

Maidenhill School Knowledge Organiser

Year 7 – Term 5



Be kind, Aspire, Persevere, Achieve

Name:

Tutor: 7

Planner



Week 1	Notes
Monday 13 th April	
Tuesday 14 th April	
Wednesday 15 th April	
Thursday 16 th April	
Friday 17 th April	
Week 2	Notes
Monday 20 th April	Last rotation starts
Tuesday 21 st April	
Wednesday 22 nd April	
Thursday 23 rd April	
Friday 24 th April	

Week 1	Notes
Monday 27 th April	
Tuesday 28 th April	
Wednesday 29 th April	
Thursday 30 th April	
Friday 1 st May	
Week 2	Notes
Monday 4 th May	INSET
Tuesday 5 th May	
Wednesday 6 th May	
Thursday 7 th May	
Friday 8 th May	



Week 1	Notes	
Monday 11 th May		
Tuesday 12 th May		
Wednesday 13 th May		
Thursday 14 th May		
Friday 15 th May		
Week 2	Notes	
Monday 18 th May	Assessment Week	
Tuesday 19 th May		
Wednesday 20 th May		
Thursday 21 st May		
Friday 22 nd May		

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 (this is 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)
Review/end date:



Student out of lesson record

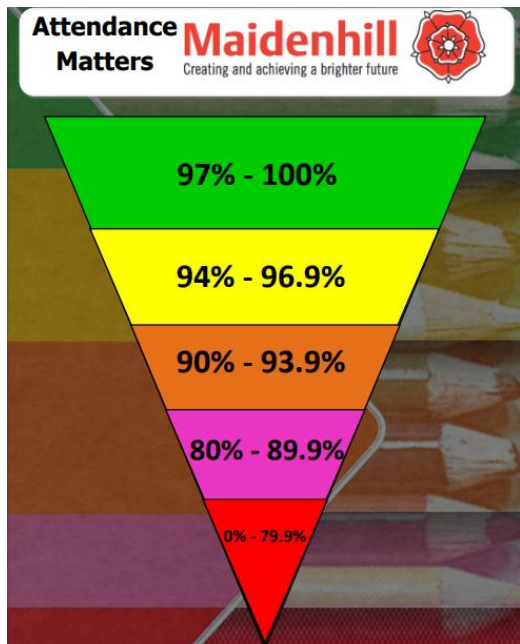
Date and time	Reason	Staff signature

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

Reporting your concerns



Attendance Matters



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								
2								
3								
4								
5								
6								

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

- ❖ **NO JEWELLERY**
- ❖ Red Maidenhill PE polo shirt
- ❖ Red Maidenhill hooded jumper
- ❖ Optional Rugby shirt
- ❖ Options for the lower half:
 - Plain black shorts with less than 5cm logos
 - Black tracksuit bottoms with less than 5cm logos
 - Maidenhill leggings
 - Maidenhill skort
 - Plain black leggings with no logos
- ❖ Socks
 - White or black
 - Red needed for all fixtures
- ❖ Shoes
 - Suitable trainers
 - Optional studded boots for football/rugby



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 your timetable first. Here is a useful checklist.

Essential requirements

- At least 2 black pens
- Green pen
- 2 pencils and 2 x 2b or 4b pencils for Art, Design and Nutrition
- Ruler
- Rubber
- Pencil sharpener
- Scientific calculator
- Whiteboard and whiteboard pen
- Headphones
- Reading book
- Plastic wallet and knowledge organiser

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 to 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](http://thinkyouknow.co.uk)’ for essential and excellent advice on using the internet safely outside of school.





Behaviour for Learning

At Maidenhill School we believe that students have the right to learn, and teachers have the right to teach.

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

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).



If you bring a mobile phone into school it should be switched off and kept in your bag. Under no circumstances should mobile phones be used to take images of staff or students. Consequences will be issued if a phone is seen or heard while on school site.

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
- Tippex or other correcting fluids
- Aerosols
- Illegal substances
- Energy/fizzy drinks

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.



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

Types

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

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

When you are talking about bullying, be clear about:

- 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



Task 1

Read the opening to an article about food. Highlight and label and DAFORREST techniques you can find.

Food is everywhere. It is colourful, comforting and completely essential to our lives. From the sizzling of chips in a pan to the sweet, sticky taste of melted chocolate, food excites our senses and brings people together. But have you ever stopped to think about where your food comes from, how it affects your body, and why it matters so much? In this article, we will explore the power of food and discover why it is far more important than we might first imagine.



Task 2

Look at the image. Write down five adjectives you could use to describe this dish. Then write a descriptive paragraph using the sentence starter to help.



Adjectives

- 1.
- 2.
- 3.
- 4.
- 5.

Looking down on the plate, I can see...

**Task 3**

Read the opening to an article below. There are ten errors. Can you green the pen the spelling and punctuation?

Food is just food right? Wrong, its much more then that Every day we grab a snack eat our dinner or rush through breakfast without really thinking about it, but food is quietly shapeing our lifes. It fuels are bodys affects our mood and even bring familys together around the table So before you take your next bite ask yourself what is your food realy doing for you.

Year 7 Assessment Week

18th – 22nd May 2026



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.*



Sparx Maths

The logo for Sparx Maths features the text "Sparx Maths" in a bold, dark blue font. The background is white and is decorated with various grey icons of school supplies, including a ruler, a pencil, a protractor, a compass, a calculator, and a pencil sharpener.



You have been working towards this assessment in class and have been/will be set homework tasks to allow you to prepare for the assessment.

There are also revision pages in this knowledge organiser that you can refer to alongside tasks you will complete in tutor time.

This will be the first opportunity for Year 7 students to experience an assessment week. The feel of the week is an important first step towards your formal assessment journey at secondary school. Results will be used to inform RP3 as well as teaching groups for next academic year.

All details of what the assessments are on, equipment needed and revision support are in this knowledge organiser and on ClassCharts in homework tasks.

To know which column / class code applies, please use your timetable on ClassCharts or your paper copy in your plastic wallet.

	7A	7D	7E	7I	7M	7N
Monday 18 th May	English	English	English	English	English	English
Tuesday 19 th May	French	Spanish	Spanish			Spanish
Wednesday 20 th May				French	French	

	7MA	7MD	7ME	7MI	7MM	7MN
Tuesday 19 th May	Maths 1	Maths 1	Maths 1	Maths 1	Maths 1	Maths 1
Wednesday 20 th May	Science	Science	Science Maths 2	Science Maths 2	Science Maths 2	Science Maths 2
Thursday 21 st May	Maths 2	Maths 2				

Maths 1 is when your assessment will take place.

Maths 2 is **not** a second assessment. It is an additional lesson allocated to ensure all students are able to complete the assessment to the best of their ability.



Subject: English

Exam name:

English Language – Persuasive Article Writing

Exam length: 1 hour

Equipment needed: Black pen and a ruler

Skills covered in the exam:

-Understanding purpose & audience

-Clear structure

-Persuasive techniques

-Vocabulary choices

-Editing & improving

Skill	What it means	Simple idea
Understanding purpose & audience	<ul style="list-style-type: none"> •Knowing you are trying to convince the reader •Choosing language and ideas that suit the reader (e.g. classmates, teachers) 	Using words to engage your given reader.
Clear structure	<p>Writing with a beginning, middle, and end</p> <p>Introduction – states your opinion clearly</p> <p>Paragraphs – each gives a reason</p> <p>Conclusion – sums up and reinforces your argument</p>	Writing at least four separate paragraphs.
Persuasive techniques	<p>Students start using basic techniques such as:</p> <ul style="list-style-type: none"> •Rhetorical questions (“Shouldn’t everyone have access to this?”) •Emotive language (words that make the reader feel something) •Facts and opinions •Repetition for emphasis •Rule of three (listing three points) 	Make use of the DAFORRESTI techniques.
Vocabulary choices	<ul style="list-style-type: none"> •Using strong, clear words instead of basic ones •Choosing words that help persuade (e.g. <i>important, unfair, essential</i>) 	Pick vocabulary carefully and include some “wow” words.
Editing & improving	<ul style="list-style-type: none"> •Proof reading for spelling, capital letters and punctuation •Improving word choices •Making arguments clearer 	Check your work carefully and make corrections before you hand it in.



What techniques are used in the sentences below? Why are these sentences effective? (Make notes)

- Cooking isn't just a life skill-it's your chance to create meals exactly how you like them.
- Why spend money on takeaways when you can make something even better yourself?
- Imagine impressing your friends and family with delicious, delightful and original dishes you made from scratch.
- Start cooking now; you'll gain confidence, save money, and eat healthier every day.

Can you write three of your own that persuade young people to get cooking?



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
D1 Averages and Charts	Read and construct grouped tally charts and frequency tables.	M597
	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
N1 Number calculations Number	Know and use the priority of operations, including brackets (BIDMAS).	M521
	Add, subtract, multiply and divide whole numbers using written methods.	M187, M354
	Add, subtract and multiply with negative numbers	M106, M288
	Use estimation to check an answer to a multiplication.	M878
A1 Expressions and Equations	Simplify linear algebraic expressions by collecting like terms.	M531
	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.	
G1 Measures	Round decimals to make estimates and approximations of calculations.	M431
	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.	



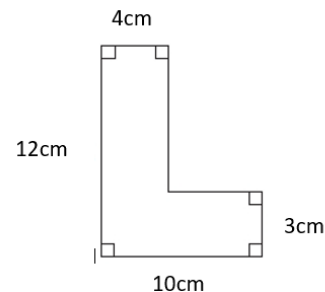
N2 Fractions	Compare fractions	M335
	Simplify fractions by dividing numerator and denominator by common factors.	M671
	Express one quantity as a fraction of another.	M157
	Change an improper fraction to a mixed number	M601
	Add and subtract simple fractions.	M835
	Multiply and divide fractions	M157,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

- Using BIDMAS work out the following $9 + (10 \times 2) + 6$ _____
- Sarah eats $\frac{4}{11}$ of a chocolate bar, how much is left? _____
- Simplify $f + f + f + f + f + f =$ _____ Simplify $8a + 6 - 4a + 10 =$ _____
- A school 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?

