



Quest for Knowledge Booklet

Year 7
Cycle One
2025-2026

Honiton Community College



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	

Sparx Reader	sparxreader.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					

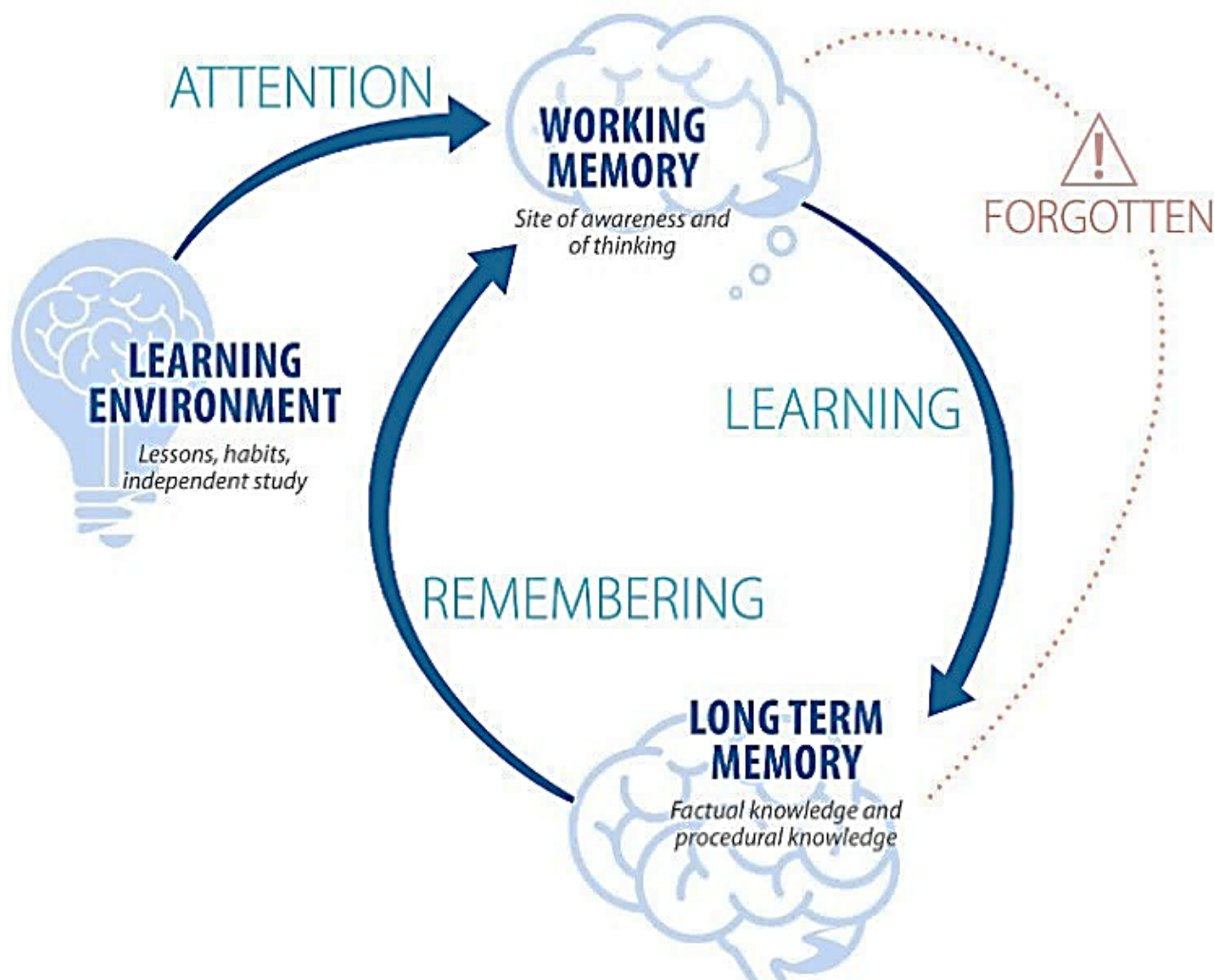
How do we learn?

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?

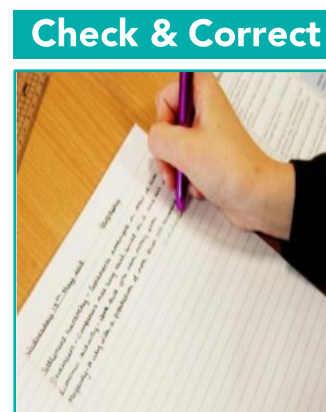
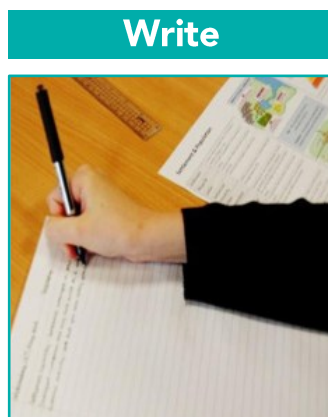
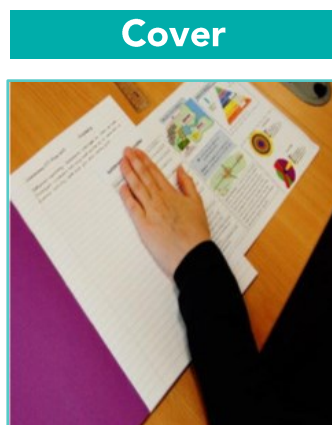
Your Quest for Knowledge Booklet is a powerful tool! Here's how it can help you succeed in class:

- **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!

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.



- » **Create flashcards:** These could be double-sided with a question on one side and the answer on the other. Alternatively, try a keyword on one side and a definition or diagram on the reverse. These can then be used for self-quizzing. The best way to use flashcards is called the Leitner System - find out more about it here: <https://www.youtube.com/watch?v=C20EvKtdJwQ>
 - » **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.
- | Name | |
|---------|--------------|
| Subject | |
| | |
| | |
| | |
| | |
| | |
| recall | notes column |
| column | |
| | |
| | |
| | |
| | |
| summary | |

[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**](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!



