

Knowledge Book

Year 7

Cycle Two

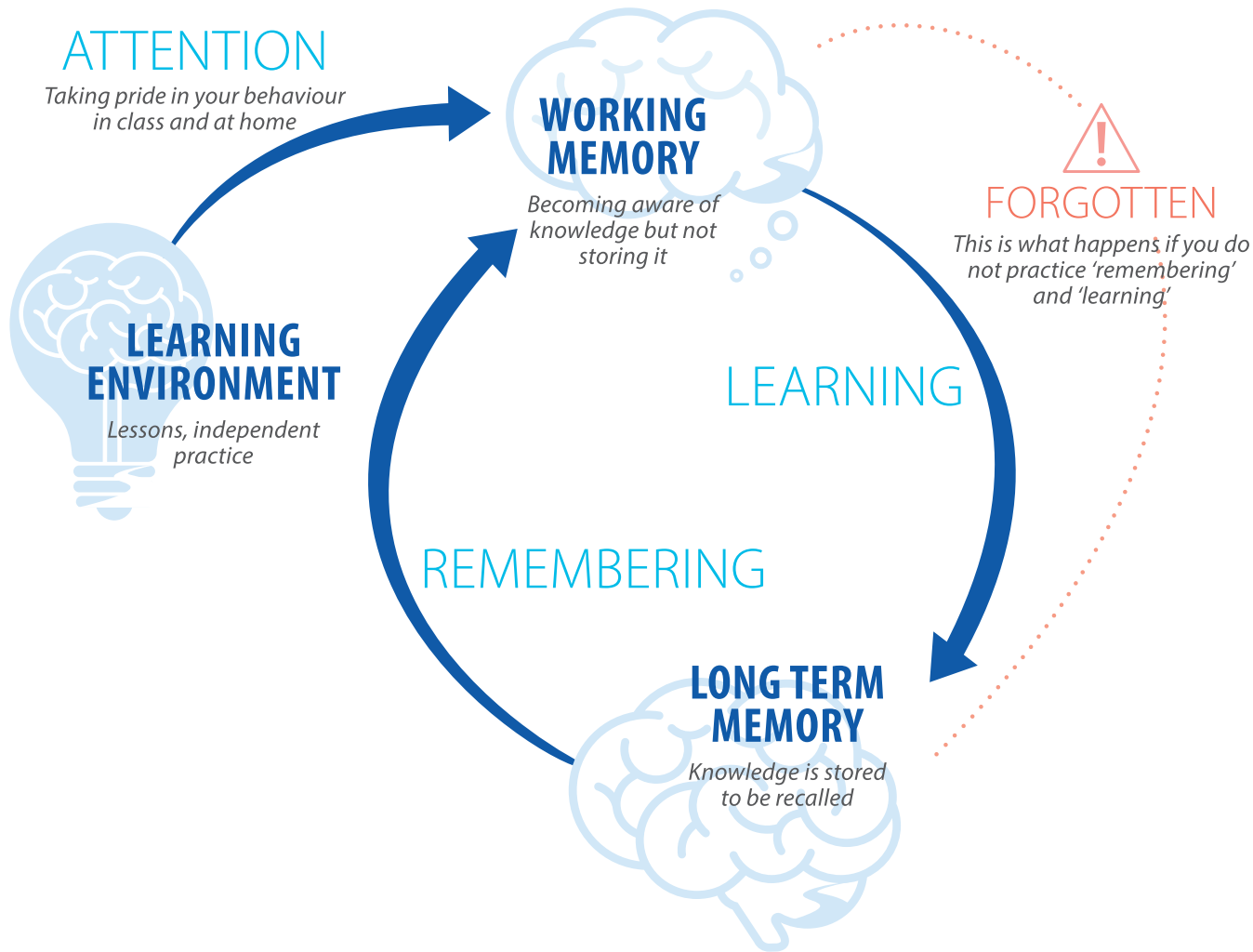
Name:



West Exe School

community • opportunity • success

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**.

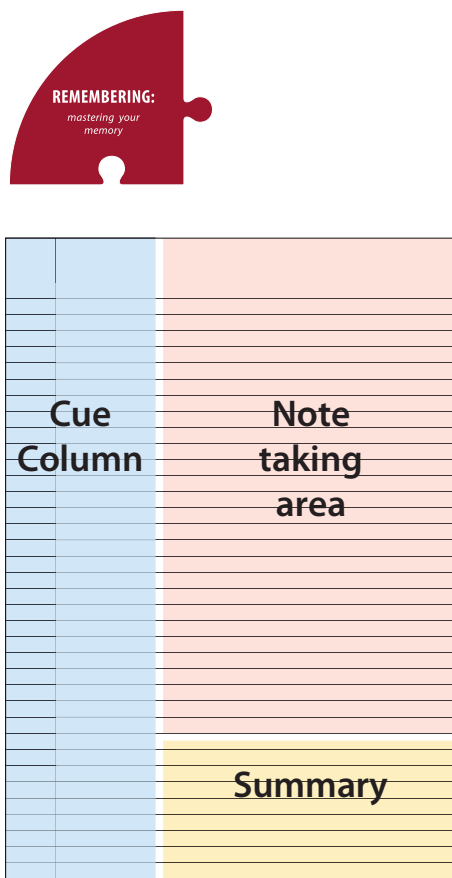
You can take practical steps to improve your ability to **learn** and **remember** key information and become the master of your memory.

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.

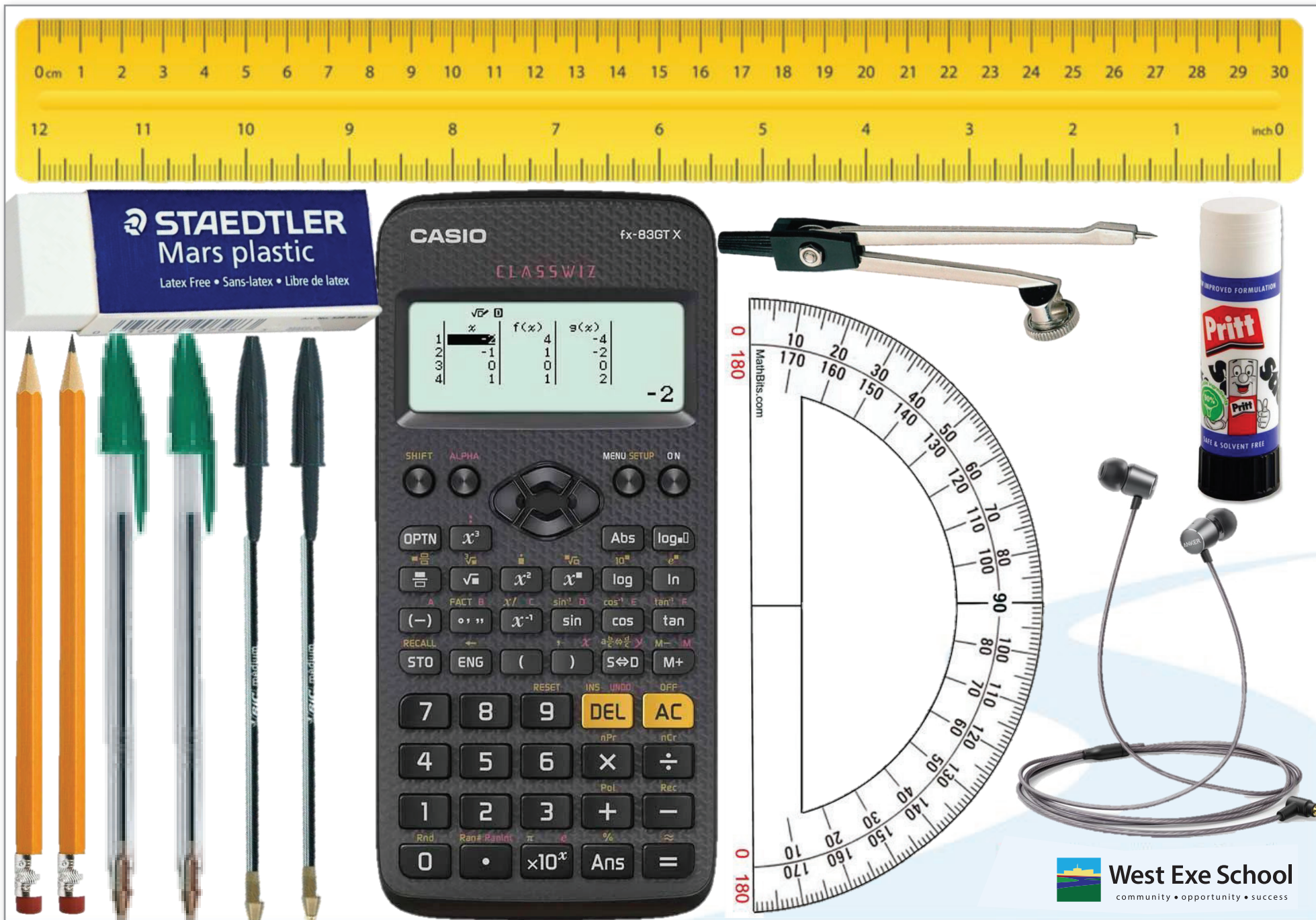
	10 minutes	10 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Monday	Science	Spanish	English	Maths - SPARX		
Tuesday	Science	Spanish	Geography	Maths - SPARX		
Wednesday	No homework due to The Electives 3:05 - 4:05					
Thursday	Science	Spanish	English	History		
Friday	Science	Spanish	English	Maths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

