

# Knowledge Book

Year 7

**Cycle One**

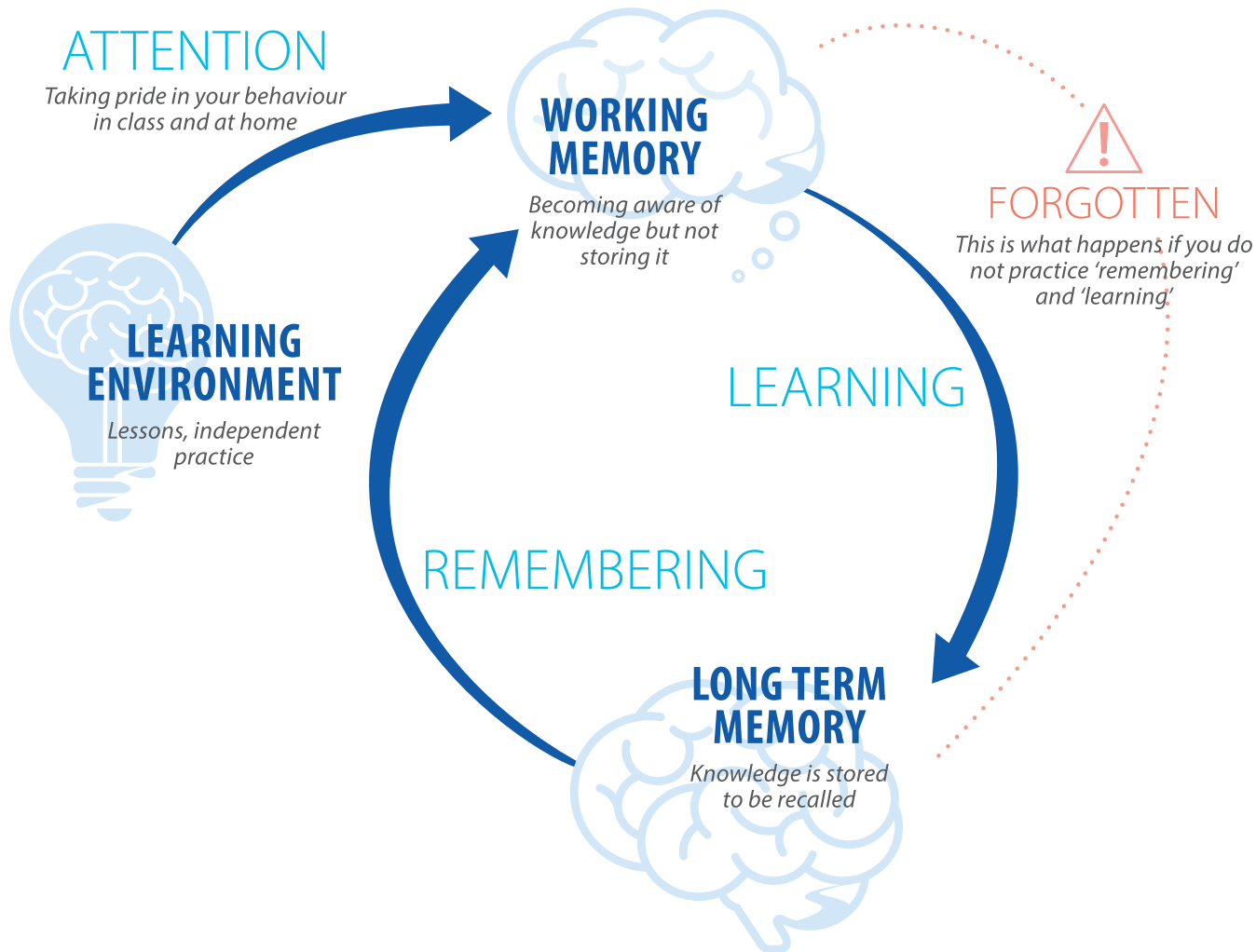
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**West Exe School**

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# 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**.

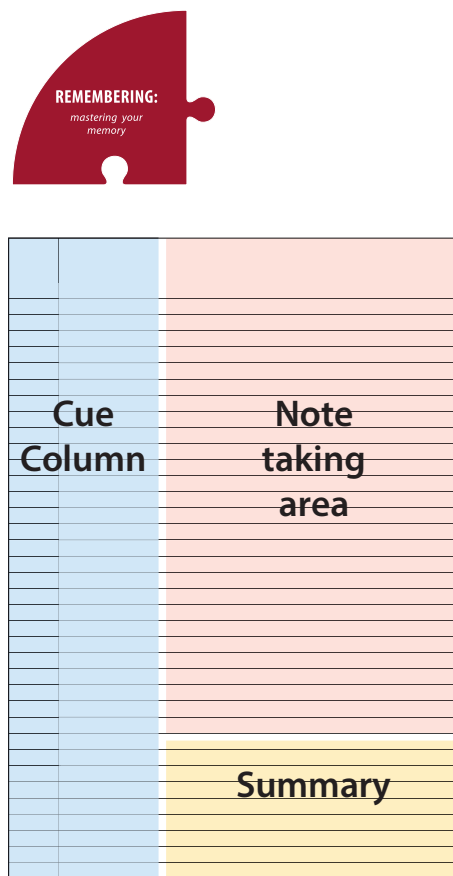
You can take practical steps to improve your ability to **learn** and **remember** key information and become the master of your memory.

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.

## REMEMBERING: MASTERING YOUR MEMORY

### Cornell Notes

1. Divide your page into three sections like in this diagram.
2. In the note taking area, complete your work normally (if taking notes, try only to write down key information)
3. In the bottom section, summarise all the information in the note taking area into 3 bullet points
4. The Cue Column is where the magic happens - in this area, write a series of quiz questions about the notes you have written.
5. When revising, try to answer the quiz questions in the cue column before you read your notes. If you can do it, well done! You have **remembered** this. If not, you need to **learn** it again.
6. The Summary at the bottom of the page also strengthens the learning. It can be used as a prompt for you too try and remember the knowledge in the note taking area.



### Link to Learning

Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.

You are expected to spend a minimum of one hour on extended practice each day, with additional tasks on Friday for the weekend. There are four subjects to study each day, with six on Friday, and the content expectations differ slightly subject to subject.

You should spend 20 minutes on each subject. The exceptions to this are Science and Spanish, which you should study for 10 minutes each time they appear on your homework timetable. **All weekly quizzes should be completed by 8am on Monday Morning.** The content of each subject is listed below and you will be assessed on your knowledge in every subject throughout each cycle.

Subject	Quizzing expectation	Subject	Quizzing expectation
Maths	Sparx maths - compulsory and target	Geography	Cornell notes and Sparx quiz
English	Cornell notes / Sparx Reader	History	Cornell notes and Sparx quiz
Science	Sparx Quiz	WEB	Cornell notes and Sparx quiz
Spanish	Weekly vocabulary and Language Nut	Creative Tech	Cornell notes and Sparx quiz

### Extended Practice Timetable

This is your extended practice timetable. You need to complete the tasks for each subject on the timetabled day. Your tutor will check this the following morning. If you have not completed your homework for each subject, you will receive a detention to be carried out later that day.

	10 minutes	10 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Monday	Science	Spanish	English	Maths - SPARX		
Tuesday	Science	Spanish	Geography	Maths - SPARX		
Wednesday	No homework due to The Electives 3:05 - 4:05					
Thursday	Science	Spanish	English	History		
Friday	Science	Spanish	English	Maths - SPARX	Creative Tech	WEB

### Maths Sparx Reminder

Sparx practice is set 8am on a Wednesday morning and 100% of compulsory and Target is to be completed by **8am the following Wednesday morning**. There is an expectation that you have completed **50% by Monday 8am** and if you cannot meet that deadline, you will be invited to a support session at breaktime/after school on Monday. You are advised to start your tasks earlier than later. Support will be offered on a Friday and Monday at break in MA1 if you are struggling with any questions. Any student who has not completed 100% by **8am Wednesday morning** will be expected to attend Sparx after school catch up in MA1.




### Sparx Reader

Sparx reader is set at 8am on a Thursday morning, and you have one week to complete your target. There is an expectation that you will have met **50% of your target by the Tuesday**. If you have not, you will be invited to a reading support session at breaktime that day. Any student that has not completed their full target by 8am on a Thursday will attend a Sparx reader catch up session in Eng1.



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## HOUSE WEEK, WEST EXE SCHOOL &amp; BRITISH VALUES

	West Exe School Values	British Values	House Week Activities	Key Questions
House Week 1	<b>Citizenship</b>  Through respect, responsibility and integrity we make the world a better place.	<b>Democracy</b> Understanding how citizens can influence decision-making through the democratic process.  <b>Rule of Law</b> Appreciating that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.	<ul style="list-style-type: none"> <li>• School Parliament Elections</li> <li>• House Charity Vote</li> </ul>	What is a good citizen? What behaviours would we expect of a good citizen? Do we need rules?
House Week 2	<b>Compassion</b>  Through kindness and empathy we care and show respect for ourselves and others.	<b>Tolerance and Mutual Respect</b> Accepting that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. Importance of identifying and combating discrimination.	<ul style="list-style-type: none"> <li>• Charity Fundraising</li> <li>• Anti-bullying Ambassadors Activities</li> <li>• Green Team Activities               <ul style="list-style-type: none"> <li>• Mental Health</li> </ul> </li> <li>• Celebrating Diversity</li> </ul>	What is tolerance? Is tolerance enough? How does our community proactively combat discrimination?
House Week 3	<b>Compassion</b>  We are brave in our actions and ambitions in our dreams.	<b>Individual Liberty</b> Understanding that the freedom to choose and hold other faiths and beliefs is protected by law.	<ul style="list-style-type: none"> <li>• Transition Focused Activities               <ul style="list-style-type: none"> <li>• Sports Day</li> </ul> </li> <li>• Taster Sessions (being brave and trying new things)</li> </ul>	What does it mean to succeed? How do individuals demonstrate courage in our community? How is our individual liberty protected?



