Knowledge Organiser

Year 7

Cycle Two

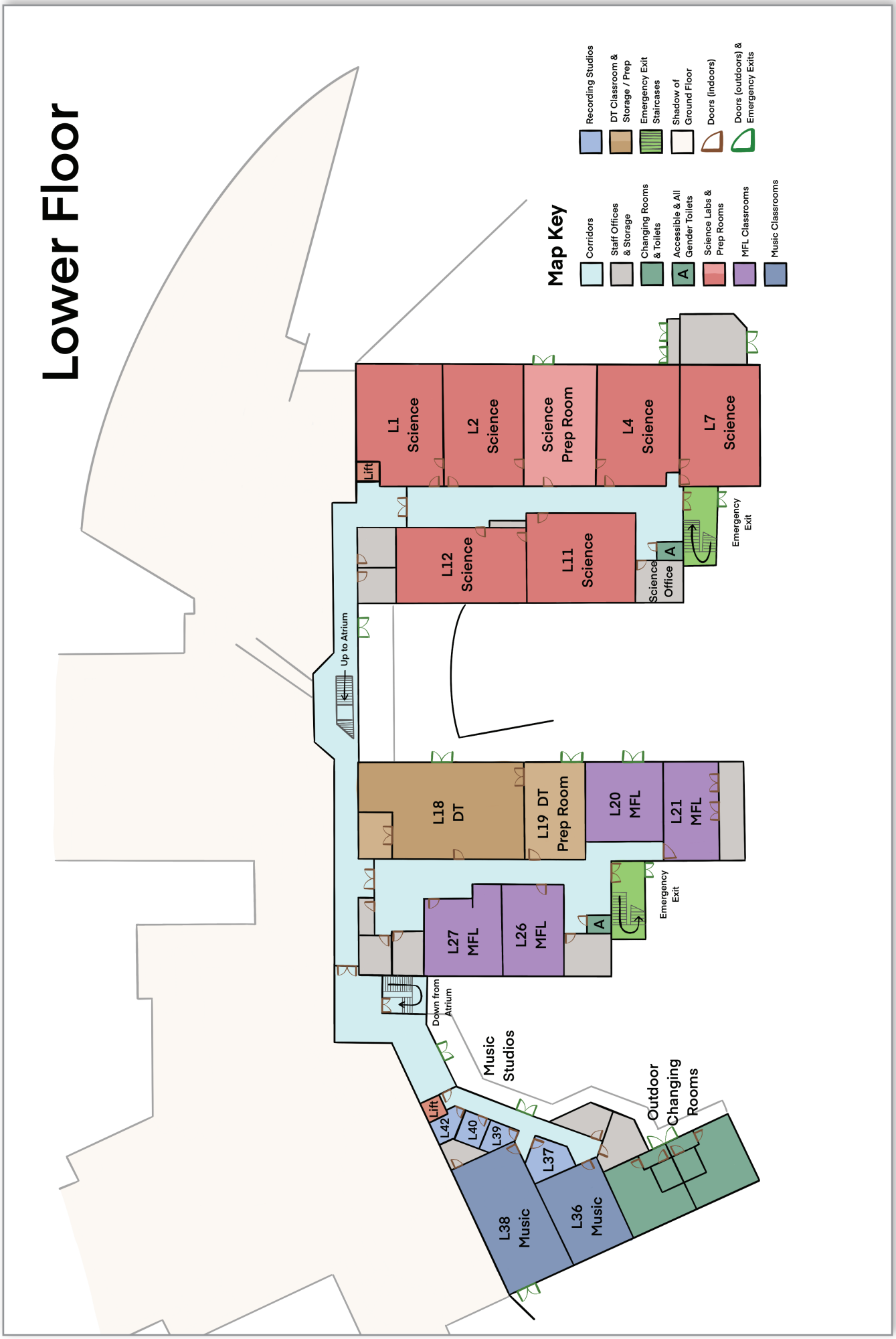
2022-23

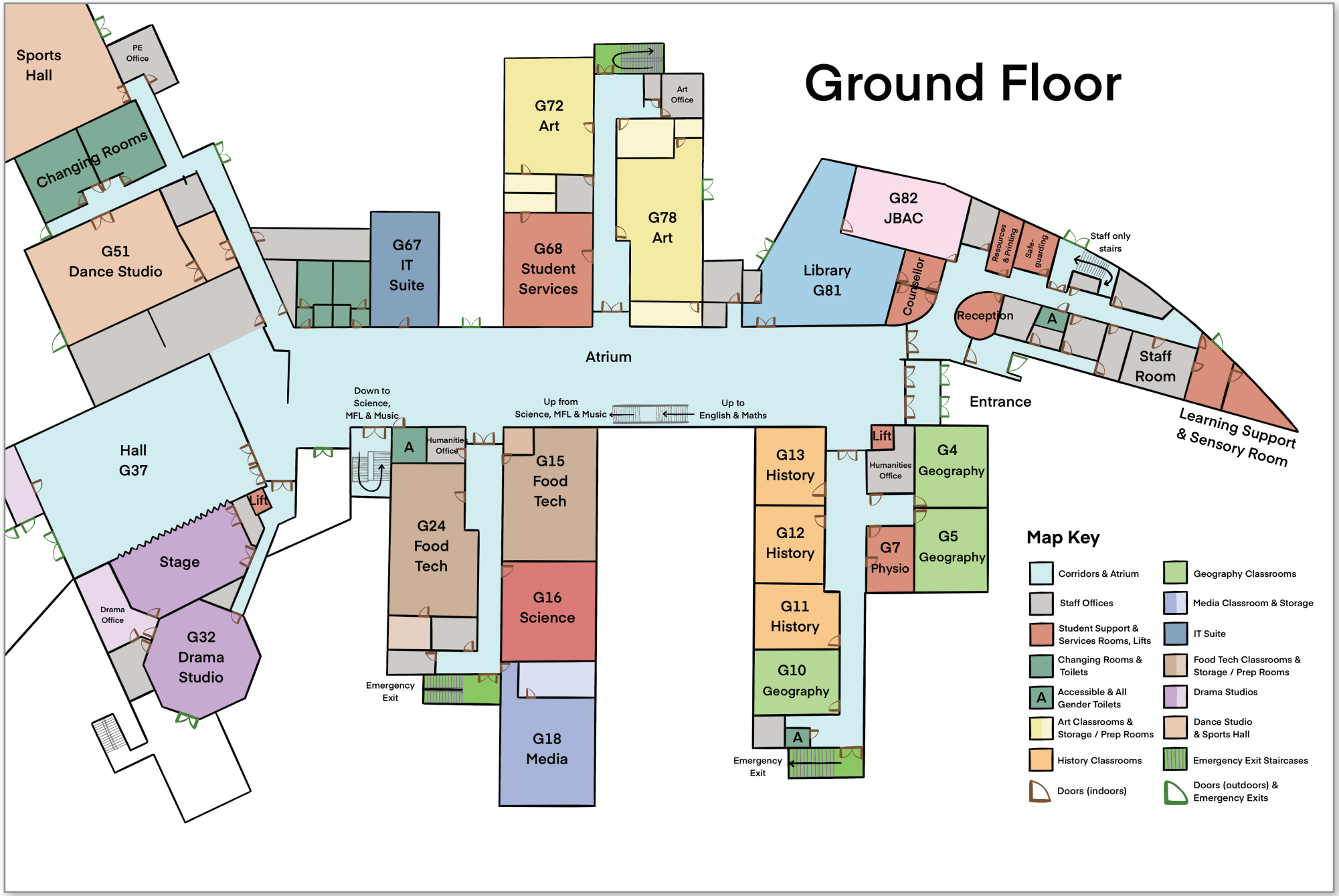
Work hard. Be kind.

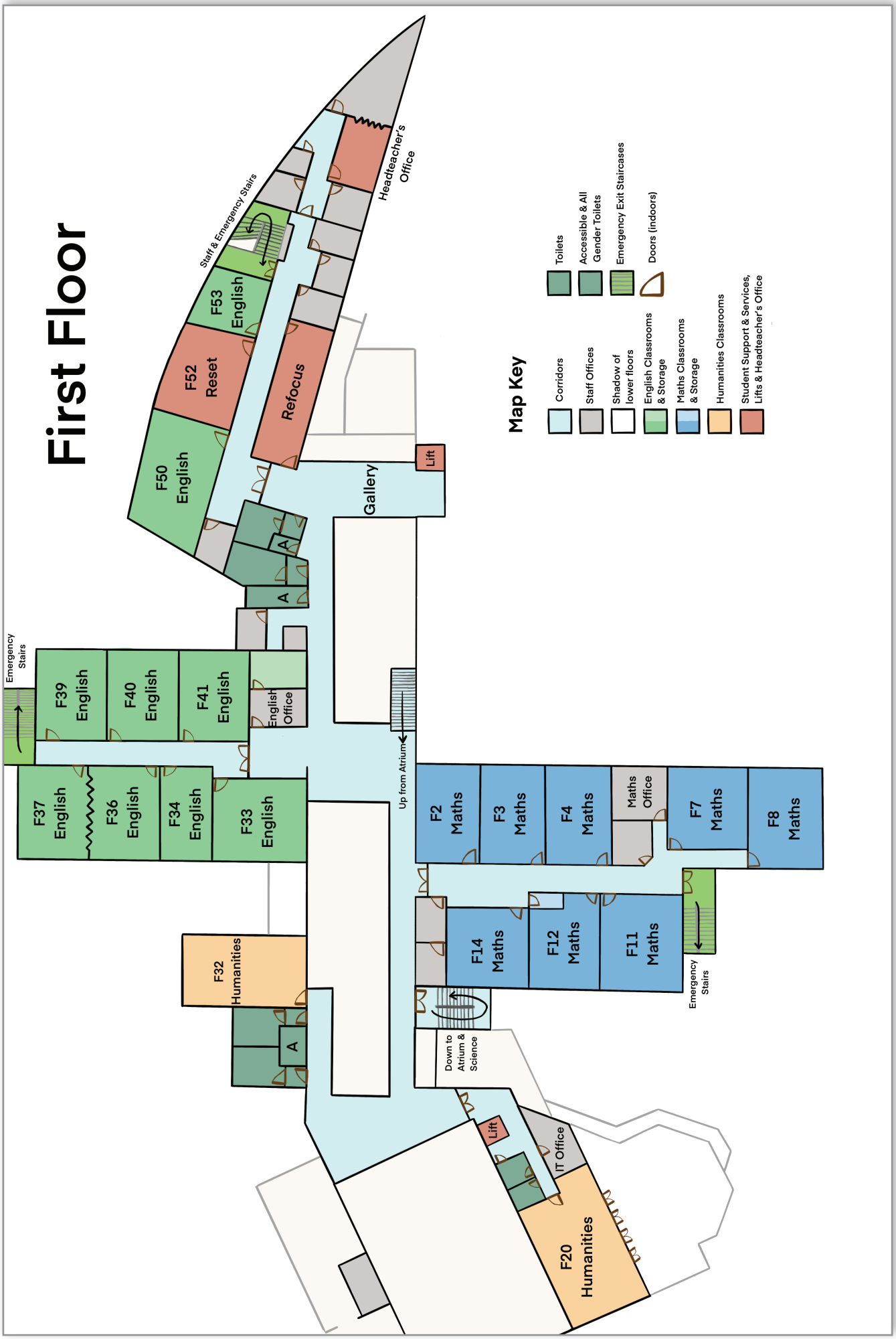
St James

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
BREAK TIME					
Period 3					
Period 4					
LUNCH TIME & CANON					
Period 5			Electives 13:30-15:00		
Period 6					

