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English - Introduction to Elizabethan Theatre



Romeo and Juliet – Synopsis

- This story takes place in Verona, Italy - where two families are fighting. The families are named the Montagues and Capulets and they have hated one another for a long time.
- At the beginning of the play the Prince of Verona warns both families that anyone caught fighting in the streets of Verona will be sentenced to death.
- Romeo tells his cousin Benvolio and his friend Mercutio that he is sick with love for a girl who won't love him back. Benvolio and Mercutio encourage him to forget about her and go with them to a costume party at the house of Capulet. They know it will be dangerous because they are Montagues, but they think it will be fun.
- Meanwhile Old Capulet is arrange for his only daughter, Juliet, to get married to a noble man called Paris.
- At the Capulet Party, Romeo and Juliet meet for the first time and they instantly fall in love. However, soon they realise they are from separate families and worry they can't be together. Tybalt, Juliet's cousin, also notices that there are Montagues at the party and promises that he will have revenge on them for turning up.
- After the party, Romeo climbs back into the Capulet mansion where he speaks to Juliet on the balcony. They declare that they love each other and agree to marry in secret the next day. Romeo goes away and arranges the marriage with his friend, The Friar.
- Romeo and Juliet marry in secret.
- Tybalt, who is still angry at the Montagues for going to the party, challenges Romeo to a duel in the street. Romeo refuses to fight him. Mercutio agrees to fight Tybalt instead and ends up being killed by Tybalt. Romeo is so angry he kills Mercutio. The Prince of Verona banishes Romeo from Verona.
- Juliet is sad to hear of her cousin's death, but she is even more sad to hear that her husband Romeo must leave Verona. Her and Romeo spend their wedding night together.
- Juliet's father arranges for her to marry Paris to cheer her up after her cousin's death. Juliet tries to refuse but her father threatens to have her thrown out of the house. She is scared so she goes to the Friar who gives her a drug that will make her seem as if she is dead. They agree that she will drink this potion the night before the wedding, her family will think she has killed herself and put her in the Capulet tomb. The Friar will then get in touch with Romeo and tell him. He will be there when Juliet wakes up and they will run away together.
- Juliet follows her part of the plan, but something goes very wrong. Friar Lawrence's message never makes it to Romeo. Instead, Romeo hears that Juliet is dead. Romeo returns to Verona with a very strong poison. He goes to Juliet in the tomb, drinks the poison, and dies. When Juliet wakes up she finds Romeo laying next to her. She is so sad that she takes his dagger and kills herself.
- When the Montagues and the Capulets learn what happened with their children they agree to end the years of fighting. The Prince of Verona hopes the story of Romeo and Juliet will help to keep Verona a peaceful place.

Key Characters

- Romeo** - The son and heir of Montague and Lady Montague. A young man of about sixteen.
- Juliet** - The daughter of Capulet and Lady Capulet. A beautiful thirteen-year-old girl
- Friar Lawrence** - A Franciscan friar, friend to both Romeo and Juliet. Friar Lawrence marries Romeo & Juliet in secret and tries to help Juliet at the end by giving her the potion that makes her seem dead. Unfortunately his message to Romeo does not arrive.
- Mercutio** - A kinsman to the Prince, and Romeo's closest friend. Mercutio is killed by Tybalt when he agrees to fight him in Romeo's place.
- The Nurse** - Juliet's nurse, the woman who breast-fed Juliet when she was a baby and has cared for Juliet her entire life. The Nurse is a loud-mouthed character.
- Tybalt** - A Capulet, Juliet's cousin on her mother's side. Tybalt is an aggressive and violent character. He is responsible for killing Mercutio.
- Capulet** - The patriarch of the Capulet family, father of Juliet, husband of Lady Capulet, and enemy, for unexplained reasons, of Montague.
- Lady Capulet** - Juliet's mother, Capulet's wife.
- Montague** - Romeo's father, the patriarch of the Montague clan and bitter enemy of Capulet.
- Lady Montague** - Romeo's mother, Montague's wife. She dies of grief after Romeo is exiled from Verona.
- Paris** - A kinsman of the Prince, and the suitor of Juliet most preferred by Capulet.
- Benvolio** - Montague's nephew, Romeo's cousin and thoughtful friend
- Prince Escalus** - The Prince of Verona. A kinsman of Mercutio and Paris. As the seat of political power in Verona, he is concerned about maintaining the public peace at all costs.

English - Introduction to Elizabethan Theatre



Key contextual information

Elizabethan Theatre (1562-1642)

Queen Elizabeth was an avid theatregoer and the theatre grew hugely under her reign. Under her rule, drama was a unified expression as far as social class was concerned; the court and the royal family watched the same plays as the commoners. The first permanent English theatre, The Red Lion, opened in 1567 but it did not last long. However, during Elizabeth's reign, several successful theatres were established. These include The Theatre, The Curtain, The Rose, The Swan, The Globe and The Fortune.

Architecture

Public theatres were usually three stories high and built around an open space at the centre. The sides overlooked the open centre into which jutted a stage. The 'playhouses' were generally built with timber and plaster. They could hold a large number of people (around 5000). The cost of admission depended on where you wanted to sit - if people wanted a better view, or to be away from the crowd, they had to pay extra for a seat and a cushion to sit on.

Performances

Only men could act on stage at the time and so all female parts were played by adolescent boys in female dress. The performers or 'players' took place in the afternoon as it was still bright. If it started to get dark, candles were lit, although this could be dangerous due to the risk of fire. Plays contained little to no scenery or props. Acting troupes often travelled the country acting in towns and villages across the country. Usually the same plays were not performed on consecutive days so actors had to learn loads of lines and sometimes play more than one part because there were not enough actors for each part.

Costumes

Costumes were a huge part of the theatre as they made up for the lack of scenery, set and props. They were often brightly coloured and dramatic. Colours would be used to show if the characters were rich or poor, for example a character who was a member of the royal family would wear purple, the colour of royalty.

Genres

History - A play in this genre is known as a history play and is based on a historical event or story. In Elizabethan theatre, history plays were usually centred around the heroic and brave antics of a past king.

Tragedy - a play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.

Comedy - a play characterized by its humorous or satirical tone and its depiction of amusing people or incidents, in which the characters ultimately triumph over adversity.

Word	Definition
Fate	A power that is beyond human control that is believed to determine what happens.
Tragedy	In theatre, a tragedy is a play that ends badly for the hero, heroine or other characters.
Genre	A genre is a specific type of music, film, or writing. For example, romance or science-fiction.
Prologue	The prologue is an introduction to a spoken or written work such as a speech or play.
Dignity	Dignity is the quality or state of being worthy of honour and respect.
Mutiny	Mutiny is open disobeying or fighting against the leaders in charge
Villain	A villain is a character in a story or play who goes against the hero or heroine.
Volta	In a sonnet , the volta is the turn of thought or argument in the poem.
Couplet	A couplet is two rhyming lines of verse one after another.
Foreshadowing	Foreshadowing is when the author gives you hints about what will happen later on in the story.
Protagonist	The main character in a text. Sometimes there can be more than one.
Antagonist	The person in the text is actively against and opposing the protagonist.
Dialogue	A conversation between two people in a novel, play or poem.
Connotation	What a word makes you think/feel/imagine that is beyond its literal meaning.
Soliloquy	A speech delivered by a character on stage where they explore their thoughts and feelings alone.
Denouement	The final part of a text where all of the strands of the plot are brought together and resolved.
Exposition	In a play, the exposition is the opening part of the play where we are given background knowledge and context to characters, setting etc.
Climax	The climax , or crisis, is the decisive moment, or turning point in a play.
Atmosphere	The overall mood and tone of a place or situation.
Tone	The general character or attitude of a person or place.
Pilgrim	A person who journeys to a sacred place for religious reasons.

English - Introduction to Narrative Poetry



What is poetry?

Poetry is a type of literature, or artistic writing, which attempts to stir a reader's imagination or emotions. A **narrative** is a story; a narrative poem is a poem that tells a story. It still can contain devices like alliteration, similes and metaphors, but its first job is to tell the reader (or listener) a story. Narrative poems tend to be fairly long in length and were often designed to be read aloud.

The Structure of poetry

Poets use patterns of rhythm to create various effects. Some syllables, or parts of words, in a line naturally receive more emphasis (stress) than others. For example, if you say "hedges and ditches" aloud, the hedg and ditch sounds are stressed more than the other sounds. The stressing of certain syllables creates a particular rhythm. A poem's rhythm is called its meter. Poets also use patterns of sound. Some poems rhyme using two or more words that end with the same sound, such as hat and bat. A poem may repeat sounds in many other ways. For example, in "high as a kite," the long "i" sound is repeated. In "a stroke of luck," the "k" sound is repeated.

Poetic Techniques

Alliteration is another way a poem repeats sounds. A group of words that start with the same sound, such as "a dark and dangerous day," uses alliteration. Another poetic sound device is onomatopoeia. Onomatopoeia is the use of a word or words that sound like what they are meant to represent. Buzz, hiss, and cuckoo are examples of onomatopoeia.

Figures of Speech

A figure of speech is a way to express the meaning of something without saying it directly. Figures of speech are used frequently in poetry. In fact, metaphors are considered to be the basic language of poetry. A metaphor can be used to compare something unfamiliar or difficult to understand with something that is familiar to the reader. A simile is also a figure of speech. It is a more direct way to compare two things. Similes use the words like or as to show how one thing is similar to another. "She is as wise as an owl" or "he eats like a bird" are both examples of similes.

The Library of Alexandria:

The kings of Egypt created a giant library, the Library of Alexandria, where they stored all of the great works of Greek poets, historians, philosophers, scientists, and other writers. This library was so big that it probably contained over a half a million papyrus scrolls! It was a symbol of the growing scholarship of the Late Greek period, because it was an area where thinkers and writers could perform literary, historical, and scientific studies.

We will never know exactly what texts or how many pieces of literature were actually in the library of Alexandria, because in 48 BC, the library was burned down in a siege by the Greek emperor. More than 40,000 works of Greek philosophy, literature, history, and science were sadly burnt and lost to history for all time.

The development of the Greek alphabet and the many wonderful works of Greek writers helped to create the literary tradition that people still enjoy. Many Greek poems and histories are still read in schools and for enjoyment today.

The Origins of Poetry

It may surprise you to know that poetry has actually been around for thousands of years! The Greeks were famous for their epic poems. Read the information below  more.

Greek Literature

The Greek alphabet (alpha-beta are the first two letters of the Greek alphabet) was firstly used by the government for the proclamation of laws, so that ordinary people could understand them. Writing was later used to record public decisions and records, and then finally as more and more citizens became literate (able to read), Greek literature was developed.

Epic Literature: Epic poems are long poems, which don't rhyme, and describe a serious topic, which is usually important to a culture. Homeric Epics described the great deeds of the warriors of Greece, who led the war against Troy, a rival state.

Even though historians cannot decide whether an actual poet named Homer ever really lived, these stories were the inspiration for much of Greek literature. The most famous epic poem attributed to Homer is The Iliad. The Iliad tells the story of Achilles, who was Greece's best warrior, who fought in the battle against Troy. After falling in love with a woman from Troy, Achilles withdraws from battle so he can be with his love. He gives his friend Patroclus his armour, who wears it in battle, but is killed by a Trojan named Hector. Achilles then avenges his friend Patroclus by killing Hector, but then he himself is killed when he is struck with an arrow in his heel, his weak spot.

Another famous epic poem is The Odyssey. The Odyssey tells the story of Odysseus, who tries to return home after winning the Trojan War. His journey home is by no means an easy one, and only after many trials and tribulations he finally makes his way home, only find that his house is overrun by hundreds of suitors, who are trying to marry his wife Penelope.

Sappho was the first woman poet from Greece. Much of what she wrote was short love poems. Only bits and pieces remain of most her poetry, but in those pieces she writes many beautiful verses about the pain and longing of being in love.

English - Introduction to Narrative Poetry



The Iliad – Death of Patroclus

- The most famous epic poem attributed to Homer is **The Iliad**. It was written in Greek.
- The Iliad tells the story of Achilles, who was Greece's best warrior, who fought in the battle against Troy.
- Patroclus is Achilles best friend, who is killed by Hector
- Achilles is upset and seeks vengeance for his death.

Beowulf – fight with Grendel

- The poem tells the story of Beowulf, a heroic warrior, and later king, of the Geats. No one is sure how old the poem actually is, but it is at least 1,000 years old! It was written in Old English.
- Beowulf fights a monster called Grendel and kills him by ripping off his arm. The poem was designed to be read aloud as most people couldn't read in Anglo-Saxon times.

The Canterbury Tales – The Miller's Tale ending

- The Canterbury Tales is a book of stories written by Geoffrey Chaucer. It was written in the 14th century. It was one of the first books to be written in the English language.
- The Miller's Tale is a comedic story about a woman who is cheating on her foolish husband.

The Lady of Shallot

- Written by Alfred Lord Tennyson in 1832 but is meant to sound much older. Set in the mythical Camelot (where King Arthur supposedly lived).
- The Lady of Shallot has been cursed so that if she ever leaves her tower or looks outside of the window, she will die. She spends all day weaving a tapestry of the life she sees reflected in her mirror, until one day she leaves. She never makes it to Camelot, dying just as she arrives in a boat.

The Highway Man

- Written by Alfred Noyes published in 1906, tells the story of a highwayman who falls in love with Bess, a landlord's daughter. The story ends tragically, but both are reunited again on winter nights in the afterlife.
- The poem is famous for itself rhythmic meter, which sounds like a galloping horse

The Raven

- Written by Edgar Allen Poe; the raven is symbolic of sorrow. The poem is circular as it constantly repeats 'nevermore'.

The Rime of the Ancient Mariner – Part I and II

- An epically long poem which tells the story of an old sailor, who committed the terrible crime of killing an albatross (a sacred bird) and now has to wander the earth telling people his story.

Word	Definition
Vengeance	An action against someone to punish them for having hurt you.
Heroic	Behaving like a hero ; admirably brave or determined.
Fury	Wild or violent anger.
Boasted	Talked with excessive pride and self-satisfaction about one's achievements or possessions.
Sacred	Religious; above other things.
Weary	Showing extreme tiredness.
Mystique	The quality of mystery; an air of secrecy that makes something seem powerful.
Constricted	Narrowed, inhibited, restricted.
Abomination	a thing that causes disgust or loathing.
Purity	Freedom from contamination; clean.
Alliteration	Alliteration is a poetic device that uses the same letter sound at the start of adjacent or closely connected words in a sentence. Alliteration is a type of repetition
Allusion	a statement that refers to something without mentioning it directly
Assonance	Assonance is defined as the act of repeating a vowel sound in a phrase or sentence, often in poetry.
Connotation	Connotation refers to a meaning that is suggested by a word rather than the word's literal meaning.
Enjambment	When a phrase, a clause, or a sentence in a line of poetry doesn't finish at the line break but spills over into the next line
Imagery	Imagery is when a writer appeals to a reader's senses by using descriptive and figurative language. This can include the sense of taste, touch, smell, sight, and sound
Metaphor	A metaphor is a word or phrase used to describe something as if it was something else.
Meter	Meter is a unit of rhythm in poetry , the pattern of the beats
Rhyme	close similarity in the final sounds of two or more words or lines of writing
Simile	a figure of speech comparing two unlike things using like or as "Their cheeks are like roses" is a simile
Stanza	A stanza is a group of lines of poetry arranged according to a fixed plan, like a verse in a song or a paragraph in writing.
Structure	the manner in which something is built, arranged, or organized

Mathematics

Da Vinci Academy Solving problems with addition and subtraction

A.L.E.A.D. Academy

What do I need to be able to do?

- By the end of this unit you should be able to:
- Understand properties of addition/ subtraction
 - Use mental strategies for addition/subtraction
 - Use formal methods of addition/subtraction for integers
 - Use formal methods of addition/subtraction for decimals
 - Solve problems in context of perimeter
 - Solve problems with finance, tables and timetables
 - Solve problems with frequency trees
 - Solve problems with bar charts and line charts

Keywords

- Commutative:** changing the order of the operations does not change the result
- Associative:** when you add or multiply you can do so regardless of how the numbers are grouped
- Inverse:** the operation that undoes what was done by the previous operation (The opposite operation)
- Placeholder:** a number that occupies a position to give value
- Perimeter:** the distance/ length around a 2D object
- Polygon:** a 2D shape made with straight lines
- Balance:** in financial questions – the amount of money in a bank account
- Credit:** money that goes into a bank account
- Debit:** money that leaves a bank account

Addition/ Subtraction with integers

Addition is commutative

360 - 147 = 360 - 100 - 40 - 7

6 + 3 = 3 + 6

The order of addition does not change the result

Modelling methods for addition/ subtraction

- Bar models
- Number lines
- Part/ Whole diagrams

Subtraction the order has to stay the same

Formal written methods

H	T	O
1	8	7
+	5	4

H	T	O
4	2	7
-	2	4

Remember the place value of each column. You may need to move 10 ones to the ones column to be able to subtract

Solve problems with perimeter

Perimeter is the length around the outside of a polygon

The triangle has a perimeter of 25cm. Find the length of x

8cm + 8cm + xcm = 25cm
16cm + xcm = 25cm
xcm = 9cm

Isosceles Triangle notation

Addition/ Subtraction with decimals

0 can be used to fill empty places with value

The decimal place acts as the placeholder and aligns the other values

5.43 + 0.8

Reviset Fraction - Decimal equivalence 5/10 + 8/10 = 13/10 = 1.3

Tables and timetables

Distance tables

London			
211	Cardiff	493	Glasgow
556			
518	392	177	Belfast

This shows the distance between Glasgow and London. It is where their row and column intersects

Bus/ Train timetables

Harton	1005	1045	1130
Bridge	1024	1106	1147
Aville	1051	1133	1205
Ware	1117	1202	1233

Each column represents a journey, each row represents the time the 'bus' arrives at that location

TIME CALCULATIONS - use a number line

Solve problems with finance

Profit = Income - Costs

Credit - Money coming into an account

Debit - Money leaving an account

Money uses a two decimal place system. 14.2 on a calculator represents £14.20

Check the units of currency - work in the same unit

Two-way tables

H	H	T
H	HH	HT
T	TH	TT

Where rows and columns intersect is the outcome of that action

Bar and line charts

How Y8 travel to school

Transport	Number of children
Car	12
Walk	15
Bus	8
Bicycle	10

Use addition/ subtraction methods to extract information from bar charts

eg. Difference between the number of students who walked and took the bus: 15 - 8 = 7

Walk frequency - bus frequency

Frequency trees

60 people visited the zoo one Saturday morning

26 of them were adults. 13 of the adults' favourite animal was an elephant. 24 of the children's favourite animal was an elephant.

