

“

There's a  
**MOMENT**  
where you have to  
choose whether to be  
silent or stand up.

**Malala Yousafzai**  
*Pakastani activist for  
female education*



**Student Name** \_\_\_\_\_  
**Form** \_\_\_\_\_

**Knowledge Organisers**  
**Cycle A – Year 7**

# How to Use your Knowledge Organiser

Each week for prep, you will be asked to complete:

- **Part A:** A vocabulary activity or writing task to explore and apply new key words from your knowledge organiser.
- **Part B:** Your teacher will give you an additional task connected to your subject – for example a challenge task or dig deep task from your knowledge organiser.

Both prep tasks are **compulsory**, you must complete them both.

You should use your knowledge organiser (KO) to help you with your prep tasks and you should always have them in lessons on your desk.

You will be given a minimum of one week to complete your prep tasks for each subject. **You are expected to spend at least 30 minutes on the tasks set each week for each subject.**

Finally, a reminder that prep completion is your responsibility.

If at any point you are finding your prep difficult, you must tell your Subject teacher in advance of the lesson so that we can offer the help you need. This can be done via:

- An email
- A note in your planner
- A 1:1 conversation with your teacher.

## Homework Timetable - Year 7

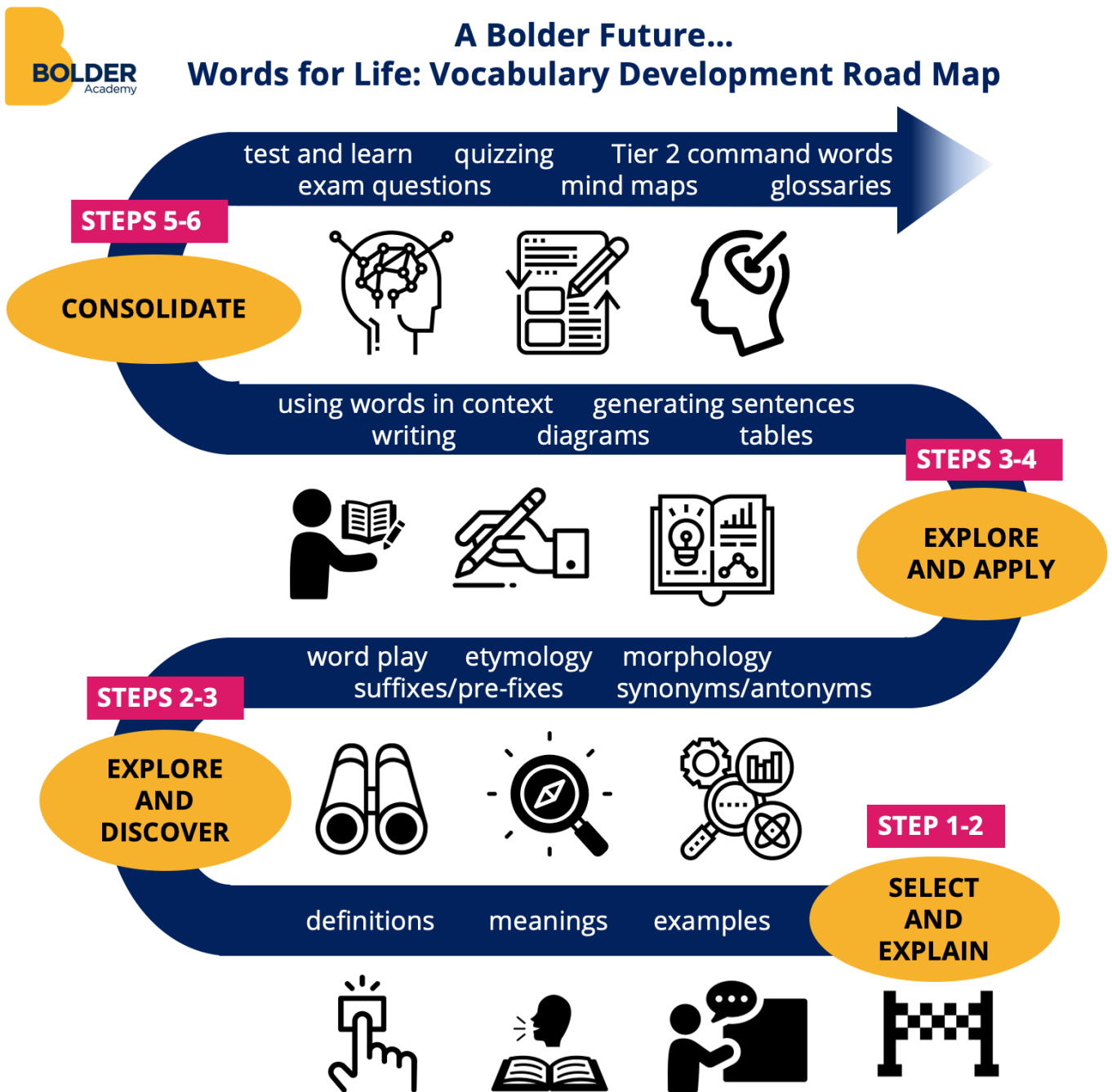
For cycle A, to support with your transition from primary school, you will only receive Prep for the following subjects:

Monday	Tuesday	Wednesday	Thursday	Friday
Maths	English	Science	Reading	N.A

# Words for Life at Bolder: Vocabulary Activities

Each week your teacher will set you vocabulary tasks using vocabulary from your knowledge organiser. You need to check carefully which activity your teacher has set you.

The road map shows you how you will develop your vocabulary and explains the process you go through when you learn new words. Your teacher will set you a variety of strategies leading up to the end of each cycle.



# Vocabulary Websites

Try using these vocabulary websites to help you with your PREP and also to boost your vocabulary skills. These websites will help with a lot of the activities.

[Describing Words](#) - This website is great for descriptive vocabulary: put in a noun and you get countless descriptive words that you can use in your writing.

[Vocabulary.com](#) - This bumper website has lots of uses, from a dictionary and countless vocabulary questions.

[Visuwords.com](#) - This website creates interesting graphic visuals for your word choices – this is really useful for making word webs and word diagrams.

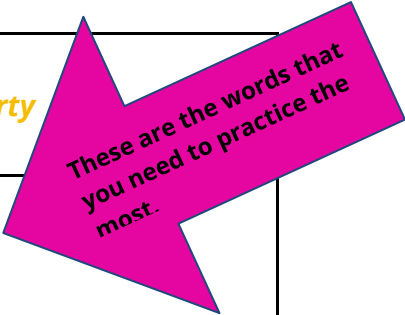
[Online Etymology Dictionary](#) - With a quick search, you can gain accessible word histories (alongside some very interesting articles) – this will help with your Greek and Latin root tasks.

[Freerice](#) - This unique website is for vocabulary quizzes! The premise of 'free rice' sees correct quiz answers activity the World Food Programme donate grains of rice to help end hunger.

[Word Sift](#) - This website is another very helpful tool that can visualise words in different ways.

**Vocabulary is split into three categories. On your knowledge organiser you will see Tier 2 and Tier 3 vocabulary that you need to practice and learn:**

<p style="text-align: center;"><b><u>Tier 1 Words (basic vocabulary)</u></b> Words we use all of the time: <i>dog, cat, house, green, party</i> These are words that you will already know!</p>
<p style="text-align: center;"><b><u>*Tier 2 Words* (Academic Vocabulary)</u></b> Sophisticated words that fit into lots of subjects.</p> <p style="text-align: center;"><i>The better knowledge you have of these words the more success you will have in all subjects! Examples: fundamental, affect, context, evaluate - They help with your writing, reading and speaking. These are the words that make you stronger!</i></p>
<p style="text-align: center;"><b><u>Tier 3 Subject Specific Terminology</u></b> Words that you need to learn specifically for your subjects: These more technical words are usually needed within a specific topic and are really important for classwork/homework and exams! Examples in Science: catalyst, exothermic, dissection Examples in English: dramatic irony, metaphor, tragedy</p>



# Vocabulary Homework Examples

Your teacher will give you different vocabulary activities each week, here are some examples below.

## SELECT AND EXPLAIN – KWL

Your teacher will give you a new word or topic that you are going to be learning. You need to research the word and fill in the boxes.

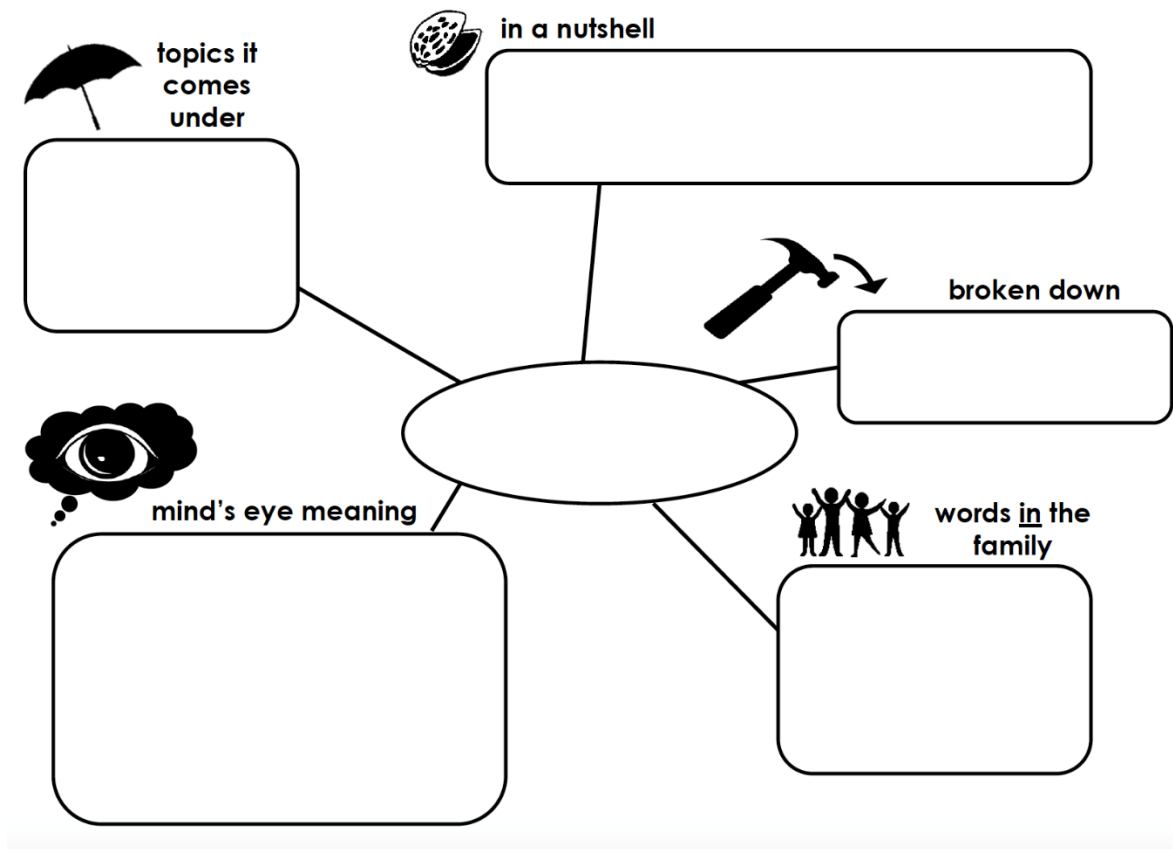
What I <b>K</b> now	What I <b>W</b> ant to Know	What I Want to <b>L</b> earn

## SELECT AND EXPLAIN – Word mapping

Your teacher will give you some new words to learn – create word maps like this to help you learn them.

