

Knowledge Organiser

Year 7

Cycle Two

2024-25



St LUKE'S
Church of England School

Personal Details

Name Tutor Tutor Group

School email address School username Password

Sparx username Sparx password Classcharts

Homework Guide

You are expected to spend a minimum of one hour on your homework each day. You should spend 30 minutes on each subject. You will be assessed on the knowledge in your knowledge book for every subject throughout each cycle.

Homework Schedules

Week commencing	Week	Section of KO to work from	Week commencing	Week	Section of KO to work from
6th Jan	A	Week 1	3rd Mar	B	Week 8
13th Jan	B	Week 2	10th Mar	A	Week 9
20th Jan	A	Week 3	17th Mar	B	Week 10: Assessment week: revise for assessments
27th Jan	B	Week 4	25th Mar	A	Superteaching: teachers will set homework based on knowledge gaps identified in assessments
3rd Feb	A	Week 5	31st Mar	B	SPARX only Homework
10th Feb	B	Week 6			
24th Feb	A	Week 7			

Week A	Subject 1	Subject 2
Monday	English	MFL
Tuesday	Sparx English	History
Wednesday	Sparx Maths	PE Health and Nutrition
Thursday	Sparx Science	Geography
Friday	Drama	Computing

Week B	Subject 1	Subject 2
Monday	English	MFL
Tuesday	Sparx English	History
Wednesday	Sparx Maths	Life to the Full
Thursday	Sparx Science	Geography
Friday	Art	Music

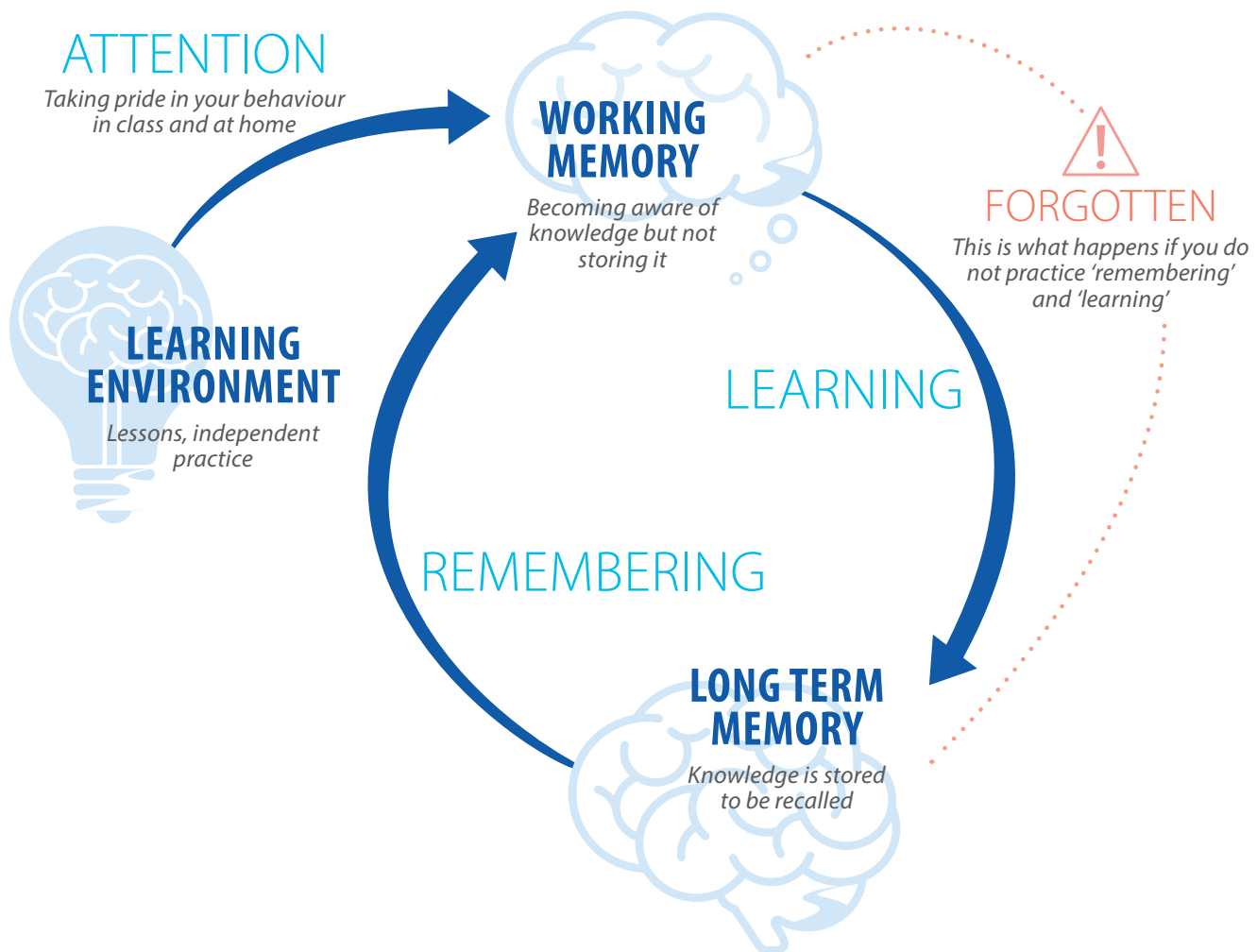
Maths – Sparx Homework

- SPARX maths home learning - <https://sparxmaths.com/>
- Username
- Password
- Sparx for English, Maths and Science is set a week in advance. English is due on a Tuesday, Maths on Wednesday and Science on Thursday. It is due 8am on the day of deadline.
- There are support sessions in school running Tuesday – Thursday at both break and lunchtime in the Maths corridor.
- Any student who hasn't completed 100% of their Sparx for English, Maths or Science by 8am on deadline day will be expected to attend Sparx homework catch up after school that day. Or get to 100% throughout the day by going to the Maths corridor during break and lunch to catch up.

Rewards

Homework Merits will be awarded daily on class charts by your tutor.

This is how you learn



Mastering your Memory and Cornell Notes

- **Learning** is what happens when knowledge moves from your **working memory** to your **long term memory** and can be recalled or retrieved.
- Your **working memory** is like a desktop on your computer. If the information is not 'saved' then it will be **forgotten**.
- Your **long term memory** is like a computer hard drive. **Remembering** is what happens when you access the information in your **long term memory**.
- Cornell notes for homework and do now quiz questions are two of the ways we support you to remember the key content from your lessons.
- Your brain needs to regularly practice retrieving that information for it not to be forgotten.

Link to Learning

Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.

Completing Cornell Notes

- 1) Read your knowledge organiser then in the note taking area write bullet points from this week's section of the knowledge organiser. You can copy the points from your knowledge organiser here or you can rewrite your notes in your own words and shorten. You must fill this entire space.
- 2) Summarise all the information in the note taking area into 3 bullet points. It should cover the main points you think need to be remembered from the notes. If definitions, put down the most important ones for you to remember.
- 3) In the cue column, create 5 questions that your bullet points answer. You need at least 5 questions in this column. Example: If in your note taking area you have written "Elizabeth I became Queen in 1559" then your cue column question could be "What year did Elizabeth I become Queen?"
- 4) Answer the five questions in full sentences and then mark and correct with green pen.

Monday		Week	
Read and make notes		Summarise to 3 bullet points	
Create 5 quiz questions in cue column		Cover notes and answer questions	
Mark and correct answers			
Geography			
Cue Column	Notes		
1.			
2.			
3.			
4.			
	Summary		
5.			
Self Quiz			
1.			
2.			
3.			
4.			
5.			

3) Create 5 Quiz Questions.

1) Read your knowledge organiser and then make notes here.

2) Summarise notes to three bullet points.

4) Answer the five questions in full sentences and then mark and correct with green pen.

Need more help?

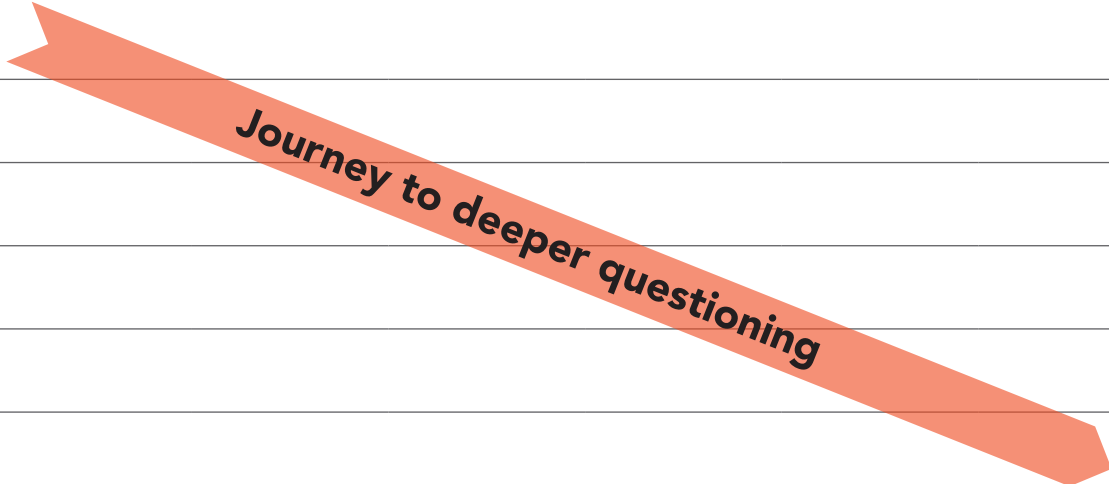
Scan the QR code to access a step by step video of a teacher explaining how Cornell Notes work.

You can also access this on the school website.



How can I write the best possible questions for Cornell notes?

?	Is... Are... Was...	Does... Do... Did...	Can (Possibility)	Should (Opinion)	Will (Prediction)	Might (Imagination)
What (Event)						
When (Time)						
Where (Place)						
Who (Person)						
Why (Reason)						
How (Meaning)						



This is what your homework should look like:

Week

Monday
Read and make notes → Summarise to 3 bullet points → Create 5 quiz questions in cue column → Cover notes and answer questions → Mark and correct answers

Geography

Cue Column	Notes
1. What is a superpower?	• A super power country is one that has a strong military, lots of money, large population & lots of influence
2. Which countries are super powers?	• At the moment the USA is the main super power. • China, India, Brazil & Russia are all catching up fast.
3. How many countries in the EU?	• EU is also a superpower even though it's 27 countries. • They are rich through trade & globalisation.
4. How did these countries become super powers?	• HIC = High Income country. • NEE = Newly emerging country • LIC = low income country.
5. What is an HIC?	• Superpower = strong military, ↑ money, ↑ population, ↑ influence. • Examples = (USA), India, China, Russia & EU • Rich due to trade & globalisation. - HIC/LIC high/low income countries

Self Quiz

1. A super power is a country with a big military, ↑ money & ↑ population. *& lots of money*
2. USA, India, China & Russia are examples. *& Brazil*
3. There are 27 countries in the EU.
4. Globalisation & trade are how they got rich.
5. An HIC is a high income country.



