POLTAIR

Year 7
Learning Cycle 2

Student Name:_____

Contents

Home Learning timetable - when I am going to complete my home learning

	Mon A	Tues A	Weds A	Thurs A	Fri A	Mon B	Tues B	Weds B	Thurs B	Fri B
7X1	Eng/MFL	Comp/Geog	Ma/Drama		Sci/His	Art	Ma	Eng/RE	Music	DT
7X2	Eng/MFL	Ma/Art	Geog/Drama	Comp/His	Sci/RE	Ma	Eng		DT/Music	
7X3	Ma/Sci	Eng/MFL	His	RE	Geog		Eng	Drama/Comp	Art/Maths	DT/Music
7X4	Eng/Sci	Ma/Music	His	DT/MFL		Ma/Drama	Eng/Comp	Geog		RE/Art
7Y1	Eng/Sci	MFL/Art	Drama	Ma/Music	Comp	English	DT/RE	Ma	Geography	His
7Y2	Eng/Comp	DT/Geog	Ma/MFL	His/Drama		Art/RE	Eng/Music		Sci	Ma
7Y3	Ma/His	Eng/Geog	Sci/MFL		Comp/Music	Ma/RE	Eng/Drama		Art	MFL
7Y4	Eng/Geog	Ma/His	Music/MFL	Comp/Art	Sci	RE	Eng/DT	Ma	Drama	

Expected time home learning will take:

Subject	Homework
English (Eng)	60 minutes (weekly)
Mathematics (Ma)	60 minutes (weekly)
Science (Biology/Chemistry/Physics)	30 minutes (every two weeks)
Computing (Comp)	30 minutes (every two weeks)
Spanish (MFL)	30 minutes (every two weeks)
Geography (Geog)	30 minutes (every two weeks)
History (His)	30 minutes (every two weeks)
Creative Learning (Music/DT/Art/Performing Arts) – Creative	30 minutes (every two weeks)

My Computer passwords:

Platform	Username	Password

Summative Assessment Timetable

Lesson		17/03/25	18/03/25	19/03/25	20/03/25	21/03/25	24/03/25	25/03/25	26/03/25	27/03/25	28/03/25
		B					A				
		Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
1	7X1	Spanish		RE				Computing	Drama		
	7X2	Spanish			Music						
	7X3	Spanish		Drama	Art	Music				RE	
	7X4		Computing							DT	
	7Y1								Drama	Mathematics	
	7Y2	Art			Science	Food					
	7Y3	RE			Science				DT		Mathematics
	7Y4							Food		Computing	
2	7X1	Art				History	English			Mathematics	
	7X2					Geography	English	Art		Mathematics	
	7X3					DT	English				
	7X4	Drama			Spanish		English	Music		Mathematics	
	7Y1	Spanish				History					
	7Y2	Spanish			Geography		Computing				
	7Y3	Spanish			History					Food	
	7Y4	Spanish			History						
3	7X1				Geography	Science					
	7X2				DT	Science				Food	RE
	7X3	Food		Computing	History	Science			Mathematics		
	7X4				Geography	Science					
	7Y1		DT	Food	Geography	Science		Art		Music	
	7Y2		History						Mathematics		
	7Y3		Drama		Art			Geography			Computing
	7Y4				Drama	Science	English			Art	Mathematics
4	7X1				Music	DT	Food				
	7X2				Drama	History				Computing	
	7X3				Geography						
	7X4	Art	Food		History						
	7Y1						English				Computing
	7Y2	RE	Music				English	DT		Drama	
	7Y3						English			Music	
	7Y4		DT				Geography		Music	RE	

Summative Assessment Scores – Learning Cycle 1

Subject	Summative Score	Next Steps
English		
Mathematics		
Science		
Geography		
History		
Spanish		

Subject	Summative Score	Next Steps
Art		
Computing		
Drama		
Design Technology		
Music		
Religious Education		

How to Use your Learning Cycle Knowledge Organiser

Poltair School believe that the Learning Cycle Knowledge Organiser should be used daily for classwork and home learning. The Learning Cycle Knowledge Organiser will inform students and parents of topics that are being covered in class during each learning cycle, enabling all students to extend their learning outside of the classroom.

Students should be using their Learning Cycle Knowledge Organiser as a revision guide for assessments and using their SORT strategies to revise for each subject prior to assessments.

What are the SORT strategies?

Select	Organise	Recall	Test
Select your revision materials by topic/subtopic. Traffic light your PLC sheets to identify areas of weakness or gaps (Red/Amber) that need to be prioritised.	Organise and condense any class notes, revision guides and revision.	Use active recall and spaced repetition to memorise your knowledge organisers until you can recall the information e.g.. Look, cover, write or self-testing	Use low stakes online tests/quizzes and answer high stakes past paper/sample questions to check and apply knowledge and understanding
Strategies			
• How to use your PLC • How to schedule your home learning and stick to it! • How to select the correct knowledge to study	• Cornell Notes • Flash cards • Mind mapping • Revision clocks • Dual coding • Summary	• Look cover & test • Leitner system • Blurt it • Transform it	• Low stakes • Self-quizzing • Quiz each other • Online quizzes • High stakes • Exam style questions

How to use SORT

Step 1: Select	Step 2: Organise	Step 3: Recall	Step 4: Test
When you revise for a specific topic use your knowledge organiser, revision guide, website etc to select the key knowledge you need to learn. a. Use the daily planner on page 10 to identify all the times when you will complete your home learning and when you will complete independent revision b. RAG each of the PLCs so you identify your RED topics – the ones that you are unsure of or you do not fully understand c. Write your RED topics into your daily planner for when you will revise that subject.	Organise the knowledge that you have selected using a range of strategies: • Flashcards • Mindmaps • Cornell Notes • Revision Clocks • Summary For more details go to the SORT webpage: https://www.poltairschool.co.uk/sort	Once you have summarized the knowledge, you need to actively memorise it. This is the most important part of the revision process! You could use any of the following strategies to help: • Lietner System • Blurt It • Look, say, cover, write, test	The last step in revision is to be confident that you can recall and retrieve the knowledge. To do this you need to test yourself. Quick and simple ways are to ask someone else to quiz you on the knowledge or to complete an online quiz. You can also answer past exam questions. If you can not confidently recall the knowledge you will need to repeat step 3.

At Poltair we SORT it!

ATTENDANCE FOCUS

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ATTENDANCE FOCUS

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Attendance Reflection Sheet

What is your current attendance?	
How many sessions have you missed of school?	
How many 'I' coded sessions have you had?	
How many 'M' coded sessions have you had?	
How many 'L' coded sessions have you had?	
How many 'U' coded sessions have you had?	
How many 'O' coded sessions have you had?	
How many days does this equate to so far this year?	
If this attendance continued, how many days off would you have this year?	

To improve my attendance, I commit to the following:

1.	
2.	
3.	
What attendance do you want to end this term with?	
What is your end of year attendance target?	
What is our minimum expected attendance to be rewarded?	

Possible strategies to REACH MY attendance Goals

- I will make attending school every day a priority.
- I will keep track of my attendance and absences.
- I will set my alarm clock for _____a.m.
- I will attend school everyday unless I am truly sick.
- If I am absent, I will contact my teachers to find out what I missed.
- I will set up medical and dental appointments for weekdays after school. If I must make a medical appointment during the school day, I will try to attend school for most of the day.
- When I am struggling with a challenge that is keeping me from school I will confide in an adult at school and seek help.

Home Learning & Revision Planner

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
8.30am - 4pm						8.30am - 4pm		
4pm - 5pm						4pm - 5pm		
5pm - 6pm						5pm - 6pm		
6pm - 7pm						6pm - 7pm		
7pm - 8pm						7pm - 8pm		
8pm - 9pm						8pm - 9pm		

Personal Learning Checklists

English

Key Ideas	S	O	R	T
What features of poems can I analyse?				
Can I identify methods that writers use to present their ideas?				
How can I compare writers' ideas and methods?				
Can I use figurative language methods in my writing?				
Am I able to recall the key characters and plot of The Tempest?				
What is context?				
Can I explain the context of The Tempest?				
Can I identify the features of a play?				
What is a monologue?				
Can I remember and apply a range of structure terms?				
Can I recall the plot and characters of 'To build a Fire?'				

Maths

Key Ideas	Sparx Code	S	O	R	T
I can simplify and compare fractions	M671				
I can convert between mixed numbers and improper fractions	M601				
I can multiply with fractions and find fractions of quantities	M157				
I understand what a percentage is and how they link to decimals	M695, M684				
I can convert between fractions, decimals and percentages with or without a calculator	M264				
I can find percentages of amounts	M437, M905				
I understand the language of probability	M655				
I can find the probability of a single event	M941				
I can use a sample space diagram	M718				
I can find the probability of something not happening	M755				
I can calculate probabilities from experiments	M332				
I can write ratios in the form 1:n	M543				
I can share a quantity in a ratio given the total or part of the amount	M525				
I can use a multiplier to scale any two quantities					
I can solve direct proportion problems	M478				
I can calculate with speed, distance and time	U151				

Personal Learning Checklists

Science

Key Ideas	S	O	R	T
I can articulate what a healthy diet looks like, and what food groups are necessary for this				
I can recall the energy = power x time equation				
I can calculate temperature changes when heating water using food sources				
I can articulate what an unbalanced diet might look like, and explain diseases this may contribute to				
I understand what smoking does to the human body, and what diseases this may contribute to				
I understand what drinking alcohol does to the human body and what diseases this may contribute to				
I understand the effects drugs may have on the human body, and can articulate the difference between a medicinal and recreational drug				

Science

Key Ideas	S	O	R	T
I can identify and describe contact and non-contact forces				
I can draw free body force diagrams				
I understand the terminology ‘balanced’ and ‘unbalanced’ in relation to forces				
I can write a method to investigate frictional forces				
I understand the difference between weight and mass and can use these in an equation				
I can describe what is meant by Hooke’s law				
I can calculate speed and draw distance-time on a line graph using SPLAT				
I can recall what factors may affect reaction time				
I understand what is meant by atmospheric pressure and I can explain how increasing distance from the ground changes pressure				
I can describe the relationship between ocean depth and pressure				

Science

Key Ideas	S	O	R	T
I know what the pH scale is				
I can describe what is meant by ‘acid’ ‘alkali’ and ‘neutral’				
I can describe what colours acids, alkalis, and neutral will go if you add universal indicator				
I can recall how to use filtration to separate samples of soil before testing these with universal indicator				
I understand the concept of neutralisation and can apply this to an equation				
I can be given different equations and identify if a reaction is neutralisation or not				

Personal Learning Checklists

Art

Key Ideas	S	O	R	T
I understand tone, texture, shape, pattern, scale, line and composition				
I understand how to mix and blend secondary colours				
I experimented with a range of materials to create primary and secondary colours				
I can explain how to develop my ideas				
I can explain how my ideas are linked to Derain, Thomas and Seurat				
I can explain how to create a Pointillism technique				
I understand how Seurat used colour and pointillism to create colour and tone				

Computing

Key Ideas	S	O	R	T
I can name computer input devices				
I can explain the role of some of the key figures in computer development				
I understand that computers have input, output and storage				
I understand the term peripherals and how it relates to hardware				
I can define what a network is and some of the hardware				
I can explain the difference between the Internet and World Wide Web				

Design Technology

Key Ideas	S	O	R	T
I can recall and define the tier three vocabulary in this Unit				
I can select material combinations that are aesthetically pleasing				
I can use hand tools safely				
I can use hand tools with precision				
I can join materials using an appropriate method				
I can evaluate the finish of my work and link this to how precisely I have used tools				

Personal Learning Checklists

Drama

Key Ideas	S	O	R	T
I can use accurate facial expressions and gestures in my performance				
I can project my voice and speak clearly				
I can identify physical and vocal skills and consider which would be appropriate for different characters				
I can stay in role throughout a performance				

Food

Key Ideas	S	O	R	T
I understand how to ensure a hygienic and safe kitchen				
I can explain the importance of knife safety and knife skills to prevent injury				
I can identify the five different sections of the eat well guide				
I understand the importance of a healthy diet				
I can name and describe a number of comm on pieces of equipment in the kitchen				
I can describe the difference between the bridge hold and claw grip				

Geography

Key Ideas	S	O	R	T
Name and locate the world's major biomes				
Describe the location of the world's major biomes				
Explain the physical characteristics of the world's major biomes				
Interpret climate graphs				
Describe the Mediterranean climate using a climate graph				
Explain the 3 types of coral reef				
Name the layers of the rainforest				
Name animal species living at each of the rainforest layers				
Explain how plants adapt to tropical rainforests				

Personal Learning Checklists

Geography

Key Ideas	S	O	R	T
Define key terms and give examples of case studies				
Explain the importance of the world's oceans				
Explain how warm and cold ocean currents distribute heat around the world				
Name all the world's oceans				
Explain the causes and effects of ocean plastic				
Explain how ocean gyres transport ocean plastic around the world				
Explain the impacts of ocean plastic pollution upon Henderson Island				
Explain the solutions to ocean plastic pollution				
Explain the impacts of marine pollution upon Kenya's coastline				

History

Key Ideas	S	O	R	T
I can describe life generally in the Middle Ages				
I can explain with examples, the importance of religion				
I can explain with examples, the lives of women in the Middle Ages				
I can analyse whether the Middle Ages was 'measly' using my knowledge				
I can explain what a Crusade is				
I can explain some of the reasons for the Crusades				
I can explain how key figures in the Crusades have been viewed over time				
I can state an impact of the Crusades even today				

Music

Key Ideas	S	O	R	T
I can find a note on a piano/ keyboard without help				
I understand what a pentatonic scale is and can play one				
I can describe some traditional Japanese instruments and how they make a sound				
I know different note durations and can both identify and play them				
I can use the acronym: 'Every Good Boy Deserves Food' and 'FACE' to help me understand how to read music on a stave				
I can compare the two musical elements, 'duration' and 'pitch' and explain what they are				
I can play my part of 'Sakura' on the keyboard accurately and with good timing				
I can find a note on a piano/ keyboard without help				

Personal Learning Checklists

PSHE

Key Ideas	S	O	R	T
I can define “Fake News” and identify ways to spot it				
I can explain why Fake News could be dangerous to the world				
I can identify different types of cyber scam				
I can define the term “phishing”				
I can explain the term “screen time” and explain why it could be believed to have too much of it				
I can identify consequences of too much screen time and categorise them into mental and physical health impacts				
I can evaluate the good and bad sides of social media				
I can explain how social media could impact our wellbeing				
I can define the term trolling				

Religious Education

Key Ideas	S	O	R	T
I can explain different features found within a Mosque				
I can outline the Hindu concept of Karma				
I can describe different types of worship				
I can outline and describe what the term Reincarnation means				
I can research and create a fact file about one of the major world religions				
I can present my ideas on different cultures with respect and care				

Spanish

Key Ideas	S	O	R	T
I understand the rules for adjective agreement and word order				
I can describe my school in Spanish				
I can give an opinion and a reason in Spanish				
I can talk / write about how I travel to school				
I can talk about my uniform				
I can form regular ‘er’, ‘ir’ and ‘ar’ verbs in the present tense				
I can form the conditional tense of regular verbs				

English - Nature Poetry

1. How to Analyse a Poem

S Structure	What is interesting about line length or stanza length? How does the poem begin and end? How does the poet use punctuation marks (or lack of!)?
M Meanings & messages	What is the poem about? Who or what does it focus on? What idea(s) are most important?
I Imagery	What are the most important images in the poem? How do they support the poet's idea(s)?
L Language	Which words are most important? What are their meanings and connotations? Has the writer used any similes, metaphors or personification? Are their sounds important? What tone does the poet adopt?
E Effects	What does the poet want the reader to think about or realise? What do they want the reader to imagine, picture or feel? How do they want us to respond?

2. What, How, Why Paragraphs

WHAT is the writer saying about character/ theme/ setting?

HOW are they revealing information and creating effects for the reader? Quotation? Language methods?

ZOOM in on key words or ideas in your quote.

WHY have they chosen to do this? Purpose?

In the opening lines of the poem, the poet presents the sea as intimidating. The adjective "giant" conveys the huge size of the sea and its great force. It might suggest that the sea is far bigger and more powerful than human beings. Furthermore, the use of the word "giant" might allude to the mythical, super-human creature, which might again make the reader picture the sea as a colossal and aggressive being.

