# KNOWLEDGE ORGANISERS

## YEAR 7

BODMIN COLLEGE

# Contents

# SCHOOL DAY

08:45am Start of the School Day

08:45am Tutor Time

09:15am Lesson 1

10:30am Break 1

11:00am Lesson 2

12:15pm Lesson 3

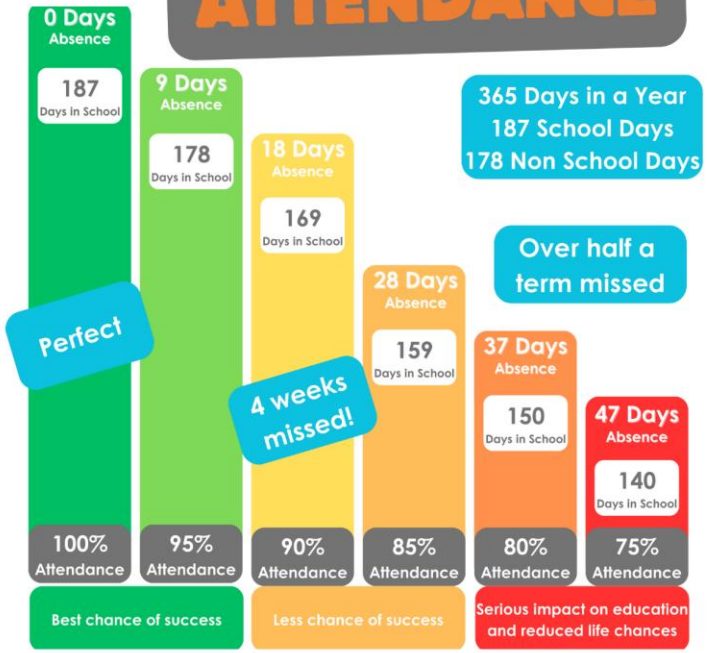
1.30pm Break 2

2:00pm Lesson 4

3.15pm End of the School Day

3:30pm Bodmin+

# ATTENDANCE




# EQUIPMENT

School Bag

Knowledge Organiser

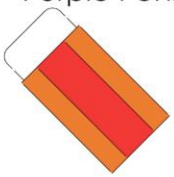
Black and Purple Pens

Pencil Case

Knowledge Organiser

Calculator

Pencil

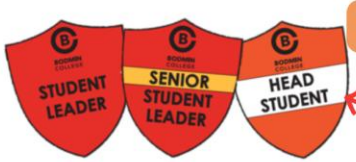


Rubber

Ruler

Whiteboard and whiteboard pen

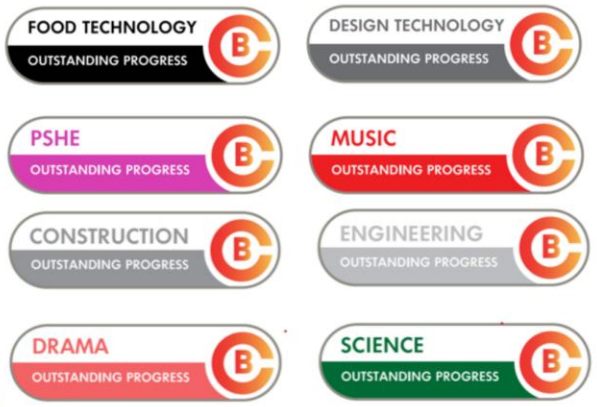
# REWARDS




Student Leaders

Subject Awards


Merit Badges



# TIMETABLE

| | A Mon | A Tue | A Wed | A Thu | A Fri |
|---|---|---|---|---|---|
| T | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |

| | B Mon | B Tue | B Wed | B Thu | B Fri |
|---|---|---|---|---|---|
| T | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |

# THE PERIODIC TABLE OF THE ELEMENTS

Group 1 – **Alkali Metals**

Group 7 – **Halogens**

Group 0 – **Noble gases**

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

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

Element **symbol**

Element **name**

**Key**

relative atomic mass
**atomic symbol**
name
atomic (proton) number

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

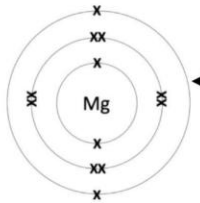
**Atomic / Proton Number** = number of **protons** which is the same as the number of **electrons**.

**Neutrons** = Mass number – Atomic number

**Transition Metals**

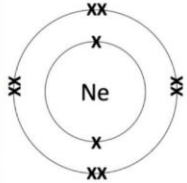
**Non-Metals**

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

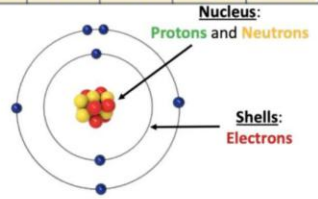



**Magnesium** (Mg) has **12 electrons** in total. It is in **group 2** so has 2 electrons in its **outer** shell. Mg's electronic configuration is 2,8,2.

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




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



# HOW CAN I USE THE PHYSICS EQUATION SHEET?

**HT = Higher Tier only equations**

Triple only equations

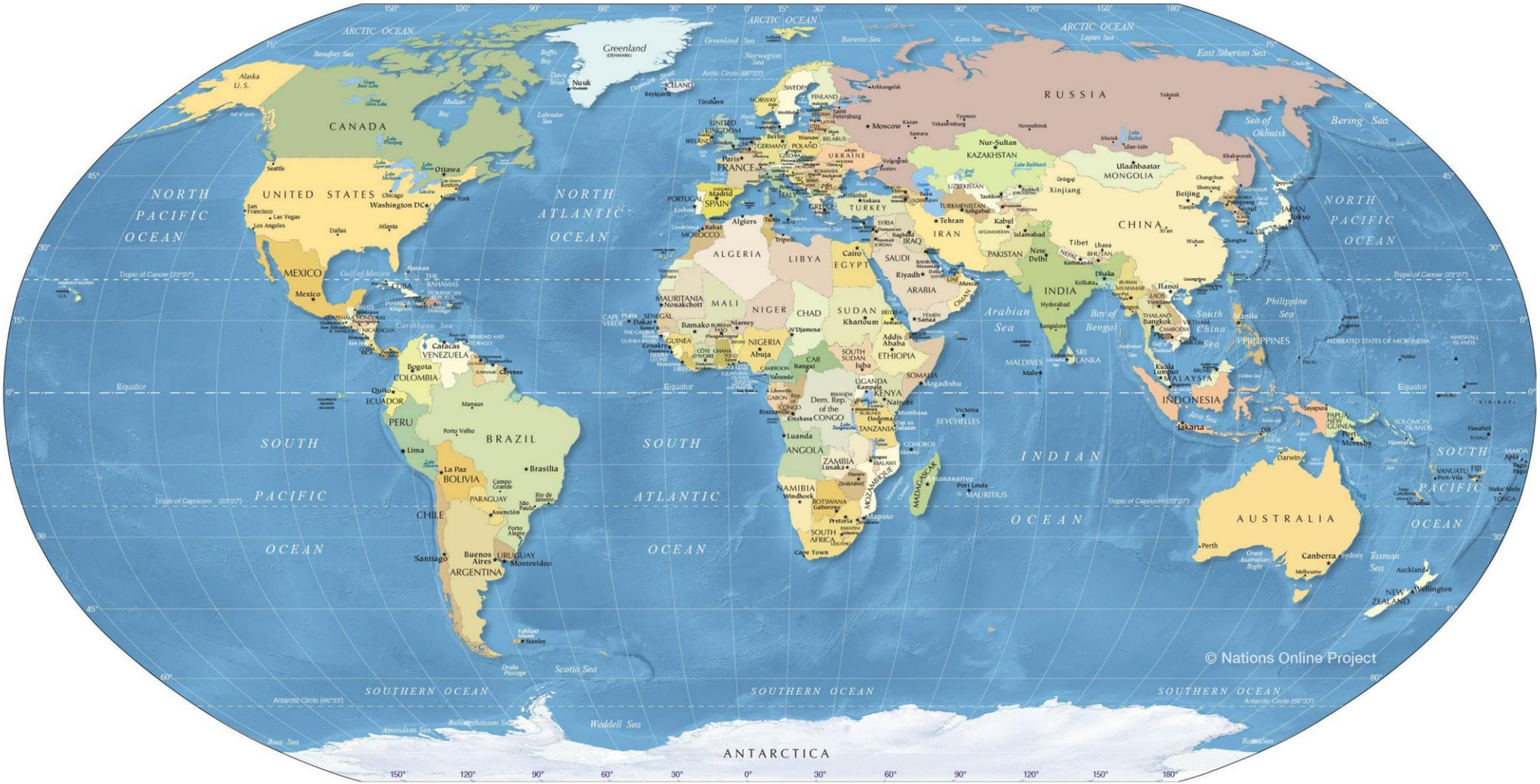
| | |
|---|---|
| kinetic energy = 0.5 × mass × (speed)$^2$ | $E_k = \frac{1}{2} m v^2$ |
| elastic potential energy = 0.5 × spring constant × (extension)$^2$ | $E_e = \frac{1}{2} k e^2$ |
| gravitational potential energy = mass × gravitational field strength × height | $E_p = m g h$ |
| change in thermal energy = mass × specific heat capacity × temperature change | $\Delta E = m c \Delta\theta$ |
| power = $\frac{\text{energy transferred}}{\text{time}}$ | $P = \frac{E}{t}$ |
| power = $\frac{\text{work done}}{\text{time}}$ | $P = \frac{W}{t}$ |
| efficiency = $\frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$ | |
| efficiency = $\frac{\text{useful power output}}{\text{total power input}}$ | |
| charge flow = current × time | $Q = I t$ |
| potential difference = current × resistance | $V = I R$ |
| power = potential difference × current | $P = V I$ |
| power = (current)$^2$ × resistance | $P = I^2 R$ |
| energy transferred = power × time | $E = P t$ |
| energy transferred = charge flow × potential difference | $E = Q V$ |
| density = $\frac{\text{mass}}{\text{volume}}$ | $\rho = \frac{m}{V}$ |

| | | |
|---|---|---|
| | thermal energy for a change of state = mass × specific latent heat | $E = m L$ |
| | For gases: pressure × volume = constant | $p V = \text{constant}$ |
| | weight = mass × gravitational field strength | $W = m g$ |
| | work done = force × distance (along the line of action of the force) | $W = F s$ |
| | force = spring constant × extension | $F = k e$ |
| | moment of a force = force × distance (normal to direction of force) | $M = F d$ |
| | pressure = $\frac{\text{force normal to a surface}}{\text{area of that surface}}$ | $p = \frac{F}{A}$ |
| HT | **pressure due to a column of liquid = height of column × density of liquid × gravitational field strength** | $p = h \rho g$ |
| | distance travelled = speed × time | $s = v t$ |
| | acceleration = $\frac{\text{change in velocity}}{\text{time taken}}$ | $a = \frac{\Delta v}{t}$ |
| | (final velocity)$^2$ – (initial velocity)$^2$ = 2 × acceleration × distance | $v^2 - u^2 = 2 a s$ |
| | resultant force = mass × acceleration | $F = m a$ |
| HT | **momentum = mass × velocity** | $p = m v$ |
| HT | **force = $\frac{\text{change in momentum}}{\text{time taken}}$** | $F = \frac{m \Delta v}{\Delta t}$ |
| | period = $\frac{1}{\text{frequency}}$ | $T = \frac{1}{f}$ |
| | wave speed = frequency × wavelength | $v = f \lambda$ |
| | magnification = $\frac{\text{image height}}{\text{object height}}$ | |
| HT | **force on a conductor (at right angles to a magnetic field) carrying a current = magnetic flux density × current × length** | $F = B I l$ |
| HT | **$\frac{\text{potential difference across primary coil}}{\text{potential difference across secondary coil}} = \frac{\text{number of turns in primary coil}}{\text{number of turns in secondary coil}}$** | $\frac{V_p}{V_s} = \frac{n_p}{n_s}$ |
| HT | **potential difference across primary coil × current in primary coil = potential difference across secondary coil × current in secondary coil** | $V_p I_p = V_s I_s$ |

Give
Give
Want

1. What does it give you? What does it want you to calculate?
2. Do you need to rearrange?
3. Do you need to convert?
4. Include the figures
5. Do you need to put it into standard form?
6. Do you need to include the unit?
7. Do you need to give the answer in significant figures?

# WORLD MAP


ARCTIC OCEAN
Greenland
CANADA
Alaska
U.S.
RUSSIA
UNITED STATES
NORTH PACIFIC OCEAN
NORTH ATLANTIC OCEAN
EUROPE
ASIA
MEXICO
Gulf of Mexico
Caribbean Sea
CUBA
THE BAHAMAS
VENEZUELA
COLOMBIA
ECUADOR
PERU
BRAZIL
BOLIVIA
PARAGUAY
CHILE
ARGENTINA
URUGUAY
SOUTH PACIFIC OCEAN
SOUTH ATLANTIC OCEAN
INDIAN OCEAN
AUSTRALIA
INDONESIA
PHILIPPINES
CHINA
INDIA
MONGOLIA
KAZAKHSTAN
IRAN
SAUDI ARABIA
EGYPT
LIBYA
ALGERIA
SUDAN
NIGERIA
ETHIOPIA
KENYA
Dem. Rep. of the CONGO
ANGOLA
SOUTH AFRICA
Arctic Circle (66°33')
Tropic of Cancer (23°27')
Equator
Tropic of Capricorn (23°27')
Antarctic Circle (66°33')
SOUTHERN OCEAN
ANTARCTICA
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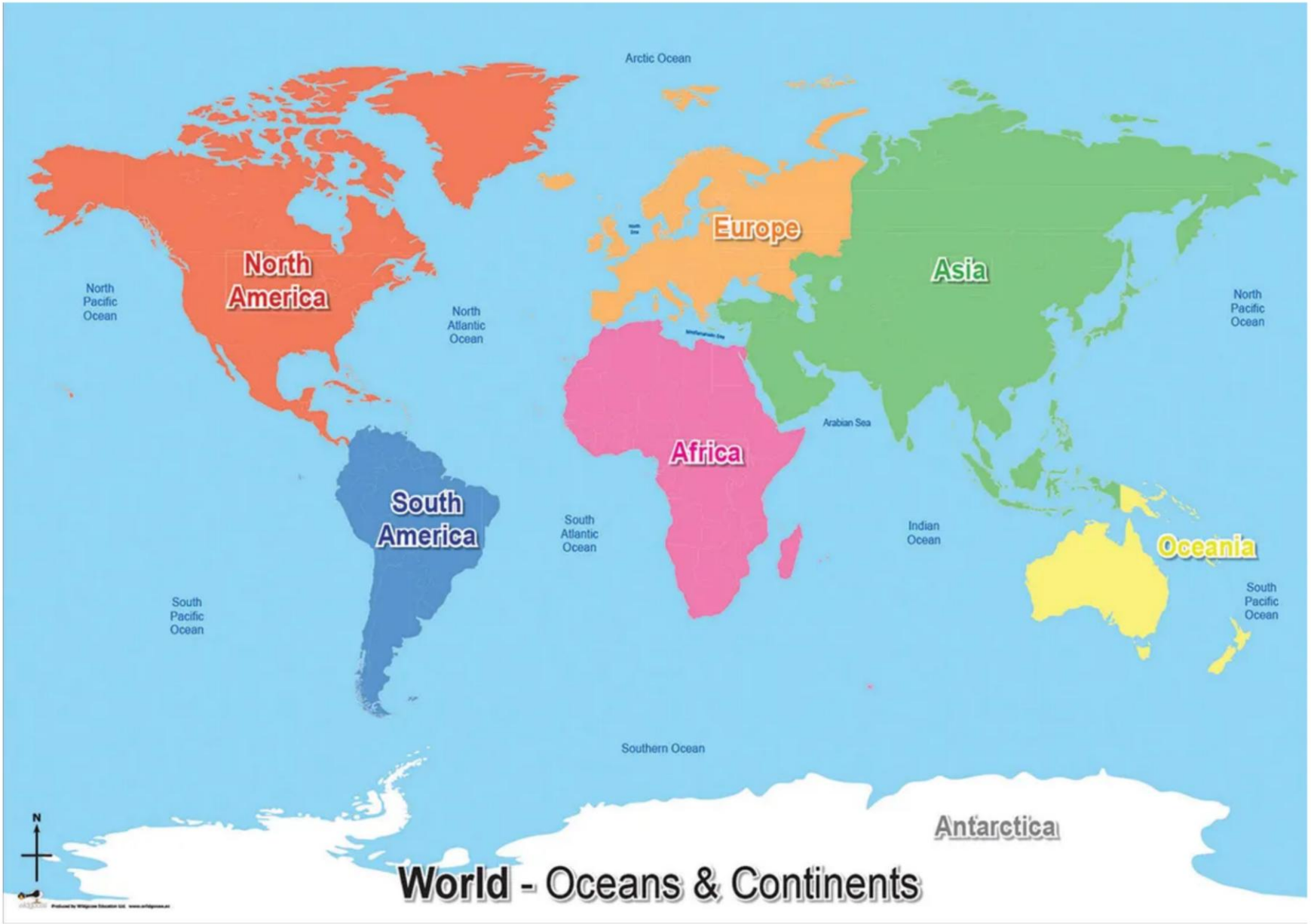
# CONTINENTS AND OCEANS



# PROTECTED CHARACTERISTICS

Sex

Sexual Orientation

Age

Disability

Gender Reassignment

Marriage and Civil Partnership

Pregnancy and Maternity

Race

Religion or belief

# BRITISH VALUES

## Democracy

- I can **influence** the decisions that affect me in the school
- I can work **effectively** with others in the school

## Liberty

- I am **free to think** as I see fit
- I have the freedom to **make choices** that affect me but I **recognise** I am **accountable** for **all my actions**

## Respect

- I recognise that **everyone is entitled** to their opinion as long as it **does not promote extremism**
- I understand that everyone is **entitled to a voice** within the classroom and I will **listen to others**

## Law

- I understand that the school **rules** are used to mirror **society laws** and must be respected
- I recognise that there will be **consequences for my actions**

## Responsibility

- I recognise that I am as **equally responsible** for my learning as the teacher
- I take **responsibility** for my actions - good or bad
- We **all** have a **responsibility** to **promote** and **protect** the wellbeing of others

## Tolerance

- I recognise that it is **unacceptable** to dismiss the **beliefs** and **opinions** of anyone
- I understand that discussions about **sensitive issues** will be **controlled** and **structured**

# STAYING SAFE AT SCHOOL

At Bodmin College we want to ensure that all of our students feel happy, safe and supported at all times. Everyone has a duty of care to safeguard your physical and mental health when at school. During tutor and PSHE lessons you will be taught how to stay safe both in school, outside of school and online. There is always someone from the 'Safeguarding Team' to talk to during school hours, should you need to. However, you can talk to any member of staff that you feel comfortable talking to.

# FULL STOP

Bullying is not ok, and we need to work together to stop it from happening. 'Full Stop' is our online bullying report form that allows you to report any occurrences of bullying, either in school, out of school, or online. You can complete the form via the school website. A member of the pastoral team will then investigate the incident and behaviour sanctions will be issued if bullying has happened.

# LANYARDS

All staff, visitors and sixth form students where lanyards whilst on the college campus. The purpose of lanyards are to keep our college campuses safe places to work and learn in. It is essential that all post-16 students, staff and visitors when on the college premises are easily identified and that we are aware of who everyone is on our campuses during all periods of the day. This is an important employability skill that you need to understand, as many sectors always require visible ID as a safeguarding requirement and a way of registering attendance.

# ONLINE SAFETY

Staying safe online is really important, especially now that we have smartphones and devices connected to the internet all of the time. In school we use a system called **Smoothwall** so monitor the use of computers and devices connected to the internet. This helps us to keep you and our school community safe. There are lots of tops to help you keep safe online. Checkout out the SMART Rules here.

# Wellbeing

## Internal Pastoral Support
Tutor, Director of Key Stage, Year Manager, Safeguarding Team

# Signposting

CLEAR
Emotional Trauma & Therapy Specialists
clearsupport.net

## External Support
See websites below:

Young People Cornwall – Making Waves
Youngpeoplecornwall.org

kooth
Kooth.com

Penhaligon's Friends
Penhaligonsfriends.org.uk

YOUNGMiNDS
fighting for young people's mental health
Youngminds.org.uk

Cornwall Carers Service
Cornwallcarers.org.uk/young-carers

childline
ONLINE, ON THE PHONE, ANYTIME
Childline.org.uk

withyou
wearewithyou.org.uk

Intercom Trust
Intercomtrust.org.uk

# MENTAL HEALTH & WELLBEING

Five self care tips

## Get plenty of sleep
Teenagers need 8-10 hours of sleep per night

## Maintain a healthy diet
Eating well – a balanced diet full of vegetables and nutrients – can improve your sense of well-being and mood

## Exercise regularly
Even if it's just a walk around the block or to school - you'll feel better

## "Talk to someone"
Talking can provide stress relief, and can lighten the load of a concern you might be having. Talking about a problem can help to stop you from feeling so overwhelmed.

## Make time for yourself
Whether it's reading, watching a film or having a bath, making time for yourself is essential

# Art

## Weeks 1 & 2

**Artist:** Mark Hearld is a **contemporary** British artist and **illustrator**. He is inspired by nature, folklore, and **pattern**, and his work often includes animals, plants, and landscapes.

Mark Hearld uses bold colour and expressive **mark making**. He builds on **colour theory** by using bright, contrasting colours and layered **textures** to create energy and movement in his artwork.

## Weeks 3 & 4

An **artist research** page includes images, written analysis, and drawings to show understanding of an artists style. The following are important things to remember on an artist research page:

- Title (Artists name)
- Creative background
- Information
- Printed imagery
- Copy of the artist work
- Your own opinion of the artists work

## Weeks 5 & 6

**Collage:** is made by layering cut or torn materials and sticking them onto a surface to create an image.

Different materials create colour, pattern and texture which make collage visually interesting.

Planning the composition (the layout) before sticking helps create clear foregrounds and backgrounds.

## Weeks 7 & 8

**Watercolour:** is a paint mixed with water. The more water used, the lighter and more transparent the colour appears.

Watercolour works best in layers. Artists start with light washes and build colour gradually.

Paper texture affects the final result. Textured watercolour paper creates visible texture and pattern, which can be cut up and used in collage.

## Weeks 9 & 10

**Oil pastels:** are wax-based drawing materials. They create bold colour and strong lines and do not dry like paint.

Oil pastel resists water. When watercolour is painted over oil pastel, the paint cannot stick to the wax (wax resist).

