

Quest for Knowledge Booklet

Year 7

Cycle Two

2025-2026



Personal details

Name:	
Tutor Group:	Tutor:
House:	
Head of Year:	

Key log in information

My school email:	@honiton.college
My school password:	
Classcharts code:	

Sparx - Maths	sparxmaths.uk
Username:	
Password	

Sparx - Science	sparxscience.com
Username:	
Password	

Spark Reader	sparkreader.com
Username:	
Password	

Other	
Username:	
Password	

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
P1					
P2					
P3					
P4					
P5					
After school					
Week B	Monday	Tuesday	Wednesday	Thursday	Friday
P1					
P2					
P3					
P4					
P5					
After school					



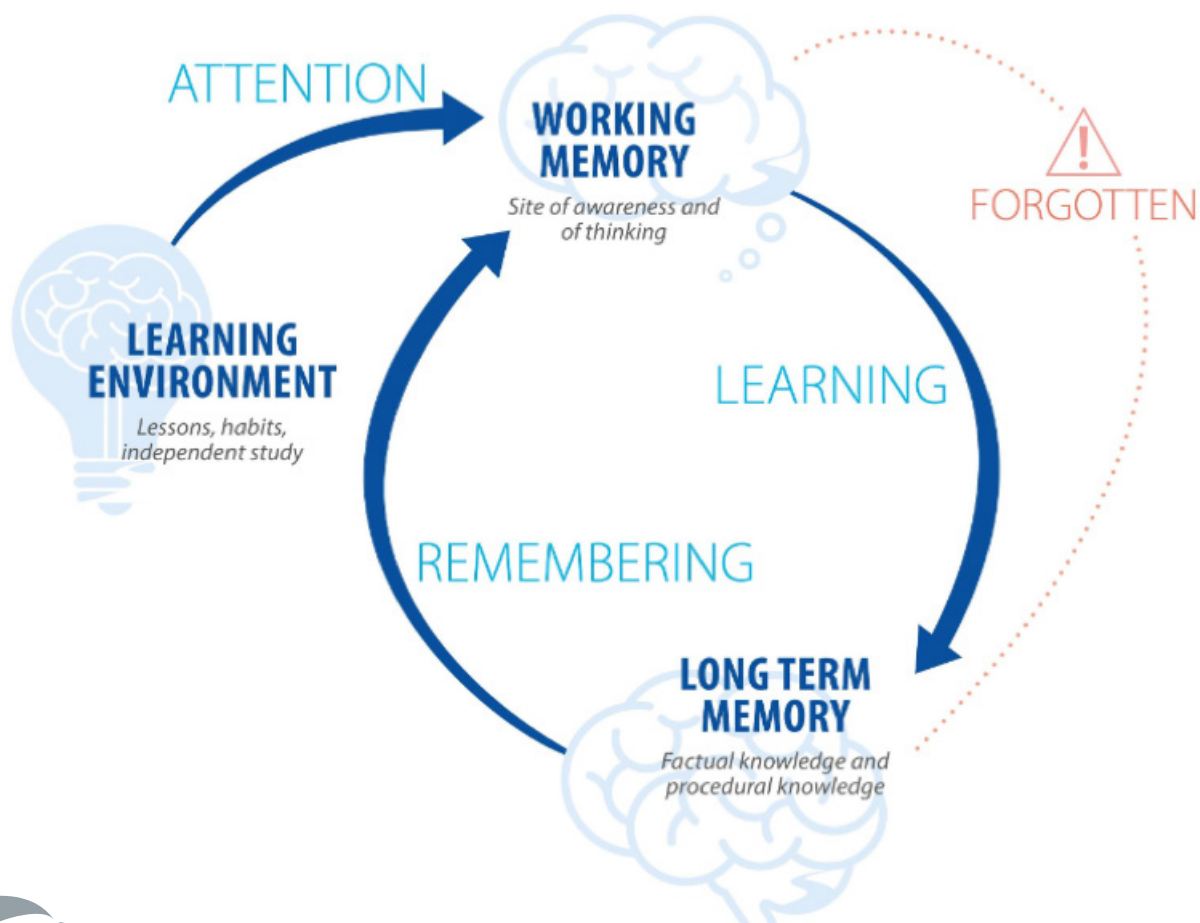
How do we learn?

In your lessons at HCC, teachers plan every minute to ensure the **teaching habits** and strategies they use create a productive learning **environment** and focus your **attention** on the most important content. The information you receive in class is held and dealt with by your **Working Memory** (sometimes called your **short term memory**). Your working memory capacity is limited, meaning you can only deal with a few pieces of new information at a time before you get overloaded - this is called your **Cognitive Load**.

Once in your working memory, new information can be dealt with and transferred to your **Long Term Memory** - this is what learning actually is. Once in your long term memory, the information is organised into **schema** - you organise new memories and link them to your previous experiences. The information in these **schema** can then be recalled to help you understand new information and importantly, this does not use up the limited slots in your working memory. If information is not effectively **learned** or **encoded** from your working to your long term memory, it will be forgotten.

Retrieval practice will help to make sure your schema are well developed and that you are able to link all the knowledge you will need for your lessons. Retrieval practice is exactly what the name suggests - practising retrieval, and then applying, all of that information stored in your long term memory. Again, if you don't regularly practise remembering this information, it can become **forgotten**.

The model below summarises this process showing how new information moves from your environment (what is in happening in your classroom), eventually forming new and valuable memories.



Your Quest for Knowledge Booklet

This booklet contains key **knowledge** for all your subjects. Each knowledge booklet (**KB**) has the key facts and most powerful information that needs to be **memorised** to help you master your subjects and be successful in lessons. Your teachers have carefully selected the information included to ensure you construct the most effective schema, meaning you can recall the information you need in class to master your subjects.

How Can My Quest for Knowledge Booklet Help Me Remember Information?

Your Quest for Knowledge Booklet is designed to help you remember important facts and concepts by:

1. **Breaking Down Information:** It presents topics in clear, bite-sized chunks that are easier to learn and recall.
2. **Highlighting Key Content:** It shows you exactly what you need to know – focused and to the point.
3. **Supporting Regular Review:** Using it often helps move information into your long-term memory.
4. **Making Revision Easier:** Everything you need is in one place – perfect for quick revision sessions.
5. **Helping You Spot Gaps:** Use it to test yourself and identify areas you still need to work on.
6. **Encouraging Active Recall:** Try remembering information from the booklet without looking – this boosts memory better than just reading.

How Can I Use My Quest for Knowledge Booklet in Class?

Your Quest for Knowledge Booklet is a powerful tool! Here's how it can help you succeed in class:

- **Quick Revision:** Use it to quickly remind yourself of key facts before a lesson starts.
- **Stay Focused:** Check it during class if you forget something—it helps you keep up without falling behind.
- **Join In:** Use what you've memorised to take part in class discussions and answer questions with confidence.
- **Better Notes:** Spot what's important faster, so your notes make more sense later.
- **Spot Gaps:** If you don't understand something on your organiser, that's your clue to ask for help!

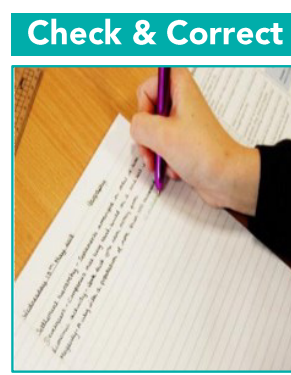
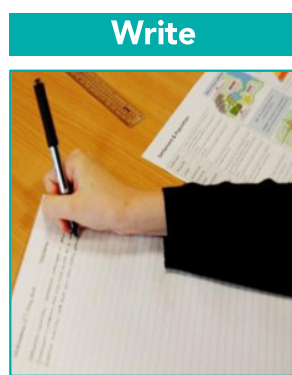
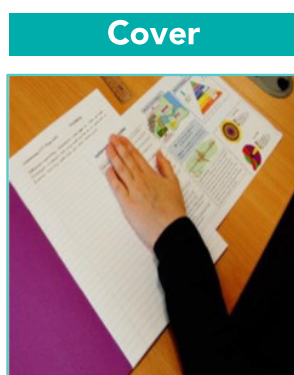


How can I use my Quest for Knowledge Booklet at home

Your knowledge booklet is a great resource for use at any time at home or in school. Being able to **recall** the information it contains from your long term memory will help you have a really **high success rate** in lessons. One of the most effective ways of forming strong long term memories is by quizzing yourself. In fact, research shows that pupils remember 50% more when they test themselves after learning something new. Simply reading through your knowledge organiser is helpful, but there are also far more effective ways to memorise the important content.