Image - draw it	Where do you find it?	Think of a symbol for it
A synonym	The word	An antonym
Use it in a sentence	What is it made of?	The definition

# SELECT AND EXPLAIN – 'In a nutshell'



## EXPLORE AND DISCOVER – Research it, transform it, use it!

**WORD:**

**Etymology**  
(Research the word origins)

**Link It!**  
Can you link the word to any vocabulary you already know?


























**Transform it!** Transform the word into an image to help you remember it.

**Take It Further!**  
How does this word link to your current topic?

**Use it!**  
Use the word in three different sentences that you can use in your own work:

- 1.
- 2.
- 3.

# Year 7 Art Knowledge Organiser – THE FORMAL ELEMENTS

Tier 2 Vocabulary				Tier 3 Vocabulary			
1	<b>LINE</b>		This is a mark created on a surface	1	<b>FORMAL ELEMENTS</b>		This is the name of the group which the following keywords belong to: Line, tone, shape, form, colour, texture, pattern, composition, proportion
2	<b>TONE</b>		This describes how light or dark something is	2	<b>PROPORTION</b>		This describes the size of different parts of a picture in relation to each other
3	<b>FORM</b>		This is a 3 dimensional shape created using tone	3	<b>COMPOSITION</b>		This describes the positioning of different elements in an artwork
4	<b>SHAPE</b>		This is created when two ends of a line meet together to create a closed space	4	<b>OBSERVATION</b>		Looking and paying close attention to the subject you are drawing
5	<b>COLOUR</b>		This adds interest and a sense of mood to an artwork	5	<b>ACCURACY</b>		Being precise with measurements and observations
6	<b>PATTERN</b>		This is created by repeating elements in an artwork to make it interesting	6	<b>REALISM</b>		Making your work look as closely like the real thing as possible
7	<b>TEXTURE</b>		This describes the surface quality of an artwork and how something would feel	7	<b>COMPLEMENTARY COLOUR</b>		Pairs of colours that sit opposite each other on the colour wheel. One is a primary and the other is a secondary. The secondary DOES NOT contain any of its primary partner.
8	<b>PRIMARY COLOUR</b>		These are RED BLUE and YELLOW. They cannot be created using other colours	8	<b>HARMONIOUS COLOUR</b>		Groups of colours that sit next to each other on the colour wheel and blend gradually into each other
9	<b>SECONDARY COLOUR</b>		These are GREEN, PURPLE and ORANGE. They are created by mixing two primary colours together	9	<b>HUE</b>		This is another name for colour
10	<b>TERTIARY COLOUR</b>		These are variations of secondary colours with more or less of each primary colour.	10	<b>TINT</b>		This is created when you add white to a hue
<p style="text-align: center;"><b>Challenge Questions</b></p> <ol style="list-style-type: none"> <li>How can the formal elements be used to create meaning/ mood/ emotion in an artwork?</li> <li>How do artists like Cezanne use the formal elements for effect in their work?</li> <li>How have artists like Van Gogh manipulated the use of a medium with their mark making skills?</li> <li>How can you challenge yourself to take your skills further with the medium you are using?</li> </ol>				11	<b>SHADE</b>		This is created when you add black to a hue
				12	<b>CONSISTENCY</b>		This describes the quality of the thickness of your paint. Is it watery or creamy?
				13	<b>VIBRANCY</b>		This describes the intensity of your colour. Is it bold or is it pale?
				14	<b>CROSS HATCHING</b>		This is a shading technique using overlapping lines in different directions.
				15	<b>MARK MAKING</b>		This describes the range of ways you can make a mark on a page



**TONE**- tone is used to show shadows and highlights.  
Pencil shading uses different tonal values to achieve this.



Shading is used to make an object seem three dimensional.



## GENRES OF ART

### STILL LIFE



A painting or drawing of an arrangement of objects.

### PORTRAITURE



The study of a person or people.

### LANDSCAPE



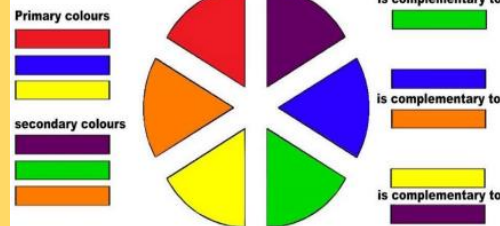
The painting or drawing of natural scenery.

## LINE

Line is one of the most basic formal elements, yet used for contour drawing, underpainting and abstract artworks.

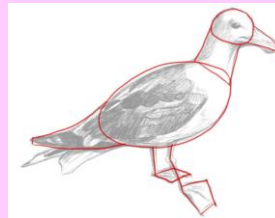


## Colour Wheel

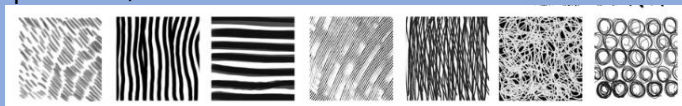


**SHAPE**- Shapes have height and width but not **depth**. A shape might be defined by an outline or through contrast with its surroundings, such as through colour or tone. Geometric shapes are perfect and regular. Organic shapes are irregular.

Drawing shapes can help you to achieve the correct proportions



**PATTERN**- Repeated shapes e.g. Stripes, squares, spots etc  
**MARK MAKING**- describes the different lines, dots, marks, patterns, and textures we create in an artwork



## EXPLORE the world of Art!

Visit Art galleries to see Art exhibitions. If you cannot make it there in person you can often take Virtual Tours on gallery websites. These websites have specific pages for young people where you can play art related games while exploring the work of Great Masters.

### Take a look:

- ▶ <https://www.tate.org.uk/kids/games-quizzes>
- ▶ <https://courtauld.ac.uk/gallery/about/3d-gallery-virtual-tour>
- ▶ <https://www.nationalgallery.org.uk/visiting/virtual-tours>
- ▶ <https://www.npg.org.uk/>
- ▶ <https://www.southbankcentre.co.uk/venues/hayward-gallery>
- ▶ <https://color.method.ac/>

To explore the formal elements further, you can revise and test your knowledge with the link here →





# BE STRONG - Knowledge Organiser

# Topic: Computing

Tier 2 Vocabulary			Tier 3 Vocabulary		
1	<b>Identify/ State E</b>	Give/provide an answer	1	<b>Embedded systems</b>	Computer system within a bigger appliance, often serves one purpose. <b>CQ1</b>
2	<b>Describe E</b>	Provide detail to your answer	2	<b>General purpose systems</b> <i>General – focus on L</i>	A computer used as a computer e.g. desktop, laptop. It has lots of purposes/uses.
3	<b>Evaluate E</b>	State what is good and bad with what you are describing.	3	<b>Hardware</b> <i>Can you touch it?</i>	Physical components of a computer system that you can touch. <b>CQ4, 7</b>
4	<b>Component</b>	A part of something. <b>CQ4</b>	4	<b>Input device</b> <i>Putting information IN</i>	Piece of hardware to provide data/signals to a computer device. <b>CQ4, 7</b>
5	<b>Characteristic</b>	Something that describes an object.	5	<b>Output Device</b> <i>Triple P</i>	Piece of hardware which converts (changes) information so it can be read or listened to by humans. <b>CQ4, 7</b>
6	<b>Analogy</b> <i>Metaphor/ simile</i>	A comparison between two objects <b>CQ3</b>	6	<b>Processor / CPU</b> <i>Brain of the computer</i>	Central processing unit – It controls all of the computer's activity. <b>CQ3, 4</b>
7	<b>Enhance</b>	Make better	7	<b>Primary Memory</b>	Fast memory accessed close to the CPU – e.g. Rom and Ram <b>CQ4</b>
8	<b>Hinders</b> <i>Focus on the H</i>	Poses a problem/barrier – hinders holds something back.	8	<b>RAM</b>	Random Access Memory – volatile primary memory storing current work <b>CQ6</b>
9	<b>[non] Volatile</b> <i>Don't forget the e</i>	Volatile memory means electricity is needed otherwise the contents (work) is lost. Non-volatile memory does not require power/electricity for contents to remain.	9	<b>ROM</b> <i>ROM- RON- NON</i>	Read only Memory – nonvolatile primary memory storing a computer's start up instructions
10	<b>Pendrive</b>	A better word for memory stick. <b>CQ5</b>	10	<b>Secondary Storage</b>	Non-volatile storage internal (inside) or external (outside) a computer. <b>CQ4, 5</b>
11	<b>Evolve</b>	How things change over time. <b>CQ2, CQ9</b>	11	<b>Application software C</b>	Software which allows the users to perform more tasks/activities. <b>CQ8</b>
12	<b>Obsolete C</b>	No longer used/needed. <b>CQ2,</b>	<b>Key: E</b> – exam command word <b>C</b> = Challenge words <b>CQ</b> = specific challenge question associated. <b>red text</b> is hints to help avoid misconceptions and remember the knowledge.		





# Year 7 - Cycle A - Introduction to Drama

## Roles in the theatre

### E: Theatre Roles and responsibilities

#### Theatre Maker: Understudy

**WHAT THEY DO:**  
Learn a part including lines and movements, so they are able to take over from someone when needed.

#### Theatre Maker: Lighting designer

**WHAT THEY DO:**  
Designing the lighting states and effects that will be used in a performance. Understanding the technical capabilities of the theatre and creating a lighting plot.

#### Theatre Maker: SOUND DESIGNER

**WHAT THEY DO:**  
Designing the sound required for the performance, which may include music and sound effects. Considering if microphones are needed and creating a sound plot.

#### THEATRE MAKER: Costume Designer

**WHAT THEY DO:**  
Design what the actors wear on stage. Making sure that costumes are appropriate for the style and period of the piece.

#### Theatre Maker: Technician

**WHAT THEY DO:**  
Operating the technical equipment (lighting and sound boards) during a performance.

#### THEATRE MAKER: Stage Manager

**WHAT THEY DO:**  
Running the backstage elements of the play and supervising backstage crew. Organises the rehearsal schedule and keeps a list of props and other technical needs. Creating a prompt book and calling the cues for the performance.

#### THEATRE MAKER: PERFORMER

**WHAT THEY DO:**  
Appearing in a production, for example by acting, singing, dancing or singing. Creating a performance or assuming a role on stage in front of an audience.

#### Theatre Maker: Set Designer

**WHAT THEY DO:**  
Designing the set of the play. Providing sketches and other design materials before overseeing the creation of the set.

#### THEATRE MAKER: Theatre Manager

**WHAT THEY DO:**  
Running the theatre building, including overseeing the Front of House staff and the box office staff who sell tickets.

#### Theatre Maker: Director

**WHAT THEY DO:**  
Overseeing the creative aspects of the production. Developing an idea for the production. Liaising with designers, rehearses the actors and ensures all technical elements are ready. Giving notes to the actors to help them improve their performance and agreeing the blocking of the actors.

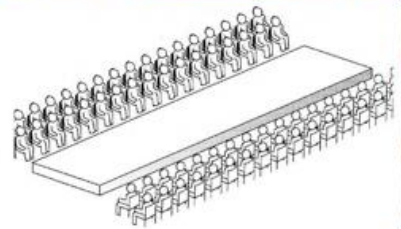
#### THEATRE MAKER: Puppet Designer

**WHAT THEY DO:**  
Designing the puppets for a production, taking into account the style of puppets and how they will be operated.

