



Name:

Student Number:

KNOWLEDGE ORGANISER YEAR 7 2025/2026

C3

Knowledge Contents



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.

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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**DIXONS
ALLERTON
ACADEMY**

Homework Timetable:

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
	English	PE/ICT	Creative	Reading Log	History RE Geography

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
	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. <i>Write out the words highlighted in red</i> b. <i>Write the definition for the words highlighted in red</i> c. <i>Attempt to use the word in a sentence</i>
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

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 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 1. 2. 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. <i>Write out the words highlighted in red</i> b. <i>Write the definition for the words highlighted in red</i> c. <i>Attempt to use the word in a sentence</i>
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 1. 2. 3

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. First, 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 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 1. 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. 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 1. 2. 3

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. 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 1. 2. 3

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

1: Read it

Definition of the Genre

Epic poetry is a long, narrative poem that tells the story of a hero's journey or great battle. These poems often come from **oral traditions** and were later written down to protect cultural history. Epics typically follow a **formal structure**, using advanced language and grand descriptions. They often include **supernatural** elements, such as gods or mythical creatures, who influence the hero's **fate**. The main character, or epic hero, is usually a figure of great strength and bravery who represents the values of their society.

Common Themes and Features

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 **invocation**, where the poet calls upon a muse or deity for inspiration. The use of **epithets**, 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.

Examples

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.

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
- 1.
- 2.
- 3

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

- 1.
- 2.
- 3.

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 1. 2. 3

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 together.

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

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

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)	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 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
	1.
	2.
	3.

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! 🌸 🎈

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

<p>3. Summarise it: What is the main idea in the text you have just read?</p>	<p>4. Question it: Write down 3 questions you have about the text you have just read</p>
	<p>5</p> <p>1.</p> <p>2.</p> <p>3.</p>

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 1. 2. 3.

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 (H₂O)**. 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 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
	1.
	2.
	3.

New Vocabulary	Definition
1.	
Sentence	
2.	
Sentence	
3.	
Sentence	
4.	
Sentence	
5.	
Sentence	

Yr 7 Spellings Week 3-4 Cycle 3	
6.	
Sentence	
7.	
Sentence	
8.	
Sentence	
9.	
Sentence	
10.	
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. Cultural

- 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

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

1.

2.

3.

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)	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	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 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 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)	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. 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 1. 2. 3

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 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
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	1.
	2.
	3.

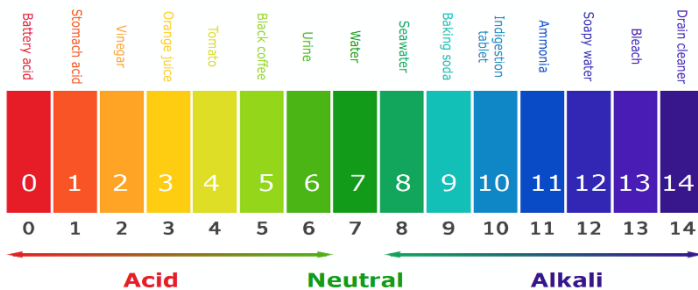
1: Read it

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

Blank space for summarizing the main idea of the text.

Blank space for writing 3 questions about the text.

New Vocabulary	Definition
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Yr 7 Spellings Week 5-6 Cycle 3

1.

Sentence

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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. 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. intellectual	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

- 1.
- 2.
- 3.

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 1. 2. 3

1: Read it and annotate it

What is textiles?

Textiles, as a subject, is the study of different materials and techniques used to create **fabrics** and products from fibers. It involves learning about the properties of **fibers**, 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 **dye**, 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 **weaving, knitting, and felting**. 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)</p>	<p>a. <i>Write out the words highlighted in red</i></p> <p>b. <i>Write the definition for the words highlighted in red</i></p> <p>c. <i>Attempt to use the word in a sentence</i></p>
a. Fabric	<p>b. A material made from fibers or threads by weaving, knitting, felting, etc., as any cloth, felt, lace, or the like.</p> <p>c. The chief imports are textile fabrics, rice and petroleum.</p>

<p>3. Summarise it: What is the main idea in the text you have just read?</p>	<p>4. Question it: Write down 3 questions you have about the text you have just read</p>
	<p>5</p> <p>1.</p> <p>2.</p> <p>3.</p>

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.

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b.

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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

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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 living organisms interacting with their environment , including both biotic and abiotic factors.	b. c.
	b. c.
	b. c.
	b. c.
	b. c.
	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 1. 2. 3.

New Vocabulary	Definition
1.	
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Yr 7 Spellings Week 7-8 Cycle 3	
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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.

<p>2. Clarify It (the first one has been done for you)</p>	<p><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></p>
<p>a. Literary</p>	<p>Adj. - he writing, study, or content of literature, especially of the kind valued for quality of form: The great literary works of Shakespeare</p>

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

Blank space for summarizing the main idea of the text.

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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.

<p align="center">2. Define It (the first one has been done for you)</p>	<p>a. <i>Write out the words highlighted in red</i> b. <i>Write the definition for the words highlighted in red</i> c. <i>Attempt to use the word in a sentence</i></p>
<p align="center">Warm up</p>	<p>Prepare for physical exertion or a performance by exercising or practicing gently beforehand.</p>
	<p>The group will always complete a warmup to try and prevent injuries as much as possible.</p>
	<p>b</p>
	<p>c</p>
	<p>b</p>
	<p>c</p>
	<p>b</p>
	<p>c</p>
	<p>b</p>
	<p>c</p>
	<p>b</p>
	<p>c</p>

<p>3. Summarise it: What is the main idea in the text you have just read?</p>	<p>4. Question it: Write down 3 questions you have about the text you have just read</p>
	<p>5</p> <p>1.</p> <p>2.</p> <p>3</p>

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)	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. 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 1. 2. 3

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.
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	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
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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 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 backbone or spine , 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 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 1. 2. 3.

New Vocabulary	Definition
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Yr 7 Spellings Week 9-10 Cycle 3

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Sentence

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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

Blank space for summarising the main idea of the text.

Blank space for writing down 3 questions about the text.

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!

<p>2. Clarify It (the first one has been done for you)</p>	<p>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</p>

<p>3. Summarise it: What is the main idea in the text you have just read?</p>	<p>4. Question it: Write down 3 questions you have about the text you have just read</p>
	<p>5</p> <p>1.</p> <p>2.</p> <p>3</p>

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. <i>Write out the words highlighted in red</i> b. <i>Write the definition for the words highlighted in red</i> c. <i>Attempt to use the word in a sentence</i>
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 1. 2. 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 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
	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 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)	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
Adaptation- A characteristic (physical or behavioral) that helps an organism survive and reproduce in its environment.	b.
	c.
	b
	c
	b
	c
	b
	c
	b
	c
	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
	1.
	2.
	3

New Vocabulary	Definition
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Yr 7 Spellings Week 11-12 Cycle 3

1.

Sentence

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Sentence

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Sentence

10.

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).

<p>3. Summarise it: What is the main idea in the text you have just read?</p>	<p>4.Question it: Write down 3 questions you have about the text you have just read</p>
	<p>5</p> <p>1.</p> <p>2.</p> <p>3</p>

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.

The if... then and if... then... else blocks are Boolean logic blocks. They control how a sprite behaves in response to its environment. They make one set of code run if a condition is true and another set of code run if a condition is false. This is known as a condition.

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
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	5 1. 2. 3
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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.

<p>2. Clarify It (the first one has been done for you)</p>	<p><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></p>
<p>a. Polymer Clay</p>	<p>b. A type of modelling clay.</p> <p>c. My model dries quickly when air gets to it as it is made from polymer clay.</p>

<p>3. Summarise it: What is the main idea in the text you have just read?</p>	<p>4. Question it: Write down 3 questions you have about the text you have just read</p>
	<p>5</p> <p>1.</p> <p>2.</p> <p>3.</p>

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 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 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 1. 2. 3.

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)	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
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 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 1. 2. 3.

New Vocabulary	Definition
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Yr 7 Spellings Week 13 Cycle 3

1.

