



Year 7 Learning Cycle 1

Student Name: _____

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

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

Learning Cycle 1 Knowledge check dates

27/11/23 - 8/12/23



At Poltair we **SORT** it!

What are the SORT strategies?



The aim is for all students to be fully prepared and ready for all assessments in all subjects.

To help them with this we have a whole school revision/study strategy – SORT.

There are three learning cycles throughout the academic year. At the beginning of each learning cycle students will be issued with a learning cycle planner which details all the knowledge they are expected to know and recall by the end of the learning cycle.

At Poltair we **SORT** it!

Each day, for home learning, students are set two activities that support in memorising and recalling this core knowledge.

Summarise	Organise	Recall	Test
Summarise and condense any class notes, revision guides and revision.	Organise your revision materials by topic/subtopic. Traffic light your Personal Learning Checklist (PLC) sheets to identify areas of weakness or gaps (Red/Amber) that need to be prioritised.	Use active recall and spaced repetition to memorise your knowledge organisers until you can recall the information eg. Look, cover, write or self-testing	Use low stakes online tests/quizzes and answer high stakes past paper/sample questions to check and apply knowledge and understanding
Strategies			
<ul style="list-style-type: none"> • Cornell Notes • Flash cards • Mind mapping • Revision clocks • Dual coding 	<ul style="list-style-type: none"> • How to use your PLC • How to schedule your home learning and stick to it! 	<ul style="list-style-type: none"> • Look, cover & test • Leitner system • Blurt it • Transform it 	<ul style="list-style-type: none"> • Low stakes • Self-quizzing • Quiz each other • Online quizzes • High stakes • Exam style questions

ATTENDANCE FOCUS



ATTENDANCE FOCUS



Attendance Reflection Sheet

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

To improve my attendance, I commit to the following:

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

Possible strategies to REACH MY attendance Goals

- I will make attending school every day a priority.
- I will keep track of my attendance and absences.
- I will set my alarm clock for _____a.m.
- I will attend school everyday unless I am truly sick.
- I will find a relative, friend or neighbour who can take me to school if I miss the bus.

- If I am absent, I will contact my teachers to find out what I missed.
- I will set up medical and dental appointments for weekdays after school. If I must make a medical appointment during the school day, I will try to attend school for most of the day.
- When I am struggling with a challenge that is keeping me from school I will confide in an adult at school and seek help.

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

	Mon A	Tue A	Wed A	Thu A	Fri A
Core Activity	Reading	Sparx Maths XP	Reading	Sparx Maths XP	Reading
Subject 1	Geaography	History	Science	Maths	Spanish
Subject 2	RE	Art	Food	English	Computing
	Mon B	Tue B	Wed B	Thu B	Fri B
Core Activity	Sparx Maths XP	Reading	Sparx Maths XP	Reading	Sparx Maths XP
Subject 1	Geography	Sparx Maths Compulsory home learning	Science	Spanish	English
Subject 2	Music	History	Drama	DT	

Expected time home learning will take:

Activity	Time
Reading	30 mins
Sparx Maths	30 mins a goal
All other activities	15 mins each

My Computer passwords:

Platform	Username	Password
School System		
Sparx Maths		
Educake		
Memrise		

Home Learning & Revision Planner

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

Year 7 Learning Cycle 1 Personal Learning Checklists

English

Key Ideas	S	O	R	T
What is a myth?				
Am I able to recall the key characters and plot of Theseus and the Minotaur and Perseus and Medusa?				
How can I use verbal and non-verbal features to deliver a verbal interpretation of a Greek Myth?				
What is Freytag's pyramid?				
Can I remember and use a range of sentence structures?				
Am I able to recall the key characters and plot of Coraline?				
What is evidence and how do I use it?				
What is a thesis introduction?				
How do I write a what, how, why paragraph?				
How is the Other Mother presented in the novel?				
What are the key conventions of a film review?				

Maths

Key Ideas	S	O	R	T
I know the different types of data				
I can draw/interpret frequency tables and two-way tables				
I can draw and interpret stem and leaf diagrams				
I can find averages from a list				
I can find averages from a table				
I can compare data using averages				
I can add and subtract negative numbers				
I can multiply and divide negative numbers				
I can identify multiples and factors				
I know the first 12 squared numbers, the first 5 cubed numbers and what this means				
I can write a number as a product of its prime factors				
I can find the HCF and LCM of a number from the product of its prime factors				

Maths

Key Ideas	S	O	R	T
I can form expressions				
I can substitute into expressions				
I understand key algebraic vocabulary				
I can collect like terms				
I can multiply terms				
I can expand a single bracket				
I can expand and simplify two single brackets				
I can factorise into a single bracket				
I can order decimals				
I can round to decimal places				
I can estimate				
I can add, subtract, multiply and divide with decimals				
I can multiply and divide by powers of 10				
I can convert between metric units of length				

Year 7 Learning Cycle 1 Personal Learning Checklists

Science

Key Ideas	S	O	R	T
I can state the scientific lab rules				
I can identify the independent, dependent and control variables in an investigation				
I can describe the particle model for solids, liquids and gases				
I can describe the changes of state				
I can construct and interpret graphs to show a cooling curve				
I can describe and explain why particles move from a high to low concentration				
I can compare the properties of pure and impure substances				
I can define solutions, solvent and solutes				
I can identify separating techniques and describe how they are used				
I can measure the melting and boiling points of unknown substances to identify them				

Science

Key Ideas	S	O	R	T
I can use a microscope to observe animal and plant cells				
I can describe the structure and function of cell organelles in an animal and plant cell				
I can explain how and why cells are specialised				
I can describe how the body changes during puberty				
I can describe the process of fertilisation				
I can describe the stages in the menstrual cycle				
I can explain the factors affecting gestation				
I can describe the structure of DNA and understand the importance of scientific discovery of DNA				

Year 7 Learning Cycle 1 Personal Learning Checklists

Geography

Key Ideas	S	O	R	T
Name and locate the continents and oceans				
Use compass bearings to describe the location of a place				
Explain the advantages and disadvantages of tourism in Cornwall				
Explain the formation of a stack				
Understand the impacts of pirate fishing upon the marine ecosystem				
The Anuta tribe is under threat from climate change				
Locate the Mariana Trench on a world map				
Explain the impacts of tourism in Kenya				
Describe the location, climate and species of Svalbard				

Geography

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

History

Key Ideas	S	O	R	T
I can explain some of the causes of the Battle of Hastings				
I can outline the key events of the Battle of Hastings				
I can explain some of the important consequences of the Battle of Hastings				
I can write a definition for the Nature, Origin and Purpose of a historical source				
I can explain how different types of sources might help Historians with different enquiries				
I can outline the Feudal System				
I can give a description of the Theory of the Four Humours				

Year 7 Learning Cycle 1 Personal Learning Checklists

Spanish

Key Ideas	S	O	R	T
I understand the rules for correct Spanish pronunciation				
I can confidently introduce myself in Spanish				
I can confidently talk about the people in my family				
I understand the rules for adjective agreement and word order				
I understand the meaning of all of the question words				
I can describe the people in my family				
I can form the verb tener in the present tense (to have)				
I can form the verb ser in the present tense (to be)				
I know how to form regular verbs in the present tense				
I can describe my typical day				

Computing

Key Ideas	S	O	R	T
I know how to select different applications for different purposes.				
I know that Excel is used for analysing data and creating charts.				
I know the differences between a Pie Chart and a Bar Chart				
I understand that computers have input, output and storage.				
I can name computer input and output devices.				
I can define what a network is.				
I can explain the difference between the internet and World Wide Web				

Computing

Key Ideas	S	O	R	T
I know how to design a simple scratch program				
I understand the computing terms: Sequence and Selection				
I can create and use variables in scratch				
I can explain the difference between Comparison Operators and Logic Operators				
I can create Scratch code which uses selection.				
I can explain how iteration can be used to improve code.				
I can identify when count control iteration is being used				

Year 7 Learning Cycle 1 Personal Learning Check lists

Art

Key Ideas	S	O	R	T
I understand tone, texture, shape, pattern, scale, line and composition				
I understand how Van Gogh used line to create tone, texture and pattern				
I experimented with a range of materials to create tone, texture and pattern				
I can explain how to develop my ideas				
I can explain how my ideas are linked to Van Gogh				
I can explain how to create a mono print				
I understand tone, texture, shape, pattern, scale, line and composition				
I understand how Van Gogh used line to create tone, texture and pattern				

DT

Key Ideas	S	O	R	T
I can use ideas from existing designs as inspiration				
I can identify and include an example of biomimicry in my design				
I can use tools safely and with precision				
I can ensure that I make a significant contribution within my team				
I can manage and respond appropriately to challenges presented by testing				

Food

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

Year 7 Learning Cycle 1 Personal Learning Check lists

RE

Key Ideas	S	O	R	T
I can define belief				
I can explain what I understand Philosophy to mean				
I can give three reasons why we study Religious Education				
I can outline three facts about Christianity				
I can outline three facts about Islam				
I can outline three facts about Judaism				
I can explain who Abraham was and what links him to Christianity, Islam and Judaism				

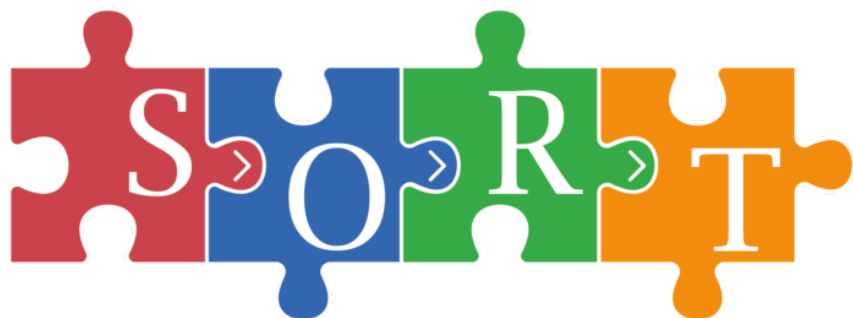
Music

Key Ideas	S	O	R	T
I am able to understand the four different families of instruments and how they make a sound				
I know what the definitions of the musical elements are				
I know what 'timbre' is and how to identify different instruments just by their sound alone				
I am able to understand what 'dynamics' are and can identify where they change				
I am able to hear where the 'tempo' changes in a piece of music				
I can understand what 'duration' is and when a note is long or short				
I am able to identify the 'texture' of a piece of music by how many sounds are happening at once				
I know what an orchestra is and what a conductor does				

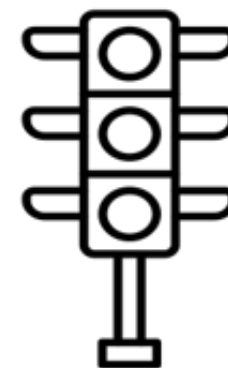
Drama

Key Ideas	S	O	R	T
I can use accurate facial expressions and gestures in my performance				
I can use gait and movement appropriately to show intention and mood				
I can think about how each stock character would act				
I can think about how the audience will understand the story				

Year 7 Learning Cycle 1 Personal Learning Check lists



At Poltair we **SORT** it!



At Poltair students will **SORT a PLC** by:

At the beginning of a learning cycle and during the learning cycle, students are to RAG the key ideas they are studying by self-assessing if they are **Red** – no understanding, **Amber** – some understanding, **Green** – full understanding. They are then to put a R, A or G in the **organise** column.

- Students will then prioritise the Red and Amber key ideas when they are revising.
- Students are to summarise the knowledge for each key idea, then use recall strategies before self-quizzing.

Key Ideas	S	O	R	T
I know and understand the stock characters from Victorian melodrama.				
I know and understand the different physical skills used in melodrama and experiment with them in rehearsals.				
I know and understand the different vocal skills used in melodrama and experiment with them in rehearsal.				
I know the 3-part structure of melodrama performance.				
I can work in a group to plan a melodrama performance.				
I can apply melodramatic techniques in performance.				

Year 7 Learning Cycle 1 English - Greek Myths

1. Characters

1a = Theseus A hero. He was sent by his mother to Athens to find his father, an epic journey during which he encountered many adventures.

1b = Minotaur The monstrous son of Minos, king of Crete, with the body of a man and the head of a bull. He was kept in a twisting labyrinth underneath the king's palace and would only eat human flesh.

1c = Perseus A hero. Polydektes fell in love with his mother – Danae – and tricked Perseus into

fetching the head of the Gorgon Medusa.

1d = Medusa A fearsome Gorgon (monster figure), turned from a beautiful woman into the ugliest creature ever seen by Athena. Her gaze could turn a man to stone.

1e = Hercules One of the most famous Greco-Roman legendary heroes and son of Zeus. Famous for his strength and his 12 labours.

1f = Poseidon God of the sea, storms and horses.



2. Plot

2a = Theseus and the Minotaur To feed the monstrous son of King Minos, each kingdom of Greece was forced to send seven men each year. King Aegeus' son, Theseus, was chosen, much to his father's distress. Princess Ariadne, Minos' daughter, became infatuated with Theseus. Telling Ariadne that he returned her love, he asked her to help him defeat the Minotaur and, as a result, they would run away and get married. She gave him her crown to light his way, a golden thread to find his way out of the maze and a bronze sword to kill her brother, the Minotaur. Defeating the Minotaur mercilessly, Theseus escapes the labyrinth and takes Ariadne, to Naxos, where he abandons her.

2b = Perseus and Medusa Believing that Perseus would be an obstacle to the courtship of his mother, Polydektes tricks Perseus into retrieving the head of the Gorgon Medusa. He is marked out as a favourite of the Gods by Athene and Hermes, travels to the Graiai to ask them to direct him to some nymphs and is helped by the nymphs who give him winged sandals, a sword and to add to his own shield of polished bronze. Finding Medusa in her cave, in a valley littered with stone people, Perseus challenges her. Keeping his eyes on the shield, his arm guided by Athene, he swings his sword and decapitates the Gorgon. He escapes with his grim trophy: Medusa's head.

