

# KNOWLEDGE ORGANISER & HOMEWORK YEAR 7 2024 / 2025

Name:

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Student Number:

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A white circle containing the text "C3" in a bold, red, sans-serif font.

**C3**



**Every day all students at DAA are expected to be the best they can be.**

All students are expected to achieve their mission as detailed below and strive for this every day by giving 100% at all times.

**“At DAA, I developed good moral principles and achieved exceptional outcomes that enabled me to have ambitious life choices”**

During their time with us they will achieve this through their industry by showing hard work and resilience in all that they do every day.

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### **Our core values are:**

#### **Happiness**

The joy of life and learning. In the context of your emotional state, including positive and pleasant emotions ranging from contentment to intense joy. It is important you to have a grasp on your own happiness and well-being and your capacity to influence other people's happiness and well being

#### **Industry**

(Hard work & resilience) – This is how hard you work and how you overcome the challenges you face in your learning and life; if you can rise to the challenge when it matters you will be successful.

#### **Responsibility**

This is being accountable for the choices that you make and making the right choices to be organised, behave properly and achieve as much as you can. Taking responsibility for your learning will help you to be successful at DAA.

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### Homework Timetable:

Week A	Mon	Tues	Wed	Thur	Fri
	English	PE/ICT	Creative	Reading Log	History/RE/Geog

Week B	Mon	Tues	Wed	Thur	Fri
	Maths	Spanish / Urdu	Science	Reading Log	Spellings



## Homework Contents

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**1: Read it and Annotate It**

The poetry **canon** refers to a collection of literary works that are widely recognised as culturally, historically, and artistically significant within the realm of poetry. Often shaped by academic, cultural, and **critical** consensus, the canon tends to include landmark works that have stood the test of time, influencing generations of readers and writers.

Traditional poetry canons often feature poets such as Shakespeare, Dante, Homer, and Milton, who are celebrated for their groundbreaking contributions to language and **form**. However, canons are not static. Over time, they expand and evolve to reflect changing societal values and broader **perspectives**. Poets like Emily Dickinson, Langston Hughes, and Maya Angelou, for example, have entered the conversation, championing diverse voices and challenging the traditional boundaries of what constitutes "canonical" work.

The concept of the poetry canon is not without controversy. Critics argue that it can **perpetuate** biases, privileging certain cultural or gendered perspectives while marginalising others. Efforts to diversify the canon aim to include a wider spectrum of poets from different backgrounds, time periods, and languages.

Ultimately, the poetry canon acts as both a foundation and a platform for **dialogue**, where readers and critics alike explore the evolution of poetic expression and the cultural narratives it shapes.

**2. Clarify It**  
(the first one has been done for you)

- a. Write out the words highlighted in red  
b. Write the definition for the words highlighted in red  
c. Attempt to use the word in a sentence

a. Canon

The literary canon is a list of the most important, influential, or essential works in literature, but there is no official criteria or list

Shakespeare is undoubtedly part of the English Literary Canon

**3. Summarise it: What is the main idea in the text you have just read?****4.Question it: Write down 3 questions you have about the text you have just read****5. Comprehend it****Challenge:** Are there any inferences you can make from the information in the text?

- 1.
- 2.
- 3





**1: Read it**

Physical Education (PE) is a vital part of school curriculum, focusing on enhancing the physical components of fitness to promote health and active lifestyles. Through activities like running, jumping, and team sports, students improve their **aerobic endurance**, enabling them to engage in sustained physical effort without fatigue. **Muscular Strength** building exercises, such as push-ups or weight training, help develop muscular strength, allowing students to perform tasks requiring power. Activities like circuit training or repeated bodyweight exercises enhance **muscular endurance**, ensuring muscles can work efficiently over extended periods. **Flexibility** is improved through stretching routines, yoga, or dynamic movements, helping students move freely and reduce injury risk. PE also addresses **body composition** by **encouraging** regular physical activity and healthy habits, fostering a balance between fat and lean mass. By incorporating games, drills, and fitness challenges, PE classes make fitness enjoyable while teaching the importance of maintaining these components. Beyond physical benefits, PE fosters teamwork, discipline, and self-confidence, equipping students with skills for lifelong well-being. Ultimately, PE empowers individuals to lead active, healthy lives by nurturing all aspects of physical fitness in a fun and engaging way.

**2. Define It**  
(the first one has been done for you)

- a. *Write out the words highlighted in red*  
 b. *Write the definition for the words highlighted in red*  
 c. *Attempt to use the word in a sentence*

Aerobic Endurance

Aerobic endurance is the ability of the cardiorespiratory system to work efficiently, supply nutrients and oxygen to muscles during sustained activity.

An athlete would require high levels of Aerobic Endurance when completing a long-distance race for example the 10,000m.

b

c

b

c

b

c

b

c

b

c

**3. Summarise it: What is happening in the text you have just read?****4.Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

- 1.
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- 3



**1: Read it and annotate it****Who is Tim Burton?**

Timothy Walter Burton (born August 25, 1958) is an American film director and producer. Burton is famous for his gothic horror and dark fantasy films. Producing films such as Beetlejuice, Frankenweenie, Batman and several remakes of Disney films such as Dumbo.

Burton grew up where it was sunny and gentle, but Burton was moody, interested in the dark and the **macabre**. When other kids played ball and rode bicycles, he hung out in cemeteries and wax museums. He seemed to channel these sensibilities into his art, displaying a penchant for exaggerated **caricatures** and **illustrations** influenced by a range of pop art from advertising to children's illustrators to comics.

After high school, Burton attended the prestigious California Institute of the Arts. Disney had imagined an arts school designed specifically to educate new generations of animators, but it wasn't until 1975 that the school began students into a program to teach character **animation**, where Burton started his journey into films.

We know Tim Burton characters are unique — and not just for their own sake, they're an essential aspect of the Tim Burton **aesthetic**. His **characters** are defined by their exaggerated features; long frizzled hair, baggy eyes, gangly limbs, etc. But the over-the-top features of these characters often serve the role of a smokescreen, hiding their innate human side.

**2. Clarify It**  
(the first one has been done for you)

- a. Write out the words highlighted in red  
b. Write the definition for the words highlighted in red  
c. Attempt to use the word in a sentence

a. Macabre

b. Used to describe something that is very strange and unpleasant because it is connected with death or violence:

c. Even the police were horrified at the macabre nature of the killings.

**3. Summarise it: What is the main idea in the text you have just read?****4. Question it: Write down 3 questions you have about the text you have just read****5. Comprehend it**

1.  
2.  
3

**Challenge:** Are there any inferences you can make from the information in the text?

**1: Read it**

To find a fraction of an **amount**, you simply **divide** by the denominator and **multiply** by the numerator. Sometimes the fractional amount is given and the whole must be worked out. In this case the process is reversed. **Divide** by the **numerator** and **multiply** by the **denominator**. The whole can be divided into fractions, which means parts. If you share an amount in a half, then you divide by two therefore creating two equal parts. If you share an amount into fifths then you divide the whole by five, therefore creating five equal parts. You can add those parts together to create two fifths ect.

amount by the denominator. The multiplication and division can be done in any order. Division is usually done first as the calculation can be easier.

To find a fraction of an amount using the bar model can help as well. Firstly, draw a bar to represent the total amount. Secondly split the bar into the number of parts given by the denominator. Thirdly, Find the value of 1 part by dividing the amount by the number of parts. Lastly multiply the answer by the numerator.

**Example**

Work out  $\frac{3}{10}$  of 200

- $200 \div 10 = 20$  which is equivalent to one part of the whole
- Then you multiply the one part by the number of parts required  $20 \times 3 = 60$

**2. Define It**  
(the first one has been done for you)

- a. Write out the words highlighted in red  
b. Write the definition for the words highlighted in red  
c. Attempt to use the word in a sentence

b.

c.

b

c

b

c

b

c

b

c

b

c

**3. Summarise it: What is happening in the text you have just read?****4.Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

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- 2.
- 3



**1: Read it and Annotate It**

Pakistan is a country with a rich **history** and strong **traditions**. It has high mountains like the Himalayas and busy cities like Lahore. One of the most famous places is the Badshahi Mosque, a beautiful old building. People in Pakistan celebrate many festivals, like Eid and Basant, where families and friends come together. The country is also known for its tasty food, like biryani and kebabs. A long time ago, the Indus Valley people lived in this area, showing its deep history.

Pakistan has many beautiful landscapes, including green valleys, rivers, and deserts. The northern areas are popular for hiking and tourism. The country also has many ancient sites, such as Mohenjo-Daro, which was part of the Indus Valley **Civilisation**. The capital city, Islamabad, is known for its clean streets and modern buildings. Another important city is Karachi, which is the biggest city and an important port. Pakistani people speak different languages, such as Urdu, Punjabi, and Sindhi. Urdu is the **national** language and helps people from different regions communicate.

Sports and arts play a big role in Pakistani **culture**. Many people love cricket, and the national team has won many important matches. Other popular sports include hockey and squash. The country's music and dance styles are also important, with instruments like the tabla and sitar used in traditional songs. **Education** is valued, and there are many universities and schools across the country.

**2. Clarify It**  
(the first one has been done for you)

a.

- a. Write out the words highlighted in red  
b. Write the definition for the words highlighted in red  
c. Attempt to use the word in a sentence

b.

c.

**3. Summarise it: What is the main idea in the text you have just read?****4.Question it: Write down 3 questions you have about the text you have just read****5. Comprehend it**

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**Challenge:** Are there any inferences you can make from the information in the text?

**1: Read it and Annotate It**

**La Tomatina** is a famous festival held **annually** in **Buñol, Spain**, on the last Wednesday of August. It is known for its massive **tomato fight**, where thousands of participants throw **ripe** tomatoes at each other in the streets. The event attracts both locals and tourists from around the world who come to enjoy this unique and playful tradition.

The origins of La Tomatina date back to **1945**, when a **spontaneous** food fight broke out during a parade. Over time, it became a yearly event and was officially recognized by the town in the 1950s. Today, strict rules ensure safety, such as squashing tomatoes before throwing them and stopping the fight after an hour.

Before the battle, a tradition called "**Palo Jabón**" takes place, where participants try to climb a greased pole **to retrieve** a ham. The festival also includes **music, parades, and fireworks**.

La Tomatina has gained global recognition and even inspired similar events worldwide. However, some critics argue that it **wastes food**, though the tomatoes used are typically overripe and unfit for **consumption**.

Despite the **controversy**, La Tomatina remains a **symbol of fun, community, and Spanish culture**, making it one of Spain's most exciting and unique festivals

**2. Clarify It**  
 (the first one has been done for you)

a.

- a. Write out the words highlighted in red  
 b. Write the definition for the words highlighted in red  
 c. Attempt to use the word in a sentence

b.

c.

**3. Summarise it: What is the main idea in the text you have just read?****4.Question it: Write down 3 questions you have about the text you have just read****5. Comprehend it**

1.

2.

3

**Challenge:** Are there any inferences you can make from the information in the text?

## 1: Read it

**Reproduction** is the process by which living organisms produce offspring to ensure the survival of their species. There are two main types of reproduction: **sexual reproduction** and **asexual reproduction**.

In **sexual reproduction**, two parents are needed, and their offspring inherit a mix of genetic material. This happens when a **male gamete** (sperm) fertilizes a **female gamete** (egg), forming a **zygote** that develops into a new organism. This type of reproduction increases **genetic variation**, which helps species adapt to changes in the environment.

In **asexual reproduction**, only one parent is needed, and the offspring are **identical** to the parent. This occurs in bacteria, some plants, and certain animals like starfish. Common methods include **binary fission**, **budding**, and **fragmentation**. Asexual reproduction is faster than sexual reproduction but does not create genetic diversity. Reproduction is essential for the continuation of life, and different species have adapted their methods to best suit their environments.

2. Define It  
(the first one has been done for you)

Reproduction- The biological process by which living organisms produce new individuals of the same species.

a

- a. Write out the words highlighted in red  
b. Write the definition for the words highlighted in red  
c. Attempt to use the word in a sentence

b.

c.

b

c

a

b

c

a

b

c

a

b

c

a

b

c

## 3. Summarise it: What is happening in the text you have just read?


## 4. Question it: Write down 3 questions you have about what you have just read

## 5. Comprehend it

- 1.
- 2.
- 3.



New Vocabulary	Definition	Yr 7 Spellings Week 2 Cycle 3	
1.		6.	
Sentence		Sentence	
2.		7.	
Sentence		Sentence	
3.		8.	
Sentence		Sentence	
4.		9.	
Sentence		Sentence	
5.		10.	
Sentence		Sentence	

Yr 7 English		C3 Monday Week 3 Homework		C3 Big Question: ‘How does poetry contribute to the literary canon?’	
<div>1: Read it</div> <div>Definition of the Genre</div> <p>Epic poetry is a long, narrative poem that tells the story of a hero’s journey or great battle. These poems often come from <b>oral traditions</b> and were later written down to protect cultural history. Epics typically follow a <b>formal structure</b>, using advanced language and grand descriptions. They often include <b>supernatural</b> elements, such as gods or mythical creatures, who influence the hero’s <b>fate</b>. The main character, or epic hero, is usually a figure of great strength and bravery who represents the values of their society.</p> <div>Common Themes and Features</div> <p>Epic poetry frequently explores themes such as heroism, fate, honour, and the struggle between good and evil. The hero often faces a series of challenges, including battles, moral dilemmas, and long journeys. Many epics begin with an <b>invocation</b>, where the poet calls upon a muse or deity for inspiration. The use of <b>epithets</b>, or descriptive phrases (e.g., "swift-footed Achilles"), is a key feature. Poets also use repetition and extended similes to increase the rhythm and memorability of the poem, which was useful for oral storytelling.</p> <div>Examples</div> <p>Famous examples of epic poetry include The Iliad and The Odyssey by Homer, which tell of war, adventure, and the gods’ influence on human fate. Beowulf, an Old English epic, follows a hero who battles monsters and dragons to protect his people. Another well-known epic is The Aeneid by Virgil, which describes the founding of Rome. These works have shaped literature for centuries, inspiring later writers and continuing to be studied for their rich storytelling and complex characters.</p>	2. Clarify It (the first one has been done for you)		a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence		
	a. Oral traditions		Nouns.- The stories, beliefs, etc., that a group of people share by telling stories and talking to each other.		
			We are a people of oral tradition, we hand down things by word of mouth.		
3. Summarise it: What is the main idea in the text you have just read?		4.Question it: Write down 3 questions you have about the text you have just read		5. Comprehend it	
		1.  2.  3			
Challenge: Are there any inferences you can make from the information in the text?					



**1: Read it****What is programming?**

A **program** is an algorithm that has been coded into something that can be run by a machine. To program you can use either **block based code** and text-based code. You can use different programs to allow you to program using block-based code e.g. Kodu, Scratch, Code.org etc. **Text-based programming** languages differ from visual-based (or block) programming in that they require you to write (and understand) lines of code, rather than simply dragging and dropping blocks to create your program. The best-known, text-based coding languages, are Python, Java, CSS/HTML, JavaScript, Swift, and Ruby.

An **algorithm** is a list of rules to follow in order solve a problem.

You need to be able to write **code** that gives instructions for a computer to understand and follow.

**Debugging** is the process of finding and fixing errors or bugs in the source code of any software. When software does not work as expected, computer programmers study the code to determine why any errors occurred.

Program testing is the process of executing a program with the intent of finding errors. A good test is one that has a high probability of finding an error. Program testing cannot show the absence of errors. It can only show if errors are present.

**2. Clarify It**  
(the first one has been done for you)

- a. Write out the words highlighted in red  
b. Write the definition for the words highlighted in red  
c. Attempt to use the word in a sentence

**3. Summarise it: What is the main idea in the text you have just read?****4. Question it: Write down 3 questions you have about the text you have just read****5. Comprehend it**

1.  
2.  
3

**Challenge:** Are there any inferences you can make from the information in the text?



**1: Read it and annotate it****What are Electronics?**

Electronics is a scientific and engineering discipline that studies and applies the principles of physics to design, create, and operate devices that manipulate electrons and other electrically charged particles. It is a subfield of physics and electrical engineering which uses active devices such as **transistors**, **diodes**, and integrated circuits to control and amplify the flow of **electric current** and to convert it from one form to another, such as from alternating current (AC) to direct current (DC) or from **analog signals** to digital signals.

Electronic devices have hugely influenced the development of many aspects of modern society, such as telecommunications, entertainment, education, health care, industry, and security. The main driving force behind the advancement of electronics is the **semiconductor** industry, which in response to global demand continually produces ever-more sophisticated electronic devices and **circuits**. The semiconductor industry is one of the largest and most profitable sectors in the global economy, with annual revenues exceeding \$481 billion in 2018. The electronics industry also encompasses other sectors that rely on electronic devices and systems, such as e-commerce, which generated over \$29 trillion in online sales in 2017.

**2. Clarify It**  
(the first one has been done for you)

- a. Write out the words highlighted in red  
b. Write the definition for the words highlighted in red  
c. Attempt to use the word in a sentence

a. Transistors

b.

c.

**3. Summarise it: What is the main idea in the text you have just read?****4.Question it: Write down 3 questions you have about the text you have just read****5. Comprehend it**

1.  
2.  
3

**Challenge:** Are there any inferences you can make from the information in the text?

1: Read it

Common denominators

It's easy to **add** and **subtract** fractions when the numbers on the bottom are the same. These are called the denominators.

$$\frac{2}{9} + \frac{5}{9} = \frac{7}{9}$$

Equivalent fractions

However, sometimes the denominators are **different**

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


You can use **equivalent fractions** to make them the same.  
A common multiple of 2 and 3 is 6.  
So, for each fraction we need an equivalent fraction with a denominator of 6.  
To find the equivalent fraction for 1/2 we need to multiply the numerator and denominator by 3.  
And to find the equivalent **fraction** for 1/3 we must multiply the numerator and denominator by 2.  
Now the denominators are the same we can add them

$$\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$$

$$\frac{11}{12} - \frac{3}{8} = \frac{11 \times 2}{12 \times 2} = \frac{22}{24} \quad \frac{3 \times 3}{8 \times 3} = \frac{9}{24} \quad \frac{22 - 9}{24} = \frac{13}{24}$$

Subtract the numerators (22 – 9) of the equivalent fractions, giving an answer of 13/24

2. Define It (the first one has been done for you)	<div>a. Write out the words highlighted in red</div> <div>b. Write the definition for the words highlighted in red</div> <div>c. Attempt to use the word in a sentence</div>	
	b.	
	c.	
	b	
	c	
	b	
	c	
	b	
	c	
	b	
	c	
	b	
	c	

3. Summarise it: What is happening in the text you have just read?	4.Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	<div>1.</div> <div>2.</div> <div>3</div>	<div></div>

**1: Read it and Annotate It****Basant – The Spring Kite Festival**

Basant is a famous **festival** in Pakistan that celebrates the arrival of **spring**. It is mostly **celebrated** in the city of Lahore, where the sky is filled with colourful kites. People of all ages take part in **kite-flying competitions**, trying to cut each other's kites using strong strings. The rooftops become lively with music, food, and dancing.

People wear yellow clothes, as yellow is the colour of spring. Families and friends enjoy special foods like samosas, jalebis, and chana chaat. The festival also includes music performances and fireworks at night.

Although Basant is exciting, it has also faced bans in some places because of safety concerns, as some kite strings can be dangerous. Even so, many people in Pakistan love and miss this joyful tradition.

Basant is not just about kites—it is about happiness, **togetherness**, and welcoming the beauty of spring! 🌸🎈

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence	
a.	b.	
	c.	

3. Summarise it: What is the main idea in the text you have just read?

4. Question it: Write down 3 questions you have about the text you have just read

5. Comprehend it

<b>Challenge:</b> Are there any inferences you can make from the information in the text?

1.
2.
3.



1: Read it and Annotate It

**La Feria del Caballo** is a **traditional** festival held annually in **Jerez de la Frontera, Spain**. It usually takes place in **May** and is one of the most important events in the region, celebrating **Andalusian horses, flamenco, and local culture**. The festival dates back to the **13th century**, when it began as a **livestock** fair where farmers and traders gathered to buy and sell horses. Over time, **it evolved** into a grand cultural event.

The heart of the feria is the **González Hontoria Park**, where beautifully decorated **casetas** (tents) host music, dancing, and delicious **Andalusian** food. The fair is famous for its spectacular **equestrian displays**, including horse parades, dressage exhibitions, and riding competitions. Riders and **carriage** drivers dress in traditional **Andalusian attire**, showcasing the elegance of Spanish horsemanship.

Apart from horse-related events, visitors enjoy **flamenco performances**, sherry wine from Jerez, and fairground attractions. Families, tourists, and locals gather to celebrate in a lively, colourful atmosphere.

La Feria del Caballo is not just about horses; it is a **symbol of Jerez’s identity and traditions**. It attracts thousands of visitors each year, making it one of **Spain’s most important and vibrant festivals**.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence	
a.	b.	
	c.	

3. Summarise it: What is the main idea in the text you have just read?	4.Question it: Write down 3 questions you have about the text you have just read	5. Comprehend it
	1.  2.  3	
<b>Challenge:</b> Are there any inferences you can make from the information in the text?		

## 1: Read it

**Acids** and **alkalis** are two opposite types of chemical substances with distinct properties. An **acid** is a substance that releases **hydrogen ions ( $H^+$ )** in a solution, making it **sour** in taste and often **corrosive**. Common examples include **hydrochloric acid**, **sulfuric acid**, and **citric acid**.

On the other hand, an **alkali** is a type of **base** that dissolves in water to produce **hydroxide ions ( $OH^-$ )**, giving it a **bitter** taste and a **slippery** texture. **Sodium hydroxide** and **ammonia solution** are well-known examples of alkalis.

The **pH scale** is used to measure how strong an acid or alkali is, with acids having a **pH** below 7 and alkalis having a **pH** above 7.

When an **acid** reacts with an **alkali**, a **neutralisation** reaction occurs. In this reaction, the **hydrogen ions ( $H^+$ )** from the acid combine with the **hydroxide ions ( $OH^-$ )** from the alkali to form **water ( $H_2O$ )**. This reaction results in a solution that is neither acidic nor alkaline but **neutral**, usually with a **pH** of 7. The pH scale consist of number from 1-14

A common example of **neutralisation** is the reaction between **hydrochloric acid** and **sodium hydroxide**, which produces **water** and **sodium chloride** (common salt). This process is important in many real-life applications, such as treating **acidic** soil in farming or relieving **acid reflux** with antacid tablets.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a. Acid- A Substance that releases $H^+$ ions	b. c.
	b c
	b c
	b c
	b c
	b c

## 3. Summarise it: What is happening in the text you have just read?

## 4.Question it: Write down 3 questions you have about what you have just read

## 5. Comprehend it

- 1.
- 2.
- 3



New Vocabulary	Definition	Yr 7 Spellings Week 3-4 Cycle 3	
1.		6.	
Sentence		Sentence	
2.		7.	
Sentence		Sentence	
3.		8.	
Sentence		Sentence	
4.		9.	
Sentence		Sentence	
5.		10.	
Sentence		Sentence	

**1: Read it and Annotate It**

Renaissance poetry, flourishing between the 14th and 17th centuries, reflects the profound **cultural** and intellectual revival that **characterised** the Renaissance period. Rooted in **humanism**, Renaissance poets celebrated the beauty of nature, the depth of human emotion, and the complexities of individuality. Drawing inspiration from classical Greek and Roman literature, they sought to balance creativity with discipline, often adhering to structured forms such as sonnets, odes, and elegies.

