Knowledge Bank

THINKING SCHOOLS ACADEMY TRUST

Summer Term 2024

Year 7

PAIGNTON ACADEMY

Name: _____ **Form:** _____

CONTENTS

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 Summer 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	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)	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	Pupils will learn agreed phrases with classroom teachers at home and also practice techniques such as flashcards to help them recall vocabulary. This will then be tested by the classroom teacher during the lesson through the form of a written vocab test.	Pupils will create flashcards or write down the phrases in a notebook. The retrieval will be tested in class.	Marked in class after the retrieval test.
Computer Science	20 minutes every fortnight.	Retrieval - pupils will recap key programming concepts and terminology. Flipped learning - looking at future programming topics and key content to be delivered in future lessons.	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.	Retrieval - pupils will recap Autumn term concepts and key terms. Flipped learning - looking at future topics and key content to be delivered in future lessons using Cornell Notes - with an information source.	Printed worksheet	Marked by teacher and praise points added
Drama	Drama	Every 3 weeks Retrieval: Students to complete activities based topics they have already learnt. Flipped Learning: Students to research new information for the next lessons and watch video examples	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.	Retrieval task - pupils to carry out homework sheet recapping prior learning. Flipped learning: pupils to research new information for forthcoming lessons.	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

ENGLISH

Key characters:

Zeus
Kronos
Rhea
Prometheus
Athena

Secondary characters:

Poseidon
Hera
Ares
Artemis
Apollo
Aphrodite
Demeter
Hermes
Hades
Hestia

Skills being developed:

Developing both sides of an argument
Using subordinating conjunctions
Writing topic sentences
Analysing writers' language
Identify similes and metaphors

Year 7 – Summer Term – Greek Mythology

Core plots:
- Zeus defeating his father, Kronos
- Prometheus betraying Zeus
- Zeus' punishment of Prometheus / Pandora's Jar
- Icarus

Key vocabulary:
•Myth
•Tyrant
•Morality
•Moral (adjective)
•Moral (noun)
•Immoral
•Treachery
•Blasphemous
•Retribute

Year 7 English homework: Flipped learning

Your new learning this term is Greek Myths.

To prepare you for this, you should:

Research 3 of Greek Olympian Gods of your choice.
You should be looking for:

- Their background
- What they are a God of
- What they represent
- What myths they are a part of

Once you have your core knowledge, you can present this as a poster, fact file or paragraphs.

MATHS

Year 7 knowledge bank

For Maths, all students use Sparx for homework. However, it also uses codes (see third column) which give help videos to supports the students at home.

For the topics we study in any lesson (column 2), 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.

Summer Term

Constructing, measuring, and using geometric notation **Understand and use letter and labelling conventions including those for geometric figures.** **Draw and measure line segments including geometric figures.** **Understand angles as a measure of turn.** **Measure angles up to 180°** **Draw angles up to 180°** **Identify perpendicular and parallel lines.** **Linked Sparx Clips** **:** **M780, M331, M541 M276, M565, M985, M165, M574**	**Developing geometric reasoning** **Understand and use the sum of angles at a point.** **Understand and use the sum of angles on a straight line.** **Know and apply the sum of angles in a triangle.** **Linked Sparx Clips:** **M163, M393, M351, M653, M606**	**Developing number sense** **Know & use mental addition & subtraction strategies for integers.** **Know & use mental multiplication & division strategies for integers.** **Know & use mental arithmetic strategies for fractions.** **Use factors to simplify calculations.** **Use estimation as a method for checking mental calculations.** **Use known number facts to derive other facts.** **Linked Sparx Clips:** **M429**
Sets and Probability Know & use the vocabulary of probability. Calculate the probability of a single event. Understand & use the probability scale. Know that the sum of probabilities of all possible outcomes is 1 **Linked Sparx Clips:** M829, M419, M834, M718	Prime numbers and proof Find & use multiples. Identify factors of numbers & expressions **Linked Sparx Clips:** **M322, M135, M698, M10, , M365, M829**	

Maths Homework

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.

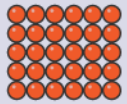
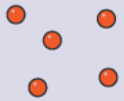
We will use Sparx for revision for termly tests and support at home (using the curriculum maps on the maths section of the website).

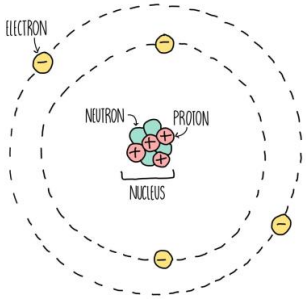
Homework is every week. We offer homework help once a week at lunch on a Tuesday. Students can, of course, talk to their teachers any time they like to ensure they complete homework to 100%.

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.

Year 7 Science Knowledge Bank - Summer Term (Physics)

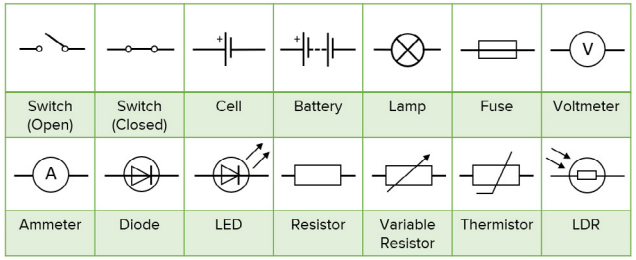
Particle model of matter and Atomic structure

State	Solid	Liquid	Gas
Closeness of particles	Very close	Close	Far apart
Arrangement of particles	Regular pattern	Randomly arranged	Randomly arranged
Movement of particles	Vibrate around a fixed position	Move around each other	Move quickly in all directions
Energy of particles	Low energy	Greater energy	Highest energy
2D diagram			



Circuits and diagrams

Circuit diagrams are used to show the different parts of the circuit, this is because its easier, circuit diagrams should be drawn with a pencil and a ruler and use the symbols below.



Current in a circuit

Current is the amount of **charge** flowing per second in a **wire**.

Resistance in a circuit

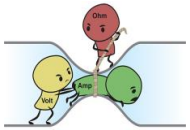
Resistance is a measure of how difficult it is for current to flow. Resistance is measured in units called **ohms (Ω).**

© www.science aid.co.uk

V, voltage
Measured in volts V
Is energy per unit of charge
1V = 1 joule/coulomb

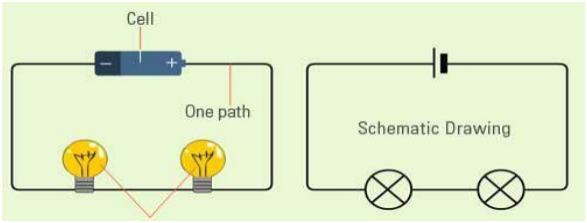
I, current
Measured in amps A
Is rate of flow of charge
1A = 1 coulomb/second

R, resistance
Measured in ohms Ω



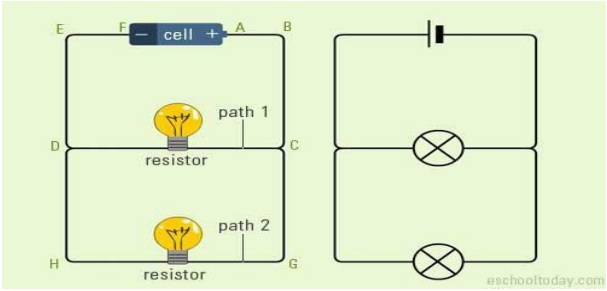
Series circuit

A **series circuit** is a closed **circuit** in which the current follows one path. The potential difference in the circuit splits between the components but the current remains the same



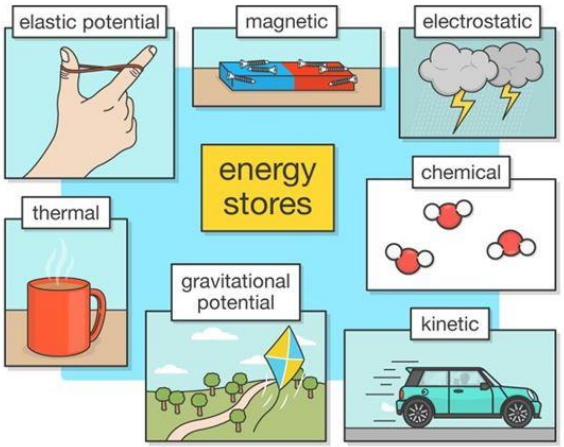
Parallel circuit

A **parallel circuit** is a closed **circuit** in which the current divides into two or more paths before recombining to complete the **circuit.** In a **parallel circuit**, the potential difference remains the **same** and the current **splits** down the branches.



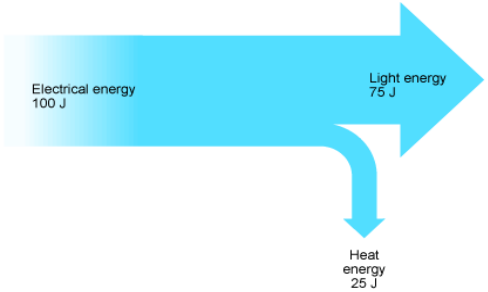
Year 7 Science Knowledge Bank - Summer Term (Physics)

Types of energy



Sankey Diagrams

Sankey diagrams **summarise** all the **energy transfers** taking place in process. The **thicker** the line or arrow, the greater the amount of energy involved

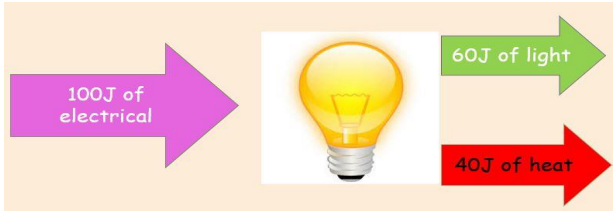


Renewable and non renewable Energy

Renewable energy resources are ones which will not run out whereas non renewable resources will eventually run out for example, coal, oil and gas.

