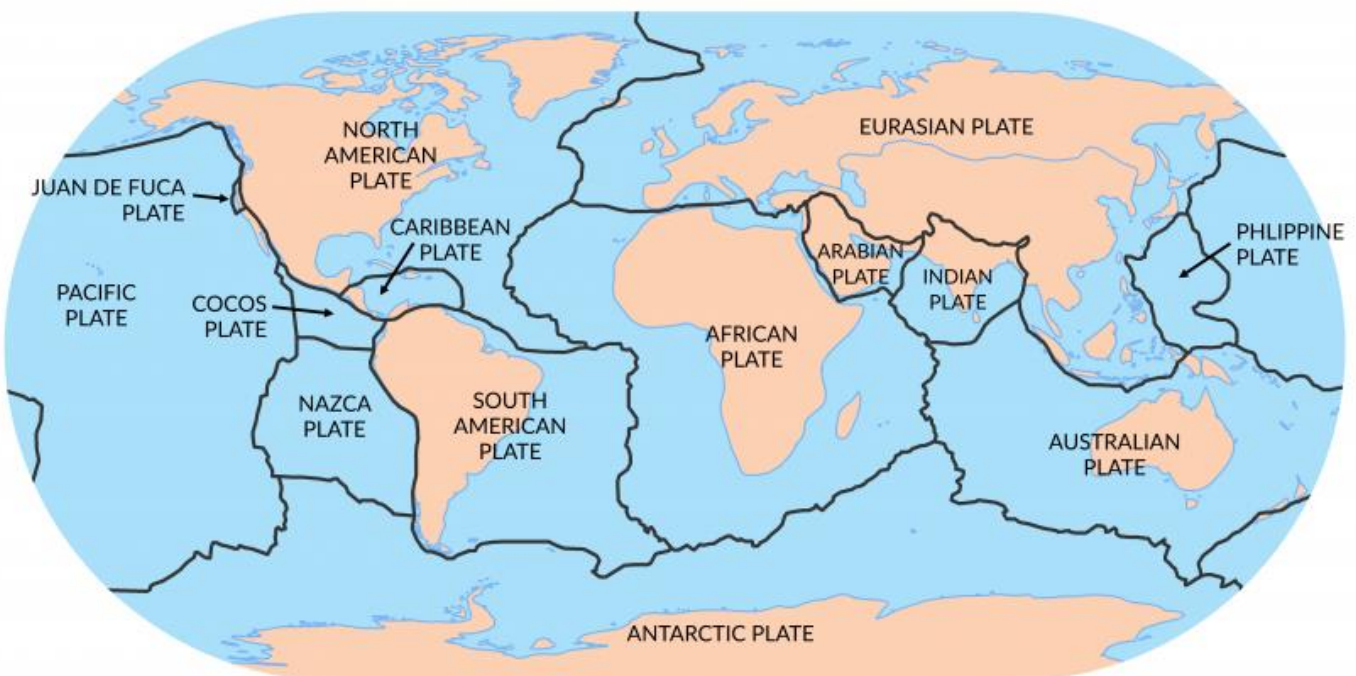
E – Add your Evidence (facts and figures)

E – Explain why using link words

L – Link it back to the original question

For example – Where do most people live in the UK?

Most of the UK's population live in the southeast of England. Around 19 million live here, which is almost a third of the UK's total population. This is because it has lots of flat land, which is ideal to build on, and it also has warmer temperatures than the rest of the UK which are useful for farming. Therefore, many people choose to live in this region as it offers a much improved lifestyle.



History – Term 1



How do historians discover the past?

This builds on:	Why this topic:	This links to:
✓ This builds on understanding from KS2 which looks at ancient history and using artefacts to discover the past.	Why this topic? In this topic we look at how history can change over time. We combat misconceptions and develop analytical skills based on different historians' interpretations and how that helps create our own interpretations.	✓ This links to future topics such as The Norman Conquest and allows you to understand key areas of history for KS4, such as interpretations.

Key Vocabulary	
Historian: Someone who writes about or studies history.	History: A study of the past including people and events.
Interpretation: A viewpoint of the past/an event.	Archaeology: The study of human history from digging up objects and other remains.
Primary Source: A document or object created during the time period of study.	Invasion: The act of entering a place in an attempt to take control of it,
Chronology: Arranging events or dates in the order they took place	Dark Ages: Period of time from around 400AD – 1000AD.
Judgement: To make a decision carefully, after studying all evidence available.	Isotope Analysis: The use of bones to discover more about the person. This might include what they last ate, how their diet was.



Key Retrieval

Time Periods we will look at:

- 1) Roman Empire in Pompeii – Around 79AD
- 2) Roman Empire in Britain – Around 43AD
- 3) Dark Ages – Around 400 CE to 1000 CE – this includes the Anglo-Saxons and the Vikings.
- 4) Tudors – 1485 – 1603
- 5) Stuarts – 1603 – 1714

All of these time periods will be looked at when we analyse historians in this unit.



How do Historians discover the past?

Isotope Analysis: This is used by looking at the isotopes in bones. From this we can learn about that person's diet, what they ate last and what types of food they liked.

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

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

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

Home Learning Tasks:

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



History – Term 1

Norman Conquest

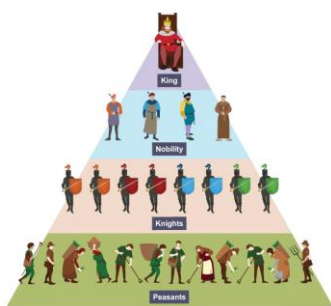
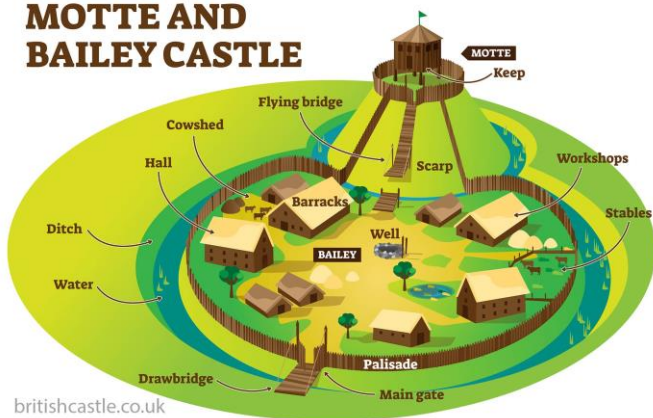


This builds on:	Why this topic:	This links to:
✓ This builds on the previous learning of life in England before 1066. It will also develop previous skills such as source and interpretation analysis.	This focuses on William the Conqueror's invasion of England. We will investigate how William changed England's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

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

Key Retrieval Castles

MOTTE AND BAILEY CASTLE



How did William keep control of England?

- The Feudal System:** This ensured William seized control of all land in England and all nobles had to swear an oath of loyalty to William. If they broke this, their land would be removed. Peasants and Lords were forced to pay taxes.
- Harrying of the North:** When Northern Lords rebelled against William's Norman Lords, it led to the massacre of northern people. William killed thousands of people and put salt into the earth – this meant that no food could grow there and many more died from starvation.
- Domesday Book:** This shown William exactly what everyone owned in England. He could now ensure tax was paid properly and everyone was paying what they should.



Home Learning Tasks:

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





History – Term 1



Our historians



SCAN ME

Mary Beard

One of the leading historians in Roman History.



SCAN ME

David Olusoga

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



SCAN ME

Max Adams

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



SCAN ME

Cat Jarman

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



SCAN ME

Marc Morris

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



SCAN ME

Malcolm Gaskill

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

History – Term 1



How do historians discover the past?

Structuring Answers

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

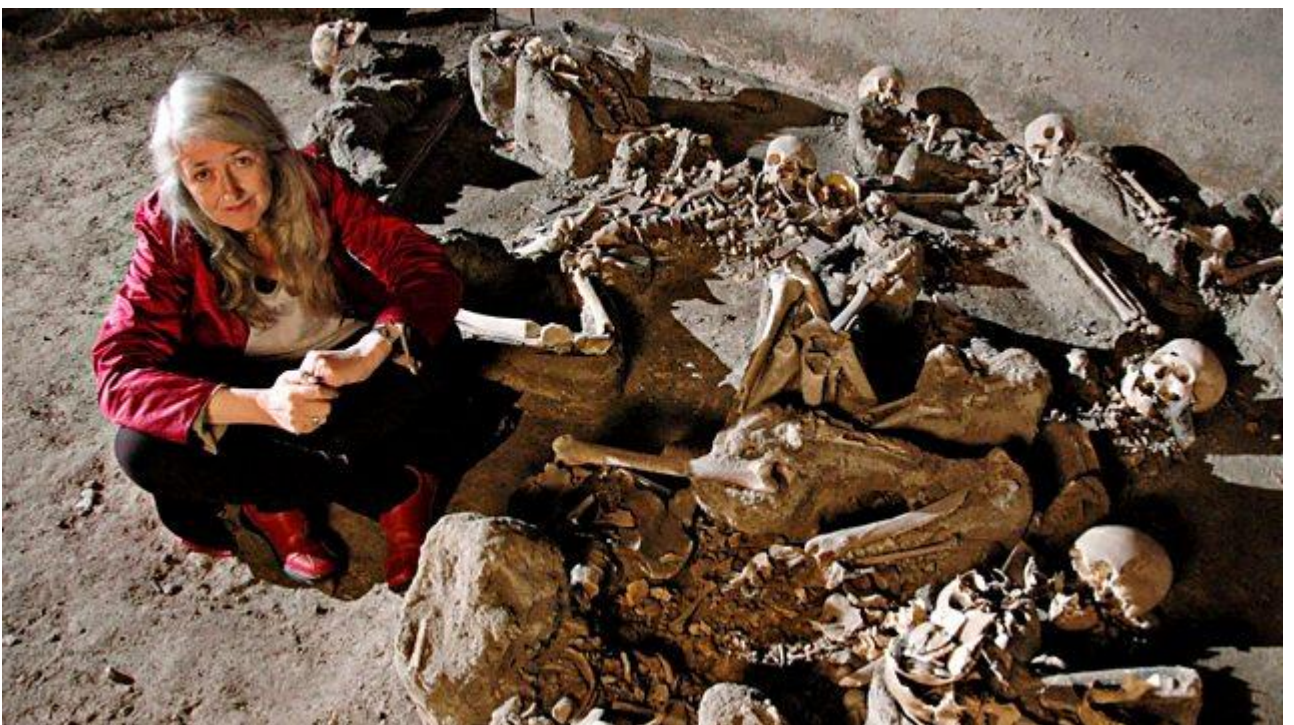
- P** – **Make your Point**
- E** – **Add your Evidence** (facts and figures)
- E** – **Explain** why using link words
- L** – **Link** it back to the original question



For example – How does Mary Beard discover the past?