One of the **defining** features of Renaissance poetry is its exploration of love and desire, exemplified in the works of Petrarch, whose sonnets to Laura set the standard for romantic expression. In England, poets like Sir Thomas Wyatt and Henry Howard, Earl of Surrey, introduced the Petrarchan **sonnet** form, which later evolved into the Shakespearean sonnet, perfected by William Shakespeare himself. His poetry delves into themes of love, time, and mortality with unmatched eloquence.

Religious and **philosophical** themes also found prominence, as seen in the meditative works of John Donne and George Herbert. Metaphysical poets like Donne blended intellectual rigor with emotional intensity, creating layered and thought-provoking verse.

Overall, Renaissance poetry exemplifies the era's spirit—harmonizing art, intellect, and emotion to produce timeless works that continue to inspire.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a. Cultural	Adjective: relating to the ideas, customs, and social behaviour of a society: Britain is full of cultural diversity

**3. Summarise it: What is the main idea in the text you have just read?****4.Question it: Write down 3 questions you have about the text you have just read****5. Comprehend it**

	1.	
	2.	
	3	
<b>Challenge:</b> Are there any inferences you can make from the information in the text?		



**1: Read it**

The skill-related components of fitness are essential for excelling in sports, physical activities, and everyday tasks that require coordination and precision. **Agility**, for example, is showcased in sports like soccer or basketball, where players quickly change direction to evade opponents or reach the ball. **Balance** is critical in activities such as gymnastics or skateboarding, where maintaining control over body position is key to performance. **Coordination** is evident in sports like tennis or volleyball, where hand-eye synchronization is necessary to hit a ball accurately. **Power** is demonstrated in explosive movements such as sprinting, jumping, or throwing, where strength and speed combine to produce forceful actions. **Reaction time** is vital in fast-paced games like table tennis or martial arts, where split-second decisions can determine success. Lastly, speed is crucial in track events, swimming, or cycling, where the ability to move quickly over a distance often leads to victory. These components are not only important for athletic **performance** but also enhance overall physical competence, making daily activities easier and more efficient. By incorporating drills, exercises, and games that target these skills, Physical Education programs help students develop a well-rounded skill set, preparing them for both competitive and recreational pursuits while fostering confidence and enjoyment in physical activity.

**2. Define It**  
 (the first one has been done for you)

Agility

- a. Write out the words highlighted in red  
 b. Write the definition for the words highlighted in red  
 c. Attempt to use the word in a sentence

Agility is the ability to quickly change direction under control whilst maintaining speed, balance, and power.

A badminton player would have more chance of returning a shot if they have good levels of agility.

b

c

b

c

b

c

b

c

b

c

**3. Summarise it: What is happening in the text you have just read?****4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

- 1.
- 2.
- 3.



1: Read it and annotate it

What is Photography?

Photography is the art of capturing images with a **camera**. It allows people to freeze a moment in time and preserve it forever. Whether you're taking a picture of your family, a beautiful sunset, or your favorite pet, photography helps you remember special moments and share them with others.

To take a good photo, you need to think about **composition**, the arrangement of things in the frame. This means paying attention to things like lighting, **focus**, colors, and angles. For example, you might notice that the light is better in the morning or that a photo looks cooler when taken from a high angle. You can also use a camera's **shutter speed** and **aperture** to adjust how bright or dark the picture looks, or control the **depth of field** to make the background blurry and the subject clear.

Photography is not just about taking pictures; it’s also about telling stories. Each photo can tell a different story depending on what’s in the frame. You might capture something funny, emotional, or interesting that helps others see the world through your eyes. The use of filters or editing can also change how a photo feels.

In today’s world, many people use smartphones to take pictures, making photography easy and accessible. It's a fun hobby that lets you express yourself, be creative, and even learn more about the world around you!

2. Clarify It (the first one has been done for you)	<i>a. Write out the words highlighted in red</i> <i>b. Write the definition for the words highlighted in red</i> <i>c. Attempt to use the word in a sentence</i>	
a. Camera	b. A device that has the ability for recording or transmitting images or sequences of images.	
	c. I used my phone camera to take a selfie.	

3. Summarise it: What is the main idea in the text you have just read?	4.Question it: Write down 3 questions you have about the text you have just read	5. Comprehend it
	1.  2.  3	
<b>Challenge:</b> Are there any inferences you can make from the information in the text?		

**1: Read it**

**Multiplying** fractions is straightforward once you get the hang of it. Here's how you can do it:

Multiply the **numerators** (the top numbers): To begin, multiply the two numbers on the top of the fractions. This gives you the numerator of the answer.

For example:

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

Multiply the numerators:  $2 \times 3 = 6$

Multiply the **denominators** (the bottom numbers): Next, multiply the two numbers on the bottom of the fractions. This gives you the denominator of the answer  $5 \times 4 = 20$

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

**Simplify the result (if needed):** If the resulting fraction can be simplified (i.e., both the numerator and denominator can be divided by the same number), do so. To simplify, divide both the numerator and the denominator by their greatest common **divisor**

$$\frac{2}{5} \times \frac{3}{4} = \frac{2 \times 3}{5 \times 4} = \frac{6}{20} = \frac{3}{10}$$

**2. Define It**  
 (the first one has been done for you)

- a. Write out the words highlighted in red  
 b. Write the definition for the words highlighted in red  
 c. Attempt to use the word in a sentence

b.

c.

b

c

b

c

b

c

b

c

b

c

**3. Summarise it: What is happening in the text you have just read?****4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

- 1.
- 2.
- 3




1: Read it and Annotate It

Languages Spoken in Pakistan

Pakistan is a country with a rich and **diverse** culture, and its languages **reflect** that. The **official** language of Pakistan is Urdu, which is spoken by people from all parts of the country. However, most people also speak their **regional** languages. Punjabi is the most spoken **language** in Pakistan, mainly in the **province** of Punjab. In Sindh, the people speak Sindhi, while Pashto is spoken in Khyber Pakhtunkhwa and parts of Balochistan. The people of Balochistan speak Balochi.

Along with these, there are other languages such as Saraiki, Hindko, and English. English is widely used for official and business purposes and is spoken by educated people. This variety of languages shows the diversity and rich culture of Pakistan. Each language has its own history and significance, making the country’s cultural landscape very colourful and unique.

2. Clarify It (the first one has been done for you)	<i>a. Write out the words highlighted in red</i> <i>b. Write the definition for the words highlighted in red</i> <i>c. Attempt to use the word in a sentence</i>	
a.	b.	
	c.	

3. Summarise it: What is the main idea in the text you have just read?	4.Question it: Write down 3 questions you have about the text you have just read	5. Comprehend it
	1. 2. 3	
Challenge: Are there any inferences you can make from the information in the text?		

Yr 7 Spanish		C3 Tuesday Week 6 homework		C3 Big Question: ‘	
<b>1: Read it and Annotate It</b>  San Fermín is a famous <b>festival</b> held annually in Pamplona, Spain, from July 6th to 14th. It is best known for the <b>running of the bulls</b> ( <i>encierro</i> ), where participants run through the city’s streets alongside bulls that are later used in bullfights.  The festival honours <b>Saint Fermín</b> , the <b>patron saint</b> of Navarra, and begins with the traditional " <b>Chupinazo</b> ", a rocket launch from Pamplona’s city hall.  The event attracts thousands of visitors from around the world who come to experience the unique mix of tradition, music, parades, and lively celebrations. People wear the traditional white outfit with a red scarf, <b>symbolising</b> the festival’s spirit. Besides the encierro, San Fermín features religious <b>processions</b> , fireworks, concerts, and cultural events.  Though it is a deeply <b>rooted</b> tradition, the festival also sparks debate due to concerns over animal welfare and safety risks for runners. Nevertheless, San Fermín remains a <b>significant</b> and vibrant cultural celebration.	<b>2. Clarify It</b> (the first one has been done for you)		<b>a. Write out the words highlighted in red</b> <b>b. Write the definition for the words highlighted in red</b> <b>c. Attempt to use the word in a sentence</b>		
	a.		b.		
			c.		
<b>3. Summarise it: What is the main idea in the text you have just read?</b>		<b>4.Question it: Write down 3 questions you have about the text you have just read</b>			<b>5. Comprehend it</b>
		1.			
<b>Challenge:</b> Are there any inferences you can make from the information in the text?		2.			
		3			

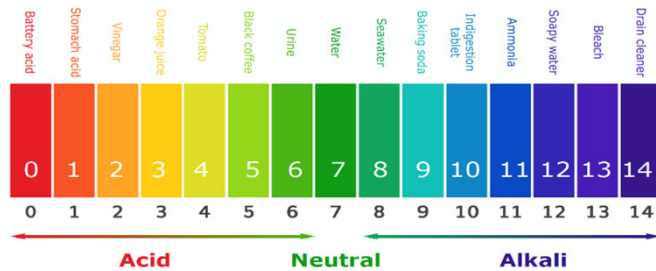
## 1: Read it

The **pH scale** is used to measure how **acidic** or **alkaline** a substance is. It ranges from **0 to 14**, with **7 being neutral**. Substances with a **pH** lower than 7 are **acids**, while those with a **pH** higher than 7 are **alkalis**.

**Acids** have a **sour** taste and can be **corrosive**. Examples include **lemon juice** and **vinegar**. Strong acids, like **hydrochloric acid**, can be dangerous and burn materials.

**Alkalis** feel **slippery** and have a **bitter** taste. Examples include **soap** and **bleach**. Strong alkalis, like **sodium hydroxide**, can be harmful to the skin.

To find out the **pH** of a substance, we can use **universal indicator** or **litmus paper**, which changes colour depending on the pH level. Scientists and industries use **pH testing** in farming, medicine, and water treatment to keep conditions safe and balanced

2. Define It  
(the first one has been done for you)

**pH scale** – A numerical scale from 0 to 14 that measures how **acidic** or **alkaline** a substance is.

- a. Write out the words highlighted in red  
b. Write the definition for the words highlighted in red  
c. Attempt to use the word in a sentence

b.

c.

b

c

b

c

b

c

b

c

b

c

## 3. Summarise it: What is happening in the text you have just read?

## 4. Question it: Write down 3 questions you have about what you have just read

## 5. Comprehend it

1.  
2.  
3.



New Vocabulary	Definition	Yr 7 Spellings Week 5-6 Cycle 3	
1.		6.	
Sentence		Sentence	
2.		7.	
Sentence		Sentence	
3.		8.	
Sentence		Sentence	
4.		9.	
Sentence		Sentence	
5.		10.	
Sentence		Sentence	

**1: Read it and Annotate It****Taken from the National Trust - 'What is Romanticism?'**

Romanticism was an artistic and **intellectual** movement which took place in Europe between the late 18th and mid-19th centuries. Romantics sought to break from the guiding principles of the Enlightenment – which established reason as the foundation of all knowledge – and emphasised the importance of imagination, emotional sensitivity and individual **subjectivity**.

**Romanticism in literature**

Romanticism in English literature started in the late 18th century, with the poets William Blake, William Wordsworth and Samuel Taylor Coleridge. It continued into the 19th century with the second-generation Romantic poets, most notably Percy Bysshe Shelley, John Keats and Lord Byron. The poetic works of Blake, Wordsworth and Coleridge were **characterised** by their emotional sensitivity and **reverence** for nature.

**Second-generation Romantics**

Though the second generation of Romantic poets, especially Shelley and Byron, became notorious for their **subversive** and **salacious** works, later Romantic poetry also retained many characteristics established by Blake and Wordsworth. Keats' odes, much like the poetry of Wordsworth, took inspiration from nature, and Byron's poetry had a strong introspective character.

Shelley, Byron and Keats also acquired a posthumous reputation as 'Romantic' because many aspects of their lives – including their travels around Europe and the fact they died young – conformed to the emerging 19th century 'ideal type' of Romantic hero.

**2. Clarify It**  
(the first one has been done for you)

a. intellectual

- a. *Write out the words highlighted in red*  
 b. *Write the definition for the words highlighted in red*  
 c. *Attempt to use the word in a sentence*

Adj. - relating to the intellect (intelligence)

He made a highly intellectual argument.

**3. Summarise it: What is the main idea in the text you have just read?****4. Question it: Write down 3 questions you have about the text you have just read****5. Comprehend it**

**Challenge:** Are there any inferences you can make from the information in the text?





**1: What is a micro bit?**

The BBC **Micro Bit** is a pocket-sized computer that introduces you to how **hardware and software** work together. It has an **LED** light display, buttons, sensors and many **input/output features** that you can program and physically interact with. The latest Micro Bit adds sound sensing and playback capabilities.

The Micro Bit allows children to learn about how computers work. They can learn about coding and programming as well as about inputs and outputs. The process of transferring a program to a Micro Bit is called flashing because the program is copied to the flash memory.

If you're using a desktop or laptop computer to connect to the Micro Bit, you will need a micro-**USB data cable**. If you're using a mobile device to connect to the Micro Bit, you will need to connect them wirelessly through **Bluetooth**.

The Microsoft Make Code website provides a simple drag-and-drop coding interface similar to other coding platforms. Examples of some of the projects possible with a Micro Bit include: Your name tag, dice, rock, paper, scissors etc

**2. Clarify It**  
(the first one has been done for you)

- a. Write out the words highlighted in red  
b. Write the definition for the words highlighted in red  
c. Attempt to use the word in a sentence

**3. Summarise it: What is the main idea in the text you have just read?****4. Question it: Write down 3 questions you have about the text you have just read****5. Comprehend it**

**Challenge:** Are there any inferences you can make from the information in the text?

1.  
2.  
3



<div>1: Read it and annotate it</div> <div>What is textiles?</div> <p>Textiles, as a subject, is the study of different materials and techniques used to create <b>fabrics</b> and products from fibers. It involves learning about the properties of <b>fibers</b>, how they are spun into yarn, and how yarn is woven, knitted, or bonded to form fabric. In textiles, students also explore the various methods used to <b>dye</b>, print, and finish fabrics to make them suitable for different uses. Textiles as a subject covers both natural fibers, like cotton, wool, and silk, and synthetic fibers, such as polyester, nylon, and acrylic. Students learn about the different properties of these fibers, such as their strength, softness, and ability to stretch or absorb moisture. They also study how fabrics are made, including techniques like <b>weaving, knitting,</b> and <b>felting</b>. In textiles, creativity plays an important role. Students get to experiment with patterns, colors, and textures to create their own designs. This subject also involves learning about the history of textiles, how they are used in fashion, interior design, and other industries, and how textile technology has evolved over time.</p>	2. Clarify It (the first one has been done for you)		<div>a. Write out the words highlighted in red</div> <div>b. Write the definition for the words highlighted in red</div> <div>c. Attempt to use the word in a sentence</div>	
	a. Fabric		b. A material made from fibers or threads by weaving, knitting, felting, etc., as any cloth, felt, lace, or the like.	
			c. The chief imports are textile fabrics, rice and petroleum.	
3. Summarise it: What is the main idea in the text you have just read?		4.Question it: Write down 3 questions you have about the text you have just read		5. Comprehend it
		1.  2.  3		
<b>Challenge:</b> Are there any inferences you can make from the information in the text?				

**1: Read it**

To **divide** fractions, follow these three simple steps:

Flip the second fraction (Reciprocal): Instead of dividing by a fraction, multiply by its **reciprocal**. The reciprocal of a fraction is found by swapping its numerator and denominator. For example, the reciprocal of  $\frac{2}{5}$  is  $\frac{5}{2}$

Multiply the fractions: Once you've **flipped** the second fraction, multiply across the numerators and denominators. For example:

$$\frac{2}{5} \div \frac{2}{3} = \frac{2}{5} \times \frac{3}{2} = \frac{2 \times 3}{5 \times 2} = \frac{6}{10}$$

Simplify **the result (if needed)**: If the resulting fraction can be **simplified** (i.e., both the numerator and denominator can be divided by the same number), do so. To simplify, divide both the numerator and the denominator by their greatest common **divisor**

$$\frac{2}{5} \div \frac{2}{3} = \frac{2}{5} \times \frac{3}{2} = \frac{2 \times 3}{5 \times 2} = \frac{6}{10} = \frac{3}{5}$$

This method works for all fraction division problems, including mixed numbers, which should first be converted into **improper fractions** before proceeding.

**2. Define It**  
 (the first one has been done for you)

- a. Write out the words highlighted in red  
 b. Write the definition for the words highlighted in red  
 c. Attempt to use the word in a sentence

b.

c.

b

c

b

c

b

c

b

c

b

c

**3. Summarise it: What is happening in the text you have just read?****4.Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

3



**1: Read it and Annotate It****Major Cities of Pakistan**

Pakistan is home to several major cities, each with its unique character and importance. The capital city, Islamabad, is known for its beautiful **scenery** and modern infrastructure. It is a city of peace and government activities. Karachi, the largest city in Pakistan, is a **bustling port** and financial hub, famous for its beaches and lively markets. In the north, Lahore is known for its rich culture, history, and delicious food, with famous landmarks like the Badshahi Mosque and Lahore Fort.

Rawalpindi is a **vibrant** city near Islamabad, with a mix of modern and traditional culture. Peshawar is a city with deep historical roots, located near the Khyber Pass, famous for its markets and rich traditions. Quetta, located in Balochistan, is known for its mountainous scenery and cultural diversity. These cities highlight the diversity and **heritage** of Pakistan, offering a blend of **tradition**, culture, and modern life.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a.	b. c.

3. Summarise it: What is the main idea in the text you have just read?

4. Question it: Write down 3 questions you have about the text you have just read

5. Comprehend it

1.

2.

3.

**Challenge:** Are there any inferences you can make from the information in the text?

1.

2.

3.



## 1: Read it

An **ecosystem** is a community of **living organisms** interacting with their **environment**. It includes both **biotic factors**, such as plants and animals, and **abiotic factors**, like sunlight, water, and soil. **Ecosystems** can be large, like a rainforest, or small, like a pond.

Within an **ecosystem**, different organisms have specific roles. **Producers**, such as plants, make their own food through **photosynthesis**. **Consumers** eat other organisms to gain energy, while **decomposers** break down dead matter, returning nutrients to the soil. These interactions form a **food chain** or **food web**, showing how energy flows through the **ecosystem**.

**Ecosystems** are delicate and can be affected by **climate change**, pollution, and human activities. Conservation efforts help protect **ecosystems** to maintain biodiversity and keep nature in balance.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
Ecosystem – A community of <b>living organisms</b> interacting with their <b>environment</b> , including both <b>biotic</b> and <b>abiotic</b> factors.	b.
	c.
	b.
	c.
	b.
	c.
	b.
	c.
	b.
	c.

## 3. Summarise it: What is happening in the text you have just read?

## 4. Question it: Write down 3 questions you have about what you have just read

## 5. Comprehend it

- 1.
- 2.
- 3



New Vocabulary	Definition	Yr 7 Spellings Week 7-8 Cycle 3	
1.		6.	
Sentence		Sentence	
2.		7.	
Sentence		Sentence	
3.		8.	
Sentence		Sentence	
4.		9.	
Sentence		Sentence	
5.		10.	
Sentence		Sentence	

**1: Read it and Annotate It**

War poetry is a powerful **literary** form that captures the experiences, emotions, and **reflections** of those affected by war. It serves as both a historical record and an emotional **testament** to the impact of conflict on individuals and societies. Rooted in human experiences, war poetry often explores themes of heroism, sacrifice, loss, and the brutality of war, offering deep insights into the human condition. One of the most famous periods of war poetry emerged during World War I, with poets such as Wilfred Owen, Siegfried Sassoon, and Rupert Brooke shaping the genre. Their works range from **patriotic** and idealistic to deeply critical and haunting, reflecting the shifting perceptions of war as the horrors of the battlefield became evident. For instance, Owen's "Dulce et Decorum Est" challenges the **romanticised** notion of dying for one's country, presenting a **harrowing** depiction of life in the trenches. War poetry is not confined to one era or perspective; it spans centuries and cultures, addressing conflicts from ancient battles to contemporary wars. It provides a voice to soldiers, civilians, and those left behind, humanizing the often abstract concept of war. Ultimately, war poetry bridges the gap between history and humanity, allowing readers to connect with the emotional truths of conflict.

**2. Clarify It**  
(the first one has been done for you)

- a. Write out the words highlighted in red  
 b. Write the definition for the words highlighted in red  
 c. Attempt to use the word in a sentence

a. Literary

Adj. - he writing, study, or content of literature, especially of the kind valued for quality of form:

The great literary works of Shakespeare

**3. Summarise it: What is the main idea in the text you have just read?****4.Question it: Write down 3 questions you have about the text you have just read****5. Comprehend it****Challenge:** Are there any inferences you can make from the information in the text?

1.

2.

3



**1: Read it**

The purpose of a **warm-up** is to prepare the body and mind for physical activity, ensuring **optimal** performance and reducing the risk of injury. A well-structured warm-up gradually increases heart rate and blood flow, delivering more oxygen and nutrients to the muscles, which enhances their efficiency during exercise. It also raises body temperature, making muscles and joints more flexible and responsive, which is particularly important for activities requiring **dynamic stretches** or high **intensity**. Mentally, a warm-up helps athletes focus, improve concentration, and build confidence, setting the tone for the session or competition ahead. In team sports, it can also foster cohesion and communication among players. A warm-up typically includes activities like light jogging, dynamic stretches, and sport-specific drills, which **mimic** the movements of the upcoming activity. For example, a footballer might include dribbling exercises, while a sprinter might incorporate short bursts of **speed** work. By tailoring the warm-up to the demands of the sport or activity, athletes can ensure their bodies are primed for the specific challenges they will face. Ultimately, a warm-up is a crucial step in any training or competition routine, bridging the gap between rest and peak performance while promoting safety and readiness.

**2. Define It**  
(the first one has been done for you)

Warm up

- a. Write out the words highlighted in red  
 b. Write the definition for the words highlighted in red  
 c. Attempt to use the word in a sentence

Prepare for physical exertion or a performance by exercising or practicing gently beforehand.

The group will always complete a warmup to try and prevent injuries as much as possible.

b

c

b

c

b

c

b

c

b

c

**3. Summarise it: What is happening in the text you have just read?****4.Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

- 1.
- 2.
- 3





1: Read it and annotate it

What is Hospitality and Catering?

Hospitality and catering are industries that focus on making people feel welcome and providing them with great food and service. Hospitality is about creating a good experience for guests in places like hotels, restaurants, and resorts. It’s not only about food, but also the service, environment, and how people feel during their visit. Catering is a part of hospitality that focuses on preparing and serving food at events like birthday parties, weddings, or business meetings. Catering companies make sure that people have delicious food and drinks, or **beverages**, to enjoy at special events. They may bring the food to the event or cook it on-site.

In both hospitality and catering, chefs follow recipes to prepare meals using fresh **ingredients**. Sometimes, they might use techniques like **marinating** to enhance the flavors of meats or vegetables in a **recipe**. It’s important to cook the food properly to keep all the **nutrients** in the ingredients while making it tasty. Chefs also use **culinary** skills, such as baking, grilling, or frying, to create the best meals.

The goal of hospitality and catering is to make sure guests enjoy their food, feel comfortable, and have a great time. Whether it’s a meal at a restaurant or a big event, everything is designed to bring happiness to the guests.

2. Clarify It (the first one has been done for you)	<i>a. Write out the words highlighted in red</i> <i>b. Write the definition for the words highlighted in red</i> <i>c. Attempt to use the word in a sentence</i>	
a. Beverage	b. Any one of various liquids for drinking, usually excluding water.	
	c. The condensation trickled down the ice cold beverage.	

3. Summarise it: What is the main idea in the text you have just read?	4.Question it: Write down 3 questions you have about the text you have just read	5. Comprehend it
	1.  2.  3	
<b>Challenge:</b> Are there any inferences you can make from the information in the text?		