## Types of Stages

Thrust stage

Proscenium Arch



Traverse stage

Promenade

### Tier 2 Vocabulary

<b>Emotion</b>	A strong feeling.
<b>Contribution</b>	To suggest ideas and add information in order to help achieve something
<b>Describe</b>	Give a detailed account of something.
<b>Justify</b>	To show yourself to be right by explaining your reasons.
<b>Analyse</b>	To look at something very closely in order to explain it
<b>Evaluate</b>	Explain why something is good or bad.
<b>Creativity</b>	Using your imagination and original ideas to make something
<b>Precision</b>	Doing something accurately.

### Tier 3 Vocabulary

<b>Body Language</b>	How an actor uses their body to communicate meaning. For example, crossing your arms could mean you are fed up.
<b>Posture</b>	The position an actor holds their body when sitting or standing. For example, an upright posture.
<b>Gait</b>	The way an actor walks.
<b>Facial Expressions</b>	A form of non-verbal communication that expresses the way you are feeling, using the face.
<b>Gestures</b>	A movement of part of the body, especially a hand or the head, to express an idea or meaning.
<b>Stance</b>	The way you position yourself when standing to communicate your role. An elderly person would have a different stance to a child!
<b>Projection</b>	Ensuring your voice is loud and clear for the audience to hear.
<b>Volume</b>	How loudly or quietly you say something (shouting, whispering)
<b>Tone</b>	The way you say something in order to communicate your emotions.
<b>Pace</b>	The speed of what you say.
<b>Pause</b>	Moments of pause can create tension, or show that you are thinking.
<b>Pitch</b>	How high or low your voice is.
<b>Emphasis</b>	Changing the way a word or part of a sentence is said, in order to emphasise it. (Make it stand out.)
<b>Backdrop</b>	A piece of cloth hung behind the stage to form part of the scenery.
<b>Monologue</b>	An extended speech by a character where they reveal their thoughts and feelings.
<b>Stimulus</b>	Using an image, sound, piece of text, poem to generate ideas
<b>Designer</b>	A person responsible for creating the designs of the set, costume, lights, sound and props.
<b>Unison</b>	When several actors say their lines at the same time.

The 5 C's: Concentration, Co-operation, Creativity, Confidence, Communication

# Year 7 - Cycle A - Introduction to Drama

## WRITING AN EVALUATION

### Start by introducing:

- What the performance was called/about
- A brief summary of the plot
- How well you think the performance went

Then use **PEEL** to evaluate any of the areas below (unless specified otherwise)

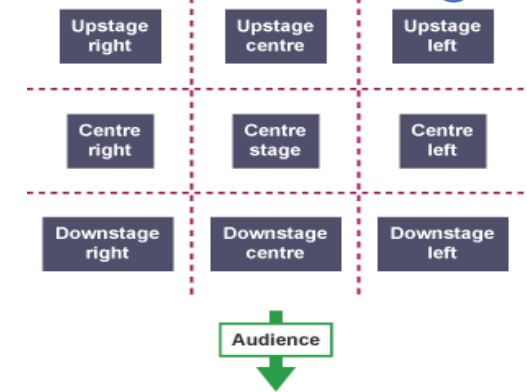
- Physical or Vocal Skills (Choose from your Knowledge Organiser)
- Use of staging/stage space/spatial awareness
- Use of props/lighting/sound
- The overall structure of the performance.

**Conclude with:** How successful the performance was overall and why.

## TOP TIPS FOR CREATING:

- ✓ Be co-operative! (Take part and follow the instructions of your team members)
- ✓ Listen respectfully to others' ideas
- ✓ Share your own ideas and make contributions
- ✓ Stay in your working space
- ✓ Plan your time effectively and structure your rehearsal
- ✓ Think about where your audience will be and rehearse with this in mind
- ✓ Make sure everyone knows what they are doing
- ✓ Practice your transitions (the moments between a scene change)

## Areas of the Stage



**Remember:** The stage is always from the **actor's** point of view, as they are the ones standing on the stage. Demonstrate good **spatial awareness** by using all areas of the stage, where appropriate.

## CHALLENGE QUESTIONS

1	What are the key elements of working as a team?
2	What is the effect on the audience of performing 'in the round'?
3	How can we use our voice and physicality when performing?
5	Why is hot seating an effective activity?
6	What are the key elements to consider when writing a monologue?
7	What is an example of a famous monologue? What do you think makes it effective?
8	What might make something tense for the audience?

## TOP TIPS FOR PERFORMING:

- ✓ Perform with confidence - do not be embarrassed!
- ✓ Stay in role at ALL times, even if something goes a bit wrong!
- ✓ Make eye contact with the audience to engage them
- ✓ Project your voice loudly and clearly
- ✓ Use a range of vocal and physical skills to show strong and convincing characterisation!
- ✓ Make sure you are facing the audience, so they can see your facial expressions
- ✓ Don't shuffle about - move with purpose!

## Dig Deeper

Physical interpretation of a character:

<https://www.bbc.co.uk/bitesize/guides/zhtgscw/revision/1>

Vocal interpretation of a character:

<https://www.bbc.co.uk/bitesize/guides/zbbj47h/revision/1>

Performing a script:

<https://www.bbc.co.uk/bitesize/guides/zmtrf4j/revision/1>



















Responding to a stimulus:

<https://www.bbc.co.uk/bitesize/guides/zhpcy9q/revision/1>

















Make sure you check out your local theatre: *Richmond Theatre, The Orange Tree theatre, Rose Theatre, Lyric Hammersmith, National Theatre*



## Year 7 English Term 1: Oliver Twist by Charles Dickens

Tier 2 key vocabulary		Tier 3 key vocabulary		Vocabulary to help with writing about the novel				
1	morality 	A code of right and wrong. People who try to be good can be called <b>moral</b> and people who do bad things can be called <b>immoral</b> .	1	Victorian 	The era of Queen Victoria's reign, from 20 June 1837 until her death on 22 January 1901.	1	quotation 	A sentence or phrase taken from a book to use as evidence in an analytical paragraph.
2	monarch 	A sovereign head of state, especially a king, queen or emperor.	2	novel 	A fictional narrative of book length, typically representing character and action.	2	analytical paragraph 	A paragraph that begins with a topic sentence, then presents evidence and explains how the evidence proves the point made in the topic sentence.
3	vulnerable 	In a situation in which you could be easily harmed. People living on the streets are <b>vulnerable</b> .	3	Industrial Revolution 	Began in the 18th century, an increase in factories.	3	characterisation 	The qualities, features and ways that characters are presented in a novel.
4	brutal 	Very violent or cruel.	4	workhouse 	A place where people who couldn't support themselves were sent to live and work.	4	topic sentence 	The opening sentence of a paragraph. It must focus on one thing, say something accurate and answer the question.
5	corrupt 	A word used to describe a person who uses their power in a dishonest or illegal way in order to make life better for themselves.	5	pauper 	A person who is very poor.	5	climax 	The part of story or play where the tension or action reaches its highest part.
6	villain 	A 'baddie' who harms other people or breaks the law to get what they want.	6	poverty 	Not having enough money for <b>basic</b> needs.	6	introduction 	The opening paragraph of an essay that outlines your key ideas.

## Year 7 English Term 1: Oliver Twist by Charles Dickens

7	malicious 	Meant to hurt or upset someone.	7	criminality 	Being a criminal/criminal activity.	<div style="background-color: #003366; color: white; text-align: center; padding: 5px;"><b>CHALLENGE TASKS</b></div> <div style="background-color: #003366; color: white; padding: 5px;"><b>1</b> Continue your research into Victorian London. Make a fact page about what it was like.</div> <div style="background-color: #003366; color: white; padding: 5px;"><b>2</b> What is mud-larking? What is bone picking? Research the jobs people did in Victorian times.</div> <div style="background-color: #003366; color: white; padding: 5px;"><b>3</b> Imagine you are Mr Bumble. Write a diary entry from his point of view.</div> <div style="background-color: #003366; color: white; padding: 5px;"><b>4</b> Imagine you have just eaten your favourite food for the first time. Write a paragraph describing the experience.</div> <div style="background-color: #003366; color: white; padding: 5px;"><b>5</b> Write a paragraph explaining the difference between bullying in the Victorian era vs. the modern day.</div> <div style="background-color: #003366; color: white; padding: 5px;"><b>6</b> Write a letter to your friend Dick telling him about all the new people you have met.</div> <div style="background-color: #003366; color: white; padding: 5px;"><b>7</b> Write a diary entry from Oliver's point of view. What happened and how does he feel about it?</div> <div style="background-color: #003366; color: white; padding: 5px;"><b>8</b> We learnt that children's punishments were often as severe as adults'. Write a speech arguing whether this is a good or bad idea. Why?</div> <div style="background-color: #003366; color: white; padding: 5px;"><b>9</b> Create your own villain. Just like the Bill Sikes introduction.</div> <div style="background-color: #003366; color: white; padding: 5px;"><b>10</b> Imagine you are Oliver. Write a letter to an agony aunt explaining your situation and ask for help.</div> <div style="background-color: #003366; color: white; padding: 5px;"><b>11</b> Retell the story of Oliver Twist so far from Bill Sikes' perspective.</div>	
8	victim 	Someone who has been harmed, often by other people.	8	social class 	The way in which people are grouped in society.		
9	naïve 	If someone is naïve if they don't have experience of how complicated life can be and therefore trust people too much.	9	orphanhood 	Someone whose parents have died, are unknown, or have permanently abandoned them.		
10	wretched 	A person in a very unhappy or unfortunate state.	10	parentage 	Your identity, origins and ancestors.		
11	society 	The people who live in a certain area. This could be a country, town or small group.	11	slums 	Dirty and overcrowded neighbourhoods.		
12	manipulate 	To control or influence someone in a forceful way.	12	urbanisation 	The move from the countryside to the city in the Victorian era.		
13	Betrayal 	When a person breaks the trust and faith of others that trust them.	13	undertaker 	A person whose business is preparing dead bodies for burial or cremation and making arrangements for funerals.		
14	repulsive 	Something extremely unpleasant or unacceptable.	14	dialect 	The language used by the people of a specific area, class, district, or any other group of people.		

# Year 7 English Term 1: Oliver Twist by Charles Dickens

## KEY DIAGRAMS AND QUOTES

### Themes

#### Poverty

Poverty is a trap that closed on Oliver and many of the novel's children at birth. Victorian society punished, rather than helped, the poor.



#### Virtue vs. Evil

Dickens believed virtue trumps evil. Oliver's virtuous heart proves incorruptible, and unrepentant evildoers are punished.



#### Criminality

The poor often feel forced into a life of crime. Many criminals are also victims.



### Characters

#### Oliver

He is a 'pale, thin' orphan who is treated badly by almost everyone he meets. He tries his best to be a good person and experiences 'horror and alarm' whenever he sees crimes being committed.

#### Mr. Bumble

The man who runs the workhouse and gives Oliver his name. He is 'a fat man' who enjoys power and doesn't care about the people beneath him.

#### Noah Claypole

A 'malicious and ill-conditioned' boy who bullies Oliver at the undertakers. He eventually runs away to London and joins the same gang as Oliver.

#### Fagin

An old man who runs the gang of pickpockets. He seems kind but his 'villainous-looking and repulsive face' reflects his selfish nature as he gets young boys to do his dirty work for him.

#### Jack Dawkins (The Artful Dodger)

A young boy who introduces Oliver to Fagin's gang who has 'all the airs and manners of a man'. He's confident and cunning.

#### Bill Sikes

A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.

#### Nancy

Bill's girlfriend who risks her life to help Oliver escape from the gang. She loves Bill even though he treats her abusively and she feels guilty about the life of crime she has led.