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

Mary Beard and the Skeleton Room



History – Term 2



How did Medieval power change over time?

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

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



How did power for the Monarchy increase?

Conquest of Edward I:

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

Hundred Years War:

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



Challenges to the Monarch:



Thomas Becket (1170):

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

Signing of the Magna Carta (1215):

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

Peasants Revolt (1381):

The peasants were angry after high taxation and nearly overthrew the young King Richard II.

Home Learning Tasks:

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



History – Term 3



Was Europe the centre of the medieval world?

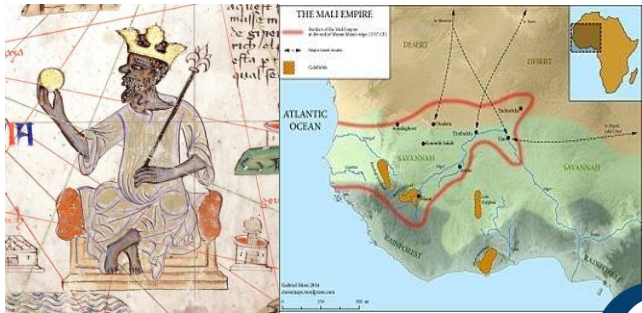
This builds on:	Why this topic:	This links to:
✓ This builds on understanding of key concepts such as invasion, empire and power.	Why this topic? In this topic we look at what Medieval power was like around the world. We consider how European countries interacted with the rest of the world and challenge 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?

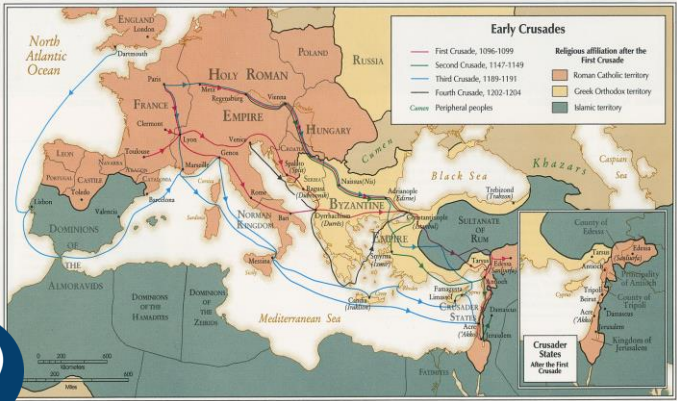


Mansa Musa was the leader of the Mali Empire from 1312 – 1337. His increase in the army led to him conquering 24 cities in West Africa and expanding the power of the Mali Empire. As a result, he became the richest man who has ever lived thanks to his trade routes and gold mines. He once gave so much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



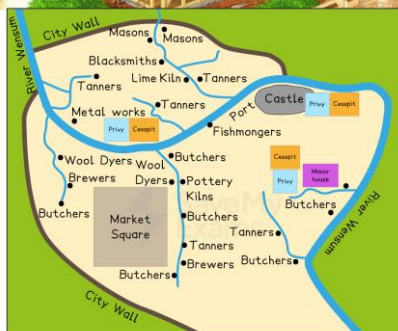
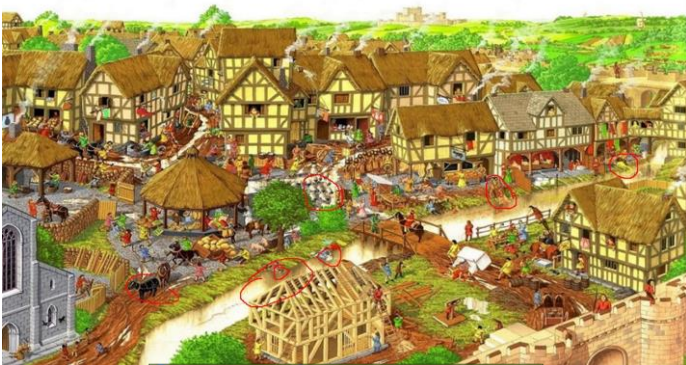
Home Learning Tasks:

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.



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.

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.

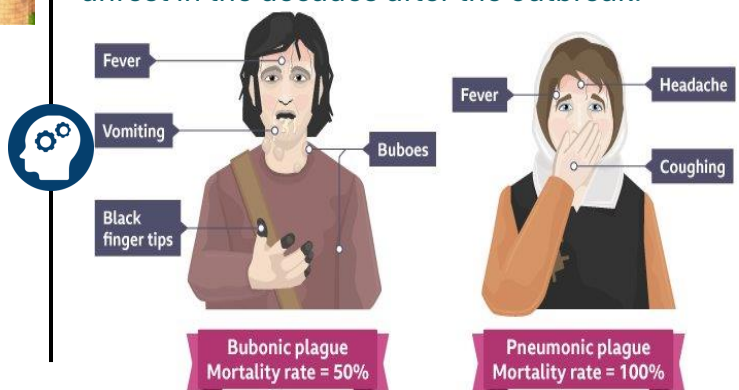


Key:

- Land outside of the town walls
- Rivers and Streams

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.

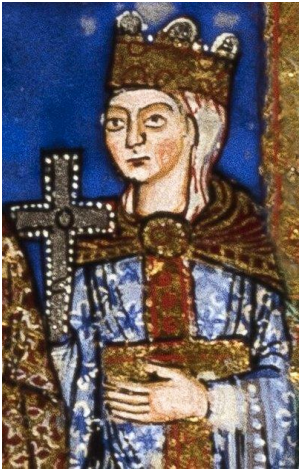


1. Create your own NHS information leaflet on the Black Death. Include how to avoid it, how they would try and treat it and the consequences of getting it.
2. Create a time travellers guide to Medieval London. What will you see, hear, smell, taste.
3. For more activities, see the homework sheet given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



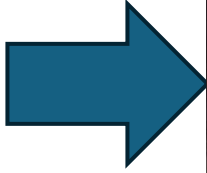
History

Our monarchs



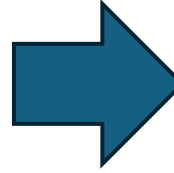
Empress Matilda:
The Queen who never was.
Civil war with her cousin Stephen.

Her Son



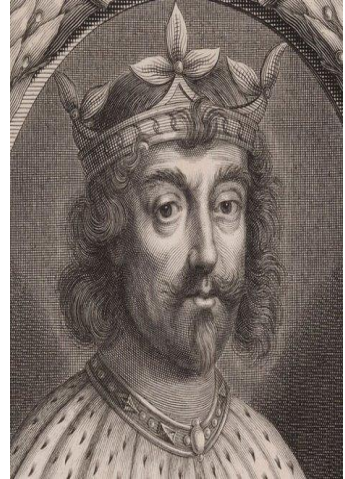
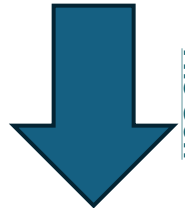
King Henry II
1154 – 1189
Conflict between Becket led to his murder.

His Son



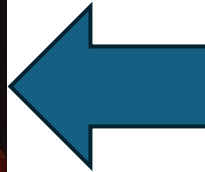
King John
1199 – 1216
Conflict with the Barons led to Magna Carta

His Son



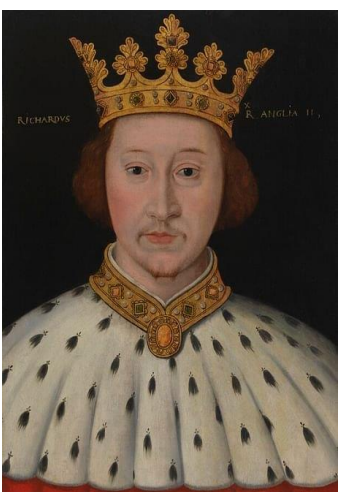
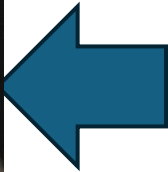
King Henry III
1216 – 1272
Conflict with the Barons led to the creation of Parliament

His Son

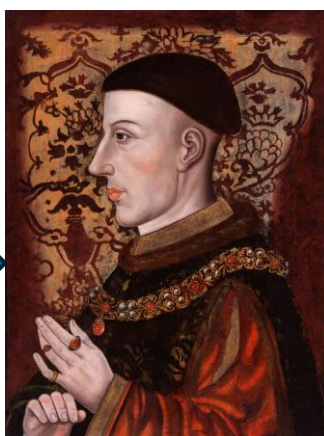
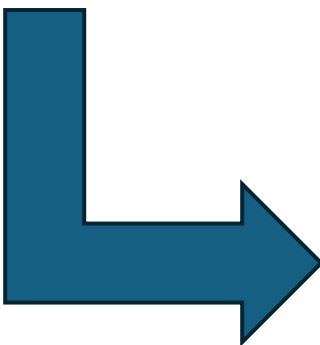


King Edward I
1272 – 1307
Conquered Wales and attempted to conquer Scotland.