3. Key Poems

3a = The Rime of the ancient Mariner by Samuel Taylor Coleridge (Extract) A poem in which mariners get stranded out at sea and are seemingly saved by an Albatross, which the mariner then kills. The much longer original poem contains the famous line ' Water, water everywhere, but not a drop to drink' which refers to the fact that they are stranded at sea and cannot drink the sea water.

3b = The Sea by James Reeves
The sea is explored through the extended metaphor of comparing it to a dog.

3c = Spellbound by Emily Bronte
The speaker is outside looking at nature and feels so captivated by it that she cannot move.

3d = The Eagle by Alfred Lord Tennyson A very short rhyming poem that explores a moment of an Eagle, perched up high on a mountain, then flying down to catch its prey.

3e = Hurricane Hits England by Grace Nichols
Nichols explores the effect that a hurricane has on place and the individual.

3f = Below The Green Corrie by Norman MacCaig
A poem in which the mountain is personified as a robber or pirate. However, the speaker feels he took more from the experience of being on the mountain than the mountain got from him.

4. Subject Vocabulary

4a = poem (noun)
a piece of writing in which the words are arranged in separate lines and are chosen for their beauty and sound.

4b = stanza (noun)
A group of lines in a poem; a verse.

4c = language (noun)
Words or methods (techniques) used by writers to present their meanings or create effects.

4d = structure (noun)
The way the poet has organised the poem on the page, including stanza length, line length, title and ending.

4e = connotations (noun)
A feeling or idea that is suggested by a particular word.

4f = imagery (noun)
The use of language to create vivid pictures in the readers' minds.

4g= simile (noun)
Comparing one thing to another to highlight their similarities.

4h = symbol (noun)
A character, idea, image or setting that represents a bigger idea

4i = tone (noun) The attitude a writer shows towards a topic using words.

English – The Tempest

1. Shakespeare's Life and Times

1a = Shakespeare William Shakespeare was born in 1564. He was a playwright, poet and actor. Shakespeare spent most of his professional life with an acting company in London, the Lord Chamberlain's Men. In 1599, the acting company built the Globe Theatre. Shakespeare's plays were written and first performed during the reigns of Queen Elizabeth I and her successor, James I.

1b = Theatre In London, during the Jacobean period, the first dedicated theatres appeared. Most people went to the theatre, from the poor to the very rich. It was the most popular form of entertainment in Jacobean England. These theatres, which were also called playhouses, were visited by every class of people.

1c = The Globe Theatre This was built in 1599 by Shakespeare's theatre company, the Lord Chamberlain's Men. It was an open-air theatre and it is believed that it could hold around 3,000 people. The standing tickets in front of the stage only cost one penny, which meant everyone could afford to experience the theatre. People who stood to watch the play were called groundlings. Seats in the gallery were more expensive, and were higher up and covered.

1d = Beliefs and Superstitions Folklore are the traditions, beliefs and stories passed down by a community. In Shakespeare's time, folklore was an important part of life. For example, some people believed that fairies and goblins came out at night to play tricks. People in the 1500s and 1600s believed in the supernatural. The audience would have believed in witchcraft and magic.

2. Genres

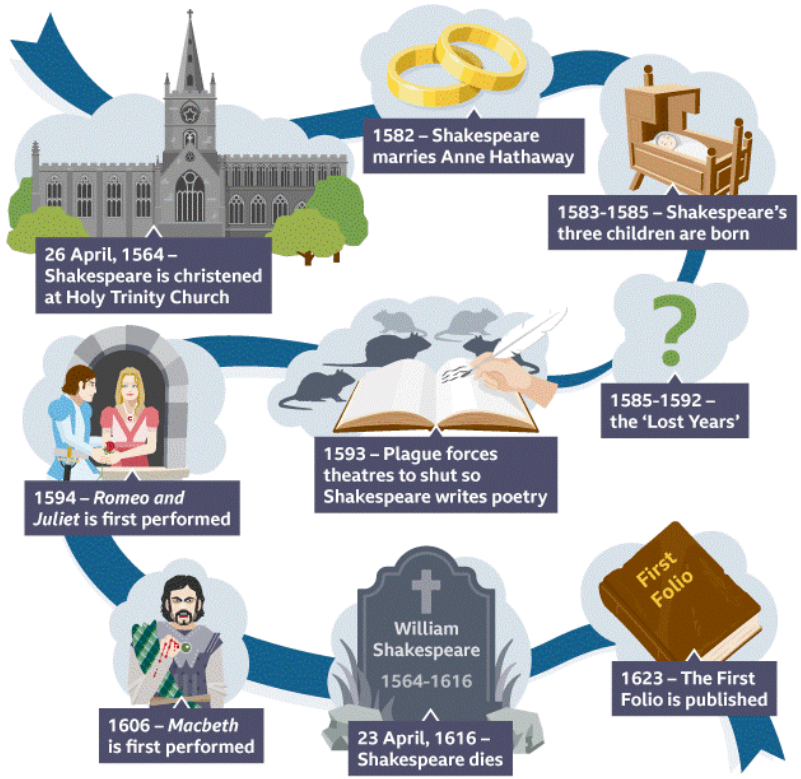
Shakespeare's plays can be categorised using three genres:

2a = Comedies These plays had happy endings and their plots move towards marriage. The humorous parts of these plays often arise from misunderstandings and use of disguise. Examples of comedies include 'The Merchant of Venice', 'The Taming of the Shrew', 'A Midsummer Night's Dream' and 'The Tempest'.

2b = Tragedies Shakespeare's tragedies ended in the downfall of the main character(s) and death. The protagonist is usually well respected or of high status at the start of the play. Examples of tragedies include 'Macbeth', 'Romeo and Juliet', 'Othello' and 'Hamlet'.

2c = Histories The ten plays that cover English history from the twelfth to the sixteenth centuries. Each historical play is named after, and focuses on, the reigning monarch of the period and include 'Richard III' and 'Henry V'.

3. Timeline



English – The Tempest

4. Early Modern English Words

anon (adverb) soon, shortly, presently

art (verb) are

aught (pronoun) anything

dost (verb) do

'ere (adverb) before

hast (verb) have

hence (verb) away from here!

hie (verb) hurry

oft (adverb) often

thou, thee (pronoun) you

thy (pronoun) your

thine (pronoun) yours

wherefore (adverb) why

wit (noun) intelligence, wisdom, good sense

5. Characters

5a = Prospero When we meet him, the most powerful character on the island. Miranda's father and the old Duke of Milan.

5b = Miranda Prospero's daughter. She lives on the island with her father and falls in love with Ferdinand.

5c = Ariel A spirit of the island and Prospero's servant.

5d = Caliban The son of Sycorax – a witch. He was born on the island and is Prospero's slave.

5e = Ferdinand The Prince of Naples and the son of Alonso. He falls in love with Miranda.

5f = Trinculo Alonso's jester and Stephano's friend.

5g = Stephano Alonso's butler and Trinculo's friend.

5h = Alonso King of Naples and Ferdinand's father.

5i = Antonio Prospero's brother. He became Duke of Milan after overthrowing his brother.

5j = Gonzalo Alonso's counsellor and trusted advisor.

6. Plot

6a = Act 1 On board a ship caught in a violent storm are: Alonso, Ferdinand, Sebastian, Gonzalo, Antonio, the Duke of Milan; and two lords. The sailors try to control the ship but it seems the ship is about to sink. Miranda is upset, having watched the storm engulf the ship. Prospero reassures her, then tells her the story of how they ended up on the island. He explains he was the Duke of Milan, until his brother Antonio betrayed him. They were captured and put into an old boat, eventually washing up on the island. Prospero then uses his magic to put Miranda to sleep and calls to Ariel, who describes how he created the storm and that the ship is now safe. Prospero takes Miranda to see Caliban, who shouts curses at them. Ferdinand and Miranda fall in love at first sight. Prospero pretends to be angry, using his magic to imprison Ferdinand.

6b = Act 2 Alonso, Antonio, Sebastian and Gonzalo awake on the island. Alonso is worried about Ferdinand. Ariel sends them all to sleep except for Antonio and Sebastian. Antonio persuades Sebastian to betray his brother Alonso. When they raise their swords as Alonso sleeps, Ariel wakes them up. Caliban sees Trinculo. Fearing him, he hides under a cloak. Trinculo crawls under the cloak too. Stephano enters, drunk. Seeing the two figures under the cloak he thinks it is a monster. He pours wine into Caliban's mouth. Trinculo recognises Stephano's voice, Caliban thinks Stephano is a god and offers to serve him.

6c = Act 3 Ferdinand carrys logs and says he is happy to do the tasks Prospero tells him to because of his love for Miranda. Prospero is actually watching as Miranda and Ferdinand express their love for each other.

Stephano - still drunk and enjoying the status Caliban is giving him - Caliban and Trinculo enter. Caliban persuades Stephano to kill Prospero and rule the island himself. They are interrupted by Ariel's magical music.

Alonso, Sebastian, Antonio, Gonzalo search for Ferdinand. Music plays and strange creatures lay out a banquet. Ariel appears as a harpy and says that the consequence of betraying Prospero was the storm and loss of Ferdinand.

English – The Tempest

6d =Act 4 Prospero sets Ferdinand free. He agrees to the marriage of Miranda and Ferdinand, creating a magical show with the spirits to bless them. Ariel reports that Caliban, Stephano and Trinculo are drunk and he led them around the island. Prospero sends Ariel to distract the conspirators. Stephano and Trinculo are distracted from their plot to kill Prospero and punished.

6e = Act 5 Prospero announces that his plans are coming together and he says he will forgive the nobles if they are sorry for what they have done. He plans to give up his magic. Ariel leads in the nobles and Prospero forgives them. Prospero reveals Miranda and Ferdinand playing chess together in his cell, much to Alonso's delight.

Ariel leads in the Master and Boatswain who explain that strangely the ship fixed. Prospero sends Ariel to set Caliban and his companions free.

Caliban regrets taking Stephano for a god. Prospero promises to tell the noblemen the story of his life since being sent away from Milan, before they all return to Naples. Prospero tells Ariel to ensure they get safely back to Naples and then sets him free.
Prospero then speaks to the audience directly, asking for their applause to set him free.

7. Vocabulary

7a = tempest (noun) a violent windy storm

7b = conflict (noun) a serious disagreement or struggle between two people groups or forces

7c = usurp (verb) take a position of power illegally or by force

7d = exile (verb) to send someone away from their own country or city

7e = solemn (adjective) having or showing serious purpose and determination; very serious or formal in manner or behaviour

7f = mankind (noun) all human beings

7g = mercy (noun) compassion or forgiveness shown towards someone who you could punish or harm

7h = plummet (verb) fall or drop straight down at high speed

7i = confined (verb) kept someone or something within limits; restricted

7j = enchant (verb) fill someone with great delight; charm

7k = plague (noun) a contagious bacterial disease including fever and delirium

7l = abhorred (adjective) Intensely and deeply hated.

7m = colonialism (noun) A country taking control of another country or land (usually one less powerful).

8. Subject Vocabulary

8a= play (noun) A dramatic piece of literature intended to be acted out on the stage.

8b = act (noun) A way of dividing a play. Each act is a group of scenes.

8c= scene (noun) A dramatic part of the story of a play, at a particular time and place and a way of dividing acts into smaller parts.

8d= stage direction (noun) An instruction in a play that tells actors how to move or speak, or gives information about the setting, sound effects or lighting.

8e= language (noun) Where or when the play takes place, usually introduced at the exposition (beginning) of a story.

8f= characterisation (noun) The creation or construction of a fictional character.

8g = sonnet (noun) A love poem of 14 lines (3 quatrains of 4 lines and one couplet of two lines).

8h= pathetic fallacy (noun) Giving human feelings and emotions to something not human, particularly the weather or environment, to enhance the mood of the writing.

8i = imperative verbs (noun) Verbs that express a command or an instruction e.g. 'Sit down' and 'Carry those logs.'

English - To Build a Fire by Jack London

1. Plot

This story is about a man who tries to survive in the harsh Yukon wilderness, (In Alaska, Canada) but makes a fatal mistake.

He is walking in the ice and snow towards a campground (Henderson's creek) with his dog. He accidently falls into a stream and then builds a fire to dry off. The fire is put out by snow falling from a tree. He attempts to build another fire, but his hands are frozen. He considers killing his dog to keep him warm,but decides to run instead. Eventually he succumbs to the cold and dies. The Dog continues on to the camp.

2. Authorial Intent

Jack London was an American Novelist, journalist and activist. He supported animal rights, workers rights and socialism.

1. Jack London wrote "To Build a Fire" to illustrate the naturalistic theme of man versus nature, and to show how human arrogance and ignorance can lead to fatal consequences.
2. He was inspired by his own experiences in the Yukon Territory, where he participated in the Klondike Gold Rush and faced many hardships and dangers.
3. He wanted to challenge the romanticized view of the Wilderness and present a more realistic and harsh portrayal of it.

3. Vocabulary

3a. creek (noun) a place where a small amount of water flows

3b = exposure (noun) the state of having no protection from something harmful

3c = withdraw (verb) to take something back, away or out

3d = tremendous (adjective) very large or great

3e = blazing (adjective) very hot, fast, or powerful

3f = aware (adjective) feeling, experiencing, or noticing something

3g = perspective (noun) a particular attitude towards or way of regarding something; a point of view:

3h = ignorance (noun) Lack of knowledge or information

3i = romanticise (Verb) deal with or describe in an idealized or unrealistic fashion; make (something) seem better or more appealing than it really is

4. Subject Vocabulary

4a = naturalism (noun) a style and theory of representation based on the accurate depiction of detail

4b = realism (noun) the quality or fact of representing a person or thing in a way that is accurate and true to life

4c = theme (noun) an idea that recurs in or is apparent throughout a work of art or literature

4d = exposition (noun) Background information at the start of a plot to introduce setting, time, characters' backstories, prior events

4e = structure (noun) The way a play, novel or poem is constructed and linked together.

4f = climax (noun) The point of the most tension or drama in a narrative

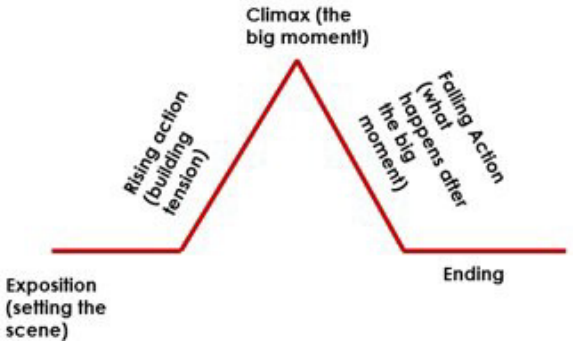
4g = resolution (noun) The ending and conclusion of a story's plot

4h = opening (noun) the way the extract begins

4i = narrative shift (verb) a shift or change of focus

4j = foreshadowing (verb) hints at what's to come

4k = internal thoughts (noun) description of what a character is thinking or feeling



Maths

Key Words	Definitions
Variable	A letter which is used to represent an unknown quantity
Expression	An algebraic statement including terms and operations
Term	A collection of variables and numbers
Equation	An algebraic statement with an equals sign in the middle
Solve	Solving an equation means finding the value of the unknown variable
Numerator	The number on the top of a fraction
Denominator	The number on the bottom of a fraction
Vinculum	The line in a fraction
Improper fraction	A fraction where the numerator is bigger than the denominator
Mixed number	A number made up of a whole Integer and a fractional part.
Ratio	Ratios describe the relationship between two quantities
Proportion	A part, share or number considered in comparative relation to a whole.

Maths – Linear Equations

1. Expanding, factorising, substituting

Factorising

$3x + 6 \equiv 3(x + 2)$

Expanding brackets

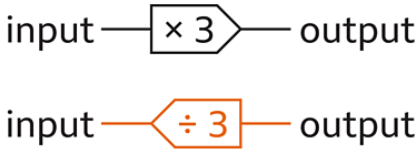
$3a - 2b \quad (a = 10 \quad b = 4)$

$= 3(10) - 2(4)$

$= 30 - 8$

$= 22$ ✓

2. Function machines



3. 1-step & 2-step equations

$10x - 24 = 82$

$+24$: $10x = 106$

$\div 10$: $x = 10.6$

4. Equations with variable on denominator

$\frac{108}{y} - 2 = 7$

$+2$: $\frac{108}{y} = 9$

$\times y$: $108 = 9y$

$\div 9$: $12 = y$

5. Equations with brackets

1. Expand the brackets
2. Solve as normal

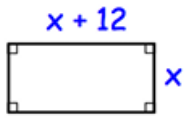
6. Forming equations

I think of a number.
I multiply the number by 3 and then add 5.
The answer is 29.