2c = Hercules The goddess Hera, determined to torment Hercules, made him lose his mind. In a confused and angry state, he killed his own wife and children. When he awakened from his madness, Hercules was shocked and distraught at what he'd done. He prayed to the god Apollo for guidance, and the god's oracle told him he would have to serve Eurystheus, for twelve years, in punishment for the murders. As part of his sentence, Hercules had to perform twelve Labours, feats so arduous that they seemed impossible. Fortunately, Hercules had the help of Hermes and Athena, sympathetic deities who supported him when he needed help. By the end of these Labours, Hercules was, without a doubt, Greece's greatest hero.



Year 7 Learning Cycle 1 English - Greek Myths

3. Vocabulary

3a = betray (verb) To not be loyal to a person or your country; do hurt someone by going against a promise or doing something morally wrong

3b = viciously (adverb) In a deliberately cruel or violent way

3c = divine (adjective) From or connected to God or the heavens

3d = withering (verb) Become dry, shrivelled, shrunken or wrinkled; to decay or waste away

3e = avaricious (adjective) Extremely greedy; desperately wanting something you don't have

3f = preyed (verb) To hunt and kill, usually for food

3g = honour (noun) Great respect and glory; special attention for someone who has done something admirable

4. Subject Vocabulary

4a = myth (noun) A traditional story, especially one concerning the early history of a people or explaining a natural or phenomenon, and typically involving supernatural beings or events

4b = allegory (noun) A story that can be interpreted to reveal a hidden meaning, typically a moral or political one

4c = abstract noun (noun) A noun referring to an idea, feeling, quality, or state rather than a concrete object e.g. love, admiration

4d = simile (noun) An expression including the words "like" or "as" to compare one thing with another

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

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

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

5. Sentences

5a = Simple, Compound, Complex

Simple: one independent clause containing one main verb and putting forward one idea **The Gorgon screamed.**

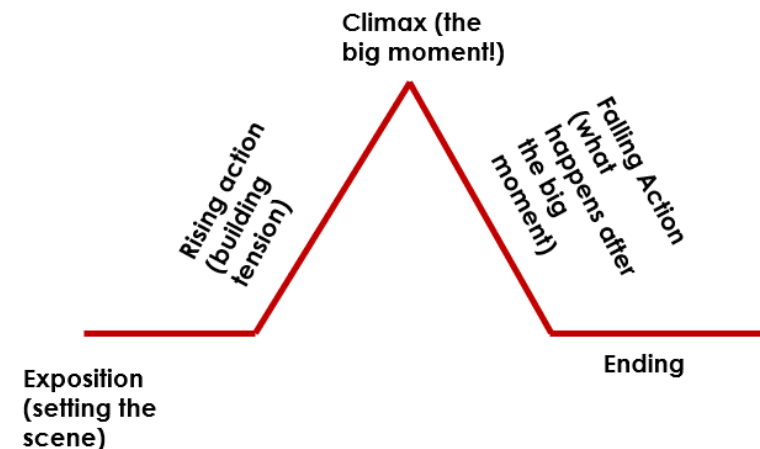
Compound: two independent clauses linked with a coordinating conjunction (and, but, or) **She kissed him and she slipped away.**

Complex: an independent clause and one or more subordinate (or 'dependent') clauses. **To her surprise, she was alone. She sat up, contemplating where Theseus could be.**

5b = Sentence starters

Double adjective	Anxious and alone, he looked around the maze.
The more... the more...	The more she tempted him, the more his resolve grew.
Description; detail	She was hideous; her face was nightmarish and her teeth rotten.
Simile	Like an eagle, he flew majestically through the air.

6. Freytag's Pyramid



Year 7 Learning Cycle 1 English - Coraline

1. Characters

1a = Coraline The main protagonist. A young, adventurous girl who finds a locked door when she is exploring her new house and enters another world. When she realises the other mother – the witch-like creator of the other world – has kidnapped her parents, she challenges her in order to get them back. Coraline develops as a character throughout the novel, learning to be brave and to appreciate her family.

1b = Coraline's Mother and Father Busy and hard-working parents who turn down Coraline's requests to play and do not indulge her whims, much to Coraline's frustration.

1c = The Old Man Upstairs Coraline's neighbour, who is too busy training his mouse circus to give Coraline much attention.

1d = Miss Spink and Miss Forcible Coraline's eccentric neighbours and retired theatre actresses. After reading Coraline's tea leaves one afternoon, Miss Spink gives Coraline the stone with the hole through it which will later prove to be extremely useful.

1e = The Other Mother The antagonist. A supernatural 'beldam' who looks like Coraline's real mother with black button eyes. She creates the other world to lure Coraline away from the real world, kidnaps her real parents and attempts to trap Coraline in her world – along with the souls of other children she has kidnapped – forever.

1f = The Other Father At first, a more attentive, warmer version of her Coraline's father who is revealed to be a creation of the other mother who has instructed him to harm Coraline. Completely under the other mother's control, he cannot fight against her.

1g = The Cat A haughty-looking cat who Coraline spots in the real world while exploring and who talks to Coraline in the other world, helping her defeat the other mother.

1h = The Ghost Children Two girls and a boy whose souls have been hidden by the other mother and who have been trapped in the other mother's world for a long time—centuries, in some cases.



2. Vocabulary

2a = haughty (adjective) Acting in a way that shows arrogance and belief that you are better than others

2b = ominous (adjective) Giving a worrying impression that something bad is going to happen

2c = unkempt (adjective) Having an untidy, messy appearance

2d = triumphantly (adverb) In a way that shows great happiness or joy because of an achievement or victory

2e = deception (noun) The act of misleading someone; hiding the truth

2f = manipulate (verb) Control or influence a person cleverly or unfairly

2g = fiendish (adjective) Extremely cruel or evil

2h = nefarious (adjective) Wicked and evil

2i = eccentric (adjective) Slightly strange and peculiar, relating to someone's actions, beliefs or way of living

2j = grotesque (adjective) Odd or unnatural in shape, appearance, or character

2k = beldam (noun) Old-fashioned word meaning an ugly or evil old woman

3. Subject Vocabulary

3a = novel (noun) An extended printed story about imaginary characters and events.

3b = protagonist (noun) The main character in a novel, play or film.

3c = antagonist (noun) The principal opponent of the main character,

3d = setting (noun) Where or when a story is set, usually introduced at the exposition (beginning) of a story along with the characters.

3e = genre (noun) A type or category of book. If a writer wants to write a certain genre of book, they use certain conventions (important features that appear in most books in the genre). 'Coraline' belongs to the fantasy genre.

3f = conflict (noun) In literature, a struggle between two opposing forces that a character must overcome to achieve their goal

3g = gothic (noun) In literature, writing that creates mystery and fear; characters and settings that are crafted to unsettle the reader

3h = magic-realism (noun) In literature, a novel written in a realistic style which includes impossible or unlikely events.

3i = intertextuality (noun) The relationships or links that may be found among different books or texts.

3j = language (noun) Words or methods (techniques) used by writers to present their meanings or create effects.

Year 7 Learning Cycle 1 English - Coraline

4. Plot

4a = Chapter 1 Coraline explores her new house and meets her eccentric neighbours. She discovers a locked door. She opens the door to find a brick wall but later finds it open when she follows a spider-like creature. She dreams of rats singing an unsettling song.

4b = Chapter 2 The crazy old man upstairs tells Coraline that the mice have a message for her: "Don't go through the door." Coraline visits Miss Spink and Miss Forcible, who predict her future and give her a stone with a hole in it as a talisman.

4c = Chapter 3 Coraline's mother takes Coraline shopping. Back at home, alone, Coraline retrieves the key for the door. When she opens the door, she enters a long dark corridor. At the other end, she finds another world, very similar to her own, and meets her other mother and other father, who resemble her own parents but they have black buttons for eyes.

4d = Chapter 4 In the other world, Coraline meets the cat who now talks to her. Coraline's other mother and father tell her that she can stay forever in the other world if she allows them to replace her eyes with buttons. She declines and returns home.

4e = Chapter 5 Coraline returns home to find no sign of her parents. She is woken by the cat, who leads Coraline to a mirror where she sees her parents – trapped. Coraline tells the cat a story about her father's bravery – saving her from a bees' hive. Coraline and the cat return to the other world. The other mother locks the door – trapping Coraline.

4f = Chapter 6 Coraline finds a snow globe with two little people in it on the mantelpiece. Walking outside, she realises that the world is not complete. Returning to the house, the other mother asks Coraline to play a game but Coraline refuses, nor will she love her. The other mother eats live beetles then locks Coraline in a mirror.

4g = Chapter 7 Coraline hears three voices belonging to children who have been imprisoned by the other mother. The children explain that the other mother stole their hearts and souls. One suggests that she could find their souls as she looks for her parents. She falls asleep and hears one voice telling her to look through the stone.

4h = Chapter 8 Coraline's other mother retrieves her and Coraline notices that her hair is writhing around her head like snakes. Coraline proposes a challenge: if she loses, she'll stay in the other world and replace her eyes with buttons, but if she wins then the other mother must let Coraline, her parents, and the children go. The game begins and Coraline searches for the children's souls and her parents. She finds one soul – using the stone with the hole in it. Next, she finds a horrifying creature in a sac, holding another soul, which she retrieves.

4i = Chapter 9 Coraline moves outside. Her other mother is now very angry – who gives her the key to the empty flat. She enters and finds a grub-like creature, once the other father, who has been punished by the other mother by being left in the flat to die. He warns Coraline to run as he has been forced to harm her. Coraline escapes.

4j = Chapter 10 The other crazy old man appears to be bundled in a coat but soon falls apart and is revealed to be hundreds of rats – the largest of which holds the last marble with the soul in it. She chases it but falls over. The cat appears with the decapitated rat and the marble. The cat becomes frightened. She picks him up, reassuring him.

4k = Chapter 11 Coraline finds the other mother, who tells her that she loves her. She shows the other mother the marbles with the souls inside. Coraline pretends that she thinks her parents are hidden in the tunnel between the worlds and the other mother opens the door, gloating. Coraline throws the cat at the other mother's face, grabs the snow globe and runs into the corridor. With the help of the ghost children, she manages to close the door but hears something falling to the floor.

4l = Chapter 12 Coraline is awoken by her real mother. In her pocket, she finds three marbles, the stone with the hole in it, the black key, and the snow globe, now empty. She ties the key around her neck. That night, she dreams she is at a picnic with the three children. They warn her that Coraline's challenge with the other mother is not yet over. That night, she is awoken by a scuttling sound: the other mother's severed hand.

4m = Chapter 13 Coraline's tea leaves are read again by Miss Spink and Forcible, who tell her they are making the shape of an outstretched hand. That night, the hand scratches at the window and she realises that she is again in danger. She says she wants to have a picnic with her dolls. She spreads a sheet over the well, placing the key in the middle, lures the hand to her and traps it with heavy planks once it falls in. She falls asleep contentedly that night, listening to the music of the mice circus.



Year 7 Learning Cycle 1 English - Coraline

6. What, How, Why Paragraphs

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

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

WHY have they chosen to do this? Purpose? Context?

In the first chapter, the setting is presented as unpleasant. Gaiman describes features of the garden as nauseating, telling the reader that the toadstools “smelled dreadful” if they were stood on. This suggests that, despite being an intrepid explorer, Coraline might want to avoid the garden, as it is not an inviting and enjoyable place. The sensory imagery highlights the revolting nature of Coraline’s new environment. Gaiman might have wanted to hint that there is something unsettling about Coraline’s new house.

7. Authorial Intent

Neil Gaiman wrote this novel for a purpose and uses the story and characters to send a message to his readers...

5a = To celebrate... courage and resilience in the face of adversity.

5b = To recognise... that relationships with those people closest to us – even at their most frustrating and challenging – should not be taken for granted.

5c = To criticise... deception and selfishness, and to highlight how these flaws can corrupt and leave someone bitter and lonely.



8. Thesis Introductions

Thesis introductions are our way of beginning extended answers about characters or themes.

They include:

A summarised answer to our question.

An idea about why the writer presented the character / theme in the way s/he did.

Example:

How does **Gaiman present the Other Cat in ‘Coraline’?**

Despite appearing aloof at first, the Other Cat becomes one of Coraline’s closest allies. He helps her but is also supported by Coraline in return. Gaiman did this to encourage his readers to recognise that friendships are important but not always easy.

9. Conventions of Reviews

- When writing reviews, we should include:
- Brief plot summary (avoiding spoilers!)
- Opinions supported with evidence and examples.
- Precise terminology relating to films (character, voiceover, music).
- Paragraphs including an introduction and conclusion.
- Correct punctuation and grammar.