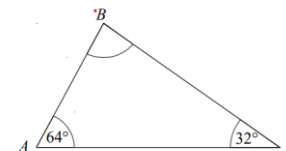
- Convert 9.65kg into grams _____
- Simplify $9a \times 3a =$ _____
- Circle the correct unit of measurement for area.

cm^2 cm^3 cm

- 12) Work out the perimeter



- Round 6.78 to 1 decimal place _____
- Find the missing angle, remember angles in a triangle sum to _____^o



Revision task

- Order the following from smallest to largest _____
-9, 8, -2, 5, -5, -15
- Expand $7(b + 2)$ _____
- Circle the 3 types of triangles from the list below
Right angle Square Hexagon Scalene Isosceles Octagon
- Angles on a straight-line sum to _____^o whereas angle around a point sum to _____^o.



Content

Particles

- Particle model
- States of Matter
- Melting and Freezing Point
- Boiling
- Diffusion
- Gas Pressure

Elements, Atoms and Compounds

- Elements
- Atoms
- Compounds
- Chemical Formulae

Periodic Table

- Metals and Non-Metals
- Group 1
- Group 7
- Group 0

Content

Electricity and Magnetism

- Electrostatics
- Current and Circuits
- Potential Difference
- Series and Parallel
- Resistance
- Magnets and Magnetic Field
- Electromagnets

Energy

- Food and Fuels
- Energy and temperature
- Energy Transfer
- Energy resources
- Energy and Power
- Work, Energy, and Machines

Content

Structure and Function of Body Systems

- Levels of Organisation
- Gas Exchange
- Breathing
- Skeleton
- Movement- joints and Muscles

Cells

- Observing cells
- Plant and animal cells
- Specialised cells
- Movement of substances
- Unicellular organisms

Ecosystem Processes

- Photosynthesis
- Leaves
- Plant Minerals
- Chemosynthesis

Important information

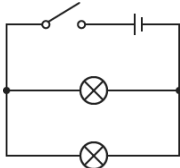
Length of exam- 55minutes

Equipment needed: pen, pencil, ruler, rubber and calculator.

Support

- Educake
- BBC Bitesize
- Your Knowledge organisers from previous terms
- Your exercise books



1. What are the group 7 elements also known as?	2. What are the group 1 elements also known as?	3. What is a column on the periodic table called?	4. What is a row on the periodic table called?
5. Name the change of state from gas to liquid	6. Define diffusion	7. Draw two diagrams to represent the difference between elements and compounds	8. What are the charges on protons, neutrons and electrons.
9. What is current and what unit is it measured in?	10. What type of circuit is in the diagram below? 	11. The current through a bulb was 0.2A, the voltage was 6V. What is the resistance?	12. What is energy measured in?
13. The energy of an appliance is 500J it is on for 30 seconds, what is the power?	14. What is the name given to the transfer of thermal energy through a solid?	15. State three organelles in a plant cell that are not in an animal cell	16. What is the function of the mitochondria?



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

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'.

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.



School and home

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

Possessions and activities

des BD	<i>comics</i>
une console de jeux vidéo	<i>console</i>
des DVD	<i>DVDs</i>
un lecteur MP4	<i>MP4 player</i>
un ordi(nateur)	<i>computer</i>
un roman	<i>novel</i>
une télé	<i>TV</i>
un (téléphone) portable	<i>mobile (phone)</i>
je bavarde avec mes copains	<i>I chat with my friends</i>
je fais des concerts	<i>I do concerts</i>
je joue au baby-foot	<i>I play table football</i>
je joue au billard	<i>I play pool</i>
je joue au foot	<i>I play football</i>
je regarde un film	<i>I watch a film</i>
je retrouve mes copains	<i>I meet up with my friends</i>
je vais au bar	<i>I go to the bar</i>

Pets

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



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.

6. Do you like maths?

7. I don't like RE because it's boring and difficult.

8. The library is quite old and ugly.

9. I really don't like science because the teacher is strict.

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

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 any of the following sets:
 - Describing my school
 - School opinions
 - School subjects

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!

- 1 No me gusta nada el inglés porque es ____.
- 2 Me encantan las matemáticas porque son ____.
- 3 Me gusta mucho la informática porque es ____.
- 4 Me gusta el español porque la profesora es ____.
- 5 El profesor de religión es ____.
- 6 En mi instituto la piscina es ____.
- 7 El comedor es ____.
- 8 Los laboratorios son ____.

antiguo	modernos
pequeña	simpática
fácil	severo
aburrido	interesantes



¿Qué estudias? What do you study?

Estudio...	I study...	informática	ICT
ciencias	science	inglés	English
dibujo	art	matemáticas	maths
educación física	PE	música	music
español	Spanish	religión	RE
francés	French	teatro	drama
geografía	geography	tecnología	technology
historia	history		

singular		plural		English
masculine	feminine	masculine	feminine	
moderno o	modern a	modern os	modern as	modern
antiguo o	antigua a	antiguo s	antigua s	old
bonito o	bonita a	bonito s	bonita s	nice
feo o	fea a	feo s	fea s	ugly
pequeño o	pequeña a	pequeño s	pequeña s	small
grande	grande	grandes	grandes	big



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

Mi día favorito es el lunes/el martes.	My favourite day is Monday/Tuesday.	Porque... por la mañana	Because... in the morning
Los lunes/martes estudio...	On Mondays/Tuesdays I study...	por la tarde estudiamos	in the afternoon we study
¿Por qué?	Why?	no estudio	I don't study

Opiniones Opinions

¿Te gusta el dibujo?	Do you like art?	aburrido/a	boring
Sí, me gusta (mucho) el dibujo.	Yes, I like art (a lot).	difícil	difficult
No, no me gusta (nada) el dibujo.	No, I don't like art (at all).	divertido/a	amusing, funny, fun
¿Te gustan las ciencias?	Do you like science?	fácil	easy
Sí, me encantan las ciencias.	Yes, I love science.	importante	important
		interesante	interesting
		práctico/a	practical
		útil	useful

Los profesores Teachers

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

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

En mi insti hay...	In my school, there is...	una clase de informática	an ICT room
un campo de fútbol	a football field	una piscina	a swimming pool
un comedor	a dining hall	unos laboratorios	some laboratories
un gimnasio	a gymnasium	unas clases	some classrooms
un patio	a playground	No hay piscina.	There isn't a swimming pool.
una biblioteca	a library		



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.*

100 Colorful Words to Use in Place of "Said"

Rhyme
Rhyming words occur very often in poems, sometimes in patterns.

Rhythm
The flow of a poem, often effected by the punctuation and shape of a poem.

Tone and Pace
Have a big impact on rhythm and effected by punctuation.

Onomatopoeia
When a word imitates the sound it makes (e.g. BANG, SPLASH)

Repetition
When words and phrases are repeated multiple times.

POETIC TECHNIQUES

Similes
Compares two different things, using the words "like" or "as".

Metaphors
Identifies something as being the same as something else.

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

admitted
advised
agreed
assured
avowed



began
bragged
chatted
cheered
commented
convinced
crowded
exclaimed
gushed
instructed

bawled
complained
confessed
cried
croaked
denied
fretted
gaspd
groaned
gurgled
moaned
mumbled
objected
pleaded
protested
sniffled
sobbed
squeaked
stammered



argued
barked
bellowed
boasted
boomed
coughed
demanded
griped
growled
hissed
insisted
interrupted
jeered
ranted
raved

added
asked
babbled
bargained
blurted
chortled
clucked
explained
grumbled
gulped
grunted
lied
murmured
mused
muttered



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 of orange and pink

Common Techniques

D DIRECT ADDRESS
A ALLITERATION
F FACT
O OPINION
R RHETORICAL QUESTION
R REPETITION
E EMOTIVE LANGUAGE
S STATISTICS
T THREE (LIST OF)
I IMPERATIVE

Transactional Writing

- Letters
- Reviews
- Reports
- Articles





Conjunctions

Addition

Further
Also
Too
Besides
Finally
Last
Additionally
In addition
Then

Summary

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

Place

There
Here
In the back
Adjacent to
Next to
Nearby
Beyond
Opposite to
At that point

Example

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

Comparison

Equally
A similar ...
Likewise
Similarly
Comparable
As with
Another ... like
In the same way

Time

Meanwhile
Finally
At last
Presently
Currently
In the past
In the meantime
Eventually
Immediately

PUNCTUATION

QUESTION MARK

?

Use at the end of a sentence when asking a question.

EXCLAMATION MARK

!

Use at the end of a sentence to express a strong feeling.

PERIOD

.

Use at the end of a sentence.

COLON

:

Use to introduce a list or a definition.

APOSTROPHE

'

Use in contractions and to show when something belongs to someone.

PARENTHESIS

()

Use to add extra information to a sentence without taking away from the idea.

HYPHEN

-

Use to join separate words to make one word.

SEMICOLON

;

Use to connect subjects and verbs into a single sentence.

COMMA

,

Use to separate parts in a sentence or in a list.

QUOTATIONS

" "

Use around words that are spoken.

ELLIPSIS

...

Use to show suspense or that someone is thinking.

THERE

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

THEIR

(Shows ownership)
Their cat is the sweetest.