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.

Religious Studies

What is Multi-faith Britain?



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

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



Key Retrieval

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

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

The Six World Religions practiced in Britain:

Christianity (2.2 billion followers worldwide)

Islam (1.6 billion followers worldwide)

Hinduism (1 billion followers worldwide)

Buddhism (376 million followers worldwide)

Sikhism (23 million followers worldwide)

Judaism (14 million followers worldwide)

Cultural Capital

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



Home Learning Tasks:

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

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



Religious Studies

Religious Festivals and Ceremonies



This builds on:	Why this topic:	This links to:
✓ This builds on RE knowledge from primary school and the six major world faiths.	Social cohesion: Festivals bring communities together, fostering social unity. Educational value: They serve as a medium to educate the younger generation about religious narratives and histories.	✓ This links to units religion and the good life and religion in the modern day. It also links to the themes and religion section of the KS4 curriculum.

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



Key Retrieval

Good Friday

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

Easter Sunday

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

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

Ramadan –

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

Wesak –

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



Cultural Capital

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



•Home learning Tasks

- Draw and explain a story board of the events of holy week and the crucifixion and resurrection of Jesus.
- Create your own paper lantern for Wesak
- Explain how you would feel fasting and what difficulties might you face?
- Explain how the ten commandments and Moses are connected
- Explain how people celebrate Yom Kippur



Religious Studies- Term 2

Religious Festivals and Ceremonies



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

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



Key Retrieval

Good Friday

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

Easter Sunday

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

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

Ramadan –

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

Wesak –

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



Cultural Capital

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



•Home learning Tasks

- Draw and explain a story board of the events of holy week and the crucifixion and resurrection of Jesus.
- Create your own paper lantern for wesak
- Explain how you would feel fasting and what difficulties might you face?
- Explain how the ten commandments and Moses are connected
- Explain how people celebrate Yom Kippur



Religious Studies

Social Justice and Influential people



This builds on:	Why this topic:	This links to:
✓ This builds the multi faith Britain unit British values.	Helps to understand influential people and how they had an impact on Religion and society. To help inspire younger generations to make a difference	✓ This links to units religion and the good life and religion in the modern day. It also links to the themes and religion section of the KS4 curriculum.

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 KS4 curriculum.

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 delivered the Israelites from Egyptian slavery and received the Ten Commandments from God.

Who was the Buddha?

The Buddha, known as Siddhartha Gautama, was a spiritual teacher and the founder of Buddhism, 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 Sikh Guru, renowned for his teachings on the oneness 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



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 was 11 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

Point
Explain
Point
Explain

5 marker

Point
Evidence
Explain
Point
Explain

12 marker

Point
Evidence
Explain
Link

Two arguments for

Two arguments against

Conclusion



WAGOLL

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

- Point – Christians believe Christmas is important as it celebrates the incarnation of Jesus.
- Explain – It is the Christian belief that God became a man in the person of Jesus, fully human and fully divine.
- Point – Christmas is seen as a time for generosity and for thinking about the needs of others.
- Explain -Churches run events to provide food and temporary shelter to people in need.

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

- Point – Holy week is important for Christians as it is a week to remember the suffering of Jesus before his crucifixion.
- Evidence – On Maundy Thursday Christians go to church on the evening to celebrate the last supper.
- Explain – They remember with sadness, the predictions that Jesus made about his death, that Judas would betray him for 30 silver coins.
- Point – Good Friday is the most solemn day of the year for Christians.
- Evidence – In many towns, groups of Christians will walk through streets following someone carrying a heavy wooden cross as Jesus did.
- Explain – This helps Christians remember what Jesus was forced to do.



SIX WORLD RELIGIONS (spellings vary)

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

Theist = Someone that believes in God

Atheist= Someone that doesn't believe in God

Agnostic = Someone that is not sure about the existence of God

Monotheist = Someone that believes in one God

Polytheist= Someone that believes in many gods

Timeline of religions (all dates approximate)

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

Year 7 French Term 1

C'est Moi



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

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

Key Retrieval

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

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

janvier	juillet
février	août
mars	septembre
avril	octobre
mai	novembre
juin	décembre
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday

Home learning:

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





Year 7 French Term 1



C'est Moi



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

aimer (to like) is a regular -er verb.

Key facts



avoir (to have)

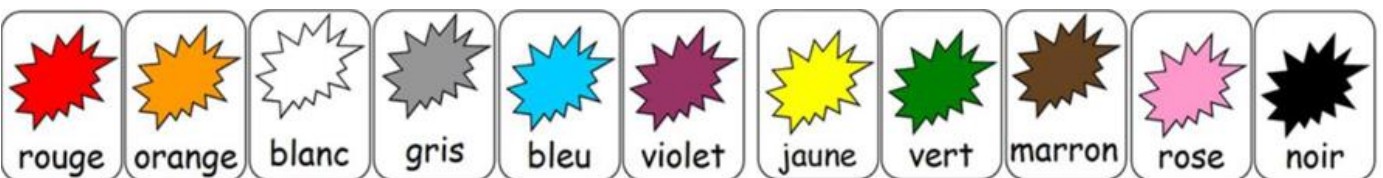
<i>j'</i> ai	I have
<i>tu</i> as	you have
<i>il/elle</i> a	he/she has
<i>J'</i> ai deux frères.	I have two brothers.
You also use avoir with age.	
<i>Quel âge</i> as-tu ?	How old are you?
<i>J'</i> ai onze ans.	I am 11 years old.

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

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

être (to be)

<i>je</i> suis	I am
<i>tu</i> es	you are
<i>il/elle</i> est	he/she is



Year 7 French Term 2

Au Collège



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

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

Key Retrieval



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



J'ai – I have
Tu as – you have
Il a – he has
Elle a – she has



Home learning:



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

Year 7 French Term 2

Au Collège



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

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

Key Retrieval



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



J'ai – I have

Tu as – you have

Il a – he has

Elle a – she has



Home learning:



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

Year 7 French Term 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 es sportif/sportive? Are you sporty?
Qu’est-ce que tu joues? What do you play?

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

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

jouer...

au foot (masculine)	à la pétanque (feminine)	aux 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](https://www.languageut.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 1

Digital Literacy



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

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

KEYBOARD SHORTCUTS FOR WINDOWS

PROGRAM KEY COMBINATIONS

 +  = CUT	 +  = SAVE
 +  = PASTE	 +  = PRINT
 +  = UNDO	 +  = BOLD
 +  = FIND	 +  = UNDERLINE
	 +  = ITALIC

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

For help with the Home Learning task, go to:
• <https://www.bbc.co.uk/bitesize/articles/zx8hvp4>

- Create a professionally formatted Microsoft Word document with an overview of Coraline (English) - explaining the key messages within the movie.





Computing Term 2

E-Safety

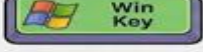
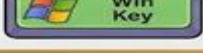
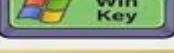


This builds on:	Why this topic:	This links to:
✓ The basic introductions and operations of a computer system and how they are used in society.	✓ E-Safety provides students with the essential knowledge and skills to navigate the online world safely, responsibly, and ethically, protecting themselves and their data.	✓ Future units of keeping data safe, digital footprint, and the ethical use of technology and AI.

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

KEYBOARD SHORTCUTS FOR WINDOWS

PROGRAM KEY COMBINATIONS

 + X = CUT	 + S = SAVE
 + V = PASTE	 + P = PRINT
 + Z = UNDO	 + B = BOLD
 + F = FIND	 + U = UNDERLINE
	 + I = ITALIC

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



Computing Term 3

Scratch

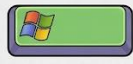


This builds on:	Why this topic:	This links to:
✓ Basic logical thinking and the use of technology to solve simple problems from term 1 & 2	✓ Programming allows students to move from being consumers of technology to creators, developing problem solving and logical skills.	✓ Future units on block based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

KEYBOARD SHORTCUTS FOR WINDOWS

PROGRAM KEY COMBINATIONS

 +  = SAVE	 +  = CUT	 +  = PRINT
 +  = PASTE	 +  = BOLD	 +  = UNDERLINE
 +  = UNDO	 +  = ITALIC	
 +  = FIND		

PURPLE HIGHLIGHTER



SHIFT



+



+



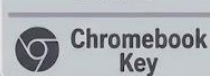
=

**TAKE
SCREENSHOT**



PC'S

Ctrl



+

SHIFT



+



=

**PARTIAL
SCREENSHOT**



Chromebooks

Debug Checklist



1. Read code aloud.
2. Test one part.
3. Look for red blocks.
4. Change one thing.

Steps to fix your game bugs.

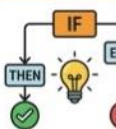
Key Coding Concepts

1. SEQUENCING



- Do tasks in order.**
- * Follow steps correctly.
 - * One thing after another.
 - * Must complete previous step.

2. SELECTION (IF STATEMENTS)



- Make decisions.**
- * Use conditions like 'if score > 10'.
 - * Choose one path.
 - * Add control flow.

3. ITERATION (LOOPS)



- Repeat tasks.**
- * Use 'FOR' or 'WHILE' loops.
 - * Automate repetitive actions.
 - * Loop until a condition is met.

4. VARIABLES & OPERATORS



- Store and process data.**
- * Create named containers.
 - * Hold and change values.
 - * Perform arithmetic & logic

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.