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
BREAK TIME					
Period 3					
Period 4					
LUNCH TIME & CANON					
Period 5			Electives 13:30-15:00		
Period 6					

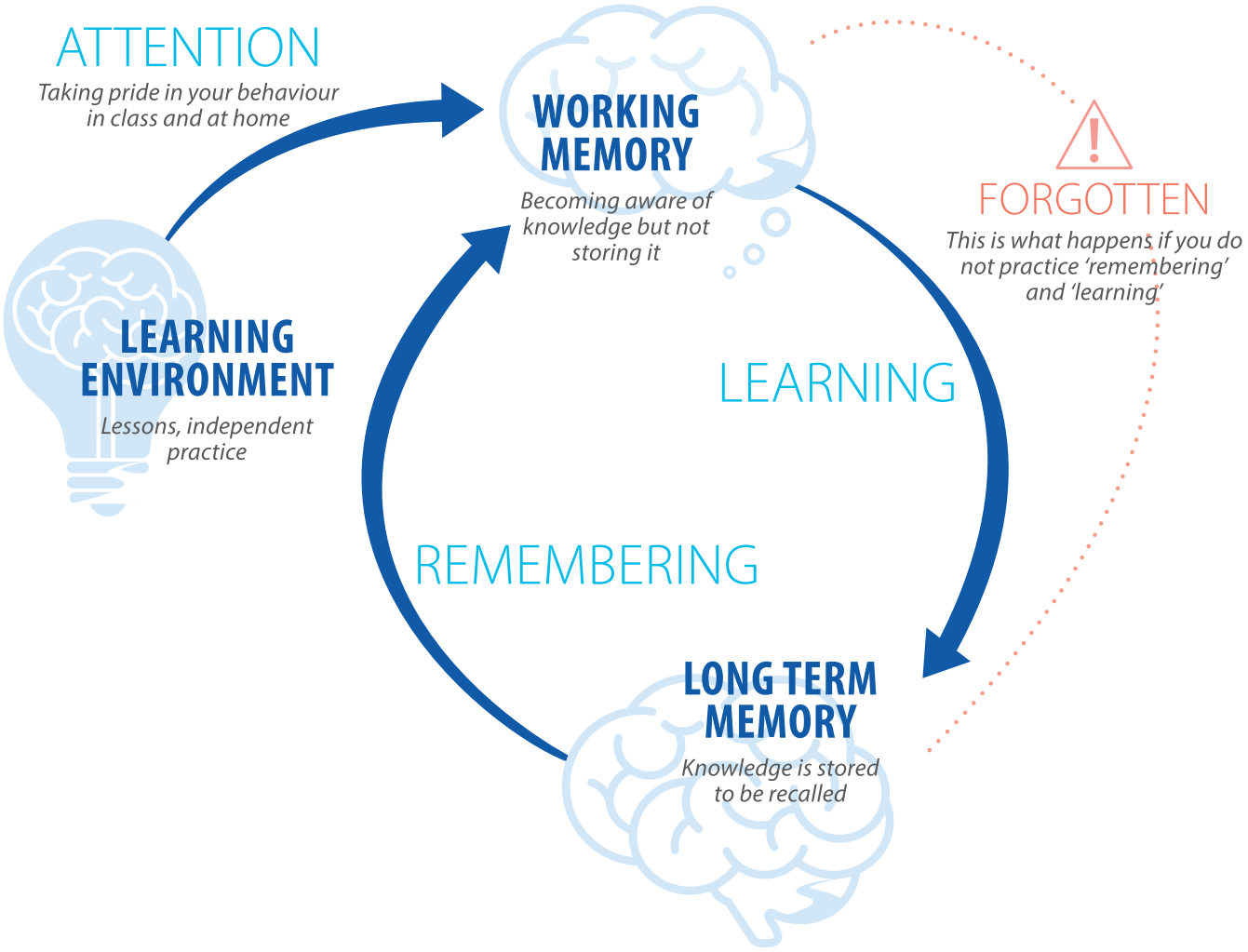

Lower Floor
Map Key
Corridors
Staff Offices & Storage
Changing Rooms & Toilets
Accessible & All Gender Toilets
Science Labs & Prep Rooms
MFL Classrooms
Music Classrooms
Recording Studios
DT Classroom & Storage / Prep
Emergency Exit Staircases
Shadow of Ground Floor
Doors (indoors)
Doors (outdoors) & Emergency Exits
L1 Science
L2 Science
Science Prep Room
L4 Science
L7 Science
Lift
Emergency Exit
L12 Science
L11 Science
Science Office
A
Up to Atrium
L18 DT
L19 DT Prep Room
L20 MFL
L21 MFL
Emergency Exit
L27 MFL
L26 MFL
A
Down from Atrium
Music Studios
Outdoor Changing Rooms
Lift
L42
L40
L39
L37
L38 Music
L36 Music


Ground Floor
Sports Hall
PE Office
Changing Rooms
G51 Dance Studio
G67 IT Suite
G72 Art
Art Office
G78 Art
G68 Student Services
Library G81
G82 JBAC
Counsellor
Resources & Printing
Safe-guarding
Staff only stairs
Reception
A
Staff Room
Learning Support & Sensory Room
Entrance
Atrium
Down to Science, MFL & Music
Up from Science, MFL & Music
Up to English & Maths
Hall G37
Lift
Stage
Drama Office
G32 Drama Studio
A
Humanities Office
G24 Food Tech
G15 Food Tech
G16 Science
G18 Media
Emergency Exit
G13 History
G12 History
G11 History
G10 Geography
A
Emergency Exit
Lift
Humanities Office
G7 Physio
G4 Geography
G5 Geography
Map Key
Corridors & Atrium
Staff Offices
Student Support & Services Rooms, Lifts
Changing Rooms & Toilets
A Accessible & All Gender Toilets
Art Classrooms & Storage / Prep Rooms
History Classrooms
Doors (indoors)
Geography Classrooms
Media Classroom & Storage
IT Suite
Food Tech Classrooms & Storage / Prep Rooms
Drama Studios
Dance Studio & Sports Hall
Emergency Exit Staircases
Doors (outdoors) & Emergency Exits


First Floor
Map Key
Corridors
Staff Offices
Shadow of lower floors
English Classrooms & Storage
Maths Classrooms & Storage
Humanities Classrooms
Student Support & Services, Lifts & Headteacher's Office
Toilets
Accessible & All Gender Toilets
Emergency Exit Staircases
Doors (indoors)
F50 English
F52 Reset
F53 English
Refocus
Staff & Emergency Stairs
Headteacher's Office
Gallery
Lift
A
Emergency Stairs
F39 English
F40 English
F41 English
English Office
F37 English
F36 English
F34 English
F33 English
Up from Atrium
F2 Maths
F3 Maths
F4 Maths
Maths Office
F7 Maths
F8 Maths
F14 Maths
F12 Maths
F11 Maths
Emergency Stairs
F32 Humanities
Down to Atrium & Science
Lift
IT Office
F20 Humanities

This is how you learn

Your mind is split into two parts: the **working-memory** and the **long-term memory.** Everybody's **working-memory is limited,** and therefore it can very easily become overwhelmed. Your **long-term memory,** on the other hand, **is effectively limitless.**



There are many different ways to learn the material in your knowledge organisers. Mr Ovens and Mrs Payne will be demonstrating how to use your knowledge organiser effectively in videos during the school year. These will be used in lessons and Canon time and will also be available on the school website. Whichever retrieval practice method you decide to use, your tutor will ask to see evidence of your work.

Here are some methods you could use to complete your homework:

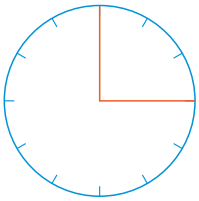
a. **Read - Cover - Write - Check:** Read the section (or week) of your knowledge organiser several times. Cover it so you can no longer see it. Write down as much as you can remember. Check your knowledge organiser again. What information did you recall and what did your memory not retain? Make any corrections and additions using your green pen.

b. **Flashcards -** using an A6 size card/paper, turn the information in your knowledge organiser into a series of questions and then write the corresponding answer on the back of the card. This means that you can test yourself. Simply writing everything on the card would have no impact on your memory and retention of the information.

c. **Flip and fold pages -** This may be useful when you have completed a series of weeks or at the end of the topic. On one page, write down all of your revision notes. Fold the paper in half and create a mind map of the most important information on one side. Fold it again and write all of the key vocabulary on one side. Fold for the final time and draw symbols and icons that would help you to remember the content of your full page.

d. **Elaboration -** For each of the points you are revising, develop them further by asking yourself questions e.g. why would the rainfall be 2000mm? Why might mime be used as a theatrical technique?

e. **Retrieval practice grid -** Many of you would have used these in history. Divide your page into three columns and nice lines. Write questions and answers for your chosen topic. Ask family members and friends to ask you the questions and you give them the answer, focusing on one column at a time. If you get it wrong, they need to tell you the answer and you repeat it. You now need to go back into the top of the column of nine questions and try again until you get them all correct. Move onto the next column. This would be a good grid to build up over the course of the 10 weeks of knowledge organiser homework so that you had one grid per subject!