Timetable Week A

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.15	Morning Tutorial & Session				
Period 1 9.15 - 10.15					
Period 2 10.15 - 11.15					
11.15 - 11.45	Break 1				
Period 3 11.45 - 12.45					
Period 4 12.45 - 1.45					
1.45 - 2.10	Break 2				
Period 5 2.10 - 3.10					
Enrichment 3.10 - 4.10					

Timetable Week B

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.15	Morning Tutorial & Session				
Period 1 9.15 - 10.15					
Period 2 10.15 - 11.15					
11.15 - 11.45	Break 1				
Period 3 11.45 - 12.45					
Period 4 12.45 - 1.45					
1.45 - 2.10	Break 2				
Period 5 2.10 - 3.10					
Enrichment 3.10 - 4.10					

Anti-Bullying at St Luke's



See It.
If you see or hear of anyone being bullied you should report it immediately. Be an upstander.

Bullying can impact anyone at anytime. It could happen face to face or online. It is important we are vigilant and look after the people in our school community.

Bullying can take many forms including:

- Social media
- Nasty or hurtful messages
- Threatening behaviour
- Name calling
- Sexting
- Cyberbullying
- Pushing, hitting or kicking

Bullying behaviour can include:

- People calling you names
- Making things up to get you into trouble
- taking things away from you
- Damaging your belongings
- Sending abusive messages
- Threats and intimidation



Report It.
Bullying, of any kind, has no place at St Luke's. Report bullying as soon as you can.

You can report bullying in a variety of ways. We know it takes courage to do so, but be an Upstander, it's the right thing to do.

You can report bullying to any member of staff, we are all upstanders.

You can also use this email address to report bullying

bullyingupstander@stlukescofe.school

Bullying can also be reported on the school website via an online form. The form is on the school life tab, then the Anti-bullying ethos page.

Any bullying incidents are reported to the local authority by the school.



Sort it.
We will deal with bullying sensitively and effectively. Everyone has the right to feel safe and happy.



After any bullying incident it is important to ask the following questions:

- 1) Has the bullying stopped?
- 2) Are you happy with the resolution?

If the bullying continues, you must report it again.

As a school community we have a moral duty to challenge bullying and support each other to feel safe and happy, enabling us to live life to the full.



Year 7
ART

WEEK 5 / 6

Colour Psychology

Choice of colour and the relationship between colours have a huge influence on how a piece of art or design looks and feels and the emotions it provokes.

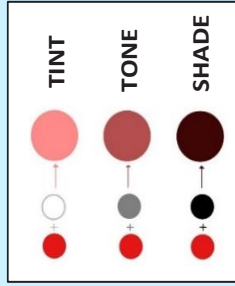
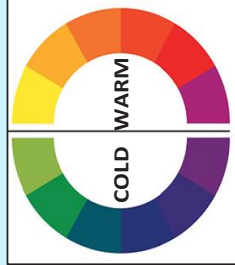
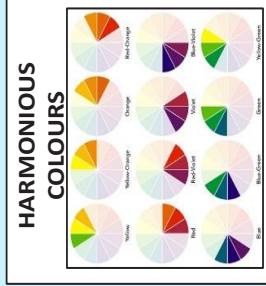
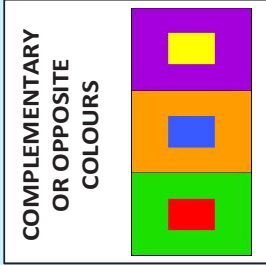
Emotion, mood and atmosphere

Often when an artist uses colour in a painting they are trying to communicate an emotion, mood or atmosphere. They could either be trying to make a viewer feel a certain way or they are trying to communicate their own feelings.



EXCITING
FRIENDLY
OPTIMISTIC
PEACEFUL
DEPENDABLE
CREATIVE
CALM

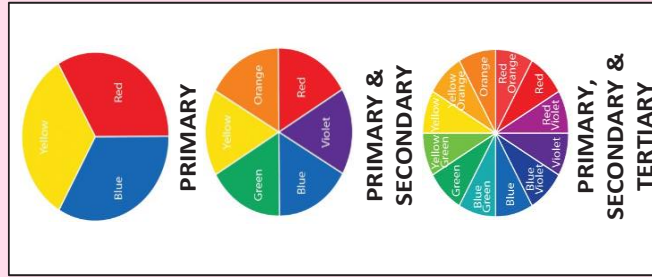
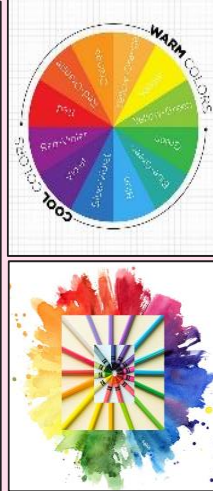
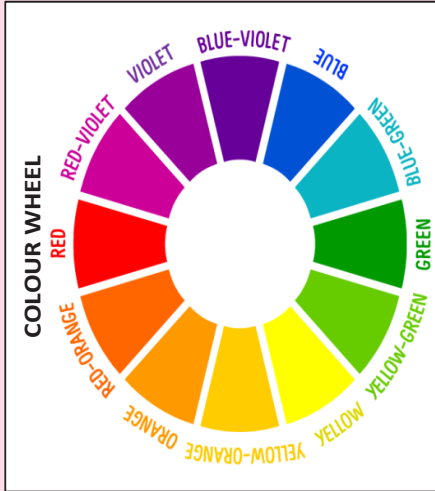
Week 3 / 4



Complementary Colour	They are opposite each other on the colour wheel. Appear brighter when placed next to each other.
Harmonious Colours	Colours that are next to each other on the colour wheel and are pleasing to the eye.
Warm Colours	Are shades of orange, yellow and red.
Cold Colours	Are shades of green, blue and purple.
Tint/Shade	A tonal range from light to dark.
Neutralized Colour	A colour that has been "greyed" or reduced in intensity by mixture with a complementary colour.
Objective Colour	The colour of an object as seen by the eye. (green grass, blue sky, red fire, etc.)
Subjective Colour	Colours chosen by the artist without regard to the natural appearance of the object shown.

Week 1 / 2

Colour



Colour	The impression of colour is produced in the brain by response of the eyes to different wavelengths of reflective light. Colour has three properties: <i>hue</i> , <i>value</i> , and <i>intensity</i> .
Hue	The name of a colour – red blue, yellow, etc.
Value	The lightness or darkness of a colour.
Intensity	Brightness of a colour.
Primary Colour	A colour that cannot be made by mixing other colours together. RED, BLUE & YELLOW
Secondary Colour	Made by mixing two primary colours together. GREEN, ORANGE & VIOLET
Tertiary Colour	Made by mixing a primary and a secondary colour together.



Year 7
ART



Further reading

Elements in Art are the buildings blocks used by artists to create a work of art

LINE / POINT
-tone / VALUE
TEXTURE
SHAPE
COLOUR
FORM
SPACE / COMPOSITION

The Principles of Art & Design are tools used to plan and organise artwork

BALANCE
CONTRAST
EMPHASIS
UNITY
MOVEMENT
RHYTHM
SCALE
HARMONY
VARIETY
PATTERN

Week 9/10

Composition

Composition means "putting together". Composition in art is the way in which different elements of an artwork are combined.

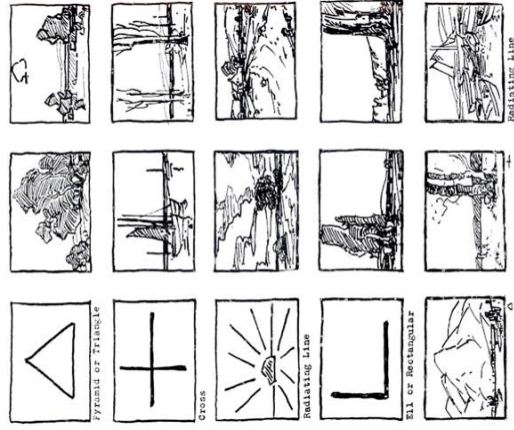
In general, this refers to the key subjects of the artwork and how they are arranged in relation to each other.

It can be thought of as the organization of the elements of art according to the principles of art & Design.

Composition can apply to any work of art, from music through writing and into photography, that is arranged using conscious thought.

In the visual arts, composition is often used interchangeably with various terms such as *design, form, visual ordering, or formal structure*, depending on the context.




An artist arranges the different elements of an artwork so as to bring them into a relationship acceptable to them and, it is hoped, the viewer.



Week 7/8

Pattern

A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular.

Motif	The starting point of any pattern is the single element that will be repeated.	
Geometric	Geometric patterns can also be categorized as abstract patterns, a pattern of repeated shapes and sizes with no relationship to natural objects. Examples of geometric patterns include geometric shapes and plaids.	
Organic	Patterns inspired by all things natural and organic. These are more realistic patterns are repeats of natural objects while Stylized are simpler repeats of natural objects.	
Mirrored	A way of creating patterns is to mirror the motif. This then creates symmetry. Motifs can be mirrored horizontally or vertically.	
Irregular	Is a pattern in which the motif changes or the way it is repeated is unpredictable.	
Radiating	A pattern that is arranged around a central point.	
Stripes	A stripe is a line or band that differs in colour or tone from an adjacent area. Stripe patterns are multiples or groups of such lines.	
Polka Dot	A polka dot pattern uses repeating equally spaced dots, usually the same size. Pop art pattern	

Year 7 Computing

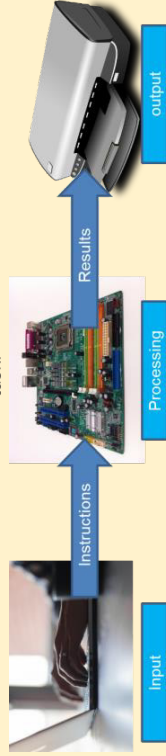


Week 1

What is a Computer?

"A computer is generally considered to be a programmable machine, often electronic, which takes in data, processes it and then outputs the result". When we say 'programmable machine', we are referring to something that can be given instructions and perform them.

And when we say 'takes in data, processes it, then outputs the result', we are referring to something that can accept inputs/instructions, work out what the instructions mean, carry out the instructions and then show the results of the task.



Input Devices

In order to send instructions to a computer, we need input devices. These devices allow users to interact with the system and can be in many different forms. They all send data/instructions to the computer system. For example, a games controller will send directional data/instructions, a scanner will send image data and a microphone will send sound data to the system.



Output Devices

In order to receive information from the computer, systems need output devices. These devices can also be in many different forms. They all output information (processed data) from the computer system to the user. For example, a monitor will display images and speakers will output sound.

All of these devices are peripheral devices, meaning that they all attach to a computer to allow the user to interact with it. However, many of these devices can also be integrated into computers. For example, if you consider a 'Toaster', the input devices would be integrated buttons and dials (not a separate controller) and the output devices would be integrated displays (to show the chosen settings) and perhaps an integrated speaker (to indicate the selecting of buttons).

<https://bit.ly/STLcomphw>

Week 3

What's inside a Computer?

The CPU, Heat Sink and Fan

One incredibly important component of a computer is the 'Central Processing Unit'. It is often known as the 'Brain' of the computer as it carries out the calculations and decision making, allowing program instructions to be understood (decoded) and run (executed). This component gets extremely hot very quickly and so it is crucial that it is kept cool to avoid malfunction. In order to reduce its temperature, a heat sink is positioned on top of the CPU to draw out and radiate heat, with a fan attached to further aid heat loss.

The RAM

Another vital component is the RAM. This device is the computer's short-term memory. Whenever a program is opened, its instructions are loaded to the RAM and then fed to the CPU when the user interacts with the program. The RAM has really fast data access speeds, which means that when the CPU needs an instruction, it can access it really quickly. However, the RAM needs electricity in order to store data and so if the computer switches off, any work you had open would be lost (unless you had first saved it to the hard drive).

