



Year 7 | Term 1 Homework

Your homework will consist of:

- Knowledge Organiser with **five questions** this should take between 15-20 minutes. Try your best!
- TT Rockstars and Reading for 15 minutes



Homework Schedule

Subject	Page	Homework is set on:
English	6-9	_____
Maths	10-11	_____
Science	12-18	_____
French / Spanish	19-26	Week A
Tech/Computing	27-32	Week A
Art	33- Given by your art teacher	Week A
Drama	34- 35	Week A
History	36-37	Week B
Geography	38-40	Week B
RE	41- 42	Week B
PE	43-44	Week B
Music	45-46	Week B
PSHE	47	Set Termly

When is week A/B

	Set Week Commencing	Due Week Commencing
Week A	08/09/25	22/09/25
Week B	15/09/25	29/09/25
Week A	22/09/25	06/10/25
Week B	29/09/25	13/10/25
Week A	06/10/25	20/10/25
Week B	13/10/25	03/11/25

We all make exceptional things happen everyday

Academically | Professionally | Socially | Personally | Within the Community

Need help with Homework?



- **1) Class Teacher:** Speak to your class teacher, they will be able to help you if you are unsure. Try your best and don't worry if you do not complete everything.
- **2) Tutor:** If you are still unsure, speak with your tutor. Especially, If you have lost equipment, this booklet or having issues with SMHW.
- **3) Year Team:** Once you have contacted your teacher and tutor and still need help, then contact your Year team.

Struggling with the task: You can email the Curriculum Leaders below:



	Email		Email
English	hannah.powell-bond@clf.uk	History	Jenny.Chapman@clf.uk
Maths	Teresa.Coke@clf.uk	Geography	emilia.fuorvito@clf.uk
Science	Timothy.Sperring@clf.uk	RE	emilia.fuorvito@clf.uk
PE	Victoria.Payton@clf.uk	French / Spanish	Laura.miles@clf.uk
Tech/Computing	Naomi.Soper@clf.uk Martin.Wignall@clf.uk	Music	drew.salida@clf.uk
Art	kealy.darby@clf.uk	PSHE	amelia.perry1@clf.uk
Drama	Peter.Edwards@clf.uk	Year Team	BBAYear7team@clf.uk

How to complete my homework

You will
need



Homework book



Green and Red Pen



Optional: Timer: Set
for 20 minutes

Instructions: How to complete my homework

1. For each homework you will be asked to look at a particular section of your Knowledge Organiser. Set a timer for **20 minutes**.



2. **Read** a small section of the Knowledge Organiser, your teacher will tell you the key term numbers to learn for your homework.



3. **Cover up** the information so you are unable to read/see it.



4. **Write:** In your red homework book, Write what you can remember. This should include both the Key term and definition.



5. **Check:** Check the Knowledge Organiser to see if you got the key term and definitions correct. Correct any mistakes using a green pen

6. **Complete** the other knowledge questions. Please stop if you run out of time.

How to present my homework book

1. Title with the Subject name and due date

13/09/2024

Science H/W – Due 15/09/2024

1. **Base:** A substance with a PH **between 8-14**
Alkali: A water soluble **soluble base.**

2. Look, cover, write & check the key terms and definitions identified by your teacher. Try your best.

2. PH1 is the strongest acid

3. Indicators help us categorise substances such as alkaline, acids or **neutral.**

3. Answer the questions, **using full sentences.** Self-correcting using a **green pen.**

Subject	Additional Tasks	
English	You should read for 15 minutes a day and record this in your reading log provided by your English teacher.	
Maths	<p>TT Rockstars: Times Tables Rock Stars is a fun and challenging programme designed to help you master the times tables.</p> <p>5 to 15 minutes practice a day,</p> <p>Ask your Maths teacher or tutor if you require a new log in.</p>	<p>To help you remember write down your:</p> <p>Username:</p> <p>Password:</p>






Topics	I Come From by Dean Atta	Malala Yousafzai	Some Places More Than Others	Harlem Renaissance Poetry
Summary	Dean Atta: A British poet known for his work addressing issues of identity, race, and gender.	Date: December 10, 2014 Event: Nobel Peace Prize acceptance ceremony Background: Malala Yousafzai was awarded the Nobel Peace Prize for her struggle against the suppression of children and young people and for the right of all children to education.	Main Character: Amara Baker Setting: Primarily Harlem, New York City Plot: Amara Baker travels from her home in Beaverton, Oregon, to Harlem, New York, to meet her father's side of the family for the first time. She learns about her family history and heritage while dealing with personal growth and family dynamics.	Period: 1920s to 1930s Location: Harlem, New York City Significance: A cultural revival of African American music, dance, art, fashion, literature, theater, and politics.
Further information	Structure: The poem is written in free verse, allowing the poet to explore his identity fluidly. Imagery: Uses vivid imagery to paint a picture of his background and experiences. Tone: Reflective and celebratory of the poet's heritage.	Purpose: To inspire and advocate for global education and equality. Style: Powerful and persuasive, using personal anecdotes and universal truths. Impact: Highlights the global issue of education inequality and calls for collective action	Amara Baker: Protagonist, a curious and determined young girl. Dad (Malcolm Baker): Amara's father, who has a strained relationship with his own father. Grandpa Earl: Amara's grandfather, who she meets in Harlem. Mom (Mrs. Baker): Amara's supportive and understanding mother.	Langston Hughes: Known for his insightful, colorful portrayals of black life in America from the twenties through the sixties. Claude McKay: His works often address racial and political issues. Famous poems include "If We Must Die" and "America."
Key words	Identity: Understanding and embracing one's roots. Heritage: The importance of cultural and familial background. Pride: Taking pride in one's origins and experiences. Aspiration: a hope or ambition of achieving something.	Education: The right of every child to receive an education Courage: Standing up against oppression and violence Equality: The importance of gender equality and rights Injustice: a lack of fairness and equality	Family: The importance of family connections and understanding one's heritage. Identity: Discovering and understanding one's identity through family history. Culture: The significance of cultural heritage and African American history. Consumerism: The idea that we need to keep purchasing more things	Racial Pride: Celebrating African American culture and heritage. Resistance: Responding to racial prejudice and inequality. Renaissance: a revival of or renewed interest in something.
Key quotes	"I come from shepherd's pie and Sunday roast." "I come from a home that was broken and mended."	"I tell my story not because it is unique, but because it is the story of many girls" "One child, one teacher, one book, one pen can change the world"	"I've learned that family isn't always about the people you see every day." "Harlem is more than just a place; it's a feeling, a rhythm, a history."	Langston Hughes: "What happens to a dream deferred? Does it dry up like a raisin in the sun?" Claude McKay: "If we must die—let it not be like hogs."



	Vocabulary	Definition		Vocabulary	Definition
1	Identity	The things that make you who you are.	8	Resistance	To attack or fight back against people who have attacked you.
2	Heritage	The qualities, traditions or features of life that have existed over many generations.	9	Consumerism	The belief that it is good to buy and use a lot of goods.
3	Imagery	When a writer uses descriptive language to create a image in the mind of the reader.	10	Imperative	Something that is extremely important.
4	Protagonist	The main person in a novel or play.	11	Anaphora	A phrase that is repeated three times at the start of clauses.
5	Rhetoric	The skill or art of using language effectively.	12	Consumption	The act of buying and using things.
6	Prejudice	Disliking a particular group of people or things for an unfair reason.	13	Equality	The same status, rights and responsibilities for all the members of a society, group or family.
7	Renaissance	Something that becomes popular or successful again after a time when people were not interested in it.	14	Aspiration	Someone's desire to achieve things.


**Instructions:**

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser to help you answer the questions using full sentences.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Who is Dean Atta? 2. What verse structure does Dean Atta employ in 'I come from'? 3. Write out the definition of the word heritage. 4. What is a key quote in the poem 'I come From'? 5. What links the poem 'I come from' to identify and pride?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Write out a definition of the word injustice. 2. On what date did Malala Yousafzai accept the Nobel Peace Prize? 3. For what reason was Malala Yousafzai awarded the Nobel Peace Prize? 4. What is the style of Malala's nobel peace prize speech? 5. Using your key words to support, what impact did Malala want her speech to have?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. What is a protagonist? 2. List two things you know about the protagonist in Some Places More Than Others. 3. Write out a definition of the word aspiration. 4. Use two words to describe the relationship between Amara and her father. 5. What is Amara's aspiration for visiting Harlem?

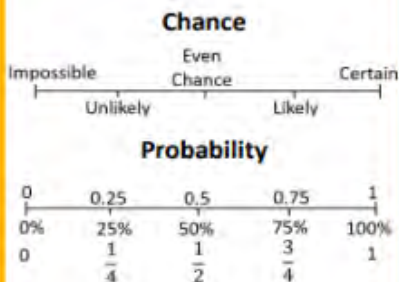
**Instructions:**

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Homework	Due 	Task:
Homework 4 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Who wrote Some Places More Than Others? 2. Write out the definition of identity in your own words? 3. How does the knowledge organiser describe Harlem? 4. What city does Amara want to visit in the story? 5. List two words to describe Amara in the story.
Homework 5 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. List two words to describe the relationship between Amara and her mother. 2. Write out the definition of resistance. 3. What is one key quote from the knowledge organiser about family? 4. Write a definition of the word consumerism. 5. Why do you think racial pride important?
Homework 6 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. What is the meaning of "imperative"? 2. Why do you think equality is important? 3. What is anaphora? 4. Name one famous poem by Langston Hughes. 5. What does Amara learn during her visit to Harlem?

Probability

Key Concept



Probabilities can be written as:

- Fractions
- Decimals
- Percentages

Tip

Probabilities always add up to 1.

1) Key Terms

Probability: The chance of something happening as a numerical value.

Impossible: The outcome cannot happen.

Certain: The outcome will definitely happen.

Even chance: There are two different outcomes each with the same chance of happening.

Expectation: The amount of times you expect an outcome to happen based on probability.

