

**YEAR 7**

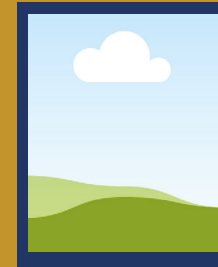
*Knowledge*  
**ORGANISER**

**2026 - 27**  
**SEMESTER 1**



# WHO CAN I GET *support* FROM?

You can also speak to your check-in tutor, all your subject teachers, your PD teacher and all your pastoral staff: Miss Leonard, Miss Howe, Mrs Kelly, Mr Sykes. If you are unable to speak to any member of staff, please contact: [studentsupport@bentonpark.mlt.co.uk](mailto:studentsupport@bentonpark.mlt.co.uk)



**MY YEAR LEADER**

Miss Bond



**MY KEY STAGE LEADER**

Mrs Collins



**MY SLT LINK**

Mr Hayes

## OTHER YEAR LEADERS



**Year 9 – Miss Bannister**



**Year 8 – Miss Downing**



**Year 10 – Miss Charlton**



**Year 11 – Mrs Sykes**



**Designated  
Safeguarding Lead /  
Assistant Headteacher**  
Mrs Howard



**KS3 Safeguarding  
Officer**  
Miss Fox



**SENCo /  
Assistant Headteacher**  
Mr Hayes



**Key Stage 4 Leader**  
Miss Dobby

# HOME-SCHOOL *Communication* LOG

| DATE | NOTE |
|------|------|
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# MY *Attendance* RECORD

## ATTENDANCE %

Year so far:

Attendance Targets:

| DATE    | WEEKLY % | YEAR TO DATE % |
|---------|----------|----------------|
| Week 1  |          |                |
| Week 2  |          |                |
| Week 3  |          |                |
| Week 4  |          |                |
| Week 5  |          |                |
| Week 6  |          |                |
| Week 7  |          |                |
| Week 8  |          |                |
| Week 9  |          |                |
| Week 10 |          |                |
| Week 11 |          |                |
| Week 12 |          |                |
| Week 13 |          |                |
| Week 14 |          |                |
| Week 15 |          |                |
| Week 16 |          |                |
| Week 17 |          |                |
| Week 18 |          |                |
| Week 19 |          |                |

# EVENTS / EXTRA CURRICULAR ACTIVITIES / CLUBS / PRESENTATIONS

| SEMESTER 1 | WHAT I HAVE ATTENDED / BEEN PART OF / BEEN A MEMBER OF AN AUDIENCE |
|------------|--------------------------------------------------------------------|
| Week 1     |                                                                    |
| Week 2     |                                                                    |
| Week 3     |                                                                    |
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| Week 14    |                                                                    |
| Week 15    |                                                                    |
| Week 16    |                                                                    |
| Week 17    |                                                                    |
| Week 18    |                                                                    |
| Week 19    |                                                                    |

**LAST TERM I WAS A MEMBER OF / TOOK PART IN / ATTENDED....**

# HOME *Learning*

In addition to your online home learning with SPARX and EDUCAKE, some subjects will give you homework based on your Knowledge Organiser. The next page gives you further information...

## HOW DOES HOME LEARNING WORK?

The main way you will complete homework will be via 2 online platforms: SPARX and EDUCAKE. These online platforms will quiz you on your learning in lesson. It's a great way to test yourself and developing your memory retrieval and retention skills. As well as home learning quizzes, these platforms allow you to prepare for assessments and revise key content.

## HOW DO I ACCESS THESE?

| PLATFORM | WEB ADDRESS                                              | SUBJECTS                                                     |
|----------|----------------------------------------------------------|--------------------------------------------------------------|
| SPARX    | <a href="http://www.sparx.com">www.sparx.com</a>         | Maths and Science                                            |
| EDUCAKE  | <a href="http://www.educake.co.uk">www.educake.co.uk</a> | English, Geography, History, Languages, and Computer Science |

## HOMEWORK PLAN

| SUBJECT                                            | FREQUENCY   |
|----------------------------------------------------|-------------|
| English / Science / Maths                          | Weekly      |
| Geography / History / Languages / Computer Science | Fortnightly |

## LOGINS

**USE THE 'LOG IN WITH MICROSOFT' BUTTON TO ACCESS THESE PLATFORMS.**

**THESE SYSTEMS USE SINGLE SIGN ON.**

**NOTE: SPARX MAY REQUIRE TEACHER INPUT FIRST**

### IN THE LIBRARY YOU CAN:

- Access books and resources
- Use the internet to complete any online home learning
- See staff who can give you any advice and guidance you may need
- Study independently in a quiet place

# HOME Learning

## HOME LEARNING AND REVISION PRACTISE

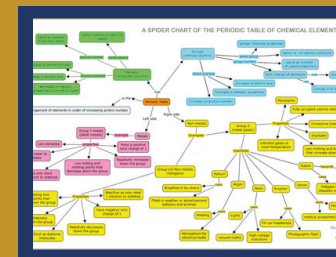
For subjects that do not use an online learning platform for home learning, you will receive homework that is based on your Knowledge Organiser.

You complete this homework on paper that you hand in to your subject teachers.

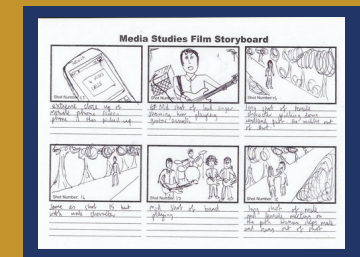
The purpose of this is to help you know and remember more content over time, by developing your memory recall and supporting your revision practise.

## ADDITIONAL HOME LEARNING AND REVISION PRACTISE METHODS:

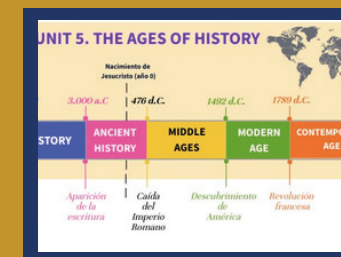
- Using the Word Revolution words – checking spellings are 100% accurate and that you know the definitions
- Producing a mind map or a spider diagram with the key learning content
- Making a storyboard of key events or draw out key images
- Making a timeline of events
- Copying out a diagram and practising labelling it accurately
- Practising writing out some sentences or phrases in the language you are studying
- Retrieving and finding information from what you have read



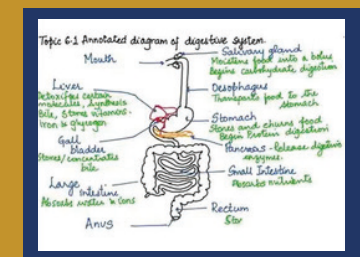
**MIND MAP/SPIDER  
DIAGRAM**



**STORYBOARD**



**TIMELINE**



**DIAGRAM**

# Organisation AND Planning SHEET

| DATE SET | TASK | DUE DATE | TICK WHEN COMPLETE |
|----------|------|----------|--------------------|
|          |      |          |                    |
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| DATE SET | TASK | DUE DATE | TICK WHEN COMPLETE |
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# STUDENT *Loyalty* CARD

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |

**COLLECT A STAMP EACH TIME YOU ATTEND A LUNCH AND AFTER SCHOOL  
EXTRA-CURRICULAR ACTIVITY. WHEN YOU'VE REACHED 10, 20, 30 AND 40  
STAMPS YOU WILL RECEIVE A REWARD!**

**SUBJECT: English**

**TOPIC: Why We Tell Stories**

**YEAR: 7**

**SEMESTER: I**



## WORD REVOLUTION

|                        |                                                                                                                  |
|------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Allegory</b>        | A story with a hidden moral or political meaning (e.g., <i>Aesop's Fables</i> use animals to teach life lessons) |
| <b>Moral</b>           | The lesson the story teaches (e.g., "Slow and steady wins the race" from <i>The Tortoise and the Hare</i> )      |
| <b>Symbolism</b>       | When an object/idea stands for something bigger                                                                  |
| <b>Archetype</b>       | A typical character or storyline seen across many cultures                                                       |
| <b>Myth</b>            | A traditional story explaining natural or social phenomena, often involving gods or supernatural elements        |
| <b>Legend</b>          | A story from the past, often based on real events but exaggerated                                                |
| <b>Fable</b>           | A short tale, usually with animals, that teaches a moral                                                         |
| <b>Hyperbole</b>       | Extreme exaggeration used for effect                                                                             |
| <b>Setting</b>         | Where and when the story takes place                                                                             |
| <b>Conflict</b>        | The struggle between opposing forces, often good vs evil                                                         |
| <b>Theme</b>           | The main idea or message of the story                                                                            |
| <b>Hero's journey</b>  | A story structure where a hero goes on an adventure, faces challenges, and returns changed                       |
| <b>Narrative voice</b> | The perspective or "voice" telling the story                                                                     |
| <b>Personification</b> | Giving human traits to non-human things                                                                          |

**What will I study in this topic?**

You will be studying, exploring and understanding the history of storytelling in many different forms and how it has shaped the world around us.

**What will I be able to do by the end of this topic?**

Comment on conventions of stories and how they have an impact on readers.  
Create texts that have a clear narrative and use techniques (SHAMPOO).  
Appreciate the importance of planning using TVCOPS.  
Recap and recognise basic paragraphing.

### Understanding Society and Attitudes

Stories often centre around **identity, love, acceptance, and resistance**. Through these stories we can explore the human condition and begin to understand the complexities of human nature and why telling, sharing and listening to different types of stories is an important aspect of making connections.

### Form, Structure and Narrative

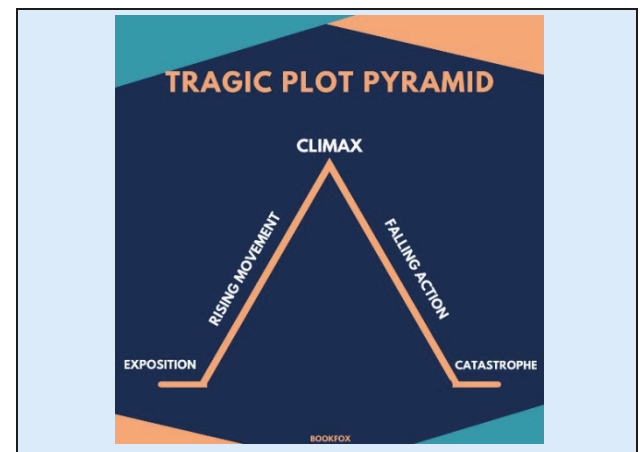
Story structures are **frameworks** or blueprints that help shape how a **narrative** unfolds. Simply put: a beginning, middle, and end.

Writers may use specific techniques such as **single word sentence** or **symbolism**, as well as pathetic fallacy or dialogue to create tension.

### People and Relationships

**Oral storytelling** is one of the oldest and most fundamental forms of human communication. Before the invention of writing, it was the primary means of **sharing knowledge, preserving culture, and entertaining communities**.

Fairy tales are more than just bedtime stories—they serve important **psychological, cultural, and educational** roles across generations and societies.



#### Brothers Grimm

Jacob and Wilhelm Grimm compiled several collections of fairy tales.

#### Solomon Northup

He was kidnapped and sold into slavery in the deep South. He wrote about his experiences in *12 Years a Slave*.

#### Creation Myths

Adam and Eve lived in the Garden of Eden, until they were cast out for disobeying God.

#### Aesop's Fables

Stories about animals that always have a moral/teaching purpose.

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Questions:          | <p>What is the impact of oral storytelling?</p> <p>How are morality tales used in society?</p> <p>What is the significance of historical accounts?</p> <p>Why is it important to study a diverse range of texts?</p> <p>How and why is fake news spread?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Curriculum Connections: | <p><b>Current unit of work:</b></p> <p>This unit of work aims to support you in your reading by moving away from the comprehension-style questions at Key Stage 2 to help you deepen your reading and be able to analyse how and why a writer constructs a story.</p> <p>Using your knowledge of language and grammar from primary school, you look at these language categories more analytically and begin to comment on individual word effects and a writer's choices.</p> <p><b>Builds to:</b></p> <p>Conventions of narrative and <i>Tales of Terror</i> studied in this unit links directly to the Gothic study explored in Year 8.</p> <p>Morality within stories is re-explored throughout <i>A Christmas Carol</i> and <i>The Tempest</i> in Year 7; <i>Frankenstein</i> in Year 8; <i>Animal Farm</i> in Year 9; <i>An Inspector Calls</i> in Year 10 and finally in <i>The Strange Case of Dr Jekyll and Mr Hyde</i> in Year 11.</p> |

#### Sentence types used in story telling

|                                                    |                                                                                                                                     |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Embedded clause sentence:</b>                   | The moon, which was a pale shimmering white, peeped through the curtain of the clouds.                                              |
| <b>Descriptive list with semi-colons sentence:</b> | For the trip, we packed sunscreen, hats, and sunglasses; sandwiches, snacks, and drinks; and tents, sleeping bags, and flashlights. |
| <b>The 'as if' verb sentence:</b>                  | He knew he was alone, but he called out sorrowfully, as if searching for an echo.                                                   |
| <b>The three-verb sentence:</b>                    | The dinosaur crunched, smashed, punched its way through the jungle.                                                                 |
| <b>Single word sentence:</b>                       | Devastated.                                                                                                                         |

#### How to paragraph: TiPToP

|           |                           |                                                                                                  |
|-----------|---------------------------|--------------------------------------------------------------------------------------------------|
| <b>Ti</b> | <b>Time</b>               | A new paragraph for a change in time.                                                            |
| <b>P</b>  | <b>Place</b>              | A new paragraph for a change in place.                                                           |
| <b>To</b> | <b>Topic</b>              | A new paragraph for a change in topic.                                                           |
| <b>P</b>  | <b>Person</b>             | A new paragraph for a new person speaking.                                                       |
|           | <b>One line paragraph</b> | This can have a big impact in any kind of writing. <b>'That was the day everything changed.'</b> |

### Sentence Structures

|                         |                                                                |
|-------------------------|----------------------------------------------------------------|
| <b>Simple</b>           | Sally kicks the ball.                                          |
| <b>Compound</b>         | He is rich, yet he is humble.                                  |
| <b>Complex</b>          | Although he's kind, I don't like him.                          |
| <b>Compound-Complex</b> | Because I studied hard, I passed the exam, and I was so happy. |



**SUBJECT: English**

**YEAR: 7**



**TOPIC: Why We Tell Stories**

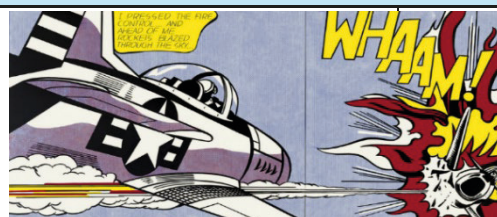
**SEMESTER: I**

How will I be assessed?

At the end of unit of work, you will **write a short scary story** based upon our study of *Uncle Montague's Tales of Terror*. You will also complete a **presentation** to the class about your favourite myth that we have studied.

### Visual Storytelling: How we Tell Stories in the Modern World

|                        |
|------------------------|
| Comics                 |
| Graphic Novels         |
| Films and TV           |
| Advertising            |
| Social Media 'Stories' |



The art of communicating narratives and messages using visual elements like images, videos, and other media, rather than relying solely on text. It uses the power of visual communication to engage audiences, convey emotions, and enhance understanding of information.

### Extra Nuggets!

|                                                                                                                                                                              |                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Pictures tell stories <b>visually</b> .                                                                                                                                      | The invention of <b>motion pictures</b> was a revolutionary step in storytelling                                  |
| The earliest surviving motion picture is believed to be <b>Louis Le Prince's Roundhay Garden Scene</b> .                                                                     | This was filmed in 1888 in <b>Leeds</b> . You can watch it at the <b>Leeds Industrial Museum at Armley Mills!</b> |
| Stories started being told through various moving images on a screen. <b>Audiences</b> were able to escape their mundane lives in these stories, just as they did in novels. | As cinema developed to include sound and colour, it started replacing theatre as a form of storytelling.          |

### Extra Nuggets!

|                                                                                                  |                                                                                                                                               |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The Internet</b> (a gradual development from the 1960s but often cited as 'invented' in 1983) | This was an important step for humankind. It made the world a smaller place and made us tell stories in new ways.                             |
| <b>Blogs and Vlogs</b>                                                                           | Written and visual storytelling often used on social media.                                                                                   |
| <b>Montage</b>                                                                                   | <b>Social Media</b> is a hive of visual storytelling. WhatsApp and Instagram have stories that are a mixture of pictures, songs and captions. |

### Further Reading and Other Resources

**Book:** *The Final Year* by Matt Goodfellow  
**Book:** *Heartstopper* by Alice Oseman  
**Book:** *Uncle Montague's Tales of Terror* by Chris Priestley  
**Book:** *His Dark Materials* by Phillip Pullman  
**Website:** <https://www.onceuponapicture.co.uk/> (This website gives you a plethora of images that you could use to write your own stories)  
**Video:** <https://www.youtube.com/watch?v=ctaPAmI4LI0> Ted Talk on the power of Storytelling.

### Recall Questions

1. What are the five stages of a tragic narrative plot?
2. What is an example of an embedded clause sentence?
3. What does the word 'allegory' mean?
4. What technological development changed the face of storytelling?
5. What does TiPToP stand for?
6. What is an example of a three word sentence?
7. What are two types of visual storytelling?
8. What was oral storytelling and why is it still important?
9. How do we tell stories in the modern (and digital) world?
10. What is a morality tale? Can you give an example?

**SUBJECT: English**

**YEAR: 7**



**TOPIC: A Christmas Carol**

**SEMESTER: I**

## WORD REVOLUTION

|                          |                                                                                                           |
|--------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Allegory</b>          | A story with a hidden moral or political meaning (e.g., Aesop's Fables use animals to teach life lessons) |
| <b>Moral</b>             | The lesson the story teaches                                                                              |
| <b>Foreshadowing</b>     | Hints about future events (Marley's ghost warns Scrooge of the consequences of his ways).                 |
| <b>Mood</b>              | The emotional atmosphere of a scene                                                                       |
| <b>Symbolism</b>         | Using objects or characters to represent deeper ideas                                                     |
| <b>Motif</b>             | A recurring idea, image, or theme (e.g., time, shadows, cold vs warmth, bells).                           |
| <b>Theme</b>             | The central ideas (e.g., redemption, generosity, social responsibility)                                   |
| <b>Transformation</b>    | A major change in a character (e.g., Scrooge's transformation from selfish to selfless).                  |
| <b>Redemption</b>        | A key theme; the idea that a person can change and be forgiven                                            |
| <b>Morality</b>          | Lessons about right and wrong; Dickens uses the story to promote kindness and charity.                    |
| <b>Social commentary</b> | Criticism of society (e.g., Dickens highlights the struggles of the poor)                                 |
| <b>Pathetic fallacy</b>  | Using the weather to reflect emotions                                                                     |
| <b>Simile</b>            | A comparison using "like" or "as" (e.g., "as solitary as an oyster").                                     |
| <b>Dialogue</b>          | Conversations between characters                                                                          |

What will I study in this topic?

You will be studying the history of **Victorian London** and why **Charles Dickens** felt compelled to write a story like A Christmas Carol. You will look at how Dickens has created the characters within the story, its structure and the themes explored.

What will I be able to do by the end of this topic?

You will be able to **write a letter** in character to Scrooge using the correct form and language.  
You will build on your **analytical skills** and comment on Dickens' language choices.

## Understanding Society and Attitudes

**Victorian London** was a bustling, industrial metropolis marked by stark contrasts. Grand architecture and rapid progress co-existed with poverty, pollution, and overcrowded slums. Horse-drawn carriages filled smoky streets, while gas lamps lit alleys. The era saw innovation, empire, and reform, but also harsh social divisions and child labour.

**The Poor Law** was brought in in 1601 and was a system to provide relief to the poor, often through workhouses, aiming to discourage dependency by making assistance harsh and conditional during Victorian England's industrial era.

## People and Relationships

The famous quotation underneath here is spoken by **Tiny Tim** at the end of the novel and it highlights Tiny Tim's pure and innocent nature; his blessing is not exclusive, it is for all of mankind. It shows universal comparison, no matter what type of class you live in. He serves as a character who is the **antithesis** of Scrooge and contrasts sharply to Scrooge's nature at the beginning of the novella. The religious reference also ties in well with people's relationship with God at the time.

## Form, Structure and Narrative

Two examples of **foreshadowing** in A Christmas Carol:

**Marley's Chains:** Marley's heavy chains made of cash boxes and ledgers foreshadow the burden of greed and missed opportunities Scrooge will face if he doesn't change.

**Scrooge's Fear and Regret:** Scrooge's reactions to the spirits often foreshadow the emotional revelations and regrets he will experience, especially when the Ghost of Christmas Yet to Come shows him his lonely death.

"God bless us every one!"  
said Tiny Tim,  
the last of all.

*A Christmas Carol*



*CharlesDickensInfo.com*

**SUBJECT:** English

**TOPIC:** A Christmas Carol

**YEAR:** 7

**SEMESTER:** I



|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Questions:          | How do writers use methods to create characters?<br>Why might a writer create a character who changes?<br>How do writers show readers this change?<br>In what ways is social responsibility important?<br>Why is historical and social context significant when studying a text?<br>How can we create carefully crafted and convincing writing?                                                                                                                                                        |
| Curriculum Connections: | In this unit, we explore a morality narrative and the development of a character in preparation for units on Heroes and Villains and the Gothic in Year 8. We also focus on issues of class and societal responsibility which will prepare you for <i>An Inspector Calls</i> in Year 10. <i>A Christmas Carol</i> is a Victorian novel which will help you to begin to understand society at the time, which you will then use for <i>Jekyll and Hyde</i> in Year 11 and <i>The Brontes</i> in Year 8. |

**A Victorian Christmas:** Dickens helped shape how we celebrate Christmas today. During the Victorian Era, many of these familiar traditions became popular.

|                          |                                                                                                                                                                                            |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Christmas trees:</b>  | Introduced to Britain by Prince Albert, Victoria's husband, trees quickly became a fashionable centrepiece in a Victorian home at Christmas.                                               |
| <b>Christmas Cards:</b>  | These were first mass produced by Sir Henry Cole in 1843 and after improvements in the postal system, it became popular to send cards at this time of year.                                |
| <b>Christmas Carols:</b> | Some of the most famous carols we still hear today were written in the Victorian Era: <i>God Rest Ye Merry Gentleman, Hark! The Herald Angels Sing</i> and <i>O Come All Ye Faithful</i> . |
| <b>Christmas Dinner:</b> | This became a major event with a centrepiece of a goose or a much more expensive turkey.                                                                                                   |
| <b>Father Christmas:</b> | It was at this time that Father Christmas began to be depicted with a red or green robe and a white beard.                                                                                 |

Dickens' story helped transition Christmas from a religious holiday to a more universal and human celebration of kindness and togetherness.