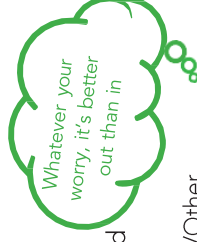
Support

'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 Sensational Surface

One/Two		Three/Four		Five/Six			
Key Terms Art From photography to music, dance to painting, everything is a form of art. Art is a language of its own. We see art everyday but how we see it is different. Observational Drawing Observational drawing is drawing what you see. It can be a flower, a person, a still life, a landscape etc. Weight of Line Weight of line refers to the strength, heaviness, or darkness of a line against the background. Varied drawing line weights, typically three, should be used on every drawing. These include light, medium, and bold lines. Tone The lightness or darkness of something – this could be a shade, or how dark or light a colour appear.	Definition From photography to music, dance to painting, everything is a form of art. Art is a language of its own. We see art everyday but how we see it is different. Observational drawing is drawing what you see. It can be a flower, a person, a still life, a landscape etc. Weight of line refers to the strength, heaviness, or darkness of a line against the background. Varied drawing line weights, typically three, should be used on every drawing. These include light, medium, and bold lines. The lightness or darkness of something – this could be a shade, or how dark or light a colour appear. <td data-kind="ghost"></td> <td data-cs="2" data-kind="parent"> Tone Chart A tone chart demonstrates a spectrum of tone from light to dark. It serves as a useful tool when adding tone to a drawing. Shading A technique we use to create tone in a drawing. You can add shade by building up pencil (or other drawing tools). Mark making Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat. It can apply to any material used on any surface: paint on canvas, ink or pencil on paper, a scratched mark on plaster, a digital paint tool on a screen, a tattooed mark on skin. Malleable Able to be pressed into shape without breaking or cracking <td data-kind="ghost"></td><td data-cs="2" data-kind="parent"> Cultural and Artist Knowledge Vincent Van Gogh – 1853-1890 Born in 1853 Van Gogh was a Dutch post-impressionist painter. In a decade, he created about 2,100 artworks, including around 860 oil paintings, most of which date from the last two years of his life. They include landscapes, still lifes, portraits and self-portraits, and are characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art. <td data-kind="ghost"></td></td></td>		Tone Chart A tone chart demonstrates a spectrum of tone from light to dark. It serves as a useful tool when adding tone to a drawing. Shading A technique we use to create tone in a drawing. You can add shade by building up pencil (or other drawing tools). Mark making Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat. It can apply to any material used on any surface: paint on canvas, ink or pencil on paper, a scratched mark on plaster, a digital paint tool on a screen, a tattooed mark on skin. Malleable Able to be pressed into shape without breaking or cracking <td data-kind="ghost"></td> <td data-cs="2" data-kind="parent"> Cultural and Artist Knowledge Vincent Van Gogh – 1853-1890 Born in 1853 Van Gogh was a Dutch post-impressionist painter. In a decade, he created about 2,100 artworks, including around 860 oil paintings, most of which date from the last two years of his life. They include landscapes, still lifes, portraits and self-portraits, and are characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art. <td data-kind="ghost"></td></td>		Cultural and Artist Knowledge Vincent Van Gogh – 1853-1890 Born in 1853 Van Gogh was a Dutch post-impressionist painter. In a decade, he created about 2,100 artworks, including around 860 oil paintings, most of which date from the last two years of his life. They include landscapes, still lifes, portraits and self-portraits, and are characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art. <td data-kind="ghost"></td>		
	Line Shading Hatching – the use of parallel lines to create shading – closer together lines make darker tones. Cross hatching – hatching with another set of hatching over the top to look like a grid. Another way of making tone darker. Directional shading – shading, especially hatching, that follows the direction of a surface to show its shape. This can be straight or curved but works best when the curves or hatched lines are roughly parallel with each other. Dots, stippling Density – the more densely the marks are packed, the less paper is seen so the darker the tone. <td data-kind="ghost"></td> <td data-cs="2" data-kind="parent"> Seven/Eight <td data-kind="ghost"></td><td data-cs="2" data-kind="parent"> Eleven/Twelve Health & Safety in the Art Department CLAY CreATE AVOID CONTACT WITH EYES & MOUTH WASH HANDS AT THE END OF YOUR LESSON DO NOT THROW CLAY PICK UP LOOSE CLAY FROM THE FLOOR OR TABLE WASH CLAY TOOLS AFTER USE RETURN CLAY TOOLS TO THE TROLLEY WHEN INSTRUCTED TO DO SO BY THE TEACHER WIPE YOUR TABLE WITH A WET CLOTH AFTER USE DO NOT CREATE CLAY DUST (e.g. don't clap hands together / don't shake cloths into the air / don't sweep clay onto the floor) <td data-kind="ghost"></td> </td></td>		Seven/Eight <td data-kind="ghost"></td> <td data-cs="2" data-kind="parent"> Eleven/Twelve Health & Safety in the Art Department CLAY CreATE AVOID CONTACT WITH EYES & MOUTH WASH HANDS AT THE END OF YOUR LESSON DO NOT THROW CLAY PICK UP LOOSE CLAY FROM THE FLOOR OR TABLE WASH CLAY TOOLS AFTER USE RETURN CLAY TOOLS TO THE TROLLEY WHEN INSTRUCTED TO DO SO BY THE TEACHER WIPE YOUR TABLE WITH A WET CLOTH AFTER USE DO NOT CREATE CLAY DUST (e.g. don't clap hands together / don't shake cloths into the air / don't sweep clay onto the floor) <td data-kind="ghost"></td> </td>		Eleven/Twelve Health & Safety in the Art Department CLAY CreATE AVOID CONTACT WITH EYES & MOUTH WASH HANDS AT THE END OF YOUR LESSON DO NOT THROW CLAY PICK UP LOOSE CLAY FROM THE FLOOR OR TABLE WASH CLAY TOOLS AFTER USE RETURN CLAY TOOLS TO THE TROLLEY WHEN INSTRUCTED TO DO SO BY THE TEACHER WIPE YOUR TABLE WITH A WET CLOTH AFTER USE DO NOT CREATE CLAY DUST (e.g. don't clap hands together / don't shake cloths into the air / don't sweep clay onto the floor) <td data-kind="ghost"></td>		
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Year 7 - Combined Science - Cycle 1		Week 1 - Energy stores and transfers		Week 2 - Energy transfer by heating	
Key vocabulary Efficiency: The proportion of energy a system transfers usefully. Energy: the ability of a system to do work, measured in Joules (J). Fuel: a substance which contains a store of chemical or nuclear energy that can be easily transferred. Gravitational potential energy: energy stored in an object due to its position in a gravitational field. Insulation: method or material used to reduce energy transfer by heating. Kinetic energy: energy stored in a moving object. Non-renewable (fuel): an energy resource which will run out as the supply cannot be replaced. Renewable (fuel): An energy resource that will never run out.		Energy can be stored in different forms: Gravitational potential energy, Kinetic energy, Elastic potential energy, Chemical energy, Nuclear energy, Magnetic energy, Thermal energy. - Energy can be transferred between these stores by: Heating (thermal), Light (radiant), Sound, Electrical Current. - The Conservation of Energy states that energy cannot be created or destroyed, only transferred between stores in a system. Useful energy is energy in the form needed, in the place it is needed. Wasted energy is energy in an unwanted form or in an unwanted place. - The efficiency of a system can be calculated as: $\text{Efficiency} = \frac{\text{Useful energy transferred}}{\text{Total energy transferred}}$ - Wasted energy often dissipates (spreads out) to the surroundings as heat.		- Energy transfer by heating in different ways depending on the substance it passes through. - In solids by Conduction. Vibrations passed between particles transfer energy. This is possible because the particles are touching. - In Fluids (liquids and gases) by Convection. Particles in a substance gain energy and move further apart, decreasing the density. Less dense regions of the fluid rise, carrying the energy. - No material is needed for energy to be transferred by Radiation, energy is transferred as Infrared radiation (IR).	
Week 3 - Energy resources - Energy transfers can be reduced by insulation. - Materials such as plastic and gas are good insulators. Materials which trap air prevent convection. Electricity is generated from non-renewable fuels including fossil fuels (coal, oil and natural gas) which emit greenhouse gases and nuclear fuels (uranium), which emit no greenhouse gases but do produce radioactive waste. - Greenhouse gases including carbon dioxide that cause global warming and contribute to climate change. Renewable resources: Solar; wind, wave, geothermal, tidal, hydroelectric power. These emit no carbon dioxide as no fuel is burned. - Renewable resources can be unreliable.		Week 4 - The particle model - All matter is made up of tiny particles. - The particle model explains state changes in terms of the arrangement, movement and energy stored in its particles. Solids: the particles are held closely together, by strong forces of attraction. Particles are arranged in a regular pattern and vibrate (wobble) about fixed positions. Liquid: the particles are also held closely together by fairly strong forces of attraction. However, the particles can move past each other. Gas: the particles are far apart from each other because the forces of attraction between them are weak. Particles move quickly in all directions.		Week 5 - Changes in state - Transferring energy to a substance causes an increase in temperature. - When the particles of a substance gain enough energy, the substance will undergo a change in state. - Changes in state are physical changes, which means they can be reversed.	