The Hard Drive

The hard drive is the computer's long-term memory. All programs and user files are stored there. This type of memory doesn't need electricity to store data and it doesn't matter how many times you turn your computer on or off, the programs and your data will always be there. The hard drive has quite slow data access speeds and so unlike the RAM, the CPU will not directly access programs and files here. Any program or file that the user wishes to open and work with, will be loaded from the hard drive to the RAM.

The Motherboard

The motherboard is a large circuit board which connects all of the other components together, allowing them to communicate with one another. The CPU and RAM actually slot into this component. You will often also find integrated video and sound cards on the motherboard, providing the computer with the ability to render graphics on the screen and play sound through the speakers. Sometimes, you can add additional video and sound cards in the motherboard's expansion slots to provide higher quality video and sound.

The Power Supply Unit (PSU) & Fan

Being electronic, computers need an electricity supply and it is the PSU which provides this. This component will have several power cables that can each attach to various components found inside a computer such as the Motherboard, Hard drive and Optical Disk Drives (CD/DVD/Blu-ray).

All of the components inside a computer will get hot overtime and so it is vital that heat is managed to avoid system malfunction. In order to manage the heat, the PSU will often have a fan system to draw in cooler air, in an attempt to reduce the heat of the system.

<https://bit.ly/STLcomphw2>

Week 5

How does a computer actually work?

The CPU	Often known as the 'Brain' of the computer, its job is to process program instructions.
The Hard drive	This is the computer's long-term storage. It stores the computer's programs and files and can keep data stored even without power.
The RAM	This is the computer's short-term memory. It stores programs and files that are in use, with quick data access speeds, but it needs electricity to work (data is lost when it loses electrical power).

What happens when I open a program?

When you double click on an icon to open a program, it usually loads on your screen within seconds. But what's actually happening behind the scenes to enable this? Let's take a look...

1. Firstly, when you double click a program's icon, the mouse (input device) sends an instruction (input) to the CPU requesting that the program is loaded.
2. The CPU will decode this instruction and then execute it. Now, because all programs and files are stored in the hard drive, it sends a signal to the hard drive requesting that the program files are copied over to the RAM.
3. The hard drive accepts this request and loads the program onto the RAM.
4. The CPU can now directly access and process the program files, at speed, and as a result the program is open and ready to use by the computer user.

Year 7 Computing



Week 5

How does a computer actually work? (cont)

The Office Desk Comparison

The way the computer loads and processes program files can be likened to how an office worker might work at their desk.

Imagine that the office worker is the CPU, their drawers are the hard drive and their desk is the RAM. The worker has just been asked to do some work by their boss. So, they go to their drawers to find the relevant documents that they need to work on.

Now, because the drawer is low down with little space, it is not comfortable to work at those documents while they're in the drawer.

Work would be slow! The worker therefore decides to bring the documents onto the desk, which is at the right height for working, so that they can carry out their task efficiently, at speed.

This is just like how the CPU works. It will load programs from the 'slow' hard drive to the 'speedy' RAM, so that it can work more efficiently.

<https://bit.ly/STLcompwh3>



Week 7

The CPU

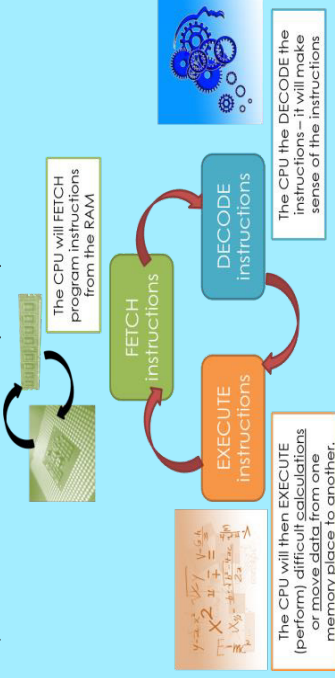
the Central Processing Unit (CPU) is known as the brain of the computer and that its job is to process data, by carrying out calculations, performing logic and coordinating input and output signals.

The CPU is located on the motherboard and will often have a heat sink and fan positioned on top of it, to keep it cool, as it gets very hot, when in use!
how does the CPU process instructions? What's involved? Let's take a look!

The Fetch-Decode-Execute Cycle

When the CPU processes instructions, it performs the Fetch-Decode-Execute cycle, which unsurprisingly consists of 3 stages.

- Fetch Stage** - During the Fetch stage, the CPU will fetch an instruction from memory. It will request an instruction/data from a specific memory location and then wait for it to be received.
- Decode Stage** - Once the CPU receives the instruction, it needs to make sense of it. The process of working out what the instruction means is called 'decoding'
- Execute Stage** - Once it has decoded the instruction, it will execute (carry out) the instruction, which for example, may be a calculation.



A Thought on Speed

One of the most amazing things about the CPU is the speed at which it works. For example, the CPU would have performed many billion Fetch-Decode-Execute cycles during the time it took you to read this sentence.

All CPUs have a clock speed – this is the amount of instructions the CPU can process in one second. It is measured in Hertz (cycles per second). CPUs currently run at about 3 Gigahertz, which means 3 Billion Fetch-Decode-Execute cycles per second. That means it processes 3 billion instructions every second! The faster the speed the more instructions can be processed during the same time period!

<https://bit.ly/STLcompwh4>

Week 9

Revision

What is a Computer?

“A computer is generally considered to be a programmable machine, often electronic, which takes in data, processes it and then outputs the result”.



There are actually **input** devices that **processing** devices (or at least to contain a computer). A washing machine can be programmed, has buttons to input data, a CPU to process the instructions and motors/values which produce different outputs. By definition it is therefore a computer.

Input and Output Devices

All of the devices shown on the right are **input devices**. They all send data/instructions to the computer system. For example, the games controller will send directional data/instructions, the scanner will send image data and the microphone will send sound data to the system

All of the devices shown on the left are **output devices**. They all output information (processed data) from the computer system to the user. For example, the monitor will display images and the speakers will output sound.

How does a computer actually work?

1. Firstly, when you double click a program's icon, the mouse (input device) sends an instruction (input) to the CPU requesting that the program is loaded.
2. The CPU will decode this instruction and then execute it. Now, because all programs and files are stored in the hard drive, it sends a signal to the hard drive requesting that the program files are copied over to the RAM.
3. The hard drive accepts this request and loads the program onto the RAM.
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The Office Worker Analogy (comparison)

- Imagine that the office worker is the CPU, their drawers are the hard drive and their desk is the RAM.
- The worker (CPU) has just been asked to do some work by their boss. So, they go to their drawers (the hard drive) to find the relevant documents that they need to work on.
- Now, because the drawer is low down with little space, it is not comfortable to work at those documents while they're in the drawer (hard drive). Work would be slow!
- The worker therefore decides to bring the documents onto the desk (RAM), which is at the right height for working, so that they (the CPU) can carry out their task efficiently, at speed.

Watch the videos and make notes from the previous weeks

Year 7 – Drama - Melodrama

Week 1 and 2

MELODRAMA – AN INTRODUCTION

Melodrama began in the early 1800s and became popular by 1840. It developed as a theatrical form in France and grew popular during the time of industrialisation. More people were moving into cities and needed entertainment. Melodramatic plays were a mixture of violence, romance and sentimentality. Each scene was short and full of action.

Melodramatic plays used over the top setting, music, exaggerated acting and encouraged audience interaction. A melodrama is a dramatic work where the plot is sensational. Characters are simply-drawn, and stereotyped.

Melodrama is a portmanteau word, formed by combining the words "melody" from the Greek "melōidia", meaning "song" and "drama".

A melodrama is often a Victorian style play with very simple characters: a villain, hero, heroine, policeman, damsel in distress and an elderly person (which usually ends happily).

Melodramas were popular in the 1800s on the stage and in novels. Melodrama is the exaggeration of mood, body language and facial expression. It is believed that it was Jean-Jacques Rousseau who invented melodrama in 1760s. The Victorian stage melodrama featured five/six stock characters: the hero, the villain, the heroine, an aged parent, a sidekick (and sometimes a servant of the aged parent).

All engaged in a sensational plot featuring themes of love and murder.

Often the good but not very clever hero is duped by a scheming villain, who has eyes on the damsel in distress until fate intervenes at the end to ensure the triumph of good over evil. Two central features were the 'coup de theatre', or reversal of fortune, and the 'claptrap': a back-to-the-wall oration by the hero which forces the audience to applaud.

Week 3 and 4

MELODRAMA EXPLORED

English melodrama evolved from the tradition of populist drama established during the Middle Ages by mystery and morality plays, under influences from Italian commedia dell'arte. A notable French melodramatist was Pivécourt whose *La Femme à deux maris* was very popular.

The first English play to be called a melodrama or 'melodrame' was *A Tale of Mystery* (1802) by Thomas Holcroft. This was an example of the Gothic genre. Following the Gothic, the next popular sub-genre was the nautical melodrama, pioneered by Douglas Jerrold in his *'Black-Eyed Susan'* (1829). Other nautical melodramas included Jerrold's *'The Mutiny at the Nore'* (1830) and *'The Red Rover'* (1829) by Edward Fitzball (Rowell 1953).

Melodramas based on urban situations became popular in the mid-nineteenth century, including *'The Streets of London'* (1864) by Dion Boucicault; and *'Lost in London'* (1867) by Watts.

The sensation novels of the 1860s and 1870s not only provided fertile material for melodramatic adaptations but are melodramatic in their own right.

A notable example of this genre is *'Lady Audley's Secret'* by Elizabeth Braddon.

The novels of Wilkie Collins have the characteristics of melodrama, his best-known work *'The Woman in White'* being regarded by some modern critics as "the most brilliant melodrama of the period". The villain is often the central character in melodrama and crime was a favourite theme. This included dramatisations of 'Sweeney Todd' and 'The murder of Maria Marten in the Red Barn'.

Early silent films, such as 'The Perils of Pauline' had similar themes.

Later, stage actor Todd Slaughter, at the age of 50, transferred to the 'Talking' screen, the Victorian melodramas in which he had played a villain in his earlier theatrical career.

These films, which include *Maria Marten or Murder in the Red Barn* (1935) and *Sweeney Todd: The Demon Barber of Fleet Street* (1936) are a unique record of a bygone art-form.

Week 5 and 6

MELODRAMA – STOCK CHARACTERS

A form of stereotype, which we expect to see in a particular style of drama. Their appearance, behaviour and speech is predictable.

Faithful servant

The faithful servant is the accomplice of the hero. However, this character is also often portrayed as clumsy and idiotic. He is not as brave, courageous or handsome as the hero. This character often provides comic relief to the audience, just like the villain's accomplice.

Hero

The hero is moral, manly, brave and handsome. He believes in justice and fights against evil and injustice. He also saves the heroine from danger and defeats the villain.



Heroine

The heroine is beautiful, kind, gentle and innocent. She is in love with the hero. She is often in some distress or danger and needs to be saved (Damsel in distress). At the end of the story, she has her happily ever after with the hero.

Villain

The villain is the main enemy of the hero. He is evil, powerful, dishonest, vengeful, corrupt and rich. He hates the hero. In most melodramas, the villain tries to kidnap or marry the heroine.

Villain's Sidekick

Villain's Sidekick helps the villain, but he often gets in the way of the villain. He or she is rather idiotic and stupid and provides comic relief.

Week 7 and 8

MELODRAMA – STRUCTURE

The structure of a play is the 'shape' of the action.