Energy Transfers

Energy cannot be created or destroyed but it can be transferred from one energy source to another. An example is a lightbulb, we call the energy that is transferred to light a **useful energy** and that which has gone to heat as **wasted energy.**



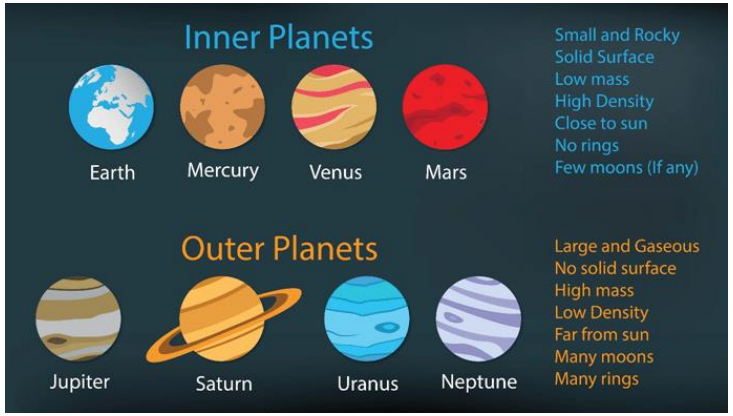
Energy Efficiency

Devices are designed to waste as little energy as possible. This means that as much of the **input energy** as possible should be transferred into **useful energy** stores. We can find this out with the equation:

Efficiency = Useful power transferred ÷ Total power supplied.

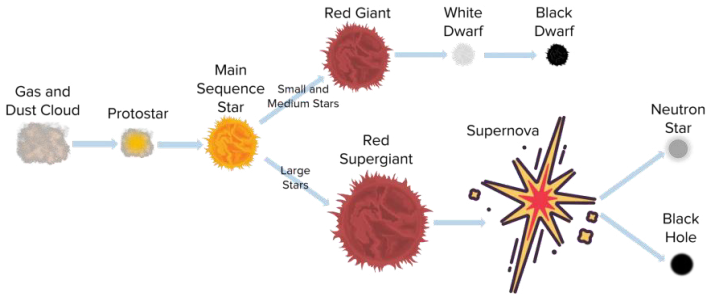
Year 7 Science Knowledge Bank - Summer Term (Physics)

The Planets



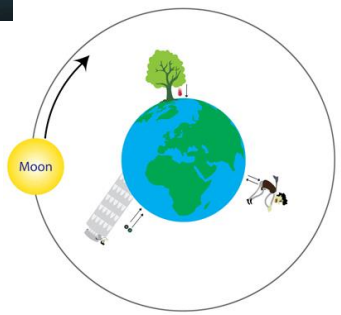
Our solar system refers to the sun and all the objects in orbit which includes; eight planets, many moons, five dwarf planets, asteroids, comets, gas and dust.

Star cycle



Gravity

Gravity is a force that attracts objects to each other. It is what keeps the Moon in orbit around the Earth and the Earth in orbit around the Sun. We are pulled towards the ground due to gravitational forces. These forces pull objects in the direction of the centre of the Earth.



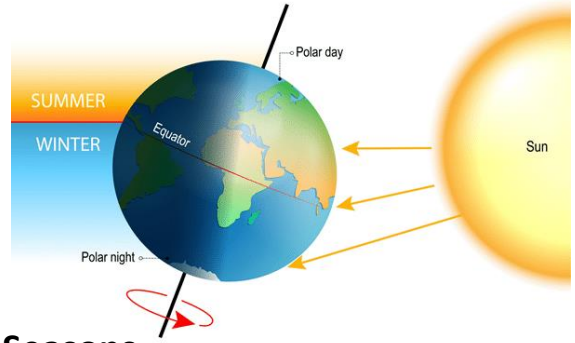
Mass is the amount of matter that is in something and is measured in **Newtons (N)**, **Weight** is the **mass x the force of gravity,** it is measured in **Kilograms (Kg)**

Gravity depends on the planet you are on therefore, weight will be different on different planets, we can calculate this using this equation.

Weight (N) = mass (kg) × gravitational field strength (N/kg)

Earths Rotation

The Earth has an imaginary axis that runs through its centre, connecting the North and South poles. This imaginary pole is called Earth's **axis**. As you can see by the image below, the Earth's **axis** is slightly tilted.



Seasons

We experience seasons because the Earth is **tilted** on its axis, and the Earth's **orbit** is **elliptical**. The angle at which the Sun's rays strike Earth results in varying amounts of heat. The four seasons are; **Winter, Spring, Summer and Autumn.**

Science Home Learning Summer 1: Space

WHAT? Your task is to research and learn about our solar system and space travel.

WHY? This will allow you to get to know about space, a topic that does not get covered in lessons. This will be a good chance to practise independent learning.

WHEN? The project will be completed over 5 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

A poster of the solar system. This needs to include all 8 planets and the sun, in the correct order. You need to name the planets and you can add information labels. This needs to be hand drawn and not copied and pasted from the internet.

PART 2, COMPLETED IN WEEKS 3-4:

Retrieval: Complete retrieval in table below

A fact file on your chosen planet. This needs to include facts such as size of the planet, distance from earth and Sun, any moons, surface temperature and composition of the atmosphere. You could also find out how long one day and one year are on your planet and maybe even how much you would weigh on your planet.

PART 3, COMPLETED IN WEEKS 5-6:

Retrieval: Complete retrieval in table below

Research task on space travel. Find out what preparation astronauts needed to do before a space flight and what conditions were like during a flight. You can write your findings and produce an essay, or you can make a poster. You can add pictures if you wish.

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.

Date due: 22-04-24

P1: Electricity	
• 3 things you remember from the last two week's lessons	• • •
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: Solar System Create a poster on the solar system, this needs to include all 8 planets and the sun, in the correct order. You need to name the planets and you can add information labels. This needs to be hand drawn and not copied and pasted from the internet.	**Notes**:

Date due: 06-05-24

P2: Energy	
• 3 things you remember from the last two week's lessons	• • •
• 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: Planets Create a planet fact file. This needs to include facts such as size of the planet, distance from earth and Sun, any moons, surface temperature and composition of the atmosphere. You could also find out how long one day and one year are on your planet and maybe even how much you would weigh on your planet.	**Notes**:

Date due: 20-05-24

P3: Space	
• 3 things you remember from the last two week's lessons	• • •
• 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: Space Travel Find out what preparation astronauts needed to do before a space flight and what conditions were like during a flight. You can write your findings and produce an essay, or you can make a poster. You can add pictures if you wish.	**Notes**:

SCIENCE HOME LEARNING SUMMER 1: ELECTRICITY IN THE HOME

WHAT? Your task is to research and learn about electricity in the home

WHY? This will allow you to get to know about how electricity works in the home

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

A poster explaining series and parallel circuits. you need to research series and parallel circuits, you need to draw the circuits, with labels. you will need to give some real life examples of where series and parallel circuits are used.

PART 2, COMPLETED IN WEEKS 3-4:

Retrieval: Complete retrieval in table below

A fact file on electricity in the home. Explains the difference between mains electricity and the electricity you get from a battery. You should include a description of the terms A.C. and D.C. electricity

Find out what voltage the electricity in your home is set at, and what voltage it is transferred to your home from the power station at.

PART 3, COMPLETED IN WEEKS 5-6:

Retrieval: Complete retrieval in table below

Research and create. you need to research and create a poster what components go into making the following circuits in the home:

- Light circuit
- Christmas tree light circuit
- TV circuit

Once you have researched what goes into these circuits, you need to use the link below to create these circuits (to the best of your ability) and take screenshots of each circuit you create. you will add these to your poster.

https://phet.colorado.edu/sims/html/circuit-construction-kit-dc-virtual-lab/latest/circuit-construction-kit-dc-virtual-lab_en.html

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.

Date Due: 17.06.2024

P1: Electricity

• 3 things you remember from the last two weeks' lessons	• • •
• 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: Series & Parallel You need to research series and parallel circuits, you need to draw the circuits, with labels. You will need to give some real-life examples of where series and parallel circuits are used.	**Notes:**

Date Due: 01.07.2024

P2: Energy

• 3 things you remember from the last two weeks' lessons	• • •
• 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: Elecricity in the home Explain the difference between mains electricity and the electricity you get from a battery. You should include a description of the terms A.C. and D.C. electricity Find out what voltage the electricity in your home is set at, and what voltage it is transferred to your home from the power station at.	**Notes:**

Date Due: 15.07.2024

P3: Space

• 3 things you remember from the last two weeks' lessons	• • •
• 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: Components of a circuit You need to research and create a poster what components go into making the following circuits in the home: • Light circuit • Christmas tree light circuit • TV circuit Once you have researched what goes into these circuits, you need to use the link below to create these circuits (to the best of your ability) and take screenshots of each circuit you create. You will add these to your poster. https://phet.colorado.edu/sims/html/circuit-construction-kit-dc-virtual-lab/latest/circuit-construction-kit-dc-virtual-lab_en.html	**Notes:**

COMPUTER SCIENCE

PROGRAMMING TECHNIQUES

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. E.g. – 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)
```

```
C:\Python32\python.exe
What is your name?_
```

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

SELECTION – IF AND ELSE STATEMENTS

If we want the user to make a decision based on an input we use "selection."

```
num1 = input("Please enter your first number: ")
num2 = input("Please enter your second number: ")

num1 = int(num1)
num2 = int(num2)

if num1 > num2:
    print("Your first number is the biggest")
else:
    print("Your second number is the biggest")
```

When you use selection statements you must indent accordingly.

Colons are needed at the end of each and ELSE statement

We use the operators from the above date to compare values(e.g. !=/==). All statements have to

MULTIPLE SELECTION

IF and ELSE have 2 options but when have a range of options we use ELIF.

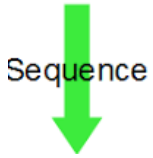
```
feeling = int(input("How are you feeling from 1-3? "))