How can I self-quiz?

- » **Cover-Write-Check:** Your teacher may direct you to read a specific section or week of your KB. Once you've read the information, **cover** it up and **write** out as much as you can from memory. Next, **check** the (KB) to see if you're right, then **correct** any mistakes in your purple pen. Repeat this process two more times - even if you got 100% correct.



- [illegible]

- » **Draw a mind-map:** jot down everything that you remember from the **KB** and make links between the ideas. Check for accuracy and repeat.

- **Make up mnemonics:** (eg. MRS GREN) to help you remember key facts. Write these out from memory.

- **Make Cornell notes:** This system of note taking makes revision and retrieval practice really easy due to the layout of the notes. Set up a page with the four sections shown in the diagram:

- **Subject** - write the title of your topic;
- **Recall** - this could be questions or keywords;
- **Notes** - write descriptions, explanations and examples from the content you studies here; and
- **Summary** - in one sentence, give an overview of everything in the notes.

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- **Notes** - write descriptions, explanations and examples from the content you studies here; and

- **Summary** - in one sentence, give an overview of everything in the notes.

[illegible]

Once your notes page is complete, you could cover the notes and recall section and see how much of the content you can write down - then check and correct. Alternatively, cover up the notes section and try to answer the questions you wrote in the recall section. Find out more about how to prepare and use Cornell notes here <https://www.youtube.com/watch?v=WtW9lyE04OQ>.

Homework

Homework helps you practice what you've learned in class so it sticks in your mind. It gives you a chance to go over things at your own pace and get better at solving problems. Doing homework also helps build important life skills like responsibility, time management, and independence.

Plus, when you come to class with your homework done, you're more prepared to ask questions, take part in discussions, and succeed in tests and assignments.

Why Follow a Schedule?

Following a schedule helps you stay organized and use your time wisely. It makes sure you don't forget important things like homework, projects, or activities. When you stick to a schedule, you're less likely to feel stressed or rushed because you know what to do and when to do it.

A good schedule also helps you find time for fun, rest, and the things you enjoy—so you can balance school and life more easily! An example schedule is below, to help you ensure that your homework is completed ready for the hand in day.

Day	Subject	Homework set	Hand in
Monday	Sparx Reader		Sparx Science
Tuesday	Sparx Science	Sparx Science	Sparx Maths
Wednesday	Sparx Maths	Sparx Maths	Sparx Reader
Thursday	Sparx Reader	Sparx Reader	
Friday	Sparx Maths		

How Can I Do Independent Study?

Independent study helps you take control of your learning and get ahead! Here's how you can do it in each subject:

Science

- Use the **Independent Learning** section in Sparx Science, your booklet or Quest for Knowledge booklet.
- Pick a topic you're unsure about and review the key points.
- Watch a short video, read a summary, or make flashcards to help remember it.

Reader

- Keep **reading regularly**—at least 20 minutes a day if you can.
- Use the **quizzing system** to test your understanding of what you've read.
- Try different types of books to build a strong vocabulary.

Maths

- Complete the **XP Boost** tasks for extra practice and challenge.
- Check your **Target** section and focus on topics you need to improve.
- Use the **Independent Learning** section to help you review tricky areas.

Other Subjects

- Use the information in this Knowledge booklet and strategies to help you remember information to get ahead and prepare for assessments

✓ Tip: Set aside 20–30 minutes a few times a week for independent study. Little and often works best!

Stop

STOP

'They're not bullying you because of you, they're bullying you because of how they are'

Jessie J

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups.

Bullying can take many forms including:

- emotional abuse
 - social bullying
 - social media
 - threatening behaviour
 - name calling
 - cyberbullying
 - sexting
- ## Bullying includes REPEATEDLY:
- people calling you names
 - making things up to get you into trouble
 - hitting, pinching, biting, pushing and shoving
 - taking things away from you
 - damaging your belongings
 - stealing your money
 - taking your friends away from you or leaving you out
 - posting insulting messages or rumours, in person online
 - threats and intimidation
 - making silent or abusive phone calls
 - sending you offensive texts or messages

Speak

'Blowing out someone else's candles doesn't make yours shine any brighter'

Drake

Speak to someone.

No one has a magic wand, but we always do our best and we do really care.

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.

You're **not** alone

Don't be afraid to tell an adult. **Telling isn't snitching!**



Support

'You always have to remember that bullies want to bring you down because u have something that they admire'

Zak Efron

What we do at HCC to deal with bullying:

- **Mentoring** is having a named person you can go to for support at school. Tutor/HOY/Refocus/Other
- **Restorative justice** brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.



Any form of bullying will not be accepted at HCC.



YEAR 7

KS3 ART Pop Life

Week 1 and 2

Colour Theory	A way in which colours can be organised and shows how colours work together to affect our mood perceptions (how we see things).
Complementary Colours	Colours that are opposite each other on the colour wheel (e.g. purple and yellow)
Harmonious Colours	Colours that are near each other on the colour wheel (e.g. green and blue)
Abstract	A form of art that does not attempt to represent accurate visual reality, instead uses a visual language of shape, form, colour, and line to achieve its effect

Week 7 and 8

Cultural and Artist Knowledge

Wassily Wassilyevich Kandinsky Born(4 December] 1866 – 13 December 1944) was a Russian painter and art theorist. Kandinsky is generally credited as one of the pioneers of abstraction in western art. Kandinsky's creation of abstract work, he called this devotion to inner beauty. Some art historians suggest that Kandinsky's passion for abstract art began when one day, coming back home, he found one of his own paintings hanging upside down in his studio and he stared at it for a while before realizing it was his own work, suggesting to him the potential power of abstraction.

Week 3 and 4

Cultural and Artist Knowledge

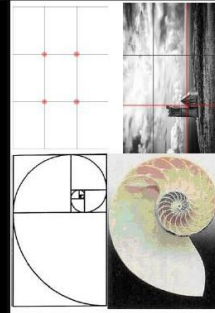
Henri Matisse (31 December 1869 - 3 November 1954), is one of the masters of 20th century art, he was a French artist, known for his use of colour. Along side Picasso and Marcel Duchamp, Matisse is a leading figure of modern art. His cut-outs are among the most significant. When ill health prevented Matisse from painting, he began to cut into painted paper with scissors to make maquettes for a number of commissions.



Week 9 and 10

Putting it all together

COMPOSITION



The formal elements combine to create a composition.

The principles of Design (Contrast, Balance, Emphasis, Proportion, Unity, Variety, Rhythm, Movement, Harmony, Repetition) are used to arrange the formal elements. The composition can follow rules such as the rule of thirds or the golden ratio.

Let's creative!

Try a abstract drawing of your own idea. Change how objects or people look. Use bright colours like Matisse or Kandinsky.

Week 5 and 6

COLOUR

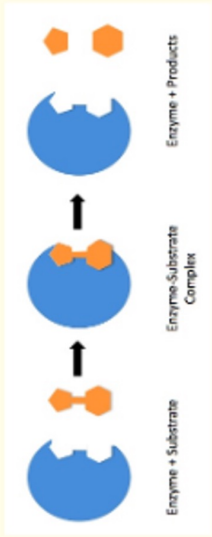
Colour: hue, saturation. Tint, shade, tone.

Colour harmony: warm, cool, monochrome

Complementary colours enhance. Colour can be used to affect the mood.

