



Cedar Mount Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Knowledge Organiser

YEAR GROUP: 7 TERM: 3

NAME

FORM

“Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours.” – John Locke

How to use your knowledge organiser

You are expected to bring your knowledge organiser to the academy every day

This knowledge organiser contains all the key knowledge that you need to know for your learning this term. You should spend at least 30 minutes every evening using the knowledge organiser to complete a learning homework. You should record the subject or subjects on the learning homework page and show this to your form tutor on a weekly basis.

You will be tested in lessons on your learning from this knowledge organiser.

In some lessons, your teacher will ask you to learn specific sections of the knowledge organiser, but otherwise you should work through each subject independently, trying to memorise the information in the booklet. The more you can remember, the more useful it will be for your lessons.

How to learn using a knowledge organiser

The best way to use a knowledge organiser is to revise the information so that you can recall it when you are asked. The best methods to do this are:

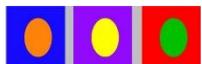
- Look, cover, write and check the key words and knowledge lists
- Ask a family or friend member to test you on the knowledge
- Create a mind map to remember the information in each section
- Write down on a blank piece of paper as much as you can remember from the organiser
- Use the knowledge organiser to help you complete work in school and at home

Primary Colours are the 3 main colours. They cannot be made but are used to make other colours.

Secondary Colours are made by mixing 2 primary colours together.

Complementary Colours are opposite on the colour wheel.

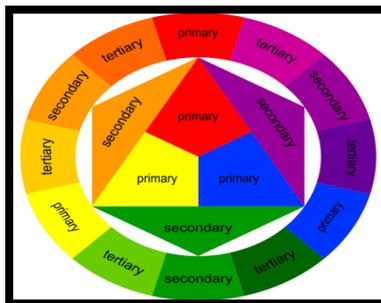
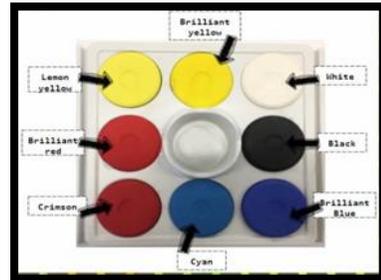
Harmonious Colours are next to each other on the colour wheel.



Tint – when you add white to a colour to make it lighter.



Shade – when you add black to make the colour darker.

Making Objects Look 3 Dimensional

To prevent your drawings from looking flat, you should use a range of tones and marks. Pressing harder and lighter and layering with your pencil creates different tones. Use the direction of your pencil to help enhance the 2D surface and you can include shadows which will also help objects appear 3 dimensional.

ART FORMAL ELEMENTS

COLOUR What you see when light reflects off something. Red, blue and yellow are primary colours.

LINE A mark which can be long, short, wiggly, straight etc.

TOPE How light or dark something is.

TEXTURE How something looks or feels e.g. rough or smooth.

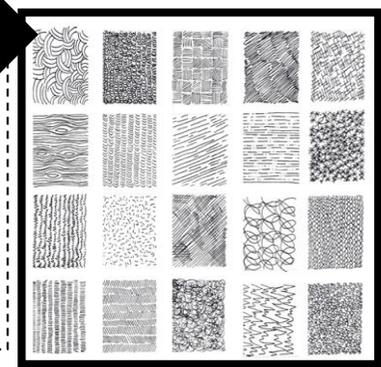
PATTERN A symbol or shape that is repeated.

SHAPE A 2D area which is enclosed by a line – e.g. triangle.

FORM Something which has 3 dimensions – e.g. a cube, sphere or a sculpture.

Mark Making

To make your drawings look more realistic, you should try to use different marks to show textures and surfaces. You can do this by changing the direction, pressure or length of your marks.

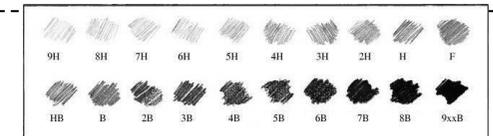


Grades of Pencils

Pencils come in different grades, the softer the pencil, the darker the tone.

H= Hard B=Black

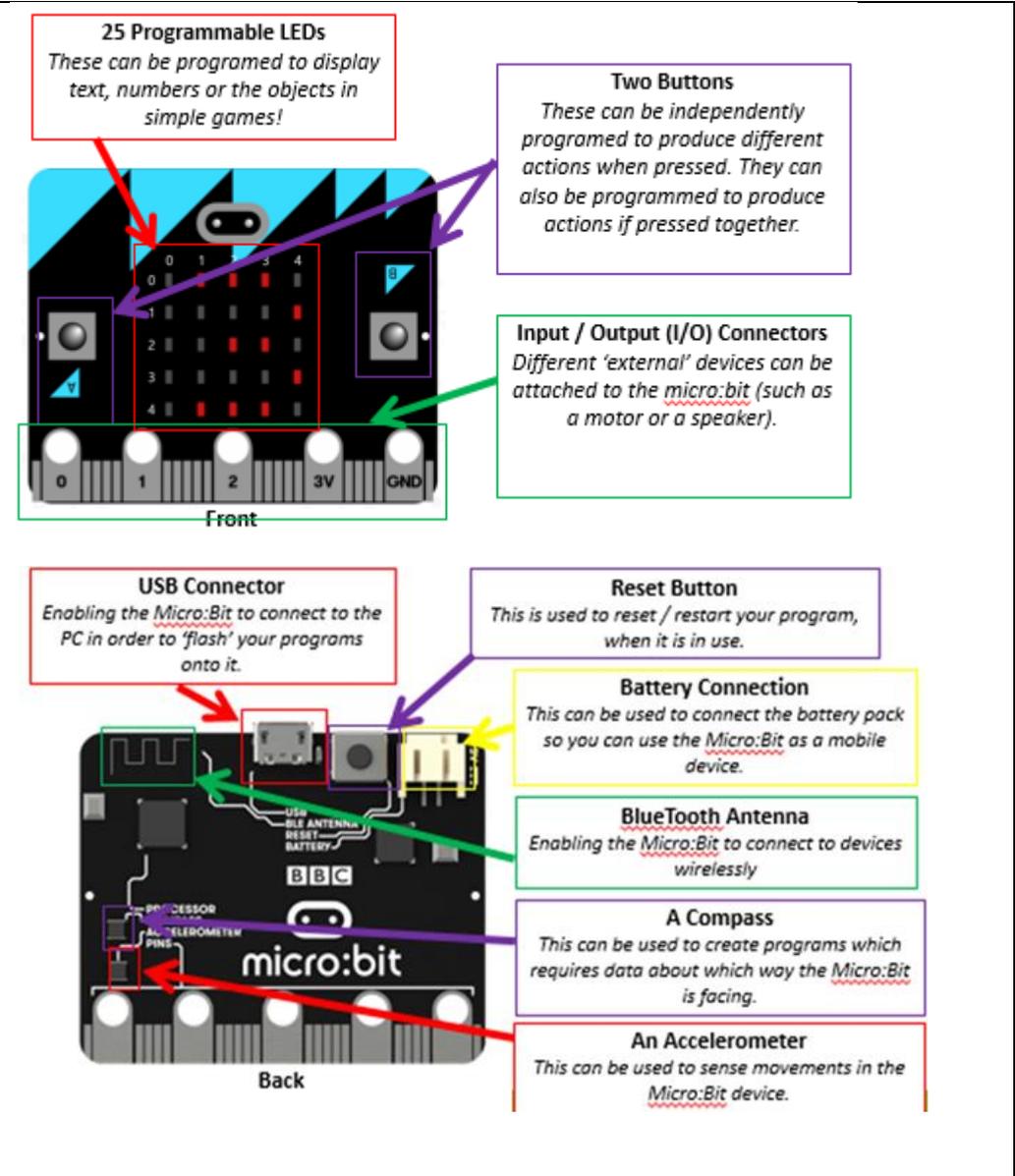
In art the most useful pencils for shading are 4B and 6B. If you pencil has no grade it is most likely to be a HB (hard black) this is a drawing pencil.



Art Techniques Key Words	
Media/Medium	The materials and tools used by the artist to create a piece of art.
Technique	The way an artist uses tools and materials to create a piece of art,
Composition	Where you place objects on a page.
Highlight	The bright and reflective area on an object or piece of art.
Shadow/shade	The darker areas within a piece of art or object.
Proportion	The size relationship between different parts - e.g. Height compared to width.