Examples



1) What is the probability that a bead chosen will be **yellow**. Show the answer on a number line.

$$\text{Probability} = \frac{\text{Number of favourable outcomes}}{\text{Total number of outcomes}}$$

$$P(\text{Yellow}) = \frac{2}{8} = \frac{1}{4}$$



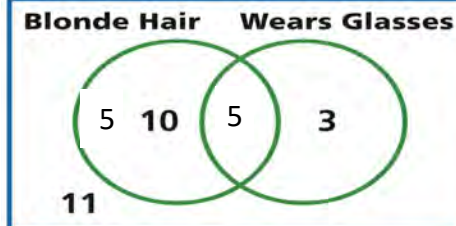
2) How many **yellow** beads would you **expect** if you pulled a bead out and replaced it 40 times?

$$\frac{1}{4} \times 40 = \frac{1}{4} \text{ of } 40 = 10$$

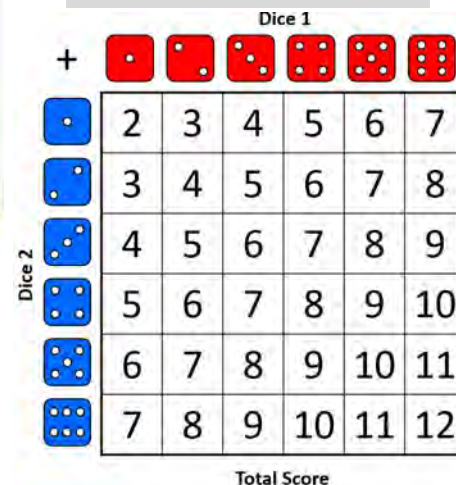
5) Prime Numbers

A prime number is a whole number **greater than 1** AND can only be divided evenly by **1 and itself**. Examples are **2, 3, 5, 7, and 11**.

3 Venn Diagrams



Sample Space Diagrams



4) Factors and Multiples

Factors & Multiples: What's the Difference?

Multiple

A multiple is a number that is the product of a given number and some other number.

$$6 \times 3 = 18$$

multiple

Factor

A factor is a number that is multiplied with another number to get a product.

$$6 \times 3 = 18$$

factor factor

6) Four Operations with Fractions

+ **-**

Adding or subtracting fractions with common denominators

$$\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$$

Add (or subtract) the numerators, denominator stays the same, simplify, if possible.

x

Multiplying fractions

$$\frac{2}{3} \times \frac{3}{6} = \frac{6}{18} = \frac{1}{3}$$

Multiply the numerators, multiply the denominators, simplify, if possible.

+ **-**

Adding or subtracting fractions with different denominators

$$\frac{3}{4} - \frac{1}{3} = \frac{9}{12} - \frac{4}{12} = \frac{5}{12}$$

Find least common denominator, subtract (or add) the numerators, simplify, if possible.

÷

Dividing fractions

$$\frac{3}{5} \div \frac{2}{3} = \frac{3}{5} \times \frac{3}{2} = \frac{9}{10}$$

Multiply the first fraction by the reciprocal of the second fraction, simplify, if possible.

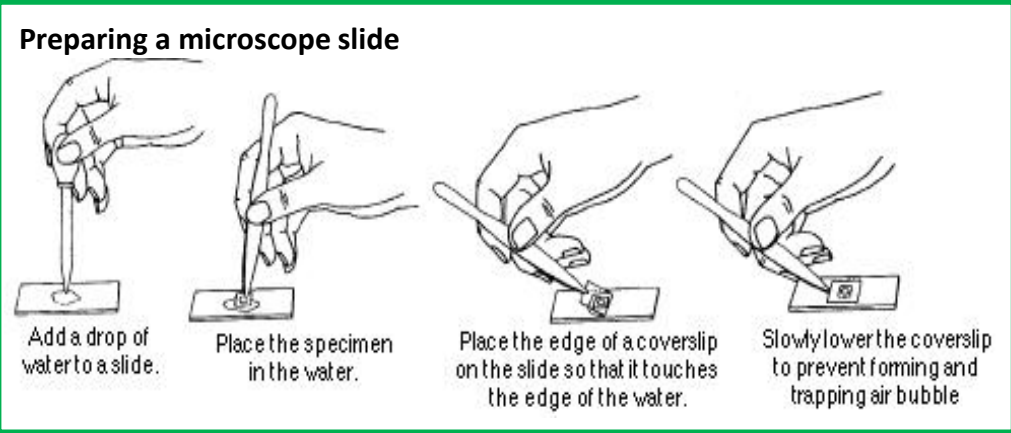
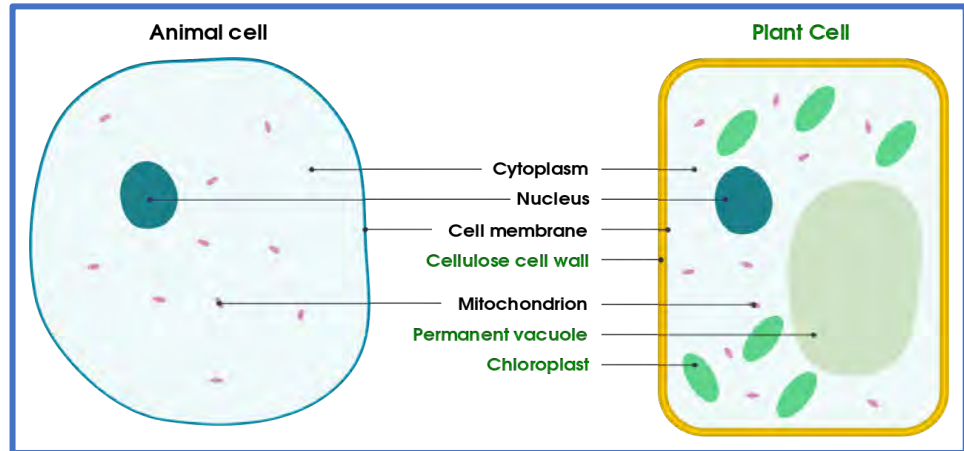
Every week for maths make sure you complete:

- Your knowledge organisers homework mathswatch website set every Friday
- Times tables practice on time table rockstar

"The website is <https://vle.mathswatch.co.uk/vle/>, student usernames are their school email address and the password is always **bristol**"

Homework	Due	Task:
Probability Key Terms		1. Learn the vocabulary for Probability (Look Cover Write Check) Ext. Be prepared to give an example of an event that is certain and one that is impossible.
Probability with fractions		1. Draw a number line showing the probability scale from 0 – 1 to represent probability of throwing a dice and getting a) a number less than 7 b) a 4 c) an odd number d) a number greater than 20
Venn Diagrams Sample Space Diagrams		Looking at your Knowledge Organiser a) What is the probability of choosing someone Blonde who wears glasses? b) What is the probability of scoring 12 with two dice?
Factors and Multiples		1. List the first 10 multiples of 6 2. List the factors of 36
Prime Numbers		1. List all the prime numbers between 0 and 100
Fractions		1. Make your own poster – with diagrams – to help you to learn the rules for adding and subtracting fractions.
Revision		1. Use your Knowledge Organiser to help you to prepare for the end of unit assessment.

	Key Term	Definition
1	Cell membrane	The cell component which controls the movement of substances into and out of the cell
2	Cell wall	The plant cell component which surrounds the cell, providing support
3	Nucleus	Where all the genetic information is stored in the cell
4	Cytoplasm	A 'jelly-like' substance found in cells, where all the chemical reactions take place
5	Mitochondria	The cell organelle where aerobic respiration takes place
6	Ribosome	The cell organelle responsible for making proteins

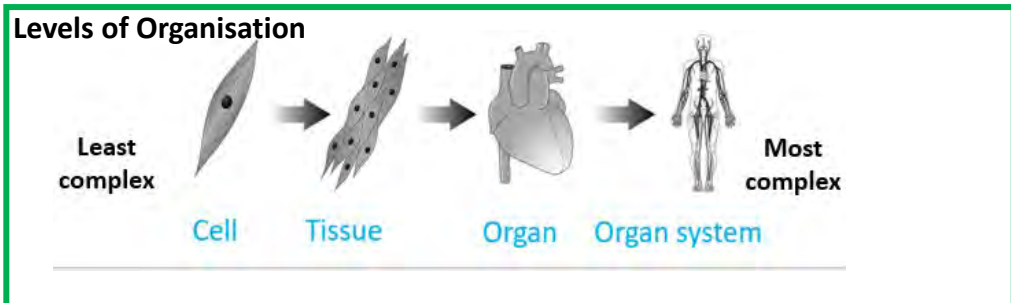


Microscopes are used to **magnify** objects that we are unable to see with our eyes.

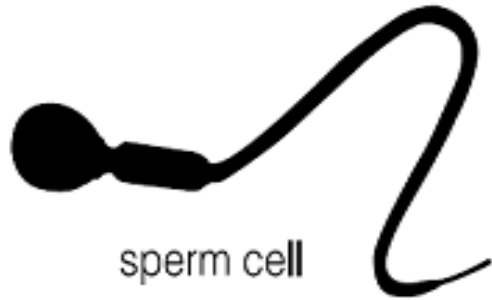
Magnification is a measure of how much 'bigger' an image is compared to the original object

Total magnification = Eye piece lens x objective lens

Part of microscope	Description
Eye piece lens	The lens closest to your eye. Typically a magnification of x10
Objective lenses	Three lenses of different magnification used to see the image more clearly
Diaphragm	Controls the amount of light onto the microscope slide
Fine focusing knob	Makes small adjustments to the stage so the image is sharp and clear
Coarse focusing knob	Makes large adjustments to the stage so you can see the image more clearly



Specialised cells are cells that are designed to perform a particular function. Multi-cellular organisms are made from different types of specialised cells so that they can carry out a variety of functions



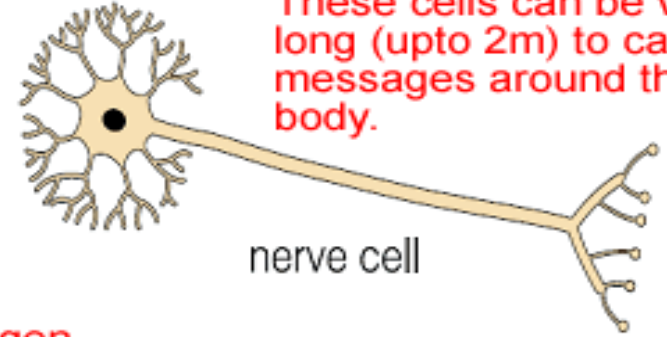
sperm cell

These cells carry half the genetic information. They have tails to swim towards the egg cell



red blood cell

These cells are adapted to carry oxygen to cells and carbon dioxide away from them



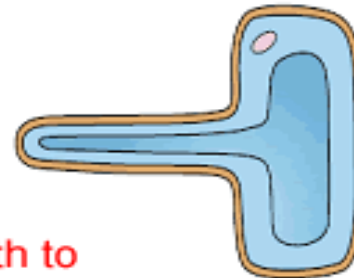
nerve cell

These cells can be very long (upto 2m) to carry messages around the body.