if feeling == 1:
    print("So, you aren't feeling so good?")
elif feeling == 2:
    print("So, you are feeling OK?")
else:
    print("So, you are feeling GREAT!")
```

Notice there is no comparison for the "else" as it is the only other option.

PROGRAMMING TECHNIQUES AND FLOW DIAGRAMS

PROGRAMMING CONSTRUCTS



A Sequence is when there are programming steps that are carried out one after another.
Sequence - inputs / outputs / variables.

Selection is where there are different paths in your code eg: IF, ELIF, ELSE
Selection: IF and ELSE Statements.

Iteration is when there is repetition (loops) in code. This could be a WHILE loop (do something WHILE a condition is met) or a FOR loop (do something for a set number of times)

STRING MANIPULATION

Function	Purpose
x.length	Gives the length of the string
x.upper	Changes the characters in the string to upper case
x.lower	Changes the characters in the string to lower case
x[i]	Gives the character in position i. Eg: x[2] = "r"
x.substring(a,b)	Gives the characters from position a with length b. Eg: x.subString(1,2) = or
+	Joins (concatenates) two strings together

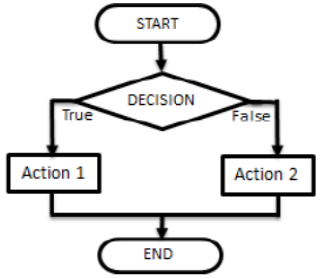
ERRORS

A **Syntax error** is when the code will not run as the rules of the language have been broken – such as spelling mistakes, missing indents and unknown variables.
A **Logic error** is when the code will still run but will produce an unexpected outcome – such as using < instead of > or == instead of !=.

Abstraction is where you remove the unnecessary parts of a problem and keep the necessary.
Decomposition is where you break a problem down into smaller parts to make it easier to solve.

FLOW DIAGRAMS

Symbol	Name	Function
	Start/end	An oval represents a start or end point
	Arrows	A line is a connector that shows relationships between the representative shapes
	Input/Output	A parallelogram represents input or output
	Process	A rectangle represents a process
	Decision	A diamond indicates a decision



- This code will start.
- Then it asks a question, where it has to make a decision with 2 options.
- If the decision is True - Action 1 will happen or of the decision is False - Action 2 will happen.
- The code will then end.

Homework for Computer Science - set on week A:

Homework 1 - week 1

Review:
Students describe what we mean by the terms abstraction and decomposition?
How could these be applied to help solve programming problems?

Flipped Learning:
Research into different errors involved in Python programming.
So far we have looked at syntax errors - can you research and find any more?

Homework 2 - week 3

Review:
Students describe the term logic error and give 3 examples of how a logic error can occur within Python programming when using input and output statements.
Challenge - can you compare a syntax and a logic error?

Flipped Learning:
Research the use of the 3 programming constructs - sequence, selection and iteration within Python.

Homework 3 - week 5

Review:
Students describe the use of different comparison operators used in Python programming.

Flipped Learning:
Students produce code using different comparison and boolean operators.

Homework 4 - week 7

Review:
Students describe the use of different comparison operators used in Python programming.

Flipped Learning:
Students produce code using different comparison and boolean operators.

Homework 5 - week 9

Review:
Students to describe the use of the string manipulation skills - length, substring and upper and lower.

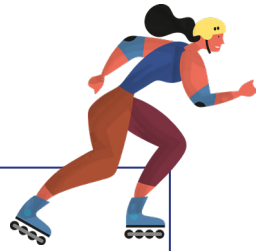
Flipped Learning:
Students to research into why we use flow diagrams to solve problems.

Homework 6 - week 11

Review:
Students draw and describe the use of different flow diagram shapes.
Students identify the programming skills that flow diagram shapes compared to.

Flipped Learning:
Students create a code to guess a password using programming and also using a flow diagram.

French

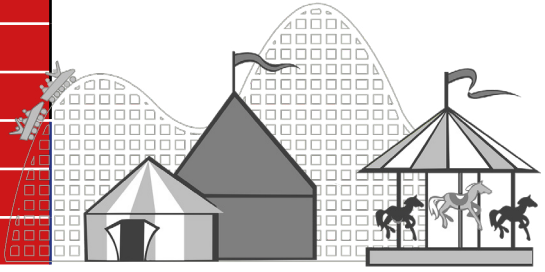


1. ma ville - my town/city
2. il y a - there is
3. il n'y a pas de - there is not a/ there are no
4. un café - a café
5. un centre commercial - a shopping centre
6. un centre de loisirs - leisure centre
7. un château - a castle
8. un cinéma - a cinema
9. une église - a church

1. un hôtel - a hotel
2. un marché - a market
3. un parc - a park
4. un restaurant - a restaurant
5. un stade - a stadium
6. une patinoire - an ice skating rink
7. une piscine - a swimming pool
8. des magasins - some shops
9. des musées - some museums

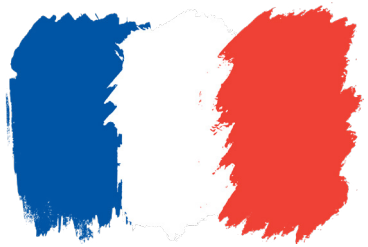
Qu'est-ce qu'on peut faire ...?	- What can you do...?
on peux	you can
visiter les monuments	visit the monuments
visiter les jardins	visit gardens
manger au restaurant	eat at a restaurant
aller au concert	go to a concert
aller au théâtre	go to the theatre
faire du vélo	go cycling
faire du bowling	go bowling
faire du roller	go rollerblading
jouer au babyfoot	play table football

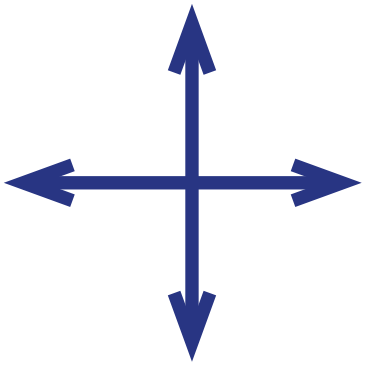
Future tense verbs	
je vais aller	I am going to go
je vais manger	I am going to eat
je vais regarder	I am going to watch
je vais faire	I am going to do
je vais acheter	I am going to buy
je vais visiter	I am going to visit
je vais jouer	I am going to play
je vais boire	I am going to drink
on va	we are going
ils vont/ elles vont	they are going
avec mes amis	with my friends
avec ma famille	with my family



Au parc d'attraction - At the theme park

le bateau pirate	- pirate ship	le trampoline magique	- the magic trampoline	les chaises volantes	- the flying chairs
le manege	- the merry-go-round	la rivière enchantée	- the enchanted river		
le petit train	- the little train	la soucoupe volante	- the flying saucer		
le toboggan géant	- the giant slide	les autos tamponneuses	- the dodgems		



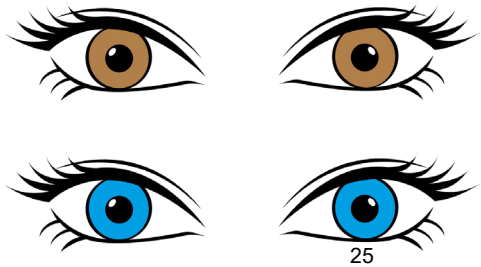


Directions	
pardon	excuse me
où est	where is
où sont	where are
c'est	it is
à gauche	to the left
à droite	to the right
au carrefour	at the crossroads
entre	between
derrière	behind
devant	in front of

Describing people	
j'ai	I have
il a	he has
elle a	she has
les yeux	eyes
les cheveux	hair
longs	long
courts	short
frisés	curly
raides	straight
blonds	blonde
bruns	brown
noirs	black
roux	red
bleus	blue

Describing personality	
je suis	I am
je ne suis pas	I am not
il est	he is
elle est	she is
branché	trendy
drôle	funny
généreux	generous
gentil	kind
grand	big
intelligent	smart
petit	small
poli	polite
talentueux	talented

Celebrity jobs	
il/elle joue	he/sheplays
il/elle fait	he/she does/makes
il/elle chante	he/she sings
il/elle est	he/she is
pour	for
avec	with
joueur/joueuse au foot profi	professional football player
chanteur/chanteuse	singer
acteur	actor
Youtubeur/Youtubeuse	Youtuber
mon acteur préféré, c'est	my favourite actor is
ma chanteuse préférée, c'est	my favourite singer is (female)



Ma ville - My town/city box 1 - Test Yourself

1. Il y a -
2. Il n'y a pas de -
3. Un café -
4. Un centre commercial -
5. Un centre de loisirs -
6. Un château -
7. Un cinéma -
8. Une église -

Ma ville - my town/city box 2 - Test Yourself

1. Un hôtel -
2. Un marché -
3. Un parc -
4. Un restaurant -
5. Un stade -
6. Une patinoire -
7. Une piscine -
8. Des magasins -
9. Des musées -

Qu'est-ce qu'on peut faire….? What can you do….? - Test Yourself

1. On peut -
2. Visiter les monuments -
3. Visiter les jardins -
4. Manger au restaurant -
5. Aller au concert -
6. Aller au théâtre -
7. Faire du vélo -
8. Faire du bowling -
9. Faire du roller -
10. Jouer au babyfoot -

Future tense verbs - Test Yourself

1. Je vais aller -
2. Je vais manger -
3. Je vais regarder -
4. Je vais faire -
5. Je vais acheter -
6. Je vais visiter -
7. Je vais jouer -
8. Je vais boire -
9. On va -
10. Ils vont/ elles vont -
11. Avec mes amis -
12. Avec ma famille -

Au parc d'attraction - at the theme park - Test Yourself

1. Le bateau pirate -
2. Le manege -
3. Le petit train -
4. Le toboggan géant -
5. Le trampoline magique -
6. La rivière enchantée -
7. La soucoupe volante -
8. Les autos tamponneuses -
9. Les chaises volantes -

Directions - Test Yourself

1. Pardon -
2. Où est -
3. Où sont -
4. C'est -
5. À gauche -
6. À droite -
7. Au carrefour -
8. Entre -
9. Derrière -
10. Devant -

Describing people - Test Yourself

1. J'ai
2. il a -
3. Elle a -
4. Les yeux -
5. Les cheveux -
6. Longs -
7. Courts -
8. Frisés -
9. Raides - t
10. Blonds -
11. Bruns -
12. Noirs -
13. Roux -
14. Bleus -

Describing personality - Test Yourself

1. Je suis -
2. Je ne suis pas -
3. il est -
4. Elle est -
5. Il n'est pas -
6. Elle n'est pas -
7. Branché -
8. Drole -
9. Généreux -
10. Gentil -
11. Grand -