Sentence

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CYCLE 3 SPELLINGS

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

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

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

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

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

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

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

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

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

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

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

WEEK 13	
1. Fractions	Represents a part of a whole.
2. Iambic	two syllables -first is unstressed and the second is stressed
3. Expression	Communicate thoughts , ideas, knowledge and feelings
4. Composition	Act of writing or the piece of writing that results
5. Cremation	Burning leaves and mixing the resulting ashes with some earth
6. Landscape	Earth's surface that can be viewed at one time from one place
7. Protein	A molecule made up of amino acids
8. Loop	A oommand used to repeat a part of code
9. Ductile	Stretched, drawn , or hammered thin without breaking
10. Exhibition	Public showing 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 5: 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 6: 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 use 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 th /8 th C BC > 14 th 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 th > 17 th C	The Renaissance period began in Italy around the 14 th century and lasted up until the 17 th 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 th 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 th 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 th > 21 st C	The period at the turn of the 20 th 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 the belief that nothing can be known or communicated . 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	
equivalent fractions	fractions which represent the same value e.g. $\frac{2}{3}$ and $\frac{4}{6}$ multiply the numerator and denominator by the same amount
simplifying fractions	fractions can be simplified by dividing the numerator and denominator by a common factor to get a fraction in its simplest form , you must divide by the highest common factor (HCF)
mixed to improper	multiply the denominator by the whole number part , add this to the numerator
improper to mixed	divide the numerator by the denominator , the quotient is the whole number part , the remainder is then written as a fraction
fractions of amounts	divide by the denominator (bottom number) and multiply by the numerator (top number)

Section 2 – Calculating with fractions

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

Section 3– Comparing fractions & FDP

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

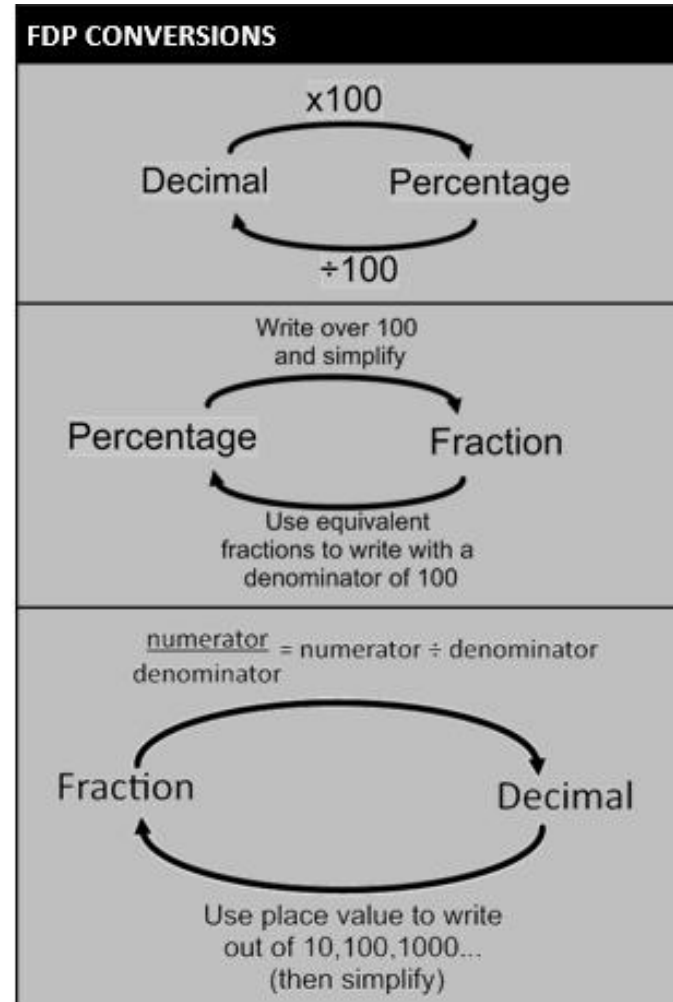
COMMON FDP CONVERSIONS		
fraction	decimal	percentage
1/2	0.5	50%
1/4	0.25	25%
3/4	0.75	75%
1/10	0.1	10%

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
1/2	0.5	50%
1/4	0.25	25%
3/4	0.75	75%
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

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

4.2 - The pH Scale

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

4.3 - Common Laboratory Acids and Bases

Acids	hydrochloric acid - HCl
	sulphuric acid – H₂SO₄
	nitric acid – HNO₃
Bases	metal hydroxides e.g. sodium hydroxide - NaOH
	metal oxides e.g. magnesium oxide - MgO
	metal carbonates e.g. calcium carbonate - CaCO₃

4.4 - Neutralisation Reactions

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

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

4.2 - Sound Waves

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

4.3 - The Ear

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

4.4 - Light Waves

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

4.5 - Colours of Light

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

4.6 - The Eye

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

1. Key terms: Stages of a fieldwork investigation

Data collection	<ul style="list-style-type: none"> - How and when you will collect data to answer your enquiry question. - Also known as methodology.
Data presentation	Presenting data visually using maps and graphs which make it easy to understand.
Analysis	Discuss the trends/patterns in the data and suggest reasons for this.
Conclusion	A direct answer to our hypothesis/enquiry question that uses evidence or data.
Evaluation	<ul style="list-style-type: none"> - Reflecting how accurate our conclusions are. - How could your enquiry be improved? - How reliable is the data? Are there errors? - Are the conclusions reliable and representative?

2. Key terms: Data collection techniques

Field sketches	<ul style="list-style-type: none"> - A drawing that outlines the main features of a landscape. - Further information is shown by annotations/labels
Environmental quality survey	<ul style="list-style-type: none"> - Used to rate/score the environment of a place. - Uses a scale from 1 to 5 to rank from good to poor. - Based on personal judgement.
Questionnaires	<ul style="list-style-type: none"> - Asking people questions linked to your investigations. - Two types of questions – open and closed.

3. Key terms: Data presentation

Pictograms	Similar to bar charts but they use a small picture or icons to show data instead of bars.
Line graph	Shows how data changes over time and space.
Pie chart	Shows percentages as a circle divided into segments.
Scatter graph	Used to test the strength of the relationship (correlation) between two variables.
Divided bar charts	Show grouped data as bars. Divided bar charts split up each bar to break the information down further.
Histograms	Similar to bar charts but show frequencies.
Proportional symbols	Symbols added to maps to show extra data. The bigger the symbol the bigger the number.

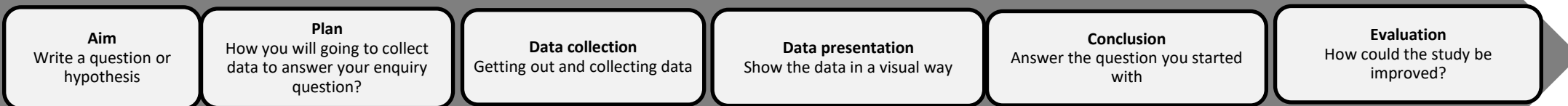
4. Key terms: Types of data

Primary data	Data collected from first-hand sources such as surveys/measurements.
Secondary data	Data collected by somebody else and already available e.g. textbooks.
Human	Information about people e.g. cities and tourism.
Physical	Information about natural landscapes e.g. rivers and coasts.
Qualitative	Subjective data based on opinions or comments.
Quantitative	Numerical data.

5. Key terms: Types of sampling

Sampling	Collecting a small selection of data e.g. interviewing 10 people rather than everyone in the town.
Random sampling	Choosing samples completely at random.
Systematic sampling	Samples are taken at regular intervals e.g. every 100m.
Stratified sampling	Samples taken from each part of a population e.g. students complete a questionnaire in every school year group.