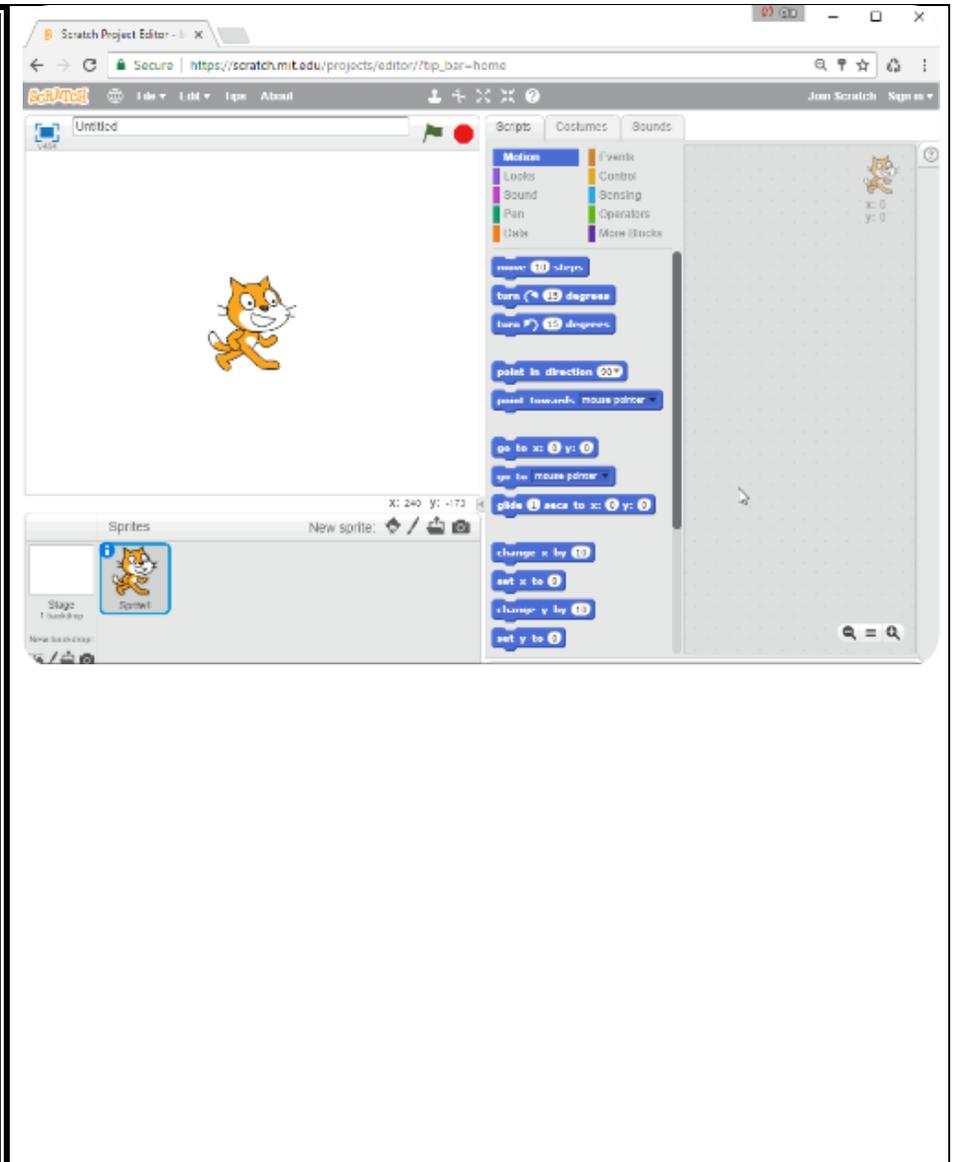
Computing

Micro Bits	
Key Vocabulary	Definition
Computational Thinking	It is a set of problem-solving methods to solve solutions for a program.
Algorithm	A step by step process of instructions.
Micro Bit	The BBC Micro: Bit is a pocket-sized code able computer. It is fully programmable...you can turn it into whatever device you want (<i>within reason</i>).
Compile	The process of translating our program code into machine code
Flash	The process of transferring machine code onto a computer chip
Code	Creating code using blocks to make a program. This is compiled on to the device and can be flashed.
Decomposition	Breaking down a problem into smaller steps.
Abstraction	Picking out what is needed to make a program and removing what is unnecessary.
Bearings	These are used to record which way the micro bit faces when using it like a compass.
Variables	A memory store in a program (think of it as a box which stores a piece of data)
Coordinates	A system which enables us to locate the position of an object using a horizontal (x) and vertical (y). For example a pixel on a screen
X-Velocity / Y-Velocity	It stands for a number which we use to add to an item's coordinate so that it can be repositioned on the screen and therefore appear to be moving.



Computing

Scratch	
Key Vocabulary	Definition
Scratch	This is a program which similarly to Micro Bits uses block code to program games and animations.
Block Code	This is very different to text-based code. We use block code to put together a program when learning the basics of programming.
Sprites	Sprites are characters which we can program to move around and do things on the stage.
Command Script/Control Blocks	The different types of commands are all colour coded in Scratch so that when you look at your finished procedure, you can identify what type of commands have been used easily
Sounds	When you have created an animation, you can use sounds to add an audio effect to the program.
Stage	This is where the script is placed when you make an animation or program.
Background	You can edit the background to make a scene e.g. the sprite could be animated to be on a beach for example.
Looks Blocks	Changes the costume of the characters
Sensing Blocks	Used when the sprite moves to certain parts of the stage and is touching a colour for example, another code will start
Data Blocks	Used when creating variables in code to store a games score for example
Pen	This is used in the scratch environment to draw.



English – Introduction to Shakespeare

<p><u>Overview</u></p> <p>William Shakespeare (1564-1616) was a British playwright and poet. He is often considered to be the most talented writer of all time. His plays and poems are still studied and performed 400 years later!</p> <p>Shakespeare lived in the 16th and 17th centuries, throughout the reigns of Queen Elizabeth I and King James I. Both watched his plays. Some of his most famous plays include Romeo and Juliet, Macbeth, Hamlet and Much Ado About Nothing. Some of the phrases that Shakespeare wrote have become a part of our everyday language!</p>				<p><u>Answers to Important Questions and Key Vocabulary</u></p> <table border="1"> <tr> <td> <p>What kind of poems did Shakespeare write?</p> </td> <td> <p>Shakespeare wrote a type of poem called a sonnet. Sonnets are poems of 14 lines, which are normally about love. Shakespeare wrote a particular type of sonnet, which is now called a Shakespearean Sonnet. There are three stanzas which each have 4 lines, and rhyme ABAB. After this, there are two final lines that rhyme together (a rhyming couplet).</p> </td> <td rowspan="3"> <p>Key Vocabulary</p> <ul style="list-style-type: none"> ▪ Playwright ▪ Poet ▪ Actor ▪ Chamberlain’s Men ▪ The Globe ▪ Sonnet ▪ Comedy ▪ Tragedy ▪ Theatre ▪ Bard ▪ Sonnet ▪ Rhyming Couplet </td> </tr> <tr> <td> <p>Was Shakespeare popular during his life?</p> </td> <td> <p>-There is no doubt that Shakespeare was a popular playwright at the time that he was alive – his plays were performed in some of the best spots in central London! However, he has become more and more popular as his works have stood the test of time!</p> </td> </tr> <tr> <td> <p>What are Shakespeare’s most famous plays?</p> </td> <td> <p>-Romeo and Juliet is possibly Shakespeare’s most famous play. It is a tragedy about two young people who are in love, but their families do not like one another!</p> <p>-Another famous Shakespeare play is Macbeth, about a soldier who killed the King so that he could be king himself. Things do not turn out so well for Macbeth!</p> </td> </tr> <tr> <td colspan="2"> <p>What else do we know about Shakespeare?</p> </td> <td colspan="4"> <p>Considering that he is now so famous, we know little about William Shakespeare as a person.</p> <p>-He was not from a famous family, and so many of his early records either don’t exist or have been lost!</p> </td> <td></td> </tr> </table>						<p>What kind of poems did Shakespeare write?</p>	<p>Shakespeare wrote a type of poem called a sonnet. Sonnets are poems of 14 lines, which are normally about love. Shakespeare wrote a particular type of sonnet, which is now called a Shakespearean Sonnet. There are three stanzas which each have 4 lines, and rhyme ABAB. After this, there are two final lines that rhyme together (a rhyming couplet).</p>	<p>Key Vocabulary</p> <ul style="list-style-type: none"> ▪ Playwright ▪ Poet ▪ Actor ▪ Chamberlain’s Men ▪ The Globe ▪ Sonnet ▪ Comedy ▪ Tragedy ▪ Theatre ▪ Bard ▪ Sonnet ▪ Rhyming Couplet 	<p>Was Shakespeare popular during his life?</p>	<p>-There is no doubt that Shakespeare was a popular playwright at the time that he was alive – his plays were performed in some of the best spots in central London! However, he has become more and more popular as his works have stood the test of time!</p>	<p>What are Shakespeare’s most famous plays?</p>	<p>-Romeo and Juliet is possibly Shakespeare’s most famous play. It is a tragedy about two young people who are in love, but their families do not like one another!</p> <p>-Another famous Shakespeare play is Macbeth, about a soldier who killed the King so that he could be king himself. Things do not turn out so well for Macbeth!</p>	<p>What else do we know about Shakespeare?</p>		<p>Considering that he is now so famous, we know little about William Shakespeare as a person.</p> <p>-He was not from a famous family, and so many of his early records either don’t exist or have been lost!</p>				
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<p>Elizabethan Work</p> <p>The reign of Queen Elizabeth was a largely happy time in Britain, and this is shown in Shakespeare’s works from the time, he wrote lots of comedies. His plays began to be performed his theatre group, the Lord Chamberlain’s Men, in 1594. They were known to be popular. Shakespeare wrote many sonnets at this time, and Romeo and Juliet in 1595.</p>																							
<p>Jacobean Work</p> <p>After the death of Queen Elizabeth, her relative King James of Scotland came to rule in England. This was a darker time, and Shakespeare wrote more tragedies. James became the official patron of The Chamberlain’s Men, and so their name was changed to ‘The King’s Men.’ The Globe Theatre had been built at this point, and so most of Shakespeare’s plays were performed there – a sign of his popularity.</p>																							
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English - Shakespeare

<u>Histories</u>	<u>Tragedies</u>	<u>Comedies</u>
<p>Just as Shakespeare’s ‘comedies’ have some dark themes and tragic situations while the ‘tragedies’ have some high comic moments, the Shakespeare ‘history’ plays contain comedy, tragedy and everything in between.</p>	<p>Shakespeare tragedies follow the Aristotelian model of a noble, flawed protagonist who makes a mistake and suffers a fall from his position, before the normal order is somehow resumed.</p>	<p>Shakespeare comedies are generally identifiable as plays full of fun, irony and dazzling wordplay. They also abound in disguises and mistaken identities, with very convoluted plots that are difficult to follow with very contrived endings.</p>
<p>Henry IV Henry V Henry VI Henry VIII King John Richard II Richard III</p>	<p>Antony and Cleopatra Coriolanus Cymbeline Hamlet Julius Caesar King Lear Macbeth Othello Romeo and Juliet Timon of Athens Titus Andronicus Troilus and Cressida</p>	<p>All’s Well That Ends Well As You Like It The Comedy of Errors Love’s Labour’s Lost Measure for Measure The Merchant of Venice The Merry Wives of Windsor A Midsummer Night’s Dream Much Ado About Nothing The Taming of the Shrew The Tempest Twelfth Night The Two Gentlemen of Verona The Winter’s Tale</p>
<p>Take some time to find out what each play is about – you could write a one-line summary. For example – Romeo and Juliet is a tragedy about two young lovers whose families hate each other; they marry secretly but in the end they die.</p>		
<p><u>(SOME!) Literary Devices that Shakespeare used masterfully.</u></p>		
<p>Monologue A long, uninterrupted speech that is spoken in the presence of other characters. Unlike a soliloquy a monologue is heard by other characters.</p>		
<p>Soliloquy A speech in which a character, who is usually alone on the stage, expresses his or her thoughts aloud. It is a very useful device, as it allows the writer to convey a character’s most intimate thoughts and feelings directly to the audience. The convention is that the audience is allowed to hear the character’s thoughts. He or she is not talking but thinking.</p>		
<p>Blank Verse in iambic Pentameter His standard poetic form was blank verse, all in iambic pentameter; ie. Unrhymed verse consisting of ten syllables in a line, spoken with a stress on every second syllable.</p>		
<p>Allusion This is a reference to a person, place, event, usually without explicit identification. Allusions can be references to mythology, the bible, historical events, geography, legends, or other literary works. Shakespeare’s plots are frequently based on legends and historical events - he was fond of alluding to mythology and the bible.</p>		
<p>Dramatic Irony Dramatic irony is a situation in which the audience knows something about present or future circumstances that one or more characters do not know.</p>		
<p>Symbolism It is the frequent use of words, places, characters, or objects that mean something beyond what they are on a literal level. If, for example, a writer uses the word ‘blood’ once its meaning will be confined to that instance in which it is used. But if the word is used repeatedly, as it is in plays like Macbeth and Romeo and Juliet it expresses some profound ideas. By using a word repeatedly in different contexts it expresses several interlocking themes. In Romeo and Juliet ‘blood’ refers to all the following and more themes: violence, youth, passion, family ties.</p>		