**1: Read it**

In mathematics, a **percentage** is a number or ratio that can be **expressed** as a fraction of 100. If we have to calculate percentage of a number, divide the number by the whole and multiply by 100. Hence, the percentage means, a part per hundred. The word **per cent** means per 100. It is represented by the symbol "%".

One way to find a percentage of an amount is to use 1%, 10% and 50% as building blocks. Write the percentage as the of two or more of 1%, 10% and 50% Work out the percentages. **Sum** the percentages to get the total percentage.

1%, 10% and 50% can be used as building blocks for working out percentages in your head. A percentage can be made from a **combination** of percentages. For example, 60% is 50% + 10%. Work out 1% by dividing by 100. This building block of 1% can be **multiplied** to find other percentages. For example, to find 2% multiply 1% by 2. To find 3%, multiply 1% by 3. To find 4%, multiply 1% by 4. Work out 10% by dividing by 10. This building block of 10% can be multiplied or divided to find other percentages. For example, to find 5%, divide 10% by 2. To find 20%, multiply 10% by 2. To find 40%, multiply 10% by 4.

For example: Find 65% of 360. 65% can be made up of 50% + 10% + 5%. To find 65% of 360, work out 50%, 10% and 5% of 360. Add the 50%, 10% and 5% values to find 65%. 65% of 360 is 234

**2. Define It**  
 (the first one has been done for you)

- a. Write out the words highlighted in red  
 b. Write the definition for the words highlighted in red  
 c. Attempt to use the word in a sentence

b.

c.

b

c

b

c

b

c

b

c

b

c

**3. Summarise it: What is happening in the text you have just read?****4.Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.  
2.  
3



**1: Read it and Annotate It****The Urdu Language**

Urdu is one of the most widely spoken languages in the world, particularly in Pakistan and India. It is the official language of Pakistan and is understood by millions of people. Urdu has its roots in Arabic, Persian, and Turkish languages, and it **evolved** over centuries as a language of **poetry**, literature, and culture.

In Pakistan, Urdu is spoken by people from different regions, and it acts as a **bridge** between different ethnic groups. Though it is not the native language of many Pakistanis, it is used in schools, government, and media. Urdu is famous for its beautiful **script**, which is written from right to left. The language has a rich tradition of poetry, with famous poets such as Allama Iqbal contributing to its **legacy**. Urdu continues to play a major role in shaping the cultural **identity** of Pakistan.

**2. Clarify It**  
(the first one has been done for you)

- a. Write out the words highlighted in red  
b. Write the definition for the words highlighted in red  
c. Attempt to use the word in a sentence

a.

b.

c.

**3. Summarise it: What is the main idea in the text you have just read?****4.Question it: Write down 3 questions you have about the text you have just read****5. Comprehend it**

**Challenge:** Are there any inferences you can make from the information in the text?

1.

2.

3




## 1: Read it

**Vertebrates** are animals that have a **backbone** or **spine**. These animals include **mammals**, **birds**, **reptiles**, **amphibians**, and **fish**. Vertebrates are part of the **phylum Chordata** and have a well-developed internal skeleton, which provides structure and support.

**Invertebrates**, on the other hand, are animals that do not have a **backbone**. These animals include insects, spiders, worms, and mollusks. Invertebrates make up about 95% of all animal species on Earth. Unlike **vertebrates**, they rely on **exoskeletons** or other body structures for support and protection.

Both **vertebrates** and **invertebrates** play essential roles in ecosystems, helping to maintain balance through their interactions in the food web.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
Vertebrates – Animals that have a <b>backbone</b> or <b>spine</b> , such as mammals, birds, reptiles, amphibians, and fish.	b. c.
	b. c.
	b. c.
	b. c.
	b. c.
	b. c.

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3.	

New Vocabulary	Definition	Yr 7 Spellings Week 9-10 Cycle 3	
1.		6.	
Sentence		Sentence	
2.		7.	
Sentence		Sentence	
3.		8.	
Sentence		Sentence	
4.		9.	
Sentence		Sentence	
5.		10.	
Sentence		Sentence	


**1: Read it and Annotate It**

Post-war modernism poetry **emerged** as a response to the profound societal, political, and **existential** upheavals caused by World War II. Poets of this period grappled with the **fragmentation, disillusionment**, and moral **ambiguity** left in the wake of the war. They sought to break away from traditional forms and conventions, embracing experimental techniques to reflect the complexity of the modern world. Modernist poets often employed fragmented narratives, **juxtaposition**, and stream-of-consciousness to capture the fractured reality of their time. Themes of **alienation**, loss, and identity permeated their works, reflecting the broader cultural and philosophical questioning of post-war existence. They explored the tension between personal experiences and collective trauma, emphasising the individual's place within a rapidly changing and often chaotic society.

Language itself became a tool for experimentation. Poets like T.S. Eliot and W.H. Auden pushed the boundaries of syntax, rhythm, and imagery, creating works that were both challenging and evocative. Their poetry often required active engagement from readers, inviting interpretation and introspection.

Post-war modernism was deeply influenced by existentialist thought, as well as advancements in psychology and the arts. This period of poetry remains a testament to the resilience of creativity in times of crisis and a profound reflection of humanity's attempt to find meaning in the aftermath of devastation.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a. emerged	Verb: become visible She emerged from school proud of her success and excited about the future.

3. Summarise it: What is the main idea in the text you have just read?	4.Question it: Write down 3 questions you have about the text you have just read	5. Comprehend it
	1.	
Challenge: Are there any inferences you can make from the information in the text?	2.	
	3	

**1: What is Kodu?**

**Kodu** is a simple visual programming language that uses picture tiles which can be added together to create a set of instructions.

In coding, a set of sequenced instructions or rules for solving a problem or completing a task in a logical order is called an algorithm. Kodu teaches coding in a fun way.

Kodu is great for creating computer games. You can build a new **world**, add **characters** and **objects** and write the code to control game play. A world is an animated, 3D environment created with computer graphics where a user can interact with characters, objects or other game users. You can program your character and objects. You give them a set of instructions that a computer uses to perform a specific function e.g. move around the world using the forward, back, left and right keys on the keyboard. Explore the Change Settings menu to find out how to control different aspects of how an object behaves, such as its rate of **acceleration**. A selection gives a character a choice of things it can do for example, the character can collect the coins before the apples if he wants.

As well as improving your programming skills, Kodu also helps to develop **logical thinking**, problem solving, collaboration and creativity. Using Kodu may start you on the path to a career in game design!

**2. Clarify It**  
(the first one has been done for you)

- a. Write out the words highlighted in red
- b. Write the definition for the words highlighted in red
- c. Attempt to use the word in a sentence

**3. Summarise it: What is the main idea in the text you have just read?****4.Question it: Write down 3 questions you have about the text you have just read****5. Comprehend it**

**Challenge:** Are there any inferences you can make from the information in the text?

- 1.
- 2.
- 3



**1: Read it and annotate it****Film Music: The Magic Behind the Scenes**

Film music is a special type of music used in movies to help tell the story and create emotions. It can make a scene feel exciting, sad, or scary. The music works alongside the actors and the plot to help the audience understand what is happening without words.

There are different types of film music. For example, the **score** is the background music that plays throughout the film. It can be made with instruments like **strings**, **percussion**, or even electronic sounds. Sometimes, themes are used, which are short pieces of music that represent a character or idea. For example, whenever a certain character enters the scene, their theme might play.

Another important part of film music is the **soundtrack**, which includes popular songs added to the movie. These songs can add energy or help set the time and place for the film. Music in films often uses **dynamics** to build tension or excitement. **Tempo** also helps change the mood of a scene.

In short, film music is a powerful tool that makes movies more enjoyable and emotional by using sound to support the story.

**2. Clarify It**  
(the first one has been done for you)

- a. Write out the words highlighted in red*  
*b. Write the definition for the words highlighted in red*  
*c. Attempt to use the word in a sentence*

a. Score

b. To write or change a piece of music for particular instruments or voices.

c. This piece is scored for strings and woodwind.

**3. Summarise it: What is the main idea in the text you have just read?****4.Question it: Write down 3 questions you have about the text you have just read****5. Comprehend it**

1.

2.

**Challenge:** Are there any inferences you can make from the information in the text?

3



**1: Read it**

A customer in a restaurant may wish to give a **tip** when paying for a meal. They may use a mental calculation to work out a 10% or 15% **payment** to the person who has provided the table **service**. They can then leave a cash tip or add the tip to their card payment. Finding the percentage of an amount is useful when buying **discounted** goods. For example, a clothes store may offer higher discounts on particular collection within the same store. Each item may be tagged with the full price and the percentage discount. It is useful to be able to work out the price you will pay either mentally or with a calculator. To **increase** or **decrease** an amount by a percentage, first calculate the percentage of the amount and then either **add** this answer on to increase the quantity or **subtract** this answer to decrease the quantity. There is more than one way to find the percentage of an amount.

For example, increase £50 by 8%. You will need find 8% of the original amount in this case £50 and then the amount on to the original amount. 8% of £50 is £4, so to increase we £4 to £50 to give us £54. In same if we decrease £50 by 8%, then we subtract £4 from the original amount of £50. So, £50 subtract £4 to give us £46. A shop could have a discount on a coat of 10%. This means reduce the amount shown by 10%. A packet of cornflakes may say 30% extra this means that 30% extra has been added into the box to increase the amount given.

**2. Define It**  
 (the first one has been done for you)

- a. Write out the words highlighted in red  
 b. Write the definition for the words highlighted in red  
 c. Attempt to use the word in a sentence

b.

c.

b

c

b

c

b

c

b

c

b

c

**3. Summarise it: What is happening in the text you have just read?****4.Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.  
2.  
3



**1: Read it and Annotate It****Sports in Pakistan**

Sports play an important role in the culture of Pakistan. The most popular sport in the country is **cricket**. Pakistan has a long history of **success** in international cricket, and the sport is followed by millions. The country has produced many famous cricketers, such as Imran Khan and Wasim Akram, who are celebrated worldwide.

Apart from cricket, field **hockey** is another sport that Pakistan has excelled in. The national hockey team has won **numerous** medals in international tournaments, including the Olympics. Other sports like football, kabaddi, and wrestling are also popular, particularly in **rural** areas. Squash is another sport where Pakistan has had great success, with players like Jahangir Khan becoming international legends. Sports are seen as a way to promote health, **unity**, and national pride in Pakistan, and they bring people together from all walks of life.

2. Clarify It  
(the first one has been done for you)

- a. Write out the words highlighted in red  
b. Write the definition for the words highlighted in red  
c. Attempt to use the word in a sentence

a.

b.

c.

3. Summarise it: What is the main idea in the text you have just read?

4. Question it: Write down 3 questions you have about the text you have just read

5. Comprehend it

**Challenge:** Are there any inferences you can make from the information in the text?

1.  
2.  
3



**1: Read it**

**Animal adaptations** are special characteristics or behaviours that help animals survive and thrive in their environment. These adaptations can be **structural**, **behavioural**, or **physiological**, and they help animals meet the challenges of food, temperature, predators, and other environmental factors.

**1.Structural adaptations** are physical features of an animal's body that help it survive. For example, camels have **humps** to store fat for energy in hot, dry deserts. Similarly, **polar bears** have thick fur and a layer of fat to keep warm in cold climates.

**2.Behavioral adaptations** are the actions animals take to help them survive. Birds might migrate to warmer areas during winter, while certain animals, like **squirrels**, store food in the fall to survive through the winter months.

**3.Physiological adaptations** involve changes inside the animal's body to help it cope with its environment. For instance, some animals can change their **metabolism** to survive in low food conditions, or **frogs** can slow down their bodily functions to survive in cold weather.

These adaptations increase an animal's chances of **survival** and reproduction in its specific environment. Over time, animals develop these traits through **natural selection**, where animals with beneficial adaptations are more likely to survive and pass on their genes.

**2. Define It**  
 (the first one has been done for you)

**Adaptation-** A characteristic (physical or behavioral) that helps an organism survive and reproduce in its environment.

- a. Write out the words highlighted in red  
 b. Write the definition for the words highlighted in red  
 c. Attempt to use the word in a sentence

b.

c.

b

c

b

c

b

c

b

c

b

c

**3. Summarise it: What is happening in the text you have just read?****4.Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

3



New Vocabulary	Definition	Yr 7 Spellings Week 11-12 Cycle 3	
1.		6.	
Sentence		Sentence	
2.		7.	
Sentence		Sentence	
3.		8.	
Sentence		Sentence	
4.		9.	
Sentence		Sentence	
5.		10.	
Sentence		Sentence	

**1: Read it**

**Definition of the Genre**

Contemporary poetry refers to poetry written from the mid-20th century to the present day. Unlike traditional poetry, which often follows strict **metrical patterns** and **rhyme schemes**, contemporary poetry tends to have **free verse**, allowing poets to experiment with form, structure, and language. This genre is often personal and reflective, focusing on real-life experiences, emotions, and observations.


**Common Themes and Features**

Contemporary poetry explores a diverse range of themes, often reflecting social, political, and personal issues. Many poems deal with topics such as identity, love, loss, mental health, nature, and justice. Unlike classical poetry, contemporary poetry frequently contains **colloquial language** and everyday speech, making it more relatable to modern audiences. Poets use figurative language such as metaphors, similes, and imagery to create emotional effects. In terms of structure, techniques like **enjambment** (continuing a sentence beyond a line break) and **caesura** (a deliberate pause within a line) help shape meaning and rhythm. Some poets also experiment with visual poetry, where the arrangement of words on the page plays a key role in interpretation.

**Examples**

Many well-known contemporary poets challenge predictable poetic forms and engage with current issues. Ocean Vuong, for example, writes about themes of war, identity, and love using lyrical and fragmented structures. Carol Ann Duffy, former UK Poet Laureate, explores feminism, relationships, and power in her work. Amanda Gorman, known for her spoken-word performances, uses rhythm and repetition to address social justice themes. These poets highlight how contemporary poetry can be both deeply personal and politically engaged, making it a powerful literary form in today's world.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a. Metrical patterns	Nouns.- Meter is the pattern of beats in a line of poetry. It is about the regular pattern of stressed and unstressed syllables (units of sounds).  Shakespeare's sonnet, “Shall I compare thee to a summer's day?” has the following metrical pattern (da DUM, da DUM, da DUM, da DUM, da DUM).

3. Summarise it: What is the main idea in the text you have just read?	4.Question it: Write down 3 questions you have about the text you have just read	5. Comprehend it
	1.	
<b>Challenge:</b> Are there any inferences you can make from the information in the text?	2.	
	3	

**1: What is a Scratch?**

**Scratch** is a block-based coding language that allows users to create animations, games and programs. Scratch uses puzzle-shaped blocks of code that can be dragged into a code area and connected to create algorithms. Scratch refers to these as **scripts**. The scripts define the behaviour of characters. In Scratch, these characters are called **sprites**. An alternative appearance for a sprite is called a costume.

There is a changeable **background** that can be shown on the **stage**. The backdrop can also be controlled by a script.

A changeable value that can be recorded in Scratch's memory. **variables** are useful for creating a way to keep score in games. In Scratch, a user can make new variables.

A **loop** is a tool to repeat an action. There are three types of loops in Scratch. Loops used as part of script save the amount of blocks used.

**2. Clarify It**  
 (the first one has been done for you)

- a. Write out the words highlighted in red  
 b. Write the definition for the words highlighted in red  
 c. Attempt to use the word in a sentence

**3. Summarise it: What is the main idea in the text you have just read?****4.Question it: Write down 3 questions you have about the text you have just read****5. Comprehend it**

**Challenge:** Are there any inferences you can make from the information in the text?



**1: Read it and annotate it****Clay and Model Making**

Clay is a natural, soft material made from tiny particles of rock and minerals. It's used in many forms, such as modeling clay, air-dry clay, and **polymer clay**. When wet, clay is malleable, meaning it can be easily shaped and molded into different objects. After it dries, it becomes hard and strong. Clay has been used for thousands of years to create **pottery**, **sculptures**, and models.

In **model** making, you can use clay to build anything from animals to people or even small buildings. The process involves **kneading** the clay to make it soft and easy to work with. Then, you can use tools like rolling pins, sculpting tools, and your hands to shape the clay. Once your model is finished, you can decorate it with paint or **glaze** for added color and detail. Some clays, like polymer clay, can be baked in an oven to harden, which helps preserve your creation. Model making with clay is a great way to express creativity while improving skills like problem-solving, attention to detail, and patience. It's fun, hands-on, and a perfect way to bring your ideas to life. Whether for school projects or just for fun, clay and model making can help you develop new skills and create unique artwork.

**2. Clarify It**  
(the first one has been done for you)

- a. Write out the words highlighted in red  
b. Write the definition for the words highlighted in red  
c. Attempt to use the word in a sentence

a. Polymer Clay

b. A type of modelling clay.

c. My model dries quickly when air gets to it as it is made from polymer clay.

**3. Summarise it: What is the main idea in the text you have just read?****4. Question it: Write down 3 questions you have about the text you have just read****5. Comprehend it**

- 1.
- 2.
- 3

**Challenge:** Are there any inferences you can make from the information in the text?

**1: Read it**

When you put money into a **savings account**, the bank will use your money, for example by lending it to other people. They will pay you a certain amount for allowing this.

The money they pay you is known as '**interest**'.

The rate of interest is calculated on an **annual** basis or (% p.a.).

When you borrow money, you will have to pay interest as well as paying back the original amount.

The original amount of money **borrowed** or loaned is called the '**principal**'. The '**interest rate**' is the % of the principal that is added on over the course of one year as interest.

The interest rate charged or **earned** depends on a lot of factors, including the financial conditions in the country at the time.

The interest rate, including and fees charged over one year, to borrow money is known as **Annual Percentage Rate, APR**.

The interest rate, including and fees charged over one year, to lend money is known as **Annual Equivalent Rate, AER**.

**APR** and **AER** make it easier to compare savings accounts and loans. **Simple interest** is calculated as a percentage of the principal and stays the same over time.

Saoirse puts £300 into a savings account which gives simple interest at a rate of 4% per annum (per year).

How much will Saoirse have saved after 3 years?

4% of £300 is £12. This is then multiplied by three, £12 x 3 years is £48 which is then added to the amount that was **invested** so he will have £348 in his saving account.

**2. Define It**  
 (the first one has been done for you)

- a. Write out the words highlighted in red  
 b. Write the definition for the words highlighted in red  
 c. Attempt to use the word in a sentence

b.

c.

b

c

b

c

b

c

b

c

b

c

**3. Summarise it: What is happening in the text you have just read?****4.Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

3






**1: Read it and Annotate It****Pakistan's Independence**

Pakistan gained **independence** on August 14, 1947, following years of **struggle** by its leaders and **citizens**. Before independence, the area that is now Pakistan was part of British India, which was controlled by the British. The demand for a separate nation for Muslims was led by Muhammad Ali Jinnah, the founder of Pakistan. He and other leaders of the All-India Muslim League worked towards creating a country where Muslims could live according to their own cultural and religious beliefs.

The British agreed to divide India into two countries, India and Pakistan. The **partition** led to the creation of Pakistan as a **Muslim-majority** country. However, the partition caused widespread violence and the displacement of millions of people. On August 14, 1947, Pakistan became an independent nation, and Jinnah became its first **Governor-General**. This day is celebrated every year as Independence Day.

2. Clarify It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a.	b. c.

3. Summarise it: What is the main idea in the text you have just read?	4. Question it: Write down 3 questions you have about the text you have just read	5. Comprehend it
	1.	
	2.	
	3	
<b>Challenge:</b> Are there any inferences you can make from the information in the text?		

1: Read it

A **food chain** is a linear sequence that shows how energy flows from one organism to another in an ecosystem. It begins with **producers** (plants) that make their own food through photosynthesis, followed by **consumers** (herbivores, carnivores, and omnivores) that eat other organisms. At the top are **apex predators**, which have no natural enemies.

A **food web** is a more complex network of interconnected food chains, showing multiple feeding relationships in an ecosystem. It provides a more accurate representation of how energy moves through different levels. **Decomposers** (like fungi and bacteria) break down dead organisms, returning nutrients to the soil.


Differences Between a Food Chain and a Food Web

Feature	Food Chain	Food Web
Structure	Linear sequence	Interconnected food chains
Complexity	Simple	Complex
Energy Flow	One direct path	Multiple energy paths
Stability	Less stable	More stable and realistic

Key Words:

- 1.Food chain 2.Food web 3.Producers
4. Consumers 5. Apex predators 6. Decomposers

2. Define It (the first one has been done for you)	<div>a. Write out the words highlighted in red</div> <div>b. Write the definition for the words highlighted in red</div> <div>c. Attempt to use the word in a sentence</div>
Food chain – A simple path showing energy transfer from one organism to another.	b.
	c.
	b
	c
	b
	c
	b
	c
	b
	c
	b
	c

3. Summarise it: What is happening in the text you have just read?	4.Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	<div>1.</div> <div>2.</div> <div>3</div>	

New Vocabulary	Definition	Yr 7 Spellings Week 13 Cycle 3	
1.		6.	
Sentence		Sentence	
2.		7.	
Sentence		Sentence	
3.		8.	
Sentence		Sentence	
4.		9.	
Sentence		Sentence	
5.		10.	
Sentence		Sentence	

[illegible]

## CYCLE 3 SPELLINGS

WEEK 2	
1. Descending	A group of numbers, dates, words arranged from <b>largest to smallest</b> .
2. Romanticism	Literary and artistic movement -emphasis on the <b>imagination and emotions</b> .
3. Feudalism	System in which people <b>gave kings and lords money and worked in exchange</b> for protection
4. Monotheism	Belief in a <b>single god</b> .
5. Batik	a method of <b>dyeing cloth</b> that produces a delicate patterning
6. Dimensional	Artists may create two or <b>three-dimensional pieces</b>
7. Percussion	Musical instruments that generally. are used to <b>establish rhythm</b> .
8. Rehearsal	Activity in the performing arts that occurs as <b>preparation for a performance</b>
9. Sequence	The <b>order in which instructions occur</b> and are processed
10. Bacteria	Tiny, <b>microorganisms</b> that multiply rapidly in food under the right conditions

WEEK 4	
1. Percentage	A number that tells us <b>how much out of 100</b>
2. Caesura	<b>Pause in a line of poetry</b> that is formed by the rhythms of natural speech
3. Conquer	To get or <b>overcome</b> by force
4. Polytheism	Belief in many gods
5. Dyeing	A substance that <b>changes the colour</b> of an object
6. Improvisation	Compose, recite or sing on the <b>spur of the moment</b>
7. Stereotype	<b>Mistaken idea or belief</b> many people have about a thing or group
8. Algorithm	A set of <b>steps used to solve</b> a specific problem.
9. Hygiene	Practice or activity that you do to <b>keep things healthy and clean</b>
10. Ecosystem	Community of <b>living organisms</b>

WEEK 3	
1. Ascending	Arranging numbers from <b>smallest to largest</b>
2. Stanza	Grouped set of two or more <b>lines within a poem</b>
3. Legacy	Something that happened in the <b>past</b> or comes from someone in the <b>past</b>
4. Compassion	Awareness of another <b>person's suffering</b>
5. Patchwork	pieces of cloth, various colours and shapes <b>sewn together</b> to form a covering
6. Texture	The look and <b>feel of a surface</b>
7. Orchestra	An <b>assembly of musicians</b> who play a wide range of instruments
8. Dialogue	The <b>conversation</b> between two or more characters in a story
9. Gesture	Movement of your body (especially of your hands) <b>emphasizes an idea or a feeling</b> .
10. Programming	<b>Process of telling a computer</b> to do certain things by <b>giving it instructions</b> .

