

Knowledge Book

Year 7

Cycle One

Name:



West Exe School

community • opportunity • success

Personal details

Name:..... Tutor:.....
 Tutor Group:.....
 Home Address:.....
 Telephone Number:.....
 Emergency Contact Number:.....
 Emergency Contact Name:.....

Key log-in information

My school email address:.....
 SPARX:.....

Head of Year and Tutor Contact Details:**Head of Year**

Mr Searle	Jake.searle@westexe.devon.sch.uk
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Year 7 Tutor Team

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Attendance Officer

Mrs Sekaninova & Mrs MacMartin	absence@westexe.devon.sch.uk	01392 660100 and press 1 for student absence
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House Week Dates

House Week 1: Monday, 20 – Friday 24 October 2025
 House Week 2: Monday, 09 – Friday, 13 February 2026
 House Week 3: Monday, 22 – Friday 26 June 2026

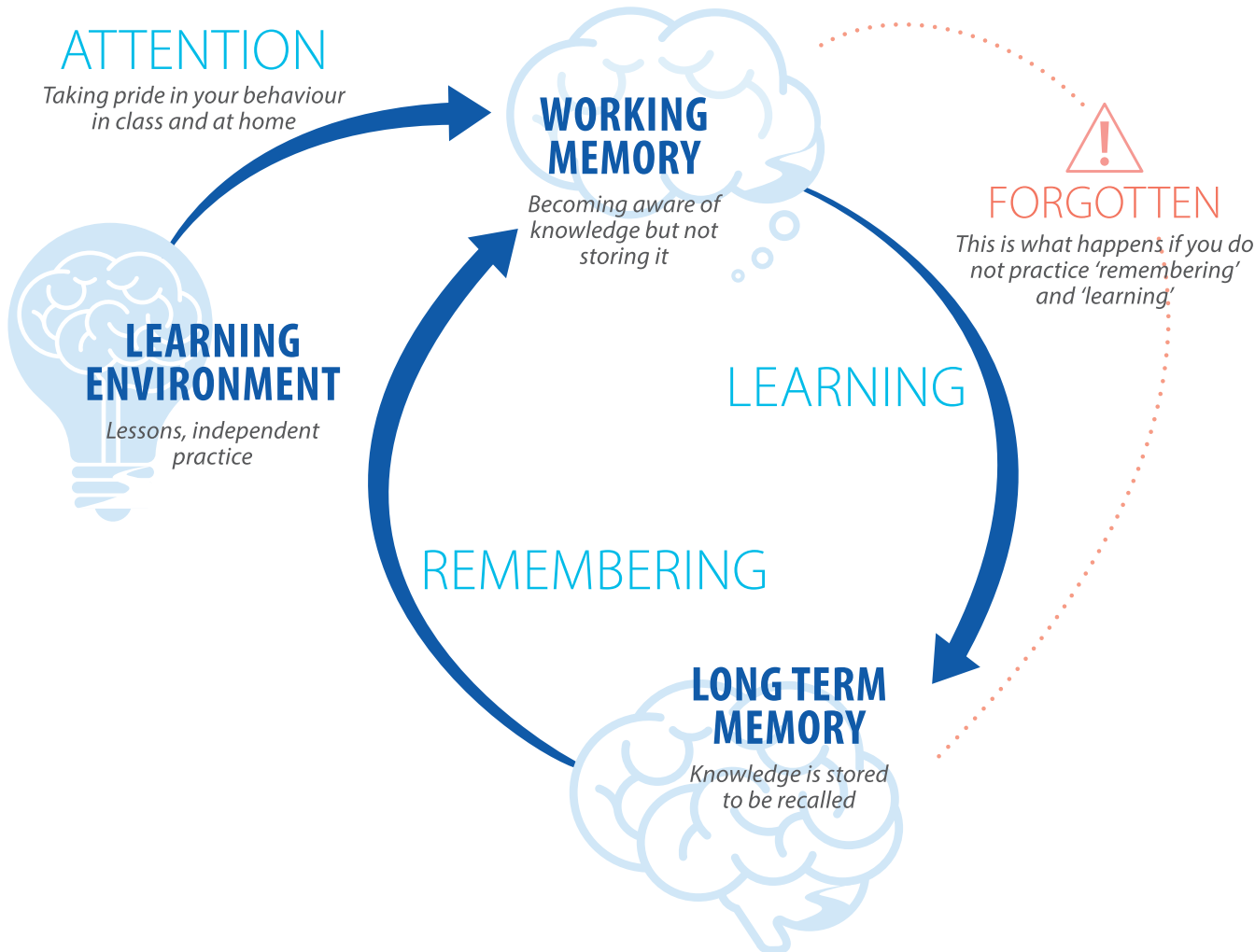


WES School day						
Week A						
Start time	Period	Monday	Tuesday	Wednesday	Thursday	Friday
08:35	Reg					
08:45	1					
09:45	2					
10:45	Break 1	Break 1 (20)	Break 1 (20)	Break 1 (20)	Break 1 (20)	Break 1 (20)
11:05	3					
12:05	4					
13:05	Break 2	Break 2 (30)	Break 2 (30)	Break 2 (30)	Break 2 (30)	Break 2 (30)
13:35	Tutor 2	Tutor & canon	Tutor & canon	Attributes Curriculum	Tutor & canon	Tutor & canon
14:05	5			Electives (7-10)		
15:05		end of day	end of day	end of day	end of day	end of day

WES School day						
Week B						
Start time	Period	Monday	Tuesday	Wednesday	Thursday	Friday
08:35	Reg					
08:45	1					
09:45	2					
10:45	Break 1	Break 1 (20)	Break 1 (20)	Break 1 (20)	Break 1 (20)	Break 1 (20)
11:05	3					
12:05	4					
13:05	Break 2	Break 2 (30)	Break 2 (30)	Break 2 (30)	Break 2 (30)	Break 2 (30)
13:35	Tutor 2	Tutor & canon	Tutor & canon	Attributes Curriculum	Tutor & canon	Tutor & canon
14:05	5			Electives (7-10)		
15:05		end of day	end of day	end of day	end of day	end of day



THIS IS HOW YOU LEARN



REMEMBERING: MASTERING YOUR MEMORY

Learning is what happens when knowledge moves from your **working memory** to your **long-term memory**.

Your **working memory** is like a desktop on your computer. If the information is not saved, then it will be **forgotten**.

Your **long-term memory** is like a computer hard drive. **Remembering** is what happens when you access the information in your **long-term memory**.

You can take practical steps to improve your ability to **learn** and **remember** key information and become the master of your memory.

Our ability to learn and remember is enhanced when we engage in activities that test what we remember. 'The testing effect' is a proven way of enhancing our long-term memory which gives us clear feedback on gaps in our learning. Therefore, regular quizzing is a vital part of our curriculum.

Extended Practice Guide

You are expected to complete one hour of Extended Practice for both English and Maths a day. There will also be one additional extension task per subject, per cycle on Google classroom which will be checked by your Tutor in Week 12, you will be rewarded with merits.

Subject	Quizzing expectation
Maths	Sparx Maths
English	Sparx Reader

We use Google Classroom for sharing work outside of the classroom with our students using Class Codes, the content follows our curriculum and is used to support students inside of the classroom. You will only need to log into the Class Code once. Here is the link you will need to access Google Classroom: <https://classroom.google.com/> and the Class Code per subject is below.

Subject	GC Code
Dashboard	33njx6o
Art & Design	4pqqwan
Creative Tech	7g2pkms
Drama	4kxlqda
English	ppqhprk
Geography	tuxz26b
History	vhctmz3
Mathematics	nqvulsc
Music	dlh2itj
Science	xgpon66
Spanish	oyifs6y
Sport Heath & Nutrition	zy3wtej
West Exe Bacculaureate	hlpy5p2

Sparx Reader: Sparx reader is set at 8am on a Thursday morning, and you have one week to complete your target of 100%. There is an expectation that you will have met 50% of your target by the Tuesday. Any student that has not completed their full target by 4pm on Wednesday will attend a Sparx reader catch up session in English.

Maths Sparx reminder: Sparx practice is set 8am on a Thursday morning and 100% of compulsory extended practice is due at 4pm on Wednesday. There is an expectation that you have completed 50% by Monday 8am and if you cannot meet the deadline, you will be invited to a support session at breaktime on Monday. You are advised to start the task earlier than later. Support will be offered on a Monday breaktime and a Wednesday breaktime and lunchtime in MA2, if you are struggling with any questions. Any student who has not completed 100% by the deadline will be expected to attend Sparx lunch time detention.





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House Week, West Exe School & British Values Knowledge Organiser

	West Exe School Student Attributes	House Week Activities	Key Questions
House Week 1	Kind Adaptable	<ul style="list-style-type: none"> • School Parliament Elections • House Charity vote 	<p>What is a good citizen?</p> <p>What behaviours would we expect of a good citizen?</p> <p>Do we need rules?</p>
House Week 2	Curious Ambitious	<p><i>Equality, Diversity & Sustainability</i></p> <ul style="list-style-type: none"> • Charity fundraising • Anti-bullying Ambassadors activities • Green Team activities • Mental health • Celebrating diversity 	<p>What is tolerance?</p> <p>Is tolerance enough?</p> <p>How does our community proactively combat discrimination?</p>
House Week 3	Resilient Proud	<ul style="list-style-type: none"> • Transition focused activities <ul style="list-style-type: none"> • Sports Day • Taster sessions (being brave and trying new things) 	<p>What does it mean to succeed?</p> <p>How do individuals demonstrate courage in our community?</p> <p>How is our individual liberty protected?</p>

Dream More.

Do More.

Become More.



BULLYING UPDATE - YEAR 7

Stop!

"They're not bullying you because of you, they're bullying you because of how they are"

Jessie J

Bullying affects lots of people and can happen anywhere; at school, travelling to and from school, in sporting teams, in friendship or family groups.

Bullying can take many forms including:

- Emotional abuse
- Social bullying
- Social media
- Threatening behaviour
- Name calling
- Sexting
- Cyberbullying

**Bullying includes:**

- People calling you names
- Making things up to get you into trouble
- Hitting, pinching, biting, pushing and shoving
- Taking your things away from you
- Damaging your belongings
- Stealing your money
- Taking your friends away from you or leaving you out
- Insulting messages or rumours, in person or online
- Threats and intimidation
- Making silent or abusive phone calls
- Sending you offensive texts or messages

Speak

"Blowing out someone else's candles doesn't make yours shine any brighter"

Drake

Speak to someone. No one has a magic wand but we always do our best and we really do care.

*You're not alone,
it's not your fault!*

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.

*Don't be afraid to tell an adult.
Telling isn't snitching!*

**Support**

"You always have to remember that bullies want to bring you down because you have something that they admire"

Zac Efron

What we do at West Exe to deal with bullying:

*Whatever your worry,
it's better out than in!*

Mentoring is having a named person you can go to for support at school.

Peer mentoring is when older students are trained to become buddies providing support and someone to talk to nearer their own age. This helps everyone in school learn that bullying is not acceptable.

Restorative justice brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.

Any form of bullying will not be accepted at West Exe.