The overall total '60 people'

Probabilities or statements can be taken from the completed trees

eg. 34 children visited the zoo

Order of operations

Brackets

Indices or roots

Multiplication or division

Addition or subtraction

If you have multiple operations from the same tier work from left to right

eg. 10 - 3 + 5 → 10 - 3 → 7 + 5

6 x 4 + 8 x 2 = 24 + 16 = 40

Area problems

Rectangle: Base x Perpendicular height

Parallelogram/ Rhombus: Base x Perpendicular height

Triangle: 1/2 x Base x Perpendicular height

A triangle is half the size of the rectangle it would fit in

Solving problems with multiplication and division

What do I need to be able to do?

- By the end of this unit you should be able to:
- Understand and use factors
 - Understand and use multiples
 - Multiply/ Divide integers and decimals by powers of 10
 - Use formal methods to multiply
 - Use formal methods to divide
 - Understand and use order of operations
 - Solve area problems
 - Solve problems using the mean

Keywords

- Array:** an arrangement of items to represent concepts in rows or columns
- Multiples:** found by multiplying any number by positive integers
- Factor:** integers that multiply together to get another number
- Mil:** prefix meaning one thousandth
- Centi:** prefix meaning one hundredth
- Kilo:** prefix meaning multiply by 1000
- Quotient:** the result of a division
- Dividend:** the number being divided
- Divisor:** the number we divide by

Factors

Arrays can help represent factors

Factors of 10: 1, 2, 5, 10

10 x 1 or 1 x 10

5 x 2 or 2 x 5

The number itself is always a factor

Square numbers have an ODD number of factors

Factors of 4: 1, 2, 4

Factors of 36: 1, 2, 3, 4, 6, 9, 12, 18, 36

Be strategic - Lay factors out in pairs can help you not to miss any

Multiples

Bar models can represent by something is a multiple. E.g. 20 is a multiple of 4

Lowest Common Multiples

LCM of 9 and 12

9: 9, 18, 27, 36, 45, 54

12: 12, 24, 36, 48, 60

LCM = 36

The first time their multiples match

Multiply/ Divide by powers of 10

3 x 100 = 300

0.3 x 100 = 3

Repeated multiplication and division by powers of 10 is commutative

÷ 10 then ÷ 10 → ÷ 100

Metric conversions

Useful Conversions

mm → cm (÷10)

cm → m (÷100)

m → km (÷1000)

g → kg (÷1000)

ml → L (÷1000)

Multiplication methods

Long multiplication (column)

Grid method

Repeated addition

Multiplication with decimals

Perform multiplications as integers eg. 0.2 x 0.3 → 2 x 3 = 6

Make adjustments to your answer to match the question 0.2 x 10 = 2, 0.3 x 10 = 3

Therefore 6 ÷ 100 = 0.06

Division methods

Short division: 3584 ÷ 7 = 512

Complex division: 24 ÷ 6 = 4

Break up the divisor using factors

Division with decimals

The placeholder in division methods is essential - the decimal lines up on the dividend and the quotient

24 ÷ 0.02 → 24 ÷ 0.2 → 240 ÷ 2

All give the same solution as represent the same proportion

Multiply the values in proportion until the divisor becomes an integer

Mathematics

Fractions and percentages of amounts

What do I need to be able to do?

By the end of this unit you should be able to:

- Find a fraction of a given amount
- Use a given fraction to find the whole or other fractions
- Find the percentage of an amount using mental methods
- Find the percentage of a given amount using a calculator

Keywords

Fraction: how many parts of a whole we have
Equivalent: of equal value
Whole: a number with no fractional or decimal part
Percentage: parts per 100 (uses the % symbol)
Place Value: the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right.
Convert: change into an equivalent representation, often fraction to decimal to a percentage cycle.

Fraction of a given amount

Find $\frac{2}{5}$ of £205

The bar represents the whole amount

£205

£41

2 out of the 5 equal parts

$2 \times £41 = £82$

$£205 \div 5 = £41$

Each part of the bar model represents £41

Use bar models for comparisons

$\frac{1}{3}$ of 90 = 30

$\frac{2}{3}$ of 45 = 30

$\therefore \frac{1}{3}$ of 90 = $\frac{2}{3}$ of 45

Use a fraction of amount

The wording of the question is important to setting up the bar model

$\frac{2}{3}$ of a value is 70. What is the whole number?

$70 \div 2 = 35$

Each part of the bar model represents 35

35

$35 \times 3 = 105$

The whole number is 105

$\frac{3}{4}$ of a number is 63

Find the whole

21

Use the whole to find a given part

What is $\frac{1}{6}$ of the number?

84

14

Find the percentage of an amount (Mental methods)

The whole represents 100%

$10\% = \frac{1}{10}$ of the whole

0% 20% 40% 60% 80% 100%

$10\% = \frac{1}{10}$ of the whole

$50\% = \frac{5}{10} = \frac{1}{2}$ of the whole

$20\% = \frac{2}{10} = \frac{1}{5}$ of the whole

$5\% = \frac{1}{20}$ of the whole

Find 65% of 80

Method 1

$65\% = 10\% \times 6 + 5\%$

$= (8 \times 6) + 4$

$= 52$

Method 2

$65\% = 50\% + 10\% + 5\%$

$= 40 + 8 + 4$

$= 52$

For bigger percentages it is sometimes easier to take away from 100%

Find the percentage of an amount (Calculator methods)

Using a multiplier

Find 65% of 80

Fraction, decimal, percentage conversion

$65\% = \frac{65}{100} = 0.65$

The multiplier

$0.65 \times 80 = 52$

Using the percent button

Find 65% of 80

Type 65

Press **SHIFT** **(%)**

Press **80** and then press **=**

This brings up the % button on screen. You will see 65%

You can also use the calculator to support non-calculator methods and find $\frac{1}{10}$ or $\frac{1}{20}$ then add percentages together

"of" can represent 'x' in calculator methods

Operations with equations and directed numbers

What do I need to be able to do?

By the end of this unit you should be able to:

- Perform calculations that cross zero
- Add/Subtract directed numbers
- Multiply/Divide directed numbers
- Evaluate algebraic expressions
- Solve two-step equations
- Use order of operations with directed number

Keywords

Subtract: taking away one number from another
Negative: a value less than zero
Commutative: changing the order of the operations does not change the result
Product: multiply terms
Inverse: the opposite function
Square root: a square root of a number is a number when multiplied by itself gives the value (symbol $\sqrt{\quad}$)
Square: a term multiplied by itself
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

Perform calculations that cross zero

Number lines are useful to help you visualise the calculation crossing 0

$4 - 6 = -2$

Use the number line to guide subtraction of 6

Start at 4

Find the difference between 6 and -4

From 6 to 0
6

From 0 to -4
4

10 beads between them

$-5 + 5 = 0$

Rearrangements of the same equation

$5 - 5 = 0$

Add directed numbers

$2 + -4 = -2$

Zero pair (-1 + 1 = 0)

Two '1' left = -2

$8 + -3 = 5$

Partitioning

$8 + -3 = 5$

$5 + 3 + -3 = 5$

Partition the value to create a zero pair calculation

Generalisation: $+ - = -$

Subtract directed numbers

Representation for calculation

$2 - -1 = 3$

Take away one

Start with the representation of 2

$2 - -3 = 5$

Generalisation: $- - = +$

"Subtract" - means take away or remove

Multiply/Divide directed numbers

Two representations of the same calculation

$2 \times -3 = -6$

Negative, Negative calculation

-2×-3

This is the negative of 2×-3

$-2 \times -3 = 6$

Divisors are the inverse operations

The act of making counters into their negative is turning them over

Evaluate algebraic expressions

$a = 5$ $b = -4$

$a^2 = 5^2$ $b^2 = (-4)^2$

$a^2 = 25$ $b^2 = 16$

With negative numbers the brackets are important so that it performs -4×-4

Brackets around negative substitutions helps remove calculation errors

$2a - b = 2 \times 5 - (-4) = 10 + 4 = 14$

$3b - 2a = 3(-4) - 2(5) = -12 - 10 = -22$

Two-step equations

Bar Model

$4x + 2 = 10$

$10 - 4x = 2$

Representing the same question (use fact families)

Function machine

$x \rightarrow x4 \rightarrow +2 \rightarrow 10$

Inverse operations to find x

Use order of operations

Brackets

Indices or roots

Multiplication or division

Addition or subtraction

Remember square roots have a positive and negative value

x	-3	-2	-1	0	1	2	3
-3	9	6	3	0	-3	-6	-9
-2	6	4	2	0	-2	-4	-6
-1	3	2	1	0	-1	-2	-3
0	0	0	0	0	0	0	0
1	-3	-2	-1	0	1	2	3
2	-6	-4	-2	0	2	4	6
3	-9	-6	-3	0	3	6	9

Mathematics

Addition and subtraction of fractions

Constructing, measuring and using geometric notation

What do I need to be able to do?

By the end of this unit you should be able to:

- Convert between mixed numbers and fractions
- Odd/Subtract unit fractions (same denominator)
- Odd/Subtract fractions (same denominator)
- Odd/Subtract fractions from integers
- Use equivalent fractions
- Odd/Subtract any fractions
- Odd/Subtract improper fractions and mixed numbers
- Use fractions in algebraic contexts

Keywords

Numerator: the number above the line on a fraction. The top number. Represents how many parts are taken

Denominator: the number below the line on a fraction. The number represent the total number of parts

Equivalent: of equal value

Mixed numbers: a number with an integer and a proper fraction

Improper fractions: a fraction with a bigger numerator than denominator

Substitute: replace a variable with a numerical value

Place value: the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right

What do I need to be able to do?

By the end of this unit you should be able to:

- Use letter and labeling conventions
- Draw and measure line segments and angles
- Identify parallel and perpendicular lines
- Recognise types of triangle
- Recognise types of quadrilateral
- Identify polygons
- Construct triangles (SAS, SSS, ASA)
- Draw Pie charts

Keywords

Polygon: A 2D shape made with straight lines

Scalene triangle: a triangle with all different sides and angles

Isosceles triangle: a triangle with two angles the same size and two sides the same size

Right-angled triangle: a triangle with a right angle

Frequency: the number of times a data value occurs

Sector: part of a circle made by two radii touching the centre

Rotation: turn in a given direction

Protractor: equipment used to measure angles

Compass: equipment used to draw arcs and circles

Representing Fractions

$\frac{1}{4}$ is represented in all the images

$1 \div 4$

Mixed numbers and fractions

Improper fraction: $\frac{7}{5}$

Mixed number: $1\frac{2}{5}$

In this model 5 parts make up a whole

Fractions can be bigger than a whole

Odd/Subtract unit fractions (Same denominator)

$\frac{1}{12} + \frac{1}{12} - \frac{1}{12} = \frac{1}{12}$

$\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$

With the same denominator ONLY the numerator is added or subtracted

Letter and labelling convention

The letter in the middle is the angle
The arc represents the angle

Angle Notation: three letters ABC
This is the angle at B = 113°

Line Notation: two letters EC
The line that joins E to C

Draw and measure line segments

Conversions: 1m = 1000mm, 1m = 100cm

The line segment is 3.9cm
Which is 39mm

AB is a line segment (part of the line)

Make sure the start of the line is at 0.

Angles as measures of turn

Clockwise, Anti-Clockwise

Quarter Turn 90° Clockwise

Half Turn 180°

Three-quarter Turn 270° Anti-Clockwise

Full Turn 360°

East to South is a quarter turn clockwise

Odd/Subtract fractions (Same denominator)

$\frac{2}{7} + \frac{3}{7} = \frac{5}{7}$

Odd/Subtract from integers

$1 - \frac{2}{6} = \frac{4}{6}$

$3 + \frac{1}{6} = 3\frac{1}{6}$

The denominator indicates the number of parts a whole is made up of

Equivalent fractions (Numerator and denominator have the same multiplier)

$\frac{2}{3} = \frac{4}{6}$

$\frac{1}{3} = \frac{2}{6}$

Sequences

$\frac{1}{3}, 1, 1\frac{2}{3}, 2\frac{1}{3}, 3, \dots$

Represent this on a number line to help

Classify angles

Acute Angles: $0^\circ < \text{angle} < 90^\circ$

Obtuse: $90^\circ < \text{angle} < 180^\circ$

Reflex: $180^\circ < \text{angle} < 360^\circ$

Right Angles: 90°

Straight Line: 180°

Measure angles to 180°

This is the angle being measured

The base line follows the line segment

Make sure the cross is at the point the two lines meet

Read from 0° on the base line. Remember to use estimation. This is an obtuse angle so between 90° and 180°

Draw angles up to 180°

Draw a 35° angle

Make a mark at 35° with a pencil. And join to the angle point (use a ruler)

Make sure the cross is at the end of the line (where you want the angle)

Odd/Subtraction fractions (common multiples)

$\frac{3}{5} + \frac{7}{10}$

Addition/Subtraction needs a common denominator

$\frac{6}{10} + \frac{7}{10} = \frac{13}{10}$

Odd/Subtraction any fractions

$\frac{4}{5} - \frac{2}{3} = \frac{12}{15} - \frac{10}{15} = \frac{2}{15}$

Use equivalent fractions to find a common multiple for both denominators

Parallel and Perpendicular lines

Parallel lines: Straight lines that never meet (Have the same gradient)

Perpendicular lines: Straight lines that meet at 90°

Angles over 180°

$360^\circ - \text{smaller angle} = \text{reflex angle}$

Use your knowledge of straight lines 180° and angles around a point 360°

Measure the smaller angle first (less than 180°)

Odd/Subtraction fractions (improper and mixed)

$2\frac{1}{5} - 1\frac{3}{10}$

$2\frac{2}{10} - 1\frac{3}{10} = \frac{9}{10}$

- Convert to an improper fraction
- Calculate with common denominator

Fractions in algebraic contexts

$k - \frac{5}{8} = 2$

Apply inverse operations: Form expressions with fractions

$k = 2 + \frac{5}{8} = b + \frac{2}{9} \rightarrow b + \frac{2}{9}$

$p = 5, m = 2$

$\frac{p}{8} + \frac{1}{m} = \frac{5}{8} + \frac{1}{2}$

Substitution

$\frac{5}{8} + \frac{1}{2}$

Properties of Quadrilaterals

Square: All sides equal size, All angles 90° , Opposite sides are parallel

Rectangle: All angles 90° , Opposite sides are parallel

Rhombus: All sides equal size, Opposite angles are equal

Parallelogram: Opposite sides are parallel, Opposite angles are equal, Co-interior angles

Trapezium: One pair of parallel lines

Kite: No parallel lines, Equal lengths on top sides, Equal lengths on bottom sides, One pair of equal angles

Draw Pie Charts

Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

$\frac{32}{60}$ "3.2 out of 60 people had a dog"

This fraction of the 360 degrees represents dogs

$\frac{32}{60} \times 360 = 192^\circ$

Use a protractor to draw. This is 192°

SAS, SSS, ASA constructions

Side, Angle, Angle

Side, Angle, Side

Side, Side, Side

Polygons

3	- Triangle	5	- Pentagon	8	- Octagon
4	- Quadrilateral	6	- Hexagon	9	- Nonagon
		7	- Heptagon	10	- Decagon

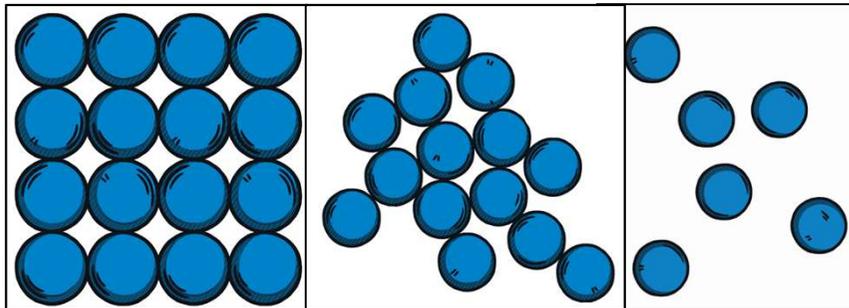
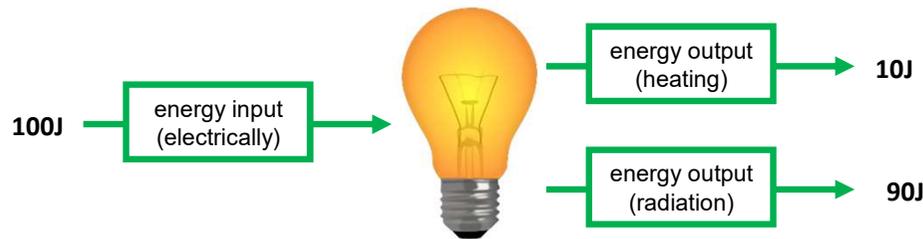
If all the sides and angles are the same, it is a **regular** polygon

Science - Energy

Calculating Efficiency

$$\text{efficiency} = \frac{\text{useful energy out}}{\text{total energy in}} \times 100$$

Example: lightbulb efficiency = $\frac{90}{100} \times 100 = 90\%$



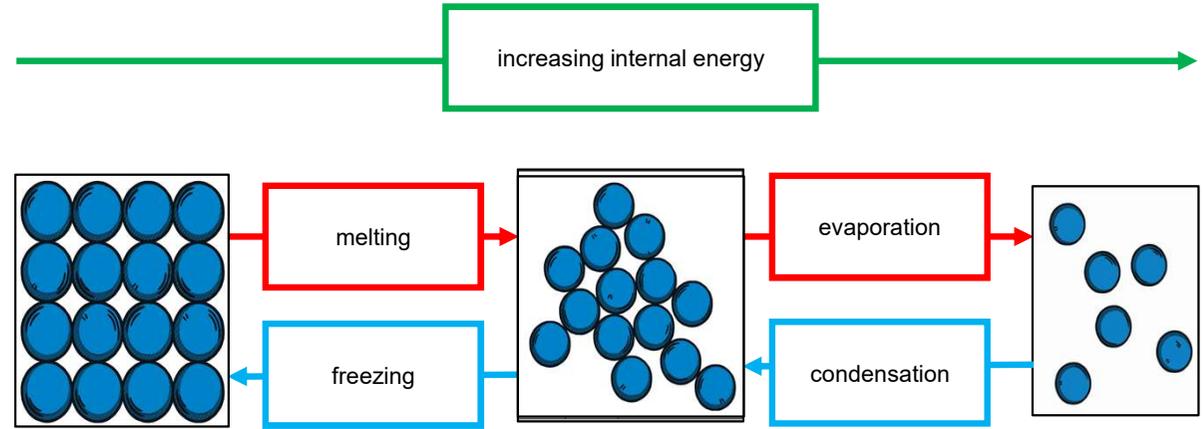
Energy Store	Description	Example
chemical	The energy stored in chemical bonds.	A chemical substance or group of substances. The chemicals inside a dry cell, food and muscles.
elastic potential	The energy stored when an object has been stretched or squashed.	A springy object which has been stretched or compressed from its natural shape.
kinetic	The energy of a moving object.	runners, buses, comets, anything moving
internal (thermal)	The total kinetic and potential energy of the particles in an object. In most cases this is the vibrations – also known as kinetic energy – of particles. In hotter objects, the particles have more internal energy and vibrate faster	a hot object, human bodies, ice particles vibrate slower but still have internal energy
magnetic	The energy stored when repelling poles have been pushed closer together or when attracting poles have been pulled further apart.	A pair of magnets that are separated from each other. compasses, maglev trains
electrostatic	The energy stored when repelling charges have been pushed closer together or when attracting charges have been pulled further apart.	thunderclouds, van der graaff generators
gravitational potential	The energy of an object at height.	Any object that is lifted above the Earth's surface.
nuclear	The energy stored in the nucleus of an atom.	uranium, nuclear reactors

solid	liquid	gas
The particles vibrate in a fixed position.	The particles are arranged in a random position.	The particles are arranged in a random way.
The particles cannot move from place to place.	The particles are close together and move around each other.	The particles are far apart and move quickly in all directions.