Food and nutrition

Seasonality

Seasonality of food refers to the times of year when a given type of food is at its peak, either in terms of harvest or its flavour. This is usually the time when the item is the cheapest and the freshest on the market. The food's peak time in terms of harvest usually coincides with when its flavour is at its best. There are some exceptions; an example being sweet potatoes which are best eaten quite a while after harvest

<i>Autumn</i>	<i>Winter</i>	<i>Spring</i>	<i>Summer</i>
<ul style="list-style-type: none"> ▪ Apple ▪ Blackberry ▪ Butternut squash ▪ Brussels sprouts ▪ Cabbage ▪ Carrot ▪ Cauliflower ▪ Celery ▪ Kale ▪ Leek ▪ Onion ▪ Parsnip ▪ Pear ▪ Potato ▪ Pumpkin ▪ Spinach ▪ Turnip 	<ul style="list-style-type: none"> ▪ Apple ▪ Brussels ▪ Cabbage ▪ Cauliflower ▪ Leek ▪ Onion ▪ Parsnip ▪ Pear ▪ Potato ▪ Pumpkin ▪ Broccoli ▪ Rhubarb ▪ Swede ▪ Turnip 	<ul style="list-style-type: none"> ▪ Apple ▪ Asparagus ▪ Sprouts ▪ Cabbage ▪ Carrot ▪ Cauliflower ▪ Cucumber lettuce ▪ Onion ▪ Parsley ▪ Potato ▪ Broccoli ▪ Radish ▪ Rhubarb 	<ul style="list-style-type: none"> ▪ Apple ▪ Basil ▪ Beans ▪ Beetroot ▪ Broccoli ▪ Carrot ▪ Cauliflower ▪ Celery ▪ Courgette ▪ Cucumber ▪ Fennel ▪ Lettuce ▪ Onion ▪ Potato ▪ Radish ▪ Raspberry ▪ Red onion ▪ Rocket ▪ Rhubarb ▪ Strawberry

Food and nutrition

Healthy Eating

What is eating seasonally? Why should I start eating seasonally?

- In modern days it can be easy to forget how food is grown
- Eating seasonally means you are getting fresh food as it is grown locally
- This means in spring you should only eat foods that are grown in spring
- When you eat seasonally, local produce can be grown in natural conditions.

It saves you money

- When fruits and vegetables are out of season they are more expensive to buy because they come from different countries.

It tastes better

- The food's flavour is fresh
- The food does not spoil on the way.

It's healthier

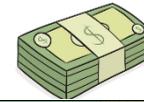
- As the food is fresh it is much healthier
- Food will not require to be modified.

It supports your local community

- By buying locally produced food, you will be supporting local farmers.

It's kinder to the planet

- As planes, trucks and other forms of transport will not be required it will benefit the environment. The fuel used in transport causes carbon dioxide in the air which harms the environment.
- The more mileage the worse it is for the planet.



Key words

- Africa** - one of the seven continents.
- Colonised** - taking control of a country.
- Conservation** - looking after and protecting biodiversity
- Endangered species** - a species of animal or plant that is at risk of extinction.
- Exploited** - to make use of people or a place for your own benefit.
- Poverty** – not having enough resources or income.
- Safari** - an expedition to observe animals in their natural habitat.
- Tourism** - holidays and visits to places of interest.

Nigeria: Africa’s most populated country

Capital: Abuja

Population: 177,155,754

Climate: Tropical in the south and dry in the north

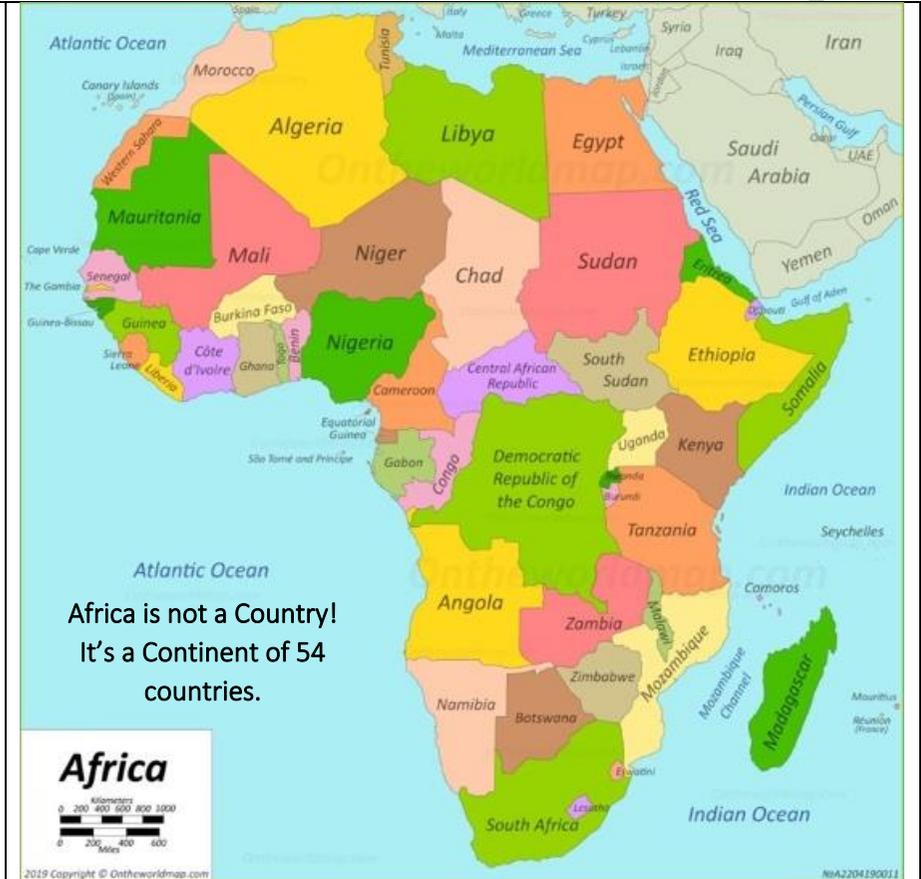


Life expectancy: 53 years

Largest slum: Makoko

- Over 62% of people live in extreme poverty
- Over 43% of the population are below 14 years old
- 1 in 5 Nigerian children is out of school
- 70% of people are employed in farming

Makoko Floating Slum



Saving the Northern white rhinoceros

- The Northern white rhinoceros is critically endangered.
- Rhinoceros horn is valued highly, and many are turned into dagger handles or medicine.
- Since 19 March 2018, there are only two known northern white rhinos left.
- Research and conservation have brought the Southern white rhinoceros from the brink of extinction. They are now heavily protected and are thriving with a population of nearly 20,000.

Tourism in Kenya

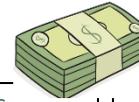
- | | |
|--|---|
| <ul style="list-style-type: none"> • Tourism generates money & jobs. • Money can be used to improve local services. • Helps people understand different cultures. | <ul style="list-style-type: none"> • A lot of the profit goes to foreign companies not the local people. • The Maasai have been forced off their land. • Wildlife is disturbed by safari jeeps and hot air balloons. |
|--|---|

Geography – Rivers & Flooding

Social—people



Economic—money and jobs



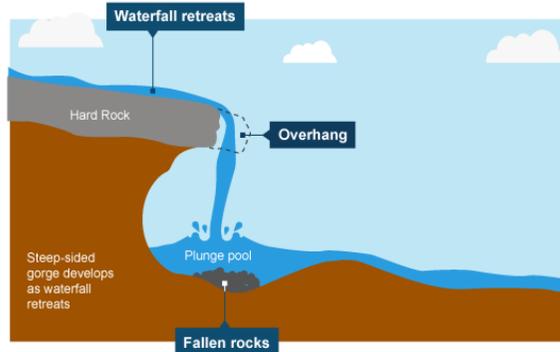
Environmental—natural world



Key words

- Flood** – when a river overflows onto the surrounding area.
- Meander** – a bend in the river.
- Mouth** – where the river meets the sea.
- Source** - the start of the river high up in the mountains.
- Ox-bow Lake** - A wide meander loop which has been cut off from the main river.
- Source** - the start of the river high up in the mountains.
- Waterfall** - A sudden drop in a river as it flows from higher land to lower land.

What is a Waterfall?



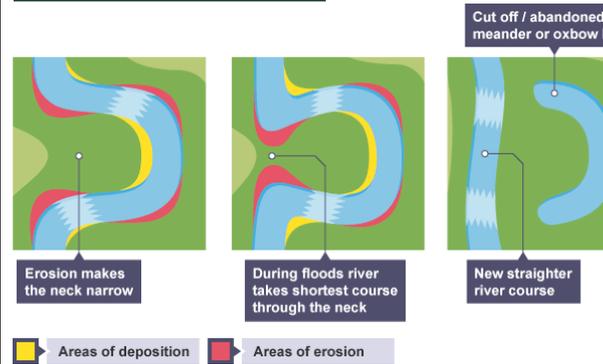
Why do rivers flood?