Home Learning Task



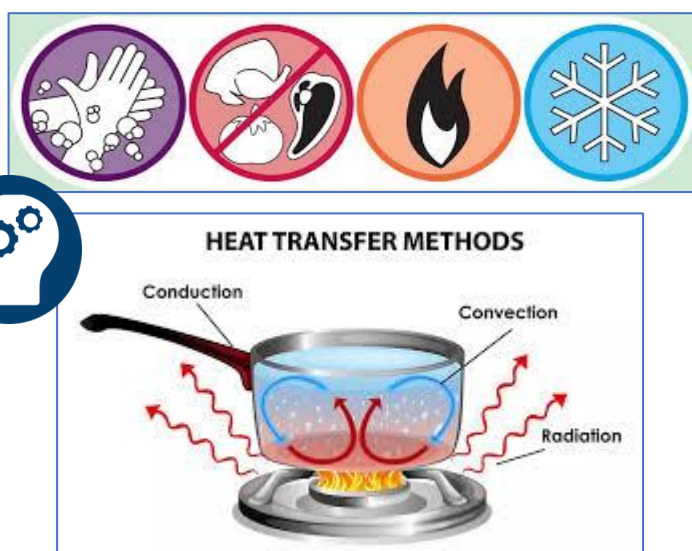


Food Technology – Rotation 1



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

Key Vocabulary	
Food Origin: Where the food originated in the world	Cross-contamination: Cross-contamination is the physical movement or transfer of harmful bacteria from one person, object or place to another.
Food provenance: Whether the food was grown, caught or reared	Food Groups: fruits and vegetables, starchy carbohydrates, dairy or alternatives, protein, and oils and spreads.
Reared – to breed, feed, and care for young animals from infancy until they are fully grown	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:

- <https://www.highspeedtraining.co.uk/hub/food-hygiene-quiz-for-kids/> Have a go at this Food Hygiene Quiz
- 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/>
- For a healthy sweet treat, have a go at cooking this really easy Fruity Muffins recipe: <https://www.foodafactoflife.org.uk/recipes/11-14-l2c/fruity-muffins/>





Food Technology – Rotation 1



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



Practical Recipe 1 – Fruit Salad

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

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

We will be chopping ingredients in lesson



Practical Recipe 2 – Pasta Salad

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

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

School will provide mayonnaise and salad cream

We will be chopping ingredients in lesson



Practical Recipe 3 – Chocolate Chip Cookies

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

School will provide vanilla essence and egg

If possible, please measure out ingredients at home

Independent Learning Tasks:



- Make your own variations of what we have made in Term 1 at home!
- Try using different ingredients in each recipe to see what wonderful delights you can make.
- Take some pictures and bring them in for our school displays.



Food Technology –

Rotation 2



This unit is your introduction to Graphics, which is the use of images, text, colours and shape used to communicate ideas or information. You will be learning the basics of marketing and also incorporating your food technology knowledge by creating food labels that inform the public of what is in the product you create for them

Key Vocabulary



Project brief: A short description that explains what you need to design and make. It tells you the problem, who the product is for, and what it needs to do.

Nutritional Value: The amount of nutrients and energy a food provides, such as protein, carbohydrates, fat, vitamins, and minerals.

Food label: A label on food packaging that gives important information about the food, such as the ingredients, nutrition, allergens, and expiry date.

Tagline: A catchy slogan that tells people about a product or brand.

Allergen: A substance in food that can cause an allergic reaction in some people.

Marketing: How a product is advertised and promoted to encourage people to buy it.

Branding: The name, logo, colours, and style that make a product or company easy to recognise.

ACCESS FM: A checklist that helps you design and improve products.

Manufacturer: The company that makes or produces a product.

Sustainability: Making and using products in a way that is good for the environment and reduces waste.

Typography: How text looks on a design, including the font, size, and layout.

Aesthetics: The appearance of a product, including its colour, shape, style, and overall look.

Function: The job or purpose of a product and how well it performs that job.

Target Market: The people who are most likely to buy or use a product.

ACCESS FM

A AESTHETICS



How the product looks and feels.

C COST



How much the product will cost.

C CUSTOMER



Who the product is designed for.

E ENVIRONMENT



How the product affects the environment.

S SIZE



How big or small the product should be.

S SAFETY



How safe the product is to use.

F FUNCTION



What the product does and how it works.

M MATERIALS / MANUFACTURE



What the product is made from and how it is made.

Independent learning tasks:

1. Research different drinks bottles and cartons. Look at any ideas, colours, shapes etc that you like, that you can incorporate into your design
- Explore different font ideas that you can recreate on your smoothie carton <https://fonts.google.com/>





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
	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 – Sweet Treat – Rice Krispie Tray Cake ☐ 100 g Butter ☐ 100 g Mini marshmallows ☐ 100 g Milk chocolate ☐ 120 g Rice Krispies ☐ Bag of sweets or a few biscuits to crush up to put inside and to decorate Topping (optional) ☐ 220 g Milk chocolate
	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.

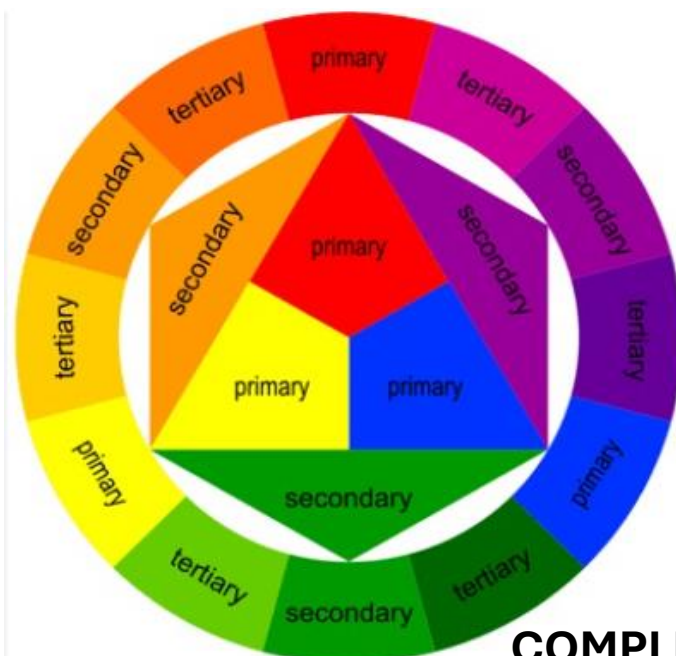


Formal Elements

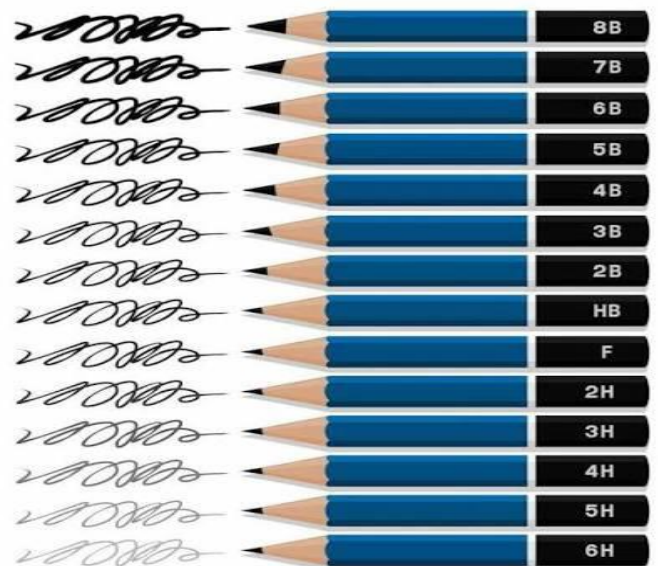
This builds on:	Why this topic:	This links to:
✓ This builds on what you may have learned in art lessons at KS2	The formal elements are the building blocks of all visual art. Learning these gives you the essential vocabulary and skills to create, understand and discuss art effectively.	✓ This links to 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 is created.	Texture: The way something feels to the touch. Visual texture is the way something in a photo/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.

COLOUR WHEEL



TONAL VALUES



COMPLIMENTARY COLOUR PAIRS





Bugs & Birds

This builds on:	Why this topic:	This links to:
✓ What you have learnt in Year 7 lessons. ✓ Your drawing skills and understanding of the formal elements.	You will explore different art techniques to create artwork inspired by bugs and birds. You will learn new skills, try new materials and develop your creativity.	✓ Future topics in Year 7 and 8. ✓ Developing skills in GCSE Art including exploring media, observational drawing and 3D design.

Key Vocabulary

Monoprint: A print made from a single impression.	Texture: The way something feels or looks like it would feel.
Sgraffito: A technique where you scratch a surface to reveal a layer underneath.	Layer: Adding one colour or material over another.
Poly printing: A printing process where you press a design into a polystyrene tile.	Slot construction: Joining two pieces by cutting slots so they fit together.
3D construction: Building a three-dimensional object using materials like card.	Design: Planning and creating artwork with a clear idea.
Collage: Layering different materials or papers onto a surface.	Structure: How parts are arranged to make something stable.
Relief: A raised surface that stands out from the background	

Techniques You Will Learn

Oil Pastel Monoprint	Sgraffito	Poly Printing	3D Card Bird Construction
How it works: 1. Fill a piece of paper with oil pastels (press on hard) 2. Place your picture design facing up on top of the oil pastel paper. 3. Use a biro to draw over the design (firm pressure) 	How it works: 1. Cover your surface with oil pastel. 2. Add a layer of black paint, allow to dry. 3. Scratch through with a sharp tool to make your design. 	How it works: 1. Press your design into the surface of the poly tile using a biro. 2. Roll a layer of printing ink over the tile. 3. Place paper on the tile and roll with a clean roller. 	How it works: 1. Draw and cut out the 2 bird templates. 2. Cover with collaged prints and add patterns. 3. Cut slots in the 2 pieces. 4. Assemble the pieces to make a 3D bird. 

