## Maidenhill School Knowledge Organiser

Year 7 – Term 5



Be kind, Aspire, Persevere, Achieve

Name: Tutor:

#### Planner - Term 5

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Week 1	Notes	Week 1		Notes	
Monday 28 <sup>th</sup> April		Monday 12 <sup>th</sup> May			
Tuesday 29 <sup>th</sup> April		Tuesday 13 <sup>th</sup> May			
Wednesday 30 <sup>th</sup> April		Wednesday 14 <sup>th</sup> May			
Thursday 1 <sup>st</sup> May		Thursday 15 <sup>th</sup> May			
Friday 2 <sup>nd</sup> May		Friday 16 <sup>th</sup> May			
Week 2	Notes	Week 2		Notes	
Monday 5 <sup>th</sup> May	No school – Bank Holiday	Monday 19 <sup>th</sup> May			
Tuesday 6 <sup>th</sup> May		Tuesday 20 <sup>th</sup> May	Week		
Wednesday 7 <sup>th</sup> May		Wednesday 21 <sup>st</sup> May	sment		
Thursday 8 <sup>th</sup> May		Thursday 22 <sup>nd</sup> May	Assessment Week		
Friday 9 <sup>th</sup> May		Friday 23 <sup>rd</sup> May			2

#### **Self-certification / Out of lessons**

#### **Self-certification**

Every student is entitled to self-certify to go to the toilet on 2 occasions each term, when they do not have a medical exemption (issued by school only, in conjunction with parents). This will equate to 12 opportunities a year.

Sign below and show to your teacher. If you have a reason that requires this page to be refreshed before the end of term, please speak to your Head of Year.

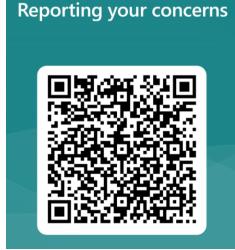
Date	Time	Student signature

Insert medical exemption here (Head of Year)
Raviaw/and data:

#### Student out of lesson record

Date and time	Reason	Staff signature

Have a problem? Worried about someone or something? Need someone to talk to? Scan the QR code and let us know.

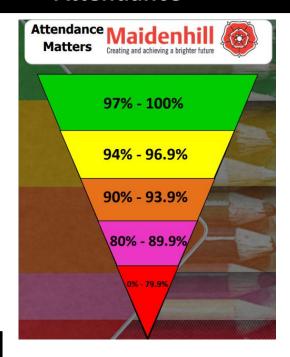


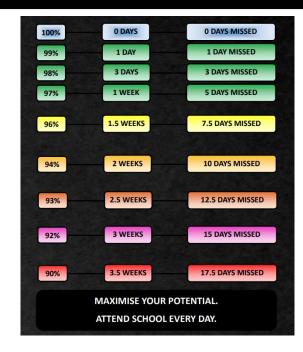
## Attendance – Term 5

#### **Attendance**



Attendance Groups		
Green	Expected Attendance	
Yellow	Risk of Underachievement	
Amber	Serious Risk of Underachievement	
Pink	Severe Risk of Underachievement (PA)	
Red	Extreme Risk (PA)	





#### **Personal Attendance Record**

Week	Monday	Tuesday	Wednesday	Thursday	Friday	%	Colour	1 1
1								
2								
3								
4								

# Agreement

#### **Home School Agreement and uniform expectations**

#### As a student of the school I will:

- Attend school every day and on time
- Represent the school in a positive way on my way to and from school
- Wear the correct school uniform smartly at all times
- Ensure I have downloaded the ClassCharts app and actively use the platform so that I am up to date with notifications regarding my behaviour, attendance, homework and detentions
- Follow the "Maidenhill Expectations" for all students regarding their Behaviour for Learning and uphold the school's expectations to 'Be kind, Aspire, Persevere and Achieve'
- Not use my mobile phone in school
- Go to reception if I need to contact home
- Be polite and considerate to all members of the school community
- Ensure that my behaviour has a positive impact on other students' learning and progress
- Refuse to take part in bullying or anti-social behaviour, including on social media
- Take responsibility for my own learning and actively participate in lessons
- Actively seek ways to improve my work and respond effectively to feedback
- Complete all my classwork and homework to the best of my ability and on time
- Respect the environment of the school and its neighbourhood, and help to keep it clean and tidy, free from litter and graffiti
- Represent the school in a positive way in the local community and when participating in school activities or visits, and on social media
- Talk with my parent(s)/carer(s) and school staff about any concerns in school
- Pass any written correspondence to my parents'/carers' on the day they are issued
- Interact positively with any school social media platforms.

Student Signature ......

#### Maidenhill Uniform

- Maidenhill school blazer needed at all times
- Maidenhill school tie
- Long or short sleeved plain white shirt, tucked in when in the school building
- Plain black, smart, tailored trousers
- Footwear should be a shoe and not a boot, and entirely black
- White, grey or black socks with no logos
- Black or nude tights. No patterns.
- Optional
  - Maidenhill skirt
  - Maidenhill shorts
  - Simple black belt
  - · Maidenhill jumper



- Jewellery must be easily removed for practical lessons. Earrings must be studs and not dangle. Necklaces should be underneath the shirt
- ❖ Make-up should be discreet
- Hair must not be of extreme style or colour. Long hair should be tied back for health and safety reasons in certain subjects





#### Maidenhill PE Uniform

- Red Maidenhill PE polo shirt
- Red Maidenhill hooded jumper
- Optional Rugby shirt
- Options for the lower half:
  - Plain black shorts with no logos
  - Black tracksuit bottoms with no logos
  - Maidenhill leggings
  - Maidenhill Skort
  - Plain black leggings with no logos



- White or black
- Red needed for all fixtures



- Suitable trainers
- Optional studded boots for football/rugby



#### **Borrowed uniform items**

Date	Item	Number	Returned





#### **Equipment and acceptable use of the school ICT facilities**

#### Equipment

You should be fully equipped for every lesson. Make sure you have the correct books for each lesson. It is always a good idea to pack your school bag the night before. Remember to check you timetable first. Here is a useful checklist.

#### **Essential requirements**

- ☐ At least 2 black pens
- ☐ 2 pencils and 2 x 2b or 4b pencils for Art, Design and Nutrition
- ☐ Ruler
- Rubber
- ☐ Pencil Sharpener
- Scientific calculator
- ☐ Colouring pencils and/or colouring pens
- ☐ Headphones for music
- ☐ PE kit to be worn on days with PE or dance

#### Student property

You are expected to have your clothing marked with your name and, wherever possible, all other items of property which you are expected to bring to school with you such as bags, pencil cases and PE kit named too.

Money, bus passes and other similar items of value should always be carried with you and never left in bags around the school at break and lunchtimes.

You have the opportunity, if you wish, to hand valuables to a teacher before PE and arrangements will be made for safe keeping. The changing rooms are not always locked during lessons. If you do not do this, the school cannot guarantee full security for your property.

#### **Network rules**

**Never share your password with anyone** – not even your best friend – if you suspect that someone knows it, change it or see an ICT technician as soon as possible

**Never share your user area with anyone** – email files to a friend or home as an attachment, or use Office 365 "One Drive"

Always log off before leaving a computer

**Never tamper with ICT equipment,** if your PC or laptop is damaged or not working properly, please inform a member of staff immediately. DO NOT disconnect, reconnect or move or swap any cables at any time

Never give a stranger any information about you or your home

Always communicate with strangers politely – ask a teacher to check before sending Don't suffer bullying – report and give a printout of any email or other material that offends you to a teacher

**Avoid the spreading of computer viruses** – from the internet or home. Keep your home virus checking software up to date

Do not attempt to download or install software – use only the software provided

Always give credit for information obtained from the internet

Do not eat or drink close to electronic equipment or in any computer room

**Use your printing credits with care** – extra print credits in any one week can only be obtained through the permission of a teacher whose work you need to print

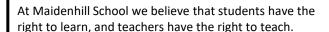
The use of the internet at school must be in support of learning. The use of all chat systems is strictly forbidden. Inappropriate use will result in access being withdrawn. A log of all internet access and activity is monitored throughout the day by the network staff so misuse of the system can be quickly identified and dealt with.

To access email from home, log on rmunify.com. School emails should only be used to communicate with staff/students about school related matters. You can also speak with staff via the message function on ClassCharts.

Visit the website 'thinkyouknow' for essential and excellent advice on using the internet safely outside of school.



#### **Behaviour for Learning**



When you make good choices and follow the rules, you will be rewarded.

#### Rewards

You can collect positive reward points in lessons and for completing quality homework. Rewards can be spent in the reward shop at the end of each term on vouchers, chocolate, stationery and much more! We have end of term rewards and end of year rewards in the form of our activities week, all to recognise the positivity and hard work you show each and every day.

If you make poor choices and do not follow the rules, then a clear set of consequences will follow.

#### Consequences

**C2** – This is a verbal warning

C3 – Issued with a BFL detention of 40mins

**C3r** – This is when you are sent out of a lesson, and you must move to the referral room. You will be issued with a 55mins detention. Those students that are removed from lesson five times in a term, will then receive a 1 day internal isolation in the refocus room for every subsequent C3r. This will be reset at the start of the next term.

C4 - Isolation in the refocus room

C4e - Educated off site at an alternative provision

**C5** – Fixed term suspension

#### Be kind, Aspire, Persevere, Achieve

#### C5 Exclusions

If a student receives a C5 they will be excluded from school for a fixed period of time.

Incidents for which a students may be excluded include:

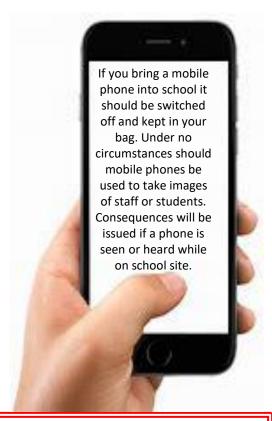
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social behaviour such as theft or damage to property
- A build-up of incidents which are unacceptable and contravene school standards
- Repeated disruption and defiance which has disturbed the learning of other students
- Persistent poor behaviour

If a student persistently behaves in an unacceptable manner, this could lead to a permanent exclusion.