THEY'RE

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

Verbs to sharpen your analysis

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





1.1 Persuasive techniques-DAFORRESTI

- Direct address
- Alliteration/Anecdote
- Facts
- Opinions
- Rhetorical question
- Repetition
- Emotive Language
- Statistics
- Three (list of)
- Imperatives

1.2 Conjunctions/Discourse Markers

- Position** Firstly, Secondly ,Thirdly, Next, Meanwhile, Subsequently, Finally, To summarise, In conclusion.
- Emphasis** Importantly, Notably, Significantly, In particular.
- Addition** Furthermore, Additionally, In addition, As well as.
- Contrast/Compare** Although, Whereas, Alternatively, Likewise, Similarly, Equally.

1.3 What is transactional writing?

Transactional writing is a type of writing where the main purpose is to communicate information clearly to someone else. It is used in everyday situations to help you explain, persuade, or inform. For example, writing a letter to your headteacher, an email to a company, a speech, or an article for a school newsletter are all types of transactional writing.

The focus is on being clear, organised, and suitable for your audience, rather than telling a story like you would in creative writing.

1.4 Article extract and task

Read the article extract below. **What DAFORRESTI techniques can you identify? Why have they been used?**

Have you ever wanted a hobby that is fun, creative, and delicious? Baking is the perfect choice! Not only does it fill your home with mouth-watering smells, but it also gives you the chance to create treats that your friends and family will love. Imagine pulling golden cookies from the oven or decorating colourful cupcakes. Who wouldn't want to try that? Baking builds confidence, teaches important life skills, and even helps you relax after a busy day at school. So why not grab a mixing bowl and get started today? Your future self (and your taste buds!) will thank you.



Multiplication Table Grid 1-12

X	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

10
9
8
7
6
5
4
3
2
1
0
-1
-2
-3
-4
-5
-6
-7
-8
-9
-10



Enrichment Opportunities



Key Words

Quantity: the amount or number of something
Ratio: a way of comparing two or more quantities
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 finding the value of more

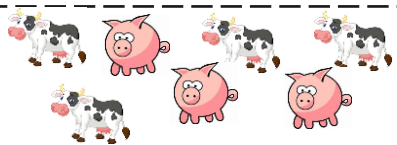
Ratio and Proportion

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

Ratio Language

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

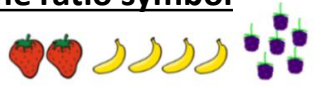


For every 4 cows there are 3 pigs
 For every 3 pigs there are 4 cows

Simplify ratios (M885)



The ratio symbol



"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..."

Ratios and fractions (M267)

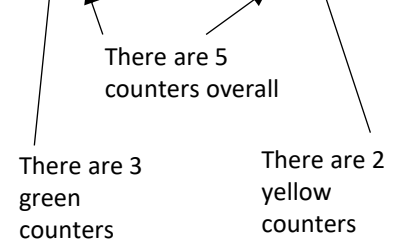


For every 3 green counters there are 2 yellow counters

The ratio of green to yellow counters is 3 : 2

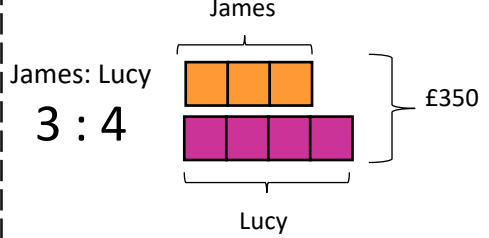
The fraction of green counters is:

The fraction of yellow counters is:



Sharing a whole into a given ratio (M525)

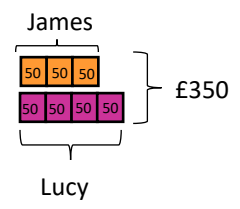
James and Lucy share £350 in the ratio 3:4. Work out how much each person earns



Whole: £350
 7 parts to share between (3 James, 4 Lucy)

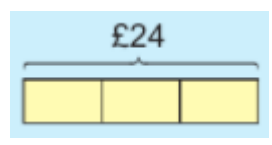
$\text{£}350 \div 7 = \text{£}50$
 □ = one part = £50

James = 3 x £50 = £150
 Lucy = 4 x £50 = £200

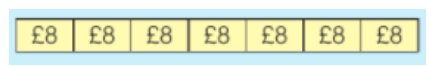


Direct proportion (M478)

3 memory sticks cost £24. How much do 7 memory sticks cost?



1 memory stick = £24 ÷ 3 = £_
 7 memory sticks = £_ x 7 = £_

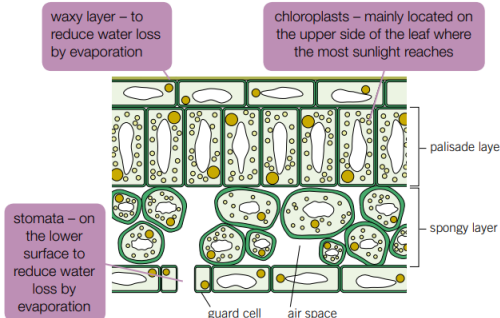
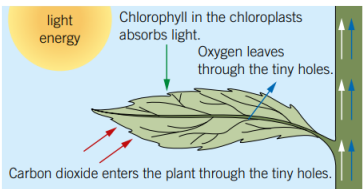
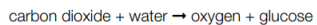


Reasoning. If the ratio of pigs to cows is 3:4, is it possible for the farmer to have 28 animals? Be prepared to explain your view.



Photosynthesis

Photosynthesis is a chemical reaction that takes place in the chloroplasts to produce glucose.



The minerals plants need for growth are:

- 1 nitrates for growth
2 phosphates for healthy roots
3 potassium for healthy leaves and flowers
4 magnesium for making chlorophyll

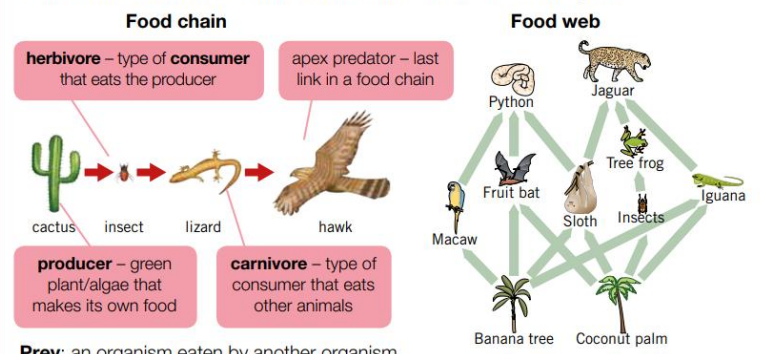
If a plant does not have enough of a mineral, it may suffer from a mineral deficiency. Farmers can use fertilisers to add missing minerals to the soil.

- Leaves are specially adapted for photosynthesis:
- have lots of green chlorophyll
- are thin
- have a large surface area
- have veins

Food chains and webs

Food chains show the transfer of energy between organisms – the arrows represent the direction of energy transfer.

Food webs show how lots of food chains are connected in an ecosystem.



Prey: an organism eaten by another organism.
Predator: an organism that eats another organism.
Bioaccumulation is the build up of chemicals, like insecticides, passed along a food chain.

Respiration

with oxygen

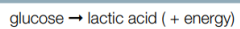
Aerobic respiration



- Respiration occurs in the mitochondria of cells to transfer energy.
Glucose is absorbed from the small intestine into the blood plasma.
Oxygen is breathed in and diffuses into the bloodstream.
Carbon dioxide diffuses out of the cells into the blood plasma.

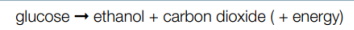
without oxygen

Anaerobic respiration (in animals)



- This occurs when there is not enough oxygen for aerobic respiration.
It transfers less energy than aerobic respiration.
The lactic acid produced can cause muscle cramps. This causes increased inhalation to break down lactic acid – the oxygen needed is called the oxygen debt.

Fermentation (in microorganisms)



- Yeast respire anaerobically – this fermentation is important in food production (e.g., bread, beer, and wine).

Populations and ecosystems

The number of organisms that live in the same area is called a population. Populations of organisms are constantly changing – this affects other populations in a food web.

Interdependence is when living organisms depend on each other to survive, grow, and reproduce.

Ecosystem: all the organisms found in a particular location, and the area they live in.

Community: the organisms in an ecosystem. Habitat: the area a community lives in.

Niche: the particular place or role that an organism has within an ecosystem. This reduces competition for resources.

Chemosynthesis

Chemosynthesis is when bacteria use a variety of chemical reactions to make their own glucose. Chemosynthesis:

- uses chemicals as the source of energy
often uses carbon dioxide as a reactant
For example, sulfur bacteria at the bottom of deep sea vents and nitrogen bacteria in the soil use chemosynthesis to produce glucose.

Key terms

Make sure you can write definitions for these key terms.

- aerobic anaerobic bioaccumulation carnivore chemosynthesis chlorophyll community consumer deficiency ecosystem
habitat herbivore interdependence mitochondria niche nitrate oxygen debt plasma phosphate photosynthesis population

Enrichment Opportunities

A practical you can do at home – how does exercise affect heart rate?: https://www.science-sparks.com/exercise-affect-heart-rate/
BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zvrrd2p and https://www.bbc.co.uk/bitesize/topics/zxhhvcw
Seneca learning: https://senecalearning.com/en-GB/



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:

1 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.

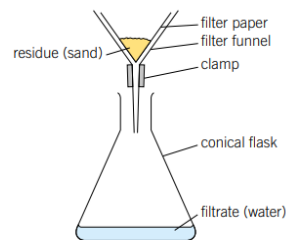
Saturated: when so much solute has been added to the solvent that no more can dissolve, we say the mixture is saturated.

How can we separate mixtures?