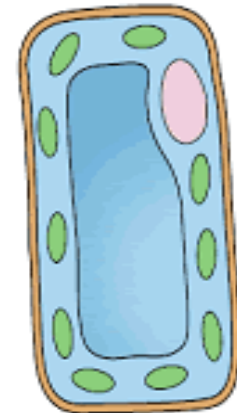
muscle cell

These cells can change their length to help us move.



root hair cell

The root hair gives these cells a bigger surface area to take in water from the soil.



palisade cell

These cells contain chloroplasts to help the plant make food by photosynthesis.



Ciliated Epithelial Cell

These cells are found in tubes leading to the lungs and in the oviduct. The hairs (called cilia) move dirt out of the lungs and help to move eggs along the oviduct.



Key Term	Definition
1 Atom	The smallest part of a chemical element to exist. Everything is made of atoms
2 Element	A substance made of only one type of atom
3 Compound	A substance made of two or more elements chemically bonded together
4 Mixture	A substance made of two or more elements that are not chemically bonded together
5 Physical change	A reversible change in which no new substances are made
6 Chemical change	A change (usually irreversible) in which new substances are formed

Property	Solid	Liquid	Gas
Does it have a fixed shape?	Yes	No	No
Does it have a fixed volume?	Yes	Yes	No
Can it be compressed?	No	No	Yes
Can it flow?	No	Yes	Yes

ELEMENTS:

COMPOUNDS:

MIXTURES:

Gas pressure: pressure is caused by the particles hitting the sides of its container.



When you blow up a balloon, millions of air particles **collide** with the walls of the balloon.

The more particles inside the balloon, the greater the gas pressure because there will be more collisions.

Gas pressure increases if:

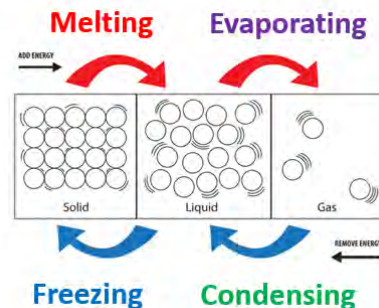
- The **temperature** is increased – because the particles have more energy and move faster
- The **volume** of the container decreases – because the particles collide with the walls more often

States of matter

Substances exist in three states of matter: solids, liquids and gases. All substances are made from particles, and the forces between the particles are different in each state.

Examples of each state at room temperature are:

- Solids– plastic, wood, brick
- Liquids – water, oil, fruit juice
- Gases – oxygen, hydrogen, helium



Key points:

When a substance is heated, the particles have more kinetic energy and move around faster

The size of the particles does not change!

The space between the particles does – the hotter the particles are, the bigger the spaces between them. The cooler they are, the smaller the spaces between the particles. The closer the particles are, the greater the attractive forces between them.

Diffusion: The random movement of particles from an area where there are lots of them to an area where there are fewer.

1.	2.	3.	4.
The particles are separate when first put together.	The particles slowly start to mix due to their random movement.	The particles are NEARLY fully diffused as they are all mixed up.	The particles are now fully mixed up and diffused.

A mixture is made of two or more different substances that are not chemically bonded together. There are different ways to separate mixtures. The method chosen depends on the type of mixture.

	Key Term	Definition
1	Chromatography	A technique used to separate mixtures of liquids that are soluble in the same solvent
2	Dissolving	The mixing of a substance (the solute) with a liquid (the solvent) to make a solution
3	Evaporation	The change of state from a liquid to a gas
4	Soluble	A substance that can dissolve in a certain solvent
5	Insoluble	A substance that cannot dissolve in a certain solvent
6	Thermometer	Apparatus used to measure the temperature of a substance

Dissolving:

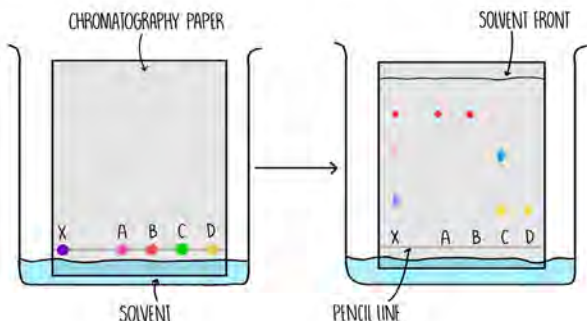


A solution is made when a solute dissolves in a solvent. Solutions are **mixtures**. If a substance can dissolve into a solvent, it is **soluble**. For example, salt dissolves in water to make salt water. If it cannot dissolve, it is **insoluble**. For example, sand is insoluble in water.

Heating and stirring speed up dissolving

Chromatography: is used to separate a mixture of coloured compounds, for example – inks, dyes and plant pigments.

A **chromatogram** is a piece of paper showing the results after the chromatography has occurred.

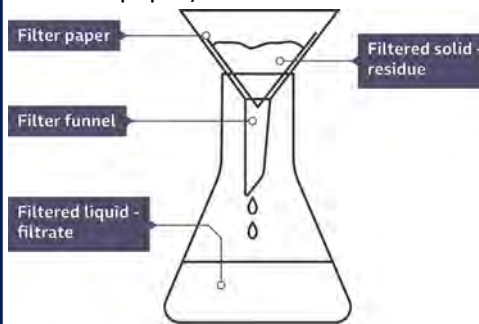


Key point: The starting line must be drawn in pencil so that it does not also dissolve in the solvent

Filtration: is used to separate an insoluble solid from a pure liquid or solution.

To filter a substance you will need:

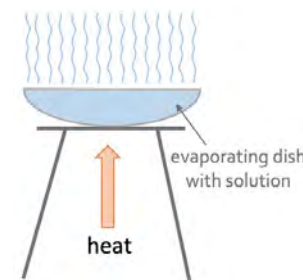
- **Filter paper** folded into a cone
- A **funnel** to hold the filter paper
- A **beaker** to collect the **filtrate** (the liquid which passes through the filter paper)



Crystallisation: used to produce solid crystals from a solution.

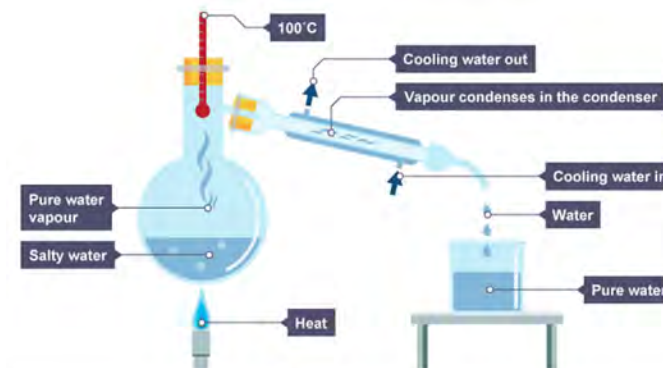
Method:

1. A solution is placed in an evaporating basin and heated with a Bunsen burner
2. Water evaporates from the solution and solid crystals begin to form around the edge of the basin
3. Leave the solution in a warm place for the crystals to form



Distillation:

A separation technique which is used to separate a solvent from a mixture. The solvent is first evaporated (liquid to gas) as it is heated, and then condenses (gas to liquid) as it cools so that it can be collected.



We can use distillation to produce pure water from dirty water to make it safe to drink.

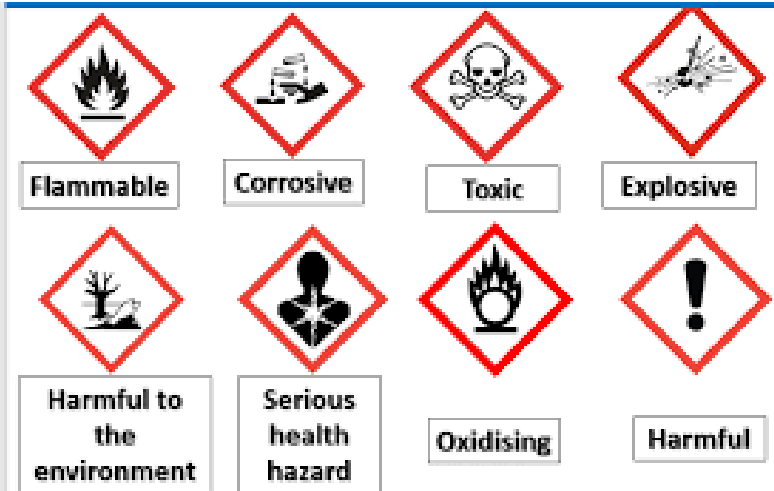
Distillation can also be used to separate a mixture of two liquids which have different boiling points.



	Key Term	Definition
1	Hazard	A potential source of harm
2	Bunsen burner	Apparatus used to heat substances in the lab
3	Flammable	Something that catches fire easily
4	Corrosive	A substance that will dissolve or burn materials, including the skin
5	Irritant	Substances which cause irritation to the skin
6	Toxic	A substance which can be poisonous and possibly deadly.

A **hazard** is something that can cause harm. A **risk** is a chance that a hazard will cause anybody harm.

The type of harm that could be caused is often shown using a hazard symbol. **Hazard symbols** can also be seen on items in the home.

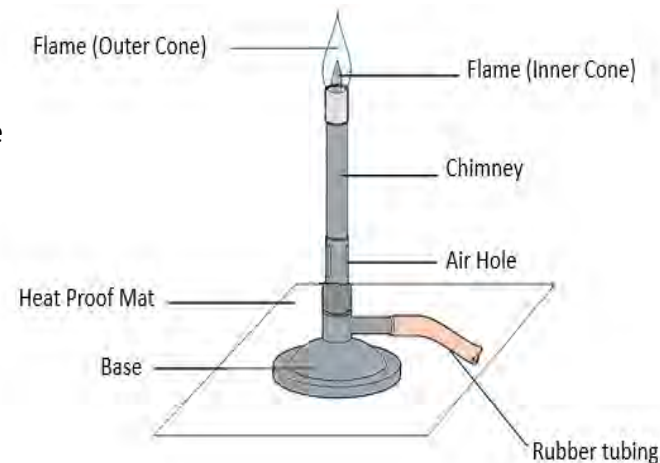


Bunsen burners are used to heat substances in the lab.