Key vocabulary		Week 6 - Mixtures and purity	Week 7 - Cells
• Atom: the smallest particle of a chemical element that can exist • Compound: contains two or more types of atom chemically combined together • Element: a substance that contains just one type of atom • Mixture: contains two or more substances that are not joined together • States of matter: one of three different forms a substance can have (solid, liquid or gas) • Cell surface membrane: thin barrier surrounding the cell that controls what enters and leaves. • Cytoplasm: this is the jelly-like substance where the chemical reactions take place in the cell. • Mitochondria: a structure found inside cells where aerobic respiration happens. • Nucleus: a large structure that contains genes that control the activities of the cell .	• Pure substances: are the same in all parts (fixed composition) and we can't separate them into other substances using physical methods (e.g. filtering or picking bits out). • Pure substances can be an element or compound, with no other substances mixed in. • Pure substances have a fixed melting and boiling point. • Mixtures are impure substances, that contain elements and/or compounds that are not chemically joined together. • Mixtures do not have a fixed composition and can be separated using physical methods. • Mixtures melt and boil over range of temperatures. • A flat section on a heating/cooling curve indicates a change in state.	• All living things carry out the 7 life processes: Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion and Nutrition. • Cells are the basic units from which tissues and all living things are made. • Animal and plant cells have a nucleus and are described as eukaryotic cells. • All animal cells have the same basic parts: nucleus, cytoplasm, cell surface membrane, mitochondria and ribosomes. • Plant cells have thick cell walls and may have other features not found in animal cells: chloroplasts and a permanent vacuole. • Bacteria cells do not have a nucleus and are described as prokaryotic organisms.	
Week 8 - Specialised cells		Week 9 - Organising organisms	Week 10 - Using microscopes
• Some cells are specialised and have special functions (jobs). There are about 200 different types of specialised cells in humans. • All human cells have the same basic design, but their sizes, shapes and sub-cellular structures can be different, so that specialised cells are adapted to their functions. • Differentiation describes the process by which less specialised cells become more specialised for a particular function. • Nerve cells (neurons) carry electrical impulses around your body. They are long and thin. • Red blood cells transport oxygen around your body. They have a disc shape and unlike most animal cells they have no nucleus. • Root hair cells have a large surface area to enable them to absorb water and nutrients from soil.	• A group of similar cells that perform a particular function are known as a tissue. • 2 or more tissues working together are known as an organ. • A number of organs working together in the body are known as an organ system. E.g. the digestive system and the nervous system. • An organism is made up of a number of organ systems. • The skeletal system is made up of your bones, ligaments and tendons. It provides structure, produce blood cells and protect your body. • Your muscular system works with your skeletal system to enable your body to move. • Your muscles work in antagonistic pairs - when one muscle contracts and shortens, the other muscle relaxes and lengthens.	• A microscope is used to magnify tiny things, such as cells. • To use a light microscope safely: 1. Always start with the objective lens with the lowest magnification. 2. Place the slide you want to observe on the stage, holding it in place with the clips. 3. Adjust the light source so that the light goes up through the slide. 4. Look through the eyepiece and adjust the focusing wheel slowly until the image is clear. . 5. Repeat steps 1 to 4 using an objective lens with a higher magnification to see the object in greater detail. • Electron microscopes have a higher magnification and greater resolution, but are more expensive and cannot destroy the sample being observed.	



Computing

1 – Logging In – What is a network.

Computer – an electronic device for storing and processing data,

Network - Interconnected devices that can exchange data and share resources with each other

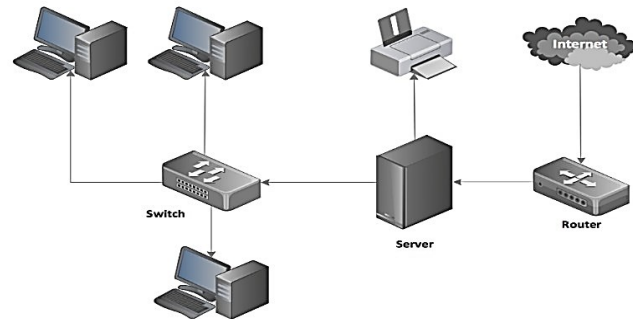
Servers – Are high-powered computers used as a central systems to provide services.

AUP – Acceptable use policy.

Internet – a global computer network. **Cloud**

Computing - IT services where users access them via the internet.

Sample Network Diagram



2 – Email Etiquette

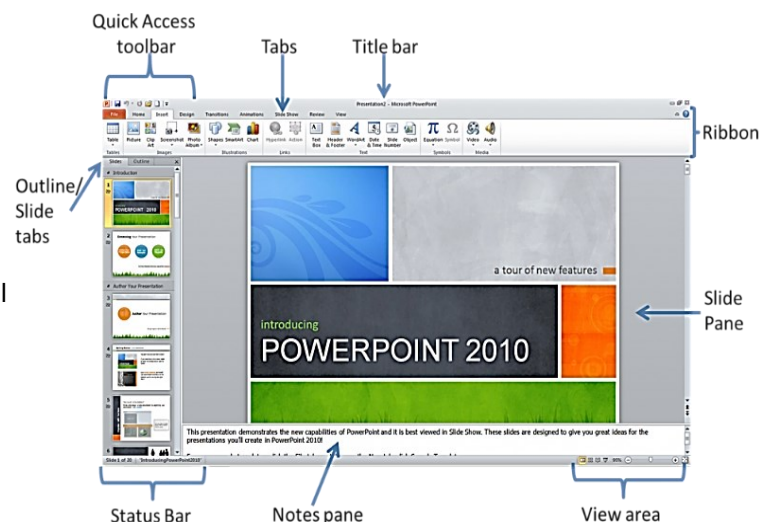
- Use a clear, professional subject line.
- Always be polite
- Proofread every email you send.
- Write your email before entering the recipient email address
- Double check you have the correct recipient.
- Only send it to people who need it.

3 – Effective Presentations

- Prepare carefully
- Use visuals wisely
- Consider your audience
- Have an effective house style
- Practice with a friend
- Be Positive
- Make eye contact with your audience
- Answer questions confidently

4 – Presentation Features

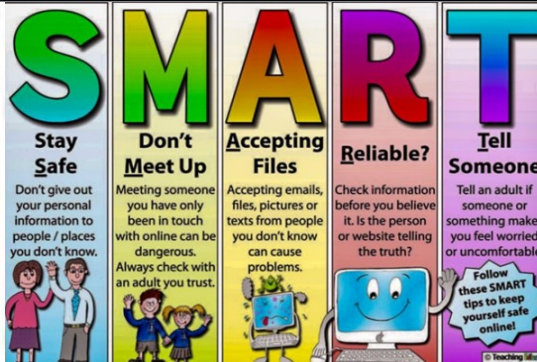
- Slides – The sections for each elements of the presentation.
- Headings – Label for each slide
- Body Text – The main text of the slide
- Bullets – Used to highlight key information
- Transitions – Effects between slides.
- Animations – Movement on each slide.
- Design features – Layout of each slide to improve **impact**.
- Speaker notes – The words the speaker will say when delivering the presentation
- .pptx – the file extension for PowerPoint presentations.





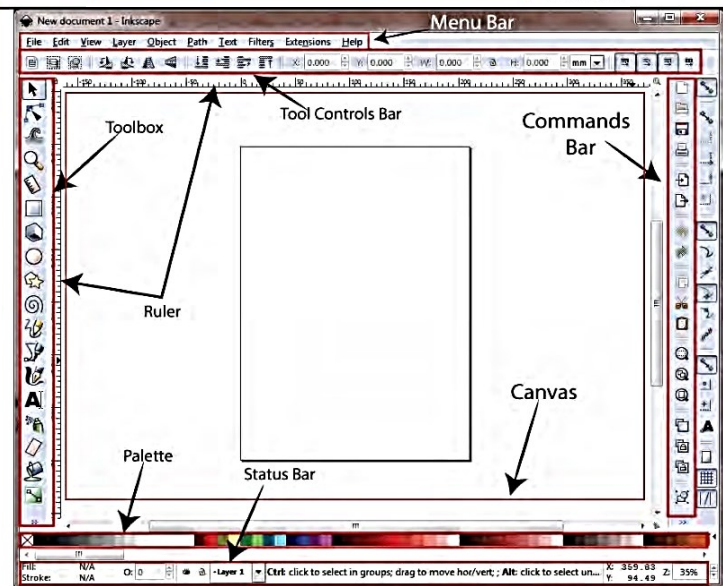
Computing

4 – E-Safety



5 Vector Graphics

	Select Tool – Used to manipulate components
	Edit Tool – Used to change an objects shape.
	Rectangle tool – Creates rectangles
	Star tool – draws polygons with a set number of sides.
	Spiral tool – Creates live shapes like arcs.
	Calligraphy tool – Creates calligraphic lines using dynamic drawing techniques.
	Line tool – Creates Bezier curves.



6 – Graphic Design Principles

Contrast – Making Elements stand out – Size, Colour, alignment.

Repetition – Using consistent elements to bring cohesion to your project.

Alignment – Making sure everything lines up on the page.

Proximity – Grouping elements together that go together.

Balance – An even weight of content across the document.

Emphasis – Using design features to make key topics/ideas stand out.