## 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!*

**Speak**

"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.**



# 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.



*One day I think these jobs might be interesting...*

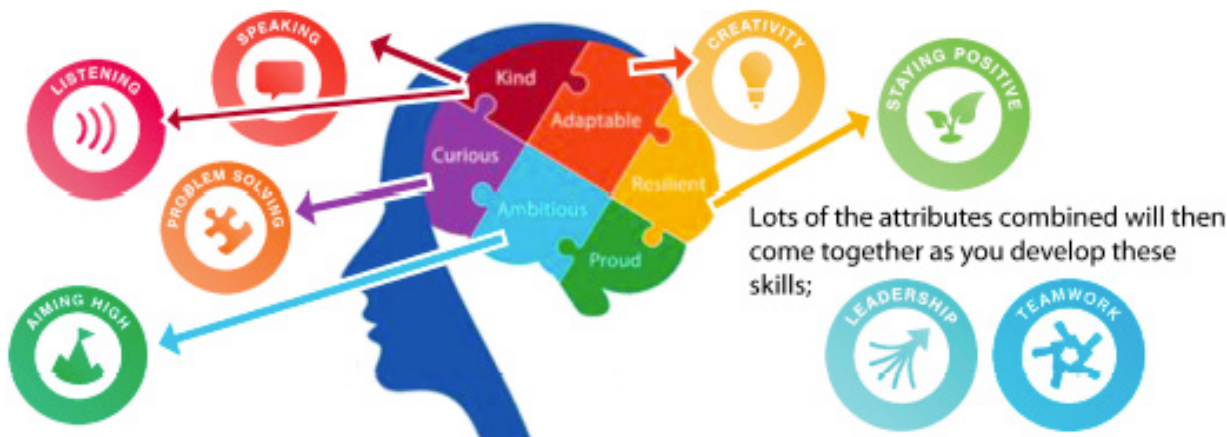
## Opportunity

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

- Assembly on "A world of employment"
- Employer encounters
- CareerPilot sessions

## 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 fit link to our student attributes, so strive to be your #BestExe every day.



## 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><b>Skill development:</b> 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><b>Attend an after-school club to help you develop and</b> improve these skills further. <input type="checkbox"/></p> <p><b>Developing fitness</b></p> <p>For one of the sports, you are covering in this cycle, <b>identify the main components of fitness needed.</b> <input type="checkbox"/></p> <p><b>Engage in periods of sustained physical activity.</b></p> <p>The NHS recommends that you do 2 types of physical activity each week:</p> <ol style="list-style-type: none"> <li>1. Aerobic exercise.</li> <li>2. Exercises to strengthen muscles and bones.</li> </ol> <p>Young people aged 5-18 should:</p> <ul style="list-style-type: none"> <li>• Aim to do 60 mins of moderate-vigorous physical activity each day across the week.</li> <li>• Take part in activities that develop movement skills, muscles and bones.</li> <li>• Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time.</li> </ul> <p><b>Keep a log of your activity levels for a typical week - see if you meet the NHS guidelines.</b></p> <p><b>Monitor your screen time for a week.</b> <input type="checkbox"/></p> <p><b>Use equipment safely and hygienically.</b></p> <p><b>Think about the activities you are doing in this cycle and in each session be conscious of at least 2 safety considerations needed.</b> <input type="checkbox"/></p> <p><b>Cook a healthy meal from one of the recipes you have done in food this cycle.</b> <input type="checkbox"/></p>	<p>Making appropriate time for <b>rest, relaxation, and sleep</b> - Having routines that support positive mental health.</p> <p><b>Try to get 8-10 hours of good quality sleep a night!</b></p> <p><b>Rules, strategies and tactics.</b> Think about:</p> <ul style="list-style-type: none"> <li>• What are the main <b>rules</b> for the sport you are covering now? Write down 3 rules you have learnt. <input type="checkbox"/></li> <li>• Can you give an example of a <b>simple strategy or tactic</b> you have been using? <input type="checkbox"/></li> <li>• Can you give an example of a more <b>complex strategy or tactic</b> you have been using? <input type="checkbox"/></li> <li>• <b>Give 3 rules you must follow in the kitchen.</b> <input type="checkbox"/></li> </ul> <p><b>Terminology:</b></p> <p><b>Give 3 examples of terminology you have learnt in any of your SHN lessons.</b> <input type="checkbox"/></p> <p><b>Knowledge of muscles and bones</b> - how many muscles and bones can you label correctly? <input type="checkbox"/></p> <p><b>Being resilient</b> - positive growth mindset and never give up attitude- always looking to improve! <b>Give an example of how you have demonstrated resilience in your lessons.</b> If you found something challenging/ difficult but kept trying - How did you feel afterwards? <input type="checkbox"/></p>	<p><b>Leadership</b> - 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"> <li>• <b>Offer to be a leader for a lesson!</b> <input type="checkbox"/></li> <li>• <b>Help another person in a lesson to help them make progress.</b> <input type="checkbox"/></li> <li>• <b>Officiate a game.</b> <input type="checkbox"/></li> <li>• <b>Give feedback and support to another person.</b> <input type="checkbox"/></li> <li>• <b>Motivate and encourage others in a lesson.</b> <input type="checkbox"/></li> <li>• <b>Make an effort to INCLUDE another less confident person in your lesson. Help others learn - coaching.</b> <input type="checkbox"/></li> </ul> <p><b>Teamwork</b> - Working together - Work co-operatively, work collaboratively to achieve a goal. <input type="checkbox"/></p> <p><b>Give 2 examples of where you have shown good teamwork.</b> <input type="checkbox"/></p> <p><b>Communication</b></p> <p><b>Verbal</b> - give some feedback on a performance - What went well? How could they improve it? <input type="checkbox"/></p> <p><b>Non-verbal</b> - Use of whistle, signals as an official, use of a demonstration - <b>Try to do one of these each week.</b> <input type="checkbox"/></p> <div data-bbox="1608 1217 1783 1393"> </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?

How does technology affect your attention, mood, sleep and memory?

I will change my technology use by...



## Mind

### What am I worrying about?

Is there anything I can do about it?

**No?**

Let it go.

**Yes?**

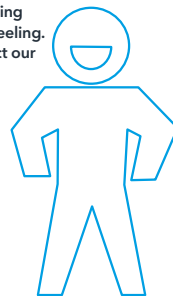
Do it now or make a plan about how and when you will do it.

### 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:

1. Stand/sit tall with your shoulders back
2. Hold your head up
3. Smile



## Stressors

What are my stressors?

What stresses me out...

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.

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

## 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...

## 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...

## Visualisation

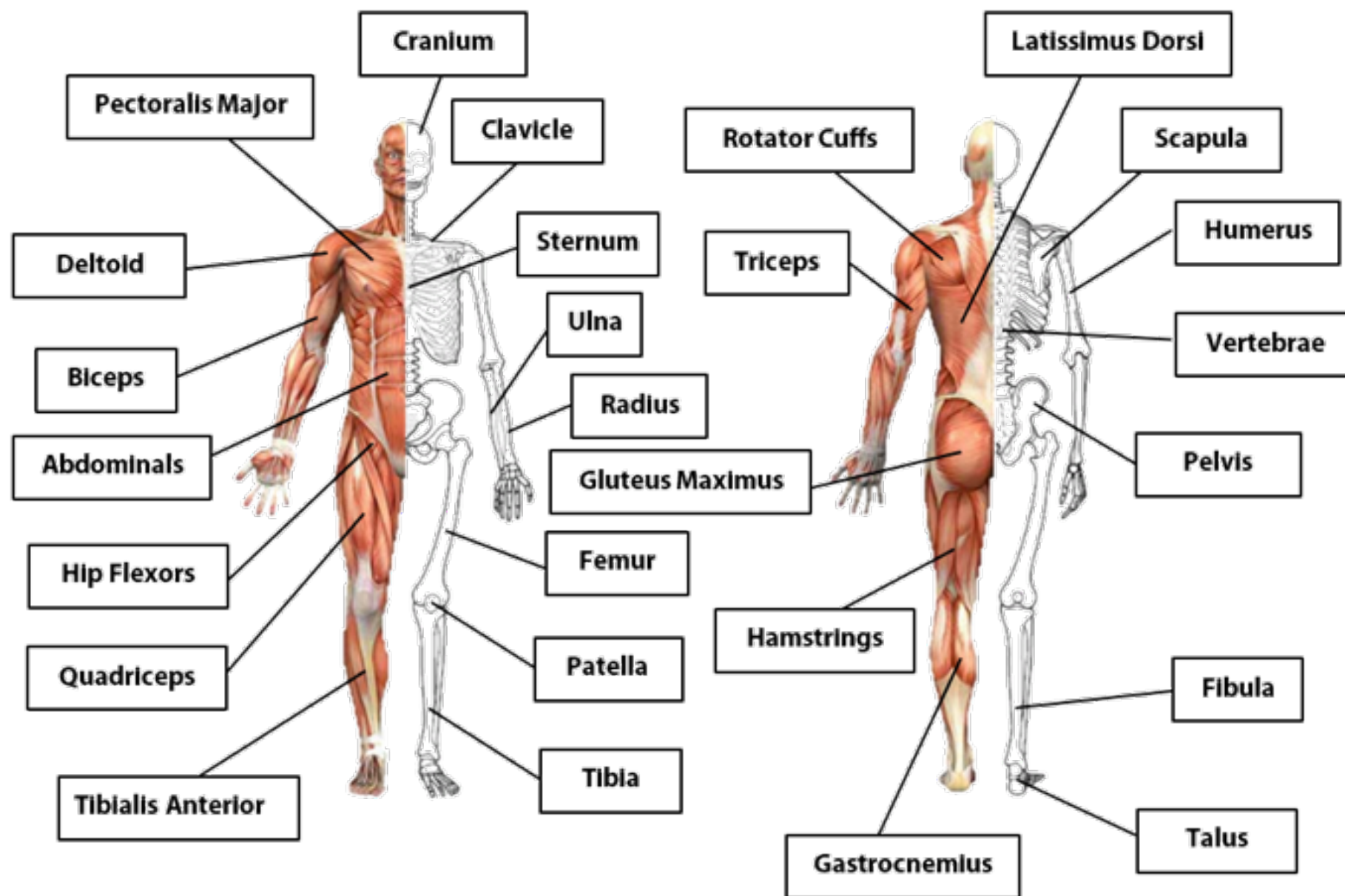
Athletes practice their skills in their mind by imagining themselves winning. This helps their brain learn how to be successful. Create a picture in your mind of something you want to achieve. Draw the picture in the box of what you will visualise.