When you light a Bunsen burner, the flame will be yellow. This is called the **safety flame** because you can see it.

You can change the colour of the flame by **opening and closing the air hole**. This changes the amount of **oxygen** that enters the Bunsen burner.

A **combustion** reaction takes place when the Bunsen burner is lit.



How to work safely using a Bunsen burner:

1. Make sure there are no breaks or holes in the gas hose.
2. Follow lab rules: safety goggles, tie hair back, tuck in your tie.
3. Put the Bunsen burner on a heat-resistant mat, making sure it isn't near the edge of the bench.
4. Turn the collar to ensure the air hole of the Bunsen burner is closed when turning it on and off.
5. Hold a lit splint 1-2 cm above the top of the barrel of the burner.
6. Extinguish the splint and place it on the heat-resistant mat.

	Air hole open	Air hole half-open	Air hole closed
Type of Flame	Roaring	Blue	Orange (safety)
When is it used?	Heating things quickly	Heating things slowly	When not being used but we want to leave it on
Amount of air	A lot	Some	Little
Amount of heat	700°C	500°C	300°C

**Instructions:**

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2. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.



Homework	Due	Task:
Homework 1 Cells		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-6 2. Name three organelles found in plant cells that are not found in animal cells 3. State the equation used to calculate total magnification when using a microscope 4. A microscope has an eye piece lens with a x10 magnification and objective lens with x40 magnification. Calculate the total magnification of the microscope 5. Write a method outlining how you would prepare a microscope slide to view a specimen under the microscope
Homework 2 Specialised Cells		<ol style="list-style-type: none"> 1. Explain why it is important that cells are specialised? 2. Suggest why a palisade cell contains lots of chloroplasts, but a root hair cell does not 3. Which of the specialised cells shown are from animals, and which are from plants? 4. What is the function of a red blood cell? 5. Sketch a ciliated epithelial cell and label the cilia
Homework 3 Particles		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-6 2. Name the change of state which occurs as a substance changes from a gas to a liquid 3. In which state of matter do substances not have a fixed volume or shape, but can be compressed easily? 4. Describe what happens to the arrangement and motion (movement) of particles as a substance is heated and melted 5. A pupil says 'compounds are the same as mixtures because they are both made of more than one type of element'. Explain whether the pupil is correct or incorrect?


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2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due	Task:
Homework 4 Separating substances		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-6 2. Name and describe the separation technique which could be used to collect pure water from salt water 3. Draw a labelled diagram to show the apparatus you would need to use to separate a mixture of mud from water using filtration 4. Why is it important that the starting line for a chromatography experiment is drawn using pencil? 5. A pupil added a teaspoon of sugar to a cup of warm tea, and it seemed to disappear. Describe what has happened to the sugar and state two ways which this process could be made quicker.
Homework 5 Lab Safety and Hazard symbols		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-6 2. How do you change the colour and temperature of the flame on a Bunsen burner? 3. Which flame on the Bunsen burner is the hottest flame, and what is this used for? 4. Describe the difference between a hazard and a risk 5. Look at the list of safety measures that people should take when working with a Bunsen burner. Choose one that you think is the most important and justify (give reasons) for your answer
Homework 6 Review		<ol style="list-style-type: none"> 1. What is the function of a ribosome? 2. Which type of specialised cell enables photosynthesis to be carried out? 3. Describe and explain what happens to gas pressure as the volume of the container decreases 4. What is the difference between a solvent and a solute 5. Which flame on the Bunsen burner should be used when it is not being used but you want to leave it on

7.1 Languages and me! FRENCH

Ça va?	How are you?
Bonjour	Hello
Salut	Hi
Comment t'appelles-tu?	What's your name?
Je m'appelle...	My name is...
Comment ça s'écrit ?	How is it spelt?
Ça s'écrit...	It's spelt...
Oui, ça va bien, merci	It's going well thanks.
Pas mal	Not bad.
Non, ça ne va pas	No, it's not going well.
Au revoir	Goodbye.
À bientôt	See you soon.
À plus tard	See you later.
Quel âge as-tu?	How old are you?
J'ai... ans	I'm.....years old.
Quelle est la date de ton anniversaire?	When is your birthday?
Mon anniversaire est le ...	My birthday is the....

Qui est dans ta famille?	Who is in your family?
Ma (belle) mère	My (step) mum
Mon (beau) père	My (step) dad
Mes parents	My parents
Mon (demi) frère	My (step) brother
Ma (demi) sœur	My (step) sister
Je suis fils/fille unique	I am an only child
Mon oncle	My uncle
Ma tante	My auntie
Mon cousin	My cousin (male)
Ma cousine	My cousin (female)
Mon grand-père	My grandfather
Ma grand-mère	My grandmother
Mes grands-parents	My grandparents

Qu'est-ce qu'il y a dans ton sac / ta trousse?	What's in your bag/your pencil case?
Qu'est-ce que c'est?	What is it?
C'est..	It is...
Il y a...	There is...
Il n'y a pas de...	There isn't...
J'ai...	I have...
Je n'ai pas de...	I don't have....
 Un cahier	An exercise book
 Un livre	A book
 Un stylo/ un bic	A pen /A biro
 Un crayon	A pencil
 Un portable	A mobile phone
 Une trousse	A pencil case
 Un taille-crayon	A sharpener
 Un bâton de colle	A glue stick
 Un sac	A bag
 Un carnet de texte	A planner
 Une gomme	A rubber
 Une tablette	A tablet
 Une règle	A ruler
 Une calculatrice	A calculator
 Des feutres	Some felt tips
 Des ciseaux	Some scissors

Ç'est de quelle couleur ?	What colour is it?
Bleu	Blue
Blanc	White
Rouge	Red
Vert	Green
Orange	Orange
Jaune	Yellow
Marron	Brown
Noir	Black
Rose	Pink
Violet	Purple
Gris	Grey
Clair	Light
Foncé	Dark
Rayé	Striped
Multicolore	Multi-coloured

As-tu un animal à la maison ?	Do you have a pet?
Un chien	 A dog
Un chat	 A cat
Un cochon d'Inde	 A guinea-pig
Un hamster	 A hamster
Un lapin	 A rabbit
Un oiseau	 A bird
Un cheval	 A horse
Un lézard	 A lizard
Un poisson	 A fish
Une souris	 A mouse
Une tortue	 A tortoise
Une araignée	 A spider
Un serpent	 A snake
Je n'ai pas d'animal de compagnie	I don't have a pet 



- A **noun** is an object, place or thing.
- In French, all nouns are either **masculine (masc)** e.g. **un** stylo or **feminine (fem)** e.g. **une** gomme.
- If there is more than one item e.g. 3 pens, we call this **plural (pl)**.

	masculine singular	feminine singular	Word beginning with a vowel	plural
a	un	une		des
the	le	la	l'	les
my	mon	ma		mes

An **adjective** describes a noun e.g. a **green** bag.
 In French, adjectives normally go after the word it's describing e.g. un sac **vert** (a bag green).
 If the noun is feminine the adjective has to agree (e.g. une gomme **verte**)
 If the noun is plural we also add an 's' to make it agree (e.g. deux gommes **vertes**)

	masc	fem	masc plural	fem plural
green	vert	verte	verts	vertes
white	blanc	blanche	blancs	blanches

Usually words that end with the letter 'e' or 'ion' are feminine e.g. **une** trousse, **une** animation.
 Most plurals end with the letter 's' like in English e.g. **deux** gommes
 Some form their plural with an 'x' e.g. **un** jeu, **deux** jeux

A pronoun is a word that states who is doing the verb e.g. **She** plays tennis.

Pronouns	Avoir – to have
je (I)	J'ai – I have
tu (you)	tu as – You have
il (he), elle (she), on (we)	il a / elle a / on a - He has/she has/we have
nous (we)	nous avons – we have
vous (you) (pl)	vous avez – you have (pl)
ils/elles (they)	ils ont / elles ont – they have

Je n'ai pas de...= I don't have... When we use this phrase there is no un/une e.g. Je n'ai pas **de** stylo

**Instructions:**

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the knowledge organiser to help you answer the questions **using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:										
Homework 1		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: stylo, crayon, livre, règle, gomme, calculatrice</p> <p>2. How do you say 'a' in French? (Hint: there are two ways to say this)</p> <p>3. Which of these nouns are masculine? Which are feminine? Mark each word with an 'm' or an 'f'</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">un cahier</td> <td style="width: 50%;">un sac</td> </tr> <tr> <td>une calculatrice</td> <td>un bâton de colle</td> </tr> <tr> <td>une tablette</td> <td>une trousse</td> </tr> </table> <p>4. Which of these options means 'a rubber' in French?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">un gomme</td> <td style="width: 25%;">la gomme</td> <td style="width: 25%;">une gomme</td> <td style="width: 25%;">le gomme</td> </tr> </table> <p>5. Draw this French sentence as a picture in your homework book: 'Dans ma trousse il y a une règle et deux stylos'</p>	un cahier	un sac	une calculatrice	un bâton de colle	une tablette	une trousse	un gomme	la gomme	une gomme	le gomme
un cahier	un sac											
une calculatrice	un bâton de colle											
une tablette	une trousse											
un gomme	la gomme	une gomme	le gomme									
Homework 2		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: noir, bleu, vert, gris, violet, blanc</p> <p>2. Is this statement true or false? 'In French, colours come after the noun they describe'. How is the word order different to English?</p> <p>3. Read these two French sentences. Can you explain why there are two different endings for the colour green?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Il y a un stylo vert</td> <td style="width: 50%;">Il y a une règle verte</td> </tr> </table> <p>4. Circle the correct version of the adjective to complete the French sentence...</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Une règle vert / verte</td> <td style="width: 33%;">Un stylo noir / noire</td> <td style="width: 33%;"></td> </tr> <tr> <td>Un cahier bleu / bleue</td> <td>Une tablette violet / violette</td> <td>Un crayon gris / grise</td> </tr> </table> <p>5. Can you spot the x3 errors in this sentence and correct them? 'Dans mon sac il y a un vert stylo, une noire règle et un cahier bleue'</p>	Il y a un stylo vert	Il y a une règle verte	Une règle vert / verte	Un stylo noir / noire		Un cahier bleu / bleue	Une tablette violet / violette	Un crayon gris / grise		
Il y a un stylo vert	Il y a une règle verte											
Une règle vert / verte	Un stylo noir / noire											
Un cahier bleu / bleue	Une tablette violet / violette	Un crayon gris / grise										



