

# Knowledge Book

Year 7

**Cycle Two**

Name:



**West Exe School**

community • opportunity • success

**Personal details**

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

**Key log-in information**

My school email address:.....  
 SPARX:.....  
 Google Classroom:.....

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

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

Miss Golbourne	Cecilia.golbourne@westexe.devon.sch.uk
Mr Hallett	LJ.hallett@westexe.devon.sch.uk
Miss Matthews	Sophie.matthews@westexe.devon.sch.uk
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Mr Sewell	Tom.sewell@westexe.devon.sch.uk
Mr Sweatman	Edward.sweatman@westexe.devon.sch.uk
Miss Vasilescu	Diana.vasilescu@westexe.devon.sch.uk
Miss Wakefield	Holly.wakefield@westexe.devon.sch.uk

**Attendance Officer**

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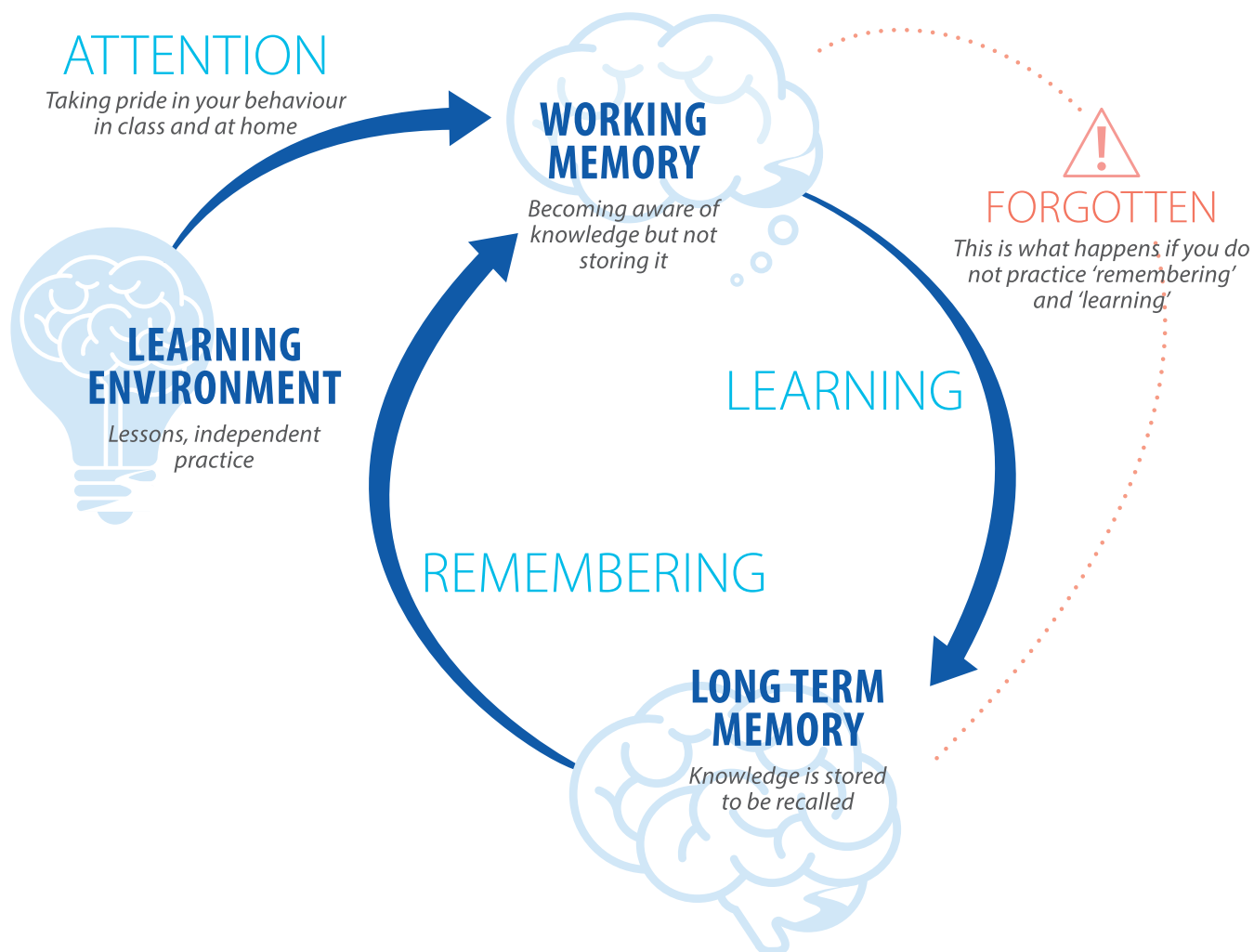
**House Week Dates**

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



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

## THIS IS HOW YOU LEARN



## REMEMBERING: MASTERING YOUR MEMORY

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

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

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

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

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

## Extended Practice Guide

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

Subject	Quizzing expectation
Maths	Sparx Maths
English	Sparx Reader

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

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

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

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



## House Week, West Exe School & British Values Knowledge Organiser

	West Exe School Student Attributes	House Week Activities	Key Questions
House Week 1	<b>Kind</b> <b>Adaptable</b>	<ul style="list-style-type: none"> <li>• School Parliament Elections</li> <li>• House Charity vote</li> </ul>	<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	<b>Curious</b> <b>Ambitious</b>	<p><i>Equality, Diversity &amp; Sustainability</i></p> <ul style="list-style-type: none"> <li>• Charity fundraising</li> <li>• Anti-bullying Ambassadors activities</li> <li>• Green Team activities</li> <li>• Mental health</li> <li>• Celebrating diversity</li> </ul>	<p>What is tolerance?</p> <p>Is tolerance enough?</p> <p>How does our community proactively combat discrimination?</p>
House Week 3	<b>Resilient</b> <b>Proud</b>	<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>	<p>What does it mean to succeed?</p> <p>How do individuals demonstrate courage in our community?</p> <p>How is our individual liberty protected?</p>

**Dream More.**

**Do More.**

**Become More.**

## BULLYING UPDATE - YEAR 7

**Stop!**

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

*Jessie J*

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

**Bullying can take many forms including:**

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

**Bullying includes:**

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

**Speak**

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

*Drake*

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

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

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

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

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

**Support**

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

*Zac Efron*

**What we do at West Exe to deal with bullying:**

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

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

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

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

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

**ChildLine**  
0800 1111

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

## Year 7 : Talking Futures

### Community

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



### Opportunity

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

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

### Success

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

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



## KS3 ONLINE SAFETY

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



## British Values

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

**Democracy** is about the right to vote and take part in discussions about issues that affect our life. It is about having a voice, and a say in how your country or local area is run.  
At West Exe, you have tutor MPs and a Student Parliament, who the students have voted for, and who represent your views, raising the issues you want discussed.

This means that the law applies to everyone, and must treat everyone the same. It means we all have the same legal rights and responsibilities.  
At West Exe, the lesson expectations are for everyone to follow, our behaviour policy will be fairly applied, and you will all be treated equally.

**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, opinions and beliefs will be respected and valued, but you will also be expected to respect the views, opinions and beliefs of everyone else.