Oil pastel can be layered and blended. Colours can be pressed, overlapped, and blended to create texture, pattern, and contrast.

## Weeks 11 & 12

**Composition:** Foreground, middle ground, and background create depth. Artists place objects at different sizes and positions to show what is closest and furthest away.

Backgrounds support the main subject.

**Composition** is how elements are arranged. Careful placement of shapes, colour, and space helps guide the viewer's eye through the artwork.

## Vocabulary

**Artist Research -** Learning about an artist's work, ideas, and style to inspire your own artwork.
**Contemporary -** Art made by artists who are alive or working today.
**Illustration -** A drawing or image used to tell a story or decorate a surface.
**Mark Making -** The lines, dots, shapes, and textures an artist creates with tools.
**Colour Theory -** How colours work together, including contrast and harmony.
**Pattern** A repeated design made from shapes, lines, or colours.
**Texture** How something looks like it feels (rough, smooth, layered).

# Art

| Weeks 13 & 14 | Weeks 15 & 16 | Weeks 17 & 18 | Vocabulary |
|---|---|---|---|
| **Monoprinting:** creates a single unique print. A monoprint is a one-off print made by transferring paint or ink from a surface onto paper.<br><br>Natural objects create texture and pattern. Leaves have veins and shapes that print as organic textures and repeated patterns.<br>  | **Formal Elements** of Art recap:<br><br>• Line = marks<br>• Shape = enclosed areas<br>• Colour = mood & contrast<br>• Tone = light & dark<br>• Texture = surface quality<br>• Pattern = repetition<br>• Form = 3D shape<br>• Space = around objects | **10 steps to successful Artwork!**<br>• Use a sharp pencil<br>• Correct pencil or brush for the job<br>• Look carefully<br>• Use guidelines<br>• Work from background to foreground<br>• Use a range of tones to develop form<br>• Effective presentation<br>• Written understanding<br>• Experiment with different media<br>• Take risks & be unique | **Formal elements** are the basic building blocks of art. Artists use them to create, describe, and analyse artwork. |

# Computer Science

## Weeks 1 & 2

**Encryption key terms**
**Algorithm**: A set of rules for calculations or problem-solving.
**Cipher**: A secret or coded way of writing.
**Key**: Information that determines the output of a cryptographic **algorithm**.
**Secure**: To protect from unauthorised access.
**Access**: The means to enter or use a system.
**Caesar Cipher** – Form of **encryption** using a key and Cipher.

## Weeks 3 & 4

**Computer Virus**: A type of malicious software designed to replicate itself and spread to other computers.
**Malware**: Software designed to damage or disrupt systems, often used to steal data.
**Phishing**: A technique used to trick users into revealing personal information by pretending to be a trustworthy entity.
**Firewall**: A network security system that monitors and controls incoming and outgoing network traffic.
**Antivirus Software**: Software designed to detect and destroy computer viruses.

## Weeks 5 & 6

**The Scratch Interface**
**Instructions and Controls -** This area contains various blocks of code, which allows you to piece together logic to code your programs
**Scripts Area**
This is the workspace upon which you drag and join the required blocks of code, to create the logic for your program
**The Stage –** This is the canvas on which your program will be displayed**.**
**Sprites** Programmable objects. For example, if you are creating a game, your character would be a **sprite**.

## Weeks 7 & 8

**Sprite –** An object which can be programmed in Scratch.
**Scripts –** A piece of programming code.
**Inputs –** Values which get sent from the user into the computer
**s –** The place where **inputs** get stored by a program.
**Outputs –** The values which get sent from the computer to the user.

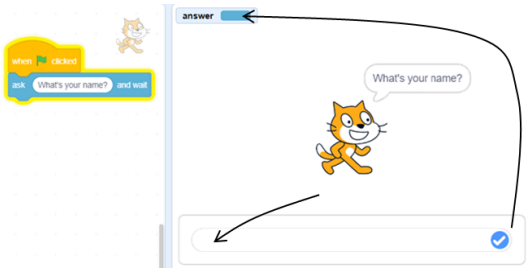
**Program Flow**

**Input** → **Storage/Process** → **Output**

## Weeks 9 & 10

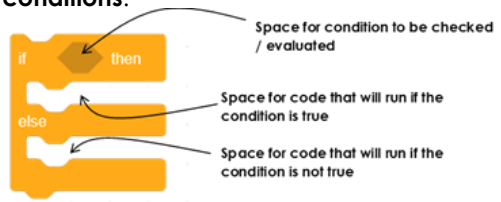
**Inputs**
The ASK block is an **input** script. When it is run, it will pause the program and wait for the user to enter some text.

The **input** will be stored in a **variable** called 'answer'




## Weeks 11& 12

**IF Statements**
IF statement allows programs to take different pathways depending on **conditions**.




In Scratch, the IF block contains spaces for…
- a **condition** to be checked
- blocks to run if the **condition** is true
- blocks to run if the **condition** is false.

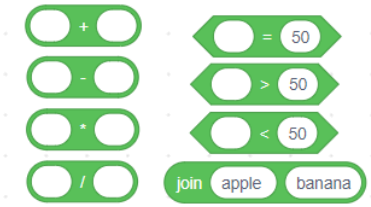
## Vocabulary

**Algorithm** – A step-by-step set of instructions to solve a problem.
**Encryption** – The process of converting data into a secret format.
**Caesar Cipher** – An **encryption** method that shifts letters by a fixed number.
**Malware** – Software designed to damage or disrupt a computer system.
**Firewall** – A system that controls network traffic for security.
**Sprite** – A programmable object in Scratch.
– A storage location used to hold changing data.
**Input** – Data entered into a computer.
**Output** – Information produced by a computer.
**IF Statement** – Runs code when a condition is true.
**Condition** – A test that results in true or false.

# Computer Science

## Weeks 13 & 14

**Operators**
The **operator** blocks allow us to perform calculations, see how data relates to each other and join text and variable contents together.
Below is an example of some of **arithmetic operators**, **relational operators** and also the concatenation (joining) operator.




## Weeks 15 & 16

**Variables**
**Variables** represent locations in memory where data is stored.
We can create as many **variables** as we like when we program (we don't have to only use the ASK block).
We can therefore store as many **inputs** as we like, all while the program is running.

**Variables** are created in the orange '**variables**' blocks section.


## Weeks 17 & 18

**Outputs**
The SAY block is an **output** script. When it is run, it will **output** whatever is contained in its contents box, far a given number of seconds.


We can also insert variables into the say script, so that the contents of **variables** can be **outputted**.
The JOIN operator can be used to join together the contents of **variables** with some text.

## Vocabulary

**Operator** – A symbol or block used to perform a calculation or comparison.
**Arithmetic Operator** – An operator used for maths calculations (e.g. +, −, ×).
**Relational Operator** – An operator that compares two values (e.g. >, <, =).
**Concatenation** – Joining text and variables together.
**Variable** – A named memory location used to store data.
**Assignment** – Setting a value to a variable.

# Design & Technology

## Weeks 1 & 2

**Testing**
Once a model has been made it can be tested in a variety of ways:

**Destructive testing** - tests the product to it's extreme to see what conditions it can tolerate before being destroyed to help decide on the best materials and construction methods to use.

**Non-destructive testing** - tests the model to identify areas of weakness without destroying it, to test the function of the product and highlight any unexpected design flaws.

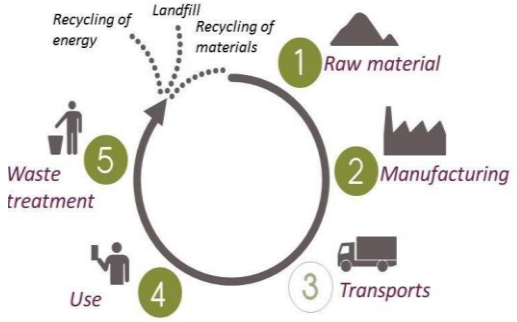
**Market testing** - tests the product with its target market, to give feedback on performance and design.

**Evaluating**
The data that is gathered from the testing of a model can be in the form of questions answered or tables of measurements or results. These can then be analysed and used to improve aspects.

**Evaluation is crucial** in the design process as it can highlight any modifications that need to be made at the next stage. It is also a valuable point at which to consider the product against the original design specification and ensure the client or target market's needs are met.

## Weeks 3 & 4

| 6 R's of Sustainability: | |
|---|---|
| Reduce | Minimise the number of materials and energy used to lessen environmental impact. |
| Reuse | Use items or materials more than once instead of discarding them. |
| Recycle | Process waste materials to create new products and conserve resources. |
| Rethink | Consider innovative, eco-friendly alternatives in how products are designed, made, and used. |
| Repair | Fix damaged items to extend their life and avoid unnecessary waste. |
| Refuse | Decline products or practices that are harmful to the environment. |




## Weeks 5 & 6

**Materials: Wood**


**Timber:**
Timber is wood that has been processed into beams and planks for use in construction, furniture, and other wood products.

**Hardwood:**
Hardwood comes from slow-growing, broad-leaved deciduous trees and is usually denser, stronger, and more durable than softwood. These trees tend to lose their leaves during winter.

**Softwood:**
Softwood comes from fast-growing coniferous trees and is generally lighter, softer, and easier to work with than hardwood. These trees tend to keep their leaves all year round, typically the leaves are needle like.

**Manufactured Board:**
Manufactured board is an engineered wood product made by bonding wood fibres, veneers, or particles together, such as plywood or MDF.

## Vocabulary

**Prototyping** .
The process of creating a simple, early version of a product, design, or idea to test and explore how it looks, works, or feels before final production.

**Sustainability:**
Sustainability means using resources in a way that meets our needs today without harming the environment or stopping future generations from meeting their own needs. It's about making choices that protect the planet, reduce waste, save energy, and use materials responsibly.

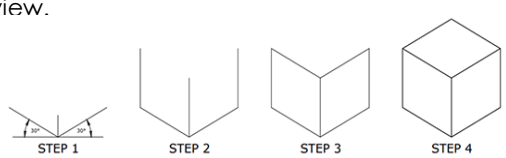
**Manufactured:**
Manufactured means something that has been made or produced, usually in a factory or using machines and tools. Manufactured products are not found in nature — people create them by shaping and joining materials to make useful items.

# Design & Technology

## Weeks 7 & 8

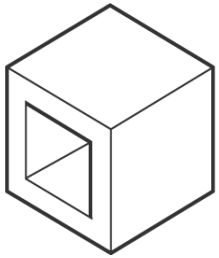
**Isometric Drawing:**
A type of 3D drawing used to represent an object on a 2D surface, where the three principal axes (height, width, depth) are equally foreshortened, and the angles between them are all 120°.

**Lead Edge:**
The lead edge in an isometric drawing refers to the front-most visible edge of an object, often the starting line or key reference when constructing the isometric view.




**Horizontal**
Edges are drawn at 30 degrees

**Vertical**
Edges are drawn as vertical lines



**Parallel**
Edges appear as parallel lines

Isometric paper is commonly used to make sure the angles are accurate.

**Top Tips:** Draw lightly in pencil first (you can go over this darker later when you are happy with the shape), use a ruler and use isometric paper

## Weeks 9 & 10

**Reading and using technical drawings**

A technical drawing is a precise, detailed drawing that communicates the specifications, dimensions, and features of an object or structure so it can be manufactured or constructed accurately.

**Marking out** is the process of transferring measurements from a drawing or plan onto a raw material (like wood or metal) to prepare for cutting or shaping. It involves using tools to draw accurate lines or points that guide the manufacturing process.

A **Tri square** is a hand tool shaped like an 'L' used to mark or check right angles (90 degrees) on materials during marking out or cutting.

A **datum** is a reference point, line, or surface on an object from which measurements are taken during marking out or manufacturing. It ensures all parts are made consistently and fit together correctly.

A **steel rule** is a straight measuring tool made of metal, usually marked in millimetres and centimetres, used for measuring and marking lengths accurately.

## Weeks 11 & 12

**Hand Tools: Saws**

**Getting ready to cut**
Wear safety googles to protect your eyes and roll your sleeves up to help protect your clothing from damage.

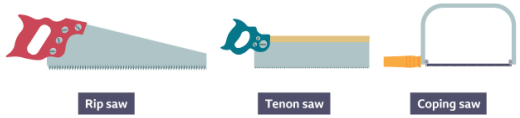
Tie up your hair if it is long and remove any loose clothing which may also get caught when sawing.

Collect all the equipment you need for the task and keep it nearby.

Keep your workspace tidy and organised.
**rip saw** - for 'ripping' through and rough cutting thicker planks and boards

**Tenon saw** - for cutting straight lines with accuracy.

**Coping saws, jig saws and scroll saws** - all for cutting thinner pieces of timber and they can cope with curves too




**Bench hook:**
A tool used when woodworking to help rest and hold objects against when they are being cut. It is held in place using a g-clamp.

## Vocabulary

**Annotation:**
Labels explaining a design including the materials and processes that will be used.

**Rendering:**
Shading/colouring a design to make it look realistic.

**Initial Idea:**
The first designs you produce.

**Varied:**
Producing different design ideas before choosing the best one to develop and make.

**Design development:**
Where initial concepts and ideas are refined into more detailed, practical, and buildable solutions.

**Parallel:**
Parallel means side by side and always the same distance apart.

**Horizontal**:
From left to right,

**Vertical**:
Going up and down.

# Design & Technology

## Weeks 13 & 14

**Power Tools: Belt Sander**

A belt sander is a power tool used to quickly smooth or shape wood. It has a continuous loop of sandpaper, called a sanding belt, that moves very fast around two rollers. When the moving belt touches the wood, it removes the rough surface and helps create a smooth, even finish.

Belt sanders are great for taking off lots of material quickly, such as rounding edges, removing old paint, or preparing wood for finer sanding. Because they are powerful, it's important to use them safely—always keep two hands on the tool, hold the wood securely, and make sure the sander is flat on the surface before turning it on.

| Do | Do not: |
|---|---|
| Ask for help if you're unsure about anything. | Don't use the sander without permission. |
| Hold the material firmly on the bench. | Don't sand small pieces that are hard to hold safely. |
| Wear PPE and tie up hair. | Don't touch the moving belt with your hands or fingers. |
| Listen during training and ask any questions. | Don't rush or leave sander turned on when not using it. |

## Weeks 15 & 16

**Power Tools: Pillar Drill**

A pillar drill is a large, fixed machine used to drill accurate holes in materials like wood, plastic, and metal. It has a drill bit that spins very fast and moves up and down on a vertical column (the "pillar"). You place your material on the flat table, clamp it safely, and then lower the drill using a handle to make a clean, straight hole.

Pillar drills are used in school workshops because they are more powerful and more accurate than handheld drills. They help you drill holes in exactly the right place and at the right depth. Because they are strong machines, it's important to follow safety rules and always use them with care.

| Do | Do not: |
|---|---|
| Wear PPE and tie up hair. | Remove the guard. |
| Clamp work. | Hold the materials by hand. |
| Stand with good balance and keep workspace tidy. | Share the drill with another person (one person at time using the drill). |
| Wait for the drill bit to stop spinning before removing your work. | Don't touch the drill bit after drilling—it may be hot. |

## Weeks 17 & 18

**Assessment Week**

- Recall tool names and technical terms.
- Consider health and safety when using tools.
- Recall equipment and their uses.
- Describe manufacturing techniques.

**How do I revise?**

**Mind maps:** Create a mind map for each week. Try and represent theory with icons, use colours and minimise the amount of text.

**Flash cards:** Put the key information on a flash card, such as definitions or tools names. On the other side write a question. You can then quiz yourself or have a friend help you.

**Follow the link for revision tips:**
Top revision techniques for exams - BBC Bitesize

**Goodluck!**

## Vocabulary

**Interpreting:** Understanding and explaining information, drawings, or instructions.

**PPE (Personal Protective Equipment):** Items worn to keep you safe, like gloves, goggles, or helmets.

**Power tool:** A tool powered by electricity or battery to make tasks easier.

**Hand tool:** A tool operated by hand, like a hammer or screwdriver.

**H&S (Health & Safety):** Rules and practices to keep people safe while working.

**Evaluate:** Judge how good or effective something is by looking at the advantages and disadvantages.

**Identify:** Recognise or name something.

# Drama

## Weeks 1 & 2

**The Forest**

In a successful **tableau** we…
- Remain still
- Remain silent
- Use our facial expressions
- Use our body language

Successful **narration** includes:
- Clear voice – Speak loudly, clearly, and at the right pace.
- Controlled body language – Stand confidently, use simple, purposeful movement.
- Appropriate emotion – Use tone and expression to match the story.

## Weeks 3 & 4

| | |
|---|---|
| Gait | How we walk |
| Body Language | How we use our body to express feelings |
| Gestures | The use of our hands |
| Facial Expressions | How we use our face to express feelings |
| Proxemics | The distance between people |
| Pitch | How **high** or **low** the voice is |
| Tone | The **mood** of the voice |
| Pace | How **fast** or **slow** the voice is |
| Projection | How **loud** or **quiet** the voice is |
| Pause | Intentional **wait** |
| Intonation | The **rise** and **fall** of the voice |

## Weeks 5 & 6

**How to create tension**

| | |
|---|---|
| Pace | Combine slow dialogue with short, sharp sentences as danger approaches |
| Physicality | Use facial expressions and body language to express fear at what the audience cannot see |
| Voice | Tone – the mood of the voice, show how the character's feelings change |
| Structure | Leave parts of the story missing so that the audience has to fill in the blanks |

## Vocabulary

**Narration:** a technique where one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters.

**Tableau:** a frozen, still image of a moment in a scene. Think of it as a frozen picture where the action has been paused.

**Thought tracking:** when a character steps out of a scene to address the audience about how they're feeling. Sharing thoughts in this way provides deeper insight into the character for an audience.

**Tension:** a state of suspense or uncertainty.

**Soundscape:** the use of sounds which are combined to create mood and atmosphere

## Weeks 7 & 8

**Soundscape:**
Often, the sounds used might be natural sounds that you would expect to find in a particular location. For example, a churchyard at night might include:
- Owls hooting
- Wind through the trees, including a yew tree
- Clocks chiming the hour
- Rain
- Animals searching for food

If you want to create a spooky churchyard, then you could include:
- A creaking gate
- Ravens calling to each other
- Crunching gravel

Although music is sometimes used, there is often no melody.

## Weeks 9 & 10

**Devising in Drama:**
Successful devising in performance needs teamwork, creativity, and clear ideas. Performers listen to each other, share ideas, and build the piece together. They use movement, voice, and space carefully. Regular practice, feedback, and commitment help create a confident, engaging performance.

**Top Tips:**
1. Listen and share ideas – Respect others and build ideas together.
2. Experiment and take risks – Try different movement, voice, and scenes.
3. Refine through practice – Rehearse, get feedback, and improve clearly.

## Weeks 11 & 12

**Assessment – Areas to focus on**
1. **Participation and rehearsals:** I can take part in all lessons confidently, offering consistently excellent contributions.
2. **Audience Awareness:** I can engage my audience throughout because my characterisation has consistent flair.
3. **Vocal Skills:** I can demonstrate that my vocal characterisation works in conjunction with my physical characterisation.
4. **Movement Skills:** I can demonstrate that my physical characterisation works in conjunction with my vocal characterisation.
5. **Performance Techniques:** I can confidently and consistently use a variety of techniques when devising.

# Drama

## Weeks 13 & 14

Physical involves creating a series of deliberate movements (a sequence) to tell a story, explore an idea, or show change without relying on dialogue. Meaning comes from order, repetition, pace, **levels**, and **transitions**.

1. Start with a stimulus
↓
2. Create individual movements
↓
3. Sequence the movements
↓
4. Develop meaning
↓
5. Share and reflect

## Weeks 15 & 16

Using a **stimulus:**
There are a wide range of stimuli to choose from, from which a devised work can be created. These include:

- pictures
- poems
- music
- articles
- artefacts
- paintings

This will help you to generate ideas, such as:

- themes
- plot
- structure
- form
- style
- genre

## Weeks 17 & 18

You might choose to use **dramatic techniques** in your performance, such as:

1. Unison
2. Canon
3. Choral speech
4. Repetition
5. Slow motion
6. Contrast
7. Split staging

When you choose dramatic techniques you should consider:

1. Who is your target audience?
2. What is the message you are trying to convey?
3. How will the technique appeal to my target audience?
4. How will the technique convey the message?

## Vocabulary

**Transition:** the movement or change between moments, scenes, or actions.

**Levels:** the different heights performers use to create visual interest.

**Stimulus:** The starting point in a piece of devised drama.

**Dramatic technique:** a method performers use to communicate meaning.

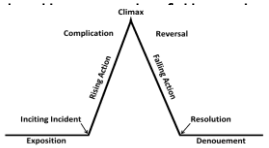
# English

## Week 1

**Chapters Fourteen to Eighteen**

**Freytag's pyramid -** Freytag's Pyramid is a framework used to analyse and outline the plot structure of stories from beginning to end. It has 5 parts, these are:

1. **Exposition** – the introduction to the story and a motivating incident or problem occurs that pushes the story forward.
2. **Rising action** – the events that take place after the problem and build up to a highpoint.
3. **Climax** – a turning point in the story.
4. **Falling action –** the tension in the story starts to decrease and move towards the story's conclusion.
5. **Denouement** – how the problems within the story are resolved. Leads [illegible] ry.




**Key Quotations:**
*"She laughs and smiles back at me, shining and beautiful. She's up there in those stars, the blackness going on forever all around her."*

## Week 2

**Chapters Nineteen and Twenty**

D – Direct address
A – alliteration / anecdote
F – fact/ figurative language
O - Opinion
R – Rhetorical question/ repetition
E – Expert Opinion/Exaggeration/
S - Statistics
T – Triplets
I – Imperatives

**Context:**
A **protest** begins within the camp due to the unsanitary conditions and quality of food. Some of the men go on hunger strike, sewing their lips together.

**Key Quotations:**
*"WE ARE INNOCENT. PLEASE HELP US TO BE FREE. WE CAN'T LIVE WITHOUT HOPE"*
*"...all of their lips stitched, so there's no food or water getting in."*
*"Her mum would have understood. Her mum would have known what to do.*

## Week 3

**Chapters Twenty-One to Twenty-Seven**

**Context:**
Jimmie brings Subhi hot chocolate and other food he has never seen before when she sneaks into the camp again. The hunger strike and protests are escalating. Eli and Queeny manage to get a camera in the camp. Subhi finds a knife buried near the fence under some hedging and hides it in the sewers. Jimmie accidently cuts her arm.