Homework	Due	Task:
Homework 3		<p>1 Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: mère, père, soeur, frère, grand-père, tante</p> <p>2 Read these pairs of French sentences... Which letter do we add to most nouns to make them plural in French? J'ai un frère J'ai deux frères J'ai une tante J'ai deux tantes</p> <p>3 Which word means '<u>I have</u>' in French? Je suis Il y a J'ai Il a</p> <p>4 Read this description of Paul's family and decide whether the statements below are true or false: <i>'Je m'appelle Paul. Dans ma famille il y a huit personnes. J'ai une mère et un beau-père. J'ai deux frères et trois demi-soeurs.'</i> In Paul's family there are eight people Paul has a step-mother and a father Paul has three brothers Paul has three step-sisters</p> <p>5 Copy and complete this sentence in French... 'Dans ma famille il y a...'</p>

**¿Qué tal? How are you?**

Hola	Hello
¿Cómo te llamas?	What's your name?
Me llamo...	My name is...
¿Cómo se escribe?	How is it spelt?
Se escribe...	It's spelt...
Bien gracias	It's going well thanks.
Regular	Not bad.
Fenomenal	Amazing
Fatal	Awful.
Adiós	Goodbye.
Hasta luego	See you later.
Hasta la próxima	See you next time.
¿Cuántos años tienes?	How old are you?
Tengo... años	I'm.....years old.
¿Cuándo es tu cumpleaños?	When is your birthday?
Mi cumpleaños es el ...	My birthday is the....

¿Quién hay en tu familia? Who is in your family?

Mi madre / padre	My mum / dad
Mi madrastra	My step-mum
Mi padrastro	My step-dad
Mis padres	My parents
Mi hermano/hermana	My brother/sister
Mi hermanastro	My half or step-brother
Mi hermanastra	My half or step-sister
Soy hijo/a único/a	I am an only child
Mi tío / tía	My uncle / auntie
Mi primo	My cousin (male)
Mi prima	My cousin (female)
Mi abuelo	My grandfather
Mi abuela	My grandmother
Mis abuelos	My grandparents

**7.1 Languages and me!
SPANISH****¿Qué hay en tu mochila/tu estuche? What's in your bag/your pencil case?**

¿Qué es?	What is it?
Es..	It is...
Hay...	There is...
No hay...	There isn't...
Tengo...	I have...
No tengo...	I don't have....
Un cuaderno	An exercise book
Un libro	A book
Un boli	A pen /A biro
Un lápiz	A pencil
Un móvil	A mobile phone
Un estuche	A pencil case
Un sacapuntas	A sharpener
Un pegamento	A glue stick
Una mochila	A bag
Una agenda	A planner
Una goma	A rubber
Una tableta	A tablet
Una regla	A ruler
Una calculadora	A calculator
Unos rotuladores	Some felt tips
Unas tijeras	Some scissors

¿De qué color es? What colour is it?

Azul	Blue
Blanco/a	White
Rojo/a	Red
Verde	Green
Naranja	Orange
Amarillo/a	Yellow
Marrón	Brown
Negro/a	Black
Rosa	Pink
Morado/a	Purple
Gris	Grey
Claro/a	Light
Oscuro/a	Dark
De rayas	Striped
Multicolor	Multi-coloured

¿Tienes mascotas en casa? Do you have a pet?

Un perro	A dog
Un gato	A cat
Una cobaya	A guinea-pig
Un hámster	A hamster
Un conejo	A rabbit
Un pájaro	A bird
Un caballo	A horse
Un lagarto	A lizard
Un pez	A fish
Un ratón	mouse
Una tortuga	A tortoise
Una araña	A spider
Una serpiente	A snake
No tengo mascota	I don't have a pet



- A **noun** is an object, place or thing.
- In Spanish, all nouns are either **masculine (masc)** e.g. *un boli* or **feminine (fem)** e.g. *una goma*.
- If there is more than one item e.g. 3 pens, we call this **plural (pl)**.

Most Spanish nouns ending in “o” and “ma” are masculine
e.g. **un libro, un problema**
Most Spanish nouns ending in “a”, “sión” “dad” and “tud” are feminine
eg. una tableta, una televisión, la felicidad, la gratitud
All plurals end with the letter ‘s’ like in English
e.g. **dos gomas**

A pronoun is a word that states who is doing the verb e.g. **She** plays tennis.

	masculine singular	feminine singular	plural
a	un	una	unos/ unas
the	el	la	los/las
my	mi	mi	mis

Pronouns	Tener – to have
yo (I)	tengo – I have
tú (you)	tienes – You have
él (he), ella (she)	tiene - He has/she has
Nosotros/nosotras (we)	tenemos – we have
Vosotros/vosotras (you) (pl)	tenéis – you have (pl)
ellos/ellas (they)	tienen – they have

No tengo...=I don't have... When we use this phrase there is no un/una
e.g. No tengo boli

An **adjective** describes a noun e.g. a **red** pen.
In Spanish, adjectives normally go after the word it's describing
e.g. un boli **rojo** (a pen red).
If the noun is feminine the adjective has to agree
e.g **una** goma blanca
If the noun is plural we also add an 's' to make it agree
e.g. **dos** gomas blancas

	masc	fem	masc plural	fem plural
white	blanco	blanca	blancos	blancas

**Instructions:**

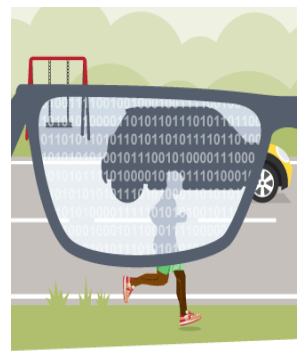
For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser** to help you **answer the questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
Homework 1		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: boli, lápiz, libro, regla, goma, calculadora</p> <p>2. How do you say 'a' in Spanish? (<i>Hint: there are two ways to say this</i>)</p> <p>3. Which of these nouns are masculine? Which are feminine? Mark each word with an 'm' or an 'f'</p> <p>un cuaderno una mochila una calculadora un pegamento una tableta un estuche</p> <p>4. Which of these options means 'a rubber' in Spanish?</p> <p>un goma la goma una goma el goma</p> <p>5. Draw this Spanish sentence as picture in your homework book: 'En mi estuche hay una regla y dos bolis.'</p>
Homework 2		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: negro, rojo, amarillo, blanco, morado, verde</p> <p>2. Is this statement true or false? 'In Spanish, adjectives come <u>after</u> the noun they describe' How is the word order different to English?</p> <p>3. Read these two Spanish sentences. Can you <u>explain why</u> there are two different endings for the colour red?</p> <p>Hay un boli rojo Hay una regla roja</p> <p>4. Circle the correct version of the adjective to complete the Spanish phrase...</p> <p>Una regla blanco / blanca Un boli negro / negra Un cuaderno amarillo / amarilla Una tableta morado / morada Un lápiz blanco / blanca</p> <p>5. Can you spot the x3 errors in this sentence and correct them? 'En mi mochila hay un morado boli, una negra regla y un cuaderno blanca'</p>

**Instructions:**

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the knowledge organiser to help you **answer the questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
Homework 3		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: madre, padre, hermano, primo, abuela, tía</p> <p>2. Read these pairs of Spanish sentences... Which letter do we add to nouns to make them plural in Spanish? Tengo un hermano Tengo dos hermanos Tengo una prima Tengo tres primas</p> <p>3. Which word means '<u>I have</u>' in Spanish? soy hay tengo Tiene</p> <p>4. Read this description of Carmen's family and decide whether the statements below are true or false: <i>'Me llamo Carmen. En mi familia hay ocho personas. Tengo una madre y un padrastro. También tengo dos hermanos y tres hermanastras.'</i> In Carmen's family there are eight people Carmen has a step-mother and a father Carmen has three brothers Carmen has three step-sisters</p> <p>5. Copy and complete this sentence in Spanish... 'En mi familia hay...</p>



Key Term	Definition
1. Hackers	A hacker is someone who breaks into computer systems, accounts, or networks.
2. Digital Footprint	The information about a particular person that exists on the internet as a result of their online activity.
3. The Cloud	The cloud is a way of storing and accessing data and programs over the internet. Rather than store files and running applications on your own device, a powerful computer elsewhere in the world does these tasks for you.
4. Binary	Binary is a base-2 number system that represents numbers using only two digits: 0 and 1.
5. Denary	Denary is a base-10 number system, which means that it uses 10 digits to represent numbers: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.
6. Bits	Bit is short for binary digit. A bit is the smallest unit of information in a computer and can be either 0 or 1.
7. Byte	A byte is a unit of information that consists of eight bits (8 x 0s or 1s)
8. Character Sets	A character set is a complete collection of characters used in computers, phones, printers and more to represent text, numbers, and other symbols.
9. Input/Output Devices	Input/output devices are used to allow a computer to interact with the user and the outside world. Input devices are used to enter data into the computer, while output devices are used to display data from the computer.
10. Central Processing Unit	A central processing unit (CPU) carrying out instructions.
11. Random Access Memory	RAM is used to store data and instructions that are currently being used by the computer and is volatile (temporary).
12. Storage Devices	Where programs and files are saved on a computer system.
13. Flowchart	A flowchart is a diagram that shows the steps involved in a process. It is a graphical representation of an algorithm. Flowcharts are used to map out and design computer programs, and to identify potential problems.
14. Algorithms	An algorithm is a step-by-step procedure for solving a problem. It is a sequence of instructions that tells a computer what to do. Algorithms programming and artificial intelligence (AI)


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

are used in



Instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.