WEEK 5	
1. Conversion	<b>Change a value</b> or expression from one form to another
2. Enjambment	<b>Continuation of a sentence</b> or phrase from one line of poetry to the next
3. Kingdom	<b>Country that is ruled</b> by a king or queen
4. Fibre	Long, <b>thin strands of material</b> made by plants, animals, or humans
5. Proportion	<b>Relationships</b> between height, width and depth.
6. Chorus	Part of a song or hymn that is <b>repeated every so often</b>
7. Expression	The way the face moves- <b>convey an emotional state</b>
8. Weighing	Register a weight
9. Pollution	<b>Harmful materials</b> into the environment
10. Hymn	Religious <b>song of worship</b> in Christianity, or a sacred song.

WEEK 6	
1. <b>agility</b>	Ability to <b>move quickly</b> and easily.
2. <b>element</b>	A substance made up of <b>one type</b> of atom.
3. <b>erosion</b>	The <b>wearing away</b> and removal of material.
4. <b>ammunition</b>	Projectiles fired from weapons.
5. <b>salvation</b>	To <b>save</b> the soul <b>from sin</b> .
6. <b>communism</b>	<b>State control</b> of goods and services.
7. <b>deportation</b>	<b>Forcing</b> someone <b>to leave</b> a country.
8. <b>legislation</b>	The process of <b>making</b> or enacting <b>laws</b> .
9. <b>equilateral</b>	Having all its sides the <b>same length</b> .
10. <b>illusion</b>	A <b>deceptive</b> appearance or impression.

WEEK 8	
1. <b>sibilance</b>	A <b>repeated 'S'</b> sound.
2. <b>filtration</b>	Separates <b>insoluble solid</b> from <b>a liquid</b> using filter paper.
3. <b>urbanisation</b>	<b>Increase</b> in the proportions of <b>people</b> living in <b>cities</b> .
4. <b>incarnate</b>	God is Jesus / human in flesh.
5. <b>impersonal</b>	God is beyond <b>human understanding</b> .
6. <b>attrition</b>	Type of war that <b>wears down</b> the enemy.
7. <b>bayonet</b>	Stabbing weapon attached to rifles.
8. <b>quadrilateral</b>	A <b>four-sided</b> polygon.
9. <b>neutrality</b>	<b>Not</b> getting involved in a conflict.
10. <b>liaison</b>	<b>Communication</b> between two or more groups.

WEEK 7	
1. <b>abrasion</b>	The <b>wearing away</b> of cliffs.
2. <b>compound</b>	A substance made of <b>2+ types</b> of atom and <b>chemically joined</b> .
3. <b>attrition</b>	Erosion caused when rocks are <b>broken</b> into smaller pieces.
4. <b>trinity</b>	God is the father, holy spirit and son.
5. <b>resurrection</b>	Jesus <b>raised from the dead</b> .
6. <b>liberty</b>	<b>Freedom</b> from oppression.
7. <b>abdication</b>	The act of the <b>monarch leaving</b> the thrown.
8. <b>deterrent</b>	Something that <b>discourages</b> someone from doing something.
9. <b>denominator</b>	The <b>bottom</b> part of a <b>fraction</b> .
10. <b>artillery</b>	Larger guns.

WEEK 9	
1. <b>euphemism</b>	A <b>polite</b> way of saying something <b>controversial</b> .
2. <b>crystallisation</b>	The process of <b>forming crystals</b> .
3. <b>migration</b>	The <b>movement of people</b> from one place to another to live.
4. <b>ascension</b>	Jesus rose to <b>heaven</b> after resurrection, teaching <b>final lessons</b> .
5. <b>grace</b>	Gods <b>unconditional</b> love.
6. <b>cavalry</b>	<b>Soldiers on horses</b> .
7. <b>perpetrator</b>	<b>Active participants</b> in the Holocaust.
8. <b>immediately</b>	At once; <b>instantly</b>
9. <b>recurring</b>	A decimal number with a digit that <b>repeats forever</b> .
10. <b>distribution</b>	How data is shared and spread out.

WEEK 10	
1. multiplier	Number that you are <b>multiplying by</b>
2. Rhyme	<b>Repetition of a final syllable or sound</b> in multiple words
3. Sportsmanship	<b>Show respect</b> for the effort of the other team
4. Loop	<b>Command used</b> to repeat a part of code until desired process is complete
5. Omnipotent	One who has <b>unlimited power</b> or authority
6. Population	<b>Number of people</b> living in a certain place.
7. Narration	<b>Written or spoken commentary</b> to convey a story to an audience
8. Yeast	Tiny one-celled <b>organisms</b>
9. Atoms	Particle of matter that uniquely defines a chemical element
10. Scale	Tools used for measuring weight.

WEEK 12	
1. Decrease	<b>Get smaller in size</b> , number or quantity
2. Poetic	Poetry is a type of literature, or artistic writing
3. Syntax	Giving specific word sets in <b>specific orders to computers</b>
4. Trajectory	A path, progression, <b>or line of development</b>
5. Prejudice	<b>making a judgment</b> about a person without getting to know them
6. Tsunami	Giant waves caused by earthquakes or volcanic <b>eruptions under the sea.</b>
7. Carbohydrates	One of the three <b>main nutrients in food</b>
8. Dramatics	Out of the ordinary; <b>exciting.</b>
9. Elements	<b>Substance that cannot be broken down</b> into another substance
10. Portrait	<b>Artistic representation</b> of a person.

WEEK 11	
1. Increase	Get <b>larger in size</b> , number or quantity.
2. Rhythm	The <b>beat or the flow</b> of a poem.
3. Stewardship	Protecting all creation, the <b>beauty of the created world,</b>
4. Agility	The ability to <b>move or think easily</b> and quickly.
5. pilgrimage	<b>A sacred journey</b> , undertaken for a spiritual purpose.
6. Rural	<b>Country people</b> or life, or agriculture.
7. Simmering	<b>Cook slowly in</b> a liquid just below the boiling point
8. Comedy	A play, film, story, or television show that <b>is funny or happy</b>
9. Nucleus	<b>Small egg-shaped structure</b> inside the cell which acts like the brain of the cell
10. Form	<b>Shape</b> and structure of something

WEEK 13	
1. Fractions	Represents a <b>part of a whole.</b>
2. Iambic	<b>two syllables</b> -first is unstressed and the second is stressed
3. Expression	<b>Communicate thoughts</b> , ideas, knowledge and feelings
4. Composition	<b>Act of writing</b> or the piece of writing that results
5. Cremation	Burning leaves and mixing the resulting <b>ashes with some earth</b>
6. Landscape	<b>Earth's surface</b> that can be viewed at one time from one place
7. Protein	<b>A molecule</b> made up of amino acids
8. Loop	A oommand used to <b>repeat a part of code</b>
9. Ductile	<b>Stretched, drawn,</b> or hammered thin without breaking
10. Exhibition	<b>Public showing</b> of art, crafts, products, or skills

Poetic language	Meaning	Poetic structures and forms	Meaning
SECTION 1: Simile	A comparison between two ideas or objects made using the words “like” or “as.”	SECTION 4: Couplet	A pair of rhyming lines which follow on from one another.
Metaphor	A comparison – made directly or indirectly. These comparisons are not meant literally and are examples of imagery.	Rhyme	The repetition of syllable sounds – usually at the ends of lines, but sometimes in the middle of a line (called internal rhyme).
Personification	Giving human characteristics to something which is not human.	Stanza	A group of lines separated from others in a poem.
Sibilance	Repeated “S” sounds – most often caused by “s” “ss” and “c.” These can be harsh, smooth or sickly.	Enjambment	The running over of a sentence from one line to the next without a piece of punctuation at the end of the line.
Alliteration	A repetition of consonant sounds.	Caesura	A stop or a pause in a line of poetry – usually caused by punctuation.
Plosive	“b,” “p,” “t” and “d” sounds – which can be harsh, aggressive or shocking.	Blank verse	Poetry written in non-rhyming, ten syllable lines.
Onomatopoeia	Words which attempt to imitate sounds.		
SECTION 2: Assonance	A repetition of vowel sounds.	SECTION FIVE: Elegy	A form of poetry which is about the death of its subject.
Anaphora	A repetition of words, phrases or clauses.	Dramatic monologue	A poem in which an imagined speaker address the reader.
Juxtaposition	Two things being placed close together for contrasting effect.	End stopped	A line of poetry ending in a piece of punctuation which results in a pause.
Oxymoron	A figure of speech in which two contradictory things are placed together in a way which makes peculiar sense. For example, “friendly fire.”	Epigraph	A quotation from another text, included in a poem.
Semantic field	A set of words relating to the same topic. “Foul” and “Shot” would appear in the semantic field of sports.	Lyric	An emotional, rhyming poem, most often describing the emotions caused by a specific event.
Antithesis	Placing contrasting ideas together.	Ode	A formal poem which is written to celebrate a person, place, object or idea.
Ambiguity	A word, phrase or situation where there are two or more possible meanings and it is unclear which is the correct one.	Parody	A comic imitation of another writer’s work.
Anachronism	A person or object placed in an inappropriate time.	Quatrain	A four line stanza.
SECTION 3: Cliché	An overused phrase or saying	SECTION SIX: Sestet	A six line stanza.
Hyperbole	Exaggeration.	Sonnet	A fourteen line poem, with variable rhyme scheme, usually on the topic of love for a person, object or situation.
Irony	A use of words to mean something very different from what they appear to mean.	Free verse	Non-rhyming, non-rhythmical poetry which follows the rhythms of natural speech.
Litotes	Deliberate understatement for effect – the opposite of hyperbole.	Volta	A turning point in the line of thought or argument in poem.
Metonymy	A related item or attribute is used to replace the word normally used. For example, “suit” used to replace businessman.	<h1>CELEBRATION AND DIFFERENCE</h1>	
Pathetic fallacy	When a character’s feelings, thoughts or emotions are displayed through the environment around them. For example, when a character is depressed and it is raining.		
Persona/Narrative voice	The voice/speaker of the poem who is different from the writer.		
Protagonist	The main character in a poem.		



Poetic Movements	Features and poets	Thoughts/feelings which could be conveyed	Key poets
SECTION 1: Heroes and Legends  7 <sup>th</sup> /8 <sup>th</sup> C BC > 14 <sup>th</sup> C	From the days of Ancient Greece, Rome and then The Middle Ages, oracles told stories that centred around mythological creatures and characters. Often these characters were already well known and famous from Greek myths. These characters often went on long journeys and the poems reflected this narrative and were called the Epics. Within these stories, the protagonist is a hero who goes through an immense struggle and overcomes battles with their bravery.	Being inspired  Commemorating something	Homer
SECTION 2: Renaissance  14 <sup>th</sup> > 17 <sup>th</sup> C	The Renaissance period began in Italy around the 14 <sup>th</sup> century and lasted up until the 17 <sup>th</sup> century. During the Renaissance Era the goal of the poet was to capture the essence of beauty in the modern world. There was a focus in art and literature on beauty, aesthetics and wit. Many poems took influence from the Italian sonnets (love poems).	Celebrating something	Shakespeare Marlowe
SECTION 3: Enlightenment  18 <sup>th</sup> C	The Enlightenment – the great 'Age of Reason' – is defined as the period of rigorous scientific, political and philosophical discourse that characterised European society during the 'long' 18th century. It is characterised by scepticism and emphasises education; it also includes works of satire. It was during this era advances in printing and literacy rates led to the rise of the novel.	Melancholy	Milton Swift
SECTION 4: Romantics  19 <sup>th</sup> C	The Romantic poets stressed on imagination, passion, emotion, nature and lives of common men which became the features of Romantic poetry. This is quite different from the stories of mythological creatures, heroes and kings that came before! Oftentimes, it is thought that the Romantic age stemmed from thinkers abandoning or reacting to the period of education and realism. Instead, there was greater appreciation of emotion and the natural world.	Awe  Being overwhelmed	Coleridge Shelley Blake Wordsworth
SECTION 5: War, Post-War and Modernism  20 <sup>th</sup> > 21 <sup>st</sup> C	The period at the turn of the 20 <sup>th</sup> century changed the way we live our lives forever. Increased technology meant that the World Wars were the most disastrous and deadly ever seen. Millions of men died and because of this, the lives of women and child left at home changed dramatically. With War poetry there is a loss of hope and an acceptance of death. Many poets wrote from within the trenches where they were experiencing a feeling of extreme pain and loneliness. Post-War poetry expressed a sense of abandonment and loss –many felt that the world would never be the same again and there was death on such a mass scale that people even began to question what it meant to be human. Especially after the Second World War where crimes against humanity from the Nazi party were televised and publicised in Europe.	Desperation and outrage  Nihilism (Nihilism is <b>the belief that nothing can be known or communicated</b> . It is often associated with extreme pessimism. A true nihilist would believe in nothing, have no loyalties, and no purpose other than, perhaps, an impulse to destroy)	Owen Sassoon
SECTION 6: Contemporaries	Contemporary poetry suggests ideas rather than overtly stating ideas. Contemporary poetry is brief in comparison to traditional poetry. Contemporary poetry is grounded in the image. Contemporary poetry invites the reader to complete statements, offer conclusions, and extract meaning By definition, contemporary poetry is “a style of poetry that follows a specific series of traits and literary tools: inconsistent meter, variations upon standard rhyme.” Poets writing in this style allow their ink to place a unique sense of self upon the words, making every poet's story special.	Freedom  Celebration	Chinua Achebe Atwood Salman Rushdie Dharker

### Section 1 – Simplifying fractions

FRACTIONS MANIPULATION	
<b>equivalent fractions</b>	fractions which <b>represent</b> the <b>same value</b> e.g. $\frac{2}{3}$ and $\frac{4}{6}$ <b>multiply</b> the <b>numerator</b> and <b>denominator</b> by the <b>same amount</b>
<b>simplifying fractions</b>	fractions can be <b>simplified</b> by <b>dividing</b> the <b>numerator</b> and <b>denominator</b> by a <b>common factor</b> to get a fraction in its <b>simplest form</b> , you <b>must divide by the highest common factor</b> (HCF)
<b>mixed to improper</b>	<b>multiply</b> the <b>denominator</b> by the <b>whole number part</b> , <b>add</b> this to the <b>numerator</b>
<b>improper to mixed</b>	<b>divide</b> the <b>numerator</b> by the <b>denominator</b> , the <b>quotient</b> is the <b>whole number part</b> , the <b>remainder</b> is then <b>written as a fraction</b>
<b>fractions of amounts</b>	<b>divide by the denominator</b> (bottom number) and <b>multiply by the numerator</b> (top number)

### Section 2 – Calculating with fractions

FRACTIONS: OPERATIONS		
<b>add</b>	you need a <b>common denominator</b> , then <b>add</b> the <b>numerator</b>	$\frac{A}{B} + \frac{C}{B} = \frac{A + C}{B}$
<b>subtract</b>	you need a <b>common denominator</b> , then <b>add</b> the <b>numerator</b>	$\frac{A}{B} - \frac{C}{B} = \frac{A - C}{B}$
<b>addition and subtraction of mixed numbers</b>	you need to <b>convert</b> mixed numbers into <b>improper fractions</b> with a <b>common denominator</b> , then <b>add/subtract</b> the <b>numerators</b>	
<b>multiply</b>	<b>multiply</b> the <b>numerators</b> <b>multiply</b> the <b>denominators</b>	$\frac{A}{B} \times \frac{C}{D} = \frac{AC}{BD}$
<b>divide (KCF)</b>	<b>keep</b> the first fraction <b>change</b> the $\div$ to $\times$ <b>flip</b> the second fraction, then <b>multiply</b>	$\frac{A}{B} \div \frac{C}{D} = \frac{A}{B} \times \frac{D}{C} = \frac{AD}{BC}$
<b>multiply and divide mixed numbers</b>	you need to <b>convert</b> mixed numbers into <b>improper fractions</b> , then use the methods for multiplying and division as above	

### Section 3– Comparing fractions & FDP

COMPARING FRACTIONS	
<b>proportion</b>	an amount of a whole
<b>comparing fractions</b>	re-write the fractions with <b>common denominators</b> <b>compare</b> the <b>numerators</b>
<b>comparing FDP</b>	<b>convert</b> all to <b>decimals</b> <b>write</b> your <b>answers</b> as it was <b>originally given</b> in the question
<b>ascending</b>	putting in <b>order</b> going <b>up</b>
<b>descending</b>	putting in <b>order</b> going <b>down</b>
<b>ordering fractions</b>	re-write the fractions with <b>common denominators</b> <b>compare</b> the <b>numerators</b> to <b>order</b> them

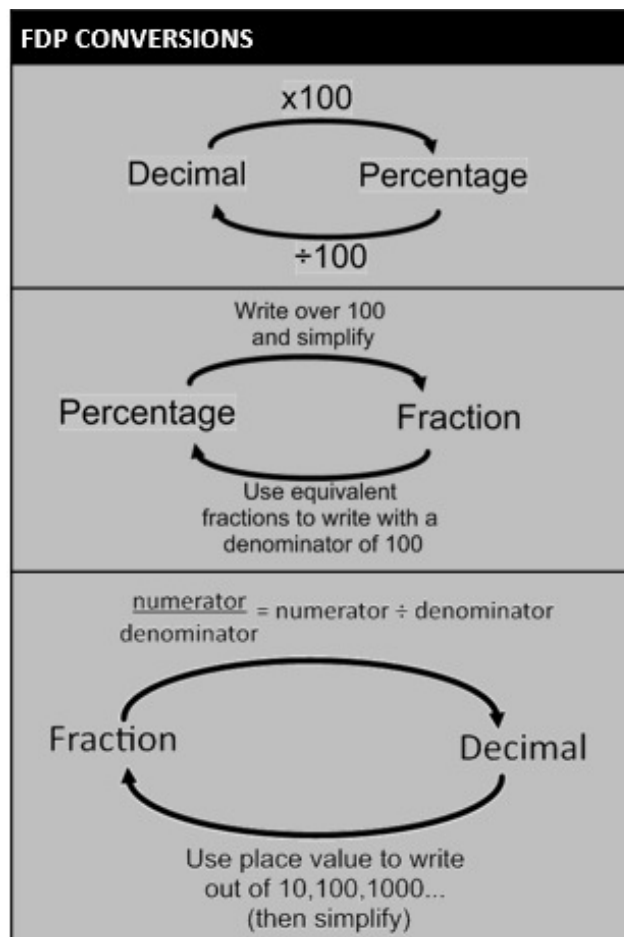
COMMON FDP CONVERSIONS		
fraction	decimal	percentage
$\frac{1}{2}$	0.5	50%
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%
$\frac{1}{10}$	0.1	10%

Section 4 – Percentage of amounts

COMMON PERCENTAGES	
percentage	parts per 100, symbol %
find 10%	divide by 10 (because $100\% \div 10 = 10\%$ )
find 1%	divide by 100 (because $100\% \div 100 = 1\%$ )
find 50%	divide by 2 (because $100\% \div 2 = 50\%$ )
find 25%	divide by 4 (because $100\% \div 4 = 25\%$ )
find 75%	add together 50% and 25%

Section 7 – Percentage of amounts (calc)

COMMON FDP CONVERSIONS		
fraction	decimal	percentage
$\frac{1}{2}$	0.5	50%
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%
$\frac{1}{10}$	0.1	10%

Section 5 – FDP conversionsSection 6 – Percentage of amounts (calc)

PERCENTAGE CALCULATIONS	
multiplier	a percentage written as a decimal
percentage increase	adding a percentage to the original amount
percentage increase non-calc	find the percentage using box method, then add it on to the original amount
percentage increase calc	multiplier method: use 1.__ and multiply by original
percentage decrease	subtracting a percentage from the original amount
percentage decrease non-calc	find the percentage using box method, then subtract it from the original amount
percentage decrease calc	multiplier method: do $100 - \%$ to give 0.__ and multiply by original

**4.1 - Acids, Alkalis and Indicators**

<b>Acid</b>	A <b>solution</b> with a <b>pH lower than 7</b> .
<b>Alkali</b>	A <b>solution</b> with a <b>pH higher than 7</b> .
<b>Neutral</b>	A <b>solution</b> with a <b>pH of exactly 7</b> .
<b>pH Scale</b>	A scale from <b>0</b> to <b>14</b> that is used to measure how <b>acidic</b> or <b>alkaline</b> a solution is.
<b>Indicator</b>	A chemical that <b>changes colour</b> to show whether a solution is <b>acidic</b> , <b>alkaline</b> or <b>neutral</b> .
<b>Universal Indicator</b>	A <b>dark green indicator</b> that changes a <b>wide range</b> of <b>colours</b> depending on the <b>pH</b> .
<b>Red Litmus Paper</b>	An <b>indicator paper</b> that turns <b>blue</b> in <b>alkali</b> .
<b>Blue Litmus Paper</b>	An <b>indicator paper</b> that turns <b>red</b> in <b>acid</b> .
<b>pH Probe and Meter</b>	Used to <b>measure pH electronically</b> . More <b>accurate</b> than an indicator.

**4.2 - The pH Scale**

<b>pH</b>	<b>Substance</b>	<b>Colour with Universal Indicator</b>	<b>Everyday Examples</b>
<b>0-3</b>	<b>Strong Acid</b>	<b>Red or Orange</b>	<b>Stomach acid, battery acid, lemon juice, vinegar.</b>
<b>4 - 6</b>	<b>Weak Acid</b>	<b>Orange or Yellow</b>	<b>Tomatoes, bananas, coffee, acid rain.</b>
<b>7</b>	<b>Neutral</b>	<b>Green</b>	<b>Water</b>
<b>8 – 10</b>	<b>Weak Alkali</b>	<b>Blue</b>	<b>Toothpaste, washing up liquid, baking soda.</b>
<b>11 - 14</b>	<b>Strong Alkali</b>	<b>Dark Blue or Purple</b>	<b>Oven cleaner, drain cleaner, bleach.</b>

**4.3 - Common Laboratory Acids and Bases**

<b>Acids</b>	<b>hydrochloric acid</b> - HCl
	<b>sulphuric acid</b> – H <sub>2</sub> SO <sub>4</sub>
	<b>nitric acid</b> – HNO <sub>3</sub>
<b>Bases</b>	<b>metal hydroxides</b> <i>e.g.</i> <b>sodium hydroxide</b> - NaOH
	<b>metal oxides</b> <i>e.g.</i> <b>magnesium oxide</b> - MgO
	<b>metal carbonates</b> <i>e.g.</i> <b>calcium carbonate</b> - CaCO <sub>3</sub>

**4.4 - Neutralisation Reactions**

<b>Base</b>	A substance that will <b>neutralise</b> an <b>acid</b> . ( <b>Soluble bases</b> are known as <b>alkalis</b> .)
<b>Neutralisation</b>	A <b>reaction</b> between an <b>acid</b> and an <b>alkali/base</b> which forms a <b>neutral solution</b> .
<b>Neutralisation Word Equations</b>	<b>metal hydroxide + acid -&gt; salt + water</b>
	<b>metal oxide + acid -&gt; salt + water</b>
	<b>metal carbonate + acid -&gt; salt + water + carbon dioxide</b>
<b>Rules for Naming the Salt</b>	1. <b>First</b> part comes from the <b>metal</b> in the <b>base</b> .
	2. <b>Second</b> part comes from the <b>acid</b> . <b>hydrochloric acid -&gt; chloride</b> <b>nitric acid -&gt; nitrate</b> <b>sulphuric acid -&gt; sulphate</b>
<b>Test for Carbon Dioxide Gas</b>	<b>Bubble</b> the gas through <b>limewater</b> – it will turn <b>cloudy</b> .
<b>Making Salt Crystals</b>	1. Add the <b>base</b> to the <b>acid</b> until <b>no more</b> will <b>react</b> .
	2. <b>Filter</b> the mixture to <b>remove</b> any <b>unreacted base</b> .
	3. <b>Heat gently</b> to <b>evaporate</b> some of the water then leave to <b>crystallise</b> .