**Key Quotations:**
*"There's a whole packet of strawberries, and those strawberries are the best thing I've ever tasted. They are the taste of happiness, pure and true."*
*"All I can think is that a treasure like this can only cause trouble"*
*"There are twenty-four people with their lips sewn shut now, and eighty-seven on hunger strike"*
*"Her eyes close and open, and new stars shine in the dark. She wonders if someone has died"*

## Vocabulary

**Semantic field –** A group of words that are linked by meaning, for example words about: family or words linked to the supernatural.
**Protest –** an occasion when people show that they disagree with something by voicing their disapproval, carrying signs, drawing attention to injustice.
**Hunger strike –** when people starve themselves in protest, to object against injustice.
**Injustice –** unfairness, unfair treatment or when rights are violated.
**Foreboding –** a feeling that something bad will happen; fearful apprehension.
**Anarchy –** a state of disorder due to an absence or non-recognition of authority or rules.
**Mob mentality –** the idea that people will adjust their own personal views in order to fit the group they are in.
**Pathetic fallacy –** when a writer manipulates the description of weather to represent the mood in the story.

# English

## Week 4

**Chapters 28 to Thirty-One**

**Context:**

- Jimmi is seriously ill and in danger of blood poisoning (infection)
- Subhi has secretly left the camp / detention centre to help Jimmi. He calls an ambulance to help her.
- A fire has broken out at the detention centre.
- Subhi returns to the camp; it's in chaos.
- Beaver (a Guard) attacks Eli and kills him.

**Key Quotations:**

*"I can hardly hear the noises of the camp that I stop, coughing up the dirt and the dust and wheezing to get more air into my burning hot lungs"*
*"There is nothing and nobody to stop me."*
*"Allthefencesinsidearedown,pushe doverandsquashed up in the middle, so there's no Family, no Ford, no Alpha"*
*"And after he"*
*"Eli was the only one left breathing"*

## Week 5

**Non-Fiction Writing**

**Context:**

- Newspapers are structured with headlines, tag lines and paragraphs.
- The purpose of newspapers is to report information.
- Headlines are short and catchy, often using alliteration or a pun.
- Tag lines are brief and offer a sentence or two giving an overview of the event/topic being reported.
- Newspapers cover: who, what, when, where, how & why.
- Newspaper reports are structured into paragraphs of information using TiP ToP.
- Newspapers use persuasive techniques to engage the reader:
    - Direct Address
    - Alliteration
    - Facts & Statistics
    - Opinions
    - Repetition
    - Rhetorical Questions
    - Exaggeration
    - Emotive Language
    - Similes and Metaphors
    - Triplet

## Week 6

**Chapters Thirty-Two to Thirty-Seven**

**Context:**

We hear of Eli's story about a whale again. The camp is recovering from the fire and the death of Eli. The camp gets visitors from the government and human rights advocates. We learn more about Subhi's dad (ba) and what happened to him in Myanmar. Subhi figures out where his treasures are from. Jimmie recovers from her infection. Subhi's mum is recovering from her grief.

**Key Quotations:**

*"All I'm left with is an echoing kind of empty, and my stomach feels as though It has been kicked by a truck, and I get what Eli meant about his heart bleeding, because mine is doing that right now"*
*"My heart won't stop bleeding"*
*"Queeny is wrong. We do exist. Eli existed"*
*"a sparrow in the house is a sign of hope"*

## Vocabulary

**Atmosphere –** the mood or feeling that is created by the writer.

**Anticipation –** when we are looking forward to something or expect something (good or bad) to happen soon.

**Motif -** a symbolic image or idea that appears frequently and is often used to emphasise an underlying theme, in a story (it comes from the French word motif meaning "pattern").

**Theme –** an important idea that runs through a story.

**Second-hand –** something borrowed or previously owned by someone else.

**Ancestors –** people related to you that lived a very long time ago.

# English

## Week 7

**Context and Act 1 Scene 1**

**Context:**

- The **Age of Discovery** marked **global exploration**; Jacobeans linked The Tempest's island and characters to **colonialism** and new world encounters.
- The **Great Chain of Being** reflects hierarchy; in The Tempest, it underscores power dynamics between humans, spirits, and nature.
- Prospero as a Renaissance magician mirrors Jacobean intrigue with the occult, influenced by King James I's Daemonologie.
- **Jacobean**: Relating to the reign of King James I of England (1603–1625).

The scene establishes class, and nature's dominance, as the boatswain asserts his authority over the nobles, revealing their arrogance

**Key Quotations:**

- *"A tempestuous noise of thunder and lightning heard"*

## Week 8

**Act 1 Scene 1**

A fierce storm rages at sea, threatening to destroy a ship carrying Alonso, the King of Naples, and his party. The Boatswain struggles to maintain order as the nobles interfere. The scene sets the tone of chaos and impending doom.

**Context:**

- The tempest symbolises divine power and punishment, **alluding to biblical storms as acts of God.**
- The storm serves as a powerful metaphor for inner turmoil and future conflicts, setting a tone of disorder before the calm of the island.

**Key Quotations:**

- *"What cares these roarers for the name of king?"* – Boatswain
- *"You mar our labour: keep your cabins: you do assist the storm."* – Boatswain
- *"A pox o' your throat, you bawling, blasphemous, incharitable dog!"* – Antonio
- *"All lost! To prayers, to prayers! All lost!"* – Gonzalo

## Week 9

**Act 1 Scene 2**

Prospero explains to Miranda how they came to the island. He recounts how his brother Antonio usurped his dukedom, forcing Prospero and Miranda into exile. Ariel, a spirit enslaved by Prospero, enters, demonstrating his magical powers.

**Context:**

- During the Age of Exploration, European colonisers generally viewed indigenous populations as "savage," "uncivilized," and inferior.
- **Jacobean** society was patriarchal and Miranda was expected to be subordinate to Prospero (her father).

**Key Quotations:**

- *"If by your art, my dearest father, you have put the wild waters in this roar, allay them"* - Miranda
- *"My library was dukedom large enough."* – Prospero
- *"Hell is empty and all the devils are here."* – Ariel
- *"This island's mine, by Sycorax my mother, which thou tak'st from me."* – Caliban

## Vocabulary

**Tempest**: A violent storm, often used metaphorically for emotional or social upheaval.

**Characterisation**: The creation and development of characters in a story.

**Theme:** the central, unifying idea or message that an author explores in a literary work.

**Context**: The background or circumstances surrounding a text's creation or setting.

**Colonialism**: The practice of acquiring and dominating territories and exploiting them economically and culturally.

**Allegory**: A story or work with a hidden meaning, often moral or political.

**Pathetic Fallacy**: Attributing human emotions to nature or inanimate objects, often to reflect the mood.

**Hierarchy**: A system in which people or things are ranked one above the other based on status or authority.

# English

## Week 10

**Act 2 Scene 2**

Ferdinand arrives, enchanted by Ariel's music. He meets Miranda, and they instantly fall in love. Prospero, though pleased, pretends to disapprove, testing Ferdinand's worthiness through labour.

**Context:**

- Jacobean **courtly love** idealised **chivalry**, **loyalty**, and **virtue**, reflected in Ferdinand's devotion and Miranda's innocence in *The Tempest*.
- **Renaissance** fascination with spirits and magic linked Ariel to classical airy beings, like nymphs, **embodying ethereal, obedient forces.**

**Key Quotations:**

- *"You taught me language, and my profit on't is, I know how to curse"* – Caliban
- *"Full fathom five thy father lies; of his bones are coral made"* - Ariel
- *"Most sure, the goddess on whom these airs attend!"* – Ferdinand
- *"A thing divine, for nothing natural I ever saw so noble"* - Miranda

## Week 11

**Act 2 Scene 1 and 2**

The group of nobles, now stranded on the island, discuss their situation. Gonzalo, ever optimistic, imagines creating a perfect society on the island, contrasting with the cynicism of Antonio and Sebastian.

**Context:**

- **Thomas More's *Utopia*** imagines an ideal society; Gonzalo's speech echoes its themes of equality, simplicity, and communal living.
- Caliban's name is thought to be an anagram of "cannibal," reflecting Jacobean fears of foreign, "uncivilized" peoples and linking him to European stereotypes created during the Age of Discovery.

**Key Quotations:**

- *"I'th' commonwealth I would by contraries execute all things"* – Gonzalo
- *"No use of occupation, all men idle, all, and women too, but innocent and pure; no sovereignty"* – Gonzalo
- *"All the infections that the sun sucks up from bogs, fens, flats, on Prosper fall"* – Caliban

## Week 12

**Act 2 Scene 2**

**Context:**

- European **colonists** labeled **indigenous** peoples as **naïve or monstrous**, reflected in the portrayal of Caliban as savage yet poetic.
- Caliban's name echoes "cannibal," highlighting his **perceived barbarism** and **reflecting European fears of the "other"** during colonisation.

**Caliban**

- **Role**: The island's native, son of Sycorax.
- **Characteristics**: Resentful, primitive, poetic, enslaved by Prospero.
- **Key Themes**: Colonialism, freedom, nature vs. nurture.
- **Key Relationships**: Hostile towards Prospero, allies with Trinculo and Stephano.
- **Symbolism**: Represents the "other," colonial subjects, and the exploitation of indigenous peoples.

**Key Quotations:**

- *"A very shallow monster!"* – Trinculo
- "A man or a fish?" Trinculo

## Vocabulary

**Utopia**: An imagined perfect society where everything is perfect.

**Soliloquy**: A speech where a character speaks their thoughts aloud, often alone on stage.

**Dependent**: Relying on someone or something for support, often emotionally or economically.

**Dehumanisation**: Treating people as though they lack human qualities, often to justify exploitation.

**Colloquial**: Informal or conversational language.

**Repetition**: The deliberate reuse of words or phrases for emphasis.

# English

## Week 13

**Act 3 Scene 1 and 2**

**Context:**

- **Jacobean** women were expected to be **submissive** and **deferential** to male authority, primarily fathers or husbands, focusing on domestic duties and **obedience**.
- **Marriage was seen as a woman's primary purpose**, and they were often regarded as the property of their male guardians.
- Caliban is portrayed as both "**savage**" through his primal nature and "**sensitive**" through his poetic language, **challenging stereotypes of colonial subjects as purely barbaric**.

**Key Quotations:**

- *"Do you love me?"* – Miranda
- *"I am your wife if you will marry me"* – Miranda
- *"I am subject to a tyrant, a sorcerer"* – Caliban
- *"Be not afeard; the isle is full of noises"* - Caliban

## Week 14

**Act 3 Scene 3**

**Context:**

- A **harpy** is a **mythical creature**, part bird, part woman. In *The Tempest*, Ariel takes the form of a harpy to punish the shipwrecked nobles, **symbolizing divine retribution**.
- Prospero's magic is accepted due to his noble status, while Sycorax's magic as a woman defies societal norms, creating fear and **reinforcing gender-based power dynamics.**

**Ariel vs. Caliban**

- **These characters act as the foil of one another.**
- **Foil:** A character who contrasts with another to highlight particular qualities.
- Ariel sees Prospero as a master who offers freedom in exchange for service, while Caliban views Prospero as a tyrant who has usurped his rightful rule.

**Key Quotations:**

- *"You are three men of sin, whom Destiny, That hath to instrument this lower world"* – Ariel

## Week 15

**Act 4 Scene 1**

**Context:**

- Prospero controls Miranda's marriage to Ferdinand, reflecting **Jacobean fathers' authority** over daughters' marriages.
- **Jacobean masques** in were lavish court performances, blending music, dance, and **spectacle to celebrate royalty and power**.
- Prospero uses Iris, Juno, and Ceres to celebrate Miranda's marriage & invoke divine blessing
- **Iris**, the messenger of the gods, represents communication and revelation; **Juno** symbolizes marriage and fertility; **Ceres** represents harvest and rebirth.

**Key Quotations:**

- *"I have given you here a third of mine own life... All thy vexations Were but my trials of thy love"* – Prospero
- *"Then as my gift, and thine own acquisition Worthily purchas'd, take my daughter"* – Prospero
- *"Our revels now are ended. These our actors, As I foretold you, were all spirits and Are melted into air, into thin air;"* - Prospero

## Vocabulary

**Indigenous**: Referring to people or things that are native to a particular place.

**Slavery**: The condition in which individuals are owned and forced to work without pay or freedom.

**Tension**: A sense of suspense or conflict that holds the audience's interest.

**Suppressed**: Held back or restrained, often forcibly.

**Contrast**: Highlighting differences between two ideas, characters, or settings.

**Dramatic Irony**: When the audience knows something that the characters do not.

**Aside**: A short comment or speech directed to the audience, unheard by other characters.

**Manipulate**: To control or influence a person or situation cleverly or unfairly.

**Deception**: The act of tricking or misleading someone.

# English

## Week 16

**Act 5 Scene 1**

**Context:**

- The **resolution** reflects Jacobean ideas of justice and mercy, as Prospero **forgives** his enemies rather than seeking **revenge**.
- The scene mirrors contemporary debates about **colonialism**, with Prospero **relinquishing control over the island and acknowledging Caliban's humanity**.
- The play's ending, with reconciliation, the **renunciation** of magic and the promise of return to England, would have appealed to audiences' desire for **order**, **stability**, and **moral closure**.

**Key Quotations:**

- *"The rarer action is in virtue than in vengeance"* – Prospero
- *"This rough magic I here abjure"* – Prospero
- *"How beauteous mankind is! O brave new world that has such people in't!"* – Miranda
- *"I'll be wise hereafter and seek for grace"*- Caliban
- *"I'll deliver all, And promise you calm seas, auspicious gales…"* - Prospero

## Week 17

**Epilogue**

**Context:**

- The **epilogue** directly addresses the audience, reflecting Jacobean theatrical conventions where playwrights sought approval and interaction from spectators.
- By asking for applause to "release" him, Prospero emphasizes the **theme of forgiveness and the power of human compassion over magic**.
- The **epilogue** also reinforces the idea of closure and moral order, reassuring audiences that the play's conflicts are resolved and that **justice and mercy prevail**.

**Key Quotations:**

- *"Now my charms are all o'erthrown, / And what strength I have's mine own"* - Prospero
- *"As you from crimes would pardoned be, Let your indulgence set me free."* - Prospero

## Week 18

**Shakespeare's Purpose**

**WHY/Authorial Intent Verbs to use in analysis**

**Illuminate –** to make something visible/to shine a light on something.
**Emphasise –** to place special importance on something.
**Educate –** to give intellectual, moral and social instruction.
**Promulgate –** to make widely known.
**Communicate –** to share information, ideas and ideologies.
**Foreground –** to make something more visible.
**Manipulate –** to handle and control something in a skilful way
**Criticise –** to indicate the faults in something in a disapproving way
**Expose –** to make something visible by uncovering something.
**Galvanise –** shock or excite an audience into action against something.
**Advocate -** publicly recommend someone or something.

**Context:**

- Shakespeare intended to explore themes of power, colonization, and human nature while entertaining audiences with drama, magic, and spectacle.

## Vocabulary

**Resolution**: The conclusion of a story or the solving of a problem.

**Renunciation**: The act of rejecting or giving up something, often a claim, title, or belief.

**Tone**: The writer's attitude or perspective toward the subject or audience.

**Cyclical Structure**: A narrative structure where the ending mirrors the beginning.

**Epilogue**: A concluding section that reflects on or wraps up the narrative.

# Food

| Weeks 1 & 2 | Weeks 3 & 4 | Weeks 5 & 6 | Vocabulary |
|---|---|---|---|
| **Practical** – Chicken Korma Curry<br><br>**Yogurt** is a dairy product made by the bacterial **fermentation** of milk, usually from cows. It provides important nutrients such as calcium, vitamin A, and **vitamin D**, which help keep bones strong and support overall health.<br>Some yogurts are fortified, meaning extra nutrients like vitamin D have been added.<br>Dairy products and raw chicken are high-risk foods and must be handled safely. They should be stored in the fridge below 5°C and kept separate to avoid **cross-contamination**. Hands, surfaces, and equipment must be cleaned carefully when preparing food.<br>When cooking a korma, **yogurt** must be added at the correct time. It should be stirred in slowly on a low heat and not boiled, as this can cause the yogurt to split. Using full-fat yogurt reduces the chance of splitting.<br>Safe practical skills are important when cooking. This includes using the hob safely with pan handles facing inwards, using knives correctly, and preparing chicken safely. | **Practical** – Seeded Bread Rolls<br><br>**Insoluble** fibre helps food move through the digestive system and prevents constipation. It is found in wholemeal bread, wholegrains, and some fruits and vegetables. **Soluble** fibre helps control blood sugar and **cholesterol** and helps us feel full for longer. It is found in oats, beans, lentils, and many fruits and vegetables.<br><br>Seeds such as **sunflower, flax, sesame, pumpkin, poppy, and chia** come from plants and can be added to bread for extra fibre and texture. Their availability can depend on seasonality, and they should be stored in airtight containers in a cool, dry place.<br><br>When making bread rolls, dough must be kneaded to develop gluten, which gives the bread structure. **Kneading** is done by pushing with the palm and pulling back with the fingertips. Bread rolls are baked safely in the oven and are ready when golden brown. | **Theory –** Nuts<br><br>**Nuts** are foods that come from plants and grow on trees or plants in different environments around the world. In this lesson, we are learning about nuts so that we understand where they come from, the different varieties, and how they affect our diet. Common types of nuts include **almonds, walnuts, hazelnuts, pistachios, Brazil nuts, macadamia nuts, and pecans.**<br><br>**Nuts** are an important part of a healthy diet because they contain **protein**, **vitamins, minerals**, and healthy **unsaturated fats**. These fats help protect against heart disease and diabetes and support overall good health. Different nuts provide different nutrients, so eating a variety is beneficial.<br><br>Most nuts are imported to the UK because they need warm climates to grow. Walnuts and hazelnuts can be grown in the UK.<br><br>Nuts can also cause **allergies**, so they must be handled carefully and kept separate from other foods. | **Soluble fibre** - slows down the digestive process and the absorption of carbohydrates, so, makes us feel fuller for longer.<br><br>**Insoluble fibre** - absorbs water and increases bulk so keeps feces soft, making them pass through the digestive system easily.<br><br>**Nut allergies** - A nut allergy develops when your body's immune system becomes over-sensitive to a protein in a nut.<br><br>**Cross contamination** - is the transfer of harmful bacteria to food from other foods, chopping boards, and utensils if they are not handled properly. |

# Food

| Weeks 7 & 8 | Weeks 9 & 10 | Weeks 11 & 12 | Vocabulary |
|---|---|---|---|
| **Practical** – Rainbow Cous Cous Salad<br><br>Cous cous is a type of **cereal** made from durum wheat. Other common cereals include **wheat, rice, corn (maize), oats, barley, and rye.** Cereals are staple foods and are an important source of **carbohydrates**, which provide the body with energy.<br><br>**Carbohydrates** are shown in the yellow section of the Eatwell Plate and should be eaten as part of a balanced diet. Choosing **wholegrain** cereals is a healthier option because they contain more fibre and nutrients than refined grains. **Cereals** must be stored correctly to prevent bacteria from growing and to keep them safe to eat.<br><br>When preparing cous cous, good food safety and hygiene are important. Safe use of the hob and correct knife skills such as chopping and dicing are needed. Vegetables should be cut evenly so they cook and mix well.<br><br>Cous cous is prepared by adding hot liquid, which it **absorbs**, causing the grains to swell and become light and fluffy. | **Practical** – Fruit Crumble<br><br>The **rubbing-in method** is a baking technique used to make a crumbly topping. The rubbing-in method involves combining fat, usually butter or margarine, with flour by rubbing them together using your fingertips until the mixture looks like **breadcrumbs**. This process is called **shortening** because the fat coats the flour particles and stops them **absorbing** water, which creates a light, crumbly texture. Flour is made from cereals such as wheat, and using wholegrain flour can add extra fibre and nutrients.<br><br>Food safety is essential when baking. Safe use of the oven and good hygiene must be followed at all times. When assembling the crumble, the fruit is placed in the dish first and the **crumble** topping added on top. The crumble is cooked until the topping is golden brown. | **Assessment week**<br><br>• Recall practical techniques.<br>• Consider food safety and scientific terms.<br>• Recognise dietary conditions and basic nutrition.<br>• Recall equipment and there uses. | **Shortening** - is when fat coats the flour particles preventing the absorption of water, which results in a crumbly mixture.<br><br>**Rubbing in method** - A technique used in baking to combine fat with flour by rubbing them together with fingertips until the mixture resembles breadcrumbs.<br><br>**Wheat** – type of cereal<br><br>**Cereals** - grass cultivated for its edible grains - wheat, corn/maize, rice, oats, barley and rye<br><br>**Wholegrain** - are the grains of cereals that have not been processed.<br><br>**Absorbing** - the processes of absorbing or soaking up something |

# Food

## Weeks 13 - 18

**KS3 Food Design Project: Design, Make & Evaluate**

Project Overview
After completing a range of practical dishes throughout the academic year, students will take part in a final design challenge during the last part of the summer term. This project is inspired by a real-world brief from a well-known food company, encouraging creativity, independence, and practical skill development.

**Key Focus Areas**

**Design** – developing ideas and planning

**Make** – applying practical cooking skills

**Evaluate** – reflecting and improving

## Vocabulary

**Design Brief -** A set of instructions or requirements given by a company that explains what the product should be like and who it is for.
**Design -** The process of planning and creating ideas for a product before making it.
**Target Market -** The group of people a product is designed for, such as children, families, or teenagers.
**Creativity -** Using imagination to develop original and interesting ideas.
**Function -** What a product is meant to do or how it is used.
**Ingredients** - The foods used to make a product or dish.
**Practical Skills -** The hands-on cooking skills used when preparing and making food safely.
**Make -** The stage where the product is prepared and cooked following the design plan.
**Evaluate -** To review and judge how successful a product is after it has been made.
**Strengths -** The parts of the product that worked well or were successful.
**Improvements -** Changes that could be made to make the product better in the future.
**Final Product -** The completed food item that has been designed and made.
**Presentation -** How the food looks when it is served, including colour, shape, and finishing touches.
**Feedback -** Comments or opinions about the product that help identify what worked well and what could be improved.

# Geography

## Week 1

The geological timescale:

1. Big bang occurs and sun forms
2. Earth and moon forms
3. Atmosphere forms and bacteria appear
4. First sea life, fish, plants, insects, amphibians and reptiles
5. Dinosaurs, mammals and birds appear
6. Humans appear.

Structure of the earth

The crust is the outer layer of the Earth, made up of tectonic plates.
The mantle is the thickest layer, made of semi-solid molten magma.
The outer core is made of liquid Iron and nickel, generating the earth's magnetic field.
The inner core is made of solid Iron and nickel.