Energy Transfer	Description	Example
electrically	by an electric current.	When electric charges move through a potential difference.
mechanically	by a force making something move.	When a force moves something through a distance. By mechanical work. Can be by friction to a thermal energy store.
by radiation	from a source of electromagnetic radiation to an absorber.	E.g. light and infrared, these are emitted from the sun.
by heating	by conduction or convection as a result of a temperature difference between two objects.	The temperature difference could be caused electrically or by chemical reaction.

Science - Energy

Equations		
Kinetic Energy	$E_k = \frac{1}{2}m \times v^2$	E_k = kinetic energy (J) m = mass (kg) v = velocity (m/s)
Gravitational Potential Energy	$E_p = m \times g \times h$	E_p = gravitational potential energy (J) m = mass g = gravitational field strength h = height
power	$P = \frac{W}{t}$	P = power (W) W = work done (J) t = time (s)



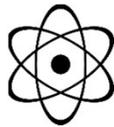
Keyword	Definition
conduction	The transfer of heat through a material by transferring kinetic energy from one particle to another.
conservation of energy	Energy cannot be created or destroyed. It can be stored, dissipated or transferred from one form into another.
convection	The transfer of thermal energy through a moving liquid or gas.
fossil fuel	Natural, finite fuel formed from the remains of living organisms. E.g. oil, coal and natural gas.
non-renewable	A resource that cannot be replaced when it is used up, such as natural gas or coal.
particle	A term for a small piece of matter.
power	The rate of work done, or, the energy transferred per second.
renewable	An energy resource that will not run out, e.g. solar energy and wind energy.
specific heat capacity	The amount of energy needed to raise the temperature of 1kg of substance by 1°C.
thermal conductivity	A measure of how well a material conducts energy when it is heated.
work done	The transfer of energy from one energy store to another.

renewable

non-renewable



solar



nuclear



hydropower



coal



biomass



natural gas



wind



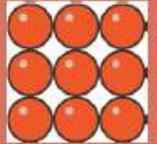
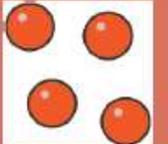
oil



geothermal

Science - Elements, Compounds and Mixtures

Elements, Compounds and Mixtures

Solid	Liquid	Gas
		
The particles vibrate in a fixed position	The particles are close together and move around each other	The particles are far apart and move quickly in all directions
The particles cannot move from place to place	The particles are arranged in a random position	The particles are arranged in a random way
Particles have a fixed shape and cannot flow	The particles flow and take the shape of the bottom of their container	The particles flow and completely fill their container
The particles cannot be compressed	The particles cannot be compressed	The particles can easily be compressed



Diffusion does not always happen at the same speed.

There are three factors that affect the speed of diffusion:

- **Temperature**
- **Concentration Gradient**
- **Surface Area**

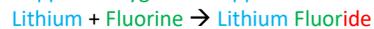
Diffusion is the name of the process where particles move from an area where there are lots of particles (**high concentration**) to an area where there are not many particles (**low concentration**). Eventually, the particles will be evenly spread out in the fluid.

Naming Compounds

Metal + Non-Metal (which contain two elements)

1. The **metal** always goes first
2. The ending of the **non metal** changes to 'ide'

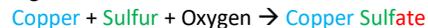
E.g.



To name compounds which have a metal, a non-metal and oxygen (three or more elements)

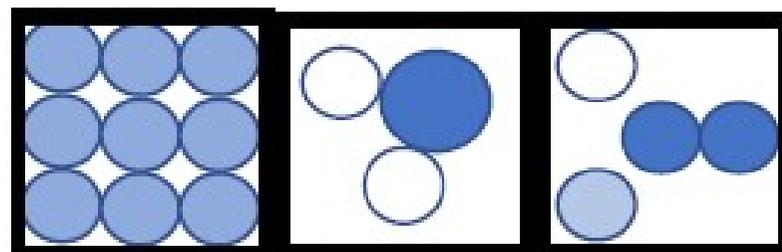
1. The **metal** always goes first
2. The ending of the other non-metal changes to 'ate'

E.g.



Gas pressure can increase if the volume decreases, and it becomes compressed. If a gas is heated, the particles move around more and there are bigger gaps between the particles. This would cause the gas to expand, but because it is trapped in a container, the pressure increases.

Atom	The smallest part of an element
Element	A substance containing only one type of atom
Compound	Two or more different elements chemically bonded together
Mixture	Two or more different substances which are not chemically joined together
Melting	When a substance changes from a solid to a liquid
Freezing	When a substance changes from a liquid to a solid
Evaporating	When a substance changes from a liquid to a gas
Condensing	When a substance changes from a gas to a liquid
Diffusion	The movement of particles from a high concentration to a low concentration
Gas pressure	The force of the gas particles colliding with the walls of its container

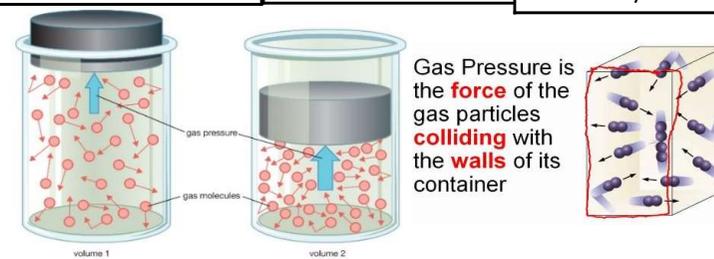
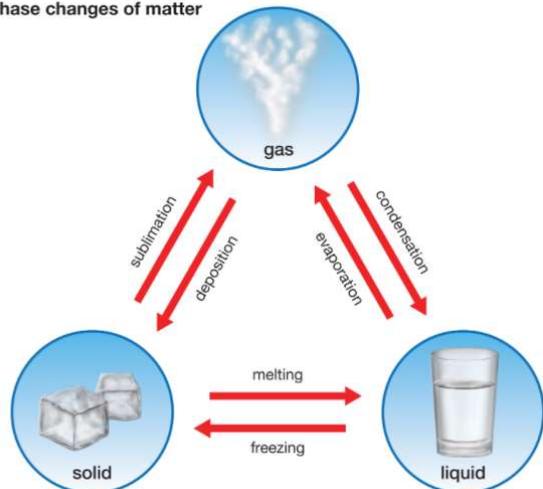


This models an element. There is only one type of atom

This models a compound. There are two different elements chemically bonded together

This models a mixture. There are two or more different elements which are not chemically bonded

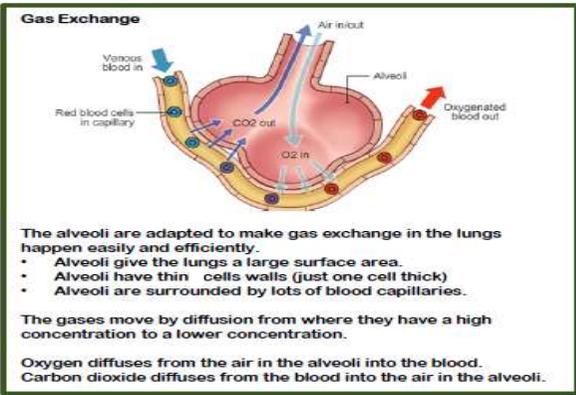
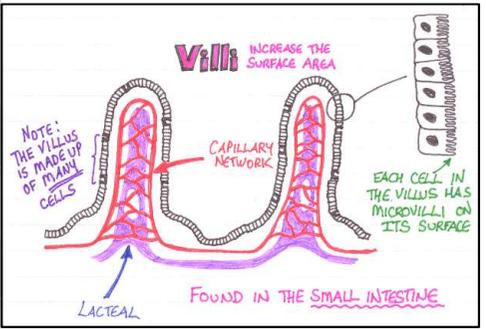
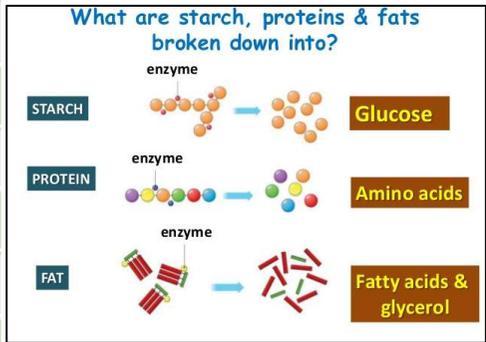
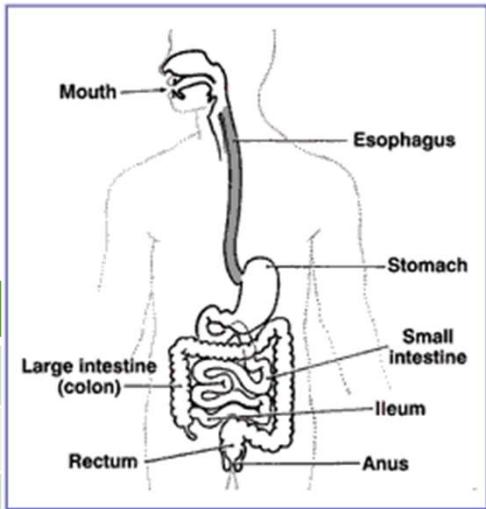
Phase changes of matter



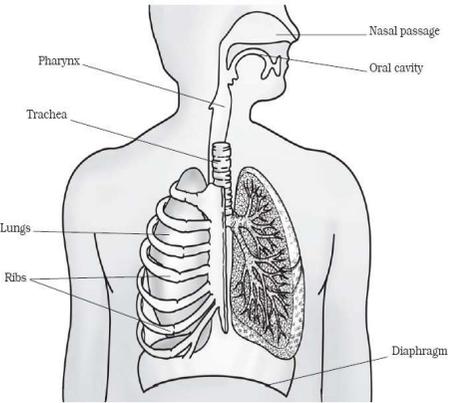
Science - The Human Body

Digestive System: The food we eat has to be broken down into other substances that our bodies can use. This is called digestion. Without this process, we could not absorb the food into our bodies and use it.

Keyword	Definition
Digestion	The breakdown of large insoluble food molecules into smaller soluble ones.
Digestive system	Organ system which breaks food down so that it can be absorbed into bloodstream
Absorb	When a substance is taken in by a structure or moved across a barrier (such as a cell membrane)
Amylase	An enzyme that can break down starch into simple sugars
Lipase	Enzyme that breaks down lipids (fats and oils)
Carbohydrates	Enzyme that breaks down carbohydrates
Protease	Enzymes that breaks down proteins
Enzyme	A protein which catalyses (speeds up) a chemical reaction
Surface Area	The area of the surface (of an organism or membrane)
Villi	Finger-like projections in the small intestine that provide a large surface area for the absorption of food
Capillary	Tiny blood vessels with walls one-cell thick where exchange of material occurs
Bile	Substance produced in the liver. It emulsifies fats to prepare them for digestion
Pancreas	Produces biological catalysts called enzymes which speeds up the digestive reactions
Excretion	Process by which waste products from chemical reactions in an organism are removed



Keyword	Definition
Respiration	Process in living things which oxygen is used to release the energy from food
Aerobic Respiration	Respiration that requires oxygen
Anaerobic Respiration	Respiration without oxygen
Lactic Acid	A chemical produced during anaerobic respiration
Mitochondria	Structures in the cytoplasm of all cells where aerobic respiration takes place
Oxygen Debt	The amount of extra oxygen required by the body for recovery after vigorous exercise
Alveoli	Tiny air sacs in the lungs, where gas is exchanged during breathing
Bronchi	Branches off the trachea that distribute air to both lungs
Bronchioles	Branches of the bronchi
Diaphragm	Expands and moves down so lungs have room to fill with air – inhalation. Contracts and moves upwards to force air out of the lungs
Lung	Soft organ that inflates to draw in oxygenated air and deflates to expel air
Trachea	Windpipe, between nose/mouth and lungs
Inhale	The movement of breathing in
Exhale	The movement of breathing out



Aerobic Respiration

Although anaerobic respiration does release some energy, it does not release as much as aerobic respiration does.

Glucose → Lactic Acid (+ energy)

The lactic acid produced during anaerobic respiration builds up in muscles. This can be felt as aching muscles during and after exercise.

Aerobic Respiration

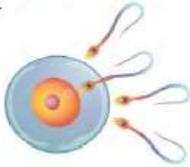
Respiration is a series of reactions that takes place in the cells of animal and plants. Energy is released in the reaction. The mitochondria, found in the cell cytoplasm, is where respiration happens.

Glucose + Oxygen → Carbon Dioxide + Water (+ energy)

Science - The Human Body

Fertilisation

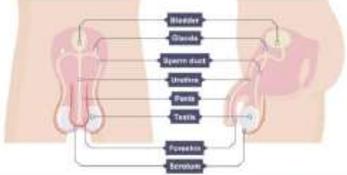
Fertilisation is when a sperm cell and ovum fuse. Sperm cells are released into the female reproductive system during sexual intercourse (ejaculation). Only one sperm cell breaks through the cell membrane and enters the ovum.



Keyword	Definition
Egg Cell	The female sex cells (gamete)
Sperm Cell	The male sex cell (gamete)
Fertilisation	The fusing of the male and female sex cells
Ovary	The female reproductive organ that releases egg cells
Testes	The male reproductive organ which produce sperm cells
Embryo	Tiny, alive, new human cells, grows by cell division from a fertilised egg cell
Gestation	The period between fertilisation and birth. Also known as pregnancy
Placenta	A network of blood vessels that allows substances to pass between mother's blood and baby's blood
Amniotic Fluid	A fluid surrounding the foetus and helps to cushion it
Foetus	The unborn baby, from around week 8
Menstruation	Where the lining of the uterus breaks down every month if the egg is not fertilised. Also known as the period
Sexual Reproduction	Producing new organisms by the joining of two sex cells
Asexual Reproduction	Producing new organisms from only one parent

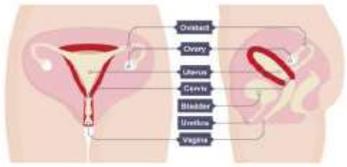
The Male Reproductive System

The testes produce millions of male gametes (sex cells) called sperm. The sperm pass through sperm ducts, and mix with fluids produced by the glands. The penis passes urine and semen out of the male's body. The urethra is the tube which carries the urine or semen.



The Female Reproductive System

The two ovaries contain hundreds of undeveloped female gametes. These are called ova (one is called an ovum). Women have these cells in their body from birth. Each ovary is connected to the uterus by an oviduct, sometimes known as the fallopian tube. Every month, an egg develops, becomes mature and is released from an ovary.



- The uterus is where a baby develops until its birth.
- The cervix is a ring of muscle at the lower end of the uterus. It keeps the baby in place while the woman is pregnant.
- The vagina is a muscular tube that leads from the cervix to the outside of the woman's body.

The Menstrual Cycle

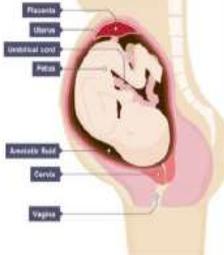
The menstrual cycle prepares the female body for pregnancy by causing eggs (ova) to mature and be released. The process lasts for 28 days.

- Days 1-5**: 'period' happens (menstruation), where uterus lining breaks down.
- Days 6-13**: Uterus lining builds up (thickens) to prepare for pregnancy. The egg (ovum) matures in the ovary.
- Day 14**: Egg (ovum) released from the ovary and travels down the oviduct.
- Days 15-28**: Uterus lining stays thick, in case the egg is fertilised.

Foetus Development & Placenta

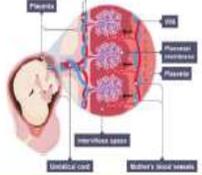
The foetus relies upon its mother as it develops.