In exceptional circumstances, it is appropriate for the Headteacher to permanently exclude a student for a first offence. These might include such things as:

- Serious actual or threatened violence against another individual
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

The school can take no responsibility for valuable items brought into school by students (so students are advised not to bring in expensive items).



- The following items are not allowed to be brought into school: •
- Alcohol and drugs
- Knives and other weapons
- Fireworks
- Cigarettes/e-cigarettes, vapes, tobacco, matches and lighters

Smoking is not permitted in school or on the way to and from school. Students found to be smoking/vaping or in possession of smoking/vaping equipment will receive a significant sanction.



- Aerosols
- Illegal substances
- Energy/fizzy drinks



#### **Bullying**

#### What is bullying?

Bullying is when one person or a group of people deliberately hurt, threaten or frighten someone over a period of time. It can be physical; like punching or kicking, or emotional like teasing or calling names.



#### Bullying includes repeated:

- Hitting
- Insults
- Cruel nicknames
- Making threats
- Isolating someone
- Damaging, taking or hiding property
- Writing or telling lies about someone
- Sending cruel text messages, video messages or emails
- Spreading rumours
- Being unfriendly and turning others against someone
- Posting inappropriate comments on websites and social media

#### When you are talking about bullying, be clear about:

**Types** 

Physical

Cyber

Verbal

Emotional

Prejudice based

- When it started
- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where and when it happened
- What you have already done about it

#### If you are being bullied, do not suffer in silence:

- Be firm look the bully in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult, peer or friend what has happened, straight away
- If you are scared to tell someone, get a friend to go with you
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened

#### If you are being bullied, you can expect that:

- You will be listened to and taken seriously
- Action will be taken to help stop the bullying
- You will be involved in the process of deciding what action to take to stop the bullying and any worries that you may have will be listened to and respected
- You will be given the opportunity to talk about the way that the bullying has made you feel and to find strategies to deal with these feelings and to understand and cope with bullying behaviour
- If you are ever in fear of your physical safety, staff will take immediate action to keep you safe

## Assessm

#### Year 7 Assessment Week 19<sup>th</sup> – 23<sup>rd</sup> May 2025



#### Your information and revision tasks can be found as follows:

- 1. English
- 2. Mathematics
- 3. Science
- 4. French
- 5. Spanish

#### **Expectations**

You are responsible for:

- ✓ Completing the revision tasks in tutor time as directed by your tutor to help you prepare.
- ✓ Completing all homework tasks that help you prepare for your assessment.
- ✓ Completing additional independent work to help you prepare.
- ✓ Attending school throughout the whole of assessment week so you do not miss the assessments.
- ✓ Being fully equipped for all assessments.







Subject: Greek Myths

Exam name:

You will write a monologue

Exam length: 1hr

Equipment needed: Black Pen

Task 1: Understanding Theseus and the Minotaur Read the summary of the story we will be using to inspire your monologue in the box below.

The story of Theseus and the Minotaur is a famous Greek myth about bravery and cunning.

King Minos of Crete demanded that Athens send seven boys and seven girls each year as a tribute to be sacrificed to the Minotaur, a monstrous half-man, half-bull creature that lived in the Labyrinth, a giant maze.

Theseus, the prince of Athens, volunteered to go and kill the Minotaur. When he arrived in Crete, Ariadne, King Minos' daughter, fell in love with him and gave him a ball of thread to help him find his way out of the Labyrinth.

Using his strength and skill, Theseus fought and killed the Minotaur. He then followed the thread back to escape and fled Crete with Ariadne. However, on the journey home, he forgot to change his ship's sails from black to white as he had promised his father, King Aegeus. Seeing the black sails, Aegeus thought his son was dead and jumped into the sea, which was later named the Aegean Sea.

#### Answer the following questions:

- Why do you think Theseus wanted to kill the beast?
- 2. How would you describe Theseus?
- 3. How do you think he would have been feeling when he realised, he forgot to change the sail?

Task 2: Emotions	
1. Choose an emotion from the list:	2. Imagine Theseus feeling this emotion.
☐ Excitement	
☐ Anger	
☐ Sadness	3. Write a short paragraph (4-6 sentences)
☐ Fear	describing what he is thinking and feeling on the
☐ Joy	lines below. Try to use descriptive language. E.g. My
☐ Nervousness	hands trembled as my heart pounded

#### Task 3: Sensory snapshot

- 1. Look at the image.
- 2. Complete the table below with what your character experiences in the scene.

Sense	Description
See	
Hear	
Feel	
Smell	
Taste	



Subject: Mathematics Exam

Exam name:

Section A - Non calculator

Section B - Calculator

Exam length: 1hr

**Equipment needed**: Black Pen, pencil, rubber, ruler and protractor, calculator

#### Content covered in the exam

- Averages
- Number
- Expression and equations
- Geometry metric conversion, area and perimeter
- Fractions
- Ratios
- Lines and Angles

Unit test	Key Topics	Sparx maths videos
	Read and construct grouped tally charts and frequency tables.	M597
D1 Averages and Charts	Read and draw pictograms, bar charts and bar-line charts.	M644, M738
	Calculate the mode, median, mean and range from both a set of values and frequency tables.	M940, M934, M287
	Know and use the priority of operations, including brackets (BIDMAS).	M521
N1 Number calculations	Add, subtract, multiply and divide whole numbers using written methods.	M187, M354
Number	Add, subtract and multiply with negative numbers	M106, M288
	Use estimation to check an answer to a multiplication.	M878
	Simplify linear algebraic expressions by collecting like terms.	M531
A1 Expressions and Equations	Use letters to represent unknowns in algebraic expressions.	M795
	Use brackets with numbers and letters.	M237
	Substitute positive integers into formulae.	M208
	Write simple formulae using letter symbols.	
	Round decimals to make estimates and approximations of calculations.	M431
G1 Measures	Convert between metric units of length, mass and capacity.	M772, M761, M530
	Work out the perimeters of composite shapes	M635, M690
	Calculate the area of shapes made from rectangles	M390
	Use metric and imperial units.	

	Compare fractions	M335
	Simplify fractions by dividing numerator and denominator by common factors.	M671
N2 Fractions	Express one quantity as a fraction of another.	M157
	Change an improper fraction to a mixed number	M601
	Add and subtract simple fractions.	M835
	Multiply and divide fractions	M157, M110
	Use the unitary method to solve simple word problems	M885
R1 Ratio and	Divide a quantity into two parts in a given ratio.	M525
proportion	Use fractions to describe and compare proportions.	M478
	Solve word problems involving ratio	M525
	Use a protractor to measure and draw angles.	M780
G2 Lines and	Identify angle and side properties of triangles and quadrilaterals	M351, M679
Angles	Use the rules for angles on a straight line, angles around a point and vertically opposite angles.	M818, M163
	Identify and name types of quadrilaterals.	M276

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1) Order the following from smallest to largest \_\_\_\_\_\_

-9, 8, -2, 5, -5, -15

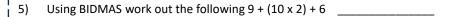
- 2) Expand 7(b + 2) \_\_\_\_\_
- 3) Circle the 3 types of triangles from the list below

Right angle Square Hexagon Scalene Isosceles Octagon

4) Angles on a straight-line sum to \_\_\_\_\_\_0 whereas angle around a point sum to \_\_\_\_\_\_0.



4cm



Sarah eats 4/11 of a chocolate bar, how much is left?

7) Simplify f + f + f + f + f + f = \_\_\_\_\_ Simplify 8a + 6 - 4a + 10

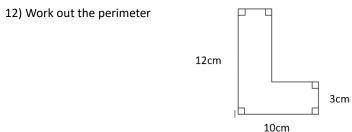
8) A school has 224 pupils in Year 7, they are organising a trip to the theatre. Coaches can hold 42 pupils per coach. How many coaches are needed?

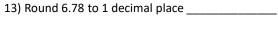
9) Convert 9.65kg into grams \_\_\_\_\_

10) Simplify 9a x 3a = \_\_\_\_\_

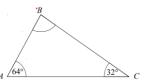
11) Circle the correct unit of measurement for area.

cm<sup>2</sup> cm<sup>3</sup> cr





14) Find the missing angle, remember angles in a triangle sum to \_\_\_\_\_\_0

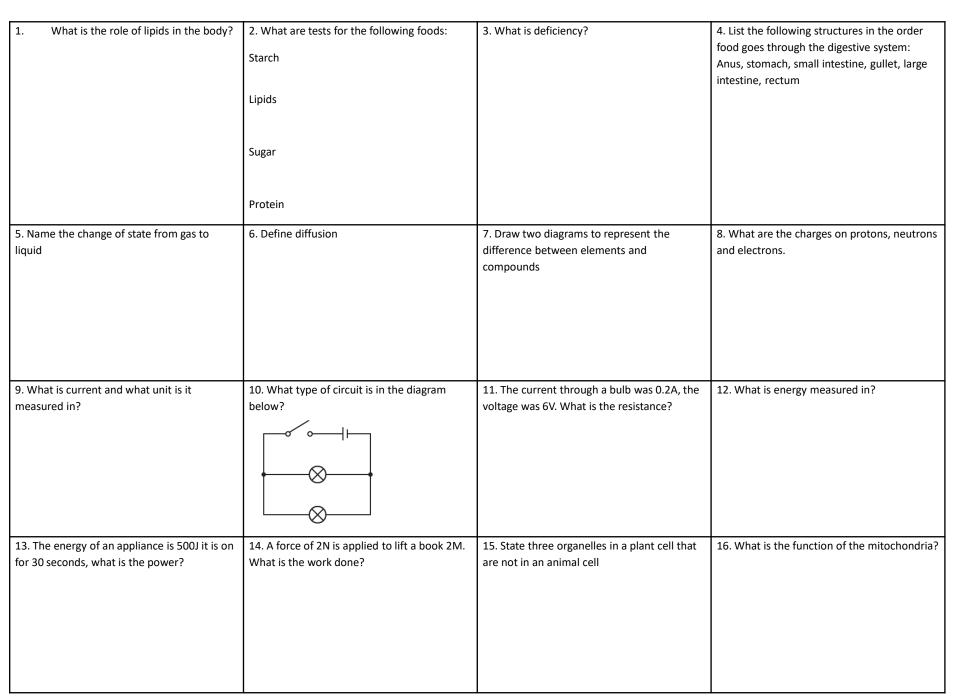


#### Content Content Content **Structure and Function of Body Particles Electricity and Magnetism Systems** Particle model **Electrostatics** Levels of Organisation States of Matter **Current and Circuits** Gas Exchange Melting and Freezing Point **Potential Difference Breathing** Series and Parallel **Boiling** Skeleton Diffusion Resistance Movement-joints and Gas Pressure Magnets and Magnetic Field Muscles **Elements, Atoms and Compounds** Electromagnets Cells **Elements Energy** Observing cells Food and Fuels **Atoms** Plant and animal cells Compounds Energy and temperature Specialised cells Chemical Formulae **Energy Transfer** Movement of substances **Periodic Table Energy resources** Unicellular organisms Metals and Non-Metals **Energy and Power Health and Lifestyle** Work, Energy, and Machines Group 1 **Nutrients** Group 7 Food tests Group 0 **Unhealthy Diet Digestive System** Bacteria and enzymes in digestion Drugs, alcohol and smoking **Important information** Support Length of exam-55minutes Educake Equipment needed: pen, pencil, ruler, rubber and **BBC** Bitesize

calculator.