**The Key Characters:** Look at the images on the right for another reminder.

|                           |                                                                                                            |
|---------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Scrooge</b>            | Embodies the wealthy and is a miserly individual. He is 'solitary as an oyster'                            |
| <b>Fred</b>               | Represents the true spirit of Christmas and the importance of family                                       |
| <b>Charity Workers</b>    | Represent the plight of many volunteers who were desperately trying to support the poor.                   |
| <b>Bob Cratchitt</b>      | Represents the hard-working lower class who are struggling with poverty.                                   |
| <b>Tiny Tim</b>           | Highlights the vulnerability of the poor and the potential for joy even in difficult times.                |
| <b>Mr Fezziwig</b>        | The opposite type of employer to Scrooge: he is kind and generous and fosters a positive work environment. |
| <b>Ignorance and Want</b> | Personify the societal issues around poverty and lack of education.                                        |
| <b>Belle:</b>             | A fiancé that Scrooge had, but ultimately loses, due to his love for his money and not her.                |



**SUBJECT: English**

**YEAR: 7**

**TOPIC: A Christmas Carol**

**SEMESTER: I**



How will I be assessed?

You will be writing an analysis of the writers' methods used and be peer assessed as well as begin to form comprehensive answers using the PEAL structure to respond to a question which you.  
At the end of the unit, you will write in character as a charity worker to Scrooge, asking him for support and money for your charity. You will be expected to use the correct letter format as stated below, use the correct greeting and sign off; and write effectively in timed conditions.

Letter Form - To the right is an example of a formal letter layout.

|                              |                                                                                                                                         |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>The Sender's Address</b>  | is on the right-hand side with the recipient's address on the left, as this would fit into the left-hand plastic window of an envelope. |
| <b>Formal greeting</b>       | "Dear" and then "Sir/Madam" and then the recipient's second name.                                                                       |
| <b>Introduction</b>          | The beginning of the letter needs to state your intentions with an, followed by the main body and then a conclusion.                    |
| <b>The closing paragraph</b> | Usually states again clearly why you have written the letter and welcomes a response.                                                   |
| <b>A sign off</b>            | At the bottom with "Yours faithfully" if you do not know the person, or "Yours sincerely" if you do know the person.                    |
| <b>Comma</b>                 | Always use a comma after your sign off and before your name.                                                                            |
| <b>Direct Address</b>        | You are writing directly to your reader so you will use <b>pronouns</b> .                                                               |
| <b>Pronouns</b>              | A word that replaces a noun. <b>I</b> am writing to <b>you</b> ...                                                                      |

Layout for a formal letter

|                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sender's address and other contact info:<br>Email<br>Telephone<br>Fax                                                                                                                                                                                                                                                                                                                                                              |
| Date                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Recipient's address<br>Reference number if available                                                                                                                                                                                                                                                                                                                                                                               |
| Dear ..... (If name is unknown use Sir/Madam)                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"><li>It may be appropriate to start with a reference line<br/><i>Re:.....</i></li><li>Do not use contracted forms - write all words in full.</li><li>Use formal standard English - no slang</li><li>Keep sentences precise and get straight to the point</li><li>Keep business letters focussed and do not waffle on!</li><li>If complaining, be polite and use intelligent vocabulary.</li></ul> |
| Sum up your main point and state that you look forward to a response to your letter / query / complaint etc if appropriate.<br><i>Thank you, in advance, for taking time to respond to my ....</i>                                                                                                                                                                                                                                 |
| Yours faithfully - (if greeting is to Sir/Madam)<br>Yours sincerely - (if name is given)                                                                                                                                                                                                                                                                                                                                           |

### Extra Nuggets! Victorian London

In the 1890s, there were approximately 300,000 horses in London. They produced approximately 1,000 tonnes of dung a day on the streets!

London was a very dirty city and Victorians often wore black clothes so that it wouldn't show all the dirt and soot.

At the time, London was the biggest city in the world. By 1901, around 6.7 million were living there.

Most people at the time couldn't read or write and there was no legal obligation to send your children to school until 1880.

There was a stark constant between the lifestyles of the rich and the poor.

### Extra Nuggets! Charles Dickens

Dickens went to work in a shoe polish factory at the age of 12 because his father went to prison for not paying his debts. This experience influenced many of his books.

He wrote his first novel at the age of 24 which was "The Pickwick Papers". He remains one of the most famous novelists in the world.

Dickens was a well-known philanthropist, who committed himself to a number of good causes, particularly focusing on issues of child poverty and education.

In 1847 he founded his own charity, in collaboration with Angela Burdett-Coutts, called Urania Cottage. Dickens wrote *A Christmas Carol* in just six weeks.

Dickens is buried in London in the famous Poets' Corner.

### Further Reading and Other Resources

**Book:** Oliver Twist by Charles Dickens

**Website:** BBC Bitesize website for Charles Dickens which includes activities and videos.

**Video:** <https://www.youtube.com/watch?v=6FQamHKG2lk> A summary of the whole story

**Video:** <https://www.youtube.com/watch?v=3xRonangfz0> A Christmas Carol and context

### Recall Questions

1. Where did Charles Dickens work at the age of 12?
2. Write down three facts about life in Victorian London.
3. What is the purpose of the character of Tiny Tim in the novella?
4. Write the word "redemption" into a sentence about Christmas Carol.
5. What were three Christmas traditions that became popular in the Victorian Era?
6. What are the most important elements of a formal letter?
7. What does the phrase 'social commentary' mean?
8. How is *A Christmas Carol* a morality tale?

**SUBJECT: Maths**

**YEAR: 7**



**TOPIC: Number I**

**SEMESTER: I**

### WORD REVOLUTION

|                         |                                                                            |
|-------------------------|----------------------------------------------------------------------------|
| <b>Negative Numbers</b> | Values that are less than zero                                             |
| <b>Directed Numbers</b> | Values that have both size and direction (positive or negative)            |
| <b>Order</b>            | Place a list of values in numerical order, smallest first, largest last    |
| <b>Integer</b>          | A whole number. E.g. 6, -9, 348                                            |
| <b>Decimal Numbers</b>  | Values that lie in between integers, they contain a decimal point, eg 3.26 |

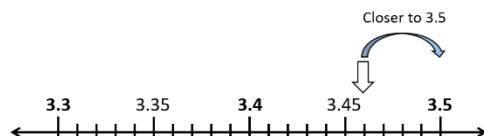
|          |          |          |                |          |             |
|----------|----------|----------|----------------|----------|-------------|
| Brackets | Indices  | Division | Multiplication | Addition | Subtraction |
| <b>B</b> | <b>I</b> | <b>D</b> | <b>M</b>       | <b>A</b> | <b>S</b>    |
| ( )      | $x^y$    | $\div$   | $\times$       | $+$      | $-$         |

BIDMAS helps us to recognise the correct order of operations. In other words, what calculation to do first.

### Find the value of $3 + 2 \times 7$

Here we would have to calculate  $2 \times 7$  first, as multiplication comes before addition in BIDMAS. So, the answer is  $3 + 14 = 17$

When rounding, look at the next digit to determine whether which value it is closest to. If this digit is 0,1,2,3 or 4 round down. If it is 5,6,7,8 or 9 then round up. E.g. round 3.46 to 1 dp:



3.46 rounded to 1dp = 3.5

What will I study in this topic?

Number: Recap the use of the four rules of arithmetic, work with negative numbers and decimals and round these to the nearest whole number, or decimal place. Use the order of operations and have an understanding of the commutative and associative laws.

What will I be able to do by the end of this topic?

- Use all four operations with integers, decimals and negative numbers.
- Understand place value and round integers and decimals.
- Use the correct order of operations. (BIDMAS)
- Work with negative numbers and all four operations using number lines and written methods.
- Use and understand the commutative and associative rules in arithmetic.

### Adding and Subtracting Negative Numbers

$$+ (-) = - \quad -10 + (-)5 = -10 - 5 = -15$$

Remember, when adding a negative value, this is the same as subtracting the positive equivalent.

$$- (-) = + \quad -10 - (-)5 = -10 + 5 = -5$$

When subtracting a negative value, this is the same as adding the positive equivalent.

### Multiplying and Dividing Negative Numbers

If the two numbers you are multiplying or dividing have the same sign, the result will be positive. Otherwise, the result will be negative.



### Ordering Decimals

Place the following numbers in numerical order

0.502   0.52   0.205   0.052

When ordering decimals, it often helps to place them in a column. You can then look at the columns separately to determine the order. Here you see the lowest must be 0.052.

0.502  
0.52  
0.205  
0.052

### Associative and Commutative

Associative Law:  
Numbers can be grouped with out changing the result

Addition

$$a + (b + c) = (a + b) + c$$

Multiplication

$$a \times (b \times c) = (a \times b) \times c$$

Commutative Law  
You can add or Multiply in both ways

Addition

You can add in any order.  
 $a + b = b + a$   
 $3 + 5 = 5 + 3$

Multiplication

You can multiply in any order.  
 $a \times b = b \times a$   
 $2 \times 6 = 6 \times 2$

**SUBJECT: Maths**

**YEAR: 7**



**TOPIC: Algebra I**

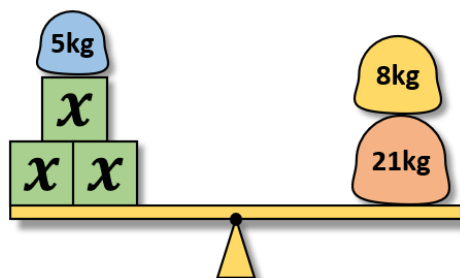
**SEMESTER: I**

## WORD REVOLUTION

|                   |                                                                                   |
|-------------------|-----------------------------------------------------------------------------------|
| <b>Expression</b> | A mathematical sentence with at least two terms and an operator                   |
| <b>Equation</b>   | Contains an equals sign. This can be solved to find the unknown value             |
| <b>Formula</b>    | A type of equation that can help you find something out. Eg Area = Length x Width |
| <b>Simplify</b>   | Writing an expression in its most compact way                                     |
| <b>Substitute</b> | Changing the value of the unknown to a given number so you can work it out        |

## Solving Equations

Solving Equations can be likened to balancing items on a scale.



So here, because the scale is balanced, we say  $3x + 5 = 29$   
To solve this equations, means to find the value of  $x$ . If you first remove 5kg from both sides, the scale would still balance as you are doing the same thing to both sides. This would then give us  $3x = 24$ . If each "x" box weighs the same, by dividing 24 by 3 you can find the value of  $x$ . Here  $x = 8$ .

What will I study in this topic?

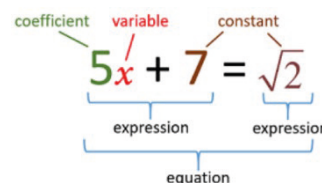
You will learn about Algebraic Terminology, how to simplify expressions (collecting like terms). Substitution into algebraic expressions and formulae. Solving equations to find the value of the unknown.

What will I be able to do by the end of this topic?

- Simplify different types of expressions.
- Change the value of an unknown in an expression to be able calculate the expressions value.
- Substitute into formulae to be able to find things like area
- Solve equations by performing the same things to both sides to arrive at the correct value of the unknown.

## Algebraic Terminology

Each part of an algebraic sentence has a different name. These can all be seen in the diagram below



Terms:  $5x$ ,  $7$ ,  $\sqrt{2}$

## Simplifying Expressions

$$3c + 2b + 4 - 2c + 3b - 2$$

We can simplify expressions such as the one above by collecting like terms. Here, circle the like terms including the sign before it.

$$(3c) + 2b + 4 - (2c) + 3b - 2$$

So hopefully you can see this simplifies to  $c + 5b + 2$

## Substitution

To substitute a letter for a number, and then work out its value. So here, the first example is  $4 + (2 \times 5) = 14$ . Try the other examples.

Calculate the value of each expression.

|         |   |               |    |
|---------|---|---------------|----|
| $a = 4$ | { | $a + 2b$      | 14 |
| $b = 5$ |   | $2a + 3b$     | 23 |
|         |   | $10 + b + 3a$ | 27 |

## Substituting into Formulae

The distance  $d$ , in metres, that an object falls after being dropped is given by the formula,

$$d = 4.9t^2 \quad \text{where } t \text{ is the time in seconds.}$$

Using the information above, how far will a ball drop in 5 seconds?

$$\begin{aligned} \text{Distance} &= 4.9 \times 5^2 \\ &= 4.9 \times 25 = 122.5 \text{ metres} \end{aligned}$$

**SUBJECT: Maths**

**YEAR: 7**



**TOPIC: Ratio and Proportion I**

**SEMESTER: I**

## WORD REVOLUTION

|                       |                                                                                         |
|-----------------------|-----------------------------------------------------------------------------------------|
| <b>Timetable</b>      | A table showing the times buses or trains arrive and leave                              |
| <b>Analogue Clock</b> | A clock with the 12 hours on its face, with hour and minute hands                       |
| <b>Length</b>         | How we measure the distance between two points (cm, km, miles)                          |
| <b>Mass</b>           | Measures the quantity of material, often used to define weight (kg, tonnes)             |
| <b>Capacity</b>       | Measures how much liquid there is an object – like volume (ml, pints, cm <sup>3</sup> ) |

What will I study in this topic?

You will learn how to tell the time using an analogue clock, how to convert between units of time and read a timetable or calendar. You will also learn how to convert between units of length, mass and capacity.

What will I be able to do by the end of this topic?

- Read the time from an analogue clock
- Convert between units of time (e.g. minutes and seconds)
- Read a timetable and calendar
- Estimate length, mass and capacity
- Convert between units of length, mass and capacity
- Use appropriate units for length, mass and capacity

## Timetables and Calendars

A bus timetable is shown on the right. The first bus from Bank Side leaves at 07:49 and arrives at Bury Yard at 08:30. Since it leaves 11 minutes before the hour (08:00) and arrives 30 minutes past the hour, it takes a total of 41 minutes.

Bus timetable

|                     |              |              |
|---------------------|--------------|--------------|
| <b>Bus Station</b>  | <b>07:38</b> | <b>08:03</b> |
| <b>Upper Bridge</b> | <b>07:42</b> | <b>08:07</b> |
| <b>Bank Side</b>    | <b>07:49</b> | <b>08:14</b> |
| <b>East Quay</b>    | <b>08:06</b> | <b>08:31</b> |
| <b>Lower Lock</b>   | <b>08:21</b> | <b>08:46</b> |
| <b>Forest Hill</b>  | <b>08:25</b> | <b>08:50</b> |
| <b>Bury Yard</b>    | <b>08:30</b> | <b>08:55</b> |

A calendar shows the days in each month. In a year there are 365 days (apart from Leap Years every four years where there are 366 – we get an extra day in February). Here somebody has circled today's date. Sunday the 16<sup>th</sup> February.

| February |     |     |     |     |     |     |
|----------|-----|-----|-----|-----|-----|-----|
| Mon      | Tue | Wed | Thu | Fri | Sat | Sun |
|          |     |     |     |     |     | 1   |
| 2        |     |     |     |     |     |     |
| 3        | 4   | 5   | 6   | 7   | 8   | 9   |
| 10       | 11  | 12  | 13  | 14  | 15  | 16  |
| 17       | 18  | 19  | 20  | 21  | 22  | 23  |
| 24       | 25  | 26  | 27  | 28  |     |     |

## Reading the time

Here, the minute hand (the longer hand) is pointing to the number 5. The hour hand is between 3 and 4. As each section consists of 5 minutes, the minute hand has passed through 25 mins. So the time is 25 past 3.



## Converting Units of Time

MINUTE 60 seconds = 1 minute

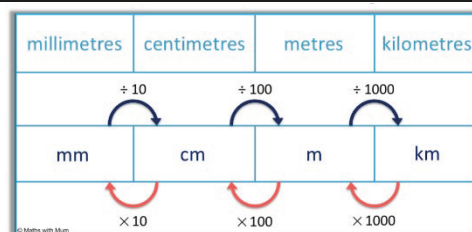
HOUR 60 minutes = 1 hour

DAY 24 hours = 1 day

WEEK 7 days = 1 week

Use the above table to convert between units of time. Eg 7 hours = 7 x 60 mins = 420 mins.

## Units of length, mass and capacity



Above are the conversions you will need to know. These are for length, but you can change m for g or l (grams – mass, litres – capacity)

## Estimating Measures

Choosing from the following options,

5 g 2000 kg 110 g 12 kg

write an estimation for the mass of each object.



The coin is the lightest, so select 5g. The torch next at 110g, then the bike at 12kg (12000g) and finally the car with a mass of 2000kg (2 tonnes).

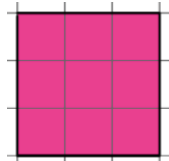


## WORD REVOLUTION

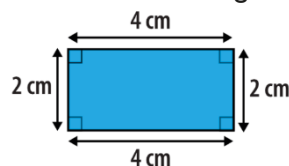
|                            |                                                                                |
|----------------------------|--------------------------------------------------------------------------------|
| <b>Parallel</b>            | When two lines are always the same distance apart, never meeting               |
| <b>Perpendicular</b>       | When two lines meet one another at right angles                                |
| <b>Rotational Symmetry</b> | When a shape can be rotated and look like it did originally before a full turn |
| <b>Reflection</b>          | The name given to a mirror image. This will be symmetrical to the original     |
| <b>Perimeter</b>           | The distance around a shape, found by adding all the edges together            |
| <b>Area</b>                | The amount of space inside a 2D shape, found by counting squares.              |

### AREA

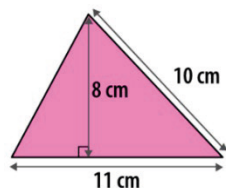
The area of a 2D shape is the amount of space the shape takes up. This can be found by counting the number of squares inside the shape. Here, the shape has 9 squares inside it. If each square was 1 cm by 1 cm, we would say the area is 9 square centimetres, or more simply 9cm<sup>2</sup>.



For some shapes, you do not need to see the squares inside and only need the side lengths to be able to work out the area using a formula.



$$\text{Rectangle Area} = \text{Length} \times \text{Width} \\ = 4 \times 2 = 8\text{cm}^2$$



$$\text{Area} = \frac{(\text{Base} \times \text{Perp. Height})}{2} \\ = \frac{(11 \times 8)}{2} = 44\text{cm}^2$$

What will I study in this topic?

You will learn about different shapes and their properties and how shapes can have line or rotational symmetry. You will find the perimeter of shapes by adding together the length of their edges. You will also find the area of shapes by counting squares.

What will I be able to do by the end of this topic?

- Recognise the terms parallel and perpendicular and understand their meaning
- Recognise the properties of different 2D shapes
- Recognise when a shape has line or rotational symmetry
- Find the perimeter of different 2D shapes
- Find the area of 2D shapes by counting squares and using formulae.

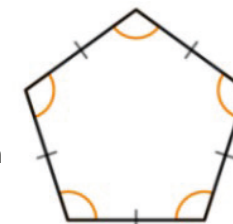
### Parallel and Perpendicular Lines



Parallel lines never meet one another; they are always the same distance apart. You can recognise them by the arrows drawn on them. Perpendicular lines meet at a right angle (90°)

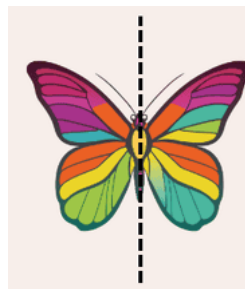
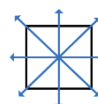
### Rotational Symmetry

A shape has rotational symmetry if, when rotated, It looks like it did originally before it is fully rotated. Here the regular pentagon looks like this 5 times when rotated. We say this shape has "order of rotational symmetry" 5.



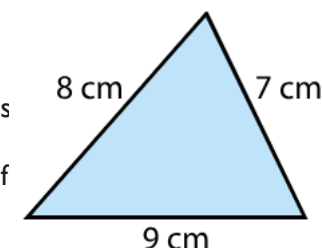
### Line Symmetry

A shape has line symmetry if one side is a reflection of the other. Here, the butterfly has a vertical line of symmetry. A square has 4 lines of symmetry as can be seen here.



### Perimeter

Perimeter is the distance around a shape. To calculate the Perimeter of a shape you simply add the lengths of all the edges together. Here the perimeter of the triangle is:



$$8 + 7 + 9 = 24\text{cm}$$



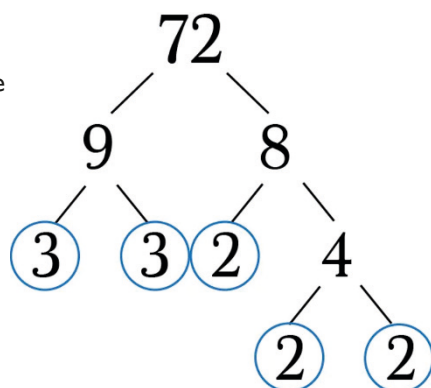
## WORD REVOLUTION

|                                        |                                                                                  |
|----------------------------------------|----------------------------------------------------------------------------------|
| <b>Factor</b>                          | A value that goes perfectly into a number. The factors of 10 are 1,2,5,10        |
| <b>Multiple</b>                        | Values in a particular number's times table. The multiples of 9 are 9,18,27,36.. |
| <b>Prime Number</b>                    | A number with exactly two factors, 1 and itself. The primes are 2,3,5,7,11...    |
| <b>HCF</b><br>(Highest Common Factor)  | The biggest value that is a factor of two or more numbers                        |
| <b>LCM</b><br>(Lowest Common Multiple) | The smallest value that is a multiple of two or more numbers.                    |

### Prime Factor Decomposition

Every number can be written as the product (multiplying) of its prime factors in a unique way. You can use factor trees to help you do this. E.g. write the number 72 as a product of its prime factors.