**The Rule of Law**

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 celebrated. It also means you will have many exciting opportunities and experiences.

**Individual liberty**

## Equality Act (2010)

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



### Key words

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

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

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

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

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



## Cycle 2 – January Attendance Reflection

My attendance so far this year is \_\_\_\_\_ %.

This equates to \_\_\_\_\_ days absent this year.

The main reasons for any absence are \_\_\_\_\_

Indicate how you feel about your attendance so far this year on the faces below:



**Boost your attendance** – tick 2 ways you are going to use to try and boost your attendance.

**Establish a routine:** Go to bed and wake up at the same time every day.

**Pack the night before:** Prepare your school bag, PE Kit and/or uniform in advance. Stop the morning panic.

**Stay healthy:** Prioritise sleep, good nutrition and exercise.

**Avoid distractions at night:** Limit screen time to ensure quality sleep.

**Communicate challenges:** Talk to your Tutor, Head of Year or other trusted adult if you are worried about school.

**Encourage each other:** Support your friends and encourage them to have good attendance so you can spend time with each other at school.



## Cycle 2 – February Attendance Reflection

My attendance so far this year is \_\_\_\_\_ %.

This equates to \_\_\_\_\_ days absent this year.

The main reasons for any absence are \_\_\_\_\_

Indicate how you feel about your attendance so far this year on the faces below:



**Attendance push and pull factors** – complete the table below during your welcome back session.

Push factors	Pull factors



# 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.

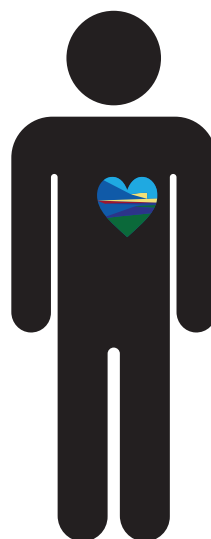
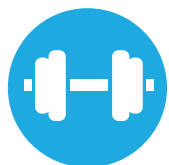
**Healthy body - healthy mind!** Links between physical activity and mental wellbeing. WES 10-a-day.

**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 - <b>What went well? How could they improve it?</b> <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 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...

**Mind**

**What am I worrying about?**

Is there anything I can do about it?

**No?** Let it go.

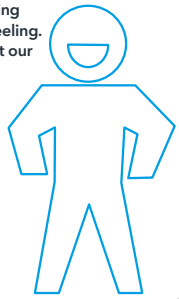
**Yes?** Do it now or make a plan about how and when you will do it.

**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...

**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**

- 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.

**New habits and actions**

[Empty box for writing new habits and actions]

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

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

The West Exe Canon - a collection of culturally significant texts

Noughts and Crosses - Malorie Blackman 2001

**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.



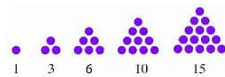
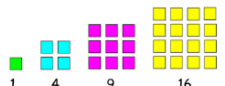

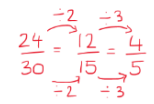
## YEAR 7 CYCLE 2 ENGLISH

	Key Ideas	Key Context	Key Quotation	Key Vocabulary
1. Context	<ol style="list-style-type: none"> <li>When he wrote Romeo and Juliet, Shakespeare would have been heavily influenced by society and common beliefs/values of the time period.</li> <li>Romeo and Juliet was believed to have been written between 1591-1595, which is when Elizabeth I was Queen. This was known as the Elizabethan era.</li> </ol>	<ul style="list-style-type: none"> <li>Shakespeare may have been influenced by his need to please the Queen with his plays as she had the power to censor him and shut him down if she disliked the message he was presenting.</li> <li>He also had to respect widely held religious beliefs at the time, which taught that going against set social roles would disrupt the natural order and go against God's plan.</li> <li>He also had to ensure all audience members from all classes, with different levels of intelligence would enjoy his plays.</li> </ul>		<p><b>Context:</b> Historical information that helps us to understand the text better.</p> <p><b>Natural order:</b> The belief that everyone has their place in society and that place is chosen by God.</p>
2. Hypermasculinity	<ol style="list-style-type: none"> <li>Shakespeare arguably criticises displays of hypermasculine behaviour by associating this with servants.</li> <li>The servants, Sampson and Gregory, are made to look foolish, perhaps reflecting how Shakespeare was against male aggression.</li> </ol>	<ul style="list-style-type: none"> <li>Men were seen as more powerful than women.</li> <li>The head of the household was the father or husband. He had a duty to protect his family.</li> <li>It was the mark of a weak man if he couldn't control his wife or household.</li> <li>Traits such as physical aggression were often linked to a man's courage, bravery and loyalty.</li> <li>Men often sexualised and objectified women.</li> </ul>	<p>"I will be cruel with the maids, and cut off their heads."</p> <p>"therefore women, being the weaker vessels, are ever thrust to the wall"</p>	<p><b>Hypermasculinity:</b> Extreme or damaging masculine behaviour.</p> <p><b>Objectified:</b> Reducing someone's importance by treating them like an object rather than a person.</p>
3. Unrequited love	<ol style="list-style-type: none"> <li>Shakespeare contrasts Romeo's romantic, lovesick and depressed mood to the previous fight scene.</li> <li>The fact Romeo hasn't been involved in the fight but is wandering around lovesick, presents him as a more feminine character. Shakespeare explores here what it means to be a man in Elizabethan society.</li> </ol>	<ul style="list-style-type: none"> <li>Elizabethans considered it foolish to marry for love.</li> <li>The medieval tradition of 'courtly love' would have been well known and ridiculed.</li> <li>Courtly love was a way of 'wooing' (seducing) a lady in medieval times – the man worshipped her from afar, writing poetry and songs about how amazing she was.</li> <li>The Elizabethans viewed this type of love as impractical and overly dramatic.</li> </ul>	<p>"O brawling love! O loving hate!"</p> <p>"This love feel I, that feel no love in this. Dost thou laugh?"</p>	<p><b>Unrequited:</b> When a feeling (especially love) is not felt or returned by the other person.</p> <p><b>Courtly love:</b> Seducing a lady by writing poetry and songs about how amazing she was.</p>
4. Attitudes towards Marriage	<ol style="list-style-type: none"> <li>Shakespeare explores different views on love and marriage.</li> <li>He subverts expectations by presenting Capulet as a father who doesn't wish to marry his daughter off right away.</li> <li>He further subverts expectations by presenting Juliet as a girl who does not dream of getting married. An unusual choice for a woman of this period.</li> </ol>	<ul style="list-style-type: none"> <li>Parents arranged their children's marriage.</li> <li>These marriages were often to help families gain higher social status (rather than being driven by love)</li> <li>It was the sign of a good father who chose a good match for his daughter.</li> <li>Children had limited choice on this match – especially as it wasn't marriage for love!</li> <li>Society was patriarchal. Men have absolute power.</li> <li>Daughters went from being the possessions of their fathers to their husbands.</li> </ul>	<p>"My child is yet a stranger in the world"</p> <p>"It is an honour I dream not of"</p>	<p><b>Patriarchal:</b> A society where men have the most power.</p> <p><b>Subvert:</b> To challenge or go against something.</p>