#### Mr. Brownlow

A wealthy older gentleman who takes Oliver in and looks after him. He believes in Oliver's goodness even when it looks like Oliver has stolen from him and eventually finds out the truth about Oliver's parents.



## BE BRAVE, DIG DEEP AND DISCOVER

### RESEARCH:

- Find out more about workhouses and pickpocketing in Victorian England.
  - Research about the punishment of being sent to Australia in Victorian London and write up what you find!
- Fagin represents the criminal world of London. -Find out more about adults who used children for crime in Victorian times.

### Key websites to research on:

[www.victorianweb.org](http://www.victorianweb.org)

[www.charlesdickensinfo.com](http://www.charlesdickensinfo.com)



### WATCH:

Watch the 2005 Roman Polanski version of Oliver Twist. How is it different from the novel?



**LISTEN:** Listen to an audiobook adapted version of Oliver Twist. What are the key events in the plot? Can you make a timeline of the key events?



### READ: 'Oliver Twist and the workhouse'

- An article from The British Library. Why did Dickens set the novel in a workhouse?





**GRID 1**

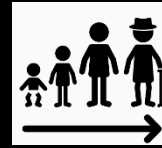
**BE STRONG - Knowledge Organiser**

**Cycle A Topic: Je me présente**

A. Comment tu t'appelles?  
Comment il/elle s'appelle?



B. Quel âge as-tu?  
Quel âge a-t-il/elle?



C. D'où viens-tu?  
D'où vient-il/elle?



PRONOUN	REFLEXIVE PRONOUN	VERB	NAME	VERB	NOUN PHRASE	VERB	PREP OSITION	PROPER NOUN		
Je (I)	m' (myself)	appelle (I call)	Miriam Jeanne Mikael Amin	J'ai (I have)	1. un an 2. deux ans 3. trois ans 4. quatre ans 5. cinq ans 6. six ans 7. sept ans 8. huit ans 9. neuf ans 10. dix ans 11. onze ans 12. douze ans 13. treize ans 14. quatorze ans 15. quinze ans 16. seize ans 17. dix-sept ans 18. dix-huit ans 19. dix-neuf ans 20. vingt ans	Je suis (I am)	d'	Europe Angleterre Allemagne Italie Algérie		
Il / elle (he/she)	m' (himself/herself)	appelle (he/she calls)		Il a / elle a (he/she has)		Il / elle est (He/she is)			de la	Pologne Tunisie Roumanie Russie
Ils / elles (they)	s' (themselves)	appellent (they call)		Ils / elles ont (They have)		Ils / elles sont (They are)				
							des	États-Unis îles Caraïbes îles d'Outre-mers		

**GRID 2**

Quand est ton anniversaire?	NOMBRE		MOIS	
	1 un	30 trente	P	MES
Mon anniversaire est le (my birthday is on)	2 deux	31 trente-et-un	Janvier	
	...		Février	
	21 vingt-et-un		Mars	
	22 vingt-deux		Avril	
	23 vingt-trois		Mai	
	24 vingt-quatre		Juin	
	25 vingt-cinq		Juillet	
	26 vingt-six		Août	
	25. <del>vingt-cinq</del>		Septembre	
	26. veintiséis		Octobre	
			Novembre	
			Décembre	



E. Tu veux quoi?

Tu as quoi ? Tu as besoin de quoi? Il y a quoi?

VERB	INDEFINITE ARTICLE + NOUN	ADJECTIVE
<b>Je veux</b> (I want)	<b>un cahier</b> (an exercise book)	<b>rouge</b> (red)
<b>J'ai besoin de</b> (I need)	<b>un crayon</b> (a pencil)	<b>jaune</b> (yellow)
<b>Il y a</b> (There is)	<b>un taille-crayon</b> (a sharpener)	<b>noir/e</b> (black)
<b>Tu as...?</b> (Do you have...?)	<b>un stylo</b> (a pen)	<b>orange</b> (orange)
<b>Tu as...?</b> (Do you have...?)	<b>un livre</b> (a book)	<b>rose</b> (pink)
<b>Tu as...?</b> (Do you have...?)	<b>une gomme</b> (a rubber)	<b>bleu/e</b> (blue)
<b>Tu veux...?</b> (Do you want...?)	<b>una feuille de papier</b> (a piece of paper)	<b>vert/e</b> (green)
<b>Tu veux...?</b> (Do you want...?)	<b>une règle</b> (a ruler)	<b>gris/e</b> (grey)
<b>Dans ma trousse j'ai</b> (in my pencil case I have)	<b>des livres</b> (reading books)	<b>rouge/s</b> (reds)
	<b>deux cahiers</b>	<b>bleu/e/s</b> (blues)
	<b>des ciseaux</b> (scissors)	<b>vert/e/s</b> (greens)
	<b>trois gommes</b> (three rubbers)	

Tu aimes ...?	
Verb (opinion)	Definite Article + Noun
<b>J'adore</b> (I love)	<b>le rouge</b> (the red)
<b>J'aime beaucoup</b> (I like a lot)	<b>le football</b> (the football)
<b>Je préfère</b> (I prefer)	<b>le chocolat</b> (the chocolate)
<b>Je n'aime pas</b> (I don't like)	<b>l'école</b> (the school)
	<b>la natation</b> (the swimming)
	<b>les animaux</b> (the animals)
	<b>les vacances</b> (the holidays)
<b>Il/elle adore</b> (he/she likes)	
<b>Il/elle déteste</b> (he/she hates)	

Challenge Translations/Questions	
1	<b>Translate into English:</b> Salut! Je suis Mehdi et j'ai douze ans. <b>Je dois admettre que</b> mon artiste préféré est Stromae parce qu'il est fantastique. Et toi?
2	<b>Translate:</b> What is she called? She is called Edith and she is from France. <b>I would say that</b> she likes animals but she hates swimming.
3	<b>Record yourself saying this in French:</b> Hello! My name is Michael but my dog is called Markus. I am from Quebec and I'm 11 years old. <b>Email it to the teacher.</b>
4	<b>Translate into French:</b> A: Hello! How are you? Do you want a green pen? B: No thank you. I need a black pen. Do you have a black pen?

Tier 2 words			Tier 3 words		
1	2-D	In geometry, a two-dimensional shape can be defined as a flat plane figure or a shape that has two dimensions – length and width.	1	Geography	Geography is the study of people and places and the relationships between people and their environments.
2	3-D	In geometry, a three-dimensional shape can be defined as a solid figure or an object or shape that has three dimensions – length, width and height.	2	Human Geography	The branch of geography that studies how humans (people) live, their cultures, how they make money, and how they use and change the environment.
3	Horizontal	A horizontal line goes across.	3	Physical Geography	The branch of geography that studies the natural features of the Earth such as volcanoes, earthquakes, rivers and coasts.
4	Vertical	A vertical line goes up and down.	4	Globe	A globe is a spherical 3-D representation of the Earth.
5	Political	Relating to the government of that country – the Prime Minister and the political group in power and the decisions they make about how to run the country.	5	Map	A map is a 2-D representation of a place and they can show key human and physical features.
6	Rural	In, relating to, or characteristic of the countryside rather than the town.	6	Continent	A continent is one of several large continuous landmasses e.g. Africa, Europe.
7	Urban	In, relating to, or characteristic of a town or city.	7	Ocean	A large mass of salt water that covers most of the earth's surface.
8	Agriculture	The science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.	8	Direction	Direction is the way we need to go to get to a location, or the location of a feature based on the position of another feature.
9	Features	A noticeable or important characteristic of a place e.g. mountains, schools, churches.	9	Hemispheres	A half of a sphere. The Earth has four hemispheres – Northern, Southern, Eastern, and Western.
10	Monarchy	Monarchy is the oldest form of government in the United Kingdom. In a monarchy, a king or queen is Head of State.	10	Latitude	Latitude is the measurement of distance north or south of the Equator. There are five main lines of latitude – Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle.
			11	Longitude	Longitude is the measurement east or west of the Prime Meridian.
			12	Global Positioning System (GPS)	GPS is a system of 30+ navigation satellites circling Earth. They can be used to pinpoint the exact location of people through devices such as phones and SatNavs.
			13	Settlement	A settlement is a place where people live. There are a variety of settlement types including villages, towns and cities.
			14	Compass	A compass is a tool used for finding directions, and they use the cardinal and inter-cardinal directions (N, NE, E, SE, S, SW, W, NW)

Tier 2: Key command words

COMMAND WORD

DEFINITION

**Describe (say what you see)**



'Say what you see' about a map, graph, or image using your geographical knowledge to identify patterns, trends, or specific details.

Dig Deeper



Oak National videos for if you want to go over any content!



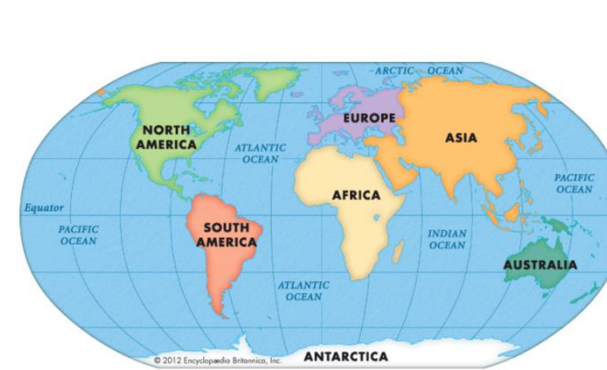
Check out BBC bitesize for further videos on each topic!



Watch this video on the history of maps and make a mind-map!

- Using the compass on your phone, write a set of map directions from your house to somewhere in your local area.
- Create a map of your local area including the key human and physical characteristics.
- Create your own map of a fictional place with accompanying questions relating to directions.
- Go on a walk and take some photos of your local area. Identify which features in the images are human features and which are physical features and the reasons why.

Key maps








# HISTORY - Cycle A

# The Dark Ages and Norman Invasion

## TIER 3 VOCABULARY

- 1  **Witan** - The king's council or advisors
- 2  **Noble** - The richest and most important men in medieval society.
- 3  **Earl** - The richest most powerful nobles, apart from the King.
- 4  **Earldom** - Land owned or controlled by an Earl.
- 5  **Infantry** - Soldiers who fought on foot.
- 6  **Cavalry** - Soldiers who fought on horseback (they rode horses).
- 7  **Archers** - Soldiers who fired arrows at the enemy using their bows.
- 8  **Castle** - A large defensive fortification made from stone or wood built for nobles.
- 9  **Rebellion** - When a group of people (rebels) fight against their rulers to try to overthrow (get rid of) their leaders.
- 10  **Harrying** - Carrying out lots of attacks on an enemy to oppress them.

## LOCATIONS

**Normans** | People from Normandy in Northern France.

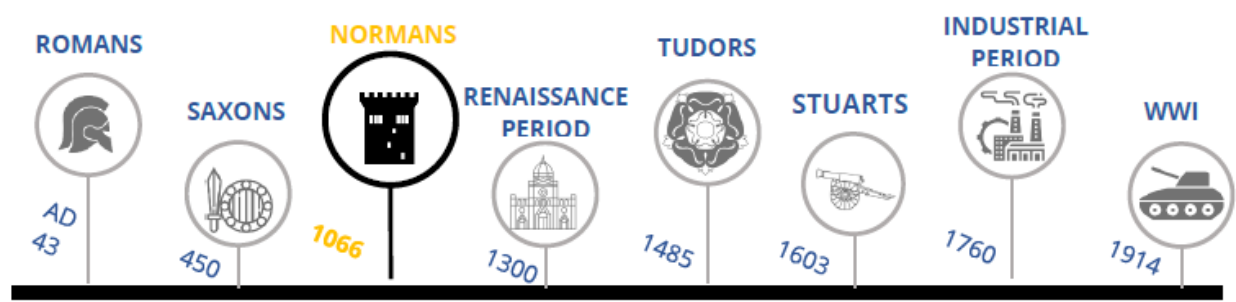
**Anglo Saxons** | The group who ruled most of England from c.400 AD - 1066 AD.