12. Intelligent -
13. Petit -
14. Poli -
15. Talentueux -

Celebrity jobs - Test Yourself

1. il/elle joue -
2. il/elle fait -
3. il/elle chante -
4. il/elle est -
5. Pour -
6. Avec -
7. Joueur/joueuse au foot profi -
8. chanteur/chanteuse -
9. Acteur -
10. Youtubeur/Youtubeuse -
11. Mon acteur préféré, c'est -
12. Ma chanteuse préférée, c'est -

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.

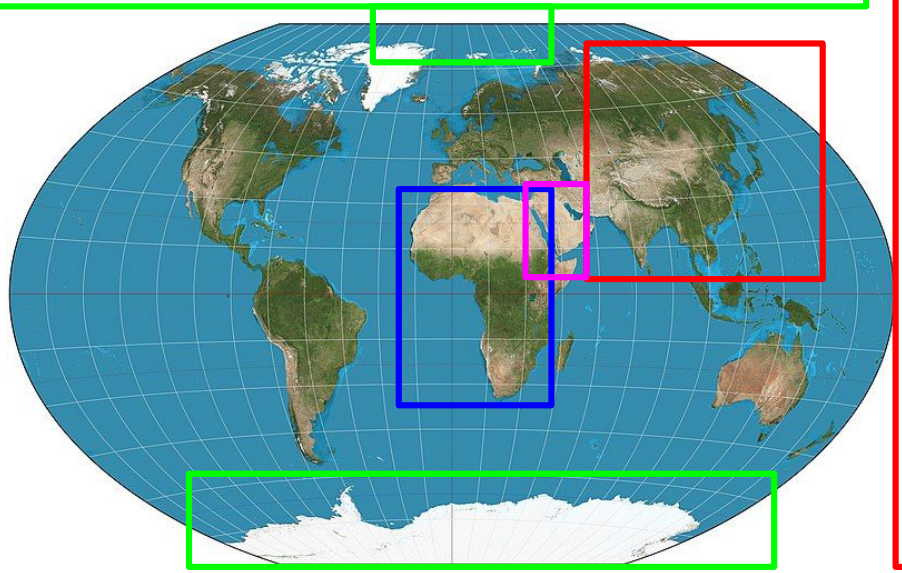
Algeria is the largest country in Africa covering 2.382 million km².

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 Middle East.

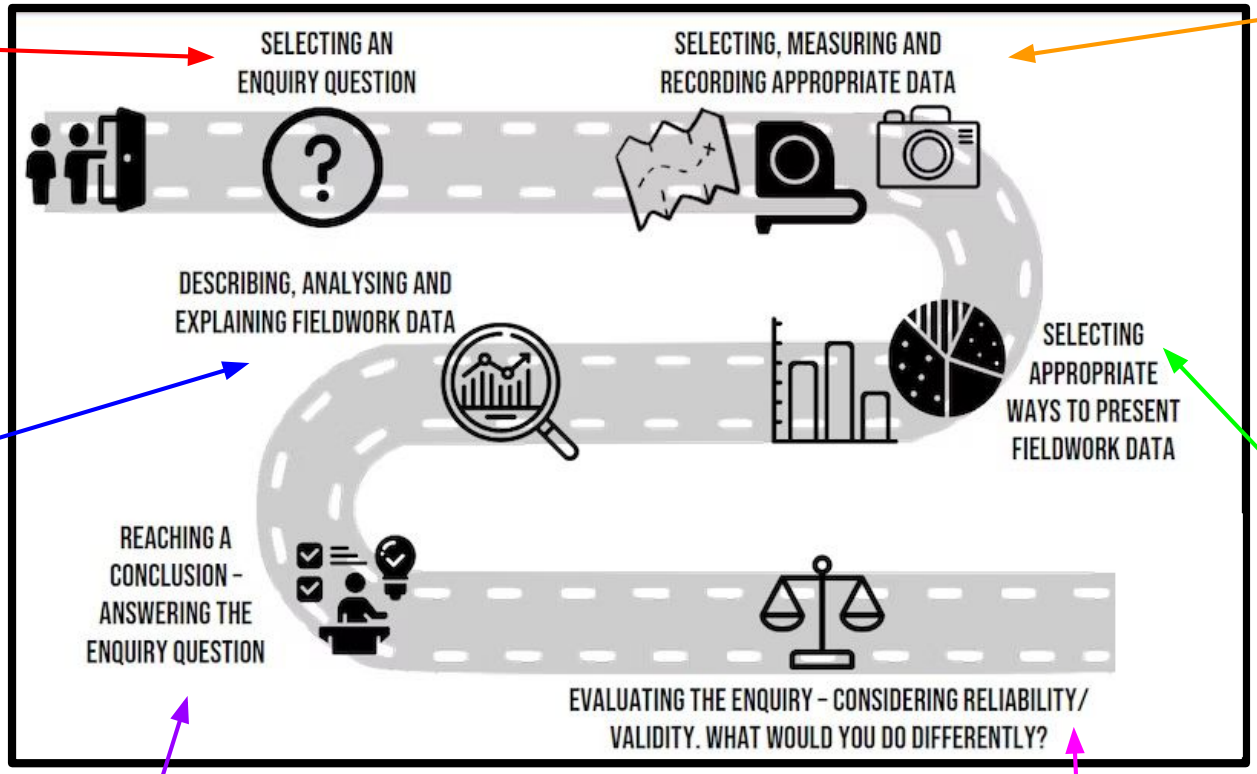
Arabs form the largest ethnic group in the Middle East.

Geography: Year 7 Module 4: Fieldwork

Route to enquiry

The route to enquiry in Geography is a process all Geographers follow when we conduct fieldwork.

1. Enquiry question or hypothesis is something which can be tested.



2. Collecting data - eg. surveys, photos, questionnaires

3 Presenting data - eg. graphs, maps, tally charts.

4. Data analysis - describing, analysing and explaining the results - what do they mean?.

5. Conclusion - did you prove or disprove the hypothesis / enquiry question?

6. Conclusion - what went well and how could you do things better next time?

Geography Home Learning Date due: w/b 06-05-24

Module 3: World beyond our land	
• 3 things you remember from the last two week's lessons	• • •
• 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	

Flipped learning: Minimum 10 minutes independent research on a future area of study. Topic for study is: Asia Example questions to consider: 1. Which country in Asia would you like to visit the most and why? 2. Research one country in Asia - how large is it, how many people live there, capital city, special fact?	**Notes**:

Geography Home Learning **Date due: 20-05-24**

Module 3: World beyond our land	
• 3 things you remember from the last two week's lessons	• • •
• 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	

Flipped learning: Minimum 10 minutes independent research on a future area of study. Topic for study is: The Poles 1. Describe the climate of the Arctic (northern polar region) or Antarctica (southern polar region) 2. Explain how one animal has adapted to life in the polar regions.	**Notes**:

Geography Home Learning Date due: 10-06-24

Module 4: Fieldwork	
• 3 things you remember from the last two week's lessons	• • •
• 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	

Flipped learning: Minimum 10 minutes independent research on a future area of study. Topic for study is: Primary and secondary data Example questions to consider: 1. What is the difference between primary and secondary data? 2. Create a table of primary and secondary data sources eg book = secondary.	**Notes**:

Geography Home Learning Date due: 24-06-24

Module 4: Fieldwork	
• 3 things you remember from the last two week's lessons	• • •
• 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	

Flipped learning: Minimum 10 minutes independent research on a future area of study.

Topic for study is:

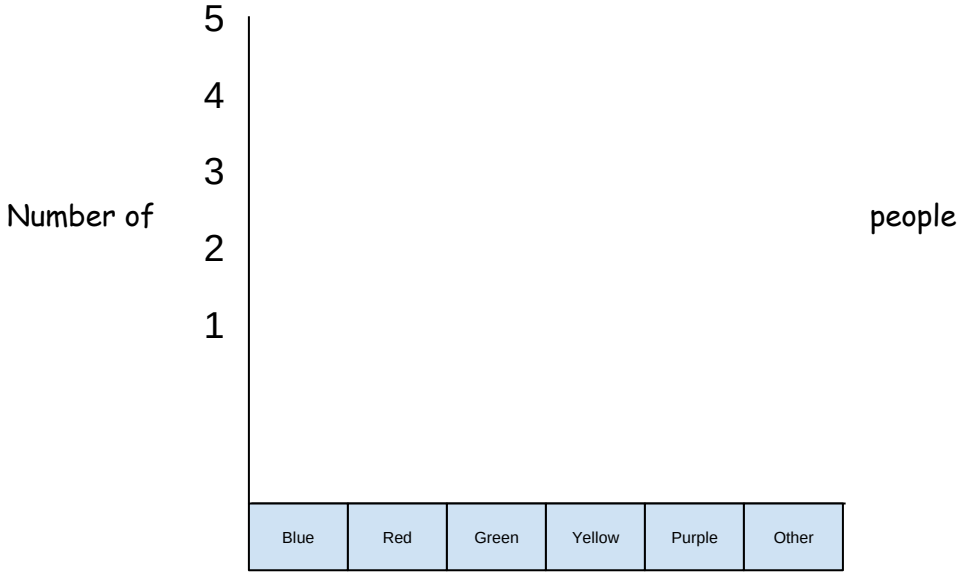
Own fieldwork 1

Investigate this hypothesis with 5 members of your family/friends:
The most popular favourite colour is blue.

1. Complete the tally chart on the right.
2. Create a bar chart showing the information in the tally chart. You must use a ruler.

Notes:

Colour	Blue	Red	Green	Yellow	Purple	Other
Tally						



Geography Home Learning Date due: 08-07-24

Module 3: World beyond our land	
• 3 things you remember from the last two week's lessons	• • •
• 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	

Flipped learning: Minimum 10 minutes independent research on a future area of study. Topic for study is: Own fieldwork 2 1. Using the fieldwork title from the previous home learning - **Most popular favourite colour is blue**. What do your results show? 2. **Conclusion** - did you prove or disprove your hypothesis / enquiry title. 3. **Evaluation** - how could you improve this piece of fieldwork?	**Notes**:

History Topic 5: Why did Henry leave the Catholic Church?

1502	1509	1509	1516	1521	1534	1536	1537
Henry's brother Arthur dies, Henry becomes heir.	Henry VIII is crowned king of England after his father's death.	Henry marries Catherine of Aragon.	Henry & Catherine's only surviving child Mary is born.	Henry VIII is given the title "Defender of the Faith" by the Pope.	Act of Supremacy separates England from Catholic authority.	Dissolution of the monasteries. Anne Boleyn executed, Henry marries Jane Seymour.	Edward to born to Henry & Jane Seymour.

Power

- Henry was worried that the people of England's loyalty was split between himself and the Pope in Rome.
- Henry had to ask the Pope for permission to dissolve his marriage to Catherine of Aragon, but it was refused.
- By leaving the Catholic Church, Henry himself could be Head of the Church of England.

Money

- The Crown seized the land that the monasteries were stood on.
- The goods and riches inside them were sold off.
- Henry claimed the monasteries' income, using it to fund wars abroad and pay off debts.

Divorce

- Henry realised that Catherine of Aragon would bear him no more children, he needed a new wife for a hopeful son to be legitimate.
- Henry wanted to marry Anne Boleyn but was still married to Catherine of Aragon.

Heir

- In order to continue the Tudor line, Henry desperately wanted a son as heir.
- His marriage with Catherine of Aragon led to one child surviving to adulthood; Mary.
- Catherine was too old to have anymore children, Henry knew this.


Henry VIII


Cardinal Wolsey


Catherine of Aragon


Anne Boleyn


Jane Seymour


Anne of Cleeves


Catherine Howard


Catherine Parr


Martin Luther


Pope Clement VII

History Topic 6: Why was the Tudor period a "Religious Rollercoaster"?

1547	1549	July 1553	October 1553	1554	1558	1559
Henry VIII dies, Edward VI is crowned King of England.	Edward's Act of Uniformity, establishing the Book of Common Prayer.	Edward VI dies, Lady Jane Grey named as heir. Mary I takes the throne becoming Queen.	Mary's first Parliament passes the First Statute of Repeal – returning the church to Catholic.	Heresy Acts passed through Parliament allowing 284 Protestants to be burnt.	Mary I dies, Elizabeth becomes Queen, reverting the country back to Protestantism.	Elizabeth's religious settlement, establishing a "Middle Way" for religion in England.

- Henry was raised as a Catholic and was a devote Catholic throughout most of his life. Even being named "Protector of the Faith" by the Pope for speaking out against Protestantism.
- Henry knew that by leaving the Catholic Church he could get a divorce, power & much more!
- The rules of England didn't change too much when Henry left the Catholic Church, he used the change to his advantage, not for belief.

- Edward was raised as a strict protestant from Birth, so he would use these views when ruling England.
- Edward made England more Protestant, having the Bible written in English as opposed to Latin of the Catholic Church.
- This led to the Prayer Book Rebellion in Devon & Cornwall over the change of Prayer Book!

- Mary was raised as a Catholic, she never forgave her father for divorcing her mother or gave up her Catholic faith.
- She quickly reverted England back to Catholicism, making the Pope the religious authority in England.
- Mary burned many Protestants at the stake for Hersey, earning her the nickname "Bloody Mary".

- Elizabeth was raised a Protestant, as she was born after the Act of Supremacy in 1534.
- She was never raised to be queen, after all she was the 3rd in line to the throne.
- Once she became Queen, Elizabeth wanted to settle the religious "question" by finding a Middle Way. With Protestantism being the official religion, but Catholic worship being allowed in private.

Key Term	Definition
Catholicism	**A type of Christianity, the Pope is the Head of the Church. Extravagant church services take place.**
Protestantism	**A different branch of Christianity, the Monarch is the Head of the Church. Simpler services take place.**
Heretic	**A person guilty of the crime of Heresy, which is going against the religious beliefs of the Monarch.**
Reformation	**A period in history when some Christians, called Protestants, started their own churches.**
Dissolution	**Formally ending or closing of something.**

Inside a typical Catholic Church

Inside a typical Protestant Church

Homework for History is set from Week A to Week A.

Homework 1

Review:
Students to review significant key terms for the Impact of the Black Death on England.