**3.1 - Animal Adaptations (Competing for food, space, mates and water)**

For the Arctic	Thick fur and fat layer for insulation, small ears to reduce heat loss, wide feet to stop sinking into snow.
For the desert	Little urine and sweat, long eyelashes, wide feet, some are nocturnal, camel's hump stores fat as food store.
For hunting prey	Sharp teeth and claws / talons, fast, eyes on front of head, camouflaged to sneak up on prey.
For avoiding predators	Good hearing, eyes on side of head, warning colours, camouflaged to hide from predators.
For movement	Streamlined bodies, strong muscles, webbed feet, long tail for balance, long legs.

**3.2 – Plant Adaptations (Competing for light, water, space and minerals)**

For absorbing light	Broad flat leaves, may float on water.
For water	Spines to reduce water loss, swollen stems to store water and widespread roots to cover large area.
For insect pollination	Brightly coloured petals and sweet nectar.
For wind pollination	Anthers and stigma hang outside plant.
For seed dispersal	By animals – little hooks on fruit or sweet fruit. By air – parachutes or wings on seeds. By water – floating fruit.

**3.3 - Food Chains and Webs**

Producers	Green plants or algae that produce their own food by photosynthesis.
Consumers	Animals that eat other organisms.
Decomposers	Fungi or bacteria that break down dead organisms.
Arrows	Show direction of energy transfer between organisms.
Interdependence	Living organisms depend on each other for food, shelter, <u>pollination</u> and seed dispersal.

**3.4 - Classification of Living Organisms**

Classification	Sorting organisms into groups with similar characteristics.
Levels of Classification	Kingdom, phylum, class, order, family, genus, species.
Carl Linnaeus	Scientist who developed the Linnaean classification system.
Five Kingdoms	Animals, plants, fungi, prokaryotes, protists.
Binomial Name	Latin name for an organism. First part is the genus, second part is the species. E.g. humans = <i>Homo sapiens</i> .
Vertebrates	Animals which have a backbone.
Invertebrates	Animals which do <u>not</u> have a backbone.

**3.5 - Five Vertebrate Groups (MR FAB)**

Mammals	Covered in hair, give birth to live young, warm blooded, lungs for breathing in oxygen.
Reptiles	Covered in dry scales, lay eggs, cold blooded, lungs for breathing in oxygen.
Fish	Covered in scales, lay eggs, cold blooded, gills for absorbing oxygen from water.
Amphibians	Covered in moist skin, lay eggs, cold blooded, lungs and moist skin for taking in oxygen.
Birds	Covered in feathers, lay eggs, warm blooded, lungs for breathing in oxygen.

**4.1 - Waves**

Waves	Vibrations that transfer <b>energy</b> and <b>information</b> .
Transverse Wave	The <b>vibrations</b> are <b>perpendicular</b> to the <b>direction</b> the <b>wave travels</b> . <u>E.g.</u> light waves.
Longitudinal Waves	The <b>vibrations</b> are <b>parallel</b> to the <b>direction</b> the <b>wave travels</b> . <u>E.g.</u> sound waves.
Peak or Crest	The <b>top</b> of a <b>wave</b> .
Trough	The <b>bottom</b> of a <b>wave</b> .
Wavelength	The <b>distance</b> from <b>one point</b> on a <b>wave</b> to the <b>same point</b> on the <b>next wave</b> .
Amplitude	The <b>distance</b> from the <b>middle</b> to the <b>top</b> or <b>bottom</b> of a <b>wave</b> .
Frequency	The <b>number</b> of <b>waves</b> that <b>pass</b> a <b>point</b> each <b>second</b> . Measured in <b>Hertz</b> .

**4.2 - Sound Waves**

Travel	Sound needs a <b>medium</b> to travel through – the <b>particles</b> pass on the <b>vibrations</b> . Sound <b>cannot travel</b> in a <b>vacuum</b> .
Speed of sound	<b>340 m/s</b> in air. Much <b>slower</b> than <b>light</b> .
Speed in states of matter	Sound travels <b>fastest</b> through <b>solids</b> as the <b>particles</b> are <b>closest together</b> . <b>Vibrations</b> passed along <b>quickly</b> .
Amplitude	Affects the <b>volume</b> of a sound. <b>Larger amplitude</b> (waves look taller) = <b>Louder</b> .
Frequency	Affects the <b>pitch</b> of a sound. <b>Higher frequency</b> (waves are closer together) = <b>Higher pitch</b> .

**4.3 - The Ear**

Pinna	<b>Outside</b> part of ear. <b>Funnels</b> sound into auditory canal.
Ear Drum	<b>Vibrates</b> and <b>passes</b> sound to the ossicles.
Ossicles	<b>Tiny bones</b> that <b>amplify</b> the sound ( <b>hammer</b> , <u><b>stirrup</b></u> and <b>anvil</b> ).
Cochlea	<b>Spiral tube</b> that converts <b>vibrations</b> to <b>electrical signals</b> .
Auditory Nerve	Carries <b>electrical signals</b> from the <b>cochlea</b> to the <b>brain</b> .

**4.4 - Light Waves**

Travel	In <b>straight lines</b> at <b>300,000,000 m/s</b> . Can travel in a <b>vacuum</b> .
Luminous	Object that <b>produces light</b> . <u>E.g.</u> light bulb, <u>torch</u> , <u>the Sun</u> .
Non-Luminous	Object that <b>does not produce light</b> . Can be seen as it <b>reflects light</b> into our eyes. <u>E.g.</u> book, table, the Moon.
Reflection	The <b>change</b> in <b>direction</b> of a wave when a wave <b>hits</b> a <b>surface</b> and <b>bounces off</b> . <b>Angle of incidence</b> = <b>angle of reflection</b> .
Refraction	The <b>change</b> in <b>direction</b> of a wave when it <b>passes</b> from one <b>material</b> into <b>another</b> .
Dispersion	The <b>splitting</b> up of <b>white light</b> by <b>refraction</b> into a <b>spectrum</b> : <b>red, orange, yellow, green, blue, indigo, violet</b> .

**4.5 - Colours of Light**

Primary Colours	<b>Red</b> , <u><b>blue</b></u> and <b>green</b> .
Secondary Colours	Made by <b>mixing</b> two <b>primary colours</b> . <b>Cyan</b> = <b>green</b> + <b>blue</b> . <b>Magenta</b> = <b>red</b> + <b>blue</b> . <b>Yellow</b> = <b>red</b> + <b>green</b> .
White Light	Made by <b>mixing</b> all three <b>primary colours</b> .
How do we see coloured objects?	An object <b>absorbs</b> all <b>colours</b> apart from <b>one colour</b> which it <b>reflects</b> . <u>E.g.</u> A red objects reflects red light and absorbs all other colours.
How do coloured filters work?	<b>Transmit</b> the <b>colour</b> of the <b>filter</b> , <b>absorb</b> all other <b>colours</b> . <u>E.g.</u> green filters transmit green light, absorb all other colours.

**4.6 - The Eye**

Cornea	<b>Refracts light</b> as it enters the eye.
Pupil	<b>Hole</b> in middle of <b>iris</b> – allows <b>light</b> to enter.
Iris	<b>Coloured</b> part of eye – <b>controls</b> how much <b>light</b> enters.
Lens	<b>Focuses light</b> on <b>retina</b> .
Retina	<b>Detects light</b> and <b>converts</b> it to an <b>electrical signal</b> .
Optic Nerve	Carries <b>electrical signal</b> from the <b>retina</b> to the <b>brain</b> .



## 1. Key terms

<b>Ecosystem</b>	A system of living and non-living things that are dependent on each other.
<b>Biome</b>	A large scale ecosystem with specific animals, plants and climate, e.g. a desert.
<b>Climate</b>	The overall pattern of weather, generally an average over many years.
<b>Interdependent</b>	Living and non living parts of an ecosystem rely on each other, often for nutrients. If one thing changes, it will have an effect on other parts of the ecosystem.
<b>Habitat</b>	A natural environment that is home to a specific animal or plant.
<b>Adaptation</b>	Special features that allow a plant or animal to survive.
<b>Camouflage</b>	
<b>Indigenous</b>	Local communities who have a unique and distinct culture, which comes from the land and natural resources around them.
<b>Threat</b>	Something with the potential to cause damage or harm in some way.
<b>Exploit</b>	Making full use of an area and its natural resources, often for economic gain.

## 3. Animal and plant adaptations

<b>Tropical rainforest</b>	<b>Tree frogs</b> have sticky pads on their feet that help them climb. They are green to camouflage them with the leaves around them.
	<b>Lianas</b> are vines that wrap around trees to climb up to the top of the rainforest.
<b>Arctic tundra</b>	<b>Polar bears</b> have black skin and noses to attract heat. Their white fur camouflages them and keep them warm. Their large paws help them swim and catch food.
	<b>Small plants</b> like <b>moss and lichen</b> grow close to the ground for warmth. They have fuzzy stems to protect them from the wind and dark colours to attract heat from the sun.

## 3. What makes a biome unique?

## Location

Different places around the world will get different amounts of light and water and have different types of soil and rock. This affects all the other elements of the biome.

## Climate

Depending on location, each biome will have a unique climate. Climate can vary in terms of temperature range and amount of precipitation.

Biomes close to the Equator, such as tropical rainforests, will be warm and have high rainfall.

## Plants and animals

Due to the unique climate, plants and animals will be adapted to live in that location.

## 4. What are the future threats to biomes?

## Climate change

Changing weather patterns affects the balance of plants and animals in an ecosystem.

Biomes like the tundra and polar regions are at threat from melting ice.

## Threats to biomes

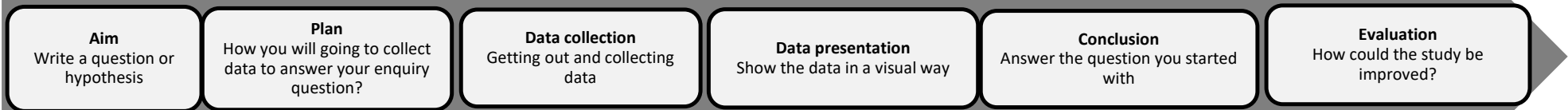
## Exploiting resources

Using land to create energy, for example through a hydroelectric dam, could damage the natural environment and harm the indigenous people. For example, mining precious minerals like copper for phones destroys land.

## Population growth

A higher population means a greater demand for houses. Building houses in unique biomes like the rainforest would destroy them forever. It could also affect indigenous people

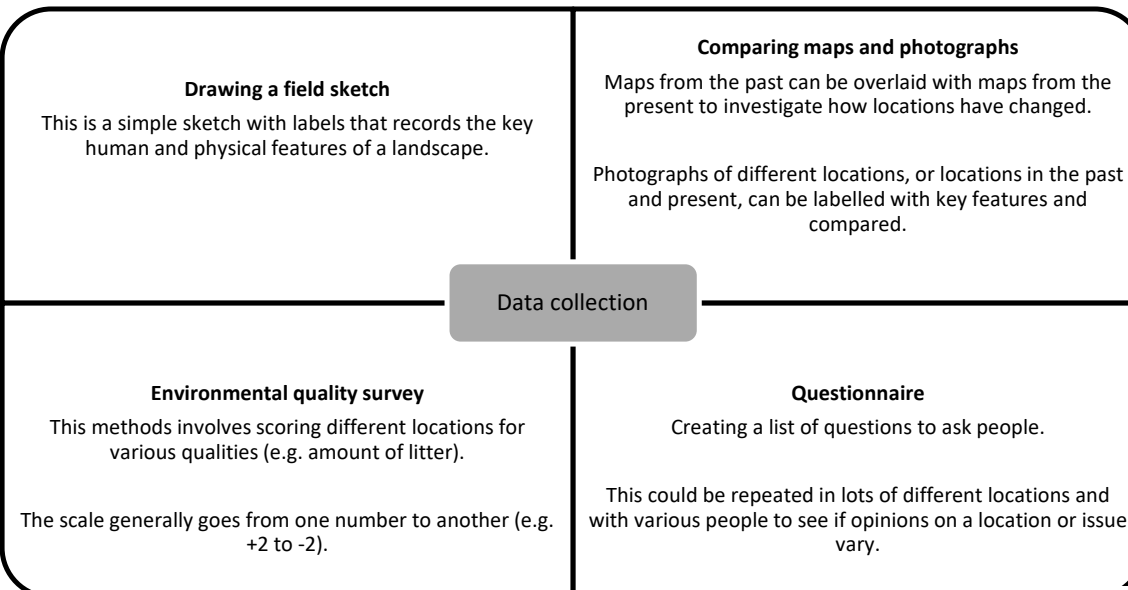
### 5. Fieldwork investigation sequence



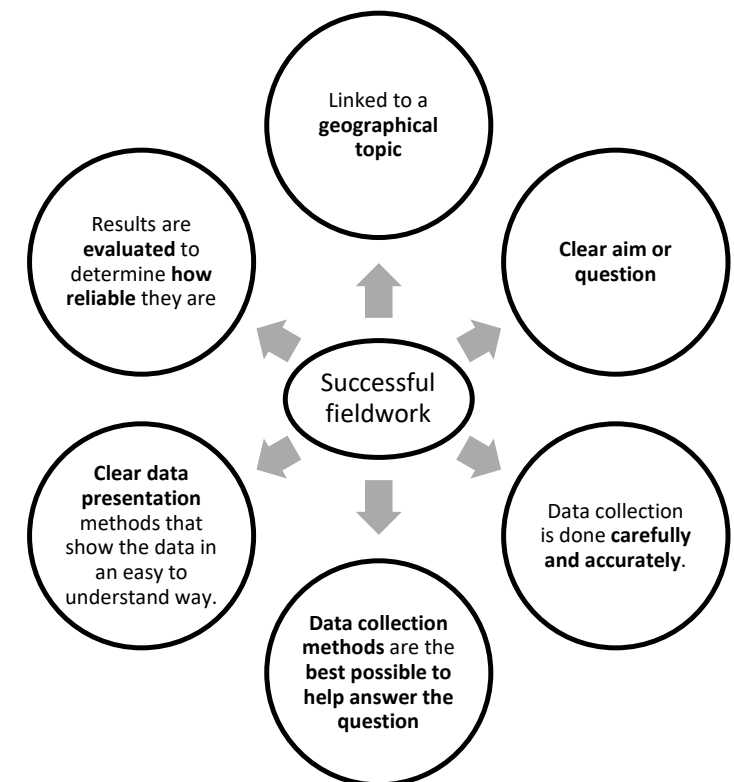
### 6. Key terms

<b>Fieldwork</b>	The process in geography of going out into the world to find an answer to a geographical question.
<b>Enquiry question</b>	A question about an area of geography that can be tested through fieldwork.
<b>Hypothesis</b>	A statement that can be tested through a fieldwork inquiry.
<b>Primary data</b>	Data you collect yourself.
<b>Secondary data</b>	Data collected by someone else.
<b>Risk assessment</b>	Process of working out the possible dangers associated with completing fieldwork.

### 8. Methods of data collection



### 7. What makes a good piece of fieldwork?





1. Tudor Society		2. John Blanke	
1485-1603	Period in England when the monarchs were members of the Tudor family	Westminster Tournament Roll	Painting of a joust organised by Henry VIII to celebrate the birth of his son in 1511. John Blanke appears on this
3 million	The approximate number of people living in Tudor England	John Blanke	African man who became a trumpeter for King Henry VIII and played at important events like the birth of his son
90%	People who lived in the countryside and were dependant on farm labour	Muslim	Probably the religion of John Blanke due to the turban he wore
1%	People in England who were born in another country in 1500	£12	John Blankes yearly wages. This was twice the average famer would earn and there times a normal servants wage
Miranda Kaufmann	A historian who wrote the book, Black Tudors, in 2017 to reveal her findings about Black people in Tudor England.	1512	The year that John Blanke got married in
3. Mary Fillis		4. Diego	
Parish Register	A book which was kept in a church where all the local christenings, burials and weddings were recorded.	The New World	The name Europeans gave to America when they found it in 1492
Mary Fillis	Moroccan woman who moved to England as a child and chose to be christened into the English Church in 1577	Cimarrons	African people who escaped from slavery in Panama and set up their own communities
1577	The year Mary Fillis was born.	Sir Francis Drake	An English explorer and privateer who was the first English person to circumnavigate the globe
1583	The year Mary Fillis moved to London.	Diego	A Cimarron who made an alliance between the cimarrons and Francis Drake to attack the Spanish
Christian	The religion of Mary Fillis. Though she was probably born into a Muslim family, she was christened in England	Circumnavigate the globe	A journey, by sea, all the way around the globe. Francis Drake became the second person to successfully complete it 1577-1580
5. What did Miranda Kaufmann reveal about Tudor England?		6. Black Tudors Review	
John Blanke	Black Trumpeter who played for Henry VIII	1485-1603	Period in England when the monarchs were members of the Tudor family
Mary Fillis	Moroccan woman who moved to England as a child and chose to be christened into the English Church in 1577	Black Tudors	Book written by Miranda Kaufmann in 2017 to reveal the stories of ten Africans living in Tudor England
Diego	A Cimarron who made an alliance between the cimarrons and Francis Drake to attack the Spanish	New World	The name Europeans gave to America when they found it in 1492
Drake Jewel	A Jewel given to Francis Drake showing two people. One of them may be Diego.	Circumnavigate	A journey, by sea, all the way around the globe. Francis Drake became the second person to successfully complete it 1577-1580

7. The Kingdom of Benin		8. How and why did the Kingdom of Benin become so powerful?	
Nigeria	The land that was once the Kingdom of Benin is the country of Nigeria	Divine Right	A belief that a king or queen represents and has been given power by God and are accountable only to God.
Oba	The name given to the ruler of the Kingdom of Benin; ‘king’	900 CE	The year the Kingdom of Benin began
Edo	A member of a people of Southwest Nigeria around Benin, noted for their 16th-century bronze sculptures	Slavery	When someone is the property of another person and <u>has to</u> work for that person
Benin Bronzes	A group of several thousand metal plaques and sculptures that once decorated the royal palace of the Kingdom of Benin and give insights into its History	Chattel Slavery	A European form of slavery when people were enslaved for life, as were their children, <u>grandchildren</u> and any future offspring.
Chief Egharevba	Edo historian of the Kingdom of Benin		
9. Benin City		10. The fall of the Kingdom of Benin	
Benin City	Capital city of the Kingdom of Benin	1486	The year that Portuguese began trading with the Kingdom of Benin
16 000 km	The length of the walls in Benin City that would have taken the Edo people 150 million hours to construct	1553	Benin’s first contact with the British
<u>Street lamps</u>	Fuelled by Palm Oil, Benin City was one of the first cities in the world to have these (300 years before London)	Berlin Conference	Name of the meeting in 1884 when <u>European leaders</u> divided up the continent of Africa
Symmetrical	The city was carefully planning <u>using</u> symmetrical designs	1897	The year that Benin was conquered by the British military
68	The number of different craft <u>guilds</u> , including for brass casters, ivory <u>casters</u> and doctors.	British Museum	Place where stolen objects from the Oba’s Palace were displayed, as well as some being given as gifts to Queen Victoria
11. Should objects stolen from the Kingdom of Benin be returned to Nigeria?		12. Kingdom of Benin Review	
Benin Bronzes	A group of several thousand metal plaques and sculptures that once decorated the royal palace of the Kingdom of Benin and give insights into its History	Nigeria	The land that was once the Kingdom of Benin is the country of Nigeria
Elgin Marbles	a collection of Ancient Greek sculptures from the Parthenon and other structures from the Acropolis of Athens, removed from Ottoman Greece and shipped to Britain	900 CE	The year the Kingdom of Benin began
Rosetta Stone	a large stone tablet that was discovered in Egypt in 1799. It is important because it allowed researchers to translate ancient Egyptian hieroglyphic writing for the first time.	Benin City	Capital city of the Kingdom of Benin
<u>Koh-i-Noor</u>	Originally from India, one of the largest cut diamonds in the world. It is part of the Crown Jewels of the United Kingdom.	1897	The year that Benin was conquered by the British military

1

<b>Monotheism</b>	Belief in one God	<b>Faith</b>	Having trust in someone
<b>Covenant</b>	A serious promise.	<b>Polytheist</b>	Believing in many gods.
<b>Stewardship</b>	Look after the world & each other	<b>Kosher</b>	Food matching Jewish Law
<b>The Torah</b>	The 1 <sup>st</sup> part of the Bible also known as the 'Hebrew Bible' or Old Testament.	<b>Omnipotence</b>	All-powerful
		<b>Omnibenevolence</b>	All-loving
		<b>Omniscience</b>	All-knowing
<b>Exodus</b>	A journey. This is a book in the Torah too.	<b>Just</b>	Fair – God is seen as Just
<i>Belief in God influences Jews &amp; Christians believe God is omnipotent, omnibenevolent, omniscient &amp; just. Believers will pray to God &amp; ask Him for help as they know He is <b>omnipotent</b>.</i>			

2 &amp; 3

Abraham & Monotheism	The Bible teaches...	Importance...
<ul style="list-style-type: none"> <li>God tested <b>Abraham's faith</b> by asking him to kill his son <b>Isaac</b></li> <li>Abraham followed God's order; as he was about to kill Isaac, God replaced Isaac with a lamb</li> <li>God made a <b>covenant</b> with Abraham to bless him</li> </ul>	<ul style="list-style-type: none"> <li>'<i>Abraham, the man of faith</i>'</li> <li>'<i>Blessed are the faithful</i>'</li> <li>'<i>Obey God not men</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Teaches to keep faith</li> <li>Trust God &amp; be patient</li> <li>Abraham spread his monotheistic beliefs</li> <li>We must <b>keep promises</b></li> </ul>

4 &amp; 5

Moses & Exodus	The Bible teaches...	Importance...
<ul style="list-style-type: none"> <li><b>Moses</b> was Jewish but brought up as Prince of Egypt</li> <li><b>Pharaoh</b>, ruler of Egypt, allowed <b>slavery</b> upon the Jews</li> <li>Moses <b>liberated</b> the Jews with <b>God's 10 plagues</b>: <i>Water to Blood, Frogs, Lice, Flies, Death of Cattle, Boils, Fire hail, Locusts, Darkness &amp; Death of Firstborn.</i></li> <li>After the <b>10<sup>th</sup> plague</b> Pharaoh freed the slaves</li> </ul>	<ul style="list-style-type: none"> <li>'<i>Let my people go</i>'</li> <li>'<i>I am the LORD who heals you</i>'</li> <li>'<i>Love thy neighbour as yourself</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Key part of Jewish history</li> <li>Exodus is remembered through the Jewish festival of 'Pesach'</li> <li>Remembers slavery &amp; freedom of the Jews; families pray &amp; reflect</li> </ul>

6 &amp; 7

The Creation Story (in the Bible, Genesis)	The Bible teaches...	Importance...
This is how the world began. God created: <ul style="list-style-type: none"> <li>Day 1- Light</li> <li>Day 2- '<i>God made the heavens &amp; earth</i>'</li> <li>Day 3- Land &amp; Sea</li> <li>Day 4- Sun, Moon &amp; Stars</li> <li>Day 5- Fish &amp; birds</li> <li>Day 6- Other animals, man &amp; woman</li> <li>Day 7- God finished &amp; rested</li> </ul>	<ul style="list-style-type: none"> <li>'<i>Let there be light</i>'</li> <li>'<i>Serve the garden</i>'</li> <li>'<i>God created man in His image</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Creation story shows God's <b>omnipotence</b></li> <li>We are <b>stewards</b> of the earth – we are tasked to take care of God's creation</li> </ul>

8 &amp; 9

Jesus' Baptism	The Bible teaches...	Importance...
<ul style="list-style-type: none"> <li><b>Believers</b> submerge themselves in water to cleanse sins &amp; follow Jesus' example</li> <li><b>Jesus</b> was baptized by <b>John the Baptist</b> in the <b>River Jordan</b></li> <li><b>Infants</b> get baptized to be welcomed into the faith by their parents</li> </ul>	<ul style="list-style-type: none"> <li>'<i>Whoever believes &amp; is baptized is saved</i>'</li> <li>'<i>One Lord, One faith, One baptism</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Baptisms are a <b>sacrament</b> which means its an action that shows your faith.</li> <li>Some disagree when they should baptize – adult or child?</li> </ul>

10 &amp; 11

The 10 Commandments (in the Bible)	Christian Worship	The Bible teaches...
<b>God gave Moses rules to follow:</b> <ul style="list-style-type: none"> <li>1. Only worship one God</li> <li>2. Do not worship idols</li> <li>3. Do not use God's name in vain</li> <li>4. Do not work on the Sabbath day</li> <li>5. Honor your parents</li> <li>6. Do not murder</li> <li>7. Do not cheat your partner</li> <li>8. Do not steal</li> <li>9. Do not lie</li> <li>10. Do not be jealous of others</li> </ul>	Christians worship God through: <ul style="list-style-type: none"> <li><b>Liturgical worship</b> is structured in churches, hymns (songs) are sung to remember God. The Bible is read.</li> <li><b>Non-Liturgical worship</b>: is unstructured worship in a church; sermons without a script or planned speech.</li> </ul>	<ul style="list-style-type: none"> <li>'<i>God loves a cheerful giver</i>' (Give time)</li> <li>'<i>Pray to your Father</i>'</li> </ul>

1

<b>Ramadan</b>	Holy month of fasting ( <b>sawm</b> ).	<b>Salah</b>	Compulsory prayer x 5 a day
<b>Stewardship</b>	Look after the world & others	<b>Gender Equality</b>	Treat men & women equally
<b>Compassion</b>	'Do unto others as you would have them do to you' - <b>Golden Rule</b> (all religions)	<b>Omnipotence</b> <b>Omnibenevolence</b> <b>Omniscience</b>	All-powerful All-loving All-knowing
<b>Shahadah</b>	Declaration of Faith: One God & Muhammad is His Messenger	<b>Just</b>	God is always fair with treatment & judgement.