Filtration

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

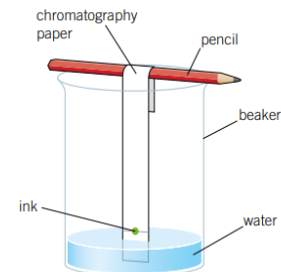
- 1 Filter paper** has extremely small holes in it.
 - Particles in a liquid or solution are so tiny that they can fit through the holes.
 - Larger particles of the solid are too big to fit through the holes and are held back by the paper.
- **Residue:** solids left behind in the filter paper.
 - **Filtrate:**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



Chromatography

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

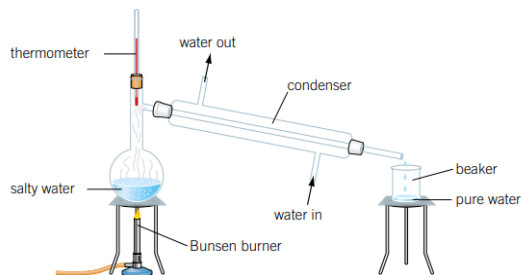
- 1** A mixture like ink is placed on a piece of paper, which is placed in a solvent.
- 2** As the solvent moves up the paper it separates all the different constituents (parts) of the ink, producing a **chromatogram**.



Distillation

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

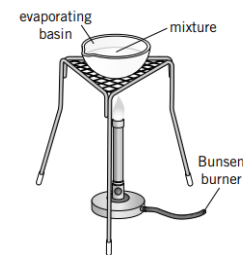
- 1** The solution is boiled so the solvent turns into a gas.
- 2** The gas is then cooled down in a **condenser**, where it turns back into a liquid and can be collected.



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 evaporates.
- 2** The solute is left behind as a solid.



Key terms

Make sure you can write definitions for these key terms.

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

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>
Seneca learning: <https://senecalearning.com/en-GB/>

Space

A **galaxy** is a collection of billions of **stars**. The Earth is in the **Milky Way** galaxy.

Planets are large objects that **orbit** stars, and do not **produce** light.

Asteroids are rocky objects smaller than planets, that also orbit stars.

Satellites are objects that orbit planets. This includes **natural satellites** (moons) and **artificial satellites** (e.g., the International Space Station).

Meteors are bits of rock which burn up in Earth's atmosphere. They are called **meteorites** once they hit the ground.

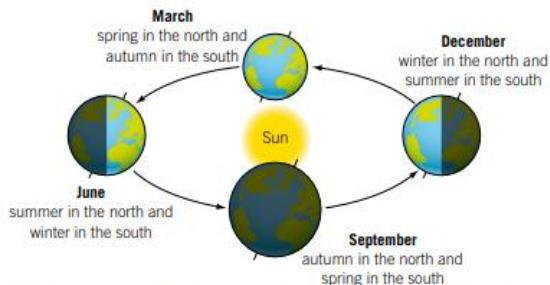


The Earth

The Earth is the only place we have found life in the **Universe**.

It takes a year for the Earth to orbit the **Sun** - 365.2442 days. We add one day every fourth year (a leap year) because of the extra 0.2442 days.

The Earth's **axis** is tilted 23.4 degrees, which causes seasons (which have different day lengths and temperatures).

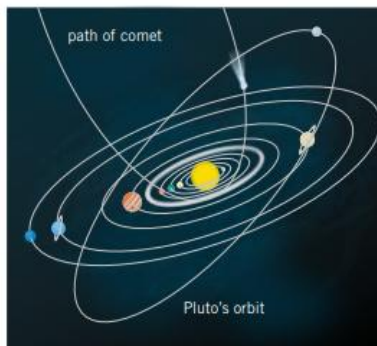


The Earth spins on its axis every 24 hours, giving us day and night.

The Solar System

Our **Solar System** is everything that orbits around the Sun. This includes:

- Inner planets** – the **terrestrial** (rocky) planets
Mercury Venus
Earth Mars
- Asteroid belt** (Including the **dwarf planet** Ceres)
- Outer planets** – the **gas giants**
Jupiter Saturn
Uranus Neptune
- Kuiper belt objects** (such as Pluto)
- Comets** (balls of ice)



The further a planet is from the Sun, the colder its temperature is (apart from Venus, because of its thick atmosphere).

Gravity pulled gas and dust together to form the Sun about 5 billion years ago. The planets then formed from a spinning disc of gas and dust around the Sun.

An **exoplanet** is a planet that is orbiting a star that is not the Sun.

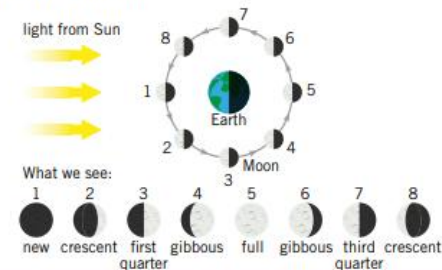
The Moon

The **Moon** orbits the Earth every 27 days and 7 hours.

It takes the same amount of time to spin on its axis, so we always see the same side.

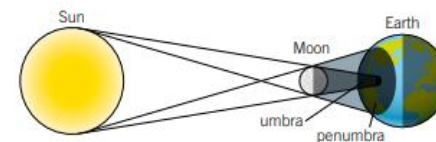
Phases of the moon

As the Moon moves around the Earth different parts are lit by the Sun, so it looks different to us.



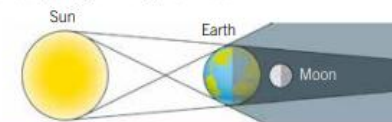
Solar eclipses

The Moon blocks light hitting part of the Earth. The **umbra** is the region of total darkness (like night), and the **penumbra** is where the light is partially blocked.



Lunar eclipses

The earth stops light hitting the Moon.



Key terms

Make sure you can write definitions for these key terms.

artificial satellite asteroid axis comet dwarf planet exoplanet galaxy gravity gas giant inner planet lunar eclipse meteor meteorite Milky Way
Moon natural satellite orbit outer planet penumbra planet solar eclipse Solar System star Sun terrestrial umbra Universe

Enrichment Opportunities

Seneca Learning: <https://senecalearning.com/en-GB/>

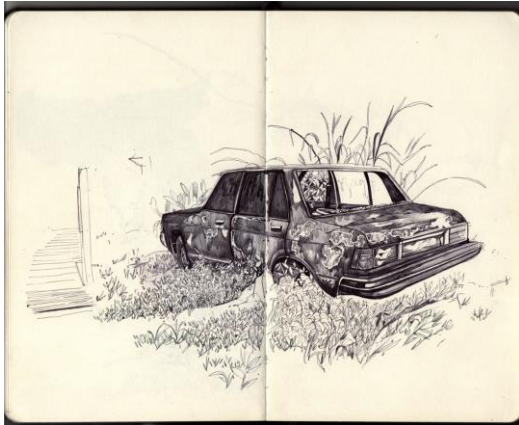
BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/z8c9q6f>

Brian Cox's Adventure in Space and Time: <https://www.bbc.co.uk/iplayer/episode/m000x9v4/brian-coxs-adventures-in-space-and-time-series-1-4-what-is-time>

Sketchbooks:

Artists use sketchbooks in one of two ways. We document what we see and experience around us, this is observation. Or, we'll 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:

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:

Brown = Yellow + Red + Blue in this order

Grey = Black + White OR

Grey = Red + Green OR Grey = Blue + Orange

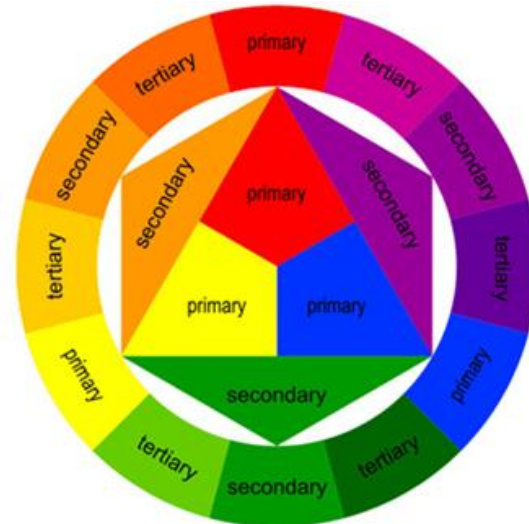
OR Grey = Yellow + Purple

Tints & Shades:

Tint = Primary colour + White

Shade = Primary colour + Black

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



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.

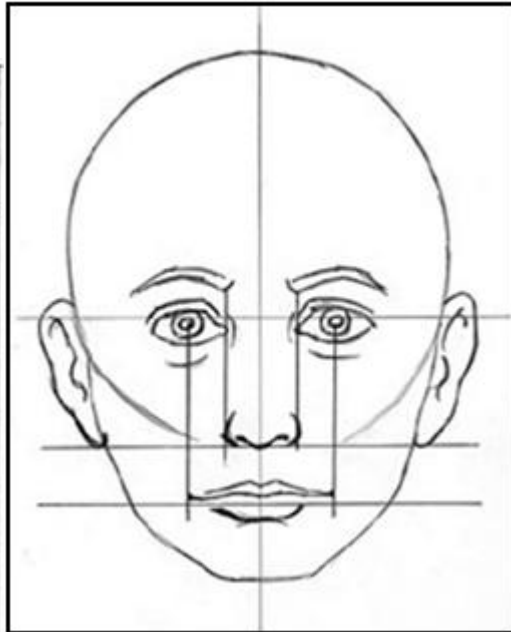
Layout- the arrangement of elements on a surface.

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



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.