<u>Physical causes</u>	<u>Human causes</u>
Heavy rainfall or long periods of rain	Urbanisation, because towns and cities have more impermeable surfaces
Steep slopes	Deforestation, because removing trees reduces the amount of water intercepted and increases runoff
Impermeable rock	
Very wet soils	

Landforms across different river courses

River landscapes change as you go downstream from the source to the mouth. In the upper course of a river, steep gradients lead to rapid-flowing rivers. In the middle course, the river meanders through gentle gradients and in the lower you find the mouth, where it meets the sea.

What is an ox-bow lake?



Flooding in Bangladesh



1. Upper course	2. Middle course	3. Lower course
Source	Meanders	Mouth
V-shaped valley	Ox-bow lakes	Wide river
Waterfalls	Floodplains	Deepest part
Steep gradients	Gentle gradients	Flat land

Case study: Bangladesh

Bangladesh is a developing country in Asia and it is frequently affected by flooding. For example, in 2017 flooding made 9 million people homeless and approximately 1,000 people died from drowning and from waterborne diseases.

Causes of flooding in Bangladesh

- Lots of low-lying land.
- Melt water from the Himalayas.
- Heavy deforestation.
- Heavy monsoon rains.

Responses

Bangladesh is a very poor country and so has less money to spend on flood defenses than richer countries. Most people in Bangladesh do not earn enough to pay for insurance against flooding, so when there are floods, they risk losing everything.

<u>Short-term responses</u>	<u>Long-term responses</u>
<ul style="list-style-type: none"> ▪ Aid sent to help survivors. ▪ Water purification tablets. 	<ul style="list-style-type: none"> ▪ Raised flood shelters. ▪ Flood warning systems.

History –The Stuarts

Key words

Provenance - What, Who, When, Where and Why a source is made (5 W's)

Puritan – someone with extreme Protestant beliefs.

Civil War - When people from the same country are fighting against each other

Treason - A crime against your country

Parliament – a group of people chosen to represent the people who make decisions for a country

Royalists/Cavaliers – Supporters of King Charles I

Parliamentarians/Roundheads – Supporters of parliament led by Oliver Cromwell

Key Monarchs

<p>James I</p> 	<p>James united the crowns of Scotland and England. James was not a popular ruler in England but had a peaceful reign. He was protestant which upset Catholics. James was very afraid of witches and wrote a book on how to hunt witches.</p>
<p>Charles I</p> 	<p>Charles believed that God had chosen him to be king and he should not have to share his power with government. This led to a civil war which resulted in Charles I losing and being executed.</p>
<p>Charles II</p> 	<p>Charles became King 11 years after his father was executed. He was known as the 'Merry Monarch' and wanted people to enjoy themselves at the theatre, playing cards and watching sports. People through he was secretly Catholic which caused problems in his government.</p>

Key Dates

March 1603	Elizabeth I dies and James VI of Scotland becomes James I of England.
5 th November 1605	Gunpowder Plot to kill James I is discovered.
1625	James I dies and his son, Charles I becomes king.
1629	Charles I closes down parliament and begins 11 years of ruling without them
1642	Civil War begins
1649	Charles I is executed for treason. Oliver Cromwell now rules as Lord Protector.
1655	Britain takes control of Jamaica
1658	Cromwell dies and is followed by his son who is an awful ruler.
1660	Charles II is made king of England and Scotland in the 'Restoration.'
March 1665	Great Plague hits London, killing more than 100,000 people
2 nd September 1666	Great Fire of London destroys 2/3s of the city
1672	Royal African Company is established and Britain's slave trade grows
1685	Charles II dies and Catholic James II comes to the throne.
1689	James II's daughter, Mary, and her husband William take the throne and are made Mary II and William III of England and Scotland in the 'Glorious Revolution.'
1702	William and Mary are dead, Anne becomes queen
1707	England and Scotland join together to become Great Britain
1714	Queen Anne dies and is the last Stuart monarch.

Key People

<p>Guy Fawkes</p> 	<p>Fawkes was a plotter in the Gunpowder plot by Catholics to try and blow up Parliament and kill James I. He was caught and tortured into confessing. He was then executed</p>
<p>Oliver Cromwell</p> 	<p>A puritan and leaders of the country 1649-1658. He was a very hard ruler who killed thousands of Catholics in Ireland</p>

History – The Industrial Revolution



Timeline

<p><u>Key Words</u> Industrial Revolution – from 1750-1900 when people in Britain began working in factories and moving to cities Factory – a building where goods are made, often by machine (Cloth factories were often called mills)</p>	<p><u>Working conditions</u></p> <ul style="list-style-type: none"> ▪ Work long hours in factories ▪ No health and safety – machines were dangerous ▪ Children would work in factories ▪ Could be beaten by the bosses e.g. Styal Mill, Cheshire, run by Samuel Greg 	<p><u>Living conditions</u></p> <ul style="list-style-type: none"> ▪ The population of cities dramatically increased, cities became overcrowded ▪ Back-to-back terrace housing ▪ Shared toilets, 6 toilets could serve 360 people ▪ No clean water in houses
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Styal Mill, Cheshire



Styal Mill Key Facts

- The mill spun cotton into cloth.
- Greg built cottages in Styal village for his workers.
- Greg’s wife Hannah Greg set up a doctors and an infant school for the workers and their children.
- Workers had to work in hot rooms with the windows shut.
- Workers inhaled the cotton dust which caused incurable lung disease.
- Over half of Greg’s’ workers were poor and orphaned children who they called apprentices. This system ended in 1847.
- The mill was passed down through Greg’s family.
- Greg had a brother who owned a plantation where slaves worked in the West Indies. Some of the cloth made at Styal Mill went to dress the slaves.



Key Dates

1784	Styal Mill was built for Samuel Greg
1820s	Greg had bought 5 more mills and become very rich
1832	Samuel Greg retires, his cotton spinning business was the biggest in England at this time.
1959	The mill was only employing 13 workers and stopped working.

Maths

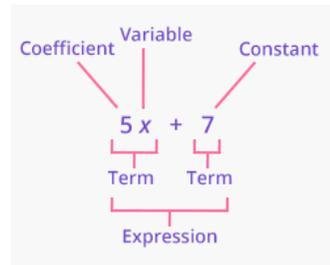
Expressions

An **expression** is often made up of a collection of terms but can be just a single term.

A **term** can be made up of a variable and a coefficient e.g. $5x$, or it can be just a constant, which is a fixed number.

A **variable** is represented by a letter and has an unknown value.

A **coefficient** is a number that is multiplying the variable.



Probability

Certain – means an event absolutely will happen.

Impossible – means an event absolutely cannot happen.

Likely – if an event happens you would be unsurprised.

Unlikely – You would be surprised if an event happened.

We calculate probability by:

$$\text{Probability} = \frac{\text{number of ways of an event happening}}{\text{total number of events}}$$

If an event is **impossible**, we say it has a probability of 0.

If an event is **certain**, we say it has a probability of 1.

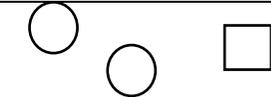
Every other probability is between 0 and 1, and can be given as a decimal or a fraction.

Maths

Ratio

A **ratio** tells you how much of something there is relative to something else, it does not tell you exactly how much of something there is (the absolute quantity).

Ratio of circles to squares is 3:2.



The order is important, the number that appears first in the ratio 3:2 is not the same as 2:3.

Ratio of squares to circles in 2:3.



Absolute value – Exactly how much of something there is, e.g. I have £12.

Relative amount – How much of something there is compared to something else, e.g. Amina is twice as old as Emily.

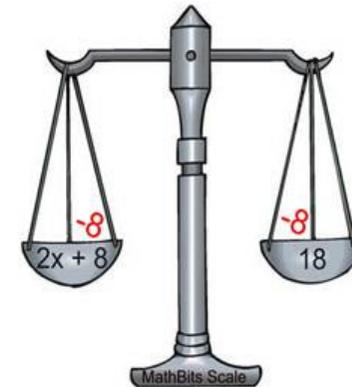
Solving Equations

An **equation** is made up of two expressions on either side of an equal sign.

$$\underbrace{4x - 7}_{\text{Expression}} = 5$$

Terms

An equation is like a weighing scale, because both sides are the same they must always balance.



Performing Arts – Dance

Health and Safety in Dance

In every dance lesson you must ensure that you adhere to all health and safety regulations. This includes bringing trainers and warming yourself up correctly.

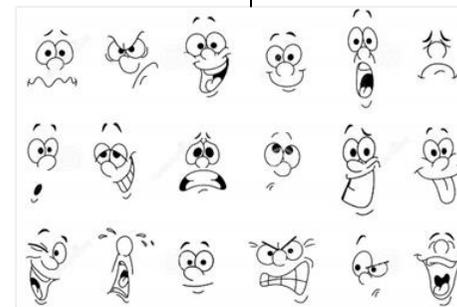
KEY QUESTION: Why do we warm up in dance? ANSWER: To prepare the body for physical activity and to avoid injuries.

Warm Up Sections	Example Activities
<p>1. Pulse Raiser</p> <p>A pulse raiser is a series of cardiovascular activities which increase your heart rate and the blood flow around your body.</p>	 <p>Star Jumps Jogging on the spot Burpees Power walking</p> 
<p>2. Mobility</p> <p>Mobilisation is a series of activities which loosen your joints in preparation for movement.</p>	 <p>Turning your head side to side Making circular motions with the arms, wrists, ankles and shoulders.</p> 
<p>3. Stretches</p> <p>Exercises to stretch the muscles in order to prepare them for movement. Top Tip: Stretching regularly can improve your flexibility.</p>	 <p>Straddle Stretch Hamstring Stretch Oblique stretch</p> 

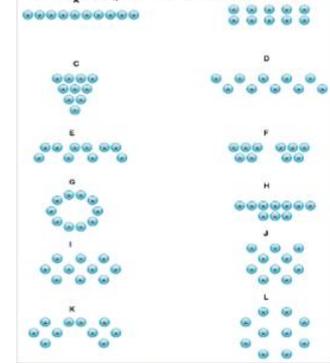
Performance skills:

Performance skills are the skills that allow you to engage and connect with your audience

Timing	Performing the correct movement at the correct time. This should be in time with your group
Musicality	How in time you are with the music
Energy	How much physical effort you apply to the performance
Facial Expressions	Animating the face to engage with your audience/communicate the theme of your performance
Projection	Projecting your movements outwards into the space with appropriate energy.