10. Vocabulary for Film Reviews



Captivating
Gripping
Powerful
Intense
Mesmerising



Confusing
Lacklustre
Uninspiring
Monotonous
Unsuitable



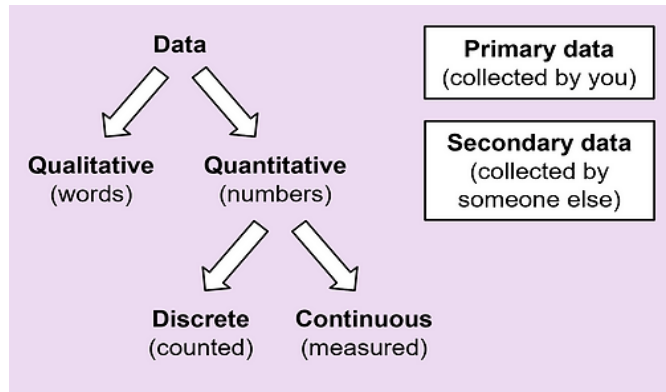
Notes Pages

Year 7 Learning Cycle 1 Maths

Key Terms	Description
Primary Data	Data which has been collected by yourself
Secondary Data	Data which has been collected by somebody else
Discrete Data	Can be counted
Continuous data	Cannot be counted
Qualitative data	Talks about something's qualities. Usually is words
Quantitative data	Measures quantities. Is numbers.
Frequency	How many times something occurs
Inequality	When one thing is inequal to another- one is bigger than the other
Average	A measure of central tendency
Prime number	A number whose only factors are one and itself
Factor	A number which can be multiplied to reach the starting number
Multiple	When a number is multiplied by any integer
Integer	Whole number
Negative number	A number which is less than zero
Variable	A letter which is used to represent an unknown quantity
Expression	An algebraic statement including terms and operations
Term	A collection of variables and numbers

Year 7 Learning Cycle 1 Maths - Analysing and displaying data

1. Types of Data



2. Grouping data

It is sometimes appropriate to sort data into groups

Class (Rs.)	Tally Marks	Frequency Students
20 - 30		5
30 - 40		8
40 - 50		9
50 - 60		10
60 - 70		6
70 - 80		2
Total		40

3. Two-way tables

All rows and columns sum to their total

	Baseball	Basketball	Football	Total
Male	13	15	20	48
Female	23	16	13	52
Total	36	31	33	100

4. Stem and Leaf diagrams

Stem and leaf diagrams break numbers into their stem and their leaf. They must include a key

Key : 2	0 means 20
Stem	Leaf
0	1 4
1	3 6 6 7
2	0 2 5
3	6 7 7 7 8
4	0 1 3

5. Averages from a list

Mode: most common item in the list

Median: middle item when the list is ordered

Mean: Add all numbers together and divide by the quantity of items in the list

Range: largest value - smallest value

6. Averages from a table

$$\text{Mean} = \frac{34}{16}$$

Number of people	Frequency	Number \times Frequency
1	5	1 \times 5 = 5
2	6	2 \times 6 = 12
3	3	3 \times 3 = 9
4	2	4 \times 2 = 8
	n = 16	Total = 34

7. Mean from a table

On your calculator:

Menu > 2.Statistics

1: 1-Variable

Fill the table

OPTN

3: 1-Variable

\bar{x} is the mean

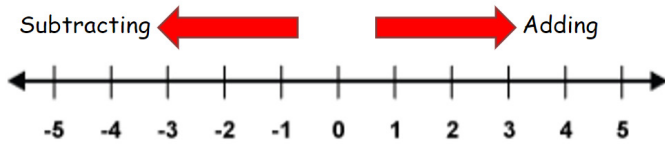
8. Comparing data using averages

“On average “ - compare the medians

Consistency - smaller range = more consistency

Year 7 Learning Cycle 1 Maths - Number skills

1. Directed number: add and subtract



2. Directed number: add and subtract

$-1 \textcircled{+} -3 = -1 - 3 = -4$ $-3 \textcircled{-} -6 = -3 + 6 = 3$
 Mixed means minus It's not mixed, so it's not minus

3. Directed number: multiply and divide

Calculate $(-3) \times (-2)$

$\begin{matrix} + & \times & + \\ - & \times & - \end{matrix} \left. \vphantom{\begin{matrix} + & \times & + \\ - & \times & - \end{matrix}} \right\} +$
 $\begin{matrix} + & \times & - \\ - & \times & + \end{matrix} \left. \vphantom{\begin{matrix} + & \times & - \\ - & \times & + \end{matrix}} \right\} -$

► $(-3) \times (-2) = +6$

4. Multiples and Factors

$1 \times 12 = 12$
 $2 \times 6 = 12$
 $3 \times 4 = 12$

Factors of 12 = 1, 2, 3, 4, 6, 12

$6 \times 0 = 0$
$6 \times 1 = 6$
$6 \times 2 = 12$
$6 \times 3 = 18$
$6 \times 4 = 24$
$6 \times 5 = 30$
$6 \times 6 = 36$
$6 \times 7 = 42$
$6 \times 8 = 48$
$6 \times 9 = 54$
$6 \times 10 = 60$

A few Multiples of 6

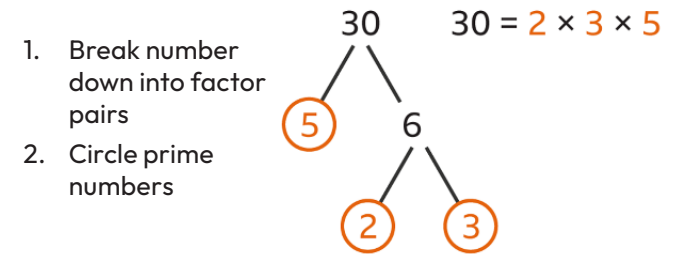
5. Squared Numbers

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

6. Cubed Numbers

$1^3 = 1 \times 1 \times 1 = 1$
 $2^3 = 2 \times 2 \times 2 = 8$
 $3^3 = 3 \times 3 \times 3 = 27$
 $4^3 = 4 \times 4 \times 4 = 64$
 $5^3 = 5 \times 5 \times 5 = 125$
 $6^3 = 6 \times 6 \times 6 = 216$
 $7^3 = 7 \times 7 \times 7 = 343$
 $8^3 = 8 \times 8 \times 8 = 512$
 $9^3 = 9 \times 9 \times 9 = 729$
 $10^3 = 10 \times 10 \times 10 = 1000$

7. Prime factor decomposition



8. Find HCF

$12 = 2 \times 2 \times 3$
 $18 = 2 \times 3 \times 3$ LCM = $2 \times 2 \times 3 \times 3$
 Common factors LCM = 36
 HCF = $2 \times 3 = 6$

9. Find LCM

$12 = 2 \times 2 \times 3$
 $18 = 2 \times 3 \times 3$ HCF x all of the numbers leftover in the lists which are not highlighted
 Common factors
 HCF = $2 \times 3 = 6$
 LCM = $6 \times 2 \times 3$
 LCM = 36

Year 7 Learning Cycle 1 Maths - Expressions, functions & formulae

1. Forming expressions

Letters represent unknown numbers



$$p \times 2 = 2p$$

$$\Rightarrow 2p + 1$$

2. Substitution

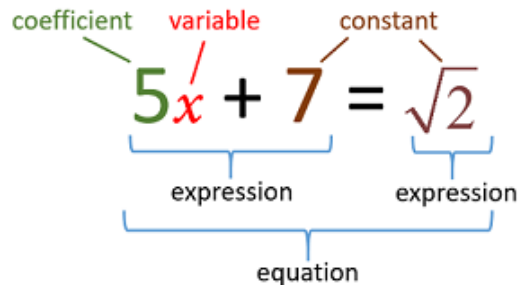
$$3a - 2b \quad (a = 10 \quad b = 4)$$

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

$$= 30 - 8$$

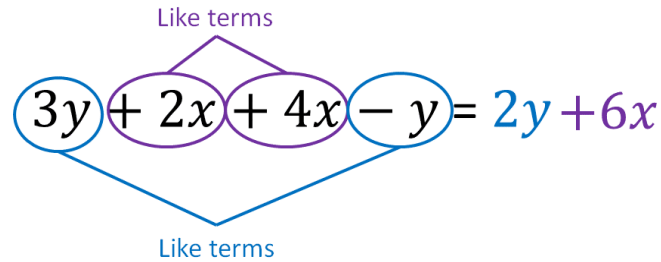
$$= 22 \quad \checkmark$$

3. Algebraic vocabulary



Terms: $5x, 7, \sqrt{2}$

4. Collecting like terms



5. Multiplying terms

$$4a \times 5b = 20ab$$

6. Expanding single bracket

$$5(3n - 4) \equiv 15n - 20$$

$5 \times 3n \quad 5 \times -4$

7. Expand and Simplify

$$4(x + 1) + 7(x + 3)$$

$$= 4x + 4 + 7x + 21$$

$$= 11x + 25$$

8. Comparing data using averages

Factorising

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

Expanding brackets

Year 7 Learning Cycle 1 Maths - Decimals and measures

1. Ordering decimals

<p>STEP 1: Stack the numbers being compared. Line up the decimal points.</p> $\begin{array}{r} 4.8 \\ 4.826 \\ 4.08 \\ 4.006 \end{array}$	<p>STEP 2: Add zeros so that each number has the same number of decimal digits.</p> $\begin{array}{r} 4.800 \\ 4.826 \\ 4.080 \\ 4.006 \end{array}$
<p>STEP 3: Compare each place value one by one. If a number is the same, move to the next place.</p> $\begin{array}{r} \downarrow \downarrow \downarrow \downarrow \\ 4.800 \\ 4.826 \\ 4.080 \\ 4.006 \end{array}$	<p>STEP 4: Order the numbers from least to greatest or greatest to least. Here, they are ordered from least to greatest.</p> <p>Remove the zeros you previously added.</p> $4.006, 4.080, 4.800, 4.826$ $4.006, 4.08, 4.8, 4.826$

2. Rounding to decimal places

Identify the digit in the dp given

Go to the next digit decide whether to round up

1st decimal place 3rd decimal place

2nd decimal place

$$2.839 \overline{7}$$

3.728

5 or more → round up

less than 5 → round down

3. Estimating

Round all numbers to 1sf

Complete calculation with rounded numbers

$$\begin{array}{r} 307 + 991 \approx 1300 \\ 300 + 1000 \\ 1300 \end{array}$$

4. Adding and subtracting decimals

$$\begin{array}{r} 12.5 \\ + 6.23 \\ \hline 18.73 \end{array}$$

$$\begin{array}{r} 5.2 \\ - 3.6 \\ \hline 1.6 \end{array}$$

Line up the decimal points.

Use zeros as place holders if you need

5. Multiplying decimals

$$3.4 \times 2.86$$

x10 x100

$$\begin{array}{r} 286 \\ \times 34 \\ \hline 1144 \\ 8580 \\ \hline 9724 \end{array}$$

$$9724 \div 10 \div 100 = 9.724$$

Multiply as if no decimal point

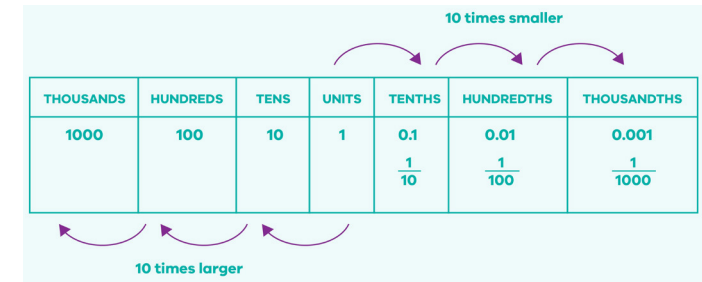
Answer has as many decimal places as in the question

6. Multiplying and dividing with powers of 10

Multiply- each digit shifts left

Divide- each digit shifts right

Decimal point remains in position



7. Dividing by decimals

Write division as a fraction

Use powers of 10 for equivalent fractions until integer on denominator

$$8.75 \div 0.7$$

x10

$$\frac{8.75}{0.7} = \frac{87.5}{7}$$

x10

$$7 \overline{) 87.5}$$

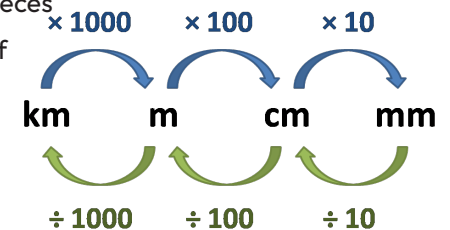
$$= 12.5$$

8. Metric conversions of length

Cent means 100

Mili means 1000 pieces

Kilo means 1000 of



Year 7 Learning Cycle 1 Maths - Calculator Features

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

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

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

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

Useful features on your calculator:

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

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

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

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

o^o: This is the time button and can do conversion between time units, as well as calculations with different times

Fraction button: can be used for any calculations with fractions

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



Sparx Maths

Homework will be set on Tuesdays and will be **due on the following Tuesday morning at 7:30am**

You **must** complete 100% of the homework- if you have not got 100% of the questions correct, then you have not done your homework

You will receive a merit for completion of your homework

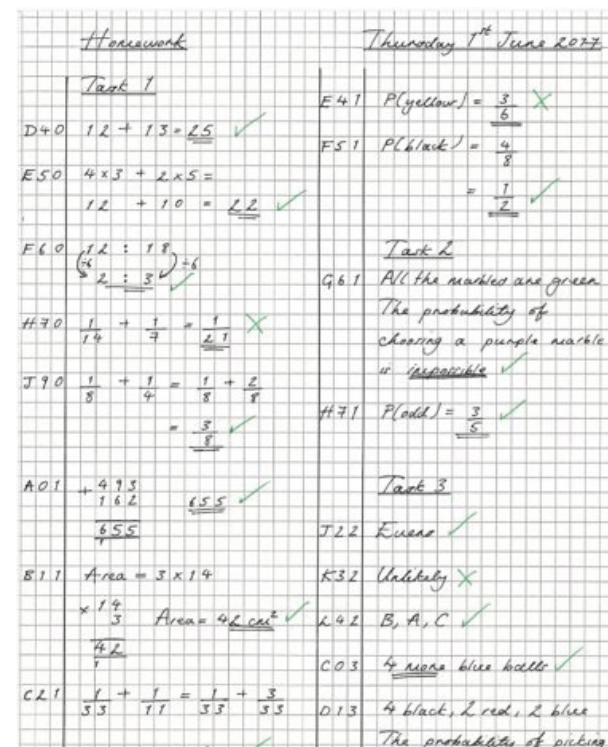
If you complete one of the extra homeworks- XP Boost or Target, you will receive another merit - they must be 100% complete

Sparx clinics will run Monday, Tuesday, Thursday in Arc 2- a Maths teacher will be on hand to support you, if you are unsure of any of the notes covered