7 Image Files Types

JPEG	Joint Photographers expert group – Popular lossy image format.
PNG	Portable Network Graphic - Best lossy format supported across the web.
BMP	Bitmap – No Compression – large files.
TIFF	Tagged Image File format – Compressed and un compressed
PDF	Portable Document Format – Widely used document format – Created by Adobe.



YEAR 7

Week 1 – Learn key terms and definitions

Noun Phrase	A word or group of words that contain a noun and that work together to form the subject, object or prepositional phrase in a sentence.
Atmosphere	The way an author uses setting, objects, or internal thoughts of characters to create emotion, mood, or experiences for the reader.
Metaphor	The comparison of two things by saying that one IS the other e.g. The city was a jungle.
Imagery	A word or phrase to stimulate your memory into imagining a picture.
Personification	Giving human traits to non-human objects or creatures.
Simile	A comparison using 'like' or 'as.'
Sensory Language	Language that refers to sight, sound, touch, taste or smell.
Onomatopoeia	Words that sound like the noise they refer to e.g. bang, crash, whip.

Week 4 – Learn key terms and spellings

Protagonist	The leading character in a novel, play or film
Antagonist	The opponent of the main character
Hubris	Extreme arrogance or excessive pride
Common noun	A non-specific name for a person, place or thing. For example: town, wizard, newspaper.
Proper noun	The name of a specific person place or object which must have a capital letter: Honiton, Harry Potter

Week 2 – Revise the different types of myth

Myths are traditional stories from early history. These stories have been handed down to us through the **oral** tradition of story-telling. This means that myths can be told in different ways as many were not written down for many hundreds of years, after they were first told. There are three types of myths:

Aetiological Myths: These explain why things are the way they are today or why things happen. For example, the Ancient Greeks believed that thunder and lightning occurred because the god Zeus was angry.

Historical Myths: These tell a historical event. They help keep the memory of the event alive, even if the story changes over time. For example, you may have heard the myths about The Trojan Wars and how Helena of Troy escaped in 'The Trojan Horse'. There was indeed an ancient city called Troy but we cannot be sure how much else we know from the myths are true.

Psychological Myths: These try to explain or help us to understand characteristics of human nature. For example, Icarus ignored his father's advice and flew too close to the sun meaning the wax on his wings melted and he fell into the sea. This teaches us a cautionary lesson about **hubris**.

Week 5 – The Underworld

The Greeks believed that **Hades** was the god of the **Underworld** and he ruled there with his wife **Persephone**. He had stolen **Persephone** from the land of the living, but when he did, all the flowers, plants and trees on Earth began to wither away and die. For this reason, **Hades** agreed that **Persephone** would be allowed to live on Earth for six months of the year and return to the Underworld for the remaining six months.

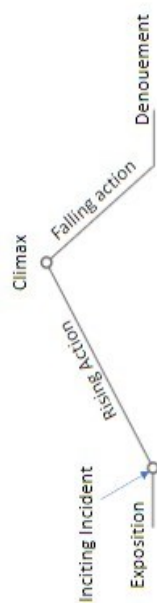
The Ancient Greeks believed that this was why we have the seasons of the year. When **Persephone** returns to the land of the living, Spring begins and the flowers begin to blossom again; life comes back to Earth. When she returns to the **Underworld** in the Autumn, the leaves on the trees begin to fall and the flowers fade away until Earth becomes gripped in winter once more.

Week 3 – Revise and learn narrative structure

The Greek Philosopher **Aristotle**, argued that effective stories can be broken down into five elements and that when writers are constructing a story, they should include these five elements to make their writing engaging for the reader.

Exposition	The start of the story. Introduction to the setting and the characters.
Inciting Incident	A moment that acts as a trigger for the story – it kick starts the action.
Rising action	The characters and their situation is developed and a level of conflict is introduced.
Climax	The highest point of tension / the big moment.
Falling action	The consequences that follow as a result of the climatic event.
Denouement	The way in which the story ends – either where everything is resolved or a cliff-hanger is used.

This narrative arc is sometimes referred to as Freytag's Pyramid:



Week 6 – Revise

Revise week 1 key terms. Make sure that you are confident with these techniques so that you can use them in your mid-term assessment



YEAR 7

Cycle 1 ENGLISH: Storytelling – Myths & Legends/Introduction to gothic fiction

Week 7 – Revise types of adverb

Category	What does it tell us?	Example
Time	When	Myths are stories that were first told many years ago .
Place	Where	The minotaur lived inside the labyrinth.
Manner	How	Inocencio quickly climbed the tree.
Reason	Why	Because the hydra was so feared , no one ventured near the swamp.
Degree	How much	Theseus thanked Adriadne profusely .
Frequency	How often	The basilisk daily terrorised the forest.

Week 10 – Revise key information for assessment

Your assessment will require you to write a story which follows the conventions of the gothic genre.

You should complete the following tasks in order to prepare:

1. Revise Week 3 Narrative Structure so that you know how to plan different stages of a story.
2. Revise Week 8 Conventions of gothic fiction so that you understand what ingredients you can use in your story.
3. Collect interesting and effective vocabulary which helps to create an atmosphere of mystery and fear.

Week 8 – Conventions of gothic fiction

The following conventions are often used in gothic fiction. Learn the conventions so that you can identify them in text examples:

- Romance
- Death
- Decay (of mind, body or setting)
- Insanity/madness
- Psychological (rather than physical)
- Darkness
- Old, isolated settings
- Supernatural beings
- Inclement weather
- Pathetic fallacy – giving human feelings to something non-human.

Week 11 – Revise prepositions

A preposition is a word that shows the position of something. It can indicate a position in terms of place or time, e.g. 'Dinosaurs lived **in** the Mesozoic era' or 'Dinosaurs lived **on** the Earth'.

There are many common prepositions:

of, in, to, for, with, on, at, from, by, about, as, into, through, after, over, between, out, against, during, without, before, under, around, among, beneath...

A prepositional phrase needs a comma if it is positioned before the main clause. For example:
The curtains billowed in the wind.
In the wind, the curtains billowed.

Week 9 – Revising Context

Social and Historical Context of Frankenstein: During the 18th and 19th centuries, the British public became obsessed by the human anatomy and it was common for public autopsies (an event that investigated the human body to identify the cause of death) to be well attended by all sorts of people.

There was a real interest in scientific and medical discoveries at this time. For years, death had been seen as final and irreversible – something controlled by a higher force than humans (most people at the time would have said that life and death was decided by God alone). Now, recent discoveries like resuscitation blurred the line between life and death and showed that humans could intervene and someone who had stopped breathing could be brought back from the dead.

Medical professionals were experimenting with the idea of using electrical currents to be able to reanimate body parts. The Italian Luigi Galvani had shown how a spark infused movement in the legs of dissected frogs. Medical students who needed to learn about anatomy studied the dead bodies of executed murderers.

Week 12 – Learn and revise BTEAZL

You will frequently see English questions that ask you to comment on the writer's use of language – 'How does the writer use language to show/portray..?'

You can use BTEAZL paragraphs to structure your answer and ensure that you include all of the information expected from the mark scheme:

BIG PICTURE
TECHNIQUE
EVIDENCE
ANALYSIS (including effect on the reader)
ZOOM
LINK (back to question)