Week 11 and 12

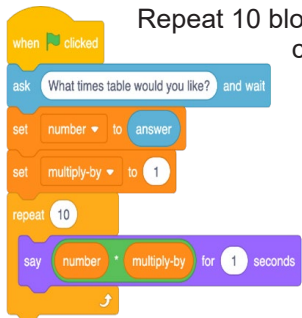
Year 7 - Combined Science - Cycle 2	Week 1 - Reproduction	Week 2 - Puberty and pregnancy
Key vocabulary - Reproduction: the process of producing offspring - Gamete: a term for the sex cells of an organism - Puberty: the process of the reproductive system maturing - Sex hormone: chemical messengers such as testosterone or oestrogen that are involved in the reproductive system - Placenta: an organ that forms during pregnancy to supply nutrients and oxygen to the developing baby - Menstrual cycle: the changes in hormones that control the development and release of an egg each month in the female reproductive system - Contraceptive: a method of preventing pregnancy - Force: a push, pull or twist that can change the shape, speed or direction of an object - Resultant force: the overall force acting on an object - Weight: the effect of gravity on an object. Measured in Newtons - Deform: a change in shape	- Reproduction produces new individuals (offspring). - There are two forms of reproduction called sexual and asexual. - Two parents are needed for sexual reproduction and it involves the fusing (joining) of sex cells (gametes). - The male reproductive system has testes which produce sperm cells. - The female reproductive system has ovaries which produce egg cells. Sexual reproduction produces offspring that are genetically different to there is variation Asexual reproduction only requires one parent and produces offspring identical to that parent Puberty is the process of the reproductive system of a child maturing into that of an adult. - It occurs as a result of sex hormones such as testosterone and oestrogen.	Fertilisation occurs when a sperm cell meets an egg cell and fuses with it. This creates an embryo which can develop into a foetus. - The process of an embryo developing into a baby is called gestation and occurs over approximately 9 months - The embryo divides in its mother's uterus (womb) - As it grows, the foetus receives the nutrients it needs from the placenta where they pass from mother to child - The growing baby is connected to the placenta by the umbilical cord - The amniotic fluid supports the baby in the uterus and acts as a shock absorber - After 40 weeks the mother's cervix relaxes and the muscle walls of the uterus contract which pushes the baby out of the vagina
Week 3 - Menstrual cycle and contraception - The menstrual cycle is the term given to the changes in hormones that control when an egg is released each month by a female. - The term for releasing an egg is ovulation. - There are different hormones that work together to control the menstrual cycle. Oestrogen and progesterone are two of those hormones. Menstruation occurs at the end of a cycle as is commonly known as a period Contraception can be used to prevent pregnancy occurring. Barrier contraceptives such as a condom prevent the sperm from meeting the egg. Hormonal contraceptive prevent an egg being released	Week 4 - Forces - A force is something that changes the direction, speed or shape of an object - Forces can be contact or non-contact depending on whether the force needs to touch the object to act on it Resultant force is the overall force acting on an object - Arrows on a force diagram show the size and direction of the force. Newton's 1st law states: - If the resultant force acting on a stationary object is ON the object will remain stationary - If the resultant force acting on a moving object is ON the object will continue with the same velocity - If the resultant force acting on an object is non-zero, the object will accelerate in the direction of a force.	Week 5 - Weight, mass and stretching springs - The weight of an object depends on its mass and the force of gravity acting on it. - Weight W can be calculated as: $W = m \times g$ (N) (kg) (N/kg) - The terminal velocity of a falling object is reached when the downward force of gravity equals the resistive force of gravity - An elastic object deforms (changes shape) when a force is applied but returns to its original shape when the force is removed - If enough force is applied to a spring it will reach its elastic limit and deform permanently

Key vocabulary	Week 6 - Filtration and crystallisation	Week 7 - Chromatography
- Mixture: two or more elements or compounds that are not chemically combined - Insoluble: does not dissolve - Soluble: does dissolve - Filtrate: the liquid and dissolved substances that passes through filter paper - Residue: the solid that does not pass through filter paper - Chromatography: separating a mixture of soluble substances based on solubility - Distillation: separating a liquid from a solution - Fractional distillation: separating a mixture of liquids based on boiling point - Boiling point: the temperature at which a substance changes state from liquid to gas - Pathogen: a microorganism that can cause hard - Enzyme: a biological catalyst	- Mixtures are impure substances which contain elements and/or compounds that are not chemically joined together - Mixtures can be separated using physical methods such as filtering Filtration separates an insoluble substance from a liquid. The insoluble substance cannot pass through the filter paper and so remains in the paper as a residue. - The liquid that passes through the filter paper is called the filtrate Crystallisation separates a soluble substance from a liquid solvent. - The liquid solvent is evaporated when heated but the soluble substance remains as a solid - The soluble substance is not evaporated as it has a higher boiling point than the liquid	Paper chromatography is a technique used to separate mixtures of soluble substances such as food dyes. - It can be used to find out which colours have been mixed together in an ink. - It works because some compounds dissolve better in a solvent than others. - When a solvent moves along a strip of paper, it carries the substances in the mixture at different speeds. - The solvent is called the mobile phase - The paper contains the stationary phase. - The paper with the separated substances on is called the chromatogram
Week 8 - Distillation	Week 9 - Digestion and Enzymes	Week 10 - Enzyme activity
Simple distillation is used to separate a solvent from a solution. - It works because the dissolved solute (ink) has a much higher boiling point than the solvent (water). - When the solution is heated, only the water evaporates and turns into a gas (vapour). - The gas moves away and is cooled and condensed (changes from a gas to liquid). - The collected liquid water will now be pure - The ink will be left behind because it has a much higher boiling point. - The apparatus used is called a simple still.	- The digestive system is a group of organs which work together to break down our food and absorb the nutrients we need. - The stomach contains hydrochloric acid which kills any pathogens (like bacteria) that enter with our food. - The small intestine is responsible for breaking down large molecules into small ones and absorbing the nutrients. - The large intestine absorbs the water. Enzymes are a special molecules in the body that help to speed up the rates of reactions. We call them biological catalysts. - Enzymes are made of proteins. - In humans, digestive enzymes turn large molecules in our food into the smaller subunits they are made from.	- The substances that enzymes break down are known as substrates. - The substances produced when an enzyme has broken down a substrate is called a product. - Each enzyme is specific to one type of substrate only. - The enzymes have a specific shape which is called the active site and it only fits with one type of substrate 

Knowledge organiser: Spreadsheets

1: Getting to know a spreadsheet • Spreadsheets perform calculations and help us model scenarios. • Cells are made up of rows and columns • Cells can be identified by a cell reference from the rows and column e.g • B3 for a single cell or • B3:E8 for a range of cells • Formatting cells can help make information clearer. Fill, Borders, Text Colour, Font Size are all ways to change the visual impact.	2: Quick calculations • Formulas in spreadsheets start with = • Numerical operators in excel formulas • Add is + E.g “= A1+B1” • Subtract - E.g “= A1-B1 • Multiply is * E.g “= A1*B1” • Divide is / E.g “= A1/B1” • autofill tool duplicates cells and continues a linear pattern.
3: Understanding Data • Data is: raw, unorganized facts that need to be processed. • Information is: When data is processed, organized, structured or presented in a given context so as to make it meaning full, it is called information • Primary source of data is a source which you have collected. Observation, Interview, Survey, Questionnaire. • Secondary source of data is: Is a source of information which you have found and may decide to use. Books, Web pages, Reports, Research. NOTE -Reference your sources if used in your work.	4: Become a data master! • SUM - Allows you to add up items • COUNTA - Counts how many filled cells there are • MAX - Finds the highest value • MIN - Finds the lowest value Automatically create charts from data. • Charts and functions are both examples of the what's involved in the process we call “analysing data”, which means making sense of data to find out information. • Bar Graph – analysing whole numbers • Line Graph – analysing data of time • Pie Chart – showing proportions
5: Mastering Modelling • Sort - Allows you to sort items A to Z or Z to A • AVERAGE - Finds the Average value from a set of data • COUNTIF - How many of a certain value there are. • IF - Analyse data for a True or False answer as two outcomes. • Conditional formatting, the appearance of a cell changes automatically depending on the data it contains, according to rules you set.	6: Business Key Words Cashflow - The money that comes into and goes out of a business or individual over a specific period. Income - Money earned or received, usually through work, investments, or other sources Expenditure - Money spent or paid out, especially on goods and services. Profit - The positive financial gain earned when income is more than expenditure Loss - The negative financial result when expenditure is more than income. Investment - Allocating money with the expectation of earning a return or making future gains.