Start by finding a factor pair of 72. Here we have gone for  $9 \times 8$  but you could have chosen  $6 \times 12$ . Either way would give the same result. Keep working your way down by finding factor pairs of each number, until you hit a prime number. You can't go further so circle this prime number. Here we can see that  $72 = 3 \times 3 \times 2 \times 2 \times 2$ . This is normally abbreviated to  $2^3 \times 3^2$



Try the number 4410.  
You'll see that:

$$4410 = 2 \times 3^2 \times 5 \times 7^2$$



What will I study in this topic?

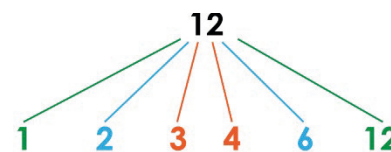
You will learn about lots of different types of numbers, including factors, multiple and primes. You will learn how to find the HCF and LCM of two or more numbers and be able to write any value as the product of its prime factors using prime factor decomposition.

What will I be able to do by the end of this topic?

- Write a list of factors and multiples of different numbers
- Recognise which numbers are prime and what this means.
- Find the Highest Common Factor of two or more numbers
- Find the Lowest Common Multiple of two or more numbers
- Write any value as the product of its prime factors using factor trees

### Factors and Multiples

Factors are values that go into a number. The factors of 12 are shown here in pairs.



The multiples of a number are all the values in that number's times table.  
Multiples of 12: 12, 24, 36, 48, 60, 72, 84, ...

### Highest Common Factor

Factors of 30: 1, 2, 3, 5, 6, 10, 15, 30

Factors of 45: 1, 3, 5, 9, 15, 45

To find the Highest Common Factor of two values, you can first list all the factors of each. The common factors here are 1, 2, 5 and 15, so the Highest Common Factor is 15.

### Prime Numbers

Prime Numbers have exactly two factors, one and themselves. They can only be divided by one and themselves without leaving a remainder. The only even prime number is 2. All the primes between 1 and 100 are shown here.

| Prime Number |    |    |    |    |
|--------------|----|----|----|----|
| 2            | 3  | 5  | 7  | 11 |
| 13           | 17 | 19 | 23 | 29 |
| 31           | 37 | 41 | 43 | 47 |
| 53           | 59 | 61 | 67 | 71 |
| 73           | 79 | 83 | 89 | 97 |

### Lowest Common Multiple

To find the Lowest Common Multiple of two values, first list a few of their multiples. Do this until you find the first number that is in both lists. For example, a few multiples of 10 and 12 are shown below. The first number that is in both lists is 60, so the Lowest Common Multiple of 10 and 12 is 60.

Multiples of 10: 10, 20, 30, 40, 50, 60, 70, ...

Multiples of 12: 12, 24, 36, 48, 60, 72, 84, ...

**SUBJECT: Science**

**YEAR: 7**



**TOPIC: Super Scientist and Ecology**

**SEMESTER: I**

### WORD REVOLUTION

|                             |                                                                 |
|-----------------------------|-----------------------------------------------------------------|
| <b>Hazard</b>               | What is dangerous about the apparatus or method used            |
| <b>Apparatus</b>            | The equipment you need to use                                   |
| <b>Average/Mean</b>         | Add the values together and divide by how many values you have. |
| <b>Independent Variable</b> | What you change in the experiment                               |
| <b>Dependent Variable</b>   | What you measure in the experiment                              |
| <b>Control Variable</b>     | What you keep the same in the experiment                        |
| <b>Anomaly / Outlier</b>    | A result that doesn't fit with the trend/pattern                |
| <b>Adaptation</b>           | Features that allows something to live in its environment       |
| <b>Predator</b>             | An animal that eats other animals.                              |
| <b>Prey</b>                 | An animal that is eaten by another animal                       |
| <b>Producer</b>             | Organism that make its own food using photosynthesis.           |
| <b>Primary consumer</b>     | The first organism that eats a producer as food                 |
| <b>Secondary consumer</b>   | The first organism that eats a consumer as food                 |

What will I study in this topic?

Develop your working scientifically skills by using lab equipment, identifying hazards and variables to conduct basic investigations.  
How animals and plants are adapted to live in different environments and the feeding relationships in an ecosystem.

What will I be able to do by the end of this topic?

By the end of this unit, you will be able to:

- Identify basic laboratory apparatus
- Identify main hazard symbols and state their meanings
- Identify hazards in the laboratory
- Carry out basic equipment skills
- Use a Bunsen burner safely

### Common Lab Hazards



Flammable  
Will catch fire easily



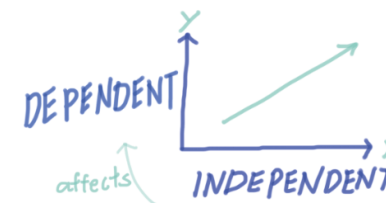
Corrosive  
Burns through skin and metal when in contact



Moderate Hazard  
Chemicals may be irritants or harmful.

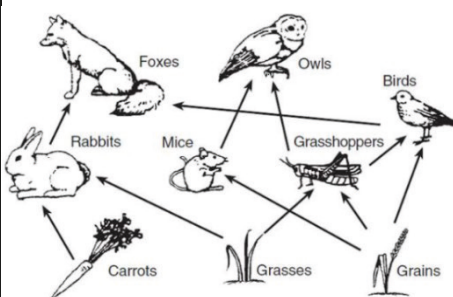
These are the three most common hazards that you will see in the lab. The symbol shows you how it might be dangerous and what precautions to take.

### Labelling Axis on Graphs:



How to remember: **X** is along the corridor, **Y** is sky-high

### Food Web Example:



The arrows in a food chain and web, shows the direction that the energy travels **NOT** who eats who.

For example: The bird eats the grains, so the energy transfer is shown from the grains to the bird.

**SUBJECT: Science**

**TOPIC: Super Scientist and Ecology**

**YEAR: 7**

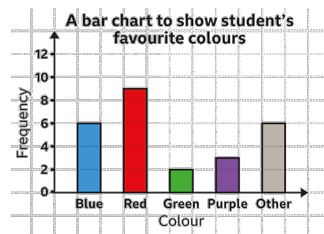
**SEMESTER: I**



|                         |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                    |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Questions:          | What are the variables in an experiment? – Can you work this out from a description or a picture<br>Name an animal and an adaptation that allows it to survive in the desert.<br>How would a reduction in the number of grasshoppers affect the bird and owl numbers?                                                                                         |                                                                                                                                                                                                    |
| Curriculum Connections: | <b>Previous (Year 6):</b> <ul style="list-style-type: none"><li>• Taking repeated measurements, using a range of scientific equipment,</li><li>• Observing the world</li></ul> <b>Now:</b> <ul style="list-style-type: none"><li>• Identifying variables</li><li>• Planning and recording data</li><li>• Graph skills</li><li>• Forming conclusions</li></ul> | <b>Future:</b> <ul style="list-style-type: none"><li>• Evaluation skills</li><li>• Forming risk assessments</li><li>• Abiotic and Biotic factors</li><li>• Estimating population density</li></ul> |

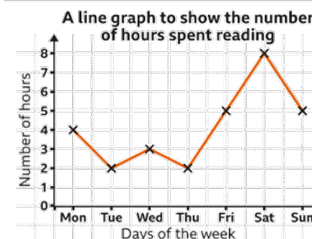
### Drawing Graphs:

Bar Charts: Used when data is **categoric**.



Categoric Data  
Data that is in **words** e.g. type of colour.

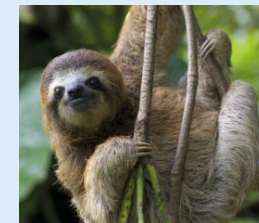
Line Graph: Used when data is **continuous**.



Continuous Data  
Data that is in **numbers** e.g. length, mass

### Animal adaptations

Many animals have adapted to the unique conditions of the tropical rainforests.

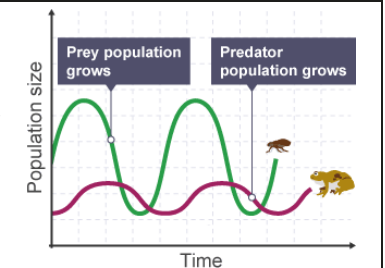


The **sloth** uses *camouflage* and moves very slowly to make it difficult for *predators* to spot.

### Population size changes:

Animals that are hunted and eaten are prey, and these are consumed by predators. The final consumer at the top of the food chain is called a top (or apex) predator and is not eaten by anything else.

Over time the numbers of predators and prey in an ecosystem rises and falls in a predator-prey cycle (see picture). As the number of prey increases, so does the number of predators shortly afterwards. This is because there is more food. This reduces the number of prey because they are hunted. Which reduces the number of predators because there is less food. This increases the number of prey and the cycle repeats.



**SUBJECT: Science**

**YEAR: 7**



**TOPIC: Particles and Mixtures /  
Atoms and Compounds**

**SEMESTER: I**

### WORD REVOLUTION

|                        |                                                                                                     |
|------------------------|-----------------------------------------------------------------------------------------------------|
| <b>State of matter</b> | Solid, liquid or gas                                                                                |
| <b>Evaporating</b>     | Liquid to gas (Only the surface of the liquid, no bubbles, can happen over a range of temperatures) |
| <b>Condensing</b>      | Gas to liquid                                                                                       |
| <b>Solute</b>          | The substance dissolved in the solvent.<br>E.g. sugar, salt, carbon dioxide, copper sulphate.       |
| <b>Saturated</b>       | where the solvent (like water) has dissolved the maximum amount of solute                           |
| <b>Mixture</b>         | Two or more substances not chemically joined together                                               |
| <b>Atom</b>            | A small piece of matter                                                                             |
| <b>Element</b>         | Substances made up of one type of atom                                                              |
| <b>Compound</b>        | Two or more elements chemically joined together                                                     |
| <b>Properties</b>      | Features of an object                                                                               |
| <b>Metals</b>          | Elements that are typically shiny, conduct electricity, and can be shaped or                        |
| <b>Non-Metals</b>      | Elements that are usually dull, brittle, and poor conductors.                                       |

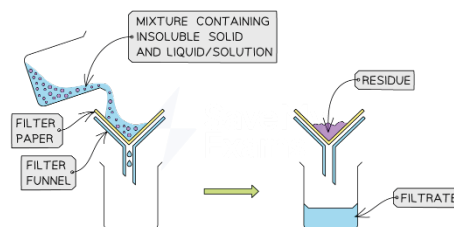
What will I study in this topic?

How particles look in different states and how they change state  
How we can separate different substances  
Differences between atoms, elements and compounds  
Periodic table and the history of it  
Investigating properties of elements and compounds  
Naming compounds and word equations  
pH scale and indicators

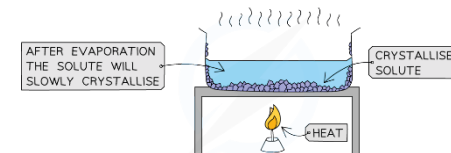
What will I be able to do by the end of this topic?

- Draw particle diagrams for states of matter
- Know how to carry out separation techniques and choose which separation technique to use
- Identify atoms, elements and compounds by their particle diagrams
- Name compounds ending in -ide and -ate
- Develop observation skills

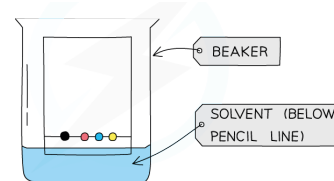
### Separation Techniques Explained



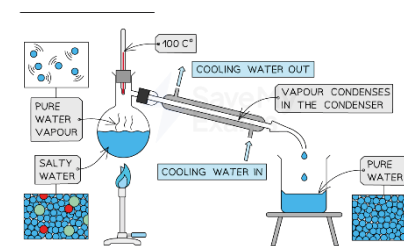
Filtration: Separates an insoluble solid from a mixture.  
E.g. sand from water.



Evaporation: Separates a soluble solid from a solution.  
E.g. salt from water.



Chromatography: Separates a mixture of coloured dyes.  
E.g. Colours in black ink



Distillation: Separates a liquid from a solid or a mixture of liquids.  
e.g. pure water from saltwater

**SUBJECT:** Science

**YEAR:** 7

**TOPIC:** Particles and Mixtures /  
Atoms and Compounds

**SEMESTER:** I



|                                |                                                                                                                                                                                                                                                                   |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key Questions:</b>          | Describe how particles move in a gas<br>What did Mendeleev do in his periodic table that was different to other scientist's?                                                                                                                                      |
| <b>Curriculum Connections:</b> | Filtering as a separation technique completed at primary school.<br>At primary school, the idea of irreversible changes to make new materials was explored. These topics build on that idea to introduce the world of elements, compounds and chemical reactions. |

### Naming Compounds

**Rule 1:** Metal + Non-metal = -ide

1. Metal name goes first. It does not change.
2. Non-metal name goes second. The ending changes to **ide**.

Examples:

Sodium + Chlorine → Sodium Chlor**ide**

Magnesium + Oxygen → Magnesium Ox**ide**

**Rule 2:** Metal + Non-metal + Oxygen = -ate

1. Metal name goes first. It does not change.
2. Non-metal name goes second. Change the ending to **ate**.

Examples:

Sodium + Sulphur + Oxygen → Sodium Sulph**ate**

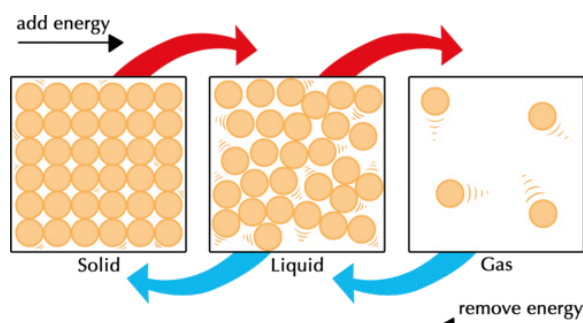
Iron + Nitrogen + Oxygen → Iron Nitr**ate**

### Periodic Table

| 1  | 2  |    | 3  | 4  | 5  | 6  | 7  | 0  |
|----|----|----|----|----|----|----|----|----|
|    |    |    |    |    |    |    |    | He |
| Li | Be |    |    |    |    |    |    |    |
| Na | Mg |    |    |    |    |    |    |    |
|    |    |    |    |    |    |    |    |    |
| K  | Ca | Sc | Ti | V  | Cr | Mn | Fe | Co |
| Rb | Sr | Y  | Zr | Nb | Mo | Tc | Ru | Rh |
| Cs | Ba | La | Hf | Ta | W  | Re | Os | Ir |
| Fr | Ra | Ac |    |    |    |    |    |    |

### Particle Model

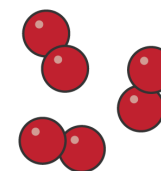
| State of Matter         | Solid                             | Liquid               | Gas                             |
|-------------------------|-----------------------------------|----------------------|---------------------------------|
| Particle arrangement    | Fixed pattern (lattice structure) | Random               | Random                          |
| Space between particles | No space                          | Some space           | Large space                     |
| Intermolecular forces   | Strong                            | Weak                 | Negligible                      |
| Particle movement       | Vibrate about fixed position      | Flow past each other | Move around at different speeds |
| Particle energy         | Low                               | Medium               | High                            |
| Substance shape         | Fixed                             | Not fixed            | Not fixed                       |
| Substance volume        | Fixed                             | Fixed                | Not fixed                       |
| Substance density       | High                              | Medium               | Low                             |



### Elements & Compounds

There are 118 different elements we know of.

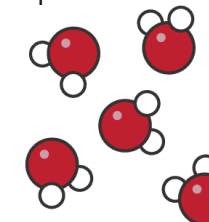
For example, oxygen is an element made up of oxygen atoms. Oxygen exists as molecules containing 2 atoms each.



There are very many different compounds.

For example, water is a compound of hydrogen and oxygen, chemically joined together.

Each of its molecules contains two hydrogen atoms and one oxygen atom.



**SUBJECT: Science**

**YEAR: 7**

**TOPIC: Energy and matter**

**SEMESTER: I**



## WORD REVOLUTION

|                               |                                                                            |
|-------------------------------|----------------------------------------------------------------------------|
| <b>Generate</b>               | To produce/make                                                            |
| <b>Conservation of energy</b> | Energy cannot be created or destroyed. It can only be transferred          |
| <b>Fossil fuel</b>            | Coal, Oil and Gas. Made from dead plant and animals over millions of years |
| <b>Renewable</b>              | A way of producing energy that will not run out                            |
| <b>Non-renewable</b>          | A way of producing energy that will eventually run out (finite)            |

| Energy store  | Description                                                                                                            |
|---------------|------------------------------------------------------------------------------------------------------------------------|
| Kinetic       | Moving objects have energy in their kinetic store                                                                      |
| Gravitational | Objects gain energy in their gravitational potential store when they are lifted above ground                           |
| Elastic       | Objects have energy in their elastic potential store if they are stretched                                             |
| Electrostatic | Objects with charge (like electrons and protons) interacting with one another have energy in their electrostatic store |
| Magnetic      | Magnetic interacting with each other have energy in their magnetic store                                               |
| Chemical      | Objects with energy in their chemical store can release energy in chemical reactions                                   |
| Nuclear       | Atomic nuclei release energy from their nuclear store during nuclear reactions                                         |
| Thermal       | All objects have energy in their thermal store, the hotter the object, the more energy it has in this store            |

What will I study in this topic?

You will be introduced to mathematical skills – speed calculations and graph interpretation skills. The identification of forces and application of that to motion of objects.

What will I be able to do by the end of this topic?

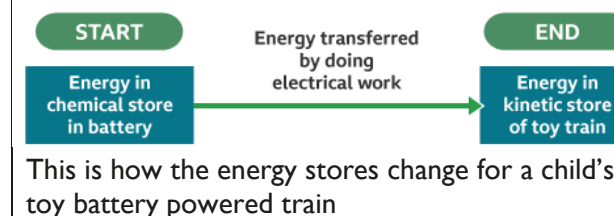
By the end of this unit, you will be able to:

- Identify energy stores
- Describe different energy resources
- Describe the composition of our solar system and beyond.

### Energy Transfers:

- Mechanical Working – When a force is applied to move an object through a distance
- Electrical Working – When charge flows (electricity)
- Heating – When energy is transferred between hotter and colder regions
- Radiation – When energy is transferred as a wave, e.g., As light or sound

### Example Energy Transfer



Key Questions:

What energy store does an object have?  
Is something renewable or non-renewable?

Curriculum Connections:

To understand that energy stores are the foundation for describing energy in different scenarios from Year 7 to 11 and is the cornerstone of understanding the conservation of energy.

**SUBJECT: Science**

**YEAR: 7**



**TOPIC: Cells**

**SEMESTER: I**

## WORD REVOLUTION

|                          |                                                                                         |
|--------------------------|-----------------------------------------------------------------------------------------|
| <b>Cell</b>              | Smallest unit of life                                                                   |
| <b>Nucleus</b>           | Controls cell activity and contains genetic material (DNA)                              |
| <b>Cell membrane</b>     | Allows certain substances to enter and leave the cell                                   |
| <b>Chloroplast</b>       | Where photosynthesis happens in cells                                                   |
| <b>Photosynthesis</b>    | The process of plants making their own food                                             |
| <b>Mitochondria</b>      | Where respiration occurs in cells, which releases energy                                |
| <b>Ribosomes</b>         | Where proteins are made in cells                                                        |
| <b>Cell Wall</b>         | Supports and strengthens the cell                                                       |
| <b>Specialised Cells</b> | Cells with adaptations (special features) that allow them to do a specific function/job |

### Specialised Cells

| Cell           | Diagram                                                                             | Adaptations                                                                                   |
|----------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Leaf cell      |  | Lots of chloroplasts.                                                                         |
| Root hair cell |  | Large finger like shapes to increase surface area.                                            |
| Sperm cell     |  | Head contains an enzyme to help penetrate egg, lots of mitochondria so egg can swim to sperm. |

What will I study in this topic?

The organelles on animal and plant cells and how cells can be adapted for their function.

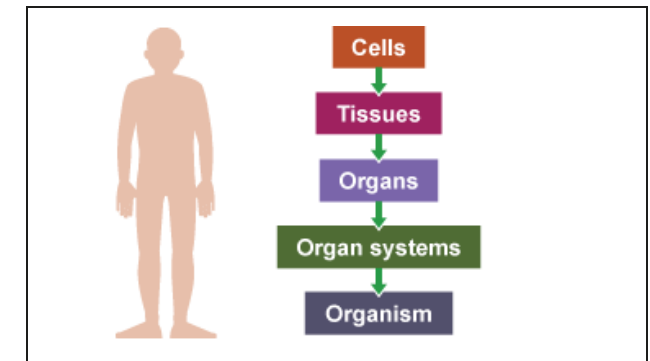
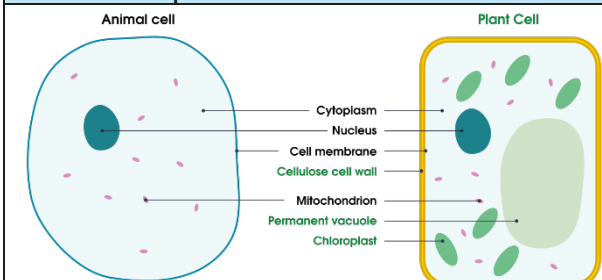
What will I be able to do by the end of this topic?

- Label both plant and animal cells and explain what the organelles functions are
- Give examples of specialised cells

Key Questions:

- What are the organelles in an animal or plant cell – what is their function?
- How is a specialised cell adapted to do their jobs?

### Animal and plant cells :



| Organ system | Main organs            | Function                                           |
|--------------|------------------------|----------------------------------------------------|
| Circulatory  | Heart, veins, arteries | Transports substances in the blood around the body |
| Respiratory  | Lungs                  | Takes in oxygen, removes carbon dioxide            |
| Digestive    | Stomach and intestines | Breaks down food, absorbs nutrients                |

**SUBJECT: Science**

**YEAR: 7**

**TOPIC: All semester 1 assessments**

**SEMESTER: 1**



### How will I be assessed?

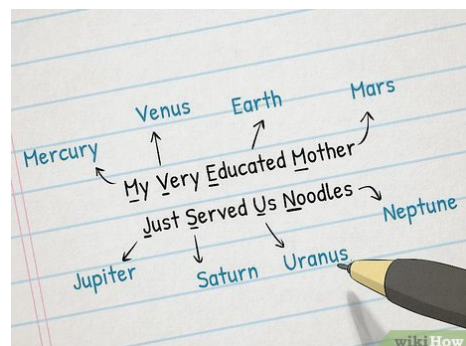
Within class you will have low stakes testing, mini whiteboard work and quick 6 starters every lesson so your teacher can see your understanding of the topic work as well as if you can remember and recall information from previous lessons.