KS3 Design and Technology/ 3D Design					
YEAR 7	One	Two	Three	Four	
	Health and Safety 1 - If a workshop is to be a safe and efficient workplace, it must be well organised and pupils must follow all health and safety guidance / regulations. Good behaviour and a positive attitude to work are also essential. A. HIGH STANDARD OF LIGHTING: A workshop must have good lighting. A badly illuminated workshop is dangerous, especially when machines and tools are in use. B. SECURE / LOCKED: Storerooms often have specialised racks and shelving systems, that hold materials, tools and equipment in place. C. STOOLS STACKED: When stools are not in use, they should be stacked away from the work area. Stools left out in the work area, are a trip danger. D. TIDY WORKBENCH: Always keep the workbench clear of tools and equipment, that are not in use. An untidy bench, can result in tools being knocked off the top surface. It is difficult to work efficiently or safely, if your workbench is untidy. E. BAGS AND COATS STORED IN A CUPBOARD: trip danger.	Health and Safety 2 - F. A WELL ORGANISED TOOL CUPBOARD: When tools are organised and stored properly, they are easy to see and collect. Tools should be put away, when not in use and at the end of the lesson. G. BRUSHES FOR CLEANING THE WORKSHOP: During a practical lesson, there will be times when tidying up is required, keeping the benches and floor clear of debris. An organised workshop, is a tidy workshop. H. NO DEBRIS ON THE FLOOR: Waste materials / off-cuts and dust, should be brushed up from the floor. It is easy to 'turn' an ankle or slip, on a small piece of waste material Acid is a potential source of harm. Substances, events, or circumstances can constitute hazards. A hazard could cause damage to health, life, property, or any other interest of value  Iterative design a circular design process that models, evaluates and improves designs based on the results of testing.	Reflective practice is, in its simplest form, thinking about or reflecting on what you do. It is a continuous learning process where individuals recall their own actions as a source of personal development and professional improvement. A jig is device used to hold a piece of material and guide cutting tools. They are used to ensure the process can be repeated accurately and to a high quality. For example, a carpenter making a hole of a specific alignment and depth may use a jig to aid . Modify - To make partial or minor changes to improve it or make it more acceptable changing the form or qualities of something. Aesthetics - A set of principles concerned with the nature and appreciation of beauty. A shape is a two-dimensional area. Shapes have height and width but not depth. Form refers to three dimensional objects. Forms have height, width and depth. Forms that are three dimensional, such as sculptures or buildings are called real forms.	Pyrography or pyrography is the free handed art of decorating wood or other materials with burn marks resulting from the controlled application of a heated object such as a poker. It is also known as pokerwork or wood burning. The term means "writing with fire", from the Greek <i>pur</i> and <i>graphos</i>.  How to – Check the machine and cable is not damaged and is away from water. Turn onto 8 and wait for 1 minute to heat up. Hold the hot wire handle as if it were a pen. Create your image using light, gentle strokes. If you apply too much pressure the wire will bend and break. To create a thicker line move the wire slowly. When finished put back into the holder and turn off. Beware of black heat, Black Heat - It is a chemical reaction of the metal surface with the oxygen present in the air. It may not look hot but will remain hot for some time. This could cause a burn.	Tools, Equipment and Machinery used to make Noughts and Crosses Game - Tenon Saw - for general sawing and cutting mortise and tenon joints. The heavy back gives the saw its weight which is useful when sawing wood. The weight of the saw along with the forward sawing motion allows the saw to cut through woods relatively easily. Junior Hack Saw - used to cut and shape metals, tube and some plastics. Where thicker and more robust materials are to be cut, a full size hacksaw is used. Bench Hook – used to help you cut out wood. This is normally used with a tenon saw. Supports small work on the bench. Disc Sander - used to smooth materials such as woods. It is also used to remove small amounts of waste material. Pillar Drill - used for drilling holes through materials including a range of woods, plastics and metals. The drill is mounted on a vertical pillar insuring straight, accurate holes.
					Artist Analysis - Stefano Giovannoni. Born in La Spezia in 1954, Stefano was an architect and designer was taught by Buti at Florence University. In the early 80's he founded the King-Kong Production Group along with Guido Venturini. A technical designer par excellence he has industrial design in his DNA. Stefano Giovannoni continues to design for Alessi drawing inspiration from Italian industrial culture to create unique, contemporary products. Collaborating with over 500 designers around the globe, Alessi believes that "a true work of design must be able to move people, to convey feelings, to trigger memories..." Alessi is a housewares and kitchen utensil company in Italy, manufacturing and marketing everyday items authored by a wide range of designers, architects, and industrial designers. Founded in 1921 by Giovanni Alessi in Crusinallo Omegna Italy.
	Seven	Five			



Week 1 – Lesson 1: Personal Hygiene & Knife Safety • Key Knowledge: • Wash hands, tie hair, wear apron. • Clean surfaces & equipment before/after cooking. • Use claw grip and bridge hold to cut safely. • Knives should be handled and stored properly. • 🌀 Knowledge Consolidation: • Draw and label knife grips. • Explain importance of hygiene in cooking.	Week 2 – Lesson 2: Making Couscous Salad • Key Knowledge: • Make and soak couscous in stock. • Use claw grip/scissors to chop safely. • Add veg, apricots, dressing and mix. • Use kettle, bowl, scissors, scales correctly. • 🌀 Knowledge Consolidation: • Write recipe steps from memory. • List tools used and their purpose.	Week 3 – Lesson 3: The 4 Cs of Food Safety • Key Knowledge: • Clean, Cook, Chill, Cross-contamination. • Cook food to 75°C+, chill at 5°C or less. • Keep raw/cooked foods separate. • Bacteria grow in 5–63°C danger zone. • 🌀 Knowledge Consolidation: • Match examples to the 4 Cs. • Draw and label chopping board colours and uses.
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Week 4 – Lesson 4: Cooking Chicken Kebabs • Key Knowledge: • Chop veg, marinate chicken safely. • Use red board (chicken), green (veg). • Cook chicken until no pink remains. • Bake skewers at 190°C for 15–20 mins. • 🌀 Knowledge Consolidation: • List important hygiene rules when handling raw meat. • Design a kebab using other ingredients	Week 5 – Lesson 5: Preventing Food Poisoning • Key Knowledge: • Symptoms: cramps, vomiting, fever. • High-risk: meat, rice, dairy, eggs. • Low-risk: dry/tinned goods. • Store raw meat at fridge bottom. • 🌀 Knowledge Consolidation: • Sort foods: high vs low risk. • Describe errors you could make which might increase risk of food poisoning.	Week 6 – Lesson 6: Sweet Mini Pancakes • Key Knowledge: • Sift flour, whisk egg & milk. • Add chopped fruit, mix batter. • Fry small spoonfuls until golden. • Skills: whisking, chopping, frying. • 🌀 Knowledge Consolidation: • Design your own pancake recipe.
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Year 7 - Geography- Cycle 1		Week 1 –Types of Geography	Week 2 - Biomes of the World
Key vocabulary Ecosystem: A community of plants and animals that interact with each other and their environment. Biome: A plant and animal community that covers a large area of the Earth's surface (e.g. desert, tropical rainforest). Global atmospheric circulation: The worldwide system of winds which moves heat from the equator to the poles. It helps to create the conditions for different biomes to exist. Climate: The average weather conditions over the long period of time. Around the world, this creates zones that have the same pattern of temperature and rainfall.	Week 3 – Biomes of the world Desert: Few plants (e.g. cactus) and animals (e.g. camels) that cope with extreme temperatures and very dry conditions. Tropical rainforest: Vegetation suited to warm, wet climate throughout the year and inhabited by 50% of the world's plants and animal species. Tropical rainforests only cover 6% of the Earth's surface, yet they contain 50% of the plant and animal species. Tropical grasslands (savanna): Grassland able to cope with long, dry periods with some violent thunderstorms; grazed by animals (e.g. gazelles) and stalked by predators (e.g. lions).	Human Geography - focuses on where people live, what they do, and how they use the land. It involved studying why cities and towns develop in certain places and the different cultural, political and economic relationships countries have with one another. Physical Geography- focusses on how landforms develop and how they change. They look at how different landforms and processes affect the climate and nature. Environmental Geography—focusses on how people change the land through such activities as building cities, digging mines, and clearing forests. 5 W s – Who, What, Where, When, Why.	Biomes of the world There are seven major world biomes. Tundra: Low growing plants due to cold and windy conditions. Coniferous forest: Also known as the taiga or boreal. Cone-bearing evergreen trees able to cope with harsh winters. Temperate deciduous forest: Trees such as oak and beech that lose leaves during the autumn (UK's biome). Temperate grasslands: Grassy plains suited to dry, hot summers and cold winters. Mediterranean: The smallest biome. Shrubs, herbs and olive trees able to cope with high temperatures and summer drought.
		Week 4 – Tropical Rainforest Vegetation Tropical rainforest vegetation Emergents: Tallest trees in the rainforest reaching around 50 metres. Canopy: Receives 70% of sunlight and 80% of rainfall. Around 30 metres high. Undercanopy: Sheltered layers of young trees growing to a height of 20 metres. Shrub layer: Only small trees and shrubs. Less than 2% of sunlight reaches the forest floor. Epiphytes: Some plants grow on larger trees as they only need water and air to survive e.g. orchids. Convictional rainfall: Where the ground is heated intensely by the sun, the air rises and condenses to form clouds and heavy downpours.	Week 5 – Threats to the Rainforest Threats to the rainforest Deforestation: The cutting down of trees, transforming a forest into cleared land for other uses. Logging: Trees cut down for items such as furniture, paper and utensils. Half of wood used for fuel. Cattle ranching: Cattle raised on the cleared land to meet the demand for beef elsewhere e.g. USA. Mining: Rainforests contains copper, diamonds, gold and other metals. Some places also have oil and gas. Palm oil plantations: Palm oil is found in around half the products in supermarkets, for example, biscuits, shampoo, margarine. Dam building: Often built to produce hydroelectric power for other activities such as logging.