Current Learning: Students to complete a source skills section understanding the role of young Henry VIII

Flipped Learning:

Students to research information about the English Reformation.

Homework 2

Review:
Students to review significant key terms in the Early reign of Henry VIII.

Current Learning: Students to complete a source skills section understanding the Dissolution of the Monasteries.

Flipped Learning: Assessment Preparations

Students to brain dump their knowledge about Henry's reign, Reformation & Dissolution ready for an assessment.

Homework 3

Review:
Students to review the Key Terms of the Dissolution of the Monasteries.

Current Learning: Students to complete a source skills section on the reforms led by Edward VI

Flipped Learning: Students to gather information on the reign of Bloody Mary.

Homework 4

Review:
Students to review the significant key terms used during Mary I's reign.

Current Learning: Students to complete a source skills section on the dangers to Elizabeth I

Flipped Learning: Students to research into the Spanish Armada and Plots against Elizabeth I

Homework 5

Review: Students to review the significant key terms for Elizabeth's dangers

Current Learning: Students to complete a source skills section on the Plots against Elizabeth.

Flipped Learning: Students to self quiz on the "Religious Rollercoaster" in preparation for their assessment.

Art

ART OF THE WORLD

Fertile Questions

What are the formal elements in Art and Design?

Why do histories, cultures and traditions influence artwork?

Key Words

Pattern -	*a design made from repeated lines, shapes, or colours.*
Shape -	*a geometric or natural outline.*
Art Movement -	*an art movement is a style or a group of artists with a similar common theme during a specific time period.*

Formal Elements:

pattern *form* *colour* *shape*

Brief:

A little independent internet shop which focuses on 'Art of the World' items would like to commission some Nichos to sell online.

The require the Nichos to:

- have 3D elements
- to have connections with 'Art of the World'
- to include embellishments, pattern and colour.

Quotes

"The life of the dead is placed in the memory of the living."

Marcus Tullius Cicero

"To live in the hearts we leave behind is not to die."

Thomas Campbell from the poem 'Hallowed Ground'

Information

Māori pattern

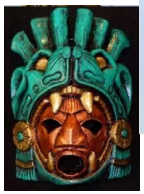
Māori patterns, traditionally red and black, represent history and culture.

Islamic pattern

Islamic art doesn't depict humans or animals, instead it uses patterns of geometric shapes to represent god.

African masks and Aztec masks

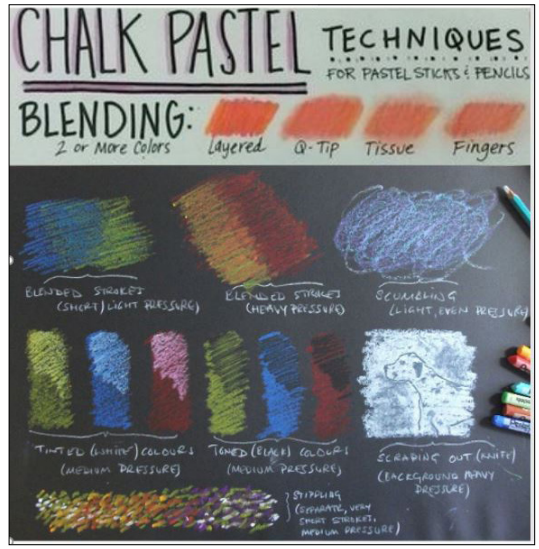
African and Aztec masks represent ancestors, and sometimes combine animal and human features.



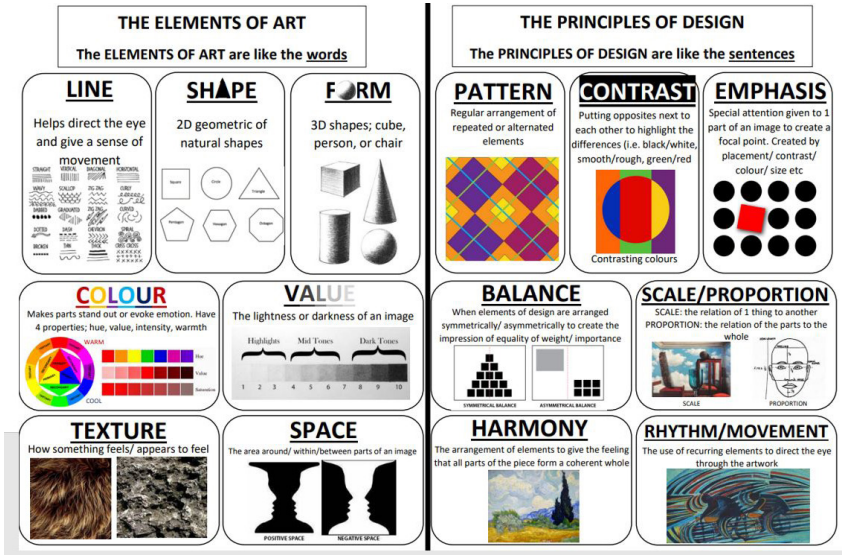
Mexican Folk art and Day of the Dead

Mexican folk art includes bright colours, animals, alebrijes (mixtures between animals and supernatural) and skulls.

Day of the Dead is a Mexican festival celebrating deceased relatives.



Practical Knowledge



Top Tips

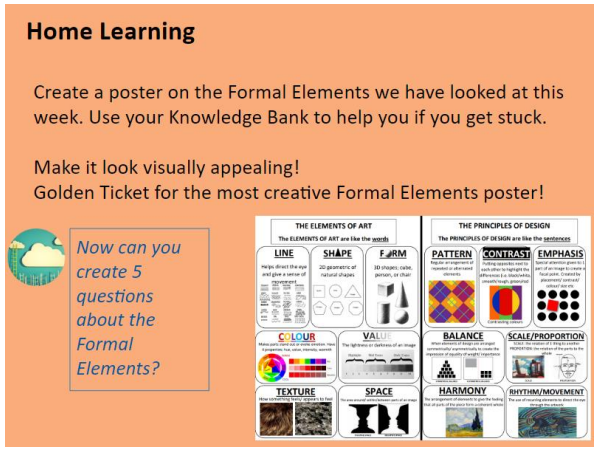
- **Watch the Disney films 'Coco' and 'Moana'.**
- **Incorporate Aztec, Islamic, Maori and African patterns in your ideas.**

Art & Design

Homework 1

Retrieval: Prior knowledge - Formal Elements.

Flipped Learning: Securing knowledge ready to apply to artworks in the next lesson.

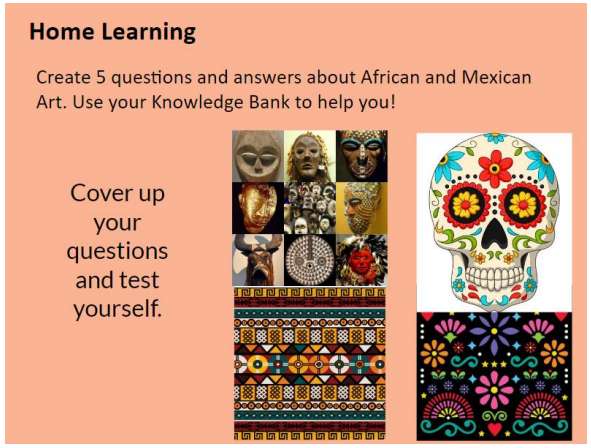


Homework 2

Retrieval: Using prior knowledge and annotation skills.

Flipped Learning: Securing knowledge ready to apply to design ideas.

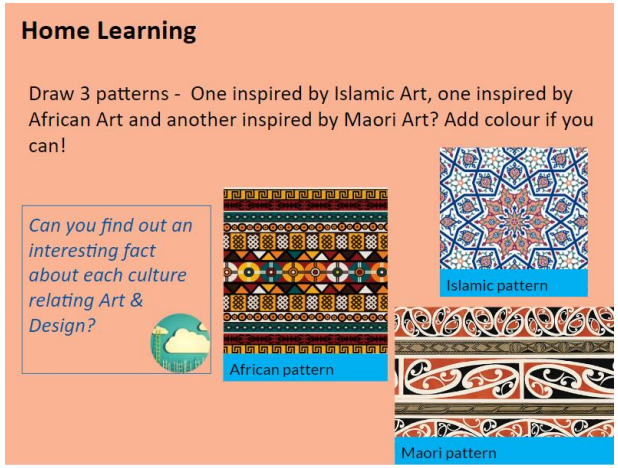
Revision: Self Quizzing.



Homework 3

Retrieval: Using prior knowledge about other cultures - specifically patterns.

Flipped Learning: Practicing techniques and understanding skills in preparation for the following lesson.



DRAMA

STORYTELLING

WHAT ARE THEATRICAL SKILLS?

PHYSICAL SKILLS

Body language
Posture
Gesture
Movement
Spatial awareness
Use of levels
Facial expression
Eye contact

VOCAL SKILLS

Pitch
Pace
Volume
Tone
Projection

WHAT MAKES A GOOD STILL IMAGE?

L EVELS

E XAGGERATION

F ACIAL EXPRESSIONS

T ELLS A STORY

DEVICES USED IN DRAMA

STILL IMAGE: A still image is a frozen picture, of one or more characters, that communicates a meaning, or shows an important moment or event, by using a variety of physical skills.

THOUGHT TRACK: Is when a character speaks the thoughts or feelings of their character aloud.

NARRATION: Narration is a technique where one or more performers speaks directly to the audience to tell a story or to comment on what is happening on stage.

MIME: Involves acting out a story using physical skills but with no speaking.

ACTION NARRATION: Involves movement/mime being performed whilst the narrator is telling the story.

IMPROVISATION: is made up in the moment with no preparation time and without as script.

PHYSICAL THEATRE: using movement and your body to create objects and the environments in which the scenes are set.

MUTLIROLE: playing more than one role within a performance and changing vocal and physical skills for each role.

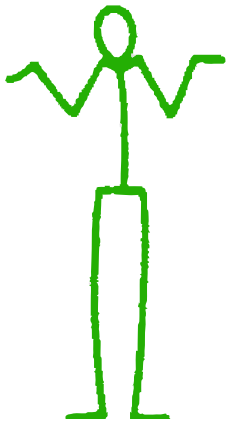
DRAMA

STORYTELLING

At the heart of all good drama is a story. The art of storytelling is one of the most necessary skills required to create meaningful and interesting dramatic work.

STRUCTURE OF GOOD STORYTELLING

1. **SETTING** - where and when the story takes place. The MOOD and ATMOSPHERE of these places is important to the story.
2. **CHARACTERS** - usually each CHARACTER has a specific ROLE or PURPOSE in the story and will often feature a PROTAGONIST who the audience sides with and an ANTAGONIST who is creating CONFLICT for the PROTAGONIST.
3. **PLOT** - the order of events in the story. The plot is the sequence of events that connect the audience to the protagonist and their ultimate goal.
4. **CONFLICT** - what drives the story, creating TENSION and SUSPENSE that keeps an AUDIENCE ENGAGED.
5. **THEME** - what the story is really about; the main idea or meaning. The story might have one key THEME or many underlying THEMES.
6. **NARRATIVE ARC** - the finer detail of the plot that includes the ACTION of the STORY. A four-point arc includes the SET UP, RISING TENSION, CLIMAX and RESOLUTION.

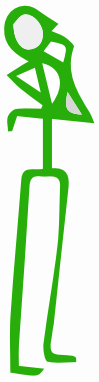


STORYTELLING THEATRE

may include elements of TRADITIONAL stories such as MYTHS, FABLES, FOLK TALES, LEGENDS and FAIRY TALES but can also feature more modern EDUCATIONAL and SOCIAL elements.

STORYTELLING THEATRE

as a CONTEMPORARY GENRE features typical elements such as PHYSICAL THEATRE, MASK, PUPPETRY, DANCE, SONG and NARRATION in order to communicate the NARRATIVE and PLOT. Often STORIES are ADAPTED from other SOURCES and are aimed to a younger AUDIENCE.



DRAMA SUMMER TERM

Homework 1 Week 1
Retrieval: Create drama dictionary of all the vocal & physical skills you have learnt
Flipped Learning: What do we mean by storytelling in drama ?
Revision: Create a set of Flashcards for the genres of drama studied in the Spring term - Greek, Commedia, Elizabethan and Melodrama

Homework 2 Week 4
Retrieval: Watch the video - how many drama devices can you identify/ What makes a good story structure ?
Flipped Learning: What is the plot of Frankenstein ? Who are the main characters? In your own words
Revision: Create a set of flashcards for all the drama devices you have learnt in drama this year.

Homework 3 Week 7

Retrieval: design a puppet for a character
Flipped Learning: Why is set design and costume important in a drama performance ?
Revision: Self quizzing on theatrical skills and drama devices**.**

FOOD

Name: Date:

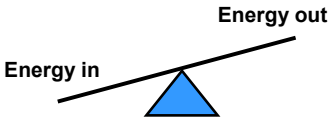
Energy, nutrients and digestion

- Food and drinks provide energy and nutrients in different amounts, they have important functions in the body and people require different amounts during their life.
- Digestion involves different parts of the body, each having an important role.

Energy
Energy is essential for life, and is required to fuel many different body processes, growth and activities. These include:
- keeping the heart beating;
- keeping the organs functioning;
- maintenance of body temperature;
- muscle contraction.

Different people need different amounts of dietary energy depending on their:
- age;
- gender;
- body size;
- level of activity;
- genes.

Energy balance
To maintain body weight it is necessary to balance energy intake (from food and drink) with energy expenditure (from activity).



Energy in > Energy out = Weight gain

Energy from food