	West Exe School Values	British Values	House Week Activities	Key Questions
House Week 1	<p>Citizenship</p>  <p>Through respect, responsibility and integrity we make the world a better place.</p>	<p>Democracy</p> <p>Understanding how citizens can influence decision-making through the democratic process.</p> <p>Rule of Law</p> <p>Appreciating that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p>	<ul style="list-style-type: none"> • School Parliament Elections • House Charity Vote 	<p>What is a good citizen?</p> <p>What behaviours would we expect of a good citizen?</p> <p>Do we need rules?</p>
House Week 2	<p>Compassion</p>  <p>Through kindness and empathy we care and show respect for ourselves and others.</p>	<p>Tolerance and Mutual Respect</p> <p>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.</p>	<ul style="list-style-type: none"> • Charity Fundraising • Anti-bullying Ambassadors Activities • Green Team Activities <ul style="list-style-type: none"> • Mental Health • Celebrating Diversity 	<p>What is tolerance?</p> <p>Is tolerance enough?</p> <p>How does our community proactively combat discrimination?</p>
House Week 3	<p>Compassion</p>  <p>We are brave in our actions and ambitions in our dreams.</p>	<p>Individual Liberty</p> <p>Understanding that the freedom to choose and hold other faiths and beliefs is protected by law.</p>	<ul style="list-style-type: none"> • Transition Focused Activities <ul style="list-style-type: none"> • Sports Day • Taster Sessions (being brave and trying new things) 	<p>What does it mean to succeed?</p> <p>How do individuals demonstrate courage in our community?</p> <p>How is our individual liberty protected?</p>

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.

ChildLine
0800 1111

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

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.

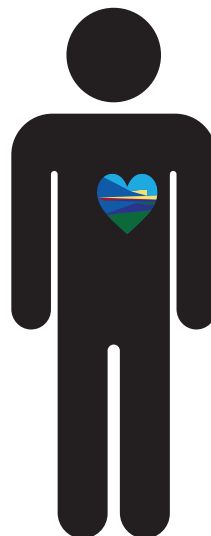
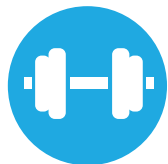
Healthy body - healthy mind! Links between physical activity and mental wellbeing. WES 10-a-day.

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>Skill development: Make a list of 5 new skills you have improved on during this cycle (e.g. shooting in handball or chopping technique in food). <input type="checkbox"/></p> <p>Attend an after-school club to help you develop and improve these skills further. <input type="checkbox"/></p> <p>Developing fitness</p> <p>For one of the sports, you are covering in this cycle, identify the main components of fitness needed. <input type="checkbox"/></p> <p>Engage in periods of sustained physical activity.</p> <p>The NHS recommends that you do 2 types of physical activity each week:</p> <ol style="list-style-type: none"> 1. Aerobic exercise. 2. Exercises to strengthen muscles and bones. <p>Young people aged 5-18 should:</p> <ul style="list-style-type: none"> • Aim to do 60 mins of moderate-vigorous physical activity each day across the week. • Take part in activities that develop movement skills, muscles and bones. • Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time. <p>Keep a log of your activity levels for a typical week - see if you meet the NHS guidelines.</p> <p>Monitor your screen time for a week. <input type="checkbox"/></p> <p>Use equipment safely and hygienically.</p> <p>Think about the activities you are doing in this cycle and in each session be conscious of at least 2 safety considerations needed. <input type="checkbox"/></p> <p>Cook a healthy meal from one of the recipes you have done in food this cycle. <input type="checkbox"/></p>	<p>Making appropriate time for rest, relaxation, and sleep - Having routines that support positive mental health.</p> <p>Try to get 8-10 hours of good quality sleep a night!</p> <p>Rules, strategies and tactics. Think about:</p> <ul style="list-style-type: none"> • What are the main rules for the sport you are covering now? Write down 3 rules you have learnt. <input type="checkbox"/> • Can you give an example of a simple strategy or tactic you have been using? <input type="checkbox"/> • Can you give an example of a more complex strategy or tactic you have been using? <input type="checkbox"/> • Give 3 rules you must follow in the kitchen. <input type="checkbox"/> <p>Terminology:</p> <p>Give 3 examples of terminology you have learnt in any of your SHN lessons. <input type="checkbox"/></p> <p>Knowledge of muscles and bones - how many muscles and bones can you label correctly? <input type="checkbox"/></p> <p>Being resilient - positive growth mindset and never give up attitude- always looking to improve! Give an example of how you have demonstrated resilience in your lessons. If you found something challenging/ difficult but kept trying - How did you feel afterwards? <input type="checkbox"/></p>	<p>Leadership - Taking responsibility within lessons (e.g. officiating, leading warm ups or practices or supporting food preparation in food lessons).</p> <ul style="list-style-type: none"> • Offer to be a leader for a lesson! <input type="checkbox"/> • Help another person in a lesson to help them make progress. <input type="checkbox"/> • Officiate a game. <input type="checkbox"/> • Give feedback and support to another person. <input type="checkbox"/> • Motivate and encourage others in a lesson. <input type="checkbox"/> • Make an effort to INCLUDE another less confident person in your lesson. Help others learn - coaching. <input type="checkbox"/> <p>Teamwork - Working together - Work co-operatively, work collaboratively to achieve a goal. <input type="checkbox"/></p> <p>Give 2 examples of where you have shown good teamwork. <input type="checkbox"/></p> <p>Communication</p> <p>Verbal - give some feedback on a performance - What went well? How could they improve it? <input type="checkbox"/></p> <p>Non-verbal - Use of whistle, signals as an official, use of a demonstration - Try to do one of these each week. <input type="checkbox"/></p> <div data-bbox="1615 1220 1794 1396" style="text-align: center;"> </div>

YST ACTIVE IN MIND

Body

Hydration

I can drink more water by...

I need _____ water each day.

Sleep

I need _____ hours of sleep.

I could improve my sleep by...

Diet

I could improve my diet by...

Environment

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

Who can support you?

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

I will change my technology use by...

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

What could you change at home

Exercise

What exercise could I do?

I need 60 minutes of exercise a day

I could add exercise to my day by...

Mind

What am I worrying about?

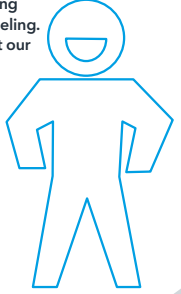
Is there anything I can do about it?

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:

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

Tips for learning new skills

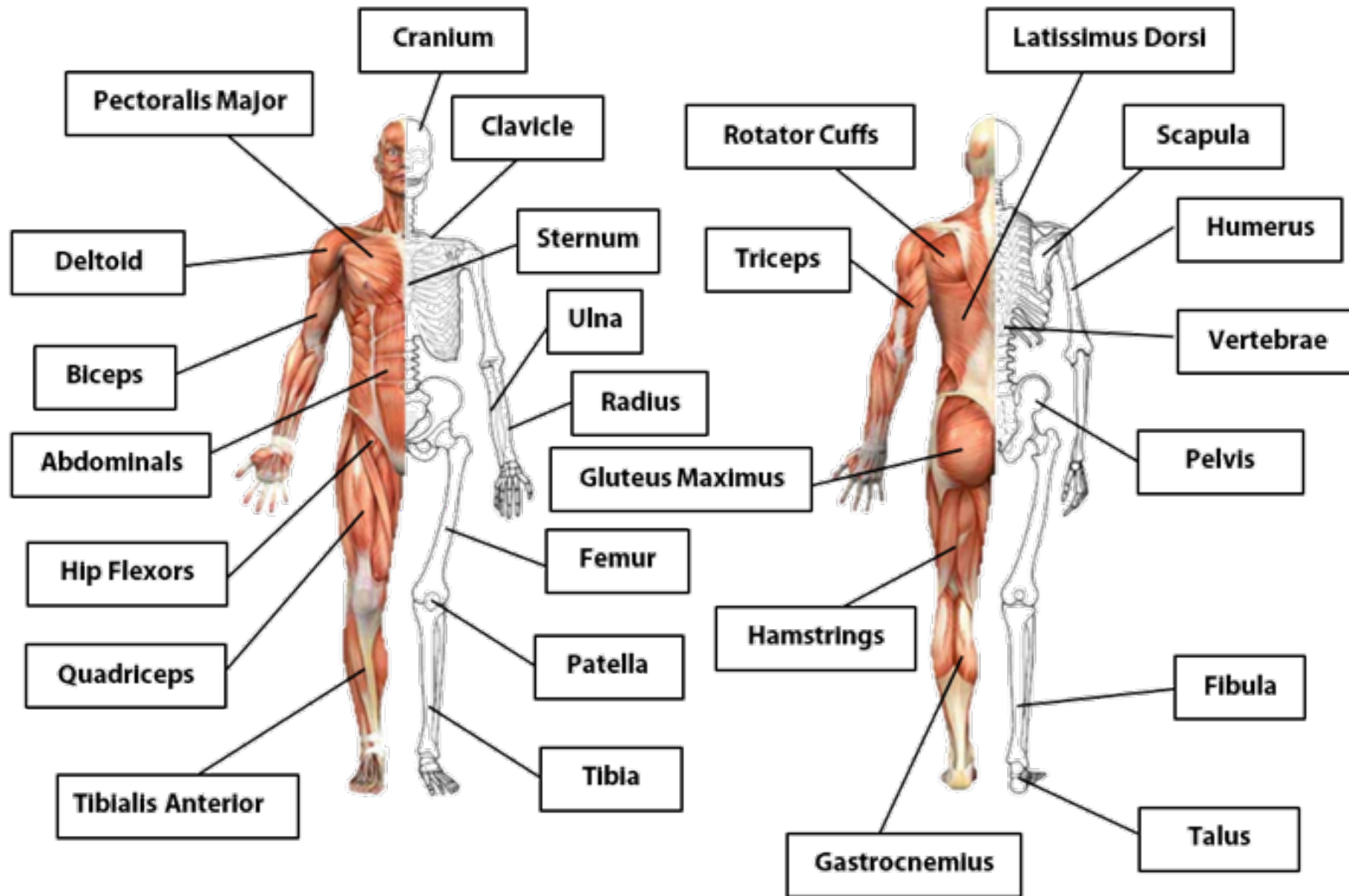
- Avoid distractions.
- Make your environment comfortable.
- Get some water to drink.
- Prepare all your equipment and materials.
- Use bright coloured paper and pens.
- Use pictures and diagrams.
- Practice in chunks of time, taking regular breaks.
- Give yourself enough time.

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.

New habits and actions

SPORT, HEALTH AND NUTRITION - Muscles and Bones



Week 1 / 2

Muscles you need to know:

Arms:

- Triceps
- Biceps
- Deltoid
- Rotator cuff

Legs:

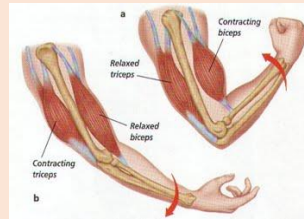
- Hamstrings
- Quadriceps
- Gastrocnemius (calf)
- Tibialis anterior
- Gluteals
- Hip flexors

Torso:

- Pectorals
- Trapezius
- Abdominals
- Latissimus dorsi

Week 3 / 4

Antagonistic Pairs of Muscles



Muscles work in Pairs

Muscles are arranged in antagonistic pairs, so when one muscle **contracts** and **pulls**, the other **relaxes** to allow the joint to work

The biceps and triceps are arranged in an **antagonistic pair** to allow movement in the forearm

Muscles **shorten** when they contract and **lengthen** when they relax.

Agonist – Muscle or group of muscles responsible for doing the work/movement.

Antagonist – Muscles that act to produce the opposite movement to the agonist.

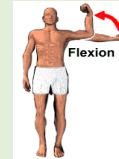
Tendons- Join muscles to bones

Ligaments – Join bones to bones

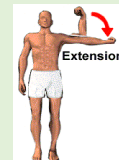
Week 5 / 6

Types of Movement (at a joint)

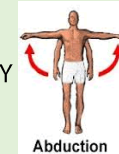
Flexion:
(Bending)
Decreasing the angle of the bones at a joint



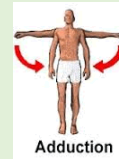
Extension:
(Straightening)
Increasing the angle of the bones at a joint.



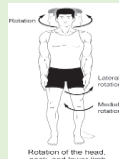
Abduction:
Movements AWAY from the midline of the body



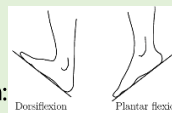
Adduction:
Movements TOWARDS the midline of the body



Rotation:
Movement around an axis



Plantar Flexion:
Pointing the toes



Dorsi flexion:
Flexing the toes upwards

Week 7 / 8

Types of movement

Biceps – bends your arm at the elbow – **Flexion**

Triceps – Straightens your arm at the elbow – **Extension**.

Deltoid – Raises your arm sideways at the shoulder – **Abduction**.

Trapezius – Holds and rotates your shoulders. Moves your head back and sideways.

Hamstrings – bends your leg at the knees - **Flexion**

Quadriceps – Straightens your leg at the knee – **Extension**.

Gastrocnemius- Straightens the ankle joint so you can stand on tip toes - **Extension**

Gluteals – Pull leg back at the hip. Raise it sideways

Pectorals-Draws arm across your chest. Raises arm at shoulder

Abdominals-Flex your trunk so you can bend forward - **Flexion**

Latissimus Dorsi - Pulls arm down at shoulder. Draws it behind your back

Week 9 / 10

Types of muscle contraction

To move, or exercise, muscles must contract and lengthen.

There are two types of contraction:

Isometric contractions: muscle contraction which results in increased tension but the muscle's length stays the same (muscles contract but there is no movement).



Isotonic contractions: muscle contraction that results in limb movement (muscles shorten and lengthen and cause movement)

This can be described as ...

Eccentric Contraction – lengthening the muscle.

Concentric Contraction – Shortening of the muscle



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

You are Awesome - Matthew Syed (2018)

Find your confidence and dare to be brilliant.

Synopsis: I'm not good at sport... I can't do maths ... I really struggle with exams ... Sound familiar? If you believe you can't do something, the chances are you won't try. But what if you really could get better at maths, or sport or exams?

Context: Syed said "I have become quite interested in the concept of failure and how easy it is for the fear of failure to take hold. Why put yourself into a position where you might look silly? Why risk the possibility of letting people down? It's much better to stay in the comfort zone. Or is it?"

Greek Myths - tales from Ancient Greece

A collection of myths originally told by the ancient Greeks. These tales concern the origins of the world. Gods, heroes and monsters.

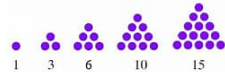


Synopsis: Although people of all countries, eras, and stages of civilization have developed myths that explain the existence and workings of natural phenomena, recount the deeds of gods or heroes, or seek to justify social or political institutions, the myths of the Greeks have remained unrivalled in the Western world as sources of imaginative and appealing ideas. Poets and artists from ancient times to the present have derived inspiration from Greek mythology and have discovered contemporary significance and relevance in Classical mythological themes.





YEAR 7 CYCLE 2 ENGLISH

YEAR 7 CYCLE 2 MATHS

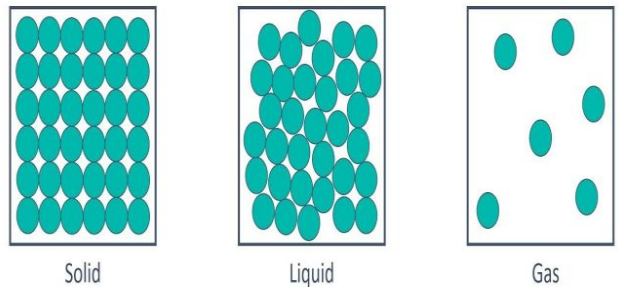
Word	Used in context	Definition	Example
Prime	Which of the following numbers are prime ?	A number with exactly two <i>different</i> factors; one and itself.	$\frac{2}{1 \ 2} \quad \frac{3}{1 \ 3} \quad \frac{5}{1 \ 5}$
Indices (pl.) / Index (sing.)	Express $3 \times 3 \times 3 \times 3$ in index form.	A number which shows how many times a number or letter has been multiplied by itself.	$3 \times 3 \times 3 \times 3 = 3^4$
Triangular Numbers	What is the 2 nd triangular number ?	The result of adding all previous integers together.	
Square Numbers	What is the 5 th square number ?	The result of multiplying a number by itself.	
Cube Numbers	What is the 3 rd cube number ?	The result of multiplying a number by itself and then itself again.	$2 \times 2 \times 2$  8
Mixed Number	Express $\frac{12}{5}$ as a mixed number .	A number made up of an integer (whole number) and a proper fraction.	$2\frac{2}{5} \quad 5\frac{3}{4} \quad 12\frac{1}{10}$
Improper Fractions	Express $2\frac{1}{2}$ as an improper fraction .	A number where the numerator is greater than the denominator.	$\frac{6}{4} \quad \frac{17}{5} \quad \frac{23}{7}$
Simplest Form (Fractions)	Write the fraction $\frac{5}{10}$ in its simplest form .	Smallest possible equivalent fraction where the numerator and denominator have no common factors.	$\frac{24}{30} \xrightarrow{-2} \frac{12}{15} \xrightarrow{-3} \frac{4}{5}$
Cross-cancelling	By using cross-cancelling , multiply the following fractions and give your answer in its simplest form	The process of finding a common factor between the numerator of one fraction and the denominator of another fraction and dividing each by this.	$\frac{2}{\cancel{9}^3} \times \frac{\cancel{3}^1}{7} = \frac{2 \times 1}{3 \times 7} = \frac{2}{21}$
Percentage	A class contains 10 students, 5 of them are boys. What percentage of the class are boys?	Number of parts per hundred	$\frac{30}{100} = 30\%$