**Vikings** | People from modern day Scandinavia.

## 1066: THE KEY EVENTS

- King Edward the Confessor dies (4<sup>th</sup> Jan)
- Harold Godwinson crowned King of England (6<sup>th</sup> Jan)
- Harold gathers army on South Coast in ready for Normans (July)
- Harald Hadrada (Vikings) invade (Sept)
- Battle of Stamford Bridge - Harold wins (25<sup>th</sup> Sept)
- Normans set sail for England (27<sup>th</sup> Sept)
- Harold heads south to confront Normans (1<sup>st</sup> Oct)
- Battle of Hastings - William wins (14<sup>th</sup> Oct)
- William crowned King at Westminster Abbey (25<sup>th</sup> Dec)
- Harrying of the North (1068)
- Doomsday Book (1086)

## CHRONOLOGY



# HISTORY – Cycle A

# The Dark Ages and Norman Invasion

## TIER 2 VOCABULARY

- 1 **Change** - Something is different to how it was before.
- 2 **Continuity** - When something from the past continues.
- 3 **Transformation** - A huge change that happens quickly.
- 4 **Inconsistent** - Change has occurred but not everywhere.
- 5 **Dramatic** - Lots has changed possibly in a shocking way.
- 6 **Oppression** - Controlling people by being cruel, violent or showing you are more powerful.
- 7 **Society** - The community in which a group of people live.
- 8 **Famine** - Starvation caused by lack of food.
- 9 **Tax** - Money collected by the leaders of a country.

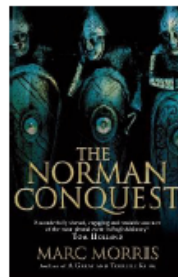
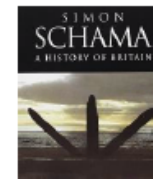
## CHALLENGE

1. How dark were the Dark Ages overall?
2. Was William Duke of Normandy lucky or clever in 1066?
3. What mistakes did Harold Godwinson make in 1066?
4. Why might Simon Schama have claimed the Normans 'brought a truckload of trouble' in 1066?
5. How far did the Normans transform England after their conquest of England?
6. What continuities were there between Anglo-Saxon and Norman rule of England?

## KEY HISTORICAL WORKS

### Simon Schama

There are times and places where history comes at you with a rush; violent, decisive and bloody; a ***truck load of trouble***. Wiping out everything that gives you your bearing in the world: law, customs, loyalty and language. Hastings is one of those places... Here ***one kind of England was annihilated and another kind of England set-up in its place.***



### Want to challenge yourself further?

Why not read what another Historian, Marc Morris, has said about the Norman Conquest! To supplement your reading from Prep (Week 6) collect a hand out, from your teacher, of another article Marc Morris wrote on the period!

## DIG DEEPER

**Research - Follow the links to discover what was happening around the world!**

Whilst William the Conqueror successfully invaded England... Elsewhere the Byzantine Empire came under pressure from the Seljuk Turks.  
<https://drive.google.com/file/d/1LDj8QmIyr53qFufOIJN-UIZcsMQHyWd/view>

Whilst the Normans ruled in England... The Song Dynasty ruled in China  
<https://drive.google.com/file/d/1I3zKcrVhm1kqLX6Trg2blhd5hDOIxheE/view>

**Listen - Listen to the following History Extra podcasts on 1066:**

Marc Morris: The Norman Conquest 13/10/2016 (History Extra Podcast)

Everything you ever wanted to know about the Normans 29/3/2020 (History Extra Podcast)

**Watch - Watch the following films about 1066:**

1066 a year to conquer England  
The Conquerors (2005)  
1066: The Last Battle (2009)



<b>Autumn</b>	Making generalisations about the number system 1				Making generalisations about the number system 2	
	Numbers and numerals	Axioms and arrays	Factors and multiples	Order of operations	Positive and negative numbers	Expressions, equations and inequalities

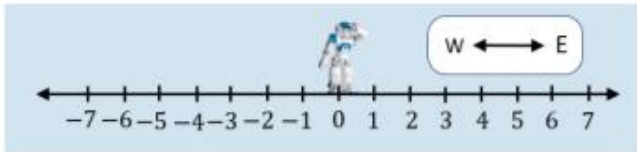
### TIER 2 VOCABULARY

### TIER 3 VOCABULARY

1	Convert	To change into a different form.	1	Sum	The total; the result of adding.
2	Prove	To show, using evidence, that something is true.	2	Integer	A whole number.
3	Representation	A picture or model.	3	Non-integer	Numbers that are expressed as fractions.
4	Derive	To get an answer from something else.	4	Product	The result when numbers are multiplied.
5	Illustrate	To show	5	Factor	A whole number that divides exactly into another. E.g. 2 and 3 are factors of 6
6	Distinguish	To show the difference between two things.	6	Multiple	The result of multiplying a number by an integer. E.g. 12 is a multiple of 3, $3 \times 4 = 12$
7	Abundant	A number that is smaller than the sum of its divisors.	7	Prime number	A number that has exactly two factors e.g. 3
8	Contrast	To show the differences between two things.	8	Commutative	When you can swap numbers around in a calculation and get the same answer. E. g. $6 + 3 = 3 + 6$
9	Deduce	To reach an answer by carefully working out.	9	Associative	When adding or multiplying it doesn't matter how numbers are grouped. E.g. $6 + (3 + 4) = (6 + 3) + 4$
10	Interpret	To give a value to.	10	Distributive	When multiplying a number by a group of numbers added together is the same as doing each multiplication separately. E.g. $3 \times (2 + 4) = 3 \times 2 + 3 \times 4$
11	Manipulate	To use something to help you.	11	Square number	A number that results from multiplying a number by itself. E.g. $25 = 5 \times 5$
12	Similar	Having the same shape but not necessarily the same size.	12	Equation	A number sentence that says two things are equal; contains an 'equals' sign.



## USEFUL DIAGRAMS



Can I put these into equal groups?

I can have 2 groups of  $2n + 3$

**Commutativity**

Your definition  
e.g. An operation is commutative if it can be applied to two numbers in any order

Models  
3 rows of 6 is equivalent to 6 rows of 3

Examples  
 $3 \times 5 = 5 \times 3$   
 $5 + 3 = 3 + 5$

Non-examples  
 $15 \div 3 \neq 3 \div 15$   
 $5 - 3 \neq 3 - 5$

## ETYMOLOGY

Number	Greek Prefix	Latin Prefix	Examples
0, zero		Nul-	Null, nil
1, one	Mono-	Uni-	Monotone, unicycle, uniform
2, two	Di-	Bi-, du-	Bicycle, bisect, bilingual, dioxide, duo, double,
3, three	Tri-	Tri-	Tricycle, triangle, triathlon, tripod
4, four	Tetra-	Quad- Qua-	Quadrilateral, tetrahedron
5, five	Penta-	Quin-	Pentagon, quintuplet
6, six	Hexa-	Sext-	Hexagon, sextuplet
7, seven	Hepta-	Sept-	Heptagon, septuagenarian
8, eight	Octo-	Oct-	Octagon, octopus
9, nine	Ennea-	Nona- Novem-	Novena, nonagon
10, ten	Deca-	Deci – Decem-	Decade, decimal, decagon
100, one hundred	Hecto-	Cent-	Century, centurion, cent
1000, one thousand	Kilo-	Milli- Mille-	Kilogram, Kilometre, millennium
½ Half	Hemi-	Semi-	Hemisphere, semicircle
¼ Quarter		Quart-	Quarter, Quartile
Many	Poly-	Multi-	Polygon, multiplication

**Did you know?**  
During Roman times the year had 10 months with the first month as March. Some of the months were named after Gods or important people while others were just numbered. Can you use the prefixes in the table to work out which months were numbered?

Understanding Units of Measurement				
Prefix Name	Prefix Symbol	Base 10	Decimal	English word
Tera-	T	$10^{12}$	1 000 000 000 000	trillion
Giga-	G	$10^9$	1 000 000 000	billion
Mega-	M	$10^6$	1 000 000	million
Kilo-	k	$10^3$	1 000	thousand
Hecto-	h	$10^2$	100	hundred
Deca-	da	$10^1$	10	ten
		$10^0$	1	one
Deci-	d	$10^{-1}$	0.1	tenth
Centi-	c	$10^{-2}$	0.01	hundredth
Milli-	m	$10^{-3}$	0.001	thousandth
Micro-	$\mu$	$10^{-6}$	0.000001	millionth
Nano-	n	$10^{-9}$	0.000000001	billionth

**Examples**  
A centimetre cm is one hundredth of a metre  $1\text{cm} = 0.01\text{m}$   
A millilitre is one thousandth of a litre  $1\text{ml} = 0.001\text{l}$   
A kilogram is one thousand times larger than a gram  $1\text{kg} = 1000\text{g}$

**Did you know?**  
The word for one thousand comes from Italian "mille – thousand" "–oné – big". A millioné was a 'big thousand' or a thousand thousand.

## DIG DEEPER

Read The Everything Kids: Maths Puzzle Book by Meg Clements – puzzles, games and trivia.



Listen to the podcast on mathematics, logic and puzzles with Chaim Goodman-Strauss and Kyle Kellmas series – The Math Factor



Watch the documentary: The Story of 1 – history of numbers presented by Terry Jones, directed by Nick Murphy



# Challenge

I= Eedi

3 hours + 700 minutes =

A 11 hours and 40 minutes

B 10 hours

C 14 hours and 66 minutes

D 14 hours and 40 minutes

I= Eedi

Jo and Paul are having a conversation about multiples

Jo says that if  $n$  is a positive integer that is divisible by 8, then  $8 + n$  will always be a multiple of 8

Paul says that if  $n$  is a positive integer,  $8n$  will always be a multiple of 8

Who is correct?

A Only Jo

B Only Paul

C Both Jo and Paul

D Neither is correct

I= Eedi

Think of a number, then subtract 5, next divide by 8, next add 4, and finally multiply by 7.

Jo says you can write this as:  
 $7\left(\frac{n-5}{8} + 4\right)$

Paul says you can write this as:  
 $7((n-5) \div 8) + 4$

Who is correct?

A Only Jo

B Only Paul

C Both Jo and Paul

D Neither is correct

I= Eedi

Which number is 3 less than  $\frac{5}{6}$ ?

A  $-3\frac{1}{6}$

B  $-2\frac{1}{6}$

C  $-3\frac{5}{6}$

D  $\frac{2}{6}$

I= Eedi

$a = 5$      $b = -0.9$

Which of the following gives a a value of  $-4.1$ ?


A  $a - b$

B  $b - a$

C  $-a - b$

D  $-a - (-b)$

I= Eedi



Jo and Paul are trying to write calculations based on the diagram on the left.

Jo says:  
 One quarter of negative 24 is negative 6.  
 $(-24) \div \frac{1}{4} = -6$

Paul says:  
 Four lots of negative six added together is negative twenty four.  
 $-6 + (-6) + (-6) + (-6) = -24$

Whose calculation is correct?