Your Knowledge organisers from previous terms

Your exercise books.





#### **Assessment details**

- The assessment will last 1 hour.
- You will be assessed on your listening, reading and translating skills.
- You will not be able to use a dictionary or your vocab book.
- You will need a pen and may like to use a highlighter.

#### **Topics covered**

- School
- Describing your house and the area in which you live
- · Possessions and activities
- Pets

#### **Quick practise**

- 1. J'habite dans un appartement en ville.
- 2. Je suis en sixième au collège.
- 3. Dans ma maison il y a un salon et trois salles de bains.
- 4. Sur mon portable, je bavarde avec mes copains.
- 5. Je fais des concerts avec ma famille.
- 6. I watch a film with my friends.
- 7. I meet up with my friends and play table football.
- 8. I am in year 10.
- 9. I live in a detached house in the countryside.
- 10. In my house there is a kitchen and a garden.

#### Support

Languagenut - log in to your account and follow the instructions:

- 1. Navigate to the homepage.
- 2. Click 'Vocab trainer + AI chat' (you need to click this twice)
- 3. Click on 'school' (on page 2) then click on clothes. Use this to help with school revision.
- 4. You can also find the vocab on 'where I live'.





Cahaal and hama	
School and home	
la sixième	Year 7
la cinquième	Year 8
la quatrième	Year 9
la troisième	Year 10
une classe	class
un collège	secondary school
le copain	friend, mate
un(e) élève	pupil, student
un kilomètre	kilometre
une matière	subject
un(e) prof(esseur)	teacher
une salle (de classe)	(class)room
j'habite	I live
dans	in
un appartement	flat
une chambre	bedroom
une maison individuelle	detached house
une maison jumelée	semi-detached house
un pavillon	bungalow
en banlieue	in the suburbs
à la campagne	in the countryside
à la montagne	in the mountains
dans un village	in a village
en ville	in town

comics
console
DVDs
MP4 player
computer
novel
TV
mobile (phone)
I chat with my friends
I do concerts
I play table football
I play pool
I play football
I watch a film
I meet up with my friends
I go to the bar

Pets	
un animal	animal
un chat	cat
un cheval	horse
un chien	dog
un cochon d'Inde	guinea pig
un lapin	rabbit
un lézard	lizard
un oiseau	bird
un phasme	stick insect
une tortue	tortoise

#### **Assessment details**

- · The assessment will last 1 hour.
- You will be assessed on your reading, translating, writing and speaking skills.
- You will not be able to use a dictionary or your vocab book during the assessment.
- You will need a black or blue pen and may like to use a highlighter.

#### **Topics covered**

- School subjects
- Opinions on school subjects and your teachers
- What you study on different days of the week
- Your favourite day of the week and why
- Describing your school

#### **Quick practise**

- 1. Por la tarde, estudio el inglés y la informática.
- 2. En mi insti, hay un comedor moderno y un patio pequeño.
- 3. Me gusta mucho el español porque es muy útil y bastante fácil.
- 4. Mi día favorito es el viernes porque estudiamos la educación física por la mañana.
- 5. La profesora de historia es un poco rara pero muy paciente y generosa.

Choose an adjective from the box to complete each sentence. There may be more than

one answer, but the adjective must agree with the noun. The sentence must be logical!

6. Do you like maths?

8. The library is quite old and ugly.

- 7. I don't like RE because it's boring and difficult.
- 9. I really don't like science because the teacher is strict.

No me gusta nada el inglés porque es ——.

Me encantan las matemáticas porque son ——.

Me gusta mucho la informática porque es ——.

Me gusta el español porque la profesora es ----.

- 10. My favourite day is Wednesday because I study Drama and I love it!

#### **Enrichment Opportunities**

Languagenut - log in to your account and follow the instructions:

- 1. Navigate to the homepage.
- 2. Click 'Vocab trainer + AI chat' (you need to click this twice)
- 3. Click on 'school' (on page 2) then click on any
- School opinions
- School subjects
- of the following sets: Describing my school

El profesor de religión es ——. En mi instituto la piscina es ----.

- El comedor es ——.
- Los laboratorios son ——.

antiquo modernos pequeña simpática

fácil severo aburrido

interesantes

18



#### ¿Qué estudias? What do you study?

Estudio	l study	
ciencias	science	
dibujo	art	
educación física	PE	
español	Spanish	
francés	French	
geografía	geography	
historia	history	

informática	ICT
inglés	English
matemáticas	maths
música	music
religión	RE
teatro	drama
tecnología	technology

singular		plural		English
masculine	feminine	masculine	feminine	
moderno	moderna	modernos	modernas	modern
antiguo	antigua	antiguos	antiguas	old
bonito	bonita	bonitos	bonitas	nice
feo	fea	feos	feas	ugly
pequeño	pequeña	pequeños	pequeñas	small
grande	grande	grand <b>es</b>	grand <b>es</b>	big



#### ¿Cuál es tu día favorito? What is your favourite day?

Mi dia favorito es el	My favourite day is
lunes/el martes.	Monday/Tuesday.
Los lunes/martes	On Mondays/Tuesdays
estudio	I study
¿Por qué?	Why?

Porque	Because	
por la mañana	in the morning	
por la tarde	in the afternoon	
estudiamos	we study	
no estudio	I don't study	

#### Opiniones Opinions

¿Te gusta el dibujo?	Do you like art?
Si, me gusta (mucho) el dibujo.	Yes, I like art (a lot).
No, no me gusta (nada) el dibujo.	No, I don't like art (at all).
¿Te gustan las ciencias?	Do you like science?
Si, me encantan las ciencias.	Yes, I love science.

aburrido/a	boring
dificil	difficult
divertido/a	amusing, funny, fun
fácil	easy
importante	important
interesante	interesting
práctico/a	practical
útil	useful

#### Los profesores Teachers

El profesor/La profesora	The teacher is	raro/a	odd	
es		severo/a	strict	
paciente	patient			

#### ¿Qué hay en tu insti? What is there in your school?

	70
En mi insti hay	In my school, there is
un campo de fútbol	a football field
un comedor	a dining hall
un gimnasio	a gymnasium
un patio	a playground
una biblioteca	a library
	-

una clase de informática	an ICT room
una piscina	a swimming pool
unos laboratorios	some laboratories
unas clases	some classrooms
No hay piscina.	There isn't a swimming pool.

## Contents Page

#### **Maidenhill Knowledge Organisers**



#### Your Knowledge Organiser for each subject can be found in the following order:

- 1. English
- 2. Mathematics
- 3. Science
- 4. Art, Design, Nutrition and Dance (on rotation)
- 5. Computing
- 6. Drama
- 7. French
- 8. Geography
- 9. History
- 10. Music
- 11. Physical Education
- 12. Religious Studies
- 13. Spanish

#### **Expectations**

You are responsible for looking after your Knowledge Organisers. You should:

- ✓ Memorise and build upon the information in each Knowledge Organiser.
- ✓ Keep them neat and tidy.
- ✓ Bring them to school each day.
- ✓ Refer to them in lessons and when completing homework.

## 00 Colorful Words o Use in Place of "Said"

Rhyming words occur sometimes in patterns. wery opten in poems, Onomatopoeia

When a word imitates the sound it makes

(e.g. BANG, SPLASH)

using the words diggerent things, Compares two "Like" or "as". Similes

after eggected by the punctuation and shape The glow of a poem, of a poem. Rhythm

**TECHNIQUES POETIC** 

Identifies something as being the same as something else.

Have a big impact Tone and Pace on shythm and punctuation. egpected by

admitted

advised

multiple When words and phrases are repeated

More than one word times. beginning with the same letter (close together in text). Alliterations

bragged chatted cheered

began

complained confessed croaked groaned moaned gasped gurgled fretted denied cried

b

P

assured

avowed

Repetition

interrupted demanded bellowed coughed insisted growled boasted boomed argued barked griped ranted hissed eered raved P stammered protested squeaked mumbled objected pleaded sniffled bawled sopped

chortled added 0



exclaimed gushed

convinced comment

crowed

nstructed

Fiction...