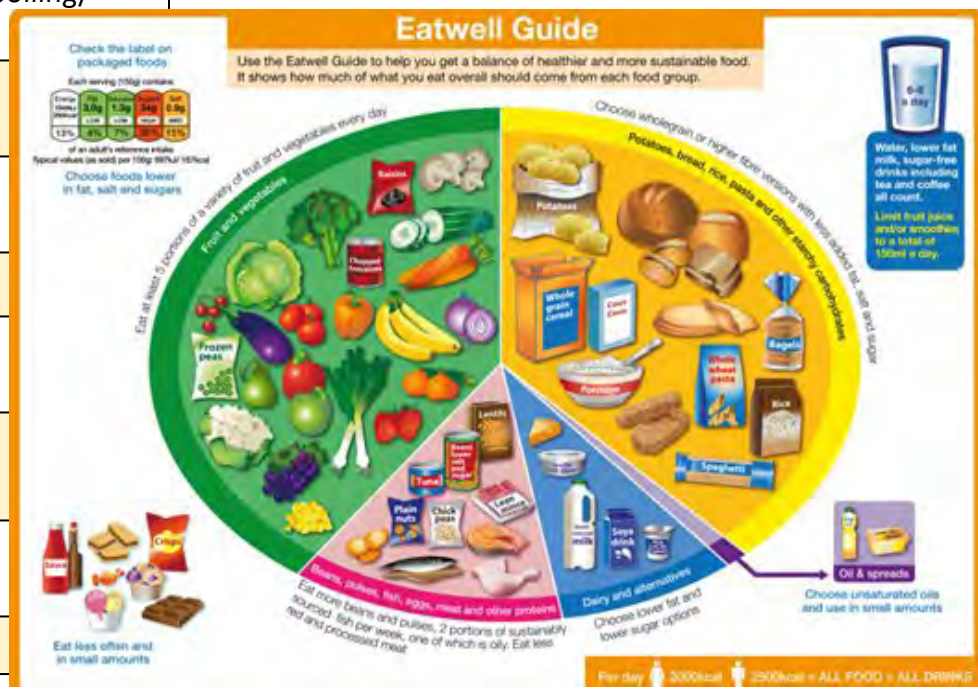
1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser to help you answer the questions using full sentences.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1) Look, write, cover, check the key term and definition for 1-3. This can be found on page 21. 2) Explain the term digital footprint 3) Give examples of how you can have a positive digital footprint (at least 3) 4) Give examples of how you can have a negative digital footprint (at least 2) 5) Give one advantage and one disadvantage of cloud computing
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1) Look, write, cover, check the key term and definition for 4-8 this can be found on page 21. 2) Recap: Write a denary number and its 8 bit binary number. 3) Recap: Write a binary number and its 8 bit denary number. (different from above) 4) How many bits in a byte? 5) How many bits in a nibble?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1) Look, write, cover, check the key term and definition for 4-8 this can be found on page 21. 2) Recap: Convert 32 denary into an 8 bit binary number 3) Recap: Convert 1000 0001 into a denary number 4) What is a character set? 5) Name two different character sets.



Important vocabulary

Key word	Meaning
1. Food hygiene	Actions put in place to keep foods safe from food poisoning bacteria.
2. Personal hygiene	Rules in place about how to act and dress to keep food safe from food poisoning.
3. Coagulation	The setting of protein foods caused by heat.
4. Heat transfer	The way in which heat moves from one place to another.
5. Conduction	Direct heat from the hob is transferred to the metal pan, which then heats the foods.
6. Convection	When heated the hot liquid/ air rises and then the cooler liquid drops back to the bottom to be heated again. Examples include boiling/ simmering or a fan oven.
7. Radiation	Heat radiates down from a heat source to cook food e.g. grilling burgers.
8. Nutrients	Fat, protein, carbohydrates, vitamins and minerals needed by the body.
9. Nutrition	Eating all the nutrients required to be healthy.
10. Rubbing in	Using the heat and mechanical/physical action of your hands to rub fat into flour.
11. Shortening	Once a product has been rubbed in it stops the gluten particles in flour expanding and making foods crunchy.
12. Sensory analysis	Using our sense (taste, feel, vision, smell) to judge how acceptable a product is.
13. Descriptors	Words that accurately describe.



Instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.

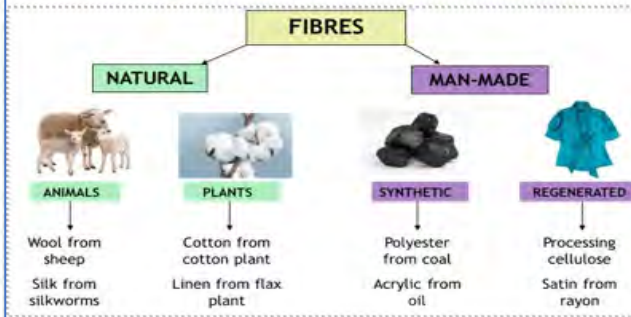
For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the knowledge organiser to help you answer the questions using full sentences. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-4. 2. List 2 personal hygiene rules. 3. Read the meaning and draw a picture to represent the meaning of radiation, conduction and conduction in cooking. 4. Look at the equipment labelled A-G you will use this term, find out their names and list them. 5. Look at the meaning of word 3 coagulation. Think back to when you made the omelette and describe or draw a diagram to show the changes in the egg from cracking to being cooked
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 5-7. 2. Name 2 foods that have been cooked using conduction as a method of heat transfer. 3. List 4 knife safety rules that need to be followed. 4. Which foods should we eat less off according to the Eatwell guide and why do you think this might be? 5. At your age you are about to go through a continuous period of growth. This means you will need to eat a good range from the pink and blue sections of the Eatwell guide. List 3 foods you could have from each section.
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 8-13. 2. Why is it important to cut ingredients to similar sizes when cooking? 3. What is sensory analysis and why is it used in the food industry? 4. How does shortening work? 5. Why is it important to use words/ descriptors that actually describe instead of nice or nasty when completing a sensory analysis?

Keywords	Definitions
1 Woods: Hardwood	From Deciduous trees these are tight grained woods from trees that take hundreds of years to grow e.g. oak trees.
2 Softwood	From Coniferous trees, these woods have a looser grain and are from trees that grow faster and so are cheaper e.g. pine.
3 Manufactured B oards	Are produced by gluing timber (wood) layers or fibres together. They tend to be made using waste timber materials = support recycling e.g. plywood.
4 Deciduous	Tress that lose their leaves in winter.
5 Coniferous	Trees which keep their leaves in winter.
6 Textiles: Fabrics	All textile products are made from fabric. This can be natural or manmade
7 Sublimation printing	A process where inks are transferred onto the product using heat.
8 Seam allowance	Distance between the edge of the fabric and the stitching. This is traditionally 1.5cm.
9 Sewing Machine	Electronically powered machine used to sew fabrics together.
10 Presser foot	Part of the sewing machine which secures the fabric, so the machine can move it to sew.
11 Plastics: Crude oil	Oil made from dead Sealife, which takes millions of years to form.
12 Thermoforming	This is a type of plastic that can be heated up and shaped over and over again.
13 Thermosetting	This is a type of plastic that when shaped cannot be reshaped
14 Emissions	Gases released during manufacture of products e.g., carbon dioxide.



Natural and Synthetic Fibres



Types of plastics – Thermoplastics

- Thermoplastics can be heated up and shapes into virtually any shape as many times as you want
- When cooled, the plastic will solidify and stay in that shape
- This process can be repeated over and over again
- These plastics are easier to recycle



Things like;

- Bottles
- Food containers
- Toys
- DVD cases

Types of plastics – Thermosetting plastics

- Thermosetting plastics can only be shaped/formed once.
- If these plastics are heated up, they will burn.
- These plastics can be difficult to recycle



Things like;

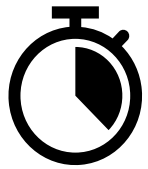
- Plug sockets
- Electronic products
- Kitchen equipment



Instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser** to help you answer the **questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
Homework 1		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-5. 2. Explain what manufactured boards are made from. 3. Explain the difference between softwoods and hardwoods. 4. List 6 different stock forms of wood that you purchase. 5. Explain why finishes are added to wood.
Homework 2		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 6-10. 2. Explain how fibres are turned into fabrics. 3. Explain the difference between natural and synthetic fabrics. 4. Explain how dye is transferred from paper to fabric. 5. Explain what seam allowance is.
Homework 3		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 11-14. 2. Explain the difference between thermoforming and thermosetting plastics. 3. Explain how plastic causes damage to the environment. 4. Write down 3 examples of thermoforming plastics. 5. Write down 3 examples of thermosetting plastics.



Your art knowledge organiser will be given to you by
your art teacher



Year 7 Drama- Block 1-Technique Toolkit

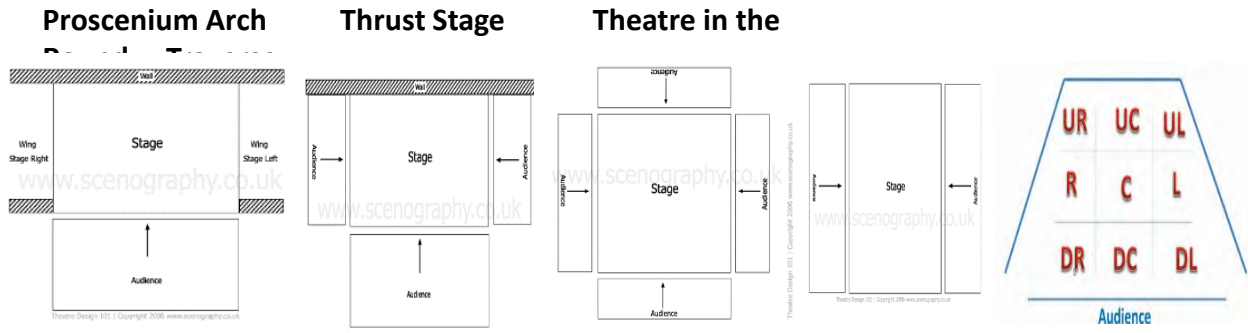


You will gain knowledge and understanding of the basic performance techniques and skills that will be required throughout the Drama curriculum.