It is your responsibility to seek help BEFORE the deadline, if you get stuck

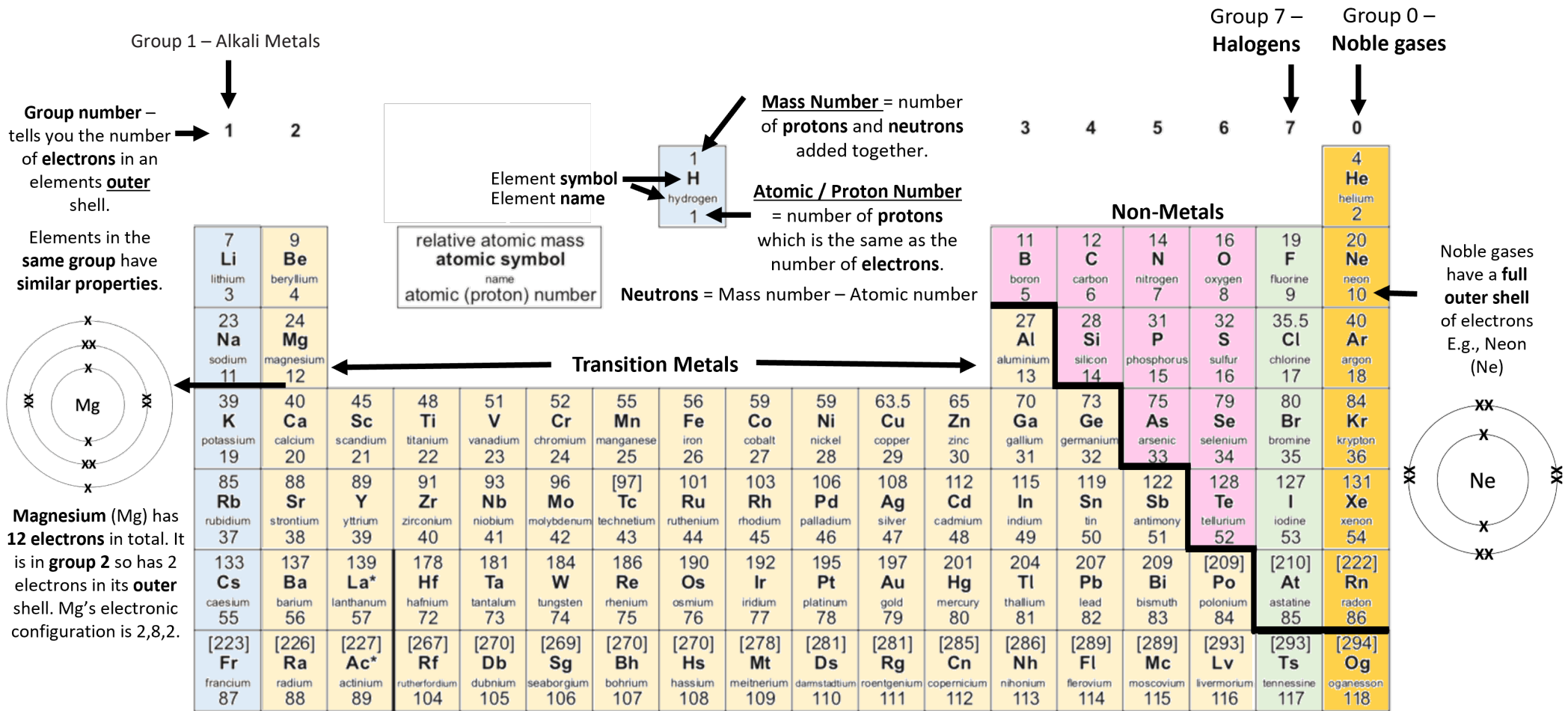
Your bookwork will be checked in lessons- you must write full workings

You must bring your homework book to the first lesson after Tuesday 7:30am- if you do not have your book, then you have not completed your homework



Notes Pages

Year 7 Learning Cycle 1 Science - How can I use the Periodic Table?



Year 7 Learning Cycle 1 Science - Experiments

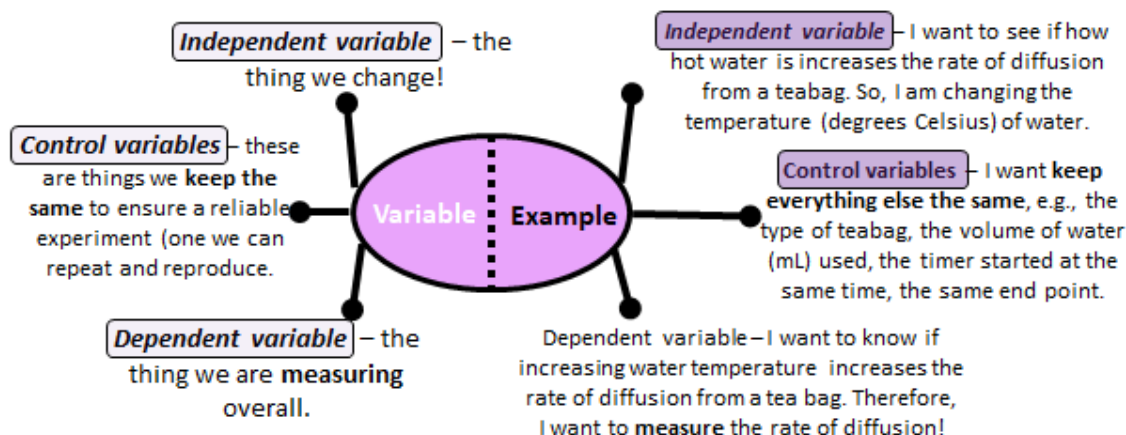
Key Terms	Description
Independent variable	The variable you change in an investigation
Dependent variable	The variable you measure in an investigation
Control variable	The variable you keep the same in an investigation
Hypothesis	A prediction of what will happen in an investigation
Reliability	We use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

1. Designing and performing experiments

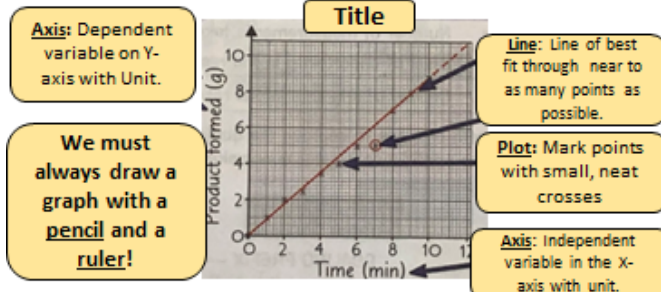
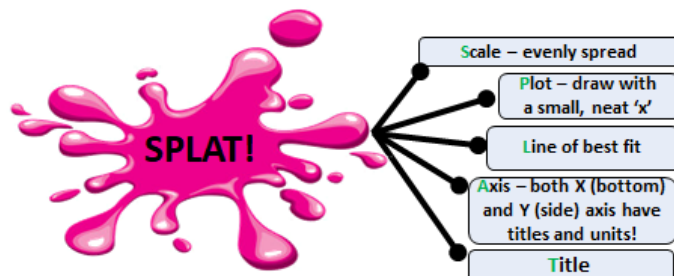
- 1 **Repeatable** – The same person gets the same results after repeating the experiment using the same method and equipment.
- 2 **Reproducible** – Similar results can be achieved by someone else or using a different method/piece of equipment.
- 3 **Accurate** – Results are close to the true answer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

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

2. The Variables



3. Presenting Data



Drawing conclusions from data:

1. State the **relationship** between the independent and dependent variable, e.g., **'as the time increases the product formed increases.'**
2. **Use statistics to support your answer.** 'For example, at 10 minutes there was 50g of product, compared to 160g at 20 minutes'
3. **Refer to the original hypothesis – does the data support this?**

When **evaluating** think of the **positives** and **negatives** of the method (the validity – did they use enough controls? And of the results – were results **reliable, accurate, reproducible?**) and come to an overall conclusion.

Year 7 Learning Cycle 1 Science - Key Terms

1. Matter

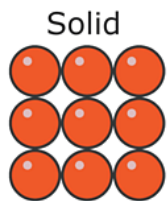
Key Terms	Description
States of matter	Shows how solids, liquids and gases change state
Boiling	When a liquid turns into a gas
Melting	When a solid turns into a liquid
Freezing	When a liquid turns into a solid
Evaporating	When a liquid turns into a gas
Condensing	When a gas turns into a liquid
Sublimation	When a solid turns into a gas without becoming a liquid first.
Chromatography	Is a separation technique used to separate mixtures of soluble substances
Filtration	Is used to separate an insoluble solid from a pure liquid or a solution.
Distillation	Is a separation technique used to separate a solvent from a mixture.
Pure substance	A substance made of only one type of particle
Impure substance	A substance made from more than one element or compound (Mixture)

2. Life science

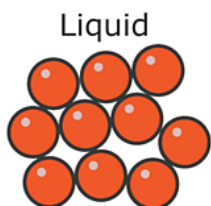
Key Terms	Description
Microscope	A scientific instrument that is used to see tiny objects, such as cells, magnified several hundred times or more
Specialised cells	Cells which have a particular adaptation to allow them to complete a specific function
Offspring	An animals young
Sexual fertilisation	A process in which new organisms are created by combining the genetic information from two individuals of different sexes
DNA	The store of genetic information for all living things, passed from parents to offspring
Ova	Female gametes
Sperm	Male gametes
Hormones	Chemical messages produced by glands. They travel in the blood to a target organ where they take effect
Uterus	The part of the female reproductive system where a fertilised egg cell develops into an embryo and then a fetus. Also called the womb.
Oviduct	Tubes in the female reproductive system which link the two ovaries to the uterus. Also called the fallopian tubes.

Year 7 Learning Cycle 1 Science - Matter

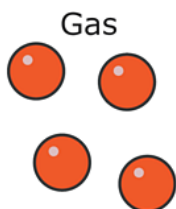
1. The particle model



The particles in solids are very close together, therefore they cannot usually be compressed or squashed. The particles in solids are arranged in a regular way. The particles in solids move only by vibrating about a fixed position. This gives solids a fixed shape and means that they cannot flow like liquids.

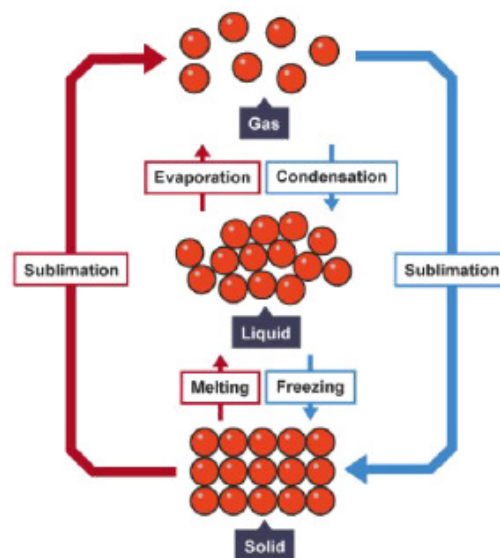


The particles in liquids are arranged in a random way, and are close together, touching many of their neighbours. There are some gaps, but liquids cannot usually be compressed or squashed. The particles of a liquid have enough energy to break free of some of the forces of attraction between the particles. So particles in liquids can move around and can move over each other, allowing liquids to flow and be poured.

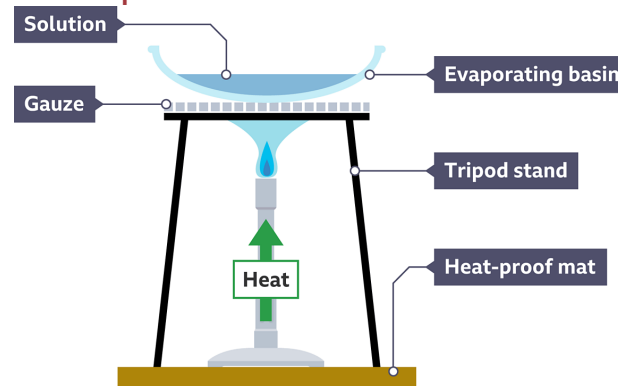


The particles in gases are widely spaced and randomly arranged, meaning they can be easily compressed or squashed. The particles in a gas have enough energy to overcome the forces of attraction between the particles, so are free to move in any direction. They move quickly in straight lines, colliding with each other and the walls of their container.

2. Change of States



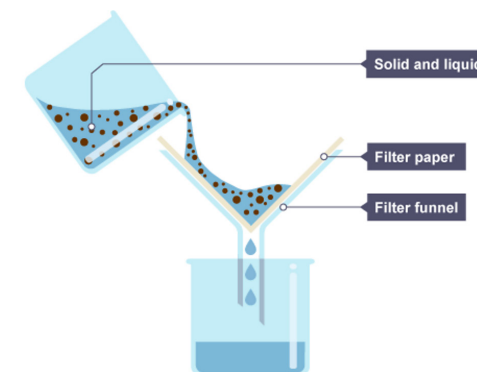
3. Evaporation



Evaporation can be used as a technique to separate the solid from the liquid in a solution. The solvent is the liquid, and when the solution is heated, the solvent evaporates. The solute is left behind as crystals.

In a lab the heat is usually supplied by a Bunsen burner, and the solution is heated in an evaporating basin.

4. Filtration



Filtration is the process of separating solids from liquids using a filter.

The process can be used to separate an insoluble solid, for example stone or sand grains from a liquid. The liquid could be a pure liquid, for example water, or it could be a solution, for example, salty water.