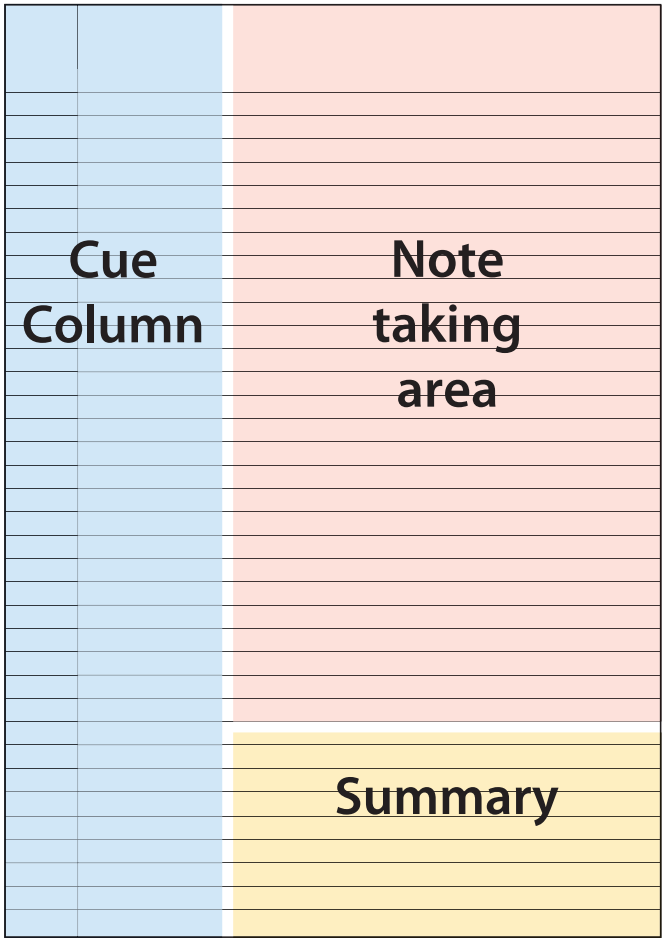


Repeat the processes above until you have spent 15-20 mins per subject per day. For example, repeated practices of 'Read - Cover - Write - Check' would be expected; not just one attempt.

REMEMBERING: MASTERING YOUR MEMORY

Cornell Notes

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



Link to Learning

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

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

Writing Structures

HISTORY: Key phrases in written answers

Using evidence:

» This can be shown by…
» I know this because…
» Evidence to support this is…

Explanation:

» This led to…
» This meant that…
» This clearly shows us that…
» This was significant because…
» This had an impact on…
» Admittedly x was a factor, however, y was more significant because…

GEOGRAPHY: Writing structures / acronyms

When you are describing the location of a place in the world, refer to CLOCC:

Compass directions
Latitude
Oceans
Continents
Countries

When you are describing a pattern on a map or a trend on a graph, refer to TEA:

Trend (what is the general pattern?)
Example (Identify specific examples from the map/graph)
Anomaly (what does not fit the pattern/is an outlier?)

When you are completing a 5, 6 or 9 mark question in geography, it requires you to write well-developed points. To do this, follow the structure below:

Make a point
…which means that…
As a result of this, …
We call this **double developing** a point.

You are regularly asked the question 'To what extent do you agree…?'

In response, consider the range of 'extents'.
I slightly / partially / mostly / completely agree because, firstly, …
To a small / some / large extent, …
To some extent / to a large extent, I agree…

If you are asked to write about two sides of an argument, try 'Triple O'

On the one hand, …
On the other hand, …
Overall, …

In geography, we regularly refer to:

Social, economic and environmental perspectives

(e.g. The social impacts of Typhoon Haiyan included the deaths of over 6,000 people)

Sustainability: which refers to 'meeting the needs of the present without compromising the ability of future generations to meet their own needs'. Here, we can use our previous terms. 'This is socially/economically/environmentally sustainable because…

The level of development of a country: High Income Countries (HICs - e.g. UK); Newly Emerging Economies (NEEs - e.g. Brazil); Low Income Countries (LICs .e.g Chad)

ENGLISH:

English: Analyse your quotation using IMPACTS	
I	In particular, [WRITER]'s use of (METHOD) "…" creates a …. IMAGE, suggesting… The writer's use of (EVOCATIVE/EMOTIVE/GRAPHIC) IMAGERY in the phrase "'…" suggests…
M	In particular, [WRITER]'s use of (METHOD) "…" contributes to a … MOOD, creating the sense that… The use of the (WORD TYPE) "…" further adds to the … ATMOSPHERE evoking a feeling of…
P	[WRITER]'s repeated use of (METHOD) throughout the extract establishes a PATTERN of… that perhaps reinforces…
A	The term "…" is typically ASSOCIATED with…., perhaps implying…
C	In the CONTEXT of the extract, the term "…" creates CONNOTATIONS of…, perhaps suggesting…
T	In particular, [WRITER]'s use of (METHOD) "…" strikes a ….TONE, creating the sense that…
S	[WRITER]'s use of the phrase "…" is perhaps SYMBOLIC of… and may suggest…

PARAGRAPH STRUCTURE	PURPOSE OF PARAGRAPH	SENTENCE STRUCTURES
Premise/Title	Fit with convention and to alert reader to topic	
Descriptive hook: begin by describing a scene that is relevant to the question. Do not express your view, although your view ought to be implied by your description. Ask the reader to imagine a scene.	To engage your reader in imagining a scene which then illustrates your point. The narrative tone is easy to engage with.	Imagine, if you will Do you see…? Do you see…? Do you see…? No. No. And no. Instead, you see… We live in a world where …, where …, where …
Position paragraph: now, very clearly express your position on the issue. Provide an overview and reasons for your opinion, supported by an expert view.	To begin to persuade the reader of the logic and the wisdom of your point of view.	…should absolutely… In 2017, the centre for X research at Exeter university produced a report on … Shockingly/unsurprisingly/staggeringly, Professor Julie Buckle, who co-authored the report, is adamant that … Some believe…; others believe…, but this much is clear: put your position here
Relevance paragraph: make the point that the debate is relevant now and explain why. Why should people think about the issue now?	Explains why the debate is relevant to modern society so that the audience can engage with the topic.	Why does it matter? Let me tell you why it matters: it matters because…; it matters because …, and it matters because … Those that experience this …….. No one - no matter where he lives or what he believes - can be certain that … No wrongs have ever been righted by … Some believe…, some believe…
Optional Counter Argument: here accept other people may believe differently to you. Perhaps acknowledge part of their argument but them provide a rebuttal. Why are they wrong?	This shows you recognise others may not have the same views, but your view is better.	Officials from/ Name claim that…….. I'm not saying…..I'm not saying…….. I'm not saying…… but…….. Ultimately we must recognise……..
Solution paragraph: by this point you have explained the problem and your view, but now you need to offer a solution. It is not enough simply to describe the issue, there must be a call to action	To offer a solution to the issue and encourage the reader to do something about it.	I do not propose a set of specific remedies, nor is there a single set. Though for a broad and adequate outline, we know what must be done: …
Conclusion: Remind the reader of your position in a powerfuil way.	Pithy fragmented paragraph to summarise main idea.	Here then, is the thought with which I wish to leave you: less…., more ….

St James Academic Writing Builder (Higher)

St James Academic Writing Steps

1. Be clear
2. Objective voice : No 'I's. Any-where. At all. Put the writer in charge.
3. Speculative phrases: speculate to accumulate marks! Use uncertainty to sound smart!
4. Confident phrases - be the ex-pert.
5. Academic verbs
6. Interest phrases
7. 'Flow': Connective phrases
8. Context to introduce and idea
9. Voice: individual style

WAIT!

1. Before you choose: make sure you select adverbs, verbs and noun phrases that work together and make sense.
2. Check with your teacher or ask a friend if you're not sure.

2. Put the writer in charge:	3. Choose your academic adverb:	4. Choose your academic verb:	5. Select your academic noun phrase:		
The author	powerfully	critiques	attitudes	to	love
The poet	movingly	exposes	sentimentality	of	women
The writer	poignantly	attacks	idealisation	about	poverty
[Author's name]	ironically	alludes	conventions		conflict
Through the use of……, Shakespeare……	insistently	subverts	consequences		ambition
	subversively	explores	ideas		power
	persistently	criticises	language		war
	consistently	reveals	Truth		battle
	subtly	plays with	symbolism		humanity
	interestingly	contrasts	metaphors		control
	humorously	expresses	illusions		nature
	unexpectedly	insinuates	thoughts		maturity
	typically	argues	reality		loss of innocence
	unusually	highlights	effects		loss of…
	unsettlingly	evokes	representations		human psyche
	disturbingly	exploits	stereotypes		human nature
		elicits	clichés		motherhood
		suggests			responsibility
					isolation
					identity
					gender

1. Construct an academic 'nod' to the context	
Appalled by	Appalled by widespread poverty, Dickens…….
Motivated by	Motivated by a desire for social reform, Priestley…..
Due to the widespread	Due to the widespread belief in Malthusian Economic theory, Dickens…
Driven by a desire to	Driven by a desire to promote social reform, Priestley…..
Having witnessed	Having witnessed the widespread poverty in Victorian Britain, Dickens….
Perhaps seeking to	Perhaps seeking to highlight the cruelty of child poverty, Dickens….
An ardent believer in	An ardent believer in Socialist political ideologies, Priestley….

Confident phrases	Speculative phrases
Certainly	Perhaps
Unquestionably	It could also be suggested
Undoubtedly	It could also be interpreted
Fundamentally	It might
Ultimately	It could also be considered
This certainly	It could be viewed from a different perspective
Without doubt	Possibly

Homework Expectations

What are the Independent Study expectations?

You must aim to meet the following expectations. Any adjustments to these expectations must be discussed with your Tutor:

- Check the schedule below to see which knowledge organisers you should use each day.
- Complete **work should reflect 15 minutes worth of recall/revision per subject.**
- Use your knowledge organiser after you have finished to **mark and correct** your own work.
- Write the date and subject heading for each piece of work.

T on **Time**
A **Accurate**
N **Neat**
C **Complete**

Homework should be **TANC.**

Any work that is not **TANC** will be considered incomplete.

Homework Timetable

Some subjects will not set homework every week. But when they do set homework, it will be due in on set days. Your teachers will inform you of which day their homework is due in. You can write it in the table below.

Week A	Subject 1	Subject 2	Subject 3	Subject 4
Monday	Sparx Maths			
Tuesday	Enrichment			
Wednesday	Science	Geography	History	PE
Thursday	Science	English	JBACC	French or Spanish
Friday	Science	English	Computer Science	Sparx Reader

Week B	Subject 1	Subject 2	Subject 3	Subject 4
Monday	Sparx Maths			
Tuesday	Enrichment			
Wednesday	Science	Geography	History	Drama
Thursday	Science	English	Music	French or Spanish
Friday	Science	English	Technology	Sparx Reader

*Art and Design: in addition to your knowledge organiser work, you will be expected to complete some independent research into various artists and art techniques. This research is very important to get the most out of your learning in Art & Design. Your art teacher will explain what you need to do. This will be checked in your art lesson and not be checked in tutor time.

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
- cyberbullying
- sexting

Bullying includes REPEATEDLY:

- people calling you names
- making things up to get you into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from you
- damaging your belongings
- stealing your money
- taking your friends away from you or leaving you out
- posting insulting messages or rumours, in person 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 do really care.

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.

You're **not** alone

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'

Zak Efron

What we do at St James 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. Tutor/HOY/Refocus/Other
- **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 St James.

ChildLine 0800 1111

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

YOUNGMiNDS fighting for young people's mental health

Formal Elements and Definitions in Art

Week 2

Line: element of art, which refers to, the marks made on a surface by a moving point (pencil, paintbrush, pastel etc). The element of line has a wide range of qualities and expressive possibilities: curved lines, diagonal lines, dotted lines, straight lines, etc.