Example formations



Choreographic Devices:

Choreographic devices are the tools that we use to make our choreography more interesting and original.

Canon	Performing the same movement one after another.
Unison	Performing the same movement at the same time
Formation	The position you stand in to perform.
Levels	The height at which you perform your movement
Repetition	Repeating the same movement or phrase more than once

Kneeling or crouched

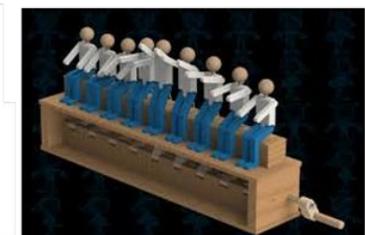
High

Middle

Low

Jumping or standing up

On the floor, e.g. a roll



Performing Arts – Dance – World Dance

KEY QUESTION: What is World Dance?

World dance consists of a variety of dance styles from all over the world. The dances are usually performed or practiced as part of a countries culture or social setting.



Gumboot Dance/Stepping:

Gumboot dancing comes from South African workers who worked in the gold mines during the migrant labour system and oppressive Apartheid Pass Laws. Gumboot dancing has now been modernised in America and introduced to the street dance genre as Stepping.

Key features:

- Making sounds with the body
- Call and response
- Stomping
- Clapping
- Musicality
- Spoken word



Country of Origin:

South Africa/America

African Dance:

African Dances are largely vernacular dances, they teach social patterns and values, help people work, mature, praise or criticize members of the community while celebrating festivals and funerals, competing, reciting history, proverbs and poetry; and to encounter gods. African dances are largely participatory, with spectators being part of the performance. Traditional dance in Africa occurs collectively, expressing the life of the community more than that of individuals or couples.

Key features:

- Polyrhythms
- Call and response
- Emphasis is placed on the chest hips and knees
- Performed in groups



Continent of Origin:

Africa

Bhangra:

Bhangra is a traditional style of dance that originated in India. The dance was associated primarily with the spring harvest festival Baisakhi. In a typical performance, several dancers execute vigorous kicks, leaps, and bends of the body, to the beat of a dhol which is a double headed drum.

Key Features:

- Traditionally performed in a circle
- Seasonal Dance
- Performed in groups
- Energetic style
- Lots of jumps



Country of Origin:

India

Bollywood:

Bollywood dance is the dance-form used in Indian films. It is a mixture of numerous styles. These styles include belly-dancing, kathak, Indian folk, western popular, and modern jazz dance. Bollywood dance has evolved to be a unique and energetic style that often tells a story.

Key Features:

- Neck & Head movements
- Facial expressions
- Hand Gestures
- Group formations



Country of Origin:

India

Brazilian Capoeira:

Capoeira is an Afro-Brazilian martial art that combines elements of dance, acrobatics, and music. The dancing and fluidity of movement in capoeira was designed to hide the fighting movements of a martial art. All the movements of martial arts were disguised by the dance so slaves wouldn't be discovered or reprimanded for training.

Key Features:

- Martial Arts movements
- Fluid movements
- A variety of levels
- Acrobatic movements



Country of Origin:

Brazil

Performing Arts – Drama – Social issues/bullying

Support



If you are being bullied you can talk to any adult in school.

CMA has a ZERO TOLERANCE policy on bullying.

Key Terms

Racist Bullying	Attacking someone due to their nationality / colour of their skin.
Homophobic Bullying	Attacking someone due to their sexuality / perceived sexuality
Sexist/Gender Bullying	Attacking people due to their gender/preferred gender.
Religious Bullying	Attacking someone due to their religion.
Cyber Bullying	Attacking someone online or by using technology.
Physical assault	Hurting someone, on purpose - physically
Making Threats	Telling someone you will do something unpleasant to them
Teasing	Making fun of someone persistently



Tell someone if you are being bullied

Feelings associated with bullying

Anxiety Humiliation

Depression Fear

Low confidence Hopelessness

Isolation Anger

A definition of bullying

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying can take many forms including:

- physical assault
- teasing
- making threats
- name calling
- cyber bullying

Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, between neighbours or in the workplace.

Monologue

If I take the long way home, they won't see me.

But I have to be quiet. If they spot me, they'll come after me.

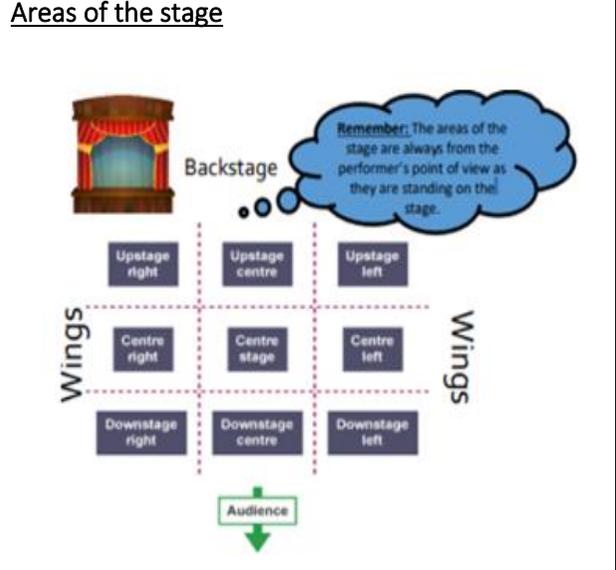
Then I'll have to run. Which makes them laugh.

They like that, that I'm scared. The more scared, the better. It's like a game: the more scared I am, the more points they get.

Fun. All kinds of fun.

It's probably my fault....

Memorise this monologue.
What feelings are communicated in this monologue?

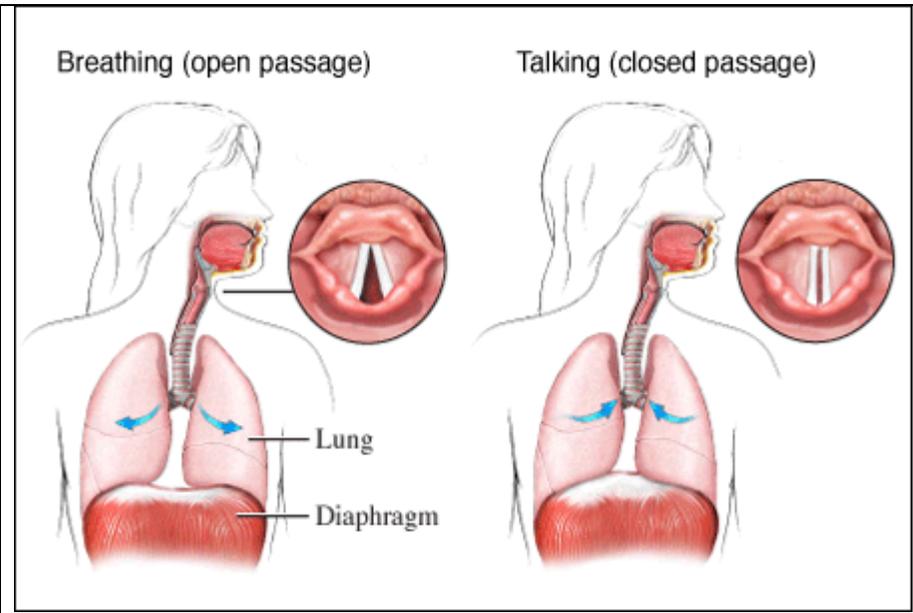


Performing Arts – Drama

<u>Vocal Skills:</u>		<u>Relationships with other characters and audience:</u>	
Volume	How loud or quiet you speak	Proxemics	Distance between characters to show a relationship
Tone	Matching mood or emotion	Eye Contact	Looking in a particular direction
Pace	How fast or slow you speak	Physical contact	Contact and touch between characters
Pitch	How High or low you speak	Levels	To show contrast between characters
Accent	How you speak based on where you're from	<u>Elements of Drama:</u>	
		Lighting	The use of lights to create a particular atmosphere
<u>Physical Skills:</u>		Sound	Adding sound or music to create an effect
Body Language	How you use your body to show something	Costume	What the character would wear
Gestures	How you use your hands to communicate	Props	Items used within the performance
Facial Expressions	How you use your face to communicate an emotion	Set	Backdrops and items to create an atmosphere
Actions	What you do		
Levels	Using different heights to communicate a message		
Projection	Exaggerating either vocal or physical skills		
<u>Use of Space:</u>			
Audience Awareness	Ensuring the audience can see you.		
Stage directions	Where on the stage you are positioned		
Movement	Using the whole stage		

Performing Arts – Music – Performance through voice

<u>Musical key words</u>	<u>Definition</u>
Vocal Cords	Two muscles which lie within the larynx and makes the sound of your voice when vibrated caused by air passing through.
Diaphragm	A strip of muscle that sits underneath your lungs and helps push air through your lungs and past your vocal cords .
Head Voice	When you sing higher notes softer with the feeling that the sound is coming out the top of your head
Chest Voice	When you can 'belt' a melody and sing loudly. This is used mainly for lower notes but can be used for higher notes too depending on your vocal range.

