

Knowledge Organiser

Year 7

Cycle Three



Personal details

Name:	
Tutor Group:	Tutor:
Head of Year:	House Group:

Key log in information

My school email:	@cranbrook.education
My school password:	
Classcharts code:	

Sparx	sparxmaths.uk	sparxscience.com
Username:		
Password		

Educake	educake.co.uk
Username:	
Password	

Bedrock - literacy	app.bedrock.learning.org
Username:	
Password	

French languagenut	languagenut.com
Username:	
Password	



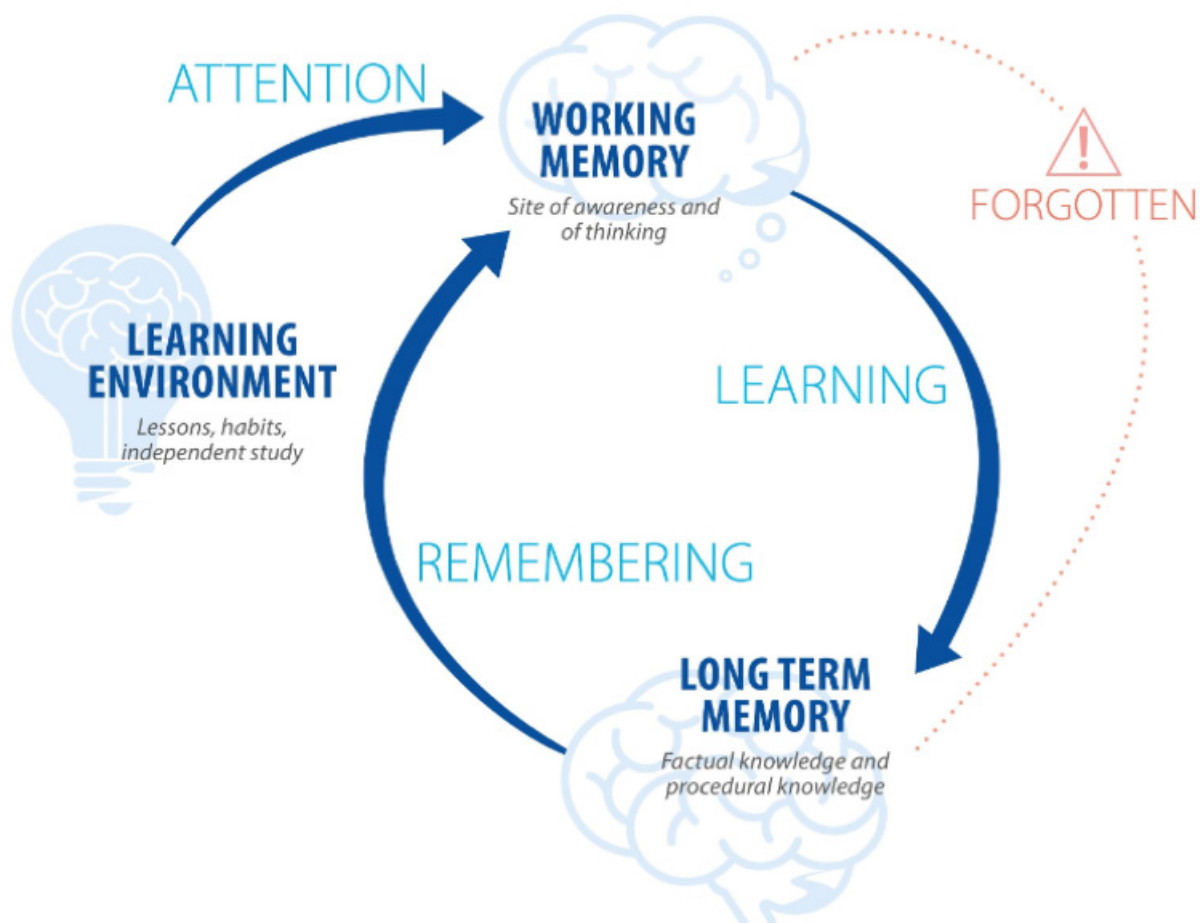
How do we learn?

In your lessons at CEC, teachers plan every minute to ensure the **teaching habits** and strategies they use create a productive learning **environment** and focus your **attention** on the most important content. The information you receive in class is held and dealt with by your **Working Memory** (sometimes called your **short term memory**). Your working memory capacity is limited, meaning you can only deal with a few pieces of new information at a time before you get overloaded - this is called your **Cognitive Load**.

Once in your working memory, new information can be dealt with and transferred to your **Long Term Memory** - this is what learning actually is. Once in your long term memory, the information is organised into **schema** - you organise new memories and link them to your previous experiences. The information in these **schema** can then be recalled to help you understand new information and importantly, this does not use up the limited slots in your working memory. If information is not effectively **learned** or **encoded** from your working to your long term memory, it will be forgotten.

Retrieval practice will help to make sure your schema are well developed and that you are able to link all the knowledge you will need for your lessons. Retrieval practice is exactly what the name suggests - practising retrieval, and then applying, all of that information stored in your long term memory. Again, if you don't regularly practise remembering this information, it can become **forgotten**.

The model below summarises this process showing how new information moves from your environment (what is in happening in your classroom), eventually forming new and valuable memories.



Your Knowledge Organiser

This booklet contains **knowledge organisers** for all your subjects. Each knowledge organiser has the key facts and most powerful information that needs to be **memorised** to help you master your subjects and be successful in lessons. Your teachers have carefully selected the information included to ensure you construct the most effective schema, meaning you can recall the information you need in class to master your subjects.

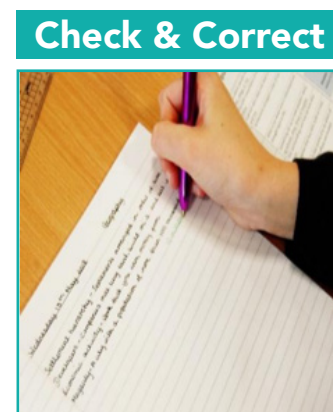
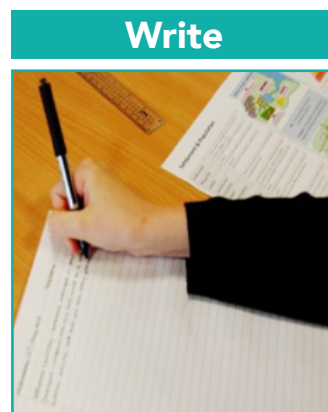
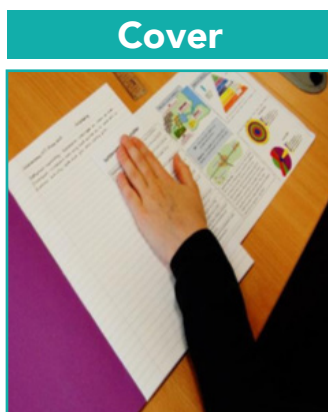
Each week as part of your independent study, you'll be asked to use your knowledge organiser to review this key content, ready for it to be used in class.

How can I use my Knowledge Organiser?

Your knowledge organiser (or **KO**) is a great resource for use at any time at home or in school. Being able to **recall** the information it contains from your long term memory will help you have a really **high success rate** in lessons. One of the most effective ways of forming strong long term memories is by quizzing yourself. In fact, research shows that pupils remember 50% more when they test themselves after learning something new. Simply reading through your knowledge organiser is helpful, but there are also far more effective ways to memorise the important content.

How can I self-quiz?

- » **Cover-Write-Check:** Your teacher may direct you to read a specific section or week of your KO. Once you've read the information, **cover** it up and **write** out as much as you can from memory. Next, **check** the KO to see if you're right, then **correct** any mistakes in your purple pen. Repeat this process two more times - even if you got 100% correct.



- » **Create flashcards:** These could be double-sided with a question on one side and the answer on the other. Alternatively, try a keyword on one side and a definition or diagram on the reverse. These can then be used for self-quizzing. The best way to use flashcards is called the Leitner System - find out more about it here: <https://www.youtube.com/watch?v=C20EvKtdJwQ>
- » **Draw a mind-map:** jot down everything that you remember from the KO and make links between the ideas. Check for accuracy and repeat.