- Protection against knocks and bumps.
- Oxygen
- Nutrients (food & Water)



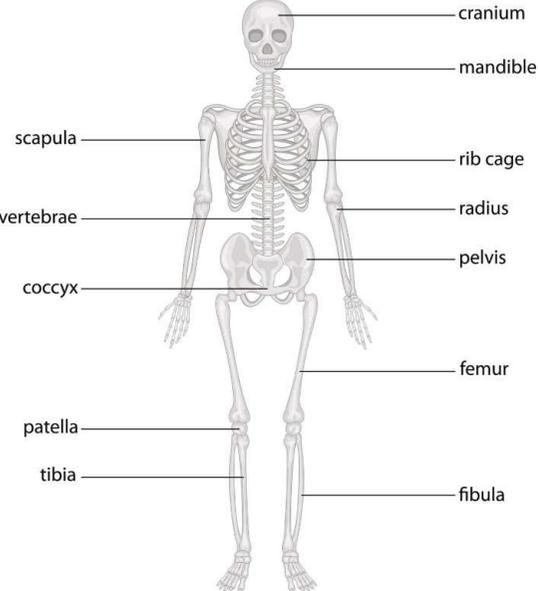
The placenta is an organ responsible for providing oxygen and nutrients, and removing waste substances. It grows into the wall of the uterus and is joined by the foetus by the umbilical cord.

- Oxygen and nutrients diffuse from mother to foetus.
- Carbon dioxide and other waste substances diffuse across the placenta from foetus to mother.



The human skeleton provides several functions including support, protection, movement and making blood cells.

Human Skeletal System

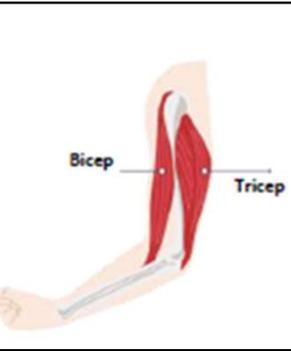


Further Reading:
<https://www.bbc.com/bitesize/guides/z9fgr82/revision/1>



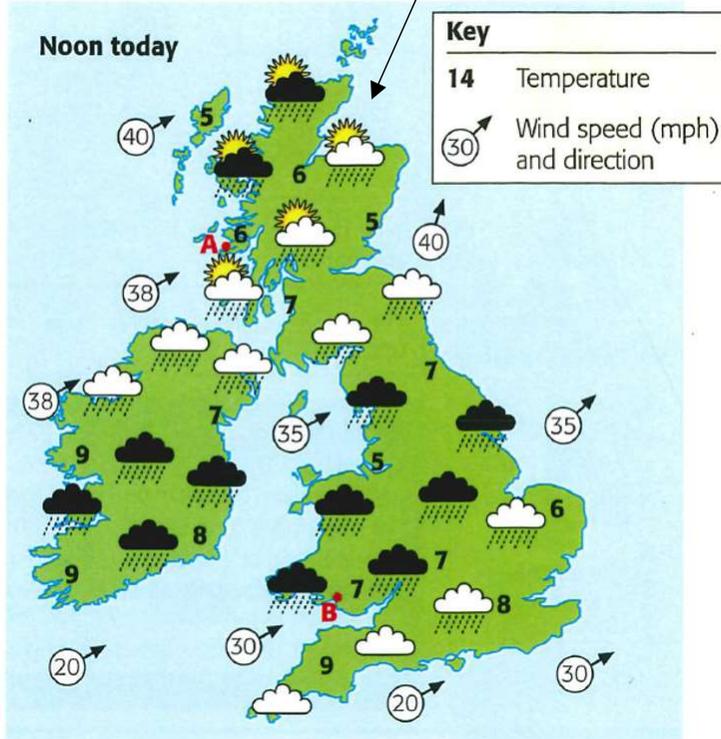
Antagonistic Muscles:

- Muscles work by getting shorter (contraction)
- Muscles work in pairs
- When you raise your forearm, the biceps contract and the triceps relax
- When you lower your forearm, the biceps relax and the triceps contract

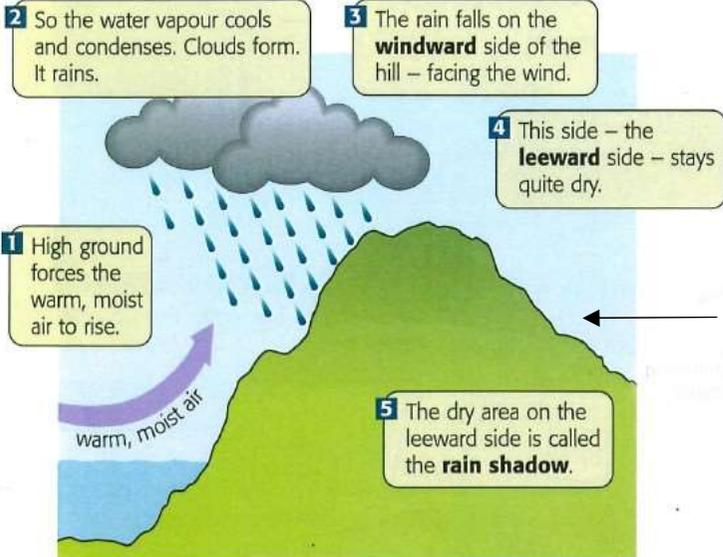


Geography

A **weather map** showing the different types of weather around the UK on a single day.

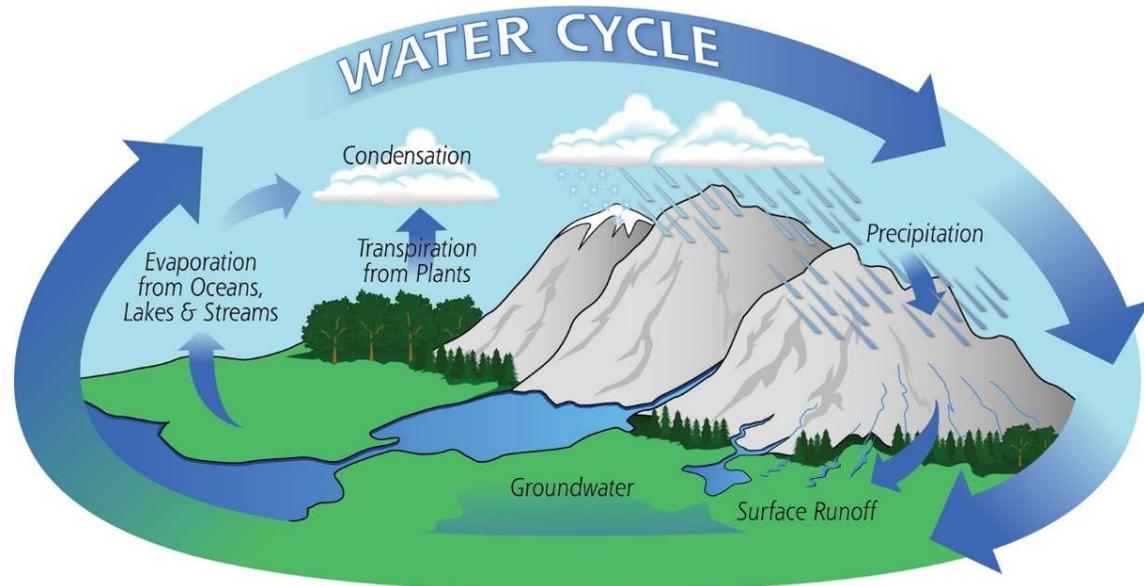


Usually the higher parts are wetter. This is why:

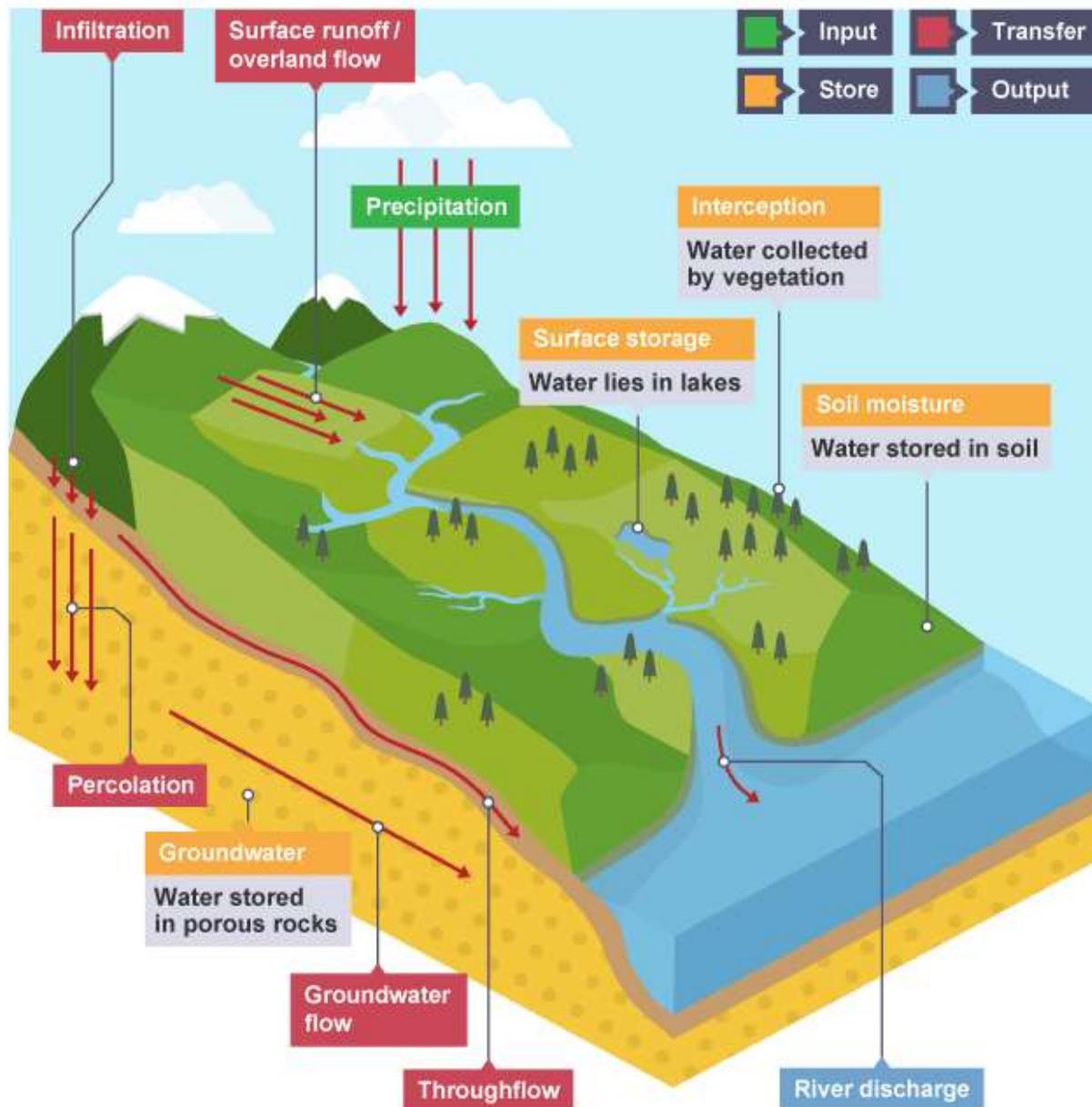


A diagram showing why it rains more in areas where there is higher land e.g. hills and mountains.

Keyword(s)	Definition
Evaporation	The sun heats up water on land, in rivers, lakes and seas and turns it into water vapour. The water vapour rises into the air.
Transpiration	The process of water movement through a plant and its evaporation from aerial parts, such as leaves and flowers.
Condensation	Water vapour in the air cools down and changes back into tiny drops of liquid water, forming clouds.
Precipitation	Water in the form of rain, hail, sleet or snow falling to the ground.
Weather	Weather is the state of the atmosphere. Is it warm? Is it wet? Is it windy? It changes from day to day.
Climate	Climate is different from weather. It is what the weather is like over a long period of time in a specific area.
Atmosphere	The mixture of gases surrounding the Earth.
Prevailing Winds	A wind from the direction that is most usual at a particular place or season.



Geography



The drainage basin system

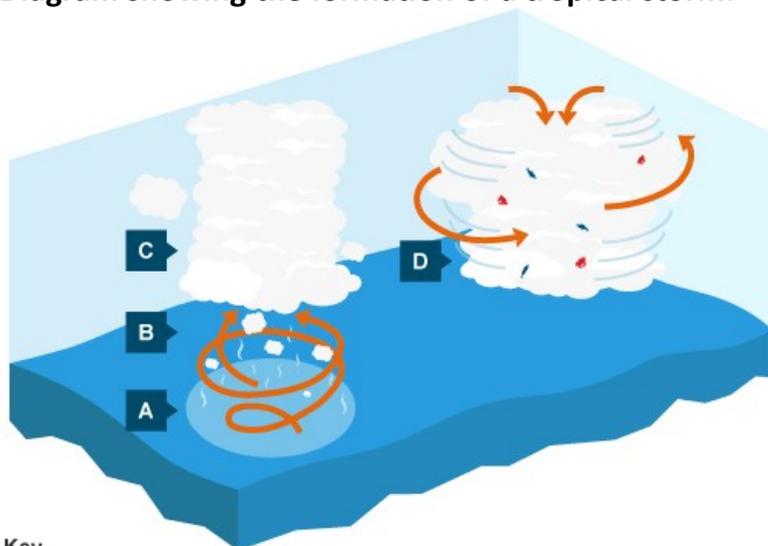
Keyword(s)	Definition
Deforestation	The chopping down or removal of trees to clear an area of forest.
Permeable	A substance or material that allows liquids or gases to go through it e.g. permeable rocks allow water to slowly permeate through them.
Impermeable	A substance or material that <u>does not</u> allow liquids or gases to go through it.
Infiltration	Infiltration is the process by which water on the ground surface enters the soil.
Surface runoff	Surface runoff is the flow of water that occurs when excess water e.g. from very heavy rain, flows over the Earth's surface. This can occur when the soil is saturated to full capacity, and rain arrives more quickly than soil can absorb it.

Factors that increase flood risk:

Deforestation (cutting down trees).	Agriculture (Farming) – often where trees have been replaced with grazing land for animals or land to grow crops.
High levels of precipitation over a short period of time.	Steep relief (steep slopes)
Urbanisation (when towns/cities are built on flood plains).	Impermeable rocks (see definition above).
Dams (walls build across a river to store water or generate electricity) and levees (extra high riverbanks built up by people), if they fail or are not built properly.	Sedimentation of the river channel (build-up of soil and sediment in the river channel, blocking the normal flow of water).

Geography

Diagram showing the formation of a tropical storm:



Key

- A** The warm ocean heats the air above
- B** Rising warm air evaporates and starts to spin
- C** The air then cools and condenses to form a towering cumulonimbus cloud
- D** Intense low pressure sucks in air, causing very strong winds



These extremely strong winds can generate enormous waves, called a storm surge. Giant waves, combined with wind speeds of over 120mph led to devastating social, economic and environmental impacts in New Orleans, U.S.A, in 2005 when the city was hit by Hurricane Katrina. **Impacts included:**

Social impacts (effects on people):

- Over 1800 people died.
- 300,000 homes were destroyed and people had to move out of the area.
- 3 million people were left with no electricity.

Economic impacts (effects on money and jobs):

- US\$300 billion of damage.
- Oil platforms were destroyed and fuel prices increased.
- Tourism (people visiting the area) decreased.

Environmental impacts (effects on the natural world):

- The storm surge flooded large areas of the coast. Delicate coastal habitats were destroyed.
- 80% of New Orleans was flooded as man-made flood defences broke.
- Crops were destroyed.

Photo showing huge areas of land flooded by Hurricane Katrina, in New Orleans, U.S.A, in 2005:



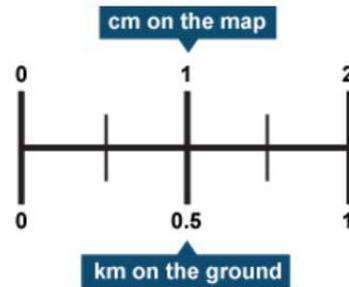
Keyword(s)	Definition
Tropical storms	A tropical storm is a natural hazard, that creates strong winds
Typhoons	A type of tropical storm that forms in the Pacific Ocean.
Hurricanes	A type of tropical storm that affects the U.S.A and the Caribbean.
Cyclones	A type of tropical storm that forms in the Indian Ocean.
Evacuation	Moving people out of an area when they are in danger from any natural or man-made hazard.
Social impact	The effect of an event on the lives of people or a community.
Economic impact	The effect of an event e.g. a tropical storm, on the wealth of an area or community (Think money and jobs).
Environmental impact	The effect of an event on the landscape and natural environment (e.g. plants and animals) of the surrounding area.

Geography

Map symbols: Symbols help us to include lots of detail on maps using simple images, letters and abbreviations. Here are some examples.

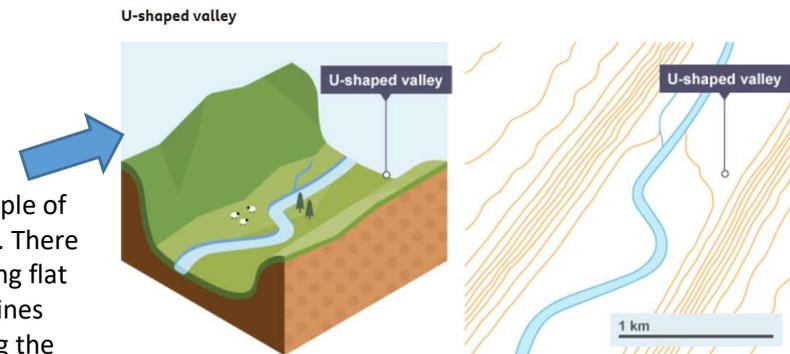
Symbol	Meaning
	Campsite
	Motorway
	Railway
	Railway station
	River
Sch	School
	Place of worship
P	Post office (rural areas only)
	Woods

Scale and distance: Most maps have a scale. These help us to work out distance on maps. The scale shows how much bigger the real world is than the map. For example, below, we can see that 1cm on the map equals 0.5km in the real world.



Contour lines: Orange/brown lines on a map that show high and low areas of land. The contour lines join up areas of the same height, and when they are close together it means the hill or mountain is steep. When they are far apart it means the land is gently sloping, or undulating.