## 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

## SPORT, HEALTH AND NUTRITION - Muscles and Bones



## 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 - chose an alternative
?	Does 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 bookmark to follow the text. This way you know exactly where you are when you are asked to read and you won't 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)

**An alternate reality dealing with racism.**

**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?

**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.

## Wonder - R.J. Palacio (2012)

**A story about a young boy with a facial deformity**

**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.

**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."

Week	Knowledge	Sentence Structures	Tier Two Vocabulary	Tier Three Vocabulary
1. Greek Myths	<ol style="list-style-type: none"> <li>The <b>ancient Greeks</b> believed in lots of different Gods.</li> <li>They lived in a <b>polytheistic</b> society.</li> <li>The king of the ancient Greek gods was known as <b>Zeus</b>. Anyone that defied Zeus was likely to be severely punished.</li> </ol>	<p><b>Noun:</b> A person, place or thing.</p> <p><b>Verb:</b> A word of doing or being. For example, run/be. Subject: Part of a sentence that does or is the verb. E.g. The dog barked. The dog is beautiful.</p> <p><b>Object:</b> Part of a sentence that receives the verb. e.g. The dog chased the ball.</p> <p><b>Simple sentence:</b> A sentence with one main clause, made up of a subject and a verb.</p>	<p><b>Polytheism:</b> The belief in or worship of more than one god.</p> <p><b>Ancient:</b> Belonging to the very distant past.</p> <p><b>Myth:</b> A traditional story, often explaining phenomenon.</p>	<p><b>Polytheism:</b> The leading character or element in a story.</p> <p><b>Antagonist:</b> A character, element or event that opposes the protagonist.</p>
2. The narrative arc	<ol style="list-style-type: none"> <li>Greek Philosophers such as Socrates, Plato and Aristotle, were the first people in western philosophy to explore the patterns, or 'rules', that all stories follow.</li> <li>Most narratives broadly follow a narrative arc where tension rises to a climax which then leads to a resolution.</li> </ol>	<p><b>Coordinating conjunction:</b> A conjunction that joins main clauses to make a compound sentence. FAN BOYS is a useful mnemonic for remembering the different coordinating conjunctions: for, and, nor, but, or, yet, so.</p> <p><b>Compound sentence:</b> A sentence with two main clauses joined by a coordinating conjunction.</p> <p><b>Subordinating conjunction:</b> A conjunction that introduces a subordinate clause. For example, when, if, although, because, before, after, etc.</p> <p><b>Subordinate clause:</b> A clause that is dependent on the main clause.</p>	<p><b>Exposition:</b> Introduces the characters, describes the setting and establishes the problem in the story.</p> <p><b>Inciting Incident/Catalyst:</b> A key event that prompts the protagonist to respond to the problem.</p> <p><b>Rising Action:</b> When the tension rises before the climax.</p> <p><b>Climax/Confrontation:</b> The turning point of a story: it's point of highest tension and drama when the protagonist solves the problem or is defeated by it.</p> <p><b>Falling Action:</b> When the outcome of the climax is revealed and explored.</p> <p><b>Denouement/ Resolution:</b> The final section of a story when the effects of the climax are fully resolved.</p>	
3. Chronology	<ol style="list-style-type: none"> <li>Some narratives are <b>linear</b> which means that the events are revealed to the reader in chronological order.</li> <li>However, some narratives are <b>non-linear</b> and the events are revealed out of chronological order.</li> </ol>	<p><b>Present participle:</b> A present tense verb that acts as an adjective in a sentence by describing a noun. For example: <i>Trembling, he hands her the knife.</i></p> <p><b>Past participle:</b> A past tense verb that acts as an adjective in a sentence by describing a noun. For example: <i>Shaken, he wiped his brow.</i></p>	<p><b>Hubris:</b> Excessive pride or self-confidence.</p> <p><b>Architect:</b> A person who designs buildings. Labyrinth: A maze.</p>	<p><b>Chronological:</b> In the order that they happened. In sequence.</p> <p><b>Non-chronological:</b> Not in the order that they happened. In sequence.</p>
4. Greek Tragedy	<ol style="list-style-type: none"> <li>A <b>tragedy</b> is a drama that gives the audience an experience of catharsis.</li> <li>In a tragedy, the hero has a <b>hamartia</b> or a fatal flaw- which is a specific character trait that leads to their demise.</li> </ol>	<p><b>Present participle phrase:</b> A phrase beginning with a present participle. For example: <i>Realising the enormity of his mistake.</i></p> <p><b>Past participle phrase:</b> A phrase beginning with a past participle. For example: <i>Influenced by his experience of childhood poverty and labour.</i></p>	<p><b>Demise:</b> Downfall or death.</p> <p><b>Catharsis:</b> The process of releasing strong emotions.</p>	<p><b>Sensory Detail:</b> Using sight, sound, texture, smell and taste in description.</p> <p><b>Simile:</b> Comparing two things, stating that they are similar, often using 'like' or 'as'.</p>
5. Crafting Writing	<p><b>In descriptive writing, Visceral reactions:</b> No movement or controlled thought.</p> <p><b>Instinctive reactions:</b> Unconscious movements you can't control.</p>	<p><b>Passive voice:</b> When the subject receives (rather than does) the verb, the sentence is in the passive voice. For example: <i>My car is being repaired. (By whom?)</i></p>	<p><b>Visceral:</b> Deep, inward feelings.</p> <p><b>Instinctive:</b> Unconscious responses that you can't control.</p> <p><b>Rational:</b> Conscious, deliberate and logical.</p>	

Week	Knowledge	Sentence Structures	Tier Two Vocabulary	Tier Three Vocabulary
6. Analysing Texts	<ol style="list-style-type: none"> <li>1. When we write about texts, we need to explore and analyse the IMPACTS that the text has on the reader.</li> <li>2. Using the mnemonic IMPACTS, we can explore a range of ways the text influences the reader to think or feel. IMPACTS stands for imagery, mood, pattern, allusion, connotation, tone and symbolism.</li> </ol>	<p><b>Present participle phrases to interpret:</b> A phrase beginning with a present participle that is used in a sentence to. For example:</p> <ul style="list-style-type: none"> <li>• <i>Implying that her feelings are overwhelming her.</i></li> <li>• <i>Indicating that the waves are so powerful and larger that they are a danger to life.</i></li> </ul>	<p><b>IMAGERY</b> - What kind of image does this verb create of Esme?  <b>MOOD</b> - What kind of mood does the writer create using these verbs?  <b>PATTERN</b> - Is there a particular pattern created by the writer?  <b>ALLUSION</b> - are other texts referred to?  <b>CONNOTATION</b> - Do any of the verbs have specific connotations?  <b>TONE</b> - What sort of tone does the writer create overall?  <b>SYMBOLISM</b> - Do features in the text represent anything?</p>	
7. Academic Writing	<p>When we read an unseen text, we should annotate the text to help us remember three key things:</p> <p><b>What</b> happens?</p> <p><b>How</b> does it happen? (Quotations and methods)</p> <p><b>Why</b> it happens? (The impact on the reader)</p>	<p><b>Quotation marks:</b> Inverted commas that are positions at the beginning and end of a quotation.</p> <p><b>Introducing quotations with colons:</b> When you want to introduce a longer quotation, it is best to use a colon. For example, Romeo questions his previous infatuation with Rosaline: 'did my heart love till now?'</p>	<p><b>Imply:</b> To indicate something by way of suggestion.  <b>Suggest:</b> To cause one to think something.  <b>Depict:</b> To represent something.</p>	<p><b>Paragraph:</b> A distinct section of a piece of writing, usually focussed on a single theme.</p> <p><b>Quotation:</b> A group of words taken from a text.</p>
8. Gothic Writing	<ol style="list-style-type: none"> <li>1. <b>Gothic Literature</b> usually follows a number of <b>conventions</b>.</li> <li>2. Firstly, the narrators are often emotionally distressed and written in the <b>first person</b>.</li> <li>3. Often, the setting and atmosphere is unnerving or unsettling.</li> <li>4. It also usually includes elements of the supernatural.</li> </ol>	<p><b>Verbs to pathetic fallacy:</b> Human beings do the verbs used below. So, they imply a consciousness in the objects they describe. The gargoyles stared, waiting. The trees shivered.</p> <p>Human verbs usually centre around things that involve action, speech, thinking or feeling. For example: kicked, bellowed, imagined, hated.</p> <p>The toy rocket imagined its first trip into space.</p>	<p><b>Conventions:</b> A way in which something is usually done.</p> <p><b>Gothic:</b> Gloomy or horrifying.</p> <p><b>Dreary:</b> Depressingly dull and bleak or repetitive.</p> <p><b>Infuse:</b> Fill or soak.</p> <p><b>Dismally:</b> in a gloomy or depressed manner.</p> <p><b>Convulsive:</b> A sudden, violent, irregular movement.</p> <p><b>Agitated:</b> Feeling or appearing troubled or nervous.</p>	<p><b>Pathetic Fallacy:</b> When a writer uses an object or the weather as a powerful tool to create a specific atmosphere.</p> <p><b>Figurative language:</b> Language that is used in a way that extend beyond it's literal meaning.</p> <p><b>First Person:</b> From the perspective of the narrator, using 'I'.</p>
9. Subtext	<ol style="list-style-type: none"> <li>1. Subtext can be used to engage readers by leaving them with questions or by creating tension.</li> <li>2. Privileged subtext generally builds tension by revealing details to the reader that the narrator is not aware of.</li> <li>3. Revelatory subtext creates questions as the characters are aware of something that the reader is not.</li> </ol>	<p>Adverbs to show modality:</p> <ul style="list-style-type: none"> <li>• Modality in discursive writing is the degree of certainty expressed. If a sentence has high modality, it is considered certain. If a sentence has low modality, it is considered uncertain or unlikely.</li> </ul> <p>Low modality: possibly, perhaps, potentially  Middle modality: arguably, interestingly  High modality: certainly, undoubtedly.</p>	<p><b>Privilege:</b> A special right or advantage that is only available to a particular person or group.</p> <p><b>Revelation:</b> When something is revealed that was previously unknown.</p> <p><b>Ambiguous:</b> Open to interpretation.</p>	<p><b>Subtext:</b> An underlying meaning that is not immediately obvious. (Implicit information)</p>
10.	Revise the cycle for this week's assessment			



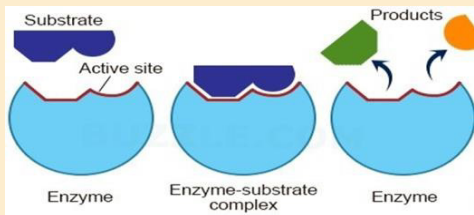
Word	Used in context	Definition	Example
<b>Place Value</b>	What is the <b>place value</b> of the second digit in the number 418?	The Value of each digit in a number	The '1' in 418 represents 10 or 1 ten
<b>Integer</b>	Round 24.6 to the nearest <b>integer</b> .	A whole number.	$3 \begin{array}{c} 15 \\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