Top Tips for Success

-  Be brave and experiment!
-  Take your time and enjoy the process.
-  Layer colours and textures.
-  Try different tools to create different effects.
-  Ask for help if you need it.

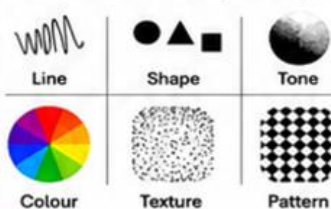
Artist Inspiration

Look at the work of:

- ★ Maria Sibylla Merian – insect studies
- ★ John James Audubon – bird illustrations
- ★ Mark Hearld – birds and printmaking
- ★ Lisa Congdon – pattern and colour

The Formal Elements

You will use these in every technique:



Final Outcome

By the end of this project you will create a 3D bird sculpture inspired by birds and insects.

You will combine printing, texture, pattern and construction skills to make a colourful final piece.



Remember: Practice, experiment and have fun – there is no wrong way to be creative!



Art

Angles



This builds on:	Why this topic:	This links to:
✓ What you have learnt in Year 7 lessons. ✓ Your drawing skills and understanding of the formal elements. ✓ Using rulers and measuring carefully.	✓ You will explore Op Art, geometric pattern and 3D form. ✓ You will learn how artists use angles, line and shape to create visual effects. ✓ You will improve accuracy, control and creative decision making.	✓ Future topics in Year 8 and 9. ✓ Developing skills drawing, painting and 3D design. ✓ Building confidence with measuring, construction and mixed media.

Techniques You Will Learn			
Op Art Patterns	Watercolour	Salt Technique	3D Cube from a Net
How it works: 1. Use a ruler to divide the space accurately. 2. Draw repeated lines, shapes or bands. 3. Change direction, thickness or spacing to create movement and illusion. 	How it works: 1. Apply a light wash of colour. 2. Layer more colour once dry to build tone. 3. Blend colours gently while the paint is still wet. 	How it works: 1. Paint an area with wet watercolour. 2. Sprinkle salt onto the wet paint. 3. Leave it to dry, then brush the salt away to reveal texture. 	How it works: 1. Measure and draw a cube net accurately. 2. Cut out the net and fold along the edges. 3. Glue or tape the tabs to build the cube. 

Top Tips for Success

-  Measure carefully before drawing.
-  Keep lines neat and use a ruler.
-  Build watercolour in light layers.
-  Experiment with pattern and illusion.
-  Fold cube nets neatly for a clean finish.

Artist Inspiration



Wassily Kandinsky – geometric shapes, circles, line and colour.



Frank Stella – bold stripes, pattern and repeated angular forms.



Jasper Johns – numbers, targets and familiar symbols explored through pattern and paint.

The Formal Elements

 Line
  Shape
  Colour
  Pattern

 Tone
  Texture
  Form
  Space

Final Outcome

By the end of the project you will create accurate Op Art pattern work, watercolour experiments and a constructed 3D cube from a net, showing careful measuring, creative use of colour and understanding of angles.



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)



Pablo Picasso
"Inspiration exists, but it has to find you working"

Music – Term 1



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

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

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

Music – Term 1



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

Retrieval Practice (Home Learning)

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

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

Using your knowledge organiser you must:

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

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

Home Learning Tasks:

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

[BBC KS3 Music – Minimalism](#)
[GCSE Bitesize - Minimalism](#)

Challenge Activities (in lesson):

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

Try:

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

Music – Term 2

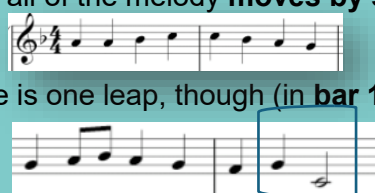
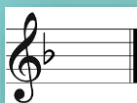


This builds on:	Why this topic:	This links to:
✓ This topic will develop your musical analysis from the previous unit. ✓ You will improve your performance technique and ability on the keyboard.	Ode To Joy ✓ You will study a range of 9 different styles of music during KS3. Ode To Joy is part of the Western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

Key Vocabulary - Music

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

Key Concepts – Ode To Joy

Ode To Joy Ode To Joy Is a very famous musical piece: the melody is the opening to the final part of Ludwig van Beethoven's Symphony No. 9. It was first performed in Vienna, Austria in 1824. It is about peace: Ode to Joy represents the triumph over war and desperation.	Melody Almost all of the melody moves by step.  There is one leap, though (in bar 12).
Texture • Monophonic if you just play the right-hand melody on its own. • Homophonic – If you play the main melody with the chords (accompaniment)	Tonality  Ode to Joy is in the key of F Major – making it sound happy and bright.
Structure Ode to Joy has a ternary structure. • It has an 'A' section. • Then a 'B' section. • Followed by a return to the 'A' section.	Harmony All the harmony is diatonic. All chords and notes are in the Key of F Major and sound pleasant. There is no dissonant harmony.
Instrumentation/Performance Forces Piano 	Tempo Moderato – The tempo is 'moderato' (moderate). <i>To be played between 108 beats per minute (BPM) – to 120 beats per minute (BPM)</i>
Rhythm The melody is made up of crotchets  quavers  and minims  Most of rhythms are on beat (NOT syncopated). But there is some syncopation (offbeat rhythms) in bars 4, 8 and 16.	



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

Retrieval Practice (Home Learning)

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

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

Using your knowledge organiser you must:

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

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

Home Learning Tasks:

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

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

Challenge Activities (in lesson):

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

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](#)



Textiles



HOW TO THREAD YOUR JANOME SEWING MACHINE



STEP BY STEP

- 1 Place the spool of thread on the spool pin.
- 2 Pull the thread from the spool and guide it through the top thread guide (right to left).
- 3 Bring the thread down and guide it around the thread guide channel.
- 4 Bring the thread up and through the take-up lever from right to left.
- 5 Bring the thread down through the lower thread guide.
- 6 Thread the needle from front to back.
- 7 Pull the thread down and under the presser foot and to the back.



Place spool on spool pin.

Through top thread guide (right to left).

Down through the thread guide channel.

Up and through the take-up lever (R to L).

Down through the lower thread guide.

Thread the needle front to back.

Under the presser foot and to the back.

REMEMBER:

- Always raise the presser foot before threading.
- Make sure the needle is in the highest position.
- Use good quality thread.



SCAN ME
to watch a video tutorial on how to thread your Janome sewing machine.



TOP TIP!

If the thread isn't sitting in the tension discs properly or keeps breaking, re-thread the machine.



HAND SEWING TECHNIQUES



#	STITCH	PHOTO	SKILL LEVEL	STEPS	VIDEO TUTORIAL (Scan QR Code)
1	Running Stitch (Straight Stitch)		★ Beginner	1. Bring the needle up through the fabric. 2. Insert the needle down a short distance ahead. 3. Bring the needle up again the same distance beyond. 4. Continue in and out with even stitches.	 youtu.be/3cXxH6jB5m8
2	Backstitch		★★ Easy	1. Sew forward with one stitch. 2. Bring the needle up ahead of the stitch. 3. Insert the needle back into the end of the previous stitch. 4. Pull through and repeat.	 youtu.be/7z8Bp1_dYg0
3	Whip Stitch		★★ Easy	1. Place two fabric edges together. 2. Bring the needle from the back around the edge. 3. Insert the needle into the opposite edge. 4. Pull through and repeat evenly along the edge.	 youtu.be/SXgKzJxj2H4
4	Blanket Stitch		★★★ Moderate	1. Bring the needle up through the edge of the fabric. 2. Loop the thread under the needle. 3. Pull the needle through the loop and tighten. 4. Repeat along the edge for an even finish.	 youtu.be/7b7yQ6vVJc8
5	Slip Stitch (Ladder Stitch)		★★★★ Moderate	1. Hide the knot inside the fabric. 2. Take a small stitch on one side of the opening. 3. Take a small stitch on the opposite side. 4. Repeat, then pull gently to close the opening. 5. Knot and hide the thread.	 youtu.be/6p0CjDr6QYc
6	Sew on a Button		★★ Easy	1. Mark the button position on the fabric. 2. Bring the needle up and sew through the button holes. 3. Stitch several times through the holes. 4. Make a thread shank if needed. 5. Secure with a knot on the back.	 youtu.be/2fC7bQ8KQqI



TIP: Use a good light, keep stitches even, and practice on scrap fabric first!





Textiles



TEXTILE DECORATIVE TECHNIQUES



✕✕✕ ADD COLOUR, PATTERN AND TEXTURE TO YOUR FABRIC PROJECTS! ✕✕✕



BEGINNER

TIE-DYE

- 1 Twist or tie fabric with elastic bands.
- 2 Apply fabric dye.
- 3 Leave to set.
- 4 Rinse and dry.

SCAN FOR TUTORIAL



BEGINNER

FABRIC PAINTING

- 1 Place fabric on a flat surface.
- 2 Paint your design using fabric paint.
- 3 Allow to dry.
- 4 Heat set if needed.

SCAN FOR TUTORIAL



INTERMEDIATE

APPLIQUÉ

- 1 Cut out fabric shapes.
- 2 Pin onto fabric.
- 3 Stitch around the edges.
- 4 Remove pins.

SCAN FOR TUTORIAL



INTERMEDIATE

EMBROIDERY

- 1 Draw a simple design.
- 2 Thread a needle.
- 3 Sew decorative stitches.
- 4 Knot securely.

SCAN FOR TUTORIAL



INTERMEDIATE

BLOCK PRINTING

- 1 Apply paint to printing block.
- 2 Press firmly onto fabric.
- 3 Lift carefully.
- 4 Repeat pattern.