ChildLine
0800 1111

NSPCC
HELPLINE
0808 800 5000
help@nspcc.org.uk

Year 7 : Talking Futures

Community

You don't need to know what job you want in the future. However, starting to explore the possibilities and looking at labour market information to discover what our local and national community needs can be helpful. Use your CareerPilot account to explore some options.



Opportunity

Our promise to you: The Talking Futures offer has lots in store for you this year;

- Assembly on "A world of employment"
- Teachers will talk about real life applications
- Employer encounters
- CareerPilot sessions
- Talking Futures Fayre

Success

Our Talking Futures offer supports you to make informed decisions, by nurturing your confidence to think and talk about your future.

Employers tell us that in addition to the qualifications you gain at school, there are certain skills they are looking for. These all link to our student attributes, so strive to be your #BestExe every day.



KS3 ONLINE SAFETY

Week 1 & 2	Week 3 & 4	Week 5 & 6
<p>Understanding Online Safety Definition: Online safety refers to the practices and precautions taken to protect personal information and well-being when using the internet.</p> <p>Key Concepts Personal Information: Information that can identify you, such as your full name, address, phone number, and school.</p> <p>Privacy Settings: Tools provided by websites and social networks to help you control who can see your information and what they can see.</p> <p>Digital Footprint: The trail of data you leave behind when you use the internet, including social media activity, emails, and websites visited.</p>	<p>Common Online Risks</p> <ul style="list-style-type: none"> • Cyberbullying: Using technology to harass, threaten, or embarrass someone. • Scams and Phishing: Fraudulent attempts to obtain personal information by pretending to be a trustworthy entity. • Inappropriate Content: Exposure to harmful or unsuitable content. <p>Additional Tips</p> <ul style="list-style-type: none"> • Secure Devices: Keep software and apps updated, and use antivirus software. • Balance and Well-being: Take regular breaks from screens, and engage in offline activities to maintain a healthy balance. 	<p>Safe Online Practices</p> <ul style="list-style-type: none"> • Protecting Personal Information: Never share personal details publicly. Use strong, unique passwords for different accounts. • Privacy Settings: Regularly check and update your privacy settings. Be cautious about what you post; consider who can see it. • Communicating Safely: Only interact with people you know in real life. Be wary of people you do not know, and do not share personal information with them. • Recognising Scams and Phishing: Do not click on suspicious links or download attachments from unknown sources. Verify the sender's identity before responding to requests.
Week 7 & 8	Week 9 & 10	Week 11 & 12
<p>Cyberbullying and Digital Citizenship</p> <ul style="list-style-type: none"> • What to do if Cyberbullied: <ul style="list-style-type: none"> • Do not respond to the bully. • Save any evidence of the bullying. • Report the behaviour to the platform and tell a trusted adult. • Being a Good Digital Citizen: <ul style="list-style-type: none"> • Respect others online and think before you post. • Help create a positive online environment by reporting inappropriate content and behaviour. 	<p>Reporting and Supporting</p> <ul style="list-style-type: none"> • Reporting Issues: <ul style="list-style-type: none"> • Use the reporting tools on social media and other platforms to report inappropriate behaviour. • Talk to a trusted adult, such as a parent/carer, teacher, or school safeguarding team. • Support Resources: <ul style="list-style-type: none"> • Childline: Provides free, confidential support for young people (Call 0800 1111 or visit their website: www.childline.org.uk). • CEOP (Child Exploitation and Online Protection Centre): Report concerns about online safety. (Visit their website: https://www.ceop.police.uk/Safety-Centre/) 	<p>Recap Questions</p> <ol style="list-style-type: none"> 1. What is personal information? 2. What should you do if someone you don't know tries to contact you online? 3. What is digital footprint? 4. What is cyberbullying? 5. What would be considered as good practice when creating a strong password? 6. What Steps should you take if you experience cyberbullying? <p>Short Sentence Questions</p> <ol style="list-style-type: none"> 1. Describe what a phishing scam might look like and how you can recognise it. 2. Why is it important to balance online activities with offline activities?

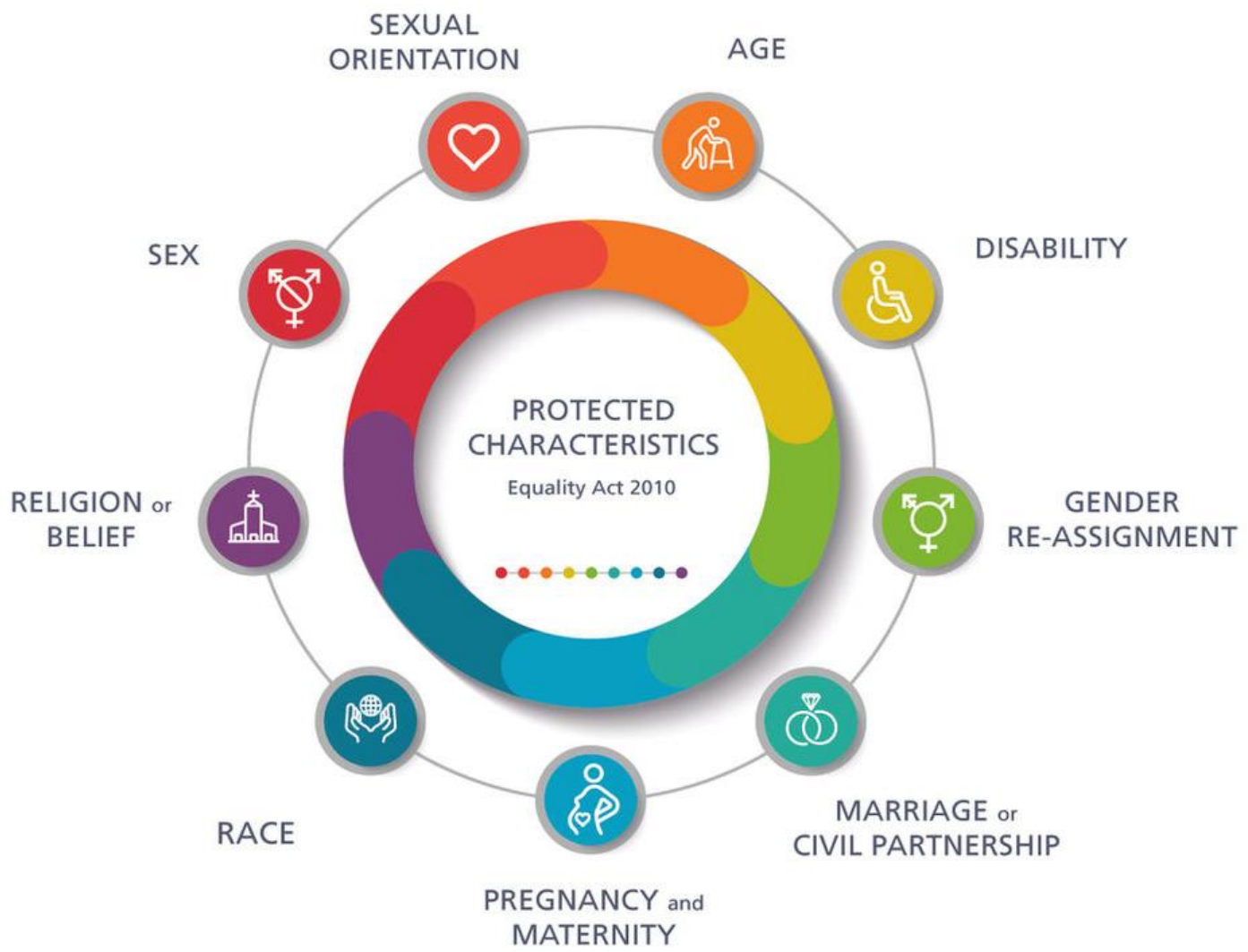
British Values

These are moral principles the Government says schools should promote. If these values are supported by everyone, our society will be fairer, more tolerant and, ultimately, a better place to live, work or learn. The values are:



Equality Act (2010)

The Equality Act is a very important law which was introduced to look after people with one or more **protected characteristics**, to try to stop them being the victims of discrimination, victimisation or harassment. The nine characteristics protected by the Equality Act are:



Key words

Disability: A physical or mental impairment that negatively impacts on a person's ability to do normal daily activities.

Gender reassignment: The process a person undertakes to alter their physical characteristics to match their gender identity.

Civil partnership: A legally recognized union between a couple with rights similar to those of marriage.

Sex: In the Equality Act, sex means male or female. Under the Act, a person's legal sex is the sex recorded on their birth certificate or their Gender Recognition Certificate.

Sexual orientation: A person's identity linked to the gender or genders to which they are attracted.

SPORT, HEALTH AND NUTRITION

Opportunities: Fitness suite, PE lessons, Sports clubs, Parkruns, fitness tests, walking/cycling to school.

Healthy choices: 5-a-day, less salt and sugar, more fibre, limit intake of fat, smaller portions.

Teamwork, Leadership and Communication: Fair play, equality and inclusion - House matches, fixtures, clubs, being a coach or official.

Healthy body - healthy mind! Links between physical activity and mental wellbeing. WES 10-a-day.

Targets and Goals: Being positive, being resilient, never giving up, doing your #BestExe, being a good role model.

Understand the importance of sleep: 8- 10 hours to function effectively. Rest and recovery as an important part of exercise, performance and digestion.

Get Physically Active! Aim to do 60 mins of moderate-vigorous physical activity each day across the week. Take part in activities that develop movement skills, muscles and bones. Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time.

Be active daily: Make healthy lifestyle and nutrition choices. Understand the life long benefits and know how to stay healthy.



SPORT, HEALTH AND NUTRITION - Healthy ME

You should choose something from each column each week to focus on in your lesson.
Once you have completed the task put a tick next to the activity. You should try to complete all of these over the cycle.