LITERARY DEVICE	DEFINITION	EXAMPLE
Simile	A comparison using "like" or "as"	Her eyes were like shining stars
Metaphor	A comparison without using "like" or "as"	Life is a journey
Personification	Giving human qualities to non- human things	The wind whispered through the trees
Hyperbole	An exaggeration for emphasis	I've told you a million times
Alliteration	Repetition of the same sound at the beginning of words	Peter Piper picked a peck of pickled peppers
Onomatopoeia	Words that sound like what they mean	Buzz, hiss, sizzle
Irony	A contrast between what is expected and what actually happens	A fire station burning down
Foreshadowing	Hinting at what will happen later in the story	The ominous music in a horror movie
Symbolism	Using objects or actions to represent ideas or qualities	A dove as a symbol of peace
Imagery	Descriptive language that creates a picture in the reader's mind	The sun set over the ocean, painting the sky with shades

## Non-fiction...

- Direct address
- Fact
- Opinion
- Rhetorical question
- Repetition
- **Emotive language**
- Statistics
- Three (list of)
- Imperative



of orange and pink



## Conjunctions

## Addition

Further Also 100

Additionally In addition Besides Finally Then Last

#### Example Such as

Illustrated by For one thing For example In particular For instance Specifically That is

## Summary

In other word In general After all It seems Clearly In short Anyway In brief In sum

## Comparison

A smilar ...

Equally

Likewise Similarly

Comparable

As with

## Place

Adjacent to Opposite to In the back Next to Beyond Nearby Here

### Time

Immediately In the past Eventually Currently Presently Finally At last

## There

COLON

PERIOD

EXCLAMATION

**PUNCTUATION** 

At that point

SEMICOLON

HYPHEN

PARENTHESIS

APOSTROPHE

Use to intro

In the meantime

## Meanwhile

ELLIPSIS

QUOTATIONS

COMMA

Use to Join separate words to make one

n the same way

Another ... like

Use around words that are spoken.

(Shows ownership)
Their cat is the sweetest (Shows

(Refers to a place)
He went in the door over there

(A contraction for "they are") They're going to the movies.

## en analys sha 2

THIS SHOWS	THIS SUGGESTS	THIS HIGHI IGHTS	THIS INTERESTS
			- COLONIAL PROPERTY OF THE PRO
Demonstrates	Implies	Emphasises	Fascinates
Reveals	Infers	Stresses	Amuses
Exposes	Hints at	Reinforces	Satisfies
Discloses	Signifies	Spotlights	Terrifies
Uncovers	Connotes	Underlines	Enthrals
Encapsulates	Denotes	Accentuates	Enthuses
Proves	Insinuates	Underscores	Stimulates
Validates	Intimates	Foreshadows	Galvanises
Exhibits	Advocates	Exaggerates	Animates
Establishes	Poses	Reiterates	Rouses
Denotes	Conjures	Magnifies	Stirs
Displays	Symbolises	Zeroes in on	Placates
Flaunts	Points towards	Promotes	Provokes
Showcases	Indicates	Publicises	Deceives
Presents	Alludes to	Pinpoints	Astonishes

Conjunctions

Support

English

#### **1.1 Brief History of Greek Myths**

In ancient Greece, people told stories about powerful gods and goddesses who lived on Mount Olympus. Zeus was the king of the gods, ruling the sky with his lightning bolt, and his wife Hera was the queen. Other gods like Poseidon controlled the sea, and Athena was the goddess of wisdom and war strategy.

These gods often interacted with heroes like Heracles, known for his strength, and Perseus, who defeated the Gorgon Medusa. The myths explained natural phenomena and human emotions while entertaining the ancient Greeks. Today, these stories continue to captivate us with their timeless tales of adventure and magic.

#### 1.2 Pandora's Box

The story of Pandora's Box is about a curious woman named Pandora. According to Greek mythology, the gods gave Pandora a beautiful box but told her not to open it. However, her curiosity got the better of her, and she opened the box. To her surprise, all sorts of troubles and sorrows flew out, spreading across the world. Pandora quickly closed the box, trapping only hope inside. This myth teaches us about the consequences of curiosity and the importance of hope in challenging times.

#### **Recommended Reading**

Percy Jackson & the Lightning Thief (series) - Rick Riordan Starcrossed by Josephine Angelini The Flame of Olympus (Pegasus Series) Kate O'Hearn Medusa by Jessie Burton A Song for Ella Grey by David Almond

#### 1.3 Theseus and the Minotaur

The myth of Theseus and the Minotaur is an exciting story from Greek mythology. Theseus, a brave Greek hero, volunteers to go to the island of Crete to slay the Minotaur, a fearsome creature with the body of a man and the head of a bull. King Minos of Crete had demanded that Athens send seven boys and seven girls as tribute every year to be fed to the Minotaur.

With the help of Ariadne, the daughter of King Minos, Theseus navigates the labyrinth where the Minotaur lives by using a ball of thread. He successfully defeats the Minotaur, and with Ariadne's help, finds his way back out of the maze. Theseus and the other Athenian youths then escape Crete.

The story of Theseus and the Minotaur is a tale of bravery, cleverness, and overcoming challenges, highlighting the triumph of a hero against a formidable foe.

#### 1.4 Morals

A moral is a lesson or message that a story or situation teaches us about what is right or wrong, good or bad, or how we should behave. It's like the "point" or "meaning" behind a story. Morals often help us understand the consequences of actions and guide us to make better choices in our own lives. In simple terms, it's the lesson we can learn from a story that can help us become better people.







#### 1.5 Key Vocabulary

Vocabulary		Vocabulary	
Audacious	Willing to take risks.	Oppressive	Harsh, brutal treatment.
Betrayal	The act of breaking trust.	Perilous	Extreme danger
Courageous	Brave; not scared.	Repulsive	Creating extreme disgust.
Cunning	Good at sneaky behaviour.	Tyrannical	Cruel use of power.
Deceptive	Giving an impression that is not true/accurate.	Valiant	Showing bravery / determination.
Devious	Good at using immoral actions to achieve goals.	Vanquish	To defeat completely.
Envious	Longing for someone else's things or life.	Vengeful	Seeking to harm in return for previous harm received
Hubristic	Extreme confidence / pride.	Vindictive	A strong and unreasonable desire for revenge.
Labyrinth	Confusing network of paths.	Wrath	Extreme anger
Malicious	Intending to do harm	Zealous	Showing great enthusiasm for a cause.

#### 1.6 Zeus

Zeus is a powerful figure in Greek mythology, often considered the king of the gods. He is the ruler of Mount Olympus, the highest mountain in Greece, where the gods live. Zeus is known for his lightning bolt, which is his mighty weapon.

As a young god, Zeus successfully led a rebellion against his father, Cronus, who had swallowed Zeus's siblings to prevent them from challenging his rule. Zeus freed his brothers and sisters, and together they defeated Cronus and the Titans, establishing a new era of rule by the Olympian gods.

Zeus is associated with the sky and thunder, and he plays a key role in many Greek myths. He is often depicted as a wise and powerful deity who enforces justice among the gods and mortals. His stories showcase both his strength and his leadership in the divine hierarchy. Overall, Zeus is a central figure in Greek mythology, embodying the idea of a supreme ruler among the gods.

#### **1.6 Descriptive Writing**

Imagery: use sensory details (sight, sound, touch, taste, and smell) to create a mental picture for the reader. Visualise the scene you are describing and think about how you can convey those images through words.

Use of Adjectives: use descriptive adjectives to make nouns more vivid. For example, instead of saying "flower," say "vibrant red rose." Figurative Language: introduce similes and metaphors to add depth to your descriptions. For instance, "The clouds were as fluffy as cotton

candy" or "The river was a silver ribbon winding through the valley."

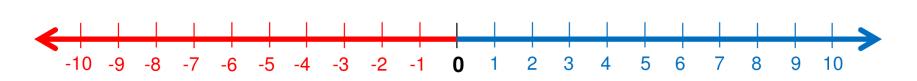
Vary Sentence Structure: use a mix of short and long sentences to create rhythm and flow in your writing. This can help maintain the reader's interest.

Show, Don't Tell: show emotions or actions through specific details rather than simply stating them. Instead of saying "she was sad," describe her teary eyes and slouched posture.

Use of Dialogue: introduce dialogue to bring characters and scenes to life. Dialogues can provide insights into characters' personalities and move the story forward.

Engage the Five Senses: think about how the setting or scene might engage each of the five senses. What does it look like, sound like, feel like, 25 smell like, and even taste like?







#### Multiplication Table Grid 1-12

Х	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

### **Ratio and Proportion**

#### What do I need to be able to do?

By the end of this unit, you should be able to: Use direct proportion

- Simplify ratio
- Divide quantities into a given ratio
- Use fractions and percentages to describe proportions
- Understand and use the relationship between percentages, ratio, and proportion

#### **Key Words**

Quantity: the amount or number of something

**Ratio:** a way of comparing two or more quantities

For every 4 cows there are 3 pigs

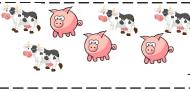
**Proportion:** compares a part with a whole. You can write a proportion as a fraction, a decimal, or a percentage **Direct proportion:** as one quantity increases or

decreases, the other increases or decreases at the same rate. Unitary method: find the value of one item before



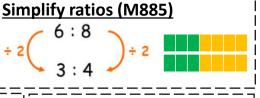


'The ratio of pigs to cows is three to four'. Written as 3:4



For every 3 pigs there are 4 cows

finding the value of more



**Direct proportion (M478)** 

3 memory sticks cost £24.

How much do 7 memory

sticks cost?

**Enrichment** 



"For every 2 strawberries I have 4 bananas and 6 berries"

Ratio of strawberries, bananas and berries

2:4:6

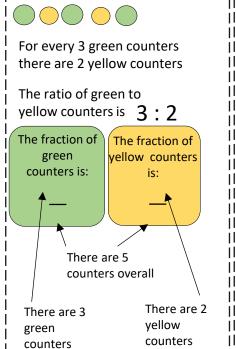


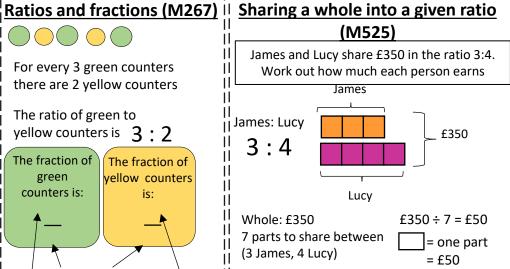




The order of notation follows the order of the parts

The colon notation is the symbol for ratio "For every..."