A Only Jo

B Only Paul

C Both Jo and Paul

D Neither is correct

# T3 Vocabulary: THE ELEMENTS OF MUSIC →

## MUSICAL CONTEXTS + GREAT COMPOSERS

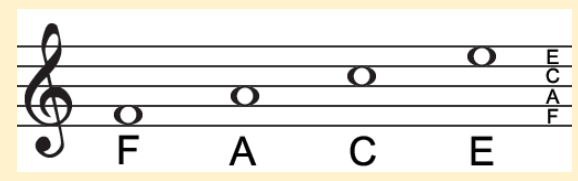


Igor Stravinsky      John Williams      Mike Oldfield      Kishori Amonkar

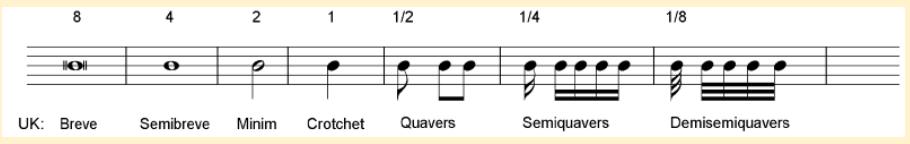
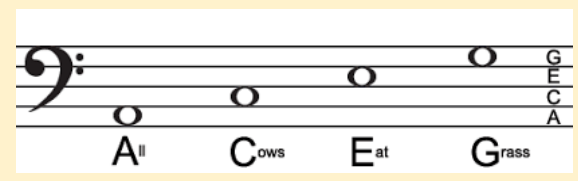
**DIG DEEPER:** Why was the music written? When was it written? Where would it be performed? What was happening culturally and socially at the time?

## MUSICAL LANGUAGE

Staff Notation:  
Treble Clef



Bass Clef  
& Note Lengths



F  
a  
c  
e  
T  
i  
m  
e  
D  
R  
S  
M  
I  
T  
H

## Form

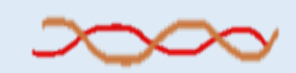
How a piece of music is structured

Verse / Chorus / Bridge

E.g. Song Form (the sections of a song)

## Texture

The layers of music & how they interact



E.g. *polyphonic* (many overlapping melodies - such as a round)

## Dynamics

Volume



E.g. loud (*forte*) or soft (*piano*) 'pee-ah-no'

## Rhythm

Note Length (value)  
Tempo (speed)

Meter (time signature)



E.g. how beats are ordered

## Sonority

The characteristics of a sound (timbre)



E.g. the bright, metallic trumpet or the warm, smooth violin

## Melody

Notes ordered to make the main tune

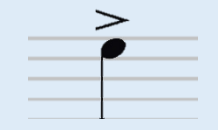


E.g. *pitch* = high or low



## Instrumentation

The instruments you can hear & the techniques being used



E.g. trumpet note accented

## Tonality

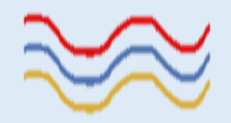
The key or scale being used



E.g. *major* or *atonal* or *minor*

## Harmony

Multiple notes at the same time



E.g. chords & dissonance



## T2 Vocabulary:

### Short Answer Questions

Name / State / Identify / Underline / Give / Pick / Insert / Define

1. Name the **instrument** which plays the accompaniment in the extract.  
\_\_\_\_\_
2. What **type of choir** is heard singing in the extract? Tick the correct answer.  
Children's choir   
Ladies' choir   
Male voice choir
3. Underline the **device** played by the trumpet at the start of this piece.  
Canon      Alberti bass      Sequence      Pedal note
4. State the **time signature** of the music.  
\_\_\_\_\_
5. Give **two** features of this style of music.  
(i) \_\_\_\_\_  
(ii) \_\_\_\_\_

- Always take note of the key word highlighted in bold and how many answers are required.
- If a question is asking you for a device, it is asking for a compositional device – a tool used by a composer to make the music interesting.
- If a question is asking you to identify features, it is asking you to name something that is unique to that particular genre / style of music.

## Sentence Starters:

1. Firstly, it should be noted that...	However, it could be suggested...	2. [key term] refers to...
In addition to this...	Contrastingly, it might be argued...	3. This can be evidenced in the...
Furthermore, it should be highlighted...	On the other hand...	4. Therefore, in conclusion...



Remember to **PEEL** your answer!







**P**oint – give an answer

**E**xplanation – define any key terms used







**E**vidence – which bar? which instruments?

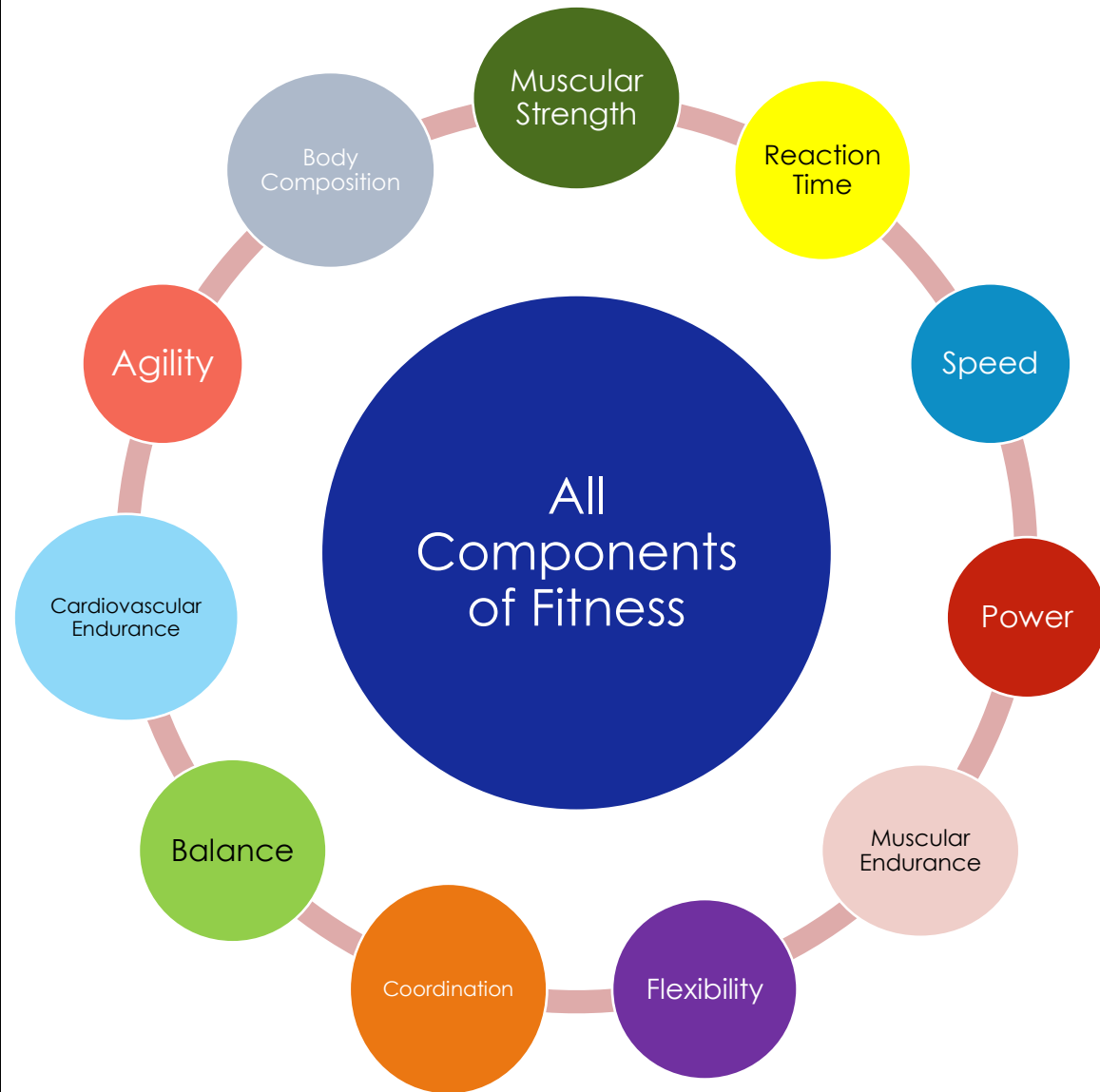
**L**ink back to the question...



# Physical Education – Ultimate Frisbee – Y7 Cycle A


Tier 2 Vocabulary			Tier 3 Vocabulary		
1	<b>Identify</b>	To recognise and name something or somebody. For example, identify one rule for Ultimate Frisbee.	1	<b>Attack</b> 	The players in the team who are in the position of trying to score a goal or win points. For example, the team in possession attacking the opponents End Zone.
2	<b>Describe</b>	Account of something without reasons. For example, describe how to pass the Frisbee.	2	<b>Defend</b> 	Preventing our opponents from scoring a goal. For example, following one opponent and prevent them from scoring (man-marking).
3	<b>Explain</b>	Requires an example of a point. The answer must contain some linked reasoning. For example, explain how to score a point.	3	<b>Outwit</b> 	To defeat or get the better of someone by being clever. For example, changing direction quickly to get away from a defender.
4	<b>Analyse</b>	Break something down into smaller parts. For example, analyse your partner's technique for passing.	4	<b>Tactics</b> 	An action or strategy carefully planned to achieve a specific goal. For example, using short passes to minimise the chances of a turnover or interception.
5	<b>Discuss</b>	Required to explore the situation that is being assessed. For example, discuss why it is important to defend.	5	<b>Teamwork</b> 	The combined action of a group to achieve a goal. For example,
6	<b>Evaluate</b>	Review/analyse information, bringing it together to form a conclusion/judgement. For example, evaluate why teamwork important?	6	<b>Communication</b> 	Giving feedback to improve. Discussing tactics during games

# Components of Fitness for Ultimate Frisbee

Component of Fitness	Definition and Link to Ultimate Frisbee
Agility 	Changing the position of the body quickly whilst controlling your body. Dodging defenders to get into the End Zone.
Speed 	The maximum rate you are able to perform a movement or cover a distance as quickly as possible. Sprinting back to defend the End Zone.
Reaction Time 	The time it takes to react to a given stimulus. For example, reacting to the Frisbee when it has been passed.
Co-ordination 	The ability to use two or more body parts together. Catching the Frisbee with one or two hands.
Cardiovascular Endurance 	The ability to exercise the entire body for long periods of time without tiring. Having the stamina to finish the game as you started.
Muscular Endurance 	The ability to use voluntary muscles many times without getting tired. Throwing the Frisbee and jumping to catch without your muscles hurting.



Key Diagram	Upgrade questions	
Task 1. Draw and label a diagram of an ultimate Frisbee pitch.	1.	What components of fitness do you think are needed for Ultimate Frisbee and why?
 	2.	How many players are on a team?
	3.	How do you score in ultimate Frisbee?
	4.	Explain why Ultimate Frisbee is an invasion game?
	5.	Create a 10-minute game which supports spatial awareness, ensure this is written out in prep book. Diagrams will be required.
	6.	What might the most important component of fitness be when playing Ultimate Frisbee?
	7.	Justify whether agility or hand and eye coordination are more important to a Frisbee player.