When a mixture of sand and water is filtered:

- the sand stays behind in the filter paper, it becomes the residue
- the water passes through the filter paper, it becomes the filtrate

5. Further reading and websites

The particle model of matter:

<https://www.bbc.co.uk/bitesize/topics/z9r4jxs>



SCAN ME

Pure and impure substances:

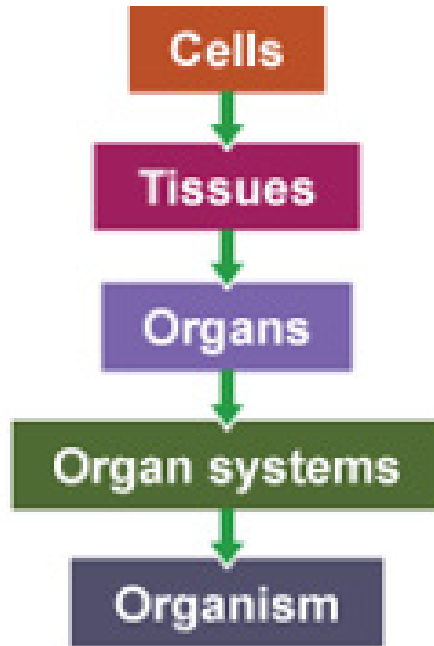
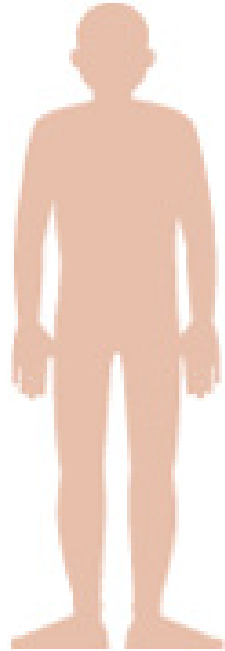
<https://www.bbc.co.uk/bitesize/topics/zych6g8>



SCAN ME

Year 7 Learning Cycle 1 Science - Life Science

1. Levels of Organisation

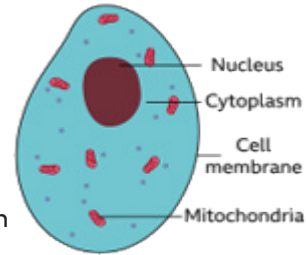


Multicellular animals and plants consist of different types of cells organised in a hierarchy as tissues, organs and systems.

2. Animal Cells

The four key components of most animal cells are:

- **Nucleus** - this contains the genetic material (DNA) and controls the cells activities.
- **Cytoplasm** - the liquid that makes up most of the cell in which chemical reactions happen. This is mainly water.
- **Cell membrane** - a flexible outer layer that surrounds the cell and controls which substances can pass into and out from it.
- **Mitochondria** - tiny parts of cells floating in the cytoplasm where energy is released from glucose from food. The mitochondria, found in the cell cytoplasm, are where most respiration happens.



3. Plant Cells

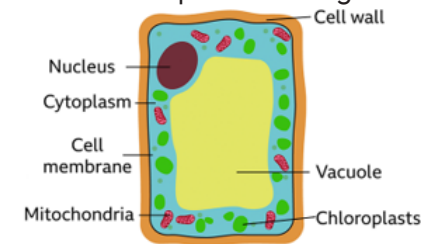
Plant cells often have a regular shape. They have the same cell components as animal cells: a nucleus, cell membrane, cytoplasm and mitochondria.

They also have:

Cell wall - a tough outer layer of the cell, which contains cellulose to provide strength and support to the plant.

Vacuole - a space inside the cytoplasm that contains a watery liquid called cell sap. It keeps the cell firm.

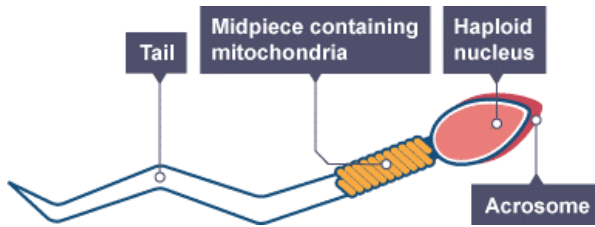
Chloroplasts - structures found in the cells of green parts of the plants only (leaves and stems) which contain a green pigment called chlorophyll in which **photosynthesis** occurs



Year 7 Learning Cycle 1 Science - Life Science

4. Specialised Cells

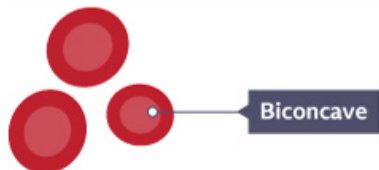
Sperm cells



Sperm are the male sex cell. They are made in the testes after **puberty**. They join with an egg cell during fertilisation to form an embryo which can then develop into a new life. The following features make them well suited to this function.

- A tail moves them towards an egg cell.
- Many Mitochondria release energy for movement.
- Part of the tip of the head of the sperm, called the acrosome, releases enzymes to digest the egg membrane to allow fertilisation to take place.
- The haploid nucleus contains the genetic material for fertilisation.
- Sperm are produced in large numbers to increase the chance of fertilisation.

Red blood cells



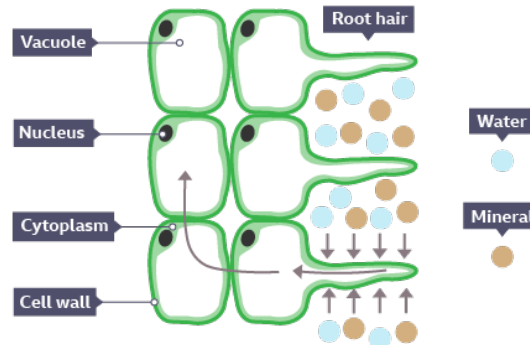
Red blood cells carry oxygen around the body, which is needed for respiration. They are well suited to this function because:

- They contain haemoglobin, which carries molecules.
- They don't have a nucleus, allowing more space to

carry oxygen.

- They are flat disc shape with dips on both sides (biconcave). This gives them a large surface area, and the best chance of absorbing as much oxygen as they can in the lungs.

Root hair cells



Roots hold plants in place as they grow and also absorb water and minerals from the soil. Roots divide into smaller and smaller branches as they travel in the soil. The outside surface of roots are covered with root hair cells, which have tiny 'hairs' which poke into the soil. This massively increases the surface area for the root hair cell to absorb more water and minerals.

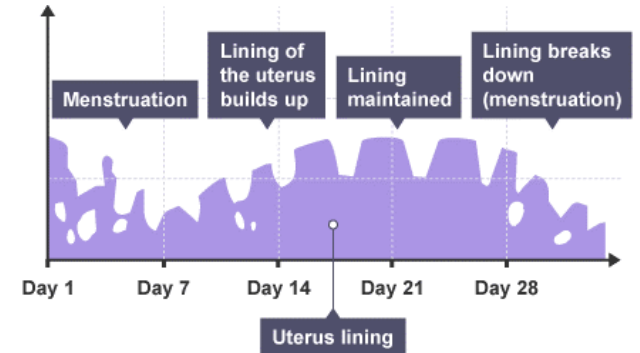
5. Puberty and Adolescence

The menstrual cycle begins at puberty. It is an approximately 28 day cycle that prepares for pregnancy. The cycle stops during pregnancy.

Most females begin puberty between the ages of 8 and 14. Puberty takes about 4 years during which the following physical changes occur.

- underarm hair grows
- pubic hair grows
- body smell gets stronger

- hips widen
- breasts develop
- ovaries release ova during the menstrual cycle



6. Further Reading

Animal and plant cells

<https://www.bbc.co.uk/bitesize/topics/znnycdm/articles/zkm7wnb>



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Specialised animal cells

<https://www.bbc.co.uk/bitesize/topics/znnycdm/articles/zfj3rwx>



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Human reproduction

<https://www.bbc.co.uk/bitesize/topics/zybbkqt/articles/zwb6xbk>



SCAN ME

Year 7 Learning Cycle 1 Science - How to Approach 6 Mark Questions

1. How to approach 6 mark questions in Science - Matter

Question	Identify and explain the properties of _____
Info	<p>You could be asked this question for solids, liquids and gases. To answer you need to:</p> <ol style="list-style-type: none"> Describe its shape and if it can flow. Link the state of matters shape and ability to flow to the forces of attraction between the particles. Describe its density and if it can be compressed. Link the density and ability to be compressed of the state of matter to the closeness of the particles.
Top tip	Link the properties of the states of matter to the arrangement of particles.
Model answer	<p>Identify and explain the properties of a gas.</p> <ol style="list-style-type: none"> A gas can flow and will completely fill a container that they are in. This is because there are very little forces of attraction between the molecules and so they are able to move freely. A gas has a very low density and can be squashed and compressed. This is because the particles are very far apart and so there is lots of space between them.
Practice	<ol style="list-style-type: none"> Learn and practice the model answer above. Prepare and learn model answers to identify and explain the properties of solids and gases.

2. How to approach 6 mark questions in Science - Cells

Question	Explain how a _____ cell is adapted for its function
Info	<p>You could be asked this question for any of the following specialised cells:</p> <ul style="list-style-type: none"> Sperm cell Nerve cell Muscle cell Red blood cell Root hair cell Xylem Phloem <p>To answer this question you will need to do the following:</p> <ol style="list-style-type: none"> Identify the function (job) of the specialised cell. Describe an adaption that the cell has. Explain how this adaptation helps the cell complete its function. Continue to describe another adaptation the cell has and explain how this helps complete its function until you can think of no more adaptations.
Top tip	<p>If you are explaining why a cell has lots of mitochondria use the following phrase:</p> <p>"The cell has lots of mitochondria, for respiration to release more energy"</p>
Model answer	<p>Explain how a sperm cell is adapted for its function.</p> <p>The function of the sperm cell is to carry the father's genetic information and fertilise the egg. Adaptations the sperm cell have include that it is streamlined to reduce the cells energy requirements to travel to the egg. Another adaptation is that the nucleus contains 1 set of chromosomes, this preserves the chromosome number when the egg is fertilised. A third adaptation is that the sperm cell has a acrosome that contains digestive enzymes that enables the sperm to penetrate the egg. Finally, the sperm cell has lots of mitochondria, for respiration, to release more energy for the cell.</p>
Practice	<ol style="list-style-type: none"> Learn and practice the model answer above. Prepare and learn model answers to explain how the following cells are adapted for their function: nerve cell, muscle cell, red blood cell, root hair cell, xylem and phloem

Year 7 Learning Cycle 1 Science - Clubs and Reading

1. Science reading opportunities

Reciprocal Reading
The Fab 5

PREDICT
I think... I predict...
I wonder...
I imagine... I suppose...

QUESTION
I wonder... Who? What? Where?
When? Why? How? What if?
What does?

CLARIFY
I'm not sure of this word... section... image...
diagram... label...
what does this mean?
I think I recognise this word...
does it link to... can I have help with a synonym...

TALK THE TEXT
Why is this text important?
How does it link to my learning?
What key information can I take from the text?

SUMMARISE
Label the key points / Paragraphs...
bullet point key ideas...
highlight key words...
The most important part is...
next... also... finally...

2. Young scientists club

Science or magic?

A+ = √ Science! ?

MAGIC

Miss Freestone and Miss Millward
S6
Wednesdays 3.15pm

3. STEM club

Could you survive a Zombie Apocalypse?
Tuesday 3.15pm in S3 with Mr Stone

4. Science discovery Websites

Spectacular Science
National Geographic

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



Discover Natural History Museum

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



Cornwall Wildlife Trust

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



Eden at home

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



Science Experiments for Kids

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



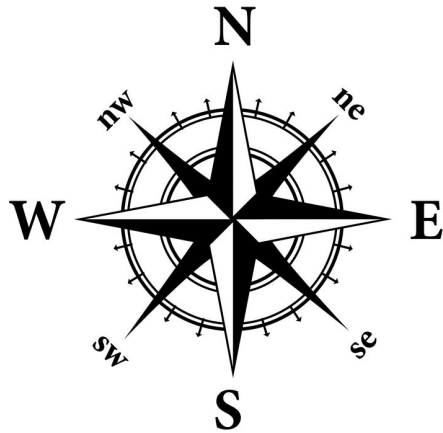
NASA

<https://www.nasa.gov/>



Year 7 Learning Cycle 1 Geography - Fantastic Places

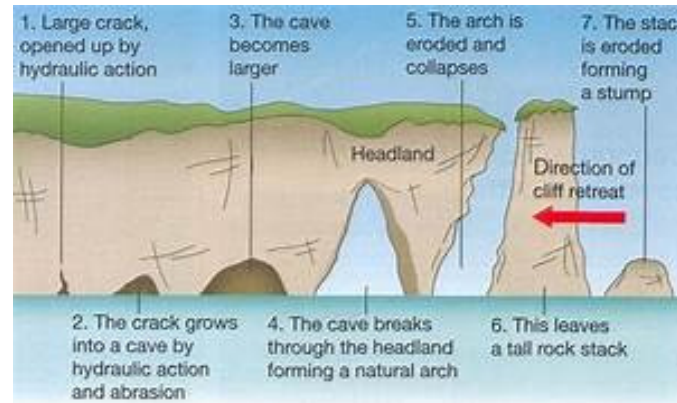
1. Compass Bearings



2. Continents & Ocean



3. Formation of a stack



4. Anuta Tribe

The island of Anuta is one of almost a thousand islands that make up the Melanesian nation of the Solomon Islands. Together, this group of islands cover a land mass of 28,400 square kilometres. Anuta island has been known as 'te fatu sekeseke', the slippery stone, due to it being such a small spot in the ocean - just half a mile in diameter and 70 miles from the next populated island, so hard to find and so easily 'slid' away from.

5. Mariana trench

Is the deepest part of the world's oceans. It is located in the western Pacific Ocean, to the east of the Mariana Islands. The deepest spot is located in the western Pacific, near Guam is called the Challenger Deep and at a depth of 11305m below sea level.



6. Kenya Fact File

Kenya is a country that is directly on the equator and is the eastern portion of Africa.

Climate

Kenya has a diverse climate. There are cooler coastal towns and mountain ranges and warmer, dry plains lands in the north.

Sports

Since Kenya is warm, they are involved in many outdoors sports like soccer, rugby, cricket and running.

Animals

The most famous Kenya animals are known as 'The Big 5': lions, leopards, elephants, buffalos and rhinos.

Kenya

Mount Kenya is the reason this country is named Kenya. It is the second highest peak in Africa at about 17,000 feet.



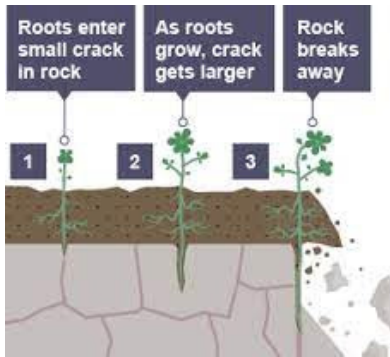
Year 7 Learning Cycle 1 Geography - How is the Planet Shaped

1. Weathering

There are three types of weathering.