James James =  $3 \times £50 = £150$ Lucy =  $4 \times £50 = £200$ 

Lucy

£350

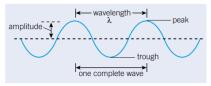
£24 1 memory stick = £24  $\div$  3 = £ 7 memory sticks = f x 7 = f£8 £8 £8 £8 £8

Reasoning. If the ratio of pigs to cows is 3:4, is it possible for the farmer to have 28 animals? Be prepared to explain your view.

Scienc

#### **Properties of waves**

A wave is an **oscillation** or **vibration** that transfers energy. Matter is not transferred. Waves can be longitudinal or transverse.



Amplitude - distance from the middle to the top or bottom of the wave

Wavelength - distance between a point on the wave to the same point on the next wave

**Trough** – bottom of the wave **Peak** – top of the wave

Frequency - how many waves go past a particular point in a second, measured in hertz (Hz) or kHz

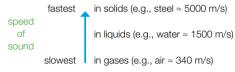
If waves meet they **superpose**. This means they add up or cancel out, depending on if they are in time with each other or not.

#### Transverse and longitudinal waves **Transverse** waves oscillations perpendicular to energy transfer oscillations parallel to energy transfer Longitudinal waves

#### **Sound waves**

Sound is produced by vibrations, which make air molecules oscillate.

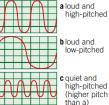
Sound is a longitudinal wave.



Waves can be **reflected** from a surface. The wave hitting the surface is the incident wave, and the wave bouncing off is the reflected wave. A reflected sound wave is heard as an echo. The time delay of an echo can be used to work out the distance to an object.

**Ultrasound** (waves >20 kHz) is used to make images of unborn babies, in medical scans, and for underwater (sonar) searches.

#### **Measuring sound**



Oscilloscopes display sound waves.

Humans can hear frequencies 20 Hz to 20 kHz. Above this is ultrasound. Below this is infrasound.

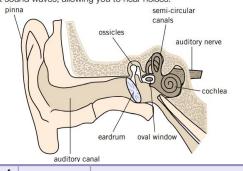
Sound volume is measured in decibels (dB). The decibel scale is not linear - a 10dB increase is 10 times the volume

#### Recording and playing sounds

In a microphone sound waves hit a **diaphragm** making it vibrate. This produces an electrical signal by moving a coil of wire over a magnet. Speakers are the opposite to microphones - an electrical signal is turned into sound by moving a cone backwards and forwards.

#### Hearing

Your ear is made of many specially adapted structures that detect and transmit sound waves, allowing you to hear noises.



	sound travels through it to reach the eardrum  vibrates and passes vibrations to the ossicles	
Part of ear	Structure	Function
	pinna	directs sound into auditory canal
outer ear	auditory canal	sound travels through it to reach the eardrum
	eardrum	vibrates and passes vibrations to the ossicles
middle ear	ossicles	tiny bones that <b>amplify</b> sound
inner ear	cochlea	filled with thousands of tiny hairs and liquid – sound makes the hairs move, which sends an electrical signal to your brain
	semi-circular canals	helps you keep your balance

Hearing damage be caused by a number of factors, for example:

- a hole in the ear drum (grows back naturally)
- canal blocked with wax (curable)
- loud sounds or injury, causing damage to the hairs in the cochlea (permanent).

**Key terms** 

Make sure you can write definitions for these key terms.

amplify amplitude auditory canal auditory nerve cochlea longitudinal compression decibel diaphragm eardrum frequency incident wave infrasound oscillation oscilloscope ossicle oval window peak pinna rarefaction ultrasound vibration wavelength pitch reflected semi-circular canal superpose trough transverse



#### **Enrichment Opportunities**

Seneca Learning: <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>

BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/z8d2mp3/revision/1

Practical to do at home: https://www.fizzicseducation.com.au/category/150-science-experiments/light-sound-experiments/

Scienc

#### What are mixtures?

**Mixtures** are different substances found together, but not chemically bonded. This means the different substances can be **separated** from each other.

In a **compound**, different substances are chemically bonded together, while in a mixture they are not.

The substances that make up a mixture keep their own properties and are easy to separate.

You can change the amounts of the substances in a mixture.

You can tell the difference between a pure substance and an impure **substance** – a pure substance has a single, sharp melting point, while an impure substance (a mixture) has a range of temperatures for its melting point.

#### Solutions

Solutions are a type of mixture made of two parts:

- **Solvent**: the liquid that makes up most of the solution.
- 2 Solute: the substance that is added to the solvent and dissolves into it.

The solute usually starts as a solid, and its particles break away from each other and move into the solvent.

#### Solubility

The **solubility** of a solute means how much solute can dissolve in a certain volume of solvent.

- Different solutes have different solubilities in different solvents.
- Increasing the temperature often increases the solubility.
- Soluble substances can dissolve, insoluble substances cannot.

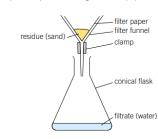
**Saturated:** when so much solute has been added to the solvent that no more can dissolve, we say the mixture is saturated.

#### How can we separate mixtures?

#### **Filtration**

A method to separate a mixture of an undissolved solid and a liquid.

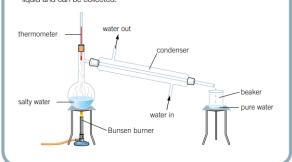
- 1 Filter paper has extremely small holes in it.
- 2 Particles in a liquid or solution are so tiny that they can fit through the holes.
- 3 Larger particles of the solid are too big to fit through the holes and are held back by the paper
- . Residue: solids left behind in the filter paper.
- Filtrate: the liquid that passes through the filter paper.



#### Distillation

A method that separates a solute and a solvent while keeping the solvent.

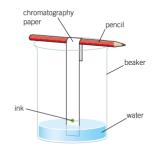
- 1 The solution is boiled so the solvent turns in to a gas.
- 2 The gas is then cooled down in a condenser, where it turns back into a liquid and can be collected.



#### Chromatography

A method used to separate mixtures that are soluble in the same solvent.

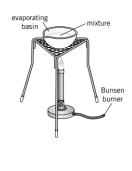
- 1 A mixture like ink is placed on a piece of paper, which is placed in a solvent.
- 2 As the solvent moves up the paper it separates all the different constituents (parts) of the ink, producing a chromatogram.



#### **Evaporation**

A method to separate a solute and a solvent, keeping the solute.

- 1 The solution is heated then left in an evaporating basin until all the solvent
- 2 The solute is left behind as a solid.



**Key terms** 

Make sure you can write definitions for these key terms.

chromatography condenser impure substance insoluble chromatogram compound dissolve distillation evaporation filtrate filtration filter paper solute soluble solubility solution solvent separate

#### **Enrichment Opportunities**



A practical you can do at home – chromatography flower: https://buggyandbuddy.com/spring-science-activity-for-kids-chromatography-flowers/ BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/zgvc4wx/revision/1 and https://www.bbc.co.uk/bitesize/guides/zypv34j/revision/1 29 Seneca learning: https://senecalearning.com/en-GB/



#### **Sketchbooks:**

Artists use sketchbooks in one of two ways. We document what we see and experience around us, this is observation. Or we will record ideas that we have, developing and improving them as we work, this is working imaginatively.

We will work in both ways during our art projects, and we will use your sketchbooks to contain both your classwork and independent study.





#### Colour Mixing Help Sheet

#### Primary Colours:

Red Yellow Blue

Secondary Colours:

Green = Yellow + Blue

Orange = Yellow + Red

Purple = Red + Blue

#### **Tertiary Colours:**

Tints & Shades:

Tint= Primary colour + White

Shade = Primary colour + Black

Remember to add a TINY amount of black or white at a time.

#### Red-ish Purple= Red + Purple

Blue-ish Purple = Blue + Purple

Red-ish Orange = Orange + Red

Yellow-y Orange= Yellow + Orange

Yellow-y Green = Yellow +Green

Blue-y Green = Blue +Green

#### Extras:

+ Red + Blue in this order

Grey = Black + White OR

Grey= Red + Green OR Grey= Blue + Orange + Purple OR Grey =



#### Key words to learn:

#### 1. Drawing:

**Observational drawing**— drawing something exactly as one sees it.

**Shading**— lines or marks used to fill in outlines to show differences in colour or darkness.

Highlights – the parts of an object on which the light is strongest.

**Shadows**– the parts of an object which are dark. Range of tones – all the tones between highlights and shadows.

#### 2. Colour:

Primary colour- the 3 colours, red, yellow and blue, used in combination (along with white and black) to make all other colours.

Secondary colour- colours, green, purple and orange, made by mixing 2 primary colours.

**Tint**– a colour made by mixing colour with white. **Shade**— a colour made by mixing colour with black. Complementary colours – colours that appear on opposite sides of the colour wheel, which when used together, create contrast.

#### 3. General terms:

Materials- the different things we use to make art e.g. paint, pencil, pastel, pen etc.

Technique- a method for making art.

Symmetry— when shapes, lines, forms etc. look similar on opposite sides of a line. Mirror image.

**Trace**— to copy an image using tracing paper.

**Design**- to draw out an idea/ a drawing of an idea.

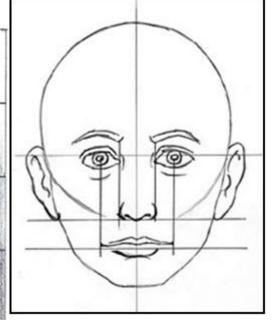
**Layout**- the arrangement of elements on a surface.

**Composition**- arrangement of objects/ shapes/ forms within an artwork. 30



#### **PORTRAITURE**

Artists paint self-portraits and portraits not just to represent the visual appearance of a human being, but to show power, importance, virtue, beauty, wealth, taste, learning or other qualities of the person.



#### **Facial Proportions:**

- •The face is roughly symmetrical.
- •Eyes are half way down the head.
- •Nose is half way between the eyes and the chin.
- •Mouth is half way between the nose and the chin.
- •Top of the ears are level with the eyes and the bottom are level with the nose.
- •The corners of the mouth line up with the pupils of the eyes.