SCAN FOR TUTORIAL



ADVANCED

BEADWORK

- 1 Thread a needle.
- 2 Add beads or sequins.
- 3 Stitch through fabric.
- 4 Secure with a knot.

SCAN FOR TUTORIAL



ADVANCED

PLEATING

- 1 Fold fabric evenly.
- 2 Pin in place.
- 3 Press with an iron.
- 4 Stitch if required.

SCAN FOR TUTORIAL



ADVANCED

NEEDLE FELTING

- 1 Place wool on felt pad.
- 2 Use felting needle carefully.
- 3 Shape the design.
- 4 Continue until firm.

SCAN FOR TUTORIAL



TOP TIPS!

- Always test techniques on a scrap first.
- Use quality materials for the best results.
- Take your time and enjoy being creative!



SKILLS KEY

- BEGINNER:** Easy to try and learn.
- INTERMEDIATE:** Need more practice.
- ADVANCED:** More detailed skills.



STUDENT CHALLENGE

COLOUR?



Tie-Dye
Fabric Painting

TEXTURE?



Pleating
Beadwork
Needle Felting

PATTERN?



Block Printing

DECORATION?



Embroidery
Appliqué



GET CREATIVE – ADD YOUR OWN STYLE TO EVERY PROJECT!



Design & Technology

Resistant Materials



HEALTH AND SAFETY WORKSHOP RULES



• • • • •

BE SAFE • BE RESPONSIBLE • RESPECT OTHERS

• • • • •

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.



SAFETY FIRST – THINK, ACT, STAY SAFE!

HEALTH AND SAFETY RULES



WEAR SAFETY GOGGLES



WEAR EAR PROTECTION



WEAR PROTECTIVE GLOVES



NO RUNNING



CAUTION: HOT SURFACE



DANGER: SHARP TOOLS



NO FOOD OR DRINK



USE DUST MASK



EMERGENCY STOP BUTTON



FIRE EXTINGUISHER LOCATION



WOODWORK WORKSHOP TOOLS



TOOL	PHOTO	HOW TO USE	SKILL LEVEL
TRY SQUARE Used for marking and checking 90° (right) angles.		- Place the blade against the edge of the wood. - Ensure the blade is tight against the stock. - Use a pencil to mark along the blade. - Check for a perfect 90° angle.	BEGINNER ★ ☆ ☆
HAND SAW Used for cutting wood in a straight line.		- Mark the cut line clearly. - Secure the wood in a vice or with a clamp. - Use long, even strokes, keeping the saw upright. - Let the saw do the work.	BEGINNER/INTERMEDIATE ★ ★ ☆
TENON SAW Used for cutting dovetails, tenons and fine joints.		- Mark the cut line clearly. - Start the cut with light forward strokes. - Use steady, controlled strokes. - Keep the saw vertical for accurate cuts.	INTERMEDIATE ★ ★ ☆
WOOD CHISEL Used for removing wood and shaping joints.		- Mark the area to remove. - Hold the chisel firmly. - Push the chisel forward into the wood. - Tap gently with a mallet if needed.	INTERMEDIATE ★ ★ ☆
WOOD FILE (RASP) Used for shaping and smoothing curved or uneven edges.		- Hold the file with both hands if possible. - Push the file forward in one direction. - Use long strokes. - Check the shape regularly.	INTERMEDIATE ★ ★ ☆
CLAW HAMMER Used for driving nails and removing them.		- Hold the hammer near the end of the handle. - Swing smoothly. - Hit the nail squarely. - Use the claw to remove nails.	BEGINNER ★ ☆ ☆
G CRAMP Used for holding wood securely in place.		- Open the clamp. - Place over the work. - Tighten the screw until secure. - Do not overtighten.	BEGINNER ★ ☆ ☆
PILLAR DRILL Used for drilling accurate, straight holes in wood.		- Mark the drilling point. - Secure the wood on the table. - Select the correct drill bit. - Lower the drill slowly. - Clear debris carefully.	ADVANCED ★ ★ ★
SCROLL SAW Used for cutting curved and intricate shapes.		- Draw your shape on the wood. - Guide the wood slowly into the blade. - Keep fingers clear of the blade. - Use a steady, even speed.	ADVANCED ★ ★ ★

WORKSHOP SAFETY REMINDERS



Always wear safety glasses.



Tie back long hair and remove loose clothing.



Use tools only for their intended purpose.



Keep your work area clean and tidy.

Report any damage or hazards to your teacher.





SKILL LEVEL GUIDE

BEGINNER

Easy to learn, low risk tools. Great for starting out.

INTERMEDIATE

Requires more control and practice. Build your skills.

ADVANCED

High skill level tools. Use with care and experience.

★ ☆ ☆

★ ★ ☆

★ ★ ★

GOOD TOOLS, GOOD SKILLS, GREAT RESULTS!



Design & Technology

Resistant Materials



PLASTICS

PROPERTIES & END USES



THERMOPLASTIC

Can be softened when heated and reshaped many times.

THERMOSETTING

Once set, cannot be softened or reshaped.



TYPE OF PLASTIC	PHOTO	THERMOPLASTIC OR THERMOSET	PROPERTIES	END USES (EXAMPLES)
ACRYLIC (PMMA) A clear, strong plastic with excellent weather resistance.		THERMOPLASTIC Other	- Transparent and clear - Hard and rigid - Strong and impact resistant - Weather and UV resistant - Easy to cut and shape	 Signs & displays Display cases
HIPS (HIGH IMPACT POLYSTYRENE) A tough, rigid plastic that is easy to shape.		THERMOPLASTIC PS	- Tough and impact resistant - Lightweight - Easy to vacuum form - Good dimensional stability - Easily recycled	 Packaging Disposable cutlery
POLYPROPYLENE (PP) A versatile plastic with good chemical resistance.		THERMOPLASTIC PP	- Tough and durable - Hinge properties (flexible) - Heat resistant - Chemical resistant - Lightweight	 Lunch boxes Living hinges
POLYETHYLENE TEREPHTHALATE (PET) A strong, clear plastic often used for packaging.		THERMOPLASTIC PET	- Strong and lightweight - Good barrier properties - Transparent - Recyclable - Good chemical resistance	 Drinks bottles Food packaging
HIGH DENSITY POLYETHYLENE (HDPE) A strong, durable plastic with excellent moisture resistance.		THERMOPLASTIC HDPE	- Strong and rigid - Waterproof - Resistant to chemicals - Tough and durable - Easily recycled	 Milk bottles Pipes
ACRYLONITRILE BUTADIENE STYRENE (ABS) A hard, tough plastic with good impact resistance.		THERMOPLASTIC Other	- Tough and impact resistant - Hard and rigid - Good surface finish - Easy to mould - Good dimensional stability	 Toys (e.g. LEGO®) Electrical casings
UREA FORMALDEHYDE (UF) A hard, thermosetting plastic.		THERMOSETTING Not recycled	- Hard and rigid - Heat resistant - Excellent electrical insulator - Cannot be melted or reshaped - Durable	 Electrical fittings Pan handles



KEY FACT: Plastics are chosen for their different properties. The right plastic for the right product!



RECYCLE: Always recycle plastics where possible and dispose of responsibly.

Design & Technology

Resistant Materials

WOOD PROPERTIES & USES

TYPE OF WOOD	PHOTO	PROPERTIES	COMMON USES
PINE A softwood from conifer trees.		• Light in colour • Soft and easy to work • Straight grain • Relatively cheap • Not very durable	 Furniture  Shelving
OAK A hardwood from deciduous trees.		• Hard and strong • Very durable • Attractive grain • Heavy • More expensive	 Tables  Doors
BEECH A hardwood with a fine, even texture.		• Hard and strong • Fine, even texture • Good for bending • Steam bends well • Takes screws well	 Chairs  Worktops
BIRCH A hardwood with a pale colour and fine grain.		• Strong and stable • Light in colour • Fine, straight grain • Good for plywood • Takes stain well	 Plywood  Drawers
MAHOGANY A hardwood known for its reddish-brown colour.		• Strong and durable • Attractive rich colour • Fine, straight grain • Resistant to rot • More expensive	 Cabinets  Musical Instruments
TEAK A hardwood with natural oils.		• Very durable • Water resistant • Natural oils • Stable in all weather • Expensive	 Outdoor Furniture  Boat Building
MDF (Medium Density Fibreboard)		• Smooth, even surface • Easy to cut and shape • No grain or knots • Takes paint well • Not very strong	 Painted Furniture  Decorative Items
PLYWOOD Made from thin layers of wood veneer.		• Strong and stable • Resistant to warping • Lightweight • Versatile • Good for panels	 Cabinetry  Shelving



KEY FACT: The type of wood you choose depends on the properties you need for your product.

Physical Education

Invasion Games



This builds on:	Why this topic:	This links to:
✓ This builds on prior learning for invasion games. Basic skills, Teamwork and knowledge of rules.	An invasion game is a team sport where two or more teams compete to score points by invading the opponent's territory and defending their own. Due to the large range of activities within this topic, it allows students to become competent enough to partake in extra curricular session inside and outside of education. Invasion games help to develop not on physical skills but also social skills too.	✓ This links to the development of more complex skills and rules within different invasion games.

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

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

Home Learning Tasks:

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



Physical Education

Skill Related Fitness



This builds on:	Why this topic:	This links to:
✓ This builds on prior learning Health Related Fitness. Cardio –Vascular Endurance ,Muscular Strength, Muscular Endurance, Flexibility and Body Composition.	You will learn about the six basic components of Skill-Related Fitness. You will understand and be able to complete the relevant testing for these components and be able to relate them to different sports.	✓ This links to a lifelong learning for a healthy and active lifestyle as you get older .Understanding Principles of Training and how to develop a successful training programme.