Nutrient Cycle & Water Cycle	Week 6 – Biomes & Adaptations	Week 7 – Biomes & Adaptations
	Tropical rainforest Around the Equator. Central Africa, SE Asia, Brazil & central America. No seasons. Temps 26-28°C each day. 200mm rainfall. Tall trees such as mahogany. Long vines called lianas. Toucans, insects, jaguars, monkeys, snakes, frogs. Tropical grassland Between the rainforest and desert biome. Around Congo Basin, Venezuela, northern Australia, Mexico. Wet season & dry season. 80% rainfall happens in 4-5 months - wet season. Dry season as low as 100mm. Baobab tree. Grasses such as pampas. Gazelles, giraffes, wildebeest, cheetah, lions, hyenas.	Deserts Around 30° latitude, at the tropics. Sahara in Africa, Arabian desert. Temperatures can reach 36°C in the day. Below freezing at night. Annual rainfall 40mm. Cacti and yucca plants. Bushes grow apart so they do not compete for water. Camels, meerkats, scorpions. Polar regions At the poles. Below the Arctic is the tundra (northern Canada, Russia). Long, cold winters, short, cool summers. Temperature rarely above freezing. Low rainfall 250mm. Mosses and some grasses in the Arctic. No trees. Killer whales, polar bears, wolves, foxes, reindeer, seals.
Week 8 – Biomes, Adaptations & Threats	Week 9 – Food Webs	Week 10 – Threats in Polar Regions
Arctic (north) Temperatures are warmer from -46°C to -26°C. Sea does not fall below -2°C. Southern parts include the tundra. Arctic is an ocean surrounded by land. Around four million people live there. Antarctica (south) Temperatures are colder from -62°C to -55°C. Average height of 2300 metres – highest of all continents. Only 1% of the continent is ice free. Antarctica is land surrounded by an ocean. No permanent inhabitants but up to 10000 scientists in the summer. Coral Reefs Cover less than one percent of the ocean floor, but support about 25% of all marine creatures. However, there are many threats to their existence such as pollution, global warming, and sedimentation are threatening large areas of the world's reefs.		Threats in Polar Regions Climate change: Sea ice melting means less hunting grounds. Polar bears become lighter (10kg) and less healthy. Toxic pollution: High pollutants found in polar bears leads to lower levels of vitamins and antibodies. Milk can poison cubs. Oil exploration: Consuming oil from eating oil from contaminated prey. Noise from construction can destroy their habitat. Overhunting: Laws set a limit on how many can be hunting by local people. Numbers are monitored to keep numbers stable.



YEAR 7

Cycle 1 HISTORY: How interconnected were people and places in the 11th century?

Week 1

History	The study of past events and people.
Historian	A person who studies and writes about the past.
Chronology	The arrangement of events or dates in the order that they occurred.

How do Historians organise their research?

Sometimes Historians might focus on particular themes like society and politics, however it is often worth sorting information into chronological order too. By putting things in chronological order we can discover interesting things about an event and help make descriptions clear and organised.

Talking about time.

BCE means before common era (sometimes written as 'BC') and CE means common era (sometimes written as 'AD'). A decade is a period of 10 years, whereas a century is a period of 100 years, e.g.:

- 20th Century = 1900-1999CE
- 15th Century = 1400-1499CE
- 5th Century = 400-499CE

Have a go at writing a brief 'history' of your own life (so far!) in chronological order.

Week 4

Archaeologist	A person who studies human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.
Society	A group of people who live in a community and share the same culture.
Culture	The ideas, customs and social behaviour of a particular people or society.
Settlement	A place where people come to live or the process of settling in a place.

Raiders, invaders or settlers?

The Vikings mostly came from Denmark, Norway and Sweden. On the other hand, they travelled widely. They are most well known for their raiding, particularly of monasteries like Lindisfarne off the coast of England. Archaeologists have however found primary sources that have helped prove that their legacy should be understood to be more varied. For instance, we know that the Vikings set up a vast trade empire that had connections with the Silk Roads and North America.

What misconceptions might someone have about the Vikings?

Week 6

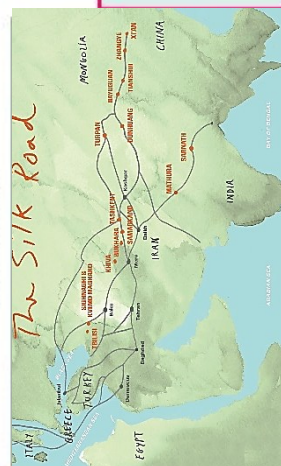
Revisit weeks 1-5. Create your own descriptive sentences about the Silk Roads and the Viking Age. You should aim to use all the key vocabulary.

Week 2

The Silk Roads.

The Silk Roads are a web of trade networks that flow east to west and west to east – from the Pacific coasts of China and Russia to the Atlantic coasts of Europe and Africa. The routes were at the height of their use between 130BCE and 1453CE.

Trade	The action of buying or selling goods or services.
Merchant	A person who buys and sells commodities for a profit, often travelling with goods to a range of places.
Commerce	The activity of buying and selling, especially on a large scale.



Describe the Silk Roads.
(Tip: think about where, when, and what.)

Week 3

Religion	A set of organised beliefs, practices and systems that relate to the worship of a higher ordained power.
Wisdom	The gathering of scientific or philosophical learning.

Sharing ideas and values.

The Silk Roads led to the creation of incredible cities which served as the epicentres of trade, knowledge, warfare and religious expansion.

People were eager for explanations about everyday events and the supernatural, and religion offered solutions to a range of problems.

At the same time, scholars in cities such as Baghdad were making major breakthroughs in science, mathematics, medicine and astronomy, literature and philosophy.

How do Historians find out about the past?

When historians study evidence from the time they are learning about, they refer to it as a 'primary source'. This means it is something that was created during the time.

How many different types of primary source can you think of?

Week 5

Invasion	When an army or country uses force to enter and take control of another country.
The Danelaw	The part of northern and eastern England controlled by the Danes (Vikings) from the late 9 th century until after the Norman Conquest.

The Viking Age.

The Vikings raided Britain because they were looking for lucrative new items to steal and trade. In addition, they wanted land that they could take and claim as their own. From around 860CE onwards, Vikings stayed, settled and prospered in Britain, becoming part of the mix of people who today make up the British nation.

In 866CE they captured York (Viking name: Jorvik) and made it their capital. Viking controlled territory became known as the Danelaw. In the 11th century, King Canute succeeded in being king of both Denmark and England. He wanted to create a north Atlantic empire that united Scandinavia and Britain.

How prosperous were the Vikings?



YEAR 7

Cycle 1 HISTORY: How interconnected were people and places in the 11th century?

Week 7

Power	The capacity to direct or influence others or the course of events.
Population	All the people of a particular race, class or other collective in a specific area.
Anglo-Saxons	A Germanic cultural group that inhabited much of what is now England in the Early Middle Ages.

England in the 11th century.

- During the period of Anglo-Saxon control (410-1066CE) England was divided into regions called earldoms, and each of these was controlled by an earl. The most powerful earl by the 1060s was Harold Godwinson who controlled much of southern England.
- England's population was much smaller than ours today, with only 1.5 million people. Most lived in the countryside in small villages or manors.
- Under the Anglo-Saxons, Christianity flourished as the dominant religion of the country, following the teaching of the Catholic Church. The church would have been central to village life, and a place that all members of the community congregated regularly.

Choose 10 words and create a word cloud about 11th Century England.