- Energy intake is measured in joules (J) or kilojoules (kJ), but many people are more familiar with the term calories (kcal).
- Different macronutrients provide different amounts of energy.

	Energy per 100g
Carbohydrate	16kJ (3.75 kcals)
Protein	17kJ (4 kcals)
Alcohol	29kJ (7kcals)
Fat	37kJ (9 kcals)

Energy requirements vary from person to person, depending on the Basal Metabolic Rate (BMR) and Physical Activity Level (PAL).

Total energy expenditure = BMR x PAL

Body Mass Index (BMI) can be used to identify if an adult is a correct weight for height.

$$\text{BMI} = \frac{\text{weight (kg)}}{(\text{height in m})^2}$$

Recommended BMI range (adults)

Less than 18.5	Underweight
18.5 to 25	**Desirable**
25-30	Overweight
30-35	Obese (Class I)
35-40	Obese (Class II)
Over 40	Morbidly obese

Tasks
1. Create an infographic on either macronutrients or micronutrients. Focus on the definition of each nutrient, recommendations and sources.
2. Draw the digestive system and label each of the body parts and the stages of digestion that occur at each part.
3. Calculate the energy and nutrients provided by a food diary for one or two days using http://explorefood.foodafactoflife.org.uk - reflect on the results.

Nutrients
There are two different types of nutrients:
- macronutrients;
- micronutrients.

There are three macronutrients that are essential for health:
- carbohydrate;
- protein;
- fat.

There are two types of micronutrients:
- vitamins;
- minerals.

Carbohydrate
Free sugars include all sugars added to foods, plus sugars naturally present in honey, syrups and unsweetened fruit juice.
Fibre is a term used for plant-based carbohydrates that are not digested in the small intestine.
Sugars include a variety of different sugar molecules such as sucrose
Starchy foods are the main source of carbohydrate for most people and are an important source of energy. We should be choosing wholegrain versions of starchy foods where possible.

Protein
Protein is made up of building blocks called amino acids. There are 20 amino acids found in protein. For adults, eight of these have to be provided by the diet (this is higher in children). These are called essential amino acids, which cannot be made by the human body.

Fat
Sources of fat include:
- saturated fat;
- monounsaturated fat;
- polyunsaturated fat.

A high saturated fat intake is linked with high blood cholesterol levels.

Micronutrients
Vitamins
There are two groups of vitamins:
- fat-soluble vitamins, e.g. vitamins A and D.
- water-soluble vitamins, e.g. B vitamins (thiamin, riboflavin, niacin, folate, vitamin B12) and vitamin C.

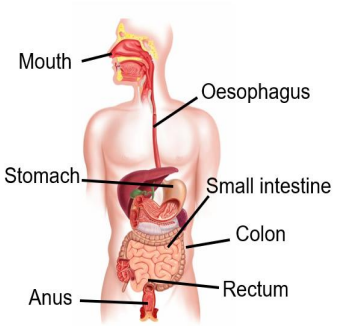
Minerals
Minerals are inorganic substances required by the body in small amounts for a variety of different functions. Examples include: calcium, sodium and iron. Most micronutrients are mostly provided by the diet. An exception is vitamin D which can be synthesised by the action of sunlight on the skin.

Calcium is essential for a number of important functions such as the maintenance of bones and teeth, blood clotting and normal muscle function.
Sodium is needed for regulating the amount of water and other substances in the body.
Iron is essential for the formation of haemoglobin in red blood cells. Red blood cells carry oxygen and transport it around the body. Iron is also required for normal metabolism and removing waste substances from the body.

Stages of digestion
Ingestion - the intake of food into the gastrointestinal (GI) tract.
Digestion - a series of physical and chemical processes which begin in the mouth, but take place mainly in the stomach and small intestine.
Absorption - the passage of digested food substances across the gastrointestinal lining into the bloodstream and lymphatic system.
Elimination - the excretion of undigested food substances (such as cellulose) or waste in faeces.

Key terms
Energy: The power the body requires to stay alive and function.
Digestion: The process by which food is broken down in the digestive tract to release nutrients for absorption.
Macronutrients: Nutrients needed to provide energy and as the building blocks for growth and maintenance of the body.
Micronutrients: Nutrients which are needed in the diet in very small amounts.

Digestion
The body requires energy from food and drink. Our bodies release the energy and nutrients from food.
The food passes down the Gastrointestinal tract (GI) tract as shown below.



To find out more, go to:
https://bit.ly/31CBjke

This resource meets the *Guidelines for producers and users of school education resources about food*.

Name: Date:

The Eatwell Guide

- When choosing food and drinks, current healthy eating guidelines should be followed.

Fruit and vegetables
- This group should make up just over a third of the food eaten each day.
- Aim to eat at least five portions of a variety each day.
- Choose from fresh, frozen, canned, dried or juiced.
- A portion is around 80g (3 heaped tbs).
- 30g of dried fruit or 150ml glass of fruit juice or smoothie count as a max of 1 portion each day.

Potatoes, bread, rice, pasta or other starchy carbohydrates
- Base meals around starchy carbohydrate food.
- This group should make up just over a third of the diet.
- Choose higher-fibre, wholegrain varieties.

Dairy and alternatives
- Good sources of protein and vitamins.
- An important source of calcium, which helps to keep bones strong.
- Should go for lower fat and lower sugar products where possible.

To find out more, go to:
https://bit.ly/2QzUMfe

The Eatwell Guide
- Comprises 5 main food groups.
- Is suitable for most people over 2 years of age.
- Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.
- Shows proportions representative of food eaten over a day or more.

Beans, pulses, fish, eggs, meat and other protein
- Sources of protein, vitamins and minerals.
- Recommendations include to aim for at least two portions of fish a week, one oily, and; people who eat more than 90g/day of red or processed meat, should cut down to no more than 70g/day.

Oil and spreads
- Unsaturated fats are healthier fats that are usually from plant sources and in liquid form as oil, e.g. olive oil.
- Generally, people are eating too much saturated fat and need to reduce consumption.

Foods high fat, salt and sugar
- Includes products such as chocolate, cakes, biscuits, full-sugar soft drinks, butter and ice cream.
- Are high in fat, sugar and energy and are not needed in the diet.
- If included, should be had infrequently and in small amounts.

8 tips for healthier eating
These eight practical tips cover the basics of healthy eating, and can help you make healthier choices.
1. Base your meals on starchy carbohydrates.
2. Eat lots of fruit and veg.
3. Eat more fish – including a portion of oily fish.
4. Cut down on saturated fat and sugar.
5. Eat less salt (max. 6g a day for adults).
6. Get active and be a healthy weight.
7. Don't get thirsty.
8. Don't skip breakfast.

Hydration
- Aim to drink 6-8 glasses of fluid every day.
- Water, lower fat milk and sugar-free drinks including tea and coffee all count.
- Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.

Fibre
- Dietary fibre is a type of carbohydrate found in plant foods.
- Food examples include wholegrain cereals and cereal products; oats; beans; lentils; fruit; vegetables; nuts; and, seeds.
- Dietary fibre helps to: reduce the risk of heart disease, diabetes and some cancers; help weight control; bulk up stools; prevent constipation; improve gut health.
- The recommended average intake for dietary fibre is 30g per day for adults.

Composite/combination food
Much of the food people eat is in the form of dishes or meals with more than one kind of food component in them. For example, pizzas, casseroles, spaghetti bolognese and sandwiches are all made with ingredients from more than one food group. These are often called 'combination' or 'composite' foods.

Key terms
The Eatwell Guide: A healthy eating model showing the types and proportions of foods needed in the diet.
Hydration: The process of replacing water in the body.
Dietary fibre: A type of carbohydrate found in plant foods.
Composite/combination food: Food made with ingredients from more than one food group.

Meals and snacks can be sorted into The Eatwell Guide food groups.

Composite/combination food - Lasagne

Pasta (lasagne sheets): **Potatoes, bread, rice, pasta or other starchy carbohydrates**
Onions, garlic and chopped tomatoes: **Fruit and vegetables**
Lean minced meat (or meat substitute): **Beans, pulses, fish, eggs, meat and other protein**