Keyword(s)	Definition
Ordnance Survey	Ordnance Survey is an organisation that has mapped the UK. It produces paper maps and digital maps.
Map	A two dimensional drawing of an area. Maps help us to understand what places are like and how to plot routes.
Satellite Navigation	Using satellites in space, to identify and give directions to different locations. GPS helps users know exactly where they are, which direction they are travelling in and at what speed.
Viewpoint	A specific place which has a particularly beautiful/scenic view of the surrounding area.
Map symbols	Symbols help us to include lots of details on maps using simple images, letters and abbreviations.
Relief	Refers to the way the landscape changes in height.
Contours	Contour lines show high and low areas of land on a map. They join up areas of the same height. When they are close together, it means the hill is steep. When they are further apart, the land is less steep, or flat if no lines are shown.
Spot heights	Spot heights show exact heights on a map. They are shown by a black dot with a number next to it.
Layered colouring	Used to illustrate different heights of land with different colours.



This diagram gives an example of how contour lines are used. There are no lines marked, showing flat land by the river and then lines very close together showing the steep rising hills either side.

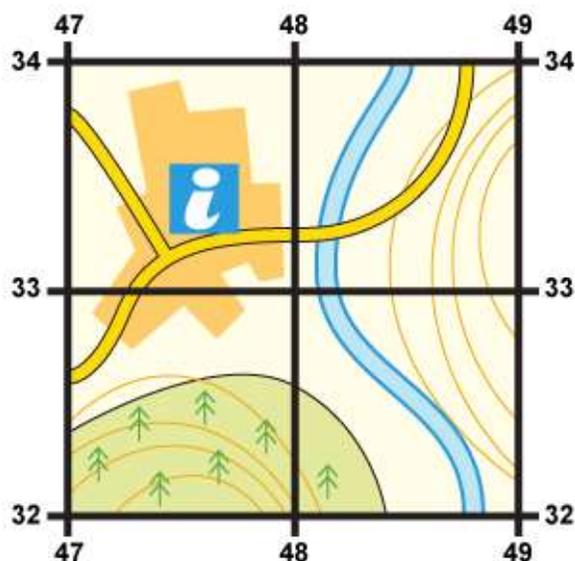
U-shaped valley and map example

Geography

Four-figure and six-figure grid references:

- When you give a grid reference, always give the easting first: **"Along the corridor and up the stairs"**.

Four-figure grid references can be used to pinpoint a location to within a square. To find the number of the square:

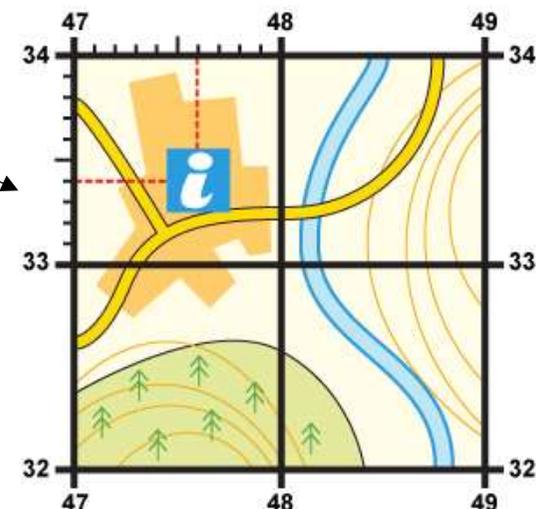


- Start at the left-hand side of the map and go east until you get to the bottom-left-hand corner of the square you want. Write this number down.
- Move north until you get to the bottom-left corner of the square you want. Look at the number of this grid line and add it to the two-digit number you already have. This is your four-figure grid reference.

In this case, the tourist information office is in grid square 4733.

Keyword(s)	Definition
Grid references	A grid of squares on a map which help the map-reader to accurately locate a place.
Eastings	The vertical lines on the grid of squares. They are numbered – the number increase to the east.
Northings	The horizontal lines on the grid of squares. They are numbered – the number increases to the north.

Six-figure grid references:



Sometimes it is necessary to be even more accurate. In this case you can imagine that each grid is divided into 100 tiny squares. The distance between one grid line and the next is divided into tenths.

- First, find the four-figure grid reference but leave a space after the first two digits.
- Estimate or measure how many tenths across the grid square your symbol lies. Write this number after the first two digits.
- Next, estimate how many tenths up the grid square your symbol lies. Write this number after the last two digits.
- You now have a six figure grid reference. In this instance, the tourist information office is located at 476334.



History

Year 7 History Knowledge Organiser- 1066

In 1066 Edward the Confessor died. There were 3 claimants to the throne of England

Harold Hardrada,
King of Norway

Harold Godwinson,
Earl of Wessex

William, Duke of
Normandy

- Already had experience of ruling
- Good fighter
- Had some support in England
- **BUT** not English
- Would have to rule 2 countries at the same time

- English, so knew England well
- Edward the Confessor promised him the throne
- Good fighter
- **BUT** had promised to support William's claim

- Already had experience of ruling
- Good fighter
- Edward the Confessor promised him the throne
- **BUT** not English
- Would have to rule 2 countries at the same time

The Battle of Stamford Bridge

Harold Godwinson became king but Harold Hardrada invaded in the north near York. King Harold marched to Stamford Bridge in 5 days & defeated Hardrada. Shortly after he heard William had invaded in the south.

Consequences of the Battle of Stamford Bridge

- King Harold's men had to march 250 miles back south in a short period of time
- Harold had lost some fighters

Why did Harold lose?

Preparation: Much of the English army were farmers not trained soldiers.

Leadership: Harold's men were tightly packed together and found it hard to move in battle.

Bad luck: Some of Harold Godwinson's best soldiers were killed at the Battle of Stamford Bridge before he fought William at Hastings.

The Battle of Hastings

King Harold was at the top of Senlac Hill. William's men were unable to break through the English shield wall. But when the Normans thought William had been killed, they ran back down the hill, when the English chased them, they were killed. William realised this could be used as a trick and tried it again. As the English line thinned out, King Harold was hit in the eye by an arrow.



Why did William win?

Preparation: William had a large force of knights (men on horseback) who were well equipped and trained

Leadership: William encouraged his men to use the trick of pretending to run away to make the English come down from their hill. Then the Normans surrounded them and killed them.

Luck: The wind changed at the right time and William was able to land in England un-challenged.



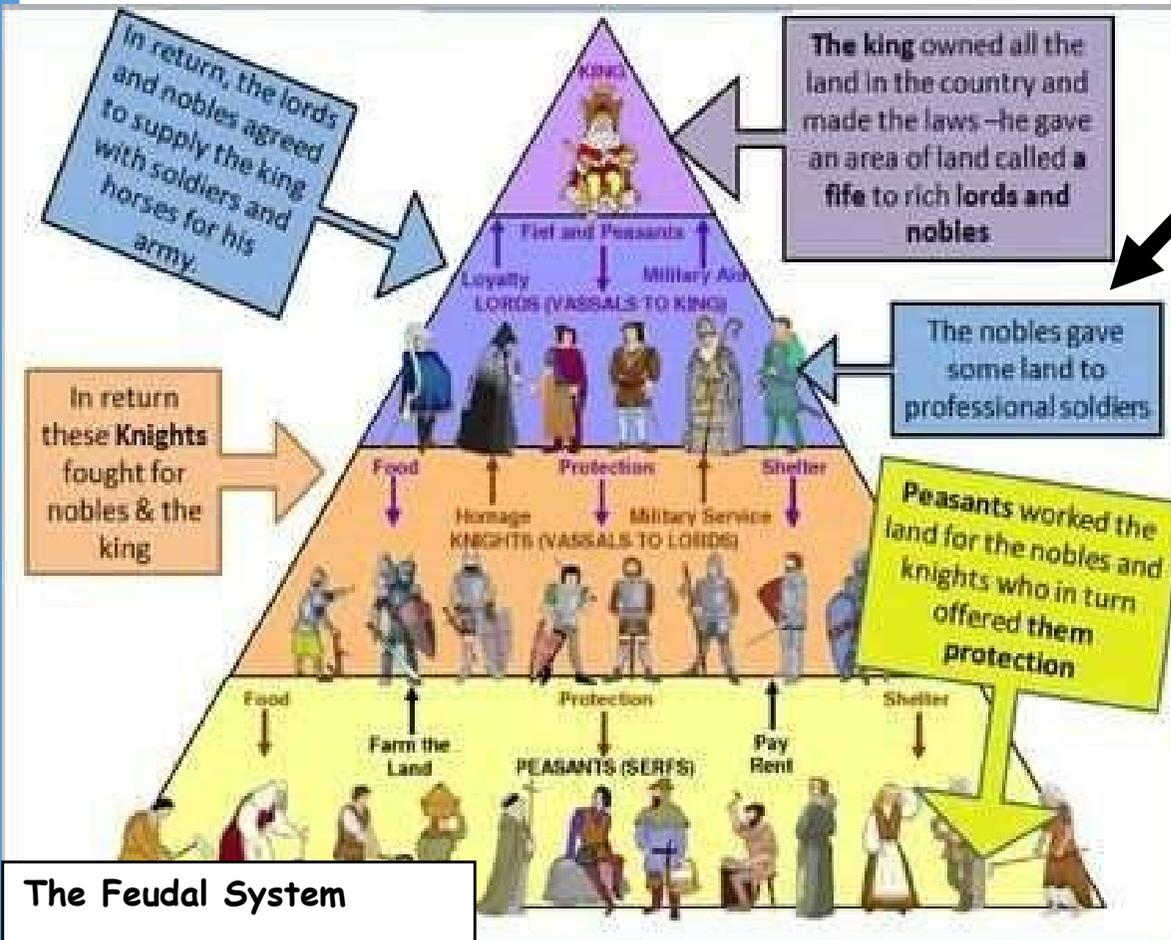
History

Year 7 History Knowledge Organiser- Controlling England After 1066

The Harrying of the North

In 1069, two English earls, **Edwin & Morcar** rebelled against William. They were supported by a band of Vikings. They quickly captured York. William marched north, recaptured York and destroyed all the crops, houses and animals he could. A writer at the time suggested about 100,000 people died from **famine**. The aim was to prevent anyone else rebelling against him by scaring them.

Key Terms	Definitions
Peasant	A poor farmer. Most people in England were peasants.
Knight	A professional soldier
Baron	A rich landowner. They helped William to run the country and gave him advice.
Feudal System	A way of controlling the country by giving people land in exchange for loyalty, food or other services such as fighting.
Domesday Book	A survey of who owned land in 1086
Famine	An extreme shortage of food



Why did William introduce the Feudal System?

- It helped keep people loyal to him
 - He could reward the people who helped him & punish those who didn't by taking their land off them
 - It gave him an army
- BUT** it was very unfair on the **peasants** as they had to work hard to keep their land

The Domesday Book (1086)

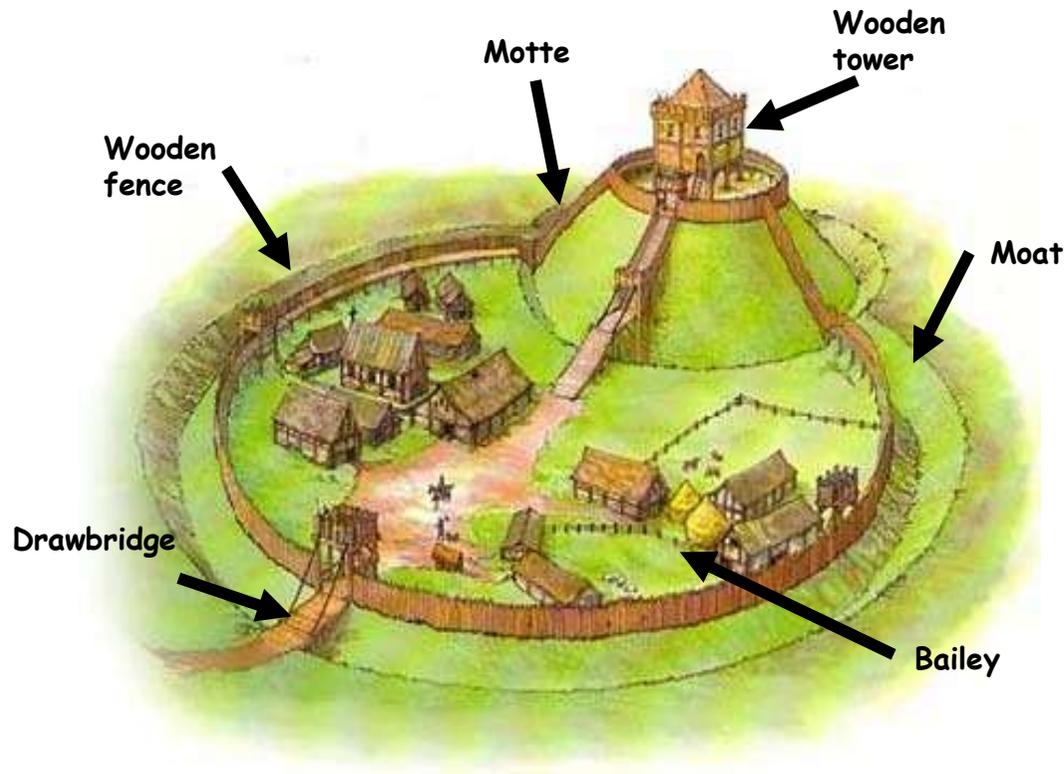
- William needed to pay for an army, so he needed to know how much to tax everyone.
- Royal commissioners were sent to every village in (most of) England.
- The same questions were asked in every village e.g. who owned the land, what was there e.g. any mills, castles & how many animals?
- It took about a year to complete
- It is known as the Domesday Book as people compared it to when they died and God would know everything about them



History

Year 7 History Knowledge Organiser- Controlling England: Castles

William needed to protect his men and show the English he was in charge quickly after he won at Hastings, so he started to build castles.



Advantages of a motte and bailey castle

- Quick to build
- Easy to build: only needed a hill, wood and peasants to build it

Disadvantages of a motte and bailey castle

- Could be burnt down
- Would rot over time

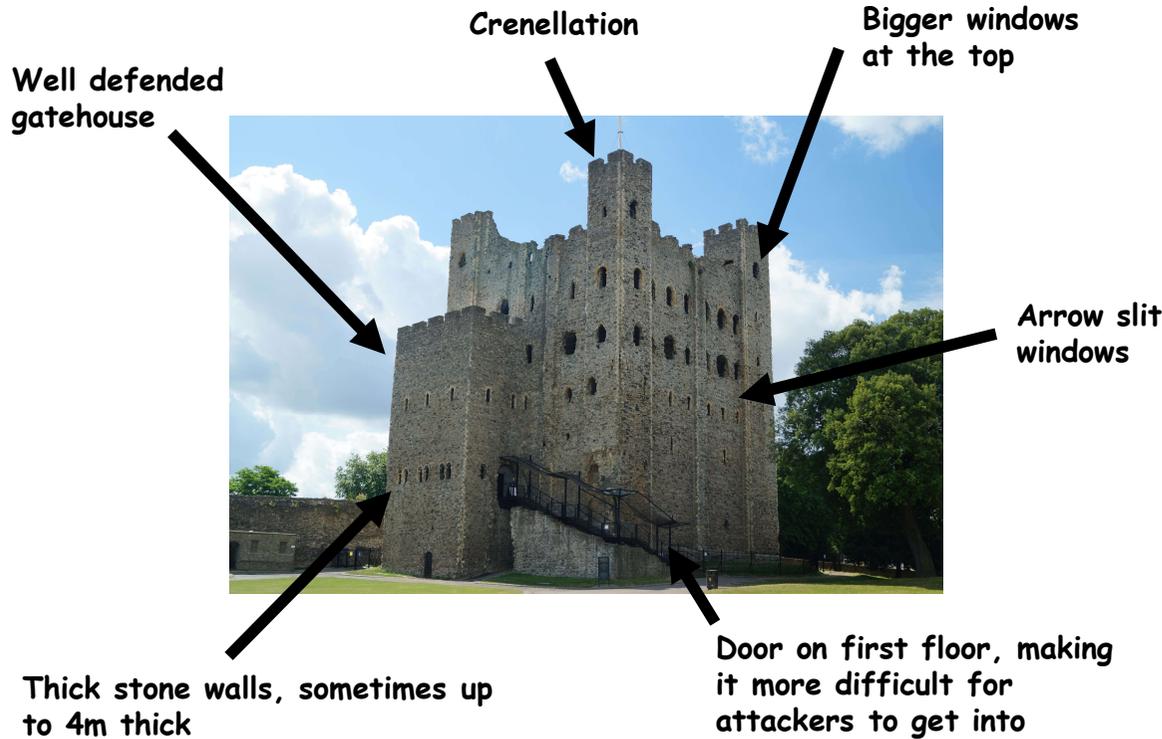
Key Terms	Definitions
Motte	A hill, sometimes man made
Bailey	A yard where the soldiers lived
Moat	A ditch around a castle which gives more protection.
Drawbridge	A bridge which could be pulled up or burnt to make it more difficult to get into a castle
Buttressed stone wall	A wall with more support at the bottom. This made it stronger.
Keep	The strong point of a castle. It was a tower, normally in the centre of the castle.
Portcullis	Wood or iron grill dropped in a slot to close a gateway
Barbican	An outer defence that protects a gateway. It makes it much harder for an attacker to get in.
Murder holes	Ceiling holes to fire down at attackers usually in a barbican
Armoury	A place to store weapons
Well	A deep hole dug to provide the castle with fresh water
Crenellation	This is a wall with alternative high and low points. It protects archers.
Arrow slits	Narrow windows which make it difficult to shoot into.



History

Year 7 History Knowledge Organiser- Controlling England: Castles

Over time, wooden motte and bailey castles were rebuilt with stone keeps and walls.



Weapons also developed over time to help the attackers.



Trebuchet

Threw rocks to break down castle walls



Mangonel

Threw rocks to break down castle walls



Ballista

Fired arrows to kill the castle's defenders



Was William bad for the English?

- Anyone caught hunting in William's forests could be fined, imprisoned or killed
- Some English noblemen lost their land
- The English were sometimes made to build William's new castles.
- William punished anyone who rebelled against him harshly, over 100,000 people died after the Harrying of the North from **famine**.