Word	Used in context	Definition	Example
Inequalities	There are four inequality symbols: $> < \geq \leq$	$>$ means "greater/more than" $<$ means "less than" $\geq$ means "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 <b>x-term</b> and 7 is the <b>number term</b> .	A single number or variable (letter)	$4x - 7 \quad x^2 \quad -xy^2$
Variable	The <b>variable</b> in the expression $4x - 7$ is the letter $x$ .	A symbol (usually a letter) that represents an unknown number.	$6y \rightarrow$ The variable is $y$ $7t \rightarrow$ The variable is $t$
Co-efficient	The <b>co-efficient</b> of $5x^2$ is 5.	A number used to multiply a variable. Variables with no number have a co-efficient of 1.	$7x \rightarrow$ The co-efficient is 7
Expression	$5x - 3y + 2$ is an <b>expression</b> .	Numbers, symbols and operators (such as + and x grouped together).	
Formula	The <b>formula</b> for the area of a rectangle is $A = l \times w$	A rule or fact written with the 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	<b>Expand</b> the bracket $2(x + 5)$	To remove a bracket by multiplying terms.	$2(x + 5) = 2x + 10$
Substitute	<b>Substitute</b> 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 <b>linear sequence</b> .	A number pattern which increases (or decreases) by the same amount each time.	10, 9, 8, 7, 6, ... -2, 1, 4, 7, 10, ...
Term (in a sequence)	In the sequence 2, 4, 6, 8, the number 4 is the second <b>term</b> .	Each number in a sequence is called a term.	
Term-to-term	In the sequence 1, 3, 5, 7, 9 the <b>term-to-term</b> rule is 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.	
$n^{\text{th}}$ term	Then <b><math>n^{\text{th}}</math> term</b> rule for a sequence is $3n + 1$	A position-to-term rule that works out a term based in its position in the sequence.	$4, 7, 10, 13$ $\begin{matrix} \rightarrow +3 & \rightarrow +3 & \rightarrow +3 \end{matrix}$ $n^{\text{th}} \text{ term} = 3n + 1$ $4 - 3 = 1$

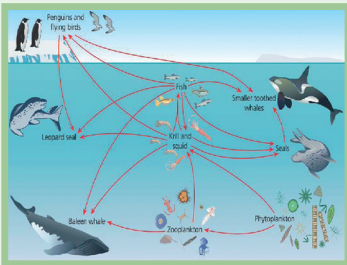
## YEAR 7 CYCLE 1 COMBINED SCIENCE

KEY VOCABULARY	WEEK 1	WEEK 2
<ol style="list-style-type: none"> <li><b>1. Cell Membrane:</b> A thin barrier surrounding the cell that controls what enters and leaves the cell.</li> <li><b>2. Cell Wall:</b> A thicker barrier that strengthens the cell and provides structural support.</li> <li><b>3. Cells:</b> The basic units from which all living things and their tissues are made of.</li> <li><b>4. Chloroplasts:</b> A structure inside cells where photosynthesis takes place, making food for the plant.</li> <li><b>5. Cytoplasm:</b> The jelly-like substance inside the cell, where all chemical reactions take place.</li> <li><b>6. Eukaryotic:</b> A cell that contains a nucleus.</li> <li><b>7. Gametes:</b> The name for sex cells (sperm and egg cells).</li> <li><b>8. Meiosis:</b> A process of cell division which produces four genetically different sex cells (gametes).</li> <li><b>9. Mitochondria:</b> A structure inside cells, where respiration happens.</li> <li><b>10. Mitosis:</b> A process of cell division which produces two genetically identical body cells.</li> <li><b>11. Nucleus:</b> Large structure containing genes that control the activities inside the cell.</li> <li><b>12. Vacuole:</b> A structure inside cells that stores water and nutrients and helps to support the plant by keeping the cells rigid.</li> <li><b>13. Prokaryotic:</b> A cell with no nucleus.</li> <li><b>14. Ribosomes:</b> A structure found inside cells where protein synthesis takes place.</li> <li><b>15. Specialised Cell:</b> A cell with a structure that is adapted for a specific function (job).</li> <li><b>16. Tissue:</b> A group of similar cells that work together to perform a specific function.</li> </ol>	<p><b>Planning Investigations:</b></p> <ol style="list-style-type: none"> <li>Scientists often come up with an <b>idea</b> to <b>test</b> and make a <b>prediction</b> about what they think will happen.</li> <li>An important part is to decide what you are going to change or vary, what you will measure and what you will need to keep the same. These things are called <b>variables</b>. <ol style="list-style-type: none"> <li><b>a. Independent variable:</b> This is the thing you are going to change in your investigation.</li> <li><b>b. Dependent variable:</b> This is the thing you are going to record in your investigation.</li> <li><b>c. Control variables:</b> These are the things you will need to keep the same, to ensure they do not affect your dependent variable.</li> </ol> </li> <li>This evidence needs to be <b>accurate and reliable</b> so that correct conclusions can be made.</li> </ol>	<p><b>Cells:</b></p> <ol style="list-style-type: none"> <li>Most <b>animals</b> and <b>plant</b> cells have the same basic parts; <b>nucleus, cytoplasm, cell membrane, mitochondria and ribosomes</b>.</li> <li>Cells from different <b>tissues</b> have different shapes, sizes and functions to help them do their jobs. These cells are <b>specialised</b>.</li> <li>Plant cells have thick <b>cell walls</b> and may have some other features not found in animal cells: <b>chloroplasts</b> and a <b>vacuole</b>.</li> <li>Animal and plant cells have a nucleus and are described as <b>eukaryotic</b> organisms. Bacteria cells do not have a nucleus and are described as <b>prokaryotic</b> organisms.</li> </ol>
	WEEK 3	WEEK 4
	<p><b>Using a Microscope:</b></p> <ol style="list-style-type: none"> <li>A <b>microscope</b> is used to <b>magnify images</b> of tiny things, such as cells.</li> <li>To use a light microscope safely: <ol style="list-style-type: none"> <li>always start with the <b>objective lens</b> with the lowest magnification.</li> <li>Place the slide you want to observe on the stage, holding it in place with the clips.</li> <li>Adjust the light source so that the light goes up through the slide.</li> <li>Look through the <b>eyepiece</b> and adjust the <b>focusing</b> wheel slowly until you see the object clearly.</li> <li>Repeat steps c and d using an objective lens with a higher magnification to see the object in greater detail.</li> </ol> </li> </ol>	<p><b>Cell Division:</b></p> <ol style="list-style-type: none"> <li>There are two types of cell division: <b>mitosis</b> and <b>meiosis</b>.</li> <li>Mitosis is a type of cell division that happens in <b>body</b> cells only.</li> <li>In mitosis the cell that is dividing (called a <b>parent cell</b>) forms two genetically identical cells (called <b>daughter cells</b>).</li> <li>Cells divide by mitosis so that organisms can grow or replace damaged cells.</li> <li>Body cells only divide when they need to. Changes in cells can sometimes turn them into <b>cancer</b> cells, which means they undergo rapid uncontrolled cell division (which forms tumours).</li> </ol>

## YEAR 7 CYCLE 1 COMBINED SCIENCE

WEEK 5	WEEK 6	WEEK 7
<p><b>Specialised Cells:</b></p> <ol style="list-style-type: none"> <li>Some cells are <b>specialised</b> and have special <b>functions</b> (jobs). There are about 200 different types of specialised cells in humans.</li> <li>All human cells have the same basic design, but their sizes, shapes and sub-cellular structures can be different meaning that specialised cells are <b>adapted</b> to their functions.</li> <li><b>Differentiation</b> describes the process by which less specialised cells become more specialised for a particular function.</li> <li><b>Nerve cells</b> (neurons) are specialised cells. They carry electrical impulses around your body and are long and thin.</li> <li><b>Red blood cells</b> are also specialised cells. They transport oxygen around your body. They have a biconcave shape and no nucleus. This means they can carry more oxygen.</li> </ol>	<p><b>The Human Digestive Systems:</b></p> <ol style="list-style-type: none"> <li><b>Digestion</b> turns large <b>insoluble</b> food molecules into small <b>soluble</b> food molecules.</li> <li>In the <b>mouth</b> teeth grind food into smaller pieces. This food mixes with <b>saliva</b> which contains enzymes to break down starchy food.</li> <li>When food is swallowed it enters the <b>oesophagus</b>. Here, muscle movements move food to the stomach.</li> <li>In the <b>stomach</b>, food is further broken down by <b>stomach acid</b>.</li> <li>In the <b>small intestine</b> more <b>enzymes</b> are added along with <b>bile</b> from the <b>liver</b> which breaks down fat. Small food molecules are absorbed into the <b>bloodstream</b>.</li> <li>Food that cannot be digested moves into the <b>large intestine</b>. Excess water is removed and absorbed by the body and any undigested food passes out of the <b>anus</b> as <b>faeces</b>.</li> </ol>	<p><b>Enzymes:</b></p> <ol style="list-style-type: none"> <li>Enzymes are a special group of <b>proteins</b> that speed up the rate of reactions.</li> <li>Enzymes are examples of <b>biological catalysts</b>.</li> <li>In humans, digestive enzymes turn large molecules (polymers) in our food into the smallest <b>units</b> (monomers) they are made from.</li> <li>The substances the enzymes work on are called <b>substrates</b>.</li> <li>The substances they produce are called <b>products</b>.</li> </ol> 
WEEK 8	WEEK 9	WEEK 10
<p><b>Enzyme Activity:</b></p> <ol style="list-style-type: none"> <li>The <b>3D shape</b> of an enzyme is important in how they work because within that shape is an active site.</li> <li>The <b>active site</b> is where the substrate fits at the start of the reaction.</li> <li>Different <b>substrates</b> have different shapes, so need different enzymes to break them down.</li> <li>This explains why every enzyme can only work with <b>specific</b> substrates that fit the active site.</li> <li>Changes in <b>temperature</b> can affect the shape of the active site.</li> <li>If the temperature gets too hot, the active site changes shape and the enzyme stops working.</li> <li>We say that the enzyme has become <b>denatured</b>.</li> </ol>	<p><b>Reproduction:</b></p> <ol style="list-style-type: none"> <li><b>Reproduction</b> produces new individuals (<b>offspring</b>). There are two forms of reproduction: <b>sexual and asexual</b>.</li> <li>Two parents are needed for sexual reproduction. This involves the <b>fusing</b> (joining) of <b>sex cells (gametes)</b>.</li> <li>The male reproductive system has <b>testes</b>, which produce <b>sperm</b> cells.</li> <li>The female reproductive system has <b>ovaries</b>, which release <b>egg</b> cells.</li> <li>Sexual reproduction produces offspring that are genetically different, so there is <b>variation</b>.</li> <li>Asexual reproduction needs only one parent and produces genetically identical offspring, so there is <b>no variation</b>.</li> </ol>	<p><b>Hormones:</b></p> <ol style="list-style-type: none"> <li><b>Hormones</b> are chemical messengers that change the activity of a target organ in the body.</li> <li>Hormones are produced by <b>endocrine glands</b> and are released into the bloodstream.</li> <li>They travel around the body in the bloodstream until they reach their <b>target</b> organs.</li> <li>Different hormones have different target organs and cause different responses.</li> <li>The <b>menstrual</b> cycle occurs in the female reproductive system and starts soon after puberty begins.</li> <li>Each cycle takes about <b>28 days</b> and is controlled by the hormones <b>oestrogen and progesterone</b>.</li> </ol>