## Week 2

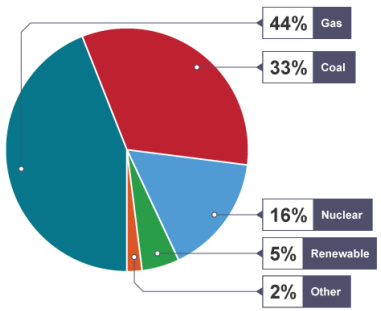
After the layers of the earth formed, distinct spheres were formed. These create the world as we see it today and include the **atmosphere**, **hydrosphere**, **lithosphere**, and **biosphere**.

The rock cycle

Igneous rock is a type of rock that forms when magma and lava cools and hardens. Examples of this include granite and basalt.
Sedimentary rock is a type of rock that forms when sediment is compacted under pressure. Examples of this include limestone and chalk.
Metamorphic rock is a type of rock that forms when an existing rock is changed by heat and pressure. Examples of this include slate and marble.

## Week 3

Energy resources can be **renewable** or **non-renewable.**
Examples of renewable energy include solar, wind, hydroelectric, and tidal energy.
Examples of non-renewable energy include natural gas, oil, coal, and nuclear.
Burning natural gas, oil and coal also produce carbon emissions.
Carbon emissions are carbon gases released into the atmosphere when fossil fuels are burnt, for example, carbon dioxide.




Graph showing the types of energy used global in 2014:

## Week 4

Fossil fuel formation

1. Millions of years ago, huge numbers of microscopic animals and plants died and fell to the bottom of the sea. Their remains were covered by mud.
2. The mud sediment was buried under more sediment and changed into rock as the temperature and pressure increased.
3. This process chemically changes the plant and animal remains into crude oil and natural gas.

Benefits of fossil fuels

1. Easy to store and reliable
2. Existing machinery and infrastructure is fossil fuel ready
3. Fossil fuels can be sold to generate money

Negatives of fossil fuels

1. Carbon emissions contribute to climate change, impact people's health and damage biomes
2. Fossil fuels are finite and need to be imported.

## Vocabulary

**Atmosphere**: the layers of gases surrounding the earth.
**Hydrosphere**: all water on earth.
**Lithosphere**: the rocks and soil of the crust and upper mantle of earth.
**Biosphere**: all living organisms on earth.
**Compaction**: the process of sediment forming rock under pressure.
**Uplift**: where rocks are pushed up to the surface, e.g. forming mountains.
**Renewable**: resources that can be regenerated in a short period of time.
**Non-renewable**: resources that are finite and cannot be replaced in a short period of time.
**Sustainability**: meeting the needs of today without reducing the opportunities for those of the future.

# Geography

## Week 5

Tidal energy creates electricity by the rise and fall of the tides turning turbines which turns generators to convert kinetic energy into electrical energy.
Wind energy creates electricity by turning energy from the wind into electricity.
Solar energy creates electricity by using the energy of the sun to generate electricity using solar panels.
Hydroelectric power (HEP) creates electricity by moving water through a **dam** from a **reservoir**.

Benefits of renewable energy

1. Cheap when running
2. Sustainable – we will not run out of this source of energy
3. Reduces imports and creates jobs
4. Does not produce carbon emissions when operating

Negatives of renewable energy:

1. Dependent on weather and physical location
2. Expensive initial costs and cannot be stored
3. Visual and noise pollution (**NIMBYs**)

## Week 6

Should we build a tidal barrage in Cumbria?
Cumbria is a county in the Northwest of England, on the border with Scotland. It is a largely rural county with mountainous areas (the Lake District) and is on the coast.
A tidal barrage is a structure built across an estuary or bay containing turbines. As water moves through the tidal barrage the water moves the turbines and generates electricity.

Advantages

1. Reliable, providing a constant supply of energy.
2. Renewable and doesn't produce greenhouse emissions.

Disadvantages

1. It will be expensive to build.
2. It could damage habitats or disrupt people.
3. It can only be built in certain areas (those with estuaries or bays).

A **cost-benefit analysis** is required to decide if it is appropriate.

## Week 7

The size of a wave depends on its fetch. The greater the **fetch**, the larger the wave.
Tides are created by gravity from the Sun and the Moon pulling water across the Earth's surface.
Constructive waves build up the beach by depositing sediment. They have a strong **swash** and weak **backwash.**
Destructive waves remove sediment from cliffs and beaches. They have a weak swash and strong backwash.

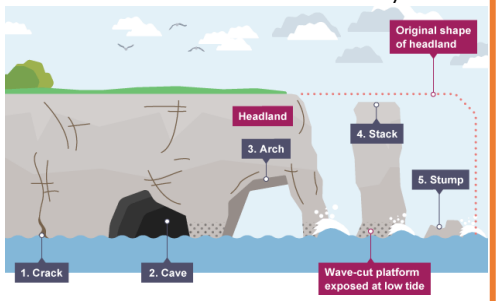
**Weathering**

Freeze-thaw or mechanical weathering occurs when water in cracks repeatedly freezes and thaws, breaking down rocks.
Biological weather occurs when roots of plants or burrowing animals widen cracks in rock or loosen soil, breaking it down.
Chemical weathering occurs because rainwater is slightly acidic and dissolves soluble minerals in the rock.

## Week 8

Erosion
Erosion is the wearing away of material by waves.
Hydraulic action forces water and air into cracks in the cliff.
Abrasion is large angular rocks hurled at cliffs by the sea.
Attrition is rocks colliding with each other, making them smaller, smoother and more rounded.
Solution is when soluble minerals in rock are dissolved by seawater.

Mass movement: large-scale downward movement of sediment because of gravity.




## Vocabulary

**NIMBY:** stands for 'not in my back yard' referring to people who do not want a development near to them.
**Dams:** walls built across a river to hold back water, creating a reservoir.
**Reservoirs:** man-made lakes when water is held back from a river using a dam.
**Cost-benefit analysis:** when the cost of a project is weighed against the potential benefits.
**Fetch:** the distance the wind has travelled across the sea.
**Swash:** the movement of a wave up the beach.
**Backwash:** The movement of a wave back down the beach.
**Weathering:** wearing down of rock in one place due to weather and biological processes.

# Geography

## Week 9

Longshore drift occurs when waves approach the beach at an angle and move sediment horizontally along the beach.

**Transportation**

Traction is heavy boulders rolled along the riverbed.
Saltation is small pebbles and stones bounced along the seabed.
Suspension is fine particles suspended or carried in the water.
Solution is soluble minerals dissolved and carried in the water.

A **spit** forms through **transportation** and **deposition.**

1. Longshore drift transport sediment along the beach.
2. At a change in the coastline, such as a headland, sediment is deposited and forms a long stretch of beach material called a spit.
3. If the wind changes direction, then the spit will curve and create a salt marsh behind it.

## Week 10

**Hard engineering** strategies

Groynes are long wooden structures along a beach that help to trap sand and prevent long-shore drift.
Rock armour are huge boulders on the coastline to break up waves and reduce erosion.
Sea walls are straight or curved concrete walls on the coast that reflect the waves back to the ocean.
Gabions are cages filled with small rocks that are stacked along a coastline to absorb wave energy.

**Soft engineering** strategies

Beach recharge or nourishment is the rebuilding of the beach by delivering more sand onto it.
Managed retreat is where the coastline is left to allow the natural processes of coastlines to take place.

## Week 11

Stakeholders are individuals or groups who can affect or be affected by the actions of themselves and others. In coastal areas, this could include local residents, the Environmental Agency, conservationists, business owners, the local government and tourists. To consider all stakeholders' opinions and to find the right solution, a cost-benefit analysis is completed.

Social factors are considered, including people and their activities.

Economic factors are considered, including money, jobs and the economy.

Environmental factors are considered, including the surroundings where humans and nature interact.

## Week 12

Dorset **Shoreline Management Plan**

The Dorset Coastline forms part of the Jurassic Coast which is a UNESCO World Heritage Site. It extending from Exmouth in East Devon to Old Harry Rocks in Purbeck. It is in the south of England.

Landforms along this coastline headlands and bays, caves, arches, stacks and stumps. There are also settlements such as Lyme Regis – a small coastal town which is a popular tourist destination.

Management strategies used to protect the Dorset coastline include hard engineering such as sea walls and rock armour – 'Hold the Line', and soft engineering such as managed retreat and beach nourishment.

## Vocabulary

**Transportation:** the movement of material in a wave.
**Spit:** an extended stretch of beach material that sticks out to sea and is joined to the coast at one end.
**Deposition:** the dropping of material by a wave due to a lack of energy.
**Hard engineering:** human-built structures to manage coastal erosion.
**Soft engineering:** managing coastal erosion by working with natural processes.
**Shoreline management plan:** created by local councils and the Environment Agency to identify the most sustainable approach to managing coastal erosion.

# Geography

## Week 13

Factors affecting settlement location include:

1. Relief – flat land is preferable for building
2. Water – important for agriculture, drinking and cleaning
3. Aspect – many settlements in the northern hemisphere are located on south-facing sides of valleys where it is sunny
4. Soil quality – access to fertile soil
5. Shelter – away from rain and prevailing winds
6. Trading – natural trading points such as along rivers or coasts
7. Resources – settlements often develop where natural resources can be found.

Factors affecting locations of businesses:

1. Proximity to their markets and customers
2. Access to labour
3. Access to raw materials
4. Distance from competitors

## Week 14

**Globalisation** has impacts globally and locally, such as through the growth of **MNCs**.

Reasons for increasing online shopping:

1. Globalisation has led to more MNC selling across the world, including businesses such as Temu and Shein
2. Shopping online is cheaper and more convenient as people can have products delivered to their homes or nearby via click and collect
3. There is also more flexibility in payment online, such as using credit cards and 'buy now, pay in 30 days' offers
4. Improved WIFI connections also means people shop online
5. This leads to less people shopping on the high street, meaning more shops will close down and investment in local towns will decrease.

## Week 15

The headquarters of MNCs are usually located in global cities, with their operations in a different country. This can have benefits and negatives, which can be measured through **inequality** and **GNI**.

Literacy rate is a measure that shows the percentage of people in a certain area or country who can read or write.

Child labour refers to work that children are too young to do or that harms their health, slows their development, or keeps them from school.

Unsafe working practices include any workplace hazards that put employees at risk of harm, such as working long hours, lack of training or safety equipment, or being underpaid.

## Week 16

Benefits of MNCs

1. Creates jobs, boosting the local economy and employing workers who will contribute to tax.
2. Provides expertise and education which improves the skills of the workforce.
3. Products can often be sold for cheaper as they can be produced in bulk.

Negatives of MNCs

1. Can lead to **exploitation** such as through child labour and unsafe working practices.
2. Profits may go back to the country with the MNC's headquarters, not the country where they are operating.
3. Can impact local businesses as people are buying more through online shopping.

## Vocabulary

**MNC**: multinational company, large businesses who have branches in several countries.
**Globalisation**: flows of people, ideas, money and goods are making an increasingly complex global web that links people and distant places together.
**Inequality**: when people experience different standards of living due to social and economic factors.
**GNI** stands for Gross National Income and is an economic measure that represents the average income in a country.
**Exploitation**: when people make use of something, often unfairly, in order to benefit from it.

# Geography

## Week 17

Globalisation is having an impact on high streets in the UK. Due to the growth of MNCs, independent shops are closing down as customers do more of their shopping online or from big brands. This leads to the creation of clone towns, where towns with high streets that have the same large chain stores all look the same.

**Fieldwork**

Primary data is data collected by yourself and analysed to support an enquiry question. This could include a **land use** survey, pedestrian and traffic counts or environmental quality surveys in your local high street.

A hypothesis is a prediction of the conclusion to an enquiry question before sampling. Your fieldwork investigation must be **accurate** and **reliable**.

## Week 18

Fieldwork

There are many data presentation methods to allow you to analyse your data and draw justified conclusions.
These include:

| Line graph | Scatter graph | Bar graph | histogram | Pie chart |
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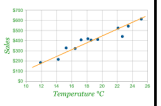
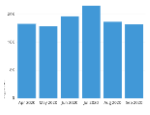
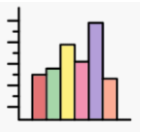
|  |  |  |  |  |

## Vocabulary

**Fieldwork**: the process of forming an enquiry question, gathering data, analysing the results and reaching a conclusion.
**Land use**: the function of the land, for example, used for farming in rural areas or industry in urban areas.
**Accuracy**: the closeness to the true value, for example, if you collect data that is very close to the expected data.
**Reliability**: how trusted the data is based on the accuracy.

# History

## Week 1

**What did Henry VIII want to change about the Church?**

Henry VIII wanted to change who controlled the Church in England. Before the 1530s, the Catholic Church in England was controlled by the Pope in Rome. Henry VIII wanted to remove the Pope's power over England and make the King the head of the Church.

Henry wanted these changes because he wanted to divorce Catherine of Aragon. The Pope refused to allow the divorce, which made Henry angry and frustrated. He believed the Pope had too much control over English affairs. Henry broke away from the Catholic Church and created the Church of England. He made himself the Supreme Head of the Church and passed laws to stop the Pope's authority in England.

Henry did not want to change religious beliefs very much. Church services, buildings and rituals stayed similar to the Catholic Church.

Most of Henry's changes were about power and control, not belief.

## Week 2

**How did England change because of the Reformation?**

England stopped being part of the Catholic Church and became a Protestant country. The Pope no longer had power in England and the monarch became the head of the Church. This made the King or Queen more powerful than before.

Church buildings and services changed over time. Many Catholic features such as statues, paintings and shrines were removed. Services were held in English instead of Latin so people could understand them better.

Monasteries were closed and their land and wealth were taken by the Crown. This made the government richer and changed who owned land in England. Many monks and nuns lost their homes and jobs.

The Reformation affected everyday life. People were expected to follow the new Church or face punishment. Some people welcomed the changes, but others resisted them and remained loyal to Catholic beliefs.

## Week 3

**What type of Queen was Elizabeth I?**

Elizabeth ruled as a powerful monarch and made it clear that she was in charge. She expected loyalty and obedience from her subjects and used her authority to keep control of the country.

She was cautious and avoided making quick decisions. Elizabeth took her time, listened to advisers and tried not to rush into wars or marriages that could weaken her position.

Elizabeth was a skilful politician. She used speeches, symbols and her image to gain support. She presented herself as married to England to avoid sharing power with a husband.

She was also religiously moderate. Elizabeth supported Protestantism but avoided extreme changes to reduce conflict. This helped bring stability after years of religious tension.

## Vocabulary

**Keywords:**

**Catholic Church** – the Christian Church led by the Pope

**Pope** – the leader of the Catholic Church

**Supreme Head** – the person in charge

**Church of England** – the national church created by Henry VIII

**Reformation** – changes to the Church that led to Protestantism

**Protestant** – a Christian who is not Catholic

**Catholic** – a Christian who follows the Pope

**Monastery** – a religious building where monks lived

**Monarch** – the King or Queen who rules a country

**Authority** – the power to make decisions and control others

**Religious settlement** – laws that aimed to control religion.

# History

## Week 4

**What was the Spanish Armada?**

The Spanish Armada was a large fleet of ships sent by Spain to invade England.

In 1588, King Philip II of Spain sent the Armada to overthrow Queen Elizabeth I and restore Catholic rule in England. Spain was angry because England was Protestant and because Elizabeth supported English sailors who attacked Spanish ships.

The Armada planned to sail up the English Channel, collect Spanish soldiers from the Netherlands and then invade England. The English navy used smaller, faster ships to attack the Armada and weaken it.

Fire ships were sent into the Spanish fleet, causing panic and breaking up their formation. Bad weather then forced many Spanish ships to sail around Scotland and Ireland, where many were wrecked.
The Spanish Armada failed and England was not invaded. This increased Elizabeth's power and confidence and made England feel safer from foreign attack.

## Week 5

**What was life like in Elizabethan England?**

Life for rich people in Elizabethan England was comfortable and secure. Wealthy families lived in large houses with servants to cook, clean and look after them. They had plenty of food, wore fine clothes made from expensive fabrics and could afford entertainment such as music, dancing and theatre. Rich children were often educated at home or at grammar schools and boys could go on to university. The rich had access to doctors and could afford medicine, which helped them live longer and healthier lives.

Life for poor people in Elizabethan England was hard and uncertain. Many lived in small, crowded homes with poor sanitation and little clean water. Food was basic and shortages could lead to hunger and illness. Poor children often had to work from a young age to help their families. If people could not find work, they relied on charity or parish support, but help was limited. Disease was common and life expectancy was much lower for the poor.

## Week 6

**What was the Renaissance and what did it change?**

The Renaissance was a period of new thinking that began in Europe and reached England during the Tudor period. It focused on learning, creativity and the importance of human achievement. People became more interested in education, science, art and classical ideas from ancient Greece and Rome.

The Renaissance changed how people thought about the world. Education became more important, especially for the rich, and there was a growing belief that humans could learn, improve and question ideas. Art became more realistic and detailed, and writers explored new themes such as human emotions and individual experience.

The spread of printed books helped ideas travel more quickly, which increased literacy and learning.

However, most Renaissance ideas mainly affected wealthy people, while poorer people saw fewer changes in their daily lives.

## Vocabulary

**Armada** – a large fleet of warships
Invade – to enter a country by force
**Catholic** – a Christian who follows the Pope
**Protestant** – a Christian who does not follow the Pope
**Fire ship** – a burning ship used to cause damage and panic
**Sanitation** – systems for clean water and waste removal
**Parish** – a local church area that helped the poor
**Life expectancy** – the average length of life
**Renaissance** – a period of new ideas, learning and creativity
**Humanism** – the belief that humans and education are important
**Printing press** – a machine that made books quicker and cheaper to produce

# History

## Week 7

**Does the Elizabethan period deserve to be known as a "Golden Age"?**

Some people believe the Elizabethan period deserves to be called a Golden Age because England became more confident and successful. There was growth in theatre and culture, with writers such as Shakespeare becoming famous. The defeat of the Spanish Armada made people feel safer and proud of England. Trade and exploration increased, bringing new goods and wealth. The Renaissance also encouraged learning and creativity, especially for the rich.

However, other people argue that it was not a Golden Age for everyone. Many people lived in poverty and faced hunger, disease and poor housing. Religious tensions continued and not everyone was treated equally. Poor people had fewer opportunities for education and healthcare. For many ordinary people, life was hard and uncertain, so the period did not feel "golden" at all.

## Week 8

**What type of King was Charles I?**

Charles I was a serious and determined king who believed strongly in the Divine Right of Kings. He thought God had chosen him to rule and believed he should not be challenged by Parliament. Charles wanted order, loyalty and respect, and he believed strong authority was necessary to govern the country.

However, Charles was also stubborn and unwilling to compromise. He often ignored Parliament, ruled without it for many years and raised money without its permission. He did not listen well to criticism and made decisions that angered many people. His religious views also worried some Protestants, who feared he was too close to Catholicism.

Overall, Charles I was a king who believed deeply in his own authority but struggled to work with others. His refusal to compromise caused growing tension and helped lead to conflict and civil war.

## Week 9

**What were the main causes of the English Civil War?**

The English Civil War was caused by long-term disagreements about power, money and religion. Charles I believed in the Divine Right of Kings and thought he should rule without interference. Many people in Parliament disagreed and believed the king should share power and listen to advice.

Money was another major cause. Charles needed money to run the country and fight wars, but Parliament often refused to grant taxes. Charles raised money without Parliament's permission, which made many people angry and increased mistrust.

Religion also caused tension. Charles supported religious changes that made England's Church seem closer to Catholicism. Many Protestants feared this and worried that their religion was under threat.

These problems built up over time. Charles's refusal to compromise and Parliament's resistance led to a complete breakdown in trust, which eventually resulted in war.

## Vocabulary

**Key Words**

**Golden Age** – a time of success, wealth and achievement
**Prosperity** – having money and success
**Stability** – peace and order in a country
**Trade** – buying and selling goods
**Divine Right of Kings** – the belief that a king's power comes from God
**Parliament** – a group that advised the king and agreed taxes
**Civil War** – fighting between people in the same country
**Religion** – beliefs about God and how the Church should be run, which caused disagreement between the king and Parliament
**Taxation** – money raised by the government, which Charles I demanded without Parliament's permission

# History

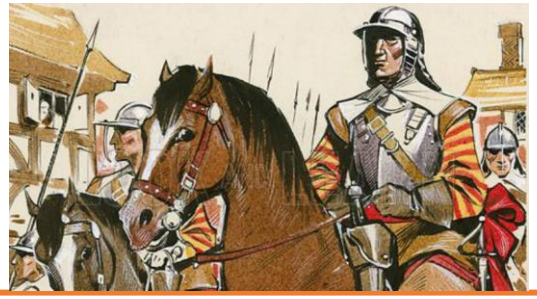
## Week 10

**How was the Civil War fought?**

The Civil War was fought between the King's supporters, known as Royalists, and Parliament's supporters, known as Parliamentarians. Fighting took place across England, often in towns and countryside close to where people lived. Armies were made up of ordinary men who were trained to fight with muskets, swords and pikes.

Battles were important, but the war was not fought in one place. Control of towns, roads and supplies mattered a great deal. Sieges were common, where an army surrounded a town or castle and tried to starve it into surrender.

As the war continued, Parliament created a better organised and disciplined army called the New Model Army. Soldiers were paid regularly, well trained and promoted for skill rather than social class, which helped Parliament win the war.



## Week 11

**What was life like during the English Civil War?**

Life during the English Civil War was difficult and uncertain for many people. Fighting took place across the country, often close to towns and villages, which meant homes, farms and businesses were damaged. Soldiers were housed in people's homes, where they took food and supplies, sometimes without payment.

Trade was disrupted and food shortages became more common, especially in areas affected by battles or sieges. Prices rose and many families struggled to afford basic goods. Disease spread easily because of poor sanitation and the movement of armies.

Fear and uncertainty were part of everyday life. Families were divided in their loyalties to the King or Parliament, and people worried about violence, punishment or loss of property. In this climate of fear, witchcraft accusations increased as people looked for someone to blame for illness, death or bad luck. For most ordinary people, the Civil War brought hardship rather than improvement.

## Week 12

**Why was Charles I executed in 1649?**

Charles I was executed in 1649 because Parliament believed he could no longer be trusted to rule England. After losing the Civil War, Charles was accused of causing conflict and suffering by refusing to compromise and by fighting against his own people. Even after defeat, he continued to plot and try to regain power, which convinced many that peace was impossible while he lived.