$3x + 5 = 29$

7. Forming equations with shape

Perimeter = 56cm



$x + x + 12 + x + x + 12 = 56$

$44x + 24 = 56$

8. Forming equations with words

I think of a number.
I multiply the number by 3 and then add 5.
The answer is 29.

$3x + 5 = 29$

Maths – Fractions, Decimals and percentages

1. Simplifying fractions

$\frac{2}{8}$ ← Numerator / Denominator

$\frac{4}{10} \div 2 = \frac{2}{5}$

2. Comparing Fractions

- Convert the fractions to have the same numerators
- Compare the numerators.

$\frac{25}{40}$ $\frac{26}{40}$ $\frac{30}{40}$ $\frac{32}{40}$

Smallest … Greatest

$\frac{5}{8}$ $\frac{26}{40}$ $\frac{3}{4}$ $\frac{4}{5}$

Ascending order

3. Converting between mixed & Improper fractions

- To find the numerator: Multiply the whole number by the denominator.
- Then add the numerator

$2\frac{3}{4} = \frac{(4\times2)+3}{4} = \frac{11}{4}$

4. Multiplying fractions

- Multiply the numerators
- Multiply the denominators
- Simplify if you can

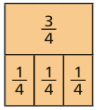
$\frac{3}{4} \times \frac{2}{5} = \frac{3\times2}{4\times5} = \frac{6}{20}$ ← Simplify?

5. Dividing fractions

- To divide proper fractions:
- Follow the example.

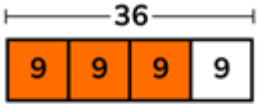
Evaluate $\frac{4}{3} \div \frac{2}{5}$

$= \frac{4}{3} \times \frac{5}{2} = \frac{20}{6}$



6. Fractions of amounts

- Divide by the denominator
- Multiply by the numerator



$\frac{1}{4}$ of 36 = 9

$\frac{3}{4}$ of 36 = 27

7. How to find a percentage

- Without a calculator find simple % and build up.

65% of 360

- Remember to find:
- 50% you ÷ 2 (50%=½)
- 25% you ÷ 4 (25% = ¼)
- 10% you ÷ 10 (10% = 1/10)

65% = 50% + 10% + 5%

8. Converting between fractions and percentages

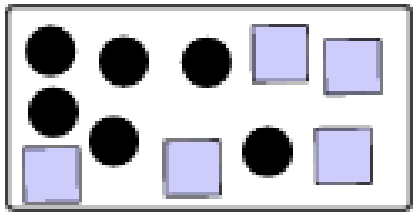
- Write as a fraction with a denominator of 100.
- Simplify where possible

$36\% = \frac{36}{100}$

$\frac{36}{100} \div 4 = \frac{9}{25}$

Maths - Ratio and proportion

1. Forming ratio



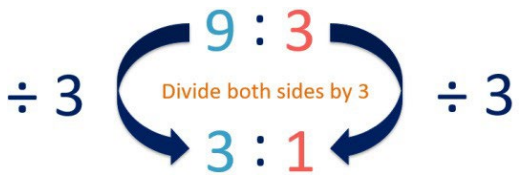
Circles : squares

6:5

Ratios describe relationships between two quantities.

Give the values in the order that the items were mentioned i.e. circles first.

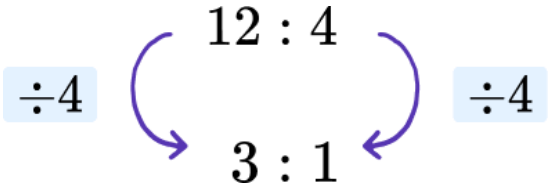
2. Simplifying ratio



Look for a common factor in the numbers which make up the ratio.

Divide by the common factor

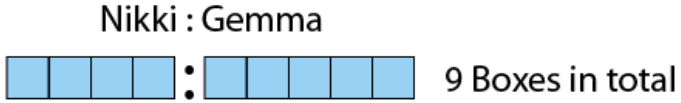
3 Writing in the form n:1



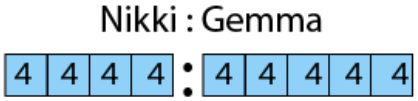
Simplify the ratio as before, but instead of choosing the common factor, divide to get a 1 where the question asks for a 1.

4. Sharing a ratio

- Count the total number of parts
- Find the value of one part by division
- Multiply to find the value of each group



Value of each box = £36 ÷ 9 = £4 per box



£16 £20

5. Writing ratio as fraction

b : r

3 : 2

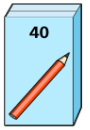
The fraction for blue is 3/(2+3)=3/5

The fraction for red is 2/(2+3)=2/5

6. Direct proportion

As one quantity increases So does the other by the same Rate. For example:

1 box contains 40 Pencils so 2 boxes has 80 Pencils.



7. Direct proportion with recipes

	Eggs	Flour	Milk
10 pancakes	2	150g	250ml
5 pancakes	1	75g	125ml
15 pancakes	3	225g	375ml

÷2 ×3 (5 pancakes) ÷2 ×3 (15 pancakes)

8. Value for money

Which pack is best Value for money?

You need to compare The same quantity to Decide.

£1.20 x 3 = £3.60

So with the small pack 12 oranges is cheaper.

Maths

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Square numbers: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144

Cube Numbers : 1, 8, 27, 64, 125

Prime numbers: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47...

Useful features on your calculator:

FACT: this expresses a number as a product of its prime factors

RATIO (menu 4): this will find missing values within equivalent ratios

Table (menu 3): This is where you can generate values within a table- useful for plotting graphs and generating terms of a sequence

Statistics (menu 2): this will find all of the averages from a table of data

°'": This is the mean average time button and can do conversions between time units, as well as calculations with different times

Fraction button: can be used for any calculations with fractions

S-D: Converts decimal answers to fractions and vice versa

Science - How can I use the Periodic Table?

Group 1 – Alkali Metals

Group 7 – **Halogens**

Group 0 – **Noble gases**

Group number – tells you the number of **electrons** in an elements **outer** shell.

Element **symbol**
Element **name**

Mass Number = number of **protons** and **neutrons** added together.

Atomic / Proton Number = number of **protons** which is the same as the number of **electrons**.

Neutrons = Mass number – Atomic number

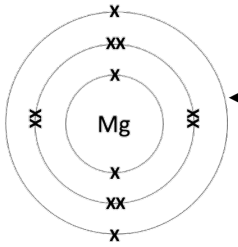
relative atomic mass
atomic symbol
name
atomic (proton) number

Elements in the **same group** have **similar properties**.

1	2										3	4	5	6	7	0
																4 **He** helium 2
7 **Li** lithium 3	9 **Be** beryllium 4										11 **B** boron 5	12 **C** carbon 6	14 **N** nitrogen 7	16 **O** oxygen 8	19 **F** fluorine 9	20 **Ne** neon 10
23 **Na** sodium 11	24 **Mg** magnesium 12										27 **Al** aluminium 13	28 **Si** silicon 14	31 **P** phosphorus 15	32 **S** sulfur 16	35.5 **Cl** chlorine 17	40 **Ar** argon 18
39 **K** potassium 19	40 **Ca** calcium 20	45 **Sc** scandium 21	48 **Ti** titanium 22	51 **V** vanadium 23	52 **Cr** chromium 24	55 **Mn** manganese 25	56 **Fe** iron 26	59 **Co** cobalt 27	59 **Ni** nickel 28	63.5 **Cu** copper 29	65 **Zn** zinc 30	70 **Ga** gallium 31	73 **Ge** germanium 32	75 **As** arsenic 33	79 **Se** selenium 34	80 **Br** bromine 35	84 **Kr** krypton 36
85 **Rb** rubidium 37	88 **Sr** strontium 38	89 **Y** yttrium 39	91 **Zr** zirconium 40	93 **Nb** niobium 41	96 **Mo** molybdenum 42	[97] **Tc** technetium 43	101 **Ru** ruthenium 44	103 **Rh** rhodium 45	106 **Pd** palladium 46	108 **Ag** silver 47	112 **Cd** cadmium 48	115 **In** indium 49	119 **Sn** tin 50	122 **Sb** antimony 51	128 **Te** tellurium 52	127 **I** iodine 53	131 **Xe** xenon 54
133 **Cs** caesium 55	137 **Ba** barium 56	139 **La*** lanthanum 57	178 **Hf** hafnium 72	181 **Ta** tantalum 73	184 **W** tungsten 74	186 **Re** rhenium 75	190 **Os** osmium 76	192 **Ir** iridium 77	195 **Pt** platinum 78	197 **Au** gold 79	201 **Hg** mercury 80	204 **Tl** thallium 81	207 **Pb** lead 82	209 **Bi** bismuth 83	[209] **Po** polonium 84	[210] **At** astatine 85	[222] **Rn** radon 86
[223] **Fr** francium 87	[226] **Ra** radium 88	[227] **Ac*** actinium 89	[267] **Rf** rutherfordium 104	[270] **Db** dubnium 105	[269] **Sg** seaborgium 106	[270] **Bh** bohrium 107	[270] **Hs** hassium 108	[278] **Mt** meitnerium 109	[281] **Ds** darmstadtium 110	[281] **Rg** roentgenium 111	[285] **Cn** copernicium 112	[286] **Nh** nihonium 113	[289] **Fl** flerovium 114	[289] **Mc** moscovium 115	[293] **Lv** livermorium 116	[293] **Ts** tennessine 117	[294] **Og** oganesson 118

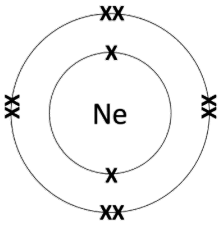
Transition Metals

Non-Metals

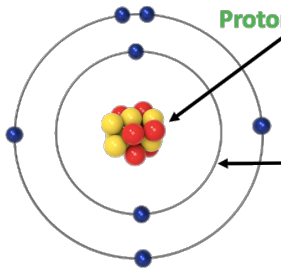


Magnesium (Mg) has **12 electrons** in total. It is in **group 2** so has 2 electrons in its **outer** shell. Mg's electronic configuration is 2,8,2.

Noble gases have a **full outer shell** of electrons E.g., Neon (Ne)



Subatomic Particle	Mass	Charge
Proton	1	+1
Neutron	1	0
Electron	Negligible	-1



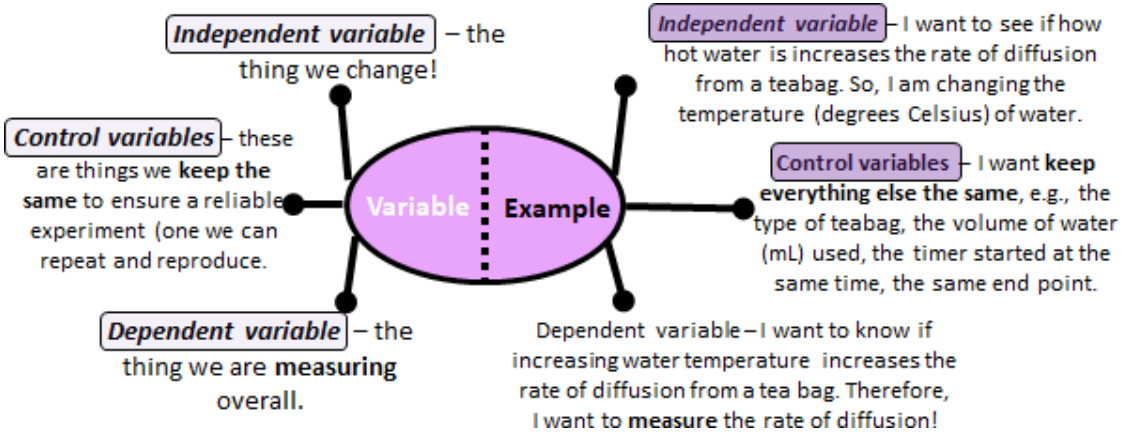
Science – How science works

1. Key Terms	Description
Independent variable	The variable you change in an investigation
Dependent variable	The variable you measure in an investigation
Control variable	The variable you keep the same in an investigation
Hypothesis	A prediction of what will happen in an investigation
Reliability	We use control variables to ensure a reliable experiment
Reproducible	To re-do our experiment and get similar results due to a reliable method
Mean	Doing an experiment 3 times then dividing by 3 to get an average
Fair test	An experiment where only the independent variable changes.
Anomalous result	Result that does not fit with the rest of the data.

2. The Variables

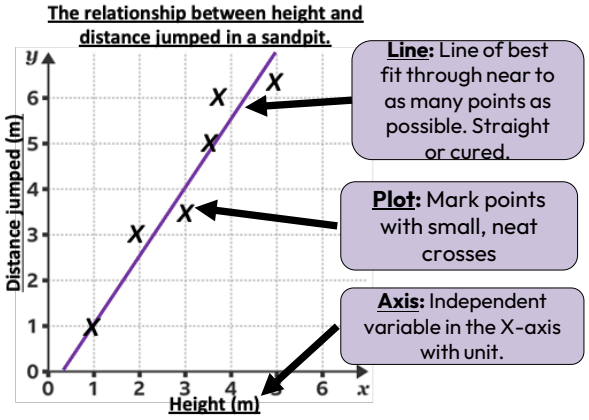
1. ***Repeatable*** – The **same** person gets the **same results** after repeating the experiment using the same method and equipment.
2. ***Reproducible*** – Similar results can be achieved by **someone else** or using a **different method**/piece of equipment.
3. ***Accurate*** – Results are close to the true answer
4. ***Precise*** – data is **close** to the **mean** (or the average!)

For data to be reliable, it must be **repeatable** and **reproducible**



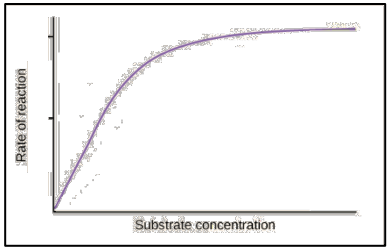
3. Graphs

Scaling – Even scale
Plot – Small crosses 'x'
Line of best fit – on line graphs
Axis – Titles and units
Title - Appropriate graph title



4. Drawing conclusions from Graphs

1. State the relationship between the independent and dependent variable, e.g., 'as the time increases the product formed increases.'
2. Use statistics to support your answer. 'For example, at 10 minutes there was 50g of product, compared to 160g at 20 minutes'
3. Is the graph the same throughout or does it change? Split it into sections and describe each.



Model Answer: As the substrate concentration increases, the rate of reaction increases. For example… The rate increases more rapidly initially, then increases more slowly until the rate stays the same.

Science – Biology Lifestyle

Key Words	Definitions
Healthy Diet	A healthy diet is one which consists of a balanced amount of each of the 7 food groups. Excessive amounts or insufficient amount of any food group results in an unbalanced diet.
Deficiency	A deficiency is a lack of insufficient amount of something. For a diet, this could be a mineral or vitamin deficiency. This has health consequences.
Law of Energy	Energy cannot be created or destroyed; it can only be transferred to different stores.
Asthma	A medical condition caused by inflammation of the oesophagus, causing breathing difficulties.
Cirrhosis	A medical condition where the liver becomes irreversibly scarred. Excessive alcohol consumption can cause cirrhosis.
Carcinogen.	A carcinogen is a chemical which contributes to DNA mutations, increasing your likelihood of cancers. Cigarette smoke is a carcinogen.
Cancer	Cancer is a disease caused by the progressive accumulation of DNA mutations in a cell. This cell begins to divide uncontrollably until it forms benign, and then metastatic tumours.

1. Healthy Diet: Food Groups

1. Starch is broken down to simple sugars like glucose used in aerobic respiration, this releases energy.
2. Proteins are needed for growth and repair of cells.
3. Fats provide energy to support cell function.
4. Vitamins help to fight infections, wound healing, strong bones.
5. Minerals help to regulates many bodily functions, e.g., regulating water balance.
6. Fibre Increases gut health.
7. Water is key for aerobic respiration and thermoregulation (regulation of the body's temperature)

Starch, proteins, and fats are **macro**molecules – this means they are **large** molecules!

A healthy diet is one which consists of a **balanced amount** of each of the 7 food groups.