Independent study schedule

All your independent learning for the week is **set at 9 am on Friday** morning, and is due to be completed by **8 am on the hand in day**. This includes your online work such as Sparx, Languagenut and Bedrock; and subjects where you should use some of the self-quizzing techniques (such as flash cards or Cornell notes) in your green **Knowledge Organiser workbook**.

The schedule below shows how long you should spend on each task, and the day you are allocated time to complete the task, although you may choose to complete tasks at different times to fit around your other activities and social events. **Specialist support** from your teachers will be available during breaks on the designated day, but please try to seek help with independent learning as soon as a problem arises. Work in your KO workbook will be checked by your tutor on the morning of hand in day.

If you have not completed any of your independent study tasks by 8 am on Friday, you will be required to attend a **2 hour SLT detention** the following Monday to catch up. If you manage to catch up on outstanding work before the start of the SLT detention, you should still attend at 3 pm when your subject teacher will check your tasks and cancel your detention. For incomplete KO tasks, you will be given a same-day redcard break detention.

Year 7, 8 and 9						
	15 min	15 min	15 min	15 min	Specialist support / hand in	Non-completion detention
Monday	Sparx maths				MFL Languagenut	Monday afterschool 3-5pm You will not need to attend the detention if all homework is completed by 3pm on Monday
Tuesday	Sparx reader				Sparx Maths	
Wednesday	Sparx Science			History KO	Sparx Reader	
Thursday	Bedrock			Geography KO	Sparx Science and History	
Friday	MFL Languagenut				Bedrock and Geography	

Who can help with my independent study?

There are lots of people who can help with your independent study. **Independent Study club** runs everyday in the library from **3:00 - 4:00**. There is a quiet space to work, computers to use for online tasks and members of staff available to help. It's a great place to complete all your tasks for the day, leaving your evening free to enjoy your other interests.

If you need help with a particular task, your **subject teachers** will be available at break and lunchtime to help with any issues - just make sure **you** see them before the hand-in day and they will be happy to help.

By using the schedule above, we hope you can plan to complete your independent study as well as still enjoying all your other interests, family and friends each day. If you do have any issues, please tell your **tutor or head of year** straight away.



Stop



'They're not bullying you because of you, they're bullying you because of how they are'

Jessie J

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups.

Bullying can take many forms including:

- emotional abuse
- social bullying
- social media
- threatening behaviour
- name calling
- cyberbullying
- sexting

Bullying includes REPEATEDLY:

- people calling you names
- making things up to get you into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from you
- damaging your belongings
- stealing your money
- taking your friends away from you or leaving you out
- posting insulting messages or rumours, in person online
- threats and intimidation
- making silent or abusive phone calls
- sending you offensive texts or messages

Speak



'Blowing out someone else's candles doesn't make yours shine any brighter'

Drake

Speak to someone.

No one has a magic wand, but we always do our best and we do really care.

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.



You're **not** alone

Don't be afraid to tell an adult. **Telling isn't snitching!**



Support



'You always have to remember that bullies want to bring you down because u have something that they admire'

Zak Efron

What we do at Cranbrook to deal with bullying:

- **Mentoring** is having a named person you can go to for support at school. Tutor/HOY/Refocus/Other
- **Restorative justice** brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.



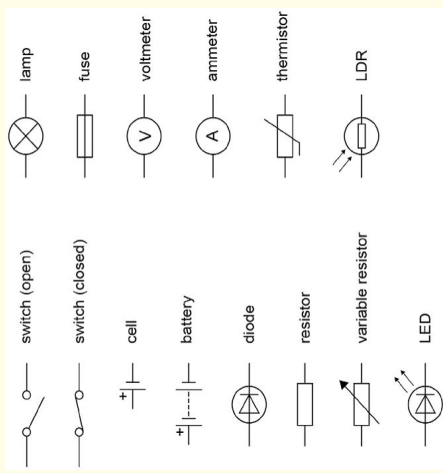
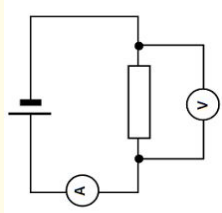
Any form of bullying will not be accepted at Cranbrook.



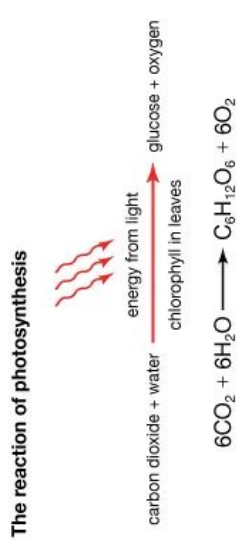
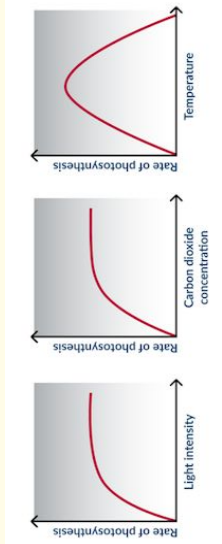
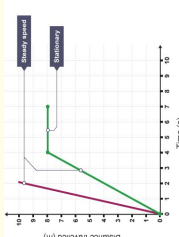
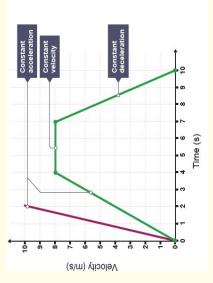
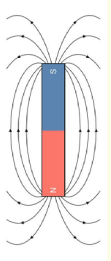


Year 7 - Art- Cycle 3	Week 1	Week 3
<p>Key vocabulary/content/ideas</p> <p>Key Vocabulary: Colour, contrast, primary, secondary and tertiary colour, harmonious, hue, collage, perspective</p> <p>Content: Throughout cycle 3 we will be explore the application of colour e.g. mixing, blending and application. As well as how artists use colour to create an overall feel to their work.</p> <p>Ideas: How do colours relate to each other? What are warm and cool tones? Who was Henri Rousseau? What is perspective and composition? What is a landscape painting? What is a collage?</p>	<p>Key Vocabulary: Colour, contrast, primary, secondary and tertiary colour</p> <p>Why is colour important? All art makes use of colour in some way. Your eyes can be drawn to certain parts of an artwork when colour is used correctly. Artists use colour to express themselves and aim to make you feel something when you look at it.</p> 	<p>Key content: Henri Rousseau was known as a naive painter as he had no formal training and was self-taught. This means that his work does not look realistic but more like a simplified version of the real thing. He had a reputation for exaggeration and telling tall tales. When he was a young man, he stole some stamps from a solicitor's office where he worked and to avoid jail time, he volunteered for the army. He did spend 1 month in jail serving a sentence before he could train with the French army. Later in life he said the animals and the jungle scenes he painted was what he remembered from serving in the army in Mexico. However, the army records showed that he didn't leave France but did spend lots of time in the botanical gardens and the zoo near his house. Even if he did exaggerate or even tell lies his work is still charming and interesting.</p>
<p>Week 5</p> <p>Key Vocabulary: Perspective, composition, collage</p> <p>Key content: What is Linear perspective? Linear perspective is mainly seen when you are drawing man-made objects and structure. Because we build house and structures in straight lines the differences in perspective are more obvious. We can clearly see how objects that are the same size appear to be much smaller as they move towards the horizon line.</p> 	<p>Week 7</p> <p>Key vocabulary: The mid-ground: The middle ground is the space naturally occurring between the foreground and the background. Shading – adding shading and shadows to two dimensional shapes can make them appear three dimensional. Placement – Objects that are farther away are placed closer to the horizon line. Size – Objects that are far away appear smaller. Objects that are closer appear larger.</p>	<p>Week 9</p> <p>Key Vocabulary: Analysis, narrative, intention, process, media, technique</p> <p>Key content: Artist Analysis and deconstruction of an artwork plays and integral part of the creative process. We use other artists work to inform our own artwork production. We look at artists and we try to break down their work into manageable parts. We focus on the formal elements of art used such as colour, perspective, shape, texture, tone and many others. We try to understand the physical process that the artist has undertaken to produce the work, such as his mark making or the use of materials. We consider what the meaning of the work is and if the artist has a narrative in their work and we also analyse the mood of the artwork.</p>