Key Vocabulary	
Skill: A well learnt movement or performance to help with a successful outcome	Reaction time: Reaction time refers to how quickly you can respond to an external stimulus.
Fitness: The ability to meet the demands of the environment or task	Agility: Agility is the ability to move quickly and to easily change direction under control
RPE: Rate of perceived exertion. How hard you think you are training on a scale of 1-10	Balance: Balance itself refers to your ability to adjust your body position to remain upright with control
Power: Power combines speed and strength. It's how fast you can generate a maximal force	Speed: The ability to move as fast as possible in the shortest time
Co-ordination: To move two or more body parts at the same time to produce a controlled movement	Testing: The way we measure our performance and compare to others (normative data)

Component	Test	Method of Training
Power	Sargent jump test	Plyometric / weight training
Co-ordination	Hand wall ball toss test	Speed, agility quickness circuit training
Reaction time	Ruler drop test	Ladders / hurdles / skipping circuit training
Agility	Illinois agility test	Speed, agility quickness training
Balance	Standing stalk test	Yoga / Pilates
Speed	30m sprint test	Interval training

Home Learning Tasks:

1. Copy the table above adding an extra column on the end giving two examples of sports and when they would need/use this component and why.

2. Skill related fitness video Watch the you tube video and create a poster using the key points.

BTEC PE - Components of Physical Fitness



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





Physical Education

Net/Wall Games



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

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

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

Home Learning Tasks:

1. Create a poster or leaflet for a Net/Wall game of your choice. Include court markings with positions, rules and skills involved to successfully play a game.
2. Create a skill card for a Net/Wall sport of your choice, making sure you have a success criteria. Break down the skill into at least 4 or 5 key points.
3. Copy the table above changing the skill information to an overhead clear, a drop shot , a smash or a drive.



Physical Education

Aesthetics



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

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

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

Home Learning Tasks:

1. Watch the trampolining video and identify the key skills.
2. Create a mind map containing all of the basic core skills you have learnt about – draw a diagram showing how each is completed. Label key components e.g. pointed toes.
3. Watch the interview with Merce Cunningham about dance by chance.



Physical Education

OAA



This builds on:	Why this topic:	This links to:
✓ This builds on prior learning of basic skills of map reading and problem solving.	You will learn about the basic map orientation and reading skills. Route planning and problem solving.	✓ This links to the development of more complex skills and routes

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

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

Home Learning Tasks:

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



Physical Education

Striking and Fielding



This builds on:	Why this topic:	This links to:
✓ <i>This builds on prior learning of basic physical and social skills e.g. throwing, catching, communication and teamwork.</i>	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.



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

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

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

Key Retrieval

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

Be open-minded, kind and tolerate differences.

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

Cultural Capital

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

Home Learning Tasks:

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





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.	✓ <i>lifelong learning about physical, moral and emotional development.</i>

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

Key Retrieval

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

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

Cultural Capital

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

Home Learning Tasks:

1. Click on the Young Minds website: [Help with how I am feeling](#)
2. Write a positive affirmation for yourself or for someone else.
3. Design a poster which shows making healthy lifestyle choices.
4. Discuss your weekly RSHE topics with members of your family.





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.	✓ <i>lifelong learning about physical, moral and emotional development.</i>

Term 3 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



High quality careers services for young people and adults



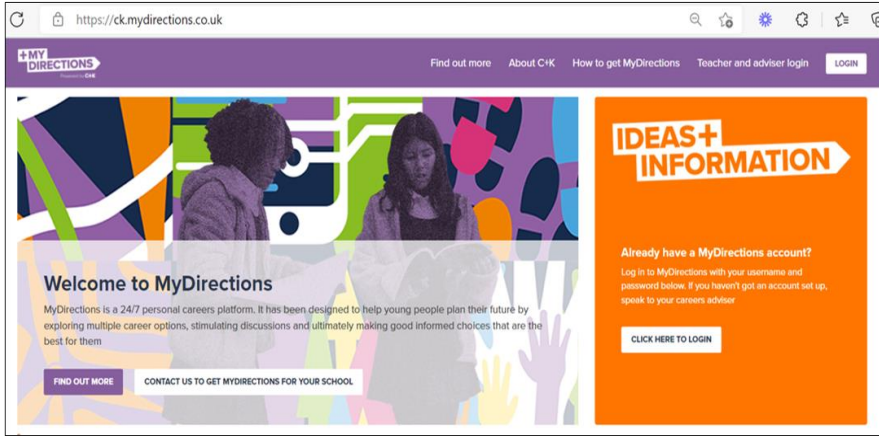
KEY CONTACTS



- **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> | **Username:** Your school email address | **Password:** 12345678



The topics being covered during the year in careers are:

- *Careers & Your Future*
- *Transition Points in your life*
- *Personal qualities and skills*
- *Finding careers information*
- *Character Traits & Skills*
- *Action Points*

BRITISH VALUES



Democracy

- The principle that people have the right to vote and to influence decision-making and hold leadership accountable.



The Rule of Law

- The idea that everyone is subject to the law and that laws are applied fairly to protect society and its members.



Individual Liberty

- The freedom to make personal choices about how to live one's life, including beliefs, without being discriminated against because of background.



Mutual Respect

- Treating others with dignity and consideration, which means showing proper regard for their feelings, wishes, and rights.



Tolerance of different faiths and beliefs

- Accepting and respecting a wide range of opinions, beliefs, and ways of life, even if they differ from one's own.



LITERACY

Literacy codes are an important tool for improving the accuracy, clarity, and quality of your written work. They help you identify and correct common errors in spelling, punctuation, grammar, and presentation, enabling you to communicate your ideas more effectively. By understanding and responding to literacy codes, you can develop greater independence as a learner and strengthen your writing across all subjects. Regular use of literacy codes will support your progress and help prepare you for success in assessments, GCSE studies, and beyond.

Exam Word	Meaning
Sp	Your spelling needs correction.
V	Vocabulary: you may have used the wrong word or may be able to upgrade / improve the word that you have chosen.
C	Your use of capital letters is not accurate. Capitals are needed for names and start of sentences.
G	There is an issue with your use of grammar (rules of language).
P	You have punctuation that is missing or inaccurate.





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

The Oracy Framework

Here are some things to think about when you are using your oracy skills:



Physical

Voice:

- Are you speaking **clearly**, with **expression**?
- Are you adapting the **tone**, **pace** and **volume** of your voice for different situations?



Body:

Do your **body language** and **facial expressions** match the message you are trying to convey?



Linguistic

Vocabulary:

How are you **choosing** what **vocabulary** to use and **tailoring** it to your audience?

Language:

Are you **matching** your **language** to the **situation**?



Rhetorical techniques:

Are you using a range of **persuasive techniques**?



Cognitive

Content:

Are you being **clear** about your main points as well as **building** on the thoughts of others?



Structure:

How have you **organised** your talk so that it presents a **clear argument** or **narrative**?

Making things clear:

- Are you asking questions to **clarify**, **probe** and **challenge**?
- Are you **summarising** the main points in a succinct way?

Reasons:

Are you **responding** to what is being said and providing **evidence** for the points you are making?



Social & Emotional

Working with others:

Are you aware of the **group dynamics** and actively **inviting** others to share their opinions?

Listening:

Are you **actively listening** and **responding appropriately**?

Confidence:

How are you showing that you're **confident** as well as being **respectful** to others?



Audience:

Are you thinking about your **audience** and **adapting** your speech accordingly?

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.



ATTENDANCE AND BEHAVIOUR

TRACKER



BE
ON TIME,
EVERY TIME!



EVERY DAY
COUNTS!

Attend ☒
Learn ☒
Achieve ☒
Succeed ☒



YOUR FUTURE

STARTS TODAY

BE PRESENT

BE SUCCESSFUL



Half-Term	Attendance	Class-charts Ratio
Half-Term 1 Sept-Oct		
Half-Term 2 Nov-Dec		
Half-Term 3 Jan-Feb		
Half-Term 4 March-April		
Half-Term 5 May-Jun		
Half-Term 6 Jun-Jul		



97% ATTENDANCE
is our aim for
all students!

You're giving yourself
the best chance to
succeed.



**GOOD ATTENDANCE
BUILDS SUCCESS**

Being in school means
you learn more,
improve more and
achieve more.



**BE HERE,
BE YOUR BEST**

Every day in school
brings you one step
closer to your goals
and your future.