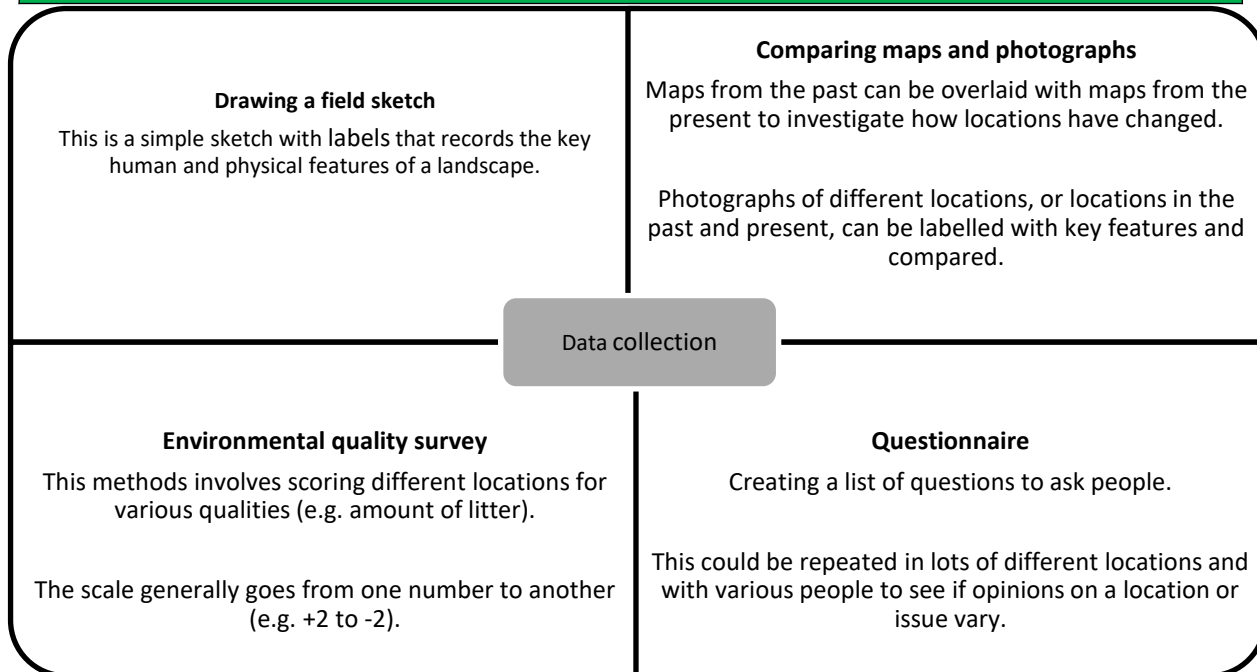
5. Fieldwork investigation sequence



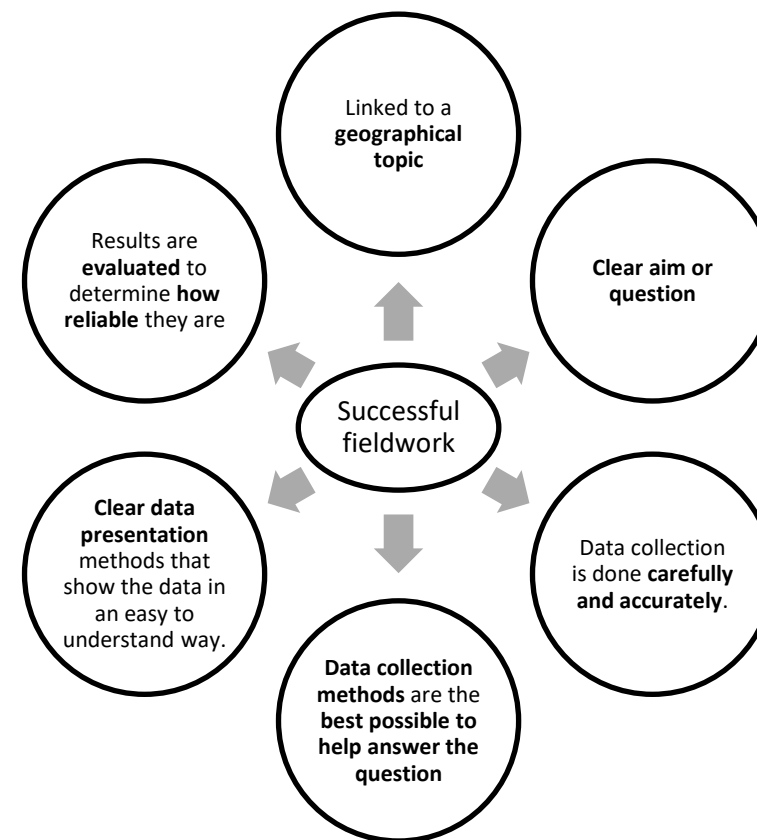
6. Key terms

Fieldwork	The process in geography of going out into the world to find an answer to a geographical question.
Enquiry question	A question about an area of geography that can be tested through fieldwork.
Hypothesis	A statement that can be tested through a fieldwork inquiry.
Primary data	Data you collect yourself.
Secondary data	Data collected by someone else.
Risk assessment	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 Blanke's yearly wages. This was twice the average farmer would earn and three 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 guilds, 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

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

2 & 3

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

4 & 5

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

6 & 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"> Day 1- Light Day 2- 'God made the heavens & earth' Day 3- Land & Sea Day 4- Sun, Moon & Stars Day 5- Fish & birds Day 6- Other animals, man & woman Day 7- God finished & rested 	<ul style="list-style-type: none"> 'Let there be light' 'Serve the garden' 'God created man in His image' 	<ul style="list-style-type: none"> Creation story shows God's omnipotence We are stewards of the earth – we are tasked to take care of God's creation

8 & 9

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

10 & 11

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

1

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

2 & 3

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

4 & 5

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

6 & 7

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

8 & 9

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

10 & 11

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

12 & 13

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

1 & 2

Polytheism	Belief in more than one God	Rebirth	Born again in another body
Stewardship	Look after the world & others	Ahimsa	Non-violence
Compassion	'Do unto others as you would have them do to you' - Golden Rule (all religions)	Omnipotence Omnibenevolence Omniscience	All-powerful All-loving All-knowing
Endangered	Seriously at risk of extinction	Just	God is always fair
Biodiversity	A variety of plant & animal life	Valuable	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 & 4

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

5 & 6

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

7

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

8

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

9 & 10

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

11

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

¿Qué te gusta hacer en tu tiempo libre? (What do you like to do in your free time?) [What you it pleases to do in your time free?]

En mi tiempo libre (In my free time)	me encanta (I love) [me it enchants]	bailar y cantar (to dance and sing)	porque es (because it is)	divertido (fun)
	me gusta (I like) [me it pleases]	hacer los deberes (to do homework)		creativo (creative)
Los fines de semana (At weekends)	me chifla (I love) [me it impresses]	jugar a los videojuegos (to play videogames)	dado que es (because it is)	relajante (relaxing)
		charlar con mis amigos (to chat with my friends)		importante (important)
	no me gusta (I don't like) [no me it pleases]	rezar (to pray)		interesante (interesting)
		practicar deportes (to play sports)		fácil (easy)
odio (I hate)	leer libros (to read books)	sociable (sociable)		
	salir con mis amigos (to go out with my friends)	pesado (dull)		
		aburrido (boring)		
			ya que es (because it is)	inútil (useless)
				difícil (difficult)
				agotador (exhausting)
				*una pérdida de tiempo (a waste of time)

¿Cuál es tu pasatiempo preferido? ¿Por qué? (What is your favourite hobby? Why?) [What is your hobby favourite? Why?]

