

KNOWLEDGE BANK



Spring Term 2024
Year 7



Name: _____ **Form:** _____

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How to use your Knowledge Organiser for Home Learning

- Knowledge Banks contain core knowledge that you must know
- It will help you retrieve what you learn in lessons so that you remember it in the long term
- You will use your Knowledge Bank to aid your home learning

For homework:

- You will need to create a home learning timetable so you can organise which subject you do on which days
- You will be asked to use a specific section of your Knowledge Bank to aid home learning
- Your home learning will involve retrieval (prior learning) and flipped learning (research-based task for topics not yet learnt)
- The length of home learning will be different depending on your subject, this information is in a different document
- You must write the subject and date in your homework book - if using
- You need to underline the subject and title as per lessons
- There will be rewards for excellent work and sanctions for work not complete
- your home learning will be set every Monday on ClassCharts
- Your homework will be set **every Monday** on Class Charts
- Completing your home learning is **YOUR** responsibility


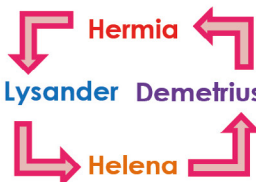
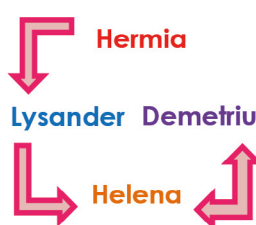

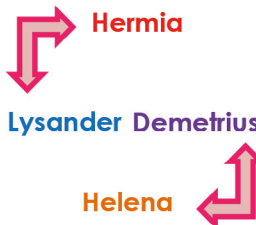



Home Learning – Year 7 Spring Term

All Year 7 students will have a Knowledge Bank (accessed online) and a home learning exercise book to support their home learning. Home learning for Year 7 will include a range of activities. Home learning for each subject for the Spring Term is outlined in the table below. All home learning will be set on Classcharts on a Monday, so that parents can plan their child's home learning for the week. Home learning will be marked in different ways as outlined below. Expectations for home learning in each subject will be made clear to all students. There is a home learning breakfast club from 8am each morning to support students.

SUBJECT	HOME LEARNING TIME (12 weeks)	HOME LEARNING ACTIVITIES	WHERE TO COMPLETE e.g. home learning books, google classroom, subject home learning books	HOW IT WILL BE MARKED
English	30 minutes per week	Retrieval: Reading retrieval on Sparx reader. Flipped learning: 1 research project based on Shakespeare and theatre	Online Sparx	Marked online by Sparx.
Maths	30 minutes per week	Retrieval: Pupils recalling and consolidating week's work completed in class. Flipped learning: Extension work, using this week's work to work at greater depth. Video support available.	Online, Sparx.	Marked online by Sparx
Science	30 minutes per week	Retrieval: pupils need to record 3 things they have learned that week and apply it to other subject Flipped learning: 2 x research projects (1 per half term) 1st half term -Cells ; 2nd half term - Flowers	On their Science google classroom	Through the homework being handed in, praise points awarded
Geography	Every 2 weeks. Will be set week B and due in week B (2 weeks to complete). 20-30 minutes.	Retrieval: students record 3 things they remember from the previous 2 weeks lessons and note links to other lessons/subjects. Flipped learning: students to independently research the forthcoming topic to be studied.	In the Geography home learning booklet	Marked off by the teacher and praise points awarded for completion and additional praise points for the quality of the flipped learning activities.
History	A and due in week A (2 weeks to complete). 20-30 minutes.	Retrieval: Students to complete various activities on topics they have already learnt. Flipped Learning: Students to research new information for up coming lessons.	Work sheets will be given during lesson time & posted on ClassCharts.	Handed in, praise points awarded.

French	30 minutes every fortnight	<p>Pupils will learn agreed phrases with classroom teachers at home and also practice techniques such as flashcards to help them recall vocabulary.</p> <p>This will then be tested by the classroom teacher during the lesson through the form of a written vocab test.</p>	<p>Pupils will create flashcards or write down the phrases in a notebook.</p> <p>The retrieval will be tested in class.</p>	Marked in class after the retrieval test.
Computer Science	20 minutes every fortnight.	<p>Retrieval - pupils will recap key programming concepts and terminology.</p> <p>Flipped learning - looking at future programming topics and key content to be delivered in future lessons.</p>	Pupils can complete this on the Computer Science Google classroom or on paper.	Marked off in class and praise points awarded.
Ethics	30 minutes per half term.	<p>Retrieval - pupils will recap Autumn term concepts and key terms.</p> <p>Flipped learning - looking at future topics and key content to be delivered in future lessons using Cornell Notes - with an information source.</p>	Printed worksheet	Marked by teacher and praise points added
Drama	Drama	<p>Every 3 weeks Retrieval: Students to complete activities based topics they have already learnt.</p> <p>Flipped Learning: Students to research new information for the next lessons and watch video examples</p>	To be completed via Word Wall , google forms & Google Classroom	Self marking via google forms or word wall. Praise points awarded
Music	Two per half term	Retrieval - pupils will have a listening task with focus questions based on the topic they are studying as well as a research task for future learning.	Google Form which will be accessed via Class charts	Self marking system through google form format and praise points added
Art				
Food	Two per half term 30 mins per half term.	<p>Retrieval task - pupils to carry out homework sheet recapping prior learning.</p> <p>Flipped learning: pupils to research new information for forthcoming lessons.</p>	Printed worksheet	Marked by teacher. Praise points awarded.
PE	One per term	Retrieval - pupils will recap Autumn core knowledge of each term with focus in particular of evidencing knowledge of core knowledge and fertile questions	Google Form which will be accessed via Google Classrooms	Self marking system through google form format

Plot Summary		Who loves Whom	Characters	ENGLISH Y7
Act 1: Hermia and Lysander love each other but are not allowed to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry Hermia . Helena loves Demetrius . They follow Hermia and Lysander into the forest.		Theseus The duke of Athens. He is a strong and strict ruler of the city.	Oberon The king of the fairies who controls the love potion.	
Act 2: In the forest, Oberon and Titania are arguing. Oberon sees Demetrius and Helena arguing and commands Puck to use the potion on the Athenian man to make him fall in love with Helena . However, the first Athenian man Puck sees is Lysander , so he puts the love potion on him. Lysander falls madly in love with Helena .		Hippolyta Theseus's bride. She was a fearless warrior.	Titania The fierce queen of the fairies who falls in love with Bottom when the love potion is put on her.	
		Egeus Hermia's stubborn father who wants her to marry Demetrius or be put to death.	Bottom A weaver and actor who has his head turned into a donkey. Titania falls in love with him when she is under the love potion's influence.	
Act 3: Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on Demetrius so that he falls in love with Helena . As a result, both men love Helena so there is chaos. Puck eventually drops a herb in Lysander's eyes to put him back to normal.		Hermia Egeus's daughter who is in love with Lysander.		Puck Oberon's mischievous servant who puts the potion on people's eyes 
		Lysander He is in love with Hermia and runs away to the forest with her.	The Love Potion	
Acts 4 and 5: Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, Lysander and Hermia and Demetrius and Helena .		Demetrius He wants to marry Hermia and is disgusted by Helena's love for him.	The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' eyes, they fall in love with the first person they see. It is very powerful.	
		Helena Hermia's friend who is desperately in love with Demetrius.		
Background Information		Key words		
Shakespeare went to a grammar school where he was taught Ancient Greek.	soliloquy - a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters			
The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece.	severe – very strict or harsh			
	conflict – a serious disagreement, battle or struggle between two sides or ideas.			
When the play was written, Elizabeth 1 st was Queen. She decided not to get married which many people disagreed with.	unrequited love – If a person loves someone who doesn't love them back, the person's love is unrequited			
Many Elizabethans believed in and feared magic.	to mock – To mock someone is to make fun of them			
	chaos – a situation where there is no order and everyone is confused			
	to resolve – to solve a problem or difficulty			
Cupid is the ancient god of love. He is usually presented as a baby whose arrows make people fall in love. 	'A Midsummer Night's Dream': Knowledge Organiser			

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English Home Learning

All English homework will be set on Sparx. Students can login by pressing “login with google” when they are on their school logins.

The homework will consist of:

- Reading chapters from a book of choice
- Completing knowledge retrieval quiz questions based on the reading completed
- Rereading to secure knowledge if needed

Flipped learning:

- Shakespeare research
- Comedy and tragedy
- Ancient Greece
- Shakespeare
- Cupid
- Elizabeth 1st
- Elizabethan views on love/marriage



MATHS - Year 7 Knowledge Bank

For Maths, all students use Sparx for homework. However, it also uses codes (e.g. Q118 or M509) which give help videos to support the students at home.

For the topics we study in any lesson, there are help videos linked. This will explain the essential knowledge (this is often called core knowledge in schools).

To access the help videos, type the code into the independent learning section of Sparx.

<p>Solving problems with addition and subtraction Properties of addition and subtraction Mental strategies for addition and subtraction Use formal methods for addition of integers. Use formal methods for addition of decimals. Use formal methods for subtraction of integers. Use formal methods for subtraction of decimals Linked Sparx Clips:</p> <p>Q118, Q367, Q986, Q753, M928, M347, M429, M152, Q686, Q345, M690, M635</p>	<p>Solving problems with multiplication and division Properties of multiplication and division Understand and use factors. Understand and use multiples. Multiply and divide integers and decimals by powers of 10. Use formal methods to multiply integers. Use formal methods to multiply decimals. Use formal methods to divide integers. Use formal methods to divide decimals. Understand and use order of operations Linked Sparx Clips:</p> <p>M113, M823, M227, M911, M803, M187, M462, M354, M873, M262, M521, M728, M774, M610, M291, M705, M390, M940</p>	<p>Fractions and percentages of amounts Find a fraction of a given amount. Find a percentage of a given amount using mental methods. Find a percentage of a given amount using a calculator</p> <p>Linked Sparx Clips:</p> <p>M695, M437, M684, M905</p>
<p>Operations and equations with directed number Understand and use representations of directed numbers. Order directed numbers using lines and appropriate symbols. Perform calculations that cross zero. Add directed numbers. Subtract directed numbers. Multiplication of directed numbers Multiplication and division of directed numbers Use a calculator for directed number calculations. Evaluate algebraic expressions. Introduction to two-step equations Use order of operations with directed number Roots of positive numbers (H)</p> <p>Linked Sparx Clips:</p> <p>M509</p>	<p>Addition and subtraction of fractions Understand representations of fractions Convert between mixed numbers and fractions. Add and subtract fractions with the same denominator. Understand and use equivalent fractions. Add and subtract fractions with any denominator.</p> <p>Linked Sparx Clips:</p> <p>M835, M931, M106, M958, M336</p>	

MATHS - HOME LEARNING

All maths homework will be set on Sparx. Students can login by pressing “login with google” when they are on their school logins.