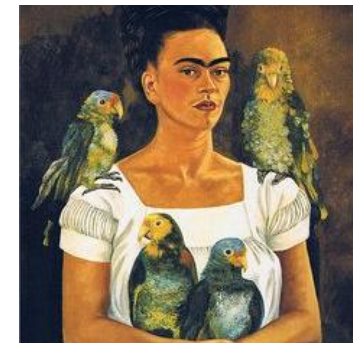
Enrichment: explore
www.tate.org.uk

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

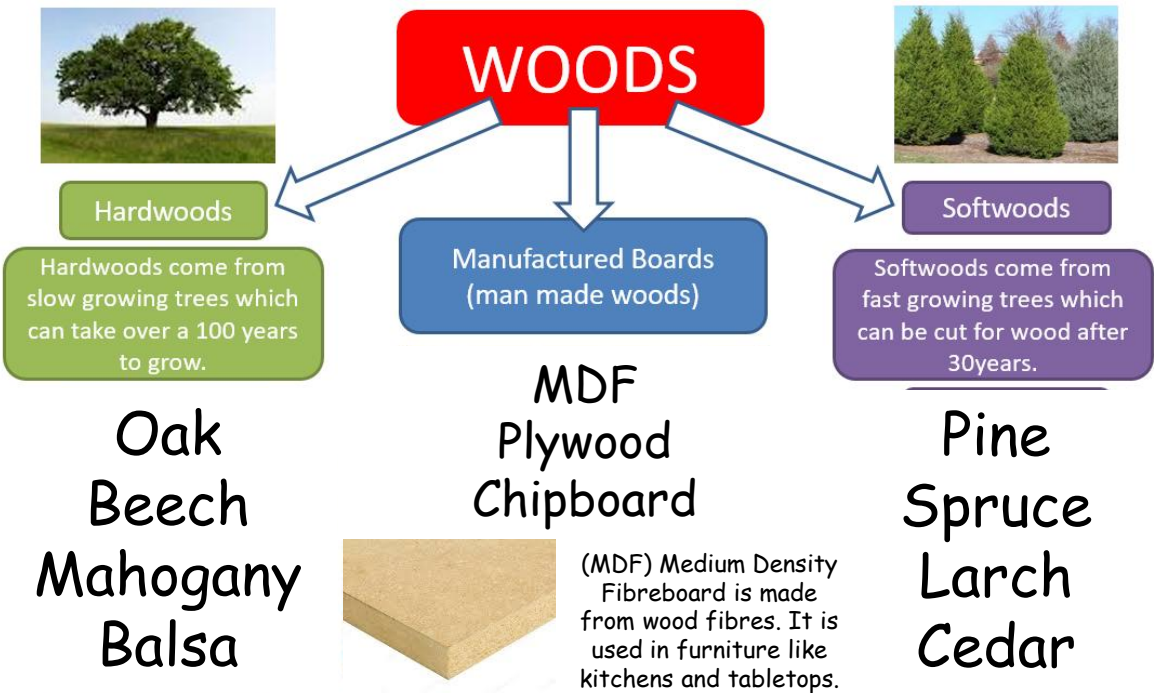


- 1907-1954
- Most famous Mexican artist
- Known for her self-portrait and portrait paintings
- Used her personal life experiences, family, husband and pets in her paintings
- She contracted polio at the age of 6 and was left disabled by the disease
- She suffered with constant pain from a serious bus 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

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
Half round file, Flat and Round 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

Drilling Jig: 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.

Key words;

- Template
- Deciduous
- Coniferous
- Design specification
- Client

Try these websites to support you

How MDF is made. <https://www.youtube.com/watch?v=ZRE1L7anoss>

Natural timbers. <https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/3>



Healthy Eating and Balanced Diet

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.

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.

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 vegetables
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.

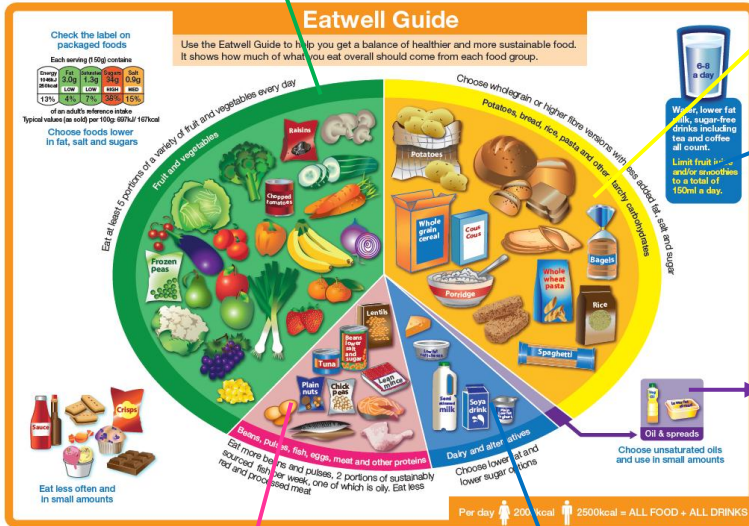
There are three macronutrients that are essential for health:

- carbohydrate;
- protein;
- fat.



There are two types of micronutrients:

- vitamins;
- minerals.



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%).

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%

- 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:

1. Nutrition
2. Nutrient
3. Balanced Diet
4. Seasonality
5. Cross Contamination
6. Senses
7. Eat Well Guide
8. Kitchen Hygiene
9. Personal Hygiene
10. Food Safety





Key Terms

- 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

Evaluating

Stretch

- 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



KEY VOCABULARY

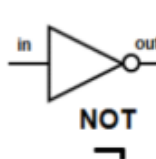
Logic	A system designed to perform a task according to string principles and rules
Logic Gate	The physical switches inside an electronic device which are able to perform calculations
Logic Circuit	A series of logic gates combined to perform a specific task
Truth Table	A table used to plan the inputs and outputs from a logic circuit
Boolean Operator	True or False
+	Addition
-	Subtraction
/	Division
*	Multiplication
**	Exponent (Power Of)
MOD	Modulus Division Divide one number by another and return the remainder
DIV	Integer Division Divide one number by another and return the whole number value

TRUTH TABLES

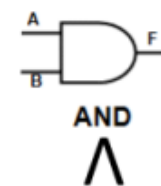
Truth Tables are used to plan the different inputs for a logic gate or logic circuit and show the different outputs

LOGIC GATES

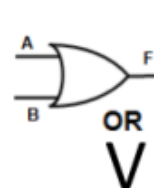
Logic Gates take an input (labelled A, B or C) and provide a single output



Input	Output
1	0
0	1
1	0



Inputs		Output
A	B	F
0	0	0
1	0	0
0	1	0
1	1	1

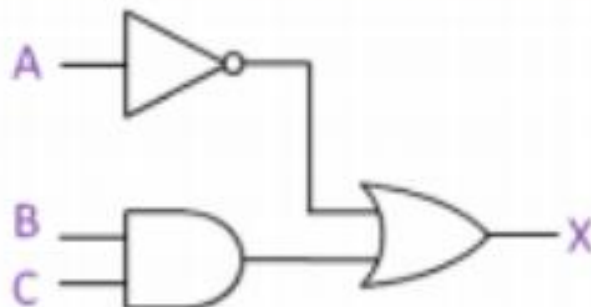


Inputs		Output
A	B	F
0	0	0
1	0	1
0	1	1
1	1	1

LOGIC CIRCUITS

A **Logic Circuit** is a combination of different logic gates. Logic gates can be combined in any order to solve computational problems. In the CPU, the transistors are the logic gates.

(NOT A) OR (B AND C)



A	B	C	NOT A	B AND C	X = (NOT A) OR (B AND C)
0	0	0	1	0	1
0	0	1	1	0	1
0	1	0	1	0	1
0	1	1	1	1	1
1	0	0	0	0	0
1	0	1	0	0	0
1	1	0	0	0	0
1	1	1	0	1	1

Enrichment Opportunities

<https://csunplugged.org/en/>
<https://www.digitalschoolhouse.org.uk/computing-at-home-10-activities>



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.

School of Rock the Musical

Based on the hit film, this hilarious musical follows Dewey Finn, a failed, wannabe rock star who decides to earn a few extra bucks by posing as a substitute teacher at a prestigious prep school. There, he turns a class of straight-A students into a guitar-shredding, bass-slapping, mind-blowing rock band. While teaching these pint-sized prodigies what it means to truly rock, Dewey falls for the school's beautiful, but uptight headmistress, helping her rediscover the wild child within.

Topic Objectives

- 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

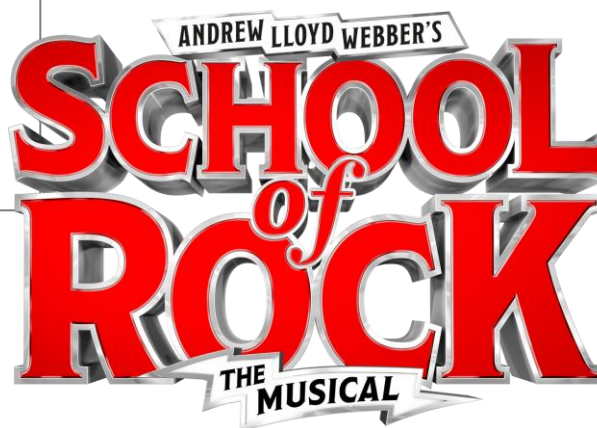
Performing	Analysing	Devising	Drama Roles	Drama Techniques
<ul style="list-style-type: none"> • Can identify and use volume, pitch and tempo • Can identify and use facial expression and body language • Can act in role, beginning to use performance skills to show character • Can perform as part of a group to an audience • Can understand the need to speak loud and clear • Can face the audience when performing 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Can use basic drama techniques such as: • Freeze frames • Levels • Mime • Cross cutting • Choral Speaking

Key Terms

Choreograph – To plan, create and rehearse movement or dance

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

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



Body

Facial
Expression
Movement
Posture
Interaction
Gesture

Extension and Further Info

Creating Miss Trunchbull – Costume and Makeup



Voice

Volume
Tone
Accent
Pitch
Pace
Emphasis



Au collège – school in France

General information

- In France, it is compulsory for children between the ages of 3 and 16 and consists of four cycles:
 - Preschool (*école maternelle*) – ages 3 to 6
 - Primary school (*école primaire*) – ages 6 to 11
 - Secondary school up to GCSEs (*collège*) – ages 11 to 15
 - Secondary school after GCSEs (*lycée*) – ages 15 to 18
- In France, as in the UK, there are private schools and state schools.
- State schools in France are also free and co-ed.
- Private schools may choose to be single-sex or have a religious affiliation. Private schools are fee-paying and some can be very expensive.
- In state schools, the class sizes are large, varying between 25 and 30 students. Some classes have more than 30 students.
- French state schools generally offer a high level of education, so only a minority (about 20% of students) attend private schools.
- Unlike in the UK where you need to pay to go to university France has state universities which are open to all. The only requirement is that a student passes the baccalauréat. However, due to a lack of funding, French universities are not as up-to-date as most universities you will find in the UK.