*Diría que (I would say that)	bailar y cantar (to dance and sing)	es (is)	más (more)	divertido (fun)	que (than)	tocar la guitarra (to play the guitar)
	navegar por internet (to use the internet)			creativo (creative)		hacer los deberes (to do homework)
Creo que (I believe that)	charlar con mis amigos (to chat with my friends)		menos (less)	relajante (relaxing)		jugar a los videojuegos (to play videogames)
	rezar (to pray)			importante (important)		practicar deportes (to play sports)
	ver series y películas (to watch series and films)			interesante (interesting)		leer libros (to read books)
	nadar (to swim)			popular (popular)		escuchar música (to listen to music)
				sociable (sociable)		
				pesado (dull)		
				aburrido (boring)		
				agotador (exhausting)		

***¡Qué suerte!** (How lucky!) [What luck!]

***¡Qué pena!** (What a shame!) [What shame!]

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 chaahataa/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
انیس	۱۹	unneess	nineteen/19
بیس	۲۰	beess	twenty/20
ایکیس	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	staaeess	twenty-seven/27
اٹھائیس	۲۸	aThaaeess	twenty-eight/28
انیس	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 / surrkh	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	honaa	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 nafrat 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 (*kurrsee*) is considered to be a feminine word whereas the Urdu word for door (*darrwaaza*) 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
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 karrnaa
فون پر کھیلنا	to play on your phone	phone par khaylnaa
وڈیوز 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 karrnaa
دوستوں سے ملنا	to meet friends	dosto say millnaa
پیدل چلنا	to walk	paidal chalnaa

7.3 Favourite things

Urdu	English	Roman Urdu
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 **here** or **there**. If it is here, we use *yay*. If it is there, we use *wo*. So, the word *wo* is used for **that** and also, **he, she, they** and **it**. Similarly, *yay* is used for **this** and also for **he, she, they** and **it**.

7.4 How often you do things

Urdu	English	Roman Urdu
ایک بار	once	ayk baarr
دوبار	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 دوبار	twice a week	haftay may do baarr
کبھی کبھی	sometimes	kabhi kabhi
ہمیشہ	always	hamaysha
و تاقا و تاقا	now and again	waqtan fwaqtan
کبھی نہیں	never	kabhi nehi
شاذ و نادر	hardly ever	shaaz-o-naadir

Notes

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

1

Grades of pencil

Pencils come in different grades, the softer the pencil, the darker the tone.

H=Hard B=Black

In art the most useful pencils for shading are 2B and 4B. If your pencil has no grade, it is most likely HB(hard black) in the middle of the scale.



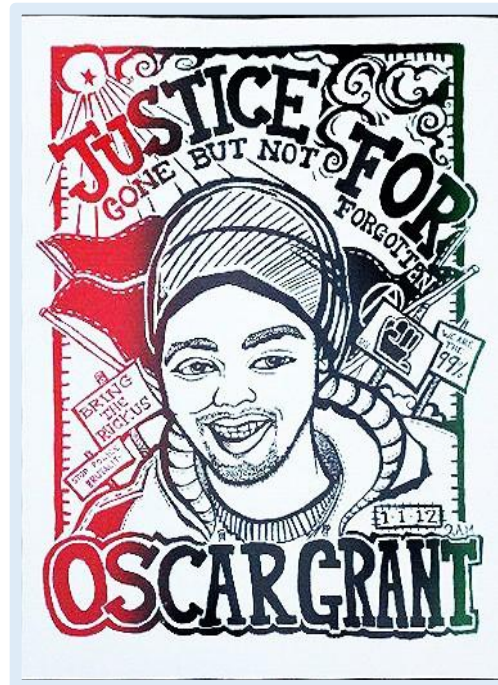
How to place tone

To place tones, an artist observes where the light is hitting on a person, place or thing. The artist then places a shade, by pressing softly or hard with their pencil in the same position on their drawing.



- Jon Paul Bail is a printmaker and street artist living in California USA.
- The artwork on the right was produced in response to the unlawful killing of Oscar Grant by a police officer. Oscar Grant was an unarmed African American young man in his 20's
- This artwork was turned into thousands of screen -printed protest posters.
- He went to the now named Oscar plaza for the protest. People lined up around the block to receive a poster and join in the protest which took place as the police officer responsible was released early from prison.
- JP Bail uses text and image to communicate a message to the viewer that inspires action on a local and national level.
- This piece of art inspires us to speak out against inequality as everyone's' lives matter.

2



What is the process of poly block printing?

Block printing - also called relief printing - is the process of carving patterns, shapes and designs into a 'block'. The block could be made of polystyrene, wood, acrylic plastic sheet, lino (linoleum) or metal. Different materials are suited to different results: metal or acrylic sheets can produce fine lines with sharp detail.



Poly print outcome

3

Poly print plate carving

Making a poly print image

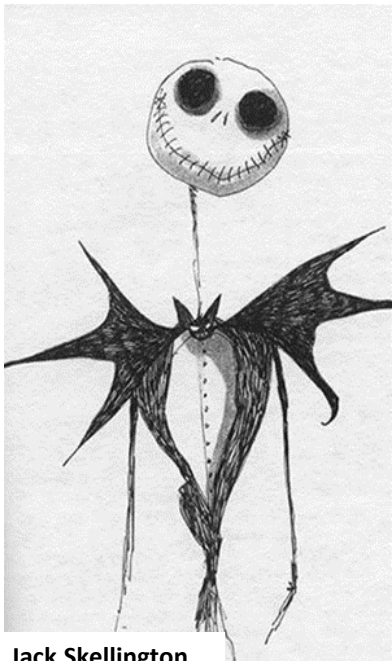
- Place your photo over the top of the poly print and stick
- Using a sharp pencil to outline all of the detail
- Lift up your image and check it's worked
- Add more detail with your pencil (hair/texture)
- Roller with ink
- Try different backgrounds

Tim Burton

Timothy Walter Burton (born August 25, 1958) is an American filmmaker, animator, and artist. He is best known for his gothic fantasy and horror films such as Beetlejuice (1988), Edward Scissorhands (1990), The Nightmare Before Christmas (1993), Corpse Bride (2005), Dark Shadows (2012), and Frankenweenie (2012).

His art work and films have been strongly influenced and inspired by old films, art and literature. He spent most of his childhood in cemetery's and wax museums as well as watching horror/sci-fi films. This is clearly seen in his exaggerated characters and illustrations. You can clearly tell if the film, character you are watching has been made by Tim Burton due to his consistent style.

As you can see below the characters look frightful, yet whimsical. Exaggerated facial features, lack of colour as well as having strong emotion throughout are clear styles seen in his work, films and art.



Jack Skellington



Frankenweenie

Corpse Bride

Tim Burton on Ray Harryhausen

"I think of Ray Harryhausen's work ... His films had an impact on me very early on, probably even more than Disney. I think that's what made me interested in animation: His work."

Key Vocabulary:

Animation (noun) is the technique of photographing successive drawings or positions of puppets or models to create an illusion of movement when the film is shown as a sequence.

Character (noun) a person in a novel, play, or film.

Design (noun) is a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.

3-Dimensional (adjective) object is solid rather than flat, because it can be measured in three different directions, usually the height, length, and width.

Foreshorten (noun) portray or show (an object or view) as closer than it is or as having less depth or distance, as an effect of perspective or the angle of vision.

Form (noun) objects that have three dimensions. 3-D shape E.g. sphere or Head

Illustration (noun) a picture illustrating a book, newspaper, etc.

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

Model (noun) a three-dimensional representation of a person or thing or of a proposed structure, typically on a smaller scale than the original.

Perspective (noun) the art of representing three-dimensional objects on a two-dimensional surface. To create art with the correct height, width, depth, and position in relation to each other .

Proportion (plural) the size, shape, or level of something.

Texture (noun) the feel, appearance, or consistency of a surface or a substance. "Fur texture and tone".

Ray Harryhausen

Ray Harryhausen American artist, designer, effects, writer and producer.

He created creatures out of clay and wire with movable parts. These are then photographed, moving body parts very slowly each frame. These are then put together to create a stop-motion film.



3-D Modelling

These are examples of Tim Burton inspired clay models. The process begins with a design which then forms the basis of your wire structure. Masking tape covers the wire structure to show the build of the body. A pinch pot for the head is made and then attached. We will then paint and decorate the character once the clay drying process has been completed.