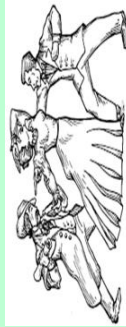
Exposition - The exposition is the portion of a story that introduces important background information to the audience; for example, information about the setting, events occurring before the main plot, characters' back stories, etc.

Rising action - In the rising action, a series of events build toward the point of greatest interest. The rising action of a story is the series of events that begin immediately after the exposition (introduction) of the story and builds up to the climax. These events are generally the most important parts of the story since the entire plot depends on them to set up the climax and ultimately the satisfactory resolution of the story itself.

Climax - The climax of the play is the point at which the action changes decisively. It may be a truth revealed, a choice made by a major character, or a reconciliation among characters. No matter what kind of event the climax is, the climax marks the "point of no return"; the main action or character of the play has moved in a direction from which there is no returning to earlier states of affairs. Because the climax is the decisive turning point of the play, after which suspense diminishes, the climax of most plays is placed near the end of the plot.

Falling action - During the falling action, the conflict between the hero and the villain unravels, with the hero winning against the villain. The falling action may contain a moment of final suspense, in which the final outcome of the conflict is in doubt.

Dénouement - The dénouement comprises events from the end of the falling action to the actual ending scene of the drama or narrative. Conflicts are resolved, creating normality for the characters and a release of tension and anxiety, for the audience



Week 9 and 10

MELODRAMA - PRACTICAL SKILLS

Exaggerated emotions

Anger - Both hands shoulder high, eyebrows pushed towards each other, face tense with a grimace, hands in tight fists.



Dramatic / overwhelmed - Chin up bringing the face to look up, one arm dropped limp to the side. Other hand open with palm towards audience on top of forehead.

Evil planning - One eyebrow up, the other down. Grimace on face. Hands rubbing together. If it's a really good plan, the fingers twiddle.



Evil sneaking - Shoulders hunched over, arm raised to cover the nose, eyes free to shift around the room. Legs bent as they cross the stage.

Fear - Face turned to the right, right hand to mouth, fingers curled under touching the top of palm.



Grief - Head down, shoulders hunched, hands cupping face. Raising shoulders up and down with a sobbing noise.



Horror - Eyes wide, mouth open, both hands to cheeks with fingers extended.

Love - Female: chest high, head to one side, kick leg up, hands under chin, smile



Love - Male: chest high, right hand across chest and hand on heart. Other hand open and pointing to his love.

Pride - Chest up, hands with knuckles to both hips, legs slightly apart, balanced. Chin up and tilted head.





Year 7 English



Week 1	Week 2	Week 3	Week 4	Week 5
<p>Vocabulary</p> <ul style="list-style-type: none"> Merchant - a person or company involved in wholesale trade, especially one dealing with foreign countries or supplying goods to a particular trade. Bond - In this context, a bond is a debt security, similar to an IOU. The person who owes the money is obliged to pay it back or accept a pre-chosen penalty. Mercy - Compassion or forgiveness shown towards someone whom it is within one's power to punish or harm. Gratis - Without charge; free. <p>Act 1</p> <p>Bassanio asks Antonio if he can borrow some money. They have to take out a bond with Shylock to do so. Portia's father has devised a lottery to choose who she should marry.</p> <p>Act 2</p> <p>The Prince of Morocco tries to woo Portia; he chooses the gold casket. Jessica plans to run away from her father, Shylock, and marry Lorenzo, a Christian. Shylock is devastated when he finds out. The Prince of Arragon arrives to woo Portia and chooses the silver casket.</p>	<p>Week 2</p> <ul style="list-style-type: none"> Originated – Where something began/was created Conjunction – A word used to connect clauses or sentences or to coordinate words in the same clause Inform – To give or impart knowledge of a fact or circumstance to Anti-Semitism - Hostility to or prejudice against Jewish people. <p>Act 3</p> <p>Antonio's ships have been lost at sea so he is unable to pay back Shylock. Bassanio chooses the lead casket and wins Portia's hand in marriage. Soon after, he learns that Antonio is in danger as Shylock wants his "pound of flesh".</p> <p>Act 4</p> <p>Shylock appears to be about to be granted his pound of flesh by the doctor, Balthasar (who is actually Portia dressed as a man). She stops him by stating that he is not allowed to spill a drop of "Christian blood". To thank her, Bassanio and Gratiano give her their rings.</p> <p>Act 5</p> <p>Portia and Nerissa argue with their husbands about their missing rings and then reveal how they deceived them. They return the rings to them.</p>	<p>Week 3</p> <ul style="list-style-type: none"> Discrimination - The unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability. Hierarchical - Of the nature of a hierarchy; arranged in order of rank. Prejudice - A preconceived opinion that is not based on reason or actual experience. Patriarchy - A system of society or government in which men hold the power and women are largely excluded from it. <p>Anti-Semitism in Elizabethan England</p> <ul style="list-style-type: none"> The majority of Elizabethans were Christians. Jews were hated in Christian society, partly due to their willingness to practise usury (charging interest on money lent to others). In 1290, King Edward expelled anyone of the Jewish faith from England. While some converted to Christianity to stay in England, most of the Jewish population moved out of the country. By the time The Merchant of Venice was written, in 1596, there were few to no Jews living in London. Due to a lack of exposure, irrational fear of religious difference, and the general prevalence of racist ideology, anti-Semitism was rampant in early modern England. 	<p>Week 4</p> <ul style="list-style-type: none"> Derogatory - Showing a critical or disrespectful attitude. Adversary - One's opponent in a contest, conflict, or dispute. A Shylock - Due to the play, a Shylock is also used to criticise someone who is always wanting more of something and is willing to be cruel in order to get it. This is often associated with money lending. Caricature - A picture, description, or imitation of a person in which certain striking characteristics are exaggerated in order to create a comic or grotesque effect. <p>Patriarchy and racism in Elizabethan England.</p> <ul style="list-style-type: none"> Many Elizabethans would have been ignorant of the true nature of Africa. Instead, they would only associate it with slavery and war. In Morocco alone, a number of wars occurred shortly before The Merchant of Venice was written. These wars would have added to the prejudiced Eurocentric stereotypes that viewed African men as barbaric, illiterate and promiscuous. Even though Queen Elizabeth I was on the throne, Merchant of Venice was written during a patriarchal society. Women were considered to be the weaker sex and should therefore be subservient to their fathers and husbands. Even Elizabeth said "I may have the weak and feeble body of a woman but I have the heart and stomach of a King," and a King of England at that. 	<p>Week 5</p> <ul style="list-style-type: none"> Elope - To run away secretly in order to get married. Oppressed - Subject to harsh and authoritarian treatment. Eurocentric - focusing on European culture or history to the exclusion of a wider view of the world Villainise - To speak ill of; disparage; make appear the villain. <p>Quotations</p> <ul style="list-style-type: none"> Shylock – "I hate him for he is a Christian" Shylock - "I will feed fat the ancient grudge I bear him" Shylock - "You call me misbeliever, cut-throat dog, And spit upon my Jewish gaberdine" Antonio - "The devil can cite Scripture for his purpose" Morocco – "Mislike me not for my complexion" Jessica – "Our house is hell"



Year 7 English



Week 6

- Judgement - The ability to make considered decisions or come to sensible conclusions.
- Deception - To deliberately cause (someone) to believe something that is not true, especially for personal gain.
- Justice - Based on or behaving or treating people according to what is morally right and fair.
- Protofeminism - A concept that anticipates modern feminism in eras when the feminist concept as such was still unknown.

Quotations

- Salanio recounting what Shylock said – “My daughter! O my ducats! O my daughter!”
- Arragon – “I will not choose what many men desire”
- Arragon – “Did I deserve no more than a fool’s head?”
- Salarino – “I, for my part, knew the tailor that made the wings she flew withal”
- Shylock – “it will feed my revenge”
- Shylock – “hath not a Jew hands, organs, dimensions, senses, affections, passions?”

Week 7

- Advocate – A person who publicly supports or recommends a particular cause or policy
- Sardonic – Grimly mocking or cynical
- Social capital - A set of shared values or resources that allows individuals to work together in a group to effectively achieve a common purpose.
- Ergo – Therefore

Quotations

- Shylock – “If you prick us, do we not bleed?”
- Scroll in the lead casket – “Turn you where your lady is , And claim her with a loving kiss”
- Shylock – “I’ll have my bond. I will not hear thee speak. I’ll have my bond, and there fore speak no more”
- Gratiano – “inexcrable dog”
- Antonio – “ His Jewish heart”
- Portia - “Inquire the Jew’s house out; give him this deed and let him sign it”

Week 8

- Heinous - (of a person or wrongful act, especially a crime) utterly odious or wicked.
- Bestow - confer or present (an honour, right, or gift).
- Retribution - punishment inflicted on someone as vengeance for a wrong or criminal act.
- Enact - To put into practice (an idea or suggestion).

Revise past quotations

- Shylock – “I hate him for he is a Christian”
- Shylock - “I will feed fat the ancient grudge I bear him”
- Shylock - “You call me misbeliever, cut-throat dog, And spit upon my Jewish gaberdine”
- Antonio - “The devil can cite Scripture for his purpose”
- Morocco – “Mislike me not for my complexion”
- Jessica – “Our house is hell”

Week 9

- Rebut – Claim or prove that (evidence or an accusation) is false.
- Characterisation - the creation or construction of a fictional character.
- Critique - To review or examine something critically.
- Xenophobia - A person’s viewpoint or attitude toward a particular subject.

Revise past quotations

- Salanio recounting what Shylock said – “My daughter! O my ducats! O my daughter!”
- Arragon – “I will not choose what many men desire”
- Arragon – “Did I deserve no more than a fool’s head?”
- Salarino – “I, for my part, knew the tailor that made the wings she flew withal”
- Shylock – “it will feed my revenge”
- Shylock – “hath not a Jew hands, organs, dimensions, senses, affections, passions?”

Week 10

Revising past vocabulary

- Inform – To give or impart knowledge of a fact or circumstance to
- Anti-Semitism - Hostility to or prejudice against Jewish people.
- Discrimination - The unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.
- Derogatory - Showing a critical or disrespectful attitude.