Tone: Different degrees of lightness (highlight) and darkness (shade) used to give the illusion of depth or form.

Perspective: Perspective creates the feeling or illusion of depth through the use of lines and tone that make objects, people, buildings etc appear to be three-dimensional. The closer the object is, the more detailed it may appear, and the larger it will be.

Proportion: The size and scale of objects in a drawing, painting or sculpture in relationship to each other.

Week 4

Mark making: used to describe the quality of different lines, patterns, and textures created in a drawing, painting or print; a dot made with a pencil, a line created with a pen, a swirl painted with a brush, these are all types of mark making.

Composition: The arrangement and framing of objects, people, buildings etc within a drawing, painting or photograph.

Form: refers to the three-dimensional qualities (or the illusion of in the case of a drawing or painting) of an object, persons, architecture or sculpture etc.

Shape: refers to an enclosed area of 2-D or 3-D space that is defined by its external edge; usually created with a closed line, use of tone or a block of colour to create form.

Week 6

Colour: The use of various hues (colours), their value and intensity, to produce a desired mood or to communicate emotion.

Texture: How the surface of something feels (tactile) and looks (appearance).

Medium: the specific tools and materials used by an artist to create artwork such as pencil, charcoal, oil paint, wire, camera, ink, clay, Photoshop etc

Mixed media: any artwork that uses more than one medium in an artwork.

Media Tools and materials:

Pencil - graphite pencils for drawing - 2B, 4B, and 6B

Pen - Biro, Felt tip, Ink

Paint - Watercolour, Acrylic, Oil, Gouache

Canvas - Linen, cotton, hessian

Charcoal - blocks and sticks

Pastels - Oil, chalk, wax

Clay (and Ceramic) - white, terracotta, air-drying.

Photography - film and digital, **Film** - video, animation, sound

Computers - Mac books and PC's, **Software** - Photoshop, After Effects, Illustrator

Year 7 Computing Cycle Two - Memory and Software

Week 1

Random Access Memory (RAM) - The memory in a computer that is used to store computer programs while they are running and any data the programs need to undertake their task. Also known as primary storage

Read Only Memory (ROM) - ROM is used to store permanent data such as the hardware settings in a network card or the complete program than an embedded computer needs when switched on

Volatile - The data content will be lost if the power to a device is turned off. RAM is volatile

Non-volatile - The data content persists even when the power to the device is turned off. ROM is non-volatile

Proximity - How close the parts of a computer are to one another

Bootstrap - The initial set of instructions loaded from ROM which tells the CPU to look on the hard drive for the OS and to load the OS into RAM for the computer to start up properly

Operating System (OS) - The operating system is a software program that manages the components of a computer system and its resources. Examples include: Windows, Mac, Linux, Android etc

Week 2

Virtual memory - This is a method of making a computer appear to have more primary memory than it has really has physically. For instance a PC might have 2Gb of RAM as primary memory, but virtual memory of 4Gb. The OS does this by setting aside part of secondary storage to act as a temporary memory store

Secondary storage - A storage device for permanent data and programs such as a hard drive

Optical storage - Optical devices use a laser to scan the surface of a spinning disc made from metal and plastic. Examples includes DVD and CD

Cloud storage - A method of storage where another company looks after your files on your behalf via the internet. This service may be for your own use or it may be for your customers.

Magnetic storage - Magnetic devices such as hard disk drives (HDD) use magnetic fields to magnetise tiny individual sections of a metal spinning disk. Examples include hard drives

Solid state storage - Solid state devices use non-volatile random access memory (RAM) to store data indefinitely. Examples include solid state drives (SSD) memory cards and memory sticks

Week 3

Flash memory - A type of secondary storage which works in a similar way to RAM so is extremely fast. ROM uses flash memory as well as solid state drives, memory cards and USB drives

Capacity - How much memory can you typically get

Cost - How much per MB, GB or TB are you willing to spend

Speed - How fast can this type of storage read or write

Portability - How easy is it to move this around or use it in different devices?

Reliability - How likely is it to crash or corrupt data?

Durability - How likely is it that this device could break or be broken?

Hard disk drive (HDD) - Magnetic secondary storage

Magnetic tape - Magnetic secondary storage

Solid state drive (SDD) - Flash memory solid state

Memory card - Flash memory solid state

USB drive - Flash memory solid state

CD / DVD / Blue-ray - Optical secondary storage

Cloud storage - A method of secondary storage which is online. A host provides an amoutn of storage for free and charges beyond this amount. They will provide all servers and hardware needed to store your data. You can access it anywhere with an internet connection

Week 4 and 5

Operating system - A set of programs that controls how the user interacts with the hardware and software of a computer

Graphical User Interface (GUI) - Provides a user interface so it is easy to interact with the computer

Multi-tasking - Allows multiple applications to run at the same time

Memory manager - Transfers programs into and out of memory, allocates free space between programs, and keeps track of memory usage

Device manager - Opens, closes and writes to peripheral devices such as storage attached to the computer

File manager - Creates a file system to organise files and directories

Network manager - Provides security through user accounts and passwords

Utilities - Provides tools for managing and organising hardware

Encryption - Files that are encrypted have been altered using a secret code and are unreadable to unauthorised parties

Compression - A method of reducing file sizes, particularly in digital media such as photos, audio and video

Backup - A copy of important files that is kept separately in case the original files are lost or damaged

Defragmentation - The process of reordering files stored on a hard disk so that their segments run contiguously

Year 7 Drama Cycle Two - Darkwood Manor

First week learn the terms, green pen any spelling mistakes you have made. Then check your knowledge and write down examples of how you used them in class. If you haven't used them yet then suggest ways in which you might incorporate them.

Week 1

- **Tension** - Used to raise a piece of drama to a climax or anti-climax and to engage an audience. Can be created with sound, silence or the way the characters on stage act/react (Think about a scary film where someone goes towards a door, the audience might feel nervous of what is behind the door due to the music/silence and way the actor is acting/reacting).
- **Genre** - the style of the piece of drama (eg; horror, comedy, musical theatre, melodrama).
- **Conventions** - the absolute 'must have' of a genre (eg; horror must try to be scary, a musical must have song and dance).
- **Characteristics of genre** - the things that it 'might have' (eg; a horror could be scary in lots of ways; ghosts, zombies, clowns, a maniac with a mask- but it won't have all of them!),
- **Group improv/TIR (teacher in role)** - Everyone is involved in an improvised scene. Everyone must focus, stay in role, listen and react in character to what is going on. It can be used to explore a new theme/story and to initiate ideas for devising.

Week 3

- **Multi-role** - Playing more than one character within a piece of drama. It must be made clear that you have changed role through the use of clear characterisation.
- **Characterisation** - the way we portray the character we are playing eg; Body language, posture, gesture, facial expressions, use of voice (pitch, pace, pause, tone, emphasis, volume) We must consider their personality and stay in role.
- **Non-naturalistic** - a piece of drama that does not follow the conventions of normal life. This means it can freeze, use thought track, multi-role, jump time, mime, etc- things that don't happen in normal life. The opposite is naturalistic and would include things like the soaps (eg, Coronation Street),
- **Split scene/Cross cutting** - more than one scene on stage at once. The others must freeze whilst one scene is working so as not to distract the audience.
- **Conscience alley** - other students vocalise what is going on in your character's head. This rehearsal technique will help you think about how they might feel in a situation/ dilemma.

Week 5

- **Mime** - acting with no words. You need clear gestures, body language and facial expressions. Movement is slow and exaggerated.
- **Music/sound effects and soundscape** - are used to enhance the atmosphere of a piece of drama. Soundscape is a collection of sounds either made by the actors or recorded.
- **Freeze frame/tableau/still image** - the actors stand still in an image depicting a moment in the piece of drama. This can be used in with things like thought track or to help a split scene.
- **Monologue/Soliloquy** - a moment when a character talks at length on their own. Monologues are in front of/ heard by other characters, soliloquys are said without others hearing.
- **Thought tracking** - The audience hears what a character is thinking. This might be different to what they are saying on the outside.
- **Direct address** - when a character or actor talks directly to the audience. This is non-naturalistic as they are breaking the 4th wall (the front of the stage),

Week 7

- **Devising** - to make up your own piece of drama and not use an existing play/script. It is based on a stimulus and is the opposite of improvisation as it is rehearsed and learnt.
- **Stimulus** - something used to help inspire ideas for your piece of drama. A stimulus could be anything eg, an object, poem, painting or event; our stimulus has been a 'theme' (a 'haunted 'house, rumours and gossip).
- **Marking the Moment** - a moment which you want to stand out. You can do this with sound, lighting, a freeze, slow motion, etc. Often helps to build tension and raise a piece to a climax Flash forward/back- A jump forward or backward in time in a story. The audience must understand this has happened (eg with a freeze. Also, you might become someone else or your character becomes older/younger).
- **News report** - Helps further a plot by giving information and can mark the passing of time. Often done as a direct address or as a report that the characters are watching.

Week 9

- **Rehearsal** - practice in order to develop your piece. Early stages of rehearsal include improvising and creating, later stages focus on improving and polishing. Forum theatre- a rehearsal technique where the audience help edit the piece of work. They will stop you as you perform to make suggestions of ways to improve your work.
- **Props/scenery/costume/ lights/sound** - Things you add to enhance your piece of drama. Some pieces have none, some have many, you have to judge what is right. Too much can be as bad as too little.
- **Dress rehearsal** - the last time through a piece before you perform it. Should include all extra bits (eg, lighting and sound) Helps to identify any last issues you need to iron out.
- **Performance skills** - what you should use to create an engaging performance. Eg; focus, characterisation, actions/ reactions, energy, tension, staying in role, projection, no backs to audience, everyone knows their lines/what they are doing throughout.

Year 7 Engineering Design & Technology Cycle Two

ROTATION 1 – UNTIL Feb ½ term

Week 2

KNOW ABOUT CAD

CAD stands for Computer Aided Design.

Designers and Engineers use CAD to draft, design and develop ideas

2D CAD is good for layout, graphic design and web design. If it also used which can run laser cutters and other 2D CAM machines.

3D CAD modelling is used model and develop products and components by designers and engineers. It helps to visualise the designs and check for errors. It even allows you to test and simulate where parts may fail in use.

Week 4

KNOW ABOUT CAM

CAM stands for Computer Aided Manufacture.

These computer controlled machines include:

- CNC Routers*
- CNC Lathes
- Laser Cutters*
- Plasma Cutters
- CNC Mills
- 3D printers

CAM allows for the consistently accurate machining of parts and products.

These can be subtractive techniques where you remove material from a block or additive techniques like 3D printing where you build up a part in thin layers.

REFER TO THE PICTURES ON THE NEXT PAGE TO HELP YOU KNOW WHAT THESE MACHINES LOOK LIKE

ROTATION 2 – Moved from Photography at Feb ½ term

Week 6

KNOW HOW TO MARK OUT

Cutting gap - always leave room for a cut. SAWS, CHISELS etc are all 'wasting' tools so they produce waste when used i.e the thickness of the blade turns to . saw dust.