# YEAR 7 CYCLE 1 GEOGRAPHY - Biomes

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
<p><b>Ecosystem:</b> A community of plants and animals that interact with each other and their environment. Biome: A plant and animal community that covers a large area of the Earth's surface (e.g. desert, tropical rainforest).</p> <p><b>Global atmospheric circulation:</b> 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><b>Climate:</b> 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><b>Biomes of the world</b> There are seven major world biomes.</p> <p><b>Tundra:</b> Low growing plants due to cold and windy conditions.</p> <p><b>Coniferous forest:</b> Also known as the taiga or boreal. Cone-bearing evergreen trees able to cope with harsh winters.</p> <p><b>Temperate deciduous forest:</b> Trees suited to dry, hot summers and cold winters during the autumn (UK's biome).</p> <p><b>Temperate grasslands:</b> Grassy plains suited to dry, hot summers and cold winters.</p> <p><b>Mediterranean:</b> The smallest biome. Shrubs, herbs and olive trees able to cope with high temperatures and summer drought.</p>	<p><b>Desert:</b> Few plants (e.g. cactus) and animals (e.g. camels) that cope with extreme temperatures and very dry conditions.</p> <p><b>Tropical rainforest:</b> 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><b>Tropical grasslands (savanna):</b> 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><b>Tropical rainforest vegetation</b></p> <p><b>Emergents:</b> Tallest trees in the rainforest reaching around 50 metres.</p> <p><b>Canopy:</b> Receives 70% of sunlight and 80% of rainfall. Around 30 metres high.</p> <p><b>Undercanopy:</b> Sheltered layers of young trees growing to a height of 20 metres.</p> <p><b>Shrub layer:</b> Only small trees and shrubs. Less than 5% of sunlight reaches the forest floor. Epiphytes: Some plants grow on larger trees as they only need water and air to survive e.g. orchids. Convectional rainfall: Where the ground is heated intensely by the sun, the air rises and condenses to form clouds and heavy downpours.</p>	<p><b>Threats to the rainforest</b></p> <p><b>Deforestation:</b> The cutting down of trees, transforming a forest into cleared land for other uses.</p> <p><b>Logging:</b> Trees cut down for items such as furniture, paper and utensils. Half of wood used for fuel.</p> <p><b>Cattle ranching:</b> Cattle raised on the cleared land to meet the demand for beef elsewhere e.g. USA.</p> <p><b>Mining:</b> Rainforests contains copper, diamonds, gold and other metals. Some places also have oil and gas. Palm oil plantations: Palm oil is found in around half the products in supermarkets, for example, biscuits, shampoo, margarine.</p> <p><b>Dam building:</b> Often built to produce hydroelectric power for other activities such as logging.</p>
WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<p><b>Tropical rainforest:</b> Around the Equator. Central Africa, SE Asia, Brazil &amp; 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><b>Tropical grassland:</b> Between the rainforest and desert biome. Around Congo Basin, Venezuela, northern Australia, Mexico. Wet season &amp; 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><b>Deserts:</b> 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><b>Polar regions:</b> 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><b>Arctic (north):</b> 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><b>Antarctica (south):</b> 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><b>Threats to polar bears</b></p> <p><b>Climate change:</b> Sea ice melting means less hunting grounds. Polar bears become lighter (10kg) and less healthy.</p> <p><b>Toxic pollution:</b> High pollutants found in polar bears leads to lower levels of vitamins and antibodies. Milk can poison cubs.</p> <p><b>Oil exploration:</b> Consuming oil from eating oil from contaminated prey. Noise from construction can destroy their habitat.</p> <p><b>Over-hunting:</b> 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 -

## A) What do the 7 hills tell us about Ancient Rome B) Why did Harold fail to keep his eye on the battle?

1. KEY DATES	<p><b>753BC</b> - Rome is founded by Romulus and Remus, according to legend.</p> <p><b>509 BC</b> - The last king of Rome, is run out of the city and the Republic is established.</p> <p><b>44 BC</b> - Caesar is murdered by rebelling senators.</p> <p><b>31 BC</b> - Octavian (later Augustus), Caesar's adopted son, ends the struggle for power. When he triumphs over the forces of Mark Antony and Cleopatra.</p> <p><b>27 BC</b> - Augustus becomes first Roman Empire.</p> <p><b>43AD</b> - Rome, under the leadership of Empire Claudius invades Britain successfully.</p>	6. KEY DATES (ALL 1066)	<p><b>5th January</b> - Edward the Confessor dies, leaving no heir.</p> <p><b>6th January</b> - Harold Godwinson, a powerful Earl, is crowned King of England.</p> <p><b>18th September</b> - 300 Viking Longboats led by Harald Hardrada land in England.</p> <p><b>20th September</b> - The Battle of Gate Fulford. Harald Hardrada defeats the Saxon army led by the Earls Edwin and Morcar.</p> <p><b>25th September</b> - The Battle of Stamford Bridge. Harold Godwinson defeats the Hardrada and the Viking army.</p>
2. KEY DATES	<p><b>79 AD</b> - Mount Vesuvius erupts destroying Pompeii.</p> <p><b>80 AD</b> - The Colosseum in Rome is completed, seating 50,000 spectators.</p> <p><b>285 AD</b> - Split in Roman Empire to divide it between East &amp; West.</p> <p><b>330AD</b> - Establishment of Constantinople as capital of the Roman Empire.</p> <p><b>410 AD</b> - Tribes begin to attack the borders of the Western Roman Empire.</p> <p><b>476</b> - The last Emperor of the West, Romulus Augustulus, abdicates (leaves his position of power) and Rome is taken over by the Goths. Western Rome collapses.</p>	7. KEY DATES (ALL 1066)	<p><b>28th September</b> - William of Normandy and his men land on the south coast of England.</p> <p><b>29th September</b> - William occupies Hastings and starts attacking local villages.</p> <p><b>1st October</b> - Harold, still in the North, receives news of the Norman Invasion.</p> <p><b>6th October</b> - Harold arrives in London and starts preparing for battle (again).</p> <p><b>14th October</b> - The Battle of Hastings. Harold Godwinson and his army battle William of Normandy and his army. William is victorious.</p> <p><b>25th December</b> - William is crowned King of England.</p>
3. KEY PEOPLE	<p><b>Romulus and Remus</b> - Mythical twin brothers who founded Rome at the base of the Palatine Hill.</p> <p><b>Julius Caesar</b> - Military general and politician; ceased power of the Roman Republic; later assassinated by Senators.</p> <p><b>Augustus</b> - Great nephew, adopted son &amp; heir of Caesar; first Emperor of the Roman Empire.</p> <p><b>Nero</b> - Infamous Roman Emperor; executed anyone who disagreed with him (including his mother); played the fiddle whilst Rome burned.</p> <p><b>Boudicca</b> - Queen of the Celtic tribes who fought against the Romans in Britain.</p> <p><b>Constantine the Great</b> - Converted the Roman Empire to Christianity - moving away from their belief in multiple Gods.</p>	8. KEY WORDS	<p><b>Normans</b> - People from Northern France who invaded England in 1066.</p> <p><b>Anglo Saxons</b> - The people who lived in England before 1066.</p> <p><b>Vikings</b> - People from Scandinavia, who invaded England in 1066.</p> <p><b>The 3 contenders to the throne in 1066</b> - Harold Godwinson (Anglo Saxon), Harald Hardrada (Viking), William of Normandy (Norman).</p> <p><b>Heir</b> - A person set to inherit property or a title, often used to mean the next-in-line to the throne.</p> <p><b>Earl</b> - A noble title, developed during the Anglo-Saxon period to describe the ruler of a county.</p> <p><b>Cavalry</b> - Soldiers who fight on horseback (Normans).</p> <p><b>Housecarls</b> - Professional soldiers armed with battle axes (Anglo Saxon).</p>
4. KEY WORDS	<p><b>Latin</b> - The language of Ancient Rome.</p> <p><b>Senate</b> - Political body of the Republic - controlled money and foreign policy.</p> <p><b>Republic</b> - Before Rome had an emperor, it was run by elected individuals.</p> <p><b>Consul</b> - Two highest elected officials in charge of Rome for a one-year term.</p> <p><b>BC</b> - The time 'Before Christ'.</p> <p><b>AD</b> - Anno Domini - the time after Christ was born.</p> <p><b>QJ Centurion</b> - An officer who commanded a group of 80-100 soldiers within a Legion.</p> <p><b>Legion</b> - Large unit of the Roman army consisting of around 5000 soldiers.</p>	<div>   </div>	
5. KEY WORDS	<p><b>Aqueduct</b> - A structure, like a bridge, which is used to carry water.</p> <p><b>Public Bath</b> - A building, like a spa today, where people went to wash, exercise and socialise.</p> <p><b>Dictator</b> - A person who has complete power of a country.</p> <p><b>Emperor</b> - A person who runs an empire.</p> <p><b>Gaul</b> - The area of Europe where France and Holland are today.</p> <p><b>Kingdom</b> - An area ruled by an King or Queen.</p> <p><b>Celt</b> - Group of people, mainly based in Britain, Ireland and Gaul, who were ruled by and fought against the Romans.</p> <p><b>Constantinople</b> - Capital city of the Roman Empire during its late period. Modern Istanbul.</p>		



## YEAR 7 CYCLE 1 SPANISH

	SPANISH	ENGLISH	LITERAL ENGLISH
WEEK 1	Hola. ¿Dónde estás? Estoy en el sur de España.	Hello. Where are you? I am in the south of Spain.	Hello. Where you are? I am in the south of Spain.
WEEK 2	Hoy, estoy muy nervioso. ¿Cómo estás?	Today, I am very nervous. How are you?	Today, I am very nervous. How you are?
WEEK 3	Joaquín es guapo y Clara es simpática.	Joaquín es good looking and Clara is nice.	Joaquín is good looking and Clara is nice.
WEEK 4	¿Tienes un barco? No, tengo una bicicleta.	Do you have a boat? No, I have a bike.	You have a boat? No, I have a bike.
WEEK 5	Tengo unos periódicos y también tengo unas revistas.	I have some newspapers and also I have some magazines.	I have some newspapers and also I have some magazines.
WEEK 6	¿Quién escucha? Clara escucha. Joaquín habla.	Who is listening? Clara is listening. Joaquín is talking.	Who listens? Clara listens. Joaquín talks.
WEEK 7	¿Qué necesitas? Necesito ayuda.	What do you need? I need help.	What you need? I need help.
WEEK 8	Estudio el español. No estudio el arte.	I study Spanish. I don't study art.	I study the Spanish. No I study the art.
WEEK 9	Tengo una directora y cinco profesores.	I have a headteacher and five teachers.	I have a headteacher and five teachers.