Year 7 - Combined Science - Cycle 3	Week 1 - Circuits symbols	Week 2 - Current electricity
<p>Key vocabulary</p> <ul style="list-style-type: none"> ● Potential difference: the amount of energy transferred per unit of charge. Measured in Volts (V) and shown by the letter <i>V</i> in equations. Sometimes referred to as Voltage. ● Current: the flow of charge around a circuit. This is measuring the charges that flow around a circuit in a certain amount of time. It is measured in Amps (A) and shown by the letter <i>I</i> in equations. ● Resistance: the opposition to the flow of electric charge. Measured in Ohms (Ω) and shown with the letter <i>R</i> in equations. ● Electron: a very tiny subatomic particle that has a negative charge. ● Element: a substance composed of only one type of atom, e.g Gold or oxygen. ● Reactant: the substances present at the start of a chemical reaction. ● Product: 	<p>Rubbing two insulating materials together will cause a build up of a static electric charge as electrons are transferred.</p> <p>Components in an electric circuit can be represented using circuit symbols.</p> 	<ul style="list-style-type: none"> ● Electrons carry the electric charge in an electric current. ● Current through a component can be measured in a circuit using an Ammeter connected in line with a component. ● Current is always conserved in a circuit - the current leaving the positive terminal is the same as arrives at the negative terminal. ● For a current to flow, the circuit must be complete. ● Potential difference (pd) across a component in a circuit can be measured using a Voltmeter connected across the component. ● The greater the pd across a component, the higher the current through it will be. 
Week 3 - Series and Parallel circuits	Week 4 -Chemical reactions	Week 5 - Mass and energy in reactions
<ul style="list-style-type: none"> ● Series circuits: components are arranged one after another - there is only one route for the current to take. ● Current is the same through all components. ● Pd across the individual components in the circuit adds up to the total pd across the power supply. ● Parallel circuits: components are arranged on separate branches of the circuit - current flows along different branches when it reaches a junction. ● Current through the main circuit is divided across the separate branches. ● Pd across each branch is the same as the pd across the supply. ● Resistance occurs when charges collide with particles which make up the wire. 	<ul style="list-style-type: none"> ● In a chemical reaction, particles of original reactants collide and react to form new products. ● Two or more chemical elements chemically combined for a compound. ● The properties of the original elements/reactants are different from those of the compounds/products formed. ● Reactions can be represented using word equations: magnesium + oxygen → magnesium oxide ● The ending of a compounds name gives information about its components: <ul style="list-style-type: none"> ○ <i>-ide</i> = and nothing else ○ <i>-ate</i> = and also oxygen ● Chemical elements can represent using symbols: Hydrogen = H, He = Helium, Beryllium = Be etc. ● Reactions can be represented using formula equations: 2Mg + O₂ → MgO 	<ul style="list-style-type: none"> ● The conservation of mass says the total mass of reactants is always equal to the total mass of products. ● Breaking down of reactants into new products using heat is known as Thermal Decomposition. ● Energy can be given out or taken in during reactions: <ul style="list-style-type: none"> ● Endothermic reactions: <ul style="list-style-type: none"> ○ Energy is taken in/transferred from the surroundings to the products. ○ Surrounding will cool down and feel cold. ○ E.g. photosynthesis. ● Exothermic reactions: <ul style="list-style-type: none"> ○ Energy is given out/transferred from the reactants to the surroundings. ○ Surrounding will heat up and feel hot. ○ E.g. combustion. ● Energy changes can be investigated by recording a change in temperature.



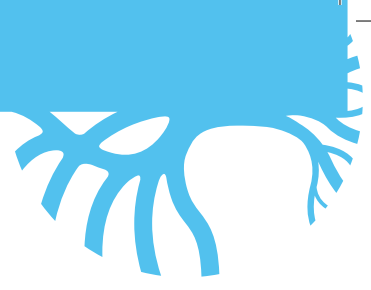
Key vocabulary	Week 6 - Photosynthesis	Week 7 - Factors affecting photosynthesis
<ul style="list-style-type: none"> Acceleration: the rate of change of the speed of an object. Measured in metres per second² (m/s²) and shown by the letter <i>a</i> in equations. Deceleration: a negative acceleration (an object slows down) Field: an area around an object in which a force can be detected e.g. a magnetic field. Rate: the amount at which something changes over time. Motion: the change in position of an object when a force is applied to it. Gradient: the slope. Velocity: Speed in a given direction. Measured in metres per second (m/s) and shown by the letter <i>v</i> in equations. 	<p>Photosynthesis is the chemical reaction which creates food for plants:</p> <p>Carbon dioxide + water → glucose + oxygen</p> <p>This reaction takes place in plant cell organelles called chloroplasts.</p> <ul style="list-style-type: none"> Chloroplasts contain a green pigment called chlorophyll which allows plants to absorb energy from sunlight. Palisade cells, found on the upper surface of leaves, contain large numbers of chloroplasts. <p>The reaction of photosynthesis</p>  $6\text{CO}_2 + 6\text{H}_2\text{O} \xrightarrow{\text{energy from light chlorophyll in leaves}} \text{glucose} + \text{oxygen}$ $6\text{CO}_2 + 6\text{H}_2\text{O} \longrightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2$	<p>The rate of photosynthesis is affected by three factors.</p> <ul style="list-style-type: none"> Temperature: High temperatures can denature enzymes involved in photosynthesis, low temperatures can mean the the reactants do not have enough energy to collide successfully. Light intensity: If light levels are too low, there is not enough energy for photosynthesis to take place. Above a certain level, the rate stays constant. Carbon dioxide levels: If levels are too low, there is not enough of this reactant for photosynthesis to occur. Above a certain level, the rate stays constant. 
Week 8 - Motion	Week 9 - Acceleration	Week 10 - Magnets
<ul style="list-style-type: none"> The two types of quantity used in physics are: Scalar quantities: only have a size (magnitude), e.g. mass (kg), distance (m), temperature (°C). Vector quantities: have both a magnitude <i>and</i> direction, eg. Force (N), displacement (m), weight (N). Motion of objects can be plotted on distance/time (d/t) graphs. The gradient shows the speed (measured in metres per second, m/s) of the object. Velocity is speed in a given direction and is a vector quantity, e.g. 20 m/s north. Speed, <i>v</i>, can be calculated as: $\text{speed (m/s)} = \frac{\text{distance (m)}}{\text{time (s)}}$ 	<ul style="list-style-type: none"> Acceleration of an object can be shown on a velocity/time (v/t) graph The gradient shows the acceleration (upwards sloping) or deceleration (down sloping) of the object. The area under the line of a v/t graph is the distance travelled. Acceleration, <i>a</i>, can be calculated as: $\text{acceleration (m/s}^2\text{)} = \frac{\text{change in velocity (m/s)}}{\text{time (s)}}$ $a = \frac{v - u}{t}$ where <i>v</i> = final velocity and <i>u</i> = initial velocity. 	<ul style="list-style-type: none"> Iron, steel, nickel and cobalt are magnetic materials. Magnets can exert a force on magnetic materials placed within their magnetic field. The closer together the magnetic field lines, the stronger the magnetic field. All magnets have a north and south pole: <ul style="list-style-type: none"> Opposite poles attract each other. Like poles repel (push apart) each other.  <ul style="list-style-type: none"> Magnetic fields can be created by passing an electric current through a wire. An electromagnet can be produced by coiling a wire around an iron core and connecting to a power supply. The electromagnets can be made stronger by: <ul style="list-style-type: none"> adding more coils of wire. by increasing the pd across the wire.