1. Biological weathering

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

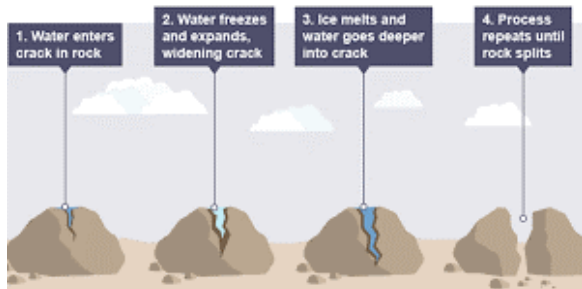


2. Chemical weathering

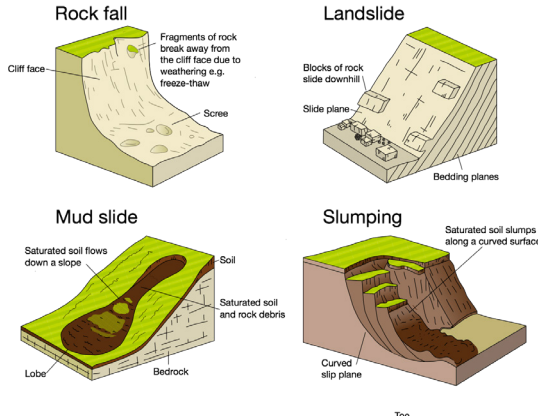
This describes rocks being broken up because substances in rainwater, rivers and seawater or the air, react with the in the rocks.

3. Physical weathering

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

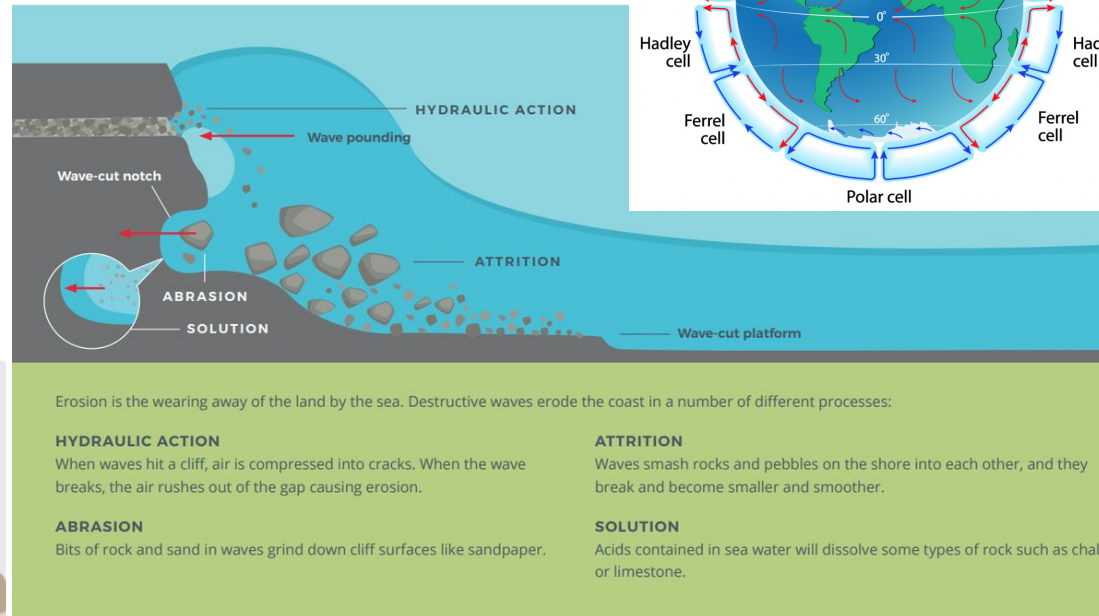


2. Erosion



3. Coastal Erosion

COASTAL EROSION



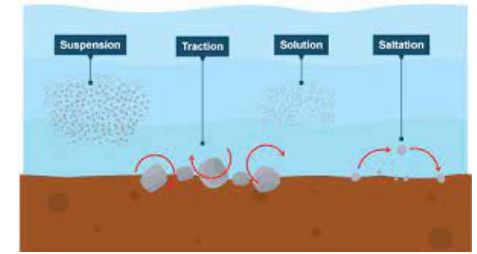
4. Traction

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

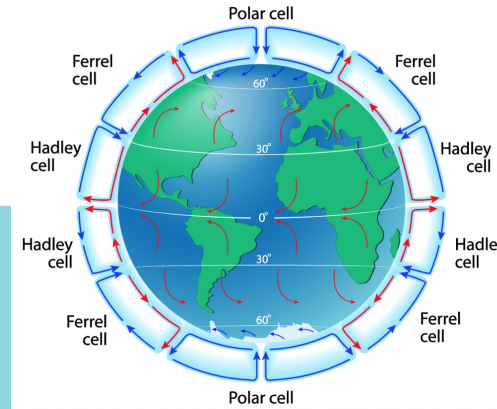
Saltation involves small stones, pebbles and silt being bounced along the sea bed.

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

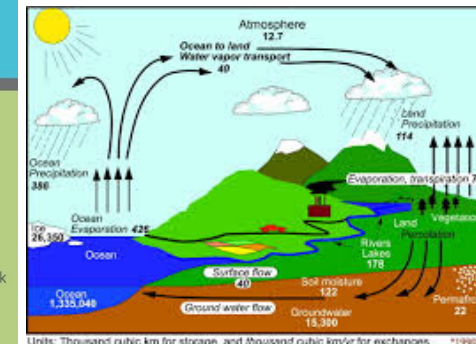
When material is dissolved and carried by the sea it is transported in solution.



5. Global Atmospheric Circulation



6. The Water Cycle



Year 7 Learning Cycle 1 History - The Battle of Hastings

Key Terms	Description
Monarchy	System of having a King or Queen in charge of the country.
Normandy	Place in France that William the Conqueror was Duke of.
William the Conqueror	A claimant to the English throne, called the 'conqueror' because he conquered England!
Bayeux Tapestry	A really important historical source created to tell the story of the causes, events and outcome of the Battle of Hastings.
Battle of Hastings	The Battle fought for control of England in October 1066 between Harold Godwinson and William of Normandy
Feudal System	A system of society where the King is at the top and the peasant are right at the bottom. Everyone has to swear an oath to the person above them in the system.
Motte and Bailey Castle	Type of Castle introduced by William of Normandy to help him keep control. There was a motte: mound of earth which the keep was built and then there was the Bailey: a little mini village enclosed by fencing and the moat.

Causes

The previous King, Edward the Confessor, had died in January 1066 without leaving a clear heir. His brother-in-law, Harold Godwinson, claimed the throne.

However; there were two other men who claimed the throne should be theirs. The Norwegian King Harald Hardrada and the William the Duke of Normandy.



Image showing Edward the Confessor on his Death Bed.

Events

Godwinson fought and won against Hardrada at the Battle of Stamford Bridge and then had to rush South immediately as he received news William had landed at Pevensey.

There was then a Battle fought between the Saxons (Godwinson's men) and the Normans (William's men). The Normans are victorious and Godwinson is killed.



Map of the battles in 1066

Consequences

William faced several rebellions after his victory.

To help deal with this he introduced Motte and Bailey castles, like Restormel Castle. To keep control over the people. He also introduced a new system called the Feudal System to keep everyone in their places and to make sure he always had knights ready to fight when needed. He was only finally secure on his throne after 1072.



Motte And Bailey Castle



Restormel Castle

Year 7 Learning Cycle 1 History - The Battle of Hastings

Thinking like a historian

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



Source: Bayeux Tapestry (1077)The Battle of Hastings section of the , which depicts the Norman Conquest of England.

Thinking like a historian

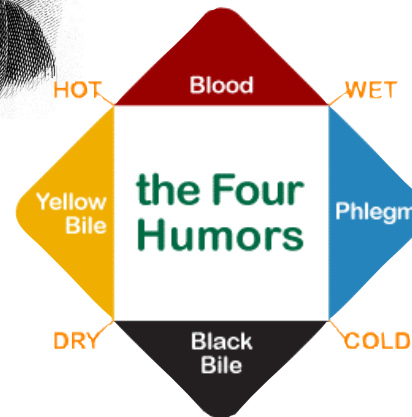
Source Key Word	What is it?
<u>N</u> ature	The type of source; report, newspaper, diary, painting etc.
<u>O</u> rigin	Where the source comes from; Who created it? When was it created?
<u>P</u> urpose	Why the source was created; to inform, to share personal views, to record facts etc.
<u>P</u> rovenance	This just means the NOP (nature, origin, purpose) of a source. As historians we look at these things to work out how useful a source is for our enquiry.

Year 7 Learning Cycle 1 History - The Middle Ages

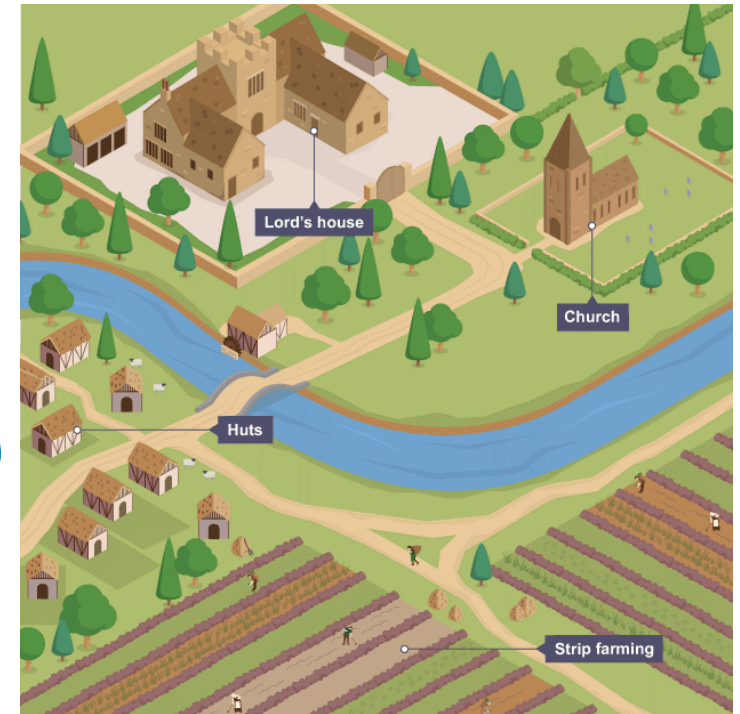
Key Terms	Description
Middle Ages	Another name given to the Medieval Period (c.1000-1500)
Archbishop	A member of the Church who has some power. He would be the most important Bishop in charge of an area.
Hue and Cry	Raising an alarm and shouting out to draw attention that someone has committed a crime nearby.
Wergild	A fine paid if someone has been severely injured or killed by someone. The money goes to the family of the victim.
Stocks and pillory	Punishment to publicly humiliate (embarrass) people who have committed less serious crimes. Stocks for your feet and pillory for your head!
Trial by Ordeal	If you were accused of a crime, you would carry out a 'trial' and God would decide on your guilt or innocence
Theory of the Four Humours	Medieval belief that you had 4 liquids in your body and if they were out of balance, you would get ill.
Galen	Galen was a physician, writer and philosopher who became the most famous doctor in the Roman Empire and whose theories dominated European medicine for 1,500 years



Claudius Galen



Theory of the Four Humours



A typical town in the middle ages



Public Humiliation in the Pillory



Raising the Hue and Cry to catch a thief

Year 7 Learning Cycle 1 Spanish

1. Know your phonics!

Revisit these rules and then apply them to all new vocabulary that we cover this term. Remember the rules never change!

a - e - i - o - u
ca - ce - ci - co - cu
ca - que - qui - co - cu
ga - ge - gi - go - gu
ga - gue - gui - go - gu
rr - ll - v - h - j - ñ - z



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Pronouncing words in Spanish:

<https://www.bbc.co.uk/bitesize/topics/zh727nb/articles/zk78382>

2. Introductions

Practise your answers to all of these questions- use your books and Knowledge Organiser and Parallel Text for support.

- ¿Qué tal? / ¿Cómo estás?
- ¿Cómo te llamas?
- ¿Cómo se escribe (your name)?
- ¿Cuándo es tu cumpleaños?
- ¿Cuántos años tienes?
- ¿Qué tienes en tu mochila?
- ¿Cuántas personas hay en tu familia?
- ¿Tienes mascotas?
- Háblame de tu familia



4. The verb tener- to have

This is a key verb that you need to know in all sorts of situations, knowing this well will really help you to progress well in Spanish:

I have- tengo
you have- tienes
he/ she/ it (they neutral) has- tiene
we have- tenemos
you (plural) have- tenéis
they (plural) have- tienen



3. Vocab learning techniques

Your Knowledge Organiser includes all the topic specific vocabulary for this unit, this is also accessible on Memrise.

To effectively learn vocabulary, practise the suggestions below. What technique works best for you?

1. Look-cover-write-check This video demonstrates what to do:
https://youtu.be/YFEzhGnJP_Q



2. Make Flashcards:
<https://youtu.be/-SL9037YMKA>



5. High frequency vocab

This vocab is commonly used all the time in Spain, the more of this you know, the better you will be able to communicate in any situation:

y = and	mi(s) = my
pero = but	tu(s) = your
también = also	su(s) = his/ her/their
sin embargo = however	por favor = please
quiero - I want	gracias = thank you
hay = there is/are	¿Y tú? = and you?

6. Further Reading

At the end of term, we have a reading and listening assessment. These websites will help you prepare:

Introducing yourself:

<https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zhvypq3>



Talking about family and pets:

<https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zfryxyc>



Days and months in Spanish:

<https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zjh292p>



Year 7 Learning Cycle 1 Computing

1. Key Terms	Description
Online	While connected to a computer or under a computer control.
Communication	The imparting or exchanging of information by speaking, writing or using some other medium.
Password	A secret word or phrase that might be used to gain admission to a place.
Privacy Settings	The part of the social networking website, internet browser, piece of software etc that allows you to control who see information about you.
Cyberbullying	Like traditional bullying but takes place online. Can include discrimination and hate crimes.
Audience	The assembled spectators or listeners at a public event e.g. play

2. Spot the Hazards

Can you spot x9 hazards in this classroom?