Remember you can always take material away but you can never put it back.

Fig 3 shows two areas for cutting that are hatched to mark the waste material. You should cut between the lines.

To measure and mark out accurately in the workshop you should use and a TRI SQUARE and a STEEL RULE for small jobs or a TAPE MEASURE for larger materials.

YOU MIGHT LIKE TO DRAW AND LABEL THE DIAGRAMS ON THE FOLLOWING PAGE TO HELP YOU

Week 8

KNOW ABOUT MANUFACTURING DRAWINGS

Engineers and manufacturers use orthographic projection drawings to gain information about parts and assemblies .

They are scaled 2D views, measured and dimensioned in mm. they are most commonly produced in CAD (Computer Aided Design)

SKETCH OUT ONE OF THE VIEWS OF THE PRODUCT IN THE MANUFACTURING DRAWING ON THE NEXT PAGE ADDING AS MUCH DETAIL AS YOU CAN THROUGH LABELLING

Week 10

KNOW YOUR HAND TOOLS

TENON SAW- for crosscutting timber. It has fine teeth so you get an accurate cut. It is only for straight cuts and how you clamp your work is just as important as how you cut it.

KNOW YOUR CLAMPING TOOLS

A BENCH HOOK fits into the BENCH VICE for sawing at 90° to the grain.

A 'G' CLAMP is a portable clamp that can be used on work benches or machines like the Pillar drill for example. It is a good idea to use scrap to protect your work and avoid denting flat surfaces.

A MACHINE VICE is for use on the Pillar Drills to hold your work in position. It is a good idea to support your work both at the sides and underneath with scrap timber when drilling.

REFER TO THE PICTURES ON THE NEXT PAGE TO HELP YOU KNOW WHAT THESE MACHINES LOOK LIKE

Year 7 Engineering Design & Technology Cycle Two - Pictures for week 2-10

ABOVE- Diagram shows cutting Gap in between markings

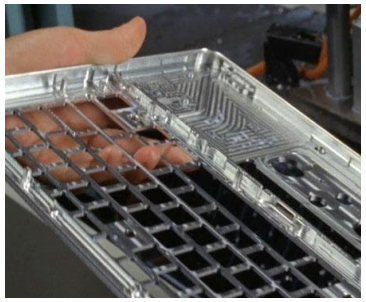
BELOW LEFT – Bench Hook

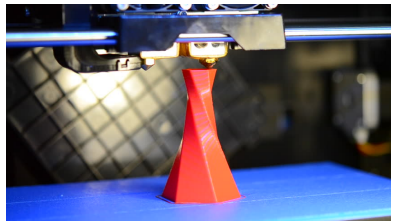
BELOW RIGHT – G Clamp

BELOW LEFT – Carpenters Vice

BELOW RIGHT – Machine Vice

RIGHT – Steel Rule



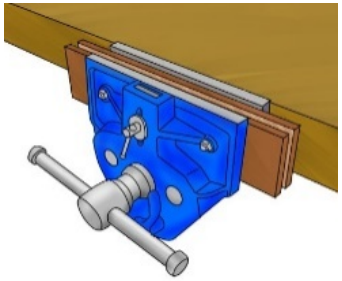


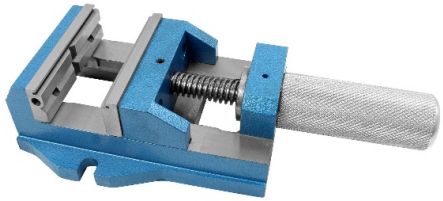
TOP LEFT- CNC Machining

BOTTOM LEFT- CNC Lathe

TOP RIGHT - Laser Cutting

BOTTOM RIGHT- 3D Printing

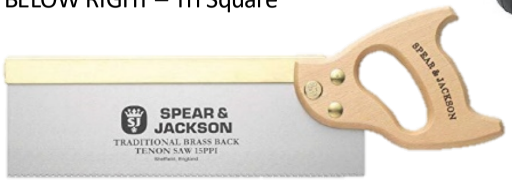




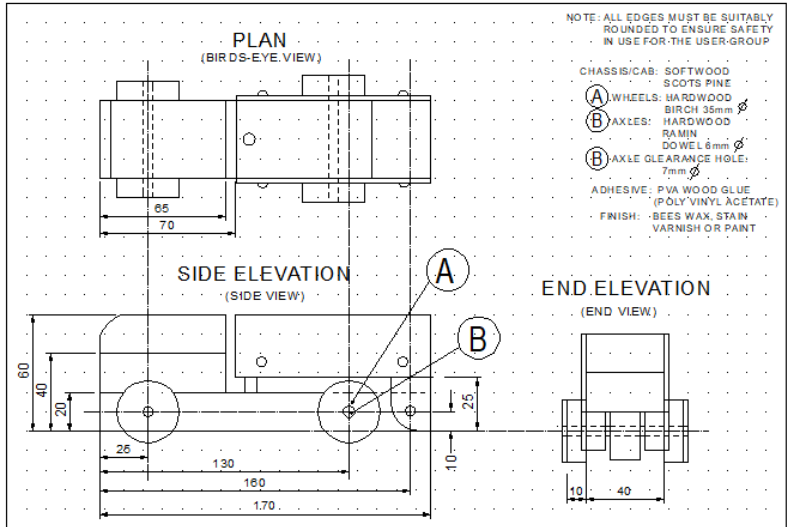
RIGHT – Tape Measure

BELOW LEFT – Tenon Saw

BELOW RIGHT – Tri Square



RIGHT – Manufacturing Drawing



Year 7 English Cycle Two				
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**
Shakespeare went to a grammar school where he was taught Ancient Greek.	**Severe** - very strict or harsh.	**Soliloquy** - a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters.	**Conflict** - a serious disagreement, battle or struggle between two sides or ideas.	**Unrequited love** - If a person loves someone who doesn't love them back, the person's love is unrequited.
The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece.	**Theseus** The duke of Athens. He is a strong and strict ruler of the city.	**Hermia** Egeus's daughter who is in love with Lysander.	**Demetrius** He wants to marry Hermia and is disgusted by Helena's love for him.	
When the play was written, Elizabeth 1st was Queen. She decided not to get married which many people disagreed with.	**Egeus** Hermia's stubborn father who wants her to marry Demetrius or be put to death.	**Lysander** He is in love with Hermia and runs away to the forest with her.	**Helena** Hermia's friend who is desperately in love with Demetrius.	
Many Elizabethans believed in and feared magic.	**Hippolyta** Theseus's bride. She was a fearless warrior.	**Oberon** The king of the fairies who controls the love potion.	**Titania** The fierce queen of the fairies who falls in love with Bottom when the love potion is put on her.	**Puck** Oberon's mischievous servant who puts the potion on people's eyes.
Cupid is the ancient god of love. He is usually presented as a baby whose arrows make people fall in love.	**Act 1: Hermia** and **Lysander** love each other but are not allowed to marry so decide to run away to the forest to get married in secret. **Demetrius** wants to marry **Hermia. Helena** loves **Demetrius.** They follow **Hermia** and **Lysander** into the forest.	**Act 2:** In the forest, Oberon and Titania are arguing. Oberon sees **Demetrius** and **Helena** arguing and commands Puck to use the potion on the Athenian man to make him fall in love with **Helena.** However, the first Athenian man Puck sees is **Lysander,** so he puts the love potion on him. **Lysander** falls madly in love with **Helena.**	**Act 3:** Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on **Demetrius** so that he falls in love with **Helena.** As a result, both men love **Helena** so there is chaos. Puck eventually drops a herb in **Lysander's** eyes to put him back to normal.	**Acts 4 and 5:** Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, **Lysander** and **Hermia** and **Demetrius** and **Helena.**

Year 7 English Cycle Two				
Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**
to mock - To mock someone is to make fun of them.	**chaos** - a situation where there is no order and everyone is confused.	**to resolve** - to solve a problem or difficulty.	**soliloquy** - a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters.	**conflict** - a serious disagreement, battle or struggle between two sides or ideas.
Bottom A weaver and actor who has his head turned into a donkey. Titania falls in love with him when she is under the love potion's influence.	**The Love Potion** The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' eyes, they fall in love with the first person they see. It is very powerful.	**Act 2:** In the forest, Oberon and Titania are arguing. Oberon sees **Demetrius** and **Helena** arguing and commands Puck to use the potion on the Athenian man to make him fall in love with **Helena**. However, the first Athenian man Puck sees is **Lysander,** so he puts the love potion on him. **Lysander** falls madly in love with **Helena.**	**Act 3:** Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on **Demetrius** so that he falls in love with **Helena.** As a result, both men love **Helena** so there is chaos. Puck eventually drops a herb in **Lysander's** eyes to put him back to normal.	**Acts 4 and 5:** Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, **Lysander** and **Hermia** and **Demetrius** and **Helena.**
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Year 7 French Cycle Two		
Week	**French**	**English**
1	Aujourd'hui elle donne l'exemple et elle demande la raison.	Today she gives the example and she asks for the gift.
2	Nous regardons un film préféré à la télé et nous marchons dehors.	We are watching a favourite film on the television and we are walking outside.
3	Ils étudient l'histoire et ils jouent ensemble.	They are studying history and they are playing together.
4	Vous fermez la fenêtre dans la salle de classe.	You are closing the window in the classroom.
5	Il y a deux portes, trois chemises et quatre élèves.	There are two doors, three shirts and four pupils.
6	Nous sommes sages et les parents sont stricts.	We are well-behaved and the parents are strict.
7	Vous avez un enfant ? Oui, nous avons un enfant ici.	Do you have a child? Yes, we have a child here.
8	Nous faisons la liste et ils font la fête. D'accord ?	We are making the list and they are having a party. OK?
9	Tu vas au parc quand ? Je vais au parc samedi.	When are you going to the park? I'm going to the park on Saturday.