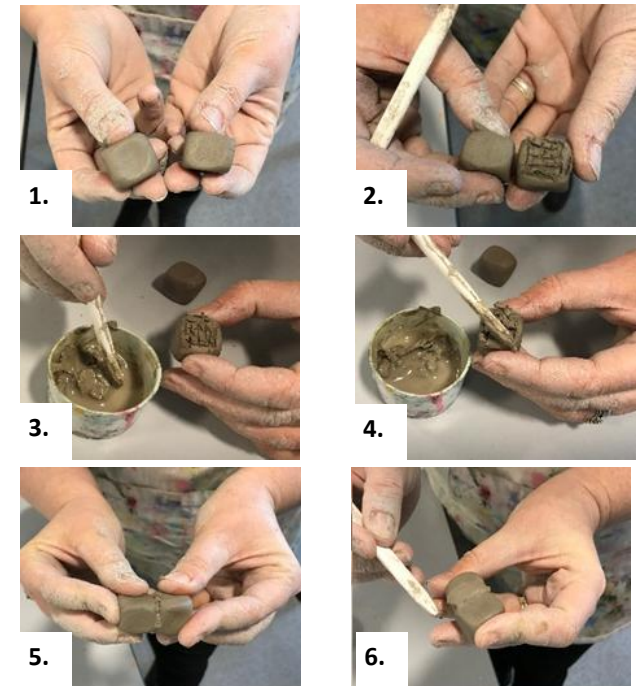
Stages of Clay

Wet Clay Soft, workable clay that can be easily molded and formed	Non-Recyclable
Leatherhard Clay that has hardened slightly and can still be carved	
Bone Dry Clay that is completely dried and ready to be fired (It's Very fragile)	Non-Recyclable
Bisqueware Clay that has been fired once and is ready to be glazed, stained or painted	
Glazeware Clay that has been painted with glaze and fired a 2 nd time	

Watercolour Techniques



Joining Clay by scoring and adding slip



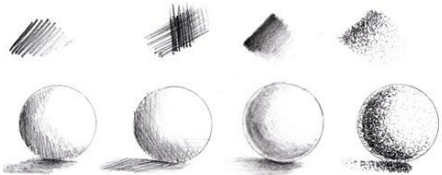
1	SCORE	
2	SLIP	
3	STICK	
4	SMOOTH	

Score

Joining wet clay is done by **scoring** or roughly scratching and adding liquid clay called slip. This seals the pieces together

Slip

Water + Clay = Glue



Grades of pencil

Pencils come in different grades, the softer the pencil, the darker the tone.
H=Hard B=Black
In art the most useful pencils for shading are 2B and 4B. If your pencil has no grade, it is most likely HB(hard black) in the middle of the scale.

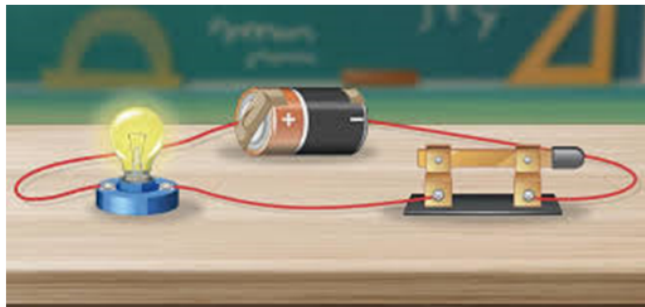


1. An **LED lamp** or **LED light** is an electric light that produces light using **Light Emitting Diodes (LEDs)**. LED lamps are significantly more energy efficient than equivalent incandescent lamps and fluorescent lamps.

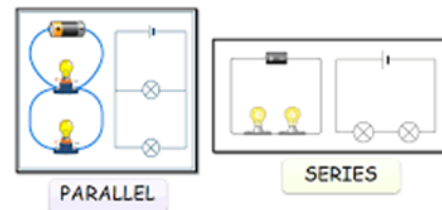
2. **Printed circuit board (PCB)**
A printed circuit board (PCB) is the board base for physically supporting and wiring the surface-mounted and socketed components in most electronics.

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

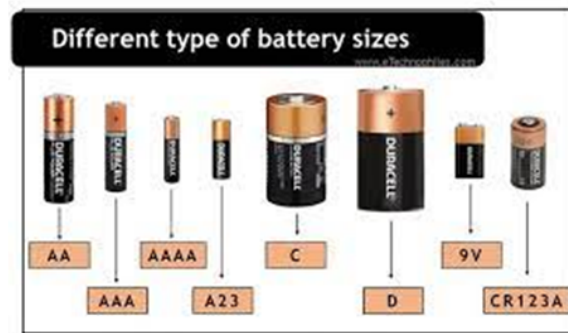
4. A **wire** is a single usually cylindrical, flexible strand or rod of metal. Wires are used to bear mechanical loads or electricity and telecommunications signals.



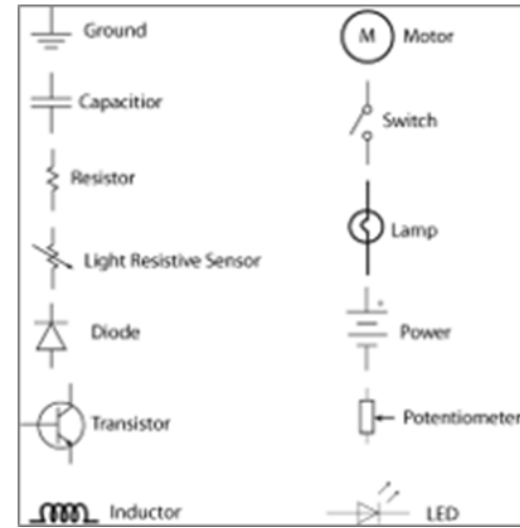
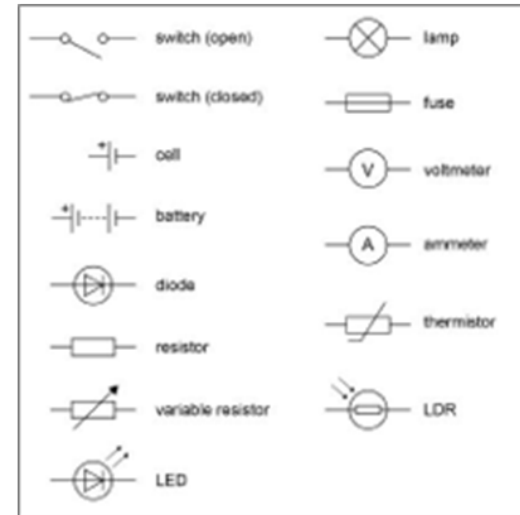
Series vs. Parallel



PARALLEL
SERIES
Same number of bulbs and batteries, but what is the difference?
Think - pair - share



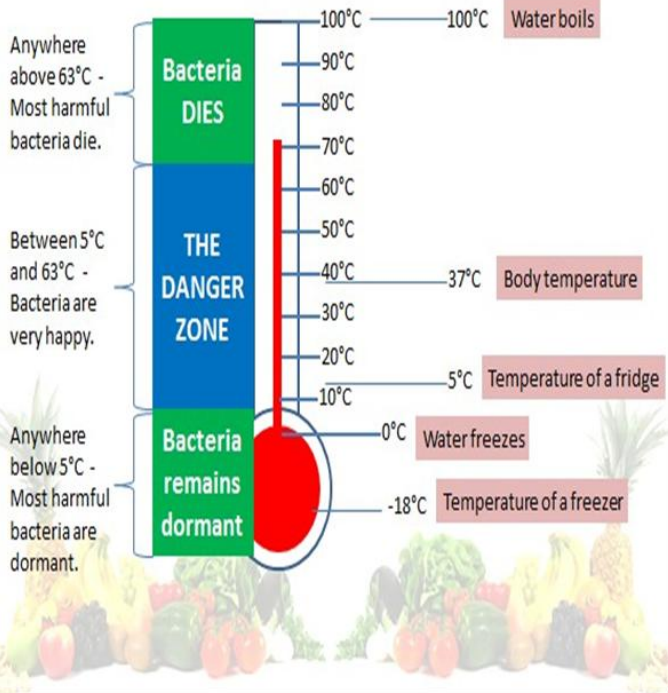
5. There are three different types of batteries that are commonly used - **Alkaline, Nickel Metal Hydride (NiMH), and Lithium Ion**. The use of different metals and electrolytes in these batteries gives them different properties which means they are suited to different contexts.



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



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.