Excessive (too much) amounts or insufficient (too little) amount of any food group results in an **unbalanced** diet.

Science – Biology Lifestyle

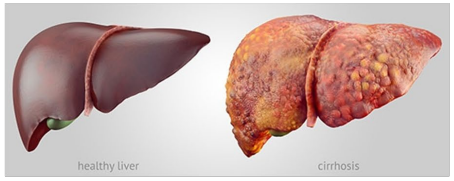
1. Smoking

- Smoking causes carcinogens (chemicals which increase DNA mutations) to enter your bloodstream.
- Your blood flows throughout your whole body
- Smoking is linked to cancer throughout the whole body.
- A mother and an unborn foetus share a bloodstream, so carcinogens in the mother's blood can be transmitted to the foetus' blood.

2. Alcohol Use

Excessive (too much) alcohol consumption affects brain function and causes damage to nerve cells and decreased brain volume.

- **Depressant – decreases brain activity** and slows responses



Poison to **brain** and **liver** → disease, e.g., cirrhosis

3. Drug Use

Recreational Drugs:

- Drug taken for enjoyment rather than medicinal purposes. These can be legal or illegal. Examples:
- Cigarettes (legal above 18)
- Alcohol (legal above 18)
- Caffeine (legal)
- Cannabis (Illegal)

Medicinal drugs are prescribed to patients to treat diseases or relieve symptoms.

- Digitalis – a drug derived from fox gloves used to treat heart conditions.
- Painkillers don't kill pathogens, just relive symptoms. E.g., paracetamol and aspirin (willow bark).
- Antibiotics – kill pathogens. E.g., Penicillin. Specific to certain bacteria.

What if a pregnant woman drinks alcohol?

↑ risk of low baby birth weight

↑ risk of miscarriage of baby

↑ chance of neurological conditions

↑ risk of foetal alcohol syndrome disorder

↑ risk of stillbirth

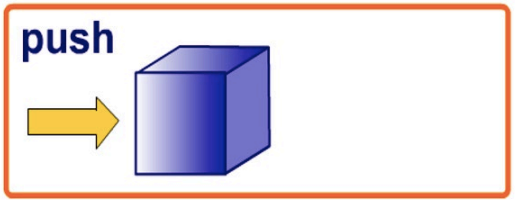
↑ risk of premature (birth before the foetus has fully grown) birth

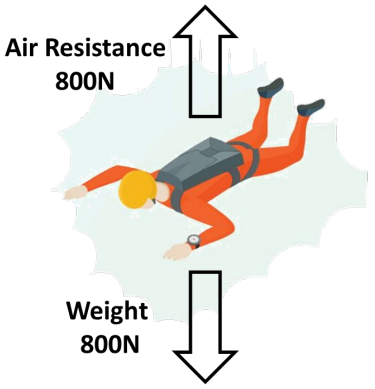
Science – Physics Forces and pressure

1. Key Words	Definitions
Contact Force	A force exerted where 2 objects must be physically touching. (e.g., tension force, friction, air resistance)
Newtons, N	The unit for force is Newtons, N.
Non-Contact Force	A force exerted where 2 are not physically touching. (e.g., gravity, electrostatic, magnetic)
Balanced forces	Where the horizontal or vertical forces of an object are equal (0 resultant force).
Frictional Force	A force exerted when 2 objects oppose each other. Thermal energy is released as a consequence.
Weight	Weight is the force exerted on a mass by gravity. Weight changes based on gravitational field strength. Measured in Newtons, N.
Mass	Mass is how much matter an object contains. This does NOT change with location.
Extension	Extension = New length – Original Length. Measured in metres (m)
Hooke's Law	The extension of a spring is directly proportional to force applied (N).
Speed	Speed is the distance travelled per second (measured in meters per second, m/s).
Reaction Time	A person's reaction time is the time taken (in seconds, s) from when a person sees/hears/tastes/smells/touches a stimulus, to their response.
Pressure	Pressure is the force (N) pushing on a certain area. Pressure is force divided by area and is measured in N/m^2

2. Resultant Forces, Balanced and Unbalanced Forces

A force is a push or a pull of an object.
Measured in Newtons!

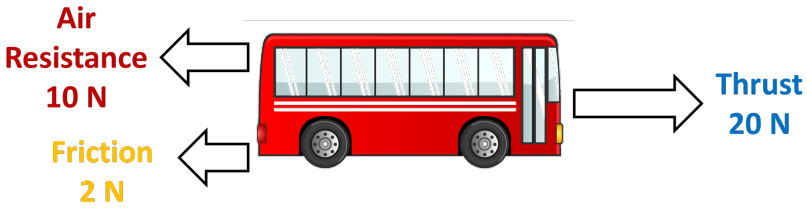




Resultant force = 0N.
Sky Diver is falling at a constant velocity.

These forces are balanced as balanced forces have a resultant force of **0N**.

Resultant Force: The overall force acting on an object.

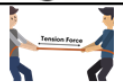
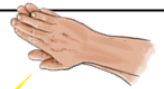
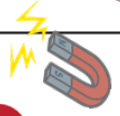


- 20 – 12 = 8N
- The bus is moving forwards – 8N to the right!

These forces are unbalanced as balanced forces have a resultant force of **0N**.

Science – Physics Forces and pressure

1. Key Terms – The forces – contact and non-contact

Force	Picture	Contact or Non-Contact?	Definition	Example
Elastic		Contact	The force that allows materials to return to their original shape after being stretched or compressed.	Catapult
Tension		Contact	A **pulling** exerted on an object by a string rope, or rod.	Tug-of-war
Gravity		Non-Contact	Force experienced by a mass when close enough to another. Always **attractive**	Earth and the Moon
Normal		Contact	Object **pushing** on a surface, the surface pushes back to balance.	Book on a desk
Thrust		Contact	A driving force exerted by an engine to make an object move.	Aeroplane or a Bus
Upthrust		Contact	Upwards force acting on an object in a liquid or gas.	Rocket, hot air balloon
Applied		Contact	The **push force** supplied by something or someone on an object.	Person pushing a chair
Air Resistance		Contact	An object moving through the air, the faster the object the greater the resistance.	A car driving, a professional skier
Water Resistance		Contact	An object moving through the water, the faster the object the greater the resistance.	A swimmer, a fish swimming
Friction		Contact	Force which **resists the motion** of **two objects sliding against each other.**	Tyres on the road
Magnetic		Non-Contact	A magnet or magnetic material e.g., iron. Attractive or repulsive.	Fridge magnet, Earth's magnetism
Electrostatic		Non-Contact	Experienced by a charged particle in an electric field. Attractive or Repulsive.	Static electricity

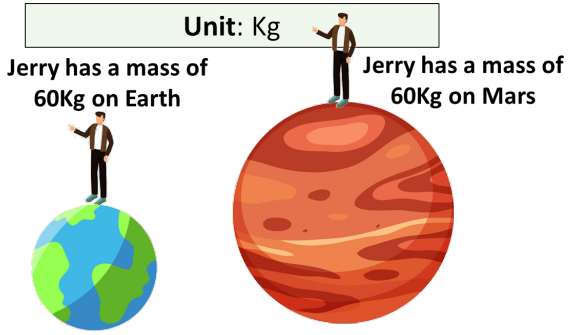
Science – Physics Forces and pressure

2. Weight versus Mass

Mass

Mass is **how much matter** an object contains. This **does NOT change** with location.

Unit: Kg

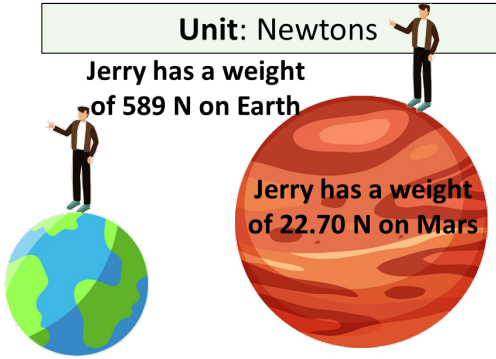


Weight

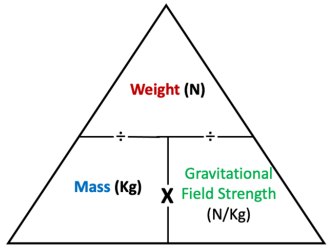
Weight is the force exerted on a **mass** by **gravity**.

Weight **changes with location**.

Unit: Newtons



3. Weight, Mass, Gravity Calculations.

Equation and units	Triangle?
$W = m\,g$ **Weight** = *mass x gravitational field strength* • **Weight** (W) = Newtons (N) • **Mass** (m) = Kilograms (Kg) • **Gravitational field strength** (*g*) = Newtons per Kilogram (N/Kg)	

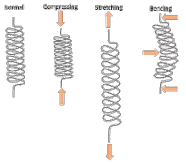
Example: A dog's **mass is 7Kg** on Earth. Earth has a **Gravitational Field Strength** (GFS) of **9.8 N/Kg**. Calculate the **Weight** in Newtons.

1. Give, Give, Want
✓ Give: **Mass** = 7Kg
✓ Give: **GFS** = 9.8 N/Kg
✓ Want: **Weight** (N)
2. Cover up what you want to find (weight)
3. Write the equation.
✓ Weight = Mass x Gravitational field strength
4. Substitute your values.
✓ Weight = 7 x 9.8
5. Write your answer with units!
✓ Weight = 68.9 N

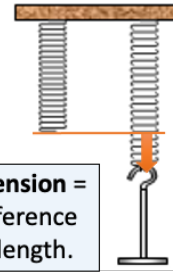
Challenge: Rearrange: A dog's weight on Earth is 320N. Earth has a **Gravitational Field Strength** (GFS) of **9.8 N/Kg**. Calculate the dog's **mass** in Newtons.

1. Give, Give, Want
✓ Give: **Weight** = 320N
✓ Give: **GFS** = 9.8 N/Kg
✓ Want: **Mass (Kg)**
2. Cover up what you want to find (Mass)
3. Write the equation.
✓ Mass = Weight ÷ Gravitational Field Strength
4. Substitute your values.
✓ Weight = 320 ÷ 9.8
5. Write your answer with units!
✓ Mass = 32.65 Kg

4. Bioaccumulation

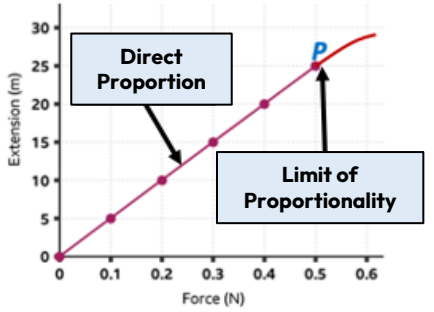


Stretching, bending, or compressing **transfers energy**. This **elastically deforms** the spring – it will return to its original shape.

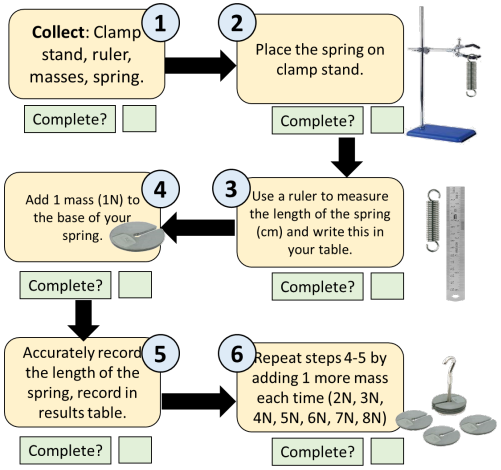


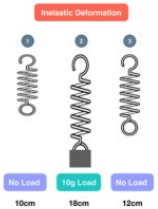
Extension = difference in length.

Hooke's Law: Extension is **directly proportional** to Force.
The **spring constant** (K) depends on the **object you are stretching.**



Limit of proportionality (P) – extension is **no longer directly proportional** to force (N) – spring will not return to its original shape.





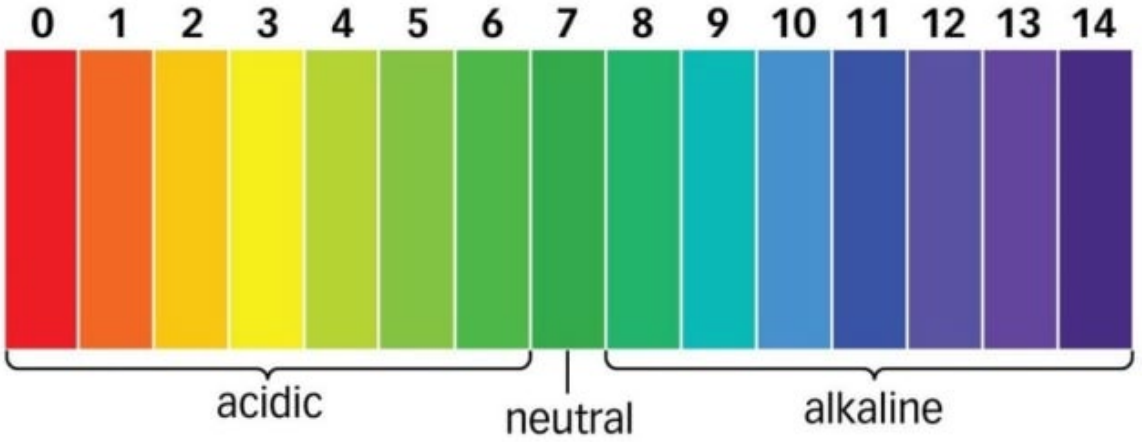
Inelastic deformity = when an elastic object cannot go back to its original length and shape – it has been stretched too far.

This point is called its limit of proportionality.

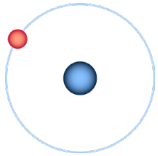
Science – Chemistry pH

1. Key Words	Definitions
Independent variable	The variable you change in an investigation
Dependent variable	The variable you measure in an investigation
Control variable	The variable you keep the same in an investigation
Hypothesis	A prediction of what will happen in an investigation
Reliability	We use control variables to ensure a reliable experiment
Reproducible	To re-do our experiment and get similar results due to a reliable method
Mean	Doing an experiment 3 times then dividing by 3 to get an average
Fair test	An experiment where only the independent variable changes.
Anomalous result	Result that does not fit with the rest of the data.
Independent variable	The variable you change in an investigation
Dependent variable	The variable you measure in an investigation
Control variable	The variable you keep the same in an investigation

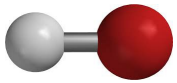
2. pH



H^+ - Hydrogen Ions



OH^- - Hydroxide Ions



You can measure the pH of a solution using:

- **Universal Indicator** = **wide-range** indicator
- **A pH probe** attached to pH meter – measures specific pH number so is **more accurate** than universal indicator.

- Acids and Bases **neutralise** each other.
- **Acids** for H^+ (hydrogen ions) in water
- Bases have a pH greater than 7. **Alkalis are bases that dissolve in water**, forming solutions above 7. **Alkalis** form OH^- (hydroxide ions) in water. Any 'hydroxide' is alkali!