Age	France		UK		
3-4	Maternelle	Petite Section	Nursery	Nursery	
4-5		Moyenne Section		Primary school	Reception
5-6		Grande Section			Year 1
6-7	Ecole primaire	CP	Year 2		
7-8		CE1	Year 3		
8-9		CE2	Year 4		
9-10		CM1	Year 5		
10-11		CM2	Secondary school	Year 6	
11-12	Collège	Sixième		Year 7	
12-13		Cinquième		Year 8	
13-14		Quatrième		Year 9	
14-15		Troisième	Year 10		
15-16	Lycée	Seconde	Year 11		
16-17		Première	Year 12		
17-18		Terminale	Year 13		

Secondary schools in France

- In France, all children have to go to school until the age of 16.
- The majority of students stay in education until the age of 18.
- In terms of high schools (post-GCSE), there are three types in France. The *lycée general* and *lycée technologique* are for students who would like to focus on the academic side of education. The third type is a *lycée professionnel* which is a more vocational type of education.
- The French education system does not encourage creative or lateral thinking but has a heavy focus on academic subjects.
- The system does not adapt itself to the particular learning styles of different children like in the UK. In France, there is a one-size-fits-all approach.
- The teaching style focuses on learning rules and their applications, rote learning (the memorisation of information based on repetition), and repetition.
- State schools emphasize the authority of the teacher and set high academic standards.

The baccalauréat in France

- In France, instead of A-Levels, students do the baccalauréat (bac for short).
- Universities recognise the baccalauréat as a university admission qualification. Therefore, it is an appealing option for students who may wish to continue their education and go to university.
- In the baccalauréat, each subject is graded on a scale of 0-20. Students need a grade 10 to pass.

Enrichment Opportunities



Scan the QR code to find out more about schools in France.



Key word definitions:

Aspect: Facing a particular direction.

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

Climate: The average weather conditions of an area usually measured over 30 years.

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

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

Convective Rainfall: Rain caused when the sun heats the ground, the ground heats the air, which then rises to form clouds.

Depression: 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*).

Evapotranspiration: The amount of moisture removed by evaporation and transpiration from plants.

Forecast: We predict what the weather will be like

Frontal Rainfall: 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.

Meteorology: This is the study of weather.

Microclimate: Where variations in the weather conditions occur over a small area.

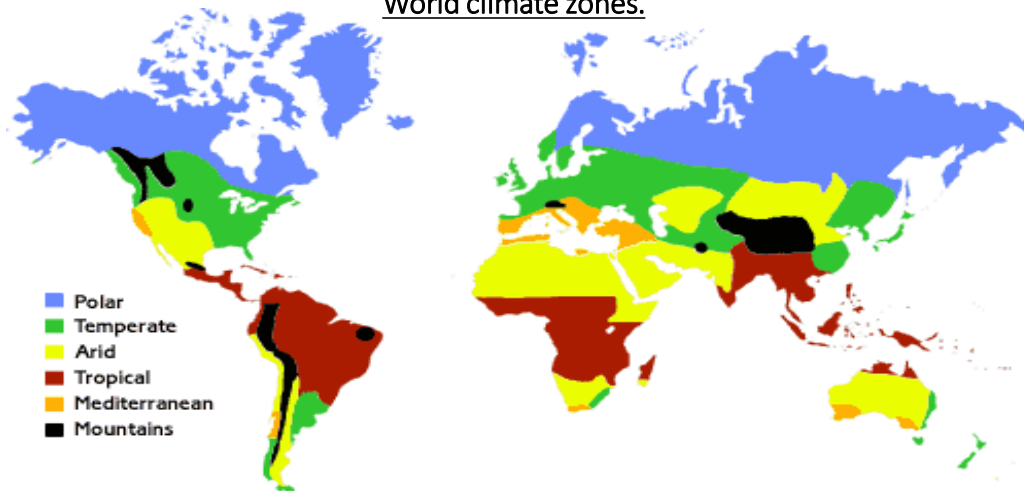
Relief Rainfall: Rain that occurs when air is forced to rise over a hill or mountain.

Satellite Image: A picture taken by a camera carried on a satellite in space.

Weather: 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 (°C)	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 (kph or mph)	Anemometer

World climate zones.



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 suited to that climate. Bring your work to school and show it to your teacher.





4.1 Medieval Religion

Christian	Somebody who follows the religion of Christianity. In the Medieval period everybody was Christian
Roman Catholic	A type of Christianity which says that their leader is the Pope in Rome (Italy). All Christians in England during the Medieval period followed the Roman Catholic type of Christianity
Doom Painting	A painting found on the walls of Medieval churches showing heaven and hell and the punishments or rewards waiting Christians in the afterlife
Tithe	One tenth of income in the form of food/animals or money which had to be given to the Church by everybody in England every year.
Pope	The leader of the Roman Catholic (Christian church). During the medieval period the Pope was very powerful (more powerful than some kings) what he said was considered to be direct messages from God
Archbishop	Powerful leaders in the Roman Catholic Church. They were in charge of Bishops and Priests. The Pope was their boss. Some archbishops controlled large amounts of land and wealth. The most important Archbishop in England was the Archbishop of Canterbury.
Bishop	Bishops looked after a group of churches in the area which they controlled. During the medieval period they were often rich and controlled land and the priests who worked in churches in the area.
Priest	A man specially trained to perform religious duties. He could read and speak Latin and held church services. They reported to Bishops. Priests were very important people in their local village acting as leaders and local advisors and judging the sins and crimes of people who lived there. A priest could threaten people with hell if they behaved badly or didn't follow the rules of the Church
Heaven	A place where Christians believe you go after you die to live forever in happiness. In the medieval period Christians believed if you followed the rules of the Church you would go to heaven.
Hell	A place where Christians believe you go after you die to live forever in pain. In the medieval period Christians believed if you broke the rules of the Church you would go to hell.
Monk	A man who devotes his life to study and prayer to God. He lives in a monastery. Monasteries often controlled large areas of land and became rich during the medieval period.
Nun	A woman who devotes her life to study and prayer to God. She lives in a convent.

4.2 Medieval Towns and Villages and leisure

Villein	A villein was a type of peasant. They did not own the land they worked on. They had few rights and could not leave their village without permission.
Freeman	A freeman was not tied to land in which he worked he could move on. He paid rent to work on the land to the local lord.
Wattle and Daub	Material that was used to make houses made of clay and animal manure. It was used to make basic houses for the majority of peasants in medieval England
Hygiene	Referring to being clean. Good hygiene means clean places free of germs. Many medieval towns were unhygienic. Though some occasional attempts were made to clean them up
Sanitation	Referring to cleaning and removing harmful substances in particular sewage from an area. Medieval towns had poor sanitation, with toilets often being placed directly over water which was used for drinking and washing. Therefore a major cause of disease in medieval England was poor sanitation
Feast Days	Days of celebration in medieval England. In the Middle Ages, ordinary people didn't really go on holidays. Instead there were lots of feast days throughout the year, such as Easter Day, May Day, Midsummer's eve, Christmas, and various Saint's days. On these days, after going to a church service, they would have some free time for themselves. In fact, our work holiday comes from the term 'holy day'

Enrichment Opportunities

Meanwhile Elsewhere ... find out what else was going on at the same time, elsewhere in the world:

- Carry out independent research on the Song Dynasty



4.3 The Black death Key Terms , Dates and people

1348	The year that the Black Death arrived in England. It is thought the Black death killed 33-50% of the population within 5 years
Bubonic Plague	The name of the disease which caused the Black death. It was carried in the bloodstream and passed through the bite of infected fleas
Buboes	Large boils the size of tennis balls which would grow on the victims of the Black Death. They might burst spilling out black pus.
Flagellants	People who whipped themselves as a punishment for their sins in order to stop themselves from getting the Black death
Edward III	King of England during the black Death. He did make some laws asking people to clean up towns to try and stop the spread of the disease.
Cause	Something that makes something else happen
Consequence	Something that happens as a result of something else
Prevention	Something done to stop a disease from happening
Treatment	Something done to cure or stop a disease.

4.4 Black Death –Beliefs about causes

What did Medieval people think caused the Black death?

- Medieval people had only limited medical knowledge and most people believed disease were caused by God as punishment or for other superstitious reasons.
- Other people though the movement of the planets or bad smells called Miasma caused the Black Death.
- Some people blamed Jewish people and said they had poisoned the drinking water. Many Jewish people were murdered as a consequence

4.5 Black death Consequences

What were the consequences of the Black Death?

- Many people in England died, up to 50 % of the population. This included people from all social classes.
- However it was not all bad. The lack of people meant that land was freed up and Freeman could demand to be paid for the work they did or for lower rents. Peasants began to move about more freely.
- The Lords and Barons did not like this new freedom and later tried to make laws which returned life to what it was like before the black death.