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

Verbs are in VIOLET

Feminine nouns are in PINK

Masculine nouns are in BLUE

Adjectives are in AMBER

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

Week 1

à	at, to
l'exemple (m)	example
normalement	normally
le cadeau	present, gift
la raison	reason
que	that
demander	to ask for, asking for
donner	to give, giving
montrer	to show, showing
penser à	to think about, thinking about
penser	to think, thinking
aujourd'hui	today

Week 2

préféré(e)	favourite
le film	film
la maison	house
le déjeuner	lunch
dehors	outside
la partenaire	partner (f)
le partenaire	partner (m)
la télé	television
préparer	to prepare, pre-paring
marcher	to walk, walking
regarder	to watch, watching
travailler	to work, working
manger	to eat, eating
nous	we

Week 3

une élève	a pupil (f)
un élève	a pupil (m)
le fruit	fruit
ensemble	together
l'histoire (f)	history, story
la radio	radio
elles	they (f)
ils	they (m, m/f)
jouer	to play, playing
chanter	to sing, singing
étudier	to study, studying

Week 4

le tableau	board
la classe	class
la porte	door
bien	good, well
la salle	room
la chemise	shirt
le silence	silence
fermer	to close, closing
la fenêtre	window
vous	you (plural)

Week 5

une	a, an (f), one (f)
un	a, an (m), one (m)
des	some
il y a	there is, there are
deux	two
trois	three
quatre	four
cinq	five
six	six
sept	seven
huit	eight
neuf	nine
dix	ten
onze	eleven
douze	twelve

Week 6

ils sont	they are, they are being (m, m/f)
elles sont	they are, they are being (f)
nous sommes	we are, we are being
vous êtes	you are, you are being (pl)
le frère	brother
ouvert(e)	open
les parents (m pl)	parents
la sœur	sister
strict(e)	strict
sage	well-behaved
jeune	young (m/f)

Week 7

ils ont	they have, they are having (m, m/f)
elles ont	they have, they are having (f)
nous avons	we have, we are having
vous avez	you have, you are having (pl)
une enfant	a child (f)
un enfant	a child (m)
aussi	also
difficile	difficult (m/f)
la famille	family
pour	for
ici	here
dans	in
le problème	problem
très	very

Week 8

ils font	they do, they make (m, m/f)
elles font	they do, they make (f)
nous faisons	we do, we make
vous faites	you do, you make (pl)
attention	attention
l'effort (m)	effort
l'exercice (m)	exercise
la fête	celebration, party
la liste	list
d'accord	OK

Week 9

Revision of Cycle 2 vocabulary

Week 10

aller	to go, going
je vais	I go, I am going
tu vas	you go, you are going
il va	he goes, he is going
elle va	she goes, she is going
la caisse	checkout
le jour	day
comment	how
le parc	park
la poste	post office
samedi (m)	Saturday
le collège	secondary school
le train	train
quand	when
où	where

Year 7 Geography Cycle Two - 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

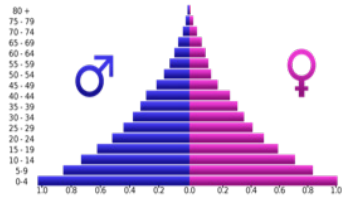
Current global population: 7.8 billion people.

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.

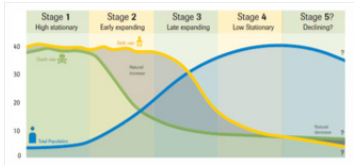
Disadvantages: Less economically active people, strain on healthcare and the government not having enough money for pensions.

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.

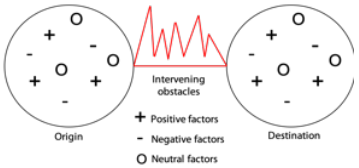
Week 7

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 History Cycle Two - Medieval Life & How did King Henry VIII 'break' with Rome

Week	Knowledge	Week	
1 – Key Dates	**1347** - Black Death hits Venice (Italy) **June 1348** - Black Death arrived in England (Dorset). **1351** - Edward III introduces the Statute of Labourers **1381** - The Peasants' Revolt. **15 June 1381** - Richard II meets the rebels.	6 – Key Dates	**21 Aug 1485** - Henry Tudor wins the Battle of Bosworth Field; becomes King of England **1509-1547** - Henry VIII is King of England **1517** - Luther nails his 95 Theses to the Church door in Wittenberg, starting the Reformation. **Jan 1533** - Henry VIII secretly marries Anne Boleyn. **1536** - Dissolution of the Monasteries
2 – Key Dates	**Black Death** - A plague that devastated Europe in the fourteenth century. **Buboes** - Onion shaped swellings that were usually the first symptom of the Black Death. Miasma - Theory that disease was caused by a poisonous cloud of 'bad air'. **Bubonic plague** - the most common type of plague, named after the buboes. **Pneumonic plague** - a more deadly type of plague that attacked the lungs. **Flagellant** - a religious sect that punished themselves for sins by whipping their bodies. **Yeomen** - a new class in medieval England; commoners who farmed their own land. **Poll Tax** - everyone (rich and poor) paid the same amount.	7 – Key Dates	**Tudors** - The Royal dynasty that ruled England between 1485 and 1603 **Dynasty** - A succession of powerful people from the same family, e.g. Tudor family **Reformation** - A movement to reform the Catholic Church started by Martin Luther in Germany. Protestantism - A form of Christianity that emerged during the 1500s in protest against Catholicism. Break with Rome - England's decision to leave the Catholic Church in 1534. **Act of Supremacy** - A law passed by Parliament in 1534 which leads to the creation of the Church of England. Supreme Head of the Church of England. **Dissolution of the Monasteries** - The closure of all religious houses in England by Henry VIII. **Counter-Reformation** - Catholic fight back against the spread of Protestantism in Europe
3 - Key Event – The Black Death	**The Black Death** killed over 1/3 of England's population within two years of its arrival in 1348. There were two types of plague. The bubonic plague would start with buboes spreading across the victim's body, followed by blue or black patches of skin and vomiting before (most of the time) killing the victim. The pneumonic plague was spread by breath and attacked the lungs. **What did medieval people think caused the Black Death?** Today we know the bubonic plague was spread by fleas living on rats that were moving throughout Europe on merchants' ships. Most medieval people thought God had sent the Black Death as a punishment for their sins. Others believed the alignment of the stars could explain it. Some people believed 'miasma' (bad air) was causing the disease. **Medieval Treatments** As there was no real understanding of the cause, treatments were equally as far-fetched, e.g. drinking vinegar, bleeding, 'sweating it out'. Some doctors but frogs/live chickens on the buboes to absorb the poison. Some doctors realised that draining the buboes could help cure a victim too.	8 - Key Event – The Reformation	-In Europe By 1500, the Catholic Church had developed a reputation for corruption and were criticised for being too wealthy and taking advantage of Christians. -Protestants believed that each Christian should have a personal relationship with God and should have access to the Bible in their own language (instead of Latin, which only priests could read). -Protestants began giving sermons which attacked the Catholic Church and used the newly invented printing press to spread their ideas. This was all an attack on the Catholic Church.
4 – Key Event – The Peasants Revolt	**(Read this through and try to tell the story from memory) The Peasants' Revolt** - Having lost such a large section of the population during the Black Death, landowners found it difficult to find enough peasants to work their land. Peasants knew they were in demand and wanted higher wages. King Edward III tried to stop this with the Statute of Labourers (a law) which fixed peasant wages at the pre-Black death rate. In 1381, Richard II (14 years old) was King of England but left most of the government to his uncle, John of Gaunt (an unpopular nobleman who didn't care much about peasants). Gaunt raised a Poll Tax to help pay for war with France - it was deeply unpopular and when a royal official tried to collect the tax in Essex (May 1381) English peasants refused to pay and killed his servants! Wat Tyler organised 4000 rebels from Kent who joined with the peasants in Essex to march to London and demand that the king change his mind, The rebels burned a royal palace and executed the Archbishop of Canterbury. Richard II met with the rebels at Smithfield (15 June 1381); Wat Tyler was killed! The king promised to meet the peasants' demands if they returned home. He later went back on his promises and had the leaders tracked down and hanged. The Peasants' Revolt failed but the position of royalty was challenged.	9 - Key Event – Henry VIII's Desire to have a son	**Read this through and try to tell the story from memory (in your own words) Henry VIII's 'Great Matter'** By 1525, Catherine of Aragon (Henry VIII's first wife) was 40 years old, she had give him one daughter (Mary) but it was unlikely now that she would provide a male heir. Henry VIII needed a male heir to secure the throne and had also fallen in love with one of Catherine's ladies-in waiting, Anne Boleyn. In order to marry Anne, Henry needed to divorce Catherine, but this was not allowed by the Catholic Church. Henry claimed that the Book of Leviticus in the Bible showed that God did not approve of his marriage to Catherine as it stated that if a man married his brother's widow, they would remain childless - Henry VIII argued this meant God was punishing him by not giving him a son. Henry's chief minister, Thomas Wolsey tried and failed to convince the Pope to grant a divorce. Anne Boleyn was a keen reader of Martin Luther's ideas and despite the fact that Henry didn't like them, he used them to change religion in England forever, In Nov 1534 Parliament passed the Act of Supremacy; it confirmed England's break with Rome (the Pope), created a new Church of England and made King Henry VIII Supreme Head of the Church of England instead of the Pope. This left Henry VIII free to grant himself the divorce from Catherine. Henry VIII had secretly married Anne Boleyn in Jan 1533.
5 – Suggested Tasks	Complete **one** of the following for revision: 1. Create your own timeline of key events - can you add further detail to it? 2. Cover your knowledge organiser and create a spider diagram of everything you can remember; include key dates, people and events. Check it against the knowledge organiser - where are the gaps in your knowledge? 3. Make your own flashcards - put the date on one side and the event on the other.	10 – Key Event 3 – Religious changes	**Henry VIII's Religious Changes:** To ensure full support for the Act of Supremacy, all public figures and church-men were ordered to swear the Oath of Supremacy - anyone who refused was tried for treason and executed. The Dissolution of the Monasteries - the monasteries had provided, education, prayer and charity to the people of England for 1000 years but were also accused of being wealthy and corrupt. Henry was in need of money to fight wars. In 1536, he sent his men to strip the monasteries of their wealth and land and took it for himself; the monasteries were left to crumble.

Year 7 JBACC Cycle Two - British Values - Culture and Diversity in our Community

Week 1	Week 2	Week 3	Week 4	Week 5
Community - The people you live with/ near or share something in common with. **Identity** - The many things that make you unique. What makes you, you**.** **Tolerance** - Accepting people who have other points of view or who have a different way of doing things.	**Support network** - A group of people who provide emotional and practical help to someone, both when they are in serious difficulty and in their everyday life. **Democracy** - A system of government where representatives are elected by the people to run the country. **Diversity** - When a place has people from many different backgrounds and social groups.	**Faith** - Strong belief and trust in something. **Culture** - The ideas and traditions that define a group of people. **Religion** - A set of organised beliefs, practices and systems which usually relate to the worship of a God or Gods and the pursuit of a spiritual goal.	**Church** - A Christian religious building; or the group of Christians **Poverty** - Being unable to afford the basic things that other people in your society can afford. **Food banks** - A place where people can collect food and other essentials if they cannot afford to buy them.	**Zakah** - The pillar of Islam which instructs Muslims to give money to charity. **Puja** - Worship in Hinduism. **Dana** - Charity in Hinduism. **Sewa** - The belief in selfless service, shared by Hindus and Sikhs.
Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Khalsa - A group into which committed Sikhs can be initiated to demonstrate their devotion to their faith. **Synagogue** - The Jewish place of worship **Shabbat** - The Jewish day of rest. Many Jews avoid working or physical tasks on this day	**The perfect 12-marker:** **Paragraph 1* - AGREES** with the statement Point, Evidence, Explanation, Link **Paragraph 2*** - DISAGREES with the statement Point, Evidence, Explanation, Link **Paragraph 3** - CONCLUSION Overall, I think…, I think this because… *One of these paragraphs will include an EVALUATION of the argument This is a strong/weak argument because…	**Ethnicity** - Someone who believes in the existence of a god or gods, specifically of a creator who intervenes in the universe. **Immigration** - The act of moving to another country to live there. **Refugee** - A person who has forced to leave their country to escape war, persecution or a natural disaster. In law, a refugee is someone who has applied for asylum in another country and has been accepted.	**Commonwealth** - An association of 56 countries working towards shared goals of prosperity, democracy and peace. **UN** - The United Nations. An organisation of almost every country in the world which aims together to maintain peace and work together on world development goals. **Eurovision Song Contest** - An international song writing competition featuring participants representing primarily European countries.	**Send My Friends To School** - An organisation which brings together young people, politicians and teachers to campaign for quality education for children across the globe. **Campaign** - An organised course of action to achieve a goal **Equity** - Ensuring that all people get the same opportunities and experiences despite the fact they may have different starting points.