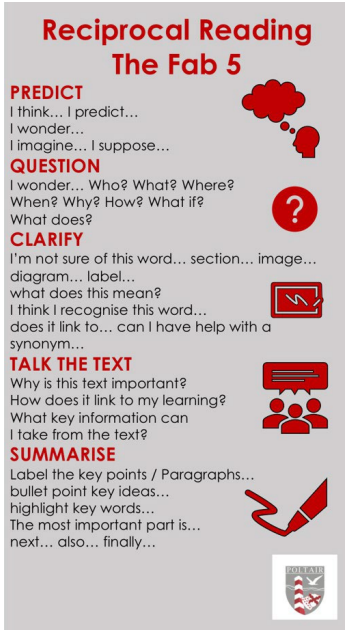
Science – Chemistry pH

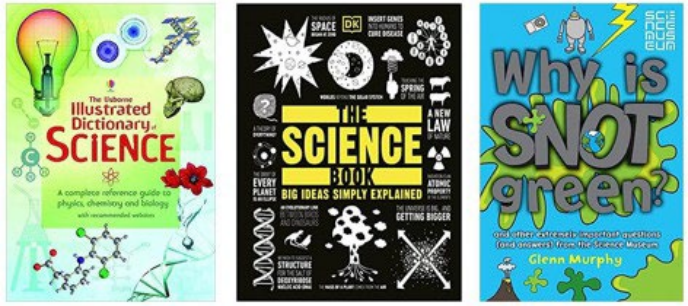
Unit	Topic	Link	QR Code	Revised?
Physics: Forces and pressure	Forces	https://www.bbc.co.uk/bitesize/articles/zs3896f		
Physics: Forces and pressure	Weight, Mass, Gravity	https://www.bbc.co.uk/bitesize/guides/z232k2p/revision/2		
Physics: Forces and pressure	Elasticity and Hooke's Law	https://www.bbc.co.uk/bitesize/guides/z9hk3k7/revision/2		
Physics: Forces and pressure	Reaction Time	https://www.bbc.co.uk/bitesize/guides/zpkhcj6/revision/3		
Physics: Forces and pressure	Pressure	https://www.bbc.co.uk/bitesize/articles/zvdpf82#zhcmtrd		

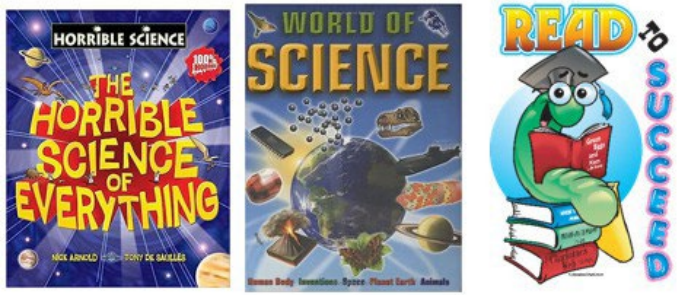
Unit	Topic	Link	QR Code	Revised?
Biology: Lifestyle	Healthy Diet	https://www.bbc.co.uk/bitesize/articles/zmwvgdm		
Biology: Lifestyle	Smoking and Health Implications	https://www.bbc.co.uk/bitesize/articles/zb62jsg		
Biology: Lifestyle	Alcohol and Health Implications	https://www.bbc.co.uk/bitesize/guides/z3t4xfr/revision/5		
Chemistry: pH	The pH Scale	https://www.bbc.co.uk/bitesize/articles/z38bbqt		
Chemistry: pH	Neutralisation	https://www.bbc.co.uk/bitesize/articles/z9gnn9q#z8xwwnb		

Science - Clubs and Reading

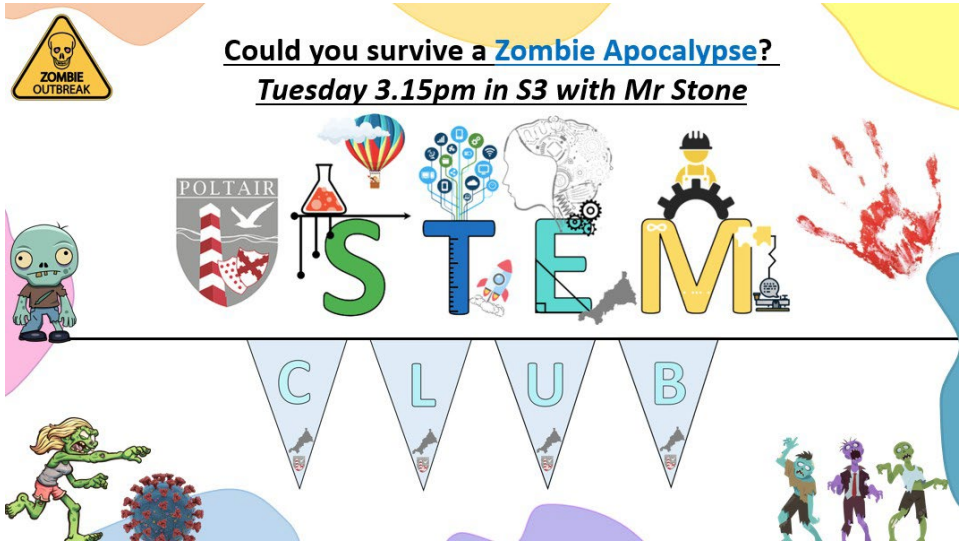
1. Science reading opportunities







2. STEM club



3. Science discovery Websites

Spectacular Science National Geographic

https://kids. nationalgeographic. com/videos/topic/ spectacular-science

Discover Natural History Museum

https://www.nhm.ac.uk/ discover.html

KS3 Science Bitesize

https://www.bbc.co.uk/bitesize/subjects/zng4d2p

Cornwall Wildlife Trust

https://www. cornwallwildlifetrust.org. uk/

Eden at home

https://www.edenproject. com/learn/eden-at-home

Science Experiments for Kids

https://www.science-sparks.com/

NASA

https://www.nasa.gov/

Art – Colour, texture and landscape

1. Tier Three Vocabulary

Key Words	Definitions
Primary	The first set of colours. Red, Yellow and Blue. They cannot be made.
Secondary	The second set of colours. Made by mixing two primary colours together.
Complementary	Colour that is opposite on the colour wheel. Colours complement each other. Mixing together produces the Tertiary colours.
Tertiary	The third set of colours. Three shades of brown. Made by mixing the complementary colours.
Fauves	The wild beasts, An art movement from 1905-1910. Using colour to express detail, light and tone.
Pointillism	A technique and art movement which began in 1886. Seurat and Signac were the pioneers of this style.
Primary	The first set of colours. Red, Yellow and Blue. They cannot be made.

2. What will I learn?

What.

You will be introduced to a range of artists that have explored how to use colour in a landscape. We will look at Andre Derain, Fauves, Alma Thomas, Van Gogh, Wilhemina Barnes-Graham, Kurt Jackson and Aboriginal art.

Why?

To develop our understanding and appreciation of our immediate environment. Cornwall but with a global perspective.

How?

Researching, selecting, presenting, experimenting and developing a landscape painting.

3. Enrichment

1. Visit Kurt Jackson's gallery in St Just, Cornwall.
2. Visit Tate St Ives, Cornwall.

Computing - The Internet, the World Wide Web and Computer Hardware

1. Computer Hardware and software

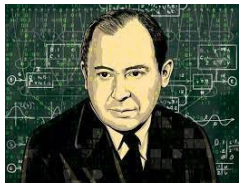
Keyword	Definition	Example
Input device	Allows you to add data to the computer.	Keyboard, mouse, touchscreen, microphone
Output Device	Allows the computer to communicate with you.	Monitor, speaker, headphones, printer
Storage	Allows you to save data	Hard disk, USB, DVD
Peripheral	A peripheral hardware is external to the computer	Printer, mouse, keyboard, speaker

2. Computer Networks

Key Words	Definitions
Network	A group of connected computers or devices
Global	Across the whole world
Internet	The internet is a **global network** of computers. All computer devices (including PCs, laptops, games consoles and smartphones) that are connected to the internet form part of this network.
Websites	Websites consist of webpages which allow you to see information. Websites are accessed using a web browser.
World Wide Web (WWW)	The part of the **internet** that can be accessed through websites.

3. People: The development of the computer

Charles Babbage



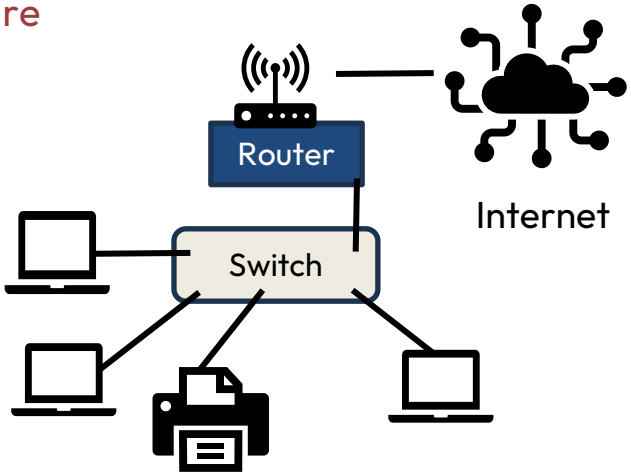
John von Neuman

Ada Lovelace

Alan Turing

Judith Love Cohen

4. Network Hardware



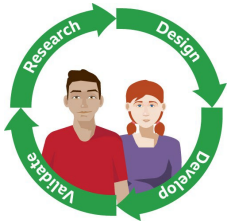
Bias and Reliability

Information online should always be checked for reliability!
It might be opinion, deliberately false or contain mistakes
Bias - information from only one point of view.

Design Technology - Material World - Keyring

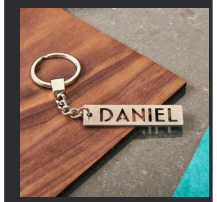
1. Key Words	Definitions
Acrylic	A type of plastic that is available in a variety of different colours
Adhesive	A chemical glue that can be used to bond materials together
Hacksaw	A type of saw with a replaceable blade that can be used to cut metal or acrylic
File	A hand tool used to remove small amounts of metal or plastics to make their surfaces smooth
Hardwood	Wood from trees that lose their leaves in Autumn. They take longer to grow, are not easily sourced and are expensive to buy
Plywood	A board made by gluing lots of layers of thin wood (veneer) together
Line bender	A tool used to heat acrylic so that it softens enough to be bent into a shape
Wet and Dry paper	Waterproof abrasive paper used to sand down surfaces to make them smooth
Pillar drill	A drill that is fixed to the floor and used to makes holes in larger pieces of material
Bench drill	A drill that is fixed to the bench and used to make smaller holes in smaller pieces of material

4. User-centred Design



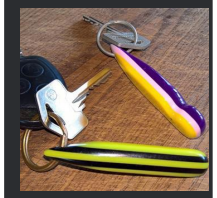
User-centred design bases the design of a product around the needs of the target market rather than the continual development of a design over time. The user is questioned and consulted throughout the development, and evidence is gathered through questionnaires, interviews, testing and observations.

2. Analysing Existing



The fob of this keyring has been made using plywood. Unlike hardwood, plywood is a more sustainable resource. The lettering has been cut using a laser cutter. The font, size and name can easily be changed and customised to make personal keyrings for different users.

The fob of this keyring has been made using coloured acrylic. Unlike wood, acrylic is NOT a sustainable resource as it is usually made from crude oil that is finite. The cloud shape has been cut using a hacksaw and then filed down to make the edges smooth.



The fobs of these keyrings have been made using coloured acrylic. Different coloured layers have been bonded together then cut, filed and polished to make them smooth and shiny. Different combinations of colours, sizes and shapes can be selected and used to suit the needs of different users.

5. Workshop Safety

1. Always wear goggles when using tools. This includes hand tools as well as machine tools.
2. Do not use a tool unless your teacher has shown you how to use the tool safely. Ask to be shown again if you have forgotten how to use the tool safely.
3. The solvents used to bond acrylic can be harmful. They will only be handled by staff and we will only use them in small quantities in a well-ventilated room. We call these actions Control Measures and they help to ensure that everyone stays safe.

3. Bonding Acrylic

Pieces of acrylic can be bonded with solvent-based adhesives. The solvent-based glue softens and weakens the surfaces of the two acrylic plastic pieces to form a chemical bond between the two surfaces. Once the two pieces are allowed to cure with the help and pressure of clamps or vices, the pieces will be permanently bonded.

6. Links and Further Reading

Designing:
https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/1

How to finish the surface of acrylic:
https://www.youtube.com/watch?v=CP5E8P-KSV4

Revise:Mindmap Maker
is.gd/mindmapmaker

Drama - Matilda

1. Key Words

Key Words	Definitions
Still Image	Where the actors freeze onstage in a given moment in order to communicate meaning or mark a moment
Thought Track	When a character steps out of a scene to address the audience about how they're feeling
Hot Seating	A character is questioned by the audience or students. The actor must answer in role
Tone	The emotional sound of your voice
Pitch	How high or low your voice goes in speech
Facial Expression	How you show emotion on your face
Body Language	How you communicate feeling through the actions of your body
Gait	How your character walks
Gesture	A movement that communicates something

2. Plot

Matilda is a little girl with big curiosity, a sharp mind and a vivid imagination - and the worst parents in the world. While her parents content themselves with trashy TV and dodgy money-making schemes, she loves to lose herself in the pages of her beloved books. Where they are loud, selfish and unkind she is a quiet observer, thinking up small and cheeky acts of rebellion and revenge. On meeting her inspirational teacher, Miss Honey, Matilda is encouraged and begins conjuring her own fantastical tales. Excited to attend Crunchem Hall, Matilda is surprised to find the school is an ominous and oppressive place led by the huge and villainous Miss Trunchbull. As well as kind Miss Honey, the bright lights among the meanness are story-loving librarian, Mrs. Phelps and Matilda's newfound school friends. Filled with an overwhelming sense of justice, Matilda dares to take a stand for what is right and teach Trunchbull a lesson she won't forget.

3. Context

Roald Dahl's Matilda The Musical, with a book by Dennis Kelly and music and lyrics by Tim Minchin, is based on the Roald Dahl book, Matilda. A children's novel that was published in 1988, it became notable in years thereafter for a film adaptation in 1996 that starred Danny DeVito and Rhea Perlman. The Royal Shakespeare Company had a desire to bring Dahl's work to the stage in 2009, so they reached out to Kelly, a writer for film and television, and Minchin, a comedian and musician, to work on the show, before beginning to assemble the creative team.

4. Characters

Matilda	An imaginative girl who is clever and wise far beyond her years. She has a thirst for learning that cannot be quenched. Likable and charismatic, honest and unassuming, but with a prankster streak and a strong sense of justice
Miss Trunchbull	Headmistress of Crunchem Hall, the tyrannical headmistress at Matilda's school who despises children. Sly, conniving and cunning
Miss Honey	Matilda's kind-hearted teacher. She is tired of living in fear under Miss Trunchbull. Sweet, honest, caring, and intelligent
Mr Wormwood	Wormwood is Matilda's uncaring father. A slimy, greedy used-car salesman, unintentionally hilarious
Mrs Wormwood	Mrs. Wormwood is Matilda's self-absorbed, negligent mother who is obsessed with amateur ballroom dancing.
Bruce	Bruce is a genuine, kind boy with a fondness for sweets; his spirit is broken by the Trunchbull but he bounces back stronger than ever
Lavender	Matilda's classmate and friend. Loud and wacky - likes to have fun
Amanda	Very sweet girl who is quite shy. Scared of Ms. Trunchbull, but feels safe with Miss Honey

5. Links and Further Reading

RSC Matilda The Musical Production Website

is.gd/matildaproduction

Official West End TrailerRSC Roald Dahl's Matilda the Musical

is.gd/westendtrailer

Filmed Production

Full length musical production performed by the Palatka High School Musical Theatre Department.

is.gd/filmedproduction

Food – food choices

1. Key Terms	Description
Enzymatic Browning	The reaction that occurs when fruit is exposed to oxygen, causing the fruit to go brown
Reaction	A process in which one or more substances, also called reactants, are converted to one or more
Rubbing-in Method	Butter or margarine rubbed into flour to resemble breadcrumbs
Sensory Analysis	Evaluates the entire sensory experience of edible products – appearance, aroma, taste, and texture
Aroma	Smell for example burnt, sweet
Appearance	Sight, presentation for example bright, colourful, dull
Texture	Feeling of the food when eaten, for example crunchy, soft
Taste	Flavours of the food spicy, sweet, bland
Economic Attitudes	The attitude a person has regarding costs of food such as ingredients or a dish on a menu
Adaptation	The change of an ingredient or recipe

6. Links and Further Reading

Video:Apple Crumble

https://www.bbcgoodfood.com/recipes/best-apple-crumble

Article:Food Choice: The Challenge of Choosing Foods

https://pressbooks.bccampus.ca/nutr1100/chapter/lifestyles-and-nutrition/

Revise:Mindmap Maker

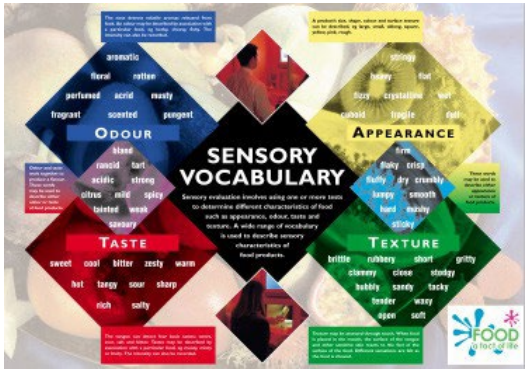
is.gd/mindmapmaker

2. Enzymatic Browning

Enzymatic browning is an oxidation reaction that takes place in some foods, mostly fruit and vegetables, causing the food to turn brown. Enzymatic browning is a reaction which requires the action of enzymes and oxidation to occur.