Each week you will need to practise and learn your **Sentence of the Week** as well as your **Vocabulary of the Week**.  
For your **Vocabulary of the Week** also pay attention to which type of words they are:

Here you will find **quizlet** sets to help you to learn this language:

Verbs are in VIOLET
Feminine nouns are in PINK
Masculine nouns are in BLUE
Adjectives are in AMBER



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	¡marca!	mark (command)	¡lee!	read (command)		un periódico	a newspaper	
sur	south	serio	serious	una opción	an option	¿Qué?	What?		una planta	a plant	
Inglaterra	England	tonto	silly	alegre	happy, cheerful	un barco	a boat		una pregunta	a question	
España	Spain	tranquilo	calm, tranquil	alto	tall, high	una bicicleta	a bike		una revista	a magazine	
en	in	¿Cómo?	How?	bajo	short, low	un bolígrafo	a pen		una tarea	a task	
¿Dónde?	Where?	hoy	today	correcto	correct	una cama	a bed		un teléfono	a telephone	
¡Hasta luego!	See you later!	muy	very	guapo	good-looking	una cámara	a camera		también	also	
¡Hola!	Hello!	¿Cómo se dice en inglés?	How do you say it in English?	simpático	nice, friendly	una casa	a house				
				y	and	un gato	a cat				
		¿Cómo se dice en español?	How do you say it in Spanish?			una frase	a sentence				
						una letra	a letter				
		no	no			un libro	a book				
		sí	yes			una moneda	a coin				
						un papel	a paper				
						nuevo	new				
						un, una	a, an (m/f)				
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 chico	a boy
hablar	to speak, speaking	una ayuda	a help	el arte	art	cuatro	4	diez	10	una chica	a girl
llegar	to arrive, arriving	una bolsa	a bag	el español	Spanish	cinco	5	once	11	una clase	a class
¿Quién?	Who?	una camisa	a shirt	el inglés	English	seis	6	doce	12	una mesa	a table
una amiga	a friend (f)	una cosa	a thing	la ciencia	science	un número		a number		una persona	a person
la música	music	un producto	a product	el grupo	group	un autor		an author		una puerta	a door
una pareja	a pair, partner	un vaso	a glass	el silencio	silence	una autora		an author		una silla	a chair
importante	important	un zapato	a shoe	señor	sir, Mr	un color		a colour		una ventana	a window
bien	well	luego	then	señora	madam, Mrs	un director		a head teacher		allí	there
temprano	early	gracias	thanks	verdadero	true	una directora		a head teacher		aquí	here
tarde	late	de nada	you're welcome	falso	false	una flor		a flower		un señor	a man
con	with			mucho	much, a lot	un plan		a plan		una señora	a woman
otra vez	again			pero	but	un profesor		a teacher			
				perdón	sorry	una profesora		a teacher			
				no	no, not						

## YEAR 7 CYCLE 1 ART

### The Colour Wheel:

The colour wheel is based on Primary colours, Secondary colours and Tertiary colour.

#### Colours:

Red, Yellow, Blue, Orange, Purple, Green.



### Cave Drawings:

The earliest line drawings were found in caves. They are all world. Some drawings are as small as 3" by 3".

#### Example Drawings:

People, Animals, Tools, Vehicle.



### Egyptian Hieroglyphics:

Hieroglyphics were used in Ancient Egypt. It made use of hundreds of signs. Each picture may represent one letter, two letters or a whole word.

#### Example Signs:

Forearm, Foot, Hillside, Hand, Vulture, Viper.



### Anglo Saxon Use of Line:

The designers used complicated twisted lines. They are from a Germanic tribe and arrived in Britain in the 5<sup>th</sup> Century.

#### Example Objects:

Jewellery, Musical Instruments, Toys, Games.



### Line Drawings:

Line drawings can create an expressive landscape or portrait. The artists use continuous line. (See Van Gogh and Giacometti)

#### Example Objects:

Still Life, Landscapes, People.



### Line Drawing in Modern Art:

Many modern artists use line in their work.

#### Artists:

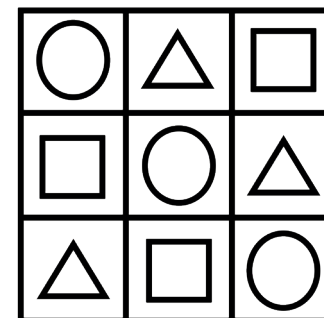
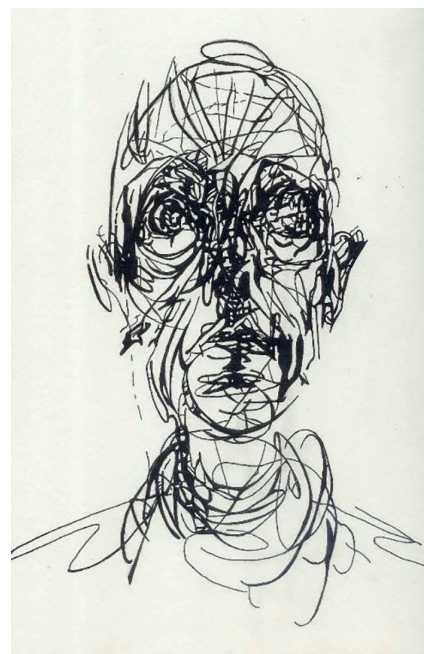
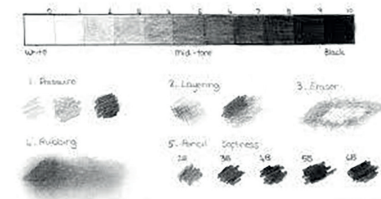
Escher, Mondrian, Giacometti, Riley. Van Gogh, Matisse...

### Tone Shading Using Line:

Cross hatching used to create light, medium and dark tones. This can be used in a section of line or different shapes.

#### Examples:

Circle, Triangles, Squares.



### Key Vocabulary:

Line	Curved
Draw	Straight
Element	Artist
Wire	Portrait
Direction	Ruler

## YEAR 7 CYCLE 1 CREATIVE TECHNOLOGIES

WEEK 1: School System	WEEK 2: E-Safety	WEEK 3: Office 365	WEEK 4: OneNote	WEEK 5: Email
<p><b>Password</b> - Minimum of 8 characters, at least one capital letter and one number, e.g. Westexe123.</p> <p><b>Username</b> - Your first name, second name and a number showing the year you will leave school.</p> <p><b>Files</b> - Objects saved on your computer and linked to a program to open it.</p> <p><b>Folder</b> - A location where files are saved.</p> <p><b>Folder Path</b> - The location of the file showing all of the folders required to open the file by the program.</p>	<p><b>E-Safety</b> - Working safely on the internet.</p> <p><b>Social Network</b> - Connecting with others on line with Facebook etc.</p> <p><b>Cyber Bullying</b> - Online bullying or through mobile devices.</p> <p><b>Spyware</b> - Computer programs that track your on line activity.</p> <p><b>Malware</b> - Programs designed to harm your computer.</p> <p><b>Sexting</b> - Sending sexual images or text to another person electronically.</p>	<p><b>Word</b> - Used to type letters, memos, business cards etc.</p> <p><b>Excel</b> - Used to edit data, display data in graphs etc.</p> <p><b>PowerPoint</b> - Used to create presentations and interactive showcases.</p> <p><b>Cloud</b> - Work that is saved on the internet on large server farms.</p> <p><b>Private Cloud</b> - Can only be used by one business.</p> <p><b>Public Cloud</b> - Can be freely accessed by anyone (Google Drive).</p>	<p><b>Ribbon</b> - The area at the top of the screen with useful tools.</p> <p><b>Page</b> - A section where pages can be managed (renamed, deleted or created).</p> <p><b>Page Title &amp; Date</b> - Located at the top of OneNote pages and shows the user the title and date/time.</p> <p><b>Section</b> - Sections in the OneNote document which appear as tabs at the top of the screen.</p>	<p><b>Subject Line</b> - A short description of the email.</p> <p><b>Recipient</b> - The person(s) who will receive the email.</p> <p><b>CC</b> - Person(s) that will receive a copy of the email.</p> <p><b>BCC</b> - Person(s) that will receive a copy but only the sender knows.</p> <p><b>Attachments</b> - Files that are attached to the email.</p> <p><b>Outlook</b> - Microsoft and the school's main email system.</p> <p><b>Spam</b> - Emails that have not been requested by the recipient and are normally not of use.</p>
WEEK 6: Word	WEEK 7: Excel	WEEK 8: OneDrive	WEEK 9: Fireworks	WEEK 10: Flash
<p><b>Font</b> - Pick a new style for your text and characters.</p> <p><b>Font Size</b> - The size of the text and characters.</p> <p><b>Font Colour</b> - Change the colour of your text.</p> <p><b>Alignment</b> - Whether content is left, centre, right or justified on the page.</p> <p><b>Insert &amp; Symbol</b> - Add symbols that are not your keyboard.</p> <p><b>Date &amp; Time</b> - Quickly add the current date and time.</p> <p><b>Draw a Shape</b> - Insert ready made shapes.</p> <p><b>Insert</b> - Insert pictures from your computer.</p>	<p><b>Column</b> - Cells going from top to bottom.</p> <p><b>Row</b> - Cells going from left to right.</p> <p><b>Fill colour</b> - Colour the background of cells to make them stand out.</p> <p><b>Formula</b> - An equation used to get an answer.</p> <p><b>Function</b> - A 'mini- program' in Excel to quickly calculate results to common calculations.</p> <p><b>Sort &amp; Filter</b> - Organise your data so it is easier to analyse.</p> <p><b>Borders</b> - Apply borders to the currently selected cells.</p>	<p><b>Upload</b> - Upload files from your computer to OneDrive.</p> <p><b>Share</b> - Share the selected file or folder with other people.</p> <p><b>Rename</b> - Change the name of a file or folder.</p> <p><b>Download</b> - Download a file or folder to your desktop or hard drive.</p> <p><b>Move to</b> - Move a file or folder to another location.</p> <p><b>Copy to</b> - Copy a file or folder to another location.</p> <p><b>New</b> - Create a new folder, Word, Excel and PowerPoint document.</p>	<p><b>Vector</b> - Lines and curves, small file sizes, resize well, not realistic, used for logos.</p> <p><b>Bitmap</b> - Made from pixels, large file size, can pixelate when resized, realistic, used for photos and scans.</p> <p><b>Resolution</b> - The number of pixels in the image.</p> <p><b>Crop</b> - To reduce the size of the image.</p> <p><b>Layers</b> - Used to order images on top of each other.</p> <p><b>File Format</b> - Jpeg, png, tiff, gif are all image file formats.</p>	<p><b>Tweening</b> - Generate frames to save time and make your animation more professional.</p> <p><b>Frame</b> - An empty 'scene' in your animation.</p> <p><b>Key Frame</b> - A frame that contains an object. When keyframes are played the appearance of movement is created.</p> <p><b>Timeline</b> - The area of the screen where the frames and keyframes are shown.</p> <p><b>Stage</b> - The are of the screen where the animation is edited.</p>