Revise past quotations

- Shylock – “If you prick us, do we not bleed?”
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- Gratiano – “inexcrable dog”
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- Portia - “Inquire the Jew’s house out; give him this deed and let him sign it”



Year 7 French



Week 1: Tu aimes ça?
 Key ideas: Talking about likes and dislikes

Key vocabulary:	
J'aime	I like
Je n'aime pas	I don't like
Tu aimes	You like
Il/elle aime	He/ she likes
Le foot	Football
Le vélo	Cycling
Le collège	School
Le cinéma	The cinema
Le poisson	Fish
La danse	Dance/dancing
La musique	Music
Les glaces	Ice cream
Les jeux vidéo	Videogames
Les vacances	Holidays
Les mangas	Manga
Les araignées	Spiders

Week 2: Qu'est-ce que tu fais?
 Key ideas: Saying what you do

Key vocabulary:	
La rentrée	Going back to school
chanter	To sing/ singing
danser	To dance/ dancing
Retrouver mes amis	To meet up/ meeting up with friends
bloguer	To blog/ blogging
surfer	To surf/surfing the internet
tchatter	To chat/ chatting online
rigoler	To have/having a laugh
étudier	To study/ studying
nager	To swim/ swimming
jouer	To play/ playing
gagner	To win/ winning
C'est	It is/ it's

Week 3: Quel temps fait-il?
 Key ideas: Talking about the weather

Key vocabulary:	
Quel temps fait-il?	What's the weather like?
Il fait beau	The weather's fine
Il fait mauvais	The weather's bad
Il fait chaud	It's hot
Il fait froid	It's cold
Il y a du soleil	It's sunny
Il y a du vent	It's windy
Il pleut	It's raining
Il neige	It's snowing
Au printemps	In spring
En été	In summer
En automne	In autumn
En hiver	In winter
Quand	When
Je reste à la maison	I stay at home

Week 4: Tu es sportif?
 Key ideas: Talking about sports

Key vocabulary:	
Je joue	I play
Je joue au basket	I play basketball
Au billard	Pool
Au foot	Football
Au rugby	Rugby
Au hockey	Hockey
Au tennis	Tennis
Au volleyball	Volleyball
À la pétanque/ aux boules	Boules
Aux cartes	Cards
Aux échecs	Chess
Je suis	I am
Je ne suis pas	I am not
Sportif/ve	Sporty

Week 5: Qu'est-ce que tu fais?
 Key ideas: Saying what you do

Key vocabulary:	
Je fais du skate	I go skateboarding
Je fais du patin à glace	I go ice skating
Je fais du vélo	I go cycling
Je fais du ski	I go skiing
Je fais du judo	I do judo
Je fais du théâtre	I do drama
Je fais de la cuisine	I do cookery
Je fais de la danse	I do dancing
Je fais de la gymnastique	I do gymnastics
Je fais de la natation	I go swimming
Je fais de l'athlétisme	I do athletics
Je fais de l'équitation	I go horse riding
Je fais des randonnées	I go hiking



Year 7 French



Week 6: Les matières		Week 7: Et pourquoi?		Week 8: Il y a		Week 9: Pendant la récré	
Key ideas: Giving opinions about school subjects Key vocabulary:		Key ideas: Explaining your opinions about school subjects Key vocabulary:		Key ideas: Describing your school Key vocabulary:		Key ideas: Key vocabulary:	
Tu aimes...?	Do you like?	C'est	It is	Dans mon école il y a	In my school there is...	La récré/ la récréation	Break time
J'aime/ je n'aime pas	I like/ don't like	facile	easy	Un terrain de foot	A football pitch	Je mange	I eat
Le français	French	ennuyeux/se	boring	Une cantine	A canteen	Je bois	I drink
L'anglais	English	difficile	difficult	Une salle de sport	A gym	Je lis	I read
Les maths	Maths	intéressant/e	interesting	Une aire de jeux	A playground	J'écris	I write
La géographie	Geography	créatif/ve	creative	Une salle informatique	An IT room	D'abord	first
L'histoire	History	nul	rubbish	Une piscine	A swimming pool	puis	then
La religion	RE	Le/la prof est	The teacher is	Une bibliothèque	A library	normalement	normally
La musique	Music	sympa	nice	Des laboratoires	Some labs	quelquefois	sometimes
L'EPS	PE	sévère	strict	Des salles de classe	Some classrooms		
La technologie	DT						
L'informatique	IT						
Les sciences	Science						
Les arts plastiques	Art						
Le théâtre	Drama						

Week 10:

Use this week to revise the content from previous weeks in preparation for your assessment.

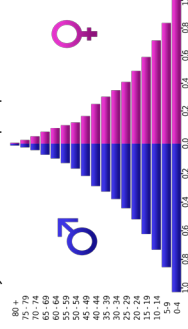
YEAR 7 CYCLE 2 GEOGRAPHY – Population & Migration Knowledge Organiser

WEEK 1

Population: the number of people living in a particular place.
Population distribution: the pattern of where people live and how populations are spread out.
Megacity: a city with a population of over 10 million people.
Sparsely populated: areas with few people living in them.
Densely populated: areas with many people living in them
Current global population: 7.8 billion people.

WEEK 2

Population pyramids: a bar graph that shows the structure of a population by sex and age category.
Birth rate: the number of people born in a year, measured for every 1000 of the population.
Death rate: the number of people who dies in a year for every 1000 of the population.



WEEK 3

Nigeria's youthful population
 Nigeria is a **Newly Emerging Economy (NEE)**.
 Nigeria is Africa's most populated nation with 170 million people.
 It's fertility rate (how many babies a woman has) is twice the world average at 5.5 births per woman.
 Half of all Nigerians are under the age of 15.
 Half of Nigeria's population lives on less than \$1.90 per day.
 Nigeria's population is predicted to be 402 million by 2050.

WEEK 4

The UK's ageing population
 The UK is a **High Income Country (HIC)**.
 In 2016, there were 11.8 million people aged over 65 in the UK (18% of the population).
Advantages: Pass on their experience and knowledge, they fulfil childcare roles for their grandchildren and have money to spend in leisure activities.
Disadvantages: Less economically active people, strain on healthcare and the government not having enough money for pensions.

WEEK 5

Demographic Transition Model: a model linking population changes with development changes over time.
Stage 1: birth and death rates are high due to famine and disease.
Stage 4: birth and death rates are low due to good healthcare.

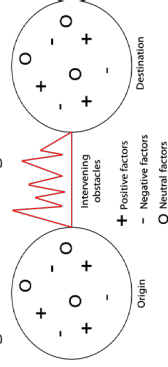


WEEK 6

China's One Child Policy (OCP)
 China's OCP started in 1979 to control rapid population growth. It was changed to two children in 2015.
 Rules used to be that you could only have one child if you lived in the city but two in the countryside if your first was a girl.
 Now, the government is concerned about an ageing population slowing down their economy.
 'Little emperors' was the term used to the single children born as part of the OCP.

WEEK 7

Migrant: someone who moves from one place to another.
Forced migrants: people who have no choice to move from one place to another due to war or natural disasters.
Push factors: things that make people want to leave an area e.g. lack of jobs.
Pull factors: good things that attract people to a new place e.g. better housing.



WEEK 8

Mexico to USA migration
 The number of Mexican-born immigrants living in the USA soared from 760,000 in 1970 to a peak of 12.6 million in 2007, including many entering the country illegally.
 The USA is a rich and attractive nation
 Mexico is a much poorer country with a rapidly growing population. It has problems of high crime rates, corruption and poor education.
 Mexicans have filled jobs in the USA as farm laborers, factory workers and cleaners.

WEEK 9

Syria to Europe migration
Refugees: people who have been forced to move away from their home country to seek safety in another country.
 Civil war erupted in Syria in 2011 and an estimated 11 million people fled their homes.
 Many Syrians sought refuge in neighbouring countries such as Turkey.
 People traffickers offered Syrian migrants transportation across the Mediterranean Sea, which is illegal. Migrants travelled in low quality, dangerous and overcrowded boats.

WEEK 10

India's growing cities
Rural-urban migration: the movement of people from the countryside to towns and cities within a country.
Urbanisation: an increasing percentage of a country's population moving from the countryside to towns and cities.
Slums: a densely populated urban area with poor quality housing.
Impact of rural-urban migration: fewer people to feed & more resources in rural areas. However, elderly remain and fewer workers on the land.



Year 7 History



Week 1	Week 2	Week 3	Week 4	Week 5
<p>Key words in History</p> <p>Chronological = in time order</p> <p>Century = 100 years</p> <p>Decade = 10 years</p> <p>Source = anything that gives us information about the past.</p> <p>Primary source = a source created by someone who was there at the time.</p> <p>Secondary source = a source created by someone who wasn't there at the time.</p> <p>Evidence = facts or information that support a point.</p> <p>Significant = important. An event is significant if it shows us something important and/or leads to important changes.</p> <p>Cause = a reason for an event or development.</p> <p>Consequence = the result or effect of an event or development.</p> <p>Interpretation = someone's point of view about something or someone.</p>	<p>The Norman Conquest</p> <p>The 3 contenders for the throne in 1066 were William the Conqueror, Harold Godwinson and Harald Hardrada.</p> <p>September 1066 – Harold Godwinson defeated Harald Hardrada at the Battle of Stamford Bridge.</p> <p>October 1066 - William the Conqueror won the Battle of Hastings.</p> <p>How did the Normans keep control?</p> <ol style="list-style-type: none"> 1. They built castles: motte and bailey, stone keep and concentric. These were for protection, to show the Normans' power and to be centres of trade. 2. They introduced the feudal system: <ol style="list-style-type: none"> 3. They used fear and violence e.g. the Harrying of the North in 1069. 	<p>Life in a Medieval Village</p> <p>Most villagers worked in farming. Jobs included sowing seeds, weeding and harvesting. Peasants lived in CRUCK HOUSES. These were small houses made from mud, clay, sticks and straw.</p> <p>Peasants did not have much variety of food. They ate a lot of bread and vegetables. POTTAGE was a thick stew made from vegetables.</p> <p>Peasants drank water from rivers which was dirty and caused diseases. Medicine was extremely basic and peasants would not have been able to afford to see a doctor.</p> <p>Peasants worked 6 days a week and went to church on Sunday mornings. After church peasants were free to socialise. The only entertainment for peasants was singing and dancing during festivals such as EASTER and CHRISTMAS.</p> <p>Life in a Medieval Town</p> <p>There was a variety of jobs in towns, they included: Fletchers (who made arrows); Blacksmiths (who made products out of metal); Coopers (who made barrels).</p> <p>Houses were made out of wood. Fires could spread quickly. A town or city wall was built around the town for protection. The gates were locked at a certain time in the evening. There was more variety of food in towns due to the existence of markets. Freemen could buy fruit and vegetables as well as some meat and fish. There were no sewage systems and so towns were dirty. Water was unclean and caused diseases.</p> <p>There was an annual fair for entertainment, including singing, dancing, bear baiting and wrestling. Freemen could also go to alehouses (like pubs) to socialise.</p>	<p>The Medieval Church</p> <p>The Pope = The leader of the worldwide Roman Catholic Church.</p> <p>Bishop = The leader of lots of churches in one area.</p> <p>Priest = The leader of one church, responsible for the people in his parish.</p> <p>Parish = The area around one church e.g. Pinhoe parish.</p> <p>Monks/Nuns = Men/women who devoted their lives to God.</p> <p>Monastery = A building where monks lived.</p> <p>Convent = A building where nuns lived.</p> <p>Cathedral = A grand church building.</p> <p>Mass / Holy Communion = A service where people took bread (symbolising Jesus' body) and wine (symbolising Jesus' blood).</p> <p>Christmas = A Christian festival celebrating Jesus' birth.</p> <p>Easter = a Christian festival commemorating Jesus' death and resurrection.</p> <p>Pilgrimage = a special journey to a holy place.</p>	<p>The Black Death</p> <p>Symptoms</p> <p>People developed painful swellings called BUBOES, normally in the armpits and groin. Vomiting and developing a fever then occurred. There was often bleeding under the skin that led to dark blotches over the body. The disease also attacked the nervous system, causing muscle spasms. Sometimes the buboes burst and the victim lived. However, the disease was often fatal.</p> <p>Beliefs</p> <p>Some people believed that the Black Death was caused by bad air, which was the result of Mars and Saturn moving closer together. Others believed that the plague was passed on from person to person by the terrible smell. They held sweet smelling herbs and burnt sweet smelling wood. Others believed that the plague was sent by God as a punishment for gambling, fighting and drinking alcohol. Some people whipped themselves and went on pilgrimage to repent.</p> <p>Causes</p> <p>We now know the plague was spread through germs. These were probably passed to humans by fleas who lived on rats or other animals.</p> <p>Consequences</p> <p>The Black Death led to about 1.5 million deaths in the UK. This was between a third and a half of the population. As a number of peasants had died, those who survived were able to demand higher wages.</p>