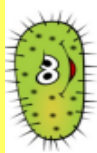
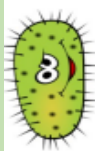
Knowledge organiser: Computing

7: Sequencing • Instructions for computers need to be very precise. • Programming is how you get computers to solve problems • A programmer is someone who writes computer programs. • Computers are tools – Complex but not mysterious or magical Key Concept. • Sequence – Running Instructions in order. • Selection - Making Choices. • Iteration -Doing the Same thing more than once.	8: 4. Operators - =<> And Or Not • Comparison operators compare the values of expressions. = Equals Operator compares 1 variable to another > Greater than operator checks if one variable is bigger than another variable. < Less than operator checks to see if one variable is smaller than another variable. • Logic operators perform logic checks between statements. And Operator Checks if both statements are True. Or Operator checks if either are True Not Operator checks if one is True
9: 2. Variables • Computers are good at storing data and remembering it. • Computer programmers, use variables to link data to a word. • A variable is a name that refers to data being stored by the computer • Variables store one item of data at the same time? • You must always set the value of a variable before using it. • Two variables in this Code. 1. Answer 2. Name  • Tracing is to keep track of a variable's value as the programs runs. • Bugs: Are errors in code which stops it working	10: • Iteration - Being able to repeatedly execute instructions. • Count-controlled iteration will execute the commands a set number of times. Write out 100 lines. • Condition-controlled will execute the commands until the condition you set is no longer being met. Write lines until 4pm. Repeat 10 block is the count controlled iteration.  
11: • True or False – Thumbs Up/Down – Yes/No • A selection statement in programming allows a computer to evaluate an expression to 'true' or 'false' and then perform an action depending on the outcome. • An If block allows us to: - Check a condition and perform an operation if the condition evaluates to 'true'. - If the condition evaluates to 'false', the operation will not be carried out. • An If Block with an Else allows us to: perform a different operation should the condition evaluate to 'false', before the program continues.	12: What to do when you are stuck. • Carefully read over the instructions again. Stop and think through the problem. • Read the support tips and look at your work from previous lessons/tasks. • Talk through your problem with someone else (they don't need to be an expert). • Research on the internet – you won't be the 1st person to try this. Programming Skills learnt • Placing blocks in a sequence • Using variables. • True or false conditions • Selection (If Statements) • Operators (Logic and Comparison)

Year 7 Design and Technology/3D Design

One	Two	Three	Four	Five	Six														
Design Brief - The starting point for any design is the design brief. The brief outlines what problem a design will solve. It should be referred to throughout the project to make sure what you are working on will solve this problem. All designs fall into specific design areas. These include product design, graphic communication, textile and fashion, architecture, environmental design, interior design and jewellery. A successful brief Whatever your design area, for the design brief to be successful you need to make sure that it: •describes a problem that will hold your interest •is something you are confident you can produce a response to •will challenge your skills rather than being too basic or too complicated •is something you can achieve in the time available •is open-ended enough to allow a creative response •includes key information such as function, aesthetic issues and who might buy or use the design	Wood is classified as either Softwood and Hardwood The timber that comes from a coniferous tree is known as softwood and the timber that comes from a deciduous tree is known as hardwood. Although the terms suggest that softwoods are soft and easy to cut and shape and that hardwoods are hard and more difficult to shape this is not the case. For example, balsa wood which is noted for its lightness and softness, is actually classified as a hardwood. Selecting materials Materials can be selected based upon their working properties. It is important to know and understand which materials can be used for a specific purpose: •How do they look? •What are they commonly used for? •How can they be manufactured? •How do they perform in use? •What makes them unique - are they the most, the lightest etc?	Softwoods are from trees that have needles/exposed seeds, not leaves. Coniferous trees. They grow quickly, compared to most hardwoods. When sawn and planned they tend to be light/pale in colour. Softwoods also tend to be cheaper than hardwoods. Softwoods take less time to grow, which means that it's easier to replenish those that are cut down. They are therefore generally a more sustainable option of timber than hardwoods  Pine, Scots Typically used to make poles, posts, boxes, crates, flooring, pulp, and construction lumber.  Yew Typically used for making bows in archery, veneers, cabinetry, furniture, wood carvings and turned objects.  Cedar, Red Typically used to make furniture, cabinets, veneers, guitar tops, grandfather clocks, and boats.	Hardwoods are from broad-leaf trees which lose their leaves seasonally in winter. Deciduous. Hardwoods tend to be harder than softwoods. They have a wider variety of colour and texture than softwoods. They tend to be more expensive than softwoods and take longer to mature. Hardwoods are generally considered to be less sustainable than softwoods due to the rate in which they grow. However now hardwood can be sourced from sustainably managed forests. Oak Walnut Cherry  Elm	These are boards that are made in factories from materials such as wood chippings or dust. They are more stable than natural woods and are less likely to warp and twist out of shape.  <table><thead><tr><th>MAN-MADE BOARDS</th><th>PRODUCT</th></tr></thead><tbody><tr><td>HARDBOARD</td><td>FLOORING</td></tr><tr><td>MFC</td><td>DRAWING BOARD</td></tr><tr><td>BLOCKBOARD</td><td>SHELVES</td></tr><tr><td>CHIPBOARD</td><td>CUPBOARD DOOR</td></tr><tr><td>PLYWOOD</td><td>PLAY GROUND EQUIPMENT</td></tr><tr><td>CORIAN</td><td>KITCHEN TOP</td></tr></tbody></table> Manufactured boards tend to be made from waste from the production of wood planks or recycled timber, meaning fewer trees need to be cut down and the impact of deforestation is lessened. Sheet material is available in standardised thicknesses and sizes, eg it is rare to come across a tree that is 1,220 mm wide but manufactured boards can be produced in any width, length and thickness.	MAN-MADE BOARDS	PRODUCT	HARDBOARD	FLOORING	MFC	DRAWING BOARD	BLOCKBOARD	SHELVES	CHIPBOARD	CUPBOARD DOOR	PLYWOOD	PLAY GROUND EQUIPMENT	CORIAN	KITCHEN TOP	A shape is a two-dimensional area. Shapes have height and width but not depth. There are two types of shape: Organic and Geometric. Organic shapes are ones that can be found in nature. For example, fruit, vegetables, flowers and shells all have organic shapes. Organic shapes are irregular and imperfect. Using organic shapes can make a piece of art or design seem more natural and real. In this still life, Samuel John Peplow has painted the apples and flowers as irregular, organic shapes. Just as in real life, these are imperfect objects. The curve and decoration of the vase add more organic shapes to the painting. The straight edges of the table and the pattern of the cloth behind are geometric shapes that add contrast to the composition 
MAN-MADE BOARDS	PRODUCT																		
HARDBOARD	FLOORING																		
MFC	DRAWING BOARD																		
BLOCKBOARD	SHELVES																		
CHIPBOARD	CUPBOARD DOOR																		
PLYWOOD	PLAY GROUND EQUIPMENT																		
CORIAN	KITCHEN TOP																		