3. Computing Laws

Copyright Law © – any work you produce is automatically protected from being used by others without your permission. Includes Images, writing, designs.

Creative Commons CC– allows you to give some permissions for others to use your work.

5. Email Construction

Subject Gives a short overview of what the email contains.

It is polite to...

- Use a salutation e.g. 'Dear Mrs Smith'
- End an email formally e.g. 'Thank you...' or 'kindest regards'
- Avoid Sarcasm

4. Which of these is the strongest password?

- Secure1
- 2MyStudioCardboard9
- Password1234
- P@ssword123
- Enter

Why?

Disrespectful way to compose an email

Message
From: Becky
Subject: Hi Miss!
Can we not have any homework this week because I didn't like the last one that you sent out and I really wanted to play online instead.
Soz. Lol.

Respectful way to compose an email

Message
From: Mr Hopper
Subject: Homework for Monday 8th
Dear Class,
This is a reminder that your homework project on volcanoes is due on Monday 8th. Please email me if you have any questions about the activity.
Many thanks, Mr Hopper

Year 7 Learning Cycle 1 Computing - Managing Data Using Excel

1. Spreadsheets are useful because you can perform mathematical investigations on the data:

Operators:	+ to add cells =A2+A3
	- to subtract =A5-A6
	/ to divide =A2/B1
	* to multiply =A3*C6
Want a total? Use the SUM function	=SUM(B3:B23)
Want an Average? Use the Average function.	=AVE(B3:B23)
Want to find out the largest number or the smallest? Use the MIN and MAX function.	=MAX(B3:B23) =MIN(B3:B23)
Want to count the number of cells with data in them? Use the CountA function	=COUNTA(B2:B15)

2. Spreadsheet Tools

Spreadsheets have tools to quickly create different types of graphs, such as pie charts and bar charts



3. A Spreadsheet (Excel) can help store and organise data.

This makes it easier to understand trends and find out information.

Medals won at the 2016 Summer Olympics

Germany: 17 Gold, 10 Silver, 15 Bronze

Great Britain: 27 Gold, 23 Silver, 17 Bronze

China: 26 Gold, 18 Silver, 26 Bronze

	A	B	C	D	E
1	Gold	Silver	Bronze	Total	
2	Germany	17	10	15	42
3	Great Britain	27	23	17	67
4	China	26	18	26	70
5	Russia	19	17	20	56
6	United States	46	37	38	121
7	Japan	12	8	21	41
8	France	10	18	14	42

4. Columns and Rows

Column headers are labeled A, B, C...

Row headers are labeled 1, 2, 3...

5. Cells and Ranges

Cells are the squares in the table

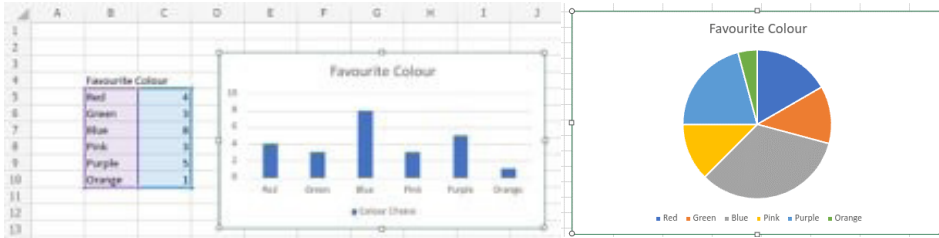
They are referenced by using the Column letter then the Row number. This is cell C4

A collection of cells is called a Range. This range is A2:A6

Year 7 Learning Cycle 1 Computing - The Internet, the World Wide Web and Computer Hardware

1. Working with data (Excel Spreadsheets)

Spreadsheets are useful because you can model data using Graphs and Charts very easily. It is good for seeing trends and relationships.



Key Words:

Bar Chart: Data is displayed in columns or rows

Pie Chart: Data is displayed as proportions of a circle

2. Computer Hardware

Keyword	Definition	Example
Input Device	Allows you to add data to the computer.	Keyboard, mouse, touchscreen, microphone
Output Device	Allows the computer to communicate with you.	Monitor, speaker, headphones, printer
Storage	Allows you to save data.	Hard disk, USB, DVD

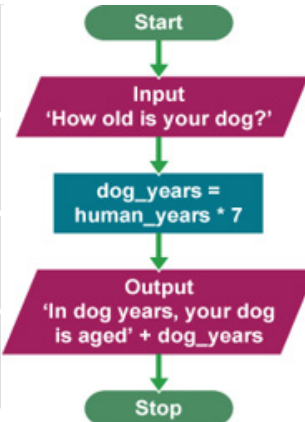
3. The Internet and World Wide Web

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

Year 7 Learning Cycle 1 Computing - Programming

1. Creating with Scratch – Sequence and Variables

Algorithm	Logical instructions for carrying out a task –needed to design computer programs.
Sequence	A set of programming instructions that follow on one from another
Variables	A named part of the algorithm that can be given a value.
Scratch	A high-level block-based programming language



A Flow Diagram can be used to describe an algorithm

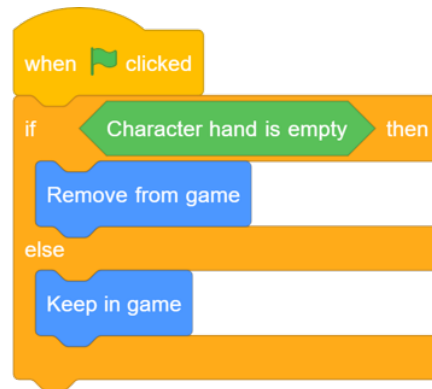
2. Selection & Operators

You can **select** what happens to an object, variable or sprite by using selection statements

If.....then....else

An **If block** allows us to check a condition and perform an operation if the condition evaluates to 'true'.

When the condition evaluates to 'false' the else operation is run.



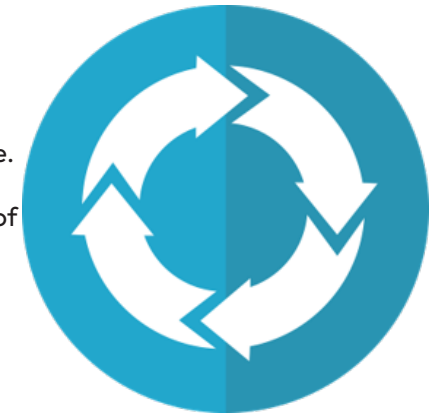
Comparison Operators	>, <, =
Logic Operators	AND, OR, NOT
Condition	A statement or sum that is either true or false.
Selection	Running part of the code if a condition has been met (or not met)

3. Count-controlled iteration

Iteration	Repeating a section of code until a condition has been met.
Count controlled iteration	Repeating a section of code for a specific number of times.

Why use Iteration?

It allows algorithms to be simplified by stating that certain steps will repeat until told otherwise. This makes designing algorithms quicker and simpler because they don't need to include lots of unnecessary steps



Year 7 Learning Cycle 1 Art

1. Tier Three Vocabulary

Key Words	Definitions
Tone	How the light falls on an object. From dark to light.
Texture	What is the object made from?
Pattern	Repeating marks that can represent texture.
Cross-hatching	A technique where you draw lines in a criss-cross pattern.
Stippling	A technique where a series of small individual dots are used to create texture.
Charcoal	A material that is made from charred wood that is used to create dark and rich marks.
Oil Pastel	A richly-pigment waxy stick that creates vibrant and blendable marks.
Ink	A wet material with vibrant colour.
Continuous Line	A drawing technique where the tool does not leave the paper.

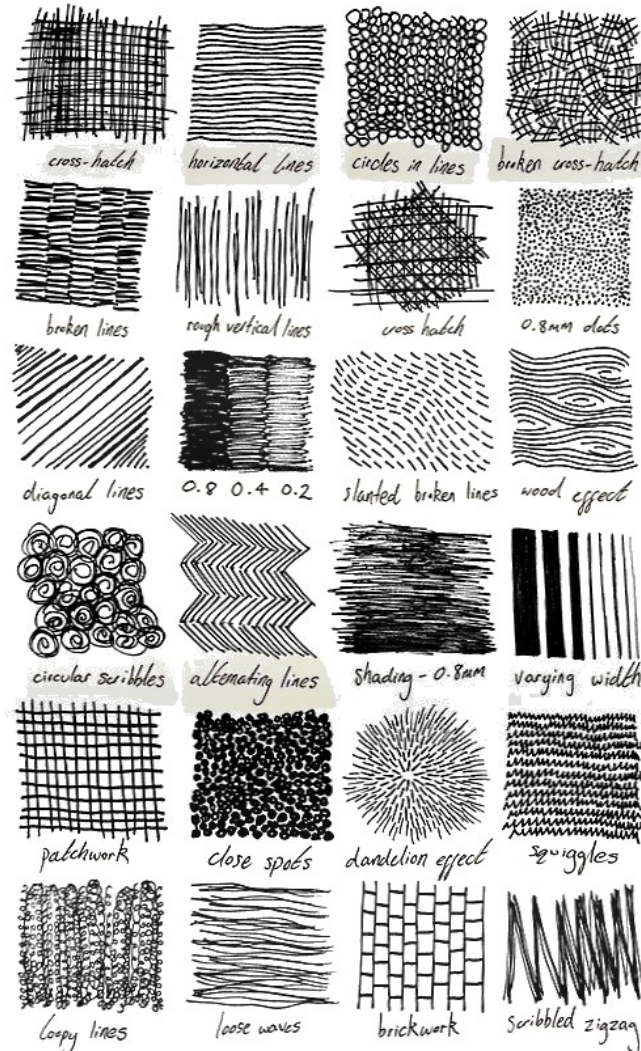
2. Different Materials/Medium

There are many different types of material and media that you can use to create marks in Art. They all have different textures, feels, and purposes.



3. Mark Making

There are lots of unique patterns that can be made with different types of tools and materials. Below are some interesting examples of different ways you can use these tools and materials to create texture and pattern in a drawing.



4. Artists that make Marks



Brice Marden

Marden used continuous line a lot through his artwork.



Vincent Van Gogh

Van Gogh used pattern to interpret texture in his works.



Helen Wells

Wells is an illustrator who uses pattern to create texture.



5. Links and Further Reading

Lesson: How Does Mark Making Affect Your Paintings
[is.gd/markmaking](https://www.is.gd/markmaking)



Article: Mark Making: Inspired by the Masters to Find Artistic Voice
[is.gd/markmakingarticle](https://www.is.gd/markmakingarticle)

Revise: Mindmap Maker
[is.gd/flashcardsmaker](https://www.is.gd/flashcardsmaker)



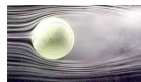
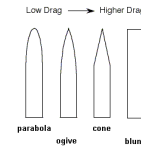
Year 7 Learning Cycle 1 Design Technology - Rockets

1. Tier Three Vocabulary

Key Words	Definitions
Brief	A set of instructions given to a designer by a client saying what they want their product to be like.
Design	An idea of how to meet the needs of the brief.
Specification	A document with the details of a product's required characteristics, and all the processes, materials and other information needed to design the product.
Biomimicry	Biomimicry is where nature inspires a designer to design a product in a particular way. For example, adding wings.
Prototype	The first working model of a design used for testing, development and evaluation.
Propulsion	A force used to push an object in the direction that it needs to travel.
Component	A part of an object that has been designed or constructed (made).
Aerodynamics	The way an object moves through air.
Weight	The downward force on an object caused by gravity.
Refine	To make changes to a design in order to improve it.
Wing Shape	The shape and angle of a wing including its tips (ends).

2. Factors that affect distance rocket travels

Nose Shape	The shape of the nose affects the aerodynamics and air resistance of your rocket.
Wings & Body Shape	Wings and body shape affect the stability of our rocket and may stop it from spinning.
Mass	The greater the mass of your rocket, the greater the force needed to move it.
Air Resistance	If your rocket cannot move smoothly through the air, it will travel a shorter distance.
Force of Propulsion	The force of propulsion from the launcher system will be the same for your rocket so work on improving the other factors.



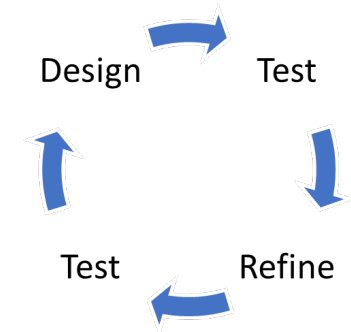
3. Prototyping

Designers are often challenged to produce brand new solutions to problems. As a result, they have to test their ideas by making and using smaller, cheaper prototypes from readily available materials. After testing has been successfully completed, full-scale production can start on the full-sized product.



If the prototype doesn't work or the client doesn't like it, it can be refined/redesigned quickly and cheaply.