Cheese sauce made with milk and cheese**: Dairy and alternatives**
Olive/vegetable oil used to cook onions and mince**: Oil and spreads**

Task
Plan a menu for a day that applies the principles of The Eatwell Guide and the 8 tips for healthier eating. Make one of the dishes, complete a sensory evaluation and calculate the energy and nutrients provided using nutritional analysis.

This resource meets the ***Guidelines for producers and users of school education resources about food***.

Name: Date:

Food hygiene

- Good food safety and hygiene practices are essential to reduce the risk of food poisoning.

Food poisoning
Food poisoning can be caused by:
- bacteria, e.g. through cross-contamination from pests, unclean hands and dirty equipment, or bacteria already present in the food, such as salmonella;
- physical contaminants, e.g. hair, plasters, egg shells, packaging;
- chemicals, e.g. cleaning chemicals.

Bacterial contamination is the most common cause.
Microorganisms occur naturally in the environment, on cereals, vegetables, fruit, animals, people, water, soil and in the air. Most bacteria are harmless but a small number can cause illness.
Harmful bacteria are called pathogenic bacteria.
The process of food becoming unfit to eat through oxidation, contamination or growth of micro-organisms is known as food spoilage.

Bacterial growth and multiplication
All bacteria, including those that are harmful, have four requirements to survive and grow:
- food;
- moisture;
- warmth;
- time.

High risk food
Bacteria easily multiply on foods known as 'high-risk food'. These are often high in protein or fat, such as cooked meat and fish, dairy foods and eggs. Cooked pasta and rice are also regarded as high risk foods if they are not cooled quickly after cooking and stored below 5°C.

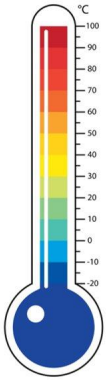
Symptoms of food poisoning
The symptoms of food poisoning include:
- nausea;
- vomiting;
- stomach pains;
- diarrhoea.

Moisture
Bacteria need moisture to survive. Dried foods, such as powdered milk, cereals or dried egg do not support bacterial growth, if properly stored. However, if moisture is added, any bacteria still alive can quickly begin to multiply.

People at risk
Elderly people, babies and anyone who is ill or pregnant needs to be extra careful about the food they eat.

Why clean?
To remove grease, dirt and grime, and prevent food poisoning and pests.

Temperatures to remember
To reduce the risk of food poisoning, good temperature control is vital:
- 5-63°C – the danger zone where bacteria grow most readily.
- 37°C – body temperature, optimum temperature for bacterial growth.
- 8°C – maximum legal temperature for cold food, i.e. your fridge.
- 5°C (or below) – the ideal temperature your fridge should be.
- 75°C – if cooking food, the core temperature, middle or thickest part should reach at least this temperature.
- 75°C – if reheating food, it should reach at least this temperature. In Scotland food should reach at least 82°C.



Time
When bacteria spend enough time on the right types of food, at warm temperatures, they can multiply to levels that cause illness.

Reheat food only once and eat leftovers within 48 hours.

Use-by-date
You've got until the end of this date to use or freeze the food before it becomes too risky to eat.

USE BY:

25/08/20

KEEP REFRIGERATED

Getting ready to cook
- Remove blazers/jumpers and roll up long sleeves.
- Tie up long hair and tuck in ties or head coverings.
- Thoroughly wash and dry hands.
- Put on a clean apron.

Best-before-date
You can eat food past this date but it might not be at its best quality.

BEST BEFORE:

25/08/21

STORE IN A COOL DRY PLACE

Allergen and food intolerance awareness
There are 14 ingredients (allergens) that are the main reason for adverse reactions to food. Cross-contamination of food containing these allergens must be prevented to reduce the risk of harm. They must also be labelled on pre-packaged food and menus so that consumers can make safe choices. The 14 allergens are:

Celery (and celeriac)	Milk
Cereals containing gluten	Molluscs
Crustaceans	Mustard
Eggs	Nuts
Fish	Peanuts
Lupin	Sesame
	Soybeans
	Sulphur dioxide

Where should food be stored in the fridge?

Cheese, dairy and egg-based products
The temperature is usually coolest and most constant at the top of the fridge, allowing these foods to keep best here.

Cooked meats
Cooked meats should always be stored above raw meats to prevent contamination from raw meat.

Raw meats and fish
Raw meats and fish should be below cooked meats and sealed in containers to prevent contamination of salad and vegetables.

Salad and vegetables
These should be stored in the drawer(s) at the bottom of the fridge. The lidded drawers hold more moisture, preventing the leaves from drying out.

Key terms
Allergens: Substances that can cause an adverse reaction to food. Cross-contamination must be prevented to reduce the risk of harm.
Bacteria: Small living organisms that can reproduce to form colonies. Some bacteria can be harmful (pathogenic) and others are necessary for food production, e.g. to make cheese and yogurt.
Cross-contamination: The transfer of bacteria from one source to another. Usually raw food to ready-to-eat food but can also be the transfer of bacteria from unclean hands, equipment, cloths or pests. Can also relate to allergens.
Food poisoning: Illness resulting from eating food which contains food poisoning micro-organisms or toxins produced by micro-organisms.
High risk ingredients: Food which is ready to eat, e.g. cooked meat and fish, cooked eggs, dairy products, sandwiches and ready meals.

Task
Create a poster highlighting the top tips for ensuring food is safe to eat. Include personal hygiene, safe storage, preparation and cooking of food.

To find out more, go to:
https://bit.ly/2Z97B5f

This resource meets the *Guidelines for producers and users of school education resources about food*.

Folk Music **MUSIC** (Exploring Harmony and Accompaniments)

A. History of Folk Music

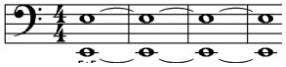
Folk Music is **TRADITIONAL** music **of the people** performed by the people themselves and played within their own communities. Folk Music was passed on **ORALLY** (through speech or song) from one generation to the next – the **ORAL TRADITION** (passed down by word of mouth), and many Folk Songs were not originally written down. The Industrial Revolution of the 18th and 19th Centuries destroyed communities so many of the traditional Folk Songs were lost. Attempts were made to collect these songs and *Cecil Sharp* published a 'written down' collection of English Folk Music in 1907 which had taken a lifetime to collect. During the 1950's a great **FOLK MUSIC REVIVAL** began and bands in the 1970's 'mixed together' Folk and Rock (**FOLK ROCK**) as a type of musical **FUSION** *e.g., Lindisfarne, Steeleye Span*. Other musicians created more modern and commercial **ARRANGEMENTS** of Folk Songs such as *Ralph McTell's "Streets of London"* in 1975. Folk Music influenced bands such as *The Beatles* and artists such as *Paul Simon* and modern-day groups such as *The Corrs* use traditional Folk Music in their songs.

B. Types of Folk Music

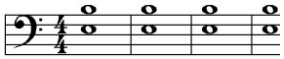
People from different countries and cultures have their own **FOLK MUSIC**. However, although it may sound different, **FOLK SONGS** are often include **WORK SONGS**, including **SEA SHANTIES**: songs sung at sea by sailors, the rhythm of these helped the sailors haul the ropes that hoisted the sails, and songs about **EVERYDAY LIFE, THE SEASONS, BATTLES AND WARS, SHEPHERD'S SONGS** and **LULLABIES** (cradle songs). People also sang Folk Songs to help them forget their aches and pains *e.g., shepherds sang about their sheep and lambs and the bitter weather to help keep their spirits high.* Folk Music can also be **INSTRUMENTAL**, often used for dancing, entertainment, celebration, and religious ceremonies. Dancing to Folk Music still happens such as **MORRIS DANCERS** or **MAYPOLE DANCING**.

C. Folk Song Accompaniments

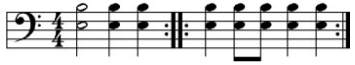
TONIC PEDAL - A (BASS) PEDAL (POINT/NOTE) is a note of long duration, often held in the bass part (lower down the keyboard) which uses the **TONIC** note, over which the melody line and chords will "fit" *e.g.*



DRONE - A form of musical accompaniment consisting of continuous sounding pitched notes, usually a **FIFTH** apart (5 notes), again, often in the bass part *e.g.*

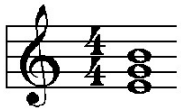