YEAR 7 CYCLE 2 MATHS

Word	Used in context	Definition	Example
Term	In the expression $4x + 7$, $4x$ is the x-term and 7 is the number term .	A single number or variable (letter).	
Variable	The variable in the expression letter x .	A symbol (usually a letter) that represents an unknown number.	
Co-efficient	The co-efficient of $5x$ is 5.	A number used to multiply a variable. Variables with no number have a co-efficient of 1.	
Equation	The equation only has a variable on one side.	Two collections of terms that are equal.	
(To) Solve	Solve the following equation to find the value for x	Finding the value of an unknown variable.	$y + 14 = 20$ $\quad -14 \quad -14$ $y = 6$
Inverse	What is the inverse operation for addition?	The process of undoing a calculation by doing the opposite operation.	
Linear Equations	Solve the linear equation .	An equation where the variable has a power of 1.	$y = 6x + 8$
Substitute	Substitute $y = 4$ into the expression: $3y + 6$.	The process of replacing a variable in an equation, expression or formula with a known value.	$5x + y$ <p>If $x = 4$ and $y = 3$</p> $5 \times 4 + 3$
Ratio	The ratio of boys to girls in my class is 5 : 4.	A ratio says how much of one thing there is compared to another.	
Proportion	What proportion of my class are boys?	A number considered in comparison to the whole amount.	
Direct Proportion	Distance and speed are in direct proportion .	When two amounts are in proportion, and one increases as the other increases.	
Scale Factors	Find the scale factor that transforms shape A to Shape B	The number you multiply one amount by to get to another amount.	

YEAR 7 CYCLE 2 SCIENCE

Year 7 Combined Science Cycle Two	Week One	Week Two
<p>Key Vocabulary</p> <ol style="list-style-type: none"> Atom: the smallest particle of a chemical element that can exist. Compound: contains two or more types of atom joined together. Electronic configuration: is the way in which electrons are arranged in an atom. Element: contains just one type of atom Insoluble: A substance that cannot dissolve in a solvent. Mixture: contains two or more substances that are not joined together. Soluble: A substance that can dissolve in a liquid. Solute: the substance that has dissolved in a liquid to make a solution. Solution: when a substance has dissolved in a liquid. Solvent: the liquid the solute dissolves in to. States of matter: one of three different forms a substance can have (solid, liquid or gas). <p>Diagram of the three states of matter</p>  <p>The diagram illustrates the three states of matter using teal-colored particles. Solid: Particles are packed in a neat, regular grid. Liquid: Particles are packed together but in a disordered, irregular arrangement. Gas: Particles are few and far between, with large spaces between them.</p>	<p>The particle model:</p> <ol style="list-style-type: none"> All matter is made up of tiny particles. The particle model explains state changes in terms of the arrangement, movement and energy stored in its particles. Solids: the particles are held closely together, by strong forces of attraction. Particles are arranged in a regular pattern and vibrate (wobble) about fixed positions. Low energy Liquid: the particles are also held closely together by fairly strong forces of attraction. However, the particles can move past each other. Gas: the particles are far apart from each other because the forces of attraction between them are weak. Particles move quickly in all directions. High energy 	<p>Mixtures:</p> <ol style="list-style-type: none"> Pure substances: are the same in all parts (fixed composition) and we <u>can't</u> separate them into other substances using physical methods (e.g. filtering or picking bits out). Pure substances can be an element or compound, with no other substances mixed in. Pure substances have a fixed melting and boiling point. Mixtures are impure substances, that contain elements and/or compounds that are not chemically joined together. They do not have a fixed composition. Mixtures can be separated using physical methods (e.g. by filtering). They melt and boil over range of temperatures.
	<p>Week Three</p> <p>Filtration</p> <ol style="list-style-type: none"> A technique used to separate insoluble substances from a mixture, such as sand or rocks. It uses filter paper and a filter funnel to separate the insoluble substances from a liquid solution. The larger insoluble substances are too large to pass through the filter paper. The substance collected after the mixture has been separated is called the filtrate. Filtration cannot separate smaller soluble substances that have dissolved into the solution. 	<p>Week Four</p> <p>Paper chromatography:</p> <ol style="list-style-type: none"> A technique used to separate mixtures of soluble substances. These are often coloured substances such as food colourings, inks, dyes or plant pigments. It can be used to find out which colours are mixed together. It works because some compounds dissolve better in a solvent than others. When a solvent moves along a strip of paper, it carries the substances in the mixture at different speeds. Solvent is called the mobile phase. The paper contains the stationary phase. The paper with the separated substances on is called a chromatogram.

YEAR 7 CYCLE 2 SCIENCE

Week Five

Simple distillation:

1. **Simple distillation** is used to separate a **solvent** (e.g. water) from a **solution** (e.g. inky water)
2. It works because the dissolved solute (ink) has a much **higher boiling point** than the solvent (water).
3. When the solution is heated, only the water evaporates and turns to a **gas (vapour)**.
4. The gas moves away and is cooled and **condensed** (changing from a gas to a liquid).
5. The collected liquid water will now be **pure**.
6. The ink will be left behind because it has a much higher boiling point.
7. The apparatus used is called a **simple still**.

Week Six

Structure of an atom:

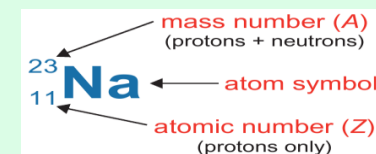
1. Scientists have worked out that atoms are made up of three smaller parts (called **subatomic particles**): **protons, neutrons** and **electrons**
2. At the centre of atoms is a tiny **nucleus**, containing protons and neutrons.
3. This is surrounded by fast moving **electrons** arranged in **electron shells**, at different distances from the nucleus.

Particle	Charge	Mass
Proton	+ 1	1
Neutron	0	1
Electron	- 1	1/1835

Week Seven

Using the periodic table:

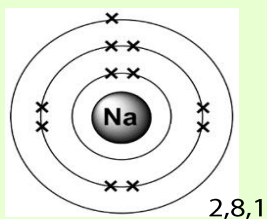
1. You can use a **periodic table** to find the number of **subatomic particles** each element has.
2. The **atomic mass number** = the number of **protons** and **neutrons**.
3. To find the **number of neutrons** in an atom subtract the atomic number from the atomic mass.
4. The **atomic number** = the number of protons and is also the same as the number of electrons. This is because all atoms have **no overall charge**.



Week Eight

Electronic Configuration

1. **Electrons** are found on the **outer shells** of an **atom**.
2. The **1st shell** can only hold **2 electrons**.
3. The **2nd and 3rd shell** can hold up to **8 electrons**.
4. When drawing electronic configuration we used a **X** to represent electrons.
5. **Numbers** are also used in order of shells to determine how many **electrons** are on each shell of a particular atom.
6. The diagram show the electronic configuration of a Sodium atom.



Week Nine

- Chemical reactions:**
1. For a chemical reaction to occur the **reactant** particles must **collide or 'bump'** together with enough **energy** to react.
 2. The minimum amount of energy needed for a reaction to occur is called its **activation energy**.
 3. During **successful collisions**, this energy helps to **break bonds**, to be able to make new substances (called **products**).
 4. In general, reaction rates are increased when:
 - a) the **energy** of the collisions is increased (by **increasing temperature**)
 - b) the **frequency** is increased (by increasing **concentration or surface area**)
 5. In a chemical reaction the things we start with before the reaction are called the **reactants** and the new substances made are called the **products**. When **iron** and **sulphur** react it's called **iron sulphide**.

iron + sulphur -> iron sulphide



Week Ten

Relative formula mass:

1. The **mass number** of an atom is the total number of **protons** and **neutrons** in an atom.
2. This mass number of an atom is called the **relative atomic mass (A_r)** and be found by looking them up on the periodic table. It is always the greater of the two numbers.
3. The **relative formula mass** of a substance is all of the relative atomic masses of all the atoms in its formula added together.
4. It has the symbol **M_r**, and it has no units – it is just a number.