After Semester 1 you will have a Year 7 assessment – within this there will be questions based on the science content and skills from all Semester 1 topics.

### Assessment advice

- Always read the question carefully - most mistakes are made by students who think they know the answer, even before fully reading the question.
- Take your time and don't panic.
- Are the certain keywords you can include in your answer, make sure you know the definitions of all keywords from your knowledge organiser pages.

### Extra Nuggets!



Using mnemonics or memorable sentences can help remember information.

In this sentence the starting letter represents the starting letter for the planets in order.

### Example Mnemonic for the Variables

|                   |   |                |
|-------------------|---|----------------|
| I (Independent)   | → | Cows (Change)  |
| Don't (Dependent) | → | Move (Measure) |
| Care (Controlled) | → | Slowly (Same)  |

### Further Reading and Other Resources

- <https://sparxscience.com/> - Here you have your weekly homework, but you can also use the independent learning tab and choose whichever topics you need extra help with
- <https://www.bbc.co.uk/bitesize/subjects/zng4d2p> - BBC Bitesize has lots of useful information, quizzes and videos to watch about the topics you have been studying
- KS3 CGP revision guides – we have discounted revision guides available through Parent pay
- <https://mmerevise.co.uk/ks3-revision/key-stage-3-science/> - KS3 past exam papers are available here with the mark schemes

### Recall Questions

1. Name the organelles only found in a plant cell
2. What is the independent, dependent and control variable in an experiment?
3. What organs are included in the circulatory system?
4. Name 4 energy stores
5. How would we separate sand and water? Why?
6. Describe the movement of particles in a liquid
7. What is an element and give an example?
8. What is a compound and give an example?
9. What does every food chain/web start with?
10. Name an animal and adaptation that allows it to live in the arctic
11. What is distillation and how does it work?

**SUBJECT: Geography**

**YEAR: 7**

**TOPIC: What is my place in the world? (Human)**

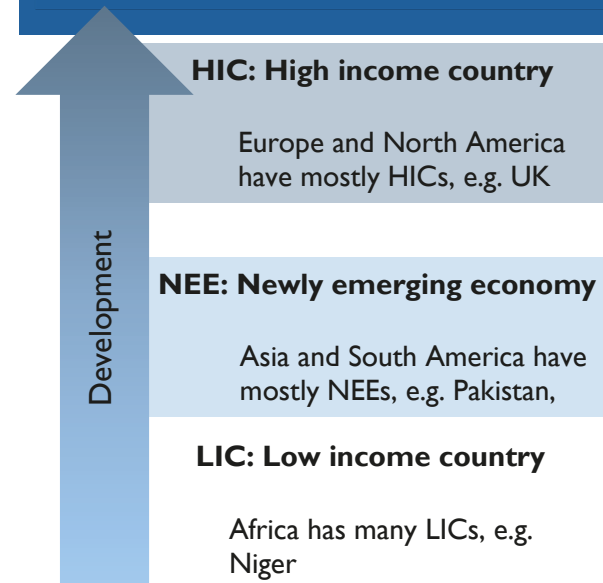
**SEMESTER: I**



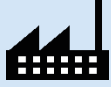
## 1. WORD REVOLUTION

|                               |                                                                                                 |
|-------------------------------|-------------------------------------------------------------------------------------------------|
| Geography                     | The study of the world around us.                                                               |
| Human geography               | A branch of geography that is to do with people and what they do.                               |
| Physical geography            | A branch of geography that is to do with anything natural (not made by humans)                  |
| Development                   | A country or area improving.                                                                    |
| Life expectancy               | The average age a person lives to in an area.                                                   |
| Income                        | Money earned (measured in GNI per capita)                                                       |
| Literacy rate                 | The percentage of people who can read & write in an area.                                       |
| HDI (Human Development Index) | Made up of literacy rate, income, and life expectancy. 0 = least developed, 1 = most developed. |
| Population density            | The amount of people in an area.                                                                |
| Job                           | An activity that people do to earn money.                                                       |

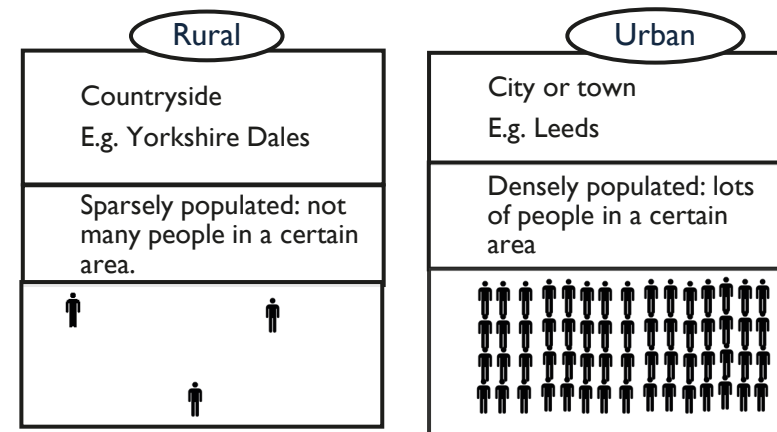
## 2. DEVELOPMENT



## 3. JOB TYPES

|                                                                                                              |                                                                  |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <b>Tertiary jobs</b><br>  | Providing a service, e.g. doctor, shop assistant, taxi driver    |
| <b>Secondary jobs</b><br> | Making raw materials into a product, e.g. in a factory           |
| <b>Primary jobs</b><br>   | Extracting raw materials from nature, e.g. farmer, fisher, miner |

## 4. RURAL and URBAN AREAS



**SUBJECT: Geography**

**YEAR: 7**

**TOPIC: What is my place in the world? (Physical)**

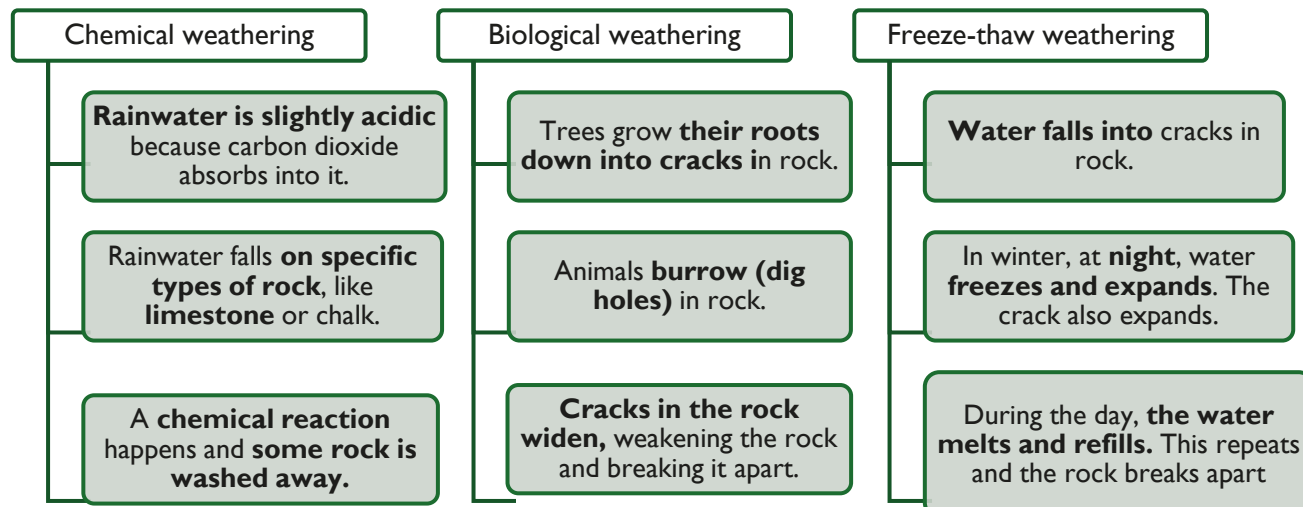
**SEMESTER: I**



### 1. WORD REVOLUTION

|               |                                                                       |
|---------------|-----------------------------------------------------------------------|
| National park | An area of land protected by the government                           |
| Conflict      | A disagreement between groups of people                               |
| Weather       | Short-term changes to the atmosphere.                                 |
| Climate       | The overall pattern of weather, generally an average over many years. |
| Water cycle   | Movement of water around the world                                    |
| Weathering    | Weakening of rock where it is                                         |
| Erosion       | Wearing away of rock                                                  |

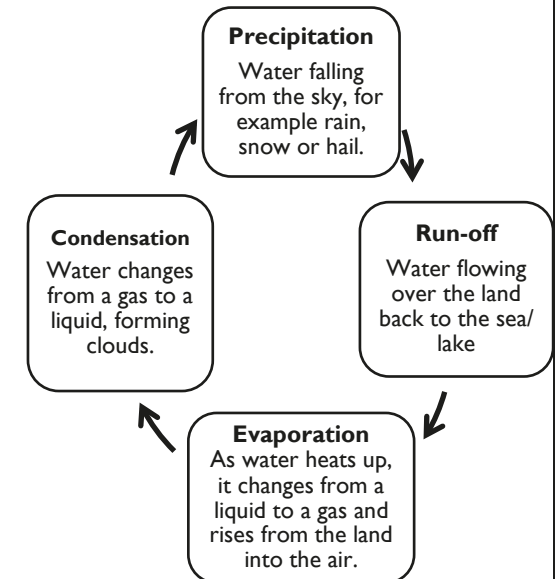
### 4. TYPES OF WEATHERING



### 2. YORKSHIRE DALES

|                     | Purpose                                            | Conflict                                                                                          |
|---------------------|----------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Farmer</b>       | Keep animals to sell for profit                    | Tourists disturbing animals.<br>Quarry owners taking land.                                        |
| <b>Tourist</b>      | See amazing landscapes and take part in activities | Quarry owners ruining the view.<br>Farmers not allowing them to walk across land.                 |
| <b>Quarry owner</b> | Takes limestone from the ground to sell for profit | Tourists creating traffic on roads.<br>Farmers taking up land which they could use for limestone. |

### 3. THE WATER CYCLE



### 5. MAP SKILLS

**Relief** – the height and shape of the land.

**Four figure grid references:**

1. Find the **box**
2. Look at the **bottom left corner**
3. Go **down/up**
4. Go **left/right**

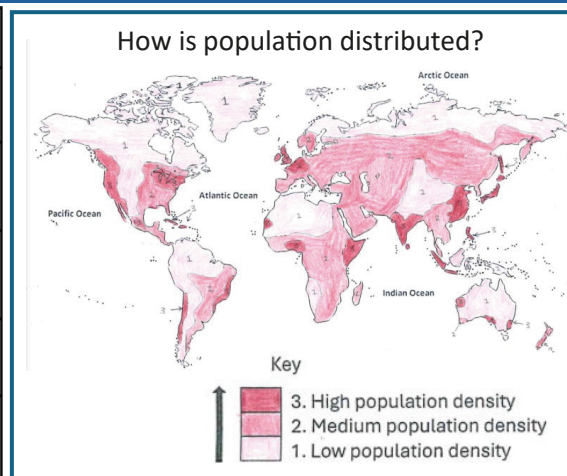
# Subject - Geography

## Topic - Population and Migration

Year 7  
Semester 1



| Word revolution    |                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------|
| Population         | The amount of people living in an area                                                         |
| Fertility rate     | The average number of children per woman                                                       |
| Population pyramid | A graph that shows the age and sex of a country's population                                   |
| Dependant          | Someone who relies on someone else                                                             |
| Migration          | The movement of people from one area to another to live                                        |
| Pull factor        | Something good which attracts people to move to a new place                                    |
| Push factor        | Something bad which causes people to leave a place                                             |
| Refugee            | Someone who has left their country because they are at risk of serious human rights violations |

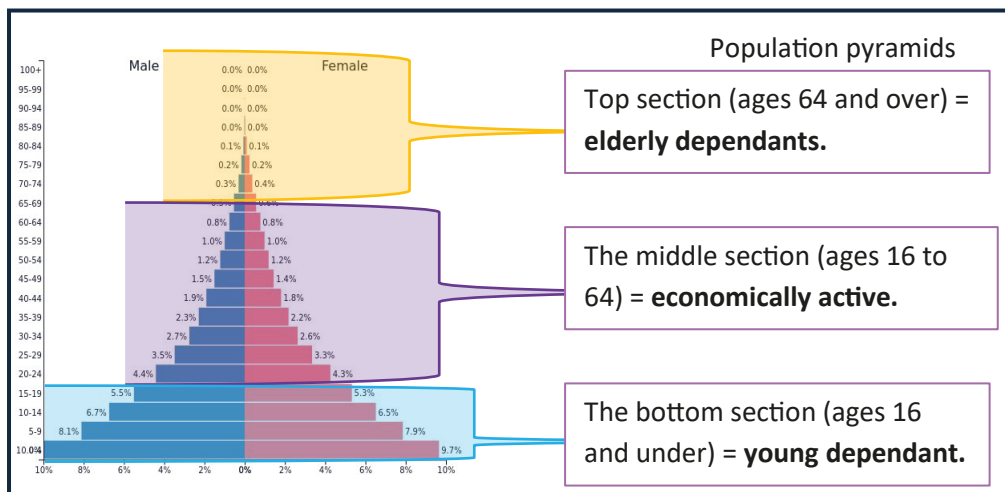
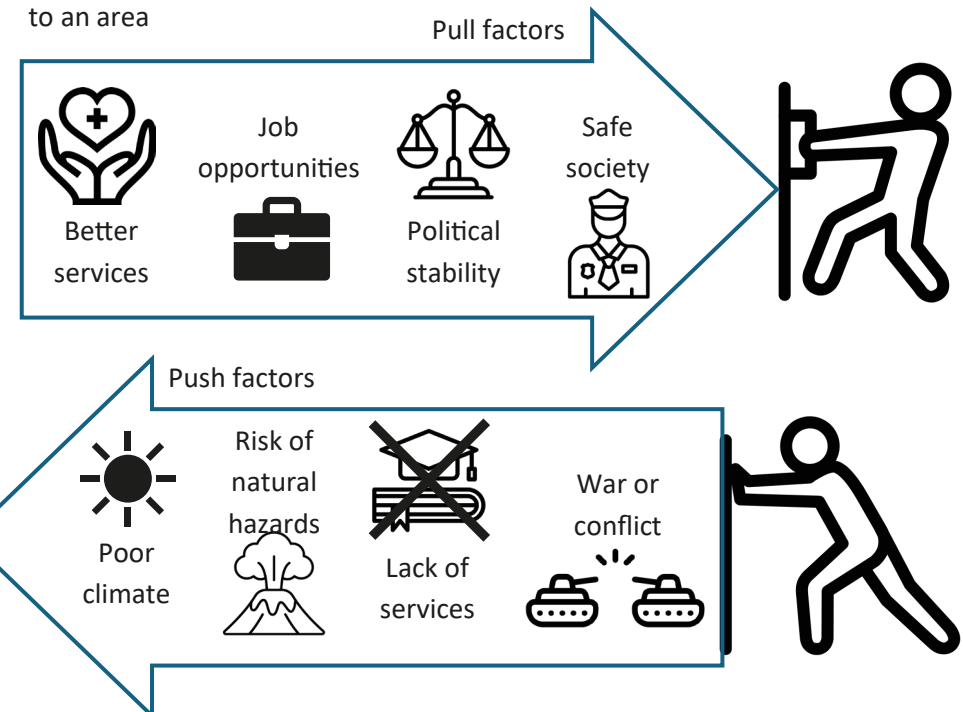


Why is population distribution uneven?

| Physical reasons                                                                                                       | Human reasons                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Climate – Some areas are too hot or too cold to live in.<br>Relief – It is very difficult to build on steep, high land | Coasts – Living near a coastline makes it easier to trade over sea<br>Cities – There are more job opportunities in cities |



Push and pull factors help to explain why people migrate from one area to another. They can be reasons people leave an area or reasons people move to an area



**SUBJECT: Geography**

**YEAR: 7**

**TOPIC: Locational basics**

**SEMESTER: I**



SUBJECT: History

YEAR: 7

TOPIC: Historical Skills

SEMESTER: I



### WORD REVOLUTION

|                       |                                                     |
|-----------------------|-----------------------------------------------------|
| <b>History</b>        | Study of the past                                   |
| <b>Research</b>       | An investigation often using sources of information |
| <b>Chronology</b>     | Study of events in time order                       |
| <b>Anno Domini</b>    | Latin for 'in the year of our Lord'                 |
| <b>Sources</b>        | Information which informs us about the past         |
| <b>Bias</b>           | One-sided                                           |
| <b>Interpretation</b> | A way of explaining something                       |

### HISTORICAL ARGUMENT

Argument building means using evidence from sources to support a point of view or answer a question about history.

1. History isn't just facts – it's about how we understand those facts.
2. People in the past had different views – interpretations help us explore these.
3. Historians ask questions – arguments help them explain their answers clearly.
4. It teaches us to think critically, use evidence, and communicate clearly.

### Source

A piece of evidence from the time being studied

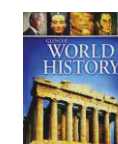
Books, documents, paintings, photographs, artefacts



### Interpretation

A historian's explanation or view of the based, based on sources

History books, textbooks, films documentaries, games



### SOURCE INTERPRETATION

A source is any piece of evidence from the past that helps us learn about what happened.

Historians use sources to:

1. **Find out what happened**  
→ They look for facts, dates, people, and places.
2. **Understand different views**  
→ They ask: *What did people think or believe at the time?*
3. **Ask questions**  
→ *Who made this? Why? Can we trust it?*
4. **Build historical arguments**  
→ They use evidence from sources to explain causes, effects, and significance of events.

### CHRONOLOGY

Chronology is putting events of time order.

#### Centuries:

To find the century, take the year, drop the last 2 digits, and add 1.

E.g. – 1914 – 20<sup>th</sup> century

2025 – 21<sup>st</sup> century

561 – 6<sup>th</sup> century

### Medieval period

### Renaissance

### Industrial Period

### Modern Period

|           |           |           |           |           |           |           |           |           |              |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|
| 1000-1100 | 1100-1200 | 1200-1300 | 1300-1400 | 1400-1500 | 1500-1600 | 1600-1750 | 1750-1800 | 1800-1900 | 1900-present |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|

SUBJECT: History

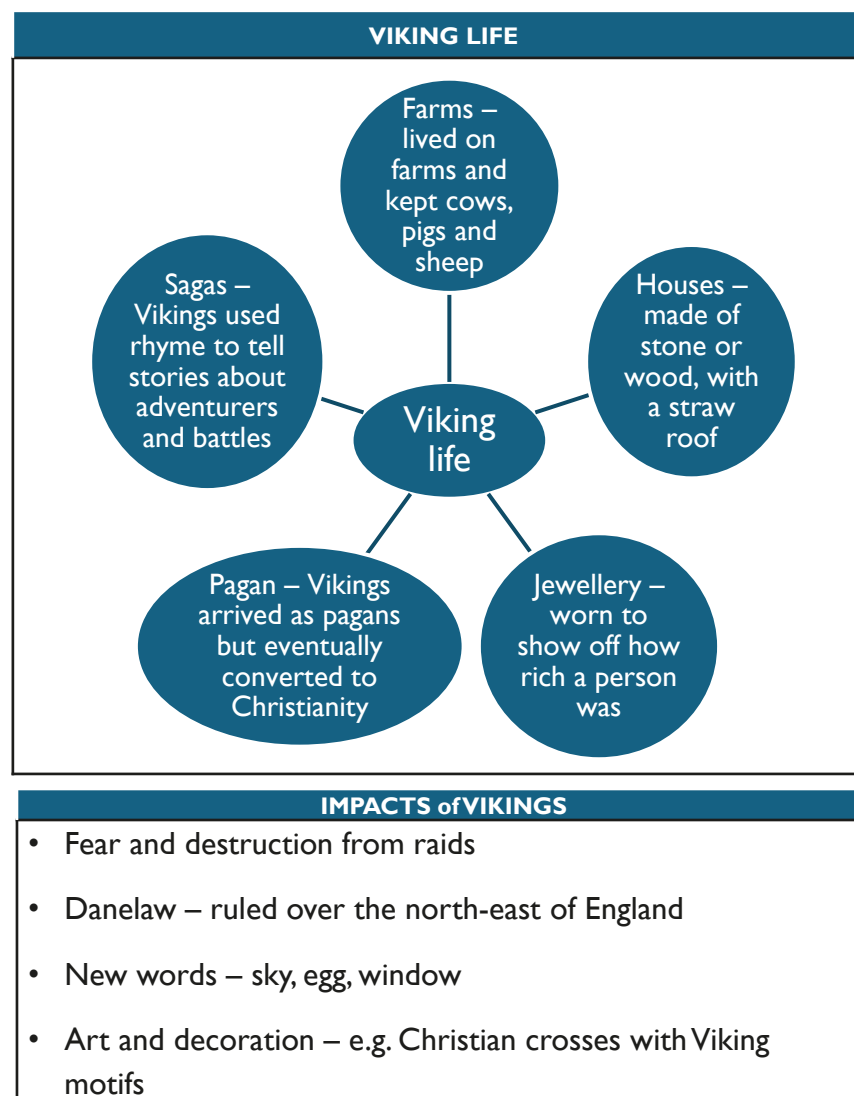
YEAR: 7

TOPIC: Vikings

SEMESTER: I



| WORD REVOLUTION     |                                                                            |
|---------------------|----------------------------------------------------------------------------|
| <b>Dark Ages</b>    | Period from 500-1000                                                       |
| <b>Causes</b>       | Reasons for events occurring                                               |
| <b>Bloodthirsty</b> | Wanting to kill                                                            |
| <b>Vikings</b>      | 'Pirate raiders' from Scandinavia                                          |
| <b>Settler</b>      | A person who moves with a group of others to live in a new country or area |
| <b>Monastery</b>    | A building where monks live                                                |
| <b>Anglo-Saxons</b> | The tribes of people living in Britain before the Vikings                  |
| <b>Invader</b>      | Person who enters an area and takes control by force                       |



| VIKING RAIDs                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Why did Vikings come to Britain?</b> <ul style="list-style-type: none"> <li>• Rich monasteries, gold, silver, food</li> <li>• New land to farm</li> <li>• Trade</li> <li>• Explore</li> <li>• Gain power</li> </ul>                                                                                 |
| <b>What did Vikings do in Britain?</b> <ul style="list-style-type: none"> <li>• Raided towns and monasteries – first in Lindisfarne in 793 AD</li> <li>• Settled parts, especially north and east (Danelaw)</li> <li>• Fought Anglo-Saxons</li> <li>• Built towns</li> <li>• Married locals</li> </ul> |

| Medieval period |           |           |           |           | Renaissance |           | Industrial Period |           | Modern Period |
|-----------------|-----------|-----------|-----------|-----------|-------------|-----------|-------------------|-----------|---------------|
| 1000-1100       | 1100-1200 | 1200-1300 | 1300-1400 | 1400-1500 | 1500-1600   | 1600-1750 | 1750-1800         | 1800-1900 | 1900-present  |