The homework will contain the following components:

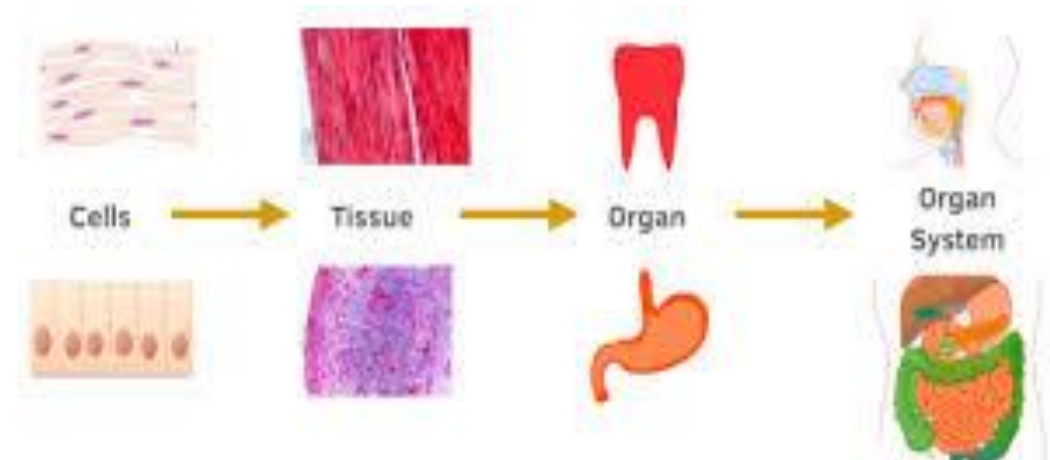
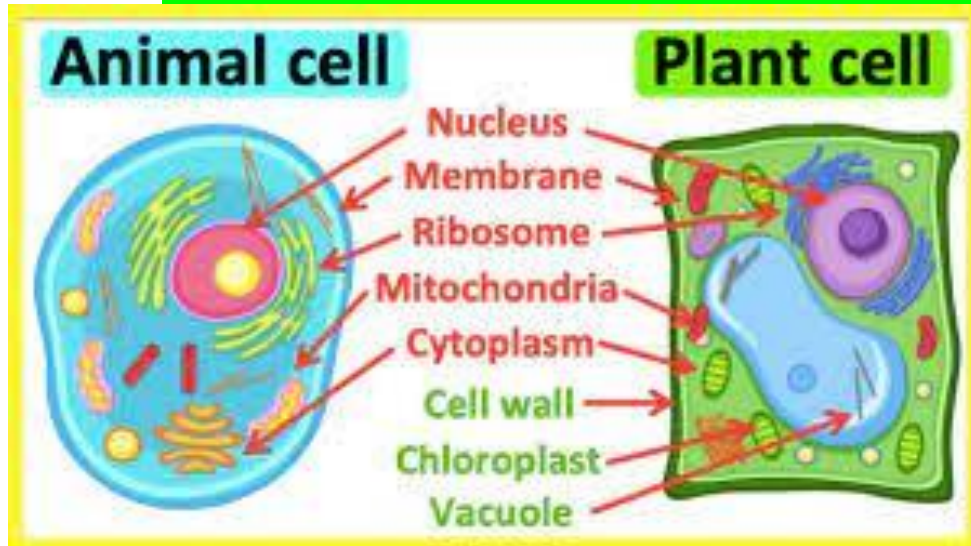
- consolidation of the learning completed in the week;
- ‘flipped learning’, where student will investigate work to be completed in class later;
- retrieval of previous learning, to practise bringing previously learned skill back into working memory;
- and revision for in-class tests.

We will use Sparx for revision for termly tests and support at home (using the curriculum maps on the maths section of the website).

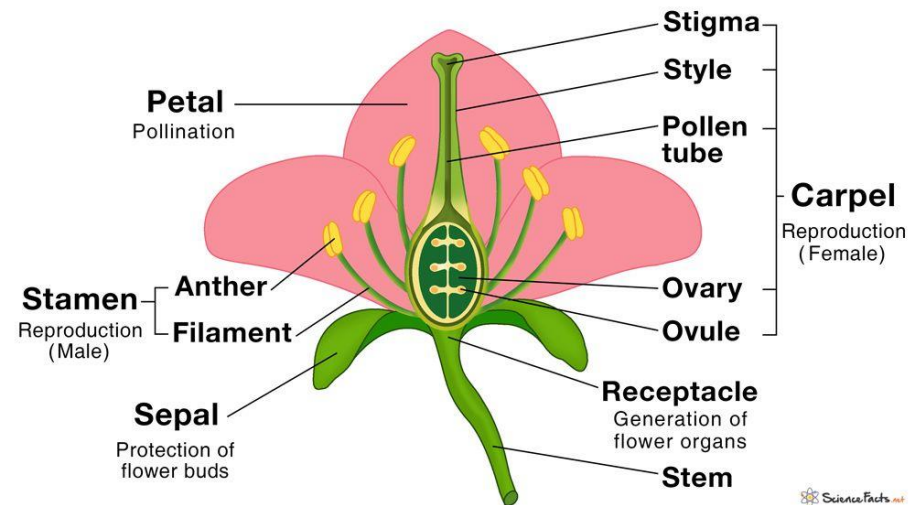
Homework is every week. We offer homework help once a week at lunch on a Tuesday. Students can, of course, talk to their teachers any time they like to ensure they complete homework to 100%.

If a student completes all their homework in a year, they will have done the equivalent of 10 weeks of extra maths lessons every year.

Science Knowledge Bank - Spring Term (Biology)

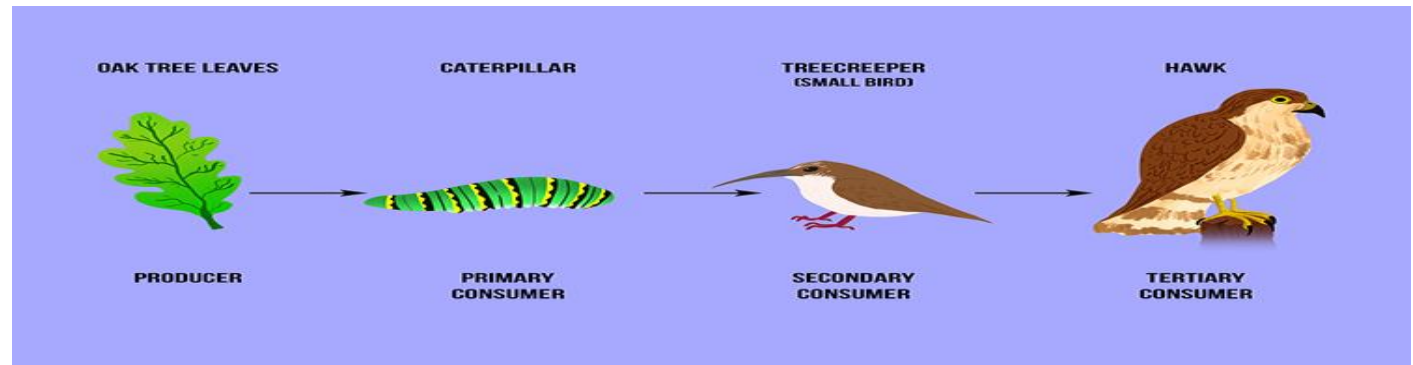
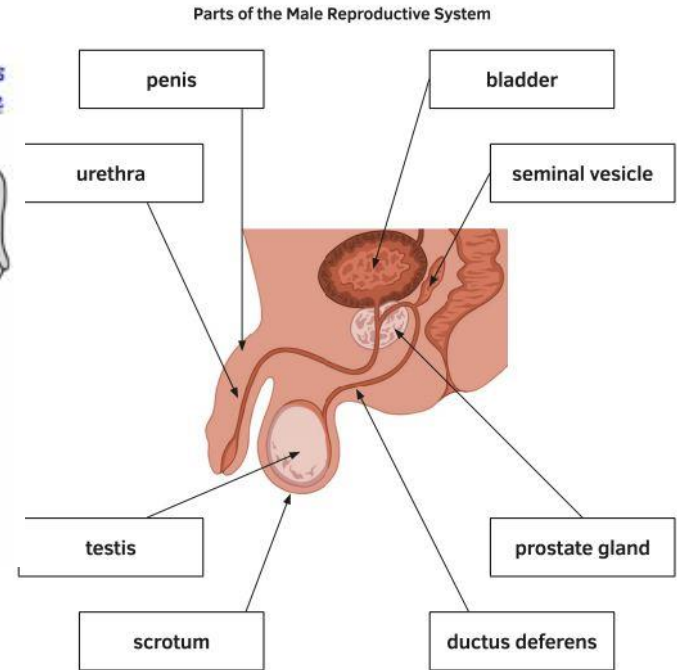
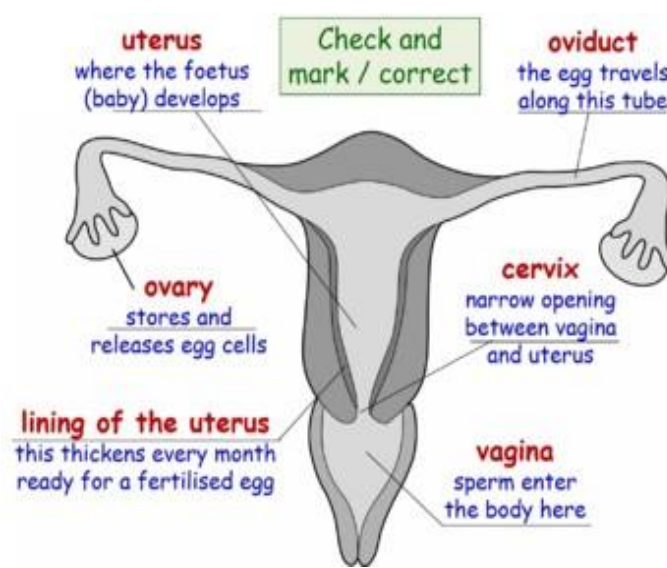
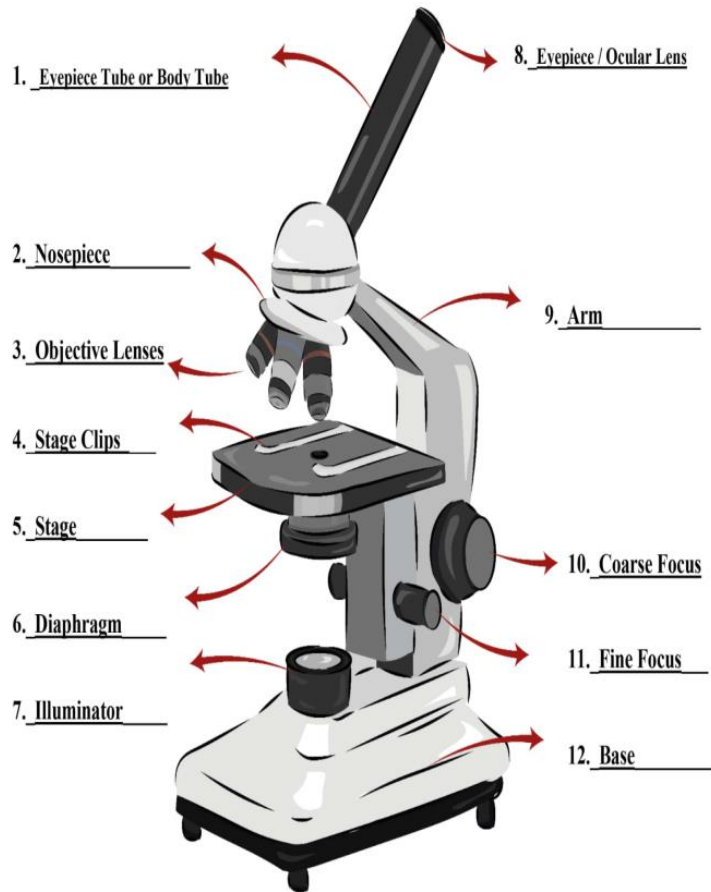


Parts of a Flower



Science Knowledge Bank - Spring Term (Biology)

Parts of a Microscope Worksheet



SCIENCE - HOME LEARNING - SPRING 1: CELLS

Cells

WHAT? This time you will be learning about cells and how to use a microscope

WHY? Cells are an important part of biology. You need to be able to describe basic animal and plant cells as well as specialised cells. You need to be able to name all their parts and state what each part does. You will also need to be able to confidently use a microscope.