Physical ME	Thinking (Mental) ME	Social ME
<p>Skill development: Make a list of 5 new skills you have improved on during this cycle (e.g. shooting in handball or chopping technique in food). <input type="checkbox"/></p> <p>Attend an after-school club to help you develop and improve these skills further. <input type="checkbox"/></p> <p>Developing fitness</p> <p>For one of the sports, you are covering in this cycle, identify the main components of fitness needed. <input type="checkbox"/></p> <p>Engage in periods of sustained physical activity.</p> <p>The NHS recommends that you do 2 types of physical activity each week:</p> <ol style="list-style-type: none"> 1. Aerobic exercise. 2. Exercises to strengthen muscles and bones. <p>Young people aged 5-18 should:</p> <ul style="list-style-type: none"> • Aim to do 60 mins of moderate-vigorous physical activity each day across the week. • Take part in activities that develop movement skills, muscles and bones. • Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time. <p>Keep a log of your activity levels for a typical week - see if you meet the NHS guidelines.</p> <p>Monitor your screen time for a week. <input type="checkbox"/></p> <p>Use equipment safely and hygienically.</p> <p>Think about the activities you are doing in this cycle and in each session be conscious of at least 2 safety considerations needed. <input type="checkbox"/></p> <p>Cook a healthy meal from one of the recipes you have done in food this cycle. <input type="checkbox"/></p>	<p>Making appropriate time for rest, relaxation, and sleep - Having routines that support positive mental health.</p> <p>Try to get 8-10 hours of good quality sleep a night!</p> <p>Rules, strategies and tactics. Think about:</p> <ul style="list-style-type: none"> • What are the main rules for the sport you are covering now? Write down 3 rules you have learnt. <input type="checkbox"/> • Can you give an example of a simple strategy or tactic you have been using? <input type="checkbox"/> • Can you give an example of a more complex strategy or tactic you have been using? <input type="checkbox"/> • Give 3 rules you must follow in the kitchen. <input type="checkbox"/> <p>Terminology:</p> <p>Give 3 examples of terminology you have learnt in any of your SHN lessons. <input type="checkbox"/></p> <p>Knowledge of muscles and bones - how many muscles and bones can you label correctly? <input type="checkbox"/></p> <p>Being resilient - positive growth mindset and never give up attitude- always looking to improve! Give an example of how you have demonstrated resilience in your lessons. If you found something challenging/ difficult but kept trying - How did you feel afterwards? <input type="checkbox"/></p>	<p>Leadership - Taking responsibility within lessons (e.g. officiating, leading warm ups or practices or supporting food preparation in food lessons).</p> <ul style="list-style-type: none"> • Offer to be a leader for a lesson! <input type="checkbox"/> • Help another person in a lesson to help them make progress. <input type="checkbox"/> • Officiate a game. <input type="checkbox"/> • Give feedback and support to another person. <input type="checkbox"/> • Motivate and encourage others in a lesson. <input type="checkbox"/> • Make an effort to INCLUDE another less confident person in your lesson. Help others learn - coaching. <input type="checkbox"/> <p>Teamwork - Working together - Work co-operatively, work collaboratively to achieve a goal. <input type="checkbox"/></p> <p>Give 2 examples of where you have shown good teamwork. <input type="checkbox"/></p> <p>Communication</p> <p>Verbal - give some feedback on a performance - What went well? How could they improve it? <input type="checkbox"/></p> <p>Non-verbal - Use of whistle, signals as an official, use of a demonstration - Try to do one of these each week. <input type="checkbox"/></p> <div data-bbox="1665 1272 1846 1448" style="text-align: center;"> </div>

YST ACTIVE IN MIND

Body

Hydration

I can drink more water by...

I need _____ water each day.

Sleep

I need _____ hours of sleep.

I could improve my sleep by...

Diet

I could improve my diet by...

Environment

Your environment influences who you become, what you believe and do.

Who can support you?

Exercise

What exercise could I do?

I need 60 minutes of exercise a day

I could add exercise to my day by...

I will change my technology use by...

When we are organised we feel calmer. How could you be more organised?

What could you change at home

Mind

What am I worrying about?

Is there anything I can do about it?

No? Let it go.

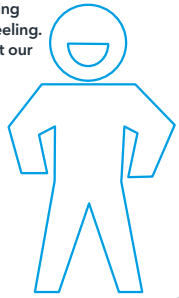
Yes? Do it now or make a plan about how and when you will do it.

Power poses

How we are sitting or standing tells our brain how we are feeling. Powerful postures can affect our mood and confidence. Think about someone who is confident or brave. What is their posture like?

Try this posture:

- Stand/sit tall with your shoulders back
- Hold your head up
- Smile



Stressors

What are my stressors? What stresses me out...

[Blank space for writing stressors]

What happens to your mind and body when you feel stressed? Does your heart beat faster? Do your thoughts become confused? Write down all the things you notice.

[Blank space for writing stress effects]

What can you do to influence your body's response to stress?

[Blank space for writing stress management strategies]

Positive thoughts

Your brain changes based on what you think. We can help our brain to change positively by using positive statements.

Complete the "I am..." in the box with the word you want to become. For example: "I am confident" or "I am calm"

I am...

[Blank space for writing positive statements]


Mindfulness

Mindfulness helps our brain to be calm and to learn how to focus. Try this mindfulness exercise:

Trace your fingers around your opposite hand.

Breathe in, slide up

Breathe out, slide down



Grateful

When we focus on what we are grateful for our brain notices more of the things which help us to feel happy. Everyday write down one thing you are grateful for. What are you grateful for today?

I am grateful for...

[Blank space for writing things to be grateful for]

Visualisation

Athletes practice their skills in their mind by imagining themselves winning. This helps their brain learn how to be successful. Create a picture in your mind of something you want to achieve. Draw the picture in the box of what you will visualise.

[Blank space for drawing a visualization]

Tips for learning new skills

- 1 Avoid distractions.
- 2 Make your environment comfortable.
- 3 Get some water to drink.
- 4 Prepare all your equipment and materials.
- 5 Use bright coloured paper and pens.
- 6 Use pictures and diagrams.
- 7 Practice in chunks of time, taking regular breaks.
- 8 Give yourself enough time.

New habits and actions

[Blank space for writing new habits and actions]

Literacy Marking Codes		
	What it means	What you need to do in green pen
SP	Incorrect spelling	Find the correct spelling and write it in the margin three times
CL	Use a capital letter	Replace the lower case letter with a capital
O	Missing full stop or other missing punctuation	Add the punctuation in the correct place
//	New paragraph	Think why you need a new paragraph here (change of topic/time/place/speaker)
WW	Wrong word choice	The word you have chosen does not fit in this sentence - choose an alternative
?	Doe this make sense?	Re-write the sentence so it makes sense
HW	Handwriting is illegible	Re-write the selected words so they are legible and clear

Reading Consistencies	
Following text at all times	Use your overlay to follow the text. This way you know exactly where you are when you are asked to read and you wont lose your place during discussion. Use an overlay if you have one.
Switching the reader	When you are given the instructions you are to take over the reading for a period of time. All pupils are expected to read.
Holding the place	Using your bookmarks to carefully note where you have stopped reading so that you can commence reading again swiftly once discussion is over.
Checking the punctuation/emphasis	Your teacher may ask you to reread a section, paying attention to the pauses, exclamation marks and question marks written in the text.
Pointing out the error	Your teacher may ask you to reread a particular word, breaking it down and sounding it out so that the correct pronunciation is given.

The West Exe Canon - a collection of culturally significant texts

Noughts and Crosses - Malorie Blackman 2001	Wonder - R.J. Palacio (2012)
<p>An alternate reality dealing with racism.</p> <p>Synopsis: Two young teenagers from different races and different lives fall in love - but at what cost are they able to be together in a society that thinks that inter-racial relationships are wrong? Can society move forward when people abuse their power?</p> <p>Context: This book deals with a number of issues including relationships, alcohol abuse, power abuse, depression and violence. Based on the system of apartheid (which in Afrikaans means 'separateness') a system of institutionalised racial segregation that existed in South Africa from 1948 until 1994.</p>	<p>A story about a young boy with a facial deformity.</p> <p>Synopsis: August Pullman was born with a facial difference that, up until now, has prevented him from going to a mainstream school. Starting school now, he wants nothing more than to be treated as an ordinary kid-but his new classmates can't get past Auggie's extraordinary face.</p> <p>Context: The author and her children were at an ice cream store and sat next to a little girl with a severe facial deformity. Palacio's 3-year-old son cried in fear, so the author grabbed her kids and fled. She was trying to protect the girl but also avoid her own discomfort. "I was really angry at myself afterwards for the way I had responded," she admits. "What I should have done is simply turned to the little girl and started up a conversation and shown my kids that there was nothing to be afraid of."</p>

YEAR 7 CYCLE 1 ENGLISH

**October, October KO:****Plot Summary**

- October loves living with her father in the woods. They avoid civilisation as much as possible.
- One day, they come across a dead owl and when October sees its baby, she saves it, nurses it back to health and names it Stig.
- On October's birthday she plants a tree with her father to celebrate, and October finds an important treasure – a gold ring!
- October's mother left when she was very young, and October hates it when she visits. October climbs a tree to get away from her mother, but her father falls when he tries to follow and he has to go to hospital.
- While he is there, October has to move to London to live with her mother. She hates the city and struggles to cope with the change.
- October has to take Stig to an owl sanctuary because her mother says the city isn't a good place for wild animals.
- October starts school for the first time and finds it very overwhelming. She feels judged by her classmates because she is different.
- Eventually, October makes friends with Yusuf, one of her classmates, and they have to do a school project together.
- Every time she visits her father in hospital, October feels upset and guilty. She blames herself for her dad's injury.
- October's mother takes October to the River Thames, and she learns all about mudlarking. October and Yusuf take this up as a new hobby.
- Over time, October starts to feel closer to her mother.
- Over Christmas and New Years, October spends more time with her father as he recovers, and begins worrying that he will tell her she has to stay in London.
- October hopes that if she finds a ring that matches the first one, he will forgive her and take her back to the woods.
- October begins liking school and does a presentation in her school assembly with Yusuf about mudlarking, which she is very proud of.
- October helps release Stig back into the wild and seems to feel more at peace with the idea that she can like both London and the woods. She moves back to the woods but still sees her mother and her friends.

Vocabulary

Setting	The time, place and environment in which a story occurs.
Civilisation	A place that has reached an advanced stage of social and cultural development and organisation.
Claustrophobic	An irrational fear of confined places or feeling trapped.
Autonomy	The ability to live or act freely and independently, without social or legal rules you must follow.
Fragmented	Something that has broken into pieces or splintered apart.
Naïve	Someone that shows a lack of experience or wisdom.
Nostalgia	A wistful or sentimental yearning to return to a particular time or place.
Enhance	To improve the value or quality of something.
Perturbed	A feeling of anxiety and concern.
Overwhelming	when an emotion or situation is so intense or powerful that it's difficult to cope with or manage.
Conflicted	Having or showing confused and opposing feelings.
Inscription	Something marked with letters or a message
Mudlarking	Searching the mud near rivers to find interesting, valuable or historical objects.
Ominous	Something that gives the worrying impression that something bad is going to happen.
Delectable	Food or drink that is delicious.
Apprehensive	Uneasiness stemming from the fear that something bad or unpleasant will happen.
Denouement/ Resolution	The conclusion or ending of a story.
Allegory	The underlying moral or political message or lesson a story might teach its readers.

YEAR 7 CYCLE 1 ENGLISH

October, October KO:Key Skills/Language Devices

Juxtaposition	When writers explore two ideas that have contrasting effects.
Inference	A conclusion you make based on evidence and reasoning.
Repetition	A word, phrase or idea that appears multiple times.
Dialogue	A conversation between characters.
Metaphor	A figure of speech that makes a non-literal comparison between two things.
Emotional literacy	An individual's ability to identify, label and understand our own emotions and the emotions of others.
Characterisation	The creation or construction of a fictional character and their distinctive traits.
Cliff hanger	A dramatic and exciting ending to a chapter or story which leaves the audience in suspense.
Personification	Giving something non-human human characteristics.
Simile	A comparison made between two ideas/images using 'like' or 'as'.
Imagery	Visually descriptive language.
Sensory imagery	Descriptive language that links to the five senses.
Cyclical structure	A story that begins and ends in a similar way.