Year 7 Food and Nutrition

One	Two	Three	Four	Five	Seven
Food Safety and high risk foods: Micro-organisms: Micro-organisms need conditions to survive and reproduce these can include: - temperature; - moisture; - food; - time; - oxygen and pH level. Temperature Bacteria need warm conditions to grow and multiply. - Bacteria are destroyed at temperatures above 75°C. - Bacterial growth danger zone is 5°C - 63°C. - Fridge temperature should be 0-5deg C - Freezer temperature should be -18DegC At very cold temperatures, bacteria become dormant – they do not die, but they cannot grow or multiply. 	Functional Properties of eggs: Binding: hold ingredients together so they hold their shape when cooked Coating: Beaten eggs are used to coat products and enable dry ingredients to be attached e.g. breadcrumbs Foaming: Beaten eggs form a structure which enables a mixture to hold air (e.g. meringues) Setting: On heating, eggs can set a mixture e.g. quiche Sensory Properties off eggs: Garnish- eggs can be cooked and used as a garnish to products (e.g. sliced hard boiled egg) Glazing- beaten whole egg or yolk can be used to create a shiny glaze on pastry. Egg white and sugar creates a crystallised glaze  Nutritional Properties of eggs: Eggs are a valuable source of high biological value protein, B group vitamins, calcium and phosphorous.	Key terms: Bacteria: Small living organisms that can reproduce to form colonies. Some bacteria can be harmful (pathogenic) and others are necessary for food production, e.g. to make cheese and yogurt. Cross-contamination: The transfer of bacteria from one source to another. Usually raw food to ready-to-eat food but can also be the transfer of bacteria from unclean hands, equipment, cloths or pests. Can also relate to allergens. Food spoilage: The action of enzymes or microorganisms which make the food unacceptable to consume. Food poisoning: Illness resulting from eating food which contains food poisoning micro-organisms or toxins produced by micro-organisms. 	A balanced diet A balanced diet is based on the Eatwell Guide. An unbalanced diet can lead to dietary related diseases.  Over nutrition The most common over nutrition problem is obesity caused by too much energy being consumed, or high levels of inactivity. Energy in: food and drinks Energy out: activity Energy in > Energy out = Weight gain Body Mass Index BMI measures your height and weight to work out if your weight is healthy. BMI = weight (kg) / (Height in m)²	People at high risk of food poisoning Elderly people, babies and anyone who is ill or pregnant needs to be extra careful about the food they eat. Symptoms of food poisoning Food poisoning can be mild or severe. The most common symptoms are: - feeling sick; - being sick; - diarrhoea; - abdominal pain.	Diet and health There is a link between a poor diet, and the risk of developing some diseases. This includes the risk of: - cancer; - coronary heart disease (CHD); - bone health; - anaemia. 
				Six Food Bacteria need a source of food to grow and multiply, these food are usually high in moisture, fat and protein, and may be ready to eat. Food where bacteria rapidly multiply in is called a high risk food. For example: - meat, meat products and poultry; - milk and dairy products; eggs – uncooked and lightly cooked; - shellfish and seafood; prepared salads and vegetables; - cooked rice and pasta.	Eight 8 tips for healthy eating: 1. Base your meals on higher fibre starchy carbohydrates. ... 2. Eat lots of fruit and veg. ... 3. Eat more fish, including a portion of oily fish. ... 4. Cut down on saturated fat and sugar. ... 5. Eat less salt: no more than 6g a day for adults. ... 6. Get active and be a healthy weight. ... 7. Do not get thirsty. ... 8. Do not skip breakfast

Week 1		Week 2		Week 3	
son	they are	el/la	the (m/f)	de	of
bueno/a	good (m/f)	entre	between	grande	big
pequeño/a	small (m/f)	la ciudad	city	el trabajo	job
malo/a	bad (m/f)	el centro	centre	la familia	family
rico/a	rich (m/f)	la escuela	school	el pueblo	town
antiguo/a	old (m/f)	la iglesia	church	el equipo	team
bonito/a	pretty (m/f)	el mercado	market	la vista	view
famoso/a	famous (m/f)	la respuesta	answer	la película	film
barato/a	cheap (m/f)	el teatro	theatre	interesante	interesting
caro/a	expensive (m/f)	el banco	bank	la isla	island
feo/a	ugly (m/f)	la plaza	square	el edificio	building
¿Cómo es?	What is he/she/it like?	lejos	far	el plato	plate, dish
		cerca	close, near		
		el museo	museum		
		la tienda	shop		

Week 4		Week 5		Week 6	
a	to	el balcón	balcony	el trabajo	job, work
dar	to give, giving	la dama	lady	bastante	quite
doy	I give	la torre	tower	fuerte	strong
das	you give	el caballero	knight/ gentleman	el abuelo	grandfather
da	s/he/it gives			la abuela	grandmother
querer	to want, wanting	su	her/his/its	el perro	dog
quiero	I want	saber	to know, knowing	hermoso/a	beautiful (m/f)
quieres	you want	pasar	to spend time	activo/a	active (m/f)
quiere	s/he/it wants	blanco/a	white (m/f)	el primo	male cousin
el dinero	money	la flor	flower	la prima	female cousin
el padre	father	la plaza	town square	tenemos	we have
la madre	mother	llevar	to wear/carry	tienen	they have
el hermano	brother				
la hermana	sister				
el regalo	present/gift				

Week 7		Week 8	
mucho/a	much, a lot (m/f)	para	for
solo	only	hacer	to do / to make
el lugar	place	hago	I do / make,
el río	river	haces	you do / make
rojo/a	red (m/f)	hace	s/he/it does/ makes
la naturaleza	nature	cuándo	when
el árbol	tree	la noche	night
azul	blue	la actividad	activity
verde	green	la tarde	afternoon/ evening
amarillo/a	yellow (m/f)	la mañana	morning
el pájaro	bird	cuál	which
		cuánto/a	how much/ many (m/f)
		el deporte	sport
		el dibujo	drawing
		los deberes	homework

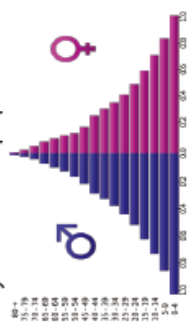
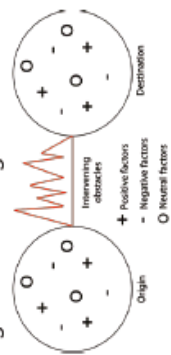
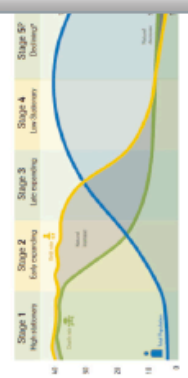
Week 9		Week 10	
como	like	poder	to be able to / can
el tiempo	time	puedo	I can / am able to
juntos/as	together (m/f)	puedes	you can / are able to
trabajar	to work, working	puede	s/he/it can / is able to
buscar	to look for, looking for	pedir	to ask for, asking for
solo/a	only, alone (m/f)	preguntar	to ask, asking
el animal	animal	¿Puedo ir a los servicios?	Can I go to the toilet?
el campo	countryside	jugar	to play, playing
preparar	to prepare, preparing	el favor	favour
la comida	food	cambiar	to change, changing
descansar	to rest, resting	participar	to participate, participating
		el compañero	classmate (m)
		la compañera	classmate (f)

	Spanish	English
Week 1	¿Cómo es? Es antiguo y bonito. No es barato.	What is it like? It is old and pretty. It is not cheap.
Week 2	En la ciudad, la escuela está cerca de la plaza, entre el teatro y el museo.	In the city, the school is close to the town square, between the theatre and the museum.
Week 3	El edificio es grande y la película es interesante.	The building is big and the film is interesting.
Week 4	La madre da un regalo a la hermana. El padre quiere dar dinero al hermano.	The mother gives a present to the sister. The father wants to give money to the brother.
Week 5	La dama lleva su flor blanca.	The lady carries her white flower.
Week 6	Tenemos un primo fuerte y una abuela activa.	We have a strong cousin and an active grandmother.
Week 7	El árbol es verde y el pájaro es rojo y amarillo.	The tree is green and the bird is red and yellow.
Week 8	Hago el deporte por la mañana y haces el dibujo por la tarde.	I do sport in the morning and you do drawing in the afternoon.
Week 9	El animal busca comida y descansa en el campo.	The animal looks for food and rests in the countryside.
Week 10	Mi compañero pregunta: ¿Puedo ir a los servicios, por favor?	My classmate asks: Can I go to the toilet, please?