## YEAR 7 CYCLE 2 ENGLISH

	Key Ideas	Key Context	Key Quotation	Key Vocabulary
5. Love	<ol style="list-style-type: none"> <li>1. Shakespeare's use of the sonnet form, which Romeo and Juliet create together when they first meet, is used to represent how pure their love is and how they were always destined to meet and fall in love.</li> <li>2. However, he also shows how their relationship is doomed to end in death.</li> </ol>	<ul style="list-style-type: none"> <li>• Shakespeare's tragedies (his plays that end in death) often have main characters who go against the natural order and are punished as a result.</li> <li>• We can see Romeo and Juliet's love as going against the natural order in two ways.</li> <li>• Firstly, the pair idolise each other by giving one another a God-like status. According to the natural order, only God can be at the top!</li> <li>• Secondly, the pair disobey their parents and society again going against the natural order.</li> </ul>	<p>"This holy shrine"</p> <p>"My lips, two blushing pilgrims, ready stand"</p>	<p><b>Idolatry:</b> To worship someone as if they were a God.</p>
6. Masculinity	<ol style="list-style-type: none"> <li>1. We have already seen how Romeo does not fit Elizabethan expectations of masculine behaviour.</li> <li>2. He is presented as effeminate. Instead of fighting to defend his honour, he instead refuses to duel.</li> </ol>	<ul style="list-style-type: none"> <li>• In the Elizabethan period, a 'Gentlemen's Conflict' could be resolved legally through a duel – a sword fight to the death.</li> <li>• If another man has wronged you in a way, you could legitimately challenge them to a duel and kill them without any risk of punishment from the authorities.</li> </ul>	<p>"O calm, dishonourable, vile submission!"</p> <p>"Thy beauty hath made me effeminate and in my temper soften'd valour's steel!"</p>	<p><b>Effeminate:</b> A man behaving in ways traditionally associated with women</p>
7. Gender	<ol style="list-style-type: none"> <li>1. Shakespeare contrasts the two lover's reaction to news of Tybalt's death and Romeo's banishment.</li> <li>2. Juliet is presented as far more rational and in control of her emotions.</li> </ol>	<ul style="list-style-type: none"> <li>• Elizabethan women were expected to be submissive and subservient.</li> <li>• They obeyed their fathers and their husbands.</li> <li>• There was a sense women were likely to be overly emotional, weaker and needed protecting.</li> </ul>	<p>"Thy tears are womanish."</p> <p>"Back, foolish tears, back to your native spring"</p>	<p><b>Submissive:</b> Obedient, shy, ready to take orders from others.</p>
6. The Patriarch	<ol style="list-style-type: none"> <li>1. Shakespeare encourages his audience to consider whether Capulet is a good father for arranging a brilliant marriage match in his daughter's time of need OR</li> <li>2. Whether he is Machiavellian in his actions – forcing his daughter to marry to regain some status and power.</li> </ol>	<ul style="list-style-type: none"> <li>• During the Elizabethan era a man's duty was to protect and control his household.</li> <li>• Tybalt's death would have brought shame upon Capulet as it shows he was unable to prevent his family members from fighting and protect them from harm.</li> <li>• It was the mark of a good father to see their daughter married.</li> </ul>	<p>"Hang thee, young baggage! Disobedient wretch!"</p> <p>"Or I will drag thee on a hurdle thither."</p>	<p><b>Machiavellian</b> – When someone acts in cunning and scheming ways often to gain power.</p>
9. Tragedy	<ol style="list-style-type: none"> <li>1. By ending the play with the tragic deaths of Romeo and Juliet, Shakespeare seems to warn audiences about the consequences they could face if they go against the natural order.</li> <li>2. Romeo and Juliet's deaths could therefore be their punishment for repeatedly going against Elizabethan social and gender expectations.</li> </ol>	<ul style="list-style-type: none"> <li>• The Great Chain of Being or 'natural order' was the belief that everyone had their place in society and that this was chosen by God.</li> <li>• This shaped the social roles people were expected to fill, including gender roles and roles within the family.</li> <li>• Therefore, Elizabethan society believed that those who failed or refused to fulfil their roles were going against the natural order and going against God.</li> <li>• They also believed that any who dared to go against God would be punished!</li> </ul>	<p>"I still will stay with thee; And never from this palace of dim night Depart again: here, here will I remain"</p> <p>"O my love! my wife! Death, that hath suck'd the honey of thy breath, Hath had no power yet upon thy beauty"</p>	<p><b>Tragedy</b> – A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.</p>
10		<ul style="list-style-type: none"> <li>• Look back over each week and recap key content.</li> </ul>		