Maths - Sparx

Sparx for every year group is set at **1400 on Monday.**

Hand in (100% compulsory **AND TARGET)** is **0730 the following Monday morning,** for every year group.

All students must have completed a minimum of 50% compulsory **AND TARGET** by **0730 Thursday morning** or they will receive a compulsory invitation to Sparx catch up with maths staff. This is held on a **after school on Thursday 1500-1600 and students may leave when they are up to date.**

All students are expected to complete 100% of their compulsory **AND TARGET** homework. General support sessions are held on various evenings (depending on year group) in the library. Sparx only support sessions are held at **B+L on Friday** or Thursday after school on the maths corridor. Students can receive any additional Sparx support from their maths teacher during their own free time (when your teacher is unavailable other maths teachers can help).

Detentions for non 100% compulsory **AND TARGET** completion, are held **Monday's after school for 1hr.**

Incomplete or inadequate bookwork will also result in detentions.

It is expected that ALL outstanding Sparx HW will be completed to support you when you have been off and to keep you up to speed with the class and scheme of learning.

Staff: Sparx Coordinator: Miss Sadler (AJS)

Weekly Communication plan:

Action	When	By Whom
Homework set for all year groups	**1400 Monday**	Sparx
50% compulsory AND TARGET completed or compulsory Sparx catch up issued	**0730 Thursday**	Class teacher
Previous weeks Sparx statistics announced in whole school briefing	**Monday whole school briefing**	AJS
Homework due in, any incomplete work results in a detention. Parents are contacted by admin team and notified about detention.	**0730 Monday**	Maths team / admin team
Incomplete lists are shared with tutors and HoY.	**Monday**	AJS
Non completion detention runs after school. Failure to attend results in a Reset on Tuesday.	**1500 Monday**	PSW team

Year 7 Music Cycle Two - Memory and Software

Week 1

FILM MUSIC KEY WORDS

Compose - to write music of your own.

Atmosphere - the tone or mood of something.

Diegetic music - Music that exists within the film and the characters respond to.

Non-diegetic music - music that only the audience can here. Often known as….

Leitmotif - a short musical idea that represents a character or a place.

Underscoring - the music in the background of a film that creates the atmosphere.

Mickey mousing - where the music mimics what happens on screen in a funny way.

Week 3

FILM MUSIC KEY WORDS

Instrumentation - the choice of instruments and sounds used by a composer.

Dynamics - how loud or quiet music is.

Texture - how many layers the music has. Whether it is thick or thin.

Major - when the music sounds happy

Minor - when the music sounds sad

Consonant - chords or melody that sound nice together (in the same key or chord)

Dissonant - music or notes that clash and sound crunchy

Week 5

MUSIC TECHNOLOGY KEY WORDS

DAW - Digital Audio Workstation. Software which allows you to sample, sequence and use virtual instrument to create music.

Sampling - The recording of sounds (samples) for use in a piece of music. Examples include James Brown's drumbeats being sampled and reused in hip hop songs.

Sequencing - Using a DAW to arrange audio files into a piece of music.

Virtual Instruments - Computer program which make sounds like a real instrument e.g. violin.

MIDI - A way for electronic instruments to talk to each other (including computers).

Week 6

Improvisation - making up musical ideas on the spot, often in a given framework (blues chord sequence)

Chord - 2 or more notes played at the same time.

Bass line - a line of single notes one after the other played at a low pitch, related to the chord sequence.

Structure - how music is arranged from start to finish (sections are small parts of the whole structure - for example chorus)

Melody - the main tune of the song (often the lyrics in pop songs)

Tempo - how fast or slow the music is (the speed)

Dynamics - How loud or quiet the music is (the volume)

Texture - How many layers of sound are in the music (thick or thin - for lots or not many)

Pitch - how high or low the note is

Week 8

STRUCTURE OF A SONG

Intro - the beginning of the song, usually starts with a thin texture and builds up into the verse

Verse - Plays before the chorus, helps to lead up to the main musical idea (the riff or hook).

Chorus - The main section of the song, includes the leading musical riff (this could be your melody). Thick texture.

Bridge - Plays before the last chorus, includes a different musical idea (different melody/riff or chords). Helps break up the other

Week 10

TIPS FOR GOOD GROUP/ENSEMBLE WORK

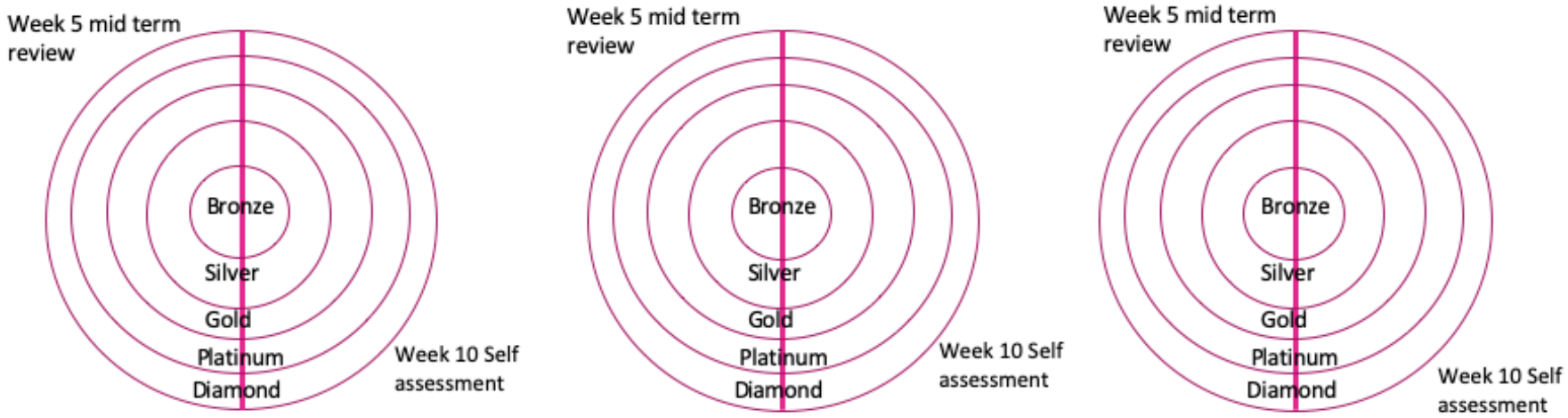
- Eye contact with your group leader and good communication
- Listening to your own part and how it fits in with others
- Enthusiasm and commitment
- Concentration/focus
- Improvisation when called upon/your turn

Year 7 Physical Education Cycle Two

PE Assessment

In PE we assess using Head, Heart, Hands. Across the year you will self assess along with being given a summative level. At the end of term we will spend time to reflect each area and then using the assessment wheel (below) you will shade in your current level for each of the 3 stands in PE. Once you have completed this reflect on the following three questions:

1. What level am I currently at? 2. Where do I want to be? 3. How do I get there?



Head

1. Leadership
2. Knowledge
3. Analysis
4. Decision Making
5. Tactical

Heart

1. Effort
2. Resilience
3. Respect
4. Motivation
5. Commitment

Hands

1. Skill Development
2. Skill Application
3. Fitness Levels
4. Technique
5. Competitive

Year 7 Physical Education Cycle Two - Confidence

1 - Confidence

Confidence:

The feeling or belief that one can have faith in or rely on someone or something.

Questions:

- What activities in PE do you feel confident in and why?
- How can confidence impact your engagement or attitudes?
- What can you do to improve your confidence in PE?

Please answer all questions in your KO books.

2 - Attitude

Attitude:

Refers to 'a feeling or opinion about something or someone or a way of behaving that is caused by this. Positive attitude is a mental attitude that focuses on the positives; It is a Mindset that uses the words, "I can", and "it is possible". **Links to Growth mind set.**

Questions:

- How did you attitudes impact your behaviour in a recent PE lesson?
- How can you demonstrate a positive attitude towards PE?
- How does your attitudes impact your behaviour in other subjects?

3 - Positive Approaches to PE

Positive Approaches to PE:

Attitude: How someone thinks or feels towards someone or something.

Effort: A vigorous or determined attempt.

Work Ethic: A belief that hard work has a moral benefit or value to strengthen character and individual abilities. A set of values centred on the importance of work and the determination to work hard.

Questions:

- What does a positive approach to PE look like?
- Did you approach your lesson positively today? How?
- How might you approach another subject more positively?

4 - Comfort Zones

Comfort Zones:

A comfort zone is an environment in which you feel comfortable and at ease. To learn and grow, sometimes in PE, we might need to step outside of this comfort zone to a feeling of elevated stress. This is known as the 'optimal performance' or 'growth' zone.

Questions:

- When in PE, what would you consider to be in your comfort zone?
- In PE, what would you consider to be outside of your comfort zone?
- How could being outside of your comfort zone support learning?

5 - Failure

Failure:

Failure is the act of not succeeding at something and giving up.

Success:

Success is the achievement of something that you have been trying to do. To achieve a desired goal.

Questions:

- Think back to your last PE lesson. How many times did you fail during the course of that lesson?
- How did you learn from this failure?
- How can failure help you in other subjects?

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

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

Verbs are in VIOLET

Feminine nouns are in PINK

Masculine nouns are in BLUE

Adjectives are in AMBER

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

Week 1	
son	they are
bueno/a	good (m/f)
pequeño/a	small (m/f)
malo/a	bad (m/f)
rico/a	rich (m/f)
antiguo/a	old (m/f)
bonito/a	pretty (m/f)
famoso/a	famous (m/f)
barato/a	cheap (m/f)
caro/a	expensive (m/f)
feo/a	ugly (m/f)
¿Cómo es?	What is he/she/ it like?