WHEN? The project will be completed over 6 weeks and is broken into 3 pieces of work. Your teacher will tell you what day each piece is due in.

SCROLL DOWN FOR WORK; please ensure you fill in both the retrieval & flipped learning sections

PART 1, COMPLETED IN WEEKS 1-2:

Retrieval:

Complete retrieval in table below.

Write detailed instructions on how to use a microscope to look at a specimen at two different magnifications. Include a labelled diagram.

B1: Cells	Due Date 15/01/2024
Retrieval: 3 things you remember from the last two week's lessons.	<ul style="list-style-type: none"> • • •
Have you noticed any connections to other Science lessons or other subject areas?	
How can I apply what I have learnt to my life?	
A question to ask my teacher.	
Flipped Learning: Minimum 10 minutes independent research on a future area of study. Topic for study: Microscopes Write detailed instructions on how to use a microscope to look at a specimen at two different magnifications. Include a labelled diagram.	Notes:

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SCIENCE - HOME LEARNING

PART 2, COMPLETED IN WEEKS 3-4:

Retrieval: Complete retrieval in table below.

Make a poster about specialised cells. This needs to include at least 6 different specialised cells, what their function is and how they are adapted to that function.

B1: Cells/B2: Physiology	Due Date 22/01/2024
Retrieval: 3 things you remember from the last two week's lessons.	<ul style="list-style-type: none"> • • •
Have you noticed any connections to other Science lessons or other subject areas?	
How can I apply what I have learnt to my life?	
A question to ask my teacher.	
Flipped Learning: Minimum 20 minutes independent research on a future area of study. Topic for study: <i>Specialised Cells</i> Make a poster about specialised cells. This needs to include at least 6 different specialised cells, what their function is and how they are adapted to that function.	Notes:

SCIENCE - HOME LEARNING

PART 3, COMPLETED IN WEEKS 5-6:

Retrieval: Complete retrieval in table below.

Make a 3D model of either a plant or animal cell. Your teacher will show you examples of previous work by students if you need ideas.

B2: Physiology	Due Date 5/02/2024
Retrieval: 3 things you remember from the last two week's lessons.	<ul style="list-style-type: none"> • • •
Have you noticed any connections to other Science lessons or other subject areas?	
How can I apply what I have learnt to my life?	
A question to ask my teacher.	
Flipped Learning: Minimum 20 minutes independent research on a future area of study. Topic for study: <i>Plant and Animal Cells</i> Make a 3D model or 2D collage of either a plant or animal cell. Your teacher will show you examples of previous work by students if you need ideas.	Notes:

If you are at all unsure on what to do, ask your teacher. We will be only too happy to explain things further and will give you tips and advice. You can work together with a friend but both of you will need to hand in your own project.

SCIENCE - HOME LEARNING - SPRING 2: FLOWERS

Cells

WHAT? This time you will be learning about flowers and how they pollinate

WHY? Flowers and pollination are an important part of everyday life, without this process humans would be unable to produce food.

WHEN? The project will be completed over 6 weeks and is broken into 3 pieces of work. Your teacher will tell you what day each piece is due in.

SCROLL DOWN FOR WORK; please ensure you fill in both the retrieval & flipped learning sections

PART 1, COMPLETED IN WEEKS 1-2:

Retrieval:

Complete retrieval in table below.

Draw and label the parts of a flower

B3: The Body	Due Date 26/02/2024
Retrieval: 3 things you remember from the last two week's lessons.	<ul style="list-style-type: none">•••
Have you noticed any connections to other Science lessons or other subject areas?	
How can I apply what I have learnt to my life?	
A question to ask my teacher.	
Flipped Learning: Minimum 10 minutes independent research on a future area of study. Topic for study: Flowers Draw and label the parts of a flower.	Notes:

SCIENCE - HOME LEARNING

PART 2, COMPLETED IN WEEKS 3-4:

Retrieval: Complete retrieval in table below.

Research 3 flowers and explain how they are adapted to survive, you need to include details about how they pollinate and reproduce.

B3: The Body/B4: Biodiversity	Due Date 11/03/2024
Retrieval: 3 things you remember from the last two week's lessons.	<ul style="list-style-type: none"> • • •
Have you noticed any connections to other Science lessons or other subject areas?	
How can I apply what I have learnt to my life?	
A question to ask my teacher.	
Flipped Learning: Minimum 20 minutes independent research on a future area of study. Topic for study: <i>Flower adaptations</i> Research 3 flowers and explain how they are adapted to survive, you need to include details about how they pollinate and reproduce.	Notes:

SCIENCE - HOME LEARNING

PART 3, COMPLETED IN WEEKS 5-6:

Retrieval: Complete retrieval in table below.

Create a 3D picture of the parts of a flower, this can be a real flower dissected and sellotaped on the paper with the part labelled or it could be a collage type picture. You need to ensure that you label the parts.

B2: Physiology	Due Date 25/03/2024
Retrieval: 3 things you remember from the last two week's lessons.	<ul style="list-style-type: none"> • • •
Have you noticed any connections to other Science lessons or other subject areas?	
How can I apply what I have learnt to my life?	
A question to ask my teacher.	
Flipped Learning: Minimum 20 minutes independent research on a future area of study. Topic for study: <i>Specific Flowers</i> Create a 3D picture of the parts of a flower of your choice, this can be a real flower dissected and sellotaped on the paper with the part labelled or it could be a collage type picture. You need to ensure that you label the parts.	Notes:

If you are at all unsure on what to do, ask your teacher. We will be only too happy to explain things further and will give you tips and advice. You can work together with a friend but both of you will need to hand in your own project.

DATA TYPES

Data Type	Definition
String	Text eg: "Hello"
Integer	Whole number eg: 32
Float/Real	Decimal number eg: 1.2
Boolean	Two values eg: true or false
Character	A single character eg: b

Casting is when you want to change between data types. Eg - if you want to use an integer in a sentence you would need to convert it to a string.

VARIABLES AND CONSTANTS

Variable - A value which may change while the program is running.

Variables can be local or global.

Constant - A value which cannot be altered as the program is running.

```
answer = input("What is your name?")
print(answer)
```

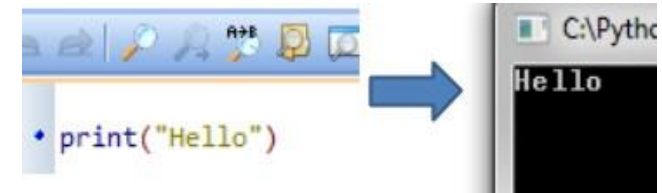


OPERATORS

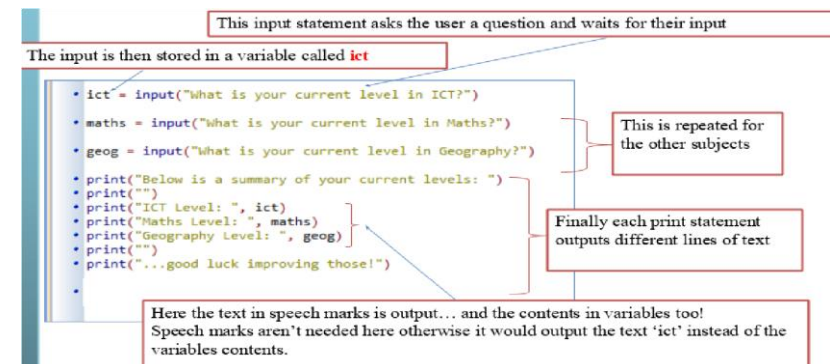
Operator/Function	Definition
Exponentiation	Raises a number to a power eg: 2**3 OR 2 ^3 (=2 ³)
Quotient/DIV	Gives the whole number after a division
Remainder/MOD	Gives the remainder part of a division
==	Is equal to
! or <>	Is not equal to
<	Is less than
>	Is more than
>=	Is more than or equal to
<=	Is less than or equal to

INPUTS AND OUTPUTS

To output we simply use the word `print`, with the text in speech marks.



Or we can print inputs as variables without speech marks.



This input statement asks the user a question and waits for their input

The input is then stored in a variable called `ict`

This is repeated for the other subjects

Finally each print statement outputs different lines of text

Here the text in speech marks is output... and the contents in variables too! Speech marks aren't needed here otherwise it would output the text 'ict' instead of the variables contents.

```

• ict = input("What is your current level in ICT?")
• maths = input("What is your current level in Maths?")
• geog = input("What is your current level in Geography?")
• print("")
• print("Below is a summary of your current levels: ")
• print("ICT Level: ", ict)
• print("Maths Level: ", maths)
• print("Geography Level: ", geog)
• print("")
• print("...good luck improving those!")

```

PYTHON TURTLE

PYTHON TURTLE INSTRUCTIONS

➤ These are the basic turtle instructions.