4.6 Black Death Prevention and Treatment

Medieval people tried a range of ways to prevent or treat the Black death. They rarely worked

Praying to God	Most people believed in God by praying to him they thought they might be saved from death
Whipping themselves	Groups of people called flagellants whipped themselves to show how sorry they were for sins committed by human kind
Popping the boils with a plucked chicken	This is one example of the ideas Medieval people had based on superstition. Others included killing a toad and rubbing it on your boils
Moving away and locking victims in their homes	Avoiding contact with Black death victim was one of the only ways to avoid catching the disease but since the disease was so widespread this was virtually impossible.



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.

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.

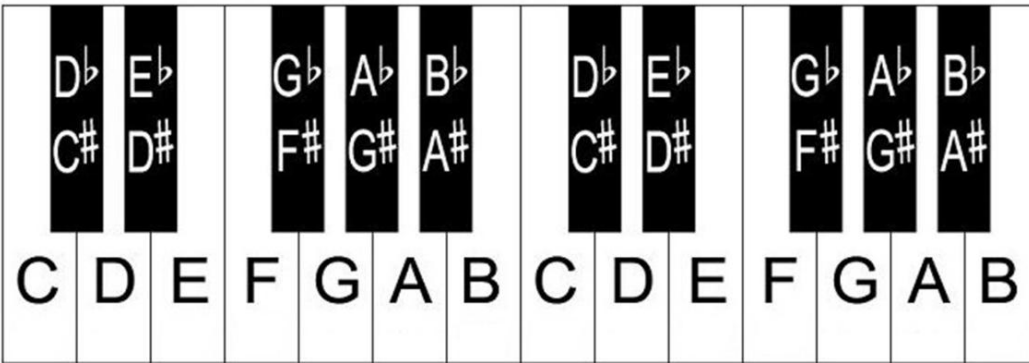
Speak Slowly and Loudly: Make sure everyone can hear and understand you—no rush!

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!



Piano Keys and Notes



E G B D F

Every Green Bus Drives Fast



F A C E

FACE in the SPACE



G B D F A

Great Big Dogs Fight Angrily

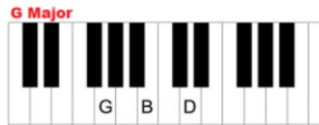


A C E G

All Cows Eat Grass



Keyboard Chords



Play one - Miss one - play one - miss one - play one

MAD T-SHIRT

Melody – the tune, combination of different pitches of notes

Articulation – the way it is played

Dynamics – how loud the music is

Texture – layers of sound Thick / Thin

Structure – the order in which the music happens

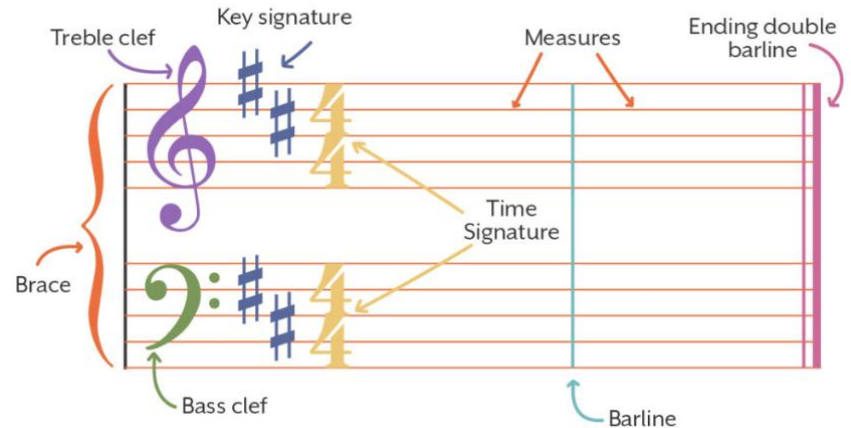
Harmony – How the notes sound together. **Chords**, notes played at the same time

Instrumentation – Ukulele, Vocals

Rhythm and Tempo – combination of long and short notes, fast or slow, bpm – Beats Per Minute

Timbre – the quality of the sound

Grand Staff





How to read Guitar Chords

STRING NUMBERS: 6 5 4 3 2 1

1st Fret

2nd Fret

3rd Fret

4th Fret

5th Fret

E A D G B E

STRING NOTES

MUTE

OPEN STRINGS

NUT

INDEX FINGER

MIDDLE FINGER

RING FINGER

OPEN C

C

Am

Em

G

E

UKULELE - G CHORD

OPEN STRING

Open 4th string.

TRIANGLE SHAPE

1st, 2nd and 3rd strings.

3 FINGERS

on 1st, 2nd and 3rd strings.

1 3 2

FRETTING HAND

LEFT

1 2 3 4

C MAJOR

A MAJOR

G MAJOR

D MAJOR

How to read Drum Tab

Standard 8th Note Groove

1 2 3 4

BASS DRUM

HI-HAT

SNARE DRUM



Time values

NOTE	NAME	LENGTH (duration)	REST
	Semibreve	4 beats	
	Minim	2 beats	
	Crotchet	1 beats	
	Quaver	1/2 beats	
	Semiquaver	1/4 beats	

A dot after the note increases its length by half:

	Dotted minim	
	Dotted crotchet	

Groups of quavers/semiquavers are usually beamed together:



Dynamics

<i>pp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i>	<i>ff</i>
PIANISSIMO	PIANO	MEZZO PIANO	MEZZO FORTE	FORTE	FORTISSIMO
very soft (v.quiet)	soft (quiet)	moderately soft	moderately loud	loud	very loud
crescendo (cresc.)			diminuendo (dim.)		
gradually getting louder			gradually getting quieter		

Form and structure

BINARY

A B

Two sections: A usually ends in a related key (e.g. dominant or relative minor), but B returns to the tonic. B will contain with some change/contrast.

TERNARY

A B A

Three sections: section B provides a contrast (e.g. new tune key change). A may return exactly or with some slight changes.

RONDO

A B A C A

A longer form: A returns throughout the piece, with contrasting sections called 'episodes', containing new ideas and using different keys.

Texture

MONOPHONIC	A single melodic line.
HOMOPHONIC	A chordal style or melody and accompaniment: moving together.
POLYPHONIC	A more complex (contrapuntal) texture with a number of different lines.

Tempo

LARGO	LENTO/ ADAGIO	ANDANTE/ MODERATO	ALLGRETTO	ALLEGRO/ VIVACE	PRESTO
v.slow	slow	walking pace/ moderate	quite fast	quick/lively	very quick

The structure of a pop/rock song may include:

INTRO: short opening section, usually instrumental.

VERSE: same music but different lyrics each time.

CHORUS: repeated with the same lyrics each time (refrain).

MIDDLE EIGHT: a link section, often eight bars, with different musical ideas.

BRIDGE: a link/transition between two sections.

OUTRO: an ending to finish the song (coda).

*You may also hear a pre-chorus, instrumental interlude or instrumental solo.



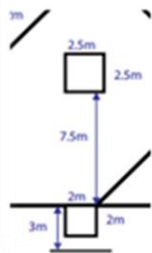
Rules

- Bowling box 7.5m from batting box
- Can't step over line
- Smooth underarm action
- Must be between head and knee height of batter
- Must not bounce before reaching batter
- Must be within the width of the batting square



Technique

- Basic**
 - Grip ball with index/middle finger and thumb
 - 2 steps in to bowl
 - Bent knees
- Advanced**
 - Change pace of bowl
 - Change angle of bowl
 - Add spin to bowl
 - Donkey drop



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

RULES OF PLAY

- You must start in the batting box and not step out of it.
- You only get 1 ball bowled at you, after which you must run whether you hit it or not.
- You must keep in contact with a post once you have decided to stop.
- A no ball is: above the batter's head, below the knee, the wrong side of the body, too wide and too close into the body.
- 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.
- If you hit the ball and get all the way round you score 1 rounder, if you get to 2nd post, you score ½ a rounder. If you do not hit the ball but get all the way round you score ½ a rounder. You also score ½ a rounder if you get 2 no balls bowled at you.
- You get ½ a rounder for obstruction if the fielders get in the way of your run to a post.

BATTING/HITTING

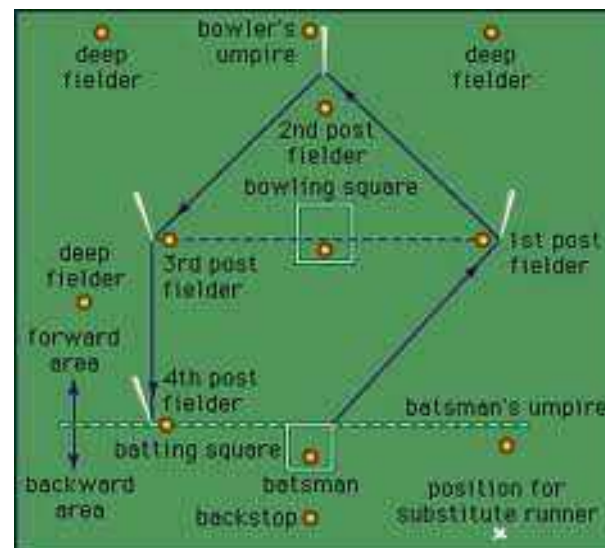
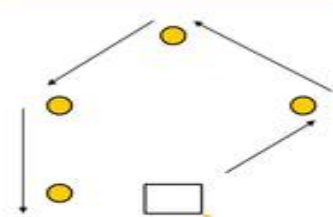


Batting arm back straight
 Bat up at 90 degrees to arm

Keep head still
 Watch the ball at all times

Follow through in direction you want the ball to go

Sideways on
 Feet shoulder width apart
 Knees bent



Maidenhill Challenge:

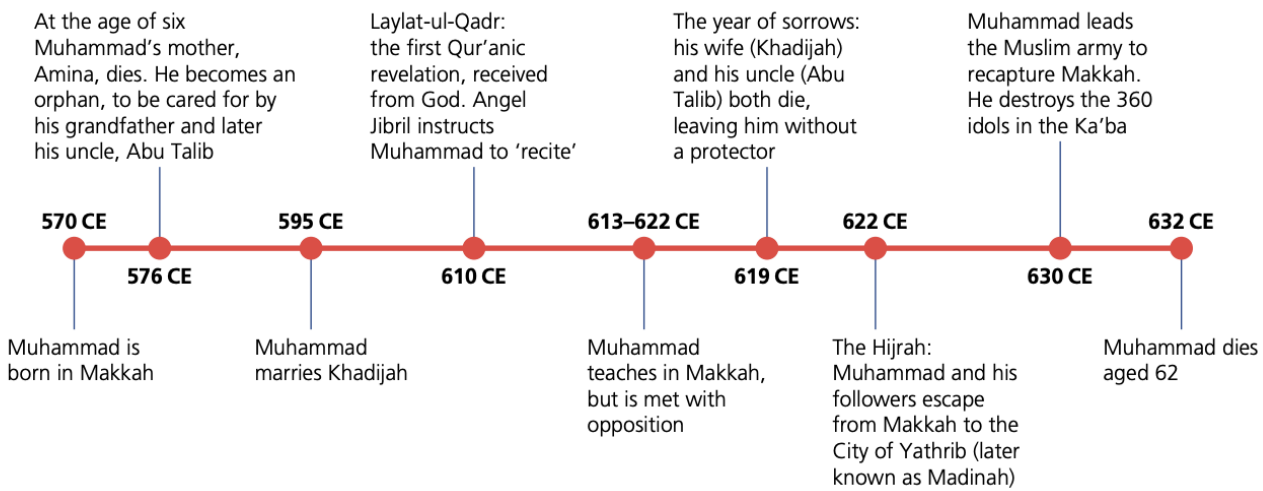
- 1) Draw a Rounders pitch and label it correctly with the lines and positions.
- 2) Find a clip online of a game of rounders (England). Visit the England Rounders website and research a rule you are least familiar with.



1.1 Key Vocabulary

Islam	It means ‘peace’ or submission.	Tawhid	The Muslim belief in the oneness of God.
Muslim	A person who belongs and believes in the religion of Islam.	Jihad	The strive to be a good Muslim. There are two types. The greater/inner struggle and the lesser/outer struggle.
Allah	The Arabic term for God.	Halal	Actions or things which are permitted within Islam, such as eating permitted foods.
Revelation	A message sent by God and ‘revealed’ or ‘shown’ to the human mind.	Haram	Any action or things which are forbidden within Islam, such as eating forbidden foods.
Qur’an	The Islamic sacred book, believed to be the word of God as dictated to Muhammad by the Archangel Jibril and written down in Arabic.	Iman	In the Sunni tradition an Iman is the chosen leader in a local mosque.
Prophet	A term used for the messengers of God, beginning with Adam and ending with Prophet Muhammad.	Ka’ba	Known as the House of God, the black covered, cube shaped building at the centre of Islam's holiest City, Makkah.
Hadith	An account describing the words and actions of the Prophet Muhammad	Ummah	The worldwide community of Muslims who share a common religious identity.
Mosque/ Masjid	A communal place of worship for a Muslim Community		

1.2 The Prophet Muhammad



Muhammad taught the people of Makkah that:

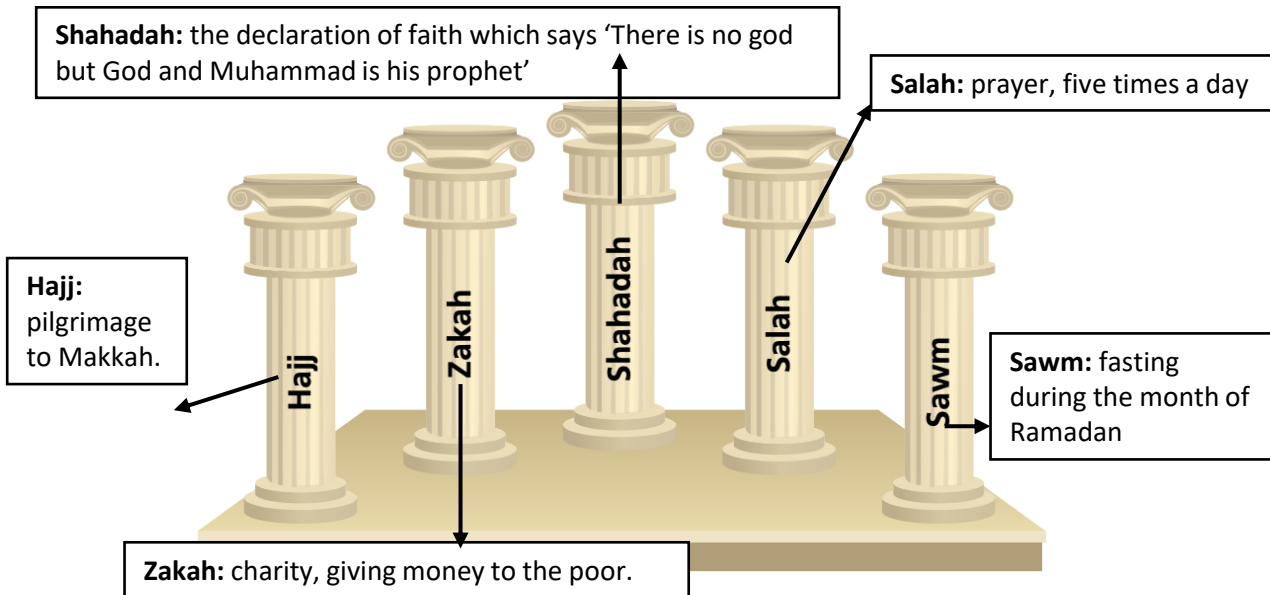
- There is only one true God
- People should not worship idols
- God should be given thanks through worship
- Lives should be lived according to the revelation of the Qur’an
- There will be a Judgement Day where God will judge how lives have been lived.

Not everyone received this message well. He was ridiculed and insulted. However, some did follow him and they became known as ‘Muslims’.

1.3 The Prophet Muhammad

The Five Pillars

Sunni Islam teaches that all Muslims have a duty to worship God by following the Five Pillars. These actions are all ibadah, acts of worship carried out with the intention of obeying God.



1.5 Islam in Britain

- According to the 2021 UK Census 3,801,186 Muslims live in England and Wales, and are 6.7% of the population.
- The Muslim population again grew by over a million compared to the previous census. It is the fast growing religion in the UK.
- The areas that have the highest population of Muslims are Blackburn, Bradford, Manchester, Birmingham and London.
- Nearly half of the Muslim population are born in the UK.
- There are approximately 18,500 Muslim doctors in the NHS which is around 7%.
- Most Muslims living in Britain today are Sunni, but there are many Shi'as too.



Revision Suggestions:

- 1). Use BBC bitesize and type in Islam to revise key beliefs and practices in Islam.
https://www.bbc.co.uk/bitesize/topics/zfwhfg8/articles/zn_hjcgq
- 2). Recreate your own timeline of the life of Prophet Muhammad or the Sunni and Shi'a divide.
- 3). Use flashcards to remember key terms and ask your family and friends to test you on them.

1.4 Sunni and Shia divide

- The Sunni and Shia divide is almost 1,400 years old. It is the most significant split in Islam's History.
- When Prophet Muhammad died a dispute arose about who was his rightful successor as leader. The choice was between Abu Bakr (The Prophets closest companion) and Ali (the Prophets son in law).
- Abu Bakr was appointed as the successor by a large majority of Muslims, who eventually became known as Sunnis. Some Muslims remained loyal to Ali. This second group later became known as the Shi'a, from their original full title 'Shia-t-Ali' which means 'party/house of Ali'.
- Shia's believe that Muhammad, guided by God, appointed 12 descendants to succeed him. They call these the 12 Iman's. Ali was believed to be the first of the Iman's but this was overlooked by Sunnis. Shia's who believe in this are called 'Twelver' Shias.
- In 562CE Ali became the fourth Caliph but was met with opposition of his appointment. In 661CE Ali was assassinated by Kharijites. Ali's eldest son, Hassan, became the official fifth Caliph but resigned and is believed to have been poisoned. This led to his brother, Hussein becoming Caliph but he and his followers were killed. Shi'as now commemorate the massacre with a festival called Ashura, a ten-day period of mourning.



Spanish Cities

Madrid:

- Madrid is the capital of Spain but is only thought to have become the capital until the 16th century.
- Madrid 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

- Barcelona is located 90 miles south of the border between France and Spain.
- Barcelona 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 Família* (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 4th 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:



Date	KO*	WB*	TT*	Date	KO*	WB*	TT*
13/4				4/5	IN	S	ET
14/4				5/5			
15/4				6/5			
16/4				7/5			
17/4				8/5			
20/4				11/5			
21/4				12/5			
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23/4				14/5			
24/4				15/5			
27/4				18/5			
28/4				19/5			
29/4				20/5			
30/4				21/5			
1/5				22/5			

You should also have:

- Pencil case
- Reading book
- Calculator
- Headphones
- Plastic wallet
- Protractor
- Sharpener
- Compass
- (no scissors)



You should also have when needed:

- Ingredients
- PE kit
- Completed homework

RUBBER

PENCIL

WHITEBOARD PEN

GREEN PEN

BLACK PEN

RULER