IMPACTS Analysis

Image	The picture created in a reader's mind by the language writers use. Example: The word 'party' creates an image of a fun and lively celebration.
Mood/atmosphere	The feelings and emotions connected to a particular setting. Example: The abandoned house had a spooky atmosphere.
Pattern	A repeated idea or phrase. Example: The dog got closer and closer and closer.
Associations	A word that links to or reminds us of something tangible (something you can touch) like an object or person. Example: 'Halloween' could be associated with sweets, costumes and pumpkins.
Connotations	The ideas and emotions a word makes us think of. Example: The word 'fire' might have connotations of rage, hatred, evil, warmth or light.
Tone	An author or character's attitude or feeling which is communicated to us through their word choices. Example: Her fearful tone suggested she was afraid of leaving the woods.
Symbolism	A shape, icon, character or idea that represents something bigger. Example: A red rose could symbolise love.

YEAR 7 CYCLE 1 MATHS

<u>Word</u>	<u>Used in context</u>	<u>Definition</u>	<u>Example</u>
Place Value	What is the place value of the second digit in the number 418?	The value of each digit in a number.	The '1' in 418 represents 10 or 1 ten
Integer	Round 24.6 to the nearest integer .	A whole number.	$3 \quad 15 \quad -4 \quad 0 \quad -323$
Partition	Partition 324 into its place value parts.	Splitting a number into place value parts.	$324 = 300 + 20 + 4$
Prime	Which of the following numbers are prime ?	A number with exactly two <i>different</i> factors; one and itself.	$\frac{2}{1 \ 2} \quad \frac{3}{1 \ 3} \quad \frac{5}{1 \ 5}$
Factor	1, 2, 3, and 6 are all the factors of 6.	Any integer (whole number) that divides exactly into another number.	$\begin{array}{r} 6 \\ 1 \ 6 \\ 2 \ 3 \end{array} \quad \begin{array}{r} 20 \\ 1 \ 20 \\ 2 \ 10 \\ 4 \ 5 \end{array}$
Multiple	List the first five multiples of 4.	Any integer (whole number) in the times table of another number.	Multiples of 4: $4, 8, 12, 16, 20$
Lowest Common Multiple (LCM)	Find the lowest common multiple of 6 and 9.	If you list the multiples of these numbers, the lowest common multiple is the smallest number that can be found in both lists.	$6, 12, 18, 24, 30, 36$ $9, 18, 27, 36$ LCM(6,9)=18
Highest Common Factor (HCF)	Find the highest common factor of 15 and 33.	If you list the factors of these numbers, the highest common factor is the largest number that can be found in both lists.	$\begin{array}{r} 15 \\ 1 \ 15 \\ 3 \ 5 \end{array} \quad \begin{array}{r} 33 \\ 1 \ 33 \\ 3 \ 11 \end{array}$ HCF(15,33)=3
Prime factor decomposition Product of prime factors	The prime factor decomposition of 52 is: $2 \times 2 \times 13$ Write 52 as a product of its prime factors .	Each number has a unique prime factor decomposition, just like a signature. Multiply prime numbers only to make the number.	52 $\begin{array}{l} \textcircled{2} \uparrow 26 \\ \textcircled{2} \uparrow \textcircled{13} \end{array} \quad 52 = 2 \times 2 \times 13$
Product	The product of 3 and 4 is 12.	Another word for multiplying.	Product of 6 and 8 = $6 \times 8 = 48$
Indices (pl.) / Index (sing.)	Express $3 \times 3 \times 3 \times 3$ in index form.	A number which shows how many times a number or letter has been multiplied by itself.	$3 \times 3 \times 3 \times 3 = 3^4$



YEAR 7 CYCLE 1 MATHS

Word	Used in context	Definition	Example
Inequalities	There are four inequality symbols; $>$ $<$ \geq \leq	$>$ means "Greater/more than", $<$ means "Less than", \geq mean "greater than or equal to" and \leq means "less than or equal to."	$6 > 2$ $-2 < 5$ $2x > 6$
Term	In the expression $4x - 7$, $4x$ is the x-term and 7 is the number term .	A single number or variable (letter)	$4x$ -7 x^2 $-xy^2$
Variable	The variable in the expression $4x - 7$ is the letter x .	A symbol (usually a letter) that represents an unknown number.	$6y$ -> The variable is y $7t$ -> The variable is t
Co-efficient	The co-efficient of $5x^2$ is 5 .	A number used to multiply a variable. Variables with no number have a co-efficient of 1 .	$7x$ -> The co-efficient is 7
Expression	$5x - 3y + 2$ is an expression .	Numbers, symbols and operators (such as $+$ and \times grouped together).	
Formula	The formula for the area of a rectangle is $A = l \times w$	A rule or fact written with mathematical symbols. It usually contains an $=$ sign and two or more variables.	$l = 4, w = 6$ $A = l \times w = 4 \times 6 = 24cm^2$
Expand	Expand the bracket $2(x + 5)$.	To remove a bracket by multiplying terms.	$2(x+5) = 2x + 10$
Substitute	Substitute the value $x = 2$ into the expression $5x - 1$	Replacing the variables (letters) with numbers.	Substitute $x = 2$ in $5x - 1$ $5(2) - 1 = 10 - 1 = 9$
Linear Sequence	The sequence $4, 7, 10, 13, 16$ is a linear sequence .	A number pattern which increases (or decreases) by the same amount each time.	$10, 9, 8, 7, 6, \dots$ $-2, 1, 4, 7, 10, \dots$
Term (in a sequence)	In the sequence $2, 4, 6, 8$, the number 4 is the second term .	Each number in a sequence is called a term.	
Term-to-term	In the sequence $1, 3, 5, 7, 9$, the term-to-term rule is to add 2 to the previous term.	A rule used to allow you to find the next number in a sequence if you know the previous term or terms.	
n^{th} term	Then n^{th} term rule for a sequence is $3n + 1$.	A position-to-term rule that works out a term based in its position in the sequence.	$4, 7, 10, 13$ $+3$ $+3$ $+3$ $n^{th} \text{ term} = 3n + 1$ $4 - 3 = 1$

YEAR 7 CYCLE 1 SCIENCE

Key Concepts in Biology

Independent variable: The one we **change**.

Dependent variable: The one we **measure**.

Control Variable: The things we keep the **same**.



Flammable



Corrosive



Environmental hazard



Toxic



Health hazard



Moderate hazard



Oxidising



Explosive

Week One

There are 7 essential life processes.
All living things carry them out.
We can remember them using MRS GREN.



M Movement (Living things are able to move about)

R Respiration (This turns our food into energy, which we need to carry out functions that keep us alive)

S Sensitivity (Living things can respond to light, heat, sound, taste, sight or touch)

G Growth (Living things grow, increasing in size and complexity)

R Reproduction (Living things produce offspring, allowing for survival of each species)

E Excretion (Living things have to get rid of unwanted waste products, like urine and faeces)

N Nutrients (Living things need to take in food so that respiration can occur. Nutrients in food help to build, maintain and repair organisms)

Lab Safety



We must follow several procedures in a lab to prevent injury and to stay **safe**.

- 1.) **Do not** enter the lab or touch equipment unless told to by staff.
- 2.) Always wear **eye protection** until you are told to remove them.
- 3.) Ensure **bags are tucked under** desks.
- 4.) **Hair must be tied up** during practicals.

5.) You must **stand up** during practicals.

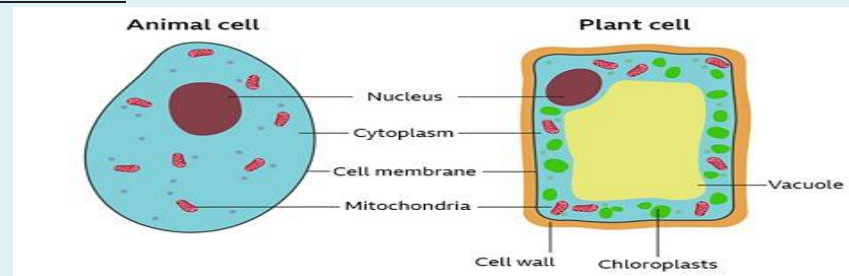
6.) **Never taste anything** or put anything in your mouth in the lab. This includes fingers, drinks, sweets and pens, which might have picked up toxic chemicals from the bench.

7.) Put things into their **correct bins**, like the glass bin.

8.) Wipe up any **spillages and report accidents** to a teacher.



Week Two



The word '**organelle**' is used to describe the names for the different parts of a cell.

Nucleus: Controls the cell and contains DNA.

Cytoplasm: Jelly-like substance where chemical reactions take place.

Cell membrane: Controls what enters and exits the cell.

Mitochondria: Releases energy from respiration.

Cell wall: Made of cellulose. It supports and protects the cell.

Chloroplasts: Absorb sunlight for photosynthesis, which helps the plant grow.

Permanent Vacuole: Contains cell sap and help keeps the cell firm (turgid).
Plant cells contain a **cell wall, vacuole and chloroplasts**, but **animal cells do not**.



YEAR 7 CYCLE 1 SCIENCE

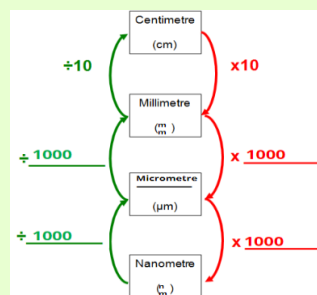
Week Three

A microscope is used to magnify images of tiny things, such as cells.

1. Always start with **the objective lens with the lowest magnification**.
2. Place the slide you want to observe on the stage, holding it in place with the clips. **Stain** your specimen using **iodine**.
3. Adjust the light source so that the light goes up through the slide.
4. Look through the **eyepiece and adjust the focusing wheel** slowly until you see the object clearly.
5. Repeat steps 3 and 4 using an objective lens with a higher magnification to see the object in greater detail.



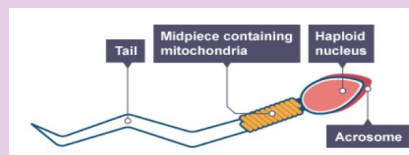
Unit Conversions



Week Four

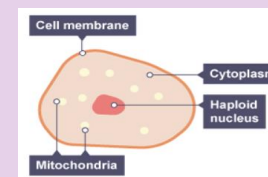
Specialised cells are cells designed to carry out a particular job in the body.