Import turtle	Starts the program in python
crush = turtle.Turtle()	crush is now the turtle name
window = turtle.Screen()	crush will open in a new screen
crush.color("red")	Change the turtles colour line
Window.bgcolor("blue")	Change the background of the window

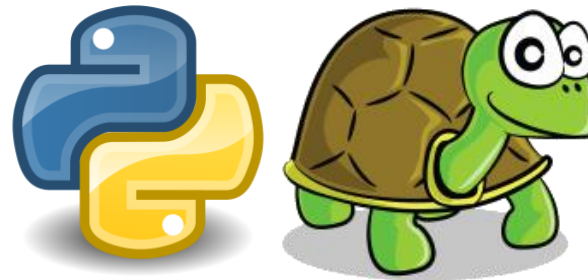
MOVING THE PYTHON TURTLE

crush.forward(100)	Go forward = (steps)
crush.backward(100)	Go backward
crush.right(90)	Turn right = (degrees)
crush.left(90)	Turn left = (degrees)
crush.penup()	Lifts the pen up so you can move the crush without drawing

MAKING DESIGNS WITH YOUR TURTLE

crush.pendown()	Drops the pen back onto the screen so you can draw
crush.fillcolor("Brown")	Changes the fill colour to brown(or other colour)
crush.pencolor("Red")	Changes the pen colour to red (or other colour)
crush.begin_fill()	Begins to fill the shape
crush.end_fill()	End the filling sequence
LOOP a piece of programme	
for i in range (10):	Press enter after : and the code will repeat 10 times

PYTHON TURTLE EXAMPLE CODE



```
rectangle(120,90,"blue")
setpos(0,-35)
rectangle(120,20,"white")
penup()
setpos(35,0)
pendown()
rectangle(20,90,"white")
penup()
setpos(0,-40)
pendown()
rectangle(120,10,"red")
penup()
setpos(40,0)
pendown()
rectangle(10,90,"red")
```



MAKING SHAPES

<u>Shape</u>	<u>Number sides</u>	<u>External angle</u>
Pentagon	5	72
Hexagon	6	60
Octagon	8	45
Decagon	10	36

COMPUTER SCIENCE HOME LEARNING - SET ON WEEK A

Homework 1 - week 1

Review:

Students to review threats and preventions studied last term.

Pupils define - malware, brute force, phishing and social engineering.

Pupils define - anti-malware, firewall, biometrics, encryption.

Flipped Learning:

Students to braindump any information they can remember from programming in Primary School - this can include Scratch or any other Block based programming.

What software did you use?

What did you make?

What did you enjoy?

Homework 2 - week 3

Review:

Students record the code for 5 Python Turtle skills - this can include naming the turtle, pen colour, fill colour, lifting the pen up or down, pen size or speed.

Flipped Learning:

Students research the use of variables and constants within Python programming.

What is a variable?

What is a constant?

How are they similar and how are they different?

Homework 3 - week 5

Review:

Students to record the code to create 5 different shapes. Consider the number of times you need to move forward and the angle you need to turn.

Challenge - can you create a star shape?

Flipped Learning:

Students research the different types of data types that can be used within Python programming.

Can you name any data types and what type of data they are used for?

Homework 4 - week 7

Review:

Students use input and output statements to print 3 variables of their choice - e.g. ask for an input for your name and then print the name.

Challenge - can you join variables together in print statements, for example can you print name and age in the same print statement.

Flipped Learning: Assessment preparations

Students to research the use of different arithmetic operators used in Python programming.

Homework 5 - week 9

Review:

Students describe the term syntax error and give 3 examples of how a syntax error can occur within Python programming when using input and output statements.

Challenge - can you describe the use of logic errors within Python programming.

Flipped Learning:

Students to research the terms abstraction and decomposition and their use within programming.

Homework 6 - week 11

Review:

Students to record the following key Python programming terminology:

- Variable and constant.
- 5 data types.
- Arithmetic operators.

Flipped Learning:

Students to research when Python code is not read in sequence.

Look at the use of selection within programming and the use of if / else statements.

Year 7 Ethics Autumn Term Knowledge Organiser. Rites of Passage

Tips for learning spellings

Use a chart like this:

Copy it	Copy it	Recall it
------------	------------	--------------

What What What

After you have copied the word twice, fold the paper over so you cannot see what you have written and have a go at writing the word unaided. You should be able to recall the spelling without looking.

Another classic technique is known as **Look, Cover, Write and Check**.

So, you **look** at the word...

Cover the word...

Write the word...

And finally **check** it.

Right or rite?

right means "correct, or appropriate".

rite is a ceremonial act.

Spellings 1

Spellings 2

baptism

funeral

Bar Mitzvah

Jew

Bat Mitzvah

Judaism

burial

marriage

celebration

Muslim

ceremony

relationship

christening

right

festival

rite

Examples Rites of Passage

- Birth
- Coming of age
- Marriage
- Death



Bat Mitzvah and Bar Mitzvah



According to Jewish law, when a Jewish boy is 13 years old, he becomes accountable for his actions and becomes a **bar mitzvah**. A girl becomes a **bat mitzvah** at the age of 12.

Bar = son. Bat = daughter. Mitzvah = commandment.

Quizlet

PCSA Ethics Yr7 Rites of Passage Spellings

Go to Year 7 Ethics **Google Classroom** for more information.

Use Quizlet on the internet – type **PCSA Ethics Yr7 Rites of Passage Spellings 1** and **PCSA Ethics Yr7 Rites of Passage Spellings 2**

It has different games to help you learn the spelling and meaning

ETHICS - HOME LEARNING

Flipped Learning: What is the Eucharist?

Use these notes to help you answer the Cornell Note questions on the next page. This will help you to be prepared for the lesson on the Eucharist

*For more information research The Eucharist on **BBC Bitesize**.*

The Eucharist, also called Holy Communion of the Lord's Supper, is **the practice of eating bread and drinking wine to commemorate the body broken and blood spilled during Jesus Christ's crucifixion.**

Not all Christians take part in this sacrament.

Belief 1 - Catholics believe that the bread and the wine become the actual flesh and blood of Jesus Christ. This belief is known as **transubstantiation**.

Belief 2 - Some Christians believe that the Holy Communion is a re-enactment or commemoration of the Last Supper. The bread and wine are seen as symbolic of Jesus' death.

Belief 3 - Baptists believe the bread and wine are symbols that can be used to bring people together as a community. They use non-alcoholic wine and the bread is offered from person to person.

Belief 4 - Orthodox Christians believe that Jesus is mystically present in the bread and wine.



Cue / Revision

Give two other names for the Eucharist

What do people eat and drink during the Eucharist

Which type of Christian uses no-alcoholic wine in the Eucharist?

What is the word that means the belief that the bread and wine become the actual flesh and blood of Jesus?

Summarise the Eucharist in one sentence.

Cornell Notes: Eucharist

Notes

Summary

Brain Dump



Creation Story 1:

Creation Story 2:

Topic: Who cares how the world began?

Instruction: Write down any information and words related to two of the creation stories you have learnt about so far.

“Every time I recall some learned information from my memory it changes the original memory to make it stronger!”

les nombres - numbers

1	un	17	dix-sept
2	deux	18	dix-huit
3	trois	19	dix-neuf
4	quatre	20	vingt
5	cing	21	vingt-et-un
6	six	22	vingt-deux
7	sept	23	vingt-trois
8	huit	24	vingt-quatre
9	neuf	25	vingt-cinq
10	dix	26	vingt-six
11	onze	27	vingt-sept
12	douze	28	vingt-huit
13	treize	29	vingt-neuf
14	quatorze	30	trente
15	quinze	31	trente-et-un
16	seize		

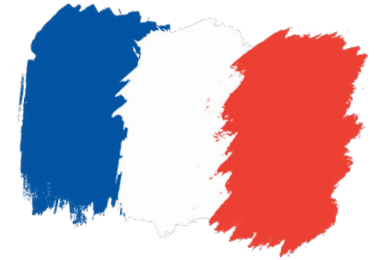
les nombres - multiples of 10

30	trente	80	quatre-vingts
40	quarante	90	quatre-vingts-dix
50	cinquante	100	cent
60	soixante	200	deux cents
70	cinquante-dix	1000	mille

YEAR 7 FRENCH CYCLE 2

les jours – days of the week

lundi	- Monday
mardi	- Tuesday
mercredi	- Wednesday
jeudi	- Thursday
vendredi	- Friday
samedi	- Saturday
dimanche	- Sunday



The school day

la récréation	break	avec mes amis	with my friends
la pause déjeuner	lunch break	au foot	football
je joue	I play	au ping-pong	table tennis
je parle	I speak	du poisson et frite	some fish and chips
je mange	I eat	du croissant	some croissant
je traîne	I hang out		

l'uniforme scolaire – the school uniform

je porte	I wear
il faut porter	you have to wear
un pantalon	trousers
un pull	jumper
une veste	blazer
une cravate	tie
une chemise	shirt
une jupe	skirt
des chaussures	shoes
des collants	tights

The school site

il y a....	- there is/there are...
il n'y a pas de...	- there isn't a...
un terrain	- a field
un gymnase	- a gym
un bâtiment	- a building
un bâtiment de maths	- a maths building
une bibliothèque	- a library
une salle de sport	- a sports hall
une salle de musique	- a music room
une salle de classe	- a classroom
une cantine	- a canteen
la pastorale	- Head of House office/ pastoral office



YEAR 7 FRENCH CYCLE 2

Past tense phrases

hier	yesterday
le weekend dernier	last weekend
j'ai étudié	I studied
j'ai joué	I played
j'ai mangé	I ate
j'ai parlé	I spoke
j'ai traîné	I hung out
j'ai bu	I drank
j'ai fait	I did
c'était	it was



Les couleurs- colours

rouge	red
bleu	blue
jaune	yellow
vert	green
orange	orange
violet	purple
noir	black
blanc	white
gris	grey
marron	brown

Future tense phrases

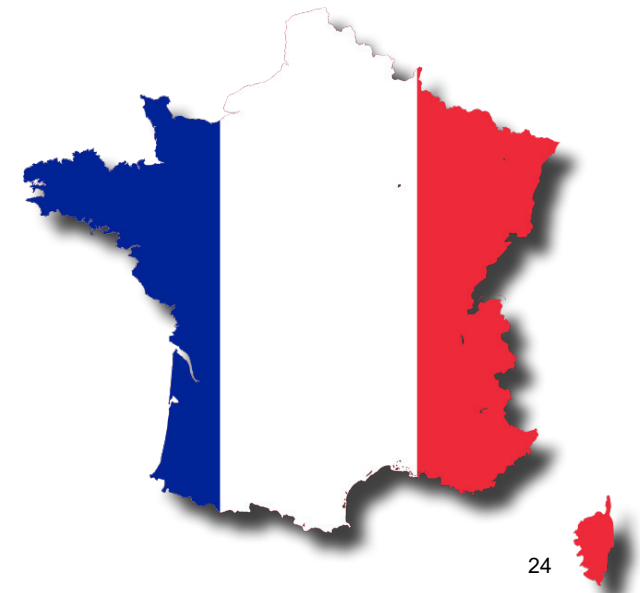
le weekend prochain	next weekend
je vais	I am going
il va/elle va	he/she is going
on va	we are going
manger	to eat
jouer	to play
traîner	to hang out
étudier	to study
faire	to do
ce sera	it will be

LINGUASCOPE

Login Details:

Go to:
www.linguascope.com
 Username: paigntonac
 Password: Let5learn

LINGUASCOPE



FRENCH - HOME LEARNING

Week 1 - Numbers 11-20	Retrieval
Un =	le français =
Deux =	maths =
Trois =	science =
Quatre =	
Cinq =	
Six =	
Sept =	
Huit =	
Neuf =	
Dix =	
Week 2 - Numbers 1-10	Retrieval
Onze =	I like French =
Quinze =	I love maths =
Treize =	I don't like science =
Dix-sept =	
Vingt =	
Seize =	
Dix-huit =	
Quatorze =	
Dix-neuf =	
Douze =	
Week 3 - Multiples of 10	Retrieval - List numbers 1-10 in French
Cinquante =	1
Quarante =	2
Soixante-dix =	3
Soixante =	4
Quatre-vingts =	5
Trente =	6
Cent =	7
Quatre-vingts-dix =	8
Deux cents =	9
Mille =	10

FRENCH - HOME LEARNING

Week 4 - Days of the Week	Flipped Learning
jeudi -	On Tuesday I play rugby =
lundi -	On Wednesday I play netball =
dimanche -	
mercredi -	
vendredi -	
mardi -	
samedi -	
Week 5 - The School Day	Flipped Learning
La récréation =	Yesterday I studied French =
La pause déjeuner =	
Je joue =	
Je parle =	
Je mange =	It was super =
Je traîne =	
Avec mes amis =	
Au foot =	
Au ping-pong =	
Du poisson et frites =	
Du croissant =	

FRENCH - HOME LEARNING

Week 6 - Past Tense Phrases	Flipped Learning
<p>Hier =</p> <p>Le weekend dernier =</p> <p>J'ai étudié =</p> <p>J'ai joué =</p> <p>J'ai mangé =</p> <p>J'ai parlé =</p> <p>J'ai traîné =</p> <p>J'ai bu =</p> <p>J'ai fait =</p> <p>C'était =</p>	<p>I wear a blazer and trousers =</p>
Week 7 - L'uniforme scolaire	Flipped Learning
<p>Je porte =</p> <p>Il faut porter =</p> <p>un pantalon =</p> <p>Un pull =</p> <p>Une veste =</p> <p>Une cravate =</p> <p>Une chemise =</p> <p>Une jupe =</p> <p>Des chaussures =</p> <p>Des collants =</p>	<p>I wear a blue blazer=</p> <p>I wear a black skirt=</p>
Week 8 - Les couleurs	Flipped Learning
<p>Rouge =</p> <p>Bleu =</p> <p>Jaune =</p> <p>Vert =</p> <p>Orange =</p> <p>Violet =</p> <p>Noir =</p> <p>Blanc =</p> <p>Gris =</p> <p>Marron =</p>	<p>There is a canteen =</p> <p>There is a library =</p>

FRENCH - HOME LEARNING

Week 9 -The School Site	Flipped Learning
<p>Il y a =</p> <p>Il n'y a pas de =</p> <p>Un terrain =</p> <p>Un gymnase =</p> <p>Un bâtiment =</p> <p>Un bâtiment de maths =</p> <p>une bibliothèque =</p> <p>Une salle de sport =</p> <p>Une salle de musique =</p> <p>Une salle de classe =</p> <p>Une cantine =</p> <p>La pastorale =</p>	<p>Next weekend I am going to study =</p> <p>Next weekend I am going to hang out with my friends =</p>
Week 10 - Future Tense Phrases	Retrieval
<p>Le weekend prochain =</p> <p>Je vais =</p> <p>Il va/elle va =</p> <p>On va =</p> <p>Manger =</p> <p>Jouer =</p> <p>Traîner =</p> <p>Étudier =</p> <p>Faire =</p> <p>Ce sera =</p>	<p>Yesterday I studied French =</p> <p>Next weekend I am going to do my homework =</p>

Key terms

Weather describes **conditions** in the **atmosphere** at any time or short period of time. **Weather can change** suddenly.

The **climate** is the **average** weather conditions which are measured over a **long period of time** (e.g. a year) or over a large geographical area (e.g. a whole country).

Climate change is the **long-term change** in temperature and weather patterns. This change can be the result of **natural causes** such as the sun's activity or **human activity** such as the burning of fossil fuels.

Forecasting the weather

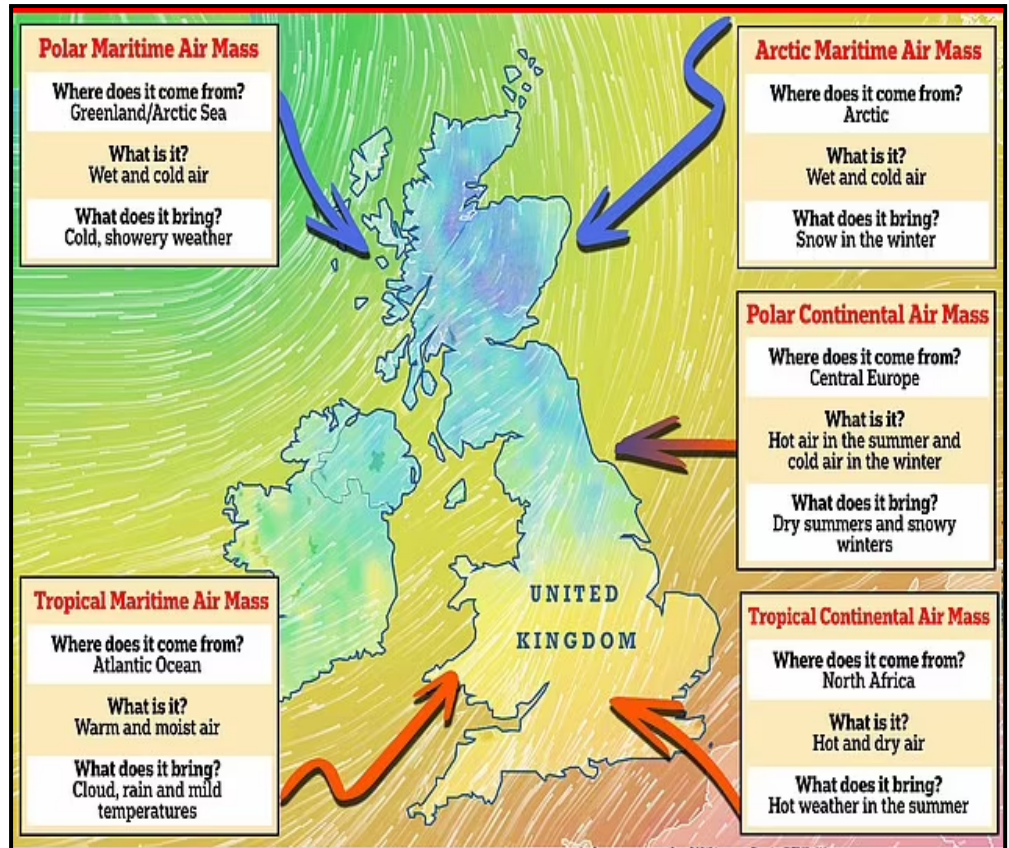


Weather forecasts include information about:

- Precipitation
- Wind direction
- Air pressure
- Temperature
- Cloud cover

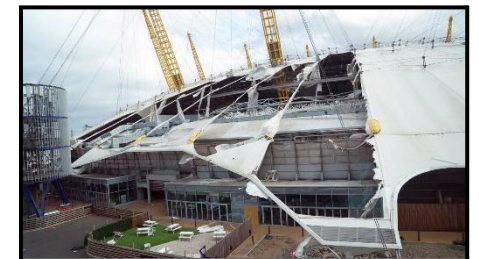


Air masses



Storm Eunice

- Strongest winds ever to affect the UK = 122 miles per hour (Red weather warning).
- 400 flights from and within UK cancelled.
- Roof of O2 Arena blown off.
3 people died.



Geography: Year 7 Module 3: The World Beyond Our Land

Africa

There are 54 countries in Africa.

Covers an area of 30.2 million km².

Equator cuts this continent into two halves.

Algeria is the largest country in Africa covering 2.382 million km².

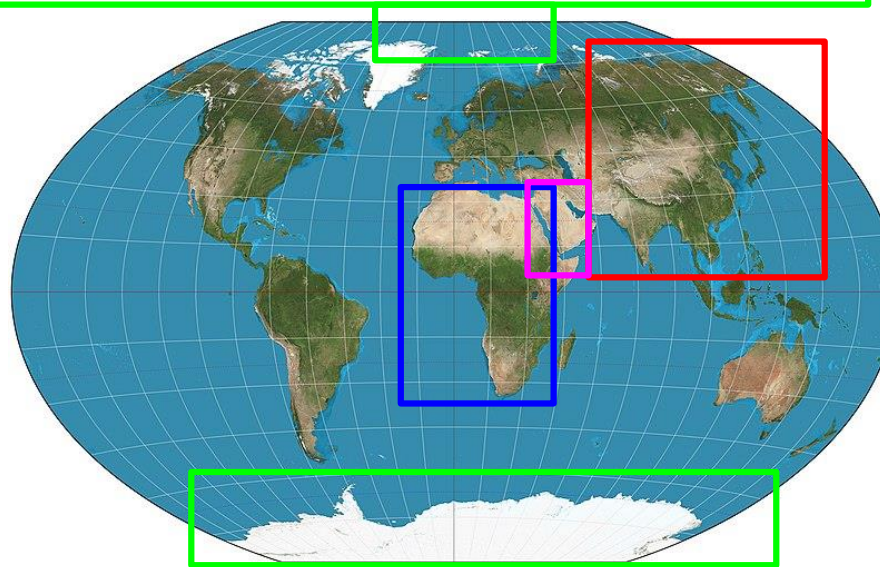
Nigeria is the most populated country in Africa with over 200 million people.



The Poles

Arctic (North Pole) and the Antarctic (South Pole) are very cold because they get very little direct sunlight.

The Arctic is an ocean surrounded by land.
The Antarctic is land surrounded by ocean.



Asia

The largest continent.

Almost all is north of the equator.

Covers an area of about 49.7 million km² (about 30% of the Earth's total land area).

Largest country in terms of area is **Russia**, with more than 17 million km², of which 13 million km² (77%) are in Asia.