Week 10

Monarch	The ruling king of queen of a kingdom or country (usually for life and by hereditary right).
Rebellion	An act of organised, armed resistance against a government or ruler.
Loyalty	A strong feeling or support or allegiance.

The Feudal System was a structure of power where people were rewarded with land or protection in return for their services. William gave the majority of England's land to the nobility as long as they promised loyalty and kept the peace. Smaller areas of land were given to the knights. The peasants farmed the land and paid taxes. In return they were protected and allotted land to farm.

The Domesday Book was written in 1085 as a record of what everybody in England owned or produced. This allowed William to maintain control throughout the kingdom as he could see which of the nobility owned what land, and calculate how much he could charge the people in taxes.

Why would the Feudal System and Domesday Book help William maintain control of England?

Week 12

Revisit weeks 7-11. Create your own descriptive sentences about Anglo-Saxon England and the Norman Conquest. You should aim to use all the key vocabulary.

Week 8

Heir	A person who inherits the position of a predecessor. In the monarchy this is typically the eldest son (or, more recently, daughter).
Power vacuum	An analogy for when other forces 'rush in' to fill a position as soon as it is created.
Claim	A statement that something is true or is a fact, although there might be conflicting evidence.

Claimants.

When King Edward the Confessor died in January 1066 he left no direct heir. This resulted in a power vacuum. Among others, both Earl Harold Godwinson and the Viking, Harald Hardrada, believed they had a claim to the throne.

The Battle of Stamford Bridge.

Harald's and Godwinson's armies clashed at Stamford Bridge on 25th September 1066. Harold Godwinson's Anglo-Saxon army had c.13,000 men compared to Hardrada's c.9,000 Vikings. The Anglo-Saxons outmanoeuvred the Vikings by taking them by surprise. This resulted in Hardrada being killed in battle and only a small force of Viking warriors escaped.

Describe what can happen when there is a 'power vacuum'.

Week 9

Normans	People who settled in Normandy from c.912CE and became a dominant military power in 11 th century Europe.
Conquest	The act of taking control of a country, city, etc. by force.

The Battle of Hastings.

William Duke of Normandy also believed he had the greatest claim to the throne of England. Just as Godwinson was celebrating his victory against Hardrada, he learnt that William was landing an army of Norman knights at Pevensey on England's south coast.

At nine o'clock on the 14th October 1066, the Anglo-Saxon army faced down the Norman army at Senlac Hill, just outside Hastings. Godwinson planned to wear down the Normans by maintaining a shield wall at the top of the hill. This worked well initially, but later in the day William used devious tactics to draw the Anglo-Saxons out of their defensive position. From this point, the Anglo-Saxons experienced extensive losses, finally ending with the death of Harold Godwinson.

Use the internet to see if you can discover why there is a mystery surrounding exactly how Godwinson met his death.

Week 11

Motte and Bailey	An early type of castle made of wood, with a large mound (Motte) and area surrounded by a wall where the animals and Normans lived (Bailey).
Stone Keep	Large castle complexes built of stone. They were strengthened by having many walls, towers and other methods of defence like murder holes.
Attack	Aggressive (military) action against a place or enemy forces with weapons or armed force.
Defence	The action of protecting or resisting an attack.

Castles.

The Normans built castles across England to defend themselves from invaders and to keep the English under control. The first castles were called Motte and Bailey castles. Over time, castles were developed into large stone structures with lots of defensive advantages. Many examples of these can still be seen around the country today.

Draw and annotate either a Motte and Bailey or Stone Keep castle.



Year 7 – Music – Cycle 1

Key vocabulary

Semibreve - 4 beats
Minim - 2 beat
Crotchet - 1 beat
Quaver - ½ beat
Semi Quaver - ¼ beat
Rhythm - the beat
Pitch - high / low
Dynamics - volume of the music
Tonality - key of music – Major/Minor
Harmony - 2 or more notes played together - chords
Structure - order of sections within music
Riff - short, repeating pattern
Syncopation - off beat, accenting beats 2+4
Texture - layers of instrumental sound
Timbre - quality of sound

Week 1 and 2 content

Task: Write yellow words in your Purple books with meanings

TEMPO – Adagio, Andante, Allegretto, Allegro, Presto

- LISTENING** (click on links to listen and watch)
<https://www.youtube.com/watch?v=M93qXQWabDE>

Flight of the Bumblebee – Rimsky Korsakov

4th Movement, Symphony No 9 - Beethoven
<https://www.youtube.com/shorts/vxZUnCImZnE>

- 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

Also, try Duolingo

- 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

HARMONY – Triads, Broken Chords, Arpeggios

- LISTENING** (click on links to listen and watch)
Bohemian Rhapsody - Queen
<https://www.youtube.com/watch?v=fj9rUzIMczQ>

Mas Que Nada - Sergio Mendes feat. Black Eyed Peas
<https://www.youtube.com/watch?v=Tfa6fRlPIUE>

- 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 5 and 6 content

Task: Write yellow words in your Purple books with meanings

RIFF – short, repeating pattern

- LISTENING** (click on links to listen and watch)
Twist and Shout – covered by The Beatles
<https://www.youtube.com/watch?v=b-VAXGldJeQ>

Sweet Child of Mine - Guns N' Roses
<https://www.youtube.com/watch?v=1w7OglMMRC4>

- 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

TIMBRE – Strings, Woodwind, Brass, Percussion

- LISTENING** (click on links to listen and watch)
Young Persons Guide to the Orchestra Benjamin Britten
<https://www.youtube.com/watch?v=dcM-1UP5O2Y>

2nd Movement from Symphony No 1 Mahler
https://www.youtube.com/watch?v=f_kX3TSSv6I

- 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 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)
1812 Overture – Tchaikovsky
<https://www.youtube.com/watch?v=7RN6g5reFmg>

Finlandia - Sibelius
<https://www.youtube.com/watch?v=qDUGtIsIRIs>

- 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/>

Request for Peripatetic Instrumental Lessons at Honiton Community College

<https://forms.office.com/e/n8AJsdJ5yb>
(fee's apply)

Extra Curricular Music

Please come along and join in!

House Band - (any instruments, including singers) - Monday lunchtime in Mu1

Balalaika Group - (Tuesday breaktime in Mu1)

Singing Group - Tuesday lunchtime in Mu1

Rockschoool - (guitar/bass /keyboard/voice) - Wednesday lunchtime in Mu1

Song Writing Group - (using computer software to write songs) - Thursday lunchtime in Mu2

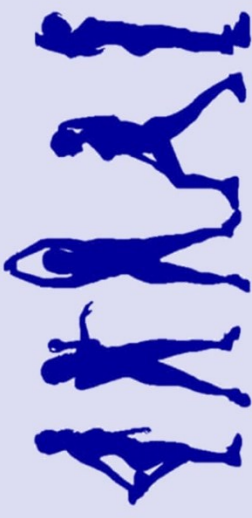
Japanese Taiko Drumming - Friday lunchtime in Mu1