Each week you will need to practise and learn your **Sentence of the Week** as well as your **Vocabulary of the Week**. For your **Vocabulary of the Week** also pay attention to which type of words they are:

Verbs are in VIOLET
Feminine nouns are in PINK
Masculine nouns are in BLUE
Adjectives are in AMBER

YEAR 7 CYCLE 2 GEOGRAPHY – Population & Migration Knowledge Organiser

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Population: the number of people living in a particular place. Population distribution: the pattern of where people live and how populations are spread out. Megacity: a city with a population of over 10 million people. Sparsely populated: areas with few people living in them. Densely populated: areas with many people living in them Current global population: 7.8 billion people.	Population pyramids: a bar graph that shows the structure of a population by sex and age category. Birth rate: the number of people born in a year, measured for every 1000 of the population. Death rate: the number of people who dies in a year for every 1000 of the population.  Migration: someone who moves from one place to another. Forced migrants: people who have no choice to move from one place to another due to war or natural disasters. Push factors: things that make people want to leave an area e.g. lack of jobs. Pull factors: good things that attract people to a new place e.g. better housing. 	Nigeria's youthful population Nigeria is a Newly Emerging Economy (NEE). Nigeria is Africa's most populated nation with 170 million people. It's fertility rate (how many babies a woman has) is twice the world average at 5.5 births per woman. Half of all Nigerians are under the age of 15. Half of Nigeria's population lives on less than \$1.90 per day. Nigeria's population is predicted to be 402 million by 2050.	The UK's ageing population The UK is a High Income Country (HIC). In 2016, there were 11.8 million people aged over 65 in the UK (18% of the population). Advantages: Pass on their experience and knowledge, they fulfil childcare roles for their grandchildren and have money to spend in leisure activities. Disadvantages: Less economically active people, strain on healthcare and the government not having enough money for pensions.	Demographic Transition Model: a model linking population changes with development changes over time. Stage 1: birth and death rates are high due to famine and disease. Stage 4: birth and death rates are low due to good healthcare. 
WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
China's One Child Policy (OCP) China's OCP started in 1979 to control rapid population growth. It was changed to two children in 2015. Rules used to be that you could only have one child if you lived in the city but two in the countryside if your first was a girl. Now, the government is concerned about an ageing population slowing down their economy. 'Little emperors' was the term used to the single children born as part of the OCP.	Migrant: someone who moves from one place to another. Forced migrants: people who have no choice to move from one place to another due to war or natural disasters. Push factors: things that make people want to leave an area e.g. lack of jobs. Pull factors: good things that attract people to a new place e.g. better housing.	Mexico to USA migration The number of Mexican-born immigrants living in the USA soared from 760,000 in 1970 to a peak of 12.6 million in 2007, including many entering the country illegally. The USA is a rich and attractive nation Mexico is a much poorer country with a rapidly growing population. It has problems of high crime rates, corruption and poor education. Mexicans have filled jobs in the USA as farm laborers, factory workers and cleaners.	Syria to Europe migration Refugees: people who have been forced to move away from their home country to seek safety in another country. Civil war erupted in Syria in 2011 and an estimated 11 million people fled their homes. Many Syrians sought refuge in neighbouring countries such as Turkey. People traffickers offered Syrian migrants transportation across the Mediterranean Sea, which is illegal. Migrants travelled in low quality, dangerous and overcrowded boats.	India's growing cities Rural-urban migration: the movement of people from the countryside to towns and cities within a country. Urbanisation: an increasing percentage of a country's population moving from the countryside to towns and cities. Slums: a densely populated urban area with poor quality housing. Impact of rural-urban migration: fewer people to feed & more resources in rural areas. However, elderly remain and fewer workers on the land.

YEAR 7

Cycle 2 HISTORY: Rats, Rulers and Religion: what causes changes in society?

Week 1

Monarch	A sovereign head of state, especially a king, queen, or emperor.
Christianity	A religion based on belief in God and the life and teachings of Jesus Christ, and on the Bible.
Middle Ages	The historical period from c.410 to c.1450. The later stage is also known as the 'Medieval period'.

Richard I - Despite being one of England's most iconic medieval kings, Richard I (r1189–99) spent only six months of his decade-long reign on English soil and may not have even spoken English.

King John - History has not been kind to King John (r1199–1216). He is most frequently remembered as the cruel and greedy villain of the Robin Hood legend, who attempted to usurp his beloved brother Richard, backtracked on Magna Carta and threw England into civil war.

Edward II (r1307–1327) has been widely accepted as both an unpopular king and inept military leader, whose reign was characterised by conflict and poor decision-making.

Richard III - One of the most hotly debated of all England's medieval monarchs, (r1483–85) has continually fascinated both academics and the public alike. Was he a usurping murderer, or a misunderstood monarch?

What do these Medieval Monarchs have in common?

Week 4

Magna Carta	A royal charter of rights agreed to by King John of England at Runnymede, near Windsor, on 15 June 1215.
Constitution	The principles, rules and laws that establish and underpin a political system

King John and the Magna Carta

The Magna Carta was a historic document that granted specific rights to the English people. It insisted that the king must obey the law, marking one of the first times such a rule was established. The document outlined rights for nobles and the church, ensuring the rights of women and inheriting children. It declared that punishment for a crime required lawful conviction and granted barons the right to declare war if the king violated the Magna Carta. While it laid the groundwork for England's constitution, it was initially seen as a failure. Nonetheless, its principles influenced other countries' constitutions and are reflected in the Universal Declaration of Human Rights.

Why was the Magna Carta so revolutionary?

Week 6

Revisit weeks 1-5. Create your own descriptive sentences on the changing nature of relations between rulers and ruled. You should aim to use all the key vocabulary.

Week 2

Ordinary Life
For the majority of the Middle Ages 'feudalism' was the main form of social order in Europe. This hierarchy meant that each member of society had a role and there was little movement within them. The king would grant his most important nobles land, and in exchange they would provide him with knights

Peasant	A poor person of low social status who works on the land.
Change	An act or process through which something becomes different.

Describe life for ordinary people.
(Tip: think about where, when, and what.)

Religion
In England during the Middle Ages, nearly everyone believed in God. They followed the Roman Catholic religion led by the Pope in Rome. It was the only religion in England at this time. People also believed that Heaven and Hell were very real places – as real as Spain or France. And whether you ended up in heaven or hell depended upon how you lived your life whilst on Earth. So what did this mean for the ordinary Medieval villager?

Week 5

Democracy	A country in which those in government are elected by the people.
Parliament	A group of politicians who have been elected to make laws for the country.

Write the word Parliament out 3 times without looking to check you are spelling it correctly.

Simon De Montfort

Simon de Montfort, Earl of Leicester was a favourite of King Henry III until they fell out and Simon rebelled. He has long had a reputation as the founder of the House of Commons and the father of parliamentary democracy. Simon became a favourite of King Henry III. In 1238, Henry oversaw the marriage of his sister Eleanor to Simon, despite the widowed Eleanor taking a vow of chastity. Simon de Montfort enjoys a reputation as the father of modern parliamentary democracy. He summoned parliament to meet on 20 January 1265 at Westminster. Representatives of towns were to be elected alongside knights, leading to his reputation as the creator of the House of Commons.

Was De Montfort really fighting for the ordinary man? Explain your answer.

Describe how the power of the Church and Monarch clashed

Week 3

Archbishop	A bishop of the highest rank who is in charge of churches and other bishops in a large area
Cathedral	A cathedral is a church that contains the cathedra (Latin for 'seat') of a bishop.

Thomas Becket

Thomas Becket was born in around 1120. Becket's talents were noticed by Henry II, who made him his chancellor and the two became close friends. In 1161, Henry made Becket archbishop. Becket transformed himself from a pleasure-loving courtier into a serious, simply-dressed cleric.

The king and his archbishop's friendship was put under strain when it became clear that Becket would now stand up for the church in its disagreements with the king. In 1164, realising the extent of Henry's displeasure, Becket fled into exile in France, and remained in exile for several years. He returned in 1170.