Week 2	
el/la	the (m/f)
entre	between
la ciudad	city
el centro	centre
la escuela	school
la iglesia	church
el mercado	market
la respuesta	answer
el teatro	theatre
el banco	bank
la plaza	square
lejos	far
cerca	close, near
el museo	museum
la tienda	shop

Week 3	
de	of
grande	big
el trabajo	job
la familia	family
el pueblo	town
el equipo	team
la vista	view
la película	film
interesante	interesting
la isla	island
el edificio	building
el plato	plate, dish

Week 4	
a	to
dar	to give, giving
doy	I give
das	you give
da	s/he/it gives
querer	to want, wanting
quiero	I want
quieres	you want
quiere	s/he/it wants
el dinero	money
el padre	father
la madre	mother
el hermano	brother
la hermana	sister
el regalo	present/gift

Week 5	
el balcón	balcony
la dama	lady
la torre	tower
el caballero	knight/gentleman
su	her/his/its
saber	to know, knowing
pasar	to spend time
blanco/a	white (m/f)
la flor	flower
la plaza	town square
llevar	to wear/carry

Week 6	
el trabajo	job, work
bastante	quite
fuerte	strong
el abuelo	grandfather
la abuela	grandmother
el perro	dog
hermoso/a	beautiful (m/f)
activo/a	active (m/f)
el primo	male cousin
la prima	female cousin
tenemos	we have
tienen	they have

Week 7	
mucho/a	much, a lot (m/f)
solo	only
el lugar	place
el río	river
rojo/a	red (m/f)
la naturaleza	nature
el árbol	tree
azul	blue
verde	green
amarillo/a	yellow (m/f)
el pájaro	bird

Week 8	
para	for
hacer	to do / to make
hago	I do / I make
haces	you do / you make
hace	s/he/it does / makes
cuándo	when
la noche	night
la actividad	activity
la tarde	afternoon/evening
la manaña	morning
cuál	which
cuánto/a	how much/many (m/f)
el deporte	sport
el dibujo	drawing
los deberes	homework

Week 8	
como	like
el tiempo	time
juntos/as	together
trabajar	to work, working
buscar	to look for, looking for
solo/a	only, alone (m/f)
el animal	animal
el campo	countryside
preparar	to prepare, preparing
la comida	food
descansar	to rest, resting

Week 10	
poder	to be able to / can
puedo	I can / am able to
puedes	you can / are able to
puede	s/he/it can / is able to
pedir	to ask for, asking for
preguntar	to ask, asking
¿Puedo ir a los servicios?	Can I go to the toilet?
jugar	to play, playing
el favor	favour
cambiar	to change, changing
participar	to participate, participating

Year 7 Combined Science Cycle Two

Key Vocabulary:

1. **Atom:** the smallest particle of a chemical element that can exist.
2. **Compound:** contains two or more types of atom joined together.
3. **Electronic configuration:** is the way in which electrons are arranged in an atom.
4. **Element:** contains just one type of atom.
5. **Mixture:** contains two or more substances that are not joined together.
6. **Solution:** when a substance has dissolved in a liquid.
7. **Solute:** the substance that has dissolved in a liquid to make a solution.
8. **Solvent:** the liquid the solute dissolves in to.
9. **Soluble:** A substance that can dissolve in a liquid.
10. **Insoluble:** A substance that cannot dissolve in a solvent.

Week 1

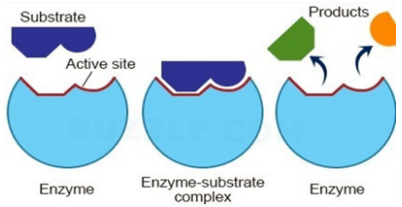
THE HUMAN DIGESTIVE SYSTEM

1. **Digestion** turns large insoluble food molecules into small **soluble** food molecules
2. In the **mouth** teeth grind food into smaller pieces and mix with **saliva** which contains **enzymes** to break down starchy food.
3. When food is swallowed it enters the **oesophagus.** Here, muscle movements called **peristalsis** move food to the stomach.
4. In the **stomach**, food is broken down by churning and **stomach acid.**
5. In the **small intestine** more **enzymes** are added along with **bile** from the **liver** which breaks down fat. Small food molecules are absorbed by the body.
6. Food that cannot be digested moves into the **large intestine.** Water is removed and absorbed by the body forming a more solid product called **faeces**.

Week 2

ENZYMES

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



Week 3

ENZYME ACTIVITY

1. The **3D shape** of an enzyme is important in how they work because within that shape is an active site.
2. The **active site** is where the substrate fits at the start of the reaction.
3. Different **substrates** have different shapes, so need different enzymes to break them down.
4. This explains why every enzyme can only work with **specific** substrates that fit the active site.
5. Changes in **pH** or **temperature** can affect the shape of the active site.
6. If the shape of the active site changes too much, the substrate no longer fits, and the enzyme will no longer catalyse the reaction.
7. We say that the enzyme has become **denatured**.

Week 4

STRUCTURE OF AN ATOM

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

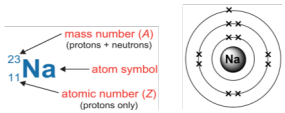
Particle	Charge	Mass
Proton	+ 1	1
Neutron	0	1
Electron	-1	1/1835

Year 7 Combined Science Cycle Two

Week 5

USING THE PERIODIC TABLE

1. You can use a **periodic table** to find the number of **subatomic particles** each element has.
2. The **atomic mass number** = the number of protons and neutrons.
3. To find the **number of neutrons** in an atom subtract the atomic number from the atomic mass.
4. The **atomic number** = the number of protons and is also the same as the number of electrons. This is because all atoms have **no overall charge.**
5. **Electrons** are found on the **outer shells** of an **atom.**
6. The **1st shell** can only hold **2 electrons.**
7. The **2nd** and **3rd** shell can hold up to **8 electrons.**
8. When drawing electronic configuration we used a **X** to represent electrons.



Week 6

CHEMICAL REACTIONS

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

iron + sulphur -> **iron sulphide**
reactants products

Week 7

RELATIVE FORMULA MASS

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

Week 8

FILTRATION

1. A **technique** used to separate **insoluble** substances from a mixture, such as **sand** or **rocks.**
2. It uses **filter paper** and a **filter funnel** to separate the insoluble substances from a **liquid solution.**
3. The larger insoluble substances are too large to pass through the filter paper.
4. The substance collected after the mixture has been separated is called the **filtrate.**
5. Filtration cannot separate smaller **soluble** substances that have dissolved into the solution.

Week 9

PAPER CHROMATOGRAPHY

1. A **technique** used to separate mixtures of **soluble** substances. These are often coloured substances such as **food colourings, inks, dyes or plant pigments.**
2. It can be used to find out which colours are mixed together.
3. It works because some compounds **dissolve** better in a **solvent** than others.
4. When a solvent moves along a strip of paper, it carries the substances in the mixture at different speeds.
5. **Solvent** is called the **mobile phase.**
6. The **paper** contains the **stationary phase**
7. The paper with the separated substances on is called a **chromatogram.**

Week 10

SIMPLE DISTILLATION

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

Support available to you

If you feel at immediate risk of harm call 999 Police

Safeguarding Concern - Help from our St James Safeguarding Team

You can email: **safeguarding@stjamesexeter.co.uk**

If worried/anxious/ or just want to talk contact…

Food Support

If your family need foodbank vouchers or help with free school meals please email

foodsupport@stjamesexeter.co.uk

Self-Isolating Support (families with vulnerable members/with symptoms)

If you need support for picking up prescriptions/ shopping or support for your parents/carers by a community volunteer due to your family self-isolating, please email **foodsupport@stjamesexeter.co.uk**

Mental Health Support Team

If you have concerns over your own or your family's mental health of you own or your family. Please complete a referral on additional form or call **07866159124**

MASH

If you have any safeguarding concerns about a child, you can call MASH on **0345 155 1071**

Childline

0800 1111

www.childline.org.uk

Free, 24-hour telephone helpline for children and young people anywhere in the UK. Get help and advice about a wide range of issues, talk to a counsellor online, send Childline an email or post on the message boards.

The Mix

0808 808 4994

www.themix.org.uk

Essential support for under 25s. Phone, Email, Web support and Counselling.

www.themix.org.uk/get-support/speak-to-our-team/crisis-messenger - The Mix's Crisis Messenger text service is available 24/7 and open to anyone aged 25 or under living in the UK.

If you're in crisis and need to talk, text **THEMIX to 85258**

Samaritans:

Helpline: **116 123**

Email **jo@samaritans.org**

www.samaritans.org

24hr service offering emotional support

Runaway Helpline:

116 000

Email - **116000@runawayhelpline.org.uk**

www.runawayhelpline.org.uk

Runaway Helpline is here if you are thinking about running away, if you have already run away, or if you have been away and come back. You can also contact the Helpline if you are worried that someone else is going to run away or if they are being treated badly or abused. You can call or text for free, 24 hours a day. It's all confidential.

Shout

is an affiliate of Crisis Text Line® in the UK that provides free, confidential support, 24/7 via text. It's a free 24/7 texting service in the UK for anyone in crisis anytime. Text **85258**

Kooth

www.kooth.com

Free, safe and anonymous support for young people.

Monday - Friday 12pm-10pm

Saturday - Sunday 6pm - 10pm

YMCA - Children and Young People's Wellbeing Service

Wellbeing Practitioners provide uses CBT (Cognitive Behavioural Therapy) techniques and goal-setting to build up emotional wellbeing and resilience in young people and their families.

Self-referral:
https://www.ymcaexeter.org.uk/cwpwellbeing/

Young Devon

Young Devon run a homelessness prevention scheme in Exeter, they can help 16 & 17yr olds and care leavers.

01392 331666 and ask to speak to the Homeless Prevention Team or email
yes.exeter@youngdevon.org

If you are under 18 call the Social Service Emergency Duty team **0345600 0388**

Online support and advice:

https://www.thinkuknow.co.uk/

Key things to remember:

- **Think before you post**
  Don't upload or share anything you wouldn't want your parents, carers, teachers or future employers seeing. Once you post something, you lose control of it, especially if someone else screenshots or shares it.
- **Don't share personal details**
  Keep things like your address, phone number, full name, school and date of birth private, and check what people can see in your privacy settings. Remember that people can use small clues like a school logo in a photo to find out a lot about you.
- **Watch out for phishing and scams**
  Phishing is when someone tries to trick you into giving them information, like your password. Someone might also try to trick you by saying they can make you famous or that they're from a talent agency. Never click links from emails or messages that ask you to log in or share your details, even if you think they might be genuine. If you're asked to log into a website, go to the app or site directly instead.
- **Think about who you're talking to**
  There are lots of ways that people try to trick you into trusting them online. Even if you like and trust someone you've met online, never share personal information with them like your address, full name, or where you go to school. Find out more about grooming.
- **Keep your device secure**
  Make sure that you're keeping your information and device secure.

More information can be found on our website: https://www.stjamesexeter. co.uk/about/safeguarding/

Work hard. Be kind.

St James