Was William good for the English?

- The new castles became centres of trade. Many locals like blacksmiths could work there.
- Peasant's lives didn't really change - they still had to work hard

Parallel text

French	Literal ('dodgy') English
Qu'est-ce que tu fais en ligne ?	What do you do online?
Je pense que je suis accro à l'internet !	1 I think that I am addicted to the Internet!
Tous les jours je tchatte sur Snapchat sur mon portable	2 All the days I chat on Snapchat on my phone
parce que c'est très amusant et sociable.	3 because it's fun and sociable.
Quelquefois je regarde des clips vidéo	4 Sometimes I watch some video clips
car c'est assez intéressant mais	5 because it's quite interesting but
mes parents disent que c'est une perte de temps.	6 my parents say that it's a waste of time.
Tu es sportif/ve ?	You are sporty?
Je dirais que je suis assez sportif/ve.	7 I would say that I am quite sporty.
Une fois par semaine je joue au foot	8 Once a week I play football
avec mes amis au parc et	9 with my friends at the park and
de temps en temps nous jouons au basket.	10 from time to time we play basketball.
J'aime ça parce que c'est	11 I like that because it's
bon pour la santé et ça booste le moral.	12 good for the health and it boosts the mood.
Qu'est-ce que tu fais quand il fait beau ?	What do you do when it's nice weather?
En été quand il fait beau	13 In summer when it's nice weather
je fais des promenades avec ma famille	14 I do some walks with my family
car nous aimons profiter de la nature.	15 because we like to enjoy of the nature.
Cependant, quand il fait froid en hiver	16 However, when it's cold in winter
mes amis et moi faisons du patin à glace	17 my friends and me do ice skating
parce que c'est très rigolo.	18 because it's very fun.
Décris une journée typique.	Describe a day typical.
Je vais au collège à huit heures et demie.	19 I go to school at eight hours and half (8:30am).
A neuf heures j'ai anglais,	20 At nine hours (9am) I have English,
à dix heures moins le quart j'ai français	21 at ten hours minus a quarter (9:45am) I have French
et à onze heures et quart j'ai maths.	22 and at eleven hours and quarter (11:15am) I have maths.
A midi j'aime manger des sandwiches au fromage.	23 At midday I like to eat some cheese sandwiches.
Je rentre à la maison à trois heures vingt.	24 I return to the house at three hours twenty (3:20pm).
Après le collège j'aime dessiner et lire des livres	25 After the school I like to draw and to read some books
car je suis assez créatif/ve et j'adore la littérature.	26 because I am quite creative and I love the literature.

Sentence builder 1 – talking about online activities.

FREQUENCY	VERB + ACTIVITY	HOW	CONNECTIVE	VERB	INTENSIFIER	ADJECTIVE
De temps en temps From time to time	je joue à des jeux I play games	sur mon ordi on my computer	car because	c'est it is	très very	amusant fun
Quelquefois Sometimes	je surfe sur Internet I surf the internet	sur mon portable on my laptop	parce que because	ce n'est pas it isn't	vraiment really	facile easy
Souvent Often	je tchatte sur Snapchat I chat on Snapchat			je pense que c'est I think that it is	assez quite	génial great
Tous les jours Everyday	je regarde des clips vidéo I watch video clips			à mon avis c'est In my opinion it is	un peu a bit	intéressant interesting
Tous les soirs Every evening	je télécharge de la musique I download music				plutôt rather	sociable
Tout le temps All the time	j'envoie des SMS / des e-mails I send texts / emails					
Une/deux fois par semaine Once/twice a week	je parle avec mes amies mes copains/copines I speak with my friends.					

Sentence builder 2 – talking about sport using the verb *jouer*.

FREQUENCY	VERB (<i>JOUER</i>)	PREPOSITION + SPORT	WHERE/WHO WITH	CONNECTIVE	REASON
De temps en temps From time to time	je joue I play	au basket basketball	au parc at the park	car because	c'est très amusant / rigolo it's very fun
Quelquefois Sometimes	tu joues you play	au billard snooker/pool	au centre de loisirs at the leisure centre	parce que because	c'est bon pour la santé it's good for the health
Souvent Often	il/elle joue he/she plays	au hockey	au collège at school		j'aime la compétition I like the competition
Tous les jours Everyday	on joue we play	au rugby	dans le jardin in the garden		j'aime jouer en équipe I like to play in a team
Tous les soirs Every evening	nous jouons we play	au tennis (de table) (table) tennis	avec des amies copains/copines		ça booste le moral it boosts your mood
Tout le temps All the time	vous jouez you (pl) play	au volleyball	à la pétanque / aux boules boules (French game where you aim to throw a metal ball as close as possible to another smaller ball)		
Une/deux fois par semaine Once/twice a week	ils/elles jouent They (m/f) play				

Extend your sentences with CONNECTIVES!
mais = but / **et** = and / **aussi** = also / **cependant** = however

Sentence builder 3 – talking about activities in different weathers using the verb *faire*.

WHEN	VERB (<i>FAIRE</i>)	PREPOSITION + ACTIVITY	CONNECTIVE	REASON
En été In summer	je fais	du parkour parkour	car	c'est très amusant / rigolo it's very fun
En hiver In winter	I do		because	
Au printemps In spring	tu fais	du patin à glace ice skating		
En automne In autumn	you do		parce que	c'est bon pour la santé it's good for the health
Quand il fait beau	il/elle fait	du roller roller skating	because	
When it is nice weather	he/she does			
Quand il fait chaud	on fait	de la natation swimming		je pense que c'est un beau sport I think it's a beautiful sport
When it is hot	we do			
Quand il fait froid	nous faisons	de l'équitation horseriding		
When it is cold	we do			
Quand il pleut	vous faites	des promenades walks		j'aime profiter de la nature I like to enjoy the nature
When it rains	you (pl) do			
	ils/elles font			ça booste le moral it boosts your mood
	they (m/f) do			

Sentence builder 4 – talking about other activities you like, using the verb *aimer* + infinitives.

WHEN	VERB (<i>AIMER</i>)	INFINITIVE ACTIVITY	CONNECTIVE	REASON
Comme passe-temps	j'aime	dessiner draw	car	quand je fais ça, j'oublie mes problèmes when I do it, I forget my problems
As a hobby	I like		because	
Quand j'ai du temps libre	tu aimes	écouter de la musique listen to music		ça me détend it relaxes me
When I have free time	you like		parce que	
Après le collège	il/elle aime	faire du sport do sport	because	
After school	he/she likes			j'adore le plein air / la littérature I like the outdoors / literature
Après les devoirs	on aime	faire de la photographie do photography		
After homework	we like			je suis très sociable et bavard I am very sociable and chatty
Le week-end	nous aimons	faire les magasins go shopping		
At the weekend	we like			je suis assez sportif/ve / créatif/ve / musicale I am quite sporty / creative / musical
Le soir	vous aimez	jouer sur ma console de jeux		
In the evening	you (pl) like			
	ils/elles aiment	jouer de la guitare play guitar		
	they (m/f) like			je suis un peu paresseux/se I am a bit lazy
		lire des livres read books		
		regarder la télévision watch TV		
		retrouver mes amis en ville		
		meet my friends in town		
		traîner avec mes copains/copines		
		hang out with my friends		

Extend your sentences with CONNECTIVES!
mais = but / et = and / aussi = also / cependant = however



Key vocabulary – telling the time.

Telling The Time

heure(s) - (o'clock)
 midi - (midday)
 minuit - (midnight)

moins cinq (5 to)
 moins dix (10 to)
 moins le quart (quarter to)
 moins vingt (20 to)
 moins vingt-cinq (25 to)

cinq (5 past)
 dix (10 past)
 et quart (quarter past)
 vingt (20 past)
 vingt-cinq (25 past)

*et demie (half past)

Quelle heure est-il? (What time is it?)
 Il est 5 heures (it is 5 o'clock)

à quelle heure ...? (at what time ...?)
 Je me lève à huit heures (I get up at 8 o'clock)

* demi needs an 'é' when you are talking about an hour but not with midi or minuit
 e.g. une heure et demie - half past one midi et demi - half past twelve

Grammar – regular present tense verbs

SUBJECT PRONOUNS	-ER (to play)	-ER 'JOUER' (to play)	-IR 'FINIR' (to finish)	-RE 'ATTENDRE' (to wait)
je (I)	joue	joue	finis	attends
tu (you – singular)	joues	joues	finis	attends
il/elle/on (he/she/we)	joue	joue	finit	attend
nous (we)	jouons	jouons	finissons	attendons
vous (you – plural)	jouez	jouez	finissez	attendez
ils/elles (they – masc/fem)	jouent	jouent	finissent	attendent

How to form a regular present tense verb

- 1) Find the infinitive
- 2) Remove the ER, IR or RE
- 3) Add the correct ending for the subject pronoun you're using

Irregular present tense verbs (these don't follow a pattern so you need to learn them)

SUBJECT PRONOUNS	AVOIR (to have)	ÊTRE (to be)	ALLER (to go)	FAIRE (to do)	DIRE (to say)	LIRE (to read)	ECRIRE (to write)
je (I)	j'ai	suis	vais	fais	dis	lis	j'écris
tu (you – singular)	as	es	vas	fais	dis	lis	écris
il/elle/on (he/she/we)	a	est	va	fait	dit	lit	écrit
nous (we)	avons	sommes	allons	faisons	disons	lisons	écrivons
vous (you – plural)	avez	êtes	allez	faites	dites	lisez	écrivez
ils/elles (they – masc/fem)	ont	sont	vont	font	disent	lisent	écrivent

Religious Education

Promote: Techniques used to persuade somebody to buy or join something

Influence: The techniques used to persuade another person

Leader: A person in charge who convinces, persuades, or motivates others to follow them and their vision

Disciple: The followers of Jesus. They were all men in the Bible. Paul lead the disciples after Jesus' death in their mission to spread Christianity. There were 12.

Mary: The mother of Jesus. One of many women who were featured in the Bible but who had different roles to the disciples

Sanctity of Life: The Christian belief that human life is the ultimate precious gift and only God can give it and take it away

Imago Dei: The Christian belief that humans are created in the image of God – i.e. they are made to resemble him

Slavery: The practice of being forced to work without proper pay and rights. Many wealthy Christians have historically benefitted from slavery

Natural Evil: When bad things happen but they can be blamed on the physical features of the earth – such as an earthquake or a tornado

Moral Evil: When bad things happen as a result of a person's deliberate actions – such as a murder or a hate crime

Theist: Somebody who believes in the existence of God

Persecution: Treating somebody badly because of their beliefs or characteristics

Martyr: Somebody who dies for something that they believe in

Adoration: A type of Christian prayer which expresses how great somebody feels God is

Repentance: A type of Christian prayer which requests God's forgiveness for sins that have been committed

Intercessions: A type of Christian prayer which asks God to meet the needs of another person

Petitions: A type of Christian prayer which asks God for help with our own needs

Worship: A form of religious practice which shows respect and admiration for a higher being (God)

Our Father.

Who art in Heaven,
hallowed be Thy name;
Thy Kingdom come,
Thy will be done
on earth as it is in Heaven.
Give us this day our daily bread;
and forgive us our trespasses
as we forgive those
who trespass against us;
and lead us not into temptation,
but deliver us from evil

Amen.



HAIL, MARY
FULL OF GRACE
THE LORD IS WITH THEE
BLESSED ART THOU
AMONG WOMEN
AND BLESSED IS THE FRUIT
OF THY WOMB JESUS
HOLY MARY
MOTHER OF GOD
PRAY FOR US SINNERS
NOW AND AT THE
HOUR OF OUR DEATH
AMEN.



Religious Education

Should religions promote/advertise themselves?

- Christianity was originally spread by **missionaries** – people who spread the word of the religion to others
- All adverts in the UK must be legal, decent, honest and truthful
- As the existence of God is hard to **prove**, it's difficult to legally promote a religion
- We have **freedom** of speech though, so should be able to share our beliefs and let others choose

Can Christians justify having no/few women leaders?

- Some **denominations** now welcome women as leaders
- Church of England has allowed women to be priests/vicars since 1995
- Libby Lane was the first Church of England Bishop and is currently the Bishop of Derby
- Other denominations think women can do important work, but can't be priests – e.g. Catholics who strongly believe in the importance of **Mary** but that her role was different to the **disciples**

Why is slavery wrong to Christians?

- Many wealthy Christians have historically benefited financially from slavery
- Overwhelming belief now that slavery is wrong and **equality** should exist: "There is neither Jew nor Gentile, neither slave nor free, nor is there male or female. You are all one in the eyes of Jesus Christ" (Galatians 3:28)
- "Only do unto others as you would have them do to you" (Luke 6:31)

Why does the concept of evil cause Christians problems?

- Christians question whether, if God exists, why does **evil** happen?
- **Sanctity of Life** – some would argue that evil is part of God's plan for us all, makes people and their beliefs stronger
- Others use the existence of evil as a way to prove God does not exist
- Christians believe that God gave people **free will** to do the right thing but some people choose not to

How and why are Christians still persecuted?

- Research has shown that Christians are the most **persecuted** religion
- Some Christians face persecution as their beliefs are different to others where they live
- Many Christians have to follow their religion in secret
- Christians in some countries are arrested by the police because of their beliefs and might be attacked

What is prayer like for Christians?

- Prayer takes many forms. It can be a **private** experience where an individual prays quietly to God or could be more **public** – for example in a church service. Prayers can be categorised:
- Adoration – expresses how great God is
- Petition – asks God for physical or spiritual goods
- Intercession – asks for help for other people
- Thanksgiving – express thanks to God for Good things

How do Christians worship?

- In worship, Christians offer thanks to God through songs, dance, reading scripture, prayers and ceremonies etc.
- A key Roman Catholic form of worship is Mass, which includes Holy Communion where the body and blood of Christ is consumed (a bread wafer and red wine)
- Some Christians worship privately, others more publicly
- Liturgical worship follows a set structure
- Non-liturgical worship (also known as spontaneous worship or charismatic worship) evolves naturally and follows no set structure
- Informal worship can happen anywhere with few rules
- Private worship takes place alone or in small groups, often in houses or other private locations



Religious Education

Jew: A follower of Jewish traditions

Abraham: The leader of people (sometimes called 'the father' or 'God') who took followers to a new land where he became the founder of a new (Jewish) nation

Orthodox Jew: Somebody who strictly follows traditional Jewish laws

Reform Jew: A person who follows Jewish traditions, but applies them to living in a modern society. They believe that Judaism should evolve as the world changes.

Torah: The Jewish sacred text. Often presented as printed scrolls (rolls of paper). The first five books of the Hebrew bible.

Old Testament: The first part of the Christian Bible, common themes with the Torah

Covenant: A promise made between God and Jews (Abraham). An agreement that the Jews were 'chosen people'. Males are circumcised as a symbol of the covenant.

Ten Commandments: A list of 10 rules written in Jewish holy scripture. Includes 'Thou shalt not murder'.

Adultery: One of the 10 commandments bans adultery – having a relationship with somebody when married/committed to somebody else

Covet: Theft – one of the 10 commandments bans this

Sabbath: The day of rest. For Jews, this begins at sundown on Friday and runs through Saturday. Orthodox Jews observe this very strictly

G_d: Jews believe that God is all powerful and often write it with the 'o' missing to show they are unable to fully represent him

Monotheistic: The belief in only one God

Yad: A pointy instrument used to follow the text of the Torah. Often like a stick with a ringer engraved at the end. It would be disrespectful to touch the scrolls directly

Synagogue: The place of worship for Jewish people

Ark: A large cupboard in which the Torah Scrolls are stored in the Synagogue

Bimah: The raised platform in a synagogue from where the Torah is read and the service is conducted

Women's Gallery: The area of the synagogue where women sit separate to men. In some synagogues, there is a screen between the Women's gallery and other seating



Religious Education

What is Judaism?

- Began in **Israel** over 4000 years ago
- **Abraham** is seen as the 'father' of Jewish people
- They worship in a **synagogue** and are led by **rabbis**
- Believe in a single God
- Jewish children are thought to become adults at the age of 12 or 13 during a **Bar Mitzvah** or **Bat Mitzvah** ceremony
- Jews eat kosher foods and do not mix dairy and meat

What do Jewish people look like?

- Jewish men often wear a cap covering the top of their head. Often called a skullcap or a **kippah**.
- A shawl or scarf called a tallit is sometimes worn, especially in the synagogue
- Many Jewish males are **circumcised** - symbolises their belonging to the tribe of **Abraham**
- Orthodox Jewish men often wear a black suit with a white shirt and a tall black hat. They sometimes have long sidelocks (sideburns) which can be curled called **payots**

What are the Jewish Covenants?

- Promises or agreements between God and the Jewish community
- In **Genesis**, God promised Noah and his sons that he would not flood the earth again if people did not kill each other
- Also in **Genesis**, God asked **Abraham** to worship only one God (himself) and to **circumcise** every male. In return, God would give the Jewish people the promised land of Caanan.
- In **Exodus**, God told Moses to follow the ten commandments, and in return, the Jews would be God's chosen people.

What are the ten commandments? Are they still relevant?

- A set of ten rules, part of the **covenant** between God and Moses.
1. You shall have no other Gods but me.
 2. You shall not make for yourself any idol (model of God), nor bow down to it or worship it.
 3. You shall not misuse the name of the Lord your God.
 4. You shall remember and keep the Sabbath day holy.
 5. Respect your father and mother.
 6. You must not commit murder.
 7. You must not commit **adultery**.
 8. You must not steal.
 9. You must not give false evidence against your neighbour.
 10. You must not be envious of your neighbour's goods. You shall not be envious of his house nor his wife, nor anything that belongs to your neighbour.
- Still relevant today and all Jewish people should abide by them

What do Jews believe about God and the Torah?

- That there is only one God
- They often write is as '**G_d**' to avoid misrepresenting or disrespecting his name.
- **Yhwh** or **Yahweh** is the Hebrew name for God
 - There is only one God, who watches over and cares for his people.
 - God loves and protects his people, but also holds people for their sins and shortcomings.
 - People serve God by studying the Torah and living by its teachings
- The Torah is the Jewish scriptures.
 - Contains 613 **commandments** (instructions) in total
 - Teaches Jewish people about their relationship with God
 - They are kept securely in the Ark
 - They are not touched with bare hands, a **Yad** is used to follow the script

How do Jews worship in the synagogue?