OSTINATO – A repeated musical pattern as an accompaniment, often using notes of the **CHORD** and rhythm patterns from the song *e.g.*

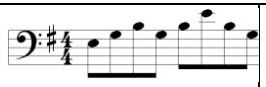


CHORDS – Many Folk Songs use **PRIMARY CHORDS** (**CHORD I**, **CHORD IV** and **CHORD V**) and sometimes the **SECONDARY CHORDS** of **CHORD III** and **CHORD VI** as a musical accompaniment. The notes of a **CHORD** can be performed in different ways to create different accompaniments:

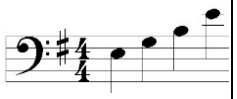
As a **TRIAD** (all three notes (**ROOT, THIRD, FIFTH**) performed together, the **ROOT** sometimes in the **BASS** part acting as **BASS LINE**).



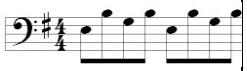
As a **BROKEN CHORD** - a way of playing the notes (**ROOT, THIRD, FIFTH**) of a chord separately ('broken' up) in a different order, ascending (going up) or descending (going down).



As an **ARPEGGIO** - playing the notes of a chord ascending or descending (**ROOT, THIRD, FIFTH**) in order, but separately.



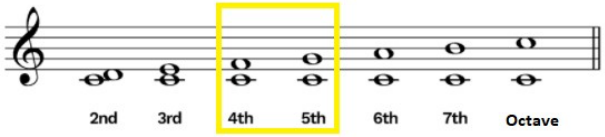
As an **ALBERTI BASS** - a way of playing the notes of a chord in the order: lowest (**ROOT**), highest (**FIFTH**), middle (**THIRD**), highest (**FIFTH**), repeated several times as a bass line **ACCOMPANIMENT**



D. Harmony in Folk Music: Intervals

ACCOMPANIMENT – Music that accompanies either a lead singer or melody line. This can be instrumental performed by members of a Folk Band but also vocal often known as the "backing" provided by backing singers. (see C for different forms of accompaniments).

HARMONY – The effect produced by two or more pitched notes sounding together at the same time *e.g.,* a chord or triad creates harmony or a lead singer and backing singers singing different melodies or parts 'in harmony' (**COUNTER MELODY**) **INTERVAL** – The distance between two musical notes. The intervals of a **FOURTH** and **FIFTH** are common in Folk Music.



F. Instruments, Timbres and Sonorities of Folk Music

Many **FOLK SONGS** are often performed **UNACCOMPANIED** (with no instrumental accompaniment) = **A CAPPELLA**. However, the following instruments are often used in Folk Music:

								
Penny/Tin Whistle	**Harmonica or Mouth Organ**	**Acoustic Guitar**	**Northumbrian Pipes**	**Accordion**	**"Fiddle" (Violin)**	**Mandolin**	**Banjo**	**Concertina**

Form & Structure

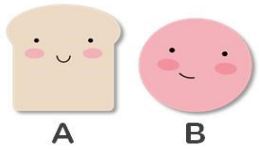
Exploring Musical Structures

A. Question and Answer Phrases

Two short sections in a piece of music. The first **QUESTION PHRASE** is followed by the **ANSWER PHRASE** which in some way copies or answers the first – like a 'musical conversation'. The **MELODY** below shows the opening of "Twinkle Twinkle Little Star" - notice how the **QUESTION PHRASE** rises in **PITCH** and the **ANSWER PHRASE** descends in **PITCH**.

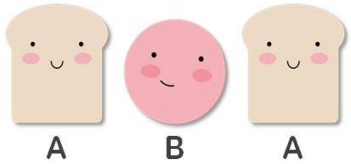
B. Binary Form

BINARY FORM (AB) describes music in two sections. The first section can be labelled "A" and the second section "B" (either or both sections may be repeated). The "B" section **contrasts** musically in some way to the first "A" section.



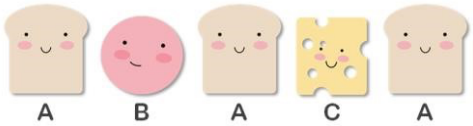
C. Ternary Form

TERNARY FORM (ABA) describes music in three sections. The first section can be labelled "A" and the second section "B" The "B" section **contrasts** in some way to the first "A" section which is then **repeated** after the "B" section again.



D. Rondo Form

RONDO FORM (ABACADA…) describes music where a main **theme** or **melody** "A" keeps returning between different contrasting sections "B, C, D…" (called **episodes**)

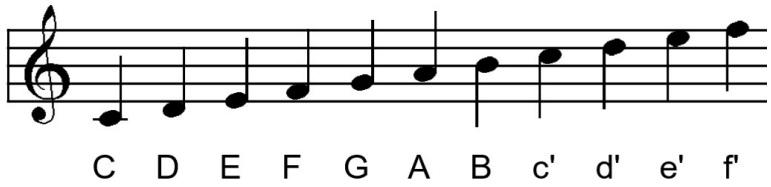


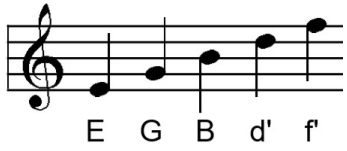
E. Key Words

1. **FORM/STRUCTURE** – How a piece of music is organised into different sections or parts.
2. **PHRASE** – A short section of music, like a "musical sentence".
3. **PITCH** – The **highness** or **lowness** of a sound or musical note.
4. **MELODY/THEME** – The main **tune** of a piece of music. The melody or theme often varies in **pitch** and "good melodies" have an organised and recognisable shape.
5. **HARMONY** – Playing two or more notes at the same time. The "harmony part" in music is different to the melody part.
6. **DRONE** – A repeated note or notes of **long duration** played through the music. When two notes are used, they are often **five** notes apart (a **fifth**).
7. **OSTINATO** – A repeated musical pattern. An ostinato can be a repeated rhythm or a repeated melody and are usually short.

F. Music Theory

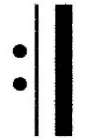
Treble Clef Pitch Notation





Treble Clef "Lines" Note Names

Treble Clef "Spaces" Note Names



Repeat Mark

Music Home Learning

Summer Term:

How do traditional instruments and storytelling contribute to folk music?

How does musical arrangement contribute to the impact of the music?

Homework 1: How do traditional instruments and storytelling contribute to folk music?

Retrieval:

*Q1) What **B**… helps the sounds resonate from a ukulele (guitar or any other string instrument)*

Q2) Describe the musical term 'finger picking'

Q3) Listen to this piece of music by The Ukulele Orchestra of Great Britain…select the techniques used.

https://www.youtube.com/watch?v=fuaLdWhnCag

a) Strumming,
b) Palm Mute,
c) Tremolo

Q4) One instrument is not a ukulele. What is it?

Flipped Learning:

In your own words describe the term 'musical arrangement'

Revision: Flashcards- Banjo, Sea shanty, Story telling

Homework 2: How does musical arrangement contribute to the impact of the music? ----------	***Retrieval:*** *Q1) What does folk music mean to you?* *Q2) List 3 traditional British folk instruments* *Q3) What is a Sea shanty?* *Listen to this song.* *https://www.youtube.com/watch?v=nCtn6igpgP4* *Describe the structure of this song:* *a) Verse, Chorus,* *b) Through Composed* *c) Strophic* ***Flipped learning:*** In your own words describe the term 'musical arrangement' ----------

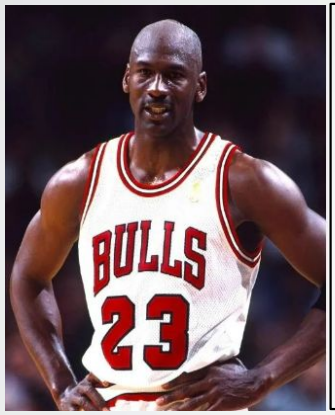
PE - Y7 - Summer Term

Can you win without winning?

Gaining Experience

Developing understanding of new scenarios and teams through competition to help develop skill levels and awareness for future situations.

Learning from Mistakes



Mistakes can happen during a loss but it is the importance of learning from such mistakes that helps performers to improve

Moral Victories

Sometimes performers/teams dominate games or perform well but things do not go their way. If a team surpasses expectations but aren't quite successful, they gain the moral victory

Creating new Goals

Losing can allow teams/performers to perform a reset. This can see them create new objectives/goals which help them achieve greater successes in the future, bringing more success

Making Progress

Losing doesn't always have to be a negative thing, as teams/performers often show progress in defeat which is a step forward. Even in defeat, teams/performers can show progress from previous attempts which is a positive.

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, Communication and Problem Solving

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, coordination

PE Home Learning Date due: 08-07-24

Term 3: Can you win without winning?	
• 3 things you remember from the last term about winning without actually winning?	• • •
• Have you noticed any connections to other PE lessons or other subject areas where you can also win without actually winning?	
• Why might losing a game/competition have a negative impact on you in everyday life?	
• If I could ask any sportsman/woman about a time when won without actually winning, who would I ask and why?	

Flipped learning: Minimum 10 minutes independent research on a future area of study. Topic for study is: Excellence Example questions to consider: 1. What is meant by the term excellence? 2. Why is excellence important when competing in an event/competition/match? 3. Can you name any teammates from our class or from your club that show excellence and explain how they do it?	**Notes**:

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YOUNGMiNDS
fighting for young people's mental health

HELP AND SUPPORT

ChildLine 0800 1111

mind for better mental health

THE MIX

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

CAMPAIGN AGAINST LIVING MISERABLY CALM

Confidential support to people experiencing difficulties
ww.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

stem4
supporting teenage mental health

Free service & apps supporting mental health for ages 11-19
www.stem4.org.uk

PAIGNTON ACADEMY

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