YEAR 7 CYCLE 2 GEOGRAPHY - Population & Migration

WEEK 1

Population: the number of people living in a particular place.

Population distribution: the pattern of where people live and how populations are spread out.

Megacity: a city with a population of over 10 million people.

Sparingly populated: areas with few people living in them.

Densely populated: areas with many people living in them

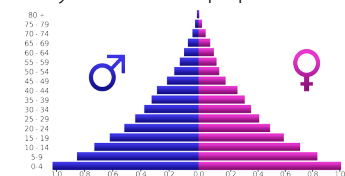
Current global population: 7.8 billion people.

WEEK 2

Population pyramids: a bar graph that shows the structure of a population by sex and age category.

Birth rate: the number of people born in a year, measured for every 1000 of the population.

Death rate: the number of people who dies in a year for every 1000 of the population.



WEEK 3



Nigeria's youthful population
Nigeria is a **Newly Emerging Economy (NEE)**.

Nigeria is Africa's most populated nation with 170 million people.

Its fertility rate (how many babies a woman has) is twice the world average at 5.5 births per woman.
Half of all Nigerians are under the age of 15.

Half of Nigeria's population lives on less than \$1.90 per day. Nigeria's population is predicted to be 402 million by 2050.

WEEK 4



The UK's ageing population
The UK is a **High Income Country (HIC)**.

In 2016, there were 11.8 million people aged over 65 in the UK (18% of the population).

Advantages: Pass on their experience and knowledge, they fulfil childcare roles for their grandchildren and have money to spend in leisure activities.

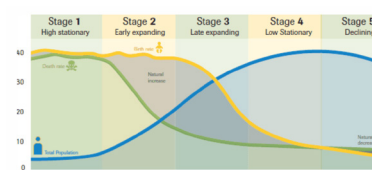
Disadvantages: Less economically active people, strain on healthcare and the government not having enough money for pensions.

WEEK 5

Demographic Transition Model: a model linking population changes with development changes over time.

Stage 1: birth and death rates are high due to famine and disease.

Stage 4: birth and death rates are low due to good healthcare.



WEEK 6



China's One Child Policy (OCP)

China's OCP started in 1979 to control rapid population growth. It was changed to two children in 2015.

Rules used to be that you could only have one child if you lived in the city but two in the countryside if your first was a girl.

Now, the government is concerned about an ageing population slowing down their economy.

'Little emperors' was the term used to the single children born as part of the OCP.

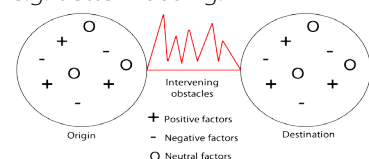
WEEK 7

Migrant: someone who moves from one place to another.

Forced migrants: people who have no choice to move from one place to another due to war or natural disasters.

Push factors: things that make people want to leave an area e.g. lack of jobs.

Pull factors: good things that attract people to a new place e.g. better housing.



WEEK 8



Mexico to USA migration

The number of Mexican-born immigrants living in the USA soared from 760,000 in 1970 to a peak of 12.6 million in 2007, including many entering the country illegally.

The USA is a rich and attractive nation

Mexico is a much poorer country with a rapidly growing population. It has problems of high crime rates, corruption and poor education.

Mexicans have filled jobs in the USA as farm laborers, factory workers and cleaners.

WEEK 9



Syria to Europe migration

Refugees: people who have been forced to move away from their home country to seek safety in another country.

Civil war erupted in Syria in 2011 and an estimated 11 million people fled their homes. Many Syrians sought refuge in neighbouring countries such as Turkey.

People traffickers offered Syrian migrants transportation across the Mediterranean Sea, which is illegal. Migrants travelled in low quality, dangerous and overcrowded boats.

WEEK 10



India's growing cities

Rural-urban migration: the movement of people from the countryside to towns and cities within a country.

Urbanisation: an increasing percentage of a country's population moving from the countryside to towns and cities.

Slums: a densely populated urban area with poor quality housing.

Impact of rural-urban migration: fewer people to feed & more resources in rural areas. However, elderly remain and fewer workers on the land.



YEAR 7 CYCLE 2 HISTORY - Medieval Life & How did King Henry VIII 'break' with Rome

1 – Key Dates	<p>1347 - Black Death hits Venice (Italy) June 1348 - Black Death arrived in England (Dorset). 1351 - Edward III introduces the Statute of Labourers 1381 - The Peasants' Revolt. 15 June 1381 - Richard II meets the rebels.</p>	6 – Key Dates	<p>21 Aug 1485 - Henry Tudor wins the Battle of Bosworth Field; becomes King of England 1509-1547 - Henry VIII is King of England 1517 - Luther nails his 95 Theses to the Church door in Wittenberg, starting the Reformation. Jan 1533 - Henry VIII secretly marries Anne Boleyn. 1536 - Dissolution of the Monasteries</p>
2 – Key Terms	<p>Black Death - A plague that devastated Europe in the fourteenth century. Buboes - Onion shaped swellings that were usually the first symptom of the Black Death. Miasma - Theory that disease was caused by a poisonous cloud of 'bad air'. Bubonic plague - the most common type of plague, named after the buboes. Pneumonic plague - a more deadly type of plague that attacked the lungs. Flagellant - a religious sect that punished themselves for sins by whipping their bodies. Yeomen - a new class in medieval England; commoners who farmed their own land. Poll Tax - everyone (rich and poor) paid the same amount.</p>	7 – Key Terms	<p>Tudors – The Royal dynasty that ruled England between 1485 and 1603 Dynasty - A succession of powerful people from the same family, e.g. Tudor family Reformation - A movement to reform the Catholic Church started by Martin Luther in Germany. Protestantism - A form of Christianity that emerged during the 1500s in protest against Catholicism. Break with Rome - England's decision to leave the Catholic Church in 1534. Act of Supremacy - A law passed by Parliament in 1534 which leads to the creation of the Church of England. Supreme Head of the Church of England. Dissolution of the Monasteries - The closure of all religious houses in England by Henry VIII. Counter-Reformation - Catholic fight back against the spread of Protestantism in Europe</p>
3 – Key Event – The Black Death	<p>The <u>Black Death</u> killed over ¼ of England's population within two years of its arrival in 1348. There were two types of plague. The bubonic plague would start with buboes spreading across the victim's body, followed by blue or black patches of skin and vomiting before (most of the time) killing the victim. The pneumonic plague was spread by breath and attacked the lungs. <u>What did medieval people think caused the Black Death?</u> Today we know the bubonic plague was spread by fleas living on rats that were moving throughout Europe on merchants' ships. Most medieval people thought God had sent the Black Death as a punishment for their sins. Others believed the alignment of the stars could explain it. Some people believed 'miasma' (bad air) was causing the disease. <u>Medieval Treatments</u> As there was no real understanding of the cause, treatments were equally as far-fetched, e.g. drinking vinegar, bleeding, 'sweating it out'. Some doctors put frogs/live chickens on the buboes to absorb the poison. Some doctors realised that draining the buboes could help cure a victim too.</p>	8 – Key Event – The Reformation	<p>-In Europe By 1500, the Catholic Church had developed a reputation for corruption and were criticised for being too wealthy and taking advantage of Christians. -Protestants believed that each Christian should have a personal relationship with God and should have access to the Bible in their own language (instead of Latin, which only priests could read). -Protestants began giving sermons which attacked the Catholic Church and used the newly invented printing press to spread their ideas. This was all an attack on the Catholic Church.</p>
4 – Key Event – The Peasants Revolt	<p><u>(Read this through and try to tell the story from memory)</u> The Peasants' Revolt - Having lost such a large section of the population during the Black Death, landowners found it difficult to find enough peasants to work their land. Peasants knew they were in demand and wanted higher wages. King Edward III tried to stop this with the Statute of Labourers (a law) which fixed peasant wages at the pre-Black death rate. In 1381, Richard II (14 years old) was King of England but left most of the government to his uncle, John of Gaunt (an unpopular nobleman who didn't care much about peasants). Gaunt raised a Poll Tax to help pay for war with France - it was deeply unpopular and when a royal official tried to collect the tax in Essex (May 1381) English peasants refused to pay and killed his servants! Wat Tyler organised 4000 rebels from Kent who joined with the peasants in Essex to march to London and demand that the king change his mind, The rebels burned a royal palace and executed the Archbishop of Canterbury. Richard II met with the rebels at Smithfield (15 June 1381); Wat Tyler was killed! The king promised to meet the peasants' demands if they returned home. He later went back on his promises and had the leaders tracked down and hanged. The Peasants' Revolt failed but the position of royalty was challenged.</p>	9 – Key Event – Henry VIII's Desire to have a son	<p><u>Read this through and try to tell the story from memory (in your own words)</u> Henry VIII's 'Great Matter' By 1525, Catherine of Aragon (Henry VIII's first wife) was 40 years old, she had give him one daughter (Mary) but it was unlikely now that she would provide a male heir. Henry VIII needed a male heir to secure the throne and had also fallen in love with one of Catherine's ladies-in waiting, Anne Boleyn. In order to marry Anne, Henry needed to divorce Catherine, but this was not allowed by the Catholic Church. Henry claimed that the Book of Leviticus in the Bible showed that God did not approve of his marriage to Catherine as it stated that if a man married his brother's widow, they would remain childless - Henry VIII argued this meant God was punishing him by not giving him a son. Henry's chief minister, Thomas Wolsey tried and failed to convince the Pope to grant a divorce. Anne Boleyn was a keen reader of Martin Luther's ideas and despite the fact that Henry didn't like them, he used them to change religion in England forever, In Nov 1534 Parliament passed the Act of Supremacy; it confirmed England's break with Rome (the Pope), created a new Church of England and made King Henry VIII Supreme Head of the Church of England instead of the Pope. This left Henry VIII free to grant himself the divorce from Catherine. Henry VIII had secretly married Anne Boleyn in Jan 1533.</p>
5 – Suggested Tasks	<p>Complete one of the following for revision:</p> <ol style="list-style-type: none"> Create your own timeline of key events - can you add further detail to it? Cover your knowledge organiser and create a spider diagram of everything you can remember, include key dates, people and events. Check it against the knowledge organiser - where are the gaps in your knowledge? Make your own flashcards - put the date on one side and the event on the other. 	10 – Key Event 3 – Religious changes	<p><u>Henry VIII's Religious Changes:</u> To ensure full support for the Act of Supremacy, all public figures and churchmen were ordered to swear the Oath of Supremacy - anyone who refused was tried for treason and executed. The Dissolution of the Monasteries - the monasteries had provided, education, prayer and charity to the people of England for 1000 years but were also accused of being wealthy and corrupt. Henry was in need of money to fight wars. In 1536, he sent his men to strip the monasteries of their wealth and land and took it for himself; the monasteries were left to crumble</p>