- Prayer can take place at home or in the **synagogue**
- Three main times for prayer in Judaism:
 - Schacharit – Morning time
 - Minchar – An afternoon offering service
 - Ma'ariv – An evening or nightfall service
- The tallit (scarf) and **kippah** (skullcap) are aids to prayer
- The rabbi leads a service in a synagogue from a raised platform called a **Bimah**
- There is often singing
- Increasingly, men and women worship in the same synagogue, however, they are often seated separately and rarely face one another during the service. The women sit in the **women's gallery**.



PHYSICAL EDUCATION

The Game

You have 6 attempts to score a try. The defending team must stop the opposition from scoring by tackling the player with the ball. Once 6 tackles have been completed by the defending team the ball is turned over for the other team to try and score with 6 attempts.

Rules of the Game

The game starts with a '**kick off**' and this must be a drop kick.

There are 13 on field players per team.

The ball must be passed (out of hand) backwards only.

After 6 completed tackles the '**hand over**' rule applies and the ball is given to the other team.

No tackle should be above the shoulders and shoulder barging is penalised.

No '**stripping**' the ball carrier of the ball.

No **rucks** or **mauls** can be formed.

Offside is when a player is in front of the ball and interferes with play or the ball is passed to them.

If the ball is kicked off the field of play this is called 'out of play' and the game restarts with a '**tap kick**' and they pass in field to a designated player.

A **scrum** is awarded for a knock on or a forward pass.

Players 8,9,10,11,12 and 13 form the scrum.

Player 9 is called the 'hooker' and is responsible for striking the ball back with his foot to player 13.

Player 7 is responsible for putting the ball in the scrum.

Penalty kicks are awarded for infringements of the rules, dangerous play, gamesmanship and dissent.

The referee can **sin bin** a player if they decide the offending player was unsafe in a tackle, dissent, carried out a dangerous act on the field and not playing to the laws of the game. If a player is sin binned they must leave the field of play for 10 minutes. More than 1 player can be sin binned at a time.

Red cards are awarded for serious offences and the player can not return to the game or be replaced.

Play the ball - After every completed tackle the player must stand up and play the ball.

Kicking the ball is allowed at any time but generally performed after the 4th or 5th tackle for tactical reasons.

Rugby



KS3

1 - Gathers and catches kicks from the opposition, tackles any player breaking through the line of defence and supports players 2,3,4,5 and 6 when attacking. Generally the smallest and fastest player on the pitch.

2,3,4,5 and 6 - Their main role is to score tries and defend the wide channels.

6 - The most creative player. Their main role is to create gaps and spaces to set up opportunities for 2,3,4 and 5 to score.

7 - Collects the ball from all restarts and links up with player 6 to create opportunities for attacking players

8,9,10,11,12 and 13 - These are the biggest players who form the scrum. They are responsible for defending the centre of the pitch, trying to break through the defensive wall of the opposition and set up opportunities for others to score.

Positions at Kick Off



1. Full-back
2. Wing
3. Centre
4. Centre
5. Wing
6. Stand-Off Half
7. Scrum Half
8. Prop Forward
9. Hooker
10. Prop Forward
11. Second Row Forward
12. Second Row Forward
13. Loose Forward

The Pitch



Lesson Overview

1. Ball familiarisation
2. Passing and receiving
3. Use of width
4. Tackling technique
5. Attacking play
6. Develop attacking/kicking out of hand
7. Assessment

Scoring

- Try = 4 points
Conversion = 2 points
Penalty = 2 points
Drop goal = 1 point



PHYSICAL EDUCATION

Trampolining: Basic Skills

SKILLS	DESCRIPTION	TICK <i>..if completed</i>
Straight Jump	Jump straight up from the cross and land back on the cross. Arms come up and you go up, and then down when you come down. Eyes fixed on one point.	
Stopping	Bend your knees as you touch down on the trampoline in a seat position and arms out in front.	
Tuck	Knees to chest. Bring arms forward and touch ankles. 	
Pike	Legs straight in front, reach towards toes. 	
Straddle	V shape with legs, in front. Reach out with arms to form a star-shape. 	
Half Twist	180 turn. As you go upwards, turn your head and shoulders into the direction you want to go. Will end up facing the other way. <i>DO NOT lean into the twist – let your head and shoulders do all of the work!!</i>	
Full Twist	360 turn. Will finish facing the same way. As you go upwards, turn your head and shoulders into the direction you want to go. <i>DO NOT lean into the twist – let your head and shoulders do all of the work!!</i>	

Physical Education- Assessment- Year 7



	Practical Performance	Knowledge	Character
SILVER -	<u>CORRECT TECHNIQUE</u> Demonstrate basic skills using the correct technique in practice situations under no pressure.	<u>IDENTIFY</u> Can identify WWW & EBI when observing performances. Identify components of fitness from definitions. Identify components of the FITT principle. Use the Borg Scale to measure exercise intensity. Participate in a variety of fitness tests adhering to the protocol.	<u>POSITIVE</u> Demonstrate a consistently positive behaviour and attitude towards PE. Able to officiate a game or judge a performance. Can keep score during a range of games. Demonstrate basic communication skills (verbal/non-verbal) in a leadership situation.
BRONZE +	<u>DEMONSTRATION</u> Can perform a few basic skills with limited accuracy. Involvement in the game is evident but demonstrates little understanding of the full game/performance.	<u>JUDGE</u> Comment on performance using prompts and key words. I know several warm up activities including stretches. I recognise that there are different components of fitness.	<u>PARTICIPATE</u> I rarely volunteer to become a leader. I have to be prompted to communicate effectively with my peers or teachers. Occasionally I demonstrate effort when participating.
BRONZE =	<u>REPLICATION</u> Replicate basic skills and techniques in a practice situation, occasionally demonstrating quality and control.	<u>COMMENT</u> Comment on performance, recognising a good or poor performance. Identify 2 phases of a warm up. Give simple physiological reasons why we warm up before physical activity. Know how to calculate maximum HR.	<u>ENGAGE</u> I demonstrate a positive attitude and I exert effort in my favourite activities in Physical Education. Within my favourite activities I'm involved and engaged in all tasks and discussions.
BRONZE -	<u>ISOLATED SKILLS</u> Perform simple skills in isolation, rarely accurately. Basic footwork/movement is demonstrated when performing in games or demonstrating a routine.	<u>RECOGNITION</u> Comment on performance with support. Have a basic understanding of why we warm up. Recognise physiological changes to the body during physical activity. Know how to take your pulse.	<u>BASICS</u> I demonstrate positive behaviour and attitude towards Physical Education. Focus is sometimes lost but I'm involved in the activities. I demonstrate basic communication skills but my social skills limit teamwork.

Y7 Art

Colour Theory

Primary colours are the three main colours, they can't be made, but are used to mix all of the other colours

Secondary colours are made by mixing two primary colours

Tertiary colours are made by mixing a primary and a secondary colour

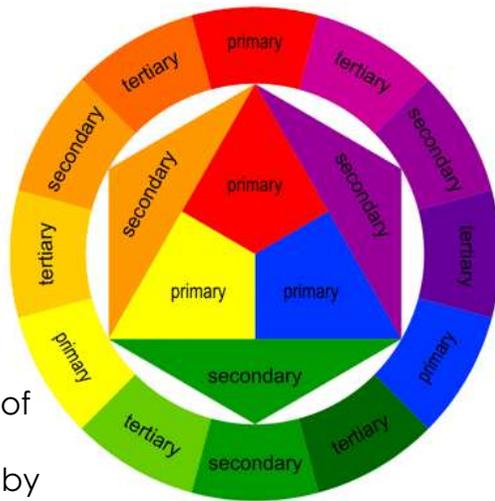
Harmonious colours are next to each other on the colour wheel

Complementary colours are opposite each other on the colour wheel

Tint – when you add white to a colour to make it lighter



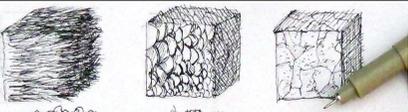
Shade – when you add black to a colour to make it darker



Making things look 3D:
To stop drawings looking flat use a range of tone and marks. Pressing harder and lighter and layering with your pencil creates different tones and adds depth.



Mark Making: To make drawings look more realistic try to use different marks on the surface. You can do this by changing the direction, pressure or length of your marks. Mark making can be used in conjunction with shading or separately.

The Formal elements of Art	
Tone	How light or dark something is 
Line	A mark which can be long, short, wiggly straight etc... 
Colour	What you see when light reflects off something. Red, blue and yellow are primary colours
Texture	How something looks or feels e.g. smooth or rough 
Pattern	A symbol or shape that is repeated 
Shape	A 2D area which is enclosed by a line e.g. a triangle 
Form	Something which has 3 dimensions e.g. a cube, sphere or a sculpture 

Technique Keywords	
Media/Medium	The materials and tools used by an artist to create a piece of art
Technique	The way an artist uses tools and materials to create a piece of art
Composition	Where you place objects on the page
Highlight	The bright or reflective area on an object or piece of art, this area is closest to the light source
Shadow/Shade	The darker areas within a piece of art or object
Proportion	The size relationship between different parts e.g. height compared to width



Y7 Art

Collage is pasting paper cut-outs onto various surfaces, it can also include other media such as painting and drawing.



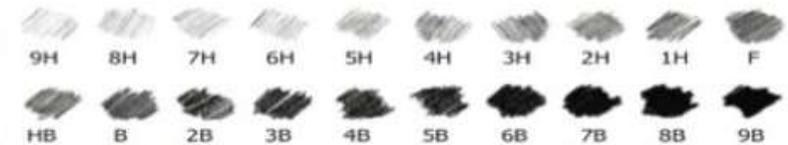
We are looking at **Natural Forms** in this project. A Natural form is an object that has not been altered or manipulated, but is in its' original form found in nature.

Grades of pencil

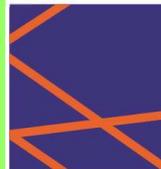
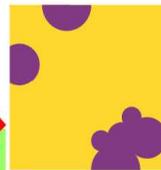
Pencils come in different grades, the softer the pencil, the darker the tone.

H=Hard B=Black

In art the most useful pencils for shading are 2B and 4B. If your pencil has no grade, it is most likely HB(hard black) in the middle of the scale.



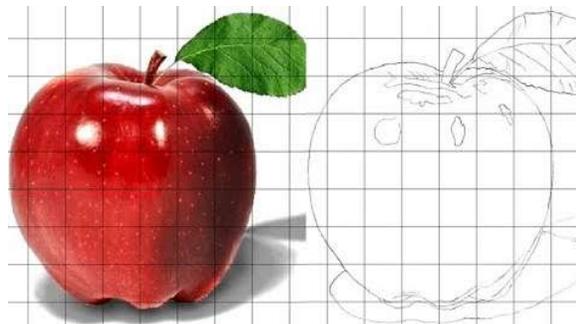
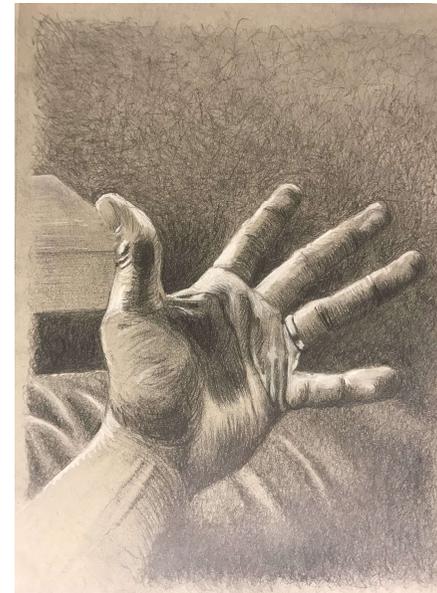
Contrast is when you place opposite elements together e.g. light vs. dark colours, rough vs. smooth textures, large vs. small shapes. This makes art look interesting and exciting.



Contour Line is a **line** that defines an edge of an object. **Contour Line Drawing** is when only lines (instead of shading) are used to show the shape of the object.

Directional shading

is shading that follows the contours of an object. Using this method makes your work appear more realistic. Look at the hand, see how the shading changes direction and curves with the shape of the hand.



The **Grid method** allows you to draw an image piece by piece. It helps to keep things in proportion.

Things to help:

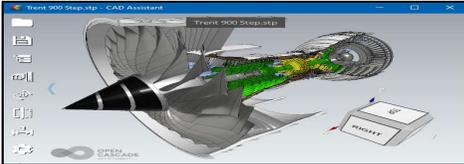
Books

- **How to Draw Almost Everything: An Illustrated Sourcebook** – Chika Miyata
- **Keys to Drawing** – Bert Dodson
- **Drawing for the Absolute Beginner: A Clear & Easy Guide to Successful Drawing (Art for the Absolute Beginner)** – Mark and Mary Willenbrink

YouTube Tutorials

- **Drawing & Painting – The Virtual Instructor**
- **Proko**
- **Emmy Kalia**

Design and Technology–
Graphics Project-Design
Packaging.

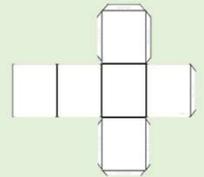


2D Design - CAD, CAM and CNC

CAD (computer-aided design) software is used by architects, engineers, drafters, artists, and others to create precision drawings or technical illustrations. **CAD software** can be used to create two-dimensional (2-D) drawings or three-dimensional (3-D) models

Nets- A pattern that you can cut and fold to make a model of a solid shape

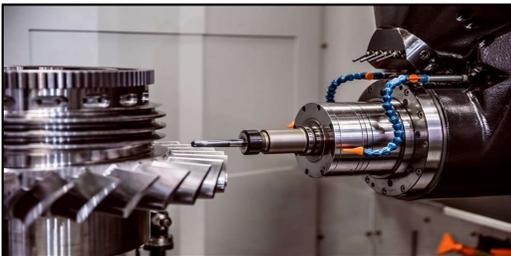
Net of a cube!



CAM Computer-aided **design** (CAD) involves creating computer drawings. Computer-aided manufacturing (**CAM**) uses geometrical **design** data to control automated machinery. **CAM** systems are associated with computer numerical control (CNC) or direct numerical control (DNC) systems.



Hazard- Something that has the potential to cause harm

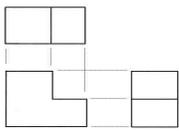


CNC means Computer Numerical Control. This means a computer converts the **design** produced by Computer Aided **Design** software (CAD), into numbers. The numbers can be considered to be the coordinates of a graph and they control the movement of the cutter.

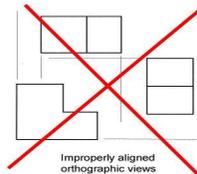
Isometric Drawing- Isometric projection is a method for visually representing three-dimensional objects in two dimensions in technical and engineering drawings

Orthographic Projection

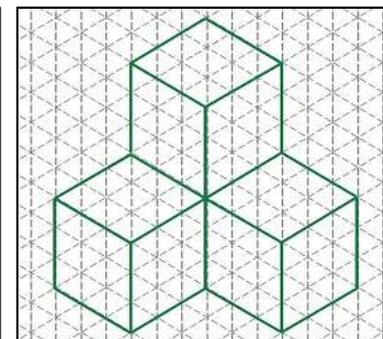
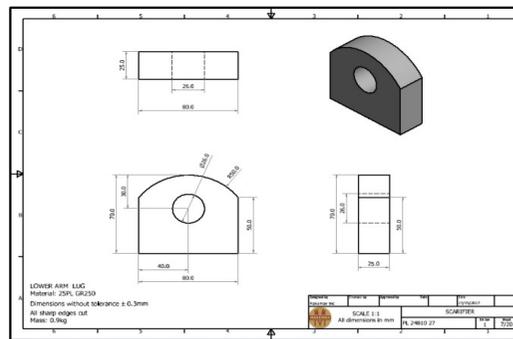
Views are aligned with one another (features project from one view to the next)



Properly aligned orthographic views



Improperly aligned orthographic views



Design and Technology–
Graphics Project-Design
Packaging.



Product analysis involves investigating a **products** features, costs, availability, quality and other aspects. **Product analysis** is carried out by people who want to buy the product, by **product** managers attempting to understand competitors and by people who need inspiration to design and develop a new product. At school we use ACCESS FM to help us analyse a product. Below is an example of how it used.

Market Research- The action or activity of gathering information about consumers' needs and preferences.

Customer- What would you customer think of the product? Is it suitable for them? Does it fulfil their needs?

Aesthetics- Describe what the object looks like, you can discuss its colour, texture, features and more

Cost- Discuss the cost of the product, is it too expensive? too cheap? Would your client be happy with the price? Is it good value for money?

Environment- What location will your product be suitable for? Is your product environmentally friendly?



Size- What are the dimensions of your product? Is it just right? Too big? Too small?

Function- How does your product work? Are there any moving parts? What is it intended to do?

Shape- Describe the shape of your product, Is the shape suitable for your client? Could it be improved?

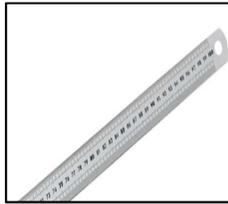
Materials- Describe the materials, What is the product made of? Are the materials suitable?

ACCESSFM- This is a useful tool used to analysis a product in detail

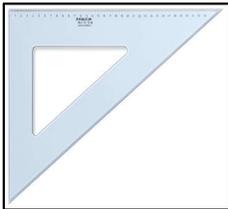
Design and Technology-
Graphics Project-Design
Packaging.

Tools and Equipment

Steel Ruler-
Used to
draw very
precise and
accurate
straight
lines



Set Square-
Use for
drawing 30
or 60
degree
diagonal
lines



Graphical
tools

2D Design Tools
Explained! These
are the most
common tools you
will use in 2D
Design

Can you match the 2D Design tools with the correct functions?

	Straight line tool
	Arc Tool
	Ellipse Tool
	Rectangle tool
	Text tool
	Free Form Curves

Orthographic projection is a means of representing three-dimensional objects in two dimensions. It is a form of parallel projection, in which all the projection lines are orthogonal to the projection plane, resulting in every plane of the scene appearing in affine transformation on the viewing surface.