Year 7 History



Week 6	Week 7	Week 8	Week 9	Week 10
<p>Tudor England Key Vocabulary</p> <p>Dukes and Earls: Rich people who owned land and helped the King to run the country.</p> <p>Gentry: Rich people who owned some land and helped ensure villagers obeyed the law.</p> <p>Citizens: Lived in towns and made money through trade.</p> <p>Yeomen: Rented land from the gentlemen and oversaw the farming of it to produce food.</p> <p>Labourers: The poorest in society. They worked hard, usually on farms, for low wages.</p> <p>Henry VII: The first Tudor King of England after he won the Battle of Bosworth. Ruled from 1485 – 1509.</p> <p>Henry VIII: King of England from 1509 – 1546. He had 6 wives and set up the Protestant Church of England.</p> <p>Edward I: Henry's only son. King of England from 1272 – 1307. A strong Protestant.</p> <p>Mary: Henry's first daughter. Queen of England from 1553 – 1558. A strong Catholic.</p> <p>Elizabeth I: Henry's second daughter. Queen of England from 1558 – 1603. A Protestant.</p>	<p>The Woollen Cloth Trade</p> <ol style="list-style-type: none"> 1. Sheep farming The wool produced by sheep that grazed all over England, including Devon, produced excellent wool. 2. Cottage industry Goods were made in people's own homes. The making of woollen cloth was usually organised by rich merchants. Merchants bought raw wool and gave it to farm labourers to make cloth in their own homes. 3. Cloth making Usually the whole family helped to make the cloth in their own homes. Children would card or comb wool to remove tangles, women would spin, men would weave yarn into cloth 4. Fulling, dyeing and bleaching cloth Fullers cleaned and strengthened the wool for it to become cloth. The heart of the Devon cloth industry was on Exe Island in Exeter. This area was packed with mills, fulling stocks, drying sheds and racks 5. Exporting the cloth abroad Woolen cloth was exported abroad. Merchants became wealthy by selling English cloth abroad. Trade increased when a canal was dug from Countess Wear in 1556 6. Wealth Many English merchants made their fortunes from selling cloth. 	<p>Differences between Catholics and Protestants</p> <p>Catholics believed the bible and church services should be in Latin. Protestants believed they should be in English.</p> <p>Catholics believed church buildings should be richly decorated. Protestants believed they should be plain and simple.</p> <p>Catholics believed that the priest's role was to communicate between people and God. Protestants believed that people could communicate directly with God through Jesus.</p> <p>Catholics believed that you could pay for an indulgence, which would mean that your soul was prayed for and you were more likely to go to heaven. Protestants believed that the only way to get to heaven was by believing and trusting in Jesus.</p> <p>Catholics believed that priests should not marry. Protestants believed that priests could marry.</p> <p>Catholics believed that the Pope was the Head of the Church. Protestants believed that the monarch of each country was the head of the Church in that country.</p>	<p>Why did Henry VIII break with Rome?</p> <p>Love</p> <p>Henry VIII had fallen in love with Anne Boleyn so wanted to divorce Catherine of Aragon to marry Anne. However, the Pope would not grant him a divorce.</p> <p>Money</p> <p>Henry VIII was bankrupt due to wars in France and extravagant spending. If he changed the church from Catholic to Protestant then all taxes could be given to him instead of the Pope. He could also gain the monasteries' wealth. Many people thought that the Catholic Church was too rich.</p> <p>Power</p> <p>All English churches were Catholic and so were controlled by the Pope. Henry VII did not like this.</p> <p>He also wanted to have an heir to the throne, a boy, in order to continue his family line.</p> <p>Faith</p> <p>Two of Henry's close advisers were Protestant: Thomas Cromwell and Thomas Crammer. Many other rich people in England would also support a Protestant Church.</p>	<p>How did Henry VIII break with Rome?</p> <p>Henry used Parliament to help him to make the break with Rome (also known as the Reformation).</p> <p>In 1534 Parliament passed the Act of Supremacy. This said that Henry was head of the new Protestant Church of England.</p> <p>All church services were now to be in English and a copy of the Bible in English was placed in all churches.</p> <p>Some people protested against these changes; Henry cemented his power by having them punished. Many people were executed for treason (going against the King), including Bishop John Fisher, Thomas More and Robert Aske.</p> <p>Henry also ordered his commissioners (men who worked for him) to close down monasteries. Monasteries' property and land were taken and either now belonged to Henry or were sold. Gold and silver ornaments were melted down and beautiful old books were burned.</p> <p>Church taxes now went to Henry and a new church tax was introduced. This improved Henry's financial position.</p>



Year 7 - Life To The Full - Cycle 2



Week 2		Week 4		Week 6		Week 8		Week 10																	
Bible	The Holy book for Christians	<p>The story of Moses and the Ten Commandments</p> <p>One day God called Moses to the top of the mountain. He gave Moses the first part of his new system of laws for the people—the Ten Commandments. These Commandments summarized the absolutes of spiritual and moral living that God intended for his people.</p> <p>God continued to give direction to his people through Moses, including civil and ceremonial laws for managing their lives and their worship. Eventually, God called Moses to the mountain for 40 days and 40 nights. This time he gave Moses instructions for building the tabernacle.</p> <p>When God finished speaking to Moses on Mount Sinai, he gave him two tablets of stone inscribed by the very finger of God. The tablets contained the Ten Commandments.</p> <p>Meanwhile, the people of Israel had become impatient while waiting for Moses to return with a message from God. Moses had been gone for so long that the people gave up on him and begged Aaron, Moses' brother, to build them an altar so they could worship.</p> <p>Aaron collected offerings of gold from all the people and built an idol cast in the shape of a calf. The Israelites held a festival and bowed down to worship the idol. Quickly they had fallen back into the same issue of worshipping statues and idols that they were accustomed to in Egypt. They were acting in direct disobedience to God's new commands. One of God's new laws was 'Do not worship idols'.</p> <p>When Moses came down from the mountain with the tablets of stone, his anger burned as he saw the people going against God's laws. He threw down the two tablets, smashing them to pieces at the foot of the mountain. Then Moses destroyed the golden calf, burning it in the fire. Moses and God proceeded to discipline the people for their sins. Later, God instructed Moses to chisel two new stone tablets, just like the ones God had written with his own finger.</p>		<p>Quote:</p> <p>'God created man in his own image'</p> <p>'Let them (humans) have dominion over every living creature'</p> <p>'in the name of the father, the son and the holy spirit'</p>		<p>The Story of Job</p> <p>Over the time of one day, Job is given four reports, each informing him that his sheep, servants, and ten children have all died due to thieves intruders or natural disasters. Job rips his clothes and shaves his head in sorrow, yet he still praises God in his prayers. Satan arrives and God allows him another opportunity to test Job. This time, Job is distressed with terrible skin sores. His wife urges him to denounce God and to give up and die, but Job protests, trying to endure his afflictions.</p> <p>Due to his misfortune, Job starts to question why God judges people by their deeds if God can just as easily change or forgive their behaviour. It is confusing to Job and he sees God's ways as mysterious and exceeding human comprehension. The suffering shows too much for Job, and he turns bitter, anxious, and scared. He deplores the injustice that God lets evil people thrive while he and many other honest people suffer. Job wants to face God and protest, but cannot physically find God.</p> <p>God eventually intervenes, commanding Job to be brave, and explains various detailed features of his creation. Overcome by the appearance of God, Job recognizes God's infinite power and accepts the constraints of his human understanding. As Job stayed true to God and his faith, God then restores Job's health, granting him twice as much property as before, new children, and a remarkably long life. In the end, Job never completely gave up hope or faith in God. This story can be an inspiration to any Christian that is enduring suffering themselves.</p>		<p>Source of authority:</p> <p>Bible</p> <p>Bible</p> <p>Bible</p>		<p>Power, to be in charge of</p> <p>All knowing</p> <p>All loving or all good</p> <p>All powerful</p> <p>Suffering caused by nature, eg. an earthquake</p> <p>Suffering caused by humans, eg. sexism</p>		<p>Puberty</p> <p>The process through which a child develops into a sexually mature adult.</p>		<p>Adolescence</p> <p>The period of time which people go through puberty.</p>		<p>Emotions</p> <p>Strong feelings that effect the way a person behaves or reacts to a situation</p>		<p>Progesterone and oestrogen</p> <p>Female bodies mainly produce progesterone and oestrogen which starts the changes of puberty.</p>		<p>Testosterone</p> <p>Male bodies mainly produce testosterone which starts the changes of puberty.</p>		<p>Periods</p> <p>happen due to the hormones changing in your body.</p>		<p>Personal hygiene</p> <p>cleanliness of the body and proper maintenance of personal appearance.</p>	
Covenant	An agreement or promise between two people or groups	<p>God continued to give direction to his people through Moses, including civil and ceremonial laws for managing their lives and their worship. Eventually, God called Moses to the mountain for 40 days and 40 nights. This time he gave Moses instructions for building the tabernacle.</p>		<p>'God created man in his own image'</p>		<p>Over the time of one day, Job is given four reports, each informing him that his sheep, servants, and ten children have all died due to thieves intruders or natural disasters. Job rips his clothes and shaves his head in sorrow, yet he still praises God in his prayers. Satan arrives and God allows him another opportunity to test Job. This time, Job is distressed with terrible skin sores. His wife urges him to denounce God and to give up and die, but Job protests, trying to endure his afflictions.</p>		<p>Source of authority:</p> <p>Bible</p>		<p>Power, to be in charge of</p>		<p>Adolescence</p>		<p>Emotions</p>		<p>Progesterone and oestrogen</p>		<p>Testosterone</p>		<p>Periods</p>		<p>Personal hygiene</p>			
Prophet	A person chosen to be a messenger of God.	<p>When God finished speaking to Moses on Mount Sinai, he gave him two tablets of stone inscribed by the very finger of God. The tablets contained the Ten Commandments.</p>		<p>'Let them (humans) have dominion over every living creature'</p>		<p>Over the time of one day, Job is given four reports, each informing him that his sheep, servants, and ten children have all died due to thieves intruders or natural disasters. Job rips his clothes and shaves his head in sorrow, yet he still praises God in his prayers. Satan arrives and God allows him another opportunity to test Job. This time, Job is distressed with terrible skin sores. His wife urges him to denounce God and to give up and die, but Job protests, trying to endure his afflictions.</p>		<p>Source of authority:</p> <p>Bible</p>		<p>Power, to be in charge of</p>		<p>Adolescence</p>		<p>Emotions</p>		<p>Progesterone and oestrogen</p>		<p>Testosterone</p>		<p>Periods</p>		<p>Personal hygiene</p>			
Temptation	Wanting to do something even though you know it is wrong	<p>Meanwhile, the people of Israel had become impatient while waiting for Moses to return with a message from God. Moses had been gone for so long that the people gave up on him and begged Aaron, Moses' brother, to build them an altar so they could worship.</p>		<p>'in the name of the father, the son and the holy spirit'</p>		<p>Over the time of one day, Job is given four reports, each informing him that his sheep, servants, and ten children have all died due to thieves intruders or natural disasters. Job rips his clothes and shaves his head in sorrow, yet he still praises God in his prayers. Satan arrives and God allows him another opportunity to test Job. This time, Job is distressed with terrible skin sores. His wife urges him to denounce God and to give up and die, but Job protests, trying to endure his afflictions.</p>		<p>Source of authority:</p> <p>Bible</p>		<p>Power, to be in charge of</p>		<p>Adolescence</p>		<p>Emotions</p>		<p>Progesterone and oestrogen</p>		<p>Testosterone</p>		<p>Periods</p>		<p>Personal hygiene</p>			
Sin	Breaking a religious law	<p>Aaron collected offerings of gold from all the people and built an idol cast in the shape of a calf. The Israelites held a festival and bowed down to worship the idol. Quickly they had fallen back into the same issue of worshipping statues and idols that they were accustomed to in Egypt. They were acting in direct disobedience to God's new commands. One of God's new laws was 'Do not worship idols'.</p>		<p>Power, to be in charge of</p>		<p>Over the time of one day, Job is given four reports, each informing him that his sheep, servants, and ten children have all died due to thieves intruders or natural disasters. Job rips his clothes and shaves his head in sorrow, yet he still praises God in his prayers. Satan arrives and God allows him another opportunity to test Job. This time, Job is distressed with terrible skin sores. His wife urges him to denounce God and to give up and die, but Job protests, trying to endure his afflictions.</p>		<p>Source of authority:</p> <p>Bible</p>		<p>Power, to be in charge of</p>		<p>Adolescence</p>		<p>Emotions</p>		<p>Progesterone and oestrogen</p>		<p>Testosterone</p>		<p>Periods</p>		<p>Personal hygiene</p>			
Infant baptism	The ceremony to welcome a baby into the Christian religion	<p>When Moses came down from the mountain with the tablets of stone, his anger burned as he saw the people going against God's laws. He threw down the two tablets, smashing them to pieces at the foot of the mountain. Then Moses destroyed the golden calf, burning it in the fire. Moses and God proceeded to discipline the people for their sins. Later, God instructed Moses to chisel two new stone tablets, just like the ones God had written with his own finger.</p>		<p>Power, to be in charge of</p>		<p>Over the time of one day, Job is given four reports, each informing him that his sheep, servants, and ten children have all died due to thieves intruders or natural disasters. Job rips his clothes and shaves his head in sorrow, yet he still praises God in his prayers. Satan arrives and God allows him another opportunity to test Job. This time, Job is distressed with terrible skin sores. His wife urges him to denounce God and to give up and die, but Job protests, trying to endure his afflictions.</p>		<p>Source of authority:</p> <p>Bible</p>		<p>Power, to be in charge of</p>		<p>Adolescence</p>		<p>Emotions</p>		<p>Progesterone and oestrogen</p>		<p>Testosterone</p>		<p>Periods</p>		<p>Personal hygiene</p>			
Adult baptism	The ceremony to welcome an adult into the Christian religion	<p>When Moses came down from the mountain with the tablets of stone, his anger burned as he saw the people going against God's laws. He threw down the two tablets, smashing them to pieces at the foot of the mountain. Then Moses destroyed the golden calf, burning it in the fire. Moses and God proceeded to discipline the people for their sins. Later, God instructed Moses to chisel two new stone tablets, just like the ones God had written with his own finger.</p>		<p>Power, to be in charge of</p>		<p>Over the time of one day, Job is given four reports, each informing him that his sheep, servants, and ten children have all died due to thieves intruders or natural disasters. Job rips his clothes and shaves his head in sorrow, yet he still praises God in his prayers. Satan arrives and God allows him another opportunity to test Job. This time, Job is distressed with terrible skin sores. His wife urges him to denounce God and to give up and die, but Job protests, trying to endure his afflictions.</p>		<p>Source of authority:</p> <p>Bible</p>		<p>Power, to be in charge of</p>		<p>Adolescence</p>		<p>Emotions</p>		<p>Progesterone and oestrogen</p>		<p>Testosterone</p>		<p>Periods</p>		<p>Personal hygiene</p>			
Genesis	Beginning, the name of the first book of the Bible	<p>When Moses came down from the mountain with the tablets of stone, his anger burned as he saw the people going against God's laws. He threw down the two tablets, smashing them to pieces at the foot of the mountain. Then Moses destroyed the golden calf, burning it in the fire. Moses and God proceeded to discipline the people for their sins. Later, God instructed Moses to chisel two new stone tablets, just like the ones God had written with his own finger.</p>		<p>Power, to be in charge of</p>		<p>Over the time of one day, Job is given four reports, each informing him that his sheep, servants, and ten children have all died due to thieves intruders or natural disasters. Job rips his clothes and shaves his head in sorrow, yet he still praises God in his prayers. Satan arrives and God allows him another opportunity to test Job. This time, Job is distressed with terrible skin sores. His wife urges him to denounce God and to give up and die, but Job protests, trying to endure his afflictions.</p>		<p>Source of authority:</p> <p>Bible</p>		<p>Power, to be in charge of</p>		<p>Adolescence</p>		<p>Emotions</p>		<p>Progesterone and oestrogen</p>		<p>Testosterone</p>		<p>Periods</p>		<p>Personal hygiene</p>			
Creationism	The belief of some Christians that the world and life was created exactly as described in Genesis	<p>When Moses came down from the mountain with the tablets of stone, his anger burned as he saw the people going against God's laws. He threw down the two tablets, smashing them to pieces at the foot of the mountain. Then Moses destroyed the golden calf, burning it in the fire. Moses and God proceeded to discipline the people for their sins. Later, God instructed Moses to chisel two new stone tablets, just like the ones God had written with his own finger.</p>		<p>Power, to be in charge of</p>		<p>Over the time of one day, Job is given four reports, each informing him that his sheep, servants, and ten children have all died due to thieves intruders or natural disasters. Job rips his clothes and shaves his head in sorrow, yet he still praises God in his prayers. Satan arrives and God allows him another opportunity to test Job. This time, Job is distressed with terrible skin sores. His wife urges him to denounce God and to give up and die, but Job protests, trying to endure his afflictions.</p>		<p>Source of authority:</p> <p>Bible</p>		<p>Power, to be in charge of</p>		<p>Adolescence</p>		<p>Emotions</p>		<p>Progesterone and oestrogen</p>		<p>Testosterone</p>		<p>Periods</p>		<p>Personal hygiene</p>			