YEAR 7 CYCLE 2 LANGUAGES

	Spanish	English	Literal English.
Week 1	¿Cómo es? Es antiguo y bonito. No es barato.	What is it like? It is old and pretty. It is not cheap.	<i>How it is? It is old and pretty. Not it is cheap.</i>
Week 2	En la ciudad, la escuela está cerca de la plaza, entre el teatro y el museo.	In the city, the school is close to the town square, between the theatre and the museum.	<i>In the city, the school is near of the square, between the theatre and the museum.</i>
Week 3	El edificio es grande y la película es interesante.	The building is big and the film is interesting.	<i>The building is big and the film is interesting.</i>
Week 4	La madre da un regalo a la hermana. El padre quiere dar dinero al hermano.	The mother gives a present to the sister. The father wants to give money to the brother.	<i>The mother gives a present to the sister. The father wants to give money to the brother.</i>
Week 5	La dama lleva su flor blanca.	The lady carries her white flower.	<i>The lady carries her flower white.</i>
Week 6	Tenemos un primo fuerte y una abuela activa.	We have a strong cousin and an active grandmother.	<i>We have a cousin strong and a grandmother active.</i>
Week 7	El árbol es verde y el pájaro es rojo y amarillo.	The tree is green and the bird is red and yellow.	<i>The tree is green and the bird is red and yellow.</i>
Week 8	Hago el deporte por la mañana y haces el dibujo por la tarde.	I do sport in the morning and you do drawing in the afternoon.	<i>I do the sport for the morning and you do the drawing for the afternoon.</i>
Week 9	El animal busca comida y descansa en el campo.	The animal looks for food and rests in the countryside.	<i>The animal searches food and rests in the countryside.</i>
Week 10	Mi compañero pregunta: ¿Puedo ir a los servicios, por favor?	My classmate asks: Can I go to the toilet, please?	<i>My classmate asks: I can go to the services, for favour?</i>

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:

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

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



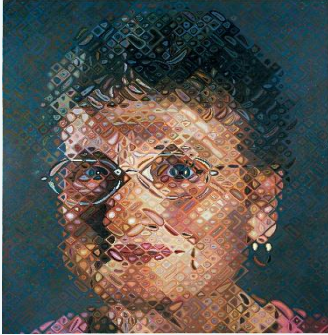


YEAR 7 CYCLE 2 LANGUAGES

Week 1		Week 2		Week 3		Week 4		Week 5	
son	they are	el/la	the (m/f)	de	of	a	to	el balcón	balcony
bueno	good	entre	between	grande	big	dar	to give, giving	la dama	lady
pequeño	small	la ciudad	city	el trabajo	job	doy	I give	la torre	tower
malo	bad	el centro	centre	la familia	family	das	you give	el caballero	knight/ gentleman
rico	rich	la escuela	school	el pueblo	town	da	s/he/it gives		
antiguo	old	la iglesia	church	el equipo	team	querer	to want, wanting	su	her/his/its
bonito	pretty	el mercado	market	la vista	view		quiero	I want	saber
famoso	famous	la respuesta	answer	la película	film	quieres	you want	pasar	to spend time
barato	cheap	el teatro	theatre	interesante	interesting	quiere	s/he/it wants	blanco	white
caro	expensive	el banco	bank	la isla	island	el dinero	money	la flor	flower
feo	ugly	la plaza	square	el edificio	building	el padre	father	la plaza	town square
¿Cómo es?	What is he/she/it like?	lejos	far	el plato	plate, dish	el padre	father	la plaza	town square
		cerca	close, near			la madre	mother	llevar	to wear/carry
		el museo	museum			el hermano	brother		
		la tienda	shop			la hermana	sister		
						el regalo	present/gift		

Week 6		Week 7		Week 8		Week 9		Week 10	
el trabajo	job, work	mucho	much, a lot	para	for	como	like	poder	to be able to / can
bastante	quite	solo	only	hacer	to do / to make	el tiempo	time		
fuerte	strong	el lugar	place	hago	I do / I make	juntos	together	puedo	I can / am able to
el abuelo	grandfather	el río	river	haces	you do / you make	trabajar	to work, working		
la abuela	grandmother	rojo	red	hace	s/he/it does / makes	buscar	to look for, looking for	puedes	you can / are able to
el perro	dog	la naturaleza	nature			cuándo	when	solo	only, alone
hermoso	beautiful	el árbol	tree	la noche	night	el animal	animal	pedir	to ask for, asking for
activo	active	azul	blue	la actividad	activity	el campo	countryside		preguntar
el primo	male cousin	verde	green	la tarde	afternoon/ evening	preparar	to prepare, preparing	¿Puedo ir a los servicios?	
la prima	female cousin	amarillo	yellow	cuál	which	la comida	food		jugar
tenemos	we have	el pájaro	bird	cuánto/a	how much/many	descansar	to rest, resting	el favor	
tienen	they have			el deporte	sport				cambiar
				el dibujo	drawing			participar	
				los deberes	homework				la compañera
								el compañero	classmate (m)

YEAR 7 CYCLE 2 ART & DESIGN - Portraits

Complete the sentences in your extended practice book on the appropriate week. Then complete what you see, what you think and your opinion about the image in each box. Stretch task: Copy the artist image as a voluntary stretch and challenge task bring in and stick in your sketchbook.