4. Sensory Analysis

Food is analysed and evaluated by taste, texture, aroma and appearance. A sensory analysis enables a dish to be compared to others and evaluated. One method of completing this is the ranking test, where a selection of the same foods are tasted and ranked.



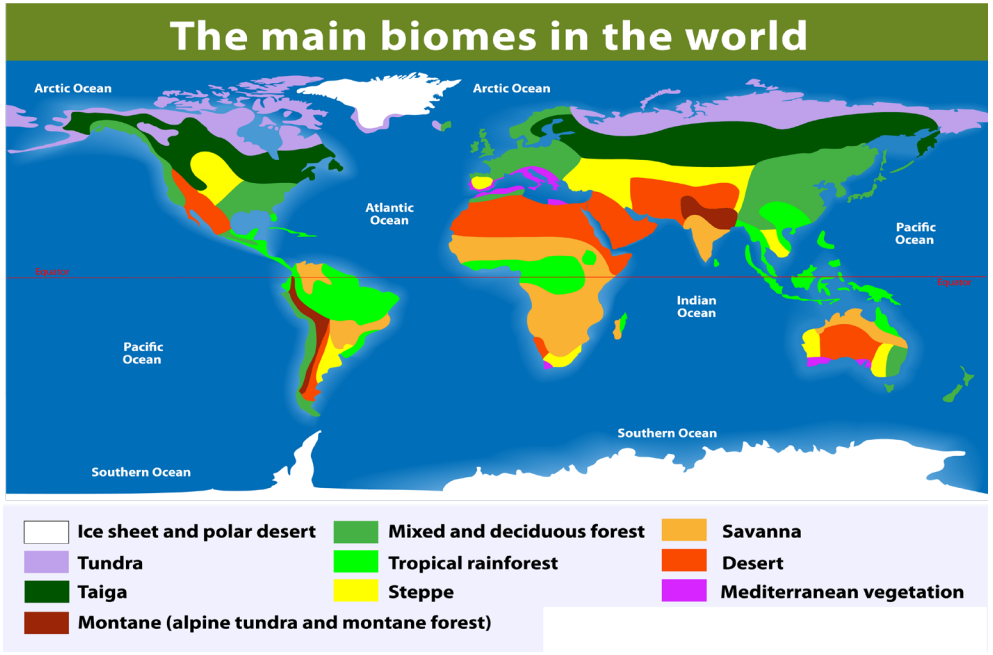
3. Rubbing in Method

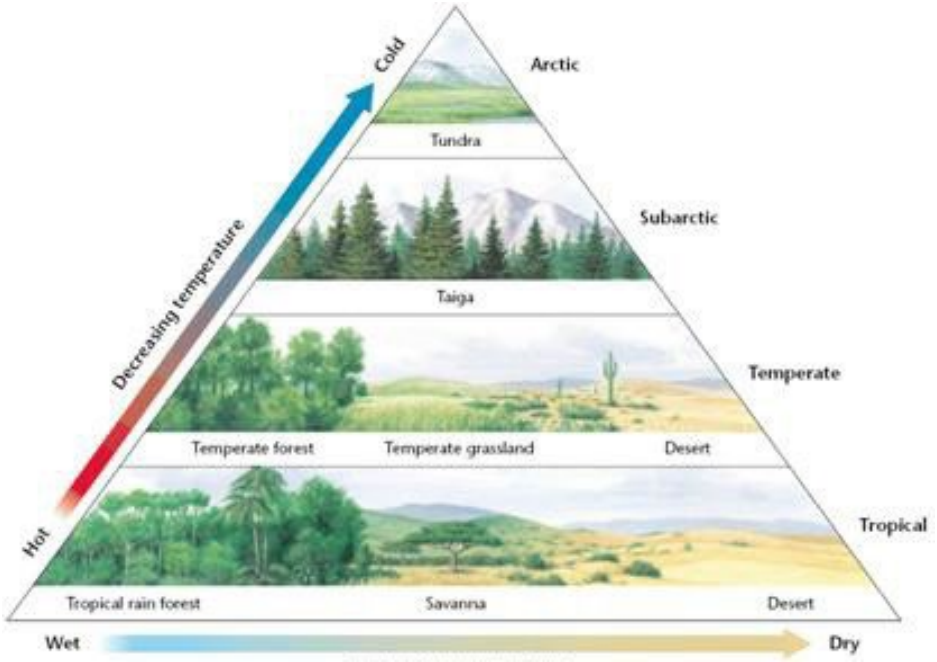
The rubbing in method is the skill of rubbing the flour grains to coat the fat, until the mixture resembles breadcrumbs.

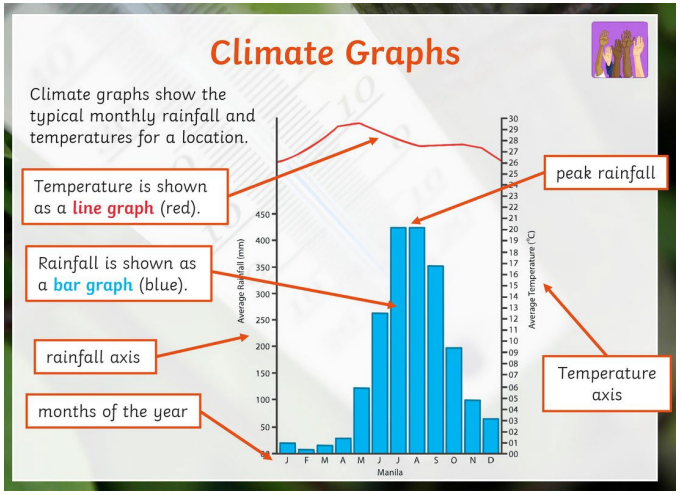
5. Food Choice

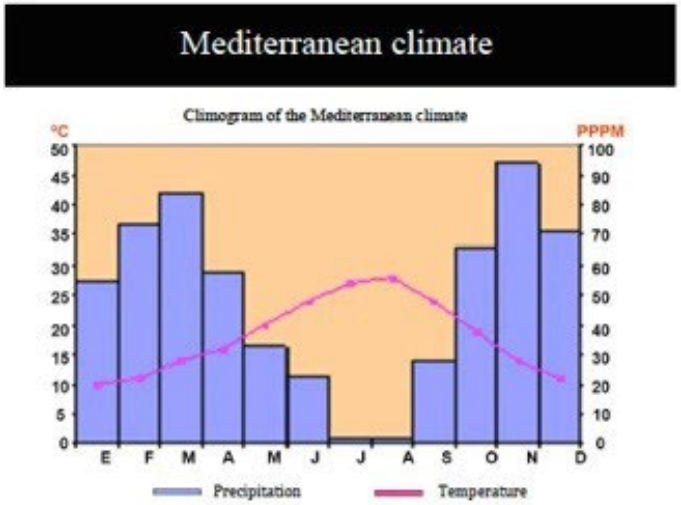
People's food choice is influenced by a number of different factors, biological, social, economic and physical. Biological factors such as allergies, intolerances or medical conditions. Economic factors derive from the economy including available disposable income to spend on food as well as costs of dishes on a menu. People choose food depending on social attitudes such as vegetarian, vegan and religious beliefs. Food availability impacts the physical attitudes towards food.

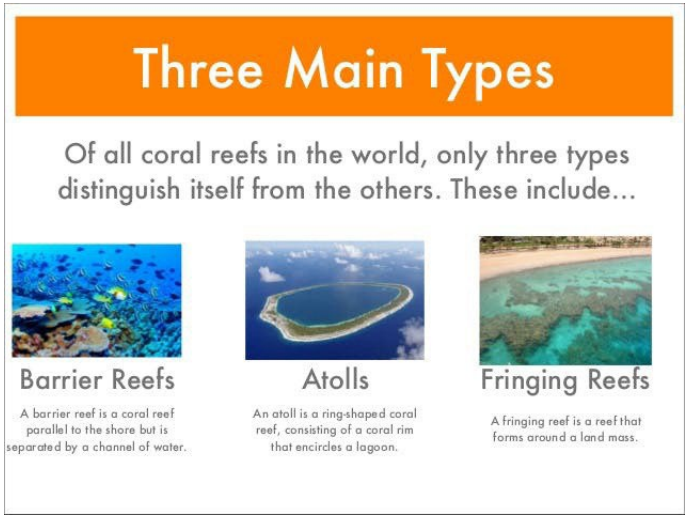
Geography - World Biomes



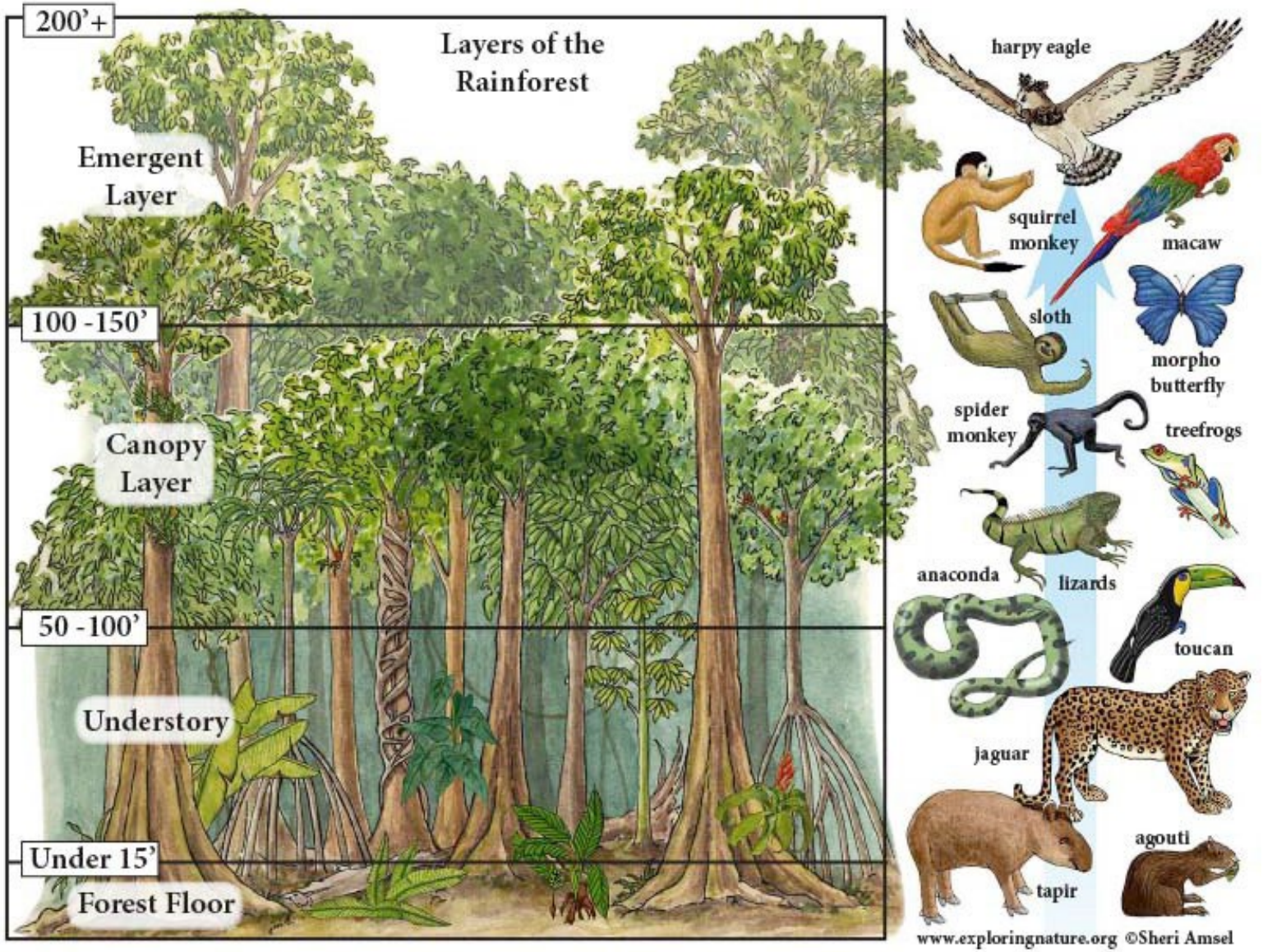








Geography - World Biomes



Tropical Rainforest Plant Adaptations

- Drip tips and waxy layer allow water to run off leaves
- Buttress and prop roots hold up plants in shallow soil
- Plants climb or live on others to reach sunlight
- Epiphytes, or "air" plants, have aerial roots that cling to a host plant
- Flowers lure animal pollinators due to lack of wind pollination on forest floor

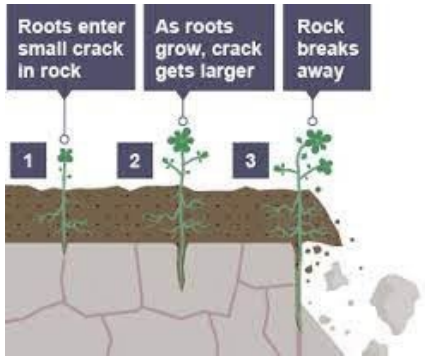
Geography - How is the Planet Shaped by Process?

1. Weathering

There are three types of weathering.

Biological weathering

This describes rocks being broken up by the roots of plants, or animals burrowing into them.

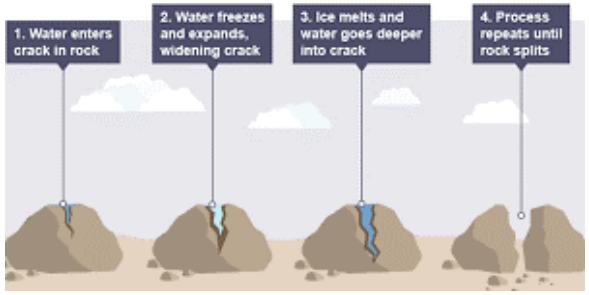


Chemical weathering

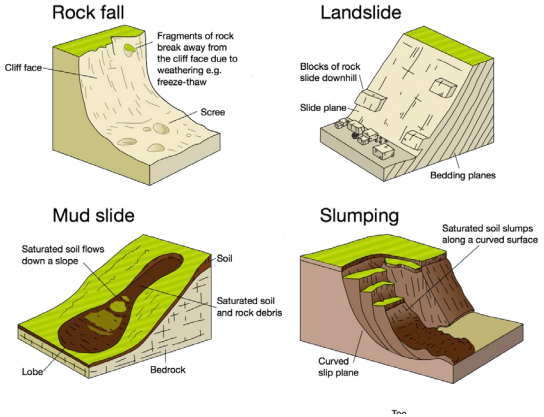
This describes rocks being broken up because substances in rainwater, rivers and seawater or the air, react with the in the rocks.

Physical weathering

This describes rocks being broken up by changes in temperature, freezing and thawing of trapped water or the action of waves and rivers.

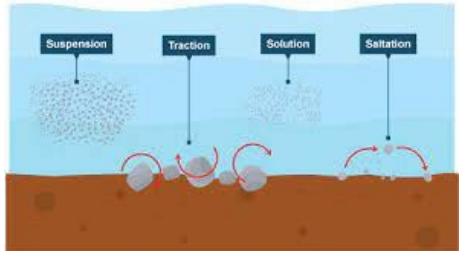


2. Erosion



3. Traction

Traction involves large pebbles and boulders being rolled along the sea bed.

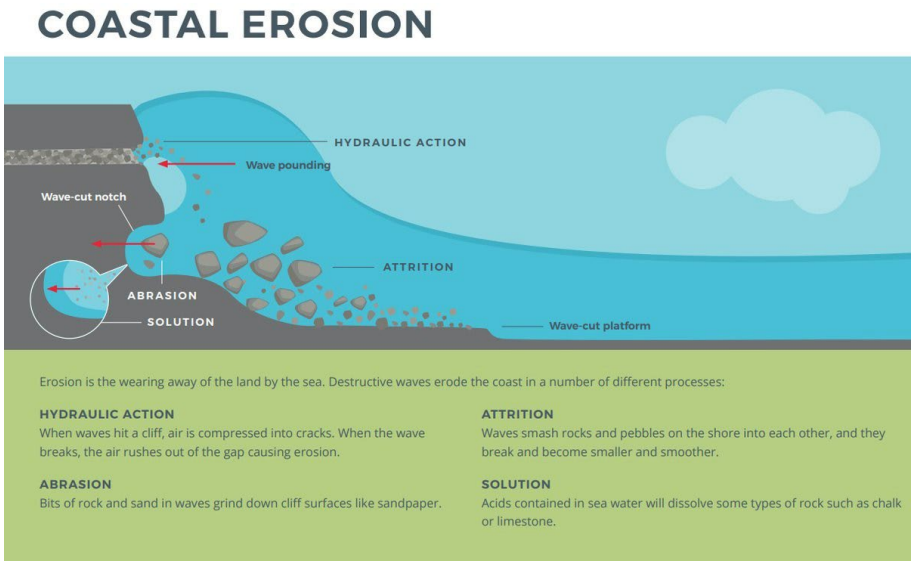


Saltation involves small stones, pebbles and silt being bounced along the sea bed.