Enrichment: explore

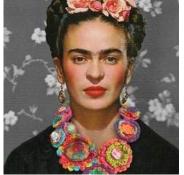
www.tate.org.uk

#### USING TONE TO MAKE OBJECTS LOOK 3D:

- •To prevent objects looking flat, add a range of tonal shading to make objects look 3D.
- •Pressing harder and softer with a pencil OR using different layers of marks, creates the different tones.
- •As a surface goes away from you the tones usually darken.
- Shading straight across a surface will make an item appear flat.
- •Use the direction of your pencil to help enhance the 3D surface.
- •Including shadows will also help make objects appear 3D and separate objects from each other.



#### FRIDA KAHLO



- •1907-1954
- Most famous Mexican artist
- Known for her self-portrait and portrait paintings
- •Used her personal life experiences, family, husband and pets in her paintings
- •She contracted polio at the age of 6 and was left disabled by the disease
- •She suffered with constant pain from a serious bus accident at the age of 18, she broke her spine, pelvis and many other bones
- She taught herself to paint whilst recovering in hospital
- •She married Mexican artist Diego Rivera



31

## Technology 8 esign

#### **Materials & Shaping Techniques**

#### **Tools & Equipment**

Name of tool	Picture	What the tool is used for
Coping Saw		A hand saw used to cut curves and complex shapes in thin wood or plastic
File		Used to shape or smooth wood, metal and plastic
Glass Paper		An abrasive paper which is used to smooth edges or surface of wood
Pillar Drill		Drilling is used to make holes in wood, plastic or metal



#### What is a Design Specification?

A design specification is a list of requirements that the product must meet to make it successful.

#### Surface treatments



Used to protect the wood and bring out the wood grain.

#### **Production Aids**

Jigs: Jigs are used to repeat the same operation

Templates: Used to produce identical

shapes



#### **Health & Safety**

- 1. Always listen carefully to the teacher's instructions and ask if you are unsure.
- 2. Wear an apron and remove ties.
- 3. Always carry tools pointing downwards.

#### Try these websites to support you

www.youtube.com/watch?v=ZCvCilx FR0 www.educationguizzes.com/ks3/d-and-t/resistant-materials-01/

#### **Key words:**

- Template
- Deciduous
- Coniferous
- Design specification
- Client



## nutritior ത ratio orepa

#### **Principles of Nutrition**

#### Stretch & Challenge:

Design a day's menu suitable for a teenager following the healthy eating guidelines.

#### The Eat Well Guide & 8 Healthy Eating Tips

#### Fruit and Vegetables: 39%

- 5 portions a day.
- 1 portion is a handful or 80g.
- Eat a balance of fruit and vegetables.
- Fruit and vegetables should make up at least 39% of each meal.

 It can be fresh, frozen, tinned, dried or as a juice format.

Eatwell Guide

Use the Eatwell Guide to hijo you get a balance of healthier and more sustainable food

use the Eatwell Guide to hijo you get a balance of healthier and more sustainable food

group.

#### **Starchy Foods: 37%**

- Choose wholegrain or high fibre versions.
- Each meal should be based on at least 37% starchy carbohydrates.
- Starchy carbohydrates include:
   pasta, rice, potatoes, bread and breakfast cereals.

#### Water:

 Don't forget to drink 6-8 glasses of water per day to prevent dehydration.

#### Sugar: 1%

 Eat sugary foods in small quantities and less often (1%).

#### Oils and Spreads: 1%

 Although important, we should eat these sparingly and use lower fat versions (1%).

#### Eight Guidelines for a Healthy Diet

The Balance of Good Health is based on the Government's Eight Tips for Eating Well:





- 1. Base your meals on starchy foods (carbohydrates)
- 2. Eat lots of fruit and vegetarians
- 3. Eat more fish (omega 3 good for heart)
- 4. Cut down on saturated fat and sugar
- 5. Try to eat less salt no more than 6g a day
- 6. Get active and try to be a healthy weight
- 7. Drink plenty of water
- 8. Don't skip breakfast



#### Nutrients

There are two different types of nutrients:

- macronutrients;
- micronutrients.

There are three macronutrients that are essential for health:

- carbohydrate;
- protein;
- fat.

There are two types of micronutrients:

- vitamins;
- minerals.

## Breakfast is the most important meal of the day Break Fast Lunch Direct

#### Meat, Fish & Alternatives: 12%

- Help the body to grow and stay healthy.
- Eat a range of meat, fish, eggs, nuts, seeds, tofu, beans, and pulses.

#### Milk & Dairy Foods: 8%

il 👖 2500kcal = ALL FOOD + ALL DRIN

- •Help bones and teeth to grow strong and stay healthy.
- Milk/dairy foods should make 8% of each meal.
- •Try lower-fat options.

#### What is Breakfast?

Breakfast is simply 'breaking the fast'. We have not eaten since evening and expecting our body to be fuelled and blood sugar to be replenished for the day without food is unrealistic.

#### Key Words:







- 4. Seasonality
- 5. Cross
  Contamination
- 6. Senses
- 7. Eat Well Guide
- 8. Kitchen Hygiene
- 9. Personal Hygiene
- 10. Food Safety



Relationship – with whom or with what the dance will be performed e.g., a solo or group dance.

Action – the movements you do. For example, turn, gesture travel, leap, stomp and roll.

Dynamic – how you move. How fast or slow you move. Dynamic also means how your dance flows.

**Space** – how you use the performance space.

#### **Dance Genres:**

Street Dance – Evolved in 1970's America in Hispanic and African American communities. Due to their ethnicity, they were not allowed in dance studios, so they took to the streets. Street dances usually have a low centre of gravity (bent knees), and it has a fast dynamic, with dancers doing actions such as break dance, popping and locking.

Bollywood – Is an Indian classical dance. Combines the words Bombay and Hollywood to create 'Bollywood'. Traditionally Bollywood dances were performed to thank Hindu Gods for good harvests. Nowadays Bollywood dancing is mainly in films to tell the audience a story which is usually about love.

Jazz – Jazz dance has nothing to do with Jazz music. It is used a lot in West End and Broadway. Evolved from African American culture as a social dance. Ceremonial Dances (The Haka) – The Haka originated in Māori culture, and it was performed before warriors would go to battle. It is a celebration of the triumph of life over death. Nowadays, The Haka is made famous by the New Zealand All Black's rugby team where they perform The Haka to intimidate their opponents. The Haka must be performed in perfect unison, or it is seen as a bad omen.

Musical Theatre – Is a form of dance seen in musicals. Musical Theatre dance is different to normal dance as it relies on using drama techniques such as facial expression to show character. It is usually high energy and uses other forms of dance such as Jazz, Tap and Contemporary.

The Hand Jive – The Hand Jive is a form of dance created in the USA. Dance halls were becoming too busy to move freely, The Hand Jive allowed dancers to use up less space. It consists of quick hand movements usually performed with a partner or in a group.

#### Choreographing Stretch

- Can work well with anyone in the class
- Can think of new and exciting ideas
- Can use RADs to help with choreography
- · Can try new ideas with confidence and resilience

#### Secure

- Can discuss and contribute to the group's ideas
- · Can focus on working in your group without getting distracted
- Can suggest new ideas to the group
- Can rehearse and improve ideas as part of a group

#### **Performing**

#### Stretch

- Can use correct actions that relate to genre
- Can show use of RADS during performances
- Will regularly volunteer to perform
- Dances in time with other people in your group

#### Secure

- Can regularly perform to the class
- Can dance with confidence
- Dances in time with music
- Can face the audience when performing

#### Stretch

#### **Evaluating**

- Can offer detailed feedback on WWW and EBI
- Can evaluate and improve your work during your rehearsal
- Can say why certain dance techniques are being used

#### Secure

- · Can identify What Went Well in your own and others performances
- Can identify Even Better If's in your own and others performances
- Can recognise key techniques used in dance
- Can give own opinions of professional dance





#### **Meet KODU**

#### https://www.kodugamelab.com

A free 3D games design software with a WHEN/DO coding environment.

#### **Genres**

A Genre is the type of game that can be created

- Platform
- Shooter
- Fighter
- Survival
- RPD
- Adventure
- Strategy
- Sports
- Social deduction





#### **Target Audience**

Who the game is targeted at:

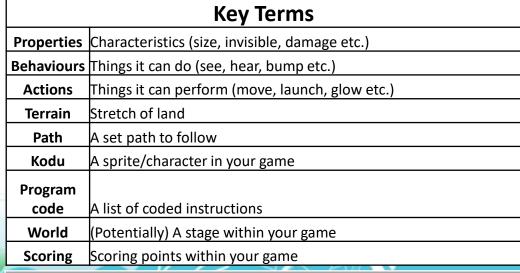
- Universal
- 18+
- Boys/Girls?
- A certain lifestyle? Sports/Money etc.

#### **Planning**

Using a GANTT chart to plan what you will do in each lesson

Fill the boxes when you will do these tasks in which lesson.

Task	1	2	3	4	5	6	7
Plan your game							
Create KODU first level							
Create scenery							
Add characters/objects							
Add objective (win/loss condition)							
Add a second level							
Evaluate KODU							



#### **Enrichment Opportunities**

Bafta Young games designers - <a href="http://ygd.bafta.org/">http://ygd.bafta.org/</a> Youtube Kodu Tutorials:

https://www.youtube.com/watch?v=Ls\_jFKwAesY&list=PL\_NqlViiP9nHKyYZ3UG-Mr-U-2lb\_oG3l 35



#### **Summary**

Musical theatre is a form of theatrical performance that combines songs, spoken dialogue, acting and dance. The story and emotional content of a musical are shown through words, music, movement and technical aspects. It can be distinguished from other types of performance by its focus on the music being as important as the dialogue and movement.

#### Matilda the Musical

Matilda is the story of an extraordinary little girl with extraordinary powers. The daughter of abusive parents, Matilda finds refuge in library books. Things are no better at school, where Matilda also must face a cruel headmistress, Miss Trunchbull. She finds companionship in her teacher, Miss Honey. Brave little Matilda knows she must stand up against the adults in her world, and in doing so, discovers her own remarkable powers. Matilda's bravery teaches Miss Honey and her classmates an important lesson about their own stories.