Mathematics

sparx Homework

How to login:

1. Go to 'www.sparx.co.uk'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for 'St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'

Complete your compulsory Sparx homework as follows:

- ✓ Write the bookwork code
- ✓ You must show your working and your answer.
- ✓ Mark your answer.
- ✓ If you are struggling, watch the video.
- ✓ Your homework is only complete when you have answered every question correctly.

Homework Thursday 1st June 2017

<p><u>Task 1</u></p> <p>D40 $12 + 13 = \underline{25}$ ✓</p> <p>E50 $4 \times 3 + 2 \times 5 =$ $12 + 10 = \underline{22}$ ✓</p> <p>F60 $\begin{pmatrix} 12 : 18 \\ \div 6 \\ 2 : 3 \end{pmatrix} \div 6$ ✓</p> <p>H70 $\frac{1}{14} + \frac{1}{7} = \frac{1}{21}$ ✗</p> <p>J90 $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$ $= \frac{3}{8}$ ✓</p> <p>A01 $\begin{array}{r} + 493 \\ 162 \\ \hline 655 \end{array}$ ✓</p>	<p>E41 $P(\text{yellow}) = \frac{3}{6}$ ✗</p> <p>F51 $P(\text{black}) = \frac{4}{8}$ $= \frac{1}{2}$ ✓</p> <p><u>Task 2</u></p> <p>G61 All the marbles are green The probability of choosing a purple marble is <u>impossible</u> ✓</p> <p>H71 $P(\text{odd}) = \frac{3}{5}$ ✓</p> <p><u>Task 3</u></p> <p>J22 <u>Luera</u> ✓</p>
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Your book work should look like this. You can earn merits for good book work, as well as completing your compulsory, XP boost and target homework tasks.

What if I need help?
Speak to your Maths teacher about the Sparx help clubs.



Need to know formulae

Areas

Rectangle = $l \times w$

Parallelogram = $b \times h$

Triangle = $\frac{1}{2} \times b \times h$

Trapezium = $\frac{1}{2}(a + b)h$

Circles

Circumference = $\pi \times \text{diameter} = \pi d$
 $2 \times \pi \times \text{radius} = 2\pi r$

Area of a circle = $\pi \times \text{radius squared} = \pi r^2$

Right-angled triangles

Pythagoras' Theorem
 For a right-angled triangle,
 $a^2 + b^2 = c^2$

Trigonometric ratios (new to F)
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

Volumes

Cuboid = $l \times w \times h$

Prism = $\text{area of cross section} \times \text{length}$

Cylinder = $\pi r^2 h$

Compound measures

Speed = $\frac{\text{distance}}{\text{time}}$

Density = $\frac{\text{mass}}{\text{volume}}$

Pressure = $\frac{\text{force}}{\text{area}}$

Angles formed by parallel lines

ALTERNATE, CORRESPONDING, INTERIOR

Constructing Pie Charts

The angle to draw for each sector is

$$\text{Angle} = \frac{\text{frequency}}{\text{total}} \times 360^\circ$$

Angles in Polygons

Sum of Interior Angles = $(n - 2) \times 180^\circ$
 Where n is the number of sides of the shape

Exterior Angles add up to 360°

One exterior angle in a REGULAR polygon = $\frac{360^\circ}{n}$

Interior + Exterior = 180°

Other useful formulae

$$\text{gradient} = \frac{\text{change in } y}{\text{change in } x}$$

$$\% \text{ change} = \frac{\text{difference}}{\text{original}} \times 100$$

Types of numbers

SQUARE NUMBERS

→ 1, 4, 9, 16, 25, 36, 49, 64, 81, 100 etc
(1x1)(2x2)(3x3)(4x4)(5x5)(6x6)(7x7)(8x8)(9x9)

CUBE NUMBERS

→ 1, 8, 27, 64, 125 etc
(1x1x1)(2x2x2)(3x3x3)(4x4x4)(5x5x5)

PRIME NUMBERS

→ 2, 3, 5, 7, 11, 13, 17, 19, 23, 29 etc

Foundation Formula Quiz

Higher Formula Quiz

Areas

Parallelogram = $b \times h$

Triangle = $\frac{1}{2} \times b \times h$

Trapezium = $\frac{1}{2}(a + b)h$

Circles

Circumference = $\pi \times \text{diameter} = \pi d$
 OR $2 \times \pi \times \text{radius} = 2\pi r$

Area of a circle = $\pi \times \text{radius squared} = \pi r^2$



Area of a Sector
 $A = \frac{\theta}{360^\circ} \times \pi r^2$

Length of an Arc
 $A = \frac{\theta}{360^\circ} \times \pi d$

Volumes

Prism = $\text{area of cross section} \times \text{length}$

Cylinder = $\pi r^2 h$

Volume of pyramid = $\frac{1}{3} \times \text{area of base} \times h$

Angles in Polygons

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 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

Angles formed by parallel lines

ALTERNATE, CORRESPONDING, INTERIOR

Quadratic equations

The Quadratic Equation
 To solve a quadratic equation
 in the form:

$$ax^2 + bx + c = 0$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Indices and surds

$$a^0 = 1 \quad a^{\frac{1}{2}} = \sqrt{a}$$

$$a^{-n} = \frac{1}{a^n} \quad a^{\frac{1}{n}} = \sqrt[n]{a}$$

$$\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$$

$$\frac{\sqrt{a}}{\sqrt{b}} = \sqrt{\frac{a}{b}}$$

Straight lines

$$\text{gradient} = \frac{\text{change in } y}{\text{change in } x}$$

Given a gradient of a line n, the gradient of the line perpendicular to it is: $-\frac{1}{n}$

Perpendicular gradients multiply to give -1.