## 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><b>Still Image/Freeze frame</b></p> <p>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><b>Key rules of Still Images</b></p> <ol style="list-style-type: none"> <li>1. No moving.</li> <li>2. No talking.</li> <li>3. Use Facial expressions and Body language.</li> <li>4. Don't all stand on one level.</li> <li>5. Make it interesting.</li> </ol>	<p><b>Thought-tracking</b> helps to tell an audience about a character. It is when:</p> <p>A character speaks out loud about his/her <b>inner thoughts</b> 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><b>Why give a thought-track? What does it add to a drama?</b></p> <p>Sometimes in daily life we would like to know what someone <b>thinks</b> 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><b>Narration</b></p> <p>Telling the audience what is happening, or about to happen, rather than actors speaking to each other.</p> <p><b>Mime</b></p> <p>Mime is where we act out a scene without speaking.</p> <p>To make this work we must exaggerate all our gestures and movements.</p> <div> <p><b>Key Words</b></p> <p><i>Still Image/Freeze Frame</i></p> <p><i>Thought tracking</i></p> <p><i>Narration</i></p> <p><i>Mime</i></p> <p><i>Role Play</i></p> <p><i>Hot Seating</i></p> <p><i>Physicality</i></p> <p><i>Gesture</i></p> <p><i>Facial Expression</i></p> <p><i>Vocal Expression</i></p> <p><i>Pitch</i></p> <p><i>Pace</i></p> <p><i>Tone</i></p> <p><i>Reactions</i></p> <p><i>Performance Energy</i></p> </div>	<p>A <b>role-play</b> is acting out of a scene.</p> <p>This includes talking :) You should always start and end a Role-Play with a Freeze- Frame.</p> <ul style="list-style-type: none"> <li>• Starts and ends in a freeze-frame ( so we know it has started and we know it has ended).</li> <li>• Voice projection - we need to be able to hear you.</li> <li>• No backs to the audience - we want to see you.</li> <li>• Good spatial awareness.</li> <li>• No laughing, focus- we want to believe the role-play is real.</li> <li>• Be creative.</li> </ul> <p><b>Hot seating</b> 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><b>Performing Skills</b></p> <p><b>Physicality:</b> How the actor creates meaning with the body.</p> <p><b>Gesture:</b> A movement made with the hand/arm/head that means a particular thing. E.g. thumbs up.</p> <p><b>Facial Expression:</b> The expression on the face.</p> <p><b>Vocal Expression:</b> 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).</p> <p><b>Tone:</b> A general description of the voice. E.g. a sarcastic tone of voice.</p> <p><b>Reactions:</b> How the character reacts to others (especially when not speaking).</p> <p><b>Performance Energy:</b> The amount of effort put into the performance.</p>

## YEAR 7 CYCLE 1A MUSIC - World Music: Fusion

**Bhangra****Traditional Bhangra Music:**

- From the Punjab region (between India and Pakistan).
- Origins right back to the 14th Century.
- Developed by farmers while they worked.
- Performed at festivals and celebrations

**Modern Bhangra Music:**

- Fusion genre.
- Mixes traditional Bhangra music with Western popular music styles.
- Uses instruments from both styles.
- Lyrics usually sung in Punjabi

**Instrumentation:**

- Traditional Indian instruments such as Sitar, Tabla and Tanpura.
- Western instruments such as Electric Guitar, Bass, Drum Kit.
- Often utilises electronic instruments and sounds such as Synthesizers, Drum Machines and Sampling.

**Structure:**

- Follows the structure in standard Pop songs; Verse, Chorus, Bridge ect.
- Instrumental sections constructed using Riffs and Samples.

**Famous Performers:**

- Punjabi MC.
- Aman Hayer.
- Bombay Rockers.

**Afro Beat**

Fusion of West African musical styles, American Jazz, Funk and Soul.

It focuses on chanting vocals with intercepting rhythms and percussion.

It was developed in the late 1960's.

Famous artist include Fela Kuti who merged West African Music with American Funk and Jazz.

**Three Common Afro Beat characteristics:**

- Large Bands
- Political Lyrics
- Language and Structure.

Afro Beat is typically sung in West African languages.

**Pop Song Structure**

VERSE	CHORUS	VERSE	CHORUS	BRIDGE	CHORUS
A	B	A	B	C	B

**Key Vocabulary**

**Synthesiser** - An electronic keyboard instrument capable of creating many different sounds.

**Sampling** - Taking an extract from on recording and using it in another.

**Drum Machine** - An electronic musical instrument that creates percussion sounds, drum beards and patterns.

**Riff** - A short repeated phrase often heard in Pop music.

**Sitar** - A stringed instrument with a distinctive sound created by a number of sympathetic strings incorporated within the instrument.

**Tabla** - A pair of Indian drums, capable of a wide variety of sounds and pitches.

**Tanpura** - A low pitched string instrument often used to create a drone.

**Drone** - A sustained note or set of notes that are repeated throughout a piece.

**Improvisation** - Making up music during a performance, rather than referring to a pre-existing melody or part.

**Raga** - A set of pitched heard in Indian music, similar to a scale.



## YEAR 7 CYCLE 1B MUSIC - 4 Chord Pop Song

### Key Vocabulary

**Pitch** - A variation of high and low sounds. Pitch increases and decreases by steps of a scale. Scales are major and minor.

**Tempo** - The speed of the music. Music can change tempo within a piece.

**Dynamics** - The volume of music.

**Structure** - Music is divided into sections. The order of these sections creates a structure. Song structures can include chorus, verse, instrumental ect.

**Texture** - A single melody creates a thin sound. Adding more parts/layers creates a bigger sound. The layers can interact with each other.

**Timbre** - Each instrument has a unique sound and sounds different to others. This individual sound quality is called Timbre.

**Chords** - 3 or more notes played together at the same time that harmonically fit. These can either be major (happy) or minor (sad).

**Hooks** - A musical idea, often a short riff, passage or phrase, that is used to make a song appealing and to "catch the ear of the listener".

**Bridge** - Contrasts with verse and chorus.

**Verse** - Part of a song that moves the story forward or expands on the central theme.

**Chorus** - Parts of a song that are repeated, usually highlighting the central theme.

**Inversion** - The notes of a chord arranged in a different order.

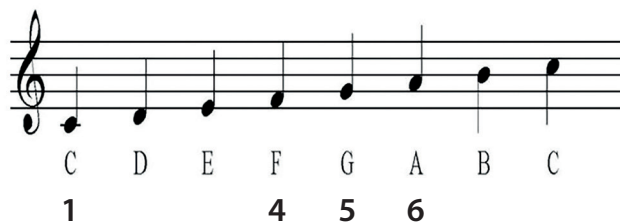
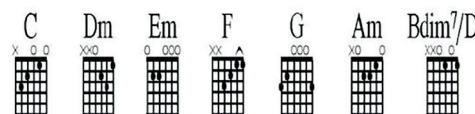
**Bassline** - Lowest line of the music.

**Guitar Licks** - Short solo phrases that can be heard at the ends of some of the vocal phrases.

**Fills** - Short flourishes used to fill a gap between phrases and are often played on drums.

### 4 Chord Trick

The I-V-vi-IV progression is a common chord progression popular across several genres of music. It involves the I, V, vi and IV chords; for example, in the key of C major, this would be: C-G-Am-F.



Then - the 4 chord trick uses chords 1, 5, 6 & 4.

So... **C G Am F**

### Songs that use the 4 chord trick

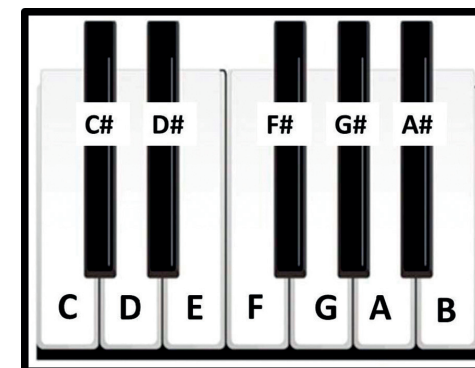
- Where you will go - The Calling
- You're Beautiful - James Blunt
- Can you feel the love tonight - Elton John
- Demos - Imagine Dragons
- Flashlight - Jessie J

### The Rise of Pop Music

The 1960s were a time of creativity and innovation and many new styles of popular music developed in the aftermath of rock and roll.

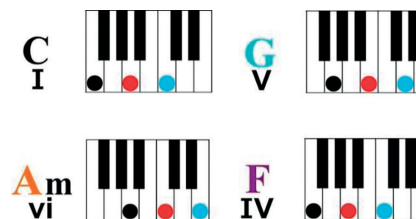
Many British Pop groups in the 1960s were heavily influenced by American Blues and R&B. These included The Beatles and The Rolling Stones.

### Keyboard



#### Notes that make up the four chords

The Dots are on the notes that make up the 4 different chords. You can use the diagram of the keyboard keys above to work out what the notes are.