2 &amp; 3

Islam: 5 Pillars	The Quran teaches,	Importance
<b>Shahadah</b>	<ul style="list-style-type: none"> <li>'<i>Obey God &amp; His Messenger</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Every person is expected to say the <b>Declaration of Faith</b> to be Muslim</li> </ul>
<b>Salah</b> (Prayer)	<ul style="list-style-type: none"> <li>'<i>Prostrate &amp; draw near to God</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Muslims pray for help, forgiveness, healing...</li> <li>Its compulsory for Muslims</li> <li>It strengthens your <b>faith</b></li> </ul>
<b>Sawm</b>	<ul style="list-style-type: none"> <li>'<i>Fasting has been prescribed for you</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Understand the struggle of the poor / build <b>empathy</b></li> </ul>
<b>Zakat</b>	<ul style="list-style-type: none"> <li>'<i>Those who give zakat, God will replace this</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Give to charity – be fair</li> <li>Make room for others</li> </ul>
<b>Hajj</b> : Holy pilgrimage to Mecca	<ul style="list-style-type: none"> <li>'<i>Humanity is one community</i>'</li> <li>'<i>Hajj is a duty</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Pilgrims wear the <b>ihram</b> (white clothing) to mark <b>equality</b></li> <li>Can everyone afford this?</li> </ul>

4 &amp; 5

Christianity: Fairness & Equality	The Bible teaches...	Importance...
<ul style="list-style-type: none"> <li>Jesus taught to love your neighbors (people around you)</li> <li>Jesus told the story of the <b>Good Samaritan</b> who helps a Levite traveler beaten &amp; robbed left at the side of the road.</li> <li>Taught to share wealth like time</li> </ul>	<ul style="list-style-type: none"> <li>'<i>Love thy neighbour as yourself</i>'</li> <li>'<i>Obey God not men</i>'</li> <li>'<i>Do not judge for you will be judged</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Share your wealth with others</li> <li>Help stop bad actions &amp; do good such as...</li> <li>Trust God &amp; be patient</li> </ul>

6 &amp; 7

Christianity: Jesus' Behavior	The Bible teaches...	Importance...
<ul style="list-style-type: none"> <li>Jesus <b>inspires</b> Christians' actions</li> <li>Jesus <b>heals</b> a blind man / the ill</li> <li>Jesus <b>feeds</b> the 5000 having little food himself</li> <li>Jesus <b>resurrects</b> Lazarus from the dead &amp; doesn't give up</li> </ul>	<ul style="list-style-type: none"> <li>'<i>God loves a cheerful giver</i>'</li> <li>'<i>Jesus feeds 5000 (5 loafs &amp; 2 fish)</i>'</li> <li>'<i>I am the LORD who heals you</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Treat everyone fairly e.g., those with <b>disabilities</b></li> <li><b>Good actions</b> speak louder than complaining &amp; being negative</li> </ul>

8 &amp; 9

Gender Equality	Scripture teaches...	Importance...
<ul style="list-style-type: none"> <li>Islam: whether you're male or female you must do the right things – <b>commit good</b></li> <li>Men &amp; women are helpers &amp; supporters of each other</li> </ul>	<ul style="list-style-type: none"> <li>'<i>Men &amp; women have the same spiritual nature</i>' (<b>Quran</b>)</li> <li>'<i>Honour your parents</i>' (<b>Bible</b>)</li> <li>'<i>Heaven is under the mother's feet</i>' (<b>Hadith</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Treat others how you want to be treated</li> <li>Be careful how you say things e.g., without saying things like: 'You do things <i>like a girl</i>'.</li> <li>Do not judge others</li> </ul>

10 &amp; 11

Sikhism: The 5 Ks	The Guru Granth Sahib teaches...	Importance...
<ul style="list-style-type: none"> <li><b>Kesh</b> (uncut hair)</li> <li><b>Kara</b> (steel bracelet)</li> <li><b>Kanga</b> (wooden comb)</li> <li><b>Kachera</b> (cotton shorts)</li> <li><b>Kirpan</b> (steel sword)</li> </ul>	<ul style="list-style-type: none"> <li>'<i>Love is God's ocean</i>'</li> <li>'<i>Give up selfishness</i>'</li> <li>'<i>Whatever you plant, you harvest</i>'</li> </ul>	<ul style="list-style-type: none"> <li><b>Both men &amp; women</b> are expected to wear the 5 Ks</li> <li>It's about showing <b>commitment</b></li> <li>Ensure there is <b>equality</b></li> <li>The sword represents <b>justice</b></li> </ul>

12 &amp; 13

Religious Charities	Scripture teaches...	Importance...
<ul style="list-style-type: none"> <li>These are inspired by religious stories in holy books</li> <li><b>Islamic relief &amp; Christian Aid</b> provide food, water, medicine in war zones to help poor victims.</li> </ul>	<ul style="list-style-type: none"> <li>'<i>God loves a cheerful giver</i>' (<b>Bible</b>)</li> <li>'<i>Spend your wealth in the way of God</i>' (<b>Quran</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Everyone religion teaches to give back to the community &amp; help others</li> <li>Can you think of more scriptural quotes?</li> </ul>



## 1 &amp; 2

<b>Polytheism</b>	Belief in more than one God	<b>Rebirth</b>	Born again in another body
<b>Stewardship</b>	Look after the world & others	<b>Ahimsa</b>	Non-violence
<b>Compassion</b>	'Do unto others as you would have them do to you' - <b>Golden Rule</b> (all religions)	<b>Omnipotence</b> <b>Omnibenevolence</b> <b>Omniscience</b>	All-powerful All-loving All-knowing
<b>Endangered</b>	Seriously at risk of extinction	<b>Just</b>	God is always fair
<b>Biodiversity</b>	A variety of plant & animal life	<b>Valuable</b>	Importance of something
Christians, Muslims, Hindus & Buddhists consider human life to be valuable. Some also believe animal life should also be <i>equally</i> valued so they may become vegetarian to protect animal life.			

## 3 &amp; 4

Buddhism: 3 Marks of Existence	The Buddha taught...	Importance...
<ul style="list-style-type: none"> <li><b>Dukkha</b> (suffering): Life is a struggle &amp; suffering is part of it</li> <li><b>Anatta</b> (No soul): You (humans) are always changing</li> <li><b>Anicca</b> (change): Life around you is always changes</li> </ul>	<ul style="list-style-type: none"> <li>'<i>Nothing is permanent</i>'</li> <li>'<i>Life is like a following river, always changing</i>'</li> <li>'<i>All life is sacred</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Reminds humans aren't perfect</li> <li>We must value all life around us</li> <li>To accept change</li> </ul>

## 5 &amp; 6

Buddhism: The 4 Noble Truths	The Buddha taught...	Importance...
<ul style="list-style-type: none"> <li><b>1) Dukkha</b>: Suffering is part of life</li> <li><b>2) Tanha</b>: Dukkha is caused by craving (wanting) things</li> <li><b>3) Nirodha</b>: we can end suffering through not wanting things</li> <li><b>4) Magga (path to end dukkha)</b>: right thoughts &amp; actions</li> </ul>	<ul style="list-style-type: none"> <li>'<i>Greed causes human destruction</i>'</li> <li>'<i>Let go of your earthly desires</i>'</li> <li>'<i>Life is suffering</i>'</li> <li>'<i>Be kind to all creatures</i>'</li> </ul>	<ul style="list-style-type: none"> <li>To recognize things that aren't valuable in life e.g., greed</li> <li>Bad people &amp; their time are not valuable</li> <li>You should see the value in good things</li> </ul>

## 7

Hinduism & Vegetarianism	The Gita teaches...	Importance...
<ul style="list-style-type: none"> <li>Hindus follow <b>ahimsa</b></li> <li>Animals &amp; nature is sacred</li> <li><b>Karma</b> (actions bring consequences)</li> <li>If you've been bad you'll be <b>reborn</b> in another body for chance to be good</li> </ul>	<ul style="list-style-type: none"> <li>'<i>There is no difference between an animal &amp; human</i>'</li> </ul>	<ul style="list-style-type: none"> <li>Animals should not be killed &amp; consumed</li> <li>Non-violence also means to suffering</li> <li><b>Biodiversity</b> is important</li> </ul>

## 8

Biodiversity – Plant / Animal life	Scripture teaches...	Importance...
<ul style="list-style-type: none"> <li>All life depends on <b>human actions</b></li> <li>Humans are dependent on <b>animal &amp; plant life</b> such as coral reefs, spider monkeys, trees, the fungi on sloths that can treat some cancers.</li> </ul>	<ul style="list-style-type: none"> <li>'<i>serve the garden</i>' (<i>Bible</i>)</li> <li>'<i>Thou shall not kill</i>' (<i>Bible</i>)</li> <li>'<i>Do not exceed limits</i>' (<i>Quran</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reduce</b> chances of <b>endangering</b> species of animals e.g., elephants</li> <li>Humans must work with nature not against it.</li> </ul>

## 9 &amp; 10

Islam & Christianity: Human & Animals	Scripture teaches...	Importance...
<ul style="list-style-type: none"> <li>Islam: Some Muslims are vegetarian for health, environment reasons</li> <li>Christianity: We're all God's creations</li> <li>Humans have power over animals</li> </ul>	<ul style="list-style-type: none"> <li>'<i>Blessed are the peacemakers</i>' (<i>Bible</i>)</li> <li>'<i>Don't let your stomachs become graveyards</i>' (<i>Hadith</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Human life is precious</li> <li>Humans seen different to animals</li> <li>Our actions should be peaceful</li> </ul>

## 11

Humanism	Others argue...	Importance...
<ul style="list-style-type: none"> <li><b>Humanists</b> believe humans are important</li> <li>They have only 1 life to live as best as they can</li> <li>Humans should do the things they enjoy e.g. bird-shooting, painting...</li> </ul>	<ul style="list-style-type: none"> <li>Humans aren't the only important beings</li> <li>We must respect all forms of life to protect each other</li> </ul>	<ul style="list-style-type: none"> <li>Religious studies involves a lot of different opinions &amp; ideas</li> <li>People must respect the worldviews of others &amp; show <b>compassion</b> whatever you think</li> </ul>

¿Cómo estás? (How are you?) [How you are?] ¿Qué tal? (How are you?) [What such?]	
Verb phrase	Reason
<b>1</b> Estoy bien porque (I am doing well because) [I am well because]	estoy en forma (I am in shape) he comido muy bien (I have eaten very well) el fin de semana, ¡lo pasé bomba! (I had a great weekend!) [the end of week, it I passed bomb] dormí bien (I slept well) me acosté con las gallinas (I went to bed early) [myself I went to bed with the chickens]
<b>2</b> Estoy mal porque (I am doing badly because) [I am badly because]	podría ser mejor (it could be better) estoy enfermo/enferma (I am in ill) el fin de semana, ¡lo pasé muy mal! (I had a very bad weekend!) [the end of week, it I passed badly] me duele la cabeza (I have a headache) [myself it hurts the head] me duele la garganta (I have a sore throat) [myself it hurts the throat] estoy agotado/a (I am exhausted) no tengo dinero (I don't have any money) [not I have money]

¿Cuántas personas hay en tu familia? (How many people are there in your family?) [How many people there are in your family?]					
Introductory sentence	Verb	Noun	"and"	Noun	"and me"
<b>3</b> En mi familia hay ____ personas. (In my family there are ____ people).	Somos (We are)	mi madre (my mum)  mi padrastro (my step-dad)  mi hermano mayor (my older brother) [my brother older] mi abuelo (my grandad) mi tío (my uncle) mi prima (my cousin F)	y (and)	mi padre (my dad)  mi madrastra (my step-mum)  mi hermana menor (my younger sister) [my sister younger] mi hermanastro (my step-brother) mi abuela (my grandmother) mi tía (my aunt) mi sobrina (my niece)	y yo. (and me.)
Noun	Verb	Name	"and"	Verb	Alphabet
Mi madre (My mum)  Mi padrastro (My stepdad)  Mi sobrino (My nephew)	se llama (is called)  [himself/her self calls]	Ana  Fuad  Jorge	y (and)	se escribe (it is spelt) [itself it writes]	A-N-A (ah, eneh, ah)  F-U-A-D (efeh, oo, ah, akeh)  J-O-R-G-E (hota, oh, ereh, heh, eh)

**4**

DAA CYCLE 3 Knowledge Organiser	SUBJECT	SPANISH	TOPIC(S)	HOME TOWN	Year 7
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¿Cuántas años tiene? (How old is he/she/they?) [How many years he/she has?]			
Noun	Verb	Number	"Year/Years"
<b>5</b>  <b>Mi madrastra</b> (My stepmum)  <b>Mi hermano menor</b> (My younger brother) [My brother younger]  <b>Mi tía</b> (My aunt)  <b>Mi sobrino</b> (My nephew)	<b>tiene</b> (he/she has)	<b>un</b> (1)	<b>año</b> (year)
		<b>dos</b> (2)	<b>dieciséis</b> (16)
		<b>tres</b> (3)	<b>diecisiete</b> (17)
		<b>cuatro</b> (4)	<b>dieciocho</b> (18)
		<b>cinco</b> (5)	<b>diecinueve</b> (19)
		<b>seis</b> (6)	<b>veinte</b> (20)
		<b>siete</b> (7)	<b>veintiuno</b> (21)
		<b>ocho</b> (8)	<b>treinta</b> (30)
		<b>nueve</b> (9)	<b>treinta y tres</b> (33)
		<b>diez</b> (10)	<b>cuarenta</b> (40)
<b>Mis padres</b> (My parents / My dads) <b>Mis madres</b> (My mums)  <b>Mis primos</b> (My cousins)	<b>tienen</b> (they have)	<b>once</b> (11)	<b>cuarenta y cinco</b> (45)
		<b>doce</b> (12)	<b>cincuenta</b> (50)
		<b>trece</b> (13)	<b>cincuenta y dos</b> (52)
		<b>catorce</b> (14)	<b>sesenta</b> (60)
		<b>quince</b> (15)	<b>setenta</b> (70)

¿De qué color son los ojos? (What colour eyes does he/she have?) [Of what colour are the eyes?]						
¿Cómo tiene el pelo? (What is his/her hair like?) [How he/she has the hair?]						
Noun	Verb	Noun	Adjective	“and”	Verb	Noun
<div>6</div>  <b>Mi madre</b> (My mum)  <b>Mi hermana mayor</b> (My older sister) [My sister older]  <b>Mi tío</b> (My uncle)  <b>Mi abuelo</b> (My grandad)	  <					

DAA CYCLE 3 Knowledge Organiser	SUBJECT	SPANISH	TOPIC(S)	FAMILY DESCRIPTIONS AND HOME TOWN	Year 7
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¿Cómo es? (What does he/she look like?) [How it is?]						
STAR phrase	Noun	Verb	Adverb	Adjective	"and"	Adjective
7  *Diría que (I would say that)	mi hermanastro (my stepbrother)	es  (he/s he is)	sumamente	delgado (slim)	y (and)	guapo (good-looking) feo (ugly) joven (young) viejo (old)
	mi padre de acogida (my foster dad) [my dad of welcome]		enteramente	gordo (fat)		guapa (good-looking) fea (ugly) joven (young) vieja (old)
	mi mejor amiga (my best friend F)		muy	alto (tall) bajo (short)		
	mi madre (my mum)		bastante	delgada (slim)		tienen e (he/s he has)
			e	gorda (fat)		peças (freckles)
			un poco (a bit)	alta (tall) baja (short)		bigote (a moustache) barba (a beard)

¿Cómo es tu casa o tu piso? (What is your house or your flat like?) [How is your house or flat?] ¿Dónde está? (Where is it?) [Where it is?]					
Verb	Noun	Adjective	"and"	Verb	Location
8  Vivo en  (I live in)	una casa  (a house)	pequeña (small) grande (big) bonita (pretty) fea (ugly) moderna (modern) antigua (old) cómoda (comfortable)	y (and)	está  (it is located)	en la montaña (in the mountains)  en un pueblo (in a town)  en una ciudad (in a city)  en la costa (on the coast)
Vivimos en  (We live in)					
Antes, vivía en  (Before, I used to live in)	9  un piso  (a flat)	pequeño (small) grande (big) bonito (pretty) feo (ugly) moderno (modern) antiguo (old) cómodo (comfortable)		estaba  (it was located)	en el campo (in the countryside)  en el desierto (in the desert)  en el bosque (in the woods)
Antes, vivíamos en  (Before, we used to live in)					



Verb	Noun	Adjective	"and"	Verb	Location
<div>10</div> <p><b>Vivo en</b> (I live in)</p> <p><b>Vivimos en</b> (We live in)</p>	<p><b>una casa</b> (a house)</p>	<p><b>pequeña</b> (small)</p> <p><b>grande</b> (big)</p> <p><b>bonita</b> (pretty)</p> <p><b>fea</b> (ugly)</p> <p><b>moderna</b> (modern)</p> <p><b>antigua</b> (old)</p> <p><b>cómoda</b> (comfortable)</p>	<p><b>y</b> (and)</p>	<p><b>está</b> (it is located)</p>	<p><b>en la montaña</b> (in the mountains)</p> <p><b>en un pueblo</b> (in a town)</p> <p><b>en una ciudad</b> (in a city)</p> <p><b>en la costa</b> (on the coast)</p>
<p><b>Antes, vivía en</b> (Before, I used to live in)</p> <p><b>Antes, vivíamos en</b> (Before, we used to live in)</p>	<p><b>un piso</b> (a flat)</p>	<p><b>pequeño</b> (small)</p> <p><b>grande</b> (big)</p> <p><b>bonito</b> (pretty)</p> <p><b>feo</b> (ugly)</p> <p><b>moderno</b> (modern)</p> <p><b>antiguo</b> (old)</p> <p><b>cómodo</b> (comfortable)</p>		<p><b>estaba</b> (it was located)</p>	<p><b>en el campo</b> (in the countryside)</p> <p><b>en el desierto</b> (in the desert)</p> <p><b>en el bosque</b> (in the woods)</p>

Introductory phrase	Article	Noun (Place)	"and"	Article	
<div>11</div> <p><b>En mi ciudad</b> <b>(no) hay</b> <i>In my city</i> <i>there is / are</i> <i>(not)</i></p>	<b>un (a) - M</b>	<b>castillo</b> ( <i>castle</i> ) <b>(super)mercado</b> <i>([super]market)</i> <b>estadio</b> <i>(stadium)</i> <b>centro comercial</b> <i>(shopping centre) [centre commercial]</i> <b>polideportivo</b> <i>(sports centre)</i>	<b>y</b> <i>(and)</i>	<b>unos (some)</b> <i>– M</i> <b>muchos (lots of) - M</b>	<b>parques (parks)</b> <b>museos</b> <i>(museums)</i> <b>cines (cinema)</b> <b>restaurants</b> <i>(restaurants)</i>
<p><b>En mi pueblo</b> <b>(no) hay</b> <i>In my town</i> <i>there is / are</i> <i>(not)</i></p>	<b>una (a) – F</b>	<b>piscina</b> <i>(swimming pool)</i> <b>universidad</b> <i>(university)</i> <b>bolera (bowling alley)</b> <b>playa (beach)</b>		<b>unas (some)</b> <i>– F</i> <b>muchas (lots of) - F</b>	<b>tiendas (shops)</b> <b>plazas (squares)</b> <b>iglesias (churches)</b> <b>mezquitas</b> <i>(mosques)</i>

DAA CYCLE 3 Knowledge Organiser	SUBJECT	SPANISH	TOPIC(S)	FAMILY DESCRIPTIONS AND HOME TOWN	Year 7
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¿Qué haces en tu ciudad o tu pueblo? (What do you do in your city or town?) [What you do in your city or your town?] ¿A qué hora? (At what time?) [At what hour?]					12
Time	Opinion	Infinitive verb phrase	Connective	Adjective	
<b>A las cinco y cuarto</b> (At 5.15pm) [At the 5 and quarter]	<b>me encanta</b> (I love) [me it enchants]	<b>salir con mis amigos</b> (to go out with my friends)	<b>porque es</b> (because it is)	<b>divertido</b> (it's fun)	
<b>A las seis en punto</b> (At 6.00pm exactly) [At the 6 on point]	<b>me chifla</b> (I love) [me it impresses]	<b>ir al cine</b> (to go to the cinema)		<b>alucinante</b> (it's awesome)	
<b>A las siete y media</b> (At 7.30pm) [At the 7 and half]	<b>me gusta</b> (I like) [me it pleases]	<b>ir al parque</b> (to go to the park)		<b>activo</b> (it's active)	
<b>A las ocho menos cuarto</b> (At 7.45pm) [At the 8 minus quarter]	<b>no me gusta</b> (I don't like) [not me it pleases]	<b>ir a la cafetería</b> (to go to the café)	<b>dado que es</b>	<b>relajante</b> (it's relaxing)	
		<b>ir a la bolera</b> (to go to the bowling alley)	<b>puesto que es</b>	<b>guay</b> (it's cool)	
		<b>ir a la playa</b> (to go to the beach)		<b>aburrido</b> (it's boring)	
<b>*Cuando era más joven</b>  (When I was younger)  [When I was more young]	<b>*me gustaba</b> (I used to like) [me it used to please]	<b>ir de paseo con mi familia</b> (to go for a walk with my family)	<b>porque era</b> (because it was)	<b>agotador</b> (it's exhausting)	
	<b>*no me gustaba</b> (I didn't use to like) [not me it used to please]	<b>ir de compras</b> (to go shopping)	<b>ya que era</b>	<b>pesado</b> (it's annoying)	
		<b>nadar en la piscina</b> (to swim in the swimming pool)	<b>dado que era</b>		
			<b>puesto que era</b>		

¿Qué vas a hacer este fin de semana? (What are you going to do this weekend?) [What you are going to do this end of week?]				13
Time phrase	Verb	Infinitive verb phrase	Prepositional phrase	
<b>Este fin de semana</b> (This weekend) [This end of week]	<b>voy a</b> (I am going to)	<b>salir</b> (to go out)	<b>con mis amigos</b> (with my friends)	
	<b>no voy a</b> (I am not going to)	<b>ir al cine</b> (to go to the cinema) <b>ir al parque</b> (to go to the park)		
	<b>vamos a</b> (we are going to)	<b>ir a la cafetería</b> (to go to the café)	<b>con mi familia</b> (with my family)	
	<b>no vamos a</b> (we are not going to)	<b>ir a la bolera</b> (to go to the bowling alley)	<b>con mi mejor amigo/a</b> (with my best friend)	
	<b>*me gustaría</b> (I would like) [me it would please]	<b>ir a la playa</b> (to go to the beach)	<b>con mis hermanos</b> (with my siblings)	
	<b>*no me gustaría</b> (I wouldn't like) [not me it would please]	<b>ir de paseo</b> (to go for a walk) <b>ir de compras</b> (to go shopping) <b>nadar en la piscina</b> (to swim in the swimming pool)	<b>con mis primos</b> (with my cousins)	

DAA CYCLE 3 Knowledge Organiser	SUBJECT	URDU	TOPIC(S)	FREE TIME	Year 7
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7.5 Arranging to go out (asking)		
آپ کہاں جانا چاہتے ہیں؟	Where would you like to go?	aap kahaan jaanaa chaahatay hain?
آپ جانا چاہتے ہیں؟	Would you like to go to ___?	aap ___ jaanaa chaahatay hain?
آپ اتوار کو جاسکتے ہیں؟	Can you go on Sunday?	aap itwaar ko jaa saktay hain?
آج ہم کہاں جائیں؟	Where should we go today?	aaj ham kahaan jaa-ayn?
ہم کہاں جاسکتے ہیں؟	Where can we go?	ham kahaan jaa saktay hain?
ہم کب ملیں؟	When shall we meet?	ham kab milayn?
ہم کہاں ملیں؟	Where shall we meet?	ham kahaan milayn?