## YEAR 7 CYCLE 2 MATHS

Word	Used in context	Definition	Example
<b>Prime</b>	Which of the following numbers are <b>prime</b> ?	A number with exactly two <i>different</i> factors; one and itself.	$\frac{2}{1 \ 2} \quad \frac{3}{1 \ 3} \quad \frac{5}{1 \ 5}$
<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.	$3 \times 3 \times 3 \times 3 = 3^4$
<b>Triangular Numbers</b>	What is the 2 <sup>nd</sup> <b>triangular number</b> ?	The result of adding all previous integers together.	
<b>Square Numbers</b>	What is the 5 <sup>th</sup> <b>square number</b> ?	The result of multiplying a number by itself.	
<b>Cube Numbers</b>	What is the 3 <sup>rd</sup> <b>cube number</b> ?	The result of multiplying a number by itself and then itself again.	$2 \times 2 \times 2$  8
<b>Mixed Number</b>	Express $\frac{12}{5}$ as a <b>mixed number</b> .	A number made up of an integer (whole number) and a proper fraction.	$2\frac{2}{5} \quad 5\frac{3}{4} \quad 12\frac{1}{10}$
<b>Improper Fractions</b>	Express $2\frac{1}{2}$ as an <b>improper fraction</b> .	A number where the numerator is greater than the denominator.	$\frac{6}{4} \quad \frac{17}{5} \quad \frac{23}{7}$
<b>Simplest Form (Fractions)</b>	Write the fraction $\frac{5}{10}$ in its <b>simplest form</b> .	Smallest possible equivalent fraction where the numerator and denominator have no common factors.	
<b>Cross-cancelling</b>	By using <b>cross-cancelling</b> , 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.	$\frac{2}{\cancel{3}} \times \frac{\cancel{3}^1}{7} = \frac{2 \times 1}{3 \times 7} = \frac{2}{21}$
<b>Percentage</b>	A class contains 10 students, 5 of them are boys. What <b>percentage</b> 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
<b>Term</b>	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).	
<b>Variable</b>	The <b>variable</b> in the expression letter $x$ .	A symbol (usually a letter) that represents an unknown number.	
<b>Co-efficient</b>	The <b>co-efficient</b> of $5x$ is 5.	A number used to multiply a variable. Variables with no number have a co-efficient of 1.	
<b>Equation</b>	The <b>equation</b> only has a variable on one side.	Two collections of terms that are equal.	
<b>(To) Solve</b>	<b>Solve</b> the following equation to find the value for $x$	Finding the value of an unknown variable.	$y + 14 = 20$ $\quad -14 \quad -14$ $y = 6$
<b>Inverse</b>	What is the <b>inverse</b> operation for addition?	The process of undoing a calculation by doing the opposite operation.	
<b>Linear Equations</b>	Solve the <b>linear equation</b> .	An equation where the variable has a power of 1.	$y = 6x + 8$
<b>Substitute</b>	<b>Substitute</b> $y = 4$ 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 <math>x = 4</math> and <math>y = 3</math></p> $5 \times 4 + 3$
<b>Ratio</b>	The <b>ratio</b> of boys to girls in my class is 5 : 4.	A ratio says how much of one thing there is compared to another.	
<b>Proportion</b>	What <b>proportion</b> of my class are boys?	A number considered in comparison to the whole amount.	
<b>Direct Proportion</b>	Distance and speed are in <b>direct proportion</b> .	When two amounts are in proportion, and one increases as the other increases.	
<b>Scale Factors</b>	Find the <b>scale factor</b> 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 2	Week 1 - Reproduction	Week 2 - Puberty and pregnancy
<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Reproduction: the process of producing offspring</li> <li>• Gamete: a term for the sex cells of an organism</li> <li>• Puberty: the process of the reproductive system maturing</li> <li>• Sex hormone: chemical messengers such as testosterone or oestrogen that are involved in the reproductive system</li> <li>• Placenta: an organ that forms during pregnancy to supply nutrients and oxygen to the developing baby</li> <li>• Menstrual cycle: the changes in hormones that control the development and release of an egg each month in the female reproductive system</li> <li>• Contraceptive: a method of preventing pregnancy</li> <li>• Force: a push, pull or twist that can change the shape, speed or direction of an object</li> <li>• Resultant force: the overall force acting on an object</li> <li>• Weight: the effect of gravity on an object. Measured in Newtons</li> <li>• Deform: a change in shape</li> </ul>	<ul style="list-style-type: none"> <li>• Reproduction produces new individuals (<b>offspring</b>).</li> <li>• There are two forms of reproduction called <b>sexual</b> and <b>asexual</b>.</li> <li>• Two parents are needed for sexual reproduction and it involves the <b>fusing</b> (joining) of sex cells (<b>gametes</b>).</li> <li>• The male reproductive system has <b>testes</b> which produce <b>sperm cells</b></li> <li>• The female reproductive system has <b>ovaries</b> which produce <b>egg cells</b>.</li> <li>• <b>Sexual reproduction</b> produces offspring that are genetically different to there is <b>variation</b></li> <li>• <b>Asexual reproduction</b> only requires one parent and produces <b>offspring identical</b> to that parent</li> <li>• <b>Puberty</b> is the process of the reproductive system of a child maturing into that of an adult.</li> <li>• It occurs as a result of sex hormones such as <b>testosterone</b> and <b>oestrogen</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fertilisation</b> occurs when a <b>sperm cell</b> meets an <b>egg cell</b> and <b>fuses</b> with it. This creates an <b>embryo</b> which can develop into a foetus.</li> <li>• The process of an embryo developing into a baby is called <b>gestation</b> and occurs over approximately 9 months</li> <li>• The embryo divides in its mother's <b>uterus</b> (womb)</li> <li>• As it grows, the foetus receives the nutrients it needs from the <b>placenta</b> where they pass from mother to child</li> <li>• The growing baby is connected to the placenta by the <b>umbilical cord</b></li> <li>• The <b>amniotic fluid</b> supports the baby in the uterus and acts as a shock absorber</li> <li>• After 40 weeks the mother's <b>cervix</b> relaxes and the muscle walls of the <b>uterus contract</b> which pushes the baby out of the vagina</li> </ul>
<p><b>Week 3 - Menstrual cycle and contraception</b></p>	<p><b>Week 4 - Forces</b></p>	<p><b>Week 5 - Weight, mass and stretching springs</b></p>
<ul style="list-style-type: none"> <li>• The <b>menstrual cycle</b> is the term given to the changes in hormones that control when an egg is released each month by a female.</li> <li>• The term for releasing an egg is <b>ovulation</b>.</li> <li>• There are different <b>hormones</b> that work together to control the menstrual cycle. <b>Oestrogen</b> and <b>progesterone</b> are two of those hormones.</li> <li>• <b>Menstruation</b> occurs at the end of a cycle as is commonly known as a <b>period</b></li> <li>• <b>Contraception</b> can be used to prevent pregnancy occurring.</li> <li>• <b>Barrier contraceptives</b> such as a condom prevent the sperm from meeting the egg.</li> <li>• <b>Hormonal contraceptive</b> prevent an egg being released</li> </ul>	<ul style="list-style-type: none"> <li>• A <b>force</b> is something that changes the <b>direction, speed or shape</b> of an object</li> <li>• Forces can be <b>contact</b> or <b>non-contact</b> depending on whether the force needs to touch the object to act on it</li> <li>• <b>Resultant force</b> is the overall force acting on an object</li> <li>• Arrows on a force diagram show the size and direction of the force.</li> </ul> <p><b>Newton's 1st law states:</b></p> <ul style="list-style-type: none"> <li>• If the resultant force acting on a <b>stationary object</b> is <b>ON</b> the object will <b>remain stationary</b></li> <li>• If the resultant force acting on a <b>moving object</b> is <b>ON</b> the object will <b>continue with the same velocity</b></li> <li>• If the resultant force acting on an object is <b>non-zero</b>, the object will <b>accelerate</b> in the direction of a force.</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>weight</b> of an object depends on its <b>mass</b> and the force of <b>gravity</b> acting on it.</li> <li>• Weight <b>W</b> can be calculated as:  <math display="block">W = m \times g</math>                     (N) (kg) (N/kg)                 </li> <li>• The <b>terminal velocity</b> of a falling object is reached when the downward force of gravity equals the resistive force of gravity</li> <li>• An <b>elastic</b> object <b>deforms</b> (changes shape) when a force is applied but returns to its original shape when the force is removed</li> <li>• If enough force is applied to a spring it will reach its <b>elastic limit</b> and deform permanently</li> </ul>