## 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><b>Values:</b> The principles that guide our behaviour and our opinion of what is important.</p> <p><b>Aspirations:</b> Our hopes and ambitions, the things that we want to achieve.</p> <p><b>Kindness:</b> Doing nice and good things for people, without wanting or expecting any kind of praise or reward.</p> <p><b>Respect:</b> Valuing people and treating them in the right way.</p> <p><b>Tolerance:</b> Accepting people's beliefs, even if you don't agree with them.</p>	<p><b>Kind actions</b></p> <ol style="list-style-type: none"> <li>Really listening to someone</li> <li>Forgiving someone.</li> <li>Being polite to everyone.</li> <li>Paying someone a compliment.</li> <li>Spending time with a friend.</li> <li>Giving money to charity or volunteering.</li> <li>Helping someone with their homework.</li> <li>Picking up some litter - even if it's not yours!</li> <li>Holding doors open for others.</li> <li>Smiling at people.</li> </ol>	<p>"The mind is everything. What you think you become." <b>The Buddha</b></p> <p>"If each of us would only sweep our own doorstep then the world would be clean." <b>Mother Theresa</b></p> <p>"People will forget what you said, people will forget what you did, but people will never forget how you made them feel." <b>Maya Angelou</b></p> <p>"If you can't think of anything nice to say, you're not thinking hard enough." <b>Anonymous</b></p> <p>"Kindness is the language which the deaf can hear and the blind can see." <b>Mark Twain</b></p> <p>"Anyone can find the dirt in someone. Be the one that finds the gold." <b>Proverbs</b></p> <p>"How do we change the world? One random act of kindness at a time." <b>Morgan Freeman</b></p> <p>"I stopped focusing on people being different, and I started treating everyone the same way." <b>Ivan Glasenberg</b></p> <p>"There is no respect for others without humility in one's self." <b>Henri Frederic Amole</b></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 be 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"> <li>Teachers.</li> <li>Sports therapists.</li> <li>Artisans - e.g. coffee roasters, hairdressers and butchers.</li> <li>Skilled tradespeople e.g. joiners and home decorators.</li> <li>Hospitality and Catering professionals - e.g. chefs.</li> <li>Engineers.</li> <li>Healthcare professionals.</li> <li>Vets and veterinary nurses.</li> <li>Salespeople.</li> <li>"Creatives" - e.g. designers, writers and game designers.</li> </ol>	<p><b>Cognitive flexibility:</b> This just means being adaptable and able to multitask.</p> <p><b>Digital literacy:</b> Being good with computers (including programming) and technology.</p> <p><b>Judgement &amp; decision-making:</b> Using data and other information to reach conclusions and make decisions.</p> <p><b>Emotional &amp; social intelligence:</b> Good communications skills, empathy and working well with others.</p> <p><b>Creative &amp; innovative mindset:</b> Thinking outside the box to come up with new and creative ideas.</p>
<p><b>Why values are important</b></p> <ul style="list-style-type: none"> <li>Our values inform our <b>thoughts, words and actions</b>.</li> <li>Our values are important because they help us to <b>grow, develop and create</b> the future we want to experience.</li> <li>At West Exe School, our <b>community values are Courage, Compassion, and Citizenship</b>. 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.</li> <li>We also expect everyone in our school to hold the values of <b>kindness, respect and tolerance</b>.</li> </ul>	<p><b>3 Elements of respect</b></p> <p><b>1. Respecting yourself</b></p> <ul style="list-style-type: none"> <li>Accepting who you are; strengths and weaknesses.</li> <li>Standing up for your beliefs.</li> <li>Saying no to peer pressure.</li> </ul> <p><b>2. Respecting others</b></p> <ul style="list-style-type: none"> <li>Helping and caring for others.</li> <li>Embracing and celebrating differences.</li> <li>Being kind to others.</li> <li>Listening to others and being polite.</li> </ul> <p><b>3. Respecting your environment</b></p> <ul style="list-style-type: none"> <li>Not dropping litter and no graffiti.</li> <li>Helping create a greener Earth.</li> </ul>			<p><b>Quotes about aspirations</b></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." <b>Michelangelo Buonarroti</b></p> <p>"To accomplish great things we must not only act, but also dream; not only plan, but also believe." <b>Anatole France</b></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." <b>Jodi Picoult</b></p>

## 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 <b>monotheism</b>.</p> <p><b>For Christians, God is:</b></p> <p><b>Omnipotent</b> - All powerful, can do anything.</p> <p><b>Omniscient</b> - Knows everything.</p> <p><b>Benevolent</b> - Loves everyone unconditionally and equally.</p> <p><b>Just</b> - Treats everyone equally and fairly.</p> <p><b>Other words associated with the Christian idea of God are:</b></p> <p><b>Transcendent</b> - God is greater than anything humans can understand.</p> <p><b>Immanent</b> - God cares about the world and people and interacts with them.</p> <p>Christians also believe in the <b>Trinity</b>. This means they believe in <b>"One God in three Persons"</b>. The three Persons are, the <b>Father</b>, the <b>Son</b> and the <b>Holy Spirit</b>.</p> <p>Each 'Person' is separate from the others, has its own distinct characteristics, and each is <b>fully God</b>. 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 <b>Bible</b> is called <b>Genesis</b> which means 'beginning'. It tells how God created the world in six days:</p> <p><b>Day one:</b> Light.</p> <p><b>Day two:</b> The sky and oceans.</p> <p><b>Day three:</b> Land, trees and plants.</p> <p><b>Day four:</b> Sun, moon and stars.</p> <p><b>Day five:</b> Birds and fish.</p> <p><b>Day six:</b> Animals and humans.</p> <p><b>Day seven:</b> God rested.</p> <p>Some Christians believe that Genesis 1 is <b>literally</b> true, God created the world in six 24-hour periods and rested on the seventh day. Today, many Christians see Genesis as <b>allegorical</b>. 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 <b>'who'</b> (God) and <b>'why'</b> (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 <b>Messiah, a saviour</b> sent to save people from sin. The word Christ comes from <b>Khristos</b>, the Greek word for Messiah.</p> <p><b>Early Life</b></p> <p>The Bible says that the angel <b>Gabriel</b> visited <b>Mary</b> and told her she would give birth to the <b>Son of God</b>. Jesus was born in about <b>6 BCE in Bethlehem</b>, a city in <b>Palestine</b>. Mary and her husband, <b>Joseph</b>, were from <b>Nazareth</b>, and that is where Jesus grew up.</p> <p><b>Ministry</b></p> <p>Jesus began preaching when he was about 30 years old. He had a group of 12 disciples, called the <b>apostles</b>, who helped spread his message. Jesus was a <b>Jew</b>, 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 <b>parables</b>, (short stories with a spiritual message), e.g. <b>The Good Samaritan</b> and <b>The Two Builders</b>. The Bible also describes various <b>miracles</b> he performed, such as raising the dead, turning water into wine, and healing the sick. Jesus attracted many followers.</p>	<p><b>Opposition to his ministry</b></p> <p>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><b>Death and Resurrection</b></p> <p>Jesus knew that opposition to him was growing. He and his apostles had a final meal together, (now known as the <b>Last Supper</b>). He told them his death was necessary to establish a new bond between God and humans. Later, one of the apostles, <b>Judas Iscariot</b>, betrayed Jesus who was found guilty of treason and blasphemy and sentenced to death. He was <b>crucified</b>, (nailed to a cross). On the third day, a group of women went to Jesus' tomb and found the body gone. Jesus appeared to <b>Mary Magdalene</b> and the disciples. He spent 40 days on Earth after his <b>resurrection</b>, (return from the dead), and then <b>ascended</b> 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><b>Easter.</b> Easter Sunday is the most important day of the year for Christians. It is when they celebrate Jesus being <b>resurrected</b> (coming back from the dead). Easter Sunday comes at the end of <b>Holy Week</b> which begins with <b>Palm Sunday</b>. Other important days are <b>Maundy Thursday</b> which remembers the <b>Last Supper</b> and <b>Good Friday</b> which marks the day Jesus was <b>crucified</b>.</p> <p><b>Celebrations:</b> 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><b>Christmas.</b> Christmas marks the birth of Jesus who Christians believe is the <b>Son of God</b> and the <b>Messiah</b>.</p> <p><b>Celebrations:</b> Some churches start the day with a midnight service. In <b>Bethlehem</b>, <b>Midnight Mass</b> is celebrated at the place of Jesus' birth in the Church of the <b>Nativity</b>. 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	<b>Verb</b> A verb expresses an action, state or a condition in a sentence. These can be either verbs of doing or being.	The boy <b>ran</b> to the park. I <b>was</b> here long ago.
	<b>Auxiliary Verbs</b> 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 <b>is</b> reading a book. We <b>were</b> going to the beach. I <b>had</b> to eat the cake.
	<b>Modal Verbs</b> These combine with other verbs to express necessity, possibility, and intention.	You <b>should</b> know what modal verbs are. He <b>might</b> not know the milk has gone bad. I <b>ought</b> to stop eating so much cake.
	<b>Participles</b> They are words formed from verbs and look like verbs, but they are used as adjectives (i.e. they describe a noun). <b>Past participles</b> end in 'ed'; <b>present participles</b> end in 'ing'. These will always be non-finite.	In the house, there was a <b>screaming</b> witch. The worried man kept eating the cake. The <b>dying</b> woman reached for the hand of her <b>weeping</b> son.
	<b>Gerunds</b> 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	<b>Finite or Non-finite Verbs</b> 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 <b>sat</b> on the bench, <b>looking</b> at the ducks. <i>Then, change the tense...</i> In the park, Ben <b>sits</b> on the bench, <b>looking</b> at the ducks. Sat is finite - It had to change. Looking is non-finite - It didn't need to change
Types/parts of sentence	<b>Main Clause/ Simple Sentence</b> A main clause/simple sentence has <b>one</b> - and only one - finite verb and a subject. (It can have as many non-finite verbs as you like.) A <b>subject</b> is the thing doing the verb.	The <b>crocodile</b> ate my friend. In the desert, <b>scorpions</b> hide. The <b>car crash</b> was unexpected and tragic.
	<b>Object</b> A main clause can have an object, but it doesn't need one. The <b>object</b> is the thing that receives the verb - the subject affects it in some way.	The <b>girl</b> kicked the <b>ball</b> . The <b>man</b> ate <b>all</b> of the <b>cake</b> .
	<b>Imperative Sentences</b> 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.
	<b>Compound Sentence</b> 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.
	<b>Complex Sentence</b> Made up of two parts: a <b>main clause</b> and <b>one or more subordinate clause</b> . A <b>subordinating conjunction</b> always comes at the start of the subordinate clause.	<u>The boy sat down</u> <b>after he heard the news</b> . <u>Nobody saw the alien</u> <b>because he was invisible</b> .

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> , <b>the boy sat down.</b> <u>Because he was invisible</u> , <b>nobody saw the alien.</b>
	Embedded Clause/Phrase	<b>Clauses</b> and <b>phrases</b> 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. <b>The nun, with whom I recently had a falling out with</b> , prayed to God.
	Fragments	A <b>fragment</b> 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. <b>Ever.</b> She told me that if I didn't do my homework, she'd put me in detention. <b>Well, whatever.</b> "Where are you going?" <b>"Home."</b>
Phrases	Phrases	Whereas a clause has <b>BOTH</b> a subject and a finite verb, a phrase does not have <b>BOTH</b> a subject and a finite verb. <b>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.</b>	This is a clause: after the <b>school day</b> ended. This is a phrase: after school.
	Prepositional Time Phrases	Phrases that indicated <b>when</b> 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 <b>where</b> 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.	<b>Thinking about her hot dinner</b> , the woman shifted on the cold seat. <b>Watching their daughters play football</b> , the two mothers shouted support.
	Past Participle Phrases (ED)	As above, but begins with an ED past participle.	<b>Scared he might not make it</b> , the boy ran to the toilet. The young couple hugged, <b>thrilled at the news of their pregnancy</b> .
	Adverbs	An adverb can be placed at the beginning, middle and end <b>of a sentence</b> . <b>Adverbs are used to qualify or modify the verb</b> . At the beginning it needs to be separated by a comma; in the middle of the <b>subject and finite verb</b> 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.







**West Exe School**

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