<p>Week 1&2: David Hockney, Self Portrait 1954</p>  <p>Week 1: Complete the following sentences.</p> <p>A portrait is.....</p> <p>A collage is.....</p> <p>A painting is.....</p> <p>Week 2: Write what you see, what you think and your opinion of this image.</p>	<p>Week 3&4: Chuck Close, Shirley</p>  <p>Week 3: Complete the following sentences.</p> <p>Realistic means.....</p> <p>Abstract means.....</p> <p>Week 4: Write what you see, what you think and your opinion of this image.</p>	<p>Week 5&6: Leonardo Da Vinci, Mona Lisa</p>  <p>Week 5: Complete the following sentences.</p> <p>The sitter in a portrait is.....</p> <p>The foreground is.....</p> <p>The background is.....</p> <p>Week 6: Write what you see, what you think and your opinion of this image.</p>
<p>Week 7&8: Berthe Morisot, Young Girl with a Vase.</p>  <p>Week 7: Complete the following sentences.</p> <p>Describe the style of Impressionist artists.</p> <p>Describe the style of Fauve artists.</p> <p>Week 8: Write what you see, what you think and your opinion of this image.</p>	<p>Week 9 &10: Julian Opie, Blur</p>  <p>Week 9: Complete the following sentences.</p> <p>The three primary colours are.....</p> <p>The three contrasting colour pairs are.....</p> <p>Week 10: Write what you see, what you think and your opinion of this image.</p>	<p>Week 11&12: Frida Kahlo, Self Portrait with Thorn Necklace and Hummingbird</p>  <p>Week 11: Complete the following sentences.</p> <p>This term I have learnt about.....</p> <p>A key piece of knowledge I have gained is.....</p> <p>Week 12: Write what you see, what you think and your opinion of this image.</p>



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YEAR 7 CYCLE 2 DRAMA - Darkwood Manor

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Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9 and 10
<p>Tension - Used to raise a piece of drama to a climax or anti-climax and to engage an audience. Can be created with sound, silence or the way the characters on stage act/react (Think about a scary film where someone goes towards a door, the audience might feel nervous of what is behind the door due to silence or music).</p> <p>Genre - The style of the piece of drama (e.g. horror, comedy, musical theatre, melodrama).</p> <p>Conventions - The absolute 'must have' of a genre (e.g. horror must try to be scary, a musical must have song and dance).</p> <p>Characteristics of genre - The things that it 'might have' (e.g.; a horror could be scary in lots of ways; but it won't have all types of horror in!).</p> <p>Group improv/TIR (teacher in role) - Everyone is involved in an improvised scene. Everyone must focus, stay in role.</p>	<p>Multi-role-Playing more than one character within a piece of drama. It must be made clear that you have changed role through the use of clear characterisation.</p> <p>Characterisation - The way we portray the character we are playing (e.g. Body language, posture, gesture, facial expressions, use of voice (pitch, pace, pause, tone, emphasis, volume).</p> <p>Non-naturalistic- A piece of drama that does not follow the conventions of normal life. This means it can freeze, use thought track, multi-role, jump time, mime, etc- things that don't happen in normal life. The opposite is naturalistic and would include things like the soaps (e.g. Coronation Street).</p> <p>Split scene/Cross cutting- more than one scene on stage at once. The others must freeze whilst one scene is working so as not to distract the audience.</p> <p>Conscience alley – Other students vocalise what is going on in your character's head.</p>	<p>Mime - Acting with no words. Movement is slow and exaggerated.</p> <p>Music/sound effects and soundscape - Are used to enhance the atmosphere of a piece of drama. Soundscape is a collection of sounds either made by the actors or recorded.</p> <p>Freeze frame/tableau/still image - the actors stand still in an image depicting a moment in the piece of drama.</p> <p>Monologue/Soliloquy- A moment when a character talks at length on their own. Monologues are in front of/heard by other characters, soliloquys are said without others hearing.</p> <p>Thought tracking - The audience hears what a character is thinking. This might be different to what they are saying on the outside.</p> <p>Direct address - when a character or actor talks directly to the audience. This is non-naturalistic as they are breaking the 4th wall (the front of the stage).</p>	<p>Devising- To make up your own piece of drama and not use an existing play/script. It is based on a stimulus and is the opposite of improvisation as it is rehearsed and learnt.</p> <p>Stimulus- Something used to help inspire ideas for your piece of drama. A stimulus could be anything e.g., an object, poem, painting or event.</p> <p>Marking the Moment- A moment which you want to stand out. You can do this with sound, lighting, a freeze, slow motion, etc. Often helps to build tension and raise a piece to a climax.</p> <p>Flash forward/back- A jump forward or backward in time in a story. The audience must understand this has happened (e.g. with a freeze).</p> <p>News report - Helps further a plot by giving information and can mark the passing of time. Often done as a direct address or as a report that the characters are watching.</p>	<p>Week 9/10</p> <p>Rehearsal- Practice in order to develop your piece. Early stages of rehearsal include improvising and creating, later stages focus on improving and polishing.</p> <p>Forum theatre - A rehearsal technique where the audience help edit the piece of work. They will stop you as you perform to make suggestions of ways to improve your work.</p> <p>Props/scenery/costume/ lights/sound- Things you add to enhance your piece of drama. You have to judge what is right. Too much can be as bad as too little.</p> <p>Dress rehearsal - The last time through a piece before you perform it. Should include all extra bits (e.g., lighting and sound) Helps to identify last.</p> <p>Performance skills-what you should use to create an engaging performance. E.g. focus, characterisation, actions/reactions, energy, tension, staying in role, projection, no backs to audience.</p>

YEAR 7 CYCLE 2A MUSIC - African Drumming

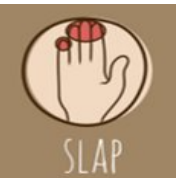
Djembe Drum Strokes



Bass: Low pitched sound made by striking the middle of the drum with the palm of the hand.



Tone: Medium pitched sound made by stroking the drum between the edge and the centre with the top of the palm.



Slap: Short, High pitched sound made by striking the edge of the drum with the tip of the fingers.



Music Cycle 2a

African Drumming

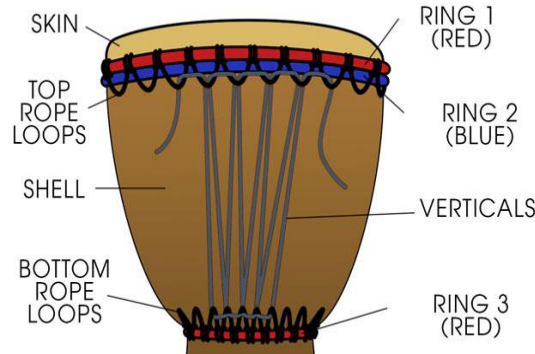
Djembe Drum

Skin covered hand drum, shaped like a goblet and designed to be played with bare hands.

Originates from West Africa.

Djembe music was originally used to tell stories and transmit messages.

The name comes from the saying "Anke die, Anke be" which translates as "Everyone gather together" which defines the original purpose of the drum.



Key Vocabulary

Call and Response: A musical phrase (call) that is directly answered by another phrase (response).

Rhythm: A pattern of note durations.

Polyphonic Texture: Many different layers heard in a piece of music.

Polyrhythm: Two or more rhythmic patterns played at the same time.

Cross Rhythms: The effect when two conflicting rhythms are played at the same time.

Master Drummer: Player that will lead the ensemble, play the calls and improvise within a piece of music.

Improvisation: Music that is made up on the spot.

Syncopation: Notes played on the off beat.

Ostinato: A repeated musical pattern.

Djembe: African drum made from wood and animal skin.

Oral Tradition: Music that is taught by word of mouth rather than being written down.

Phonetic Rhythm: Rhythms with words attached to help performers remember them.

African Drumming Rhythms

s = slap t = tone b = bass

Ensemble Playing Tips

- Listen carefully to everyone in your group.
- Sit in a way in which you can see everyone.
- Play at a volume in which everyone can be heard.
- Use practice time wisely!
- Play at the speed of the slowest player to ensure everyone can keep up.

YEAR 7 CYCLE 2B MUSIC - Pentatonic Composition

Writing Melodies

Make sure that your melody has a mixture of stepwise movement and leaps. This will make your melody more interesting.

Use the whole scale and a good range of the keyboard.

Have your melody move up and down the scale. Movement in one direction will make your melody sound boring.

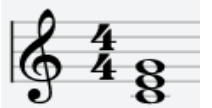
If you are not sure on which notes to use, start with the notes that are found in the chord underneath.

Use passing notes to connect the notes of the chord. Passing notes are notes that are found in between the notes heard in the chord.

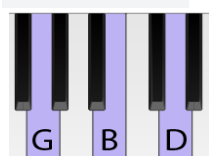
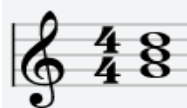
Use a mixture of different note values to make your melody more interesting.



C Major = C E G



G Major = G B D



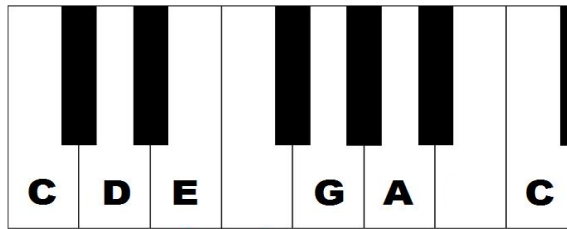
Music Cycle 2b

Pentatonic Composition

C Major Pentatonic Scale



C D E G A C



Writing Chord Sequence

Your chord sequence needs to be 4 chords long.