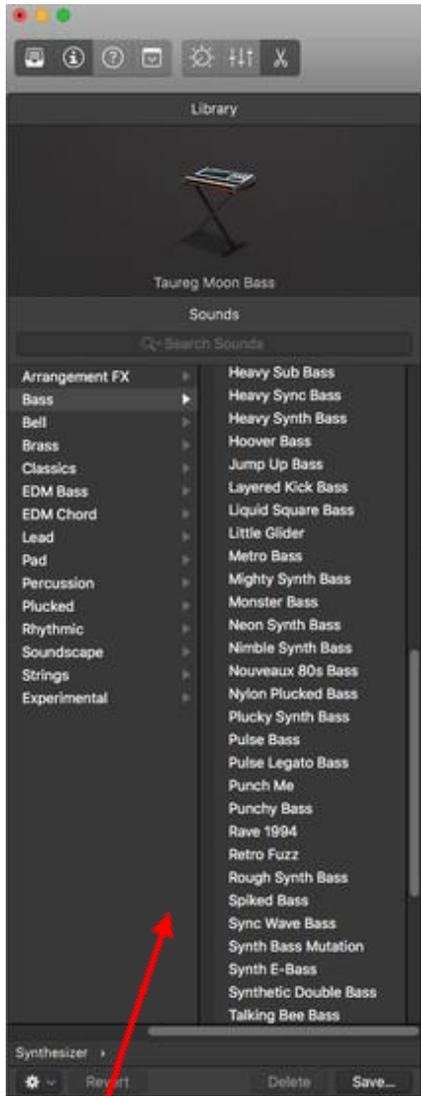


5 Top Tips to warm up your voice

1. **Stretch!** Arms up to the **ceiling**, back down to **touch your toes** – **head back, forward** to the **side** and shake it out!
2. Take a deep breath in – hold for **4 counts** – breathe **out for 4 counts** – repeat **4 times**.
3. Hum on the **lowest** note you can and then gradually hum up to **highest** notes you can and back down – this is called a **siren**.
4. Using notes **C,D,E,F,G** – sing the different sounds – ma, sa, la, do, woo, he, hah, far.
5. **Tongue Twisters** are a great way to get your face muscles going! Say the following phrase slowly at first and then get gradually faster!
Peter Piper picked a peck of pickled pepper, a peck of pickled pepper Peter Piper picked, is Peter Piper picked a peck of pickled pepper, where's the peck of pickled pepper Peter Piper picked?

Why is it important to warm up your voice before you sing?

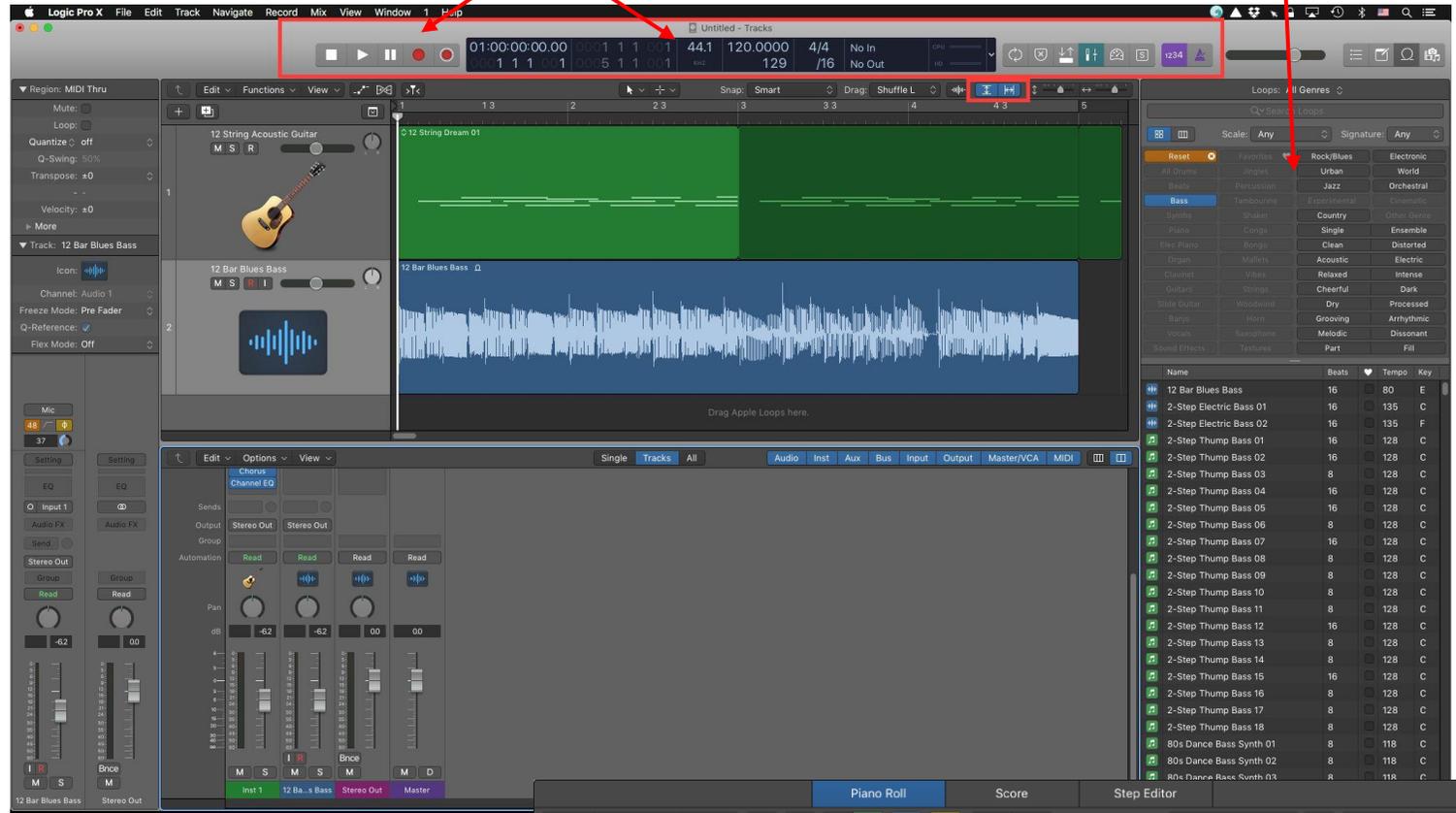
Performing Arts – Music – Logic Pro X



Instrument Plug-Ins

There are thousands of different instrument sounds to choose from based on real and synthesized sounds. Play these through the midi instrument and record your own melody and beats

Tool Bar – You control the **tempo**, **time signature**, **stop**, **start** and **record** from here.



Loop Bank - Select different sections of music which you can **loop** and build to create your own song in lots of different **genres**.



Piano Roll
You can input notes, make them longer/shorter and louder/quieter to create melodies and beats.

PSHE

Key words

Half-term five: Young people and the law

1. **Crime:** doing something which breaks the law e.g. stealing
2. **Justice:** rewarding the good and punishing the bad. Making things right and fair.
3. **Civil law:** Laws that deal with private matters
4. **Criminal law:** Laws that deal with criminal matters
5. **Reform:** To change someone or something
6. **Protection:** Keeping someone safe from injury or harm
7. **Prevention:** Stopping something from happening
8. **Inclusion:** including/involving people in a group or society
9. **Anti-social behaviour order (ASBO):** restricts the behaviour of people who are likely to harm or upset the public

Key knowledge

10. Laws are a set of rules that we have to follow in the UK. They protect us from harm and if we break any laws, there will be consequences for your actions.
11. If you are in an emergency, you should contact 999. If you are in a non-emergency but need to report something then you must contact 111.
12. There are age restrictions which protect young people from harm. An example is, you are not allowed to drink alcohol under the age of 18. This is to protect the development of young people.
13. The role of the police is to solve crimes, arrest criminals, work within the community and be on patrol where they walk around society and make sure people feel safe and don't commit crimes.
14. A PCSO is a community support officer. They assist the police by walking around an area and make sure the area is safe and secure.
15. To keep safe; don't be alone at night, don't approach anyone suspicious, always report everything to a trusted adult and don't talk to people you don't know online.
16. Punishments are given to people who break the law. They are there to protect society from criminals. Make criminals better people. Put people off committing a crime and to make criminals pay for their crimes.
17. There are lots of different punishments for committing a crime such as a prison sentence, community service and educational programmes.
18. Education is a key stage in preventing crime. It teaches people what will happen if they break the law and why they should follow the law.

PSHE

Key wordsHalf-term six: Rights

1. **Rights:** a moral or legal entitlement to have or do something
2. **European Convention on Human Rights (ECHR):** an international human rights agreement between the 47 states that are members of the Council of Europe (CoE).
3. **Consumer** – a person who purchases goods and services for personal use
4. **Consumers Rights Act 2015** – consumers can buy and businesses can sell to them with confidence. On the rare occasions when problems arise, disputes can now be sorted out more quickly and cheaply.
5. **Citizens Advice Bureau (CAB):** an organisation that offers free advice on consumer and other legal matters
6. **Act:** a law passed by Parliament
7. **Legal right:** a right that is protected by the law.
8. **Trade Unions:** organisations that look after the interests of a group of people.
9. **Contract of Employment:** a document that details an employee's and employer's responsibilities for a particular job
10. **Abortion:** the deliberate termination of a human pregnancy, most often performed during the first 28 weeks
11. **Embryo:** an unborn or unhatched offspring approximately in the second to the eighth week after fertilization.
12. **Euthanasia:** the painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma

Key knowledge

13. Human rights are what every human is entitled too. There are 30 human rights for adults aged above 18 and 45 rights for children aged under 18. Human rights make sure everyone is treated fairly with dignity and respect.
14. Our rights might be threatened by the government and people in charge. Sometimes the government wants to change our rights to make it easier for them. An example of this is Brexit. The government might change the European Convention on Human Rights to something that is more specific to the UK.
15. The Consumer Rights Act 2015 was introduced to protect people who buy and sell products. The law now states that we should be provided with clear and honest information, get what we pay for, the products are fit for purpose and faults should be put right free of charge or a replacement should be provided.
16. When the law protects a human right, it becomes a legal right. An example of this is education. Everyone has the right to education but if you do not attend school parents/carers can be prosecuted. This is to make sure the right to education is being practised.
17. The National Living Wage is the minimum amount to be paid to an employee over the age of 25 and the National Minimum Wage is the minimum amount to be paid to an employee.
18. Employment laws protect the rights of employees and make sure businesses carry out their responsibilities towards their staff. All staff have signed a contract and this states their rate of pay, date of starting, whether or not they get sick pay and their holiday entitlements.
19. Trade unions help employees if they are ever in a situation where they are not getting the correct pay, working in unsafe conditions or being mistreated at work. They help to make sure employees are happy and safe in their work.
20. NHS patients have the right to choosing a GP, change doctor if needed, hospital treatment, to refuse treatment and the right to organ donation.