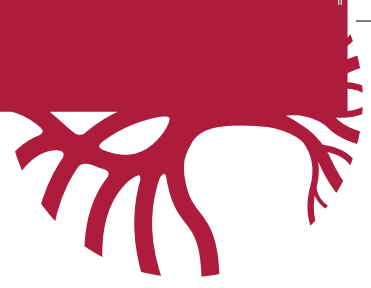
Year 7 - Creative Technologies - Cycle 3	Week 1-2 - Introduction to 3D Printing	Week 3-4 - 3D Vector Design
<p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> • Rendering: The process of generating a final image from a 3D model, including lighting, shading, and texturing. • Vector Graphics: Images created using mathematical equations to define shapes and lines, allowing for scalability without loss of quality. • Tinkercad: A user-friendly web application for creating 3D models and designs, suitable for beginners and educators. • Success Criteria: Clear and measurable conditions or standards that measure the success of a project or product. 	<ul style="list-style-type: none"> • Printer: The device used for 3D printing, which builds objects layer by layer. • Filament: The material, usually in the form of a spool of plastic, used as the raw material for 3D printing. • Extruder: The component of a 3D printer responsible for feeding and melting the filament. • CAD (Computer-Aided Design): Software used to create digital models that can be converted into 3D printable files. • Slicer: Software that translates a 3D model into instructions for the 3D printer, including layer-by-layer information. 	<ul style="list-style-type: none"> • Vector Graphics: Images created using mathematical equations to define shapes and lines, allowing for scalability without loss of quality. • 3D Vector Design Software: Applications specifically designed for creating three-dimensional vector graphics and models. • Rendering: The process of generating a final image from a 3D model, including lighting, shading, and texturing. • G-code: A programming language used to control computerised machine tools, including 3D printers. • STL File: A file format commonly used for saving 3D models.
<p>Week 5-6 - Design and Specification</p> <ul style="list-style-type: none"> • Design Specification: A detailed document outlining the requirements, features, and characteristics of a product or system. • User Requirements: Descriptions of what end-users expect and need from the product, focusing on usability and user experience. • Constraints: Limitations or restrictions that impact the design process, such as budget, time, or available resources. • Safety Requirements: Specifications detailing the safety standards and features the product must adhere to. • Visualisation Diagram: A diagram that represents how the finished product will look, along with important details. 	<p>Week 7-8 - Use of Tinkercad</p> <ul style="list-style-type: none"> • Tinkercad: A user-friendly web application for creating 3D models and designs, suitable for beginners and educators. • Blocks: Basic shapes and components in Tinkercad that users can combine and manipulate to create 3D designs. • Workplane: The flat surface where users place and arrange their 3D shapes in Tinkercad. • Grouping and Ungrouping: Combining or separating multiple shapes to create more complex 3D models. • Scale Tool: Functionality that enables users to resize and adjust the dimensions of objects in their designs. 	<p>Week 9-10 - Evaluation</p> <ul style="list-style-type: none"> • Success Criteria: Clear and measurable conditions or standards that measure the success of a project, or product. • SMART Criteria: Specific, Measurable, Achievable, Relevant, and Time-bound conditions that help set realistic and effective success criteria. • User Feedback: Input and comments from users regarding their experiences with the product. • Qualitative: User feedback that presents how the users feel about the product. • Quantitative: Collating how many users gave particular responses about their views on the product.



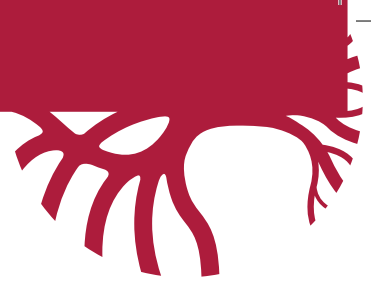
Year 7 – Drama - Cycle 3		Week 1	Week 3
<p>Key vocabulary</p> <ul style="list-style-type: none"> ● Chorus - a group of performers driving the plot of a play. ● Unity – moving and speaking as one. ● Linear – moving in a single direction. Events occurring chronologically. ● Aristotle – a famous Ancient Greek playwright. ● Classical unities – a theory of dramatic tragedy used in Ancient Greek theatre 		<ul style="list-style-type: none"> ● The beginnings of Western theatre date back to Ancient Greece in the 6th century B.C. The earliest performances occurred in 534 BC at a play festival honouring Dionysus the Greek god of wine and fertility. For hundreds of years, ancient Greek theatre was performed exclusively at this outdoor play festival. ● Orchestra - the circular performing space of ancient Greek theatre ● Skene – the historical word for scene which we use in modern times. ● Amphitheatre - The huge outdoor performance spaces of ancient Greek play ● Chorus - The chorus normally performed in unison and were a group of people speaking and moving at the same time. 	<ul style="list-style-type: none"> ● The classical unities, Aristotelian unities, or three unities represent a prescriptive theory of dramatic tragedy that was introduced in Italy in the 16th century and was influential for three centuries. The three unities are: <ul style="list-style-type: none"> ● Unity of action: a tragedy should have one principal action. ● Unity of time: the action in a tragedy should occur over a period of no more than 24 hours. ● Unity of place: a tragedy should exist in a single physical location.
<p>Week 5</p> <ul style="list-style-type: none"> ● Medea– key characters Medea- Protagonist of the play, Medea's homeland is Colchis, an island in the Black Sea, which the Greeks considered the edge of the earth--a territory of barbarians. A sorceress and a princess, she used her powers and influence to help Jason secure the Golden Fleece; then, having fallen in love with him, she fled her country and family to live with Jason in Iolcus, his own home. ● Jason - Jason can be considered the play's villain, though his evil stems more from weakness than strength. A former adventurer, he abandons his wife, Medea, in order to marry Glauce, the beautiful young daughter of Creon, King of Corinth. ● Creon - The King of Corinth, Creon banishes Medea from the city. Although a minor character, Creon's suicidal embrace of his dying daughter provides one of the play's most dramatic moments, and his sentence against Medea lends an urgency to her plans for revenge. 		<p>Week 7</p> <p>Hercules - Hercules was a super strong and brave hero from ancient Greece. He was the son of Zeus, the king of the gods, and a mortal woman named Alcmena. Because of his divine parentage, Hercules had extraordinary strength right from the time he was a baby.</p> <p>Hera - Hera is known for being the goddess of marriage and family. She is often depicted as a majestic and regal figure. In stories, she sometimes helps people who are good and fair, but she can also be a little bit tricky, especially when it comes to her feelings about certain heroes, like Hercules.</p> <p>Zeus - Zeus is a prominent figure in Greek mythology and is considered the king of the gods. He is the ruler of Mount Olympus, the highest mountain in Greece, which serves as the home of the gods</p>	<p>Week 9</p> <p>Effective ways to use a chorus:</p> <ul style="list-style-type: none"> ● Speaking in unison for dramatic effect ● Becoming messengers (to bring on information from other locations) ● Creating etc characters (like maids, servants and nurses) ● Gossiping about what is going on to make sure the audience haven't missed anything ● Reiterating a point to make sure the audience understands ● Passing time (to help move the story on and explain how much time has passed) ● Echoing something for dramatic effect ● Making tableaux/symbolic movement/mime sequences to underpin story ● Talking directly to the audience as narrators ● Talking directly to characters (Hercules) to warn them of their actions