Trigonometric formulae

Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$

Area of triangle = $\frac{1}{2} ab \sin C$



x	0°	30°	45°	60°	90°
sin x	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
cos x	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
tan x	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Undefined (infinity)



Year 7 Music



Week 1 - 2

The Elements of Music

The elements of music are the individual components that as a whole make music.

Melody : A sequence of single notes. The 'tune'.

Rhythm : Notes have different lengths; some long, some short. When we combine long and short sounds, it creates a pattern, which is a rhythm.

Tempo : Tempo means the speed of the music. Music can change tempo within a piece.

Dynamics : Dynamics means the volume of the music. Music can change dynamics within a piece.

Pitch : How high or low a sound is.

Structure : Music is divided into sections. The order of these sections creates a structure. Song structure includes Chorus, Verse, Instrumental etc.

Texture : A single part creates a thin sound. Adding more parts/layers creates a bigger sound. These layers can interact with each other.

Tonality: The overall sound of the music. Tonality usually falls into two categories which are major and minor.

Week 3 - 4

Musical Vocab One

Conjunct: Moving up or down by one note. Moving in steps.

Disjunct: Moving by leaps.

Improvisation: Music made up by a musician in mid performance.

Pulse: The beat of the music. Every piece of music has a 'heartbeat'. It doesn't need to be played by drums - you can 'feel' the beat.

Metre: Metre is the grouping of beats into regular measures, or bars.

Off beat: The emphasis being on the second and fourth beats

Riff: Repeated short melodic or rhythmic figure.

Scale: In music theory, a scale is any set of musical notes ordered by a set pattern. For example, all major scales will have the same pattern. A scale ordered by increasing pitch is an ascending scale, and a scale ordered by decreasing pitch is a descending scale.

Syncopation: Accents which are note on the beat, or rhythms that emphasise unusual parts of the beat.

Week 5 - 6

Musical Vocab Two

Accent: An emphasis on a particular note.

Accidental: Use of any # or b to indicate a move away from the current key signature.

Soprano: The highest sounding female voice.

Alto: The lowest sounding female voice.

Tenor: The highest sounding male voice.

Bass: The lowest sounding male voice.

Broken Chord: a chord spread out - each note played separately.

Major Chord: a chord, which when played, sounds bright and happy.

Minor Chord: a chord, which when played, sounds moody and sad. The opposite of a major chord.

HOOK : A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece.

OSTINATO: A repeated musical pattern. The same meaning as the word RIFF but used when describing repeated musical patterns in "classical" and some "World" music.

Week 7 - 8

Tempo Terms

These are all words that we would use when describing tempo (speed). We start with slow and get a little quicker with each new word.

Largo: Slow and broad.

Adagio: Translate as "at ease". A slow tempo.

Andante: Walking pace. It's not very slow and it's not very fast. A bit slower than moderato.

Moderato: this is very simply a moderate tempo. Somewhere in the middle of fast and slow.

Allegretto: A light, cheerful, fast tempo; a bit slower than allegro.

Allegro: A lively fast tempo.

Vivace: Lively, quick, brisk, bright.

Presto: Fast.

Prestissimo: Very, very fast; the fastest tempo.

Other tempo words:

A tempo: At the original speed

Accelerando: Gradually getting quicker.

Ritenuito: Rit. for short. Gradually get slower. Normally at the end of a section or an entire piece.

Rubato: Robbed time - where a performer temporarily plays with a speed free from any restriction

Week 9 - 10

Dynamic Terms

These are all words that we would use to describe the volume of a piece of music. When you see the word soft think quiet.

Pianissimo: Very, very soft; the softest common dynamic marking. Written as *ppp*.

Pianissimo: Very soft. Written as *pp* in music notation.

Piano: Soft. Written as *p* in music notation.

Mezzo-piano: Moderately soft. Written as *mp* in music notation.

Mezzo-forte: Moderately loud. Written as *mf* in music notation.

Forte: Loud. Written as *f* in music notation.

Fortissimo: Very loud. Written as *ff* in music notation.

Fortissimo: Very, very loud. Written as *fff* in music notation. The loudest common dynamic marking.

Diminuendo: Gradually getting softer.

Crescendo: Gradually getting louder.

Sforzando: A strong accent on a note. Imagine hitting it really hard and then easing off.

Year 7 PE



Week 1 / 2

Health:

A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity.

Physical Health Benefits:

- improves heart function
- improves efficiency of the body systems
- reduces the risk of some illness
- able to do everyday tasks
- to avoid obesity.

Mental Health benefits:

- Helps reduce levels of stress
- Can result in the release of serotonin (feel-good hormone).
- Able to control emotions.

Social benefits:

- Opportunities to socialise/make friends
- Cooperation
- Teamwork
- Have essential human needs

Week 3 / 4

Fitness:

The ability to meet the demands of the environment.

Components of health related fitness:

Cardiovascular/Aerobic endurance:

The ability of the heart and lungs to supply oxygen to the working muscles

Muscular endurance:

The ability of a muscle or group of muscles to undergo repeated contractions, avoiding fatigue.

Muscular Strength:

Ability to overcome resistance

Flexibility:

The range of movement possible at a joint.

Body Composition:

The percentages of fat, bone, water and muscle in the body.

Week 5 / 6

Components of Skill related fitness:

Power:

Strength x Speed

Coordination:

The ability to use two or more body parts together smoothly and efficiently

Reaction Time:

Time taken to start responding to a stimulus

Agility:

The ability to change direction quickly whilst maintaining control

Balance:

The ability to hold the body stable by maintaining the centre of mass over the base of support

Speed:

The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time.

Week 7 / 8

Methods of training

Continuous training

'Steady- state low- moderate intensity'

A minimum of 20 minutes sub-maximal work.

Target heart rate range between 60% - 80% maximum heart rate

Disadvantage - some participants find longer sessions to be boring.

Fartlek training

'Continuous steady state aerobic exercise with random higher intensity periods'

Most appropriate for games players as it simulates match play.

Aerobic and anaerobic work can be done in the quantities that suit the performer.

Disadvantage - some urban areas have little variety of incline and terrain

Interval Training

Periods of exercise followed by periods of rest used by both aerobic and anaerobic performers

A wide variety of fitness types can be developed.

Structured in reps and sets.

Disadvantage - maximal nature of intervals can be too challenging for some participants.

Week 9 / 10

Methods of training

Circuit Training

A series of exercise stations arranged in a specific order to usually alternate muscle groups.

An interval form of training.

Stations are set out that train one or more components of fitness.

Weight Training

A series of exercises organised into repetitions with an intensity and recovery time specific to the individual.

Huge range of possible lifts combining machines, free weights and body weight exercises.

Disadvantage - many performers use poor technique while striving for an even heavier weight.

Plyometric Training

High intensity exercise involving explosive movements.

The muscle is lengthened and then rapidly shortened to develop the explosive capability of the muscle..

Very effective for developing power.

Disadvantage - can cause injury if athlete is not in excellent condition.



Science

sparx Homework

How to login:

1. Go to 'www.sparxscience.com'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for 'St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'
6. Complete the homework task assigned for the week

You can also access SPARX Science from your SPARX Maths home page

Complete your compulsory Sparx homework as follows:

- ✓ Complete 100% of the questions
- ✓ If you are struggling, use the help "I don't know" button in the bottom left corner. Write down the hint you are given and use it to answer the follow up question.
- ✓ Your homework is only complete when you have answered every question correctly.

Set	Due (8am)
Thursday 4pm	Thursday

What if I need help?

- Sparx club Wednesday after school
- There are catch up sessions every Thursday both break 1 and 2



Year 7 Spanish



Week 1: ¿Qué te gusta hacer? Key ideas: Saying what you like to do Key vocabulary:		Week 2: ¿Qué haces en tu tiempo libre? Key ideas: Saying what you do in your spare time Key vocabulary:		Week 3: ¿Qué tiempo hace? Key ideas: Talking about the weather Key vocabulary:		Week 4: ¿Qué deportes haces? Key ideas: Saying what sports you do Key vocabulary:		Week 5: Key ideas: Revision of key verbs so far Key vocabulary:	
Me gusta	I like	Bailo	I dance	Cuando	When	Hago gimnasia	I do gymnastics	Jugar	To play
Me gusta mucho	I really like	Toco la guitarra	I play the guitar	Hace frío	It is cold	Hago artes marciales	I do martial arts	juego	I play
No me gusta	I don't like	Monto en bici	I ride my bike	Hace sol	It is sunny	Hago equitación	I do horseriding	juegas	You play
No me gusta nada	I really don't like	Saco fotos	I take photos	Hace calor	It is hot	Hago atletismo	I do athletics	juega	s/he plays
Odio	I hate	Hablo con mis amigos	I talk to my friends	Hace buen tiempo	It is good weather	Hago natación	I do swimming	jugamos	We play
Navegar por internet	To surf the internet	Canto karaoke	I sing karaoke	Llueve	It rains	Juego al fútbol	I play football	jugáis	You all play
Chatear	To chat online	Todos los días	Every day	Nieva	It snows	Juego al tenis	I play tennis	juegan	They play
Escuchar música	To listen to music	A veces	Sometimes	En primavera	In spring	Juego al voleibol	I play volleyball		
Jugar a los videojuegos	To play videogames	Nunca	Never	En verano	In summer	Juego al baloncesto	I play basketball		
Mandar SMS	To send texts	De vez en cuando	From time to time	En otoño	In autumn			Hacer	To do
Ver la televisión	To watch tv			En invierno	In winter	Hablar	To talk	hago	I do
Leer	To read			En Inglaterra	In England	hablo	I talk	haces	You do
Escribir correos	To write emails			En España	In Spain	hablas	You talk	hace	s/he does
Salir con mis amigos	To go out with my friends					habla	S/he talks	hacemos	We do
						hablamos	We talk	hacéis	You all do
						habláis	You all talk	hacen	They do
						hablan	They talk		



Year 7 Spanish



Week 6: ¿Qué estudias?		Week 7: ¿Te gustan las ciencias?		Week 8: ¿Cómo es tu insti?		Week 9: ¿Qué haces durante el recreo?	
Key ideas: Saying what subjects you study	Key vocabulary:	Key ideas: Giving opinions about school subjects	Key vocabulary:	Key ideas: Describing your school	Key vocabulary:	Key ideas: Talking about break time	Key vocabulary:
dibujo	Art	Por la mañana	In the morning	En mi insti hay...	In my school there is...	El recreo	Break time
inglés	English	Por la tarde	In the afternoon	Un campo de fútbol	A football pitch	como	I eat
educación física	PE	aburrido	boring	Un comedor	A canteen	bebo	I drink
música	Music	divertido	fun	Un gimnasio	A gym	leo	I read
francés	French	práctico	practical	Un patio	A playground	escribo	I write
español	Spanish	difícil	difficult	Una clase de informática	An IT room	primero	first
religión	RE	fácil	easy	Una piscina	A swimming pool	luego	then
geografía	Geography	útil	useful	Una biblioteca	A library	normalmente	normally
historia	History	raro	strange	Unos laboratorios	Some labs	A veces	sometimes
tecnología	DT	severo	strict	Unas clases	Some classrooms		
informática	IT	(No) me gusta(n)	I (don't) like				
ciencias	Science	Me encanta(n)	I love				
matemáticas	Maths						
teatro	Drama						
estudio	I study						

Week 10:

Use this week to revise the content from previous weeks in preparation for your assessment.



St LUKE'S
Church of England School