Stage Configurations

Key Words

1	Stage Positions	This is the different parts of the stage. Stage Positions are always from the actor's point of view.
2	Stage Configurations	This is the different types of staging used for a performance.
3	Freeze-frame,	This is a frozen picture which is used at the start/end of the scene or to show an important point of a performance. Freeze Frame can also be called a Still Image or Tableaux.
4	Step-out	This is when actor's step out of a still image and speak their character's thoughts to the audience whilst the rest of the characters are frozen.
5	Split-stage	This is where the stage is split in two to show a different location or time.
6	Thought Tracking	This is similar to stepping out, however the teacher selects which characters are going to voice their thoughts
7	Narration	This is when an action, character or emotion is communicated only through gesture and movement (no words)
8	Stock Characters	This is a stereotypical character we expect to see in a performance e.g. Hero, Heroine, villain etc.



Stage Positions					
8	Upstage Right	10	Upstage Centre	11	Upstage Left
9	Stage Right	13	Centre	14	Stage Left
10	Downstage Right	16	Downstage Centre	17	Downstage Left

Stock Characters	Definition	
18	Hero	The star of the show, they are brave, gallant, and save the day. They often rescue a Princess type character and battle throughout the story with an enemy.
19	Heroine	This character is always gets herself into trouble. They are fooled by an evil character and are rescued by a brave character.
20	Villain	This character is evil. They like to cause trouble and make sneaky plans.
21	Comedy Duo	These characters are often really silly and cause problems for the saviour of the piece by switching sides with their enemy.
22	Hero's Best Friend	This character is friendly, brave and a true friend. They also help conquer evil
23	Magical Character	This character is the wisest person in the play. They are friendly, kind and caring as well as magical.

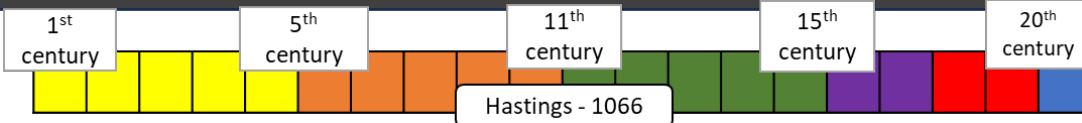
**Instructions:**

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the knowledge organiser to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**




Homework	Due	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, check key terms 1-8 2. What is a freeze frame? 3. What is narration? 4. Describe a spilt stage 5. Why does an actor use a step-out in a scene?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, check key terms 9-15 2. What physical skills do you need to use to make a successful mime? 3. What is a stock character? 4. Why do we need to face the audience in performance? 5. Are stage positions form the directors or the actors point of view?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, check key terms 16-23 2. Why do we use this type of stage? Why is it beneficial? 3. In the theatre, where is Downstage? Draw a box and mark with an X 4. In the theatre, where is Stage left? Draw a box and mark with an X 5. In the theatre, where is Centre stage? Draw a box and mark with an X



Key terms for this unit



Key people in this unit

1	Edward the confessor 	The Anglo-Saxon king of England until 1066	3	Harald Hardrada 	Contender 2: The Viking from Norway
2	Harold Godwinson 	Contender 1: The Anglo-Saxon King	4	William of Normandy 	Contender 3: The Duke of the Normans in France

1 Source	Anything that a historian uses to learn out things about the past. This could be almost anything, for example a diary entry, a painting, an old nursery rhyme.
2 Chronology	Putting events in time order, this is known as chronological [cro-no-lodge-i-cal] order.
3 Fact	Something that can be proven. Is correct. Some written account are more factual
4 Opinion	A person's viewpoint. Some written accounts are more opinionated. This is not necessarily a bad thing!
5 Century	A period of 100 years. Historians put dates into centuries eg 1815 = 19 th century, 2019 = 21 ^s century, 1066 = 11 th century, 1489 = 15 th century, 745 = 8 th century
6 Heir	Sons or daughters who would become the next King or Queen.
7 Contender	People who want something and will compete for it.
8 Shield Wall	Harold's defence against William.
9 Fyrd and Housecarls	The two main types of soldiers in Harold's Saxon army. The housecarls were the professionals.
10 Bayeux Tapestry	A piece of cloth with pictures that tell us about what happened in the Norman Conquest.

1. The position at the start of the battle. Harold's army is at the top of Senlac Hill. William's is at the bottom.

2. William orders his army to charge up the hill, but Harold's army forms a shield wall, blocking their attack. William's army pretends to retreat.

3. Harold's army follows them down the hill, breaking up the shield wall.

4. William's army turn around and attack now the shield wall is gone.


5. Harold is killed and the battle is over. William won the Battle of Hastings and is later crowned King of England.



Source A

Instructions:

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser to help you answer the questions using full sentences.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write the key terms 1-3 and what they mean then check to see if you got them right. 2. What century was the Battle of Hastings? 3. Where on the hill was William's army at the start of the battle? 4. Where did key person 3 come from? 5. Tell me 3 things you can see in Source A.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write the key terms 4-6 and what they mean then check to see if you got them right. 2. What century is the year 1489? 3. Who won the Battle of Hastings? 4. Which two contenders were involved in the Battle of Hastings? 5. Write a sentence describing what you can see in Source A.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write the key terms 7-10 and what they mean then check to see if you got them right. 2. Write a year that is in the 8th century. 3. Draw your own shield wall. 4. Write the name of key person 1 then tell me who they were. 5. Write a sentence that MUST include the following words: heir, contender, Bayeux Tapestry.

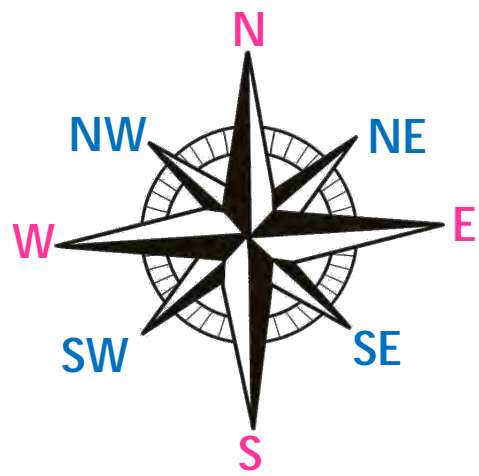


7.1 Our place in the world

Continents and Oceans



Direction



The main directions we use are called: **immediate cardinal directions**:

- North (N)
- South (S)
- East (E)
- West (W)

The compass rose shows us the in between directions. They are called **intermediate directions**.

- NE – Northeast
- SE – Southeast
- SW- Southwest
- NW - Northwest

Key Word	Definition
1. Physical Geography	The study of all natural forms and processes in an environment.
2. Human Geography	The study of people and places – the relations between policies, cultures, social behaviours, economies and environments.
3. Environment	The living and non-living world around us.
4. Scale	A measurement of enlargement or reduction from its original size.
5. National	Relating to a nation or country.
6. Urban Area	An area where many people live and work close together. The population density is higher than in the surrounding area. e.g. city, town.
7. Rural Area	An open band of land that has few homes or other buildings, and not very many people. e.g. countryside, village.
8. Fringe	The edge of an area.
9. Continent	A large landmass.
10. Longitude	Lines that point from top to bottom of the globe (they go by the directions east and west).
11. Latitude	Lines that go around the globe (they go by the directions north and south).
12. Map Symbols	Map symbols are used to represent real objects located in the area shown on the map.
13. Map key/ Legend	Explains what the map symbols mean.

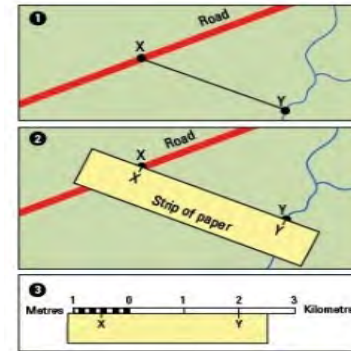
Grid References

The grid lines on an Ordnance Survey map are called: **Eastings** (along the corridor) This number is the first in your grid reference.

Northings (up the stairs) This is the second number in your grid reference.

Four figure grid references

Each square has a grid reference which you get by putting together the numbers of the easting and northing that cross in its bottom left hand corner.



The scale is used to indicate the distance on a map.

1. To measure distance, connect the two points and mark out the distance using a piece of paper.

2. Place the strip of paper on the line scale.
3. Alternatively, use a calculator to convert the map distance into actual distance (i.e. 1cm: 1km, therefore 2.5cm – 2.5km)

Human and Physical Geography

Human Geography



Physical Geography



Urban vs Rural Areas




- 🌐 Lots of farms and cottages
- 🌐 Limited public transport
- 🌐 Little services – mainly corner shops
- 🌐 Sparsely populated
- 🌐 Countryside with lots of open space and trees

- 🌐 Lots of high-rise buildings built close together
- 🌐 Lots of transport
- 🌐 Lots of shops, schools and hospitals
- 🌐 Densely populated
- 🌐 Large variety of jobs available

**Instructions:**

- For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser to help you answer the questions using full sentences**.
- Each task should take 20 minutes, Set a timer and **stop when the time runs out**.



Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look, cover, write, check Key Words 1, 2 and 3. Look at the 'Continents and Oceans' map. Is Europe north or south of The Tropic of Cancer? Which Tropic line passes through Australia? The line of longitude that passes from the North Pole to the South through the UK is called? Which continent lies to the East of the UK?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look, cover, write, check Key Words 9, 10 and 11. Name the northern most ocean on earth. Name the ocean between North America and Europe. When reading a map using grid references which do you read first, the numbers up the side or the numbers at the top and bottom? When studying maps, what does the word scale mean?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look, cover, write, check Key Words 6, 7 and 8. Name the southernmost continent. Name two characteristics of an Urban area. Name two characteristics of a Rural area. What is the difference between human and physical geography?



Stories of the prophets

Importance of the Torah

NEED TO KNOW WORDS

1. Abrahamic Faiths	Religions that trace their beliefs back to the prophet Abraham: Judaism, Christianity and Islam
2. Commandment	An instruction from God
3. Covenant	An agreement or promise
4. Creation Ex Nihilo	Means 'created from nothing' – used in Genesis to describe how god creates everything.
5. Exodus	a mass departure of people
6. Genesis	Meaning 'the origin' or 'beginning'
7. Monotheist	Believing in one God
8. Parable	A short story designed to teach something
9. Prophet	A messenger chosen by God to deliver God's word
10. Prophecy	A message from God
11. Torah	The holy book revealed to Moses (the Old Testament)

What is the Torah?