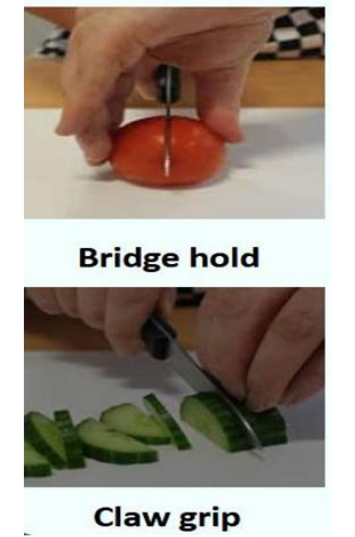
Practical skills Section 4



Hygiene routine

Tie hair back
Wash hands
Wear an apron
Clean surfaces

Safe Cutting techniques Section 5



This cycle we are going to be making a 3D stuffed doodlephant inspired by the work of Jane Bull and Zentangle.

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

JANE BULL

Jane Bull creates 3D stuffed animals and creatures using felt, embroidery and hand stitching techniques including running stitch and blanket stitch. She combines ideas from other artists such as Zentangle to create the doodlephant.



Key Artist Facts:

ZENTANGLE

It was developed by Rick Roberts and Maria Thomas as a way to make drawing relaxing, structured, and accessible to everyone. Zentangle uses repeated patterns called "tangles." These are simple shapes like lines, dots, curves, or circles that build into complex-looking designs. Zentangle is normally done in black ink on white card. This keeps the artwork simple and emphasizes pattern rather than colour—but colour can still be used if desired.



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.

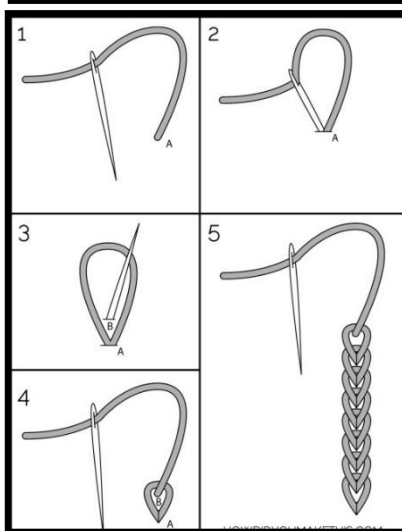
Pins: These are used to hold fabric in place.

Stitch Ripper: This is used to remove incorrect stitches.

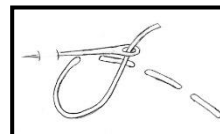
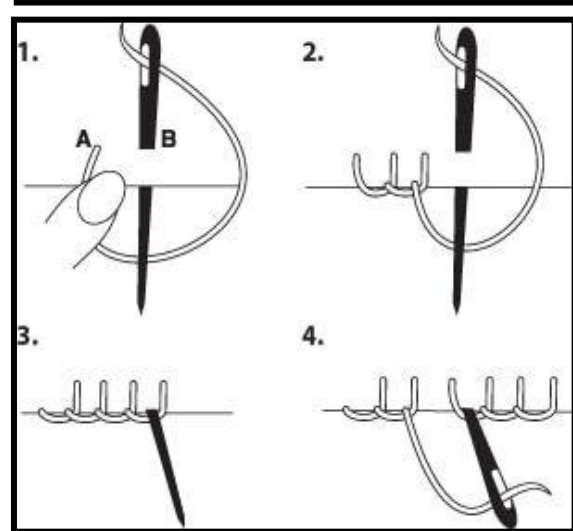
Velcro: This is used to hold 2 edges of fabric together.

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

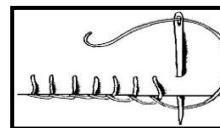
CHAIN STITCH INSTRUCTIONS



BLANKET STITCH INSTRUCTIONS

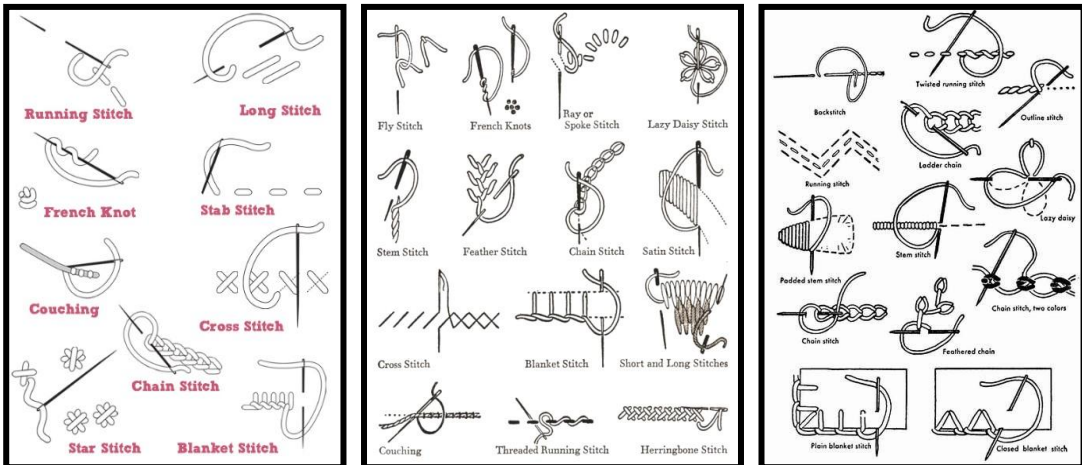


Running Stitch: a simple needle stitch consisting of a line of small even stitches which run back and forth through the cloth without overlapping.



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

Decorative stitch examples—hand stitching



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.



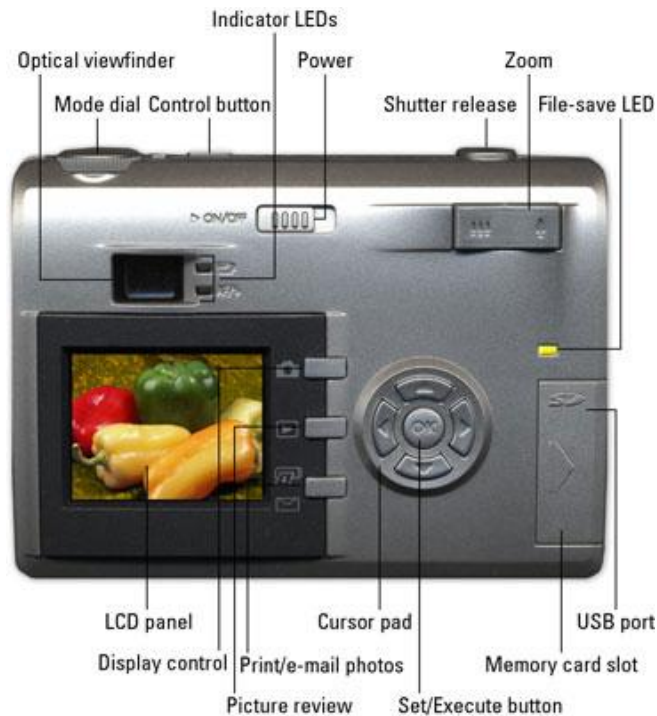
Do not Shake— Hold your breath and keep your elbows in tightly when you press the button.



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

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

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.

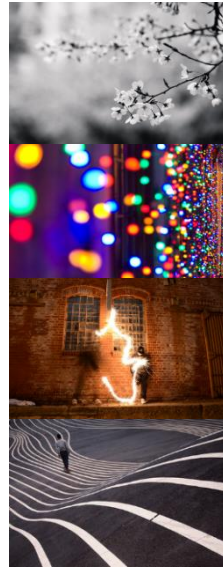
Section 6 The Formal Elements

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.

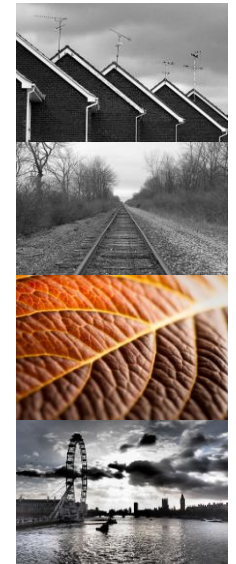


Pattern— Images that have captured a repetition of the formal elements this includes shapes, colours or textures, perfect examples of repetition exist all around us.