Sperm Cells



- Mitochondria** (release energy for movement)
- Acrosome** (releases enzymes to digest the egg membrane and allow for fertilisation)
- Haploid nucleus** (contains the DNA for fertilisation)
- Tail** (allows for swimming towards the egg)

Egg cells



- Cytoplasm** (contains nutrients for the embryo)
- Haploid nucleus** (contains the DNA for fertilisation)
- Cell membrane** (blocks extra sperm from entering after fertilisation)

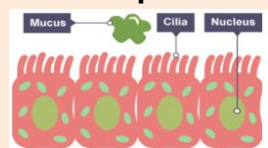
Week Five

Red blood cells



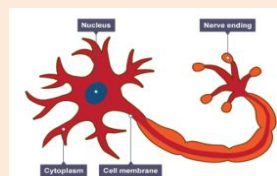
- Carry oxygen to muscles around the body.**
- Biconcave shape** (large surface area to absorb maximum amount of oxygen)
- No nucleus** (more space to pick up oxygen)
- Haemoglobin** (to pick up the oxygen)

Ciliated epithelial cells



- Found in our airways.**
- Cilia hairs** (wafts mucus containing dust/other particles out of the airways)
- Nucleus** (contains the genetic information)

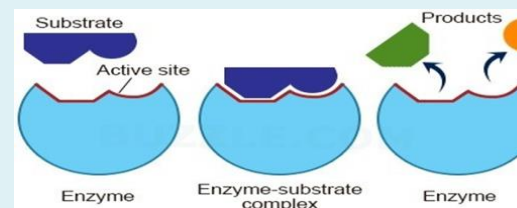
Nerve cells



- Send electrical signals in the nervous system.**
- Fatty myelin sheath** material surrounding it (to increase the speed at which the message can travel)
- Nerve endings** (allow the cells to connect to new cells to pass messages on)
- Thin and long** (to carry messages around the body over large distances)

Week Six

1. Enzymes are a special group of **proteins** that speed up the rate of reactions.
2. Enzymes are examples of **biological catalysts**.
3. In humans, digestive enzymes turn large molecules (polymers) in our food into the smallest **units** (monomers) they are made from.
4. The substances the enzymes work on are called **substrates**.
5. The substances they produce are called **products**.



- The **substrate** binds to the **active site** of the enzyme. They have a **complementary shape** (fit into one another like a **lock and a key**).
- Once they bind, this forms an **enzyme-substrate complex**.
- Then, the substrate is broken down into smaller **products** and they are released.

YEAR 7 CYCLE 1 SCIENCE

Week Seven

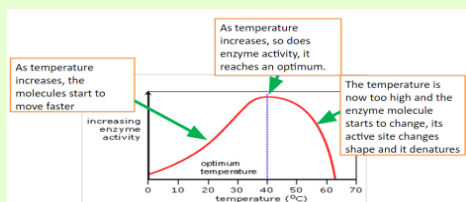
Certain factors, like temperature, can affect enzymes. Changes in body temperature can affect how the enzymes in our body work!



At **normal temperatures**, the substrate can fit into the enzyme's active site perfectly.

When temperatures get too high, the **active site changes shape**. We say the enzyme has '**denatured**'.

Now the substrate cannot bind, and **no products** can be formed as a result.



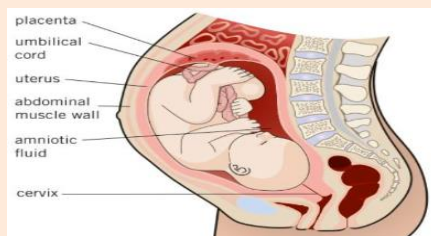
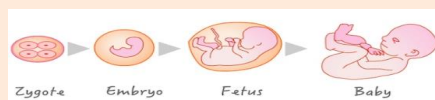
Optimum temperature: The temperature at which the enzyme works most effectively. In this graph, the optimum temperature for the enzyme is 40 degrees.

Week Nine

Stages of fertilisation

1. The egg is released from the ovary into the oviduct (fallopian tube).
2. The sperm and egg join together, this is called fertilisation and makes a zygote.
3. The zygote reproduces to make a ball of cells called an **embryo**.
4. The embryo travels into the uterus and implants in the lining.
5. The embryo develops into a **foetus** (unborn baby).

In all mammals, the time in the uterus from fertilisation until birth is known as **gestation**. In humans, we call this **pregnancy**.



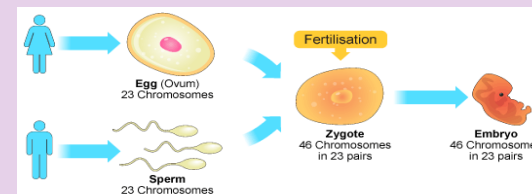
Placenta: An organ where substances like oxygen is passed between the mother and the foetus' blood.

Umbilical cord: Connects the foetus to the placenta.

Amniotic fluid: Surrounds the baby and cushions it as it develops.

Week Eight

Reproduction is the production of new members of a species, **replacing** those who die due to **old age, disease, competition**.



Asexual reproduction

Involves only one parent, results in genetically identical offspring.

The advantages of this are:

- ✓ Population can increase rapidly

The disadvantages of this are:

- × No variation
- × Disease can affect all individuals in a population
- × May only be suited to one habitat



Sexual reproduction

Involves 2 parents who have sex organs which produce sex cells.

The advantages of this are:

- ✓ Allowing variation in a species
- ✓ Disease is less likely to affect all individuals in a population

The disadvantages of this are:

- × Time/energy to find a mate



Week Ten

The menstrual cycle takes place every month in females and involves the uterus preparing itself to receive a fertilised egg.

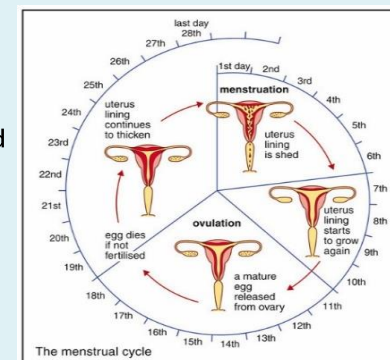
Days 1-7: The 'period' – this is when the lining of the uterus and any unfertilised egg sheds and leaves through the vagina.

Days 8-13: Blood flow stops. Lining of the uterus starts to build up again.

Day 14: Half way through the cycle. **Ovulation occurs** (an egg is released from an ovary).

Day 14-17: The egg can last up to 3 days after it is released from the ovary. During this time, the egg travels down the oviduct and to the uterus. It can be fertilised by a sperm in the oviduct.

Day 17-28: If the egg is not fertilised, the lining of the uterus start to break down again. If fertilisation has taken place, then **implantation** can occur. If not, then the cycle starts again.



YEAR 7 CYCLE 1 GEOGRAPHY - Biomes

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
<p>Ecosystem: A community of plants and animals that interact with each other and their environment.</p> <p>Biome: A plant and animal community that covers a large area of the Earth's surface (e.g. desert, tropical rainforest).</p> <p>Global atmospheric circulation: The worldwide system of winds which moves heat from the equator to the poles. It helps to create the conditions for different biomes to exist.</p> <p>Climate: The average weather conditions over the long period of time. Around the world, this creates zones that have the same pattern of temperature and rainfall.</p>	<p>Biomes of the world There are seven major world biomes.</p> <p>Tundra: Low growing plants due to cold and windy conditions.</p> <p>Coniferous forest: Also known as the taiga or boreal. Cone-bearing evergreen trees able to cope with harsh winters.</p> <p>Temperate deciduous forest: Trees such as oak and beech that lose leaves during the autumn (UK's biome).</p> <p>Temperate grasslands: Grassy plains suited to dry, hot summers and cold winters.</p> <p>Mediterranean: The smallest biome. Shrubs, herbs and olive trees able to cope with high temperatures and summer drought.</p>	<p>Desert: Few plants (e.g. cactus) and animals (e.g. camels) that cope with extreme temperatures and very dry conditions.</p> <p>Tropical rainforest: Vegetation suited to warm, wet climate throughout the year and inhabited by 50% of the world's plants and animal species. Tropical rainforests only cover 6% of the Earth's surface, yet they contain 50% of the plant and animal species.</p> <p>Tropical grasslands (savanna): Grassland able to cope with long, dry periods with some violent thunderstorms; grazed by animals (e.g. gazelles) and stalked by predators (e.g. lions).</p>	<p>Tropical rainforest vegetation</p> <p>Emergents: Tallest trees in the rainforest reaching around 50 metres.</p> <p>Canopy: Receives 70% of sunlight and 80% of rainfall. Around 30 metres high.</p> <p>Undercanopy: Sheltered layers of young trees growing to a height of 20 metres.</p> <p>Shrub layer: Only small trees and shrubs. Less than 5% of sunlight reaches the forest floor.</p> <p>Epiphytes: Some plants grow on larger trees as they only need water and air to survive e.g. orchids.</p> <p>Convictional rainfall: Where the ground is heated intensely by the sun, the air rises and condenses to form clouds and heavy downpours.</p>	<p>Threats to the rainforest</p> <p>Deforestation: The cutting down of trees, transforming a forest into cleared land for other uses.</p> <p>Logging: Trees cut down for items such as furniture, paper and utensils. Half of wood used for fuel.</p> <p>Cattle ranching: Cattle raised on the cleared land to meet the demand for beef elsewhere e.g. USA.</p> <p>Mining: Rainforests contains copper, diamonds, gold and other metals. Some places also have oil and gas.</p> <p>Palm oil plantations: Palm oil is found in around half the products in supermarkets, for example, biscuits, shampoo, margarine.</p> <p>Dam building: Often built to produce hydroelectric power for other activities such as logging.</p>
WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<p>Tropical rainforest Around the Equator. Central Africa, SE Asia, Brazil & central America. No seasons. Temps 26-28°C each day. 200mm rainfall. Tall trees such as mahogany. Long vines called lianas. Toucans, insects, jaguars, monkeys, snakes, frogs.</p> <p>Tropical grassland Between the rainforest and desert biome. Around Congo Basin, Venezuela, northern Australia, Mexico. Wet season & dry season. 80% rainfall happens in 4-5 months - wet season. Dry season as low as 100mm. Baobab tree. Grasses such as pampas. Gazelles, giraffes, wildebeest, cheetah, lions, hyenas.</p>	<p>Deserts Around 30° latitude, at the tropics. Sahara in Africa, Arabian desert. Temperatures can reach 36°C in the day. Below freezing at night. Annual rainfall 40mm. Cacti and yucca plants. Bushes grow apart so they do not compete for water. Camels, meerkats, scorpions.</p> <p>Polar regions At the poles. Below the Arctic is the tundra (northern Canada, Russia). Long, cold winters, short, cool summers. Temperature rarely above freezing. Low rainfall 250mm. Mosses and some grasses in the Arctic. No trees. Killer whales, polar bears, wolves, foxes, reindeer, seals.</p>	<p>Arctic (north) Temperatures are warmer from -46°C to -26°C. Sea does not fall below -2°C. Southern parts include the tundra. Arctic is an ocean surrounded by land. Around four million people live there.</p> <p>Antarctica (south) Temperatures are colder from -62°C to -55°C. Average height of 2300 metres – highest of all continents. Only 1% of the continent is ice free. Antarctica is land surrounded by an ocean. No permanent inhabitants but up to 10000 scientists in the summer.</p>		<p>Threats to polar bears</p> <p>Climate change: Sea ice melting means less hunting grounds. Polar bears become lighter (10kg) and less healthy.</p> <p>Toxic pollution: High pollutants found in polar bears leads to lower levels of vitamins and antibodies. Milk can poison cubs.</p> <p>Oil exploration: Consuming oil from eating oil from contaminated prey. Noise from construction can destroy their habitat.</p> <p>Overhunting: Laws set a limit on how many can be hunting by local people. Numbers are monitored to keep numbers stable.</p>