During his trial, Charles refused to accept that the court had the right to judge him and argued that a king could not be put on trial by his subjects. This attitude reinforced the belief that he would never work with Parliament. Parliament found him guilty of treason and executed him to prevent further war and to show that no ruler was above the law.

His execution shocked people at the time and marked a major change in English government. After he was executed, his family fled abroad and group from Parliament and then the Army, led by Oliver Cromwell, took control. This is known as the Interregnum- the time between Kings.

## Vocabulary

**Royalists** – supporters of the King during the Civil War
**Parliamentarians** – supporters of Parliament during the Civil War
**Siege** – when an army surrounds a town or castle to force it to surrender
**New Model Army** – Parliament's well-trained and disciplined army
**Hardship** – suffering caused by war, shortages and fear
**Billeting** – when soldiers were housed in people's homes
**Witchcraft** – the belief that people used magic to cause harm, leading to accusations
**Treason** – acting against your own country
**Trial** – a court case to decide if someone is guilty
**Authority** – the right to rule and make decisions

# History

## Week 13

**What was life during the Interregnum?**

Life during the Interregnum was strict and controlled. England was ruled without a king, first by Parliament and later by Oliver Cromwell as Lord Protector. The government aimed to create a godly society, so rules about behaviour and religion were enforced more strongly than before.

Social life changed as many popular activities were banned or discouraged. Theatres were closed, celebrations such as Christmas were restricted and people were expected to dress and behave modestly. Drinking, gambling and swearing were punished more harshly, especially in towns controlled by the army.

Family and community life also changed. Church attendance became more important and people were judged more on their moral behaviour. However, not everyone agreed with these changes. Some supported the stricter rules because they believed they improved society, while others felt their freedoms were being taken away. For many ordinary people, life remained difficult due to high taxes, economic problems and uncertainty.

## Week 14

**How should History remember Oliver Cromwell?**

Oliver Cromwell can be remembered positively as a strong leader who helped Parliament win the English Civil War. He played a key role in creating the New Model Army, which was well trained and disciplined. Cromwell believed in order, hard work and strong government, and he brought stability after years of war. Some people also respect him for challenging the power of kings and supporting the idea that rulers should be accountable for their actions.

However, Cromwell can also be remembered negatively as a harsh and authoritarian ruler. During the Interregnum, he ruled without Parliament for periods of time and limited people's freedoms. Entertainment was restricted and strict moral rules were enforced. His actions in Ireland were especially brutal, with massacres that caused great suffering and resentment. Many people felt Cromwell replaced the power of the king with his own, rather than creating a fairer society.

## Week 15

**What was life like in Restoration England?**

Life in Restoration England became more relaxed and lively after the return of the monarchy in 1660. Charles II restored traditional celebrations and encouraged enjoyment and entertainment. Theatres reopened, music and dancing returned and people enjoyed fashion, parties and socialising after the strict rules of the Interregnum.

However, life was not easy for everyone. Many people still lived in poverty and faced disease and poor living conditions. The period was also marked by serious problems such as the Great Plague and the Great Fire of London, which caused death, fear and destruction.

Religion remained important, but there was more tolerance than before, although Catholics still faced discrimination. Overall, Restoration England was a time of greater freedom and enjoyment for some, but hardship and inequality continued for many ordinary people.

## Vocabulary

**New Model Army** – Parliament's well-trained and disciplined army
**Accountability** – the idea that rulers should be responsible for their actions
**Stability** – order and control after a period of chaos or war
**Authoritarian** – ruling with strict control and little freedom
**Interregnum** – the period when England had no king
**Massacre** – the killing of many people, especially civilians
**Restoration** – the return of the monarchy in 1660
**Entertainment** – theatre, music and social activities
**Tolerance** – allowing different beliefs and ways of life

# History

## Week 16

**What does the Great Fire of London show us about life in the 1660s?**

The Great Fire of London shows that life in the 1660s was dangerous and difficult for many people. Houses were built closely together from wood, with thatched roofs, which meant fire could spread very quickly. Streets were narrow and overcrowded, making it hard for people to escape and for fires to be controlled.

The fire also shows that there was little organised emergency help. Firefighting equipment was basic and there was no fire service, so people relied on buckets of water or pulling down buildings to stop the flames. Many people lost their homes and possessions and had no insurance or support.

However, the Great Fire also shows how people responded to disaster. The city was rebuilt with wider streets and buildings made from brick and stone. This shows that life in the 1660s involved risk and hardship, but also change and improvement after disaster.

## Week 17

**What were the biggest changes between 1500-1700?**

Between 1500 and 1700, England changed greatly in religion, power and everyday life. Religion changed as England broke away from the Catholic Church and became a Protestant country. The monarch became head of the Church, which reduced the Pope's power and caused tension and conflict, including rebellion and civil war.

Power also changed during this period. Parliament became more important and began to challenge the authority of the monarch. This led to the English Civil War, the execution of Charles I and a period without a king. By 1700, it was clearer that monarchs could not rule without Parliament's support.

Everyday life changed as well. The Renaissance encouraged education, learning and new ideas, especially for the rich. Literacy slowly increased and printing spread ideas more widely. Towns grew, trade expanded and people experienced new freedoms during the Restoration after years of strict control.

## Week 18

**Key Historical Terminology for extended writing**

**Significance** Why something is important

**Change** Making something different

**Continuity** Something that stays the same

**Describe** Outline the key facts or ideas

**Explain** Give reasons for details, using words and phrases like "Because" or "This was important because"

**Assess** Break an event down into parts and decide what makes it important.

**Key Historical terminology for source work**

**Provenance** Where a source comes from, who wrote it, details about the source?

**Nature** What a source is, such as a diary entry, a photograph?

**Origin** Who made it, when it was made?

**Purpose** Why was it made?

**Reliability** Can we trust the information given or should we question it?

**Context** What else do you know was happening at the time this source was made?

## Vocabulary

**Reformation** – changes to religion that made England Protestant

**Parliament** – a group that shared power with the monarch

**Civil War** – fighting between people in the same country

**Restoration** – the return of the monarchy in 1660

**Great Fire of London** – a major fire that destroyed much of London in 1666

**Rebuildin**g – repairing and improving cities after damage

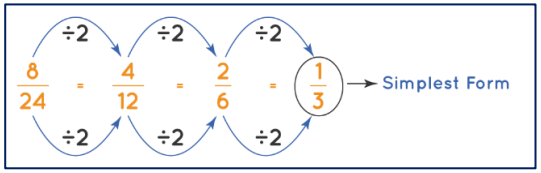
**Literacy** – the ability to read and write

# Maths

## Week 1

Simplifying Fractions

The simplest form of a fraction is when the **numerator** and **denominator** have no common **factors.**




Equivalent Fractions

Equivalent fractions are created by multiplying or dividing both **numerator** and **denominator** by the same value.

example

$\frac{4}{6} = \frac{?}{15}$

*sometimes you need to simplify a fraction before you can work out an equivalent fraction*

÷ 2 × 5

$\frac{4}{6} = \frac{2}{3} = \frac{10}{15}$

÷ 2 × 5

## Week 2

Ordering Fractions

Convert the fractions to the same **denominator**, then order the fractions using the **numerators.**

example

Which is more, $\frac{2}{3}$ or $\frac{4}{5}$?

$\frac{2}{3} = \frac{10}{15}$ and $\frac{4}{5} = \frac{12}{15}$

so $\frac{4}{5}$ is more

*If the denominators are different, first make equivalent fractions to compare*

Mixed Numbers and Improper Fractions

Proper Fraction: *e.g.* $\frac{4}{10}$, *denominator > numerator*

Improper Fraction: *e.g.* $\frac{10}{4}$, *numerator ≥ denominator*

Mixed Number: *e.g.* $3\frac{4}{5}$ *(integer + fraction)*

Write $\frac{9}{4}$ as a mixed number.

$= 2\frac{1}{4}$

Write $3\frac{2}{5}$ as an improper number

$= \frac{17}{5}$

## Week 3

Adding and Subtracting Fractions

Convert the fractions to the same **denominator**, then add or subtract the **numerators.** Put your answer in its simplest form.

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

*Convert both fractions to the same denominator*

$\frac{10}{15} + \frac{3}{15} = \frac{13}{15}$

Multiplying Fractions

Multiply the **numerators** together and multiply the **denominators** together. Put your answer in its simplest form.

Evaluate $\frac{1}{2} \times \frac{3}{5}$

$= \frac{3}{10}$

Evaluate $5 \times \frac{3}{4}$

$= \frac{5}{1} \times \frac{3}{4} = \frac{15}{4}$

## Vocabulary

**Numerator:** the top number in a fraction.

**Denominator:** the bottom number in a fraction.

**Factor:** positive integers that divide a number with no remainder.

# Maths

## Week 4

Reciprocals

To find the reciprocal of a fraction, swap the numerator and the denominator.

examples

The reciprocal of $\frac{3}{4}$ is $\frac{4}{3}$

The reciprocal of $\frac{1}{5}$ is $\frac{5}{1} = 5$

Dividing Fractions

To divide by a fraction, multiply by its **reciprocal**. Put your answer in its simplest form.

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

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

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

$= 3 \times \frac{5}{2} = \frac{15}{2}$

Evaluate $\frac{2}{5} \div 6$

$= \frac{2}{5} \times \frac{1}{6} = \frac{2}{30}$

## Week 5

Fractions of Amounts

Divide the amount by the **denominator** and then multiply by the **numerator.**

$\frac{2}{5}$ of 45

$= (45 \div 5) \times 2$

$= 9 \times 2$

$= 18$

**Percentage** of Amounts

Convert the **percentage** into a fraction, then find the fraction of the amount.

Convert 3.5% to a fraction.

$3.5\% = \frac{3.5}{100} = \frac{7}{200}$

Core **Percentages**:

| | | |
|---|---|---|
| $1\% = \frac{1}{100}$ | $5\% = \frac{1}{20}$ | $10\% = \frac{1}{10}$ |
| $20\% = \frac{1}{5}$ | $25\% = \frac{1}{4}$ | $50\% = \frac{1}{2}$ |

## Week 6

Understanding Ratios

A ratio tells us the relationship between two or more values. The relationship is written with a colon " : ".

If the ratio of cats to dogs is **1 : 3**
**For every 1 cat, there are 3 dogs.**

Writing Ratios

a) For every **3** triangles, there are 2 stars.

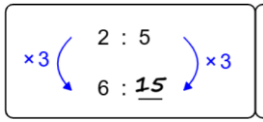
b) The ratio of triangles to stars is 3 : 2

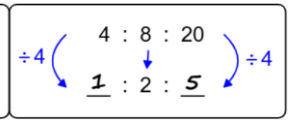
c) For every **2** stars, there are 3 triangles.

d) The ratio of stars to triangles is 2 : 3

**Equivalent** Ratios

**Equivalent** ratios are created by multiplying or dividing all parts of the ratio by the same value.




## Vocabulary

**Reciprocal:** To find the reciprocal of a fraction, swap the numerator and the denominator.

**Denominator:** the bottom number in a fraction.

**Numerator:** the top number in a fraction.

**Percentage:** Out of 100

**Equivalent:** If two numbers, ratios, or fractions are equivalent, they have the same value

# Maths

## Week 7

Simplifying Ratios

The simplest form of a ratio is when all values are **integers** and have no common **factors.**

a) 12 : 9

12 : 9 ÷3

4 : 3

Divide all parts of the ratio by their common factor.

b) 8 : 16 : 12

8 : 16 : 12 ÷2

4 : 8 : 6 ÷2

2 : 4 : 3

Keep going until there are no more common factors.

c) 0.6 : 1.8

0.6 : 1.8 ×10

6 : 18 ÷2

3 : 9 ÷3

1 : 3

If the ratio contains a decimal, first multiply all parts by 10

Ratio in the form 1:n or n:1

Two – part ratios can be written in the form 1:n or n:1 where n stands for a number (an **integer**, a decimal or a fraction).

a) **2 : 3** in the form **1 : *n***

2 : 3 ÷2

1 : 1.5

b) **2 : 5** in the form ***n* : 1**

2 : 5 ÷5

$\frac{2}{5}$ : 1

Divide both parts of the ratio by the number on the side that you need to equal 1

## Week 8

Sharing into a ratio

To share an amount into a ratio, divide the total amount by the total number of parts. Then multiply to find the required values.

Add to find the total number of shares.

Divide to find the value of each share.

Multiply to find the required values

1. Joseph and Katie share £300 in the ratio 2 : 3
   Work out how much money each person receives.

2 + 3 = 5

£300 ÷ 5 = £60

Joseph: 2 × £60 = **£120**

Katie: 3 × £60 = **£180**

2. A bag contains blue, red and green counters in the ratio 2 : 4 : 1
   There are 42 counters in total.
   Work out how many red counters there are.

2 + 4 + 1 = 7

42 ÷ 7 = 6

Red counters: 4 × 6 = **24**

## Week 9

Sharing into a ratio

If the total amount is not given, divide the amount by the relevant number of parts and then multiply to find the required values.

examples

Find the value of each share by dividing

1. Grace and Issy share some money in the ratio 4 : 7
   Grace gets £260
   Work out how much money Issy gets.

Grace's 4 shares = £260

Value of 1 share = £260 ÷ 4 = £65

Issy gets 7 shares: 7 × £65 = **£455**

2. Ben and Phil share some money in the ratio 5 : 3
   Ben receives £120 more than Phil.
   Work out how much money Phil gets.

Ben has 2 more shares than Phil.

2 shares = £120

Value of 1 share = £120 ÷ 2 = £60

Phil gets 3 shares: 3 × £60 = **£180**

## Vocabulary

**Integer:** a whole number (not a fraction or decimal) that can be positive, negative or 0.

**Factor:** positive integers that divide a number with no remainder.

# Maths

## Week 10

Direct Proportion

When two **quantities** are in direct proportion, it means that one is a constant **multiple** of the other – as one increases, the other increases at the same rate.

The ingredients for making 10 pancakes are shown.

Work out the amount of each ingredient needed to make 15 pancakes.

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

÷2, ×3 (10 pancakes → 5 pancakes → 15 pancakes); ÷2, ×3

A 50g carton of yoghurt contains 40 calories. How many calories are there in 250g of the yoghurt?

×5: 50g has 40 calories → 250g has 200 calories ×5

40 × 5 = 200 calories

Jenny buys 6 apples. The total cost is £1.50 Work out the cost of 5 apples.

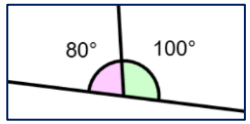
÷6: 6 apples cost £1.50 → 1 apple costs £ 0.25 ÷6

×5: 1 apple costs £ 0.25 → 5 apples cost £ 1.25 ×5

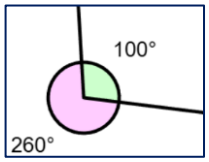
## Week 11

Angles

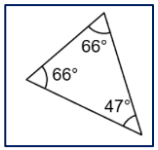
Angles on a straight line add to 180°




Angles around a point add to 360°




Angles in a triangle add to 180°




the dashes on the sides show equal lengths

Isosceles Triangle
2 equal angles and
2 equal sides

Equilateral Triangle
3 equal angles and
3 equal sides

the base is the side without the dash

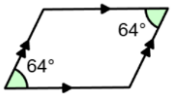
Scalene Triangle
No equal angles or sides

## Week 12

Angles in **Quadrilaterals**

Angles in a **quadrilateral** add to 360°

Opposite angles in a parallelogram are equal




**Co-interior** angles in a trapezium add to 180°


Arrows on the edges of a shape show that the two lines are **parallel.** The line connecting/intersecting the parallel lines is known as the **transversal line**.

## Vocabulary

**Quantity:** amount or number of.

**Multiple:** the result of multiplying a number by a positive integer.

**Quadrilateral:** A 4-sided shape with straight edges.

**Co-interior:** two angles inside two **parallel** lines, on the same side as the **transversal** line, and they add up to 180°.

**Parallel:** two lines which stay the same distance apart (they never meet).

**Transversal line** : A straight line that intersects two or more parallel lines

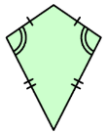
# Maths

## Week 13

Angles in **Quadrilaterals**

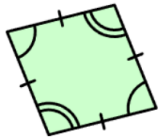
Angles in a **quadrilateral** add to 360°

A kite has one pair of equal opposite angles and two pairs of equal sides



An arrowhead has one pair of equal opposite angles, one **reflex** angle and two pairs of equal sides

Opposite angles in a rhombus are equal and there are two pairs of equal sides



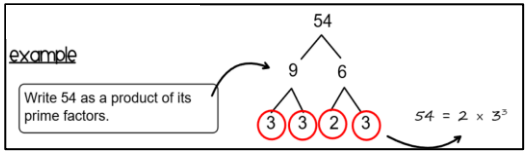
## Week 14

Prime **Factorisation**

Prime numbers are positive **integers** that have exactly 2 factors; 1 and itself. For example: 2, 3, 5, 7, 11, …

Composite Numbers are positive **integers** with more than 2 factors. For example: 4, 6, 9, 10, …

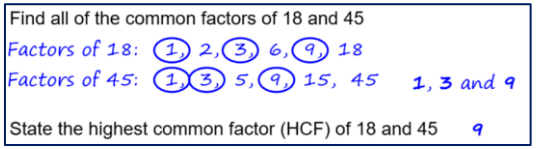
To write a number as a **product** of its prime **factors**, find two **integers** that multiply to make this number. If the integers are prime, circle them. If the **integers** are not prime, repeat the step. When all integers are circled, write them out as a **product**.



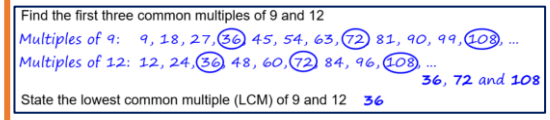

## Week 15

HCF and LCM

HCF is the highest common **factor**. List all the **factors** of each number and then find the highest **factor** which is in both lists.




LCM is the lowest common **multiple**. List the first few **multiples** of each number and then find the smallest **multiple** which is in both lists




## Vocabulary

**Quadrilateral:** A 4-sided shape with straight edges.

**Reflex:** an angles that is greater than 180° and smaller than 360°.

**Factorise:** to write an expression as the product of its factors

**Integer:** a whole number (not a fraction or decimal) that can be positive, negative or 0.

**Product:** the result of multiplying numbers together.

**Factors:** numbers or expressions that multiply together to make the **product**.

**Multiple:** the result of multiplying a number by a positive integer.

# Maths

## Week 16

HCF and LCM with prime factorisation

HCF: Write out the numbers as a **product** of their prime **factors**. Multiply the common prime **factors**.

Given: $72 = 2^3 \times 3^2$ $270 = 2 \times 3^3 \times 5$

Work out the highest common factor of 72 and 270

$72 = 2 \times 2 \times 2 \times 3 \times 3$

$270 = 2 \times 3 \times 3 \times 3 \times 5$

$HCF = 2 \times 3 \times 3$

The HCF of 72 and 270 is $2 \times 3 \times 3 = 18$

LCM: Write out the numbers as a **product** of their prime **factors**. Multiply the prime **factors** without repeating those that are common to both numbers.

Given: $72 = 2^3 \times 3^2$ $270 = 2 \times 3^3 \times 5$

Work out the lowest common multiple of 72 and 270

$72 = 2 \times 2 \times 2 \times 3 \times 3$

$270 = 2 \times 3 \times 3 \times 3 \times 5$

$LCM = 2 \times 2 \times 2 \times 3 \times 3 \times 3 \times 5$

The LCM of 72 and 270 is **1080**

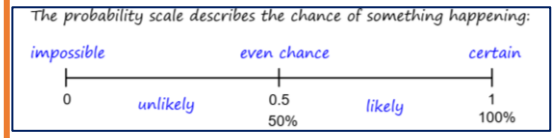
## Week 17

**Probability**:

**Probability** can be described in words.

| |
|---|
| **Impossible**: will never happen |
| **Unlikely**: will happen less than half the time |
| **Even chance**: as likely to happen as not |
| **Likely**: will happen more than half the time |
| **Certain**: will definitely happen |

**Probability** can also be described by fractions, decimals or percentages.




The **probability** of an event happening can be written as a fraction:

$$\text{Probability} = \frac{\text{favourable outcomes}}{\text{total equally likely outcomes}}$$

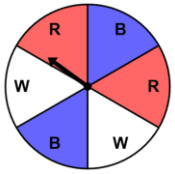
## Week 18

**Probability**:

**Mutually exclusive** events are two events that cannot happen at the same time. For example, landing on blue and not landing on a blue on a spinner at the same time.

The probability of an event not happening = 1 – the probability of an event happening.

Total probability **sums** to 1.




P(**blue**) = $\frac{2}{6}$

P(**not blue**) = $\frac{4}{6}$

## Vocabulary

**Product:** the result of multiplying numbers together.

**Factor:** positive integers that divide a number with no remainder.

**Probability:** the chance of an event occurring.

**Mutually exclusive:** events that cannot happen at the same time.

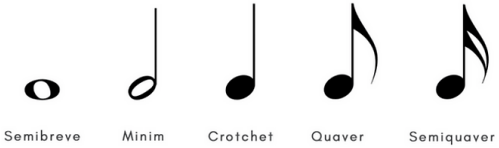
**Sum:** the result of adding two or more values together.

# Music

## Weeks 1 & 2

**4/4 Time Signature**
Also called common time; 4 beats in each bar; the crotchet (♩) gets 1 beat.

Used in most popular music, marches, and classical repertoire. Pulse: The steady beat that music is built around.




**Dotted notes:** indicated by a dot after the note head. This extends the note's duration by half.

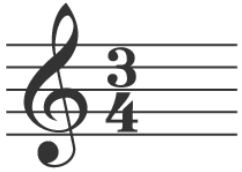
## Weeks 3 & 4

**3/4 Time Signature:**
3 beats in each bar; the crotchet gets 1 beat.

Often used in waltzes, dances, and lyrical melodies.

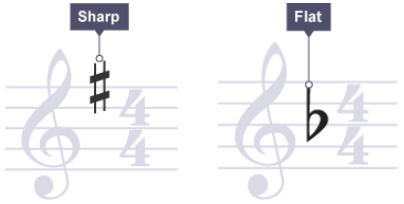
Emphasis usually on beat 1 (strong–weak–weak).

Continue to use rhythmic values accurately to total 3 beats per bar.



## Weeks 5 & 6

The **key signature** tells you which notes should be played as sharps or flats throughout a piece of music and therefore what key the piece should be played in.




The examples above show how the keys of G major and F major are represented.

## Vocabulary

**Pentatonic:** A scale based on five notes in an octave.

**Scale:** a series of notes played in a specific order, usually starting and ending on the same note, like a ladder of sounds you can climb up and down.