YEAR 7 CYCLE 2 SCIENCE

Key vocabulary	Week 6 - Filtration and crystallisation	Week 7 - Chromatography
<ul style="list-style-type: none"> <li>Mixture: two or more elements or compounds that are not chemically combined</li> <li>Insoluble: does not dissolve</li> <li>Soluble: does dissolve</li> <li>Filtrate: the liquid and dissolved substances that passes through filter paper</li> <li>Residue: the solid that does not pass through filter paper</li> <li>Chromatography: separating a mixture of soluble substances based on solubility</li> <li>Distillation: separating a liquid from a solution</li> <li>Fractional distillation: separating a mixture of liquids based on boiling point</li> <li>Boiling point: the temperature at which a substance changes state from liquid to gas</li> <li>Pathogen: a microorganism that can cause hard</li> <li>Enzyme: a biological catalyst</li> </ul>	<ul style="list-style-type: none"> <li><b>Mixtures</b> are <b>impure substances</b> which contain elements and/or compounds that are not chemically joined together</li> <li>Mixtures can be separated using <b>physical methods</b> such as filtering</li> <li><b>Filtration</b> separates an <b>insoluble</b> substance from a liquid. The insoluble substance cannot pass through the filter paper and so remains in the paper as a <b>residue</b>.</li> <li>The liquid that passes through the filter paper is called the <b>filtrate</b></li> <li><b>Crystallisation</b> separates a soluble substance from a liquid solvent.</li> <li>The liquid <b>solvent</b> is evaporated when heated but the soluble substance remains as a solid</li> <li>The soluble substance is not <b>evaporated</b> as it has a <b>higher boiling point</b> than the liquid</li> </ul>	<ul style="list-style-type: none"> <li><b>Paper chromatography</b> is a technique used to separate mixtures of <b>soluble substances</b> such as food dyes.</li> <li>It can be used to find out which colours have been mixed together in an ink.</li> <li>It works because some compounds <b>dissolve</b> better in a <b>solvent</b> than others.</li> <li>When a solvent moves along a strip of paper, it carries the substances in the mixture at different <b>speeds</b>.</li> <li>The solvent is called the <b>mobile phase</b></li> <li>The paper contains the <b>stationary phase</b>.</li> <li>The paper with the separated substances on is called the <b>chromatogram</b></li> </ul>
Week 8 - Distillation	Week 9 -Digestion and Enzymes	Week 10 - Enzyme activity
<ul style="list-style-type: none"> <li><b>Simple distillation</b> is used to separate a solvent from a solution.</li> <li>It works because the <b>dissolved solute</b> (ink) has a much higher boiling point than the <b>solvent</b> (water).</li> <li>When the <b>solution</b> is heated, only the water evaporates and turns into a gas (vapour).</li> <li>The gas moves away and is cooled and <b>condensed</b> (changes from a gas to liquid).</li> <li>The collected liquid water will now be <b>pure</b></li> <li>The ink will be left behind because it has a much <b>higher boiling point</b>.</li> <li>The apparatus used is called a <b>simple still</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>digestive system</b> is a group of organs which work together to <b>break down</b> our food and <b>absorb</b> the nutrients we need.</li> <li>The <b>stomach</b> contains <b>hydrochloric acid</b> which kills any pathogens (like bacteria) that enter with our food.</li> <li>The <b>small intestine</b> is responsible for breaking down large molecules into small ones and absorbing the nutrients.</li> <li>The <b>large intestine</b> absorbs the water.</li> <li><b>Enzymes</b> are a special molecules in the body that help to speed up the rates of reactions. We call them <b>biological catalysts</b>.</li> <li>Enzymes are made of <b>proteins</b>.</li> <li>In humans, digestive enzymes turn large molecules in our food into the smaller subunits they are made from.</li> </ul>	<ul style="list-style-type: none"> <li>The substances that enzymes break down are known as substrates.</li> <li>The substances produced when an enzyme has broken down a substrate is called a product.</li> <li>Each enzyme is specific to one type of substrate only.</li> <li>The enzymes have a specific shape which is called the active site and it only fits with one type of substrate</li> </ul> <div data-bbox="1514 1303 2065 1499" style="text-align: center;"> <p>The diagram illustrates the lock-and-key model of enzyme action. On the left, a blue enzyme with a specific notch (active site) is shown next to an orange substrate that fits perfectly into it. An arrow points to the middle, where the enzyme and substrate are joined together in an 'Enzyme-Substrate Complex'. A second arrow points to the right, where the enzyme is released unchanged and the substrate has been broken down into two smaller orange 'Products'.</p> </div>



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.

**Sparsely populated:** areas with few people living in them.

**Densely populated:** areas with many people living in them

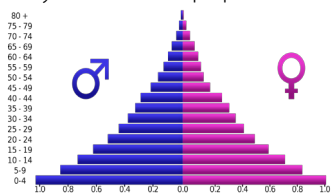
**Current global population:** 7.8 billion people.

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.

It's 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.

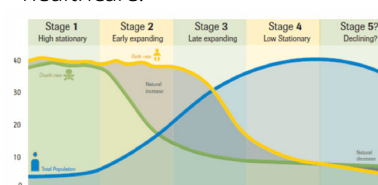
**Disadvantages:** Less economically active people, strain on healthcare and the government not having enough money for pensions.

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.