Physical Education

Shotput

<u>Rules</u>	<u>Skills & Teaching Points</u>
<ol style="list-style-type: none"> Shot must be placed close to the neck resting on the shoulder Shot must be released above shoulder height You must not step out of the circle. 	<ol style="list-style-type: none"> Clean palm, dirty neck Weight over back leg, slight bend in the knee 'Chin, knee, toe, twist and throw'

Track

<u>Rules</u>	<u>Skills & Teaching Points</u>
<ol style="list-style-type: none"> Stay low when accelerating Head in a neutral position Run on balls of feet Arms move from lip to hip Knees come in line with hips 	<ol style="list-style-type: none"> Maintain your speed Control your breathing Save some energy for a burst at the end of the race

Relay

<u>Rules</u>	<u>Skills & Teaching Points</u>
<ol style="list-style-type: none"> You must not set off before the starter pistol has sounded You cannot drop the baton The changeover must take place within the 20m zone 	<ol style="list-style-type: none"> Runners carry the baton at the bottom end runner holds the baton vertically with an extended arm when nearing the receiving runner The receiving runner standing start position and with their hands

Javelin

<u>Rules</u>	<u>Skills & Teaching Points</u>
<ol style="list-style-type: none"> You must hold the Javelin at the grip The tip must hit the ground first You must not step over the line during and after your throw 	<ol style="list-style-type: none"> Feet slightly wider than shoulder width apart Throwing arm straight parallel to the body. Elbow stays high, aim to throw the javelin over your head

Discus

<u>Rules</u>	<u>Skills & Teaching Points</u>
<ol style="list-style-type: none"> An athlete cannot touch the ground outside of the circle Disc must land inside the boundary, The circle must have a diameter of 2.5m 	<ol style="list-style-type: none"> Loose grip, discus resting in fingertips Weight over back leg with slight bend in the knee Palm faces down, arm straight, release discus at 45-degree angle

High Jump

<u>Rules</u>	<u>Skills & Teaching Points</u>
<ol style="list-style-type: none"> You must take off using one foot only If the bar is dislodged the jump will not count If you fail 3 jumps at the same height you will be disqualified 	<ol style="list-style-type: none"> Take a curved run up in the shape of a J Jump off your outside leg Kick your other leg like you're kicking a football

Physical Education

Cricket

<u>Rules</u>	<u>Skills & Teaching Points</u>
<ol style="list-style-type: none"> 1. You must bowl with a straight arm. 2. If a batter hits their own wickets, they are out. 3. If you catch the ball without bouncing, the batter is out. 4. To score runs, the batters must swap positions in between the wickets. 	<p>Catching Keep your eyes on the ball / Spread hands as wide as possible / Hands together</p> <p>Bowling Grip the ball with index and middle finger on top of the ball / Thumb is underneath the ball / Keep your arm straight</p> <p>Batting 'V' points down the back of the bat / Right hand underneath left hand (if right-handed) / Use the bat in a straight line /</p>

Softball

<u>Rules</u>	<u>Skills & Teaching Points</u>
<ol style="list-style-type: none"> 1. You must bowl underarm 2. 3 strikes and you are out 3. If batter successfully runs around each base and returns to home base then a run is recorded (even if not in one run). 4. Batter is out if fielder catches the ball without the ball bouncing or if they are run out. 	<p>Catching – using the softball mitt on your weaker hand, aim to catch the ball in the centre. Use non-catching hand to support. Non-catching hand used to throw the ball.</p> <p>Bowling – get into a balanced position and ensure back foot is secure. Swing ball from back to front. Release ball at mid body height</p>

Rounders

<u>Rules</u>	<u>Tactics & Strategies</u>
<ol style="list-style-type: none"> 1. You must bowl underarm 2. A “no-ball” is above the head and below the knee 3. 2 “no-balls” = half a rounder to the batting team 4. If you hit the ball and run to 2nd base you score half a rounder 5. If you hit the ball and run to 4th base you score a full rounder 	<p>Catching Keep your eyes on the ball / Spread hands as wide as possible / Hands together</p> <p>Bowling Step forward, opposite foot to bowling arm Swing ball from back to front Release ball with straight arm</p>

Tennis

<u>Rules</u>	<u>Skills & Teaching Points</u>
<ol style="list-style-type: none"> 1. If the ball lands on the line it is in. 2. If you hit the ball out of court, your opponent wins the point. 3. You can play either singles or doubles. 	<p>Grip You grip (hold) the racket like you are shaking hands with it.</p> <p>Direction Face your racket strings the way you want the ball to go.</p> <p>Shots There are forehand and backhand shots.</p>

Religious Studies

Keywords

Half-term five: Who is Jesus?

1. **Manger:** where animals eat their food from
2. **Messiah:** a leader who is seen as the saviour of a particular group
3. **Nativity:** the birth of someone
4. **Parable:** a story told by Jesus with a meaning to help people understand an important message
5. **Golden Rule:** teaching of Jesus that says we should treat others as we would like to be treated
6. **Miracle:** an extraordinary event that cannot be explained by science and can only be explained by God
7. **Extraordinary:** very unusual or remarkable
8. **Resurrection:** rising from the dead
9. **Eucharist:** Christians eat bread and drink wine during their Sunday church service to remember the sacrifice Jesus made for them

Key information

10. Jesus is an important prophet (messenger) for Christians and Muslims.
11. Jewish people do not believe that Jesus is a messenger sent by God (prophet).
12. Christians believe that Jesus is the Son of God. Muslims do not believe this.
13. The celebration of Jesus' birth is known as Christmas. This takes place on 25th December in the UK.
14. Jesus was born to a virgin mother called Mary. Mary was told by Angel Gabriel that she would be giving birth to the Son of God.
15. Jesus' mother, Mary, lived in Nazareth with her husband, Joseph. When she was ready to give birth, a census was taking place, which meant that people had to return to the city where they were from. Joseph was from Bethlehem so they had travel there on foot.
16. The messages that Jesus gave in the Sermon on the Mount are some of his most famous and most important. One of the key messages from the Sermon on the Mount was to love each other.
17. The performance of miracles made lots of people believe in God. This is because only someone as powerful as God could allow Jesus the power to complete them.
18. Jesus was betrayed by two of his disciples (followers). One was Judas as he identified who Jesus was which then resulted in his arrest. Peter betrayed Jesus by denying him (stating he did not know Jesus) three times.
19. Jesus' miracles included; the rising of Lazarus (bringing him back to life), calming the storm (when on a boat and a terrible storm that could overturn or sink the ship occurred) and feeding the 5000 (with just two fish and one loaf of bread which provided them with enough food to feed 5000 people).

Sources of wisdom and authority - SOWAs

20. Jesus said; "You have heard that it was said, 'Eye for eye, and tooth for tooth.' But I tell you, if anyone slaps you on the right cheek, turn to them the other cheek also."
21. Jesus said; "You have heard that it was said, 'Love your neighbour and hate your enemy.' But I tell you, love your enemies and pray for those who persecute you'."
22. During the storm, Jesus said; "Be silent, be still".
23. Jesus taught; "those who believe in me will never die."
24. 'The Son of Man must be delivered over to the hands of sinners, be crucified and on the third day be raised again.' " Luke 24:5-7

Religious Studies

Keywords

Half-term six: Eastern religions: Key figures

1. **Sheikh:** An Arab leader. The head of an Arab tribe or village.
2. **Monotheism:** Worshipping one God
3. **Paganism:** A polytheistic nature-worshipping religion
4. **Revelation:** communication from Allah, often through an angel
5. **Jibril:** Gabriel
6. **Hijra:** Prophet Muhammad's journey from Mecca to Medina
7. **Hadith:** traditions or sayings of the Prophet Muhammad
8. **Hajj:** Muslim pilgrimage
9. **Equality:** being equal, especially in rights and opportunities
10. **Risalah:** communication between Allah and people through prophets

Key information

11. Muhammad was born in the Arabian town of Mecca (now in Saudi Arabia) in about 570.
12. Muhammad's father died before Muhammad was born, and Muhammad's mother died when he was six. He was then raised by his grandfather and later by his uncle.
13. Without parents, the pressure was on Muhammad to earn a living. He was very good at his job and he made a lot of money for his employer, a 40-year-old widow called Khadijah.
14. When Muhammad reached the age of 25, this widow asked him to marry her and he agreed. After marrying this rich woman, Muhammad had more time to think about his life.
15. In 610 AD, when Muhammad was 40 years old, he went for a walk to the mountain of Hira near Mecca. The angel Jibril spoke with him in a cave on the mountain.
16. When Muhammad first started teaching, many of the people of Mecca, who worshipped idols, did not like the things that Muhammad said. But there were also people who listened to his preaching and obeyed his messages.
17. In 632 AD, Prophet Muhammad spoke to the crowds of Muslims for the last time. He did this on Mount Arafat during Hajj.
18. His teachings included; treat all people the same, the best thing you can do is think about and be loyal to Allah and everyone is equal.
19. Muslims believe in many prophets shared across the Abrahamic religions. Some include; Abraham (Ibrahim), Moses (Musa), Job, (Ayyub) and Jesus (Isa).

Sources of wisdom and authority - SOWA

25. "Read in the name of God who made man, God who is the Most Rewarding. God who taught man to write with a pen and taught man what he didn't know."
26. "The weak among you, feed them on what you eat, dress them as you are dressed." Final Sermon
27. "The best among you is the person who most regards God." Final Sermon
28. "Every Muslim is the brother of every other Muslim. Between Muslims there are no races and tribes." Final Sermon

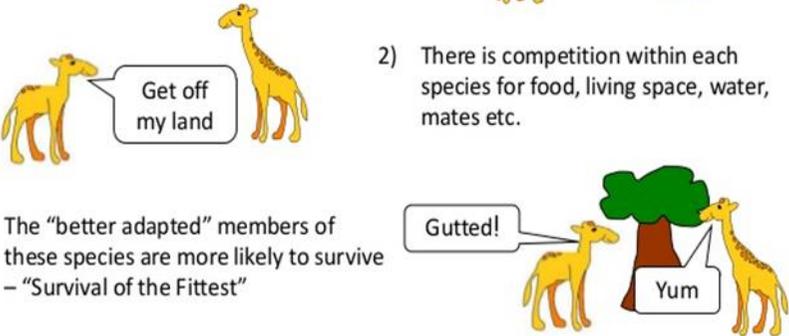
Science

Natural Selection

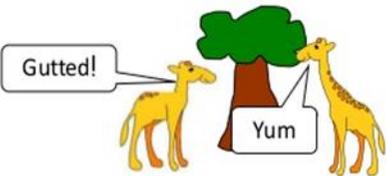
1) Each species shows variation:



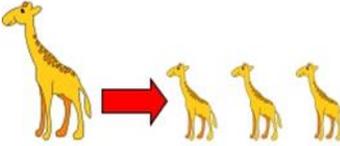
2) There is competition within each species for food, living space, water, mates etc.