Middle East

There are 18 countries in the

Arabs form the largest ethnic



GEOGRAPHY HOME LEARNING

Module 2: What controls our weather	Due Date: 22/01/2024
3 things you remember.	<ul style="list-style-type: none"> • • •
Have you noticed any connections to other Geography lessons or other subject areas?	
How can I apply what I have learnt to my life?	
A question to ask my teacher:	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is:</p> <p>Climate change</p> <p>Example questions to consider:</p> <ol style="list-style-type: none"> 1. State 2 effects of climate change on people (social effects). 2. State 2 effects of climate change on the environment (environmental effects). 	<p>Notes:</p> <div style="height: 300px;"></div>

GEOGRAPHY HOME LEARNING

Module 2: What controls our weather	Due Date: 05/02/2024
3 things you remember.	<ul style="list-style-type: none">
Have you noticed any connections to other Geography lessons or other subject areas?	
How can I apply what I have learnt to my life?	
A question to ask my teacher:	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is:</p> <p>UK weather</p> <p>Example questions to consider:</p> <ol style="list-style-type: none"> 1. What is the difference between frontal and convectional rainfall? 2. What is the difference between continental and maritime air masses? 	<p>Notes:</p> <div style="height: 300px;"></div>

GEOGRAPHY HOME LEARNING

Module 2: What controls our weather	Due Date: 26/02/2024
3 things you remember.	<ul style="list-style-type: none"> • • •
Have you noticed any connections to other Geography lessons or other subject areas?	
How can I apply what I have learnt to my life?	
A question to ask my teacher:	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is:</p> <p>UK extreme weather</p> <p>Example questions to consider:</p> <ol style="list-style-type: none"> 1. What was Storm Eunice, when did it occur and what damage did it cause? 2. How long did the 2022 heat wave last and what were its effects? 	<p>Notes:</p>

GEOGRAPHY HOME LEARNING

Module 3: World beyond our land	Due Date: 11/03/2024
3 things you remember.	<ul style="list-style-type: none"> • • •
Have you noticed any connections to other Geography lessons or other subject areas?	
How can I apply what I have learnt to my life?	
A question to ask my teacher:	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is:</p> <p>Africa</p> <p>Example questions to consider:</p> <ol style="list-style-type: none"> 1. How many countries are there in Africa? 2. Write 3 facts about a chosen African country and draw its flag. 	<p>Notes:</p> <div style="height: 300px;"></div>

GEOGRAPHY HOME LEARNING

Module 2: World beyond our land	Due Date: 25/03/2024
3 things you remember.	<ul style="list-style-type: none"> • • •
Have you noticed any connections to other Geography lessons or other subject areas?	
How can I apply what I have learnt to my life?	
A question to ask my teacher:	
<p>Flipped learning: Minimum 10 minutes independent research on a future area of study.</p> <p>Topic for study is:</p> <p>Middle East</p> <p>Example questions to consider:</p> <ol style="list-style-type: none"> 1. Describe the location of the Middle East. 2. What countries are in the Middle East? 3. State a famous fact about Dubai. 	<p>Notes:</p> <div style="height: 300px;"></div>

History Topic 4: Why was the Black Death so deadly?

1315-1317	1346	1347	June 1348	1349	1351	1361	1381
Great Famine killed 10-25% of population	Y.Pestis (Black Death) starts in Mongolia.	Siege of Caffa: 1st use of biological warfare	Black Death arrives in Dorset.	Guy de Chauliac recognises two types of plague.	Statute of Labourers introduced	Black Death returns, killing 20% of England.	Peasants Revolt.

Key Word	Definition
pandemic	A disease that affects lots of countries
miasma	Theory that disease was caused by a poisonous cloud of 'bad air'.
Flagellants	A religious sect that punished themselves for sins by whipping their bodies
Bubonic plague.	Most common type. Spread by fleas. Caused onion shaped swellings in groin, neck and armpits.
Pneumonic plague	More deadly and spread by coming into contact with the victims breath (coughing) or blood

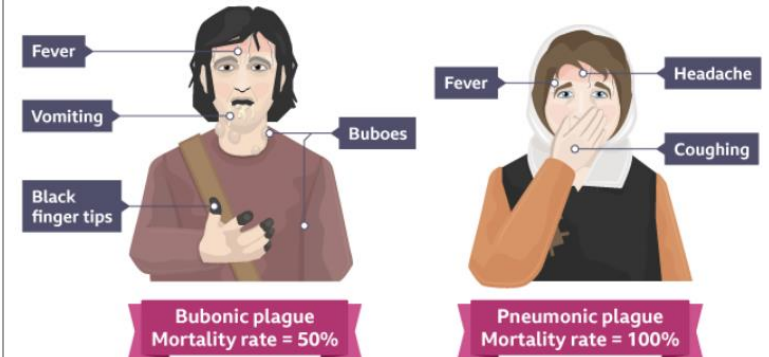
Ideas about causes

1. Miasma: Theory that bad air spread disease.
2. Medieval doctors believed that illnesses, including the Black Death, were caused by an imbalance in the four humours. These were black bile, yellow bile, phlegm and blood.
3. People were very religious and thought the disease could be a punishment from God.
4. Actually caused by a bacteria called Yersinia Pestis that lived in the gut of a flea, who would bite humans spreading the plague.

Attempts at curing the Black Death

1. Miasma theory led people to carry herbs or flower petals, so they could avoid the smell of the streets
2. Doctors would try to balance the four humours, so bloodletting was a common treatment.
3. Flagellants whipped themselves, believing this would show God they were punishing themselves for their sins. Others would pray.
4. Strangers were not allowed to enter a village.
5. Local authorities stopped cleaning the streets because they believed the smells from the waste would drive away any bad air.

Symptoms








Impact

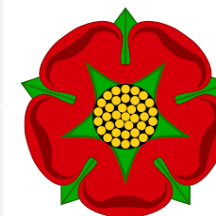
1. 1/3 of population of England died. (2 million)
2. With fewer workers, those that survived could demand to be paid more, which partly led to the Peasants' Revolt in 1381.
3. Increased wages led to more people spending money on schooling for their children meaning more people could read and write.
4. Food prices increased as land was unploughed and animals died.
5. The plague returned to England every 10-20 years and people continued to use similar responses

History Topic 5: What was life like after the Black Death?

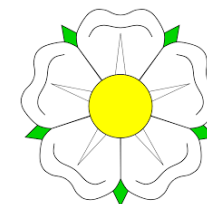
1455	Dec 1460	March 1461	May 1471	1483	1483	1485
First battle in Wars of the Roses: Battle of St Albans. Henry VI goes into hiding.	Battle of Wakefield. Edward IV crowned. England has 2 kings!	Battle of Towton. Edward IV wins. 28,000 killed. Henry VI flees to Scotland	Battle of Tewkesbury. Edward IV wins. Henry VI dies mysteriously when Edward arrives in London.	Richard III crowned King after his brother Edward IV's death.	Disappearance of the Richard III nephews from the Tower of London	Battle of Bosworth. Henry Tudor wins.

	POLITICAL IMPACT	<ul style="list-style-type: none"> Frustrated with taxes, unfair rules, and being ignored, the peasants rebelled in 1381. Richard II stopped the rebellion. There were fewer noble (rich) families, so there were power struggles between nobles over who should be King.. This led to the Wars of the Roses.
	ECONOMIC IMPACT	<ul style="list-style-type: none"> Price of food fell as there were fewer peasants to buy it. Peasants could demand higher wages or move to a different Lord. However, the Statute of Labourers in 1351 banned labourers from demanding higher wages.
	CULTURAL IMPACT	<ul style="list-style-type: none"> Lots of art work focussed on death. The Grim Reaper appears for the first time. More books were written in English language rather than Latin or French.
	RELIGIOUS IMPACT	<ul style="list-style-type: none"> 45% of priests died. Building work stopped on Exeter Cathedral. Towards the end of the 14th century, a group called the Lollards started to challenge Roman Catholic teachings. They wanted ordinary people to be able read the Bible in English
	MEDICAL IMPACT	<ul style="list-style-type: none"> Guy de Chauliac recognised that there were two types of plague. 1349 Edward III wrote to the Mayor of London telling him to have the streets properly cleaned There were new ideas about quarantining people who were ill.

Wars of the Roses 1455-1485



House of Lancaster



House of York



House of Tudor

HISTORY - HOME LEARNING

Homework 1

Review:

Students to review Thomas Beckett and his murder. Considering the reasons for the murder and the consequences of it.

Flipped Learning:

Life in Medieval towns. Students to research Medieval towns, considering buildings that were present and their importance to society.

Homework 2

Review:

Students to review Medieval Medicine, consider the 4 Humours and treatments derived from it.

Flipped Learning - Assessment Preparations:

Students to brain dump their knowledge about the Black Death and treating medicine in the Medieval period.

Homework 3

Review:

Students to review the events of the Peasants' Revolt, considering causation and consequences.

Flipped Learning - Medieval law & Order:

Students to research Medieval Punishments in Britain and link them to typical crimes of the time period.

Homework 4

Review:

Students to review the events of the Peasants' Revolt, considering causation and consequences.

Flipped Learning - Assessment Preparations:

Students to prepare for their assessment by creating a self quiz about life after the Black Death.

Homework 5

Review:

Students to review the Princes in the Tower topic and gather evidence to support or defend Richard III.

Flipped Learning - Tudors:

Students to create a family tree about the Tudors to prepare them for the topic.

Art

WISH YOU WERE HERE!

Fertile Questions

- How does Art impact our past, present and future?
- What is colour theory?

Key Words

Tone - the lightness or darkness of an area.

Colour Theory - creative way in which artists mix, match and blend a wide range of colours.

Formal Elements:

tone colour
shape composition
texture



Becky Bettesworth

Quotes

"If heaven gives me ten more years, or an extension of even five years, I shall surely become a true artist."

Katsushika Hokusai

"I paint things what used to be."

Alfred Wallis

Artist Information

Kurt Jackson - 1961 to present

- Jackson creates textured paintings of the landscape.
- An area he particularly likes is Cornwall.

Katsushika Hokusai - 1760 to 1849

- Japanese artist Hokusai creates woodcut prints.
- He created probably the famous wave picture of all time.

Alfred Wallis - 1855 to 1942

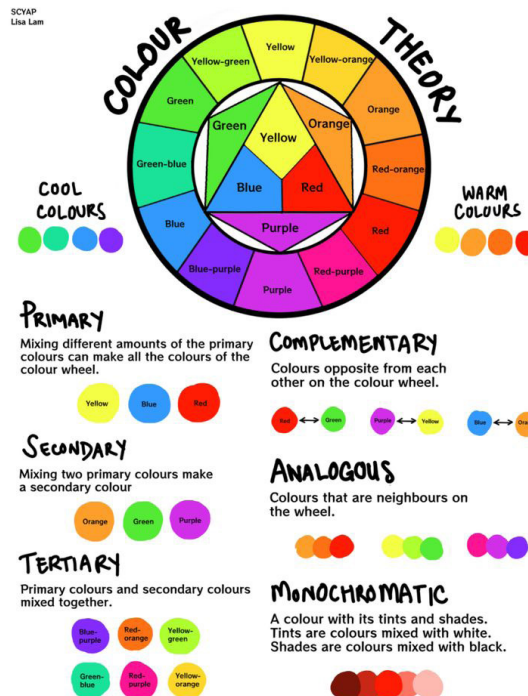
- Wallis turned to painting after retiring in 1922.
- He was unaware of perspective and put things in order of importance in his paintings.

Becky Bettesworth - 1974 to present

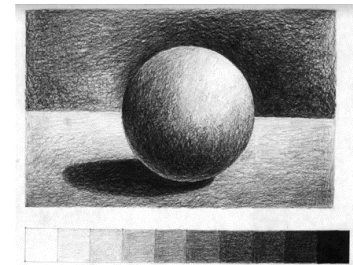
- Bettesworth is a local graphic design artist who lives in Torquay!
- She creates digital imagery of local places inspired by 1920s railway posters.