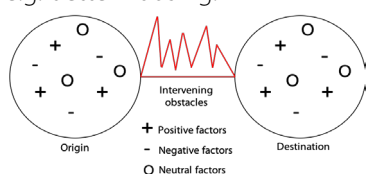
WEEK 7

**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 England and The Tudors

<p>1 Medieval villages and towns</p>	<ul style="list-style-type: none"> <li>A village with land around it was called a <b>manor</b>.</li> <li>The lord and his family would live in a large house, called the manor house.</li> <li><b>Peasants</b> lived in small cottages and were given an area of land to farm.</li> <li>The village would include a <b>mill</b>, where people could take their wheat to be ground into flour.</li> <li>Religion was very important, every village had a church.</li> <li>Towns had walls around the outside.</li> <li>Most towns had a <b>market</b> once or twice a week.</li> <li>Towns were crowded and houses were built close together. This meant disease spread quickly.</li> </ul>	<p>6 War of the Roses</p>	<ul style="list-style-type: none"> <li>The War of the Roses was a <b>civil war</b> fought between 1455-1487.</li> <li>It was fought between two families: the House of Lancaster and the House of York. Both families believed they had the best claim to the <b>throne</b>.</li> <li>The House of York won the first two battles and Richard of York became the "Lord Protector" of England.</li> <li>5 more battles followed, ending with the House of Lancaster winning and Henry VII becoming king.</li> <li>Henry VII <b>consolidated</b> (made stronger) his power by punishing the disloyal, rewarding the loyal and securing his image as king.</li> <li>Henry VII married Elizabeth of York and created the House of <b>Tudor</b>.</li> </ul>
<p>2 The Medieval Church</p>	<ul style="list-style-type: none"> <li>The Medieval Church was very powerful. People were terrified of going to hell, so everyone went to church and listened to their religious leaders.</li> <li>Monks were groups of men who dedicated their lives to the Church. They lived in <b>monasteries</b> and swore to live a life of <b>poverty</b> (no money) and <b>chastity</b> (no sex). They looked after the sick and taught people to read and write.</li> <li>Everyone had to give the Church 10% of what they produced. This was like a tax and called a <b>tithe</b>.</li> <li>In 1170 the <b>Archbishop of Canterbury</b>, the leader of the Church in England, was killed. His name was Thomas Becket.</li> <li>Becket had angered King Henry II, he thought Becket was trying to take too much power.</li> <li>Becket was murdered by a group of Henry II's knights in Canterbury Cathedral.</li> </ul>	<p>7 The Reformation</p>	<ul style="list-style-type: none"> <li>In 1517, a monk called Martin Luther began to question things the Catholic church was doing and called for change. For example, he thought the Catholic Church was too rich.</li> <li>His actions began the <b>'reformation'</b> - a period where there was <b>'reform'</b> (changes) in the Church.</li> <li>Those who agreed with Luther and also protested against the Catholic Church were called <b>'Protestants'</b>.</li> <li>Protestants and Catholics believe have different beliefs about how the church should be organised.</li> <li><b>Catholics:</b> The Pope should run the church from Rome, churches should be decorated e.g. stained-glass windows, services should be in Latin, priests are special and should not marry.</li> <li><b>Protestants:</b> Local people should run the church, churches should be plain, services should be in English, priests are just like everybody else and should be allowed to marry.</li> </ul>
<p>3 Magna Carta</p>	<ul style="list-style-type: none"> <li>Magna Carta was signed by King John in order to end a <b>rebellion</b>.</li> <li>The rebellion had started because King John had lost wars with France, lost land, and increased <b>taxes</b>.</li> <li>A group of 40 barons took over London in May 1215. This forced King John to meet with them and sign the Magna Carta.</li> <li>The Magna Carta ("<b>Great Charter</b>") was a contract that contained 63 promises. It stated that no person is above the law – including the king.</li> </ul>	<p>8 Henry VIII</p>	<ul style="list-style-type: none"> <li>Henry VIII was King of England from 1509 to 1547.</li> <li>Henry was desperate to have a male <b>heir</b> - a son to be the next king. In his life he only had one son, Edward, from his third wife, Jane Seymour.</li> <li>The <b>economy</b> (how much money a country has) struggled because he spent a lot of money on unsuccessful wars with France.</li> <li>He built <b>alliances</b> (friendly relationships) with Spain.</li> </ul>
<p>4 The Black Death and Peasant's Revolt</p>	<ul style="list-style-type: none"> <li>The Black Death arrived in England in 1348 and killed between a third and a half of the population.</li> <li>It was caused by bacteria carried by rodents and fleas. There were two types of plague: <b>bubonic</b> and <b>pneumonic</b>.</li> <li>People did not know what caused it or how to cure it. Most people thought it was a punishment from God, so tried praying to ask God for forgiveness.</li> <li>After the Black Death, peasants were angry about their lack of freedom and high taxes.</li> <li>In 1381 Wat Tyler led the peasants in a <b>revolt</b> (rebellion) against the king. They burned buildings down and freed people in prisons.</li> <li>The Peasants Revolt ended when the king met with the peasants and agreed to make changes. Wat Tyler and other leader, John Ball, were also killed.</li> </ul>	<p>9 The break with Rome</p>	<ul style="list-style-type: none"> <li>Henry VIII wanted a male <b>heir</b> but his wife, Catherine of Aragon, had only had one daughter.</li> <li>He asked the Pope to allow him to divorce Catherine of Aragon so he could marry Anne Boleyn. The Pope said no.</li> <li>In 1531, Henry created a new title for himself: Head of the Church of England. He said the Pope wasn't in charge of the Church in England anymore. Then, using his new powers, he gave himself the divorce he wanted.</li> <li>This meant England was no longer a Catholic country, it was a Protestant country. This started the <b>Reformation</b> in England. This is known as 'the break with Rome' because the Catholic Church is based in Rome.</li> <li>In 1534, Henry VIII formalised this decision with the <b>Act of Supremacy</b>. This law made him officially the Head of the Church in England.</li> <li>Between 1536 and 1541, Henry <b>dissolved</b> (closed) the <b>monasteries</b> (where monks live) in England.</li> <li>Henry's officers travelled the country and assessed the wealth of the Catholic Church. Once Henry knew how much the Church had, he took it all away.</li> </ul>
<p>5 Mansa Musa</p>	<ul style="list-style-type: none"> <li>Mansa (king) Musa was the king of Mali, Africa, from 1312-1337. He is arguably the richest person to ever have lived.</li> <li>The Mali Empire contained three large gold <b>mines</b>. It also had copper and salt mines.</li> <li>Mansa Musa had great mosques and schools built in Mali.</li> <li>In 1324, Musa made a <b>pilgrimage</b> (a religious journey) to Mecca, the holiest city in Islam. He took 60,000 men, horses and camels. This was called a <b>caravan</b>.</li> <li>In Egypt he gave away so much gold, its value actually decreased.</li> </ul>	<p>10 Overview Cycle 2</p>	<p><b>Medieval England:</b> Medieval England was organised by the Feudal System. Most people were peasants and had little freedom or power. Religion was very important and the Church had lots of power. Everyone went to church and gave money to the Church. The Black Death killed around 1/3 to 1/2 of the population. People thought it was a punishment from God so turned to the Church for help. The king was also very powerful. However, his power was challenged by the barons through the Magna Carta, and by the peasants through the Peasants' Revolt.</p> <p><b>Tudor England:</b> Tudor England began after the House of Lancaster won the War of the Roses. Henry VII then married Elizabeth of York to unite the two families. This created the House of Tudor. His son, Henry VIII, broke with Rome in order to marry Anne Boleyn. This turned the country from Catholic to Protestant. This had a long-lasting and deep impact on England's history.</p>

## YEAR 7 CYCLE 2 SPANISH

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



<https://www.loom.com/share/16f077845a464dfc82249b38260db95d?sid=e a2fad82-0495-42be-84bc-6ad9d321806c>

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



<https://quizlet.com/WestExeSchool/folders/wes-year-7-spanish-cycle-2-10-words-ko?i=fka8p&x=1xqt>

Week 1		Week 2		Week 3		Week 4		Week 5	
¿Cómo es?	What is he/she/it like?	el/la	the (m/f)	de	of	a	to	el balcón	balcony
son	they are	entre	between	grande	big	dar	to give, giving	la dama	lady
bueno	good	la ciudad	city	el trabajo	job	doy	I give	la torre	tower
pequeño	small	la escuela	school	el pueblo	town	querer	to want, wanting	el caballero	knight/ gentleman
malo	bad	la iglesia	church	el equipo	team	quiero	I want		
rico	rich	el mercado	market	la vista	view	el dinero	money	su	her/his/its
antiguo	old	la respuesta	answer	la película	film	el padre	father	saber	to know, knowing
bonito	pretty	lejos	far	la isla	island	la madre	mother		
caro	expensive	cerca	close, near	el edificio	building	El/la hermano/a	Brother/sister	pasar	to spend time
barato	cheap	la tienda	shop	el plato	plate, dish	el regalo	present/gift	blanco	white
Week 6		Week 7		Week 8		Week 9		Week 10	
el trabajo	job, work	solo	only	hacer	to do/make	el tiempo	time	poder	to be able to/can
bastante	quite	el lugar	place	hago	I do/make	juntos	together	puedo	I can/am able to
fuerte	strong	el río	river	cuándo	when	trabajar	to work, working	pedir	to ask for
el abuelo	grandfather	rojo	red	la tarde	afternoon/evening	el campo	countryside	preguntar	to ask for, asking for
la abuela	grandmother	la naturaleza	nature	la mañana	morning	buscar	to look for, looking for	¿Puedo ir a los servicios?	Can I go to the toilet?
el perro	dog	el árbol	tree	cuál	which	como	like	jugar	to play, playing
hermoso	beautiful	azul	blue	cuánto/a	how much/many	la comida	food	el favor	favour
el/la primo/a	cousin	verde	green	el deporte	sport	descansar	to rest, resting	cambiar	to change
tenemos	we have	amarillo	yellow	el dibujo	drawing	el animal	animal	la compañera	classmate (f)
tienen	they have	el pájaro	bird	los deberes	homework	solo	only, alone	el compañero	classmate (m)

Weeks 11 & 12: revise weeks 1-10

YEAR 7 CYCLE 2 ART & DESIGN

**Year 7 ART and DESIGN**

**Project 1: Landscape**

\* I see – list 10 things that you can see in the art piece. \*\*I think- make 3 links between what you see and what you know, use your knowledge and understanding of the world. (what, when, how...) \*\*\*Opting for art or photography as one of your GCSEs? If so, copy the artist image as a voluntary stretch and challenge task\*\*\*

Week 1&2: John Constable, *Flatford Mill (Scene on a Navigable River)*, 1816-7. Tate London.