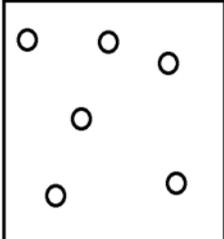
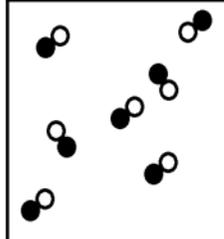
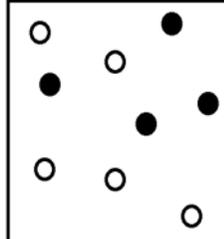
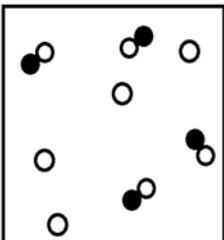
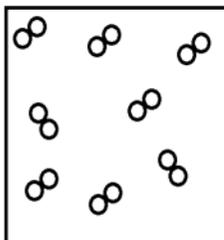
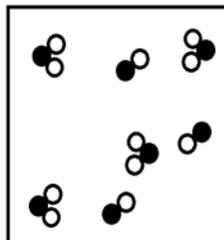


3) The "better adapted" members of these species are more likely to survive – "Survival of the Fittest"

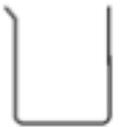


4) These survivors will pass on their better genes to their offspring who will also show this beneficial variation.

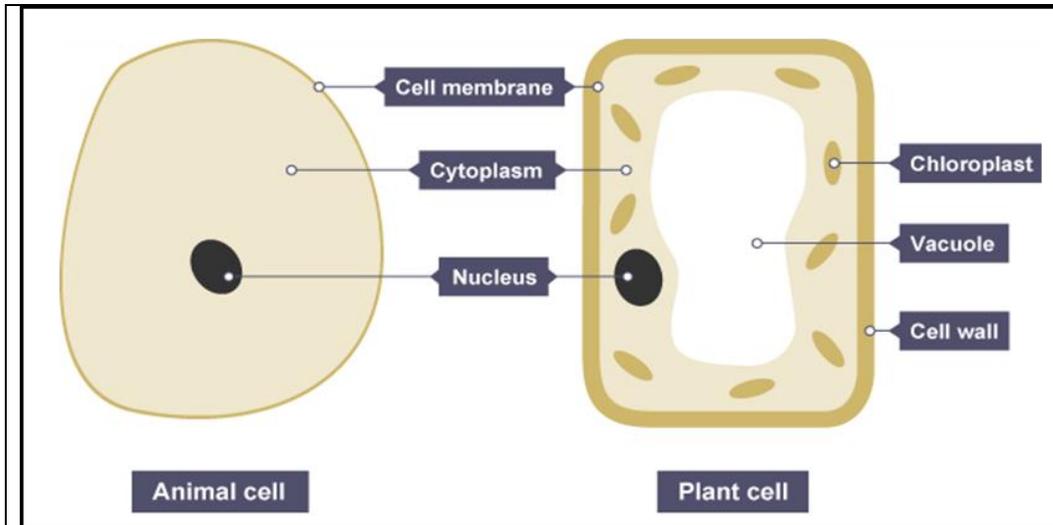


<i>Element</i>	<i>Compound</i>	<i>Mixture of Elements</i>
		
		
<i>Mixture of an Element and a Compound</i>	<i>Element</i>	<i>Mixture of Compounds</i>

Metals	Non-metals
Shiny	Not shiny
Good conductor of heat	Poor conductor of heat
Good conductor of electricity	Poor conductor of electricity
Malleable (Can be bent into shape)	Not malleable
Ductile (Can be stretched into wires)	Not ductile
All solid at room temperature (except mercury)	

Beaker	Conical Flask	Measuring Cylinder	Tripod	Funnel	Boiling Tube	Test Tube	Spotting Tile	Evaporating Dish	Round bottom Flask
									
Holding liquids	Reacting liquid substances	Measuring volumes of liquids	Placing equipment on when heating	Transferring liquids into a container / holding filter paper	Holding reactants when heating	Small scale reactions	Observing reactions of different samples	Evaporating liquids rapidly	Used in distillation

Science



Polar Bear Adaptations

Two layers of fur and a thick layer of body fat to keep them warm

Ears with a small surface area to allow less heat to escape

Fur appears white. Camouflages them against the snow.

Long, curved, sharp claws help them kill and eat prey

Bumps on their footpads help grip the ice

Wide feet reduce the pressure on the snow

Organelle	Function
Nucleus	Contains DNA. Controls the cell.
Cell Membrane	Controls movement of substances in and out of the cell.
Cytoplasm	Liquid where chemical reactions take place.
Cell Wall	Gives the cell support and protection.
Vacuole	Contains cell sap which gives the cell its shape.
Chloroplast	Where photosynthesis takes place.

Conservation of Energy

Energy cannot be created or destroyed. It can only be stored or transferred between different stores. This means that the total energy in a system of objects always stays the same.

Energy Stores

	Chemical		Elastic
	Gravitational potential		Nuclear
	Kinetic		Magnetic
	Thermal		Electrostatic

Energy Transfer Pathways

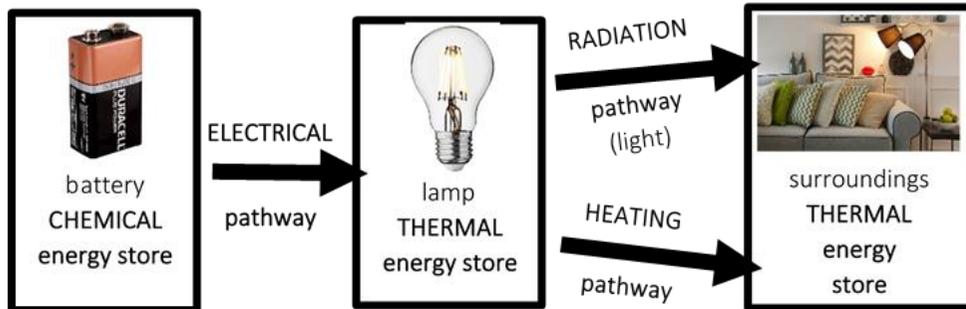
Mechanically (when a force moves through a distance)

Electrically (when a charge moves through a potential difference)

By **heating** (because of a temperature difference)

By **radiation** (e.g. light, microwaves, infra-red)

Energy transfer diagrams show how energy is transferred between different stores.



World Languages – En el insti (in school)

El dibujo	Art	¿Cómo es tu professor?	What's your teacher like?	¿Qué comes?	Snacks
El diseño	Design	El profesor de...es...	The...teacher (male) is...	¿Qué comes en el recreo?	What snacks do you eat at lunch break?
El español	Spansih	aburrido	boring	Como...	I eat...
El francés	French	antipático	unpleasant	Comé...	He/she eats...
El inglés	English	divertido	amusing	Un bocadillo	A sandwich
El teatro	Drama	severo	strict	Un plátano	A banan
La educación física	PE	simpático	nice, kind	Una hamburguesa	A hamburger
La geografía	Geography	La profesora de...es...	The teacher (female) is...	Una manzana	An apple
La historia	History	aburrida	boring	Una pizza	A pizza
La informática	IT	antipática	unpleasant	Unas patatas fritas	Some crisps
La música	Music	divertida	amusing	¿Qué bebes?	What do you drink?
La tecnología	Technology	severa	strict	Bebo...	I drink...
<p>1. Me gusta / me gustan = I like 2. Odio = I hate 3. Prefiero = I prefer 4. Me encanta / me encantan = I love 5. Detesto = I hate 6. No me gusta nada = I really don't like 7. Siempre me ha gustado = I've always liked 8. Nunca no me ha gustado = I've never liked 9. Me interesa/me interesan = it interests me</p>		<p>simpática nice, kind</p> <p>Comedor – dining room Laboratorios – labs Un gimnasio – gym Aulas – classrooms Un teatro – a theatre Despacho del director – head's office Patio – playground Campo de futbol – football pitch</p>		<p>Bebe... He/she drinks... Agua mineral A mineral water Un zumo de naranja An ornage juice Una limonada A lemonade Una Coca-Cola A Coca-Cola</p> <p>Tengo = I have Studio = I study Tener = to have Estudiar = to study Como = I eat Comer = to eat Bebo = I drink Beber = to drink</p>	

World Languages – School and local area

Colegio – school/college	Elegante = Smart/elegant	(En) mi barrio... = (in) my neighbourhood...
Cole – school/college	Feo = ugly	Es = is
Instituto - school	Cómodo = comfortable	Tiene = has
Insti - school	Práctico = practical	Hay = there is
Escuela – school/primary school	De moda = fashionable	No hay = there isn't
Escuela primaria – primary school	Corto = short	Había – there used to be
Es mixto/a – it's mixed	Sin mangas = sleeveless	Era – used to be
Es femenino – it's for girls	Llevar = to wear	Tenía – used to have
Es masculino – it's for boys	Llevo = I wear	Residencial – residential
Hay/no hay uniforme – there is/isn't uniform	Hay que llevar = you have to wear	Histórico – historical
Una falda – a skirt	Está prohibido llevar = you're not allowed to wear	Industrial
Una blusa – a blouse	Estoy de acuerdo de – I agree with	Turístico – touristy
Una sudadera – a coat/outdoor jacket	Estoy en contra de – I'm against	Modern – modern
Una chaqueta – a blazer/jacket	Era – I was / it was / he was, etc	Interesante – interesting
Una corbata – a tie	Iba – I used to go	Bonito – pretty
Zapatos - shoes	Se llamaba – it / he / she was called	Feo – ugly
Pantalones - trousers	Mas = more	Pintoresco – picturesque
Una camisa – a shirt	Menos = less	
Zapatillas de deporte – trainers		

Record of learning homework

How to record your learning

You should record the subject or subjects on the learning homework page and show this to your form tutor on a weekly basis.

Week: Apl 20	Week: Apl 27	Week: May 4	Week: May 11	Week: May 18	Week: Jun 1

Week: Jun 8	Week: Jun 15	Week: Jun 22	Week: Jun 29	Week: Jul 6	Week: Jul 13