<b>Be brave, dig deep and discover</b>	<p>The National Governing body for Frisbee in the UK (see QR code above)  <a href="https://www.ukultimate.com">https://www.ukultimate.com</a></p> <p>What type of diet should an elite ultimate frisbee player follow and can you explain why?</p> <p>How might interval training be beneficial for an ultimate frisbee player?</p>	
----------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------



## TIER 2 VOCABULARY

- ① **Give:** Tests recall of knowledge, eg two examples or two beliefs. Writing in bullet points.
- ② **Explain how X may influence Y:** Tests knowledge and understanding of how a religious belief or practice influences individuals or groups.
- ③ **Explain:** Identify relevant points and demonstrate understanding by adding detail/ development.
- ④ **Evaluate:** Consider different viewpoints and arrive at a judgement. Consider different arguments of both sides of a statement.
- ⑤ **Conclusion:** Explain which argument is the most convincing and why.

## TIER 3 VOCABULARY

- ① **Deity/ deities:** God/ goddesses
- ② **Polytheism:** The belief in more than one God.
- ③ **Monotheism:** The belief in one God.
- ④ **Aum:** A sacred syllable of sound that is very important to Hindus.
- ⑤ **Karma:** Consequences of our actions. This will determine the person's next existence.
- ⑥ **Samsara:** Cycle of death and rebirth.
- ⑦ **Dharma:** Moral law.
- ⑧ **Pilgrimage:** A religious journey.

## Challenge Tasks:

Explain two ways in which belief in the Hindu virtues influences Hindus today. [4 marks]







Explain two Hindu beliefs about moksha. Refer to sacred writings or another source of Hindu belief and teaching in your answer. [5 marks]

Explain two ways in which Hindus show their devotion to the deities during pilgrimage. [5 marks]

'Vishnu is the most important member of the Tri-murti.' [12 marks]

'Belief in the atman [eternal inner self] is the most important Hindu belief.' [12 marks]

**What we will look at this cycle:**

<p><b>1. What is Hinduism?</b></p> <ul style="list-style-type: none"> <li>- Hinduism is the oldest of the six major world religions.</li> <li>- Hinduism has over 1 billion followers around the world, with 95% of Hindus living in India.</li> <li>- Hindu worship is called <b>puja</b>. Hindus can worship at the Mandir or in their home.</li> <li>- The four main traditions of Hinduism are: Vaishnavism, Shaivism, Shaktism and Smartism.</li> </ul>  <p><i>Introduction to Hinduism</i></p>	<p><b>2. Who are the Hindu gods and goddesses?</b></p> <ul style="list-style-type: none"> <li>-There are many Hindu <b>deities</b>, and through history many Hindus have been <b>polytheists</b>.</li> <li>- However, many Hindus today are <b>monotheists</b>, believing in one supreme deity who appears to humans in many different forms.</li> <li>- Some Hindus believe there are three main gods: <b>Brahma</b> the creator of the world, <b>Vishnu</b> the preserver and <b>Shiva</b> the destroyer: known as the <b>Trimurti</b>.</li> </ul>  <p><i>The Hindu Concept of God- Jim Robinson</i></p>	<p><b>3. How do Hindus use symbols?</b></p> <ul style="list-style-type: none"> <li>- <b>Aum</b> is a sacred syllable of sound that is very important to Hindus, many <b>chant</b> this.</li> <li>- <b>Lotus flowers</b> represent purity and detachment.</li> <li>- <b>Conch shells</b> produce a distinctive sound when blown, representing the breath of life from god and the <b>sacred</b> sound Aum.</li> </ul>  <p><i>Hindu Symbols- Rahul</i></p>
<p><b>4. What are karma, samsara and moksha?</b></p> <ul style="list-style-type: none"> <li>- <b>Karma</b> are the forces that influence people's fortune and future reincarnations.</li> <li>- <b>Samsara</b> is the continual process of death and reincarnation; also the entire universe as we know it.</li> <li>- <b>Moksha</b> meaning 'release' is escaping from samsara.</li> <li>- <b>Reincarnated</b> is when a soul is reborn by passing into a new body.</li> </ul>  <p><i>My Life, My Religion- Cycle of Samsara.</i></p>	<p><b>5. What is the Dharma?</b></p> <ul style="list-style-type: none"> <li>- <b>Dharma</b> is the moral law.</li> <li>- People's thoughts and behaviour store up karma, which affects their next lives.</li> <li>- Living a good life involves dharma, translated as <b>duty</b> or 'moral law'.</li> <li>- The Supreme Being revealed dharma to people through <b>sacred texts</b>.</li> </ul>  <p><i>How does dharma influence how Hindus live?</i></p>	<p><b>6. What is Hindu pilgrimage?</b></p> <ul style="list-style-type: none"> <li>- A pilgrimage is a special religious journey that is made for a specific purpose.</li> <li>- A pilgrimage can help Hindus by connecting them with Brahman.</li> <li>- A sacred city in Hinduism is Varanasi.</li> </ul>  <p><i>A Hindu pilgrimage.</i></p>

# Science: Year 7 Cycle A – Safety, Separating Mixtures and Living Things



## Science Question Words

Tier 2 Word	Meaning
<b>Calculate</b>	Use numbers given in the question to work out the answer.
<b>Conclude</b>	Look at both sides of an idea and come to a decision.
<b>Define</b>	Say the meaning of something.
<b>Describe</b>	Recall some facts or processes in a scientific way.
<b>Evaluate</b>	Make points for and against an idea and come to a conclusion.
<b>Explain</b>	Say the reasons for something happening.
<b>Label</b>	Point out the correct names on a diagram.
<b>Measure</b>	Find the amount, size or degree of something.
<b>Predict</b>	Give a likely outcome.
<b>Plan</b>	Write a method.



## Hazard Symbols

What do the COSHH symbols mean?

Dangerous to the environment	Toxic	Gas under pressure
Corrosive	Explosive	Flammable
Caution – used for less serious health hazards like skin irritation	Oxidising	Longer term health hazards such as carcinogenicity



## Units

Quantity being measured	Unit in words and symbols	
<b>Length</b>	metre	m
<b>Mass</b>	gram	g
<b>Time</b>	second	s
<b>Force</b>	Newton	N
<b>Temperature</b>	degrees Celsius	°C
<b>Speed</b>	metres per second	m/s
<b>Area</b>	square metres	m <sup>2</sup>
<b>Volume</b>	cubic metres	m <sup>3</sup>

## Statistic How to work it out.

<b>Mode</b>	The most frequent number
<b>Median</b>	The middle number when values are in numerical order
<b>Mean</b>	Add all the numbers together and divide by the number of numbers
<b>Range</b>	The largest number take away the smallest number

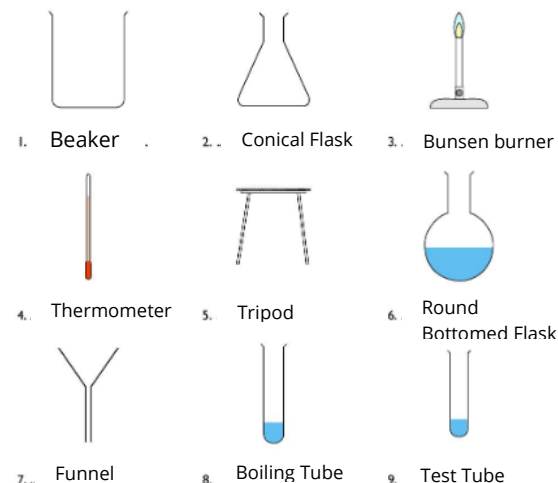
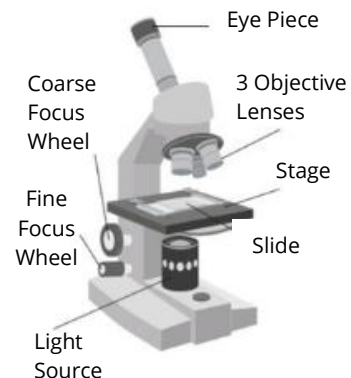


## Experimental Words

Tier 3 Word	Meaning
<b>Accurate</b>	Close to the true value.
<b>Reliable</b>	The original experimenter repeats the investigation using same method and equipment and obtains the same results. Also known as <b>repeatable</b> .
<b>Precise</b>	Values are close together and close to the from the mean.
<b>Variables</b>	These are physical, chemical or biological quantities.
<b>Control Variable</b>	Control variable are the parts of the practical that have to be kept constant or monitored.
<b>Dependent Variable</b>	Dependent variable is the part of the practical that is measured.
<b>Independent Variable</b>	Independent variable is the part of the practical that is changed on purpose.
<b>Prediction</b>	A prediction suggests what will happen in the future.
<b>A Fair Test</b>	A fair test is occurs when only the independent variable affects the dependent variable.
<b>Anomalies</b>	These are values in a set of results which are judged not to be part of the variation caused by random uncertainty (an odd one out)



## Equipment





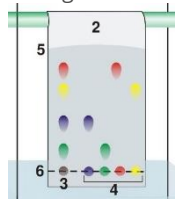
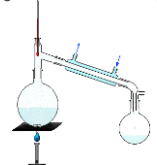
# Science: Year 7 Cycle A – Safety, Separating Mixtures and Living Things



## Separating Mixtures

Tier 3 Word	Meaning
<b>Mixture</b>	Two or more substances jumbled together but not joined. The substances in mixtures can be separated from each other.
<b>Solute</b>	The substance that dissolves in a solvent to make a solution.
<b>Solvent</b>	The liquid which a substance dissolves in to make a solution.
<b>Solution</b>	When a solute has dissolved in a solvent to form a solution.
<b>Soluble</b>	A substance that can dissolve in a liquid
<b>Insoluble</b>	A substance that cannot dissolve in a liquid
<b>Solubility</b>	The amount of substance that dissolves in a particular solvent at a particular temperature to make a saturated solution.

### Examples of Separating Techniques

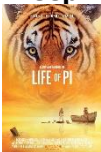
Filtration	Evaporation	Chromatography	Distillation
A technique to separate an insoluble solid from a mixture 	A technique to separate a soluble solid from a mixture. The mixture is heated and the liquid turns into a gas leaving the solute. 	A technique that separates dissolves substances in a mixture – using a solvent. 	A technique used to separate a liquid from a mixture evaporating and condensing the liquid to be collected. 

### C

### Challenge Questions

- Compare when you would use filtration vs. evaporation.
- Describe how you could investigate into how much salt was in 100ml of sea water.
- Write a method for a chromatography practical.
- Explain why you must use a pencil when drawing the base line in Chromatography.
- Explain why you would use Distillation instead of Evaporation.

### Deep Dive:



**Explore separating techniques on the STEM Learning Centre**

Scan the QR code and watch the experiment videos.

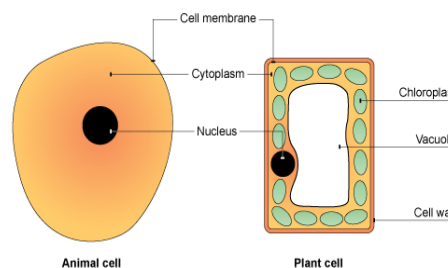
**Read the Life of Pi by Yann Martel** – a story of a young boy and his tiger stranded on a boat and take note of how they purify their water.