Week 3&4: Kaspar Friedrich, *Wanderer above the mists*, 1817-8

Week 5&6: David Hockney, *Early Blossom*, Woldgate, 2009

**Task 1: I see\***

**Task 1: I think\*\***



**Key Words**

**Landscape:** A view of the natural world that we appreciate for its own sake.

**Task 1: I see\***

**Task 1: I think\*\***



**Key Words**

**Contemplation:** to stop, consider and admire a view.

**The sublime:** a greatness beyond all possibility of measurement, calculation or imitation.

**Task 1: I see\***

**Task 1: I think\*\***



**Key Words**

**Vanishing point:** the point in the horizon line where depth lines seem to converge or end.

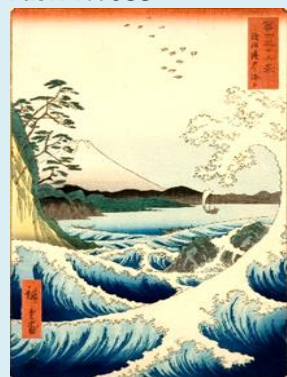
Week 7&8: Hiroshige, *The Sea at Satta, from 36 Views of Mount Fuji*. Circa 1900.

Week 9&10: Dylan Cole Studio, *Concept Art for Maleficent*, 2014.

Week 11&12: Berthe Morisot- *Le Jardin à Bougival*. 1884.

**Task 1: I see\***

**Task 1: I think\*\***



**Key Words**

**Foreground:** the front of a view, closest part to the viewer.

**Background:** the furthest part of a view, in the distance.

**Horizon line:** where the land meets the sky.

**Task 1: I see\***

**Task 1: I think\*\***

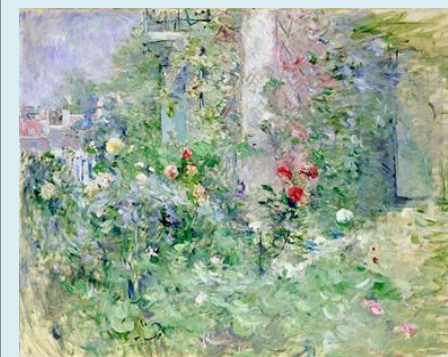


**Key Words**

**Concept Art:** world-building artwork used to inspire the development of media products.  
**Media products:** film, video games, animation, comic books, websites, magazines.

**Task 1: I see\***

**Task 1: I think\*\***



**Key Word**

**Impressionism:** style that captures the first impression of light and colour.



## YEAR 7 CYCLE 2 CREATIVE TECHNOLOGY

## Week 1 - School System

**Password** - Minimum of 8 characters, at least one capital letter and one number, e.g. Westexe123.  
**Username** - Your first name.second name and a number showing the year you will leave school.  
**Files** - Objects saved on your computer and linked to a program to open it.  
**Folder** - A location where files are saved.  
**Folder Path** - The location of the file showing all of the folders required to open the file by the program.

## Week 6 - Word

**Font** - Pick a new style for your text and characters.  
**Font Size** - The size of the text and characters.  
**Font Colour** - Change the colour of your text.  
**Alignment** - Whether content is left, centre, right or justified on the page.  
**Insert & Symbol** - Add symbols that are not your keyboard.  
**Date & Time** - Quickly add the current date and time.  
**Draw a Shape** - Insert ready made shapes.  
**Insert** - Insert pictures from your computer.

## Week 2 - E-Safety

**E-Safety** - Working safely on the internet.  
**Social Network** - Connecting with others online with Facebook etc.  
**Cyber Bullying** - Online bullying or through mobile devices.  
**Spyware** - Computer programs that track your online activity.  
**Malware** - Programs designed to harm your computer.  
**Sexting** - Sending sexual images or text to another person electronically.

## Week 7 - Excel

**Column** - Cells going from top to bottom.  
**Row** - Cells going from left to right.  
**Fill colour** - Colour the background of cells to make them stand out.  
**Formula** - An equation used to get an answer.  
**Function** - A 'mini-program' in Excel to quickly calculate results to common calculations.  
**Sort & Filter** - Organise your data so it is easier to analyse.  
**Borders** - Apply borders to the currently selected cells.

## Week 3 - Office 365

**Word** - Used to type letters, memos, business cards etc.  
**Excel** - Used to edit data, display data in graphs etc.  
**PowerPoint** - Used to create presentations and interactive showcases.  
**Cloud** - Work that is saved on the internet on large server farms.  
**Private Cloud** - Can only be used by one business.  
**Public Cloud** - Can be freely accessed by anyone (Google Drive).

## Week 8 - OneDrive

**Upload** - Upload files from your computer to OneDrive.  
**Share** - Share the selected file or folder with other people.  
**Rename** - Change the name of a file or folder.  
**Download** - Download a file or folder to your desktop or hard drive.  
**Move to** - Move a file or folder to another location.  
**Copy to** - Copy a file or folder to another location  
**New** - Create a new folder, Word, Excel and PowerPoint document.

## Week 4 - OneNote

**Ribbon** - The area at the top of the screen with useful tools.  
**Page** - A section where pages can be managed (renamed, deleted or created).  
**Page Title & Date** - Located at the top of OneNote pages and shows the user the title and date/time  
**Section** - Sections in the OneNote document which appear as tabs at the top of the screen.

## Week 9 - Fireworks

**Vector** - Lines and curves, small file sizes, resize well, not realistic, used for logos.  
**Bitmap** - Made from pixels, large file size, can pixelate when resized, realistic, used for photos and scans.  
**Resolution** - The number of pixels in the image  
**Crop** - To reduce the size of the image  
**Layers** - Used to order images on top of each other.  
**File Format** - Jpeg, png, tiff, gif are all image file formats.

## Week 5 - Email

**Subject Line** - A short description of the email.  
**Recipient** - The person(s) who will receive the email.  
**CC** - Person(s) that will receive a copy of the email.  
**BCC** - Person(s) that will receive a copy but only the sender knows.  
**Attachments** - Files that are attached to the email.  
**Outlook** - Microsoft and the school's main email system.  
**Spam** - Emails that have not been requested by the recipient and are normally not of use.

## Week 10 - Flash)

**Tweening** - Generate frames to save time and make your animation more professional.  
**Frame** - An empty 'scene' in your animation.  
**Key Frame** - A frame that contains an object. When keyframes are played the appearance of movement is created.  
**Timeline** - The area of the screen where the frames and keyframes are shown.  
**Stage** - The are of the screen where the animation is edited.