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.
















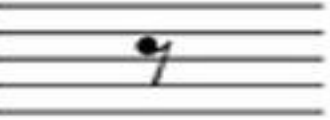






Tone— A photograph that captures a variety of light in an image. The 'tone' is the difference between the lightest and darkest areas on a.



Notes on the Treble Clef

The image shows two hand-drawn musical staves on a grey background. Each staff begins with a treble clef. The top staff contains five notes: a red note on the first line (E), a green note on the second line (G), a blue note on the third line (B), a pink note on the fourth line (D), and an orange note on the fifth line (F). Below these notes are the words 'Eddie's Green Boots Don't Fit' in matching colors. To the right of the staff is a stick figure wearing large green boots. The bottom staff contains five notes: a red note on the first line (F), a green note on the second line (A), a blue note on the third line (C), a pink note on the fourth line (D), and a purple note on the fifth line (E). Below these notes are the letters 'F A C D E' in matching colors. To the right of the staff is a stick figure with its hands raised to its face.

Note Values & Rests

Note Name	Note	Value	Rest	Rest on stave
Breve	 or 	8 crotchets		
Semibreve		4 crotchets		
Minim		2 crotchets		
Crotchet				
Quaver		$\frac{1}{2}$ crotchet		
Semiquaver		$\frac{1}{4}$ crotchet		
Demisemiquaver		$\frac{1}{8}$ crotchet		

MuseScore Knowledge Organiser



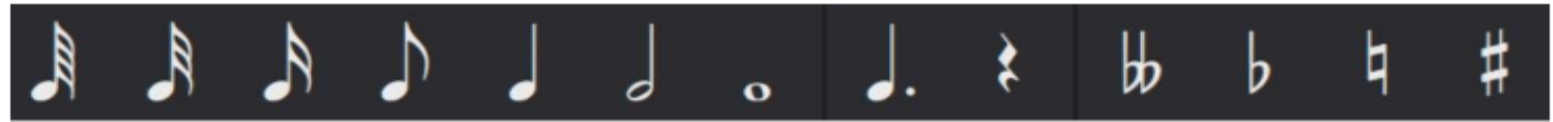
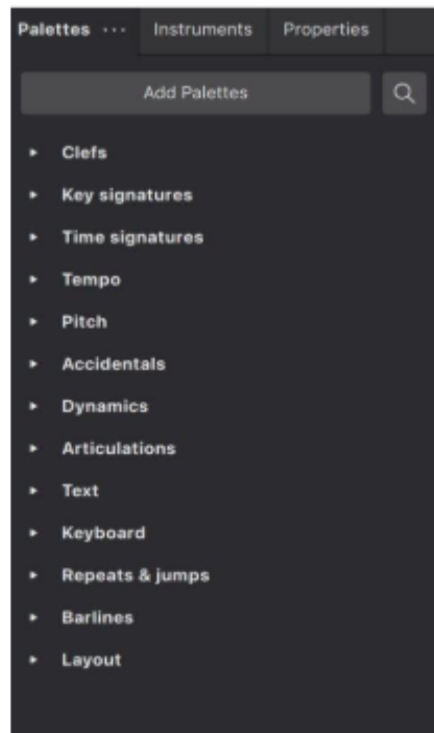
www.musescore.org/en/tutorials

Why MuseScore?

- Allows you to compose and make music using real-world software
- Prepares you for GCSE Music and improves your ability to read music
- Offers an alternative to GarageBand, which can be quite 'loops' and 'blocks' based

The Palette:

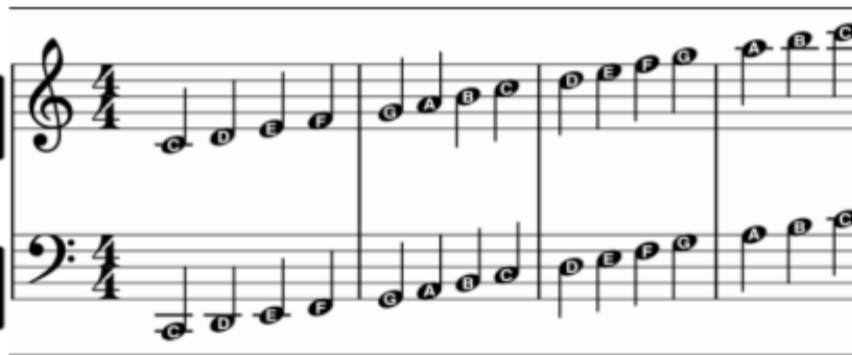
The 'menu' for most musical functions. Remember to use the 'search' function if you cannot find the function you want



The Toolbar: Here, you select the rhythm you want. You should select this **before** choosing the pitch.

TREBLE CLEF

BASS CLEF



NOTES (SOUNDING)	TYPE AND VALUE	REST (SILENT)
	Whole (4 Beats)	
	Half (2 Beats)	
	Quarter (1 Beat)	
	Eighth (1/2 Beat)	
	Sixteenth (1/4 Beat)	

Troubleshooting Audio/Devices:

- Go to 'MuseScore' in the top left and select 'Preferences'
- Select the 'I/O' tab on the left and make sure that the audio device is 'digital keyboard'
- Close down MuseScore
- Using the search tool for Mac, search 'Sound' which will take you to setting
- Ensure that the output device is correct
- Double check that your piano keyboard has a USB-B coming out of it
- Only now, restart MuseScore and see if the problem has been resolved



Musical notation for measures 35-39. The piece is in 7/8 time. The treble clef contains a melodic line with eighth and sixteenth notes, often beamed together. The bass clef contains a simple accompaniment of whole notes. Measure 35 starts with a treble clef and a 7/8 time signature. Measure 36 has a treble clef and a 7/8 time signature. Measure 37 has a treble clef and a 7/8 time signature. Measure 38 has a treble clef and a 7/8 time signature. Measure 39 has a treble clef and a 7/8 time signature.

39

Musical notation for measures 40-44. The piece is in 7/8 time. The treble clef contains a melodic line with eighth and sixteenth notes, often beamed together. The bass clef contains a simple accompaniment of whole notes. Measure 40 has a treble clef and a 7/8 time signature. Measure 41 has a treble clef and a 7/8 time signature. Measure 42 has a treble clef and a 7/8 time signature. Measure 43 has a treble clef and a 7/8 time signature. Measure 44 has a treble clef and a 7/8 time signature.





45

Musical notation for measures 45-49. The piece is in 7/8 time. The treble clef contains a melodic line with eighth and sixteenth notes, often beamed together. The bass clef contains a simple accompaniment of whole notes. Measure 45 has a treble clef and a 7/8 time signature. Measure 46 has a treble clef and a 7/8 time signature. Measure 47 has a treble clef and a 7/8 time signature. Measure 48 has a treble clef and a 7/8 time signature. Measure 49 has a treble clef and a 7/8 time signature.

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

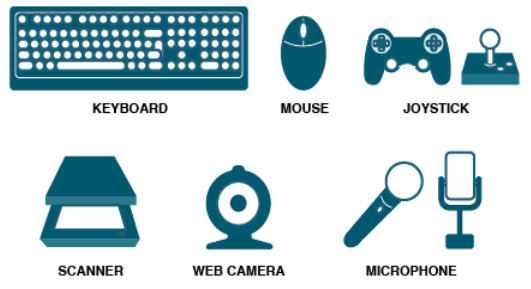
Section 1

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	<ul style="list-style-type: none"> Python HTML Java SQL C++ 
Programming Software used in school	<ul style="list-style-type: none"> 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.