7.6 Arranging to go out (answering)		
ہاں، بالکل	Yes, definitely!	haan billkull!
کیوں نہیں	why not!	kyoon nehi!
جی نہیں	no thanks	jee nehi
جی	yes	jee
چلو چلیں	Let's go!	chalo chalayn!
میں جاسکتا / سکتی ہوں۔	I can go	mai jaa saktaa/tee hoo
میں جانا چاہتا / چاہتی ہوں۔	I would like to go to___	mai ___ jaanaa chaahtaa/tee hoo
میں نے جانا ہے۔	I want to go to___	mai nay ___ jaana hai

Numbers - ghintee			
ایک	۱	ayk	one/1
دو	۲	doe	two/2
تین	۳	teen	three/3
چار	۴	chaar	four/4
پانچ	۵	paanch	five/5
چھ	۶	chhay	six/6
سات	۷	saat	seven/7
آٹھ	۸	aaTh	eight/8
نو	۹	nau	nine/9
دس	۱۰	dass	ten/10
گیارہ	۱۱	gyaarah	eleven/11
بارہ	۱۲	baarah	twelve/12
تیرہ	۱۳	tayrah	thirteen/13
چودہ	۱۴	chaudah	fourteen/14
پندرہ	۱۵	pandrah	fifteen/15
سولہ	۱۶	solah	sixteen/16
سترہ	۱۷	satrah	seventeen/17
اٹھارہ	۱۸	aThaarah	eighteen/18
اچیس	۱۹	unneess	nineteen/19
بیس	۲۰	beess	twenty/20
ایکس	۲۱	ikkeess	twenty-one/21
بائیس	۲۲	baaeess	twenty-two/22
تیس	۲۳	taeess	twenty-three/23
چوبیس	۲۴	chaubeess	twenty-four/24
پچیس	۲۵	pacheess	twenty-five/25
چھبیس	۲۶	chhabbeess	twenty-six/26
ستائیس	۲۷	staeess	twenty-seven/27
اٹھائیس	۲۸	aThaeess	twenty-eight/28
اچیس	۲۹	unteess	twenty-nine/29
تیس	۳۰	teess	thirty/30
اکیس	۳۱	ikatteess	thirty-one/31

Days of the week		
دن	din	day
ہفتہ	haftaa	week
پیر / سوموار	peer / sawmwaar	Monday
منگل	mangal	Tuesday
بدھ	budh	Wednesday
جمعرات	jumeraat	Thursday
جمعہ	juma	Friday
ہفتہ / سنچر	haftaa / sneechar	Saturday
اتوار	itwaar	Sunday
ہفتے کا اختتام	haftay kaa ikhtitaam	Weekend

Colours - rang		
یہ ایک ___ ہے۔	yay ayk ___ hai.	This is a ___ .
کالا	kaalaa	black
سفید	sufaid	white
لال / سرخ	laal / surrk	red
پیلا	peela	yellow
نیلا	neela	blue
سبز / ہرا	sabz / hra	green
نارنجی	naaranjee	orange
جامنی	jaamnee	purple
گلابی	ghulaabee	pink
بھورا	bhoora	brown
سلیٹی	slayTee	grey

Question words		
کیا؟	kyaa?	What?
کتنے؟	kitnay?	How (many)?
کون؟	kaun?	Who?
کہاں؟	kahaan?	Where?
کب؟	kab?	When?
کس؟	kiss?	Which?
کس کا/کی؟	kiss kaa/kee?	Whose?

Important Verbs		
میں ___ ہوں۔	mai hoon	I am ___
وہ ہے	wo hai	He/she/it is
رہنا	rehnaa	to live
ہونا	hona	to be
جانا	jaana	to go

Opinions		
مجھے ___ پسند ہے۔	mujhay ___ pasand hai.	I like ___ .
مجھے ___ ناپسند ہے۔	mujhay ___ naapasand hai.	I dislike ___ .
مجھے ___ سے محبت ہے۔	mujhay ___ say mahabbat hai.	I love ___ .
مجھے ___ سے نفرت ہے۔	mujhay ___ say nafarat hai.	I hate ___ .

7.1 Sports & Games		
Urdu	English	Roman Urdu (pronunciation)
کھیل	khayl	game/sport
فٹ بال	football	football
ٹینس	tennis	tennis
رگبی	rugby	rugby
کرکٹ	cricket	cricket
باسکٹ بال	basketball	basketball
دوڑنا	dauRnaa	running
مخلوط مارشل آرٹ	makhloot martial art	mixed martial arts
تیراکی	tairaaki	swimming
مکابازی	mukka baazi	boxing

Masculine and Feminine
In many languages, including Urdu, most nouns are considered to be either masculine or feminine. e.g. The Urdu word for chair ( <i>kurrsee</i> ) is considered to be a feminine word whereas the Urdu word for door ( <i>darrwaaza</i> ) is considered to be masculine. Adjectives used to describe nouns will agree with them e.g. peelee kurrsee (yellow chair) and peela darrwaaza (yellow door).

Year 7 Urdu: Cycle 3		
7.2 Hobbies		
Urdu	English	Roman Urdu (pronunciation)
مشغلہ	hobby	mashgalah
کہانی پڑھنا	to read a story	kahaani paRhnaa
مچھلیاں پکڑنا	fishing	machhliya pakRnaa
سینا	to sew	seena
موسیقی سننا	to listen to music	moseeqee sun-naa
باغبانی کرنا	gardening	baaghbaanee karnaa
فون پر کھیلنا	to play on your phone	phone par khaylnaa
ویڈیوز دیکھنا	to watch videos	videos daykhnaa
خبریں دیکھنا	to watch the news	khabray daykhnaa
گانا	to sing	gaanaa
کشتی لڑنا	to wrestle	kushtee laRnaa
شطرنج	chess	shatranj
تاش	(playing) cards	taash
گھڑ سواری کرنا	horse-riding	ghuR swaari karnaa
دوستوں سے ملنا	to meet friends	dosto say millnaa
پیدل چلنا	to walk	paidal chalnaa

7.3 Favourite things		
Urdu	English	Roman Urdu (pronunciation)
پسند	like	pasand
پسندیدہ	favourite	pasandeeda
شوق	interest	shauq
دلچسپی	interest	dillchasspi
پسندیدہ کتاب	favourite book	pasandeeda kitaab
پسندیدہ گاڑی	favourite car	pasandeeda gaaRee
پسندیدہ لباس	favourite clothing	pasandeeda libaass
پسندیدہ گانا	favourite song	pasandeeda gaanaa
پسندیدہ رنگ	favourite colour	pasandeeda rang

Pronouns
Urdu does not have different pronouns (he, she, they etc.) for masculine/feminine or singular/plural. All you need to look at is if someone/thing is <b>here</b> or <b>there</b> . If it is here, we use <i>yay</i> . If it is there, we use <i>wo</i> . So, the word <i>wo</i> is used for <b>that</b> and also, <b>he</b> , <b>she</b> , <b>they</b> and <b>it</b> . Similarly, <i>yay</i> is used for <b>this</b> and also for <b>he</b> , <b>she</b> , <b>they</b> and <b>it</b> .

7.4 How often you do things		
Urdu	English	Roman Urdu (pronunciation)
ایک بار	once	ayk baarr
دو بار	twice	do baarr
تین بار	three times	teen baarr
ہر روز	every day	har roz
ہر ہفتے	every week	har haftay
ہر مہینے	every month	har maheenay
ہر سال	every year	har saal
ہفتے میں دو بار	twice a week	haftay may do baarr
کبھی کبھی	sometimes	kabhi kabhi
ہمیشہ	always	hamaysha
وقتاً فوقتاً	now and again	waqtan fwaqtan
کبھی نہیں	never	kabhi nehi
شاذ و نادر	hardly ever	shaaz-o-naadir

Notes
<b>n</b> – an underlined <b>n</b> is pronounced with a very soft <i>n</i> sound from the nose. It sounds like the letter <i>n</i> in the word <i>uncle</i> or <i>long</i> . CaPiTaL LeTtErS – any Roman Urdu words with capital letters will be pronounced with a hard sound. e.g. <i>D</i> will be pronounced like a normal <i>D</i> in English. However, a <i>d</i> will be pronounced very softly with your tongue touching your front teeth. This is the same with <i>T</i> and <i>t</i> .



### Section 1 Kandinsky (4 December 1866 – 13 December 1944)

Kandinsky was a Russian painter and theorist. He is known to be one of the leaders in abstract expressive art.

At University of Moscow he studied law and economics. In 1896 he moved to Munich and began studying at a fine arts school. He then returned to Moscow after the outbreak of WW1 and set up a museum of culture and Painting. In 1920, Kandinsky had

moved to Germany and worked at the Bauhaus school of art and architecture. This was closed down by the Nazis in 1933. Kandinsky then moved to France where he spent the rest of his life.

Kandinsky believed that we should not just paint what we see. It should be about all of our emotions and senses. He believed line, tone, shapes, colours and pattern in art could all represent our emotions and feelings. He often painted while listening to music and created works of his favourite places.



### Section 2 Beatriz Milhazes

Beatriz Milhazes is a Contemporary Brazilian-born collage artist and painter. She is known for her large-scale works and vibrant colours. She is also very active in the LGBTQ+ community.

Beatriz believes art is essential for people to show their feelings and thoughts. In her work she shows her relationship with her Brazilian culture, mixed in with Western Modern painting.



### Section 3 Key Vocabulary:

**Collage** (noun) (the art of making) a picture in which various materials or objects, for example paper, cloth, or photographs, are stuck onto a larger surface

**Contemporary Art** (Adjective) Art that is existing or happening now.

**Composition** (Noun) the way that people or things are arranged in a painting or photograph.

**Line** (noun) Type of mark that contains both a direction and a length. curved, bent, thick, wide, broken, vertical, horizontal, blurred or freehand.

**Modern Art** A rejection of history and conservative values (such as realistic depiction of people, places and objects).

**Abstract art** Art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours and other marks to achieve its effect.

**Expressive art** The creator of the work is capturing emotion rather than a person, place or thing. Trying to get the viewer to think and feel, rather than just observe the work.

**Shape** A 2D area that is enclosed by a line. E.g. square, circle, rectangle

**Colour** The property possessed by an object of producing different sensations on the eye as a result of the way it reflects or emits light.

**Pattern** a repeated decorative design.

### Section 4

What is your relationship with our school?

Inspired by the artists and colour theory in the project, you will make a final artwork of the school.



**Section 5****Primary Colour**

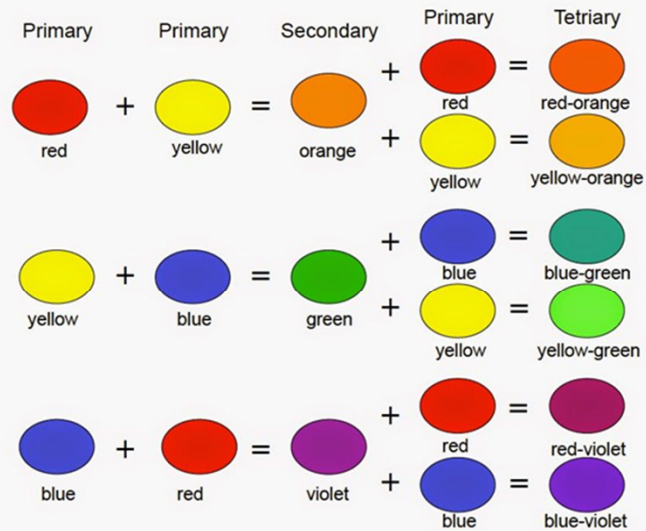
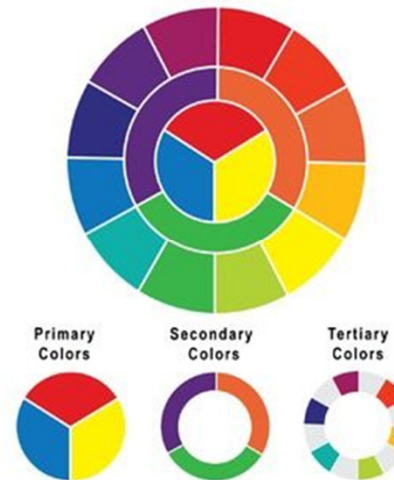
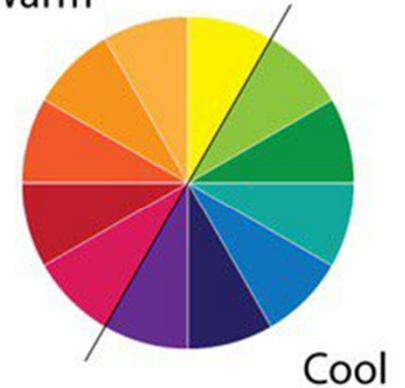
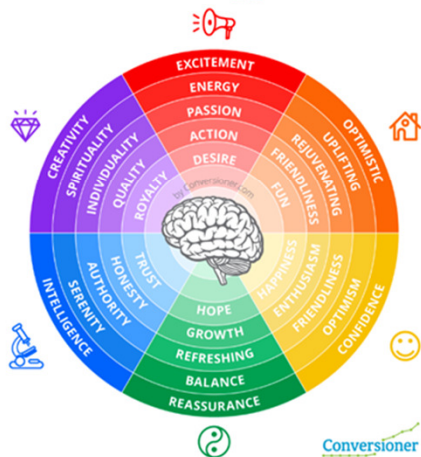
These are the first colours found in nature. They cannot be mixed.

**Secondary colour**

These are made by mixing 2 primary colours together.

**Tertiary colour**

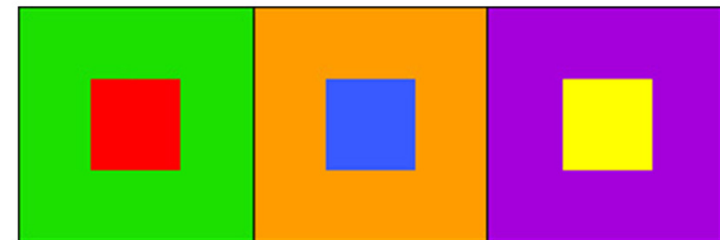
Lighter or darker versions of the secondary colour by adding slightly more of each primary.

**The Color Wheel****Section 6 Warm & Cold Colours****Warm****Section 7 Colour Meanings and Emotions****The Emotional Triggers of Colors**

blue	red	black	green
TRUST SMART CALM FAITH NATURAL STABLE POWER	LOVE IMMEDIACY ENERGY SALE PASSION ANGER HUNGER	BOLD RICH POWER MYSTERY ELEGANCE EVIL STRENGTH	SOOTHING ECO-FRIENDLY NATURAL ENVY JEALOUSY BALANCE RESTFUL
yellow	orange	pink	purple
CHEER ATTENTION CHILDISH FRESH WARMTH ENERGY OPTIMISM	HEALTH ATTRACTION STAND OUT THIRST WEALTH YOUTHFUL HAPPINESS	TENDERNESS SENSITIVE CARING EMOTIONAL SYMPATHETIC LOVE SEXUALITY	ROYAL MYSTERIOUS ARROGANT LUXURY CHILDISH CREATIVE SADNESS

**Section 8****Complimentary Colour**

These are opposite each other on the colour wheel. They make each other stand out.



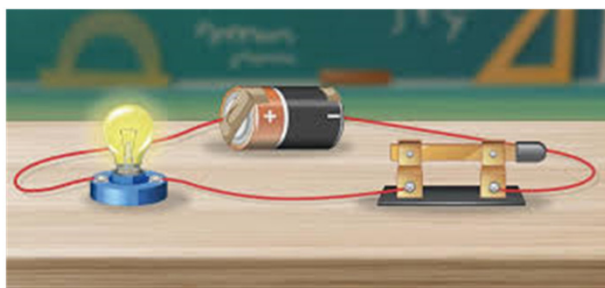


1. An **LED lamp** or **LED light** is an electric light that produces light using **Light Emitting Diodes (LEDs)**. LED lamps are significantly more energy efficient than equivalent incandescent lamps and fluorescent lamps.

2. **Printed circuit board (PCB)**  
A printed circuit board (PCB) is the board base for physically supporting and wiring the surface-mounted and socketed components in most electronics.

3. A **Universal Serial Bus (USB)** is an industry standard that establishes specifications for cables, Communication and power supply to computers and other peripherals.

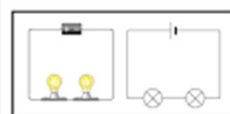
4. A **wire** is a single usually cylindrical, flexible strand or rod of metal. Wires are used to bear mechanical loads or electricity and telecommunications signals.



### Series vs. Parallel



PARALLEL

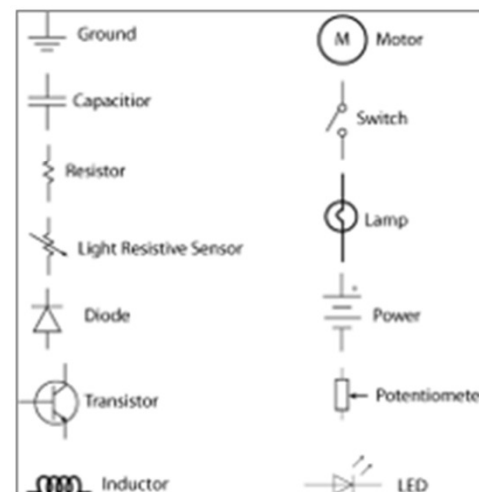
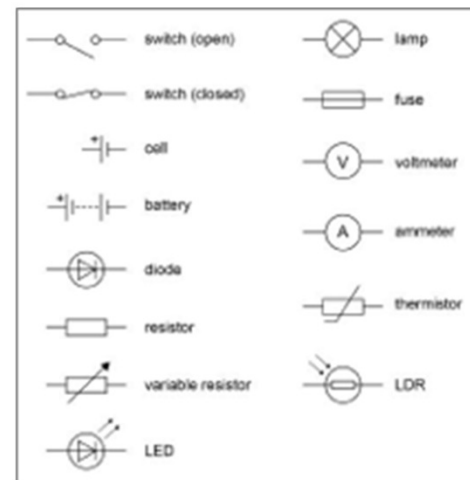
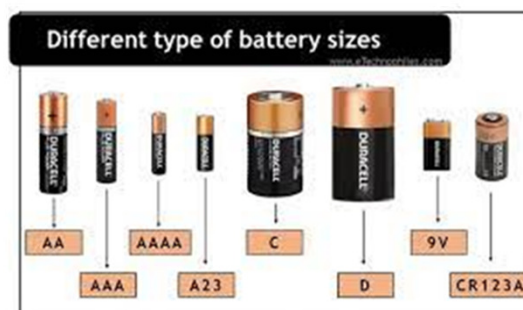


SERIES

Same number of bulbs and batteries, but what is the difference?

Think - pair - share

5. There are three different types of batteries that are commonly used - **Alkaline**, **Nickel Metal Hydride (NiMH)**, and **Lithium Ion**. The use of different metals and electrolytes in these batteries gives them different properties which means they are suited to different contexts.



During year 7 you will use a wide range of foods to design and make products. In the projects you will work out your ideas with some precision, taking into account how food products will be made, stored and eaten and who will use them. You will develop understanding of healthy food balance by using the eat well guide. designing and making and improving your practical skills. You will use a range of equipment safely with a moderate to high degree of accuracy.

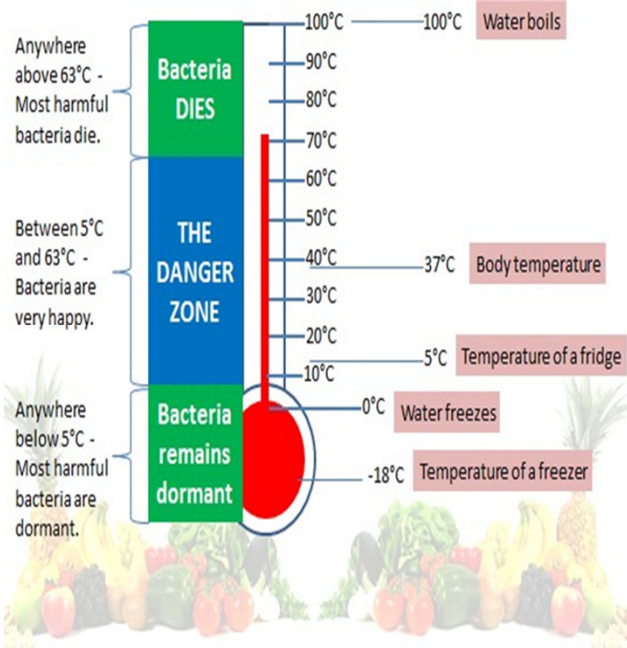


## Temperatures that bacteria grow in

## Section 1

## Equipment

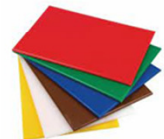
## Section 2



Mixing bowl



Chopping Board



Sieve



Electronic weighing scales



Measuring Jug



Cooling Rack



Chefs knife



Baking tray



Grater



## Key Vocabulary:

## Section 3

**Identity (noun)** Who a person is, or the qualities of a person or group that make them different from others.

**Vitamins (noun)** Are found in food and only needed in small amounts.

**Pathogenic bacteria (noun)** Are bad bacteria that can cause food poisoning.

**Function of ingredients (noun)** The job that the ingredient does in cooking.

**Millilitres (noun)** A small amount of liquid: one thousandth of a litre

**Grammes (noun)** a unit of measurement which is one thousandth of a kilogram.

**Protein (noun)** Part of all living organisms skin, muscle and hair.

**Carbohydrate (noun)** including sugars, starch, and cellulose. They can be broken down to release energy in the animal body.