Practical Knowledge

Colour Theory:



Tone:



Blending



Sponging



Scrapping

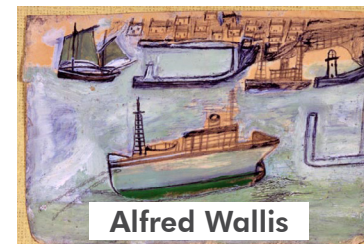


Stenciling



Top Tips

- Practise drawing from observation.
- Take a look around Paignton; what historical or modern developments can you find?
- Try a range of materials and techniques.
- Experiment with tone and colour.



Alfred Wallis



Kurt Jackson



Katsushika Hokusai

Home Learning 1 Week 2

Retrieval: Create a 'Brain Dump' with all of the information you can remember about colour theory.

Bonus praise points if you can describe how the artists below use colour.

Katsushika Hokusai



Top tip:
Kurt Jackson
make it
visual



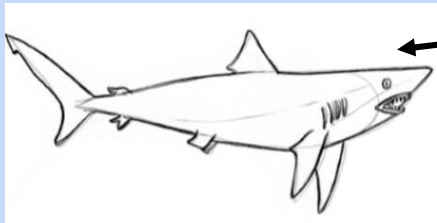
Home learning 2 Week 5

Retrieval:

Write 5 questions for yourself about tone, see if you can answer them with a drawing for each answer.

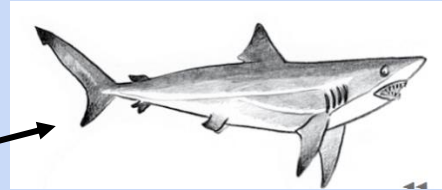
Flipped learning- talking about the different artists work

Example:



Less realistic

More realistic with tone



Home Learning 3- Week 10

Retrieval:

Describe, using full sentences, the textures you can create using the 4 different paint techniques. Explain where you could use these textures in your work.

For an extra challenge try and describe how the texture makes you feel, or the mood it creates.

Flipped Learning - you will be creating your backgrounds next lesson





Greek Theatre

GREEK THEATRE

Around 500BC

Performed in an amphitheatre.

Protagonist - main character in a drama.

Antagonist - contends with or opposes the main character.

Chorus - the function of the chorus is to connect the audience and reflect the feelings of those watching as well as the context for the plot.



The 'Orchestra Space' was the 'dancing space'. It was a level space where the chorus would dance, sing and interact with the actors who were on the stage near the skene.

Devices

Still Image Choral Movement
Choral Speech Physical Theatre
Repetition Masks



Key Words

Chorus Convention Greek Theatre
Script Pitch Stage Directions
Volume Gesture Exaggeration

Commedia Dell'Arte

COMMEDIA DELL'ARTE was an early form of professional theatre, originating from Italy, that was popular in Europe from the 16th to the 18th century

It is an improvised kind of popular comedy based on stock characters

Actors adapted their comic dialogue and action according to a few basic plots

Key Words

Ensemble Lazzi Slapstick
Stock Characters Mime Exaggeration
Spontaneous Improvisation

Melodrama

MELODRAMA AROUND 1880

Proscenium Arch Stage

Victorian Theatre

Stock Characters:

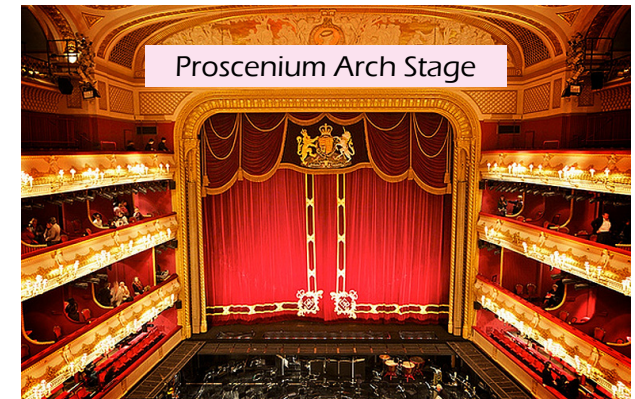
- the hero
- the damsel in distress
- the villain



The story is usually about a good but not very clever hero, deceived by the villain, who only has eyes for the damsel in distress until fate intervenes and good overcomes evil for a happy ending.

Melodrama is a style of theatre created in the late 1800s (also referred to as Victorian Era). It was a form of comedy for Victorian audiences.

Music used to underscore the acting.



Proscenium Arch Stage

- Exaggerated Acting and Characterisation
- Humour and Comedy
- Slapstick



Elizabethan Theatre

Themes

Ambition
Supernatural
Fate
Chance
Femininity vs Masculinity

Guilt
Power
Choice



SHAKESPEARE

Around 1599

William Shakespeare 1564 -1616

Plays: tragedies, comedies and histories. Dramatic story lines.

Tragedies	Comedies	Histories
Romeo & Juliet	Twelfth Night	Richard III
MacBeth	Midsummer Night's Dream	Antony & Cleopatra
Hamlet	The Tempest	

Aside - a one or two line comment spoken directly to the audience.

Soliloquy - a solo speech spoken to reveal a character's inner feelings or insights.

Iambic Pentameter - imitating everyday speech in verse.

Physical Skills

Gesture
Movement
Levels
Eye Contact

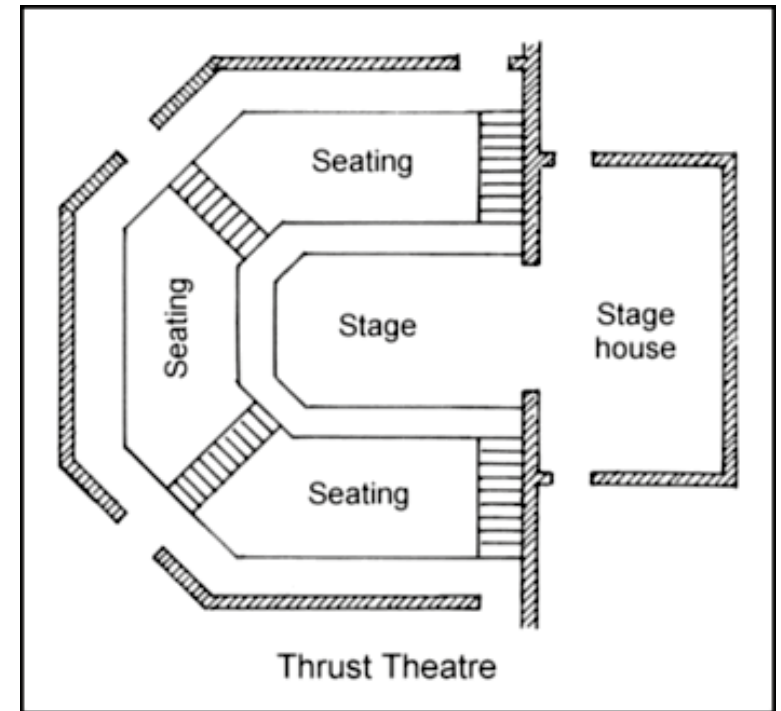
Facial Expressions
Posture
Space
Gait



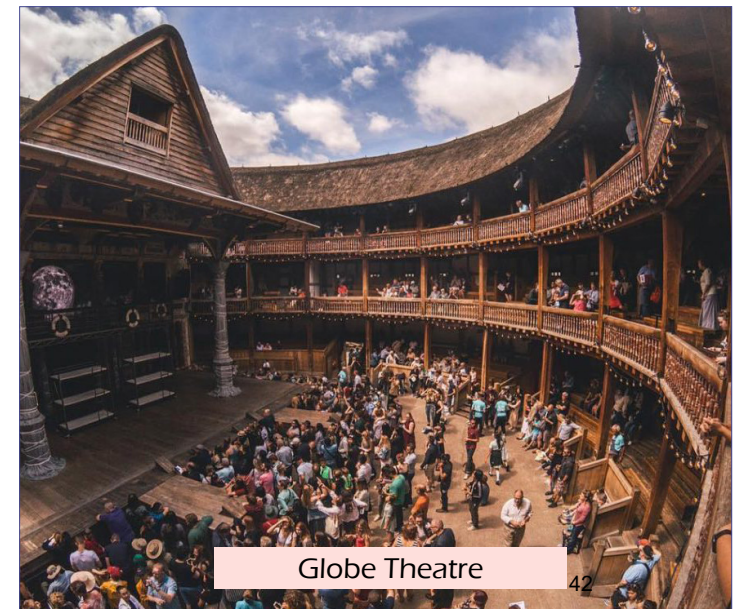
Vocal Skills

Pitch
Pause
Pace
Emphasis

Tone
Volume
Accent
Projection



THRUST STAGE - a 'Thrust Stage' extends into the audience on three sides.



Globe Theatre

DRAMA - HOME LEARNING

Homework 1 - week 1

Retrieval:

Make a poster for all the Theatrical Skills : Vocal and Physicals for a wall display make it exciting to look at with images as well as words.

Flipped Learning:

Watch the video on the link below <https://slideplayer.com/slide/13013079/>

Revision:

Create flashcards for drama devices.

Homework 2 - week 4

Retrieval:

Greek Google quiz.

Flipped Learning:

Students research Commedia dell'Arte ready to share in the next lesson

Revision:

Create flashcards for:

- Amphitheatre
- Ensemble
- Protagonist
- Antagonist
- Greek Chorus

Homework 3 - week 7

Retrieval:

Elizabethan Google quiz.

Flipped Learning:

Research Victoria Theatre and Melodrama, What are the key characteristics?

Revision:

Create flashcards for each of the stock characters from Commedia dell'arte.

Homework 4 - week 10

Retrieval:

History of Theatre Google Quiz.

Flipped Learning:

Watch the video clip and describe, using the Bubble Map, how the main actor uses physical and vocal skills to portray their character.

Revision:

Create flashcards for Elizabethan theatre.

MUSIC

Instruments Of The Orchestra

Students learn about the sound production and timbres of different orchestral instruments.

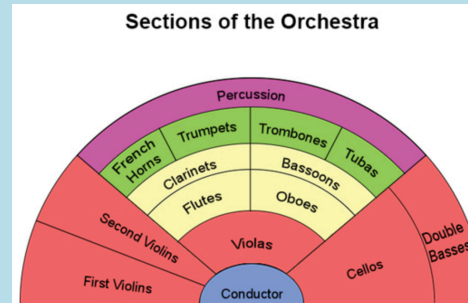


Students are introduced to the modern symphony orchestra and learn about its layout, grouping and the instruments which belong to each section including their individual and characteristic timbre

Students develop understanding about orchestral instruments and families/sections of orchestral instruments.