## Living Things

Tier 3 word	Meaning	Example
<b>Cell</b>	The basic unit of all life.	<u>Animal</u> and <u>Plant</u> Cell
<b>Tissue</b>	A group of the same cells all doing the same job.	<u>Fat</u> and <u>Xylem</u>
<b>Organ</b>	A group of tissues that form a very important part of a plant or animal that has an important job.	<u>Heart</u> and <u>Leaf</u>
<b>Organ System</b>	A group of organs that work together to do an important job	<u>Circulatory System</u> & <u>Water transport System</u>
<b>Organism</b>	A living thing.	<u>Animal</u> and <u>Plant</u>

Parts of a cell	Job (Function)
<b>Nucleus</b>	Controls the Cell
<b>Cell Membrane</b>	Controls what goes in and out of the cell
<b>Cytoplasm</b>	Where chemical reactions take place
<b>Chloroplast</b>	Where photosynthesis takes place (makes food for the plant)
<b>Cell Wall</b>	Protects and Supports the cell
<b>Vacuole</b>	Contains substances like Cell Sap



### C

### Challenge Questions

- Explain the difference between a light and an electron microscope.
- Define Resolution.
- Explain why animal cells do not have a chloroplast.
- Describe how a bacteria cell different to a plant and animal cell.
- Draw a root hair cell and describe how it is adapted to absorb more water.

### Deep Dive:

**How was the microscope invented and developed?**

Scan the QR to explore the development of the microscope



**Explore the human body** : Scan the QR code to explore the human body.



**Watch First Life with David Attenborough on:** [naturedocumentaries.org](http://naturedocumentaries.org)

**GRID 1**

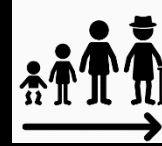
**BE STRONG - Knowledge Organiser**

**Cycle A Topic: Me presento**

A. ¿Cómo te llamas?  
¿Cómo se llama?



B. ¿Cuántos años tienes?  
¿Cuántos años tiene?



C. ¿De dónde eres?  
¿De dónde eres?



PRONOUN	REFLEXIVE PRONOUN	VERB	PROPER NOUN	VERB	NOUN PHRASE	VERB	PREPOSITION	PROPER NOUN	
<b>Yo</b> (I)	<b>Me</b> (myself)	<b>llamo</b> (I call)	<b>Antonio Juanito Miguel Dante Concha</b>	<b>Tengo</b> (I have)	<ol style="list-style-type: none"> <li>un año</li> <li>dos años</li> <li>tres años</li> <li>cuatro años</li> <li>cinco años</li> <li>seis años</li> <li>siete años</li> <li>ocho años</li> <li>nueve años</li> <li>diez años</li> <li>once años</li> <li>doce años</li> <li>trece años</li> <li>catorce años</li> <li>quince años</li> <li>dieciséis años</li> <li>diecisiete años</li> <li>dieciocho años</li> <li>diecinueve años</li> <li>veinte años</li> </ol>	<b>Soy</b> (I am)	<b>de</b>	<b>Inglaterra Polonia / Somalia Italia / Alemania</b>	
<b>Él/ella</b> (he/she)	<b>Se</b> (himself/her self)	<b>llama</b> (he/she calls)		<b>Tiene</b> (he/she has)		<b>Es</b> (He/she is)			<b>España Argentina Bolivia Chile Colombia Costa Rica Cuba Ecuador El Salvador Guatemala Honduras México Nicaragua Panamá Paraguay Perú Puerto Rico Uruguay Venezuela República Dominicana</b>
<b>Ellos/ellas</b> (they)	<b>Se</b> (Themselves)	<b>llaman</b> (they call)		<b>Tienen</b> (They have)		<b>Son</b> (They are)			

**GRID 2**

¿Cuándo es tu cumpleaños?



**NÚMERO**

**P**

**MES**

<b>Mi cumpleaños es el</b> (My birthday is the)	<ol style="list-style-type: none"> <li>uno</li> <li>dos</li> <li>...</li> <li>veintiuno</li> <li>veintidós</li> <li>veintitrés</li> <li>veinticuatro</li> <li>veinticinco</li> <li>veintiséis</li> </ol>	<ol style="list-style-type: none"> <li>30. treinta</li> <li>31. treinta y uno</li> </ol>	<b>de</b> (of)	<ol style="list-style-type: none"> <li>enero</li> <li>febrero</li> <li>marzo</li> <li>abril</li> <li>mayo</li> <li>junio</li> <li>julio</li> <li>agosto</li> <li>septiembre</li> <li>octubre</li> <li>noviembre</li> <li>diciembre</li> </ol>
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VERB	INDEFINITE ARTICLE + NOUN	ADJECTIVE
<p>E. ¿Qué quieres?</p> <p><b>Quiero</b> (I want)</p> <p><b>Necesito</b> (I need)</p> <p><b>Hay</b> (There is)</p> <p>¿Tienes..? (Do you have...?)</p> <p>¿Quieres...? (Do you want...?)</p> <p><b>En mi estuche tengo</b></p>	<p><b>un cuaderno</b> (an exercise book)</p> <p><b>un lápiz</b></p> <p><b>un sacapuntas</b> (a sharpener)</p> <p><b>un bolígrafo</b> (a pen)</p> <p><b>un libro</b> (a book)</p> <p><b>una goma</b> (a rubber)</p> <p><b>una hoja de papel</b> (a piece of paper)</p> <p><b>una regla</b></p> <p><b>libros</b> (reading books)</p> <p><b>dos cuadernos</b></p> <p><b>tijeras</b> (scissors)</p> <p><b>tres gomas</b></p>	<p><b>rojo/a</b> (red)</p> <p><b>amarillo/a</b> (yellow)</p> <p><b>negro/a</b> (black)</p> <p><b>naranja</b> (orange)</p> <p><b>rosa</b> (pink)</p> <p><b>azul</b> (blue)</p> <p><b>verde</b> (green)</p> <p><b>gris</b> (grey)</p> <p><b>marrón</b> (brown)</p> <p><b>rojos/as</b> (reds)</p> <p><b>azules</b> (blues)</p> <p><b>verdes</b></p>
	<p>SINGULAR NOUNS</p> <p>PLURAL NOUNS</p>	

Verb (opinión)	Definite Article + Noun
<b>Me encanta</b> (I love)	<b>el rojo</b> (the red)
<b>Me gusta mucho</b> (I like a lot)	<b>el fútbol</b>
<b>Prefiero</b> (I prefer)	<b>el chocolate</b>
<b>No me gusta</b> (I don't like)	<b>la escuela</b> (the school)
<b>Odio</b> (I hate)	<b>la natación</b> (the swimming)
<b>Le gusta</b> (He/she likes)	<b>los animales</b>
<b>Odia</b> (He/she hates)	<b>las vacaciones</b>

**Challenge Translations/Questions**

- Translate into English:** ¡Hola! Soy Iñaki y tengo doce años. **Debo admitir que** Mi artista favorita es Pablo Picasso porque es fantástico. ¿Y tú?
- Translate:** What is she called? She is called Frida Kahlo and she is from Mexico. **I would say that** she likes animals but she hates swimming.
- Record yourself saying** this in Spanish: Hello! My name is Miguel but my dog is called Dante. I am from Mexico and I'm 11 years old. Email it to the teacher.
- Translate into Spanish:** A: Hello! How are you? Do you want a green pen? B: No thank you. I need a black pen. Do you have a black pen?
- Explain some of the symbols on **the map of Spanish-Speaking world in your Cycle A Booklet**. What do they represent?

**Dig Deeper: Find out more about the Spanish-Speaking World and read short stories in Spanish**

- <https://readon.myon.co.uk/library/search.html> (search the below books)

  - Spain: A Benjamin Blog and His Inquisitive Dog Guide:** Visit some of the most famous places in Spain and find out more about Spanish culture. *Write about 5 interesting facts from the book.*
  - ¡Tú sabes contar!** or **¡Bienvenidos a México!** (listen in Spanish by clicking on the speakerphone)
  - Read other Spanish books by searching **"Spanish"**
- Watch the film *Coco* (in Spanish with subtitles if possible!).



## Bolder Talk Roles for discussions in lessons

### Instigator

The person who starts the discussion.



#### **Will say:**

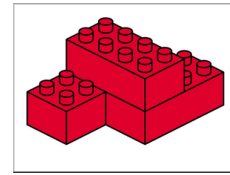
"I would like to start by saying..."

"I think the first thing we should consider is..."

"To begin with let's talk about..."

### Builder

Develops, adds to or runs with an idea.



#### **Will say:**

"I agree and I'd like to add..."

"Linking to your point..."

"Building on that idea..."

### Challenger

Disagrees with or presents an alternative argument.



#### **Will say:**

"That's true, but have you considered..."

"You mentioned X but what about..."

"I hear what you're saying, but..."

### Clarifier

Makes things clearer and simplifies ideas by asking questions.



#### **Will say:**

"What do you mean when you say..."

"Could you tell me more about..."

"Does that mean that..."

### Prober/Questioner

Digs deeper into the argument, asks for evidence or justification of ideas.



#### **Will say:**

"What evidence do you have to support that?"

"How does that support your argument?"

"How did you come to that conclusion?"

### Summariser

Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points.



#### **Will say:**

"Overall, the main points covered were..."

"In summary..."

"From today's discussion, it's clear that..."



# SPEAK STRONG AND WRITE BRAVELY!

## Academic Verbs - these are very helpful when you are analysing

### Inference:

suggests implies indicates  
shows expresses demonstrates  
symbolises represents  
illustrates reveals signifies  
insinuates

### Writer's purpose:

establishes creates constructs  
devises develops epitomises  
outlines encapsulates

### Comparison:

contrasts contradicts  
juxtaposes reinforces refers  
alludes to opposes supports  
develops

## Discourse Markers - These are helpful in discussions and your writing

Sequencing Arguments	Contrasting and counter Arguments	Adding information and furthering arguments	Concluding Arguments	Introducing evidence
To begin with...	Others might argue...	Many people believe...	Admittedly...	For instance, ...
In the first place...	Conversely...	In addition to this...	Certainly...	Such as...
First and foremost....	However...	Similarly...	In conclusion...	In the case of...
Primarily...	Although...	Equally...	Finally...	As illustrated by...
Firstly...	On the other hand...	Likewise...	Consequently...	As revealed by...
Secondly...	Whereas...	Also...	Subsequently...	This can be seen when...
Thirdly...	Contrasting with...	Moreover...	Therefore...	
Lastly...	On the contrary...	What's more...	Thus...	
Finally...	Nevertheless...	Furthermore...	We can conclude that...	This is/was demonstrated when...
After this it can be seen....	In comparison...	In the same way...	Finally, it can be seen...	Evidence of this can be found.....
	Nonetheless...	For example...	Above all....	
	Even though....	For instance...	Most of all....	
	In contrast....	Likewise...		

# SPEAK STRONG AND WRITE BRAVELY!

## "I'm stuck for something to say!" BE BRAVE

- Could you repeat the question please?
- Please could you come back to me in a minute?
- Please can I have some more thinking time?
- Could you clarify the last point please?
- Please can I have a sentence starter to help?
- Could you simplify the question for me?
- Could you give me an example?

## Phrases to help you respond: BE STRONG

- I have another example of that...
- \_\_\_ said \_\_\_, but I disagree because...
- I think I can clarify that last point
- I'd like to offer an alternative answer
- To build on what \_\_\_ said,

## Fillers that I SHOULD NOT USE: BE KIND

Like  
isn't it that  
Literally  
basically  
obviously  
Innit  
yeah  
actually

These phrases are very informal and are not part of academic speech.

### How sure are you? BE BRAVE

### Statement of Claim - What point are you trying to make when you answer a question?

Almost certain!

It is certain that...  
It seems clear that...  
X is definitely...

I'm fairly sure...

It appears probable...  
It is usually the case that... In the majority of cases...  
The results suggest it is likely that...  
It is most likely that....

Hmm...

Conceivably,...  
It is possible that...  
Occasionally,...  
It may be the case that...  
The answer might be....however.....

Answering questions -  
**How sure are you?**

Try NOT to say:  
'I think that'  
'My answer is'  
'I don't know'