**Fibre (noun)** found in all fruit, vegetables and cereals, very important for digestion of food.

**Modifications (noun)** changes to make something better.

**Evaluation (noun)** making a judgement about something.

## Hygiene routine



Tie hair back



Wash hands



Wear an apron



Clean surfaces

## Safe

## Cutting techniques Section 5



Bridge hold



Claw grip

## Practical skills

## Section 4

Shallow frying



Grilling



Boiling



Rubbing in Method





This cycle we are going to be making a 3D stuffed giraffe inspired by the artwork of Yayoi Kusama and Smuksaks.

**Key Artist Facts:** Below are the 2 artist's that we will be looking at.

### SMUKSAKS

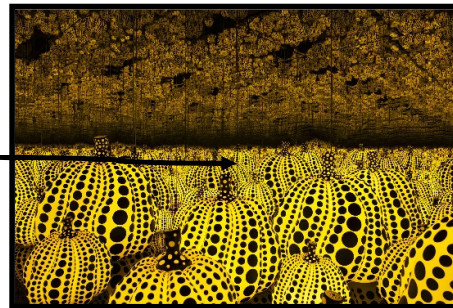
This is a brand set up by a new mother creating something sustainable. She creates bunnies using old fabrics which are recycled to create something new. This is stopping these fabrics from going into landfill and creates a new product from potential waste.



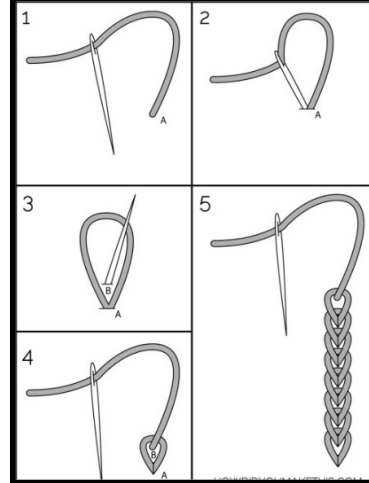
**Key Artist Facts:**

### YAYOI KUSAMA

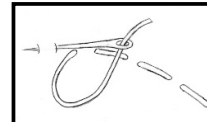
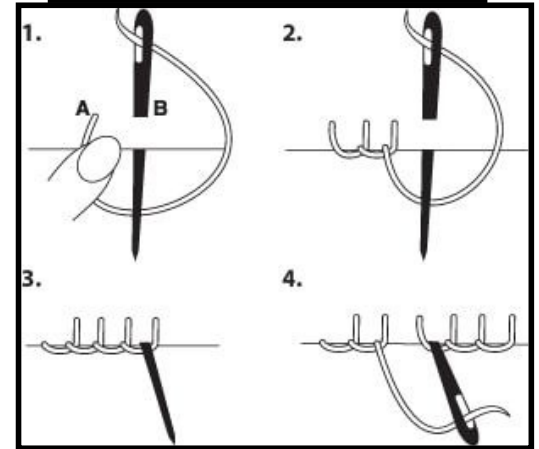
Yayoi Kusama is a Japanese contemporary artist who works primarily in sculpture and installation, but is also active in painting, performance, video art, fashion, poetry, fiction, and other arts. She creates very vibrant and colourful patterns which will be used as inspiration to add decoration onto the giraffe.



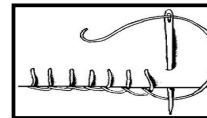
### CHAIN STITCH INSTRUCTIONS



### BLANKET STITCH INSTRUCTIONS

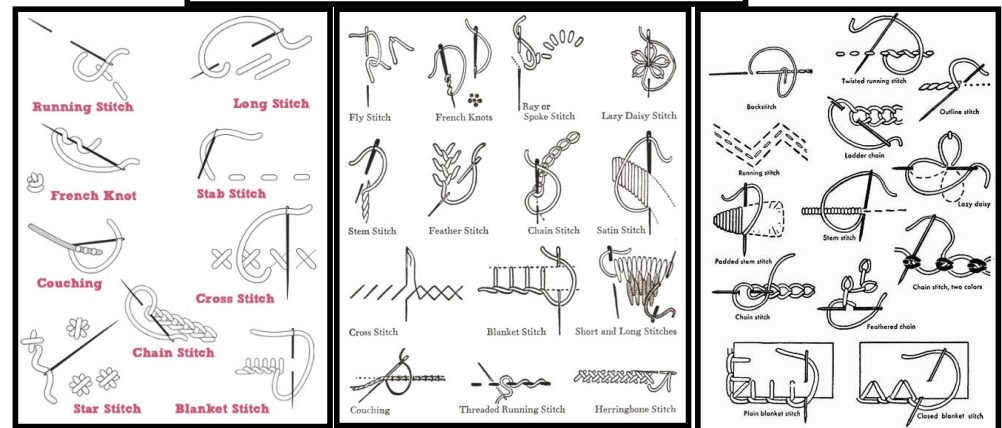


**Running Stitch:** a simple needle stitch consisting of a line of small even stitches which run back and forth through the cloth without overlapping.



**Blanket Stitch:** a buttonhole stitch used on the edges of a blanket or other material.

### Decorative stitch examples—hand stitching



### **Key Equipment and it's use:**

**Needle:** This is used to stitch by hand using thread.

**Cotton Thread:** This is used with a needle to stitch.

**Felt:** This is a material that is very versatile and can be used to make textile products.

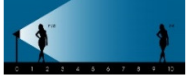
**Pins:** These are used to hold fabric in place.

**Stitch Ripper:** This is used to remove incorrect stitches.

**Velcro:** This is used to hold 2 edges of fabric together.

**Tjanting Tool:** This is used to hold wax and draw with during the batik process.

### Section 1 Top 5 tips when taking a Photograph



**Lighting**— Do not face the sun, your subject needs the most light. Think about Shadows too.



**Angle Matters**— Think about the meaning of your photograph and the impact you want.



**Composition**— There is more than your subject, consider the background too. Do you need to think about the rule of thirds? Get closer to your subject.



**Do not Shake**— Hold your breath and keep your elbows in tightly when you press the button.



**Get Creative**— Be adventurous when taking photographs, take multiple photographs with different angles. Use a torch, get really close and have fun.

### Section 2 Digital Camera Parts

The digital camera has the capability to take photographs and store them digitally through memory cards. They have limited functions and their capture method is to 'point and shoot'.



### Section 3 Photography Rules

	<b>Rule of Thirds</b> Position subject on the crosshairs		<b>Framing</b> Frame subject with surrounding objects - buildings, people, trees
	<b>Repetition</b> Look for repeating objects - pile of fruit, row of poles etc		<b>Leading Lines</b> Road, rails, lines of lampposts, buildings etc leading to subject
	<b>Negative Space</b> Leave space for subject to move into		<b>Colour</b> Use complimentary or opposing colours in background
	<b>Balancing Elements</b> Balance background interest with foreground subject		<b>Differential Focus</b> Subject in sharp focus to guide the eye
	<b>Symmetry</b> Half of the image is a mirror of the other half		<b>Patterns</b> Look for naturally occurring & constructed patterns
	<b>Depth (layers)</b> Position subject in front of and behind objects to create 3D depth		<b>Depth of Field</b> Blur background &/or foreground to separate your subject
	<b>Viewpoint</b> Photograph from different angles - get low, get high		<b>Triangles &amp; Diagonals</b> Look for diagonals in a scene, create triangles
	<b>Fill the Frame</b> Get in close and fill the frame with your subject		<b>Simplicity</b> Cut out distractions - get close, blur background, darken background
	<b>Left to Right Rule</b> Moving subjects should go from left of frame to right of frame		<b>Rule of Space</b> Leave space around your subject
	<b>Rule of Odds</b> Look for odd numbered design elements - 3 arches, 5 windows etc	brought to you by <a href="http://www.thelenslounge.com">www.thelenslounge.com</a>	

### Section 4 Slinkachu and Peter Root

**Slinkachu** (Devon, UK) has been “abandoning” his miniature people on the streets of cities around the world. His work embodies elements of street art, sculpture, installation art and photography and has been exhibited in galleries and museums globally.



**Peter Root's** work involves turning staples into Cityscapes. Thousands of staples are stacked and aligned to look like cities. These are then Photographed using strong depth of field and focus. There are many hours put into these.



### Section 5 Key Vocabulary

**Ambient light/Natural light** Is the light that is already present in the scene you are shooting.

**Camera Angle** Is the specific location at which the camera is located so it can take the shot.

**Contrast (noun)** Is the difference between the light and dark areas within your images.

High contrast means the blacks are darker and whites are brighter, vice versa.

**Depth of Field (noun)** is the distance between the closest and farthest subjects in a scene that look noticeably sharp in an image.

**Exposure (noun)** Is the amount of light entering the camera's sensor. Too much light and the image is overexposed and not enough light and it's underexposed.

**Focal Point (noun)** Is the main part of the image or a point of interest within the image.

**Blur (noun)** The loss of sharpness in a photographic image resulting from motion of the subject or the camera during exposure.

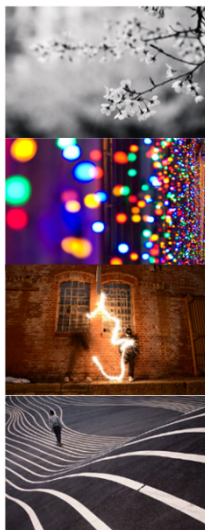
### Section 6 The Formal Elements

**Black & White**— Images that have zero colour. It consists of shades of grey tone.

**Colour**— Images that capture the full spectrum of colour.

**Experimental**— Are the use of capturing images in the non- traditional way. It's about taking your photographs beyond the norm to create unique pieces of art.

**Line**— A line in a photo is a point that moves, leading towards something. Some obvious, and some are implied. The viewer's eyes are naturally drawn along.



**Pattern**— Images that have captured a repetition of the formal elements this includes shapes, colours or textures, perfect examples of repetition exist all around us.

**Perspective**— The sense of depth or spatial relationship between objects in a, along with their dimensions with respect to what viewer of the image sees.

**Texture**—An image that shows the visual quality of the surface of an object. Texture brings life and vibrancy to images that would otherwise appear flat and uninspiring.

**Tone**— A photograph that captures a variety of light in an image. The 'tone' is the difference between the lightest and darkest areas on a.





'I think there's no world without theatre' - Edward Bond

## Terminology and Techniques

<b>Text/ Script</b>	The written drama piece/script.
<b>Tableux</b>	A 'frozen picture' that tells a story. Costume and props are needed, and physicality used to show emotion.
<b>Technical</b>	Technical equipment and systems for example sound, lighting and computer generated effects.
<b>Protagonist</b>	The main character in a piece of drama.
<b>Thought Tracking</b>	An exercise that allows the inner thoughts of a character or role to be heard out loud. The participant is asked to say their characters thoughts and feelings at specific points during their acting.
<b>Plot</b>	The storyline of a piece of drama.
<b>Scene</b>	A sequence of continuous action in a play.
<b>Rehearse/ Rehearsal</b>	A practice or trial performance of a play.
<b>Flashback</b>	Enacting a moment from a character's remembered past, this can help gain an understanding of the character and provide a 'back story'.
<b>Entrances &amp; Exits</b>	Where a character enters and exits their scene.
<b>Level(s)</b>	How the actors sit, kneel or stand on stage, to show status.
<b>Multi-role</b>	When an actor plays more than one role

## Physical Skills

<b>Facial Expressions</b>	Using the face to express that characters feelings and emotions.
<b>Gesture</b>	An expressive movement of the body, or something that is said or done to show a feeling, i.e. a wave.
<b>Body Posture</b>	The position of the body to communicate a character, i.e. standing with a straight back, to show you have higher status than another character.
<b>Body Language</b>	The way in which our bodies communicate our character's attitudes. Using your body to show emotions or hidden feelings.
<b>Movement</b>	The process of moving the body on stage to express feelings, or emotions.
<b>Audience</b>	The spectators who watch the performance.
<b>Off-Stage</b>	The area 'back stage' where the audience can't see the actors
<b>Character</b>	The person/persona an actor wishes to convey.
<b>Status</b>	The level of society a character is in.
<b>Improvisation</b>	To perform quickly in response to something, without previous planning.



## Vocal Skills

<b>Dialogue</b>	The spoken script on stage.
<b>Direct Address</b>	When an actor speaks directly to the audience, e.g. in pantomime.
<b>Communal Voice</b>	A variation on chorus work where a group of performers speaks with 'one voice'.
<b>Intonation</b>	Variation of spoken pitch that is not used to distinguish words, but the attitudes and emotions of the speaker. For example questions, feelings, statements.
<b>Language Register</b>	The level of formality with which you speak. Different people and situations call for different <b>registers</b> . For example talking to a teacher and your friends.
<b>Monologue</b>	One person speaking, either delivering a speech or thoughts and feelings to the audience.
<b>Vocal Pace</b>	The speed in which an actor delivers their lines.
<b>Vocal Pause</b>	Pausing lines to create dramatic effect such as tension.
<b>Vocal Tone</b>	The way that you speak, using 'intonation' to add feelings, emotions or sub-text.
<b>Vocal Projection</b>	Using the voice so that all the audience can hear.
<b>Sound</b>	Any music, sound effects or other sound used on stage created by electronics, actor's bodies or instruments. Sound is used to create atmosphere, or mood.
<b>Pitch</b>	The 'highness' or 'lowness' in the tone of the voice.

## Examples of Character Leitmotifs in Film

1



### LEITMOTIF

A recurrent theme in a piece of film music which represents a character, feeling, thought or object. Think of Darth Vader or Jaws!



2

## Reading Music on the Stave

<b>Treble Clef</b> Played by the <u>right hand</u> with <u>higher pitches</u> .		<b>Bass Clef</b> Played by the <u>left hand</u> with <u>lower pitches</u> .	
<b>Lines of the Stave</b>		<b>Spaces of the Stave</b>	
<b>Right Hand (Treble Clef)</b> 	E G B D F		F A C E
	Every Good Boy Deserves Football		FACE in the spaces
<b>Left Hand (Bass Clef)</b> 	G B D F A		A C E G
	Green Busses Drive Fast Always		All Cows Eat Grass

## Song structure

3

1	Intro	The section of the music that introduces the song.
2	Verse	A section that repeats in a song, it has the same music, but different lyrics
3	Chorus	The main section of a song, it will repeat both the lyrics and the music in the same way..
4	Bridge	A section in a song that links two other sections.
5	Instrumental	A section in the music with no lyrics and the instruments contain the melodic interest.
6	Outro	The ending section of a song.

4	Term	Symbol	Value
	whole note		4 beats
	half note		2 beats
	quarter note		1 beat
	eighth note		1/2 beat
	joined eighth notes		1/2 + 1/2 = 1
	sixteenth note		1/4 beat
	joined sixteenth notes		1/4 + 1/4 + 1/4 + 1/4 = 1

## Song Writing Knowledge Vocabulary

5

<b>Bassline</b>	The lowest pitched part of the music often played on bass instruments such as the bass guitar or double bass.
<b>Melody</b>	The main "tune" of a song or piece of music, played higher in pitch than the bassline.
<b>Chord Sequence</b>	The pattern of chords used to create the harmony of the song for the melody

## Music for Film Vocabulary

6

<b>Major Key</b>	A musical key which sounds happy; suitable to use for comedy and kids' films.
<b>Minor Key</b>	A musical key which sounds sad; suitable to use for horror and thriller films.
<b>Diegetic</b>	When the music/sound in a section of a film can be heard by both the audience <b>and</b> the characters in the film. For example: When a character is listening to a song on the radio, or when a character is at a gig.
<b>Non-diegetic</b>	When the music/sound in a section of film can <b>only</b> be heard by the audience and <b>not</b> the characters in the film. For example: Music which is added to create atmosphere, or the narrator is commenting on the action.

<b>DAA CYCLE 3 Knowledge Organiser</b>	<b>SUBJECT</b>	<b>ICT &amp; COMPUTING</b>	<b>TOPIC(S)</b>	<b>Programming</b>	<b>YEAR GROUP</b>	<b>7</b>
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### Programming Keywords:

Input Devices	Algorithm	Syntax	Programming	World
Output Devices	Test	Commands	Objects	Condition
Variable	Sequence	Selection	Iteration	Code
Kodu	Software	Scratch	Order	Micro bit

### Section 1

#### Programming

A programming language is any set of rules that converts strings, or visual programming languages to various kinds of machine code output.

#### Give examples of programming languages

- Python
- HTML
- Java
- SQL
- C++



#### Programming Software used in school

- Kodu
- Scratch
- Python



#### Kodu and Scratch

Block based programs.

#### Micro bit

A micro bit is a tiny, pocket-sized computer.

### Section 2

#### Algorithm

Developing instructions to solve a problem. The steps or rules to complete a task.

#### Sequence

Parts of the code that run in order and the pathway of the program reads and runs every line in order.

#### Selection

A selection gives a character a choice of things it can do for example, the character can collect the coins before the apples if he wants.

#### Input Devices

An input device is something you connect to a computer that sends information to the computer .e.g., mouse, keyboard, scanner, microphone etc.

#### Output Devices

An output device is something you connect to a computer that has information sent to it e.g., printer, monitor, speakers.

### INPUT DEVICES



KEYBOARD



MOUSE



JOYSTICK



SCANNER



WEB CAMERA



MICROPHONE

### OUTPUT DEVICES



MONITOR



PRINTER



SPEAKER



HEADPHONES

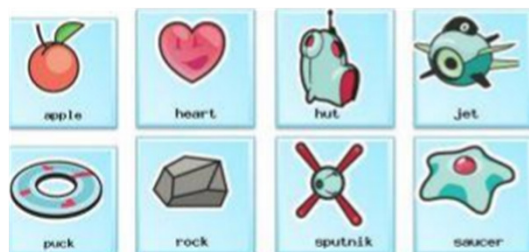


PROJECTOR

#### Block Programming in Scratch



ComputerHope.com





DAA CYCLE 3 Knowledge Organiser	SUBJECT	ICT & COMPUTING	TOPIC(S)	Programming	YEAR GROUP	7
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### Programming Keywords:

Input Devices	Algorithm	Syntax	Programming	World
Output Devices	Test	Commands	Objects	Condition
Variable	Sequence	Selection	Iteration	Code
Kodu	Software	Scratch	Order	Micro bit

### Section 3 Kodu

#### Kodu



Kodu is a simple visual programming language that uses picture tiles which can be added together to create a set of instructions.

**Kodu is a block-based program.**

#### Objects

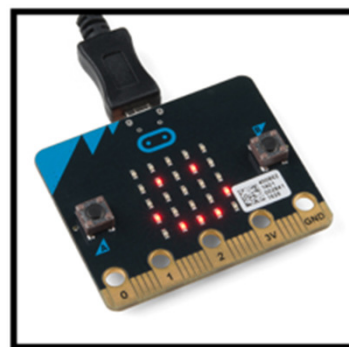
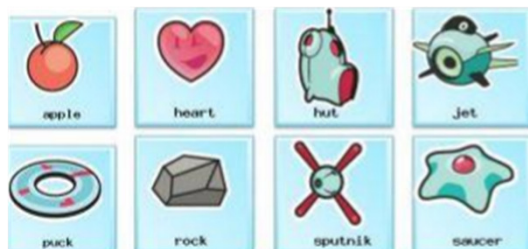
A character or an element that can be added to a world and programmed e.g., fishes, robots, trees, apples and coins.

#### World

A world is an animated, 3D environment created with computer graphics.

#### Characters

An object or 3D model that takes on a role in a computer game e.g. Kodu, Rover, robot.



### Section 4 Micro Bit

#### Micro Bit

A micro bit is a tiny, pocket-sized computer.

#### LED Lights

This stands for light-emitting diode. There are 25 lights on a Micro Bit.

#### Input and Output features

Input features are used to send instructions to the Micro Bit e.g. microphone, buttons  
Output features show us the instructions we gave e.g. the LED lights, sound

#### USB data cable

Allows the transfer of data between a computer and peripheral devices. USB is short for universal serial bus.

#### Hardware and Software

**Hardware:** The Micro Bit, microphone.

**Software:** <https://microbit.org/>

DAA CYCLE 3 Knowledge Organiser	SUBJECT	ICT & COMPUTING	TOPIC(S)	Programming	YEAR GROUP	7
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### Programming Keywords:

Input Devices	Algorithm	Syntax	Programming	World
Output Devices	Test	Commands	Objects	Condition
Variable	Sequence	Selection	Iteration	Code
Kodu	Software	Scratch	Order	Micro bit

### Section 5 Scratch

Scratch	Scratch is a <b>block-based</b> coding language that allows users to create animations, games and programs.
Script	A series of connected blocks that perform a specific.
Sprites	Characters are known as Sprites e.g. different animals, people.
Background	There are different backgrounds that can be set onto the stage.
Variable	A changeable value that can be recorded in Scratch's memory e.g. I adjusted the variable to range from 1-10.
Loop	A loop is a tool to repeat an action.



### Section 6

String	A collection of letters, numbers or characters. (e.g., Hello, WR10 1XA).
Data Type	This indicates how the data will be stored The most common data types are integer, string, and float.
Syntax	The punctuation/way that code must be written so that the computer can understand it. Each programming language has its own syntax. You will receive an error message.
Debugging	Finding and fixing problems in your algorithm or program.
Event	An action or occurrence that can be identified by a program.
Iteration	The process of repeating steps. For example, a very simple algorithm for eating breakfast cereal might consist of these steps: put cereal in bowl. add milk to cereal.
Condition	Also known as IF-THEN. For example, IF the dragon sprite touches the key sprite, THEN add 1 point to the score.





# Stay safe,

# tell someone...

All the staff are here to help and support you



## Safeguarding Team:

Mr Bibby (Designated Safeguarding Lead)

Mr Douro (Vice Principal)

## Safety and well-being...

If you are worried about your welfare or safety, or that of a friend you could access the NSPCC services. [www.childline.org.uk](http://www.childline.org.uk)

Free anonymous NHS online counselling for young people can be accessed via a platform called Kooth. [www.Kooth.com](http://www.Kooth.com)

For support with mental health and staying happy and healthy visit the Mental Health Foundation. [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

For non-emergency advice you can email [scholarsupport@dixonsaa.com](mailto:scholarsupport@dixonsaa.com). Give your full name and Year group.



## Physical activity...

It is recommended that young people should be physically active for at least 1 hour a day. This can be anything from organised sport to going on a bike ride with your friends. For more ideas visit; [www.nhs.uk/change4life/activities](http://www.nhs.uk/change4life/activities)

change 4 life

## Online safety...

Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline.

Explore one of the six Thinkuknow websites for advice about staying safe when you are using a phone, tablet or computer.



[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Happiness

Industry

Responsibility



Dixons Allerton Academy, Rhodesway, Bradford, BD8 0DH

Telephone: 01274 089 890 Email: [admin@dixonsaa.com](mailto:admin@dixonsaa.com)