Key vocabulary		Week 6 - Excellent Epitaphs and Subject Terminology				Week 7 - Creative Writing and subject terminology	
Word	Origins	Definition	Excellent Epitaphs		Creative Writing: Sentence Types		
Feudal system	Latin: land granted by the king	The organisation of society in the middle ages with the lord at the top and the peasants at the bottom	The villain	Conniving (adj):	Mischievous (adj):	Duplicitious (adj):	
Courtly love	A code for noble women and their lovers		Appositives: the Elf/Fairy King, antagonist, opponent.	Plotting and scheming against people. connivance (n)	Misbehaves playfully, sometimes causing harm or trouble	Duplicitious (adj): Deceitful, dishonest, two-faced.	
Medieval	Latin: in the middle	Relating to the Middle Ages, roughly 1066 – 1500 AD (the Norman Conquest to the Tudors)	Subject Terminology Vehicle: Latin: to carry The part of the metaphor that makes the comparison. E.g. "Life is a walking shadow." Walking shadow is the vehicle. Middle English The form of English spoken between 1066 and 1500 AD after the Norman invasion.				
Pilgrimage	Latin: a traveller	A journey, especially a long one, made to a holy place to show your devotion					
Week 8 - Creative Writing and subject terminology		Week 9 - Creative Writing and subject terminology				Week 10 - Subject terminology	
Creative Writing: Sentence Types		Creative Writing: Sentence Types				Subject Terminology	
Present participle start (Standing in front of Theseus, I couldn't believe my ears). Whoever/whatever (Whoever thought they could tell me what to do, whatever they thought was right for me, they were mistaken). Three Adjective punch (Angry, confused, determined, I was no longer the shy young woman who had blushed in front of Arcite). Without, without (Without hope of freedom, without knowing what I was really doing, I crept out of the palace. Last word; first word (Freedom was close; close, but not there yet).		<ol style="list-style-type: none"> 1. Comma Sandwich (The expanse of trees, which shifted in darkness, fully surrounded me.) 2. More, More, More Sentence / Less, Less, Less Sentence (The less the light trickled through, the less it caught the thin branches, the less it touched the oddly shaped rocks at the feet of the trees.) 3. Comparative, More, More Sentence (Every step forward, the darkness grew deeper, more complete, more worrying.) 4. Semi-colon Split (The birds had long since disappeared; there was no open space for even the smallest of birds.) 5. Colon Clarification (There was the faintest of sounds that seemed to touch the space between the trees: it was my own breathing.) 				Alliteration: Latin ad 'to' + littera 'letter, script' Repetition of the same sound or letter at the beginning of words in close succession Oxymoron :Greek: oxys 'sharp' + moros 'stupid' (the word is an example of itself!) A figure of speech where two opposites are placed together e.g. 'feather of lead' Ballad: Latin: to dance A poem or song narrating a story in short stanzas. Archaic : Greek: old-fashioned. Very old, or old-fashioned. Tragedy: Greek: a play or poem with an unhappy ending A play dealing with unhappy events, often the downfall of the main character Comedy: Greek: komos 'merry-making, festival' A play that is amusing with a happy ending Trope: Greek: a turn Common device, image, motif or cliché in a text.	
Subject Terminology Protagonist: Greek: protos 'first' + agonistes 'actor' The leading character or one of the major characters in a play, film, novel, etc. Antagonist: Greek: antagonistes 'rival' The enemy or villain who opposes the hero or protagonist.		Subject terminology Antithesis: Greek: anti 'against' + tithenai 'to place' The direct opposite of a person or thing					

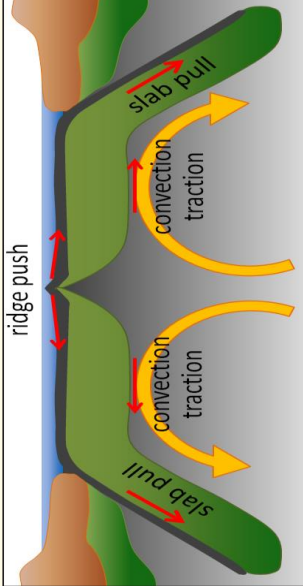

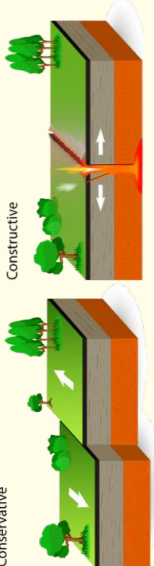
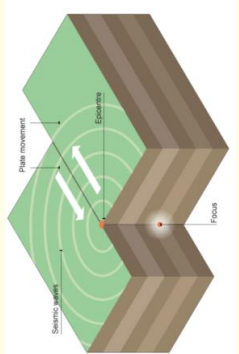



Year 7 - French- Cycle 3		Week 1 – key vocabulary and content		Week 2 - key vocabulary and content	
Classroom interaction language <ul style="list-style-type: none"> ● Salut - Hi ● Ça va? – How are you? (How is it going?) ● Ça va bien – I am well (it is going well) ● Ça ne va pas – I am not well (it’s not going well) ● Merci – Thank you ● Et toi? – And you? ● Comment dit-on...en français? – How do you say...in French? ● On va... - We are going to... ● On va parler – we are going to talk ● On va jouer – we are going to play ● On va écouter – we are going to listen ● Trois, deux, un – Three, two, one ● Regardez-moi – Look at me 		arriver to arrive, arriving changer to change, changing créer to create, creating gagner to win, winning habiter to live, living (somewhere) le monde world le pays country la politique politics les vêtements clothes à to, at, in de of	apprendre to learn, learning j'apprends I learn tu apprends you learn il apprend he learns elle apprend she learns comprendre to understand, understanding je comprends I understand tu comprends you understand il comprend he understands elle comprend she understands prendre to take, taking je prends I take tu prends you take il prend he takes elle prend she takes une erreur a mistake facile easy		
Week 3 - key vocabulary and content		Week 4 - key vocabulary and content		Week 5 - key vocabulary and content	
dire to say, saying/to tell, telling je dis I say, tell tu dis you say, tell il dit he says, tells elle dit she says, tells sortir to go out, going out je sors I go out tu sors you go out il sort he goes out elle sort she goes out venir to come, coming je viens I come tu viens you come il vient he comes elle vient she comes la vérité truth	important(e) important de of, from Que? what? la langue language les maths maths la matière subject la musique music la science science la technologie technology, DT Quel? Which? (m) Quelle? Which? (f) Combien? How much? /How many?	une équipe a team le bureau desk parfois occasionally dans in sous under sur on			



Classroom interaction language	Week 6 - key vocabulary and content	Week 7 - key vocabulary and content
<ul style="list-style-type: none"> • un stylo violet – a purple pen • un stylo noir – a black pen • Est-ce que je peux...? – Can I...? • Est-ce que je peux avoir...? – Can I have...? • Est-ce que je peux faire...? – Can I do...? • Est-ce que je peux faire les points? – Can I do the points? • Est-ce que je peux aller aux toilettes? – Can I go to the toilet? • C'est vrai – it is true • C'est faux – it is false • C'est correct – it is correct • C'est juste – it is fair • A mon avis – In my opinion • Je pense que – I think that 	<p>savoir : to know, knowing (something)</p> <p>je sais : I know</p> <p>tu sais : you know</p> <p>il sait : he knows</p> <p>elle sait : she knows</p> <p>le café : cafe</p> <p>le cinéma : cinema</p> <p>la plage : beach</p> <p>la rue : street</p> <p>derrrière : behind</p> <p>devant : in front of</p> <p>entre : between</p>	<p>le bâtiment : building</p> <p>l'église (f) : church</p> <p>le pont : bridge</p> <p>belle : beautiful (f)</p> <p>énorme : enormous</p> <p>haut : high</p> <p>nouveau : new (m)</p> <p>nouvelle : new (f)</p> <p>vieille : old (f)</p> <p>vieux : old (m)</p>
Week 8 - key vocabulary and content	Week 9 - key vocabulary and content	Week 10 - key vocabulary and content
<p>continuer : to continue, continuing</p> <p>partir : to leave, leaving</p> <p>madame : Miss, Mrs, Ms, madam</p> <p>le match : match</p> <p>monsieur : Sir, Mr</p> <p>encore : again</p> <p>en retard : late</p> <p>tôt : early</p>	<p>l'allemand (m) : German</p> <p>l'avion (m) : plane</p> <p>la lettre : lettre</p> <p>Italie : Italy</p> <p>différent(e) : different</p> <p>prochain(e) : next</p> <p>Bientôt : Soon</p> <p>demain : tomorrow</p>	<p>aller : To go, going</p> <p>Je vais : I am going, I go</p> <p>Tu vas : You are going, you go</p> <p>Il va : He is going, he goes</p> <p>Elle va : She is going</p> <p>Nous allons : We are going, we go</p> <p>Ils vont : They are going (m)</p> <p>Elles vont : They are going (f)</p>