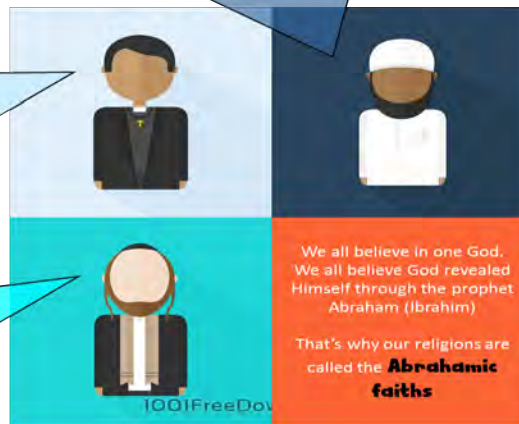
The Torah is a collection of writings that form the central religious text of Judaism. It consists of the first five books of the Hebrew Bible, also known as the Old Testament of the Christian Bible. The two books are Genesis and Exodus.

As a **Muslim** person I think the **Torah** (or Tawrat in Arabic) is a collection of 5 books. All of these books are inspired by **God** and were originally given to the prophet **Moses** (Musa). Unfortunately the Torah was added to and badly translated over the years, so it's **not totally perfect** anymore, but it is still a holy books for me. I read the Torah to help me understand the stories that are referred to in the Quran.

As a **Christian** person I think the **Torah** is a collection of 5 books. All of these books are inspired by **God**. The Torah is the first 5 books of the Christian Bible, in a section of 39 books called the **Hebrew Bible** or **Old Testament**. I read the Torah from my Bible at Church or at home.

As a **Jewish** person I think the Torah is a collection of 5 books. All of these books are inspired by **G-d**. They are the first 5 books of the **Hebrew Bible**. It is called this because it is written in the ancient Jewish language: Hebrew. I read the Torah from a scroll in the Synagogue.

Some Jewish people think God's name is too holy to write down, so they write G-d instead.



Genesis 1

God created out of nothing (Creation Ex Nihilo)
 There were 6 days of creation 1: light and dark, 2: sky and sea, 3: dry land and plants, 4: sun, moon and stars, 5: fish and birds, 6: animals and humans.
 On the 7th day God rested – some Christians try to have a day of rest in the week because of this.
 Humans were created in 'the image of God'. After everything God made, he said, 'it was good'. Except humans, he said they were 'VERY good'.

Genesis 2-3: The Fall (Adam and Eve)


- God made Adam, and put everything he needed in the Garden for Adam to use and care for
- God said it was not good for a person to be alone, so he made a companion for Adam,; a woman called Eve. They were told not to eat from the fruit of one tree
- A snake tempted them to eat the fruit and they did
- God took Adam and Eve out of the Garden, into a world where life would be harder, and they would have to work for food and struggle in childbirth. They would eventually die.

The 10 Commandments

- | | |
|--|-------------------------------------|
| 1. Have no other gods | 6. Do not kill |
| 2. Make no false images of G-d | 7. Be faithful to your husband/wife |
| 3. Do not use G-d's name disrespectfully | 8. Do not steal |
| 4. Remember the Sabbath | 9. Do not lie |
| 5. Honour your mother and father | 10. Be happy with what you have. |

**Instructions:**

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser to help you answer the questions using full sentences**.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check Terms 1-2 2. Outline the Creation Story according to Genesis 3. How was mankind created? What might this say about mankind compared to other creatures? 4. Give two viewpoints of the importance of the Torah (from a Muslim, Christian or Jewish perspective) 5. What might Jews learn from the story of Abraham?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check Terms 3-4 2. What three religions are part of the Abrahamic faiths? 3. What is the moral of the story of Adam and Eve? 4. What do you think are the three most important commandments in your opinion? Why? Who would disagree? 5. What is a parable?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check Terms 5-6 2. Why is the Torah important? 3. Do you think Adam and Eve deserved to be punished? Do you think this punishment was appropriate? Explain your reasoning. 4. What does monotheist mean? 5. What does it mean if something is Created Ex Nihlio?

How we assess you in PE



Components of a warmup

Pulse raiser: Any activity that raises heart rate. E.g. light jog.

Dynamic stretching: Is a form of stretching whilst moving and therefore not holding a stretch.

Static stretching: Holding (8 - 10 seconds) a stretch still/isometric contraction.

Sports specific practice: An activity that is relates to the sport that you will be participating in. E.g. Tag

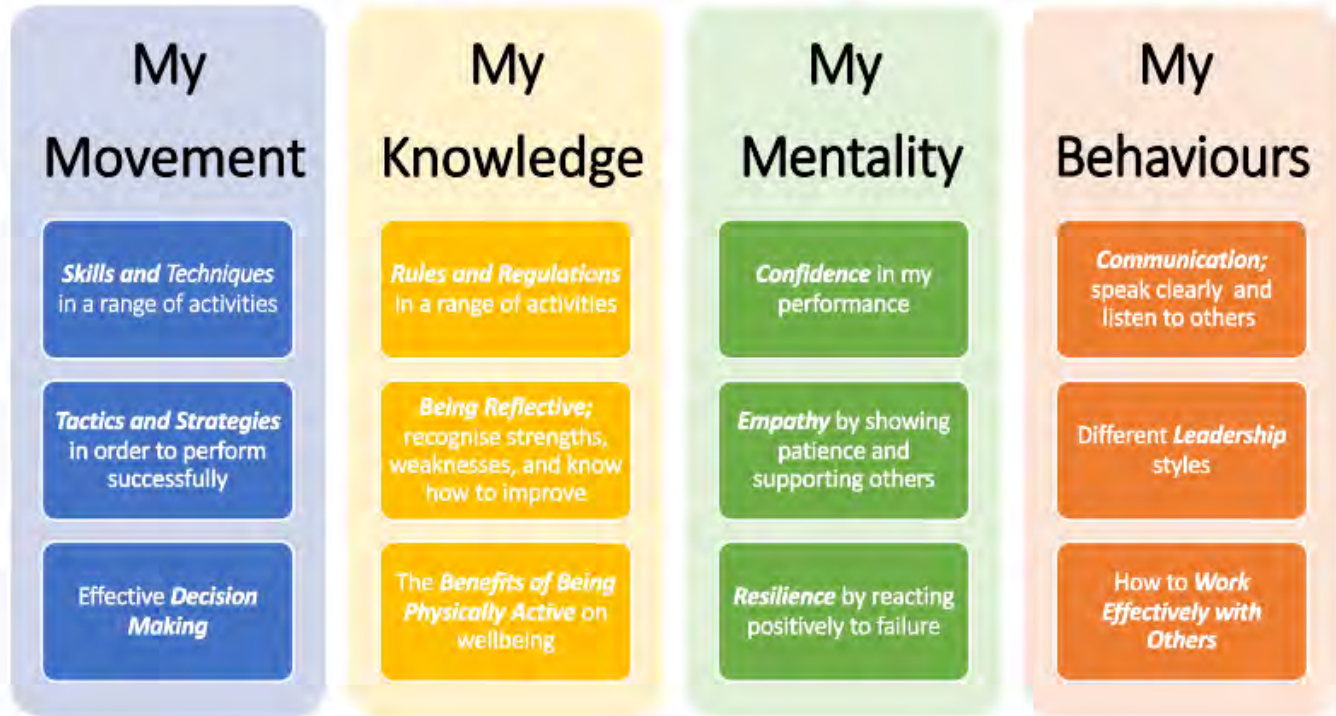
Structure of a PE lesson

1. Warm up
2. Sports specific drills
3. Adapted games
4. Cool down

Components of a cool down

Pulse lowering activity: Any activity that decreases heart rate. E.g. light jog.

Stretching: Is a form of stretching that develops flexibility and should be held for 20 –30 seconds.



Methods of analysis

Tally chart

Sport	Votes from kids
Football	
Soccer	
Basketball	
Tennis	

Verbal feedback



Peer observation



**Instructions:**

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser to help you answer the questions using full sentences.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 2. Can you explain two rules or regulations from the sport you are currently learning in your lessons 3. Give an example of a pulse raiser activity 4. Describe the difference between static and dynamic stretching 5. Identify one method of analysis
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 2. How long should you hold a static stretch for? 3. Describe one example of when a tally chart might be used in sport 4. Who could give a player verbal feedback? 5. Design a tally chart for a sport of your choice
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 2. Give an example of a dynamic stretch move 3. What is peer observation? 4. When might peer observation be useful? 5. Give two examples of how you might improve your confidence in a PE lesson.



Key musical terms for year 7: term 1

How to Capture the Spirit of Carnival?



Rhythm: the combination of long and short notes that fits around the beat

Beat: Constant steady pulse

Call and Response: One instrument / person plays and the rest copy it back

Stave: Set of five lines which notes are placed on to read music notation

Time Signature: the indication of how many beats are in the bar

Bar: A segment of time in a piece where each beat represents a specific note value

Bar line: Vertical line that separates a group of notes

Tempo: The speed of the music

This could be described in English terms or **Italian terms:**

Slow (**Largo**) / Walking Pace (**Andante**) / Moderate (**Moderato**) / Fast (**Allegro**)


Duration: The length of the notes

Ostinato: A repeated musical phrase or pattern

**Instructions:**

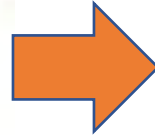
1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**



Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Log on to www.teachinggadget.com on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123 2. Click on 'My Assignments and select your class 3. Complete the assignments set for your class for this week
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Log on to www.teachinggadget.com on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123 2. Click on 'My Assignments and select your class 3. Complete the assignments set for your class for this week
Homework 3 <input type="checkbox"/> Completed?		Create a poster that " captures the spirit of carnival ". This could include instruments discussed in class, clothing worn at carnival or food eaten at carnival. Use your knowledge organisers and research to give you ideas.



PSHE HWK



Create a mind map that represents you just like this example. This should include your likes, hobbies and any facts about you!

Use images, colour, keywords & key phrases