YEAR 7 CYCLE 1 HISTORY - The Romans and The Normans

<p>1 The Roman Empire</p>	<ul style="list-style-type: none"> Rome was found in 753BC. In Roman mythology, Romulus and Remus found Rome. They were twin brothers who had been raised by a she-wolf. Romulus killed Remus and became the city's first king. An empire is a group of countries run by another country. The Romans conquered many countries. Its empire stretched across parts of Asia, Africa, and most of Europe. People in the Roman Empire lived very different lives. Some lived in luxury and had a hypocaust – a type of underfloor heating. Some risked their lives as gladiators, fighting dangerous animals or other people. 	<p>6 The Battle of Hastings</p>	<ul style="list-style-type: none"> After the Battle of Stamford Bridge, William, Duke of Normandy, invaded England. Harold Godwinson marched his men South. The Norman army (William's men) was made up of archers (using bows and arrows), cavalry (men on horseback) and foot soldiers. The Saxon army (Harold's men) was made up of Housecarls (professional soldiers) and fyrð (men with little training and unpaid). Harold's army positioned themselves on Senlac Hill and his housecarls formed a shield wall. They stood close together, side by side, protecting Harold. The Normans found it difficult to attack up the hill and to break the shield wall. During the battle they feigned retreat (pretended to run away). This tricked the Housecarls into chasing after them, breaking the shield wall. Harold was left exposed. The Bayeux Tapestry tells us he was killed by an arrow shot through his eye.
<p>The Roman Army and 2 Caesar</p>	<ul style="list-style-type: none"> The Roman Army was very important to Rome's power. The main part of the army was the legion (5,000 men). They were led by the Legate. The Legion was divided into ten cohorts. Each cohort was made up of six centuries (80-100 men). They were led by a Centurion. The Roman army was very disciplined and had clever tactics such as the testudo (tortoise). Soldiers would use their shields to form a protective 'shell', covering their sides, front and top. Julius Caesar was born into an important family in 100BC. He became an important military leader and helped the Roman Empire expand. Caesar defeated rivals and became the dictator of Rome. A dictator is a leader that has total power and makes all decisions on their own. On 15th March 44BC, the 'Ides of March', Caesar was assassinated. 	<p>7 The Feudal System</p>	<ul style="list-style-type: none"> Once Harold was killed, William became King of England. William established a feudal system. This was a hierarchy, an order of people in society. It helped William to keep control, by giving some control to other people. The king was at the top of the feudal system. They held the most power and led everyone else. Barons were next. They were landowners. They were given land by the king. In return, they had to promise to be loyal to him and pay taxes. Knights were below barons. The barons gave them some land. In return, they promised to protect the baron and pay taxes. Peasants (or villeins) were at the bottom of the feudal system. They were given a small area of land to farm. In return, they had to work and give food. There was 1 king, around 200 barons, 4,000 knights and 1.5 million villeins.
<p>3 Roman Britain</p>	<ul style="list-style-type: none"> Britain was part of the Roman Empire from 43AD until 450AD. The Romans defeated the Celts and controlled Britain for the next 300 years. The Romans brought many new ideas and products to Britain. For example, glass and public baths. The Romans built new roads in order to move their army around more easily. They built aqueducts to provide towns with water. During this time, Exeter was called Isca Dumnoniorum. Isca means 'water' or 'river'. 	<p>8 The Domesday Book</p>	<ul style="list-style-type: none"> William needed money to keep control of England. He got this money through taxation, money that we give to the government. First, they needed to find out how much people could afford to pay. William sent out officials to villages and towns. They asked people questions like how much land and animals they had. Over 13,000 villages were visited and soldiers threatened to kill people if they did not tell the truth. Today the Domesday book is kept in London and is an important source that tells us about the past.
<p>4 Roman Britain</p>	<ul style="list-style-type: none"> At the height of the Roman Empire, it stretched from the Atlantic Ocean all the way to the Middle East. This made it very difficult to defend. By 410AD the city of Rome was under attack and the empire was falling apart. Roman soldiers had to leave Britain to go to Rome to fight. After the Romans left Britain, it was open for another army to invade. In 789, the Vikings (people from Denmark, Norway and Sweden) first invaded but were defeated successfully. However, the Vikings continued to try to invade England and the Saxons continued to fight them off. 	<p>9 Castles</p>	<ul style="list-style-type: none"> The Normans built castles in England. This helped them to control England and protect themselves from attack. The first castles built were motte and baileys. A motte was a hill. A bailey was the living area for the soldiers. Motte and baileys were quick to build and made from easy to find resources, such as wood. However, they could be burnt down and would rot over time. Over time, the Normans built stone castles. The Normans built Rougemont Castle in Exeter. They were worried about Saxon rebellions because Harold Godwinson's mother lived there.
<p>5 The Succession Crisis</p>	<ul style="list-style-type: none"> In 1066, the Saxon king, Edward the Confessor, died. He left no heir to the throne. Harold Godwinson: Saxon, Edward the Confessor's advisor, claimed Edward promised him the throne, supported by the Witan (a type of Saxon government). Harald Hardrada: Viking, King of Norway, distant relative of a previous king of England. William, Duke of Normandy: claimed Harold had sworn loyalty to him. Harald Hardrada invaded England first. Harold marched around 10,000 soldiers North. At the Battle of Fulford, Hardrada defeated the English Northern Earls. However, at the Battle of Stamford Bridge, King Harold's army defeated Harald Hardrada. 	<p>10 Overview</p>	<p>Romans: The Romans had one of the largest empires in history. From 43AD to 450AD, Britain was part of its empire. The Romans brought lots of new ideas, buildings and products to Britain. Its strong army was vital to both expanding and maintaining its empire. In 410AD, the Romans left Britain.</p> <p>The Normans: In 1066, the Saxon king, Edward the Confessor, died. Harald Hardrada, a Viking, invaded the north of England. The Saxon, Harold Godwinson, defeated the Vikings. They then marched south to face William of Normandy's army. William of Normandy defeated Harold Godwinson. The Normans introduced a feudal system, the Domesday Book and built castles to maintain their power.</p>

YEAR 7 CYCLE 1 SPANISH

These are the lists of ten words that you need to write, copy, check in your Extended Practice Books four times every week, and learn for your weekly vocabulary test. Watch this video for advice on how to learn new vocabulary:



<https://www.loom.com/share/16f077845a464dfc82249b38260db95d?sid=ea2fad82-0495-42be-84bc-6ad9d321806c>

Scan this QR code to access the Quizlet sets for this vocabulary:



<https://quizlet.com/WestExeSchool/folders/wes-year-7-spanish-cycle-1-10-words-per-week-vocab-2024-25?i=fka8p&x=1xqt>

Week 1		Week 2		Week 3		Week 4				Week 5	
estar	to be, being	blanco	white/pale	ser	to be, being	tener	to have, having		un amigo	a friend	
estoy	I am	listo	ready	soy	I am	tengo	I have		una botella	a bottle	
estás	you are	nervioso	nervous	eres	you are	tienes	you have		un caballo	a horse	
está	he/she/it is, it is	raro	strange	es	he/she/it is	tiene	he, she, it has		una palabra	a word	
norte	north	seguro	sure, certain	alegre	happy, cheerful	¿Qué?	What?		un periódico	a newspaper	
sur	south	serio	serious	alto	tall, high	un barco	a boat		una planta	a plant	
Inglaterra	England	tonto	silly	bajo	short, low	una cama	a bed		una pregunta	a question	
España	Spain	tranquilo	calm, tranquil	correcto	correct	una casa	a house		una revista	a magazine	
en	in	¿Cómo?	How?	guapo	good-looking	un gato	a cat		una tarea	a task	
¿dónde?	Where?	muy	very	simpático	nice, friendly	nuevo	new		también	also	
Week 6		Week 7		Week 8		Week 9				Week 10	
bailar	to dance, dancing	llevar	to wear, wearing	caminar	to walk, walking	uno	1	siete	7	hay	there is, there are
escuchar	to listen, listening	necesitar	to need, needing	estudiar	to study, studying	dos	2	ocho	8	mirar	to look, looking
comprar	to buy, buying	usar	to use, using	entiendo	I understand	tres	3	nueve	9	Un/a chico/a	a boy/ girl
hablar	to speak, speaking	una ayuda	a help	el español	Spanish	cuatro	4	diez	10	una clase	a class
llegar	to arrive, arriving	una bolsa	a bag	el inglés	English	cinco	5	once	11	una mesa	a table
¿Quién?	Who?	una camisa	a shirt	la ciencia	science	seis	6	doce	12	una puerta	a door
bien	well	una cosa	a thing	verdadero	true					una silla	a chair
temprano	early	un vaso	a glass	mucho	much, a lot					una ventana	a window
tarde	late	un zapato	a shoe	pero	but					allí	there
otra vez	again	luego	then	perdón	sorry					aquí	here

Weeks 11 & 12: revise weeks 1-10

YEAR 7 CYCLE 1 ART & DESIGN

Year 7 Cycle 1: LANDSCAPES – Mark-making and Tone

Use the list of key words and images to support your learning in Art for cycle1.

Stretch and Challenge tasks: (select from the options below)

1. Copy an artist image. 2. Copy a landscape from a magazine or the internet. 3. Take your own photo and print it. 4. Draw your garden/local landscape. *Bring your work to lesson and stick in your sketchbook proudly.

Key words

TONE: Is the lightness or darkness of something – this could be a shade of how dark or light a colour appears.

LINE: Can show the outline of something, create pattern, show movement and create mood within a piece.

CONTRAST: Means DIFFERENCE. Can be created through a big difference in areas of light and shade, colours and textures.

LANDSCAPE: An artwork that portrays the visible features of land – often chosen for its aesthetic quality. Can be entirely natural or include man-made elements such as buildings.

TEXTURE: Means how something feels. There are two types of texture. Actual texture - how something feels through touch and visual texture- how something looks by the effects the artist has created.

STIPPLING: A way of shading using small dots.

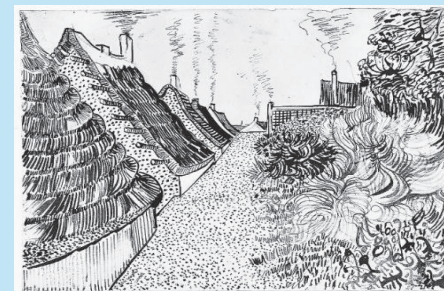
CROSSHATCHING: A way of shading by crossing over lines in different directions.

SCUMBLING: A way of shading using small circles to create a smooth effect.

SGRAFFITO: Means to 'scratch' – it is a way of adding textured details.

Artist focus: Vincent Van Gogh

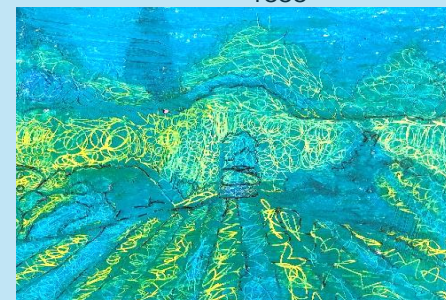
'Landscape with Cottage, 1980'



'Street in Saintes-Maries-de-la-Mer, 1888'

Here are examples of student outcomes.