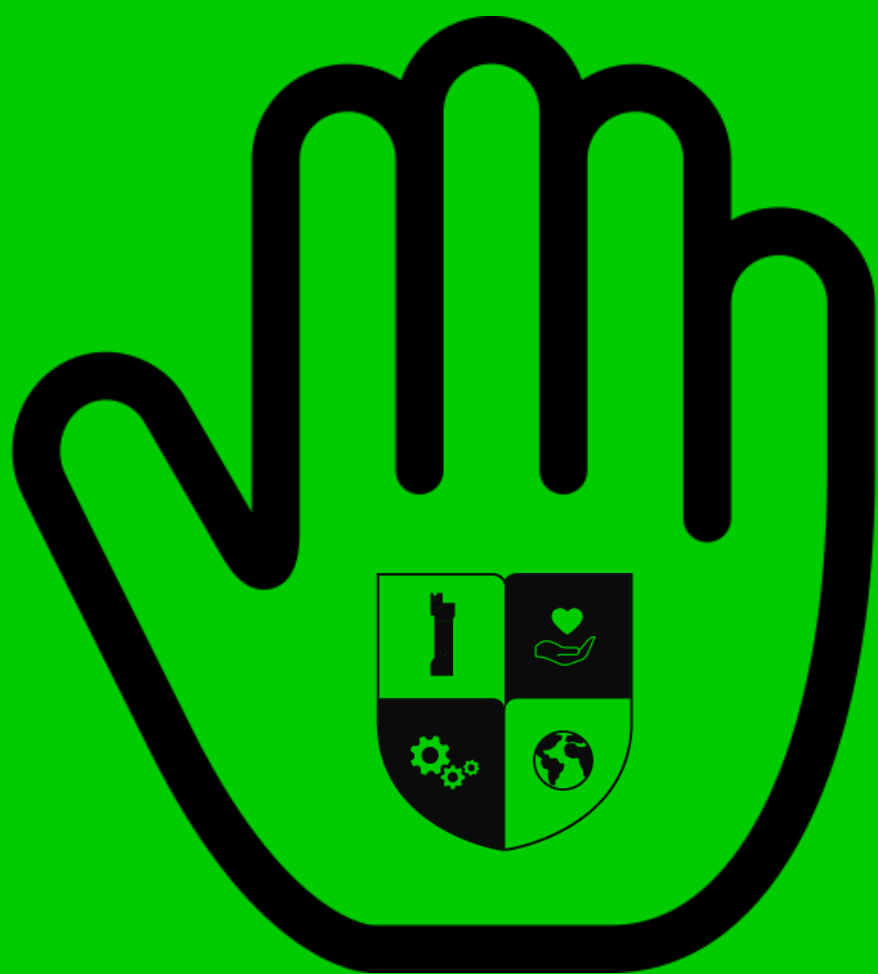


WHERE **HEARTS** AND **MINDS** CONNECT

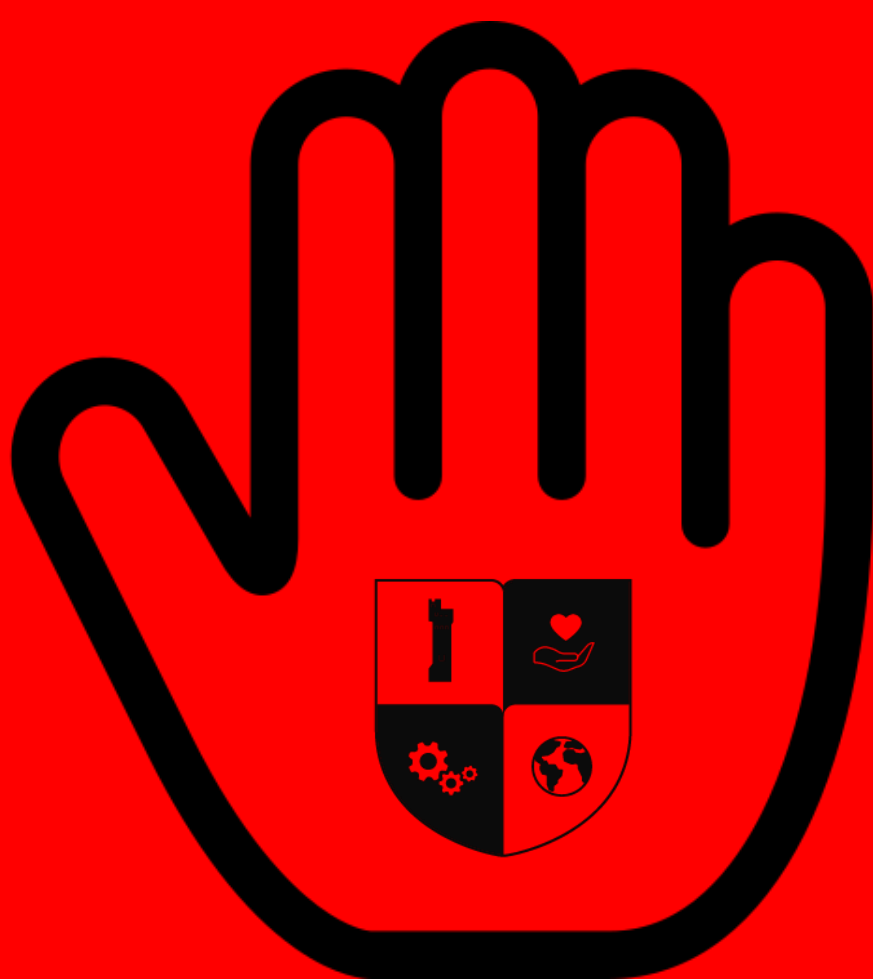


ACADEMIC CALENDAR 2026/27 INSET DAY HOLIDAYS BANK HOLIDAYS LIKELY EID

2027											
September	October	November	December	January	February	March	April	May	June	July	August
1 Tu	1 Th	1 Su	1 Tu	1 Fr New Year's Day	1 Mo	1 Mo	1 Th	1 Sa	1 Tu	1 Th	1 Su
2 We	2 Fr	2 Mo	2 We	2 Sa	2 Tu	2 Tu	2 Fr	2 Su	2 We	2 Fr	2 Mo
3 Th	3 Sa	3 Tu	3 Th	3 Su	3 We	3 We	3 Sa	3 Mo Early May Bk. Hol.	3 Th	3 Sa	3 Tu
4 Fr	4 Su	4 We	4 Fr	4 Mo	4 Th	4 Th	4 Su	4 Tu	4 Fr	4 Su	4 We
5 Sa	5 Mo	5 Th	5 Sa	5 Tu	5 Fr	5 Fr	5 Mo	5 We	5 Sa	5 Mo	5 Th
6 Su	6 Tu	6 Fr	6 Su	6 We	6 Sa	6 Sa	6 Tu	6 Th	6 Su	6 Tu	6 Fr
7 Mo	7 We	7 Sa	7 Mo	7 Th	7 Su	7 Su	7 We	7 Fr	7 Mo	7 We	7 Sa
8 Tu	8 Th	8 Su	8 Tu	8 Fr	8 Mo	8 Mo	8 Th	8 Sa	8 Tu	8 Th	8 Su
9 We	9 Fr	9 Mo	9 We	9 Sa	9 Tu	9 Tu	9 Fr	9 Su	9 We	9 Fr	9 Mo
10 Th	10 Sa	10 Tu	10 Th	10 Su	10 We	10 We	10 Sa	10 Mo	10 Th	10 Sa	10 Tu
11 Fr	11 Su	11 We	11 Fr	11 Mo	11 Th	11 Th	11 Su	11 Tu	11 Fr	11 Su	11 We
12 Sa	12 Mo	12 Th	12 Sa	12 Tu	12 Fr	12 Fr	12 Mo	12 We	12 Sa	12 Mo	12 Th
13 Su	13 Tu	13 Fr	13 Su	13 We	13 Sa	13 Sa	13 Tu	13 Th	13 Su	13 Tu	13 Fr
14 Mo	14 We	14 Sa	14 Mo	14 Th	14 Su	14 Su	14 We	14 Fr	14 Mo	14 We	14 Sa
15 Tu	15 Th	15 Su	15 Tu	15 Fr	15 Mo	15 Mo	15 Th	15 Sa	15 Tu	15 Th	15 Su
16 We	16 Fr	16 Mo	16 We	16 Sa	16 Tu	16 Tu	16 Fr	16 Su	16 We	16 Fr	16 Mo
17 Th	17 Sa	17 Tu	17 Th	17 Su	17 We	17 We	17 Sa	17 Mo	17 Th	17 Sa	17 Tu
18 Fr	18 Su	18 We	18 Fr	18 Mo	18 Th	18 Th	18 Su	18 Tu	18 Fr	18 Su	18 We
19 Sa	19 Mo	19 Th	19 Sa	19 Tu	19 Fr	19 Fr	19 Mo	19 We	19 Sa	19 Mo	19 Th
20 Su	20 Tu	20 Fr	20 Su	20 We	20 Sa	20 Sa	20 Tu	20 Th	20 Su	20 Tu	20 Fr
21 Mo	21 We	21 Sa	21 Mo	21 Th	21 Su	21 Su	21 We	21 Fr	21 Mo	21 We	21 Sa
22 Tu	22 Th	22 Su	22 Tu	22 Fr	22 Mo	22 Mo	22 Th	22 Sa	22 Tu	22 Th	22 Su
23 We	23 Fr	23 Mo	23 We	23 Sa	23 Tu	23 Tu	23 Fr	23 Su	23 We	23 Fr	23 Mo
24 Th	24 Sa	24 Tu	24 Th	24 Su	24 We	24 We	24 Sa	24 Mo	24 Th	24 Sa	24 Tu
25 Fr	25 Su	25 We	25 Fr	25 Mo	25 Th	25 Th	25 Su	25 Tu	25 Fr	25 Su	25 We
26 Sa	26 Mo	26 Th	26 Sa	26 Tu	26 Fr	26 Fr	26 Mo	26 We	26 Sa	26 Mo	26 Th
27 Su	27 Tu	27 Fr	27 Su	27 We	27 Sa	27 Sa	27 Tu	27 Th	27 Su	27 Tu	27 Fr
28 Mo	28 We	28 Sa	28 Mo	28 Th	28 Su	28 Su	28 We	28 Fr	28 Mo	28 We	28 Sa
29 Tu	29 Th	29 Su	29 Tu	29 Fr		29 Mo Easter Monday	29 Th	29 Sa	29 Tu	29 Th	29 Su
30 We	30 Fr	30 Mo	30 We	30 Sa		30 Tu	30 Fr	30 Su	30 We	30 Fr	30 Mo
	31 Sa		31 Th	31 Su		31 We		31 Mo Spring Bk. Hol.		31 Sa	31 Tu









**LAST
MONTH**



**LAST
WEEK**



**LAST
LESSON**

**INSERT
WHITEBOARD
HERE**

**CAN RULER BE PRINTED ON
THIS TOO?**





THIS ACHIEVEMENT ORGANISER BELONGS TO

NAME

TEAM LEADER

HEAD OF YEAR

SENIOR TEAM LINK

PASSWORDS