SUBJECT: History

YEAR: 7

TOPIC: Norman Conquest

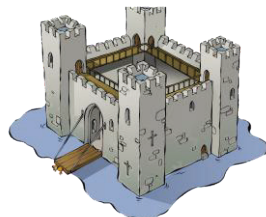
SEMESTER: I



| WORD REVOLUTION         |                                                        |
|-------------------------|--------------------------------------------------------|
| <b>Claimant</b>         | Person making a claim to the throne                    |
| <b>Witan</b>            | Council of Anglo-Saxon nobles who choose the next king |
| <b>Cavalry</b>          | Soldiers on horseback                                  |
| <b>Feudalism</b>        | Norman system of government                            |
| <b>Domesday Book</b>    | Land and property survey in 1086                       |
| <b>Motte and Bailey</b> | A type of wooden castle                                |

| CLAIMANTS to the THRONE                                                                                                                                                                                                              |                                                                                                                                                                 |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Harold Godwinson</b>                                                                                                                                                                                                              | <b>Edgar Aetheling</b>                                                                                                                                          | <b>Harold Hardrada</b>                                                                                                                                                                                                             | <b>William of Normandy</b>                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Edward the Confessor's brother-in-law</li> <li>• Powerful Earl in Wessex</li> <li>• Talented military commander</li> <li>• Claimed Edward had offered him the throne on deathbed</li> </ul> | <ul style="list-style-type: none"> <li>• Great-grandson of several English kings</li> <li>• 14 years old</li> <li>• Relied on support of other Earls</li> </ul> | <ul style="list-style-type: none"> <li>• Distant relative of English kings</li> <li>• King of Norway</li> <li>• Hardrada = 'hard ruler'</li> <li>• Ferocious warrior</li> <li>• Supported by Harold Godwinson's brother</li> </ul> | <ul style="list-style-type: none"> <li>• Distant relative of Edward the Confessor</li> <li>• Controlled Normandy, in France</li> <li>• Claimed Edward promised him the throne</li> <li>• Claimed Harold Godwinson had promised to support him</li> </ul> |

| NORMAN CONQUEST   |                                                  |                                                                           |
|-------------------|--------------------------------------------------|---------------------------------------------------------------------------|
| <b>Name</b>       | <b>Battle of Stamford Bridge</b>                 | <b>Battle of Hastings</b>                                                 |
| <b>Date</b>       | September 1066                                   | October 1066                                                              |
| <b>Location</b>   | Near York, north of England                      | Near Hastings, south of England                                           |
| <b>Combatants</b> | King Harold Godwinson v Harald Hardrada (Viking) | King Harold Godwinson v William of Normandy                               |
| <b>Result</b>     | English victory                                  | Norman victory                                                            |
| <b>Reason</b>     | Harold surprised the Vikings                     | William used clever tactics (feigned retreat), Harold's troops were tired |

| CONTROLLING ENGLAND                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Castles</b>  <ul style="list-style-type: none"> <li>• Hundreds of motte and bailey castles</li> <li>• Used to control local people and stop rebellions</li> </ul> | <b>Domesday Book</b>  <ul style="list-style-type: none"> <li>• Used to find out who owned what</li> <li>• To collect taxes and raise an army</li> </ul> |

| Medieval period |           |           |           |           | Renaissance |           | Industrial Period |           | Modern Period |
|-----------------|-----------|-----------|-----------|-----------|-------------|-----------|-------------------|-----------|---------------|
| 1000-1100       | 1100-1200 | 1200-1300 | 1300-1400 | 1400-1500 | 1500-1600   | 1600-1750 | 1750-1800         | 1800-1900 | 1900-present  |

SUBJECT: History

YEAR: 7

TOPIC: Medieval Kings

SEMESTER: I



| WORD REVOLUTION |                                                                           |
|-----------------|---------------------------------------------------------------------------|
| Medieval period | Period from around 500-1500, also known as the 'Middle Ages'              |
| Crusades        | A series of religious wars between Christians and Muslims                 |
| Magna Carta     | A document signed in 1215 that meant the king was not above the law       |
| Excommunicated  | Banned from the Church                                                    |
| Pope            | Leader of the Catholic Church                                             |
| Holy land       | Area in the Middle East that is important to Christians, Jews and Muslims |

| POWER IN MEDIEVAL BRITAIN                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| King                                                                                                                                                                                                                                                                                            | Church                                                                                                                                                                                                                                                                                                                                               |
|  <ul style="list-style-type: none"> <li>• Most powerful person</li> <li>• Made laws, collected taxes, controlled army</li> <li>• Claimed their power came from God – <b>divine right of kings</b></li> </ul> |  <ul style="list-style-type: none"> <li>• Powerful in everyday life</li> <li>• Pope was the representative of God on Earth</li> <li>• Owned land and <b>tithes</b> – 10% of everyone's income</li> <li>• Could <b>excommunicate</b> people, even kings</li> </ul> |

|               | MEDIEVAL KINGS                         |                                                  |                                                            |
|---------------|----------------------------------------|--------------------------------------------------|------------------------------------------------------------|
|               | Henry II                               | Richard                                          | John                                                       |
| Dates         | 1154-1189                              | 1189-1199                                        | 1199-1216                                                  |
| Famous for... | Blamed for Thomas Becket's death       | Led the Third Crusade<br>'Richard the Lionheart' | Known as 'Bad King John'<br>Forced to sign the Magna Carta |
| Strengths     | Strong ruler, expanded royal power     | Brave warrior                                    | Some military skills, stayed in England                    |
| Weaknesses    | Argued with the church (Thomas Becket) | Rarely in England, expensive wars                | Lost land, high taxes, argued with nobles and church       |

| MAGNA CARTA 1215                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <ul style="list-style-type: none"> <li>• No free man can be punished without trial</li> <li>• The king cannot raise taxes without the barons' consent</li> <li>• A council of barons will ensure that the king follows rules</li> </ul> |

| Medieval period |           |           |           |           | Renaissance |           | Industrial Period |           | Modern Period |
|-----------------|-----------|-----------|-----------|-----------|-------------|-----------|-------------------|-----------|---------------|
| 1000-1100       | 1100-1200 | 1200-1300 | 1300-1400 | 1400-1500 | 1500-1600   | 1600-1750 | 1750-1800         | 1800-1900 | 1900-present  |

# SUBJECT: Religious Studies

## TOPIC: Me and My World

YEAR: 7

SEMESTER: I



### WORD REVOLUTION

|                    |                                                                        |
|--------------------|------------------------------------------------------------------------|
| <b>Agnostic</b>    | Unsure whether or not God exists                                       |
| <b>Atheist</b>     | Does not believe God exists                                            |
| <b>Belief</b>      | An acceptance that something exists or is true, when there is no proof |
| <b>Commandment</b> | A rule or law given by God that people are expected to follow          |
| <b>Creation</b>    | How the world was brought into being                                   |
| <b>Environment</b> | The air, water and land on which people and animals live               |
| <b>Faith</b>       | Confidence or trust in a person, thing, or concept                     |
| <b>Monotheism</b>  | The belief in one god                                                  |
| <b>Polytheism</b>  | The belief in many gods                                                |
| <b>Religion</b>    | The belief in and worship of superhuman power or powers                |
| <b>Society</b>     | The world in which we live                                             |
| <b>Stewardship</b> | Taking care of and looking after the environment                       |
| <b>Theist</b>      | The belief that God exists                                             |
| <b>Value</b>       | An important principle to live by                                      |

### What will I study in this topic?

You will learn different ideas that people have about God and religion, as well as the beliefs of some different religions about how the world was created and how we should care for it. You will find out what religions teach about how we should live and how we should treat other people. You will also learn how religious beliefs can influence and impact what people do in real life.

### Curriculum Connections:

In Years 7 and 8, you'll learn some of the key beliefs of the 'Big 6' important world religions. You'll also learn more about important moral teachings like the Golden Rule, love, justice and forgiveness and how these influence religious believers. This knowledge will help you when you go on to study big questions about life and right and wrong in Years 8 and 9.

### What do we mean by 'Belief'?

**Belief** means what someone thinks is true or what they trust in, even if they can't always see proof. It's like having faith in an idea, a person, or something bigger, like God.

In religion, **belief is about trusting in God** or ideas about how the world works.

### What do we mean by 'Religion'?

- Religion is a **set of beliefs and practices** that people follow to help them **understand the world** and how to **live a good life**.
- People use religion to **find meaning, feel connected**, and know how to **treat others**.
- It includes **praying** and **worshipping**, celebrating **festivals** and **holiday** and being part of a **community** who share the same beliefs and values.

### Different beliefs about God and Religion

|                        | Belief                                                                                                                                                                                                             |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theism</b><br>      | The belief that at least one God exists and is involved in the world and in people's lives. Religions like Christianity, Islam, and Judaism are examples of theism.                                                |
| <b>Atheism</b><br>     | Means not believing in any God or gods. Atheists don't believe that any divine being exists.                                                                                                                       |
| <b>Agnosticism</b><br> | This is when someone isn't sure whether God or gods exist. They believe it's impossible to know for certain if there is a God.                                                                                     |
| <b>Humanism</b><br>    | This is a belief system that focuses on humans and their ability to make good choices and live meaningful lives without relying on belief in God or gods. Humanists value reason, science, and kindness to others. |

# SUBJECT: Religious Studies

## TOPIC: Me and My World

YEAR: 7

SEMESTER: I



### Hindu and Christian Creation Stories

| Hinduism                                                                                                                                                                                                                                                                                                               | Christianity                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>There are many gods, but Brahma is the main creator god and creates everything.</li> <li>Brahma emerges from the coils of a cobra and makes everything with 3 petals from a lotus flower.</li> <li>Creation happens in a cycle of creation, destruction and rebirth.</li> </ul> | <ul style="list-style-type: none"> <li>There is one all-powerful God who made everything.</li> <li>God made the earth, sky, plants, animals, and humans step by step over 6 days or periods of time (there are different views on how long these days/periods of time were).</li> <li>Follows the order of evolution.</li> </ul> |

### How should we treat others? The Golden Rule

Every religion has a version of the Golden Rule which religious believers follow in their treatment with others.



- Christianity and Judaism** – 'love your neighbour as yourself'
- Buddhism** – 'treat other with respect. How they treat others will be how they treat you'.
- Islam** – 'None of you truly believes, until he wishes for his brother what he wishes for himself'
- Sikhism** – 'I am a stranger to no one, I am a friend to all'

### What does religion teach about caring for the environment?

|                                     |                                                                                                                                                                                                                                                               |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Judaism, Christianity, Islam</b> | Believe that God created the world and that humans are allowed to use God's creation for their needs, but they must not destroy it or damage it. They all believe that we have a duty to care for and look after the world. This belief is called stewardship |
| <b>Sikhism</b>                      | Believe that the world gives us everything we need and God has designed it that way. People should only take what they need, no more. If they become greedy, then the balance of nature will be upset.                                                        |
| <b>Hinduism</b>                     | Believe that God created the entire world. Everything we see around us is a part of God and Hindus should care for the world and not harm anything. Many are vegetarian because of this belief.                                                               |
| <b>Buddhism</b>                     | There is no creation story. Buddhists try to live in harmony with nature and not to harm anything.                                                                                                                                                            |

### Leading a good life in Christianity means:

- ✓ Loving God
- ✓ Being kind and honest
- ✓ Helping others
- ✓ Forgiving people
- ✓ Following the Commandments in the Bible

### The impact of faith and belief on key religious individuals

|                                           |                                                                                                                                                                                      |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Martin Luther King Jr. (Christian)</b> | He fought peacefully against racism in the USA. His Christian faith taught him to love others and fight for justice through non-violence.                                            |
| <b>Corrie ten Boom (Christian)</b>        | She hid Jews from the Nazis during World War II. Her faith taught her to protect the vulnerable and forgive even her enemies.                                                        |
| <b>Malala Yousafzai (Muslim)</b>          | She stood up for girls' right to education in Pakistan. Her Islamic faith values knowledge, peace, and justice, which inspired her actions to stand up for justice and equal rights. |
| <b>Daniel and the Lions' Den (Jewish)</b> | He kept praying to God, even when it was against the law. Because of this, he was thrown into a den of lions. But Daniel had strong faith in God, and God protected him.             |

### GOD

- 1: Do not worship any other gods
- 2: Do not make any idols
- 3: Do not misuse the name of God
- 4: Keep the Sabbath holy

### MAN

- 5: Honour your father & mother
- 6: Do not murder
- 7: Do not commit adultery
- 8: Do not steal
- 9: Do not lie
- 10: Do not covet

**SUBJECT: Religious Studies**

**YEAR: 7**



**TOPIC: Introduction to Islam**

**SEMESTER: I**

## WORD REVOLUTION

|                     |                                                                   |
|---------------------|-------------------------------------------------------------------|
| <b>Allah</b>        | The Arabic word used by Muslims for God                           |
| <b>Five Pillars</b> | The five practice that Muslims are expected to follow             |
| <b>Hajj</b>         | Pilgrimage to the holy city of Mecca                              |
| <b>Islamophobia</b> | Hostility to Muslims and Islam (which often leads to hate speech) |
| <b>Muslim</b>       | A follower of Islam                                               |
| <b>Muhammad</b>     | The last messenger of God/Allah and the key prophet in Islam      |
| <b>Pilgrimage</b>   | A special journey made for religious / spiritual reasons          |
| <b>Prejudice</b>    | Pre-judging someone without knowing anything about them           |
| <b>Prophet</b>      | A messenger of God/Allah                                          |
| <b>Ramadan</b>      | Fasting during the month of Ramadan                               |
| <b>Salah</b>        | Prayer five times a day                                           |
| <b>Sawm</b>         | Fasting (going without food or drink)                             |
| <b>Shahadah</b>     | The declaration of Faith                                          |
| <b>Zakat</b>        | Donating to Charity                                               |

### What will I study in this topic?

Islam is the second largest religion in the world (and the UK) after Christianity. You will learn about key Muslim beliefs and practices, including beliefs about God (Allah), the Qur'an and the Five Pillars of Islam. You will learn how religious belief influences daily life/religious practice and you will learn that understanding different faiths helps to promote respect, challenge prejudice and works towards building a more inclusive society.

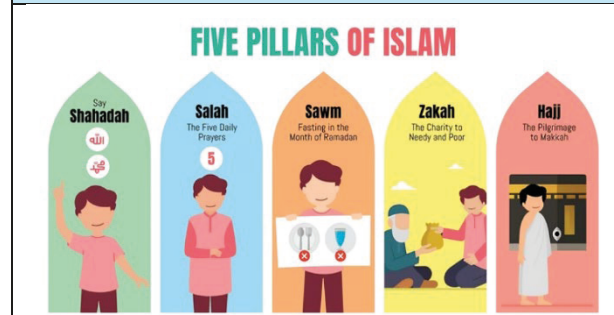
### Curriculum Connections:

The foundational knowledge you learn about Islam and its key ethical teachings (such as how to live a good life, how to treat others, how religious belief influences practical action) will be further explored and expanded on in Years 8 and 9 alongside other religious views on a variety of ethical and philosophical topics.

### Key Beliefs

- Muslims believe that there is **one God** called Allah. Allah is the **creator** and **ruler** of the Universe.
- There are **99 names** for Allah in the **Qur'an**, each of these names tells Muslims what Allah is like e.g. loving, powerful, forgiving.
- The holy book of Islam is The **Qur'an**, this contains the **words and teachings** of

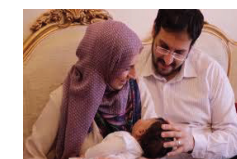
### The Five Pillars



### Expressions of Belief

#### Muslim birth ceremonies

- Father whispers the **Adhan** (the call to prayer) in the ear of the Baby as soon as it is born
- When a Muslim child is born it is given one of the **99 names of Allah** in the hope that the child will grow up to have this quality.
- A meal is shared to show **generosity and love**. Also a donation is made to charity to help those in need. The **first act of the Charity** of the baby.
- Something **sweet** is put into the mouth of the baby (honey or a bit of date) as the parents want the baby to have a **sweet nature**.



# SUBJECT: Religious Studies

YEAR: 7



## TOPIC: World Religions

SEMESTER: I

|                                     | When It Began          | Where It Began          | Founder                                       | Holy Book(s)                                | Place of Worship | Key Beliefs About God                                      | Key Practices                                              | Symbol(s)                                                                             | Major Festivals                       | Beliefs About Afterlife                                                |
|-------------------------------------|------------------------|-------------------------|-----------------------------------------------|---------------------------------------------|------------------|------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------|------------------------------------------------------------------------|
| <b>Hinduism</b><br>(Hindus)         | Around 4000 - 2000 BCE | Indian Subcontinent     | Developed from the people of the Indus Valley | Vedas, Upanishads, Bhagavad Gita            | Temple           | Many gods (polytheistic), Brahman is supreme reality       | Puja (worship)<br>Festivals like Diwali                    |    | Diwali<br>Holi                        | Rebirth (reincarnation) and Moksha (liberation from cycle of rebirth)  |
| <b>Judaism</b><br>(Jews)            | Around 2000 BCE        | Ancient Israel          | Abraham                                       | Torah<br>Tenakh                             | Synagogue        | One God (Monotheistic)<br>Yaweh/Elohim                     | Sabbath,<br>Kosher<br>Prayer<br>Festivals                  |    | Passover<br>Yom Kippur<br>Hanukkah    | Resurrection and Olam Ha-Ba (World to Come); focus on this life        |
| <b>Buddhism</b><br>(Buddhists)      | Around 5th Century BCE | India                   | Siddhartha Gautama (The Buddha)               | Various scriptures (Tripitaka) (Pali Canon) | Temple           | No creator God                                             | Meditation<br>Following the Eightfold Path<br>Festivals    |    | Vesak<br>Paranirvana Day              | Rebirth and Nirvana (end of suffering and cycle of rebirth)            |
| <b>Christianity</b><br>(Christians) | Around 1st Century CE  | Jerusalem (Middle East) | Jesus Christ                                  | Bible (Old & New Testament)                 | Church           | One God (Monotheistic), Trinity (Father, Son, Holy Spirit) | Prayer<br>Worship<br>Baptism<br>Communion                  |  | Advent<br>Christmas<br>Lent<br>Easter | Heaven and Hell; eternal life through faith in Jesus                   |
| <b>Islam</b><br>(Muslims)           | 7th Century CE         | Mecca (Saudi Arabia)    | Prophet Muhammad                              | Quran                                       | Mosque           | One God (Allah)<br>Monotheistic                            | Five Pillars (Faith, Prayer, Fasting, Charity, Pilgrimage) |  | Eid al-Fitr,<br>Eid al-Adha           | Paradise (Jannah) and Hell (Jahannam) based on deeds                   |
| <b>Sikhism</b><br>(Sikhs)           | Late 15th Century CE   | Punjab (India/Pakistan) | Guru Nanak                                    | Guru Granth Sahib                           | Gurdwara         | One God (Waheguru), Monotheistic                           | Prayer<br>Seva (service)<br>Community (Langar)             |  | Vaisakhi<br>Guru Nanak's Birthday     | Rebirth and union with God; emphasis on living a truthful, humble life |

# SUBJECT: LANGUAGES: SPANISH

YEAR: 7

## TOPIC 1: Tool kit & All about me

SEMESTER: I



### KEY VOCABULARY

| connectives              | opinions                      |
|--------------------------|-------------------------------|
| porque – because         | pienso que – I think that     |
| y - and                  | je creo que - I believe that  |
| pero - but               | ni hablar – no way            |
| sin embargo - however    | ¡qué va! – get out of here!   |
| además - furthermore     | ¿estás loca? – are you crazy? |
| comparisons              | adjectives                    |
| más..que – more..than    | divertido - fun               |
| menos..que – less..than  | aburrido - boring             |
| tan..como - as..as       | fácil - easy                  |
| mejor – better           | difícil - difficult           |
| peor – worse             | ridículo - ridiculous         |
| opinion verbs            | malo - bad                    |
| me gusta - I like        | peligroso - dangerous         |
| me encanta – I love      | tonto - silly                 |
| me chifla – I love       | estupendo - awesome           |
| me mola – I love         | increíble - incredible        |
| detesto – I detest       | creativo - creative           |
| odio – I hate            | hermoso - beautiful           |
| me irrita – it annoys me | sensacional - sensational     |
| prefiero – I prefer      | simpático - kind              |

What will I study in this topic?

- ☐ 1: Introductions: all about me
- ☐ 2: Opinions: saying what I like
- ☐ 3: Describing: nouns and adjectives
- ☐ 4: Extending writing skills

What will I be able to do by the end of this topic?

Write 📝 and speak 🗣️ in Spanish about things I like and don't like. Understand simple 📖 reading and listening 🎧 texts. Introduce myself 🧑 and give a few details about myself in Spanish.

### Grammar: Opinion verbs

- ✓ **Opinion verbs** are introduced to describe what students like and don't like

|                  |              |
|------------------|--------------|
| ❤️ ❤️ me encanta | I love       |
| ❤️ me gusta      | I like       |
| 💔 no me gusta    | I don't like |
| 💔 💔 odio         | I hate       |

### Grammar: What is a verb?

- ✓ We know that a verb is a 'doing' word but it can also be abstract. For example, 'to be'. Confusing?
- ✓ To test if a word is a verb, see if you can put a pronoun in front, I, she, you, we.