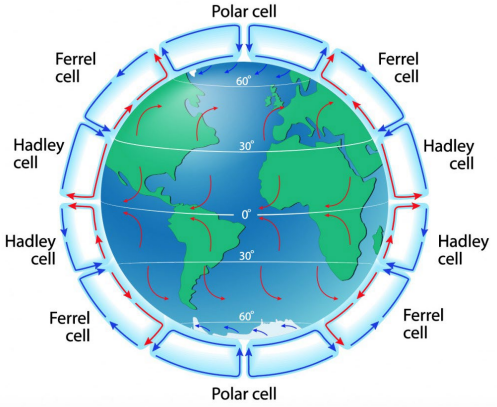
Transportation by suspension is when fine particles of clay and sediment are suspended in the sea and transported by waves.

When material is dissolved and carried by the sea it is transported in solution.

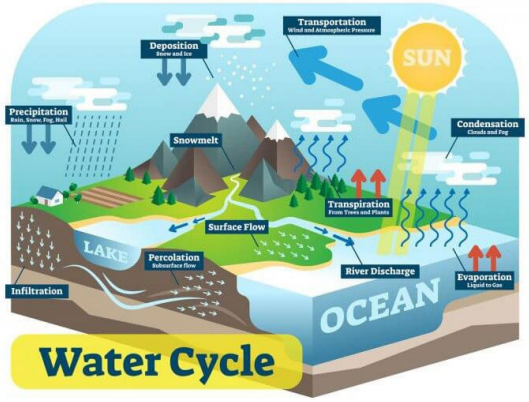
4. Coastal Erosion



5.Global Atmospheric Circulation



6. The Water Cycle



History - Enquiry Question: How 'measly' were the Middle Ages?

1. Historical Skills we will develop in this Enquiry;

- ✓ Our understanding of similarity and difference
- ✓ Our ability to use sources to explore the past

Historical analysis and sources:

- Newspapers - Report on daily events and show public opinion. They can be really useful for getting a 'feeling' of the time and what people were thinking about certain events
- Diaries and letters - These are very personal to those writing them. People would share views, ideas and emotions that they may not say out loud to others, so it gives us a real 'insider' view on what people really thought or felt.
- Original photographs - These capture a snapshot of the past. They obviously are only useful for the exact moment and not the before or after, but they can be useful for showing the exact view of an event/person/place etc.
- Statistics - Statistics are great for giving us specific data on a 'bigger picture' of something. E.g. How many people died during a battle or the number of people working in certain professions etc.
- Government reports - These are usually confidential when they are created so they should give us a true reflection of how the government thought about a particular issue and their reasons for doing something
- Original paintings, drawings, sketches - These can be useful to show us attitudes about people at the time; e.g. cartoons drawn about events or issues like those that might end up in the newspaper. They are also useful to show us how people like Queen Elizabeth I wanted to be viewed and even just what they looked like. They are even useful to show us what an event like a key battle might have looked like at a time when there was no photography (think Battle of Hastings, events in the English Civil War etc.)

https://uta.pressbooks.pub/historicalresearch/part/thinking-historically/

Scan to access a guide to Historical writing

The Doom Painting at the Church of St Thomas A Becket, Salisbury

A Renaissance painting from 1540 to show a medieval jousting contest

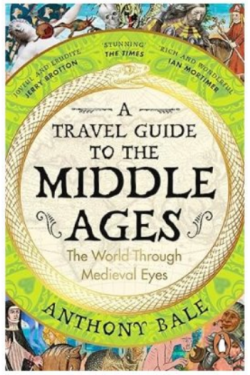
Key Terms	Description
Christianity	Religion followed by Christians. Monotheistic (one God). Prophet Jesus, son of God who died for sins
Doom painting	A painting in a Church showing the difference between heaven and hell
Heresy	A crime against the Church, usually punished by being burnt at the stake
Manor	A large house usually belonging to the Lord
Freemen	Have freedom to move as they like
Villeins	Belong to the Lord and the land they work on (serfs)
Guild	Kept the quality of goods made by craftsmen high, there were punishments if it wasn't to standard
Interpretation	A person's view on something, based on their knowledge of it
Tournament	A series of contests between a number of competitors for an overall winner

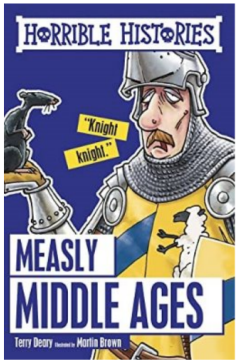
History - Enquiry Question: How 'measly' were the Middle Ages?

Bringing the past back to life at Poltair!

Reading like a historian

A Travel Guide to the Middle Ages: the world through medieval eyes, Anthony Bale (Author)





Measly Middle Ages by Terry Deary (Author), Martin Brown (Illustrator)

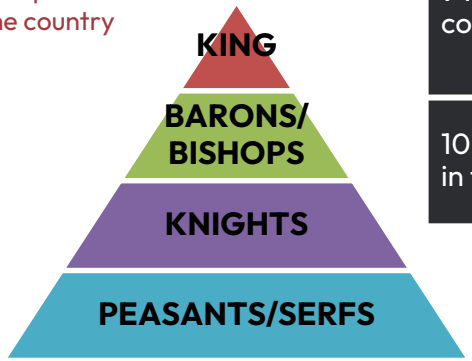
These are **suggestions** of reading that might help boost your history knowledge for the current enquiry.

Anything you can read linked to our enquiry questions is amazing and if you tell your teacher what you've been reading and make suggestions to us for books students might like then we will be rewarding you with Merits!

Remember to check out the library; there are some fantastic history books in there too!

An image from the Middle Ages of a woman being subjected to the 'ducking stool'

Diagram of the Feudal system during the Middle Ages. This shows who has the most power and wealth in the country



Question	Answer
1 What does Middle Ages mean?	Medieval Period
2 What mattered to the Peasants in the Middle Ages?	The harvest and whether they were freemen or villeins (serfs)
3 What mattered to the townspeople in the Middle Ages?	Getting their town to make money!
4 What mattered to the Lords in the Middle Ages?	Keeping Law and order and collecting taxes for the King
5 Give at least 2 examples of activities the rich did for fun;	Hawking, jousting, chess, cards, feasting
6 Give at least 2 examples of activities the poor did for fun;	Mob football, shin hacking, cock fighting, bear baiting, cold hand
7 What was jousting?	A medieval sports contest in which 2 opponents on horseback (usually knights) fight each other with lances (long wooden weapons with a steel end)
8 What jobs might medieval women have done?	Alewife/brewer, milkmaid/cheese maker, baker
9 How were women's lives controlled? (2 examples)	Church taught they weren't as good as men, told it was sinful to wear make-up, laws to control what they more, divorce impossible, everything belonged to the man in a relationship etc.
10 What dangers did people face in the Middle Ages? (2 examples)	Plague, famine, violence, travel, heresy, childbirth

History - Enquiry Question: What is the legacy of the Crusades?

Historical Skills we will develop in this Enquiry;

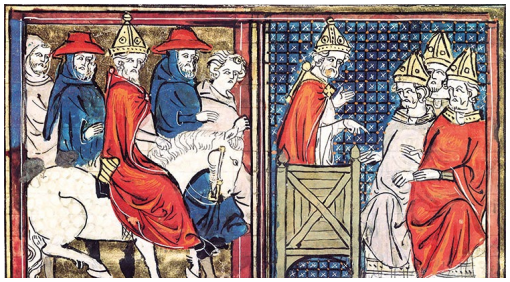
- ✓ Our understanding of significance
- ✓ Our ability to use interpretations to explore and explain the past

Historical analysis and interpretation:

- Is about argument, interpretation, and consequence
- Involves using suitable evidence, assessing it properly, and making conclusions based on this evidence
- Is the process by which we describe, analyse, evaluate, and create an explanation of past events
- Is based on primary [firsthand] and secondary [scholarly] historical sources
- Moves historical research from being a chronicle of events to providing a larger understanding of why things were as they were in the past
- Tells you about the past and why the past was as it was

The routes of the Crusades

Crusaders set off for the Levant. From 'Le Roman de Godefroi de Bouillon', France, 1337.



The Council of Clermont and the arrival of Pope Urban II

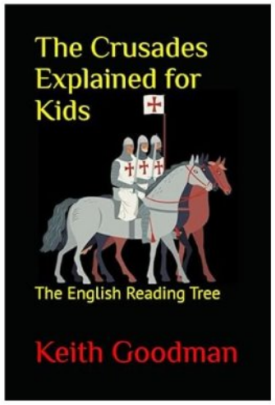
Key Terms	Description
Crusade	In the medieval era, Crusaders believed they were carrying out their God's work by taking part in military campaigns to take control of the Holy Land for Christianity. (A Holy War)
Islam	Religion followed by Muslims. Monotheistic (one God, Allah). Prophet Mohammad (pbuh.)
Christianity	Religion followed by Christians. Monotheistic (one God). Prophet Jesus, son of God who died for sins
Judaism	Religion followed by Jews. Monotheistic (one God).
Holy Land	A place of religious significance for followers of religion. Jerusalem is a Holy Land for Christians, Muslims and Jews
Pilgrimage	A religious journey
Pius	Someone who is very religious
Just	Something that is the right or fair thing to do
Chivalry	The spirit of medieval knighthood, qualities expected of a medieval knight
Truce	An agreement to stop fighting for certain period of time. Richard's truce with Saladin was arranged in 1192.
Islamophobia	A fear of the religion of Islam often leading to prejudice/stereotyping

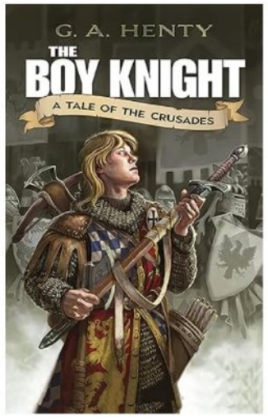
History - Enquiry Question: What is the legacy of the Crusades?

Bringing the past back to life at Poltair!

Reading like a historian

The Crusades Explained for Kids: The English Reading Tree, Keith Goodman (Author)





The Boy Knight: A Tale of the Crusades, G. A. Henty (Author)

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https://www.historytoday.com/archive/feature/crusades-complete-history

Scan to access a *History Today* article about the history of the crusades

King Richard I

An engraving of Saladin

Question	Answer
1 Why did people go on crusade?	Many reasons. For example, to stop the expansion of Muslim states. To reclaim the Holy Land for Christianity. To obey the Pope's call for crusade.
2 How many crusades were there?	There were 3 major crusades in this period, however there were still many after these as well. The crusades were over a 200 year period.
3 How did the crusades benefit the church?	Peasants had to give 10% of their earnings to the church (a tithe). The more land the church controlled then the more money it could collect in tithes.
4 How did Europeans believe the crusades would benefit them politically?	European leaders believed success in 'winning back' the Holy Land would secure their power and legacy as a successful leader
5 How were the crusades important economically?	The crusades opened new opportunities for trade. Crusaders brought back spices and textiles. New trade routes were established so more goods could be bought and sold across Europe and with the Middle East
6 Who was Saladin?	Powerful Muslim leader who conquered Jerusalem from the Christians (1187). He showed mercy, allowing them to leave for a ransom rather than just killing them
7 Who was Richard the Lionheart?	King Richard I, who led the Third Crusade (1189). Gets the name Lionheart for his reputation of being a brave fighter
8 Who was Pope Urban II?	Pope who launched the First Crusade in 1095 after giving a powerful speech in which he described Christian pilgrims being mistreated by Turks.
9 What events signalled the end of the crusades?	In 1291 the city of Acre was reclaimed by Muslim forces. Christian forces never again gained control of Jerusalem
10 What has been the lasting impact of the crusades?	Tension remains in the Holy Land, especially between Israel (Jewish) and Palestine (Muslim)

Music - Music of the Orient

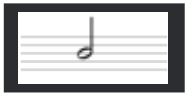
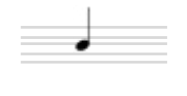
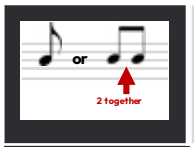
1. Key Words	Definitions
Note	A musical sound
Notation	The symbols we use in music to record beats/rhythms and tunes/melodies
Scale	A sequence of notes in a set order
Pentatonic Scale	A sequence made up of just five notes
Shakuhachi	A Japanese woodwind instrument that is made from bamboo
Shamisen	A Japanese string instrument that is played with a large plectrum/pick called a 'bachi'
Koto	A Japanese instrument that lies down horizontally and is played using finger picks
Duration	A musical element that describes the length of a note
Pitch	A musical element that describes how high or low a note is

2. Finding Notes on a Piano/Keyboard

There is an easy method that will help you find notes on a piano/keyboard. All black notes are grouped in twos and threes. If you find the group of two black notes, The D (dog) sits in between the two black notes (kennel).

The dog in the kennel

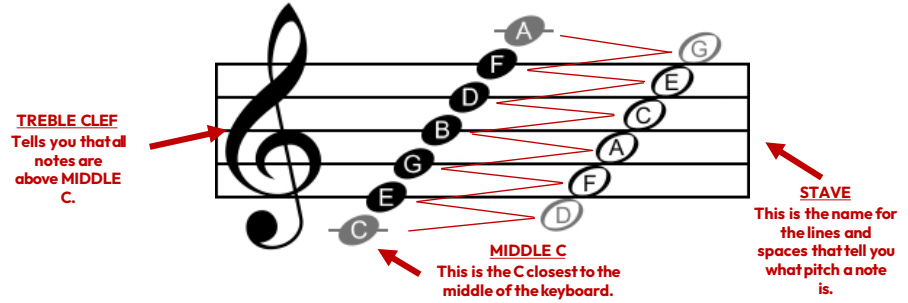
3.Different Durations of

Symbol	Name	Duration
	Breve Breev	Hold for 8 beats (This one is rarely used)
	Semibreve Seh-me-breev	Hold for 4 beats
	Minim Mih-nim	Hold for 2 beats
	Crotchet Crotch-it	Hold for 1 beat
	Quaver Kway-ver]	Hold for 1/2 a beat

4. Symbols and Pitch Notation

Although the notes go up in alphabetical order, a nice way to remember the notes for the TREBLE CLEF is to separate the notes on a line and the notes in the spaces.

The notes on the lines spell out EveryGoodBoyDeservesFood, and the notes in the spaces spell out the word FACE.



5. Sakura Sakura

The piece you are learning is called 'Sakura, Sakura'. It is a traditional Japanese piece of folk music that means 'Cherry Blossoms' and it was written to celebrate the coming of springtime. The song can be heard at the link below on YouTube.

is.gd/sakuramusic

6. Links and Further Reading

Article: 4 Traditional Japanese Instruments That Will Make Your Heart Melt

is.gd/japaneseinstruments

Lesson: Music Theory - Note Durations

is.gd/notedurations

Revise: Flash Card Maker

is.gd/flashcardmaker

PSHE – Digital Literacy

1. Key Terms	Description
Fake News	Stories that appear to be news and are usually spread on the internet or through other media that are filled with false information.
Trustworthy	The ability to be relied on as honest or truthful
Phishing	The sending of emails or messages pretending to be from somebody you are not in order to gain something (e.g. personal information or passwords) from somebody else.
Fraud	The wrongful of criminal deception intended to result in financial or personal gain
Cybercrime	Criminal activities carried out by means of computers or the internet
Screen Time	The time allocated to, or occupied by, a device such as computer, television, phone or games console.
Wellbeing	The state of being comfortable, healthy, or happy
Trolling	When a post or comment is made online with the deliberate intention of upsetting others.