#### **Topic Objectives**

and clear

- To understand the features of musical theatre
- To act as a character and stay in role
- To sing and dance in character

#### **Year 7 Assessment Criteria**

#### Can identify and use volume, pitch and tempo Can identify and use facial expression and body language · Can act in role, beginning to use performance skills to show character • Can perform as part of a group to an audience Can understand the need to speak loud

Can face the audience when performing

**Key Terms** 

**Choreograph** – To plan, create and rehearse movement or dance

Caricature – A person whose characteristics are exaggerated in order to create a comic effect.

**Revolting** – Has two meanings in Matilda. One means "disgusting" the other means to fight back, as in a "revolution".

**Review** – A written section of a magazine or newspaper that tells the audience what you thought of the performance.



**Expression Movement Posture** 

**Body** 

Interaction **Gesture** 

#### **Extension and Further Info**

**Creating Miss** Trunchbull -Costume and





**Volume Tone** Accent **Pitch Pace Emphasis** 

Voice

Performing	Analysing	Devising	Drama Roles	Drama Techniques

- · Can discuss characters and their motivation
  - Can discuss elements they like and dislike in a performance
  - Can recognise key techniques of theatre
  - · Can discuss how to improve theatre

- · Can work together in groups to create performances
- · Can create ideas from a stimulus
- Can use a three act structure
- Can create characters and plot in groups

- Can understand role of actor and director
- Can demonstrate the role of an actor
- Can identify elements of a good audience
- · Can identify the role of a reviewer

- Can use basic
- drama techniques such as:
- Freeze frames
- Levels
- Mime
- Cross cutting
- **Choral Speaking**

#### **Key word definitions:**

**Aspect**: Facing a particular direction.

<u>Beaufort Scale:</u> A system of measuring wind speed by looking at its effect on the surroundings, uses the numbers 0 to 12.

<u>Climate</u>: The average weather conditions of an area usually measured over 30 years.

<u>Compass</u>: An instrument used to show direction, with a needle that points north.

<u>Condensation:</u> When water vapour is cooled to form water droplets. This process produces clouds, mist and fog.

<u>Convectional Rainfall:</u> Rain caused when the sun heats the ground, the ground heats the air, which then rises to form clouds.

**<u>Depression</u>**: A weather system that brings wet and windy weather, it is made up of a warm front being chased by a cold front.

**Evaporation:** When a liquid (*rain*) or solid (*ice or snow*) is changed to a gas (*water vapour*).

**<u>Evapotranspiration</u>**: The amount of moisture removed by evaporation and transpiration from plants.

Forecast: We predict what the weather will be like

<u>Frontal Rainfall:</u> Rain is caused when a warm front meets a cold front.

**Hurricane**: A severe depression, with very strong winds.

**Meteorologist:** This is a person who studies the weather.

<u>Meteorology</u>: This is the study of weather.

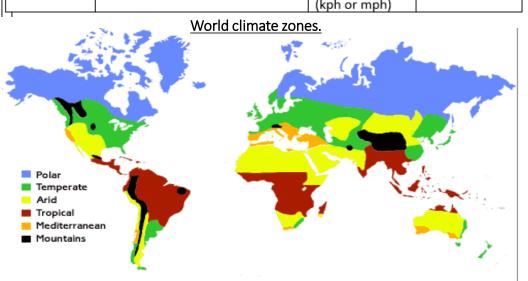
<u>Microclimate:</u> Where variations in the weather conditions occur over a small area.

**Relief Rainfall:** Rain that occurs when air is forced to rise over a hill or mountain.

<u>Satellite Image:</u> A picture taken by a camera carried on a satellite in space.

<u>Weather:</u> The state of the atmosphere at one place at one time.

Weather term	Means	Units used	Measured using
Air pressure	How 'heavy' the air is	Millibars (mb)	Barometer
Cloud cover	How much of the sky is hidden by clouds	Oktas	Your eyes; satellite images
Precipitation	Water falling from the sky in any form (rain, hail. Sleet, snow)	Millilitres (mm)	Rain gauge
Temperature	Exactly how hot or cold it is	Degrees Celsius (ºC)	Thermometer
Visibility	How far ahead we can see, for example on a foggy day	Metres or Kilometres	Visibility meter
Wind direction	Where the wind is blowing from	Compass point (N, NW, S, SW etc.)	Weather vane
Wind speed	How fast the wind is blowing	Kilometres or Miles per hour	Anemometer



#### **Enrichment Opportunities**

Pick one of the climate zones shown in the map above. Design a house with 6 identified features that make this house suitable for your chosen climate. You need to research your chosen climate, draw your house and annotate your six features showing how they are 37 suited to that climate. Bring your work to school and show it to your teacher.



#### 5. 1 Ming Dynasty

The Builders of the Great Wall: Parts of the Great Wall of China we see today were built during the Ming Dynasty to keep out invaders.

The Forbidden City: The Ming emperors built a giant palace in Beijing called the Forbidden City. It's super fancy and was only for the emperor and his court.

Zheng He's Amazing Adventures: Zheng He was like the superhero of sailors! He sailed huge ships to faraway places to bring back treasures and make friends around the world.

Beautiful Porcelain: The Ming Dynasty made pretty blue-and-white pots and vases that people all over the world wanted to have.

Smart Tests: To work for the emperor, people had to take really hard tests called civil service exams. Only the smartest passed! A Long Time Ago: The Ming Dynasty lasted nearly 300 years, from 1368 to 1644.

#### 5. 2 Mongol Empire

Genghis Khan, the Great Leader: Genghis Khan was the founder of the Mongol Empire. He united many tribes and started one of the biggest empires in history.

The Largest Empire Ever: The Mongol Empire spread across Asia and Europe. It was so big that people called it the largest land empire ever! Fast Riders: The Mongols were amazing horseback riders and used their speed to win battles and deliver messages quickly.

The Silk Road: The Mongols helped keep the famous Silk Road safe for traders, so people could buy and sell goods like silk and spices.

Respecting Different Cultures: The Mongols liked learning about other cultures and often let people in their empire keep their own traditions. Life in Yurts: Mongols lived in round tents called yurts, which they could move easily as they travelled.

#### 5. 3 Mali Empire

King Mansa Musa: Mansa Musa was one of the richest kings in history. He ruled the Mali Empire and made it famous around the world for its wealth.

Gold, Gold, and More Gold: The Mali Empire had so much gold that people called it the "Land of Gold"! The Amazing City of Timbuktu: Timbuktu was a big centre for learning, with schools and libraries that people from far away came to visit.

Great Trade Routes: The Mali Empire controlled important trade routes where people traded goods like gold, salt, and spices.

Muslim Kingdom: Mansa Musa was a Muslim king, and he built beautiful mosques and helped spread Islam in West Africa.

**Camel Caravans**: Traders used camels to travel across the desert to bring goods to and from the Mali Empire.

#### 5. 4 Inca Empire

The Kings of the Andes: The Inca Empire was the largest empire in South America, and it stretched across mountains, deserts, and jungles.

Machu Picchu: A famous city built high in the mountains—so high, it's often called the "Lost City of the Incas!"

Amazing Builders: The Incas were expert builders who made strong stone walls without using any cement. Their roads and bridges connected the whole empire!

Gold Everywhere: The Incas loved gold and decorated their temples and buildings with it. Gold was so shiny, they thought it was the sweat of the sun! The Sun God: The Incas worshipped a sun god named Inti, and they built temples to honour him. 38

**No Written Words**: Instead of writing, the Incas used knotted strings called quipus to send messages and keep records.

#### 5. 5 Khmer Empire

Angkor Wat: The Khmer Empire built Angkor Wat, one of the biggest and most beautiful temples in the world! It was dedicated to the Hindu god Vishnu and later became a Buddhist temple.

The Great Builders: The Khmer were amazing architects and created many temples, reservoirs, and canals to support their cities. Life Around Water: The Khmer Empire was great at managing water. They built big water systems to grow rice, which was their main food.

Strong and Powerful: The Khmer Empire was one of the most powerful empires in Southeast Asia, ruling from the 9th to the 15th century. Jayavarman VII: One of their most famous kings, Jayavarman VII, built a lot of temples and hospitals and made the empire even bigger! Nature and Religion: The Khmer people believed in both Hinduism and Buddhism and loved decorating their temples with carvings of gods and nature.

#### 5. 6 Kievan Rus

The Land of the Rus: Kievan Rus was a medieval state that existed from the 9th to the 13th century, with its capital in Kyiv (modern-day Ukraine). Vikings and Slavs: The state was founded by Vikings, called Varangians, who united the Slavic tribes and started ruling the region.

Golden Age: The reigns of Vladimir the Great and Yaroslav the Wise were the "Golden Age" of Kievan Rus, with lots of progress in culture and religion. Christianity: Vladimir the Great made Orthodox Christianity the official religion, and many beautiful churches were built.

Trade and Wealth: Kievan Rus was rich because it controlled important trade routes between Europe and Asia. The Mongol Invasion: The empire ended when the Mongols invaded in the 13th century, breaking it into smaller states.

#### 5. 7 Songhai Empire

One of Africa's Largest Empires: The Songhai Empire was huge! It covered parts of West Africa and lasted from the 15th to the 16th century.

Capital City of Gao: Gao was the main city of the empire, where all the important decisions were made. Great Leaders: Askia the Great was one of the famous rulers of the Songhai Empire. He made the empire strong and improved education.

Trade Along the Niger River: The empire was rich because it controlled trade routes where gold, salt, and goods were traded along the Niger River. Timbuktu, the Learning Centre: Timbuktu was part of the Songhai Empire and had schools and libraries where people studied history, science, and religion. Islam and Culture: The rulers of Songhai were Muslim, and they spread Islam and built beautiful mosques.

#### What makes a good presentation?

**Be Confident**: Stand up tall, smile, and believe in yourself—you're the star of the show! Start with a Hook: Begin your presentation with something exciting like a question, a fun fact, or a short story to grab everyone's attention.