**I see, you see, she sees.** See is a verb ✓  
**I school, you school.** School is not a verb ✗

### Grammar: Adjectives

- ✓ **Adjectives** describe **nouns**
- ✓ **Adjectives** agree with **nouns (m)(f)(pl)**

tengo un amigo divertido  
 I have a fun friend



Regular present tense verb -ar

**hablar** – to speak

|                    |                            |
|--------------------|----------------------------|
| yo hablo           | I speak                    |
| tú hablas          | you (singular) speak       |
| él/ella habla      | he/she/one speaks we speak |
| nosotros hablamos  | we speak                   |
| vosotros habláis   | you (plural) speak         |
| ellos/ellas hablan | they speak                 |

# SUBJECT: LANGUAGES: SPANISH

YEAR: 7

## TOPIC I: Tool kit & All about me

SEMESTER: I



|                 |                                                                                                                                                                                                                                                                                                                                     |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Questions:  | <p>¿Cómo te llamas? What is your name?</p> <p>¿Cuántos años tienes? How old are you?</p> <p>¿Cómo estás? How are you ?</p> <p>¿Qué te gusta? ¿Por qué? What do you like? Why?</p> <p>¿Qué no te gusta? ¿Por qué? What do you dislike? Why?</p> <p>¿Prefieres la música o el rugby? ¿Por qué? Do you prefer music or rugby? Why?</p> |
| Cultural links: | <p>An introduction to the Spanish language and the Spanish-speaking world. 🇪🇸 🐮 🍷 🥑</p> <p>I know it's obvious, but have you ever thought – Spanish people dream in Spanish...</p>                                                                                                                                                  |

| Numbers         |                  |                  |                     |                     |                |                      |
|-----------------|------------------|------------------|---------------------|---------------------|----------------|----------------------|
| 1<br>uno        | 2<br>dos         | 3<br>tres        | 4<br>cuatro         | 5<br>cinco          | 6<br>seis      | 7<br>siete           |
| 8<br>ocho       | 9<br>nueve       | 10<br>diez       | 11<br>once          | 12<br>doce          | 13<br>trece    | 14<br>catorce        |
| 15<br>quince    | 16<br>dieciséis  | 17<br>diecisiete | 18<br>dieciocho     | 19<br>diecinueve    | 20<br>veinte   | 21<br>veintiuno      |
| 22<br>veintidós | 23<br>veintitrés | 30<br>treinta    | 31<br>treinta y uno | 32<br>treinta y dos | 40<br>cuarenta | 41<br>cuarenta y uno |

|                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>🧑 🗣️ 🇪🇸 ❌ 📅 Curriculum Connections:</p> <p><input type="checkbox"/> <b>Opinions</b> : student talk about what they like and don't like</p> <p><input type="checkbox"/> <b>Comparative</b> : comparing two things and saying which is preferred</p> <p><input type="checkbox"/> R</p> <p><input type="checkbox"/> D</p> <p><input type="checkbox"/> N</p> <p><input type="checkbox"/> F</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Spanish in context                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Me llamo Andrea y mi cumpleaños es el dieciocho marzo</b><br/>I am called Andrea and my birthday is on the 18<sup>th</sup> of March</p> <p><b>Odio las películas de ciencia ficción.</b><br/>I hate science fictions films.</p> <p><b>Creo que las matemáticas son aburridas.</b><br/>I think maths is boring.</p> <p><b>Me flipa el cine porque es sensacional.</b><br/>I love the cinema because it is sensational.</p> |

|                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Negation: no... (= don't)</b></p> <p>In Spanish you make a negative (e.g. not, no, don't) by adding <b>no</b> in front of the verb.</p> <p>yo hablo = I speak</p> <p>yo <b>no</b> hablo = I don't speak</p> <p>🤔</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# SUBJECT: LANGUAGES: SPANISH

YEAR: 7

## TOPIC 2: Festivals and celebrations

SEMESTER: I



### KEY VOCABULARY

| topic vocabulary                         | key verbs                                         |
|------------------------------------------|---------------------------------------------------|
| un altar – an altar                      | decorar – to decorate                             |
| una tumba – a tomb                       | visitar – to visit                                |
| una calavera – a skull                   | disfrazar(se) – to dress up                       |
| una ofrenda – offering                   | preparar – to prepare                             |
| la comida – food                         | limpiar – to clean                                |
| el pan de muerto – Bread of the Dead     | recordar – to remember<br>celebrar – to celebrate |
| las calaveritas de azucar – Sugar skulls | poner – to put<br>comer – to eat                  |
| los fallecidos–deceased                  | ver – to see / watch                              |
| los desfiles – processions               | sailir – to go out                                |
| las flores –flowers                      | bailar – to dance                                 |
| los regalos - presents                   | <b>Past tense vocabulary</b>                      |
| la casa –house                           | me gustó – I loved it                             |
| la calle - street                        | me gustaron – I liked them                        |
| <b>la gente – people</b>                 | era – it was                                      |
| la chica – girl                          | eran they were                                    |
| el chico – boy                           | vi – I saw                                        |
| un hombre – man                          | vimos – we saw                                    |
| una mujer - woman                        | celebré – I celebrated                            |

What will I study in this topic?

- ☐ 1: How verbs work
- ☐ 2: Describing how Day of the Dead is celebrated
- ☐ 3: Describing a short video in past tense
- ☐ 4: Describing a short video in past tense
- ☐ 5: Comparing Festivals

What will I be able to do by the end of this topic?

Find out about Spanish festivals and differences and similarities between how we celebrate Christmas 🎄🌟👶🎁

### Grammar: What is an infinitive verb?

- ✓ An **infinitive** verb is a base verb. It doesn't have a **subject** or an **object**. It isn't present, past or future.
- ✓ You **conjugate** an **infinitive verb**
- ✓ Spanish infinitives end in -ar, -er or -ir

|                              |                                          |
|------------------------------|------------------------------------------|
| infinitive verb              | <b>hablar</b> (to speak)                 |
| conjugated verb              | yo <b>hablo</b> (I speak)                |
| conjugated verb + infinitive | me gusta <b>hablar</b> (I like to speak) |

### Grammar: Articles and determiners

- ✓ A **determiner** comes before a noun
- ✓ An **article** is a type of **determiner**, either **the** or **a**
- ✓ In Spanish, the words **the** and **a** show **gender: masculine** and **feminine**
- ✓ They also show **plural**

|                                |                      |
|--------------------------------|----------------------|
| <b>the (m) (f) (mpl) (fpl)</b> | <b>el la los las</b> |
| <b>a (m) (f)</b>               | <b>un una</b>        |
| <b>some (m) (f)</b>            | <b>unos unas</b>     |

### Grammar: Adjectives and word order

- ✓ Most Spanish **adjectives** come after the noun they describe! In English they come before.

tengo una camiseta estupenda  
I have an awesome t-shirt



### Regular present tense verb -er

comer – to eat

|                   |                    |
|-------------------|--------------------|
| yo como           | I eat              |
| tú comes          | you (singular) eat |
| él/ella come      | he/she/one eats    |
| nosotros comemos  | we eat             |
| vosotros coméis   | you (plural) eat   |
| ellos/ellas comen | they eat           |

**SUBJECT: LANGUAGES: SPANISH**

**YEAR: 7**

**TOPIC 2: Festivals and celebrations**

**SEMESTER: I**



|                 |                                                                                                                                                                                                                                                                                                                                                             |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Questions:  | <p>¿Qué es el día de los muertos y qué se celebra? 🦴 🌸 🕯️ 🎆 What is day of the dead and how is it celebrated?</p> <p>¿Te gusta o no te gusta el día de los muertos y por qué? 🦴 🌸 🕯️ 🎆 Do you like day of the dead festival?</p> <p>¿Qué prefieres: el día de los muertos o Halloween? 🔥 🌟 🎃 👻 Do you prefer Bonfire night or Halloween?</p>                |
| Cultural links: | <p>The Day of the Dead originated several thousand years ago with the Aztec, Toltec and other Nahua people in Mexico, who considered mourning the dead disrespectful. The dead were still members of the community, kept alive in memory and spirit and during Día de los Muertos, they temporarily returned to Earth.</p> <p>Mira los imágenes abajo ↓</p> |

| la cara pintada                                                                    | cavaleras de azúcar                                                                | pan de muerto                                                                       | un altar |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------|
|  |  |  |          |

| Spanish pronouns                                                                |
|---------------------------------------------------------------------------------|
| Have you noticed that the Spanish don't tend to use <b>pronouns</b> with verbs? |
| The verb <b>ending</b> already tells you who is doing the action                |
| decor <b>o</b> = I decorate                                                     |
| yo decor <b>o</b> = I decorate                                                  |

| Spanish in context                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>La gente mexicana decora las tumbas en los cementerios.</b><br/>The Mexican people decorate the graves in the graveyards.</p> <p><b>Las familias recuerdan los fallecidos bougies.</b><br/>The people light up their windows with candles</p> <p><b>Me gustaron los esqueletos porque eran divertidos y coloridos.</b><br/>I liked the skeletons because they were fun and colourful.</p> |

| Curriculum Connections:                                                                                  |
|----------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> O                                                                               |
| <input type="checkbox"/> C                                                                               |
| <input type="checkbox"/> <b>Reference to others: talking about someone else (with a conjugated verb)</b> |
| <input type="checkbox"/> <b>Description (with an adjective)</b>                                          |
| <input type="checkbox"/> N                                                                               |
| <input type="checkbox"/> F                                                                               |

# SUBJECT: LANGUAGES: SPANISH

YEAR: 7

## TOPIC 3: Free time

SEMESTER: I



### KEY VOCABULARY

| Free time                                                         | Last weekend in town                         |
|-------------------------------------------------------------------|----------------------------------------------|
| juego..... - I play.....                                          | salí... – I went out...                      |
| al tenis - tennis                                                 | fui... – I went...                           |
| al rugby - rugby                                                  | al – to the (masculine)                      |
| al fútbol - football                                              | a la – to the (feminine)                     |
| al ping pong -table tennis                                        | a los – to the (masc. plural)                |
| al baloncesto - basketball                                        | a las – to the (fem. plural)                 |
| hago..... - I do.....                                             | al centro – to town                          |
| esquí - skiing                                                    | al restaurante– to the restaurant            |
| gimnasia - gymnastics                                             | al centro comercial – to the shopping centre |
| patinaje - roller skating                                         |                                              |
| bicicleta- cycling                                                | al cinema – to the cinema                    |
| equitación -horseriding                                           | al banco – to the bank                       |
| natación -swimming                                                | a la piscina – to the pool                   |
| Past tense vocabulary                                             | a los museos – museums                       |
| el fin de semana pasado / el lunes pasado – last weekend / Monday | a las tiendas – to the shops                 |
| ayer - yesterday                                                  | con mi... with my...                         |
| jugué – I played                                                  | mi amigo - my brother                        |
| hice – I did                                                      | ma hermana –my sister                        |
| vi – I watched                                                    | mis padres – my parents                      |
| pidé – I ordered                                                  | mis amigos – my friends                      |
|                                                                   | mis primos – my cousins                      |

What will I study in this topic?

- ☐ 1: Opinions and comparisons of Sports
- ☐ 2: Opinions of hobbies
- ☐ 3: Reference to others
- ☐ 4: What I did last weekend

What will I be able to do by the end of this topic?

Speak and write about sports and free time hobbies.  
Begin to explore regular verbs and irregular verbs!  
Talk about something in the past

### Grammar: What makes a verb regular?

- ✓ A **regular verb** is a verb that has predictable endings. The verbs **hablar** and **comer** are both regular.
- ✓ An **irregular verb** doesn't follow the same pattern as a **regular verb**

**hacer = to do** (hacer is an irregular verb)  
**yo hago**                **nosotros hacemos**  
**tú haces**             **vosotros hacéis**  
**él / ella hace**       **ellos / ellas hacen**

### Grammar: Comparative adjectives

- ✓ Comparative adjectives can say that one thing is **more**, **less** or **as** important, interesting, boring, difficult as something else.

|                    |                                |
|--------------------|--------------------------------|
| <b>más...que</b>   | <b>more...than less...than</b> |
| <b>menos...que</b> | <b>as...as</b>                 |
| <b>tan...como</b>  |                                |

**El rugby es más peligroso que el fútbol**  
**Rugby is more dangerous than football**

### Grammar: Pronouns

- ✓ **Prououn** – a word that replaces a **noun**.
- ✓ **Subject pronouns** in Spanish show who is doing the action of a verb

**yo** I  
**tú** you (one person)  
**él** he  
**ella** she

**nosotros** we  
**vosotros** you plural  
**ellos** they  
**ellas** they –(f)

### Regular present tense verb -ir

**vivir – to live**

|                          |                     |
|--------------------------|---------------------|
| <b>yo vivo</b>           | I live              |
| <b>tú vives</b>          | you (singular) live |
| <b>él/ella vive</b>      | he/she/one lives    |
| <b>nosotros vivimos</b>  | we live             |
| <b>vosotros vivís</b>    | you (plural) live   |
| <b>ellos/ellas viven</b> | they live           |



|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Questions:   | <p>¿Qué deporte te gusta? ¿Por qué? What sports do you like? Why?</p> <p>¿Qué deporte no te gusta? ¿Por qué? What do you not like? Why?</p> <p>¿Qué hiciste el fin de semana pasado? What did you do last weekend?</p>                                                                                                                                                                                                                                                  |
| Cultural links : | <p><b>El Pádel</b> 🏓</p> <p><b>Pádel</b> is a fun sport that's like a mix of <b>tennis</b> and <b>racquetball</b>. It originates in Mexico. You play it with a small racket and a soft ball, and it's usually played <b>in doubles</b> on a <b>court surrounded by walls</b>. In the World Padel Tour 2026 look out for Alejandro Galán and Juan Lebrón: the dynamic Spanish duo has dominated in recent years. Gemma Triay and Lucía Sainz are also ones to watch.</p> |

**juego juegas juega jugamos jugáis juegan | hago haces hace hacemos hacéis hacen**



**jugar is irregular in the present and past**

| Present             | Past                 |
|---------------------|----------------------|
| juego I play        | jugué I played       |
| juegas you play     | jugaste you played   |
| juega s/he plays    | jugó s/he played     |
| jugamos we play     | jugamos we played    |
| jugáis you pl. play | jugastéis you played |
| juegan they play    | jugaron they played  |

**French in context**

**Juego al rugby menos que juego al tenis.**  
I play rugby less than I play tennis.

**No me gusta jugar al tenis con mi hermano.**  
I don't like playing basketball with my brother.

**Fui al cinema con mis amigos.**  
I went to the cinema with my friends.

**Curriculum Connections:**

- ☐ **Opinions** Sports I like and don't like
- ☐ **Comparisons** Comparing two sports
- ☐ **Reference to others** What friends do
- ☐ D
- ☐ N
- ☐ F

**SUBJECT: Computer Science**

**TOPIC: Routines**

**YEAR: 7**

**SEMESTER: I**



### WORD REVOLUTION

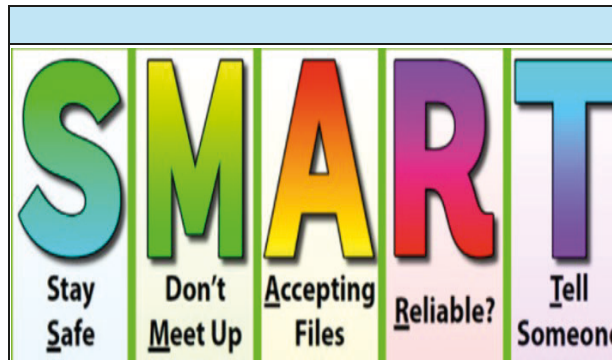
|          |                                                                          |
|----------|--------------------------------------------------------------------------|
| Software | Programs that tell a computer what to do.                                |
| Hardware | The physical parts of a computer system.                                 |
| Input    | Data that is entered into a computer.                                    |
| Output   | The result produced by a computer after processing.                      |
| Program  | A set of instructions that a computer can follow.                        |
| Code     | The language used to write computer programs.                            |
| File     | A collection of data or information stored on a computer.                |
| Folder   | A virtual container used to organize files.                              |
| Virus    | A harmful program designed to damage or disrupt computers.               |
| Network  | A group of connected computers that share information.                   |
| Browser  | A program used to access and view websites.                              |
| Password | A secret word or phrase used to access digital systems securely.         |
| Cursor   | A movable indicator screen that shows where the next action will happen. |
| Desktop  | The main screen area that you see after logging into a computer.         |

What will I study in this topic?

We will build essential digital literacy skills. They will learn how to use computers safely, manage files, and understand key computing terms. Students will explore basic programming using block-based or text-based languages and begin creating simple digital projects. They will also learn how to choose the right software for tasks and understand the importance of cybersecurity and responsible technology use.

What will I be able to do by the end of this topic?

By the end of Semester I, students will confidently use computers to create and manage digital work. They will understand key computing terms, use basic programming tools, and select appropriate software for tasks. Students will demonstrate safe and responsible use of technology, manage files effectively, and begin developing simple digital projects using structured thinking and creativity.



In the UK, there are three important computer laws that children should know when using computers for schoolwork. The **Computer Misuse Act** makes it illegal to access someone else's computer or account without permission—like logging into a friend's school account to change their homework. The **Data Protection Act** protects personal information, so sharing things like a classmate's school report or photo online without asking is not allowed. The **Copyright Act** means you can't copy someone else's work, like pasting an article or image into your homework without saying where it came from. These laws help keep everyone safe and respectful online.



**SUBJECT: Computer Science**

**YEAR: 7**

**TOPIC: E Safety**

**SEMESTER: I**



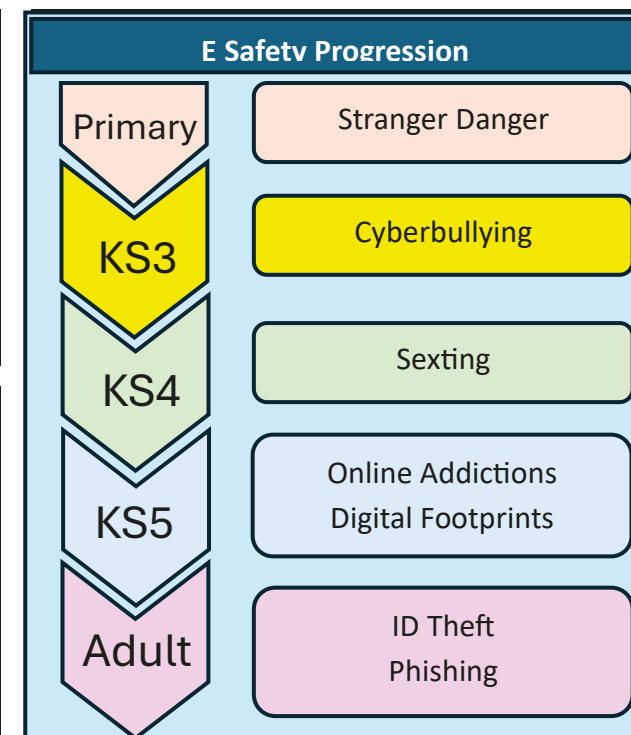
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Questions:          | <ol style="list-style-type: none"><li>1. How can we tell if the information we find online is trustworthy, and why does it matter?</li><li>2. What are the risks of sharing too much online, and how can we protect ourselves?</li><li>3. What makes one piece of software better than another for a specific task?</li><li>4. Why is good file organisation important, and how can it affect our work?</li><li>5. Why do computers need such precise instructions, and what happens when we get them wrong?</li><li>6. How can solving problems with code help us think differently in everyday life?</li></ol> |
| Curriculum Connections: | The Semester I units lay the foundation for all future computing study. Digital literacy skills support safe, effective technology use across subjects. File management and software use prepare students for creating digital artifacts in later ICT projects. Programming introduces logical thinking and coding, which deepens in later years through text-based languages and algorithm design. Together, these units build confidence and capability for more complex computing challenges in KS4 and KS5.                                                                                                  |

#### Top Tips for Using a Computer for the First Time

- Log in carefully – Always use your own username and password, and never share them. Passwords are “case sensitive”.
- Use both hands – Learn to type with both hands to build good habits early.
- Save your work often – Don’t lose progress—save regularly and in the right folder. If you are using “OneDrive”, it will save automatically.
- Stay organised – Name your files clearly and store them in the correct folders.
- Be safe online – Only visit trusted websites and never share personal information.
- Ask for help – If something doesn’t work, it’s okay to ask a teacher or classmate.
- Log off properly – Always log off the computer correctly when finished.

#### Top tips for using computer systems safely

- Always keep your personal information private—don’t share your full name, address, school, or photos online. Use strong passwords and never tell them to anyone except a trusted adult.
- Only visit websites and play games that are age-appropriate and approved by your parents or teachers.
- Don’t talk to strangers online or accept friend requests from people you don’t know.
- Never download apps or files without permission—they could harm your computer.
- If you see something upsetting or confusing, tell an adult straight away.
- Using a computer safely means being smart, kind, and careful every time you go online.



**SUBJECT: Computer Science**

**TOPIC: Cryptography**

**YEAR: 7**

**SEMESTER: I**



### Alan Turing – A Codebreaking Legacy

- Born on June 23<sup>rd</sup>, 1912, and died in 1954, aged just 42
- Turing is widely considered one of the fathers of modern computer science
- During WWII, Turing worked at Bletchley Park, the British government's top-secret codebreaking centre.
- To crack the German Enigma code, Alan designed a powerful code breaking machine called the Bombe to try all shift possibilities
- Turing devised a test to evaluate if a machine could imitate intelligence enough to fool another human – this was called the Turing Test
- Alan Turing is equally remembered for being arrested and prosecuted for homosexuality, a crime in the 1950s.
- He avoided jail in favour of conversion therapy to 'cure' him of his sexuality. This most likely led to his suicide in 1954 from poisoning.