2. Fake News

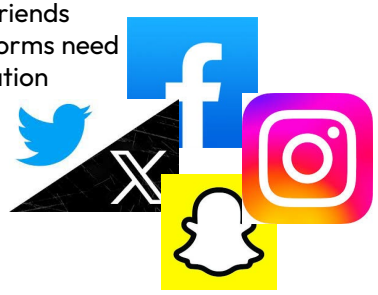
Usually themed on politics or celebrity news, fake news can be very persuasive in the ways it passes on information. We should think twice about things you see online and make sure that the information you are reading is from a trustworthy source. Things to look for: The story itself; the author; the website/email address; the date published. Make sure that the news you are reading is from a reliable and respected origin and was written at a time appropriate for the story you're reading. Maybe search for alternative sites that have the same or differing stories.

3. Online Scams

As technology develops, an increasing amount of scams are being created. This is when people are trying to falsely acquire details to take things from people. The term "phishing" is commonly used to describe this, when emails or content is sent out to people asking for bank details or passwords for example. They try to hook people in by offering a great reward or payout in return. We need to be careful who and where we send our private information to try and keep our possessions and accounts secure. Cybercrime (online crimes) are rapidly becoming a commonly seen crime which can carry significant consequences.

4. Social Media

Lots of us use social media daily – but did you know the majority of social media platforms require you to be 13 years old for an account? This is due to the impact social media can have on your wellbeing. Engaging in high levels of social media can impact your mental and physical health and also increase your risk at becoming vulnerable online. This is not to say that social media has no benefits and is all negative, it absolutely can benefit us by being able to stay in touch with family and friends across the world, but these platforms need to be used with careful consideration



5. Trolling

Trolling occurs when someone is deliberately causing upset to others online. "Keyboard warriors", people who hide behind their screen and send hateful messages, can use anonymous accounts to send comments to others with the intent of causing upset. Do you believe that all social media users should have to show their face on their profile and authenticate who they are? Should there be bigger consequences for Trolls online? Make sure that you are careful with the people you interact with online, adjust your privacy settings so you are fully aware of who is able to access your accounts, posts and messages and be sure to know how to report anybody who you believe is trolling you on any platform.

6. Links to External Support

BROOK
www.brook.org.uk
0808 802 1234

Childline
www.childline.org.uk
0800 1111

Barnardo's
www.barnardos.org.uk

Religious Education – Islam

1. Key Words	Definitions
Allah	The Muslim word for God
Prophet	A messenger of God
Ka'aba	Large cube made of black stone, believed by Muslims to be the house of Allah
Qur'an	The Muslim holy book
Mosque	The Muslim place of worship
Prophet Muhammad	The founder of Islam
Minaret	The tower at a mosque from which the call to prayer is made
Madrassah	The name for the school that is held at many mosques where Muslim children can learn Arabic and study the Qur'an
Salah	The compulsory prayers that Muslims have to perform five times each day
Rak'ah	The movements made during prayer
Wudu	Ritual washing before prayer

Prophet Muhammad

The Prophet Muhammad was born in around 570CE in Makkah in Saudi Arabia. When praying in a cave, Muhammad was visited by the Angel Jibril with a message from Allah. Over the next 23 years, he continued to receive revelations from Jibril and memorised all of them (since he was illiterate so was unable to write them down).

Muhammad began to tell others about the messages that he had received from Allah and many people started to follow him. The early Muslims were persecuted, however, by the rulers of Makkah so they fled to Madinah.

After a series of battles, Muhammad's army defeated the leaders of Makkah and the Muslims were able to return. Muhammad immediately rededicated the Ka'aba (which had been used to worship other gods) to Allah.

Muslims consider Muhammad to have been a perfect example of a human being and try to follow his example as much as possible.

IMPORTANT NOTE!

Muslims do not make images of the Prophet Muhammad or Allah and it is also considered very disrespectful for non-Muslims to make images of them.

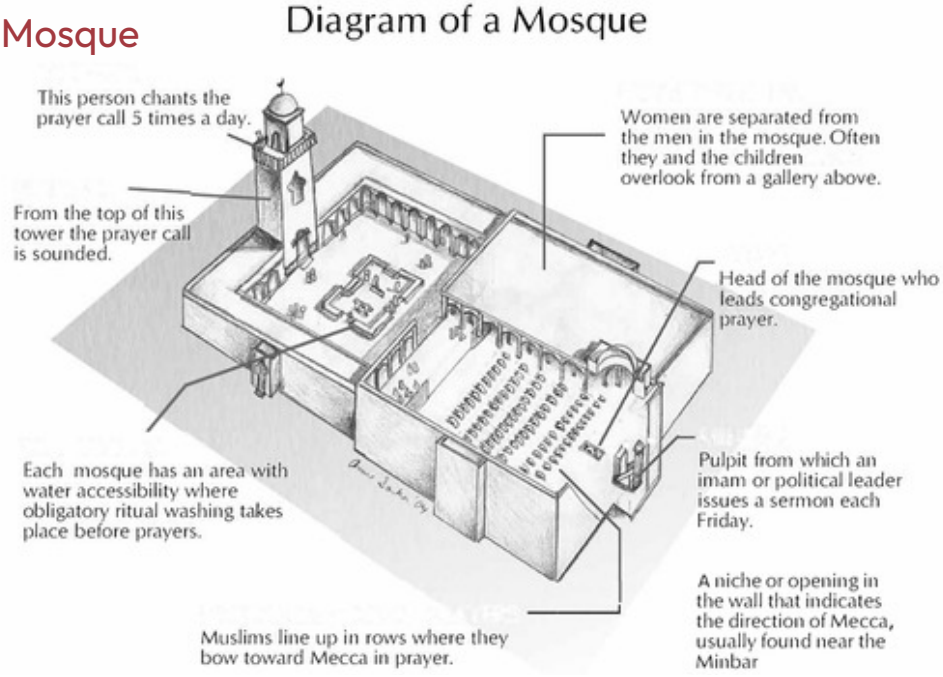
The Qur'an

Muhammad dictated the revelations to scribes who wrote them down. Following his death, the first caliph, Abu Bakr, ordered that these should be gathered together into one book.

The words of the Qur'an were compiled exactly as they had been revealed to Muhammad and therefore Muslims consider it to be the exact word of Allah. For this reason, most Muslims will learn Arabic in order to read the Qur'an in its original language. The Qur'an is available in translations, however these are not considered the word of God since some of the meaning can be lost when it is translated.

Muslims treat the Qur'an with the utmost respect. It will often be kept wrapped in cloth to keep it clean and placed on a high shelf so that it is the highest book in the room.

The Mosque



Muslims are obliged to pray 5 times each day.

When they pray, they face the direction of the Ka'aba in Makkah and follow a series of movements known as rak'ahs. Prayers are usually said in Arabic. Prayers can be said anywhere, but male Muslims should try to visit the mosque for Friday afternoon prayers.

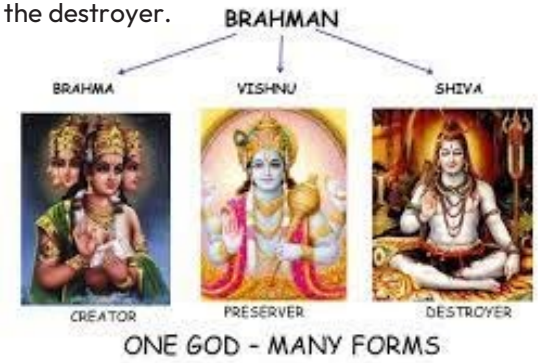
Religious Education – Hinduism

1. Key Words	Definitions
Brahman	The one God
Trimurti	The three most important gods within Hinduism
Brahma	The first god of the Trimurti. Brahma is the creator
Vishnu	The second god of the Trimurti. Vishnu is the preserver
Shiva	The third god of the Trimurti. Shiva is the destroyer
Sanatana Dharma	The moral code that Hindus should live their lives by in order to achieve
Moksha	Return to Brahman and release from the cycle of reincarnation
Yoga	A group of physical, spiritual and mental practices that Hindus believe will help them to reach Brahman
Ahimsa	The principal of non-violence towards all living things

Hindu beliefs about God

For Hindus, Brahman is God or the Supreme Being. Brahman is beyond human understanding. Many Hindus believe that although Brahman cannot be understood in his entirety, it is possible to understand him through his qualities and attributes. There are, therefore many different manifestations of Brahman, each of which represents a different aspect of his nature. This means that Hindus can understand Brahman through the thousands of different deities in Hinduism and their qualities or attributes.

Three of the most significant forms of Brahman are Brahma, Shiva and Vishnu. These three gods make up the Trimurti. The word 'trimurti' means 'three forms'. In the trimurti, Brahma is the creator, Vishnu is the preserver and Shiva is the destroyer.



Scan here to watch someone talk about their life as a Hindu

Sanatana Dharma

Sanatana dharma is an important dharma that means eternal truth. It is universal, which means it applies to all people at all times. Many Hindus would refer to their religion as sanatana dharma rather than Hinduism as they believe it sums up their beliefs better.

- For Hindus, following sanatana dharma means living their lives in such a way that they are always considering their moral choices and making the best decisions they can.
- They should also worship and pray so that they are thinking about God. They should read and learn the scriptures so that they can understand their religion and its teachings better.
- They should live their lives with the ultimate aim of achieving freedom from samsara, or moksha.
- Hindus should also care for all other living beings, such as plants, trees and animals. This means treating them with respect and looking after the environment.
- Hindus should also consider how they are treating people who are in need of help and support, and they should look after them in the best way they can.

Ahimsa

Ahimsa means not hurting anything or anyone, including yourself. Hindus believe that all living things are part of Brahman and deserve to be treated with kindness. They think that by practicing ahimsa, they can create a more peaceful world for everyone.

Hindus try to practice ahimsa in all parts of their lives. This includes not just avoiding physical violence, but also being kind with words and thoughts. They also believe in forgiveness and try to avoid anger. Some Hindus even become vegetarian or vegan to show their commitment to ahimsa. By following these principles, Hindus hope to live a life that is full of compassion and understanding.

Spanish

1. Week 1 – My school

¿Cómo es tu colegio?	What's your school like?
mi colegio es	my school is
se llama	it's called
voy a	I go to
(bastante) grande	(quite) big
(muy) pequeño	(very) small
tamaño medio	medium sized
(un poco) moderno	(a bit) modern
antiguo	old
bonito	nice
¿Dónde está?	Where is it?
mi instituto está	my school is
en el norte/este/oeste/sur	in the north/east/west/south
(cerca de) la costa	(near to) the coast
la montaña	the mountains
el campo	the countryside
una zona	an area
en el centro de la ciudad	in the city centre
¿Qué hay en tu insti?	What's in your school?
(no) hay	there is (not)
un campo de deportes	a sports field
un campo de fútbol	a football pitch
una biblioteca	a library
una oficina	an office
la sala de profesores	the staff room
alumnos	students
profesores	teachers
clases	classes

2. Week 2 – How I get to school

¿Cómo vas al instituto?	How do you get to school?
Voy al instituto	I go to school
en avión	by plane
en coche	by car
en barco	by boat
en tren	by train
en metro	by subway / tube
a pie	on foot
a caballo	on horseback
pero	but
sin embargo	however
porque / ya que / dado que / puesto que	because
ir – to go	
voy	I go
vas	You (s) go
va	he / she goes
vamos	we go
vais	you (pl) go
van	they go

3. Week 3 – School subjects

¿Qué estudias?	What do you study?
estudio	I study
el baile	dance
las ciencias	science
la cocina	cooking
el comercio	business
el dibujo	art
la educación física	PE
el español	Spanish
la historia	history
el inglés	English
la música	music
la religion	RE
el teatro	drama
la tecnología	DT
por la mañana/tarde	in the morning/afternoon
primero	first
luego	then
después	after
más tarde	later
finalmente	finally
normalmente	normally
a veces	sometimes
nunca	never
todos los días	every day
estudiar – to study	
estudio	I study
estudias	you (s) study
estudia	he/she studies
estudiamos	we study
estudiais	you (pl) study
estudian	they study

Spanish

4. Week 4 – My opinions on school

¿Qué piensas?	What do you think?
me encanta	I love
me gusta (mucho)	I like (a lot)
me da igual	I don't mind
no me gusta (nada)	I don't like (at all)
interesante	interesting
difícil	difficult
bueno	good
malo	bad
inútil	useless
fácil	easy
pero	but
también	also
sin embargo	however
aunque	although
porque	because
ya que	since
dado que	given that
puesto que	since
un poco	a little
muy	very
bastante	quite
tan	so
demasiado	too
en mi opinión	in my opinion
pienso que	I think that
creo que	I believe that

5. Week 5 – What I do at break time

¿Qué haces durante el recreo?	What do you do during break?
durante el recreo	during break
a veces	sometimes
generalmente	generally
siempre	always
cada día	every day
normalmente	normally
nunca	never
todos los días	every day
comer	to eat
beber	to drink
el patio	the playground
cuando hace mal/buen tiempo	when the weather is bad/good
mi amigo	my friend
agua	water
fruta	fruit

comer	**to eat**
como	I eat
comes	you (s) eat
come	he/she eats
comemos	we eat
coméis	you (pl) eat
comen	they eat

beber	to drink
bebo	I drink
bebes	you (s) drink
bebe	he/she drinks
bebemos	we drink
bebéis	you (pl) drink
beben	they drink

6. Week 6 – A typical day

¿Qué haces al colegio?	What do you do at school?
leer	to read
aprender	to learn
escribir	to write
escuchar	to listen
hablar	to speak
cantar	to sing
bailar	to dance
jugar	to play

-ar verbs	
-o	I
-as	you (s)
-a	he/she
-amos	we
-áis	you (pl)
-an	they

-ir verbs	
-o	I
-es	you (s)
-e	he/she
-imos	we
-ís	you (pl)
-en	they

-er verbs	
-o	I
-es	you (s)
-e	he/she
-emos	we
-éis	you (pl)
-en	they

Sport – Basketball

Key Knowledge, Skills and Tactics

1. Ball familiarisation - getting used to the ball, how it bounces/feels/travels on the hand / floor as you dribble and move the ball.
2. Basic Movements - being able to move in the basic manners such as running forwards towards the basket, backtracking when defending
3. Passing and Receiving - being able to pass a ball backwards and forwards with teammates using a variety of passing techniques whilst static and on the move.
4. Dribbling (controlled) - Being able to move with the ball, bouncing it as you move, keeping the ball under control and under your possession as you make progress up the court and await a passing or shooting option to open.
5. Shooting (set shot) - an attempted shot at the basket with a sturdy base, using your dominant hand to build power in your shot and your non-dominant as an accuracy assistant.

Key Vocabulary

Travelling
Warm up
Accurately
Pivot
Passing
Receiving
Control
Dribble
Set shot
Adjustment

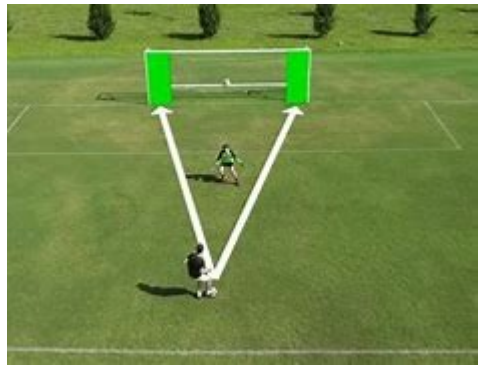
Sport – Football

Key Knowledge, Skills and Tactics

1. Ball Familiarisation – getting used to the ball, how it rolls/bounces/flies/feels on the foot as you touch and kick the ball.
2. Passing, receiving and dribbling – being able to engage with these skills among a team or with a partner to move the ball around and in your team's possession to move up the pitch towards the goal.
3. Different part of the foot – being able to use the different parts of your foot to control/kick/change direction of the ball. Using your instep, sole, and laces to complete different skills.
4. Basic passing – being able to pass to a teammate along a shorter distance with accuracy and power relevant to the distance being passed.
5. Shooting – being able to strike the ball towards the goal in an attempt to score a goal.
6. Tackling – being able to make a tackle to dispossess the opponent and win the ball back.
7. Small-sided games – Being able to combine these skills and the teamwork elements to compete in small-sided games

Key Vocabulary

Accurately
Warm up
Dribble
Kick off
Throw in
Trap
Control
Outwit
Passing
Receiving
Heart rate



Notes Pages

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