- How has LINE been used?
- How has CONTRAST been created?
- How will you make yours?



YEAR 7 CYCLE 1 CREATIVE TECHNOLOGY

Week 1 - School System

Password - Minimum of 8 characters, at least one capital letter and one number, e.g. Westexe123.

Username - Your first name.second name and a number showing the year you will leave school.

Files - Objects saved on your computer and linked to a program to open it.

Folder - A location where files are saved.

Folder Path - The location of the file showing all of the folders required to open the file by the program.

Week 2 - E-Safety

E-Safety - Working safely on the internet.

Social Network - Connecting with others online with Facebook etc.

Cyber Bullying - Online bullying or through mobile devices.

Spyware - Computer programs that track your online activity.

Malware - Programs designed to harm your computer.

Sexting - Sending sexual images or text to another person electronically.

Week 3 - Office 365

Word - Used to type letters, memos, business cards etc.

Excel - Used to edit data, display data in graphs etc.

PowerPoint - Used to create presentations and interactive showcases.

Cloud - Work that is saved on the internet on large server farms.

Private Cloud - Can only be used by one business.

Public Cloud - Can be freely accessed by anyone (Google Drive).

Week 4 - OneNote

Ribbon - The area at the top of the screen with useful tools.

Page - A section where pages can be managed (renamed, deleted or created).

Page Title & Date - Located at the top of OneNote pages and shows the user the title and date/time

Section - Sections in the OneNote document which appear as tabs at the top of the screen.

Week 5 - Email

Subject Line - A short description of the email.

Recipient - The person(s) who will receive the email.

CC - Person(s) that will receive a copy of the email.

BCC - Person(s) that will receive a copy but only the sender knows.

Attachments - Files that are attached to the email.

Outlook - Microsoft and the school's main email system.

Spam - Emails that have not been requested by the recipient and are normally not of use.

Week 6 - Word

Font - Pick a new style for your text and characters.

Font Size - The size of the text and characters.

Font Colour - Change the colour of your text.

Alignment - Whether content is left, centre, right or justified on the page.

Insert & Symbol - Add symbols that are not your keyboard.

Date & Time - Quickly add the current date and time.

Draw a Shape - Insert ready made shapes.

Insert - Insert pictures from your computer.

Week 7 - Excel

Column - Cells going from top to bottom.

Row - Cells going from left to right.

Fill colour - Colour the background of cells to make them stand out.

Formula - An equation used to get an answer.

Function - A 'mini-program' in Excel to quickly calculate results to common calculations.

Sort & Filter - Organise your data so it is easier to analyse.

Borders - Apply borders to the currently selected cells.

Week 8 - OneDrive

Upload - Upload files from your computer to OneDrive.

Share - Share the selected file or folder with other people.

Rename - Change the name of a file or folder.

Download - Download a file or folder to your desktop or hard drive.

Move to - Move a file or folder to another location.

Copy to - Copy a file or folder to another location

New - Create a new folder, Word, Excel and PowerPoint document.

Week 9 - Fireworks

Vector - Lines and curves, small file sizes, resize well, not realistic, used for logos.

Bitmap - Made from pixels, large file size, can pixelate when resized, realistic, used for photos and scans.

Resolution - The number of pixels in the image
Crop - To reduce the size of the image

Layers - Used to order images on top of each other.

File Format - Jpeg, png, tiff, gif are all image file formats.

Week 10 - Flash)

Tweening - Generate frames to save time and make your animation more professional.

Frame - An empty 'scene' in your animation.

Key Frame - A frame that contains an object. When keyframes are played the appearance of movement is created.

Timeline - The area of the screen where the frames and keyframes are shown.

Stage - The are of the screen where the animation is edited.

YEAR 7 CYCLE 1 DRAMA

Week 1 and 2	Week 3 and 6	Week 4 and 7	Week 5 and 8	Week 9 and 10
<p>Still Image/Freeze frame A still image or freeze frame is a picture that is created by an actor, or a group of actors, which tells a story through the use of acting skills such as body language, facial expressions, posture and levels.</p> <p>It can be described like a photograph where you are positioning yourself and changing your bodies to suit the mood and setting of the location.</p> <p>Key rules of Still Images</p> <ol style="list-style-type: none"> 1. No moving. 2. No talking. 3. Use Facial expressions and Body language. 4. Don't all stand on one level. 5. Make it interesting. 	<p>Thought-tracking helps to tell an audience about a character. It is when:</p> <p>A character speaks out loud about his/her inner thoughts at a particular moment in the drama a character speaks out loud about his/her inner thoughts during a freeze frame/still-image.</p> <p>Why give a thought-track? What does it add to a drama?</p> <p>Sometimes in daily life we would like to know what someone thinks at important moments. In drama, too, when we know more of what a character thinks or feels, the drama is deepened and the audience becomes more involved.</p>	<p>Narration Telling the audience what is happening, or about to happen, rather than actors speaking to each other.</p> <p>Mime Mime is where we act out a scene without speaking. To make this work we must exaggerate all our gestures and movements.</p> <p>Key Words</p> <p><i>Still Image/Freeze Frame</i> <i>Thought tracking</i> <i>Narration</i> <i>Mime</i> <i>Role Play</i> <i>Hot Seating</i> <i>Physicality</i> <i>Gesture</i> <i>Facial Expression</i> <i>Vocal Expression</i> <i>Pitch</i> <i>Pace</i> <i>Tone</i> <i>Reactions</i> <i>Performance Energy</i></p>	<p>A role-play is acting out of a scene. This includes talking 😊 You should always start and end a Role-Play with a Freeze- Frame.</p> <ul style="list-style-type: none"> • Starts and ends in a freeze-frame (so we know it has started and we know it has ended). • Voice projection - we need to be able to hear you. • No backs to the audience – we want to see you. • Good spatial awareness. • No laughing, focus - we want to believe the role-play is real. • Be creative. <p>Hot seating is where people take on the role of characters from a story and other people ask them questions. The characters have to answer the questions in as much detail as possible.</p>	<p>Performing Skills</p> <p>Physicality: How the actor creates meaning with the body. Gesture: A movement made with the hand/arm/head that means a particular thing. E.g. thumbs up. Facial Expression: The expression on the face. Vocal Expression: How the actor creates meaning with the voice not just words. Pitch (high or low voice). Pace (Speed of voice). Projection (Volume of voice) and Emphasis (Stressed words). Tone: A general description of the voice. E.g. a sarcastic tone of voice. Reactions: How the character reacts to others (especially when not speaking). Performance Energy: The amount of effort put into the performance.</p>

YEAR 7 CYCLE 1a WEST EXE BACCALAUREATE - Values and Aspirations

Week 1 - Glossary	Week 2 - Kindness & Respect	Week 3 - Quotes about values	Week 4 - Aspirations & careers	Week 5 – Skills for 2030
<p>Values: The principles that guide our behaviour and our opinion of what is important</p> <p>Aspirations: Our hopes and ambitions, the things that we want to achieve</p> <p>Kindness: Doing nice and good things for people, without wanting or expecting any kind of praise or reward</p> <p>Respect: Valuing people and treating them in the right way</p> <p>Tolerance: Accepting people's beliefs, even if you don't agree with them</p>	<p>Kind actions</p> <ol style="list-style-type: none"> Really listening to someone Forgiving someone Being polite to everyone Paying someone a compliment Spending time with a friend Giving money to charity or volunteering Helping someone with their homework Picking up some litter – even if it's not yours! Holding doors open for others Smiling at people 	<p>"The mind is everything. What you think you become." The Buddha</p> <p>"If each of us would only sweep our own doorstep then the world would be clean." Mother Theresa</p> <p>"People will forget what you said, people will forget what you did, but people will never forget how you made them feel." Maya Angelou</p> <p>"If you can't think of anything nice to say, you're not thinking hard enough." Anonymous</p> <p>"Kindness is the language which the deaf can hear and the blind can see." Mark Twain</p> <p>"Anyone can find the dirt in someone. Be the one that finds the gold." Proverbs</p> <p>"How do we change the world? One random act of kindness at a time." Morgan Freeman</p> <p>"I stopped focusing on people being different, and I started treating everyone the same way." Ivan Glasenberg</p> <p>"There is no respect for others without humility in one's self." Henri Frederic Amiel</p>	<p>Aspirations are the things we want to achieve in life. They should be realistic, but they should also be ambitious.</p> <p>One important part of your aspirations is your career – the job that you want to do. Nobody expects you to know this already, but it is important to be thinking about this now.</p> <p>A study by the BBC has found that there is a huge difference between the jobs young people want to do and the jobs that are actually available.</p> <p>Most of you will start work in the 2030s, when the world will be very different to now. A report has been published that shows which jobs will still be important in the year 2030:</p> <ol style="list-style-type: none"> Teachers Sports therapists Artisans – e.g. coffee roasters, hairdressers and butchers Skilled tradespeople e.g. joiners and home decorators Hospitality and Catering professionals – e.g. chefs Engineers Healthcare professionals Vets and veterinary nurses Salespeople "Creatives" – e.g. designers, writers and game designers 	<p>Cognitive flexibility: This just means being adaptable and able to multitask</p> <p>Digital literacy: Being good with computers (including programming) and technology</p> <p>Judgement & decision-making: Using data and other information to reach conclusions and make decisions</p> <p>Emotional & social intelligence: Good communications skills, empathy and working well with others</p> <p>Creative & innovative mindset: Thinking outside the box to come up with new and creative ideas</p> <p>Quotes about aspirations</p> <p>"The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark."</p> <p>Michelangelo Buonarroti</p> <p>"To accomplish great things we must not only act, but also dream; not only plan, but also believe." Anatole France</p> <p>"I wondered about the explorers who'd sailed their ships to the end of the world. How terrified they must have been when they risked falling over the edge; how amazed to discover, instead, places they had seen only in their dreams."</p> <p>Jodi Picoult</p>
<p>Why values are important</p> <ul style="list-style-type: none"> Our values inform our thoughts, words and actions. Our values are important because they help us to grow, develop and create the future we want to experience At West Exe School, our community values are Courage, Compassion, and Citizenship. We want our school to be a place where everyone feels safe and supported. You will be given loads of opportunities and we are committed to helping you achieve the very best you can We also expect everyone in our school to hold the values of kindness, respect and tolerance 	<p>3 elements of respect</p> <ol style="list-style-type: none"> Respecting yourself <ul style="list-style-type: none"> Accepting who you are; strengths and weaknesses Standing up for your beliefs Saying no to peer pressure Respecting others <ul style="list-style-type: none"> Helping and caring for others Embracing and celebrating differences Being kind to others Listening to others and being polite Respecting your environment <ul style="list-style-type: none"> Not dropping litter and no graffiti Helping create a greener Earth 			

YEAR 7 CYCLE 1b WEST EXE BACCALAUREATE - Christianity

Week 6 - God	Week 7 – Creation	Week 8 – Jesus (part 1)	Week 9 - Jesus (part 2)	Week 10 – Festivals
<p>Christians believe in one God. This is called monotheism.</p> <p>For Christians, God is:</p> <ul style="list-style-type: none"> • Omnipotent – all powerful, can do anything • Omniscient – knows everything • Benevolent – loves everyone unconditionally and equally • Just – treats everyone equally and fairly <p>Other words associated with the Christian idea of God are:</p> <ul style="list-style-type: none"> • Transcendent – God is greater than anything humans can understand • Immanent – God cares about the world and people and interacts with them <p>Christians also believe in the Trinity. This means they believe in “One God in three Persons”. The three Persons are, the Father, the Son and the Holy Spirit.</p> <p>Each ‘Person’ is separate from the others, has its own distinct characteristics, and each is fully God. But this does not mean there are three Gods.</p> <p>The Trinity is important to Christians because it shows that God is different from humans but still interacts with them.</p>	<p>The first book of the Bible is called Genesis which means ‘beginning’. It tells how God created the world in six days:</p> <p>Day one: Light Day two: The sky and oceans Day three: Land, trees and plants Day four: Sun, moon and stars Day five: Birds and fish Day six: Animals and humans Day seven: God rested</p> <p>Some Christians believe that Genesis 1 is literally true, God created the world in six 24-hour periods and rested on the seventh day. Today, many Christians see Genesis as allegorical. It explains God created the world, and humans, but should not be interpreted as a scientifically true textbook.</p> <p>For most Christians, the most important parts of the creation story are the ‘who’ (God) and ‘why’ (the creation of humans, to be in relationship with).</p> <p>Genesis tells Christians people are special because they are created in God’s image. It also teaches the world belongs to God and humans have a moral duty to look after it. Finally, God made men and women, so both genders are equal.</p>	<p>Christians believe that Jesus Christ was the Messiah, a saviour sent to save people from sin. The word Christ comes from Khristos, the Greek word for Messiah.</p> <p>Early Life The Bible, says that the angel Gabriel visited Mary and told her she would give birth to the Son of God. Jesus was born in about 6 BCE in Bethlehem, a city in Palestine. Mary and her husband, Joseph, were from Nazareth, and that is where Jesus grew up.</p> <p>Ministry Jesus began preaching when he was about 30 years old. He had a group of 12 disciples, called the apostles, who helped spread his message. Jesus was a Jew, and many of his teachings came out of Judaism. He taught people to forgive others, to live a good life, and to honour God so as to enter God’s kingdom. He often taught by using parables, (short stories with a spiritual message), e.g. The Good Samaritan and The Two Builders. The Bible also describes various miracles he performed, such as raising the dead, turning water into wine, and healing the sick. Jesus attracted many followers.</p>	<p>Opposition to his ministry Jesus welcomed all people, even those Jewish religious leaders considered to be sinners. Some of these leaders thought that Jesus’ teaching was wrong. Others feared that he might start a political uprising. So, they plotted to have Jesus put to death.</p> <p>Death and Resurrection Jesus knew that opposition to him was growing. He and his apostles had a final meal together, (now known as the Last Supper). He told them his death was necessary to establish a new bond between God and humans. Later, one of the apostles, Judas Iscariot, betrayed Jesus who was found guilty of treason and blasphemy and sentenced to death. He was crucified, (nailed to a cross). On the third day, a group of women went to Jesus’ tomb and found the body gone. Jesus appeared to Mary Magdalene and the disciples. He spent 40 days on Earth after his resurrection, (return from the dead), and then ascended to heaven. Jesus’ resurrection is central to Christian belief. His apostles continued to preach his message, and as that message spread, Christianity was born.</p>	<p>Easter. Easter Sunday is the most important day of the year for Christians. It is when they celebrate Jesus being resurrected (coming back from the dead). Easter Sunday comes at the end of Holy Week which begins with Palm Sunday. Other important days are Maundy Thursday which remembers the Last Supper and Good Friday which marks the day Jesus was crucified.</p> <p>Celebrations: Candles are used to start the Easter Day celebrations. Churches are filled with flowers. These represent new life. Easter is the end of Lent. Easter eggs are often given out as a symbol of new life.</p> <p>Christmas. Christmas marks the birth of Jesus who Christians believe is the Son of God and the Messiah.</p> <p>Celebrations: Some churches start the day with a midnight service. In Bethlehem, Midnight Mass is celebrated at the place of Jesus’ birth in the Church of the Nativity. Candles are used as a symbol of light overcoming darkness. Exchanging presents at Christmas reminds Christians that Jesus was a gift from God.</p>



INTRODUCTION OF GRAMMAR

NAME	DEFINITION	EXAMPLE
Types of Verbs	Verb A verb expresses an action, state or a condition in a sentence. These can be either verbs of doing or being.	The boy ran to the park. I was here long ago.
	Auxiliary Verbs Auxiliary verbs help to form the various tenses, moods, and voices of other verbs. Auxiliary verbs: a form of be, do, have or a modal, used with a main verb to form different tenses.	She is reading a book. We were going to the beach. I had to eat the cake.
	Modal Verbs These combine with other verbs to express necessity, possibility, and intention.	You should know what modal verbs are. He might not know the milk has gone bad. I ought to stop eating so much cake.
	Participles They are words formed from verbs and look like verbs, but they are used as adjectives (i.e. they describe a noun). Past participles end in 'ed'; present participles end in 'ing'. These will always be non-finite.	In the house, there was a screaming witch. The worried man kept eating the cake. The dying woman reached for the hand of her weeping son.
	Gerunds A gerund is a verb that is acting as noun in a sentence. It's made from a verb by adding '-ing'. Infinitives are the 'to' form of the verb. E.g. to ski. Gerunds are the 'ing' form of the verb which acts as a noun.	Skiing is fun. I enjoy skiing.
Finite or Non-finite	Finite or Non-finite Verbs All verbs - regardless of their type - are either finite or non-finite when they are used. Finite verbs can only be used in some circumstances - if you change tense, the number or the person it will have to change. Whereas, a non-finite verb can be used in ANY number of circumstances. They won't change even if you alter the tense, the number or the person.	Ben sat on the bench, looking at the ducks. <i>First, identify the verbs...</i> In the park, Ben sat on the bench, looking at the ducks. <i>Then, change the tense...</i> In the park, Ben sits on the bench, looking at the ducks. Sat is finite - It had to change. Looking is non-finite - It didn't need to change
Types/parts of sentence	Main Clause/ Simple Sentence A main clause/simple sentence has one - and only one - finite verb and a subject. (It can have as many non-finite verbs as you like.) A subject is the thing doing the verb.	The crocodile ate my friend. In the desert, scorpions hide. The car crash was unexpected and tragic.
	Object A main clause can have an object, but it doesn't need one. The <u>object</u> is the thing that receives the verb - the subject affects it in some way.	The girl kicked the <u>ball</u> . The man ate <u>all of the cake</u> .
	Imperative Sentences Imperative verbs act as an instruction or command. It is a sentence, but it only has a finite verb as the subject is implied. This means it is obvious who the sentence is referring to so that it doesn't need to be stated.	Sit down. Hand me that cake! Tell me when the pain started.
	Compound Sentence Two main clauses linked together by a co-ordinating conjunction (FANBOYS). For/And/Nor/But/Or/Yet/So	The chips were delicious, but the fish was foul. I went to the shops to get some cake, so I could eat it for dessert. The man went dancing and the woman played Xbox.
	Complex Sentence Made up of two parts: a <u>main clause</u> and one or more subordinate clause . A <i>subordinating conjunction</i> always comes at the start of the subordinate clause.	<u>The boy sat down</u> after he heard the news . <u>Nobody saw the alien</u> because he was invisible .

Types/parts of sentence	Complex Sentence - Subordinate Fronted	As above, but the subordinate clause comes before the main clause. It needs to be separated by a comma.	<u>After he heard the news</u> , the boy sat down. <u>Because he was invisible</u> , nobody saw the alien.
	Embedded Clause/Phrase	Clauses and phrases can be embedded in both main and subordinate clauses. They are usually embedded between the subject and the finite verb (of either the main or the subordinate clause). A comma is needed both before and after the embedded ingredient	Monkeys, <u>that were jumping and calling</u> , surrounded the car. The nun, with whom I recently had a falling out with , prayed to God.
	Fragments	A fragment is a word, that is punctuated as if it is a sentence. It is not a sentence because it doesn't have a subject and a finite verb. Fragments add emphasis, create a colloquial style and create realistic speech.	This is the worse day ever. Ever. She told me that if I didn't do my homework, she'd put me in detention. Well, whatever. "Where are you going?" " Home. "
Phrases	Phrases	Whereas a clause has BOTH a subject and a finite verb, a phrase does not have BOTH a subject and a finite verb. A group of two or more words which usually do not contain a finite verb and which can act as a noun, verb, adverb, adjective or preposition.	This is a clause: after the school day ended. This is a phrase: after school.
	Prepositional Time Phrases	Phrases that indicated when something happens. A comma is needed to separate a (prepositional) time phrase from the rest of the sentence when it is before the main clause.	Yesterday, it was snowing heavily. It was snowing heavily yesterday.
	Prepositional Place Phrases	Phrases that indicated where something happens. A comma is needed to separate a (prepositional) place phrase from the rest of the sentence when it is before the main clause.	Under the hill, Bilbo Baggins lived. Bilbo Baggins lived under the hill.
	Present Participle Phrases (ING)	Begins with an ING present participle and it does not have a subject or a finite verb. They are separated from the main clause with a comma - BOTH when they are before the main clause AND when they are after it. The phrase must refer to the subject of the clause.	Thinking about her hot dinner , the woman shifted on the cold seat. Watching their daughters play football , the two mothers shouted support.
	Past Participle Phrases (ED)	As above, but begins with an ED past participle.	Scared he might not make it , the boy ran to the toilet. The young couple hugged, thrilled at the news of their pregnancy .
	Adverbs	An adverb can be placed at the beginning, middle and end of a sentence. Adverbs are used to qualify or modify the verb. At the beginning it needs to be separated by a comma; in the middle of the subject and finite verb it needs be embedded between two commas; at the end it does not need to be separated.	Suddenly, the building exploded. The building exploded suddenly. The building, suddenly, exploded.
Advanced Punctuation	Semi-colon	Semi colons link two main clauses to form one sentence. They need to be related by topic or action. It does not link a sentence to a subordinate clause or phrase. You do not use a capital letter after a semi-colon.	This is how you use a semicolon; it is easy when you know how. My mother is from Italy; my father is from Poland.
	Colon	Colons introduce information, expanding or embellishing a point that has already been made. The information on each side is essentially the same but after the colon, there's usually more detail. You can imagine the colon being a stand in for the phrase 'let me tell you about it'.	It is very cold outside: there are icicles hanging from my front door and the post man arrived by sled! I am allergic to two things: eggs and honey.
	Dashes	The dash is a punctuation mark used for emphasis and effect: it can be used to replace a colon, a semicolon, an ellipsis, brackets or a comma.	The dash is a versatile tool - it can replace a semi-colon or colon. You might also want to know - if you're <i>really</i> interested - that it can replace commas too.







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