Start your chord sequence with a C chord. Use at least 2 different chords – one major and one minor.

You can repeat chords if you want to.

Once you have decided on the chords you are going to use in your sequence, create an interesting rhythm to go with it.



Key Vocabulary

Structure: The arrangement of your different sections, e.g. AABA.

Key: The first note of a scale, can be major or minor (e.g. the key of C Major is C, D, E, F, G, A, B).

Pentatonic: A scale which contains 5 notes and is widely used in pop music.

Major: The 'happy' sounding scale.

Minor: The 'sad' sounding scale.

Harmony: The musical word for chords that accompany the melody.

DAW: Digital Audio Workstation (e.g. Charanga).

Chord: Multiple notes played at once.

Chord Sequence: Chords played in a particular order for a song.

Pitch: How high or low the note is.

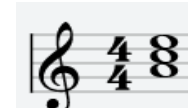
Interval: The gap in pitch between two notes.

Scale: A group of notes played in ascending or descending order.

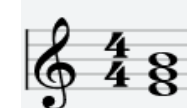
Melody: The main tune in a piece of music.

Texture: The layers heard in a piece of music.

A Minor = A C E



E Minor = E B G











YEAR 7 CYCLE 2A WEST EXE BACCALAUREATE - Human Rights and British Values

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR) (1948)				
<p>Article 1: Free and equal - All human beings are born free and equal and should be treated the same way.</p> <p>Article 2: Freedom from discrimination - Everyone can claim their rights whatever their sex, race, religion, etc.</p> <p>Article 3: Right to life - Everyone has the right to life and to live in freedom and safety.</p> <p>Article 4: Freedom from slavery - No one has the right to treat you as a slave nor should you enslave anyone.</p> <p>Article 5: Freedom from torture - No one has the right to torture you.</p> <p>Article 6: Right to recognition before the law - You should be legally protected in the same way everywhere like anyone else.</p>	<p>Article 7: Right to equality before the law - The law should apply equally to all.</p> <p>Article 8: Access to justice - You have the right to legal help and justice when your rights are not respected.</p> <p>Article 9: Freedom from arbitrary detention - No one can arrest or detain you (keep you locked up) or send you away from your country without a fair and right reason.</p> <p>Article 10: Right to a fair trial - Trials should be public and tried fairly by an impartial and independent jury.</p> <p>Article 11: Presumption of innocence - You are innocent until proved guilty by the law. If accused of a crime you have the right to a defence.</p> <p>Article 12: Right to privacy - Right to be protected if anyone tries to enter your home without permission or interfere with your letters.</p>	<p>Article 13: Freedom of movement - You have the right to leave or move within your own country and you should be able to return.</p> <p>Article 14: Right to asylum - If you are persecuted at home, you have the right to seek protection in another country.</p> <p>Article 15: Right to a nationality - You have the right to belong to a country and have a nationality.</p> <p>Article 16: Right to marriage and family - Men and women have the right to marry who they want. Families should be protected by the Government.</p> <p>Article 17: Right to own property - You have the right to own things. No one can illegally take them from you.</p> <p>Article 18: Freedom of religion or belief - Everyone has the right to freely follow a religion, to change it and to practice it alone or with others.</p>	<p>Article 19: Freedom of expression - Everyone has the right to think and say what they like.</p> <p>Article 20: Freedom of assembly - The right to organize and take part in peaceful meetings.</p> <p>Article 21: Right to partake in public affairs - The right to take part in their country's political affairs and have equal access to public services.</p> <p>Article 22: Right to social security - The right for people with low levels of money to be supported by the government.</p> <p>Article 23: Right to work - The rights to work safely, to be paid enough to live and to support a family, to receive equal pay for equal work.</p> <p>Article 24: Right to leisure and rest - Each workday should not be too long, and everyone has the right to rest and take regular paid holidays.</p>	<p>Article 25: Right to adequate standard of living - The right to have what you need to avoid hunger, homelessness or illness.</p> <p>Article 26: Right to education - The right to go to school and learn regardless of race, religion or country of origin.</p> <p>Article 27: Right to take part in cultural, artistic and scientific life - The right to share in your society's culture, arts and sciences.</p> <p>Article 28: Right to a free and fair world - There must be a social order that can protect your rights.</p> <p>Article 29: Duty to your community - You have duties to your community, to respect everyone and allow them to enjoy the same rights as you.</p> <p>Article 30: Rights are inalienable - No person or group should do anything to destroy the rights in the UDHR.</p>
<p>British Values "British values" are four moral principles that the Government felt it was important for schools to promote. If these values are supported by everyone, it is hoped that our society will be fairer, more tolerant and, ultimately, a better place to live, work or learn.</p>	<p>The Rule of Law This means that the law applies to everyone, even the Queen, and must treat everyone the same. The Rule of Law means that everyone has the same legal rights and responsibilities. At West Exe, this means our behaviour policy will be fairly applied, and you will all be</p>	<p>Individual liberty This is about having the freedom to make our own choices. In the UK, this means people have rights and freedom, as long as they do not harm another person's rights. At West Exe, this means your rights and individuality will be protected, and you will have many exciting</p>	<p>Democracy This is about the right to vote and to take part in discussions about issues that affect our life. Democracy is about having a voice, and a say in how your country or local area is run. At West Exe, you have a student Parliament, who you have voted for, and will represent your views.</p>	<p>Mutual respect and tolerance Mutual respect: respecting people's rights to have their own beliefs. Tolerance: accepting the values, ideas and beliefs of others and not imposing our views on them. At West Exe, your views and opinions will be respected but you will be expected to</p>



YEAR 7 CYCLE 2B WEST EXE BACCALAUREATE - Religion and the Media

Week 6	Week 7	Week 8	Week 9	Week 10	
<p>Glossary</p> <p>Prejudice: Thinking badly of someone because of the group he or she belongs to</p> <p>Stereotyping: Having an over-simplified mental image of people and applying it to everyone in a group</p> <p>Discrimination: Unfair treatment as a result of prejudice</p> <p>Scapegoating: Blaming certain groups for problems in society</p> <p>Tolerance: Respecting the beliefs and practices of others</p> <p>Justice: Bringing about what is right, fair, according to the law or making up for what has been done wrong</p> <p>Harmony: Living in peace with others</p> <p>The Five Pillars of Islam</p> <p>Shahadah: Statement of faith "There is no God but Allah, Muhammad is the Messenger of Allah"</p> <p>Salah: Praying 5 times a day</p> <p>Zakah: Giving money to support the poor and needy</p> <p>Sawm: Fasting during the month of Ramadan</p> <p>Hajj: Pilgrimage (religious journey) to Makkah (Mecca)</p>	<p>Why is the media so influential?</p> <ul style="list-style-type: none"> The media quickly reaches many people from a wide variety of backgrounds Technology means that it is very quick to circulate information and ideas It is widely accessible and is a daily part of life for most people Social media has a global reach. Facebook has 2 billion users worldwide. Over half of the UK population has an account YouTube now has over 1.8 billion users from every corner of the globe <p>The Hijab</p> <ul style="list-style-type: none"> Hijab is an Arabic word meaning barrier or partition The most visible form of hijab is the head covering that many Muslim women wear Muslim women are required to observe the hijab in front of any man they could theoretically marry. 	<p>Symbol</p>  <p>Name of deity (God)</p>  <p>Name of founder</p>  <p>Holy book</p> 	<p>Places of worship</p>  <p>Religious leaders</p>  <p>Festivals</p>  <p>Practices</p> 	<p>Mosque: Muslims can also worship at home. They pray facing Makkah (Mecca).</p> <p>Imams: Imams are Muslims who lead the prayers at the mosque</p> <p>Eid-ul-Fitr and Eid-ul-Adha</p> <p>Muslims must follow the Five Pillars of Islam, five duties that are central to their faith (see week 6)</p>	<p>Religious prejudice</p> <ul style="list-style-type: none"> Discrimination based on religion or belief is illegal Since the terror attacks in New York and Washington in 2001, Muslims have been the victims of religious prejudice Islam does not accept or support terrorism, and the Muslim community rejects these acts of violence Some terrorists claim to be acting in Allah's name, so some people think all Muslims support these claims Negative reports in the media further encourage this <p>Why are Muslims targeted?</p> <ul style="list-style-type: none"> Some blame all Muslims for terrorist attacks carried out by extreme groups Islamophobia can result in Muslims being targeted, whether in person or online. They can be badly treated, insulted or even physically hurt. Many people think Islamophobia is created when a person doesn't properly understand what Muslims do or believe, and that the best way to combat it is to have a better understanding of Muslims and Islam.

INTRODUCTION OF GRAMMAR

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



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



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