<p>Year 7 - Geography- Cycle 3</p> <p>Key vocabulary</p> <p>Lithosphere: Outer layer of the Earth. Sometimes called the crust.</p> <p>Mantle: Much thicker mass of rock under the lithosphere. Rocks hot enough to deform and move like plastic.</p> <p>Outer core is liquid. Inner core is solid and made of iron and nickel.</p> <p>Oceanic plate: 50-100km thick.</p> <p>Continental plate: Up to 200km thick.</p> <p>Slab pull - where the denser plate sinks into the mantle under the influence of gravity. It pulls the rest of the plate along behind it.</p> <p>Ridge push: Magma rises as the plates move apart. The magma cools to form new plate material.</p>	<p>Week 1 – Structure of the Earth</p> <p>In 1912, Alfred Wegener, a German meteorologist, put forward his theory of continental drift. He argued that millions of years ago, the continents that we know today were joined together into one supercontinent called Pangea. The continents have been drifting apart and together ever since.</p> 	<p>Week 2 - Destructive & Collision</p> <p>Destructive plate boundary: Plates move together.</p> <ul style="list-style-type: none"> • If an oceanic plate moves towards a continental plate, beneath the continental one. • This creates an ocean trench. • Continental plate moves up to form mountain belts. • The melting oceanic plate creates magma which rises to the surface as a volcanic eruption. • The pressure can trigger earthquakes. <p>Collision zone: Two continental plates meet and push upwards to create high mountain belts. No volcanoes.</p> 
<p>Week 3 – Constructive & Conservative</p> <p>Constructive plate boundary: two plates are forced apart.</p> <ul style="list-style-type: none"> • Magma rises and the hot rocks melt, forming a ridge of volcanoes and new ocean lithosphere. • Forms a mid-ocean ridge. <p>Conservative plate boundary: Two plates slide slowly past each other.</p> <ul style="list-style-type: none"> • Friction causes the plates to stick together and pressure builds. • As the friction is overcome, the sudden movement creates a severe earthquake. No magma escapes so there are no volcanic eruptions. 	<p>Week 4 – Earthquakes</p> <p>Focus: the centre of an earthquake below the Earth's surface.</p> <p>Epicentre: the area on the surface directly above the focus. Seismic waves: waves of energy.</p> <p>Richter scale: measurement of the magnitude or size on an earthquake. Recorded on a seismometer.</p> <p>Mercalli scale: measurement of the intensity of the earthquake by recording the effect and damage it caused.</p> 	<p>Week 5 – Nepal</p> <p>Nepal earthquake (25 April 2015)</p> <ul style="list-style-type: none"> • Collision zone between Indian and Eurasian plate. • Focus 8km deep. • 8,632 dead • 19,009 injured • Worst in 80 years • Temperatures fell at night, survivors suffering hypothermia. • Landslides cut off remote villages. • Triggered an avalanche at Mt Everest. • International aid from China and India: \$1 billion to help. 



Key vocabulary	Week 6 – Volcanoes	Week 7 – Eyjafjallajökull
<p>Primary Effects: effects that occur immediately as a result of a hazard.</p> <p>Secondary Effects: the indirect effects caused by the primary impacts, after the main event.</p> <p>Immediate Response: a response in the days and weeks immediately after a disaster has happened.</p> <p>Long-term Response: responses that go on for months and years after a disaster.</p> <p>Volcano: an opening in the Earth's crust that allows molten rock from beneath the crust to reach the surface.</p> <p>Risk: the probability of a hazard event causing harmful consequences.</p>	<p>Magma chamber: A store of molten rock deep within the Earth.</p> <p>Pyroclastic flow: a fast-flowing current of hot gas, ash and other volcanic matter. Can reach speeds of 700km/h and temp of 1000oC.</p> <p>Shield volcano: gentle slopes forming from runny lava spreading far e.g. Mauna Loa, Hawaii</p> <p>Composite volcano: Steep sides, cone shape. Form from thick, viscous lava that does not flow easily e.g. Mt Fuji, Japan.</p> 	<p>Eyjafjallajökull eruption, Iceland (April 2010)</p> <ul style="list-style-type: none"> Started on 20 March when a 500 metre fissure opened up. Constructive plate margin. The eruption happened under an ice sheet. Dissolved gases in the molten rock along with steam generated from the melting ice caused a huge column of volcanic ash. Areas were flooded by the Jökulhlaups (glacier meltwater floods). Farm land was affected by heavy ash fall, poisoning animals. Perishable foods were wasted as they could not be transported into Europe e.g. flowers from Kenya. 95,000 flights were cancelled. People were not able to get to work because they were stranded. The eruption cost airlines \$200 million per day.
Week 8 – Tsunamis	Week 9 – SE Asia Tsunami	Week 10 – Management
<p>Tsunami: a large ocean wave caused by an underwater earthquake or volcanic eruption. They are NOT tidal waves!</p> <p>A tsunami can have a very long wavelength that can be hundreds of kilometres long. You tend not to notice them at sea; they increase in height when they meet the shallow water and friction at the shore.</p> <p>In deep water, tsunamis travel over 500mph or as fast as a jet plane. A sign that a tsunami is coming is often the withdrawal of water from a beach.</p>	<p>SE Asia Tsunami (26 December 2004)</p> <ul style="list-style-type: none"> Indo-Australian plate subducting beneath Eurasian plate. Magnitude 9.1 quake. Speed of tsunami up to 800km/h. 15 metre height onshore. 250,000 people died across 14 countries. Two million homeless. Indonesia and Thailand most affected. Now an Indian Ocean early warning system. <p>Japan tsunami (11 March 2011)</p> <ul style="list-style-type: none"> Magnitude 9.0. Pacific and North America plate. Epicentre 129km away from Japan. Wave travelled 10km inland in Sendai. Destroyed sea walls. Fukushima nuclear power plant flooding – radioactive disaster. 18000 people died. Total damages \$300 billion. 	<p>Managing earthquakes: People may have earthquake survival kits and earthquake drills to practise what people would do during a real earthquake (drop, cover, hold on). Buildings can be made earthquake resistant using cross bracing and sheer walls. Old buildings can be modified to make them more resistant (called retrofitting).</p> <p>Managing volcanic eruptions: Easier to predict than earthquakes – changes in gases, deformed land, foreshocks. Communities can have evacuation plans and hazard maps prevent building in vulnerable places. Some cities, like Tokyo, have hazards guides educating people about what to do in the event of tectonic hazards.</p> <p>Predict: Try to work out when the hazard is going to happen.</p> <p>Prepare: Change the physical or human surroundings to reduce the damage.</p> <p>Protect: Be ready for when something does happen - have a plan.</p>
		



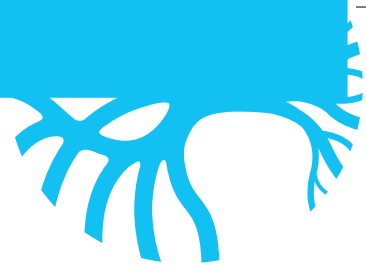
Year 7 - History- Cycle 3	Week 1 – The First Tudor King	Week 2 –Religious Rollercoaster
<p>Key vocabulary</p> <p>Tyrant- A ruler who controls his people cruelly. Parliament- Elected politicians who make and pass laws of a country. Renaissance- The rebirth of learning (1500-1700) Vindictive- Cruel, unkind, spiteful. Divine Right- The belief the king or queen is chosen by God to rule the country. Civil War- A war fought between armies from the same country. Mutiny- To turn against those in power.</p>	<p>1485-1509: The reign of the first Tudor King, Henry VII 1509-1547: The reign of King Henry VIII 1547-1553: The reign of Henry VIII's only son, Edward who became King at the age of 9 1553-1558: The reign of 'Bloody' Mary Tudor 1558: Elizabeth I (Henry VIII's youngest daughter) becomes Queen of England following Mary's death 1559: Elizabeth passes the Religious Settlement, changing the nation's religion from Catholic to Protestant 1587: The execution of Mary, Queen of Scots</p>	<p>Leadership: The process of guiding, persuading and controlling people Compassion: To show understanding of and pity for others Selflessness: To put others' interests before one's own Self-confidence: To believe in one's own abilities Catholicism: The original form of Christianity, loyal to the Pope in Rome Protestantism: The Christianity formed in the 1500s that protested against and broke away from the supposed 'greed' of Catholicism Tyrant: A ruler who controls his people cruelly</p>
<p>Week 3 – Elizabeth</p> <p>Vestments: Religious clothing worn by members of the Church Supreme Governor: Elizabeth's title after the 1559 Religious Settlement Puritans: Extreme Protestants who wanted a 'pure' Christianity and the ending of all Catholic practices Acts of Supremacy and Uniformity: The two parts of Elizabeth's Religious Settlement Abdicate: To resign from a position of rule Execute: To kill as a punishment Interrogate: To forcefully question Francis Walsingham: Elizabeth I's 'Spymaster' who investigated Catholic plots (schemes) against her</p>	<p>Week 4 – Poverty</p> <p>Parliament: Elected politicians who make and pass the laws of a country Conspiracy: A plot (to overthrow those in power) Torture: To use violence against prisoners in order to extract information Trial: A legal process to decide if a defendant is guilty or not guilty of a crime Vagabond: A travelling homeless beggar Poverty: To lack the basics (food, shelter, money etc.) to live comfortably Idle: Lazy Deserving poor: Those who wanted to (but could not find) work and therefore deserved charity Parish: An area of land under the control of a church</p>	<p>Week 5 – Tudor Entertainment</p> <p>Renaissance: The rebirth of learning (c.1500-1700) Jousting: To compete on horseback using lances William Shakespeare: England most famous playwright. He was baptised in 1564 and died in 1616. Theatre: A building designed to present plays to an audience Fencing: A form of sword-fighting The Globe: The London theatre famous for staging Shakespeare's plays Armada: A large number of naval ships Portrait: A painting of an individual designed to capture their likeness Symbolism: Using one thing to represent another Regal: Royal</p>