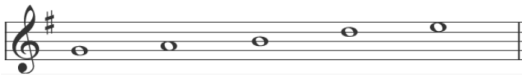
**Bassline:** The lowest pitched part; provides harmonic foundation.

## Weeks 7 & 8

A **scale** is a group of notes arranged by ascending or descending order of Pitch.

**Pentatonic Scale:**

- A 5-note scale used in many world traditions (e.g., China, Africa, folk).
- Avoids semitones, making it easy to create pleasant melodies.
- C Major Pentatonic: C–D–E–G–A.
- Useful for improvisation because notes almost always sound "right."



## Weeks 9 & 10

**Bassline:**
Bass lines can sound different depending on the style. Here are some examples:

- Rock bass lines are usually very simple, and relate to the rhythm of the guitar part.
- Many pop songs will use bass riffs. This is a short catchy tune. They fit with the notes in the chord but other notes may be used to make it more memorable.
- Folk music will often use the root note and fifth of a chord.
- In blues and jazz, a walking bass line is often used. These bass lines feature a note on every beat.

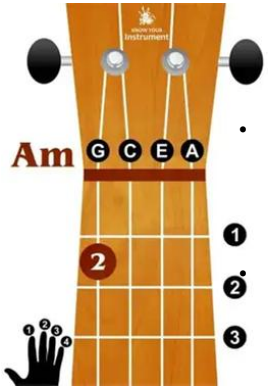
## Weeks 11 & 12

**Assessment Fortnight:**

1. Keep a steady pulse. Whether clapping rhythms or performing in an ensemble, make sure you keep a consistent beat.
2. Show accurate notation knowledge. Be confident with time signatures, note values, and key signatures.
3. Use correct musical vocabulary. Include key terms such as pulse, rhythm, bassline, triad, chord progression, pentatonic, etc.
4. Perform your part confidently in an ensemble. Focus on listening carefully, keeping your place, and balancing your sound with others.

# Music

## Weeks 13 & 14



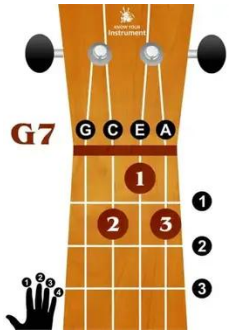

**Chords**

- A chord in music is a group of three or more notes played together at the same time.
- When they are played together, they create a specific sound or feeling.
- For example, a "major chord" might sound happy or bright, while a "minor chord" might sound sad or serious.

## Weeks 15 & 16

A **triad** is a chord of three notes. For example, C - E - G is the C major triad. C is the root note, E is the third - an interval of a third above the root - and G is the fifth - an interval of a fifth above the root.

**Chord Progressions:** a series of chords played one after the other in a certain order. It's like a musical "story" where each chord leads to the next one, creating a feeling or mood in the song.




## Weeks 17 & 18

**Performing as an Ensemble:**
Key elements:

- Timing, accuracy, balance, dynamics, blend
- Understanding your role (melody, harmony, bass, rhythm)
- Improving communication within the ensemble

Rehearsal strategies:

- Slow practice
- Section rehearsals
- Counting in

## Vocabulary

**Triad:** A three note chord.

**Ensemble:** a group of musicians who play different instruments together to make music as a team.

# PSHE

## Weeks 1 & 2

Democracy Key Words

Canvassing Persuading others to vote for you
Constituency The area represented by an MP Constituents The people in a constituency that an MP represents
General election An election for a new government
House of Commons The more powerful, elected part, of British government
Prime Minister Leader of government (majority party)
Opposition Political parties that are not in power Suffrage The right to vote in political elections

## Weeks 3 & 4

Democracy Key Words

Suffragette A woman seeking the right to vote through organized protest
Act of Parliament Law passed by government Freedom of speech Human Right allowing for people to state their opinion
Freedom of thought Human Right allowing for people to be free to think what they like
Human Right Things that all humans should legally or morally have. The Universal Declaration of Human Rights is a document that describes 30 things that all humans should legally or morally have, rights that are universal.

## Weeks 5 & 6

What is the role of an MP?

There are 650 elected Members of Parliament (MPs) They have all been elected to represent a part of the country known as a constituency. MPs have two major roles:
1 – Representing constituents in their local constituency by listening to their problems and trying to make the local area better.
2 –Working on UK law and policy in the House of Commons (London) Both jobs are equally important. There is an election at least every 5 years, MPs can remain in post if they continue to get lots of votes or they may lose their position if they don't get enough votes.

## Weeks 7 & 8

What makes a good friendship?

- Trust – You should feel like you can share things with each other without worrying about secrets being spread.
- Respect – Both friends should treat each other kindly, value each other's feelings, and respect each other's opinions.
- Support – A good friend is there when you need them, whether it's to cheer you on or help you through tough times.
- Fun and Laughter – A great friendship involves having fun together.

## Weeks 9 & 10

How can we manage peer pressure?

- Know Your Values – Be clear about what's important to you and what you believe in
- Practice Saying "No" – It's okay to say no when something doesn't feel right. You can politely but firmly decline without feeling bad about it.
- Surround Yourself with Supportive Friends – Choose friends who respect your choices and encourage you to be your true self, not ones who pressure you to fit in.
- Take a Break if You Need To – If the pressure is getting too much, step away from the situation.

## Weeks 11 & 12

5 Top Tips for Standing Up for Yourself

- Use calm, clear words
  Say how you feel without shouting or being rude.
- Be confident in your body language.
  Stand up straight, look the person in the eye and speak clearly. This shows you mean what you say.
- Say no and repeat it if needed If someone keeps pressuring you, calmly repeat your answer.
- Walk away if the situation feels unsafe
- Get help from a trusted adult.

## Vocabulary

**Key Words**

**Democracy** – a system where people vote to choose their leaders and laws.

**Suffrage** – the right to vote in elections.

**Constituency** – an area of the country represented by an MP.

**Human rights** – basic rights that all people should have.

**Peer pressure** – feeling pushed by others to do something you may not want to do.

**Assertive** – standing up for yourself calmly and confidently.

**Respect** – treating others and yourself kindly and fairly.

**Trust** – feeling safe to rely on someone and share things with them.

# PSHE

## Weeks 13 & 14

Top tips on setting goals

- **Be Specific** – Set clear goals, like "I will practice basketball for 30 minutes every day" rather than something vague.
- **Break it Down** – Divide big goals into smaller, more manageable steps.
- **Set Realistic Goals** – Choose goals that are challenging but achievable. Make sure they're within reach, so you stay motivated.
- **Track Progress** – Keep track of how you're doing. This helps you stay focused and feel good about small successes along the way.
- **Stay Flexible** – Sometimes things don't go as planned, and that's okay.

## Weeks 15 & 16

How can we build our resilience?

- **Develop a Positive Mindset** – Focus on staying optimistic, even when things are tough. Remind yourself that challenges are opportunities to learn and grow.
- **Set Small Goals** – Break big challenges into smaller steps and celebrate each achievement.
- **Stay Active** – Physical activity, like sports or just playing outside, can help you manage stress and feel stronger mentally.
- **Reach Out for Support** – Talk to trusted friends, family, or a teacher when you feel down.
- **Practice Self-Care** – Taking care of yourself helps you handle stress better.

## Weeks 17 & 18

How can we manage pressured situations?

- **Take Deep Breaths** – Calm yourself down with deep breaths when you feel stressed.
- **Break Tasks Into Steps** – Focus on one thing at a time instead of feeling overwhelmed.
- **Talk to Someone** – Share how you're feeling with a friend or family member for support.
- **Take Breaks** – Give yourself time to rest and recharge when needed
- **Think Before You Act** – Pause and consider the consequences of your choices before making a decision.
- **Remove Yourself from Pressure** – Step away from people or situations that make you feel uncomfortable or stressed.

## Vocabulary

**Goals** – things you want to achieve or work towards.

**Resilience** – the ability to cope with challenges and bounce back after difficulties.

**Motivation** – the drive or reason to keep trying and not give up.

**Positive mindset** – trying to think in a hopeful and confident way, even when things are hard.

**Self-care** – looking after your physical and mental health.

**Pressure** – feeling stressed or pushed to do something.

**Support** – help and encouragement from others, such as friends, family or teachers.

## Help with Bullying

**National Bullying Helpline Website:**
https://www.nationalbullyinghelpline.co.uk/
Phone: **0300 323 0169**

**Childline Website:**
https://www.childline.org.uk/
Phone: **0800 1111**

**Anti-Bullying Alliance Website:** https://anti-bullyingalliance.org.uk/
Phone: **0808 161 8911** (via their support line information)

## Help with Mental Health

**YoungMinds**
**Website:** https://www.youngminds.org.uk/
Phone: **+44 20 7089 5050**

**Kooth**
**Website:** https://www.kooth.com/

**Youth Mental Health Foundation**
**Website:**
https://www.youthmentalhealthfoundation.org/
Phone: **+44 300 302 0285**

## Help with Exam Stress

**BBC Bitesize**
**Website:** https://www.bbc.co.uk/bitesize

**The Mix**
**Website:** https://www.themix.org.uk/
Phone: **0808 808 4994**

**Also, remember in school you can talk to any trusted adult and the safeguarding team at any time.**

**There is always someone to help you.**

# RE

| Weeks 1 & 2 | Weeks 3 &4 | Weeks 5 & 6 | Vocabulary |
|---|---|---|---|
| **Jesus The Revolutionary**<br><br>Jesus can be seen as revolutionary because he actively overturned accepted religious and social expectations in first-century Judaism.<br><br>Jesus challenged the authority of religious leaders, reinterpreted the Law with compassion at its centre, and associated with those considered sinful or unclean, such as tax collectors, prostitutes, and the poor.<br><br>His teachings promoted a radical vision of God's kingdom in which the last would be first, enemies should be loved, and power was expressed through service rather than domination.<br><br>This message directly threatened established hierarchies and contributed to his execution by the authorities. | **Jesus the Example**<br><br>Jesus is seen as an example to follow because his life demonstrates how believers should live in practice.<br><br>Jesus consistently showed love, forgiveness, humility, and compassion, particularly towards the poor, the sick, and those rejected by society.<br><br>Jesus taught that faith should be lived out through actions, encouraging self-sacrifice, service to others, and obedience to God.<br><br>Christians believe that by following Jesus' teachings and behaviour, they can live in a way that reflects God's will and brings about moral and spiritual transformation. | **Jesus the Martyr**<br><br>Jesus is understood as a martyr because he willingly accepted suffering and death as a result of remaining faithful to his mission and teachings.<br><br>Jesus openly challenged religious authorities, exposed injustice, and proclaimed the coming of God's Kingdom, knowing this would lead to conflict and ultimately his execution.<br><br>Rather than resisting or denying his message, Jesus accepted crucifixion, which Christians believe demonstrates complete obedience to God and commitment to truth.<br><br>His death is therefore seen as the ultimate example of martyrdom: dying for faith, principles, and divine purpose. | **Hypocrisy** – Saying one thing but acting differently, especially in religion or leadership.<br>**Blasphemy** – Speaking or acting in a way seen as disrespectful toward God (the charge made against Jesus).<br>**Discipleship** – Living in a way that follows Jesus' teachings and example.<br>**Crucifixion** – The method of execution used to kill Jesus.<br><br>**Sacrifice** – Giving up something valuable; Christians believe Jesus gave his life for humanity.<br><br>**Salvation** – The belief that Jesus' death and resurrection restore humanity's relationship with God |
| **Key Quote:**<br><br>*"The last will be first, and the first will be last."* (Matthew 20:16)<br><br>Jesus was revolutionary because it overturns traditional social order, suggesting that God's kingdom operates by entirely different rules to those of human power and status. | **Key Quote:**<br><br>*"I am the way, the truth and the life."* (John 14:6)<br><br>This quote presents Jesus as the definitive guide for belief and behaviour, meaning Christians should shape their lives according to his teachings and example. | **Key Quote:**<br><br>*"Father, into your hands I commit my spirit."* (Luke 23:46)<br><br>This quote supports the idea that Jesus is a martyr because it shows his acceptance of death in obedience to God, even at the moment of execution. | |

# RE

| Weeks 7 & 8 | Weeks 9 & 10 | Weeks 11 &1 2 | Vocabulary |
|---|---|---|---|
| **Introduction to Islam**<br><br>Islam is a monotheistic religion that teaches belief in one God, Allah, and submission to his will.<br><br>Muslims believe that Allah revealed his guidance through prophets, with Muhammad as the final prophet. The holy book of Islam, the Qur'an, provides guidance on belief, worship, and moral living.<br><br>Muslim life is shaped by the Five Pillars of Islam, which help believers practise faith, remain obedient to Allah, and live responsibly within the community. | **Revelation**<br><br>Revelation in Islam is the process by which Allah communicates guidance to humanity.<br><br>Muslims believe Allah revealed his message through a line of prophets, including Adam, Ibrahim, Musa, and Isa, with the final and complete revelation given to Muhammad.<br><br>This revelation was delivered by the Angel Jibril over a period of 23 years and recorded in the Qur'an.<br><br>Muslims believe the Qur'an is the literal and unchanging word of Allah, making it the ultimate source of authority for belief, worship, and moral guidance. | **Shariah**<br><br>Shariah is the Islamic moral and legal system that provides guidance on how Muslims should live in accordance with the will of Allah.<br><br>Shariah is derived mainly from the Qur'an and the Sunnah of Muhammad, as well as scholarly interpretation.<br><br>Shariah guides both religious duties, such as prayer and fasting, and everyday matters, including family life, business ethics, and justice.<br><br>For Muslims, following Shariah is a way of living responsibly, promoting fairness, and remaining obedient to Allah in all aspects of life. | **Allah** – The Arabic word for God; Muslims believe Allah is the one, all-powerful, and compassionate creator.<br><br>**Qur'an** – The holy book of Islam, believed to be the literal word of Allah revealed to Muhammad.<br><br>**Muhammad** – The final prophet in Islam, who received the revelations that form the Qur'an.<br><br>**Prophet** – a messenger of God, tasked to bring God's word to humanity<br><br>**Jibril** (Gabriel) – The angel that gave the Qur'an to the prophet Muhammad |
| **Key Quote:**<br><br>*"He is Allah, the One."* (Qur'an 112:1)<br><br>This quote is emphasising *tawhid*, the belief in the oneness of Allah, which is the central foundation of Islamic faith and practice. | **Key Quote:**<br><br>*"This is a revelation from the Lord of the worlds."* (Qur'an 56:80)<br><br>This quote supports the Islamic understanding of revelation by showing that the Qur'an originates from Allah himself, reinforcing the belief that it is divine, authoritative, and worthy of complete obedience. | **Key Quote:**<br><br>*"Then We put you on a straight way of Our command, so follow it."* (Qur'an 45:18)<br><br>This quote supports the idea of Shariah by showing that Allah has set out a clear path for Muslims to follow, guiding behaviour, law, and moral decision-making in everyday life. | |

# RE

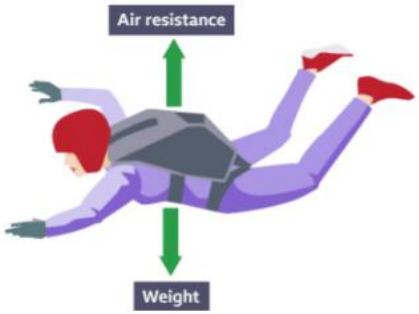
| Weeks 13 & 14 | Weeks 15 & 16 | Weeks 17 & 18 | Vocabulary |
|---|---|---|---|
| **Faith and Prayer**<br><br>Faith and prayer are important to Muslims because they form the foundation of a Muslim's relationship with Allah.<br><br>Faith (*iman*) involves complete trust in Allah and acceptance of his will, which gives purpose, guidance, and meaning to life. Prayer (*salah*) is important because it allows Muslims to communicate with Allah, seek forgiveness, and remain mindful of him throughout the day.<br><br>Together, faith and prayer help Muslims live obedient, disciplined, and morally responsible lives in accordance with Islam. | **Fasting and Charity**<br><br>Fasting and charity are important to Muslims because they develop self-discipline, compassion, and obedience to Allah.<br><br>Fasting during Ramadan (*sawm*) helps Muslims control selfish desires, strengthen faith, and remember those who suffer from poverty.<br><br>Charity (*zakah* and *sadaqah*) is important because it supports the poor, reduces inequality, and reminds Muslims that wealth is a trust from Allah.<br><br>Together, fasting and charity encourage humility, social responsibility, and care for the wider community. | **Pilgrimage**<br><br>Hajj is important to Muslims because it is a compulsory act of worship that demonstrates complete submission to Allah and unity within the global Muslim community.<br><br>By completing Hajj, Muslims follow the example of Ibrahim and show obedience to Allah's commands.<br><br>The pilgrimage brings together Muslims from all backgrounds, reminding them of equality before Allah and preparing them spiritually for the Day of Judgement. | **Five Pillars of Islam** – The five essential acts of worship that guide Muslim life: Shahadah, Salah, Zakah, Sawm, and Hajj.<br><br>**Salah** – The five daily prayers, which help Muslims maintain regular contact with Allah.<br><br>**Zakah** – Obligatory charity, usually 2.5% of savings, given to help the poor and support the Muslim community.<br><br>**Pilgrimage** – undertaking a journey of religious or spiritual importance<br><br>**Mecca** – the most Holy city in Islam, is in Saudia Arabia and is the site of the Hajj. |
| **Key Quote:**<br><br>The importance of faith and prayer in Islam is clearly shown in the Qur'an:<br><br>*"Indeed, prayer prohibits immorality and wrongdoing, and the remembrance of Allah is greater."* (Qur'an 29:45) | **Key Quote:**<br><br>*"Those who give in charity, men and women, and loan Allah a beautiful loan, it will be multiplied for them."* (Qur'an 57:18)<br><br>This quote shows that giving to others is a religious duty rewarded by Allah, reinforcing generosity and social justice. | **Key Quote:**<br><br>*"Pilgrimage to the House is a duty owed to Allah by people who are able to undertake it."* (Qur'an 3:97)<br><br>This quote supports the importance of Hajj by showing that it is a religious obligation for Muslims, emphasising obedience, unity, and commitment to faith. | |

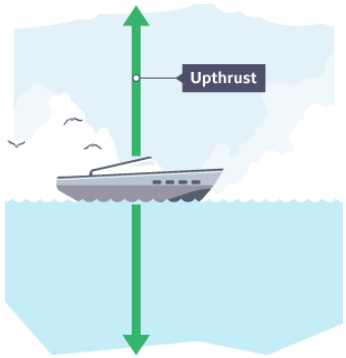
# Science

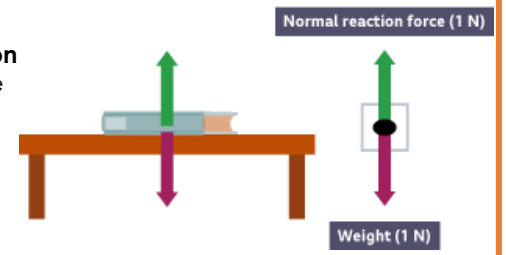
## Week 1 – Forces

All forces are measured in **Newtons (N).**
If the forces on an object are **balanced** then it will remain **stationary** if it is **not moving**. If it is **moving,** it will continue moving at the **same speed and in the same direction.**
**Upthrust** is the **upward** force experienced by a **floating** object.
**Friction** is a contact force that acts between **moving objects,** in the **opposite direction** to movement.

**Air and water resistance** (drag) are examples of friction. They act on objects moving **through the air or through water.**
**Resultant force** is the sum of the forces acting on an object.
**Normal reaction force** acts when any two objects touch.
**Force diagrams** (free body diagrams) show the forces acting on an object.
The arrows show the **direction** the force and the **size** of the force.



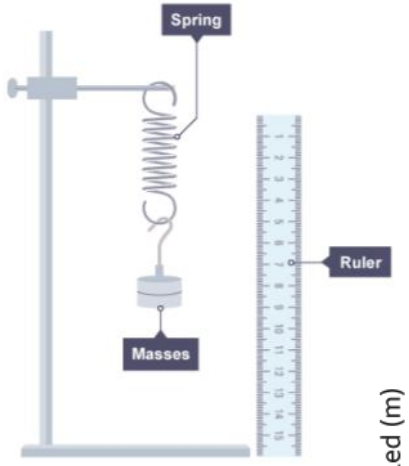




## Week 2 – Forces

The strength of gravity varies on different planets. On **Earth** it acts with a strength of **9.8N/Kg.**

**Weight = mass x gravitational field strength**

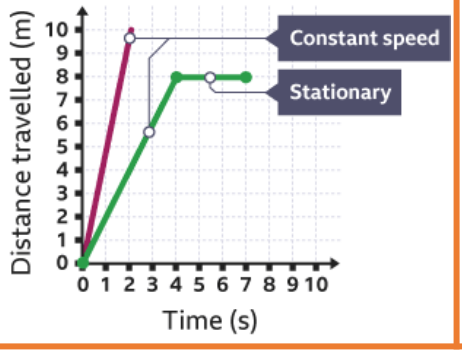
Objects can be **stretched**, **increasing their length**, or **compressed**, **decreasing their length**.
If a stretched or compressed object **returns to its original shape,** it is **elastic.**
If it does not, it is **inelastic.** An object whose **shape has been changed** has been **deformed.**




When a spring is stretched its **extension** is the amount its length has increased by.
The amount it stretches **increases equally when equal amounts of force** are applied. This known as **Hooke's law.**
However, if it is stretched too far it will **not return to its original shape.** It has passed its **elastic limit.**

**Speed = distance/time**

**Distance-time** graphs show the speed of an object – the steeper the graph, the higher the speed.



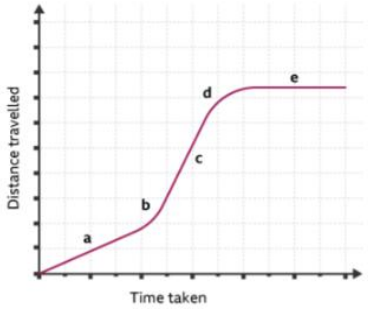

## Vocabulary

**Contact forces** act between objects that are **touching**. Examples include friction and upthrust.
**Non contact forces** act between objects that are **not touching**. Examples include magnetism and weight.
**Mass** is a measure of the amount of **matter** that an object is made of, measured in **kilograms (Kg).**
**Weight** is a **force** that acts on an object. The weight of an object depends on its **mass** and the strength of **gravity** acting on it.
**Speed** is the distance travelled by an object in a specified time. Its units are **m/s.**

# Science

## Week 3 – Forces

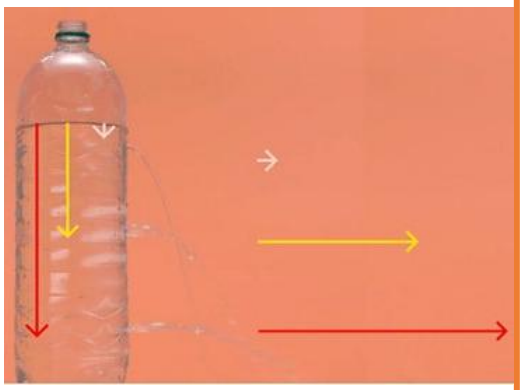
**A distance-time graph** can be used to describe the journey of an object. The **steeper the line, the faster** the object is travelling.
A **horizonta**l line shows that the object is **stationary.**




Pressure is caused by the **particles** in a **fluid** (liquid or gas) hitting another object.