On the 29 December 1170, four knights, believing the king wanted Becket out of the way, confronted and murdered Becket in Canterbury Cathedral.

Becket was made a saint in 1173 and his shrine in Canterbury Cathedral became an important focus for pilgrimage.

YEAR 7

Cycle 2 HISTORY: Rats, Rulers and Religion: what causes changes in society?

Week 7

Pandemic	A globally widespread occurrence of an infectious disease.
Plague	A serious illness caused by a germ called Yersinia pestis.

The Black Death was a devastating global epidemic of bubonic plague that struck Europe and Asia in the mid-1300s.

Europeans were scarcely equipped for the horrible reality of the Black Death. "In men and women alike," the Italian poet Giovanni Boccaccio wrote, "at the beginning of the malady, certain swellings, either on the groin or under the armpits...waxed to the bigness of a common apple, others to the size of an egg, some more and some less, and these the vulgar named plague-boils."

Blood and pus seeped out of these strange swellings, which were followed by a host of other unpleasant symptoms—fever, chills, vomiting, diarrhoea, terrible aches and pains—and then, in short order, death.

The Bubonic Plague attacks the lymphatic system, causing swelling in the lymph nodes. If untreated, the infection can spread to the blood or lungs.

Write a descriptive paragraph detailing the symptoms of the Black Death

Week 8

Revolt	Taking violent action against an established government or order.
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Peasants Revolt

In 1381, peasants rebelled against King Richard II. The peasants were angry about a range of issues, such as low pay and the introduction of a poll tax. They demanded changes. The revolt did not achieve all of the peasants' aims and the leader, Wat Tyler, was killed. In the longer term, there were some changes and improvements to peasants' rights.

Women's role in the Peasants Revolt

Historians believe that women played a key role in the revolt. Johanna Ferrour was the leader of the group who captured and executed Simon Sudbury. She led rebels from Kent in their march to London.

Records from Suffolk show that 70 women from that county alone were involved in the revolt.

Records from the National Archives show one female leader was accused of encouraging a group to attack the prison at Maidstone in Kent, and another of leading rebels to plunder a number of mansions, leaving servants too scared to return.

Create a mind-map of the Peasant Revolt

Week 9

Renaissance	The historical period from c.1450 to c.1700 marking the transition from the Middle Ages to modernity.
Power	The ability or right to be in command and have authority and influence over others.

The Renaissance was a period in Europe, from the 14th to the 17th century, regarded as the cultural bridge between the Middle Ages and modern history. It started as a cultural movement in Italy, specifically in Florence, in the late medieval period and later spread to the rest of Europe, marking the beginning of the early modern age.

Discoveries of the Renaissance

Printing Press, Woodblock printing, Pendulum, Eyeglasses, Telescope, Microscope, Barometer, Musket, Thermometer, Watch, Flush Toilet, Adding Machine, Mapmaking, Caravel, Astrolabe, Submarine, Slide Rule, Mechanical clock, Cannons, Wrench, Screwdriver, Wallpaper, Scales (for weighing), Parachute, Blood transfusion.

Consider the discoveries of the Renaissance. What do they tell you about the new ideas and changes by the 17th Century?

Week 10

Reformation	The act of changing the accepted religion of a country – in particular, from Catholicism to Protestantism in the 16th century.
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The Reformation

There had always been people who had complained about the Catholic Church. But in the early 16th C, the criticism became stronger. There were reports that priests, monks and nuns did not behave as well as they should. Some felt that the Catholic Church was more interested in money and power than in saving souls. Protestant ideas arrived in England during Henry VIII's reign through links with Europe, through trade or politics. The first English Bibles began to appear. However, Henry condemned Protestant beliefs and, where he could, destroyed copies of the English Bible. Henry VIII was in desperate need of a male heir. He asked the Pope for a divorce but he was refused. Henry decided to take matters into his own hands. Using laws passed in the Reformation Parliament, he declared himself Supreme Head of the church in England, and granted his own divorce. He also needed money. He decided that the church was corrupt and decided to dissolve (close down) the religious houses (monasteries, convents etc). Their riches were given to Henry.

Why did Henry VIII make such big changes to the Church?

Week 12

Revisit weeks 7-11. Create your own descriptive sentences on the changing nature of relations between rulers and ruled. You should aim to use all the key vocabulary.

Week 11

Defender of the faith	The name given to Henry VIII by the Pope for his defence of the Catholic Faith
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Illustration of a Catholic Church.



Illustration of a Protestant Church.

The church governed how people lived their lives and how they understood the world. All major life occasions – birth, marriage and death – happened in the church.

Study the two images. How big a change in daily life did the change in religion mean? Explain.

Year 7 – Music – Cycle 2				
Programme Music - Key vocabulary				
Diminished Chord	A chord with diminished intervals – e.g. C Eb F# A Shock chord			
Augmented Chord	A chord with augmented interval – e.g. C E G# Mysterious chord			
Pedal Note	A note, often in the bass held in a piece whilst other parts of the music change			
Whole tone scale	A scale with whole tone intervals C D E F# G# A# B C			
Note values	Note values represent the duration a note is played for. Semibreve (4 beats), Minim (2 beats), Crotchet (1 beat), Quaver (1/2 beat), Semi Quaver (1/4 beat)			
Dynamics	The variations in volume or loudness of a piece. Forte – Loud Mezzo Forte – Medium loud Mezzo Piano – Medium quiet Piano – Quiet Crescendo – gradually get louder Diminuendo – gradually get quieter			
Week 5 and 6 content Task: Write yellow words in your Purple books with meanings Dynamics – Piano, Mezzo Piano, Mezzo Forte, Forte LISTENING (click on links to listen and watch) Pictures at an Exhibition – Mussorgsky https://www.youtube.com/watch?v=TU-w2eiVvYA MUSIC THEORY (optional) Practice reading music notation at least twice a week for 5 minutes through this link. Change the setting in top right to include Bass Clef as well as Treble Clef. Also use Duolingo Music. https://www.musictheory.net/exercises/note PRACTICE (optional) Log into Charanga and choose the assigned 'Take-Off!' Piano Accompaniment. Follow the various keyboard pieces! https://charanga.com/site/log-in/				
Week 7 and 8 content Task: Write yellow words in your Purple books with meanings Whole tone scale, Pedal note and Ostinato LISTENING (click on links to listen and watch) Mars, The Bringer of War – Planet Suite – Holst https://www.youtube.com/watch?v=cXOanvv4pIU&list=RDcXOanvv4pIU&start_radio=1 MUSIC THEORY (optional) Practice reading music notation at least twice a week for 5 minutes through this link. Change the setting in top right to include Bass Clef as well as Treble Clef. Also use Duolingo Music. https://www.musictheory.net/exercises/note PRACTICE (optional) Log into Charanga and choose the assigned 'Take-Off!' Piano Accompaniment. Follow the various keyboard pieces! https://charanga.com/site/log-in/				
Week 1 and 2 content Task: Write yellow words in your Purple books with meanings Diminished and Augmented chords LISTENING (click on links to listen and watch) Peter and the Wolf – Prokofiev https://www.youtube.com/watch?v=rroIFbQvpi8&list=RDrroIFbQvpi8&start_radio=1 MUSIC THEORY (optional) Practice reading music notation at least twice a week for 5 minutes through this link - https://www.musictheory.net/exercises/note Write the names of the notes below into your booklets  PRACTICE (optional) Log into Charanga and choose a Rockschoool module to learn an instrument or use YuStudio to write music https://charanga.com/site/log-in/				
Week 3 and 4 content Task: Write yellow words in your Purple books with meanings Note values – Semibreve, Minim, Crotchet, Quaver LISTENING (click on links to listen and watch) Danse Macabre – Saint Saens https://www.youtube.com/watch?v=71f7zhMMXIGT4&list=RD71f7zhMMXIGT4&start_radio=1 MUSIC THEORY (optional) Practice reading music notation at least twice a week for 5 minutes through the link below. Also, try Duolingo. https://www.musictheory.net/exercises/note PRACTICE (optional) Log into Charanga and choose a Rockschoool module to learn an instrument or use YuStudio to write music https://charanga.com/site/log-in/ Mr Turner can see if you have logged on and how much time you have spent on Charanga and will be checking!				
Week 9 content Task: Write yellow words in your Purple books with meanings TONALITY – Major, Minor, Modal, Atonal LISTENING (click on links to listen and watch) Aquarium – Camille Saint Saens https://www.youtube.com/watch?v=VTI38p_Dptw&list=RDVTI38p_Dptw&start_radio=1 MUSIC THEORY (optional) Practice reading music notation at least twice a week for 5 minutes through this link. Change the setting in top right to include Bass Clef as well as Treble Clef. Also use Duolingo. https://www.musictheory.net/exercises/note PRACTICE (optional) Log into Charanga and choose the assigned 'Take-Off!' Piano Accompaniment. Follow the various keyboard pieces! https://charanga.com/site/log-in/				
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Request for Peripatetic Instrumental Lessons at Honiton Community College



<https://forms.office.com/e/n8AJsdJsyb>
(fee's apply)

Extra Curricular Music

Please come along and join in!