## YEAR 7 CYCLE 2 PERFORMING ARTS - Darkwood Manor

Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9 and 10
<p><b>Tension-</b> 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><b>Genre-</b> the style of the piece of drama (e.g. horror, comedy, musical theatre, melodrama)</p> <p><b>Conventions -</b> the absolute 'must have' of a genre (e.g. horror <b>must</b> try to be scary, a musical <b>must</b> have song and dance)</p> <p><b>Characteristics of genre-</b> 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><b>Group improv/TIR</b> (teacher in role) - <b>Everyone is involved in an improvised scene.</b> Everyone must focus, stay in role</p>	<p><b>Multi-role -</b> 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><b>Characterisation -</b> 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><b>Non-naturalistic-</b> 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><b>Split scene/Cross cutting-</b> 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><b>Conscience alley -</b> other students vocalise what is going on in your character's head.</p>	<p><b>Mime-</b> acting with no words. Movement is slow and exaggerated.</p> <p><b>Music/sound effects and soundscape -</b> 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><b>Freeze frame/tableau/still image -</b> the actors stand still in an image depicting a moment in the piece of drama.</p> <p><b>Monologue/Soliloquy -</b> 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><b>Thought tracking -</b> The audience hears what a character is thinking. This might be different to what they are saying on the outside.</p> <p><b>Direct address -</b> when a character or actor talks directly to the audience. This is non-naturalistic as they are breaking the 4<sup>th</sup> wall (the front of the stage).</p>	<p><b>Devising -</b> 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><b>Stimulus -</b> 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><b>Marking the Moment -</b> 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><b>Flash forward/back -</b> A jump forward or backward in time in a story. The audience must understand this has happened (e.g. with a freeze.)</p> <p><b>News report -</b> 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><b>Week 9/10</b></p> <p><b>Rehearsal -</b> practice in order to develop your piece. Early stages of rehearsal include improvising and creating, later stages focus on improving and polishing.</p> <p><b>Forum theatre -</b> 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><b>Props/scenery/costume/ lights/sound -</b> 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><b>Dress rehearsal -</b> the last time through a piece before you perform it. Should include all extra bits (e.g. lighting and sound) Helps to identify any last.</p> <p><b>Performance skills -</b> 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 WEST EXE BACCALAUREATE - Human Rights & British Values

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

## YEAR 7 CYCLE 2b WEST EXE BACCALAUREATE - Islam

Week 6		Week 7		Week 8: Key facts	Week 9: Practices	Week 10: The Five Pillars
<p><b>Symbol</b></p> 	<p>The symbol is the <b>Star and Crescent Moon</b> which symbolises Allah's guidance for Muslims.</p>	<p><b>Places of worship</b></p> 	<p><b>Mosque:</b> Muslims can also worship at home. They pray facing Makkah (Mecca).</p>	<ul style="list-style-type: none"> <li>• Muslims believe there is one true God, called <b>Allah</b> (the Arabic word for God).</li> <li>• In Arabic the word <b>Islam</b> means 'submission to the will of God'.</li> <li>• Muslims believe that Islam was revealed over 1,400 years ago, through the <b>Prophet Muhammad</b>.</li> <li>• Today there are around 1.9 billion Muslims around the world, with over 3 million Muslims living in the UK.</li> <li>• Most Muslims pray five times a day. Before praying, they wash in a special way, which is called <b>wudu</b>, and then stand on a prayer mat facing the <b>Kaaba</b> in Saudi Arabia, which was built by the <b>Prophet Ibrahim</b>. The prayers are said in Arabic and are accompanied by special movements.</li> <li>• The holy book is the <b>Qur'an</b>. It is written in Arabic and Muslims believe it to be the perfect word of God. They believe the Qur'an should be treated with great respect, and to damage or destroy it in any way is a great <b>sin</b> (a religious crime).</li> </ul>	<p><b>Worship.</b> Muslims prepare themselves for worship through wudu. They worship in a building called a <b>mosque</b> (<b>masjid</b> in Arabic). Prayers are led by a priest called an <b>imam</b>, who is an important part of the Muslim community.</p> <p><b>Food.</b> Food which Muslims are allowed to eat is called <b>halal</b> and the food they should not eat is called <b>haram</b> (an Arabic word for 'unlawful' or 'forbidden'). For the meat to be halal, the animal must be killed in a particular way. Muslims believe the rules around the killing of animals are designed to minimise pain and distress for the animal.</p> <p><b>Clothing.</b> Many Muslim women chose to wear certain types of clothing as a sign of respect and modesty. This may include a headscarf called a <b>hijab</b> to cover their head in public. Some women might wear a long loose dress called a <b>jilbab</b>, or a face covering called a <b>niqab</b>. Men will sometimes wear a cap called a <b>topi</b>, especially when they're praying.</p>	<p>The <b>Five Pillars of Islam</b> are five things that all Muslims must do so that they can live a good and responsible life. For Sunni Muslims, the Five Pillars are the core duties of Islam. Shia Muslims follow the Five Pillars plus five additional duties, and together these are called the <b>Ten Obligatory Acts</b>.</p> <p><b>Shahada:</b> The declaration of faith (belief) in the oneness of God (Allah) and the acceptance of Muhammad as his messenger.</p> <p><b>Salat:</b> Muslims must perform ritual prayers five times every day, facing the holy city of Makkah.</p> <p><b>Zakat:</b> Muslims are expected to give a portion of their income (2.5%) to charity.</p> <p><b>Sawm:</b> During the Islamic month of Ramadan, Muslims are expected to fast (not eat or drink) between dawn and nightfall.</p> <p><b>Hajj:</b> Hajj is the annual pilgrimage to Makkah in Saudi Arabia. All Muslims who are able to travel must make this trip at least once in their lifetime.</p>
<p><b>Name of deity (God)</b></p> 	<p><b>Allah:</b> Muslims believe it is disrespectful to try to draw images of Allah.</p>	<p><b>Religious leaders</b></p> 	<p><b>Imams:</b> Imams are Muslims who lead the prayers at the mosque.</p>			
<p><b>Name of founder</b></p> 	<p><b>Muhammad:</b> For Muslims, Muhammad is the Prophet (messenger) of Allah.</p>	<p><b>Festivals</b></p> 	<p><b>Eid-ul-Fitr</b> (the end of Ramadan) and <b>Eid-ul-Adha</b> (the feast of sacrifice).</p>			
<p><b>Holy book</b></p> 	<p><b>The Qur'an:</b> Muslims believe the Qur'an, written in Arabic, contains the exact words of Allah dictated to Muhammad.</p>	<p><b>Practices</b></p> 	<p>Muslims must follow the <b>Five Pillars of Islam</b>, five duties that are central to their faith.</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 <u>object</u> is the thing that receives the verb - the subject affects it in some way.	The <b>girl</b> kicked the <u>ball</u> . The <b>man</b> ate <u>all of the cake</u> .
	<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 <u>main clause</u> and <b>one or more subordinate clause</b> . A <i>subordinating conjunction</i> 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> , the boy sat down. <u>Because he was invisible</u> , nobody saw the alien.
	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 of a sentence. <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.



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