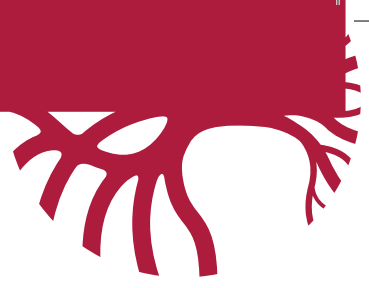
Key Terms	Week 6 – Drake and Circumnavigation	Week 7 – Mary QoS plots
<p>Tyrant- A ruler who controls his people cruelly.</p> <p>Massacre- A mass murder.</p> <p>Slavery- The business of capturing and owning human beings.</p> <p>Middle Passage- The journey from Africa to the Americas by slave ships.</p> <p>Parliament-Elected officials who make and pass laws.</p> <p>1557-1580- Drake circumnavigates the globe.</p> <p>1588- The English defeat the Spanish Armada.</p>	<p>1577-1580: Francis Drake circumnavigates the globe in his ship The Golden Hind</p> <p>1588: The English defeat The Spanish Armada’s attempt to invade</p> <p>1603: The death of Elizabeth I and coronation of King James I</p> <p>1605: Guy Fawkes is captured and The Gunpowder Plot is foiled</p> <p>1625: Charles I becomes King</p> <p>1642: The English Civil War begins</p> <p>1649: Charles I is executed</p> <p>1649-1658: Oliver Cromwell rules as ‘Lord Protector’</p> <p>1660: Charles II returns from exile and becomes King of England</p>	<p>Prestige: A powerful reputation based upon achievement</p> <p>Circumnavigation: To sail around the world</p> <p>Piracy: To illegally capture the cargo of a ship for profit</p> <p>Invasion: To attack and enter a foreign country</p> <p>Sabotage: To intentionally destroy, damage or disrupt</p> <p>Beacons: Flaming torches designed to act as a signal / warning</p> <p>Crescent formation: A curved arrangement (of ships on the sea)</p>
Week 8 – Spanish Armada	Week 9 – Black Tudors	Week 10 – Diego
<p>Baptism: A ceremony to welcome someone (usually a young child) into the Christian Church</p> <p>Plantation: A huge farm that grows one crop (typically sugar, cotton or tobacco)</p> <p>Slavery: The business of capturing and owning human beings</p> <p>Transatlantic: Crossing the Atlantic Ocean</p> <p>Middle Passage: The journey from Africa to the Americas made by slave ships</p> <p>Panama: A country linking Central and South America</p> <p>Hinterlands: The remote areas of a country away from the coast or the banks of major rivers</p> <p>Mule train: A line of mules carrying goods or riders</p> <p>Interpreter: Someone who translates between those who do not speak the same language</p> <p>Magellan straits: A sailing route between the Atlantic and Pacific oceans</p> <p>Cimarrons: Africans who escaped slavery in the Americas</p>	<p>Taxation: Money paid to the government to fund the running of the country</p> <p>Civil War: A war fought between armies from the same country</p> <p>Divine Right: The belief that the King or Queen of England is chosen by God</p> <p>Ship money: Money (tax) to fund the navy in times of war</p> <p>Grand Remonstrance: A list of complaints produced by parliament and presented to King Charles I</p> <p>Mutiny: To turn against those in power</p> <p>Victuals: Food</p> <p>Cavalier: A soldier who fought on the side of the King during the Civil War</p> <p>Roundhead: A soldier who fought for parliament during the Civil War</p> <p>Musketeer: A soldier who used a gun (musket)</p> <p>Pikeman: A soldier who used a long spiked stick (a pike)</p>	<p>Vindictive: Cruel, unkind and spiteful</p> <p>Victim: Someone treated cruelly and unfairly by another</p> <p>Sentence: The punishment given by a judge following a trial if the defendant is found guilty</p> <p>Verdict: The decision of a jury as to whether a defendant is guilty or not guilty</p> <p>Massacre: A mass murder</p> <p>Hypocrite: Someone who does not behave as s/he orders others to</p> <p>Lord Protector: The title that Oliver Cromwell gave himself to replace that of King of England</p> <p>Interregnum: ‘Between Kings’. The years 1649-1660.</p> <p>Major-General: A military leader who was loyal to Oliver Cromwell during his rule</p>



Year 7 – Music – Cycle 3	Week 1 - content	Week 3 - content
<p>Key vocabulary</p> <ol style="list-style-type: none"> Brass - A family of instruments made from brass. Chorus - The part of the lyrics that repeats exactly the same each time, often contains song title. Fifth - In music theory, a perfect fifth is five notes up from the original note. Perfect fifth. Interval - An interval is the difference in pitch between two sounds. Melody - A sequence of single notes. The 'tune'. Riff - Repeated short melodic or rhythmic figure. Scale - A scale is an ordered sequence of notes. Different types of scales have specific orders of notes. Sample - An extract of music which is taken from a song/track that already exists. Syncopation - A rhythm which puts emphasis on the unaccented beats. Third - In music, a third can be a major third or a minor third. 	<p>Week 1 - content</p> <ul style="list-style-type: none"> Listening 1. Uptown Funk Mark Ronson ft. Bruno Mars Is the brass riff conjunct or disjunct? 2. Crazy in Love Beyonce ft. Jay Z Is the brass riff conjunct or disjunct? Music Theory (optional) Choose 6 lines in your book. Copy a treble clef onto the 6 lines you choose. <p>This is the treble clef. Copy this into your book. Use the lines already in your book.</p>  <p>Space Notes</p>  <ul style="list-style-type: none"> Practice (optional week 1-5) Week 1 – 5 we will be learning to play a brass instrument. If you have a Brass instrument try playing part 1 of <i>Phoenix</i>. You are welcome to come at break/lunch. 	<p>Week 3 - content</p> <ul style="list-style-type: none"> Listening 1. Birdland Weather Report What instruments can you hear in this song? 2. Trumpets Jason Derulo Describe what the brass are doing in the chorus. Music Theory (optional) Choose 6 lines in your book. Copy a treble clef onto the 6 lines you choose. <p>This is the treble clef. Copy this into your book. Use the lines already in your book.</p>  <p>Line Notes</p>  <ul style="list-style-type: none"> Listening 1. Superstition Stevie Wonder Describe the brass in this song? 2. Jungle Boogie Kool and the Gang (make sure you type the artist also) What instruments can you hear in the intro? Music Theory (optional) Copy into your book the quavers, crotchet and crotchet rest. How many beats is each symbol worth. 
<p>Week 5 - content</p> <ul style="list-style-type: none"> Listening 1. Umbrella Young Blood Brass Band What instruments can you hear? 2. I Wish Stevie Wonder Describe the brass in this song? Music Theory (optional) <p>Copy out the treble clef from week 1. Write out a C scale starting on a C below the staff.</p> 	<p>Week 7 - content</p> <ul style="list-style-type: none"> Listening 1. September Earth Wind and Fire Is the brass riff conjunct or disjunct? 2. I Feel Good James Brown Describe the melody in this song? Music Theory (optional) <p>Copy the keyboard into your book. Label the notes on the keyboard.</p>  <ul style="list-style-type: none"> Practice (optional week 6-9) Weeks 6 - 10 we will be creating a track using Bandlab for Education. You can log onto Bandlab for Education at home and work on your funk track. 	<p>Week 9 - content</p> <ul style="list-style-type: none"> Listening 1. Superstition Stevie Wonder Describe the brass in this song? 2. Jungle Boogie Kool and the Gang (make sure you type the artist also) What instruments can you hear in the intro? Music Theory (optional) Copy into your book the quavers, crotchet and crotchet rest. How many beats is each symbol worth. 