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



Year 7 – Personal Development – Cycle 1		Week 2 - PSHE	Week 4 - PSHE
Key vocabulary/content/ideas			
PSHE • Discussion and debate – PSHE is centred around hearing facts and sharing opinions. • Illegal – something you are not allowed to have/do and can be arrested if you are caught doing this. RPE • Religion – A belief in a high super power either a God or Gods. • Philosophy - A theory or attitude that acts as a guiding principle for behaviour. • Ethics – The morals and opinions you hold in reference to important societal issues. • Morals – living your life in a way that you believe is right.		• Unique - being the only one of its kind; unlike anything else • Self-esteem - confidence in one's own worth or abilities; self-respect • Wellbeing - the state of being comfortable, healthy, or happy • Resilience - the capacity to recover quickly from difficulties; toughness Influences on our behaviour - Social media can have a big effect on our self-esteem and how we perceive ourselves. This in turn can affect how we behave. Peer pressure can affect how we behave in a positive and negative way. The desire to fit in can change how someone reacts in difficult situations. Fitting in - The need to fit in can make someone make poor choices such as choosing to do something illegal (smoke or drink) or be unkind to someone.	Coping strategies to promote wellbeing and boost mood can include being assertive. Assertiveness – confident and forceful behaviour How we behave can have a negative effect on our: • Physical health • Mental health • Body image The internet can be a very unsafe place. Some risks to the internet are the speed and scale that (mis)information can be shared, blurred public and private life and perception of anonymity (trolling) How to respond to unsafe things online: • Report to authorities • Challenge unkind/illegal activity
	Week 6 - PSHE • Trolling – this can be perceived as harmless to the person doing it, but it can have huge negative effects on those who are being trolled. • Falling out with friends – it can be really hard to stay friends with people as you grow up because your beliefs and values will change. You may also feel peer pressure to behave in a certain way. Positive traits of a good friendship include: • Trust • Respect • Openness • Forgiveness	Week 8 - RPE • Belief - An acceptance that something exists or is true, without proof • Opinion - What someone thinks. Can't be proved. • Soul - The spiritual or non material part of a person. Often thought of as immortal (never dies). • Spirituality - the quality of being concerned with the human spirit or soul as opposed to material or physical things. • Materialist - believe that the only thing that exists is physical stuff like tables and trees and brains • Dualist - believes that we are our body but there is also something more to us. • Suffering - the state of undergoing pain, distress, or hardship	Week 10 - RPE Many people think that humans have a soul, a special spiritual part that only humans have. This is where a person's spiritual side comes from. People have different beliefs about religion. They can be divided up into: Theist – Someone who believes in God Atheist – someone who does not believe in God Agnostic – Someone who is unsure whether God exists and will never have evidence to prove either way. Those who are theists believe that miracles exist. These are events that cannot be explained through logic alone, like healing someone who is dying



Effective Use of a Warm-up and Cool-down					
WEEK 1		WEEK 2		WEEK 3	
WARM-UP It is important that a warm-up is performed prior to exercise in order to prepare the body for physical activity. A warm-up is designed to reduce the risk of injury and improve performance. The four main components of a warm-up, examples of each component, and the benefits of warming up are outlined cross the weeks.		 Stretching Performing a series of stretches which cover all the muscles used, e.g. hamstrings for running.		COOL-DOWN It is important to perform a cool-down following physical activity in order to improve the recovery of the body. The three main components of a cool-down, examples of each component, and the benefits of cooling down are outlined below:	
Pulse-raising Activity Jogging at an increasing pace for 5–10 minutes to increase oxygen to working muscles. 		Skill Practice Taking part in drills, such as one vs one shooting practice in ice hockey.		Heightened breathing rate Continue to jog at a similar intensity to maintain a heightened circulation of oxygen.	
Mental Strategies Using positive self-talk, deep breathing and imagery in order to control arousal levels, e.g. imagining a successful race. 				Reduction in activity level Slowly reduce the speed of jogging and then begin to walk.	
				Stretching Perform a series of stretches which cover all the muscles used.	
WEEK 4		WEEK 5		WEEK 6	
BENEFITS OF WARMING UP - Increases body temperature - Increases the range of movement that can be achieved at a joint (flexibility) - Provides an opportunity for the athlete to work towards full-intensity exercise - Provides an opportunity for the athlete to mentally prepare themselves for competition, e.g. using breathing strategies to reduce arousal		BENEFITS OF WARMING UP - Skills which are required during competition can be practised so that the athlete is ready to perform them - Reduces the chance of the athlete becoming injured during competition - Increases the amount of oxygen delivered to the active muscles		BENEFITS OF COOLING DOWN - Helps the body to recover from the effects of exercise - Helps the body to remove lactic acid and carbon dioxide - Helps to prevent or reduce the effects of delayed onset of muscle soreness (DOMS) 	



Week 1		Week 2	
estar	to be, being	blanco	white/pale
estoy	I am	listo	ready
estás	you are	nervioso	nervous
está	he/she/it is, it is	raro	strange
norte	north	seguro	sure, certain
sur	south	serio	serious
Inglaterra	England	tonto	silly
España	Spain	tranquilo	calm, tranquil
en	in	¿Cómo?	How?
¿Dónde?	Where?	hoy	today
¡Hasta luego!	See you later!	muy	very
¡Hola!	Hello!	¿Cómo se dice en inglés?	How do you say it in English?
		¿Cómo se dice en español?	How do you say it in Spanish?
		no	no
		sí	yes

Week 3		Week 4		Week 5	
ser	to be, being	tener	to have, having	un amigo	a friend
soy	I am	tengo	I have	una botella	a bottle
eres	you are	tienes	you have	un caballo	a horse
es	he/she/it is	tiene	he, she, it has	una palabra	a word
¡marca!	mark!	¡lee!	read!	un periódico	a newspaper
una opción	an option	¿Qué?	What?	una planta	a plant
alegre	happy, cheerful	un barco	a boat	una pregunta	a question
alto	tall, high	una bicicleta	a bike	una revista	a magazine
bajo	short, low	un bolígrafo	a pen	una tarea	a task
correcto	correct	una cama	a bed	un teléfono	a telephone
guapo	good-looking	una cámara	a camera	también	also
simpático	nice, friendly	una casa	a house		
y	and	un gato	a cat		
		una frase	a sentence		
		una letra	a letter		
		un libro	a book		
		una moneda	a coin		
		un papel	a paper		
		nuevo	new		
		un, una	a, an (m/f)		

Week 6		Week 7	
bailar	to dance, dancing	llevar	to wear, wearing
escuchar	to listen, listening	necesitar	to need, needing
comprar	to buy, buying	usar	to use, using
hablar	to speak, speaking	una ayuda	a help
llegar	to arrive, arriving	una bolsa	a bag
¿Quién?	Who?	una camisa	a shirt
una amiga	a friend (f)	una cosa	a thing
la música	music	un producto	a product
una pareja	a pair, partner	un vaso	a glass
importante	important	un zapato	a shoe
bien	well	luego	then
temprano	early	gracias	thanks
tarde	late	de nada	you're welcome
con	with		
otra vez	again		



Week 8		Week 9				Week 10	
caminar	to walk, walking	uno	1	siete	7	hay	there is / are
estudiar	to study, studying	dos	2	ocho	8	mirar	to look, looking
entiendo	I understand	tres	3	nueve	9	un chico	a boy
el arte	art	cuatro	4	diez	10	una chica	a girl
el español	Spanish	cinco	5	once	11	una clase	a class
el inglés	English	seis	6	doce	12	una mesa	a table
la ciencia	science	un número		a number		una persona	a person
el grupo	group	un autor		an author		una puerta	a door
el silencio	silence	una autora		an author		una silla	a chair
señor	sir, Mr	un color		a colour		una ventana	a window
señora	madam, Mrs	un director		a head teacher		allí	there
verdadero	true	una directora		a head teacher		aquí	here
falso	false	una flor		a flower		un señor	a man
mucho	much, a lot	un plan		a plan		una señora	a woman
pero	but	un profesor		a teacher			
perdón	sorry	una profesora		a teacher			
no	no, not						

	Spanish	English	Literal English
Week 1	Hola. ¿Dónde estás? Estoy en el sur de España.	Hello. Where are you? I am in the south of Spain.	Hello. Where you are? I am in the south of Spain.
Week 2	Hoy, estoy muy nervioso. ¿Cómo estás?	Today, I am very nervous. How are you?	Today, I am very nervous. How you are?
Week 3	Joaquín es guapo y Clara es simpática.	Joaquín es goodlooking and Clara is nice.	Joaquín is goodlooking and Clara is nice.
Week 4	¿Tienes un barco? No, tengo una bicicleta.	Do you have a boat? No, I have a bike.	You have a boat? No, I have a bike.
Week 5	Tengo unos periódicos y también tengo unas revistas.	I have some newspapers and also I have some magazines.	I have some newspapers and also I have some magazines.
Week 6	¿Quién escucha? Clara escucha. Joaquín habla.	Who is listening? Clara is listening. Joaquín is talking.	Who listens? Clara listens. Joaquín talks.
Week 7	¿Qué necesitas? Necesito ayuda.	What do you need? I need help.	What you need? I need help.
Week 8	Estudio el español. No estudio el arte.	I study Spanish. I don't study art.	I study the Spanish. No I study the art.
Week 9	Tengo una directora y cinco profesores.	I have a headteacher and five teachers.	I have a headteacher and five teachers.

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

Other useful information

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