House Band - (any instruments, including singers) - Monday lunchtime in He5

Balalaika Group - (Tuesday breaktime in He5)

Song Writing Group - (using computer software to write songs) - Tuesday lunchtime in He6

Singing Group - Tuesday lunchtime in He5

Rockschoool - (guitar/bass /keyboard/voice) - Wednesday lunchtime in He5

Japanese Taiko Drumming - Friday lunchtime in He6/Black Box

Practice Rooms can be booked at break/lunch through Mr Turner!

WEEK 1 RPE KEY VOCABULARY Incarnation - God in human form. 'God in flesh.' Crucifixion - A Roman form of capital punishment which involved hanging a person from a wooden cross until they died. Messiah - The saviour which the Jewish people had long predicted would come and rescue them. Prejudice - Preconceived ideas not based on fact or experience. Liberty - Freedom.	WEEK 2 PSHE KEY VOCABULARY Risk - A situation involving exposure to danger. Responsible - Having an obligation to do something, or having control over or care for someone, as part of one's job or role. Anxiety - A feeling of worry, nervousness, or unease about something with an uncertain outcome. Harmful - To have an adverse effect on. Exploitation - The action or fact of treating someone unfairly in order to benefit from their work.	WEEK 3 Who claimed to write about the existence of Jesus? Flavius Josephus (lived 37 – c.100 AD) was a Jewish historian writing in Rome in about 93 AD. Tacitus (lived in 56 – c.117 AD) was a Roman historian who wrote in the year 115 AD. Tacitus explains how the Roman Emperor Nero punished the Christians in Rome who worshipped a man called Jesus. Pliny the Younger (a Roman Governor) wrote letters, dated around AD 112, he asks Trajan's advice about the best way to conduct legal deal with those who are accused of worshipping a man called Jesus:	WEEK 4 Success - Success can come from various factors, for example having a positive mindset, not giving up and taking risks. Can you think of other factors of success? Dreams and goals – it is important to have something to strive towards in life. This gives you focus and direction. Can you think of any dreams or goals you have for yourself? Resilience - the capacity to recover quickly from difficulties; toughness. Blame – where you feel or declare that something/someone is responsible. Sometimes we blame others even when we are at fault. Why do you think this is?	WEEK 5 The Shroud of Turin – A shroud is a piece of cloth used to wrap around dead bodies. Turin is a place in Italy – where this shroud is kept. The Shroud of Turin is THE MOST studied object in human history. - The Turin Shroud is a single piece of cloth 14ft long and 3ft wide. - It has a faint image on it of a man who appears to have been crucified. - We know this by the blood flow from the wrists and ankles. - There are also trickles of blood around the head. - The body has blood all over it from what appear to be whip marks.	WEEK 6 Making responsible choices – ensure you make the right choice and do it for the right reasons. Being responsible is taking blame (if needed) and taking ownership of your actions. Stress - A state of mental or emotional strain or tension resulting from adverse or demanding circumstances Effects of stress - Stress can affect you in 4 different ways - Emotional - how you feel in yourself Physical – what your body is doing Cognitive – How it affects your brain/thinking Behavioural – what other people see you doing. How does stress affect you?	WEEK 7 Parables – a simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels Disciples – followers of Jesus. There were 12 disciples and Judas was the one who betrayed Jesus in the garden of Gethsemane. Resurrection - the concept of coming back to life after death. Christians believe that Jesus was resurrected on Easter Sunday. Sacrifice- An act of slaughtering an animal or person or surrendering a possession as an offering to a deity.	WEEK 8 Substance abuse – a pattern of using a substance (drug) that causes significant problems or distress Signs of substance dependency – tolerance or need to increase the substance, withdrawal symptoms, withdrawing socially,, continued use of the substance even when aware of effects. Effects of substance abuse – shortness of breath, cancer, psychological effects, changes in appetite, drowsiness or insomnia, slurred speech, loss of coordination. There are others, can you think of them?> Healthy choices – Yoga, mindfulness, sleep, eating correctly, Can you think of any other ideas?	WEEK 9 1st Station: Jesus is condemned to death, 2nd Station: Jesus accepts the cross, 3rd Station: Jesus falls the first time, 4th Station: Jesus meets His mother, 5th Station: Simon of Cyrene helps Jesus carry His cross, 6th Station: Veronica wipes the face of Jesus, 7th Station: Jesus falls the second time, 8th Station: Jesus meets the women of Jerusalem, 9th Station: Jesus falls a third time, 10th Station: Jesus is stripped of His clothes, 11th Station: Jesus is crucified, 12th Station: Jesus dies on the cross, 13th Station: The body of Jesus is taken down from the cross, 14th Station: Jesus is laid in the tomb.	WEEK 10 Exploitation – The action or fact of treating someone unfairly in order to benefit from their work. Gangs – an organized group of criminals. Often exploitation is used to lure vulnerable people in to gangs with promises of friendship, money or gifts. County Lines – a form of criminal exploitation in which criminals groom and manipulate children into drug dealing Consequences of being in a gang – Being involved in a gang can put you at serious risk of harm and you can also be arrested, ending up with a criminal record.
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Health, Fitness and Fitness Components

WEEK 1		WEEK 2		WEEK 3	
Health If an individual is unhealthy, this can hinder their performance as they may not be able to concentrate Health is your physical, mental and social well-being and not merely the absence of disease. If you are unable to train due to poor health, your fitness levels can be negatively affected.		Fitness This relates to your ability to perform tasks within your daily life without becoming overly tired. The more exercise that a person completes, the better their fitness levels will be as the body will adapt to the stress it is under.		Components of Fitness Different sports require different components of fitness. Muscular Endurance The ability to repeatedly contract a muscle without (or with minimal) fatigue. Body Composition The contribution of fat and fat-free mass to a person's body. Coordination The ability to time the movement of the whole body or individual body parts in relation to external or internal cues.	
Performance The level that skills are completed The fitness of an individual will affect their performance.		Exercise Any form of physical activity that a person completes. The more exercise a person does, the better their health will be as exercise improves physical, mental and social health.		Coordination The ability to time the movement of the whole body or individual body parts in relation to external or internal cues.	
					
WEEK 4		WEEK 5		WEEK 6	
Components of Fitness Different sports require different components of fitness.		Components of Fitness Different sports require different components of fitness.		Components of Fitness Different sports require different components of fitness.	
Agility The ability to rapidly change direction and body position.		Balance The ability to maintain a stable centre of gravity in order to avoid falling while moving (dynamic) or while still (static). Strength Maximum force a muscle can exert in order to overcome a resistance, statically, dynamically or explosively.		Cardiovascular Fitness The ability of the heart and lungs to continually supply oxygen to the working muscles for a prolonged period of time.	
					
Reaction Time The ability to quickly respond to a cue/stimulus.		Power The ability to apply a force quickly; strength with speed.		Speed The ability to move your body or body parts quickly over a distance. Flexibility The ability to achieve a large range of movement at a joint.	
				