Year 7 – Personal Development - Cycle 3	Week 2 - PSHE	Week 4 - PSHE
<p>Week 2 PSHE Key vocabulary/content/ideas</p> <p>Career – An occupation undertaken for a significant period of a person's life and with opportunities for progress.</p> <p>Goal - The object of a person's ambition or effort.</p> <p>Debt– A sum of money that is owed or due.</p> <p>Resilience – The capacity to recover quickly from difficulties; toughness.</p> <p>Protected characteristics - Aspects of a person's identity that makes them who they are.</p> <p>Week 6 RPE Key vocabulary/content/ideas</p> <p>Allah - God in Arabic. There are 99 names of God in the Qur'an and Hadith (Muhammad's sayings)</p> <p>Qur'an - Islamic holy text.</p> <p>Angel - A spiritual being who is a messenger from God. Muslims believe that angels bring the word of God to the world via the prophets or the messengers of God.</p> <p>Prophet - A person regarded as a chosen messenger from God.</p> <p>5 pillars of Islam - Compulsory duties that Muslims must try to carry out.</p>	<p>Short-term goals – One-year or less.</p> <p>Mid-range goals – Three to five years.</p> <p>Long-term goals – Five to ten years or more.</p> <p>Transferable skills - Speaking, listening, problem solving, creativity, aiming high, team work, leadership, staying positive.</p> <p>SMARTER target setting – Specific, Measurable, Actionable, Relatable, Time Bound, Evaluate. Reward</p> <p>Resilience - our ability to bounce back from the stresses of life.</p> <p>5 pillars of resilience – Self awareness, purpose, mindfulness, relationships, self care.</p> <p>Week 8 - RPE</p> <p>Muslims believe God is Omnipotent (all powerful). He is also all-knowing, aware of everything including human actions and thoughts.</p> <p>God is also know as benevolent (all-loving), the source of goodness. His generosity is seen as a gift to human life on earth.</p> <p>Islam is divided into two sects, Sunni and Shi'a. These two groups split because they both believed someone different succeeded Muhammad.</p> <p>Muhammad PBUH was a Prophet in the religion of Islam. He was the last prophet in the religion and is sometimes called '<i>The Seal of the Prophets</i>'. Prophet Muhammad PBUH is considered the founder of Islam.</p>	<p>Equality Act –legally protects people from discrimination in the workplace and in wider society.</p> <p>9 Protected Characteristics - Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, and Sexual orientation.</p> <p>Direct discrimination – someone is treated unfairly because of a protected characteristic.</p> <p>Indirect discrimination – A rule that treats everyone equally and has a negative effect on someone with a protected characteristic</p> <p>Wage – The weekly or monthly income you have from a job.</p> <p>Budgeting – Working out how and what to spend your money each month to ensure you don't go into debt.</p> <p>Money and risk - risk taking causes changes in the brain as it releases adrenaline, causing an intense feeling of pleasure.</p> <p>Week 10 - RPE</p> <p>Imam – leads people in prayer in a Mosque Muslims pray 5 times a day</p> <p>5 pillars of Islam – The 5 pillars are listed below. Write down some facts about each pillar.</p>



Year 7 - Spanish Cycle 3		Week 1 – key vocabulary and content				Week 2 - key vocabulary and content					
Classroom Interaction Language Hola – Hello ¿Qué tal? – How are you? Estoy muy bien – I am very well Estoy bien – I am well Estoy regular – I am ok Estoy mal – I am bad Gracias – Thank you Por Favor – Please ¿Y tú? – And you? ¿Cómo se dice... en español? – How do you say ... in Spanish? Vamos a... - We are going to... Vamos a hablar – We are going to speak Vamos a leer – We are going to read Vamos a jugar – We are going to play		deber	must, to have to	la ropa	clothing	estoy	I am	detrás de	behind		
		debo	I must, have to	el suelo	floor	estás	you are	fuera de	outside of		
		debes	you must, have to	otro	another, other	está	he/she/it is	Week 2 sentence: El tren está cerca de la estación. The train is close to the station.			
		debe	he/she/it must, has to	aunque	although	estamos	we are				
		lavar	to wash, washing	si	if	están	they are				
		limpiar	to clean, cleaning	Week 1 sentence: Debo limpiar el suelo y debes lavar el coche. I have to clean the car and you have to wash the car.							
		sacar	to take out, taking out				el coche	car			
		la basura	rubbish				el este	East			
		el coche	car				el oeste	West			
				Week 4 - key vocabulary and content				Week 5 - key vocabulary and content			
somos	we are (trait)	disfrutar	to enjoy, enjoying	cada	each, every	beber	to drink, drinking	Week 5 sentence: Beber agua es importante. Drinking water is important.			
aburrido	boring, bored	montar	to ride, riding	alto	tall, high	comer	to eat, eating				
claro	light (colour), clear	viajar	to travel, travelling	de	of, from	leer	to read, reading				
loco	insane, crazy	agosto	August	Week 4 sentence: Viaja a Francia con los amigos. She/He travels to France with friends.			vivir				to live, living
moreno	dark-haired, dark-skinned, tanned	Francia	France				el agua				Water
oscuro	dark	julio	July				el ejercicio	exercise			
como	like	el mar	sea				la fruta	fruit			
		la montaña	mountain				la leche	milk			
		las vacaciones	holidays				a veces	sometimes			
							nunca	never			



Classroom Interaction Language	Week 6 - key vocabulary and content		Week 7 - key vocabulary and content		
<p>Tres, dos, uno – Three, two, one. Miradme – Look at me. ¿Puedo...? – Can I...? ¿Puedo poner los puntos? – Can I do the points? ¿Puedo ser voluntario/a? – Can I be volunteer? ¿Puedo ir al baño? – Can I go to the toilet? ¿Puedo tener...? – Can I have...? Necesito... – I need... Un bolígrafo negro – a black pen Un bolígrafo violeta – a purple pen ¿Por qué? – Why? Porque soy... – Because I am... Es correcto – It is correct. No es correcto – It is not correct. En mi opinión... – In my opinion Pienso que... – I think that...</p>	aprender (a)	to learn, learning (to)	abrir	to open, opening	
	correr	to run, running	recibir	to receive, receiving	
	escribir	to write, writing	responder	to respond, responding	
	algo	something	el correo	mail	
	la carta	letter	la llamada	call	
	el chino	Chinese	el mensaje	message	
	el idioma	language	el ordenador	computer	
	la mujer	woman	electrónico	electronic	
	el parque	park	todo	all	
	después	after, afterwards			
Week 6 sentence: Escribo, aprendo y corro. I write, I learn and I run.					
Week 7 sentence: ¿Leen un mensaje? Do they read a message?					
Week 8 - key vocabulary and content		Week 9 - key vocabulary and content		Week 10 - key vocabulary and content	
la llave	key	ir	to go, going	voy	I go
la calle	street	voy	I go	vas	you go
el móvil	phone	vas	you go	vas	he/she/it goes
el niño	child	va	s/he/it goes	vamos	we go
perdido	lost	el barrio	neighbourhood	descubrir	to discover
mi, mis	my	enero	January	visitar	to visit
tu, tus	your	febrero	February	marzo	March
completamente	completely	Italia	Italy	abril	April
		el problema	problem	el extranjero	abroad
		el día	day		
		la playa	beach		
		al	to the (m)		
Week 8 sentence: He perdido mis llaves. I have lost my keys.					
Week 9 sentence: Voy a la ciudad y Ethan va a la casa. I'm going to the city and Ethan is going to the house.					
Week 10: Revision of all previous sentences.					



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