#### Caesar Cipher

Simple to use  
The key indicates the number of letter shifts  
Used for thousands of years  
Easy to crack  
Only 25 key possibilities



#### Vigenère Cipher

More difficult to break  
Uses multiple Caesar ciphers  
The key is a word not a number  
Use of a Vigenère table helps  
Can be broken using number

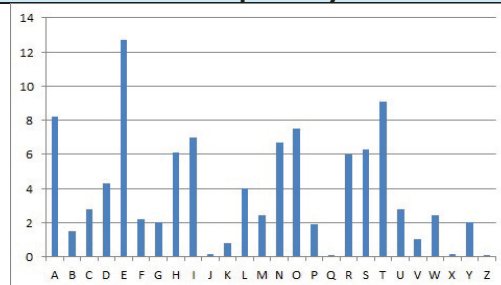


#### Substitution Cipher

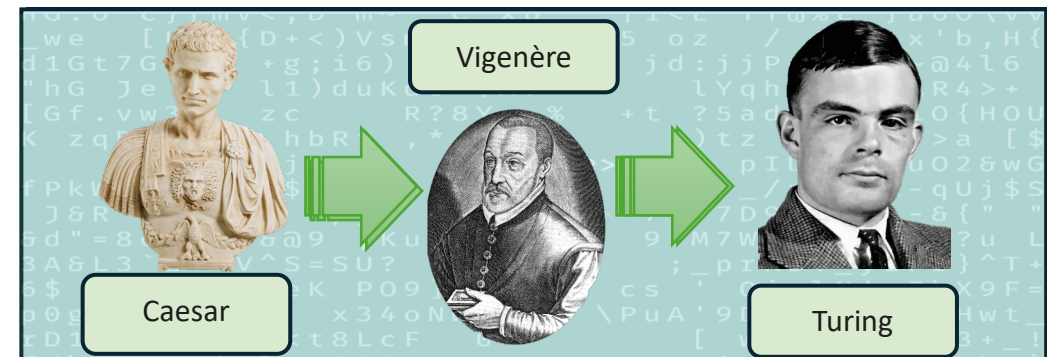
Letters are substituted for other letters  
Uses a random pattern  
Multiple substitutions strengthen the code  
Enigma was a substitution cipher



#### Number Frequency



For most ciphers the key to breaking them is to look for patterns in the letters that appear. Number Frequency looks at the most common letters that appear



**SUBJECT:** Art & Design

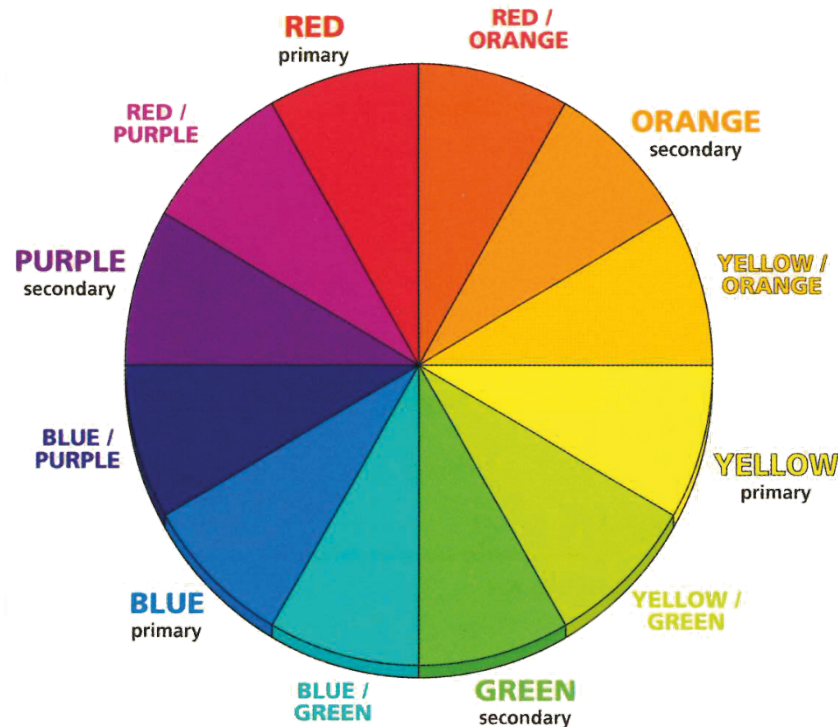
**TOPIC:** Formal Elements

**YEAR:** KS3

**SEMESTER:** I



# THE COLOUR WHEEL



## COMPLEMENTARY COLOURS

The colours opposite each other on the wheel are called complementary colours.

RED is opposite GREEN  
BLUE is opposite ORANGE  
YELLOW is opposite PURPLE

If a colour is surrounded by its complementary colour it will appear stronger and brighter.



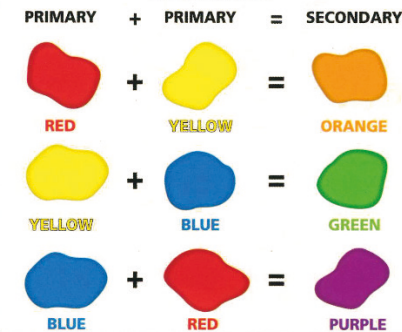
## PRIMARY COLOURS

There are **THREE PRIMARY COLOURS**. These are pure colours which cannot be made by mixing other colours.



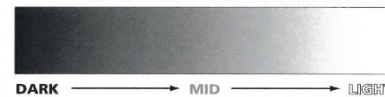
## SECONDARY COLOURS

Secondary colours are made by mixing each primary colour with one other primary colour.



## TONE

This tonal scale shows the gradation of dark tones, mid tones and light tones. It shows the passage from black through grey to white.



## TINTING AND SHADING

Tinting and shading refer to making a colour lighter by adding white (tinting) or darker by adding black (shading).

BLUE ———> ADDING WHITE



This tonal scale shows the gradation in tone of the colour blue by adding white.

RED ———> ADDING BLACK



This tonal scale shows the gradation in tone of the colour red by adding black.

## TINTING AND SHADING WITH COLOUR

RED ———> ORANGE ———> YELLOW

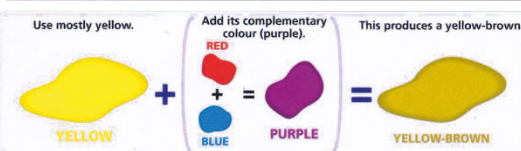


This tonal scale shows the gradation in tone of the orange when mixing different quantities of red and yellow.

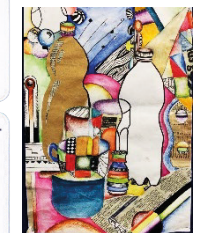
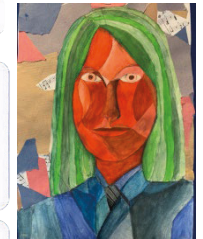
## TERTIARY COLOURS

TERTIARY COLOURS CONTAIN A MIX OF ALL THREE PRIMARY COLOURS. A PRIMARY, MIXED WITH ITS COMPLEMENTARY COLOUR EQUALS A TERTIARY COLOUR

### PRIMARY + COMPLEMENTARY = TERTIARY



By using varying amounts of each colour, an infinite number of shades are possible. The more colours are mixed on the palette, the less luminous the result.



## WORD REVOLUTION VOCABULARY

|                                                                                                                                                                       |                                                                                                                                                                                                            |                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PORTRAIT<br>OBSERVATION<br>FACIAL -<br>PROPORTION<br>EXPRESSION<br>TONE<br>TINT<br>SHADE<br>CUBISM<br>CONTOUR<br>DISTORTION<br>GRADATION<br>COMPLIMENTARY<br>- COLOUR | VIEWPOINT<br>SYMMETRICAL<br>STILL-LIFE<br>ELLIPSE<br>VERTICAL<br>DEPTH<br>PROPORTION<br>ACCURACY<br>LIMITED PALETTE<br>MONOCHROME<br>COLLAGE<br>DEFINE<br>COMPOSITION<br>DIAGONAL<br>METHOD<br>PERSPECTIVE | GRAPHIC ART<br>ILLUSTRATION<br>FINE ART<br>ICONOGRAPHY<br>SYMBOLISM<br>ZENTANGLE<br>MARK-MAKING<br>HATCHING<br>CROSS HATCHING<br>STIPLING<br>TONAL RANGE<br>COMPOSITION<br>CONTEXTUAL<br>ANALYSIS<br>PERSONAL<br>LAYERING<br>VISUAL IDENTITY |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



# PORTRAIT

## HOW TO DRAW A PORTRAIT - A STEP BY STEP GUIDE

**STEP 1**

- Draw an egg-shaped oval.
- Split the oval in two halves with a horizontal line (median line).

**STEP 2**

- Draw a vertical line of symmetry.
- Draw 5 ovals across the median line.
- Two of the ovals become the eyes.

**STEP 3**

- The nose is the width of the centre oval.
- The base of the nose lies halfway between the median line and the bottom of the face.

**STEP 4**

- The mouth lies above a line halfway between the base of the nose and bottom of the face.
- The bottom lip is usually fuller than the top.

**STEP 5**

- The ears are bigger than you would imagine.
- They are drawn from the median line to just below the base of the nose line.

**STEP 6**

- Add the eyebrows which are thicker in the middle and thinner on the outside of the face.
- Add a hair style of your choice.

## CIRCLES & ELLIPSES

An ellipse is a circle tilted away from you - a circle in perspective.

### HOW A CIRCLE BECOMES AN ELLIPSE

A circle can be drawn in a square. By tilting the square, it is now in perspective.

The centre of the square is also the centre of the circle. The circle has now become an ellipse.

### HOW TO DRAW AN ELLIPSE

1. Draw a square in perspective.
2. Find the perspective centre of the square by drawing diagonal lines.
3. Mark the perspective centre of each side of the square.
4. Now draw an ellipse so the curve touches each of the four sides.

## LIGHT AND SHADE

The above flat (2-dimensional) objects appear solid (3-dimensional) when drawn in perspective as shown below.

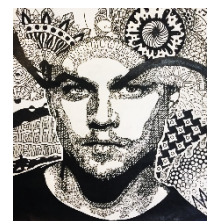
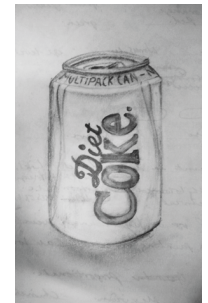
Light helps show the volume of an object. When light falls on an object, shadows and highlights occur.

**HIGHLIGHTS** occur when light falls directly on to an object.

**SHADOWS** are caused when the object blocks the light.

## ANALYSING IMAGES

| CONTENT                                                                                                                                                                                                          | FORM                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• What is the image about?</li> <li>• Is it a representational or an abstract piece of work?</li> </ul> <p>Pablo Picasso (1881-1973)<br/>Portrait of Dora Maar (1937)</p> | <ul style="list-style-type: none"> <li>• What colours have been used?</li> <li>• Is it realistic, harmonious or contrasting?</li> </ul> <p>Jacobus van Heemskerck (1564-1634)<br/>Landscape (1915)</p> |
| <ul style="list-style-type: none"> <li>• Are there any hidden meanings in the picture?</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>• Are there any recurrent shapes, lines, forms, patterns or textures?</li> </ul>                                                                                |
| PROCESS                                                                                                                                                                                                          | MOOD                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• How was the piece produced and of what was it made?</li> </ul> <p>Jackson Pollock (1912-1956)<br/>Number 33 (1946)</p>                                                  | <ul style="list-style-type: none"> <li>• Does the work capture a mood, feeling or emotion?</li> </ul> <p>Joseph Mallord William Turner (1775-1851)<br/>Rain, Steam, and Great Bridge (1844)</p>        |
| <ul style="list-style-type: none"> <li>• What techniques and processes were used?</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li>• What techniques has the artist used to convey the mood?</li> </ul>                                                                                            |



## FORMAL ELEMENTS

THE FORMAL ELEMENTS ARE THE BASIC COMPONENTS FROM WHICH TWO-DIMENSIONAL DESIGNS ARE COMPOSED

|                                                       |                                                                              |
|-------------------------------------------------------|------------------------------------------------------------------------------|
| <b>LINE</b><br><p>Connection between two points.</p>  | <b>SHAPE</b><br><p>Created by a closed line or by a solid colour.</p>        |
| <b>TEXTURE</b><br><p>Visual and tactile surface.</p>  | <b>COLOUR</b><br><p>Primary, secondary, tertiary, complementary colours.</p> |
| <b>TOPE</b><br><p>Shadows, mid-tones, highlights.</p> | <b>PATTERN</b><br><p>Natural, man-made, repeat or mirrored.</p>              |

**SUBJECT: MUSIC**

**YEAR: 7**



**TOPIC:**

**SEMESTER: 1 and 2**

## WORD REVOLUTION

|                               |                                                                                                                             |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>The Elements of Music</b>  | These are the building blocks of any piece of music.                                                                        |
| <b>Dynamics</b>               | The volume of the music                                                                                                     |
| <b>Rhythm</b>                 | Note duration / length                                                                                                      |
| <b>Pitch</b>                  | How high or low the notes are                                                                                               |
| <b>Structure</b>              | How the music is set out                                                                                                    |
| <b>Metre</b>                  | The number of beats per bar                                                                                                 |
| <b>Instruments (sonority)</b> | The instruments used (sound colour)                                                                                         |
| <b>Tonality</b>               | The key of the music – major 😊<br>minor 😞                                                                                   |
| <b>Texture</b>                | How the musical layers are combined                                                                                         |
| <b>Tempo</b>                  | The speed of the music                                                                                                      |
| <b>Harmony</b>                | Use of chords and accompaniment                                                                                             |
| <b>Sharp and Flat</b>         | <div> <div>Sharp ♯</div> <div>Flat ♭</div> </div> A sharp raises a note by a semitone<br>A flat lowers a note by a semitone |

What will I study this year?

What will I be able to do by the end of this year?

**Performing:** Keyboard, drums, guitar and voice  
**Reading Music:** Learn symbols for notes & rhythms  
**Composing:** Make short tunes in different styles  
**Technology:** Use GarageBand to make and save music  
**Listening:** Identify pitch, dynamics, texture  
**Context:** Understand music's origins and emotions

**Compose:** Create music in C major/D minor on GarageBand  
**Understand:** Treble clef notes, rhythms, and time values  
**Identify Styles:** E.g. Classical era, Jazz, Rock, Pop  
**Perform:** Use instruments or voice in time confidently

### Dynamics

|           |             |
|-----------|-------------|
| <i>pp</i> | Pianissimo  |
| <i>p</i>  | Piano       |
| <i>mp</i> | Mezzo Piano |
| <i>mf</i> | Mezzo Forte |
| <i>f</i>  | Forte       |
| <i>ff</i> | Fortissimo  |
|           | Crescendo   |
|           | Diminuendo  |

### Tempo

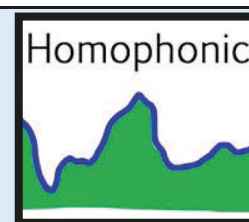
|          |                  |  |
|----------|------------------|--|
| Lento    | Slowly           |  |
| Largo    | Slow and stately |  |
| Adagio   | Leisurely        |  |
| Moderato | Moderate pace    |  |
| Andante  | Walking pace     |  |
| Allegro  | Fast             |  |
| Vivace   | Lively           |  |
| Presto   | Very quickly     |  |

### Rhythm

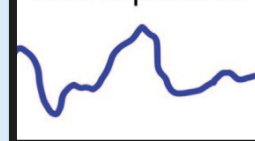
|            |  |
|------------|--|
| Semibreve  |  |
| Minim      |  |
| Crotchet   |  |
| Quaver     |  |
| Semiquaver |  |

= tea   
 = coffee   
 = Coca-Cola

**Texture is the way the musical layers are combined.** Basic texture can be described as 'thick' or 'thin'



**Monophonic**



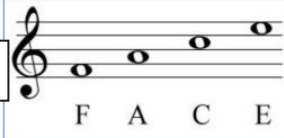
**Polyphonic**



# SUBJECT: MUSIC

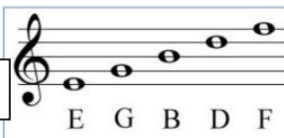
YEAR: 7

Space notes



F A C E

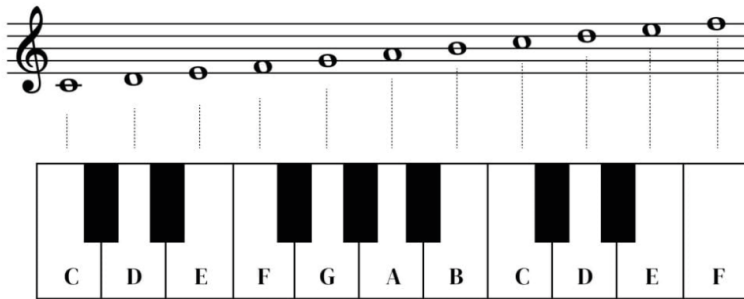
Line notes



E G B D F

Every Green Bus Drives Fast

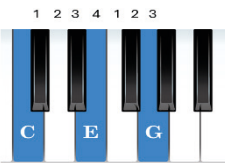
Treble clef notes and keyboard



### How to work out major and minor chords

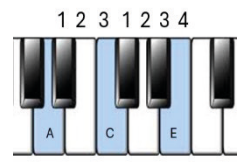
**Major**

4 steps then 3 steps



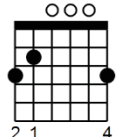
**Minor**

3 steps then 4 steps



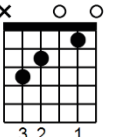
### Guitar Chords

**G**



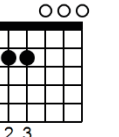
2 1 4

**C**



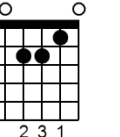
3 2 1

**Em**



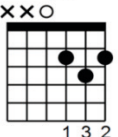
2 3

**Am**



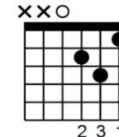
2 3 1

**D**



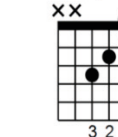
1 3 2

**Dm**



2 3 1

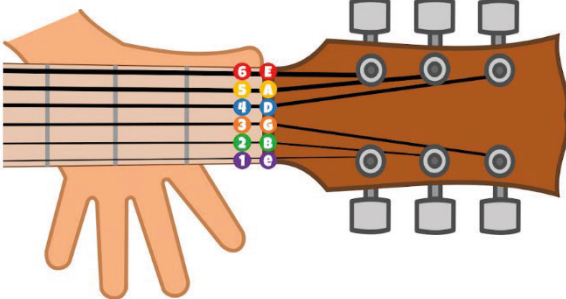
**F**



3 2 1 1

| Beat          | 1 | 2 | 3 | 4 |
|---------------|---|---|---|---|
| RH Hi-hat     | X | X | X | X |
| LH Snare drum |   |   | X |   |
| RF Bass drum  | X |   |   |   |

Drum Kit Rock Beat

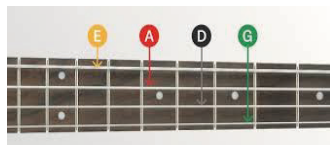


1st string (high E)

Fret numbers



6th string (low E)



Bass Guitar strings

| INSTRUMENTS |           |             |              |
|-------------|-----------|-------------|--------------|
| Strings     | Woodwind  | Brass       | Percussion   |
| Violin      | Flute     | Trumpet     | Xylophone    |
| Viola       | Clarinet  | French Horn | Glockenspiel |
| Cello       | Oboe      | Trombone    | Timpani      |
| Double Bass | Bassoon   | Tuba        | Triangle     |
| Guitar      | Saxophone | Cornet      | Tambourine   |
| Bass Guitar | Recorder  |             | Drum Kit     |

**SUBJECT: Drama**

**TOPIC: Performance Skills**



**YEAR: 7**

**SEMESTER: 1 & 2**



## WORD REVOLUTION

|                                                                                                     |                                                                             |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Body Language      | How you use your body to show emotions, attitudes, or character.            |
| Facial Expression  | How you use your face to show feelings or reactions.                        |
| Voice Projection   | Speaking loudly and clearly so the audience can hear you.                   |
| Tone of Voice      | The way your voice sounds to show emotions (e.g., happy, angry, scared).    |
| Eye Contact        | Looking at your scene partner or audience to stay connected and believable. |
| Gesture            | Movements with your hands or arms to help show meaning.                     |
| Posture            | The way you stand or sit to show your character's mood or status.           |
| Movement         | How you move around the stage to show character or action.                  |
| Pace             | How fast or slow you speak or move, depending on the scene.                 |
| Focus            | Staying in character and concentrating during the performance.              |

 **Challenge: Changing Feelings** - Show different emotions using just your body and voice. **Task:** Create a short performance where your character feels three different emotions (like happy → angry → sad). You can move around, make faces, or use your voice — but try not to speak any words. Make sure your audience knows how you feel without telling them.

What will I study in this topic?

- You will explore a range of dramatic styles, performance techniques, and creative processes.
- Building believable characters with backstories and emotional depth.
- Performing in different genres (comedy, tragedy, melodrama, farce).
- Using improvisation to respond to complex situations.
- Creating and performing as part of a team (ensemble).

What will I be able to do by the end of this topic?

- Create and perform characters with depth and motivation.
- Adapt my acting style to suit different dramatic genres.
- Use improvisation confidently to structure meaningful scenes.
- Collaborate effectively as part of an ensemble.
- Use movement and physical theatre to express ideas without speech.

### Body Language in Drama

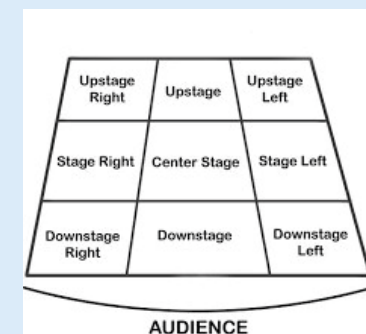
- Shows Emotion:** Your body can express how a character feels without saying a word (e.g., slouched shoulders for sadness).
- Reveals Character:** Helps the audience understand who your character is—confident, nervous, angry, etc.
- Supports the Story:** Adds meaning to your actions and makes your performance more believable and engaging.

### Stage Directions in Drama

- Guide Movement**  
*Tell actors where to move on stage.*
- Create Visual Interest**  
*Make scenes look dynamic and balanced.*
- Support Storytelling**  
*Show relationships or mood through positioning.*

### Vocal Skills in Drama

- Show Emotion:** Changing your tone, pitch, and volume helps the audience understand how your character feels (e.g., shouting in anger or whispering in fear).
- Create Character:** Accents, speech patterns, or vocal quirks help bring your character to life.
- Keep the Audience Engaged:** Varying your voice keeps your performance interesting and helps tell the story clearly.