**Pressure = force/area.**

**Atmospheric pressure decreases** as you go higher. The **density** of the air **decreases** so there are **fewer particles** exerting a force.
At **high temperatures** particles **move faster** and cause **greater force**, so **pressure increases**.
**Ocean pressure increases** as you go **deeper** underwater.



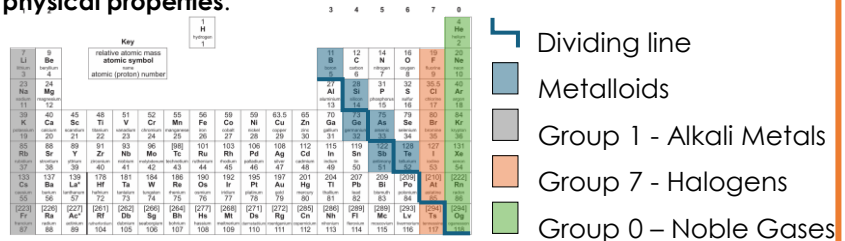
The **weight** of the **column of water** above an object increases so the pressure increases.
The pressure on the **bottom** of an object is **greater** than on the top since it is **deeper**, causing **upthrust**.
The **deeper** the object, the greater the **upthrust**.

**Density = mass/volume**

Objects that **float** in water have a **lower density** than water.

## Week 4 – Introduction to the Periodic table

**Elements** on the periodic table are shown using **one-letter** or **two-letter symbols**; the first letter is always a capital.
**Groups** are the **columns** on the periodic table and contain elements that **react in similar ways**.
**Periods** are the **rows** on the periodic table and show **patterns in physical properties**.




**Mendeleev's Periodic Table**
- elements were **arranged** in order of **increasing atomic mass.**
- elements were **grouped** by **similar properties.**
- had **gaps** for elements yet to be discovered.

**<u>Metals and Non-metals</u>**
On the periodic table, **metals** are found to the **left** of the dividing line.
**Non-metals** are on the **right** of the dividing line.
Metals:
- They have high melting and boiling points.
- They are good conductors of heat and electricity.
- They are shiny in their appearance.
- They are malleable.

Non-metals:
- Poor conductors of heat and electricity.
- Dull in their appearance.
- Weak and brittle.

## Vocabulary

**Pressure** is a force that acts over an **area.** Its units are $N/m^2$

**Density** is a measure of the **mass per unit volume** of an object. Its units are usually $kg/m^3$ or $g/cm^3$

**Elements** are substances made up of only **one type** of atom.

**Groups** are the columns of the periodic table.

**Periods** are the rows.

**Molecules** are particles made up of only non metal atoms.

**Alkali metals** are found in Group 1.

**Halogens** are found in Group 7.

**The Noble gases** are found in Group 0.

**Transition metals** make up a large block in the middle of the Periodic table and have no group number.

# Science

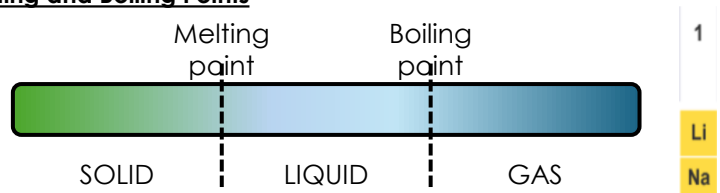
## Week 5 – Introduction to the Periodic table

**Alloys**

Alloys are a **metal element mixed with another element** to improve the properties of the metal element.

- Steel (iron and carbon) – used in building.
- Brass (copper and zinc) – decorative statues, instruments.

**Melting and Boiling Points**




**Group 1 – Alkali Metals**

Physical properties:

- Soft (compared to other metals.
- Dull but, shiny when cut.
- Less dense that water.
- Relatively low melting points that decrease down the group

Chemical properties:

- React with oxygen to produce a metal oxide.
- React with water to produce metal hydroxide and hydrogen.
- As you go down group 1, the metals become more reactive.

lithium + water → lithium hydroxide + hydrogen

**Group 7 – Halogens**

Physical properties:

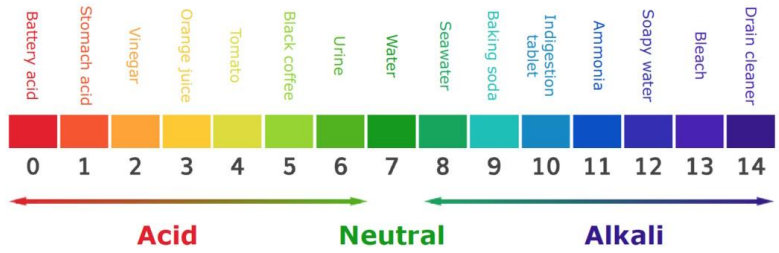
- At room temperature Fluorine is a colourless gas, Chlorine a pale yellow gas, Bromine a dark red liquid and Iodine a grey solid which produces a purple vapour.
- Melting and boiling points increase down the group.

Chemical properties:

- Very reactive; react with alkali metals to form salts.
- Toxic; chlorine and iodine are used to kill bacteria
- Reactivity decreases as you go down the group.

## Week 6 – pH

**pH Scale**




The pH scale shows the relative acidity or alkalinity of a solution.
The **lower** the number the **more acidic** a solution is, the **higher** the number, the **more alkaline** it is.
Solutions with a **pH of 7** are **neutral**.
The colours associated with each pH value are the colours of **Universal indicator** in solutions with that pH.

**Acids and Alkalis**

Strong acids (pH 1-2) include:

- Hydrochloric acid.
- Nitric acid.
- Sulfuric acid.

Weak acids (pH 3-6) include:

- Ethanoic acid.
- Citric acid.

Strong alkalis (pH13-14) include:

- Sodium hydroxide.

Weak alkalis include:

- Ammonia .

Strong acids and alkalis are labelled as **corrosive.**

corrosive

irritant

Weak acids and alkalis are labelled as **irritant.**

## Vocabulary

An **alloy** is a **mixture** of a metal and one or more other elements.
A substance's **melting point** is the temperature at which it **changes state**, from solid to liquid or from liquid to solid.
A substance's **boiling point** is the temperature at which it **changes state**, from liquid to gas or from gas to liquid.
**Physical properties are** features of a substance that can be observed without changing the substance itself.
**Chemical properties** are features of the way a substance reacts with other substances.
**Indicators** which change colour in solutions that are acid or alkali.
**A base** is a substance that neutralises an acid.
**An alkali** is a base that dissolves in water.
**Concentration** is a measure of the number of particles in a given volume.

# Science

## Week 7 - pH

**Neutralisation**

acid + alkali → salt + water

Salts are formed from neutralisation reactions. The name of the salt comes from the metal in the alkali and the acid used.

- **Hydrochloric** acid makes **chloride** salts.
- **Nitric** acid makes **nitrate** salts.
- **Sulfuric** acid makes **sulfate** salts.


e.g.

hydrochloric acid + sodium hydroxide → sodium chloride + water

nitric acid + calcium hydroxide → calcium nitrate + water

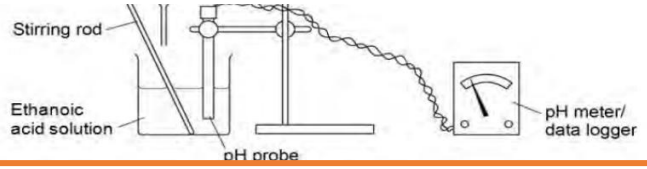
sulfuric acid + potassium hydroxide → potassium sulfate + water

**Indicators**

- An indicator is a substance that changes colour when it is added to a solution that is either acidic or alkaline.
- Examples of indicators include Universal indicator, Litmus, Phenolphthalein and Methyl orange.


**Using a pH meter**

A pH meter gives a numerical value of the pH. As long as the pH meter has been looked after properly, the measurement should be accurate. This means that the measurement is close to the true value.

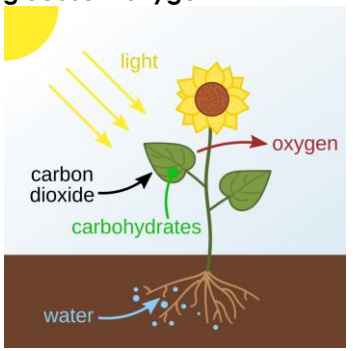



## Week 8 – Plants and ecology

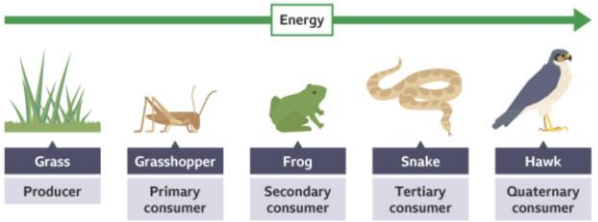
**Photosynthesis word equation:**

**Carbon dioxide + water → glucose + oxygen**

- **Chlorophyll-** Green pigment found within chloroplast that enables the process of photosynthesis to occur.
- **Uses of glucose**- respiration, to make carbohydrates, fats and oils or amino acids (proteins).




- A **food chain** is a list of organisms in a *habitat* that shows their feeding relationship, with arrows showing the direction of energy transfer.
- **Producers**- a photosynthesising organism, usually a plant, that produces the glucose to start the food chain.
- **Consumer-** an organism that has to eat in order to get its energy
- **Food webs-** show how all the food chains in an ecosystem interact.




- **Accumulate-** To increase in amount or concentration, especially in one place.
- These substances accumulate in the food chain and damage the organisms in it, particularly in the **predators** at the end of the chain. This is because accumulating compounds cannot be excreted.

## Vocabulary

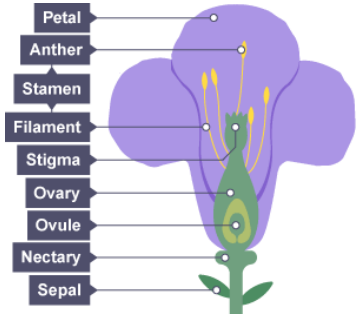
**Neutralisation** is the reaction between an acid and an alkali, producing a **salt and water.**
**Litmus** solution is an indicator which turns **red in acidic** solutions and **blue in alkalis.**
**Photosynthesis** is a chemical reaction that occurs in the **chloroplasts** of plants in which the **energy** in light is stored in **glucose.**
**A habitat** is the place where an organism lives.
**An ecosystem** is all the living and non-living components of an area interacting with each other.
**Interdependence** - all living things in an ecosystem depend on each other; when one thing changes, it can affect all other living things.
**Bioaccumulation** is the gradual accumulation of toxic substances, such as pesticides or other chemicals, in an organism.

# Science

## Week 9 - Plants and ecology

**Plant reproduction**

- Most plants can reproduce both **sexually and asexually**.
- The male part of the plant is the **stamen**, which produces **pollen**.
- The female part is the **ovary** which forms **ovules**.
- **Nectar** is produced to attract **pollinators** such as bees.
- **Pollinators** are insects or animals that carry pollen from one plant to another.
- The pollen from one plant **fertilises** the ovule of another, forming a **seed**.




**Human activity is reducing biodiversity** by:

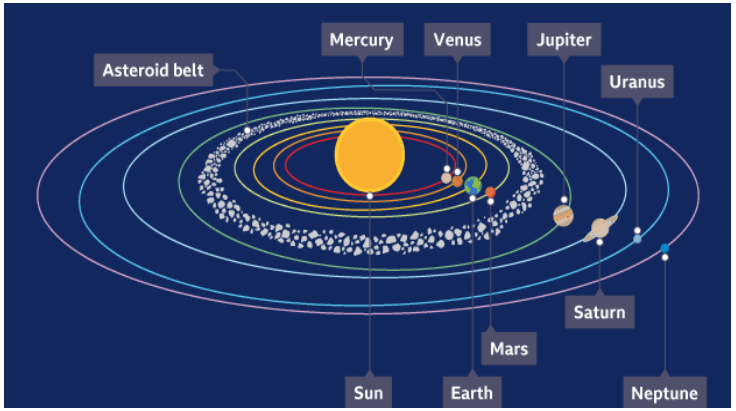
- **Global warming** because of the **greenhouse effect** from the use of **fossil fuels.**
- Cutting down trees - **deforestation** - for timber or to create farmland.
- The use of **chemical pesticides**.
- **Over-fishing.**

**Humans can help increase biodiversity by:**

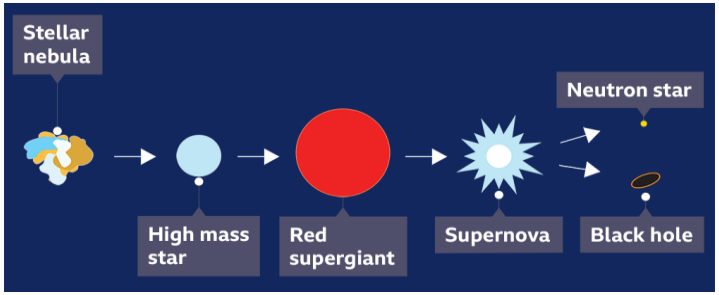
- **Captive breeding programmes**- breed endangered or extinct animals in captivity with the aim to release them into the wild.
- **Reforestation**- planting more trees.
- **Protected areas**- ensuring areas of land are protected from deforestation and poachers.
- Being **more sustainable**- reducing, reusing and recycling.

## Week 10 – The Earth and Universe

- **Solar system** - A **star** with **eight planets** and other objects **orbiting** around it.
- Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune are increasingly distant from the sun.
- The **asteroid belt** lies **between Mars and Jupiter.**
- The solar system is part of a galaxy called the **Milky way.**




The life cycle of a star with a larger mass than our sun:




- **The Big bang theory** states that the Universe began **13.8 billion years ago** when a single point of energy **expanded rapidly.**
- **Red shift** provides evidence that the Universe is **expanding.**

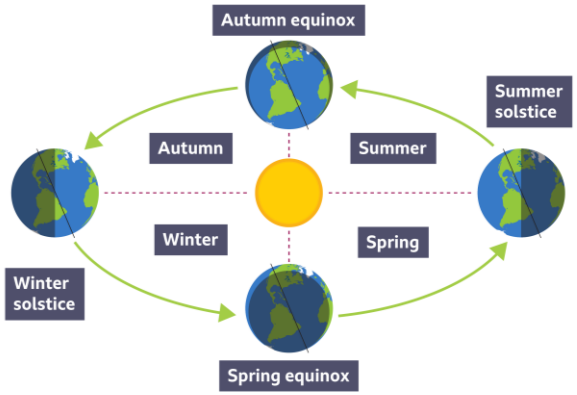
## Vocabulary

**Biodiversity-** A measure of the range of living organisms within a habitat.
**Species-** A group of organisms that can interbreed to have fertile offspring
**Conservation-** The process that preserves and protects organisms and their habitats and so maintains biodiversity.
**Endangered species-** Organisms that have such low numbers that they are at risk of becoming extinct.
**Invasive species** are those that are not native to that area.
**Star** – A large ball of gas, where **nuclear fusion** turns hydrogen into helium and releases energy.
**Planet** - A large object orbiting a star.
**Natural satellite** – Objects that orbit a planet that are not man-made e.g. the **Moon**.

# Science

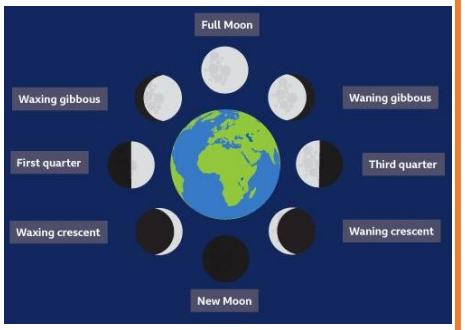
## Week 11 - The Earth and Universe

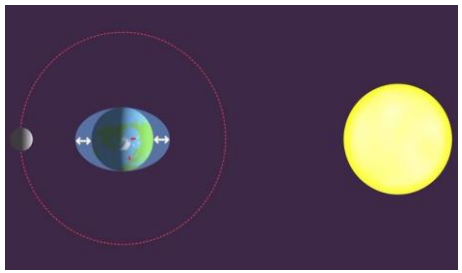
- All objects have a **gravitational field.** The larger and the **more dense** an object is, **the stronger its gravitational field.**
- **The Earth orbits the sun once a year (every 365 days).**
- The Earth's axis is is **tilted,** leading to the **seasons.**




The **moon** has different **phases**.

- **Waxing** moon – When the Moon is going **from a new moon to a full moon.**
- **Waning** moon – When the Moon is going from a **full moon to a new moon.**
- **Crescen**t moon – **Less than half** the Moon is visible.
- **Gibbous** moon – **More than half** the Moon is visible.
- **Full moon** – **all the Moon** is visible.
- **New moon** – **none of the Moon** is visible.
- The **gravitational effect** of the **moon** and the **sun causes tides.**
- There are **two high and two low tides every day.**



## Week 12 – assessment week preparation

<u>Planning an experiment</u>

Scientists often plan experiments to investigate the relationship between one variable and another. In other words, to see what effect changing one variable has on the other variable.

To make sure any change in the dependent variable is only caused by the change made to the independent variable, all other possible variables should be kept the same. These are the *control variables.*

Brian is planning to investigate how giving plants different amounts of water affects their growth.

What is his independent variable?

What does he need to measure? (his dependent variable)

What should he keep the same (his control variables?)

<u>Write a detailed method for Brian to include:</u>

- Variables
- Equipment used
- How to use the equipment
- Any repeats he may do

## Vocabulary

**Weight** is a **force** that acts on an object **due to gravity.**
**A variable** is something which can be measured.
The **independent variable** is the one you change when planning an experiment.
The **dependent variable** is the one you measure.
All other variables should be kept the same; these are **control variables.**
**Scatter graphs** show the relationship between two variables.
The independent variable should appear on the **x axis.**
The dependent variable should appear on the **y axis.**
**A line of best fit** is drawn and can be used to predict an estimate of values that were not actually measured.
An **anomaly** is a result that does not fit the pattern of results.
Anomalous results are **ignored** when calculating a **mean average**.

# Science

## Week 13 - assessment week 1

**Revision and assessment**



Steps to success:

- Attempt all questions
- Write out calculations and give units
- Plot data with crosses
- 1 mark per minute
- Plan your 6 mark questions before you write
- Give, give, want when using mathematical formulae
- If it states tick one box, then only tick one box – Guess if you are unsure
- HUG the question (Highlight the command words, underline keywords and glance at the number of marks)
- Keep writing until you see end of questions

Use BBC bitesize to make mind maps and test yourself using the quizzes

BITESIZE

## Week 14 – assessment week 2

**Revision and assessment**



Steps to success:

- Attempt all questions
- Write out calculations and give units
- Plot data with crosses
- 1 mark per minute
- Plan your 6 mark questions before you write
- Give, give, want when using mathematical formulae
- If it states tick one box, then only tick one box – Guess if you are unsure
- HUG the question (Highlight the command words, underline keywords and glance at the number of marks)
- Keep writing until you see end of questions

Use BBC bitesize to make mind maps and test yourself using the quizzes

BITESIZE

# Science

## Week 15 - Mission to Mars

Your mission:

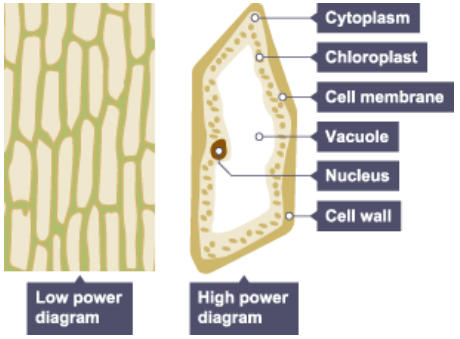
1. Investigate the Martian environment
2. Survive the journey to Mars
3. Build a habitable environment
4. Colonise the planet!

## Week 16 – assessment review

Number the following steps in the correct order to describe how to use the microscope.

_____ Look into the eyepiece lens.
_____ Place the smallest objective lens over the hole in the stage.
_____ Turn the coarse focusing wheel until the objective lens and the stage are as close as possible.
_____ Place the slide on the stage.
_____ Turn the coarse focusing wheel until what you see is clear.
_____ Adjust the light source.

<u>Drawing the image</u>
When first examining cells or tissues with low power, draw an image at this stage, even if going on to examine the slide with high power.
A low power diagram is used:
•as a plan to show the arrangement of any distinct regions of the tissue, for example the tissues in a plant root
•to show the outline of individual cells that make up the tissue, if the tissue is uniform
A high power diagram is then produced – a detailed image of a part of the slide. It is usually drawn to show a single cell, eg of a single cheek cell or onion cell.




**<u>Resolution-</u>** The fineness of detail that can be seen in an image - the higher the resolution of an image, the more detail it holds.

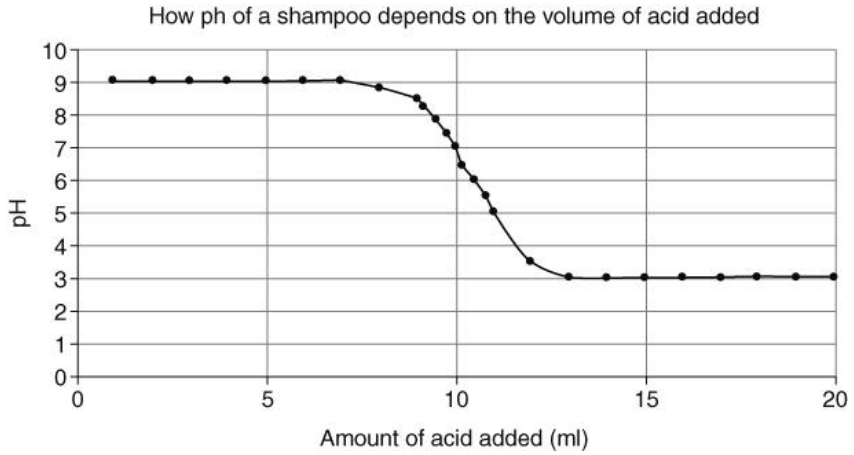
# Science

## Week 17 – assessment review

As a scientist working for the Gleam shampoo company, you have been asked to test the pH of a new shampoo.