Students play a class orchestra piece to gain and understanding of what it's like to perform as part of a larger group (using orchestral sounds on a keyboard or ICT)

Students are introduced to formal notation: pitch and note values



KEY WORDS:

Strings
Woodwind
Brass
Percussion
Tuned percussion
Untuned percussion
Orchestra
Ensemble
Section/family
Conductor
pitch
Timbre
Sonority
Arco
Pizzicato
Bow
Fanfare
Harmonic series
Minim
Crotchet
Semibreve
Quaver
Stave

AIM OF THE UNIT

Learn about the symphony orchestra – its layout and structure

Develop understanding of musical instruments and how they're played, the families, sections, different sound production methods and characteristic timbres

Perform on orchestral instruments as part of a class orchestra (ICT)

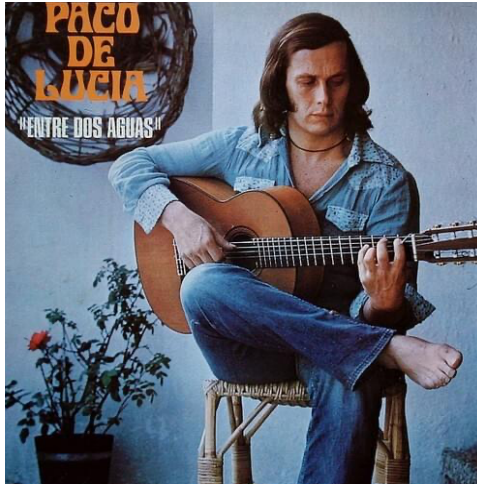
Develop awareness of performing as a large group

Understand how individual parts combine and affect the music as a whole



Ukulele & Guitar

Students will explore chord shapes and harmonic accompaniment

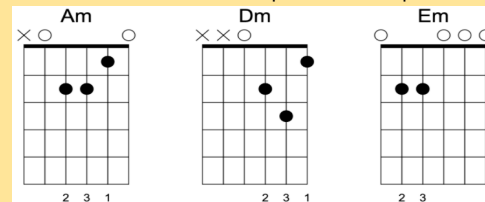


Students learn about the important and function of harmonic accompaniment and learn how to play the Ukulele and/ or Guitar. They will learn to play the chords (Am, C, F, Dm and G) on Ukulele using the correct techniques and/ or the chords (A, C and G) on Guitar.

They will also learn how to read and play music from tablature.

Student's develop techniques for changing between different chord shapes and following chord charts and a lead sheet.

Students learn the different parts of a guitar and ukulele. They learn to hold the instruments with the correct posture and to create chord shapes for simple songs.



KEY WORDS:

Headstock- The top of the guitar/ ukulele

Strings- Nylon or steel

Bridge- The raised bar which the strings sit on

Sound hole- Where the sound resonates from

Fretboard- Where you make you chord shapes

Frets- The metal bars which tell you where to put your fingers

Tuning pegs- The pegs you twist to tune the instrument

Chord Charts- Chordal notation for guitar/ ukulele

Tablature- Melodic notation for guitar/ ukulele

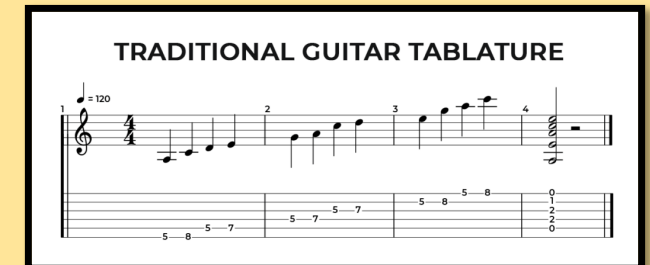
Lead Sheet- Lyrics with chords written above or below

Posture- How to correctly hold your instrument



AIM OF THE UNIT

- Understand the role and function of accompaniment
- Be able to form basic chord shapes on guitar/ ukulele
- Be able to follow a chord chart
- Be able to follow a lead sheet
- Recognise and understand tablature



MUSIC - HOME LEARNING

Spring Term 2: How does material and size affect the quality of a sound?

What techniques develop basic skills on the ukulele?

<p>Homework 1: How does material and size affect the quality of a sound?</p>	<p>Retrieval: What are the four families of orchestral instruments? Listen to this extract of music. What family do these instruments belong to? What is the name of the solo instrument? https://www.youtube.com/watch?v=0GWPVUp5_k&list=RD0GWPVUp5_k&start_radio=1</p> <p>Flipped Learning: Describe 2 different ways for playing a ukulele</p> <p>Revision: Flashcards- Strings, Woodwind, Brass, Percussion</p>
<p>Homework 2: How does material and size affect the quality of a sound?</p>	<p>Retrieval: Watch this video. What 2 families of instruments can you see/ hear in the opening passage? https://www.youtube.com/watch?v=U6rVumk504Q7</p> <p>Flipped learning: Research Task: Can you name a famous guitarist or ukulele player?</p> <p>Revision: Flashcards- Conductor Violin, Viola, Cello, D. Bass</p>
<p>Homework 3: What techniques develop basic skills on the ukulele?</p>	<p>Retrieval: Watch the video https://www.youtube.com/watch?v=46qjDJ0lLdE</p> <p>What is unusual about this guitar?</p> <p>Flipped learning: When someone plays ukulele and sings. Which part is the melody and which part is the accompaniment?</p>
<p>Homework 4: What techniques develop basic skills on the ukulele?</p>	<p>Retrieval: Watch the video https://www.youtube.com/watch?v=c309Of6Txl</p> <p>What is the musician using to create the different timbres with a guitar?</p> <p>Flipped learning: Research the following effects for guitar: Chorus, Delay. How do they alter the sound?</p>

PE Knowledge Bank - Year 7 - Spring Term

Is failing to prepare, preparing to fail?

Organisation of Kit



Important for ensuring that you have all of the necessary safety equipment to perform your sport safely and to complete any planned training activities properly

Tactics



Important when planning to compete in certain scenarios or against specific opponents in order to combat opponent's strengths

Taking Responsibility



Important when you have made a mistake in order to learn and improve, and also when demonstrating leadership to inspire and encourage your teammates during competitive environments

Physical and Mental Preparation



Important for ensuring that you are physically ready for the demands of the activity you are undertaking by completing a suitable warm up and that you are mentally motivated to compete

Determination



Important for being successful, particularly during testing times. Also helps to maintain focus and helps when working towards sporting goals

Key Knowledge

What am I going to learn about?

Team Sports

Motor Competency -
Passing, Control,
Dribbling, footwork

Rules, Tactics and Strategies - Game related rules and tactics. Attacking, Defending, Finding space



Individual Sports

Motor competency -
Body control,
teamwork, support,
encouragement.

Rules, knowledge and strategies -
Health and safety,
How to perform
safely

Healthy participation - How to lead Healthy lifestyles, muscular strength, flexibility



PE - HOME LEARNING

Term 2: Is failing to prepare, preparing to fail?

Date Due: 15/04/2024	
3 things you remember from the last term about failing to prepare.	<ul style="list-style-type: none"> • • •
Have you noticed any connections to other PE lessons or other subject areas about failing to prepare?	
Why might failing to prepare have a negative impact on you in everyday life?	
If I could ask any sportsman/woman about a time when they failed to prepare, who would I ask and why?	
Flipped Learning: Minimum 10 minutes independent research on a future area of study. Topic for study is Ambition Example questions to consider: <ul style="list-style-type: none"> • What is meant by the term ambition? • Why is ambition important when preparing for an event/competition/match? • Can you name any teammates from our class or from your club that show good ambition and explain how they do it? 	



Careers Careers Careers



Library News...

There are two libraries at Paignton Academy, Mrs Barter is the librarian at Borough Road, and Mrs Deane is the librarian at Waterleat Road. Libraries can be places full of books where you have to be quiet all the time. At Paignton Academy we do things very differently! Whilst we do still want students to respect the Libraries and others that use it, we want to offer a great service to the whole Academy community. Library staff are members of the Careers Team and so can offer information and a relatively quiet place for students to research further and Higher Education opportunities and careers that you may wish to pursue in the future.

These are some of the services we offer:

- A daily Breakfast Club from 8.00am where we offer toast and squash - for free!
- We have thousands of books to suit all ages and abilities: from sports, to fantasy, to comedy, we have something for everyone.
- You can borrow board games and card games to play with your friends.
- Chromebooks can be borrowed that you can use to do your homework, do some research or just to enjoy.
- Various clubs are based in the Libraries that students can take part, for example, Chess Club and Cat Club.
- Special days where there are competitions and fun activities, for example, World Book Day.
- The chance to become a be a Student Assistant Librarian.
- The Libraries are a safe place if you need some 'me' time, or a place just to keep warm and unwind.
- Regular competitions to win prizes!

We also love a party, so look out for posters around the school with up to date information for when the next one is!

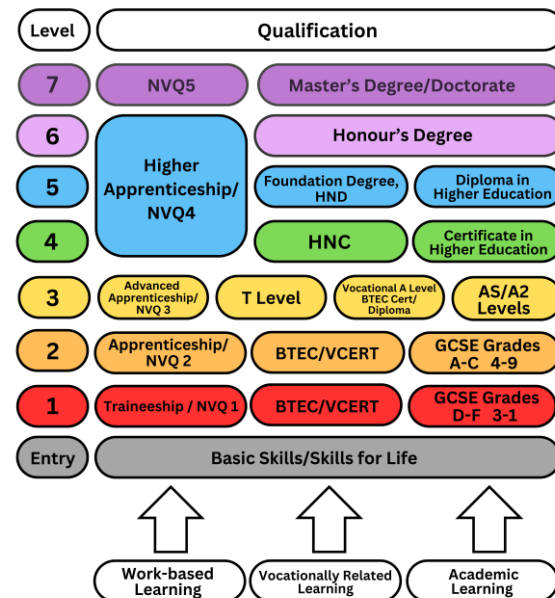
Getting to know me

*What type of personality are you?
Knowing who you are is a very important part of having a successful and satisfying career.
By knowing you, you will know where your strengths lie and this will help you match suitable employment and training options.
Why not use the following link and discover a little more about yourself?*

<https://icould.com/buzz-quiz/>



Types of qualifications (After Year 11) ...



Find out more by accessing the Careers Hub

The Careers Team are focussed on preparing our students for the challenges of the working world. We aim to do this by raising aspirations and building self-confidence. We are always available to speak to, via email and can arrange for one to one appointment. We offer regular drop in Careers sessions in the library at WRC on a Monday lunchtime and on a Tuesday lunchtime at BRC. We also offer extra drop in sessions at lunchtime covering topics such as securing an Apprenticeship, AI media workshop, Online/Interview skills, CV writing, job searching and applying for jobs. The Careers Hub is a dedicated careers information source simply click on the Careers Hub logo on the homepage of the Academy website to enter the site.

Please feel free to stop by the library or the Careers office at BRC and email us at:

careers@paigntonacademy.org

We look forward to hearing from you!





01752 512 280



Provides support for anyone under the age of 25
www.themix.org.uk | 0808 808 4994



Confidential support to people
experiencing difficulties
www.thecalmzone.net
0800 58 58 58
Everyday, 5pm-midnight



Free 24/7 call service for all ages
to talk about your issues
www.samaritans.org | 116 123



In School



Speak to your Tutor

Find a member of staff with an Orange Lanyard

Speak to any member of staff



Use the 'Safeguarding Concern Form'
on your school desktop page

Speak to your Head of House
or Pastoral Manager