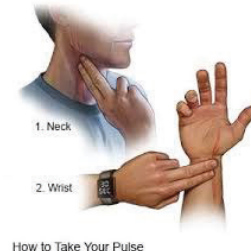




## WORD REVOLUTION

|                      |                                                                                                               |
|----------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Chest Pass</b>    | Passing the ball with power from chest to your partners chest.                                                |
| <b>Spotting</b>      | Watching and supporting a performer to ensure safety when bouncing.                                           |
| <b>Circuit</b>       | A type of training involving different exercises at different stations.                                       |
| <b>Tackle</b>        | Used to stop an opponent from advancing with the ball.                                                        |
| <b>Interception</b>  | Players successfully catches or deflects a pass, gaining possession.                                          |
| <b>Power</b>         | Strength X speed = power                                                                                      |
| <b>Routine</b>       | A sequence of movements performed in a set order, often used in                                               |
| <b>Warm-up</b>       | A series of activities designed to prepare the body for exercise, increasing heart rate and loosening muscles |
| <b>Pulse-raiser</b>  | A light activity that gradually increases your heart rate and body temperature                                |
| <b>stretching</b>    | A way of gently lengthening muscles to improve flexibility and reduce the risk                                |
| <b>Fainting</b>      | A sudden, brief loss of consciousness caused by a drop in blood flow to the                                   |
| <b>Fitness</b>       | The ability to carry out daily tasks with strength, endurance, and energy,                                    |
| <b>Co-ordination</b> | The ability to use different parts of the body together smoothly and efficiently                              |

Why might you take your pulse?  
When might you take your pulse?  
What will it show you?



## Immediate effects of exercise

|                                           |                                                                                                     |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Increased Heart Rate</b>               | Your heart beats faster to pump more oxygen-rich blood to your muscles.                             |
| <b>Increased Body Temperature</b>         | Muscle activity generates heat, raising your core temperature. You may start to sweat to cool down. |
| <b>Increased Breathing Rate and Depth</b> | You breathe more quickly and deeply to take in more oxygen and expel carbon dioxide.                |

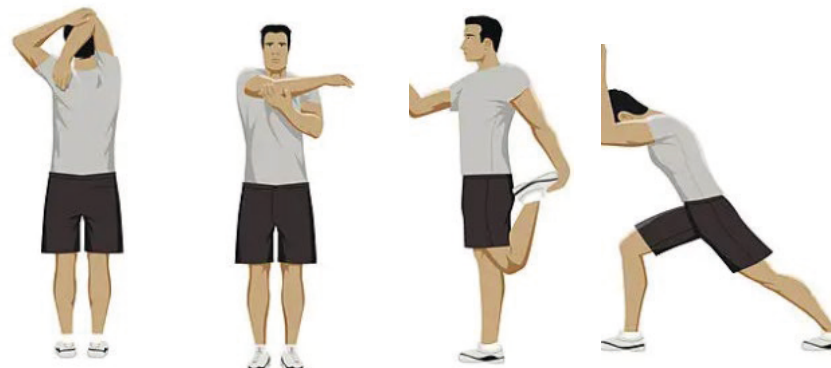
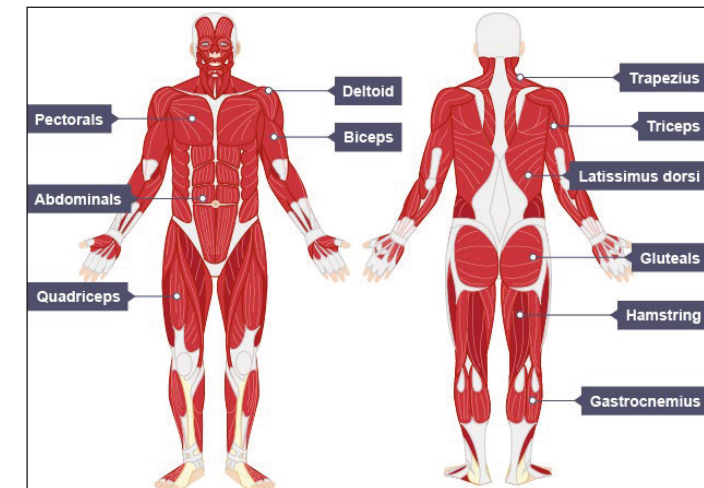
## Further reading/resources

BBC Bite size KS3

[www.youthsporttrust.org](http://www.youthsporttrust.org)

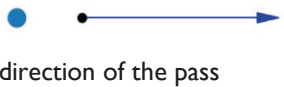
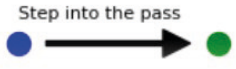
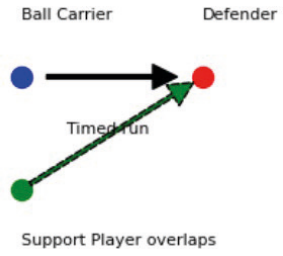
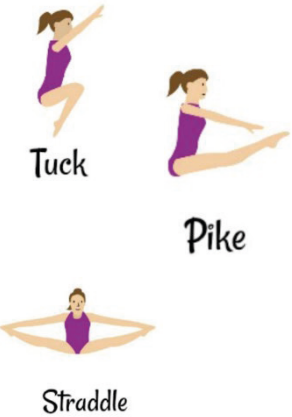
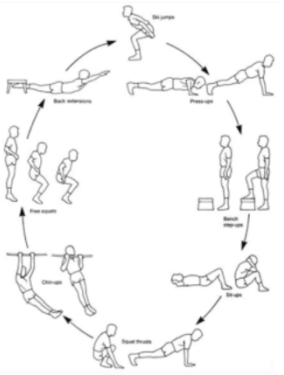
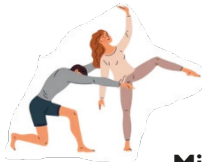
PE with Joe (you tube)

[www.englishnetball.co.uk](http://www.englishnetball.co.uk)



**Task:** Can you identify the main arm and leg muscles being stretched in the diagrams to the left?

**Challenge yourself:** Can you identify which skills you will need these muscles for?

| Netball                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Football                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Rugby                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Trampolining                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Fitness                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Dance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Chest pass</b><br/>Hands on the side of the ball, thumbs behind in a 'W' shape<br/>Elbows bent, ball held at chest height<br/>Step forward with one foot<br/>Extend arms and snap wrists to push the ball<br/>Follow through with fingers pointing to the target</p>  <p><b>Bounce Pass</b><br/>Hands on the side of the ball, thumbs behind<br/>Ball starts at chest height<br/>Aim to bounce the ball about two-thirds of the way to the receiver<br/>Push the ball down and forward<br/>Follow through with arms and fingers extended</p>  | <p><b>Passing</b><br/>Non-kicking foot placed beside the ball for balance<br/>Kicking foot uses the inside for accuracy<br/>Body over the ball to keep it low<br/>Follow through in the</p>  <p><b>Tackling</b><br/>Knees bent, low stance for stability<br/>Eyes on the ball at all times<br/>Foot to ball with force and timing<br/>Both players meet the ball with equal pressure to win possession</p>  | <p><b>Passing</b><br/>Hold ball with two hands, fingers spread. In a 'W' Stand side-on, knees bent, balanced stance.<br/>Push ball across body, follow through with hands.</p>  <p><b>Overlapping</b><br/>Support player runs around the outside of the ball carrier<br/>Timed run to arrive just as the ball is released<br/>Creates space and forces the defender to commit</p>  | <p><b>Trampoline basic shapes</b></p>  <p><b>Seat Landing</b><br/>Land with legs extended forward<br/>Hands placed beside hips for support<br/>Keep torso upright<br/>Absorb impact with control</p> <p><b>Top-Out</b><br/>Final controlled bounce to stop movement<br/>Legs straight, arms by sides<br/>Land softly with knees slightly bent<br/>Maintain balance and posture</p> | <p><b>Circuit Training</b><br/><b>Stations:</b> range from 6-10 they alternate muscle groups the arrows show the direction of movement from one station to another<br/><b>Flow:</b> Arrows show the direction students move from one station to the next.<br/><b>How it works:</b><br/>Spend a set time at each station<br/>They then move to the next station<br/>Can be repeated</p>  | <p><b>Gestures</b><br/>Use your hands, arms, or face to express emotion or tell a story.<br/>Movements should be clear and intentional.<br/>Can be literal (e.g., waving) or abstract (e.g., reaching).</p>  <p><b>Levels</b><br/>Use different heights in your movement: high (standing tall), medium (bent knees), and low (close to the floor).</p>  <p><b>Mirroring</b><br/>Copy your partner's movements as if you are their reflection.<br/>Stay directly opposite your partner.<br/>Focus on timing and direction to match perfectly.</p>  |
| Key rules and important things to remember                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| No stepping, no contact, 3-second rule                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | No handball, throw-ins, offside (basic)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Pass backwards, 6-tackle rule, no high tackles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Bounce in centre, spot safely, only one person at a time, do not go under the trampoline, only do the skills taught by your teacher                                                                                                                                                                                                                                                                                                                                   | Safe technique, hydration, alternate muscle groups, progressive in time, rest period                                                                                                                                                                                                                                                                                                                                                                                        | Work in a 32-beat count, good body tension, aesthetically pleasing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



## WORD REVOLUTION

|                     |                                                                 |
|---------------------|-----------------------------------------------------------------|
| <b>Design Brief</b> | A short paragraph explaining what you need to design and make   |
| <b>Accuracy</b>     | Doing something very carefully and exactly                      |
| <b>CAD</b>          | Computer Aided Design: using a computer to draw your design     |
| <b>CAM</b>          | Computer Aided Manufacture: using a machine to make your design |
| <b>Evaluation</b>   | Saying what went well and how you could improve your work       |
| <b>Pewter</b>       | A soft, silvery alloy used for casting.                         |
| <b>MDF</b>          | A man-made wood made from tiny fibres                           |
| <b>Alloy</b>        | A mixture of 2 or more metals. Done to improve properties       |
| <b>Coping Saw</b>   | A thin-bladed saw for cutting curves in wood or plastic         |
| <b>Pillar Drill</b> | A large, fixed drill used to make holes in materials            |
| <b>Try Square</b>   | A tool used to draw straight lines at 90°                       |
| <b>Vice</b>         | A tool that holds materials still while you work                |
| <b>Annotation</b>   | Notes or labels that explain your drawings                      |
| <b>Pins</b>         | Small nails used to hold material together until glue dries     |

What will I study in this topic?

- Designing for a client (Tropical World)
- Computer Aided Design (CAD)
- How to create movement using mechanisms
- Pewter casting

What will I be able to do by the end of this topic?

- Use the range of key tools show below safely and effectively
- Follow the design process: research, design, make and evaluate
- Use CAD to design for laser cutting
- Measure and mark out materials using a steel rule and try square

### Key Tools:



Try Square



Coping Saw



Pillar Drill



Wood Vice

### Curriculum Connections:

Introduces key skills that you will use throughout your time in D&T at Benton Park:

- Developing ideas through sketching
- Computer Aided Design (CAD)
- Marking out accurately
- Use of basic hand tools
- Safe and effective use of the pillar drill

### Health & Safety



Wear goggles when operating machinery



Tie back long hair



Wear an apron.

### How will I be assessed?



Design Ideas



Practical outcomes



End of unit test

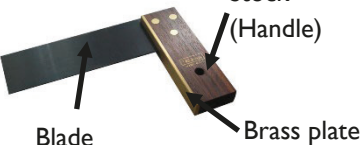
**SUBJECT: Design & Technology**

**TOPIC: Product Design**

**YEAR: 7**

**SEMESTER: 1 & 2**



|                                                       |                                                                                                                   |                                                                                                                                                   |                                                                                                                                                  |                                                                                                                                         |                                                                    |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Key practical skill:<br>Marking out with a try square | <b>Try Square</b><br>            | <b>Step 1</b><br>Mark out your dimension with a steel rule<br> | <b>Step 2</b><br>Place the blade flat on your work in line with your measurement                                                                 | <b>Step 3</b><br>Place the brass plate securely against your work                                                                       | <b>Step 4</b><br>Run your pencil along the blade to draw your line |
|                                                       | <b>Alloys</b><br>Alloys are made by mixing different metals together. This is done to achieve improved properties | <br><b>Pewter</b> is an example of an alloy                    | <b>Manufactured Boards</b><br>These are timber based materials made by combining wood with another material, usually a type of glue called resin | <br><b>MDF</b> is an example of a manufactured board |                                                                    |

## Mechanisms

|                                                                                                                          |                                                                                    |                                                                                                              |                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <p><b>Pulley</b></p> <p>Transmits rotary motion. Can increase or decrease speed and torque depending on pulley size.</p> | <p><b>Rack and pinion</b></p> <p>Converts rotary movement into linear movement</p> | <p><b>Lever</b></p> <p>Amplifies the input force, e.g. allowing you to lift heavy loads with less effort</p> | <p><b>Linkage</b></p> <p>Changes the direction of a linear or reciprocating movement.</p> |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|

## Pewter Casting

|                                                                                                                                                                                                                  |                                                                         |                                                                                                           |                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <p><b>Step 1</b></p> <p>A mould is designed using "2D Design" on the computer (CAD). There must be a runner to pour the molten pewter in and a riser to allow air to escape. Red lines tell the laser to cut</p> | <p><b>Step 2</b></p> <p>The mould is cut out using the laser cutter</p> | <p><b>Step 3</b></p> <p>Pewter is melted in a ladle until it reaches its melting point (approx. 200C)</p> | <p><b>Step 4</b></p> <p>Molten pewter is poured into the mould through the runner</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|

## 2D Design Key Tools

|  |                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Line tool.</b> Press and hold for the connected line tool</p> <p><b>Shape tool.</b> Press and hold a choice of different shapes</p> <p><b>Path tool.</b> Use to draw a curved path. Left click to place a point on the path. Right click to end the path</p> <p><b>Text tool.</b> Use to add text or letters</p> <p><b>Delete all tool.</b> Press and hold for the delete between 2 intersections tool:</p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## WORD REVOLUTION

|                          |                                                                                                                       |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Prepare</b>           | Getting ingredients, the food area and yourself ready for cooking.                                                    |
| <b>Combine</b>           | Mixing of two or more ingredients.                                                                                    |
| <b>Function</b>          | The purpose or "job" of an ingredient in a recipe.                                                                    |
| <b>Modify</b>            | To change or adapt a dish.                                                                                            |
| <b>Investigate</b>       | Research food origins, ingredient functions or other food related tasks.                                              |
| <b>Hob</b>               | The part of the oven which we can use saucepans on to boil or simmer food when cooking.                               |
| <b>Oven</b>              | The part of the oven in which we can bake food.                                                                       |
| <b>Grill</b>             | The part of the oven in which we toast foods.                                                                         |
| <b>Baking</b>            | Cooking food using dry heat in an oven.                                                                               |
| <b>Simmering</b>         | Cooking food gently in a liquid that is just below boiling.                                                           |
| <b>Boiling</b>           | Cooking food in a liquid that has reached its boiling point (100°C for water).                                        |
| <b>Healthy diet</b>      | Eating a balanced variety of foods that provide the nutrients your body needs to grow, stay healthy, and have energy. |
| <b>Bridge &amp; claw</b> | Two knife techniques you will use.                                                                                    |

What will I study in this topic?

- Design and create ideas for promotional material within the Tropical World theme.
- The Eatwell Guide & healthy eating.
- How to cook a range of dishes using a variety of equipment and methods
- Evaluative techniques.

What will I be able to do by the end of this topic?

- Use the range of equipment & methods to make dishes safely and successfully.
- Design and create packaging and menu materials for the Tropical World client.
- Understand how to prepare food safely and be hygienic in a kitchen environment.
- Be able to analyse and suggest improvements for dishes/products.

### Key Tools:

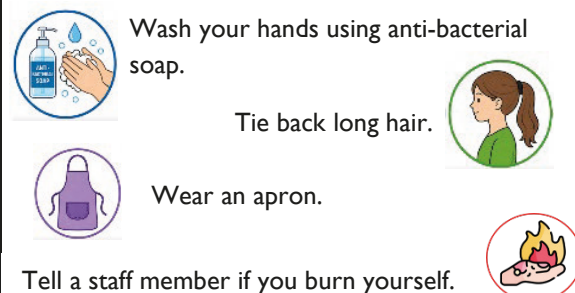


### Curriculum Connections:

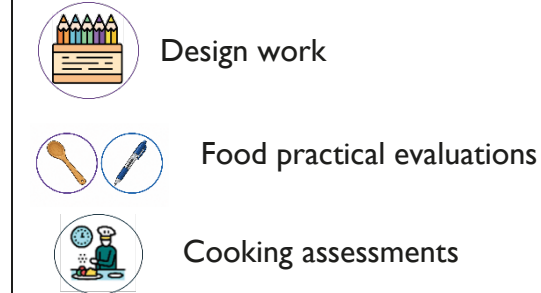
Introduces key skills that you will use throughout your time in D&T at Benton Park:

- Cooking a range of dishes
- Designing and creating for a client
- Using a variety of kitchen equipment
- Working as a team to be successful
- Keeping a clean & hygienic cooking area

### Health & Safety



### How will I be assessed?



# SUBJECT: Design & Technology

## TOPIC: Food Technology

YEAR: 7

SEMESTER: 1 & 2



|                                                                             |                                                                                                                                                                                                                          |                                                                                   |                                                                                                                                                                                                                                             |                                                                                                |                                                          |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| <b>Key practical skill:</b><br>Making a fruit salad safely and hygienically | <b>Equipment</b><br>Chopping board<br>                                                                                                  | <b>Step 1</b><br>Use a chopping board to prepare your fruit.                      | <b>Step 2</b><br>Use the bridge (claw) technique to hold the fruit steady.                                                                                                                                                                  | <b>Step 3</b><br>Use a knife safely – keep your fingers tucked in and cut away from your hand. | <b>Step 4</b><br>Cut the fruit into similar size pieces. |
|                                                                             | <b>Key Technical Knowledge:</b><br>Techniques and food science<br>Some fruits can go brown when cut (e.g. apple, banana, pear).<br>Mix with orange juice to slow down enzymic browning and keep the fruit looking fresh. |  | <b>Food hygiene and safety</b> <ul style="list-style-type: none"> <li>Wash your hands before preparing food.</li> <li>Use clean equipment.</li> <li>Keep your chopping board steady on a dry cloth.</li> <li>Clean up as you go.</li> </ul> |             |                                                          |

| Rubbing In – Cheese Pastry Straws                                                                                                                                                                                                |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                     |                                                                                                                                                                                 |                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Step 1</b><br>Place plain flour and a pinch of salt into a bowl.<br>Add cold shortening (cut into small pieces).                                                                                                              | <b>Step 2</b><br>Use your fingertips to rub the shortening into the flour until the mixture looks like breadcrumbs.                                            | <b>Step 3</b><br>Add grated cheese.<br>Mix gently.                                                                                                                                                                                                                                              | <b>Step 4</b><br>Add a little cold water (1–2 tbsp at a time) and mix with a knife to bring the dough together.                                                     | <b>Step 5</b><br>Turn the dough onto a lightly floured surface.<br>Use a rolling pin to roll out evenly (approx. 3–5mm thick).                                                  | <b>Step 6</b><br>Cut into strips, twist and place on a baking tray lined with baking paper.<br>Chill for 10 minutes (optional) for a crispier result.        |
|  <ul style="list-style-type: none"> <li>Use cold ingredients for a flaky texture.</li> </ul>                                                   |  <ul style="list-style-type: none"> <li>Work quickly and lightly.</li> </ul> |  <ul style="list-style-type: none"> <li>Do not over work the dough.</li> </ul>                                                                                                                                |  <ul style="list-style-type: none"> <li>Add as little water as needed.</li> </ul> |  <ul style="list-style-type: none"> <li>Flour the surface first to stop sticking.</li> </ul> |  <ul style="list-style-type: none"> <li>Keep the dough cool.</li> </ul> |
| <b>Grating Cheese Safely</b><br>Use a box grater on a stable surface. <ul style="list-style-type: none"> <li>Hold the top handle firmly.</li> <li>Keep fingers away from the grating holes.</li> <li>Grate downwards.</li> </ul> |                                                                             | <b>Top Tips</b> <ul style="list-style-type: none"> <li>Use cold shortening for a flaky pastry.</li> <li>Do not over work the dough – this can make it tough.</li> <li>Roll from the centre out, turning the dough as you go.</li> <li>Keep ingredients and equipment clean and tidy.</li> </ul> |                                                                                                                                                                     |                                                                                                                                                                                 |                                                                                                                                                              |

| Using the Oven Safely                                                                                                                                                   |                                                                                                                                                                                 |                                                                                                                                                        |                                                                                                                                                       |                                                                                                                                                                           |                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Step 1</b><br>Pre-heat the oven to the required temperature (180°C / Gas Mark 4).                                                                                    | <b>Step 2</b><br>Check the oven is empty and the shelves are in the correct position.                                                                                           | <b>Step 3</b><br>Carefully place the baking tray in the centre of the oven.                                                                            | <b>Step 4</b><br>Ask your partner to hold the oven door open.<br>Slide the tray in and then step back.                                                | <b>Step 5</b><br>Set the timer.<br>Do not open the oven door unnecessarily.                                                                                               | <b>Step 6</b><br>When cooked, ask your partner to hold the door open.<br>Remove the tray using oven gloves and place on a heatproof mat to cool.                                  |
|  <ul style="list-style-type: none"> <li>Always pre-heat for best results.</li> </ul> |  <ul style="list-style-type: none"> <li>Keep the oven and surrounding area clear.</li> </ul> |  <ul style="list-style-type: none"> <li>Use oven gloves.</li> </ul> |  <ul style="list-style-type: none"> <li>Work as a team.</li> </ul> |  <ul style="list-style-type: none"> <li>Opening the door lets heat escape.</li> </ul> |  <ul style="list-style-type: none"> <li>Never reach into the oven without gloves.</li> </ul> |

### Top tips for Y7 Food Technology

- ✓ Be on time to every lesson. The practical lessons are only 55 minutes- the time will fly by!
- ✓ Always bring your ingredients. If there is a problem, please see your Food teacher before the lesson so we can help you.
- ✓ Work as a team! You can help your table members whether it is a theory lesson or a practical.
- ✓ Ensure you have all equipment. This is essential for the evaluations you have to complete or the design tasks.
- ✓ Read through each recipe carefully. Make sure you understand the steps before you begin, you can always ask your teacher to go through them with you!
- ✓ Stick to the time call outs- your teacher will give you helpful reminders of where you should be at certain times. Try to stay on track!
- ✓ Clean up after yourself. The food rooms are used by lots of different year groups. Ensure it is hygienic and clean for the next class.