You find that one shampoo has a pH of 9. You decide that the pH of the shampoo should be about the same as skin which has a pH between 5 and 7. You mix a sample of the shampoo with water and slowly add citric acid to it, measuring the pH as you does so.

The graph below shows the results.

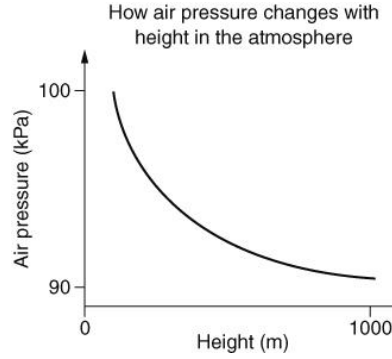


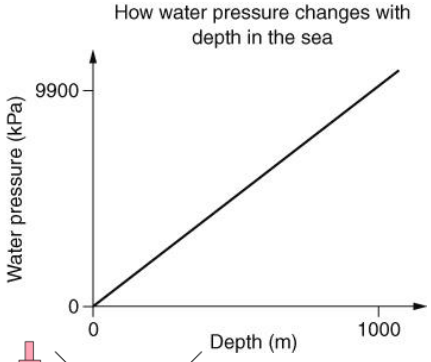

1. Describe how the pH changes as the acid is added to the shampoo sample.
2. Describe how the experiment to gather these results might have been carried out.
3. Explain how to work out the volume of acid needed to neutralise the alkali in the sample of shampoo.
4. Explain why it is important to work our exactly how much citric acid is needed to get the pH of a batch of shampoo correct.
5. Explain why it may be safer to use citric acid to pH balance the shampoo instead of hydrochloric acid.

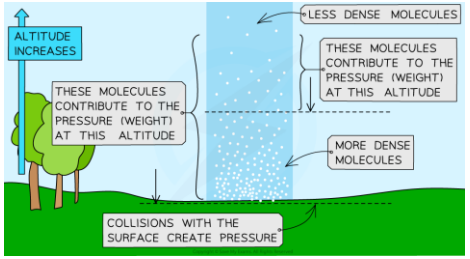
## Week 18 – assessment review

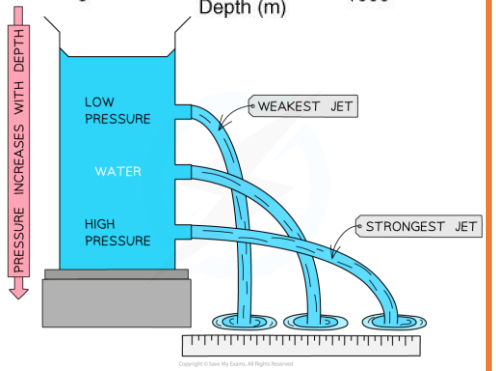
As a polar explorer, you need to plan a trip to the Antarctic, in which you will climb the highest peak, Mount Vinson, and dive deep below the surface of the ocean to study the organisms found in each environment.

<u>Using the graphs below:</u>
What is the relationship between height above sea level and atmospheric pressure?
What is the relationship between depth below sea level and water pressure?
Why (in terms of particles) does pressure vary with height and depth?



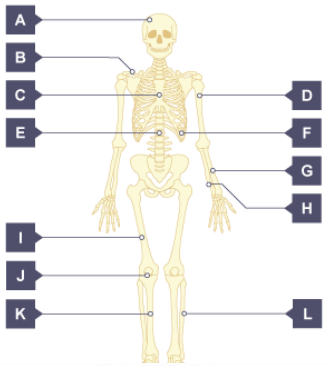
# Science

## Week 19 – Getting ready for year 8

What will you study in year 8?

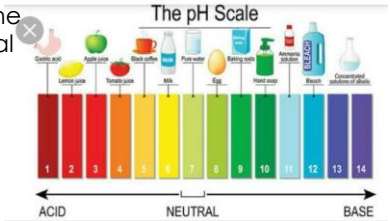
**Biology**

- The human body, focusing on: respiration and the lungs, and the effects of exercise; the digestive system and enzymes; muscles and the skeleton.
- The structure of plants, including the roots and leaves and the process of photosynthesis.
- Variation in species, how species are adapted to the ir environments and the work of Charles Darwin in developing the theory of evolution.



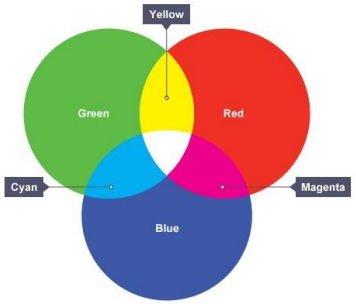

**Chemistry**

- Atoms, elements and compounds.
- Chemical reactions including combustion and the energy changes that take place during chemical reactions.
- The reactions of acids and metals, and how metals and other resources are mined.
- The structure of the Earth, the formation of rocks and how water and carbon are cycles through the environment.




**Physics**

- Electrical circuits, current and voltage and static electricity.
- The nature and behaviour of light, including: reflection; refraction; how colours are perceived; how lenses and the eye work.
- How sound travels, how the ear works and the uses of sound.
- What magnets and electromagnets are and the effect they have on some metals.



# Spanish

## The Twelve-Point Check

Make your work amazing by including as many features as possible from the Twelve-Point Check every time.

### 1. Time frame

**often** – a menudo
**sometimes** – a veces
**normally** – normalmente
**at the weekends** - los fines de semana
**on mondays** - los lunes
**at breaktime** - durante el recreo
**during the holidays** - durante las vacaciones
**when it is raining** - cuando llueve
**in summer** - en verano
**in winter** - en invierno

### 2. 'I' form of a verb

**I am** – soy
**I am** (+ place / mood) – estoy
**I have** – tengo
**I go / I am going** – voy
**I study** - estudio
**I speak** - hablo
**I play** - juego
**I do** – hago
**I ride -** monto
**I listen** - escucho
**I watch** - veo
**I can** - puedo
**I want** - quiero
**I need** - necesito

### 3. we/ he/ she verb form

**he / she is** - es
**we are** – somos

**he / she is** (+place/mood) - está
**we are** - Estamos

**he / she has** - tiene
**we have** - tenemos

**he / she goes** - va
**we go** – vamos

**he/ she studies** - estudia
**we study** - estudiamos

### 4. Negation

**not / don't** – No
**never** – nunca

Examples:
I **don't** do gymnastics – **no** hago gimnasia

I **never** eat cheese – **nunca** como queso

### 5. Conjunctions

**furthermore** – además
**also** – también
**however** – no obstante
**although** – aunque
**above all** – sobre todo
**because of this** – por eso
**therefore** – así que
**because** – porque
**because** – ya que

### 6. Justified opinion

**I love –** me encanta(n)
**I really like –** me flipa(n)
**I like** - Me gusta(n)
**I don't like** – no me gusta(n)
**I hate** - Odio

**because** – porque

**from my point of view** – desde mi punto de vista
**in my opinion** – a mi juicio
**I would say that** – diría que

### 7. Contrasting opinion

**Examples:**
**I like** comedies **because** they are funny **but** my best friend **doesn't like** them **because** she says that they are stupid.

**Me gustan** las comedias **porque** son graciosas **pero** a mi mejor amiga **no le gustan ya que** dice que son estúpidas.

### 8. Comparative

**more…than** – más…que
**less..than** – menos…que
**better than** – mejor que
**worse than** – peor que

Examples:
History is **better than** biology – la historia es **mejor que** la biología

I am **taller than** my brother – Soy **más alto que** mi hermano

### 9. Superlative phrase

**the best thing** – lo mejor
**the worst thing** – lo peor

Examples:
**The best thing** about my school is the pool – **lo mejor** de mi insti es la piscina

**The worst thing** about my school is the uniform – **lo peor** de mi insti es el uniforme.

### 10. Additional tense

**yesterday** - ayer
**last Sunday** - el domingo pasado
**I went** - fui
**I saw / watched** - vi
**I listened** - escuché

**tomorrow** – mañana
**when I am older** – cuando sea mayor
**I am going to + verb** - Voy a + infinitive verb
**I would like to + verb** - Me gustaría + infinitive verb

### 11. WOW-phrase

**What a shame –** ¡Qué pena!
**How embarrassing! –** ¡Qué vergüenza!
**How lucky! –** ¡Qué suerte!

**If I were rich –** Si fuera rico/a + conditional (I would)
**If I had time** – si tuviera tiempo + conditional (I would)
**If I could –** si pudiera + conditional (I would)

### 12. Proofread for ….

- repetition
- missing accents(**sp**)
- missing words (**^**)
- spelling errors (**sp**)
- adjective agreement (**A**)
- syntax errors (**wo**)
- verb agreement (**vp**)
- tense agreement (**vt**)
- tenses match time frame (**ww**)
- vocabulary errors (**ww**)
- Can you add any extra features of the Twelve-Point Check?

# Spanish

| Classroom language | |
|---|---|
| **Español** | **Inglés** |
| ¿Cómo se dice…. en español/inglés? | How do you say… in Spanish/ English? |
| ¿Cómo se escribe…? | How do you spell…? |
| ¿Cómo se pronuncia? | How do you pronounce (it)? |
| ¿Me das …. ? | Can you give me…? |
| ¿Puedes repetir? | Can you repeat that? |
| ¿Puedo ir a mi clase de música? | Can I go to my music class? |
| (No) entiendo | I (don't) understand |
| Lo siento | I'm sorry |
| (Casi) he terminado | I have (almost) finished |
| por favor | please |
| gracias | thank you |
| **Objetos en la clase** | **Classroom objects** |
| un bolígrafo | a pen |
| una regla | a ruler |
| un móvil | a mobile phone |
| un cuaderno | an exercise book |

| Describing the weather | |
|---|---|
| Hoy… | Today … |
| hace sol | it's sunny |
| hace frío | it's cold |
| hace calor | it's hot |
| hace viento | it's windy |
| hace buen tiempo | it's good weather |
| hace mal tiempo | it's bad weather |
| llueve | it's raining |
| nieva | it's snowing |
| hay nubes | it's cloudy |

**Saying what the weather is like today:**
**Hoy** hace sol **y no** hace mal tiempo **pero** hay nubes.

| Days and dates | |
|---|---|
| Hoy es… | Today is… |
| lunes | Monday |
| martes | Tuesday |
| miércoles | Wednesday |
| jueves | Thursday |
| viernes | Friday |
| sábado | Saturday |
| domingo | Sunday |
| | |
| enero | January |
| febrero | February |
| marzo | March |
| abril | April |
| mayo | May |
| junio | June |
| julio | July |
| agosto | August |
| septiembre | September |
| octubre | October |
| noviembre | November |
| diciembre | December |

Saying the date:
**Hoy es** lunes, veintidós **de** septiembre **de** dos mil veinticinco.

| Los números |
|---|
| 1. uno |
| 2. dos |
| 3. tres |
| 4. cuatro |
| 5. cinco |
| 6. seis |
| 7. siete |
| 8. ocho |
| 9. nueve |
| 10. diez |
| 11. once |
| 12. doce |
| 13. trece |
| 14. catorce |
| 15. quince |
| 16. dieciséis |
| 17. diecisiete |
| 18. dieciocho |
| 19. diecinueve |
| 20. veinte |
| 21. veintiuno |
| 22. veintidós |
| 23. veintitrés |
| 24. veinticuatro |
| 25. veinticinco |
| 26. veintiséis |
| 27. veintisiete |
| 28. veintiocho |
| 29. veintinueve |
| 30. treinta |
| 31. treinta y uno |

| The alphabet | |
|---|---|
| **letter** | **Sounds like** |
| a | c**a**t |
| b | beh |
| c | theh |
| d | deh |
| e | eh like **e**gg |
| f | effeh |
| g | heh |
| h | atcheh |
| i | ee |
| j | hota |
| k | kah |
| l | eleh |
| m | emeh |
| n | eneh |
| ñ | enyeh |
| o | l**o**t |
| p | peh |
| q | koo |
| r | erreh |
| s | esseh |
| t | teh |
| u | oo |
| v | oobeh |
| w | oobeh dobleh |
| x | eh kis |
| y | ee gri egah |
| z | theta |

# Spanish

## Weeks 1-2

| Words I need to revise for the test | |
|---|---|
| **Spanish** | **English** |
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## Week 3

| ¿Dónde vives? | Where do you live? |
|---|---|
| estoy | I am |
| estamos | We are |
| vivo | I live |
| vivimos | We live |
| soy | I am |
| es | He / she / it is |
| somos | We are |
| una casa | a house |
| un piso | a flat |
| en la montaña | in the mountain |
| en el campo | in the countryside |
| en la costa | on the coast |
| una ciudad | a city/town |
| un pueblo | a town |
| bonito | pretty |
| antiguo | Old |
| cómodo | Comfortable |
| pequeño | Small |
| tranquilo | Calm / quiet |
| histórico | historic |
| aburrido | Boring |
| norte | North |
| sur | South |
| este | East |
| oeste | West |

## Week 4

| ¿Qué hay en tu pueblo? | What is there in your town? |
|---|---|
| un castillo | a castle |
| un (super)mercado | a (super)market |
| un estadio | a stadium |
| una piscina | a swimming pool |
| una universidad | a university |
| una biblioteca | a library |
| un colegio | a school |
| un cine | a cinema |
| un hospital | a hospital |
| unos museos | some museums |
| unas plazas | some town squares |
| muchos parques | lots of towns |
| muchos restaurantes | lots of restaurants |
| muchas tiendas | lots of shops |
| **Prepositions of place** | |
| sobre | on top of |
| debajo de | under |
| delante de | in front of |
| detrás de | behind |
| en | in |
| entre | between |
| al lado de | next to |
| cerca de | near |

# Spanish

## Week 5

| Describe la foto | Describe the photo |
|---|---|
| hay | there is / are |
| está / están | he/ she is / they are |
| dentro / fuera | inside / outside |
| en la ciudad / el campo | in the town / the country |
| hace calor / sol | it is hot / sunny |
| llueve | it is raining |
| nieva | it is snowing |
| un hombre | a man |
| una mujer | a woman |
| un chico/ una chica | a boy / girl |
| lleva / llevan | he/ she is / they are wearing |
| esta(n) sonriendo | they are talking |
| esta(n) hablando | they are talking |
| **Comparativos** | **Comparatives** |
| más.(adj)..que | more..(adj)…than |
| menos..(adj)…que | less..(adj)…than |
| **Mis propios ejemplos** | **My own examples** |
| | |

## Week 6

| Mi insti / mi colegio | My school |
|---|---|
| se llama | it is called |
| los profesores | the teachers |
| los alumnos | the students |
| voy | I go |
| empiezan | they start |
| terminan | they finish |
| mi colegio tiene | My school has |
| un patio | a playground |
| un gimnasio | a gym |
| una piscina | a pool |
| la clase | the classroom |
| una biblioteca | a library |
| un campo de fútbol | a football field |
| un campo deportivo | a sports field |
| una oficina | an office |
| una sala de ordenadores | IT suite |
| el edificio | a building |
| nuevo | new |
| antiguo | old |
| moderno | modern |
| amplio | spacious |
| pequeño | small |
| grande | big |
| cerca de | near to |
| lejos de | far from |
| a las ocho | at 8 o'clock |
| y media | half past |
| estudiar | I study |
| aprender | I learn |

## Week 7

| El transporte | Transport |
|---|---|
| voy | I go |
| vamos | We go |
| en coche | by car |
| en autobús (escolar) | by (school) bus |
| en barco | by boat |
| en tren | by train |
| en metro | by metro |
| en bicicleta | by bike |
| en avión | by plane |
| a pie | on foot |
| **Las asignaturas** | **Subjects** |
| la historia | history |
| la música | music |
| el baile | dance |
| el comercio | business |
| la tecnología | dt |
| la religion | re |
| el teatro | drama |
| el inglés | english |
| el español | spanish |
| los idiomas / las lenguas | languages |
| las ciencias | science |
| el dibujo / el arte | art |
| la educación física | pe |
| las matemáticas | maths |

# Spanish

## Week 8

| Las opiniones | Opinions |
|---|---|
| me gusta (mucho) | I like (it) (a lot) |
| me encanta | I love (it) |
| me da igual | I don't mind (it) |
| no me gusta (nada) | I don't like (it) (at all) |
| me gustan (mucho) | I like (them) (a lot) |
| me encantan | I love (them) |
| me dan igual | I don't mind (them) |
| no me gustan | I don't like (them) |
| odio | I hate |
| no aguanto | I can't stand |
| interesante | interesting |
| aburrido | boring |
| difícil | difficult |
| fácil | easy |
| bueno | good |
| malo | bad |
| divertido | fun |
| útil | useful |
| inútil | pointless |
| emocionante | exciting |
| es | he/she/it is |
| son | they are |

## Week 9

| Los profesores | The teachers |
|---|---|
| le gusta | he/she likes (it) |
| no le gusta | he / she doesn't like (it) |
| nos gusta | we like (it) |
| no nos gusta | we don't like (it) |
| en mi opinión | in my opinion |
| pienso que | I think that |
| creo que | I believe that |
| amable | nice |
| simpático | kind |
| alegre | cheerful |
| guay | cool |
| estricto | strict |
| severo | strict |
| porque | because |
| dado que | because |
| ya que | because |
| puesto que | because |
| pero | but |
| también | also |
| sin embargo | however |
| aunque | although |
| un poco | a bit |
| muy | very |
| bastante | quite |
| tan | so |
| demasiado | too |

## Week 10

| Durante el recreo | At breaktime |
|---|---|
| comer | to eat |
| beber | to drink |
| jugar | to play |
| hablar | to talk / speak |
| con mis amigos | with my friends |
| fruta | fruit |
| agua | water |

| El día escolar | The school day |
|---|---|
| a veces | sometimes |
| generalmente | generally |
| siempre | always |
| cada día | each day |
| normalmente | normally |
| nunca | never |
| todos los días | every day |
| por la mañana | in the morning |
| por la tarde | in the afternoon |
| primero | first/firstly |
| luego | then |
| después | After(wards) |
| hago mis deberes | I do my homework |
| leo | I read |
| escribo | I write |
| escucho | I listen |

# Spanish

## Week 11

| El uniforme | The uniform |
|---|---|
| llevar | to wear |
| llevo | I wear |
| llevamos | we wear |
| una chaqueta | a blazer |
| una corbata | a tie |
| una camisa | a shirt |
| una camiseta | a t-shirt |
| una falda | a skirt |
| un sombrero | a hat |
| un jersey | a jumper |
| un vestido | a dress |
| unos pantalones | some trousers |
| unos zapatos | some shoes |
| unas medias | some tights |
| cómodo | comfortable |
| incómodo | uncomfortable |
| práctico | practical |
| caro | expensive |
| barato | cheap |
| necesario | necessary |
| bonito | nice/ pretty |
| rojo | red |

## Weeks 12

| Family members | |
|---|---|
| En mi familia | in my family |
| hay | there is |
| tengo | I have |
| padre | father |
| padrastro | stepfather |
| cuidador | carer |
| hermano/a mayor | older brother/sister |
| hermano/a menor | younger brother/sister |
| hermanastro | stepbrother |
| tío | uncle |
| abuelo | grandfather |
| primo | cousin |
| madre | mother |
| madrastra | stepmother |
| hermanastra | stepsister |
| tía | aunt |
| abuela | grandmother |
| prima | cousin |
| soy hijo único | I'm an only child (boy) |
| soy hija única | I'm an only child (girl) |

## Weeks 13 – Spring 1 Revision

| Physical descriptions | |
|---|---|
| Tengo el pelo... | I have the hair… |
| marrón | brown |
| rubio | blond |
| negro | black |
| gris | grey |
| corto | short |
| largo | long |
| Soy pelirrojo/a | I am red-headed |
| Tengo los ojos… | I have the eyes… |
| marrones | browns |
| grises | grey |
| verdes | green |
| azules | blue |
| (No) llevo gafas | I (don't) wear glasses |

| Important verb- ser | |
|---|---|
| **Ser** | **To be** |
| soy | I am |
| eres | you are |
| es | he/she is |
| somos | we are |
| sois | you (pl) are |
| son | they are |
| **Intensifiers** | |
| muy | very |
| bastante | quite |
| demasiado | too |
| un poco | a little |

# Spanish

## Week 14 – Autumn 2 Revision

| Important verb- ser | |
|---|---|
| **Ser** | **To be** |
| soy | I am |
| eres | you are |
| es | he/she is |
| somos | we are |
| sois | you (pl) are |
| son | they are |

| Intensifiers | |
|---|---|
| muy | very |
| bastante | quite |
| demasiado | too |
| un poco | a little |

| More descriptions | |
|---|---|
| ¿Cómo eres? | What are you like? |
| ¿Cómo es? | What is he/she like? |
| (No) soy… | I am (not)... |
| (No) es | he/she is(n't) |
| alto | tall |
| bajo | short |
| viejo | old |
| joven | young |
| amable | kind |
| simpático | nice |
| amable | friendly |
| callado | quiet |
| divertido | fun |
| aburrido | boring |
| feliz | happy |
| activo | active |
| serio | serious |

## Weeks 15 – Spring 1 Revision

| The area where I live | |
|---|---|
| la ciudad | the city |
| el pueblo | the town |
| el campo | the countryside |
| la zona | the area |
| el sitio | the place |
| la comunidad | the community |
| la costa | the coast |
| la playa | the beach |
| la montaña | the mountain |
| el bosque | the woods |
| el río | the river |
| el paisaje | the countryside |
| el barrio | the neighbourhood |
| la región | the region |
| el país | the country |
| norte/este/sur/oeste | north/south/east/west |
| el centro | the centre |

| Places in town | |
|---|---|
| el mercado | the market |
| la escuela /el colegio | the school |
| el teatro | the theatre |
| la estación | the station |
| el banco | the bank |
| las tiendas | the shops |
| el castillo | the castle |
| el estadio | the stadium |
| el centro comercial | the shopping centre |
| tranquilo | quiet |
| limpio | clean |
| sucio | dirty |
| seguro | safe |
| caro | expensive |
| peligroso | dangerous |

## Weeks 16-18 – Spring Revision & Exam Skills

| Palabras para repasar | Words to revise |
|---|---|
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