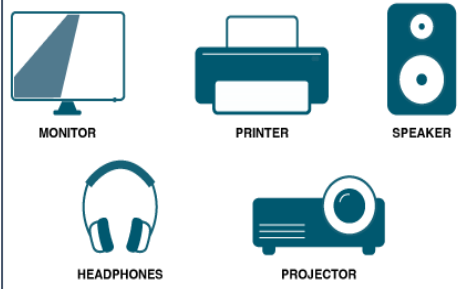
INPUT DEVICES



KEYBOARD MOUSE JOYSTICK

SCANNER WEB CAMERA MICROPHONE

OUTPUT DEVICES



MONITOR PRINTER SPEAKER

HEADPHONES PROJECTOR

Block Programming in Scratch




ComputerHope.com

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

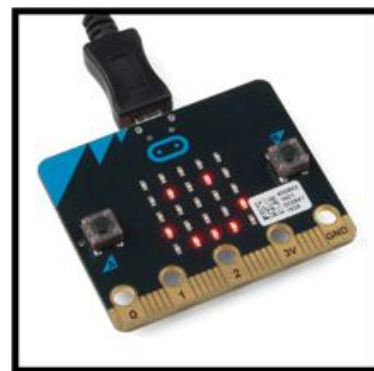
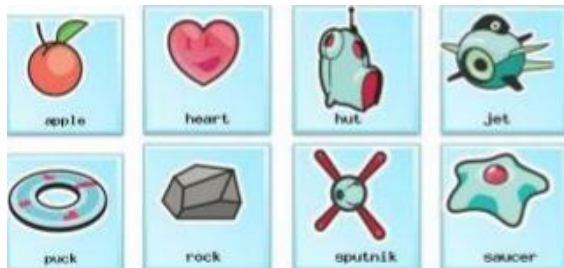
A character or an element that can be added to a world and programmed e.g., fishes, robots, trees, apples and coins.

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/>

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 block-based 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.



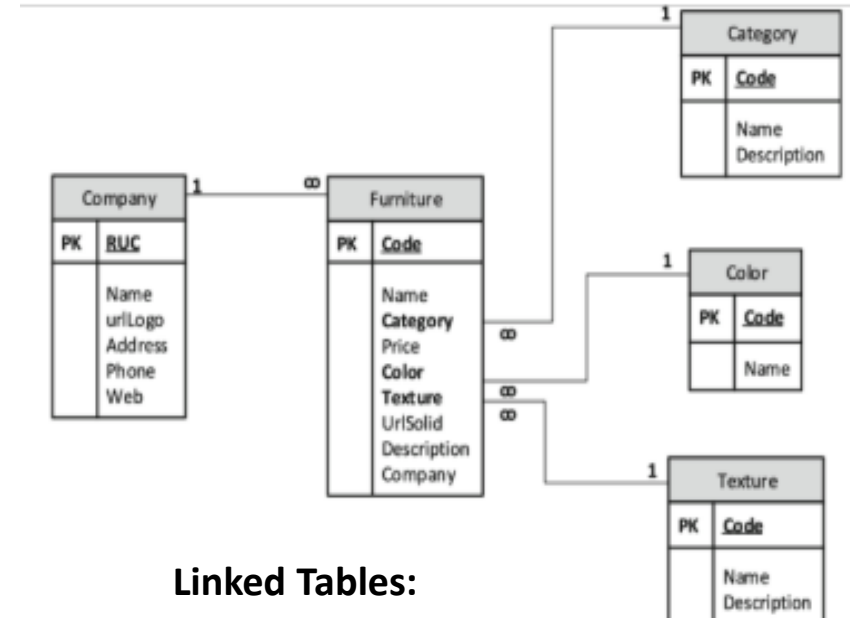
Section 6

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.



Databases Keywords:

CustomerNum	CustomerName	Street	City	State	Zip	Balance
148	Al's Appliance and Sport	2837 Greenway	Fillmore	FL	33336	\$6,550.00
282	Brookings Direct	3827 Devon	Grove	FL	33321	\$431.50
356	Ferguson's	382 Wildwood	Northfield	FL	33146	\$5,785.00
408	The Everything Shop	1828 Raven	Crystal	FL	33503	\$5,285.25
462	Bargains Galore	3829 Central	Grove	FL	33321	\$3,412.00
524	Kline's	838 Ridgeland	Fillmore	FL	33336	\$12,762.00
608	Johnson's Department Store	372 Oxford	Sheldon	FL	33553	\$2,106.00



Linked Tables:

Section 7

Database	A set of data that can be held in a computer in a format that can be searched and sorted for information.
Data	A collection of information, especially facts or numbers, to be analysed and used to help decision-making.
Table	Where data is stored.
Field	A heading in a database record against which data is entered.
Records	A collection of related data or information that is stored together as a single unit.
Linked Table	A database can contain more than one table which can be linked together so a query can include information from the linked tables.
Filtering	Filtering what information is shown according to any filter rules applied.
Sorting	Organising data by a rule such as alphabetical or numerical.
Query	A way for a user to find specific information in a database by using tools such as filtering and grouping.

Section 8

Calculate	In databases, calculations on data can be performed e.g. calculate the number of records.
Condition	A condition is a rule you give to a database to help it find the right information. A condition might contain an operator.
Condition	A condition is a rule you give to a database to help it find the right information. A condition might contain an operator
Bar Chart	A type of graph that uses categorical data, which means the data is grouped into categories e.g. colours, types of pet.
Line Graph	A type of graph used to display information which can change over time. For example, temperature at different times of the day.

Eatwell Guide

Check the label on packaged foods

Each serving (150g) contains

Energy	Fat	Saturates	Sugars	Salt
1046kJ 250kcal	3.0g LOW	1.3g LOW	34g HIGH	0.9g MED
13%	4%	7%	38%	15%

of an adult's reference intake

Typical values (as sold) per 100g: 697kJ/ 167kcal

Choose foods lower in fat, salt and sugars

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.

Eat at least 5 portions of a variety of fruit and vegetables every day



Choose wholegrain or higher fibre versions with less added fat, salt and sugar



Beans, pulses, fish, eggs, meat and other proteins

Eat more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat



Dairy and alternatives

Choose lower fat and lower sugar options



Choose unsaturated oils and use in small amounts



Eat less often and in small amounts

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS



HEALTHY HYDRATION

for adults and teenagers

We should drink about 6-8 glasses of fluid each day. This can be from a variety of drinks

Water

Water is a good choice throughout the day because it hydrates you without providing extra calories or harming teeth.

Drink plenty

Tea, coffee and other hot drinks

Provide some nutrients (if milk or fortified plant-based alternatives are added) and some contain caffeine*. To limit calories, drink without sugar or sugary syrups and with lower fat milks.

Drink to suit (can contain caffeine; limit if pregnant†)

Milk

Is a useful source of nutrients including calcium, iodine, B vitamins and protein. Adults and older children should choose lower-fat varieties.

Have regularly, but choose lower fat

Sugar-free drinks

Provide fluid without extra calories. Drinks like squashes and fizzy drinks are acidic, which can harm teeth.

Drink in moderation

Fruit and vegetable juices and smoothies

Provide some vitamins and minerals. One small glass (150ml) counts as a maximum of one portion of your 5 A DAY. However, they also contain sugars and can be acidic, which can harm teeth so it's best to drink them with a meal.

Can have once a day

Sugary drinks

Provide fluid but contain calories from sugars, usually without other nutrients, and can be acidic. Sugars and acidity can both be harmful to teeth. Some of these drinks also contain caffeine*.

Limit

Sports drinks

Are generally only needed if training at high intensity for over an hour. Can be high in sugars.

Only if needed

Energy drinks

Can be high in sugars and may contain high levels of caffeine* and other stimulants. These drinks are not good choices for those under 18 years.

Limit

*If pregnant, limit caffeine to no more than 200mg per day. Visit NHS Choices page on caffeine in pregnancy for more information.

Note: alcoholic drinks don't count towards your fluid intake.

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

Free anonymous NHS online counselling for young people can be accessed via a platform called Kooth. www.Kooth.com

For support with mental health and staying happy and healthy visit the Mental Health Foundation. www.mentalhealth.org.uk

For non-emergency advice you can email 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



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

Happiness

Industry

Responsibility



**DIXONS
ALLERTON
ACADEMY**

Dixons Allerton Academy, Rhodesway, Bradford , BD8 0DH

Telephone: 01274 089 890 Email: admin@dixonsaa.com