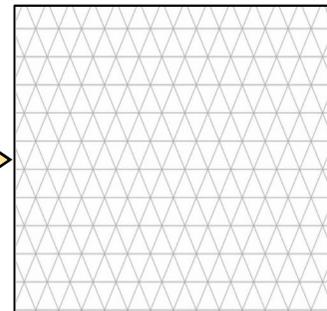
Scaled Drawings- Why use scaled drawings? A **drawing** that shows a real object with accurate sizes reduced or enlarged. We cant design a building as big as the Eifel tower so we have to draw it smaller. This is called a scaled drawing.



Graphic Design - The art or skill of combining text and pictures in advertisements, magazines, or books.



Isometric drawing
paper. Used to
help you create
drawings in 3D.
Lines are 30
degrees





Equipment



- 1. Measuring jug
- 2. Frying pan
- 3. Peeler
- 4. Measuring spoons
- 5. Casserole dish
- 6. Digital scales
- 7. Spoon
- 8. Plate
- 9. Chopping board
- 10. Weighing scale

Skills & Processes

Bridge & Claw Knife Grips



Used in: Fruit salad, layered dessert, mini omelettes and most other recipes.

Weighing & Measuring



Used in:
Fruit crumble, scones, fruity flapjacks, mini omelettes and most other recipes.

Knife Skills – Peeling, chopping, dicing, slicing.



Used in: Fruit salad, layered dessert, mini omelettes and lots of other recipes.

Rubbing In Technique



Used in:
Fruit crumble, scones, shortcrust pastry.

Keyword	Meaning
Bridge Claw	Safe methods for using a knife to prepare food. The name describes the hand grip.
Enzymic Browning	When you slice some fruits or vegetables, e.g. apples, bananas, potatoes, the oxygen in the air turns them brown.
Glazing	Brushing with egg or milk before baking to give a shine. E.g. scones, pastry.
Rubbing In Technique	Combining fat and flour together using your fingertips. E.g. crumbles, scones.
Vegetable Knife	A small sharp knife used for preparing fruits and vegetables.
Whisking	Using a fork, or whisk to add air to a mixture.

Independent skills I need to learn in year 7

- Use the **bridge and claw** to cut food safely and accurately.
- Use a range of other **preparation techniques**, e.g. peeling, chopping, slicing, grating etc.
- Weigh and measure** ingredients accurately.
- Organise** all my ingredients and follow a recipe.
- Use the **cooker**, select and adapt cooking times. Be able to check if food is cooked properly.
- Add garnishes** and decoration to my food.



Colour Coded Chopping Boards

Stops **bacteria** spreading & causing **food poisoning**.

PREVENT CROSS CONTAMINATION
USE CORRECT COLOUR CODED CHOPPING BOARDS & KNIVES

- RAW MEAT**
- RAW FISH**
- COOKED MEATS**
- SALADS & FRUITS**
- VEGETABLES**
- DAIRY PRODUCTS**



The Eatwell Guide

A healthy diet is a balanced diet.

The **Eatwell guide** shows what kind of foods you should eat, and in what proportions, to have a healthy and balanced diet. Your diet includes everything you eat and drink each day.

Stay hydrated.
Aim for 6 – 8 glasses a day.



Food Groups and Nutrients

- Fruit & Vegetables**
Vitamins and Minerals
- Potatoes, bread, pasta, cereals, rice.**
(choose wholegrain versions to get more fibre)
Starchy Carbohydrates
- Oils & Spreads**
Fat
- Dairy & Alternatives**
Calcium
- Beans, pulses, eggs, meat, fish**
Protein

Processed foods high in sugar, fat and salt



Eat less often and in small amounts

Keyword	Meaning
Bacteria	Grows on food. Can cause food poisoning.
Calcium	A mineral needed for strong teeth and bones.
Carbohydrate	Starchy versions give slow release energy.
Fat	Keeps us warm. Gives energy.
Fibre (NSP)	Helps our digestive system remove waste.
Minerals	A group of nutrients (calcium, iron, sodium etc).
Nutrient	A substance from food essential for life & growth.
Obesity	Having too much body fat/being overweight.
Protein	Needed for muscle growth strength and repair.
Salt	Added to food for taste. Too much is bad for us.
Saturated Fat	Raises cholesterol and can be harmful.
Sugar	Makes food sweet (a type of carbohydrate).
Vitamins	Help our immune system fight illness.
Water	Essential for life. Keeps us hydrated.

Different Needs of Different Age Groups

- **Children** need a balanced diet to grow properly.
- **Adults** should not eat more than they need as they have stopped growing and may be less active than when they were younger.
- **Elderly people** should eat less as they are less active so don't burn off the extra energy.



5 a Day – Fruits & Vegetables

Eat **at least 5 portions** of a **variety of fruit** **vegetables** every day. An adult portion is 80g but children need smaller portion sizes. 1 portion is roughly the amount you can fit in the palm of your hand.



Eat as many **different colours** as possible because they all contain different combinations of fibre, vitamins, minerals and other nutrients.

Find out more: www.nhs.uk/live-well/eat-well/why-5-a-day



Basic Safety and Hygiene Rules

- Wash hands before handling food.
- Store food in the correct place.
- Use the correct colour chopping boards to avoid cross contamination.
- Cover cuts with a blue plaster.
- Tie back hair and wear a clean apron.

Help Prevent Food Poisoning

Wash hands before and after preparing food.

Cook meat, poultry, fish, and eggs thoroughly.

Wash fruits and vegetables well before eating.

Signs of Bacteria Growing on Food



Fruit – Should be stored in a fruit bowl to ripen.

Fridge (dairy foods, meat, fish, salad) – A fridge temperature should be between 0 and 5°C

Food Storage
Different foods need to be stored in different places to slow down the growth of bacteria.

Ambient foods (bread, cereals, pasta etc) – should be stored in a cool, dry, dark place (cupboard or bread bin)



Freezer – A freezer should be -18°C or below.



What Conditions Do Bacteria Need To Grow?

Warmth, Moisture, Food, Time and PH Balance.

This is why storing food in the correct place is so important. If food is not stored correctly bacteria will grow and cause food poisoning.



Enzymic Browning

Foods such as **apples, pears and potatoes** will turn brown when peeled, because oxygen reacts with the enzymes in the food. They are still safe to eat but you can prevent this by using an acid like lemon juice or covering in water.



Colour Coded Chopping Boards

Stops **bacteria** spreading & causing **food poisoning.**



PREVENT CROSS CONTAMINATION
USE CORRECT COLOUR CODED CHOPPING BOARDS & KNIVES

- RAW MEAT** (Red board)
- RAW FISH** (Blue board)
- COOKED MEATS** (Yellow board)
- SALADS & FRUITS** (Green board)
- VEGETABLES** (Brown board)
- DAIRY PRODUCTS** (White board)

Keyword	Meaning
Ambient Foods	Foods that can be safely stored at room temperature.
Bacteria	Grows on food. Can cause food poisoning.
Cross Contamination	When bacteria passes from one food to another or from people to food. Can lead to food poisoning.
Food Poisoning	Caused by eating food infected with bacteria. Symptoms include sickness, fever and diarrhoea.

Macronutrients - We need these in large amounts.

Nutrient	Main Functions in Body	Foods
Carbohydrates	Starch (complex carbohydrate) – Gives slow release energy. Fibre – Helps digestive system. Sugar (simple carbohydrate) – Gives fast energy.	Potatoes, bread, pasta, cereals, rice. (choose wholegrain versions to get more fibre).
Protein	Growth, repair and of muscles and cells. Body chemicals (hormones & enzymes). Secondary source of energy.	Meat, fish, eggs, nuts, seeds, pulses, lentils.
Fat	Insulates our vital organs (heart, lungs etc) and keeps us warm. Gives concentrated energy.	Butter, lard, margarine, sunflower oil, olive oil etc.

Energy Balance

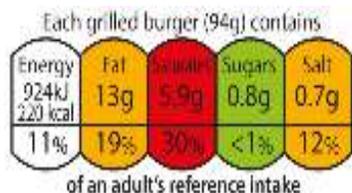
BMR (Basal Metabolic Rate) - This is the smallest amount of energy your body needs to stay alive, to breathe and so your heart can keep beating. It depends on age, gender and body size.

PAL (Physical Activity Level) – This is a measure of how active you are. A more active person will have a higher PAL. **BMR and PAL** multiplied together will give you your daily energy requirement.

You have to **balance** your **energy** intake to keep to a healthy weight. If you eat more energy than you burn off you will gain weight and become **obese**. If you eat less energy than you use you will lose weight.



DRV's (Dietary Reference Values) – These are estimates of the amount of nutrients people should have in their diet. Traffic light labels are used on packaging to show this. Red warns where fats/saturate/sugars/salt are too high.



Locally Sourced Foods – A way of reducing food miles is to buy locally sourced foods, these are also seasonal and can sometimes be organic too.

Local and Seasonal Foods

Seasonal Foods - Foods that are harvested and eaten in the season they are naturally ready to eat.



Most **UK-grown fruit and vegetables** are not available all year round.



<http://eatseasonably.co.uk/what-to-eat-now/calendar/>

The importance of Fibre

Soluble fibre	Soluble fibre dissolves in the water in your digestive system.	<ul style="list-style-type: none"> oats, barley and rye fruit, such as bananas and apples root vegetables, such as carrots and potatoes
Insoluble fibre	Insoluble fibre doesn't dissolve in water. It passes through your gut without being broken down and helps other foods move through your digestive system more easily.	<ul style="list-style-type: none"> wholemeal bread bran cereals nuts and seeds

At My Best – Staying Safe & Healthy



Aim: To consider how we keep ourselves safe and healthy both physically and mentally. Explore support options available to us if we encounter challenges with our physical and/or mental health.



Word	Definition
Risk	A situation involving exposure to danger.
Danger	The possibility of suffering harm or injury.
Addiction	The fact or condition of being addicted to a particular substance or activity.
Brain	An organ of soft nervous tissue contained in the skull of vertebrates, functioning as the coordinating centre of sensation and intellectual and nervous activity.
Development	An event constituting a new stage in a changing situation.
Pressure	The use of persuasion or intimidation to make someone do something.
Safeguarding	Protect from harm or damage with an appropriate measure.
Abuse	Treat with cruelty or violence, especially regularly or repeatedly.
Online	While connected to a computer or under computer control.
Safety	The condition of being protected from or unlikely to cause danger, risk, or injury.
Dilemma	A situation in which a difficult choice has to be made between two or more alternatives.
Consequences	A result or effect, typically one that is unwelcome or unpleasant.
Legal	Permitted by law.
Barrier	A circumstance or obstacle that keeps people or things apart or prevents communication or progress.
Knife	An instrument composed of a blade fixed into a handle, used for cutting or as a weapon.
Password	A secret word or phrase that must be used to gain admission to a place.
Email	Messages distributed by electronic means from one computer user to one or more recipients via a network.
Sexting	Send (someone) sexually explicit photographs or messages via mobile phone.
Inappropriate	Not suitable or proper in the circumstances.
Bullying	Seek to harm, intimidate, or coerce (someone perceived as vulnerable).
Bystander	A person who is present at an event or incident but does not take part.

At My Best – Staying Safe & Healthy

Aim: To consider how we keep ourselves safe and healthy both physically and mentally. Explore support options available to us if we encounter challenges with our physical and/or mental health.

Word	Definition
Mental	Relating to the mind.
Physical	Involving bodily contact or activity.
Emotional	Relating to a person's emotions.
Psychological	Of, affecting, or arising in the mind; related to the mental and emotional state of a person.
Health	The state of being free from illness or injury.
Everyday	Happening or used every day; daily.
Overwhelming	Be too strong for; overpower.
Feelings	An emotional state or reaction
Exercise	Activity requiring physical effort, carried out to sustain or improve health and fitness.
Heart	A hollow muscular organ that pumps the blood through the circulatory system.
Fitness	The condition of being physically fit and healthy.
Puberty	The period during which adolescents reach sexual maturity and become capable of reproduction.
Gender	Either of the two sexes (male and female), especially when considered with reference to social and cultural differences rather than biological ones. The term is also used more broadly to denote a range of identities that do not correspond to established ideas of male and female.
Stereotypes	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
Conform	Comply with rules, standards, or laws.
Expression	The action of making known one's thoughts or feelings.
Identity	The characteristics determining who or what a person or thing is.
Attraction	The action or power of evoking interest in or liking for someone or something.



Kindness
is
Magic



PUNCTUATION

Full Stop

Use full stops at the end of a sentence or abbreviation.

Question Mark

Use question marks at the end of a question instead of a full stop.

Use quotation marks for direct quotations or to show spoken words.

“ ”

Quotation Marks

Apostrophe

Use apostrophes in contractions and to show possession.

Comma

Use commas to separate clauses in complex sentences and separate items in a list or before a speech mark.

Ellipsis

An ellipsis can be used to show words that have been missed out of a quotation or informally to show an incomplete sentence.

Exclamation Point

Use exclamation points at the end of an exclamation.

Colon

A colon can be used to introduce a list and before a final clause that explains something in the sentence.

Parentheses

Use parenthesis around an inserted comment, aside, explanation or additional information.

Semicolon

Use a semicolon to join two independent clauses that are not connected with a conjunction.

Paragraphs

Remember **PPPTT**

Start a new paragraph for these reasons:

Person
If a new person is talking or a new character being described.

Place
If the story or text has changed location.

Point
If you start to make a new point.

Topic
If you've started writing about something different.

Time
If a significant change in time has happened and it has been mentioned.

Literacy Writing Mat

Sentence Openers

Realities

- 'Once upon a time...'
- 'To begin with...'
- 'I sleepily opened my eyes...'
- 'I will never forget the time...'

Expository Writing

- 'My name is _____ and I am writing to argue for...'
- 'Let me get things straight...'
- 'First of all...'

- 'One thing that you need to know about ... is...'

Indication/Exclamation

- 'It has been reported that...'
- 'Witnesses were shocked last night as...'
- 'Recent research has shown...'

Introducing

- 'Firstly...'
- 'To begin with...'

Analyzing

- 'I am writing to analyse the...'
- 'The text that I have been reading is...'

Summarizing

- 'The good points about ... are'

Vocabulary

Adjectives

- Instead of **Big** - **Huge, Enormous, or Gigantic.**
- Instead of **Small** - **Tiny, Minute, or Miniature.**
- Instead of **Old** - **Ancient, Outdated, or Antiquated.**
- Instead of **Young** - **Youthful, Infantile, immature.**
- Instead of **Good** - **Fantastic, Excellent, Outstanding.**

Adverbs

Use these to add more detail to verbs and adjectives.

- 'Speedily' 'Thoughtfully'
- 'Casually' 'Purposefully' 'Slowly'
- 'Innocently' 'Consequently'
- 'Incredibly' 'Overwhelmingly'
- 'Nicely' 'Superbly' 'Flatly'
- 'Questionably' 'Maximally'
- 'Darkly' 'Nicely' 'Subtly'
- 'Maximally' 'Happily'

Adding Connectives

- 'And' 'Also' 'As well as'
- 'Too' 'Additionally' 'Especially'
- 'Moreover' 'Furthermore'
- 'Notably' 'Above All' 'Indeed'
- 'Significantly' 'In addition to'

Contrasting Connectives

- 'However' 'Whereas' 'But'
- 'Yet' 'Nevertheless' 'Still'
- 'Conversely' 'On the other hand'
- 'Then again' 'In spite of this'
- 'Though' 'Then' 'Except'
- 'But' 'Apart from' 'Aside from'

Time Connectives

- 'Firstly' 'Finally' 'In the end'
- 'Secondly' 'Primarily' 'After'
- 'Thirdly' 'Before' 'Meanwhile'
- 'When' 'Consequently' 'Now'
- 'Later' 'Since' 'Suddenly'
- 'After a while' 'Following'

Punctuation

- ()
- ; - ?
- ! { }
- / , :
- ' ' \

Using Speech Marks

'Speech marks should go around every word that was said.'

Speech marks go outside the other punctuation in the sentence.

Using Apostrophes

Use apostrophes only to:

- Show when something belongs to someone, e.g. 'It was Sam's book.'
- Show when letters have been left out, e.g. 'format - com article - ant - ant.'

Common Mistakes

Their, There's, and There

Their = When something belongs to someone, e.g. 'It was their dog.'

They're = When you are replacing the word 'they are.' e.g. 'I like dogs. They're funny.'

There = All other situations, e.g. 'The dog was over there.'

Should, Could, Would of

This mistake happens because people hear the term 'could've' and think that 'could of' is being said. What is actually meant is 'could have.'

Wrong: 'I could of gone today.'

Correct: 'I could have gone today.'

The same applies to 'should' and 'would.'

Two, Two, To

Two = 200 number two, e.g. 'There were two days until Christmas.'

Too = 'Also' or 'As Well', e.g. 'I am excited for Christmas too.'

To = All other situations, e.g. 'I went into town to buy a Christmas tree today. To see the lights was so lovely.'

TYPES OF SENTENCES.

SIMPLE SENTENCE

Subject + **verb** = simple sentence.
My **brother** **walked** into the field.

COMPOUND SENTENCE

Sentence **CONJUNCTION** sentence.

These are called conjunctions

- but
- so
- and
- if
- when
- although
- whereas

My **brother** **walked** into the field and he **found** his football.

COMPLEX SENTENCE

Opener, sentence.

Adverbs, connectives and verbs can be used as openers.

- slowly
- quietly
- carefully
- smiling
- finally
- in addition
- hoping
- screaming

This is an independent clause

Carefully **pushing** the gate open, my **brother** **walked** into the field.

Smiling to himself, my **brother** **walked** into the field.

(When you are confident with this structure, try moving your subordinate clause to the end of the sentence or embedding it into the middle of the independent clause.)

SENTENCES

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SENTENCES



Vocabulary Instruction The Power of Words



Break it down:

How many syllables?

What does it sound like?

Definition:

Say it in a sentence:

Now write the sentence.



Synonyms:

Words with similar meanings

Antonyms:

This word is opposite to...

Can you draw it?