Be Clear and Organized: Talk about your ideas in order, one by one, so it's easy for people to follow along.

Use Pictures and Props: Add colourful slides, drawings, or even objects to make your presentation interesting.

**Practice Makes Perfect**: Rehearse your presentation a few times so you feel comfortable and ready.

**Speak Slowly and Loudly**: Make sure everyone can hear and understand you—no rush!

Look at Your Audience: Make eye contact to show you're connecting with the people listening. **Have Fun**: Show your excitement about your topic—it will make your presentation more enjoyable for everyone!

39

ABLETON LIVE is a Digital Audio Workstation or DAW and MIDI (Musical Instrument Digital Interface) sequencing software available on both PCs and MACs. Combined with hardware such as keyboards, launch pads and microphones the software is used to create music.

LIVE is not only a compositional tool but also a performance tool. It can be played, just like a musical instrument. During this project you are going to learn how to compose a piece of music using Samples and looping.

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### Play Stop Record

A sound or music that Audio has been recorded with a microphone Sounds that have been created by a

musical instrument plugged into a computer

Small sections of Samples Audio

When a sample is Looping repeated

MIDI

#### **DR SMITH**

Uynamics — how loud or quiet the music is

**Rhythm** — combination of long and short notes

Structure — the order in which the music happens - ABA, AABB

**Melody** – the tune, combination of different pitches

Instrumentation – Strings, Woodwind, Percussion, Brass

**empo** – fast or slow, bpm – Beats Per Minute

**Tarmony** – How the notes work together

#### **Arrangement View**



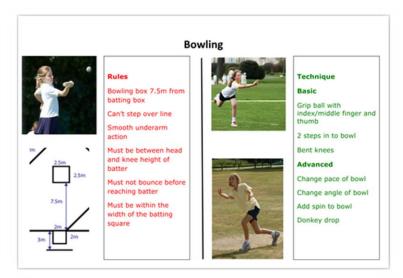
Recommended Listening - Debussy - Prélude from Suite Bergamasque, Mendelssohn Piano Concerto A min, Grieg - Piano concerto A Min, Mahler Piano Quartet in A min.

#### **Extension and Further Info**

H L

#### UNDERARM BOWLING

- Hold ball in dominant hand, step forward with opposite leg, swing arm and release ball before shoulder height.
- Aim for the backstops hands.
- You can put spin on the ball (twist the wrist as you bowl)
  or throw faster to make it harder for the batter.
- You can also do a "donkey drop" ball which goes high but drops to the correct height once it reaches the batter.



#### **CATCHING**

- You can get someone out by catching their hit or by stumping them at a post after catching the ball.
- Get in position under the ball, hands in a cup shape (little fingers together if ball is below the head, and thumbs together if ball is above the head). Bring the ball close into the body to ensure it is not dropped.

#### **THROWING**

 High elbow, the correct grip of the ball and power through the arm, achieves an effective overarm throw.

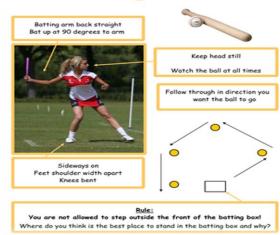
#### **FIELDING**

 Using different techniques in order to get the ball back to the bowler or to a post. E.g., long barrier fielding for stopping a low or rolling ball

#### **BATTING/HITTING**

- Stand sideways on to the bowler with the bat up and behind you.
- Swing through with the hips and follow through with the swing.
- Move body and arm position to hit ball in a different direction

### Rounders Batting Stance



#### Maidenhill Challenge:

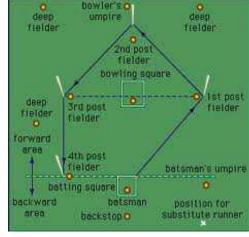
- 1) Draw a Rounders pitch and label it correctly with the lines and positions.
- 2) Find a clip online of a game of rounders (England).Visit the England Rounders website and research a rule you are least

www.roundersengland.co.uk

familiar with.

#### **RULES OF PLAY**

- 1. You must start in the batting box and not step out of it.
- 2. You only get 1 ball bowled at you, after which you must run whether you hit it or not.
- 3. You must keep in contact with a post once you have decided to stop.
- 4. A no ball is: above the batters head, below the knee, the wrong side of the body, too wide and too close into the body.
- 5. If you hit a ball behind, then you must wait at first post until the ball comes forward of the batting box. You may then run on
- 6. If you hit the ball and get all the way round you score 1 rounder, if you get to 2nd post, you score  $\frac{1}{2}$  a rounder. If you do not hit the ball but get all the way round you score  $\frac{1}{2}$  a rounder. You also score  $\frac{1}{2}$  a rounder if you get 2 no balls bowled at you.
- 7. You get ½ a rounder for obstruction if the fielders get in the way of your run to a post.





#### 1.1 Key Vocabulary

**Incarnation** - God becoming human in the form of Jesus (God in the flesh).

Messiah - A title given to Jesus by the early Christians who believed Jesus' life has been foretold in the Old Testament.

**Crucifixion** - When Jesus was sentenced to death by crucifixion on the cross.

**Resurrection** - The belief that Jesus rose from the dead on Easter Sunday, conquering death.

**Ascension** - The ascent of Jesus Christ into heaven after his Resurrection.

**Salvation** - Being saved from the punishment for human sin.

**Atonement** - The belief that Jesus' death on the cross healed the rift between humans and God.

The Trinity - The belief that God is made up of three persons, The Father, Son and Holy Spirit.

#### 1.2 The key events of Jesus' life



The ANNUNCIATION
(Luke 1:26-38) - The angel
Gabriel's announcement to
the Virgin Mary of the
Incarnation.



INCARNATION (Luke 2:1-7)
Jesus is born in Bethlehem.
(Luke 2:8-20) Angels visited Shepherds to tell
them about Jesus. (Matthew 2:1-12) The Magi
visited but did not tell Herod where Jesus was.



#### MIRACLES

- Matthew 8:23-27 –
   Calmed the storm
   Matthew 14:15-21 Fed
- John 2:1-11 Turned water into wine
- John 11:41-44 –
   Raised Lazarus



LAST SUPPER

Jesus shared a Passover meal with his disciples. This is now known as the Last Supper and is commemorated by Christians with the Eucharist. At this meal, Jesus gave bread and wine to his disciples.



Jesus was flogged and CRUCIFIED at the site of Golgotha on the day that Christians know as GOOD FRIDAY.



RESURRECTION
The stone was
rolled away, and
the body was
missing. Why do
you look for the
living amongst the
dead? He is not
here; he has risen!

LUKE 24:5-6



In the BEGINNING was the WORD, and the Word was with God, and the Word was God. He was with God in the beginning. Through him all things were made; without him nothing was made that has been made.

(John 1: 1-3)



Jesus was BAPTISED (Matthew 3:13-17), he came up out of the water. Heaven was opened and he saw the spirit of God descending like a dove and alighting on him. Then a voice said from heaven, "This is my own dear son with whom I am pleased."



Jesus is TEMPTED (Matthew 4:1-11). The spirit led Jesus into the desert to be tempted by the Devil. After forty days and nights without food, Jesus was hungry. The Devil made promises to Jesus. Jesus replied, "Worship the Lord your God and serve only him!" The Devil left Jesus and angels came and helped him.



#### Jesus **TAUGHT** Sermon on the Mount (Matthew 5:3–11)

- The Beatitudes
- The law
- Giving
- Brayer
- Treasures in Heaven
- Worrying
- JudgingFalse prophets



ARRESTED for blasphemy as he had been heard calling himself the 'King of

Inimsel the King or Israel and the authorities disliked this. Judas identified Jesus to the soldiers by kissing him. Peter tried to defend Jesus and cut off one of the soldier's ears with his sword. Jesus reprimanded Peter and miraculously healed

the man's ear



Jesus's body is placed in the **TOMB**.



ACSENSION 40 days after his RESURRECTION Jesus rose to heaven.

#### **Revision Suggestions:**

1) Use the 1.3 to cover up key bits of information about Jesus' life to help you remember them.

#### Madrid:

- Madrid is the capital of Spain but is only thought to have become the capital in the 16th century.
- Marid has around 3.3 million inhabitants. This is the European Union's second largest city, behind Berlin.
- Madrid is thought to be over 2000 years old!



- It's one of the sunniest cities in Europe, with on average more than 300 days of sun per year!
- It's one of the greenest cities in the world and is the second most sustainable city in the world after Tokyo.
- It has some of the best museums!



#### Valencia

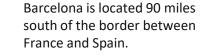


- Valencia is situated on Spain's Eastern Coast.
- It is the birthplace of the famous Spanish dish Paella.
   Traditional Valencian Paella is made with rabbit, chicken, snails, green beans and butter beans.
- Valencia is the home of the Holy Grail!



- Valencia holds Europe's largest UNESCO-recognised festival each year called Las Fallas.
- Valencia also hosts the famous tomato-throwing festival La Tomatina.
- Valencia has 2 official languages: Spanish and Valencian.

#### Barcelona



- Barcelon is older than Rome, around 1000 years older!
- It's one of the hottest cities in Europe!



- The beaches in Barcelona are all man-made and were created in 1992 for the Olympic Games.
- Barcelona's iconic church La Sagrada Familia 9//pictured above) has taken longer to build than the Great Pyramids and it's still not finished!



#### Seville



- Seville is situated in the South-West of Spain.
- Seville is Spain's 4<sup>th</sup> most populated city.
- Seville is a very hot city, with only 80 days of rain per year.
   Summers usually reach around 35 degrees.
- Christopher Columbus' remains and tomb are kept in Seville's Cathedral.
- One of Seville's biggest festivals is La Semana Santa de Sevilla (Holy Week) which takes place in the week leading up to Easter.
- Seville is known for its famous oranges – it has the highest number of orange trees in all of Spain!

#### **Enrichment Opportunities**

Find out more about these cities as well as the other Top 10 cities to visit in Spain by scanning the QR code below:



