

‘Success is the sum of small efforts repeated day in and out.’



Aspire | Achieve | Thrive

Name:

Tutor:

Half Term 1 2023-2024

Science

French

KNOWLEDGE ORGANISER

History

English

Geography

Hegarty

Maths

Modern Britain

QUESTIONS STEMS



Use these to help you set your own questions.
Try to use some from each section.

Simple Question Stems - recognising and recalling

Where is it?	Describe what happens when?
What is?	How would you define?
When did it happen?	How would you recognise?
How is?	Which one?
Why did?	Explain what is meant by?

More complex questions

Identify the pros and cons of	What do you think about?
What would be the result of?	Which is the most important factor?
What explanation can you give for	What could you suggest about?
What is the problem with?	What would happen if?
What can you point out about?	What is the most important reason why

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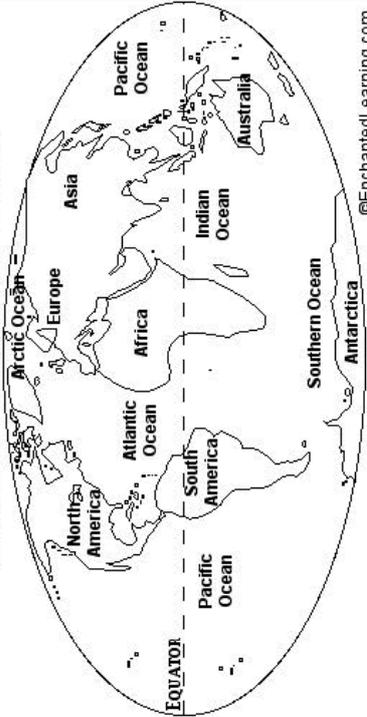
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Book Pride

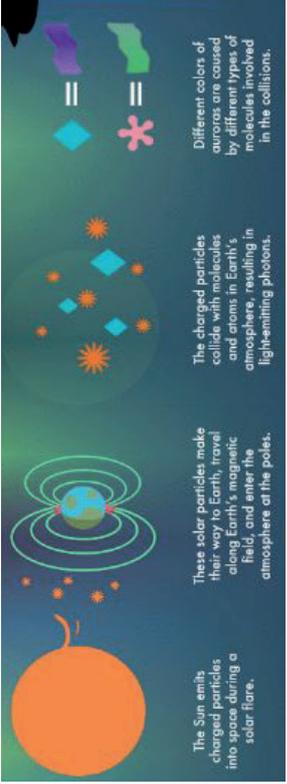
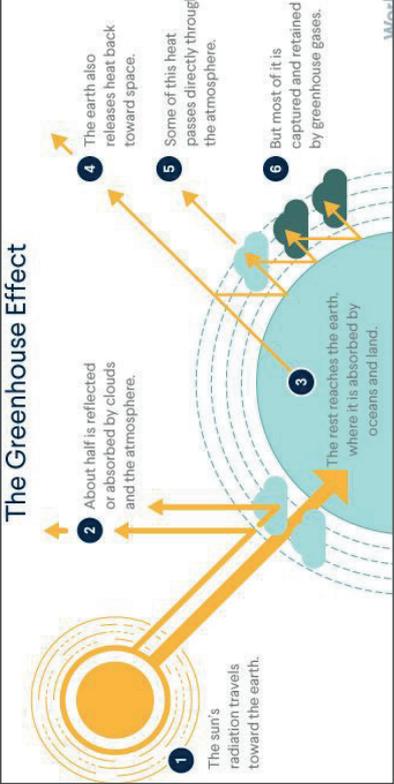
1	2
<ul style="list-style-type: none">● No dates and titles are underlined● Work is very untidy● Extended writing tasks are incomplete● SPaG errors being repeated <p>Show more PRIDE in your learning. Be proud to learn and be proud of your work.</p>	<ul style="list-style-type: none">● Some dates and titles are underlined● Work is untidy● Extended writing tasks are short● SPaG errors being repeated
3	4
<ul style="list-style-type: none">● Most dates and titles are underlined● Work is usually neat and well presented● Extended writing tasks are good● SPaG is usually correct	<ul style="list-style-type: none">● All dates and titles are underlined● Work is exceptionally neat and well presented● Extended writing tasks are outstanding● SPaG is consistently correct <p>You are RESILIENT. You always show PRIDE in your work.</p>

Year 7 - Half term 1 (11/9/2023 → 20/10/2023) - Written Homework Plan

	Monday		Tuesday		Wednesday	Thursday	Friday	
	Geography	Computing	French	Spanish	Modern Britain	History	Art	Health
Week 1	Economic Sectors	Programming	Being Healthy /Food & Drink Keywords and Definitions	My Life Keywords and Definitions	Religious Attitudes to Wealth	Women in Nazi Germany	Reflective Recording	Tennis
Week 2	TNC's and Clone Towns	Programming with lists	Being Healthy /Food & Drink Keywords and Definitions	My Life Keywords and Definitions	Religious views on Poverty and its causes	Youth Policies and Opposition	Contextual Understanding: Keywords and Definitions	Softball
Week 3	Suburbanisation	While Iteration	Being Healthy /Food & Drink Keywords and Definitions	My Life Keywords and Definitions	Islam Teachings and Beliefs Human Rights Social Justice	Revision for Assessment	Andy Warhol Shepard Fairey	Athletics
Week 4	Dereliction and Regeneration	For Iteration	Being Healthy /Food & Drink Keywords and Definitions	My Life Keywords and Definitions		Jewish Persecution	Creative Making	Thinking ME: Cardiovascular System
Week 5	Sustainable Urban Living	SUMS	Being Healthy /Food & Drink Keywords and Definitions	My Life Keywords and Definitions	Nature of Family	Minority Policies	Reflective Recording	Thinking ME: Cardiovascular System
Week 6	Sustainable Urban Living	Using Lists and Selection	Being Healthy /Food & Drink Keywords and Definitions	My Life Keywords and Definitions	Role of the Family	Living and Working Standards in Nazi Germany	Contextual Understanding: Keywords and Definitions	Healthy Me: Healthy Eating Nutrients

Session	Keywords	Knowledge	Geographical concepts
1 Continents and Oceans	<p>Continent: A large landmass</p> <p>Ocean: A large body of water</p>	<p>There are seven continents:</p> <ul style="list-style-type: none"> ● North America ● South America ● Asia ● Oceania ● Antarctica ● Europe ● Africa <p>There are five oceans;</p> <ul style="list-style-type: none"> ● Atlantic ● Arctic ● Indian ● Pacific ● Southern 	 <p>©EnchantedLearning.com</p>
2 Svalbard	<p>Archipelago : A group of islands</p>	<p>The location of Svalbard Svalbard is a group of islands (archipelago) located in the continent of Europe. The islands are found north of the Arctic Circle and belong to Norway. The largest island is called Spitsbergen and the capital city is Longyearbyen.</p> <p>Interesting facts about Svalbard</p> <ul style="list-style-type: none"> → The average summer temperature is 5 degrees C, the average winter temperature is -15 degrees C. → There is good access to Wifi → 3000 polar bears live on Svalbard → You are not allowed pets except working dogs → The population of Svalbard is 2400 → You are not allowed to leave the town without a guide or a gun. 	<p>What do people do in Svalbard? The two main reasons people visit Svalbard are for scientific research and adventure tourism. Many scientists study the effects of climate change on the planet.</p> <p>Tourists visit Svalbard to go snowmobiling on the frozen Fjords in the winter. They also take sleigh rides with Huskies pulling them and try and see the wildlife. You can also get an excellent view of the famous Northern lights in Svalbard at the correct time of year, Svalbard is also host to the World Seed Bank; a giant freezer that contains seed samples of over 4.5 million varieties of crop.</p>

Week 1 questions	Week 2 Questions
<ol style="list-style-type: none"> 1. How many continents are there? 2. Continents are masses of land usually made up of.... 3. How many Oceans are there? 4. What are the four main compass points? 5. Name the two tropical parallels? 6. Name the two circles around the poles? 7. Name the country we live in? 8. Name the continent we live in? 	<ol style="list-style-type: none"> 1. On what continent is Svalbard located? 2. In which Ocean is Svalbard located? 3. What is Svalbard's average summer temperature? 4. What is the weather like there in Winter? 5. What is the population of Svalbard? 6. What is your favourite fact about Svalbard? 7. What do people do in Svalbard?

Session	Keywords	Knowledge	Geographical concepts
<p>3 The Northern Lights</p>	<p>Aurora Borealis: the Northern Lights</p>	<p>Formation of the Northern Lights</p> <ul style="list-style-type: none"> • The sun emits solar particles into space during a solar flare. • The solar particles make their way to earth. They are deflected by the earth's magnetic field and enter the atmosphere at the poles • The solar particles collide with atoms in Earth's atmosphere, lighting up the atoms. • Different colour auroras are caused by different atoms involved in the collisions. 	 <p>The Sun emits charged particles into space during a solar flare. These solar particles make their way to Earth, travel along Earth's magnetic field, and enter the atmosphere at the poles. The charged particles collide with molecules and atoms in Earth's atmosphere, resulting in light-emitting photons. Different colors of auroras are caused by different types of molecules involved in the collisions.</p>
<p>4. The Greenhouse effect</p>		<ul style="list-style-type: none"> • A greenhouse stays warm inside, even during the winter. In the daytime, the sun shines into the greenhouse and warms the air inside. At night, it's colder outside, but the greenhouse stays warm inside because the glass walls of the greenhouse trap the Sun's heat. • The greenhouse effect works much the same way on Earth. Gases in the atmosphere, such as carbon dioxide, trap heat just like the glass roof of a greenhouse. These heat-trapping gases are called greenhouse gases. • During the day, the Sun shines through the atmosphere. Earth's surface warms up in the sunlight. At night, Earth's surface cools, releasing heat back into the air. But some of the heat is trapped by the greenhouse gases in the atmosphere. • That's what keeps our Earth a warm and cozy, 14 degrees Celsius, on average. • Human activities are changing Earth's natural greenhouse effect. Burning fossil fuels like coal and oil puts more carbon dioxide into our atmosphere. • NASA has observed increases in carbon dioxide and some other greenhouse gases in our atmosphere. Too much of these greenhouse gases can cause Earth's atmosphere to trap more and more heat. This causes Earth to warm up. 	 <p>The Greenhouse Effect</p> <ol style="list-style-type: none"> 1 The sun's radiation travels toward the earth. 2 About half is reflected or absorbed by clouds and the atmosphere. 3 The rest reaches the earth, where it is absorbed by oceans and land. 4 The earth also releases heat back toward space. 5 Some of this heat passes directly through the atmosphere. 6 But most of it is captured and retained by greenhouse gases.
<p>Week 3 questions</p> <ol style="list-style-type: none"> 1. When does the sun emit solar particles? 2. What deflects the solar particles? 3. Where do solar particles enter the atmosphere? 4. What happens when they collide with an atom? 5. What is the proper name for the Northern Lights? 6. Name a country where you can see the Northern Lights? 7. What is the proper name for the Southern Lights? 8. Where can you see the Southern Lights? 	<p>Week 4 Questions</p> <ol style="list-style-type: none"> 1. The Sun's what travels towards the Earth? 2. How much is reflected? 3. What is it absorbed by on the surface of the Earth? 4. Where does the reflected heat go? 5. Name an atmospheric gas which absorbs some of the heat? 6. What do we name these gases? 7. What is the impact of temperature of these gases? 8. Name a source of Greenhouse gases? 		

Term 1 Geography Year 7 Knowledge Organiser: Fantastic places

Session	Keywords	Knowledge	Geographical concepts - Impacts of Climate Change on Tuvalu
5 Tuvalu	<p>Atoll: A ring shaped coral reef or island</p> <p>Cyclones: A type of storm formed in the South Pacific Ocean</p> <p>Resources: Something that can be used to help you</p>	<p>The location of Tuvalu Tuvalu is located in the continent of Oceania just south of the Equator. It is east of Australia, north of Fiji in the Pacific Ocean. The capital of Tuvalu is Funafuti. The population of Tuvalu is 11,500 (it is the 4th smallest country in the world).</p> <p>Tuvalu is an Atoll An atoll surrounds a body of water called a lagoon. Channels connect the lagoon to the open ocean or sea, Sea level rise is caused by global warming - the gradual increase in the earth's overall temperature due to human activity.</p>	<p>Social</p> <ul style="list-style-type: none"> Evacuation of people to the main island of Funafuti, which now hosts half of Tuvalu's population. Overcrowding due to the huge inter migration to the main island. People are forced to leave islands such as Tipuku Salivilili has already been abandoned due to the rapidly rising sea levels swallowing the island The island's main source of food, Pulaka is being killed by the intrusion of saltwater, this leads to diminish in food supply. Travelling on the island becomes a problem as it is constantly flooded <p>Economic</p> <ul style="list-style-type: none"> Coconut plantations are being killed off, this is concerning as dried coconut meat plays a large part in Tuvalu's economy Hotels and buildings are constantly being flooded, this hampers trade, business and tourism Access to the island becomes limited due to the seawater covering the runway, this hampers materials from being imported into Tuvalu <p>Environmental</p> <ul style="list-style-type: none"> Groundwater will become undrinkable as the sea water heads inland Crops cannot be planted as the seawater intrudes into the plantations The world would be alerted to global warming by using the sinking of Tuvalu as an example
6 Impacts of Climate change	<p>Migration: People moving from one country to another</p> <p>Uninhabitable: A place is no longer able to support life.</p>	<p>Sea level rise is forcing people to leave their homes in Tuvalu and migrate to New Zealand. Sea level rise is flooding crops in Tuvalu making it difficult to grow food. Sea level rise is affecting tourism in the Maldives as some islands are becoming uninhabitable Sea temperature rise is damaging the coral reefs in the Maldives.</p>	
Week 5 questions			Week 6 Questions
<ol style="list-style-type: none"> On which continent is Tuvalu located? In which Ocean is Tuvalu located What is the Capital of Tuvalu? What is the population of Tuvalu? What is an Atoll? Where are cyclones formed? What is a Lagoon? What is causing sea level rise? 			<ol style="list-style-type: none"> Why is it hard to grow food on Tuvalu? What other islands are affected by sea level rise? What industry is this affecting? What is damaging coral reefs? What does uninhabitable mean? What is migration? Where are Tuvaluans migrating to? What effect does this have on Tuvaluan culture?

Year 7 Computing: Collaborating Online Respectfully

Week 1: Welcome to the computing classroom

Keywords	Knowledge			
<p>Password - a unique 'string' of text which helps to keep your account secure from threats</p> <p>Hazards - risks of injury that can happen in a computing classroom if care is not taken</p>	<p>Your username for the school computers is your surname and the first two letters of your first name e.g. Alice Jackson would be jacksonal</p> <p>Your username for Google Classroom is your college email address which is your username with @sdcc.net at the end e.g. jacksonal@sdcc.net</p> <p>Passwords should:</p> <table border="1"> <tr> <td>Never be shared</td> <td>Be changed often</td> <td>Be kept private</td> </tr> </table> <p>Good advice for a password is that it should be made up of 3 random words, as well as some numbers To help you remember it you can make up a story e.g. 7armfootballschool25 - when I was 7, I broke my arm playing football and was off school for 25 days</p> <p>Hazards in a computing classroom can be very dangerous. You need to make sure you follow instructions, behave sensibly and act carefully in order to minimise the risks to you and others.</p>	Never be shared	Be changed often	Be kept private
Never be shared	Be changed often	Be kept private		

Homework Book Questions

Q1	What would be the school username for someone called Grace Burns?	Q5	Explain why 32garagedogshoes8' is a stronger password than 'Password1!'?
Q2	What is a password?	Q6	What is a hazard?
Q3	What 3 rules are good to remember for your password?	Q7	Why should you never have an open drink in a Computing room?
Q4	What should you use to make up a strong password?	Q8	Give an example of another potential hazard in a Computing room?

Week 2: Welcome to your workstation

Keywords	Knowledge								
<p>Email - short for 'electronic mail', allows you to send and receive messages through the internet</p> <p>CC - short for Carbon Copy and is a way of sending an email to more than one person</p> <p>BCC - short for Blind Carbon Copy and allows you to send a message to more than one person without the recipients knowing</p>	<table border="1"> <tr> <td>Google Classroom</td> <td>The website we use to manage our work in Computing lessons. The posts will include our lesson presentations and all work</td> </tr> <tr> <td>Google Cloud</td> <td>An online storage site where all of our work is saved. This makes it accessible from anywhere with internet access and a suitable device</td> </tr> <tr> <td>Google Docs</td> <td>An online software which is used for creating word processing documents</td> </tr> <tr> <td>Google Slides</td> <td>An online software which is used for creating presentations</td> </tr> </table> <p>Email is an electronic method of communication, allowing you to send a message through the internet When sending an email you should think about who the recipient is and make sure it is appropriate Emails should be respectful, professional and appropriate</p> <p>An email should always include a subject, a greeting and a suitable ending</p>	Google Classroom	The website we use to manage our work in Computing lessons. The posts will include our lesson presentations and all work	Google Cloud	An online storage site where all of our work is saved. This makes it accessible from anywhere with internet access and a suitable device	Google Docs	An online software which is used for creating word processing documents	Google Slides	An online software which is used for creating presentations
Google Classroom	The website we use to manage our work in Computing lessons. The posts will include our lesson presentations and all work								
Google Cloud	An online storage site where all of our work is saved. This makes it accessible from anywhere with internet access and a suitable device								
Google Docs	An online software which is used for creating word processing documents								
Google Slides	An online software which is used for creating presentations								

Homework Book Questions

Q1	What is an email?	Q5	What is Google Classroom used for?
Q2	What is CC used for?	Q6	What online software is used to create presentations?
Q3	What does BCC stand for?	Q7	What is a password?
Q4	What 3 things should you always include in an email?	Q8	Give an example of a hazard in a Computing classroom and how it can be avoided

Year 7 Computing: Collaborating Online Respectfully

Week 3: Respectful Online Communication

Keywords	Knowledge													
<p>Social Media - websites and apps that enable users to create and share content and communicate with each other</p> <p>Collaborate - using technology to work together and to get feedback and advice</p>	<p>Think before you send: it is quite easy to make comments from behind a screen and not think about the impact that it has on the person receiving the comments. We need to think about our actions before we make comments. Comments on people's work should always refer to the work and not be personal</p> <p>Remember that comments online can be hard to judge in terms of tone and sarcasm so be careful what you write as someone might misunderstand how you mean it</p> <p>Advice for comments online</p> <table border="1"> <tr> <td>Keep it friendly</td> <td>Be specific</td> <td>Stick to the facts</td> <td>Avoid sarcasm</td> </tr> <tr> <td>Use the 'sandwich technique'</td> <td>Ask a question to start a discussion</td> <td colspan="2">Remember that your tone can sound different to the reader</td> </tr> </table> <p>To receive feedback always assume good intentions</p> <table border="1"> <tr> <td>Read carefully</td> <td>Stop before you react</td> <td>Appreciate</td> <td>Decide if you agree</td> <td>Remember that it is to help you improve</td> </tr> </table>	Keep it friendly	Be specific	Stick to the facts	Avoid sarcasm	Use the 'sandwich technique'	Ask a question to start a discussion	Remember that your tone can sound different to the reader		Read carefully	Stop before you react	Appreciate	Decide if you agree	Remember that it is to help you improve
Keep it friendly	Be specific	Stick to the facts	Avoid sarcasm											
Use the 'sandwich technique'	Ask a question to start a discussion	Remember that your tone can sound different to the reader												
Read carefully	Stop before you react	Appreciate	Decide if you agree	Remember that it is to help you improve										

Homework Book Questions

Q1	What is social media?	Q5	What advice is there for writing online comments?
Q2	Why is it important to think before you send?	Q6	What does it mean to collaborate?
Q3	What should comments on people's work refer to?	Q7	What is a hazard?
Q4	Why is it hard to judge online comments?	Q8	What is an email?

Week 4: Presenting to an audience (You should also recap Week 1 this week)

Keywords	Knowledge
<p>Cyberbullying- the act of bullying through use of technology</p> <p>Audience - Who you are creating something for</p>	<p>When creating a presentation it is vital you consider who the audience is and make it suitable for them Try to include minimal text but make sure there is enough to get your point across Include images where possible to convey your message Think about the fonts, colours, images and information you include and make sure they are suitable</p> <p>Cyberbullying is the act of bullying through use of technology It can take many forms such as</p> <ul style="list-style-type: none"> Threatening someone to make them feel scared Harassing someone by repeatedly sending them messages Ruining somebody's reputation Excluding someone from a group Stealing someone's identity and pretending to be them Publicly displaying private images or messages <p>Example Question: What is cyberbullying and how can it take place?</p>

Homework Book Questions

Q1	What is cyberbullying?	Q5	What advice is there for writing online comments?
Q2	What forms can cyberbullying take?	Q6	What is the difference between CC and BCC?
Q3	What is meant by audience?	Q7	What is an email?
Q4	Why is it important to consider your audience when creating something?	Q8	Explain why '32garagedogshoes8' is a stronger password than 'Password1!'?

Year 7 Computing: Collaborating Online Respectfully

Week 5: Presenting to an audience (You should also recap Week 2 this week)

Keywords	Knowledge
<p>Suitability - Making sure that something is appropriate or correct for the people it is for</p>	<p>Advice for a victim of cyberbullying:</p> <ul style="list-style-type: none"> • Report it to the website/app (if possible) • Tell a trusted adult • Do not respond • Save the evidence <p>When making a presentation you need to consider: Your audience - who it is for and how you can make it suitable Effective use of images - use suitable pictures which match the tone and message of the presentation. Not too many though Effective use of text - use enough text to get your point across but not too much so that the viewer might lose interest and stop reading.</p>

Homework Book Questions

Q1	What advice is there for a cyberbullying victim?	Q5	What is meant by effective use of text?
Q2	Why should victims save evidence of cyberbullying?	Q6	What should comments on people's work refer to?
Q3	What is meant by suitability?	Q7	What is social media?
Q4	Why is it important to consider your audience when creating something?	Q8	What is a password?

Week 6: Who are you talking to? (You should also recap Week 3 this week)

Keywords	Knowledge								
<p>Social media - websites and apps that enable users to create and share content and communicate with each other</p>	<p>Personal information should be kept private. Be careful when posting personal information on social media sites as it could be used to put you in danger</p> <p>Advice for safe social media use:</p> <table border="1"> <tbody> <tr> <td>Check your privacy settings (friends only)</td> <td>Delete any images that might reveal your location</td> <td>Remove any geotagging of images</td> <td>Keep your date of birth private</td> </tr> <tr> <td>Avoid public profile pictures that might reveal your identity</td> <td>Use a strong password and change it often</td> <td>Check your friend list — could any of those friends be fake profiles?</td> <td></td> </tr> </tbody> </table> <p>Example Question: What are the risks of social media?</p>	Check your privacy settings (friends only)	Delete any images that might reveal your location	Remove any geotagging of images	Keep your date of birth private	Avoid public profile pictures that might reveal your identity	Use a strong password and change it often	Check your friend list — could any of those friends be fake profiles?	
Check your privacy settings (friends only)	Delete any images that might reveal your location	Remove any geotagging of images	Keep your date of birth private						
Avoid public profile pictures that might reveal your identity	Use a strong password and change it often	Check your friend list — could any of those friends be fake profiles?							

Homework Book Questions

Q1	What is meant by personal information?	Q5	What advice would you give to a cyberbullying victim?
Q2	What should you do with your date of birth on social media?	Q6	Give an example of a hazard in a Computing classroom and how it can be avoided
Q3	What is meant by a private profile?	Q7	What is Google Classroom used for?
Q4	Why is it important to only have real friends on your social media profiles	Q8	What 3 rules are good to remember for your password?

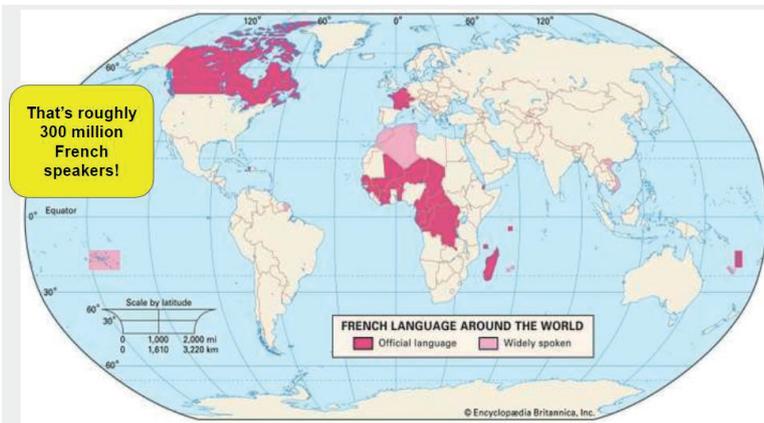
Y7 FRENCH K.O - AUTUMN 1.1

Ma vie (My life) - Introducing yourself, likes & dislikes

INTRODUCTION TO FRENCH: Phonics & French culture



FRENCH TRICKY SOUNDS	é / et / est / ai / ais / ait / aient / er / ez [eh]	oi [wah]	ui [uee]	ou [oo]	
e / eu / eux / œ [uh]	i / y [ee]	o / os / ot / au / aut / aud / aux / eau / eaux [oh]	Nasal sounds: on [ō] en/em/an/am [ā] un [ū] in/im/ain/aim [ē] gn [ñ]	Sounds with [y]: ille [eeye] ail / aille [eye] eil / eille [ay] œil / euil / euille [uh-y] ouil / ouille [oo-y]	h silent
ç / ss [ss]	s / z [z]	t / th [t]	qu [k]	tion / sion [see-ō]	ch [sh]



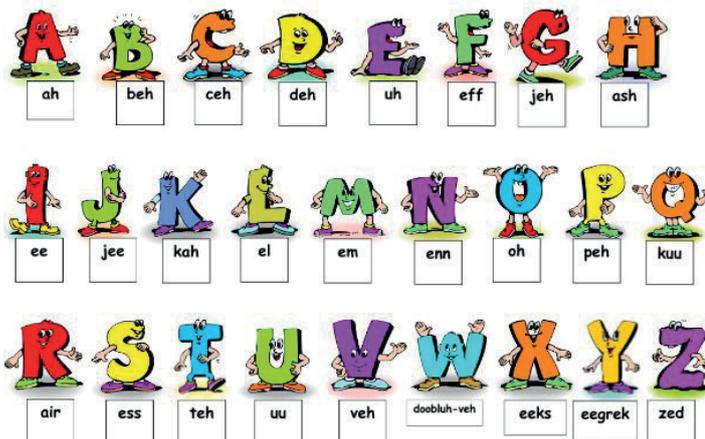
Dot the silent letters

Underline the tricky sounds

Exaggerate the accents

Liaison (link the last letter - if a consonant - with the vowel at the start of the next word)

CONNECTIVES & INTENSIFIERS	
et - and	un peu - a bit / a little
aussi - also	assez - quite
mais - but	très - very
car / parce que - because	vraiment - really



Y7 FRENCH K.O - AUTUMN 1.1

Ma vie (My life) - Introducing yourself, likes & dislikes

WEEK 1:

- Est-ce que tu peux te présenter? *Can you introduce yourself?*
- Comment tu t'appelles? *What is your name?*
- Quel âge as-tu? *How old are you? How old are you?*
- C'est quand ton anniversaire? *When is your birthday?*

SENTENCE BUILDER 1 - INTRODUCING MYSELF

<p>Bonjour, je voudrais me présenter. <i>Hello, I would like to present / introduce myself</i></p>	<p>Je m'appelle... <i>I call myself... (my name is)</i></p>	<p>et <i>and</i></p>	<p>j'ai <i>I have (I am)</i></p> <p>Mon anniversaire, c'est le... <i>My birthday is on...</i></p>	<p>premier (1st) <i>(date)</i></p> <p>un (1) deux (2) trois (3) quatre (4) cinq (5) six (6) sept (7) huit (8) neuf (9) dix (10)</p> <p>onze (11) douze (12) treize (13) quatorze (14) quinze (15) seize (16) dix-sept (17) dix-huit (18) dix-neuf (19)</p> <p>vingt (20) vingt et un (21) vingt-deux (22) vingt-trois (23) vingt-quatre (24) vingt-cinq (25) vingt-six (26) vingt-sept (27) vingt-huit (28) vingt-neuf (29)</p> <p>trente (30) trente et un (31)</p>	<p>an. <i>(year)</i> ans. <i>(years)</i></p> <p>janvier. <i>January</i></p> <p>février. <i>February</i></p> <p>mars. <i>March</i></p> <p>avril. <i>April</i></p> <p>mai. <i>May</i></p> <p>juin. <i>June</i></p> <p>juillet. <i>July</i></p> <p>août. <i>August</i></p> <p>septembre. <i>September</i></p> <p>octobre. <i>October</i></p> <p>novembre. <i>November</i></p> <p>décembre. <i>December</i></p>
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HOMEWORK - WEEK 1: Introducing yourself

- Q1. Translate into English: Bonjour, je voudrais me présenter.
 Q2. Translate into English: Je m'appelle Sam.
 Q3. Translate into English: J'ai quatorze ans.
 Q4. Translate into English: Mon anniversaire, c'est le quinze juillet.
 Q5. Translate into English: My name is Sophie.
 Q6. Translate into French: I am 11 years old.
 Q7. Translate into French: My birthday is on 24th March.
 Q8. Answer this question in French using the sentence builder: Est-ce que tu peux te présenter? (Can you introduce yourself?)



Y7 FRENCH K.O - AUTUMN 1.1

Ma vie (My life) - Introducing yourself, likes & dislikes

WEEK 2:

- Est-ce que tu peux te présenter? *Can you introduce yourself?*
- Où habites-tu? *Where do you live?*
- Tu viens d'où? *Where are you from?*

SENTENCE BUILDER 2 - INTRODUCING MYSELF		
J'habite <i>I live</i>	à ... <i>in ...</i>	Plymouth. Londres. Paris.
Je viens <i>I come</i>	de ... <i>from ...</i>	
Je suis <i>I am</i>	anglais(e) <i>English</i> écossais(e) <i>Scottish</i> irlandais(e) <i>Irish</i> français(e) <i>French</i> polonais(e) <i>Polish</i> gallois(e) <i>Welsh</i> chinois(e) <i>Chinese</i> espagnol(e) <i>Spanish</i> allemand(e) <i>German</i> italien(ne) <i>Italian</i>	

HOMEWORK - WEEK 2: Introducing yourself

- Q1. Translate into English: J'habite à Bristol mais je viens de Bath.
- Q2. Translate into English: J'habite à Paris et je suis français.
- Q3. Look at the sentence in Q2. Is the person talking a boy or a girl?
- Q4. Write "I am Polish" in the feminine.
- Q5. Write "Je suis chinoise" in the masculine.
- Q6. Translate into French: I live in Plymouth and I am English.
- Q7. Translate into French: I live in London, but I come from Cardiff and I am Welsh.
- Q8. Answer this question in French using the sentence builder: Où habites-tu? (Where do you live?)



Y7 FRENCH K.O - AUTUMN 1.1

Ma vie (My life) - Introducing yourself, likes & dislikes

WEEK 3: Pit-stop activities & feedforward

>> Recap and revise your vocab

HOMEWORK QUESTIONS:

- Q1. How many French speakers are there in the world?
- Q2. What does the “D” in DUEL” stand for?
- Q3. How many countries does France share a border with?
- Q4. In which Paris museum can you find the Mona Lisa painting?
- Q5. Correct the mistake in “Je suis douze ans.”
- Q6. Fill in the gap in “Mon c’est le sept juin.”
- Q7. Translate “I come from Plymouth” into French.
- Q8. Answer in French using the sentence builder: “Tu viens d’où?” (where do you come from?)



Y7 FRENCH K.O - AUTUMN 1.1

Ma vie (My life) - Introducing yourself, likes & dislikes

WEEKS 4 & 5: Qu'est-ce que tu aimes faire? *What do you like to do?*

SENTENCE BUILDER 3 - LIKES & DISLIKES

Pendant mon temps libre <i>During my free time</i>	j'aime <i>I like</i>	jouer <i>to play (playing)</i>	aux cartes <i>cards</i> aux échecs <i>chess</i> aux jeux vidéo <i>video games</i> d'un instrument <i>an instrument</i>
Après le collège <i>After school</i>	j'adore <i>I love</i>	faire <i>to do (doing)</i>	du sport <i>sport</i> du vélo <i>cycling</i> de la natation <i>swimming</i> de la danse <i>dancing</i> des randonnées <i>hiking</i> de l'équitation <i>horse riding</i> de l'escalade <i>rock climbing</i>
Le week-end <i>On the weekend</i>	je préfère <i>I prefer</i>		
Pendant la semaine <i>During the week</i>	je n'aime pas <i>I don't like</i>	aller... <i>to go (going)</i> ... en ville <i>to town</i> ... au cinéma <i>to the cinema</i> ... au parc <i>to the park</i> ... à la gym <i>to the gym</i> ... à la plage <i>to the beach</i> ... chez mon ami <i>to my friend's house</i>	mes devoirs <i>my homework</i>
Souvent <i>Often</i>	je déteste <i>I hate</i>		
Quelquefois <i>Sometimes</i>			
Le soir <i>In the evening</i>			
Tous les jours <i>Every day</i>			

HOMEWORK - WEEK 4: Likes and dislikes

- Q1. Fill in the gaps: "Pendant mon libre, j'aime aux échecs."
 Q2. Translate the above sentence into English.
 Q3. Correct the mistake in "J'adore aller du vélo."
 Q4. Translate into English: "Pendant la semaine, je n'aime pas faire mes devoirs."
 Q5. Translate into French: "Often, I like going to town."
 Q6. Translate into French: "After school, I prefer to play video games."
 Q7. Translate into French: "Every day, I hate doing sport".
 Q8. Answer this question in French using the sentence builder: Qu'est-ce que tu aimes faire? (What do you like to do?)

HOMEWORK - WEEK 5: Likes and dislikes

- Q1. Correct the mistake in "Je déteste jouer aux vidéo jeux."
 Q2. Fill in the gap: "Quelquefois, je pas aller chez mon ami."
 Q3. Translate the above sentence into English.
 Q4. Translate into English: "Souvent, j'aime faire de l'équitation."
 Q5. Separate the words: "Pendantmontempslibrejedétestefairedesrandonnées."
 Q6. Translate the above sentence into English.
 Q7. What English word is "escalade" similar to, which could help you remember its meaning (climbing)?
 Q8. Answer this question in French using the sentence builder: Qu'est-ce que tu aimes faire? What do you like to do?) > different answer to that of week 4!!

Y7 FRENCH K.O - AUTUMN 1.1
Ma vie (My life) - Introducing yourself, likes & dislikes

WEEK 6: Qu'est-ce que tu aimes faire? *What do you like to do?*

SENTENCE BUILDER 4 - LIKES & DISLIKES (PAST TENSE)

<p>Hier <i>Yesterday</i></p>	<p>j'ai décidé <i>I decided to</i></p>	<p>de manger au resto <i>to eat in a restaurant</i></p> <p>de regarder la télé <i>to watch the tv</i></p> <p>de voir un film <i>to see a film</i></p> <p>de parler avec mes copains <i>to talk to my friends</i></p> <p>de lire des livres <i>to read books</i></p> <p>d'écouter de la musique <i>to listen to music</i></p> <p>de sortir avec mes potes <i>to go out with my mates</i></p> <p>de visiter un musée <i>to visit a museum</i></p> <p>de rester à la maison <i>to stay at home</i></p>
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HOMEWORK QUESTIONS - WEEK 6:

- Q1. Fill in the gap: "Hier, j'ai de sortir avec mes potes."
- Q2. Correct the mistake: "Hier, j'ai décidé de parler un musée."
- Q3. Separate the words: "Hierj'aidécidédeliredeslivres."
- Q4. Translate the above sentence into English.
- Q5. Translate into English: "Hier, j'ai décidé d'écouter de la musique."
- Q6. Translate into French: "Yesterday, I decided to stay at home."
- Q7. Why is it "d'écouter" and not "de écouter"?
- Q8. Answer the question in French in the past tense using the sentence builder:
 "Qu'est-ce que tu aimes faire?" (What do you like to do?)



Y7 Spanish K.O - AUTUMN 1.1

Ma vida (My life) - Introducing yourself, likes & dislikes

WEEK 1: Phonics & Spanish culture



ce [teh] same as "theft"	ci [thee] same as "thick"	ca [kah]	co [koh]	cu [koo]
ge [heh] throaty "h"	gi [hee] throaty "h"	ga [gah]	go [goh]	gu [goo]
j [huh] throaty "h"	ñ [nyuh]	z [th] same as for "ce" and "ci"	ll [yuh]	v [b]
a [ah]	e [eh]	i [ee]	o [oh]	u [oo]

1 araña	2 elefante	3 idea	4 olvidar
5 universo	6 cerdo	7 ciclista	8 casa
9 coche	10 cucaracha	11 gimnasia	12 hamburguesa
13 España	14 zumo	15 guitarra	16 llave



- D** ot the silent letters (h)
- U** nderline the tricky sounds
- É** xaggerate accents
- L** isten to the vowel sounds

ce [teh] same as "theft"	ci [thee] same as "thick"	ca [kah]	co [koh]	cu [koo]
ge [heh] throaty "h"	gi [hee] throaty "h"	ga [gah]	go [goh]	gu [goo]
j [huh] throaty "h"	ñ [nyuh]	z [th] same as for "ce" and "ci"	ll [yuh]	v [b]

a [ah]	e [eh]	i [ee]	o [oh]	u [oo]
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HOMEWORK - WEEK 1: Phonics & Spanish culture

- Q1. What does "DUEL" stand for?
- Q2. Where do you usually find silent letters in Spanish?
- Q3. What is the capital of Spain?
- Q4. What is the population of Spain?
- Q5. Spain has a king and a queen - true or false?
- Q6. How many Spanish-speaking countries are there in the world?
- Q7. Which of these countries does not speak Spanish? - Peru / Portugal / Chile
- Q8. How many letters are there in the Spanish alphabet?



Y7 Spanish K.O - AUTUMN 1.1

Mi vida (My life) - Introducing yourself, likes & dislikes

WEEK 2: Introducing myself

- **Name** ¿Cómo te llamas? *What is your name?*
- **Age** ¿Cuántos años tienes? *How old are you?*
- **Birthday** ¿Cuándo es tu cumpleaños? *When is your birthday?*
- **Nationality** ¿De dónde eres? *Where are you from?*

1.	¿Cómo te llamas? – What is your name?																																																		
Hola Hello	me llamo... <i>I call myself... (my name is)</i>	y <i>and</i>	tengo <i>I have (I am)</i>	un(o) (1) primero (1st) dos (2) tres (3) cuatro (4) cinco (5) seis (6) siete (7) ocho (8) nueve (9) diez (10) once (11) doce (12) trece (13) catorce (14) quince (15) dieciséis (16) diecisiete (17) dieciocho (18) diecinueve (19) veinte (20) veintiuno (21) veintidós (22) veintitrés (23) veinticuatro (24) veinticinco (25) veintiséis (26) veintisiete (27) veintiocho (28) veintinueve (29) treinta (30) treinta y uno (31)	año (year) años (years)																																														
	mi cumpleaños es el... <i>my birthday is the</i>				<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #ADD8E6; vertical-align: top;">de</td> <td style="background-color: #FFFACD;">enero</td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;">...</td> <td style="background-color: #FFFACD;"><i>January</i></td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;">of</td> <td style="background-color: #FFFACD;">febrero</td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;">...</td> <td style="background-color: #FFFACD;"><i>February</i></td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;">marzo</td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;"><i>March</i></td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;">abril</td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;"><i>April</i></td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;">mayo</td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;"><i>May</i></td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;">junio</td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;"><i>June</i></td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;">julio</td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;"><i>July</i></td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;">agosto</td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;"><i>August</i></td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;">septiembre</td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;"><i>September</i></td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;">octubre</td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;"><i>October</i></td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;">noviembre <i>November</i></td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;">diciembre</td> </tr> <tr> <td style="background-color: #ADD8E6; vertical-align: top;"></td> <td style="background-color: #FFFACD;"><i>December</i></td> </tr> </table>	de	enero	...	<i>January</i>	of	febrero	...	<i>February</i>		marzo		<i>March</i>		abril		<i>April</i>		mayo		<i>May</i>		junio		<i>June</i>		julio		<i>July</i>		agosto		<i>August</i>		septiembre		<i>September</i>		octubre		<i>October</i>		noviembre <i>November</i>		diciembre		<i>December</i>
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HOMEWORK - WEEK 2: Introducing yourself

1. Translate: Hola, me llamo Pablo
2. Translate: Hola me llamo Sofía y tengo cuatro años
3. Translate: Hola, mi cumpleaños es el ocho de octubre
4. Translate: Tengo dieciocho años
5. Translate: I call myself Pedro and I am 15 years old
6. Translate: My birthday is 6th November
7. Translate: I am 20 years old
8. Answer the question in Spanish in a sentence:
¿Cómo te llamas?



Y7 Spanish K.O - AUTUMN 1.1

Mi vida (My life) - Introducing yourself, likes & dislikes

WEEK 3: Nationality

2. ¿De dónde eres? <i>Where are you from?</i> ¿Dónde vives? <i>Where do you live?</i>		
Verb	Connective	Noun
(yo) vivo <i>I live</i>	en... <i>in ...</i>	Londres <i>London</i> Plymouth Paris Barcelona Madrid
(yo) soy <i>I am</i>	de... <i>from ...</i>	
(yo) soy <i>I am</i>	Adjective (nationality)	
	inglés / inglesa <i>English</i> escocés / escocesa <i>Scottish</i> galés / galesa <i>Welsh</i> irlandés / irlandesa <i>Irish</i> francés / francesa <i>French</i> portugués / portuguesa <i>Portuguese</i> español / española <i>Spanish</i> alemán / alemana <i>German</i> italiano / italiana <i>Italian</i> polaco / polaca <i>Polish</i> mexicano / mexicana <i>Mexican</i> argentino / argentina <i>Argentinean</i> estadounidense <i>American (from the USA)</i>	

HOMEWORK – Week 3 – Where do you live?

1. Translate: I live in London
2. Translate: I live in Madrid and I am Spanish
3. Translate: I am from Barcelona
4. Translate: I am English
5. Translate: Soy de Plymouth y soy inglesa
6. Translate: Vivo en Londres pero soy español
7. Translate: Vivo en Paris y soy frances
8. Answer the questions in Spanish in a sentence:
¿De dónde eres? ¿Dónde vives?



Y7 Spanish K.O - AUTUMN 1.1

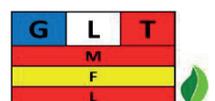
Ma vida (My life) - Introducing yourself, likes & dislikes

WEEK 4: Pit-stop activities & feedforward

>> Recap and revise your vocab

HOMEWORK QUESTIONS:

- Q1. How many Spanish speakers are there in the world?
- Q2. What does the “D” in DUEL” stand for?
- Q3. How many countries does Spain share a border with?
- Q4. Translate: Hola, me llamo Pablo y tengo dieciocho años?
- Q5. Correct the mistake in “ Soy doce años.”
- Q6. Fill in the gap in “Mi es el tres de junio.”
- Q7. Translate “I come from Plymouth” into Spanish.
- Q8. Answer in Spanish using the sentence builder: “¿De dónde eres?” (where do you come from?)



Y7 Spanish K.O - AUTUMN 1.1

Ma vida (My life) - Introducing yourself, likes & dislikes

WEEKS 5 & 6: likes & dislikes

3. ¿Qué te gusta hacer? *What do you like to do?*

Durante mi tiempo libre <i>During my free time</i>	Me gusta <i>I like</i>	jugar <i>to play (playing)</i>	A las cartas <i>cards</i> Al ajedrez <i>chess</i> A los videojuegos <i>video games</i>
Después del colegio <i>After school</i>	Me encanta <i>I love</i>	hacer <i>to do (doing)</i>	deporte <i>sport</i> ciclismo <i>cycling</i> natación <i>swimming</i> baile <i>dancing</i> senderismo <i>hiking</i> equitación <i>horse riding</i> escalada <i>rock climbing</i>
El fin de semana <i>On the weekend</i>	prefiero <i>I prefer</i>		
Durante la semana <i>During the week</i>	No me gusta <i>I don't like</i>	Mis deberes <i>my homework</i>	
A menudo <i>Often</i>	odio <i>I hate</i>	ir... <i>to go (going)</i>	
A veces <i>Sometimes</i>		... a la ciudad <i>to town</i> ... al cine <i>to the cinema</i> ... al parque <i>to the park</i> ... al gimnasio <i>to the gym</i> ... a la playa <i>to the beach</i> ... a la casa de mi amigo <i>to my friend's house</i>	
Por la tarde <i>In the evening</i>			
Todos los días <i>Every day</i>			

HOMEWORK – Week 5 – Likes and Dislikes:

- Q1. Fill in the gaps; Durante mi..... libre, me gusta.... al ajedrez
 Q2. Translate the sentence above into English.
 Q3. Correct the mistake: me gusta juego a las cartas
 Q4. Translate: Durante la semana no me gusta hacer mis deberes
 Q5. Translate: Often, I prefer to go into town
 Q6. Translate: Every day, I love to go to the gym
 Q7. Translate : On the weekend, I prefer to play videogames
 Q8. Answer in Spanish using the sentence builder: **¿Qué te gusta hacer?**

Homework – Week 6 – Likes and Dislikes

- Q1. Correct the mistake: Odio jugar deporte
 Q2. Fill in the gap: A veces no.... gusta escalada.
 Q3. Separate the words: Durantelasemanameencantairalcine
 Q4. Translate the sentence above
 Q5. Translate: During the week I hate going to the beach
 Q6. Translate: On the weekend I prefer to go to my friend's house
 Q7. Translate: In the evening I hate doing hiking.
 Q8. Answers the question: ¿Qué NO te gusta hacer? What do you NOT like to do?



Week 1 & 2	Key themes/Facts	Key terms/Spellings	Religious /Diversity point of view
Diversity & The Intro to Six World Religions	<p>Describing diversity can be difficult but we live with diversity every single day. Whether it is where you live, who you are friends with and what you believe in. Diversity can be seen in food, music, culture clothing and in religious beliefs. The six World Religions make us understand how unique and different everyone is in our society.</p>	<p>Diversity - Each individual is unique and recognises our individual differences Buddhism - world religion that is over 2500 years old Hinduism - world religion that is over 3000 years old. Judaism - world religion over 2500 years old Sikhism - world religion over 500 years old</p>	<p>Diversity and the different types of diversity which can be found in food, language, clothing, music and religion. Different beliefs in modern Britain contribute the diversity of our society where we live but also around the United Kingdom. The UK is made up of many different religions, Christianity being the main religion of the UK, followed closely by Islam. These two religions are the highest two religions in the world which show a lot of diversity. In the UK we have that tolerance and mutual respect to all religions.</p>

Sikhism	<p>Sikhs believe that there is only on God, God is without form or gender. Everyone has direct access to God and everyone is equal before God. Sikhs believe that a good life is lived as part of a community by living honestly and caring for others. Sikhs believe that empty religious rituals and superstitions have no value in Sikhism. Guru Nanak never asked for followers but asked people to be true to themselves.</p>	<p>Guru Nanak - a sikh who founded the religion called Sikhism. Sikh - a person who follows Sikhism. Sikhism - one of the world's main religions 5'Ks - Are the markers of the Sikh identity and are worn everyday by a Sikh</p>	<p>A 'Guru' A Guru is regarded as having great knowledge, wisdom, and authority in a certain area, and who uses it to guide others (teacher). In Sikhism, a Guru means religious teacher. There have been 10 Sikh Gurus from 1469 - 1708. Guru Nanak built a town called Kartarpur where followers from all over the world would go and pray and sing. This religious leader taught people to be honest and true with themselves. He was born on the 15th April 1469 and died on the 22nd September 1539 in Kartarpur, Pakistan. His message can be summarised as a salvation through disciplined meditation and inward.</p>
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<p>Week 1 Questions: Diversity and our Diverse nation</p> <ol style="list-style-type: none"> 1. What does Diversity mean? 2. How many world religions are there? 3. Which religion is the oldest religion? 4. Which religion the newest religion? 5. How old is Christianity 6. Which two religions mainly make up the UK? 7. Why can describing diversity be difficult? 8. What areas can diversity be seen in our lives? 	<p>Week 2 Questions: Sikhism</p> <ol style="list-style-type: none"> 1. Who is Guru Nanak? 2. What is a Sikh? 3. What do Sikh's believe about God? 4. What is a Guru? 5. How many Gurus have there been between 1469 - 1708. 6. How old is Sikhism? 7. How many world religions are there? 8. Which religion is the oldest religion?
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Week 3 & 4	Key themes/Facts	Key terms/Spellings	Religious /Diversity point of view
Intro to Judaism	Judaism is over 2500 years old and has about 14 million followers world wide. Jews are the followers of Judaism and they believe they have a special relationship with one God.	Moses - founder of the Jewish faith Covenant an agreement made with God Menorah - 7 stick candle drum Torah - Holy book Tallit - a fringed garment worn in prayer	Jewish people speak Hebrew and read the Torah. This is their holy book which contains the law of God and is believed to be revealed to Moses. The Torah is made up of the first 5 books of the Old Testament. This is the foundation of the Jewish faith. Judaism emerged from the beliefs and practices of the people known as 'Israel'. Judaism traces its origins to the covenant of God made with Abraham and his family lineage.
Christianity	Christians are part of a global community of more than 2.1 billion people. There are 42 million Christians in the UK that claim to be Christian. All Christians believe in ONE God and he had a son called Jesus.	Bible - holy book Jesus God's son Church holy place of worship Cross - symbol of Jesus dying and rising from the dead	Christian values are often referred to as the values derived from the teachings of Jesus Christ. These teachings have been taught to Christians throughout the history of this religion. Christianity is one of the largest religions in the world and in the UK. Christians believe they are all made in the image of God and therefore everyone should be treated equally and fairly.

Week 3 Questions: Intro to Judaism

1. Who is Moses?
2. What is a Covenant?
3. How many Jews are there in the world?
4. What language do the Jews speak?
5. Who do Jews believe they have a special relationship with?
6. What is a Sikh?
7. Which two religions mainly make up the UK?
8. Why can describing diversity be difficult?

Week 4 Questions Christianity

1. What is the Bible?
2. How many followers are there in Christianity?
3. Where do the Christian values come from?
4. Who is Jesus?
5. Which religion is the largest in the UK?
6. How are all Christians made?
7. Who is Moses?
8. What does Diversity mean?

Week 5 & 6	Key themes/Fact	Key Terms/Spellings	Religious point of view
Buddhism 1 and 2	<p>Siddhartha Gautama (Buddha) - born in the 6th century BC. he was born into a wealthy family as a prince in present day Nepal. Gautama was removed from all suffering in the world. Path of Enlightenment - is entirely concerned with being mindful. There is no alternative path. To be mindful is the most direct way to free ourselves from the world of conditioned reality.</p>	<p>Siddhartha Gautama - the founder of the Buddhist faith Buddhist - a follower of the Buddhism Buddhism - world religion which has been in the world for over 2500 years</p>	<p>Gautama decided to give up living at the palace and ventured outside the palace walls. This is when he came across suffering of all different kinds. There are around 248,000 Buddhists in Britain today. There is a Buddhist centre in Mutley in Plymouth where people learn Buddhist teachings. Buddhism is one of the world's largest religions and originated 2,500 years ago in India. Buddhists believe that the human life is one of suffering and that meditation, spiritual and physical labour, plus good behaviour are the ways to achieve enlightenment or nirvana.</p>
Islam	<p>Muhammad was the founder of the religion. Muslims believe Muhammad was the last prophet of Allah. The words of the Qur'an were revealed to him by Angel Jibril. It took him 22 years to learn the Qur'an off by heart because Muhammad could not read or write. Scriptures then created the Quran, their Holy Book of Islam.</p>	<p>Abrahamic relates to the prophet Abraham Muslim the followers of Islam Islam - peace and submission Qur'an - Holy book</p>	<p>There are over 2.1 billion Muslims in the world. Islam means peace and submission. Muslims follow the 5 pillars which are considered the foundation to the faith. They are also what is believed to bring the muslim community together. Muslims will attend the mosque for their holy [prayers and when they pray they do so in the direction of the Holy City of Mecca which is where Muhammad did a lot of his preaching.</p>

<p>Week 5 Questions: Buddhism 1 and 2</p> <ol style="list-style-type: none"> Who is Siddhartha Gautama? When was Siddhartha born? What did Siddhartha give up? How many Buddhists are there in the UK today? How many years ago did Buddhism start? Who is Jesus? Who is Guru Nanak? Why is diversity difficult to describe? 	<p>Week 6 Questions: Islam</p> <ol style="list-style-type: none"> Who is Muhammad? What is Abrahamic? What is the Qur'an? How many years did it take for Muhammad to learn the Qur'an? Which City do Muslims face when praying? Who is Siddhartha? What is sikhism? What areas can diversity be seen in our lives?
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Week One: Four Humours

Key Words

Humours: A fluid from the body (e.g. blood, phlegm etc.)

Theory of Opposites: The idea that if one of the humours was out of balance with the others a person would become ill.

Hinder: Makes it difficult for something/someone.

Philosophy: The study of wisdom, knowledge and the world.

Bloodletting: The removal of a person's blood for surgical reasons.

Purging: The act of removing something.

Key Facts

1. Hippocrates and Galen were ancient Greek Philosophers whose ideas dominated medicine.
2. Hippocrates came up with the idea of the Four Humours; they were Black Bile, Yellow Bile, Phlegm and Blood
3. Hippocrates believed the characteristics of the Four Humours were linked to the four seasons.
4. Galen believed that the best way to treat a patient was to examine them and make a note of the symptoms they were showing.
5. Some cures by Galen included bloodletting and purging.

Homework Questions:

1. Who dominated medicine in ancient Greece?
2. What were the Four Humours?
3. What were the Four Humours linked to?
4. What did Galen believe was the best way to treat people?

5. What was the Theory of Opposites?

6. What does it mean to hinder something?

7. What is bloodletting?

8. What is purging?

Week Two Romans

Key Words

Empire: A group of countries ruled over by a single leader.

Communal: Shared by all members of the community.

Sewage System: A network of pipes that removes waste.

Key Facts

1. The Romans focused on public health for military reasons. They needed to ensure that their army was healthy and strong due to their expanding Empire.
2. The Romans used communal baths and toilets.
3. Roman toilets had channels underneath that took waste away from the towns using bath water.
4. The Romans shared a sponge on a stick as a toilet roll.
5. The Romans knew there was a link between dirt and disease but did not know what it was.

Homework Question

1. Why did the Romans focus on Public health?
2. What does communal mean?
3. What did the Romans use that were communal?
4. What was underneath Roman toilets?

5. What did the Romans use as toilet roll?

6. What did the Romans know about dirt?

7. What were the Four Humours?

8. Who created the Four Humours?

Week Three The Black Death

Key Words

Causes: A factor that directly leads to something else.

Pandemic: A widespread disease across multiple continents or the world.

Buboes: When the glands in a person's neck, armpits and inner thigh swell.

Bubonic: A type of plague spread by the bite of infected rat fleas. The name comes from the swollen buboes.

Homework Questions

1. When did the Black Death come to England?
2. How many people were killed?
3. Name two things that people thought caused the Black Death?
4. What actually caused the Black Death?
5. Name two symptoms of the Black Death?

Key Dates/dates

1. The Black Death in England was between 1348-1349 and killed nearly 2.5 million people.
2. People in the Middle Ages did not know the exact cause of the Black Death. They believed a range of ideas including that it was caused by Jewish people, imbalanced humours, God, and the planets being out of place.
3. The Black Death was caused by infected fleas biting humans. (The fleas were infected because they had bitten rats which carried the disease).
4. Symptoms of the Black Death included buboes, vomiting, bleeding under the skin, and muscle spasms.
5. Treatments for the Black Death included bleeding, purging, praying, and rubbing a bald chicken's bottom on the buboes.

6. Why did the Romans need good public health?

7. What did the Romans use as toilet roll?

8. What were the Four Humours?

Week Four: The Great Plague

Key Words

Epidemic: A widespread disease within one area (in this case, England).

Pneumonic: Meaning something that affects the lungs. In this case, it is a type of disease spread by sneezing that affects the victim's lungs.

Quarantine: When a person who is infected with a contagious sickness is isolated from other people.

1. The Great Plague came in 1665 under the reign of King Charles II.

2. During the Great Plague London lost 15% of its population which was around 100,000 people.

3. The death rate was the highest during the hot summer months when it became an epidemic.

4. The Great Plague was spread by infected fleas biting humans. These fleas caught the disease and were carried by rats.

The dirty conditions of London's streets increased the rate of the disease.

5. The wealthy, including the King and members of Parliament, left London to avoid the Great Plague.

6. The people at the time had no idea what was causing the Great Plague so they blamed things such as God, Miasma, the planets and stray animals.

7. The government tried to help by bringing in laws to prevent the disease from spreading. They did this by killing stray cats and dogs, creating pest houses to keep the sick in, painting red crosses over the infected houses and creating a quarantine period of 40 days for the sick.

Homework Questions

1. When was the Great Plague?
2. How many people died in London?
3. What caused the Great Plague?
4. Who left London during the Great Plague?
5. Give one way the government tried to stop the Plague

6. When was the Black Death?

7. What was underneath Roman toilets?

8. Name the Four Humours

Week Five Public Health in the Georgian Period

Key Words

Bourdalou: A small pot that women placed under their dresses to go to the bathroom.

Chamber Pot: A pot that was used as a portable toilet.

Privy: A toilet located in a small shed outside of a house.

Key Dates

1714-1830: The Georgian Period.

1775: Alexander Cummings created the S-Bend plumbing system.

1. Most people in the Georgian period used a chamberpot (which was kept under their bed) as a toilet. They planted lavender around the Privy to hide the smell.
2. People in the Georgian period did not want to leave their parties so women often used a bourdalou to go to the toilet (toilet (
3. Sir John Harrington invented the first flushing toilet in 1596. However, it smelt badly as the waste would remain in the toilet.
4. Harrington's toilet was created for Elizabeth I.
5. Alexander Cummings invented the S-Bend which improved the plumbing and reduced the smell. It was created in 1775 and is still used today.

Homework Questions

1. What did people keep under their bed to go to the toilet?
2. What was planted around the Privy?
3. who invented the first flushing toilet?
4. When did he create it?
5. Who created the S bend?

6. When was the Great Plague?

7. What caused both the Black Death and the Great Plague?

8. What was the Theory of Opposites?

Week Six- Edward Jenner

Key Words

Vaccination: An injection that helps a person's body produce protection against a disease.

Eradicated: To put an end to something.

Key Dates

1796: Edward Jenner researches smallpox.

1872: The smallpox vaccine becomes compulsory.

1980: Smallpox is considered eradicated.

1. In 1796, Edward Jenner began researching vaccines. He noticed that milkmaids who had been infected with cowpox (which was not fatal) did not get smallpox (which was usually fatal).
2. Jenner tested his theory by infecting a child with cowpox and then trying to infect him with smallpox. Whilst the child still got a little sick, he did not die.
3. Jenner created the first ever vaccine by infecting people with cowpox giving them immunity to smallpox.
4. Many at the time were unhappy with the vaccine as they did not trust it. However the government supported the vaccine and made it compulsory in 1872.
5. Jenner's vaccine led to the eradication of smallpox by 1980.

1. What did Jenner notice about milkmaids?
2. How did Jenner test his theory?
3. What did Jenner create?
4. When were vaccines made compulsory?
5. What happened to Smallpox?

6. Who built the first flushing toilet?

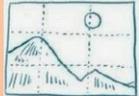
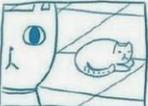
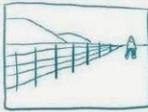
7. Give one way they stopped the spread of the Plague?

8. Who dominated medicine in ancient Greece?

Art, Craft and Design

WEEK 1 & 5:

Assessment Objective 3: Reflective Recording - Record ideas, observations and insights relevant to intentions as work progresses.

Methods of Recording		Colour Theory																		
<i>Observational drawing</i>	Drawing from looking at images or objects.	Primary: Red, Yellow, Blue Secondary: Primary + Primary Tertiary: Primary + Secondary Shades: Add black Tints: Add white Complementary: Colours opposite on the colour wheel Harmonious: Colours next to each other on the wheel Monochromatic: Shades, tones and tints of one colour Hue: The pigment Warm: Red, Orange, Yellow Cold: Blue, Green, Purple																		
<i>First hand observation</i>	Drawing directly from looking at objects in front of you.																			
<i>Second hand observation</i>	Drawing from looking at images of objects.																			
<i>Photographs</i>	Using a camera or smartphone to record images will class as first hand observation.																			
<i>Sketches</i>	Basic sketches and doodles can act as a starting point for development.																			
<i>Tonal shading</i>	Produce a range of tones by varying the pressure and layering - consider using softer pencils for darker shades.																			
Developing your idea as a final piece. Rough - A basic sketch of a final idea A Visual/Maquette - A small image or model created in the selected materials Final Piece - An image or sculpture pulling all preparatory work together	 <table border="1"> <tbody> <tr> <td>LINE</td> <td></td> <td>Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.</td> </tr> <tr> <td>SHAPE</td> <td></td> <td>2D/flat, geometric (square, circle) organic (non straight edges)</td> </tr> <tr> <td>FORM</td> <td></td> <td>3D, geometric (cube, sphere, cone) organic (all other forms such as people, animals, tables, chairs etc.)</td> </tr> <tr> <td>COLOUR</td> <td></td> <td>Refers to the light, hue, value and intensity of the pigment.</td> </tr> <tr> <td>TEXTURE</td> <td></td> <td>The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiney)</td> </tr> <tr> <td>SPACE</td> <td></td> <td>The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.</td> </tr> </tbody> </table>	LINE		Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.	SHAPE		2D/flat, geometric (square, circle) organic (non straight edges)	FORM		3D, geometric (cube, sphere, cone) organic (all other forms such as people, animals, tables, chairs etc.)	COLOUR		Refers to the light, hue, value and intensity of the pigment.	TEXTURE		The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiney)	SPACE		The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.	<p>Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle</p>  <p>Balance elements. If there is an emphasis on one side balance it out with smaller objects on the other</p>  <p>Simplify and fill. Enlarge or crop the image to fill the space</p>  <p>Use lines. Lines will draw the viewer in, they don't have to be straight, consider S or C</p> 
LINE		Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.																		
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WEEK 2 & 6:

Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

History of Art

The history of art focuses on objects made by humans for any number of spiritual, narrative, philosophical, symbolic, conceptual, documentary, decorative, and even functional and other purposes, but with a primary emphasis on its aesthetic visual form. Visual art can be classified in diverse ways, such as separating fine arts from applied arts; inclusively focusing on human creativity; or focusing on different media such as architecture, sculpture, painting, film, photography, and graphic arts. In recent years, technological advances have led to video art, computer art, performance art, animation, television, and videogames.

The history of art is often told as a chronology of masterpieces created during each civilization. It can thus be framed as a story of high culture, epitomised by the Wonders of the World. On the other hand, vernacular art expressions can also be integrated into art historical narratives, referred to as folk arts or craft. The more closely that an art historian engages with these latter forms of low culture, the more likely it is that they will identify their work as examining visual culture or material culture, or as contributing to fields related to art history, such as anthropology or archaeology. In the latter cases, art objects may be referred to as archeological artefacts.



Amiria Gale

Born 1979 in Tolaga Bay, New Zealand. Achieved her degree at Auckland University's School of Architecture. Left University and worked as a teacher of art, also managing a department. Has left education to pursue her art work full time. Specialises in semi-abstract paintings of sea shells. Her inspiration comes from memories of childhood. Works in acrylic paints as they dry quicker than oils. Currently lives in Auckland, New Zealand.

WEEK 3:**Assessment Objective 1: Contextual Understanding** - Develop ideas through investigations, demonstrating critical understanding of sources.

TIER 2 Vocabulary and definitions	TIER 3 Vocabulary and definitions
<p>Achieved - successfully doing something</p> <p>Pursue - to go after something</p> <p>Specialise - to concentrate on something</p> <p>Inspiration - to get ideas from</p> <p>Soaking - apply lots of water</p> <p>Composed - made up of</p> <p>Scratchy - a way of producing lines</p> <p>Unique - not ordinary</p> <p>Mysterious - difficult to make out/understand</p>	<p>Painting - using paint to create a picture</p> <p>Abstract - an image that makes you think about what it is. It isn't clear from first observation</p> <p>Tone - shading</p> <p>Line - how an image is made up</p> <p>Shape - how a 2D image is made up</p> <p>Form - how a 3D image is made up</p> <p>Acrylic - a type of paint</p> <p>Blending - mixing colours</p> <p>Organic - natural</p> <p>Monochrome - all the shades of one colour</p> <p>Pointillism - a technique that uses dots to create a tonal image</p> <p>Illustrator - a professional drawer</p> <p>Illustrations - produced by an illustrator</p> <p>Draws - lines and shapes that make up the artwork</p> <p>Sketches - to plan a drawing, to draw lightly</p> <p>Watercolour - a type of paint</p> <p>Ink - liquid to draw or write with</p> <p>Technique - the method used when using materials</p> <p>Printmaking - a technique of producing artwork using ink and a print base</p>

WEEK 4:**Assessment Objective 2: Creative Making** - refine work by exploring ideas and experimenting with appropriate media, materials, techniques and processes.

<i>Media</i>	The substance that an artist uses to make art.
<i>Materials</i>	The same as media but can also refer to the basis of the art work eg. canvas, paper, clay.
<i>Techniques</i>	The method used to complete the art work, can be generic such as painting or more focused such as blending.
<i>Processes</i>	The method used to create artwork that usually follows a range of steps rather than just one skill.
<i>Pencil</i>	The basic tool for drawing, can be used for linear work or for shading. Coloured pencils can be layered to blend colours, some are water soluble.
<i>Pen/Biro</i>	Drawings can be completed in pen and shaded using hatching or cross hatching.
<i>Pastel/Chalk</i>	Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect.
<i>Acrylic paint</i>	A thick heavy paint that can be used smoothly or to create texture.
<i>Watercolour</i>	A solid or liquid paint that is to be used watered down and layered.
<i>Pressprint</i>	A polystyrene sheet that can be drawn into, to print the negative image - can be used more than once.
<i>Monoprint</i>	Where ink is transferred onto paper by drawing over a prepared surface. Only one print is produced using pressure in certain areas.
<i>Collagraph</i>	A printing plate constructed of collaged materials, producing prints that are based on textures.
<i>Card construction</i>	Sculptures created by building up layers of card or fitting together.
<i>Wire</i>	Thick or thin wire manipulated to create 2D or 3D forms.
<i>Clay</i>	A soft, natural, substance used for sculpting. When fired, it can be glazed to create shiny colourful surfaces. Different techniques included pinching, slab forming, coil building, hand built and wheel thrown.

Art, Craft & Design - questions

Week 1 Questions

1. What are the three **primary** colours?
2. Drawing from looking directly at an object in front of you is called what?
3. Colours that are opposite each other on the colour wheel are called what?
4. How do you make a **secondary** colour?
5. What are the three **warm** colours?
6. What does **monochromatic** mean?
7. What are **harmonious** colours?
8. What are **sketches**?

Week 2 Questions

1. What does the history of art focus on?
2. What is the primary emphasis of the history of art?
3. Name one of the diverse ways in which visual art can be classified?
4. In recent years, what have technological advances led to?
5. How is the history of art often told?
6. The history of art can be framed as a story of high culture, and epitomised by what?
7. What can vernacular art expressions also be referred to as?
8. In latter cases, art objects may be referred to as what?

Week 3 Questions

1. What is the definition of **painting**?
2. What is an **illustrator**?
3. What is the definition of **shape**?
4. What is the definition of **line**?
5. What is the definition of **abstract**?
6. What is **printmaking**?
7. What does **monochrome** mean?
8. What is **pointillism**?

Week 4 Questions

1. In art, what does **media** mean?
2. How can you show shading when using a pen?
3. What is a **monoprint**?
4. What can oil and chalk pastels be used for?
5. What is the definition of **card construction**?
6. What is **acrylic paint**?
7. In art, what is meant by the term **materials**?
8. What is the definition of a **collagraph**?

Week 5 Questions

1. How do you make a **tertiary** colour?
2. Colours next to each other on the colour wheel are called what?
3. What are **complementary** colours?
4. What is **observational drawing**?
5. What does **second hand observation** mean?
6. Shades, tones, and tints of one colour are called what?
7. What are the three **cold** colours?
8. How can you produce a range of tones using pencil?

Week 6 Questions

1. When was Amiria Gale born?
2. Where did Amiria Gale achieve her degree?
3. After she left University, Amiria Gale worked as what?
4. Where was Amiria Gale born?
5. What style of painting does Amiria Gale specialise in?
6. Where does Amiria Gale's inspiration come from?
7. What type of paint does Amiria Gale work with?
8. Where does Amiria Gale currently live?

Notes

Physical and Health Education

Netball

Week 1&2

Scoring

In open play, if a shot is successfully scored from inside the goal circle = one point.
If the team is awarded a technical foul then they will receive a free shot at the net. A successful shot will be awarded with one point.

Officials - There are two umpires and up to two scorekeepers and timekeepers.

Players

A netball team consists of seven players per side and is divided into different positions.

- Centre (C) - this position starts the game and is allowed anywhere on the court except their own and the opposing team's goal circles.
- Wing attack (WA) - this position aims to collect the ball and deliver it safely into the goal circle to the shooters. The wing attack is only allowed in the top 2 thirds of their court.
- Goal attack (GA) - this position aims to collect the ball safely from the wing attack or centre and either passes to the shooter or has a shot for themselves. The goal attack is only allowed in the top two thirds of their court and the goal circle.
- Goal shooter (GS) - this position aims to find space in order to receive the ball from their teammates and shoot at the net. The goal shooter is only allowed in the top third of their court and the goal circle.
- Wing defence (WD) - this position is required to close down opposition players, intercept and protect the goal circle. The wing defence is only allowed in the bottom two thirds of their court.
- Goal defence (GD) - this position deals with preventing the opposition from passing the ball into the goal circle. The goal defence is only allowed in the bottom two thirds of their court and the goal circle.
- Goalkeeper (GK) - this position aims to close down opposition shooters in order stop the ball from being shot at the net. The goalkeeper is only allowed in the bottom third of their court and the goal circle.

Footwork Rule

A player can receive the ball: With both feet grounded or jump to catch the ball and land on two feet simultaneously. You may then take a step in any direction with one foot (but not both) and pivot on the spot with the other foot.

Passing

There are 5 different types of passes; the chest pass, bounce pass, lob, overhead pass and shoulder pass.

Week 1 Questions:

1. What happens if a team is awarded a technical foul in the shooting circle?
2. Which player restarts the game after every point?
3. Where on the court is the GA able to go?
4. Name three of the five types of passes.
5. Explain the role of a GD.
6. Where on the court is the WD able to go?
7. Why might it be advantageous to have your tallest player as your GK?
8. What happens if a player steps with both feet when they have the ball?

Week 2 Questions:

1. Can a shot be taken from outside the goal circle?
2. Where on the court can a centre go?
3. If a technical foul occurs outside the shooting circle, how does the game restart?
4. How far back must a defender be when marking?
5. Explain the role of a GD.
6. Where on the court is the WD able to go?
7. Why might it be advantageous to have your tallest player as your GK?
8. What happens if a player steps with both feet when they have the ball?

Rugby

Week 3 & 4

Scoring

Scoring a try is worth 5 points, the attacking side will have grounded the ball either on the try line or in the in-goal area or against the base of the rugby post itself. Grounding the ball is when a player touches the ball to the ground when it is their hands or arms.

Tackling

A tackle can take place anywhere in the field of play. **Only the ball carrier can be tackled.**

Tacklers must:

- Wrap their arms around the ball carrier to begin a tackle.
 - Not make contact above the shoulders. This is for safety reasons.
 - Immediately release the ball and the ball-carrier after both players go to ground.
 - Immediately roll away from the tackled player and from the ball or get up.
 - Be on their feet before attempting to play the ball.
- The player who has been tackled needs to immediately release the ball, this can be a pass to a teammate or by presenting the ball ready for a ruck or a pick up.

Rucking

A ruck is formed when at least one player from each team is in contact, on their feet and over the ball which is on the ground, usually after a player has been tackled.

Players involved in all stages of the ruck must have their heads and shoulders no lower than their hips.

- Offside at a ruck is an imaginary line that runs across the pitch from the back foot of the player at the back of the formed ruck, players cannot move across this line until the ball has been taken out of the ruck.
- Players can only enter the ruck through "the gate", this is created by the width of the person who has been tackled when they are on the floor, the gate can be made smaller or larger by the ball carrier if they move their body.
- Once a ruck is formed a player cannot put their hands in the ruck to take the ball, to win possession at a ruck the ruck has to be secured by pushing the opposition back, the ball can then be collected.

Passing

In rugby union the ball cannot be passed forwards. This means a player moving towards the opposition's try line must pass the ball to a team-mate either along or behind an imaginary line running at right angles to the side of the pitch, in other words the ball must be passed backwards or sideways, never forwards.

Week 3 Questions:

1. Where on the pitch can the ball carrier be tackled?
2. What constitutes a ruck in a game?
3. How does the game restart if there has been a forward pass?
4. Where must a player enter the ruck from?
5. What must a player who has just been tackled do once they are on the ground?
6. Name a way that a tackle can be illegal?
7. If a player is tackled into touch, how does the game restart?
8. If a team scores a try and kicks the conversion how many points do they score?

Week 4 Questions:

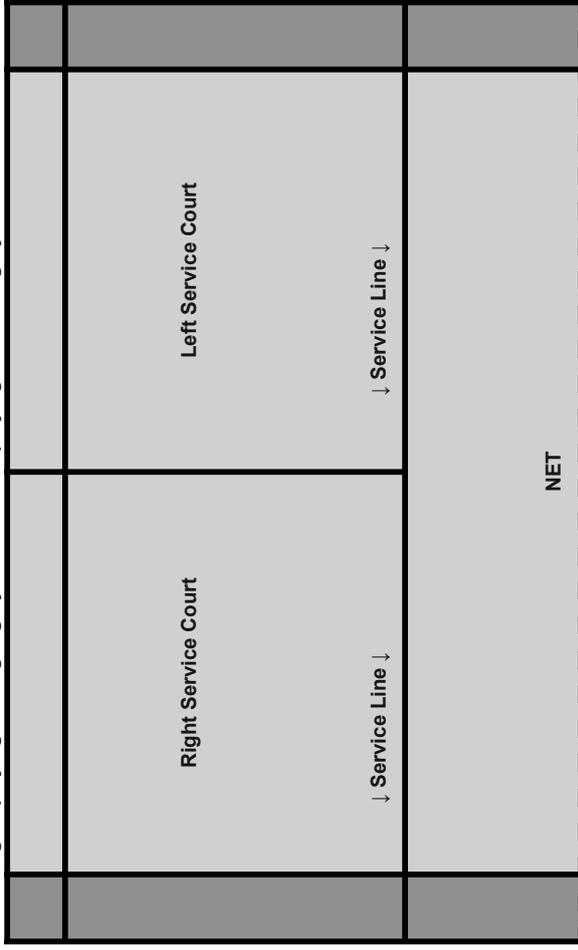
1. What are the names for the two different groups of positions that make up a team?
2. When a player makes a tackle what must they immediately do?
3. What forms the offside line at a ruck?
4. How can the defending team win the ball at a ruck?
5. Where must a player enter the ruck from?
6. What must a player who has just been tackled do once they are on the ground?
7. Name a way that a tackle can be illegal?
8. If a player is tackled into touch, how does the game restart?

Badminton - Week 5

Scoring

- The player/pair winning a rally adds a point to its score.
- If the shuttlecock lands inside of your opponents playing area, you score 1 point
- If the shuttlecock lands outside of your playing area, your opponent scores 1 point
- If the shuttlecock lands in their own area, your opponent scores 1 point
- A match consists of the best of three games of 21 points.
- At 20-all, the player/pair which first gains a 2-point lead wins that game.
- At 29-all, the side scoring the 30th point wins that game.

Singles playing area light grey Doubles playing area dark grey



- Players must serve behind the service line
- The serve must land past their opponents service line
- Singles badminton is played "Long and Thin" (see shaded area on left)
- Doubles badminton is played "Short and Wide" (see shaded area on right)
- The court is divided by the right and left side by the centre line

Week 5 Questions:

1. Name two ways you can score a point in badminton.
2. What happens if a game reaches 20-all?
3. What area of the court is used for a doubles game?
4. Where must a player stand when serving?
5. If a serve goes into the net what happens?
6. Can a player serve overarm?
7. Name two shots that can be played during a rally
8. What area of the court is used for a singles game?

Thinking ME: The Warm Up - Week 6

The Three Stages of a Warm Up

Every sports session should start with a warm up to prepare the sports performers both physically and mentally.

Pulse Raiser -

- Any exercise that will raise your heart rate; jogging, star jumps, cycling, swimming or any other low intensity activity.
- Prepares the body for exercise by increasing the heart rate, increasing breathing rate and increasing the temperature of muscles.

Mobiliser -

- Activities that take the joints through their range of movement starting with small movements and making these bigger as the warm-up progresses.
- Walking lunges, leg swings, opening and closing the gates, shoulder rotations, hip circles,
- Mobilises the joints that will be used in the session, which can improve performance levels (IPL).

Preparation stretches -

- There are simple and compound stretches. Squats, hamstring curls, lunges, deltoid stretch.
- Activities to stretch the main muscles that will be used in the physical activity this can reduce the risk of injury (RRI)

Q1 - Why should a sports session start with a warm-up?
 Q2 - What is the definition of a pulse raiser?
 Q3 - How do dynamic stretches benefit a performer?
 Q4 - How does sports specific activities help performers?

Q5 - Why is the sports activity the last stage of a warm up?
 Q6 - How does a pulse raiser benefit a performer leading up to activities/match?
 Q7 - What are the acronyms RRI and IPL?
 Q8 - What are the three stages of a warm up?

Healthy ME: Healthy Living

1. Drink lots of water

Over half of our body is made from water which means we need to keep it hydrated. Make sure you drink lots of water throughout the day, especially if you have been running around and playing! The NHS recommends 6-8 glasses per day.

2. Eat five a day - fruit and vegetables

You should always make sure to eat your five a day. This should be made up of lots of fruit and vegetables. You can even get it from drinks like smoothies, or maybe vegetables in your pasta sauce!

3. Stay active

The NHS recommends 60 minutes of moderate to vigorous exercise per day. There are lots of things you can do including swimming, football, dancing and jogging. Exercising can lower your risk of getting conditions such as heart disease, type 2 diabetes and will also help to prevent strokes. It can also improve your mental health and mood.

4. Make sure you get lots of sleep

The NHS recommends that 11-12 year olds should get around 9-11 hours of sleep. It also helps to do something relaxing before sleeping, such as reading a book or listening to some calm music. Sleeping helps your body to recover and will energise you for the day ahead!

Week 7 Questions

1. How much of the body is made up of water?
2. What is the recommended amount of water that should be consumed per day?
3. How many portions of fruit and vegetables should be eaten in a day?
4. Give an example of a way to get more fruit and vegetables into your daily diet.
5. Give two benefits of regular exercise.
6. How much exercise is recommended per day?
7. Why is sleep important?
8. How much sleep should an 11-12 year old get per night?

Aspire
ACHIEVE
Thrive

Develop your character