4. Design and Refine



5. Workshop Safety

- Leave your bags in the bag space so that people don't trip over them.
- Never run in a workshop.
- Don't play with the vice on the workbench as it can easily pinch your skin.
- Tell the teacher if there is sawdust/metal filings on your workbench – Don't blow them or brush away with your hand.
- Don't touch tools without permission from the teacher

6. Links and Further Reading

Designing:

<https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/15>



Rockets:

<https://www.youtube.com/watch?v=aTd2f59TSVo>

Revise: Mindmap Maker
[is.gd/mindmapmaker](https://www.is.gd/mindmapmaker)

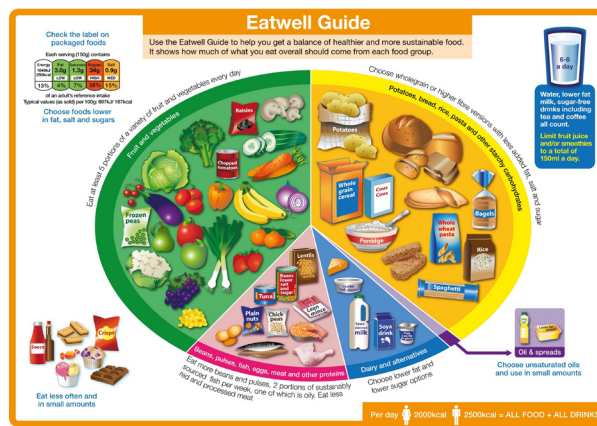


Year 7 Learning Cycle 1 Food - Hygiene & Safety

1. Key Terms	Description
Hygiene	Keeping things clean and germ-free, especially when it comes to food and cooking.
Safety	Taking precautions to make sure that no one gets hurt or sick while working with food or in the kitchen.
Bridge Hold	A way of holding a knife where you grip the handle with your hand and rest your index finger on the blade for better control.
Claw Grip	Holding food with your fingers curled like a claw to keep it stable and stop your fingers from getting cut while cutting or chopping.
Knife/Knives	Sharp tools with a blade used for cutting and slicing food.
Nutrients	Important stuff found in food that gives our bodies energy and helps us grow and stay healthy.
Balanced Diet	Eating different types of food in the right amounts to get all the nutrients our bodies need.
Protein	A nutrient found in foods like meat, fish, eggs, and beans that helps our bodies build and repair tissues.
Fat	A type of nutrient that gives us energy, keeps us warm, and helps our bodies absorb certain vitamins, found in foods like butter, oil, and meat.
Carbohydrates	A type of nutrient found in foods like bread, pasta, and potatoes that gives our bodies energy to do stuff.

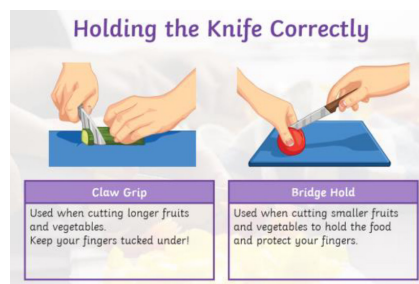
2. Eatwell Guide

The Eatwell Guide is a great way of ensuring that you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



3. Knife Skills

There are different ways of cutting food depending on the type of food you are cutting. Below are two of the most common methods: the Claw Grip, and the Bridge Hold.



4. Safety in the Kitchen

Safety is extremely important when it comes to working in the kitchen. There are a few key things to keep in mind to ensure that everyone stays safe while cooking. First, always wash your hands with soap and water before handling any food to prevent the spread of germs. It's also essential to handle knives and other sharp objects with

caution, using proper techniques and focusing on what you're doing. When using the stove or oven, be mindful of hot surfaces and use oven mitts or potholders to protect your hands. Additionally, make sure to turn off appliances and unplug them when you're finished using them. Lastly, be aware of potential hazards like spills, cords, and loose clothing that can cause accidents, and keep a clean and tidy workspace to avoid trips and falls.

5. Preparing the Food Handler

It is important to make sure that if you are about to handle food that you prepare yourself. You need to make sure that your hands are cleaned and surfaces where food will touch is clean too. It is important to make sure that the chopping boards you use to prepare meat is on a separate chopping board. Any food needs to be stored at the right temperature as well.



6. Links and Further Reading

Video: The Eatwell Guide
<http://y2u.be/7MIE4G8ntss>



Article: Safety in the Kitchen
<https://cpdonline.co.uk/knowledge-base/safeguarding/kitchen-safety-rules-for-children/>

Revise: Mindmap Maker
is.gd/mindmapmaker



Year 7 Learning Cycle 1 RE

1. Key Words	Definitions
Belief	Having confidence about something even if you can't prove it.
Buddhism	A religion which originated in India and is based on the teachings of the Buddha
Christianity	The world's largest religion, based on the teachings of Jesus Christ
Culture	The arts (e.g. painting, music and sculpture) and other human achievements
Fact	This is something which you can prove to be true
Hijab	A head covering worn in public by some muslim women
Hinduism	The main religion within India - it includes believe in a large number of gods
Islam	This is the second largest religion in the world (and the fastest growing) and is based on the teachings of the prophet Mohammad
Judaism	This is the oldest religion in the worl and is practised mainly by the Jews. It is based on those descended from Abraham.
Kippah	This is a skull cap worn by the Jewish men who practise their religion strictly
Philosophy	Study of some of the most basic questions about human life e.g. Why am I here?
Places of worship	Where people practice their religion e.g. Christians go to church, Muslims to a Mosque
Religion / Religious	Belief in or worshipping god or a higher power
Religious Clothing	Things people might wear because of their religion e.g. a Muslim woman might wear a hijab
Sikhism	One of the youngest of the major religions it was founded by Guru Nanak

2. What is Religion?

- Believing in and worshipping a God or gods or other superhuman controlling power
- Some people broaden this definition to a group with a set of beliefs and practices

Why should we learn about religion?

- Worldwide, more than 80% of people identify with a religious group and the way they act may well be linked to their religious beliefs, so understanding some facts about religion will help us to understand people we meet.
- Religion is relevant to our lives e.g. we might visit a church for a funeral
- Our country and the wider world have been shaped by religion (e.g. places to worship have been built, paintings done, specific laws have developed, wars have been fought and our language has evolved) so learning about religion helps us make sense of our country's history, traditions and attitudes as well as understand more about other countries and their cultures.
- Learning about religion helps to stop us accidentally giving offence or being ignorant
- Learning about religion helps us to think about how we feel and draw conclusions.

A **source of authority** in religion is a religious text or leader responsible for guiding people on how to live their lives.

Abraham was the first person to teach the idea that there was only one God; before then, people believed in many gods. He is an important person in Judaism, Christianity and Islam.



Scan the QR code for a link to more information and ideas about religious beliefs and lifestyles.



Year 7 Learning Cycle 1 RE

3. Christianity

Place of Origin	Israel
Founder	Jesus of Nazereth
Sacred text	The Bible
Sacred building	Church, Chapel, Cathedral
Holy places	Jerusalem, Bethlehem
Major festivals	Christmas, Easter

Christians believe that Jesus Christ was the Son of God and that God sent his Son to Earth to save humanity from the consequences of its sins.

Jesus was fully human and experienced this world in the same way as other human beings of his time.

Jesus was tortured and gave his life on the Cross (At the Crucifixion)

Jesus rose from the dead on the third day after his Crucifixion (the Resurrection)

Christians believe that Jesus was the Messiah promised in the Old Testament

Christians believe that there is only one God, but that this one God consists of 3 'persons'

- God the Father
- God the Son
- The Holy Spirit

Christians believe that God made the world.

4. Islam

Place of Origin	Saudi Arabia
Founder	Muslims believe in a chain of prophets starting with Adam
Sacred text	Qur'an
Sacred building	Mosque
Holy places	Mecca, Medina, Jerusalem
Major festivals	Ramadanm Eid-ul-Fitr

The basic belief of Islam is that there is only one God, whose name in the Arabic language is Allah, and who is the sole and sovereign ruler of the universe.

Muslims have 6 main beliefs

- Belief in Allah as the one and only God.
- Belief in angels
- Belief in holy books
- Belief in the Prophets Mohammad (peace be upon him) is the final prophet.
- Belief in the Day of Judgement, the day when the life of every human being will be assessed to decide whether they go to heaven or hell.
- Belief in Predestinationm thaty Allah has already decided what will happen.

Muslims believe that this doesn't stop human beings making free choices.

5. Judaism

Place of Origin	Israel
Founder	Abraham
Sacred text	Torah
Sacred building	Synagogue
Holy places	Jerusalem
Major festivals	Rosh Hashanah and Yom Kippur, Pesach (Passover), Shavuot (Pentecost), Sukkot (Tabernacles)

Jews believe that there is a single God who not only created the universe, but with whom every Jew can have an individual and personal relationship.

Abraham is the father of the Jewish people. Jews see Abraham as a symbol of trusting and obeyong God. Abraham is also imporrtant to followers if Christianity and of Islam.

The story of Abraham is told in the Book of Genesis (the first book of the Hebrew and Christian Bibles) in chapter 12-25.

Year 7 Learning Cycle 1 Music - It's Elementary

1. Key Words	Definitions
String Family	A family of instruments where you strum, pluck or bow the string to make a sound.
Woodwind Family	A family of instruments where you blow into it to make a sound.
Brass Family	A family of instruments where you buzz or vibrate your lips onto it to make a sound.
Percussion Family	A family of instruments where you hit, strike or shake it to make a sound.
Conductor	A person who directs a large group of musicians to keep them in time and tell them when to play.
Orchestra	A large group of musicians that contain strings, woodwind, brass and percussion.
Soundscape	A piece of music that uses a combination of sounds to create an immersive atmosphere
Acoustic	An acoustic instrument doesn't require electricity to make its sound.
Electric	An electric instrument uses electricity in order to amplify (make louder) its sound.
Digital	A digital instrument cannot make a sound at all unless it uses electricity.
Musical Elements	The musical elements are the building blocks of all music – they describe how music is played.

2. Soundscapes

A soundscape is where a composer uses sounds and music in order to evoke an image to a person's mind. Often, we associate different instruments and sounds to different environments and locations. For example, the church organ might make us think of a graveyard or something spooky, whereas a ukulele might make us think of a beach!



3. Instrument Families

Every instrument in the world falls into one of **FOUR FAMILIES**, and this is based on how each instrument **MAKES A SOUND**. This is **NOT** based on what they are made from.

STRINGS You pluck, strum or bow it.

WOODWIND You blow into it.

BRASS You buzz/vibrate your lips onto it.

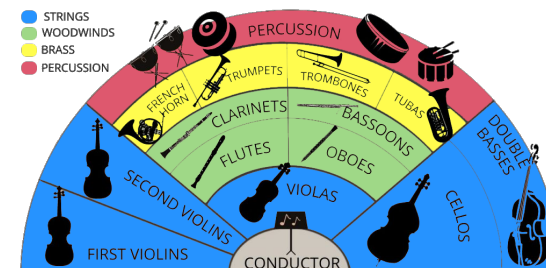
PERCUSSION You hit, strike or shake it.

5. The Musical Elements

Timbre	The unique sound an instrument makes.	Rhythm	The different combinations of long and short sounds.
Dynamics	How loud or soft a sound is – also called the volume.	Attack & Decay	How a sound starts and how it stops.
Tempo	How fast or slow a sound is – also called the speed.	Silence	The gaps within music where there is no sound.
Duration	How long or short a sound is – also called the length.	Structure	How the music is built – how does it start, develop, and end.
Texture	How thick or thin a sound is – how many instrument at once.	Melody	The main tune of the music.

4. Orchestra

An orchestra is a large group of musicians that all play at the same time. The percussion and the brass instruments are grouped at the back as they can usually play the loudest sounds, whereas the woodwind and the string instruments are at the front as they are typically quieter.



6. Links and Further Reading

Lesson: An Introduction to the Elements of Music

[is.gd/musicalelements](https://www.is.gd/musicalelements)



Article: BBC Concert Orchestra Wows Young Audience

[is.gd/orchestraarticle](https://www.is.gd/orchestraarticle)



Revise: Mindmap Maker





[is.gd/mindmapmaker](https://www.is.gd/mindmapmaker)



Year 7 Learning Cycle 1 Drama - Silent Movies

1. Key Words	Definitions
Facial Expressions	The different ways our face moves and changes to show our emotions or convey messages without speaking.
Gestures	The movements of our body, such as hand or head movements, that we use to communicate or express something.
Gait	The way a person walks, including their stride and rhythm.
Still Image	A frozen moment captured in a picture or a scene where all the actors are motionless.
Thought Tracking	A technique used in theatre or literature to reveal a character's inner thoughts or feelings by directly stating them.
Short Monologue	A brief speech or performance by a single person that expresses their thoughts, emotions, or ideas.
Mime	The art of performing or storytelling using only body movements and facial expressions, without using words.
Freytag's Pyramid	A storytelling structure consisting of five parts - exposition, rising action, climax, falling action, and resolution - that creates a dramatic arc in a narrative.
Stimulus	Something that triggers or provokes a response or reaction, often used in theatre.
Devise	The process of creating or inventing a piece of theatre.

2. Stock Characters

Comical Cops	The Heroine	The Villain	The Hero
These characters were often portrayed as bumbling and clumsy police officers who provided comic relief. They were known for their exaggerated gestures, slapstick humour, and humorous attempts at solving crimes or maintaining order.	The heroine was typically portrayed as an innocent woman in need of rescue or protection. She often found herself in dangerous situations. The heroine displays qualities of courage, kindness and resilience while facing challenges.	The villain is the main baddie in the story. They are frequently depicted as cunning, ruthless, and morally corrupt. They would oppose the hero and often conspire to harm the heroine or achieve their wicked goals. Villains use dramatic gestures!	The hero was the central character of the story, often portrayed as brave, noble, and morally upright. They would fight against injustice, protect the heroine, and ultimately triumph over the villain. The hero will be strong, courageous and just!
			

3. Freytag's Pyramid

Freytag's Pyramid was invented by the German novelist and playwright as a way of breaking down a story into five main distinct sections (highlighted in red below). This is an effective way of looking at how so many stories are told to an audience.



4. Silent Movies History

The silent movie era spanned approximately three decades, beginning in the 1890s and culminating in the late 1920s.

Actors used exaggerated body language and facial expressions, along with written dialogue on title cards, to tell stories without spoken words. They covered various genres and captivated audiences through visual storytelling. While sound replaced silent movies, they remain a significant part of film history.

5. Links and Further Reading

The Silent Era – Crash Course Film History

<https://www.youtube.com/watch?v=ROOV9tucra0>



Charlie Chaplin in 'The Lion's Cage.'

<https://www.youtube.com/watch?v=79i84xYelZI>



Charlie Chaplin in 'The Kid'

<https://www.youtube.com/watch?v=qNseEVlaCl4>



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