

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



Aspire | Achieve | Thrive

Name:

Tutor:

Cycle 4 2021-22

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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History	11-14		
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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>

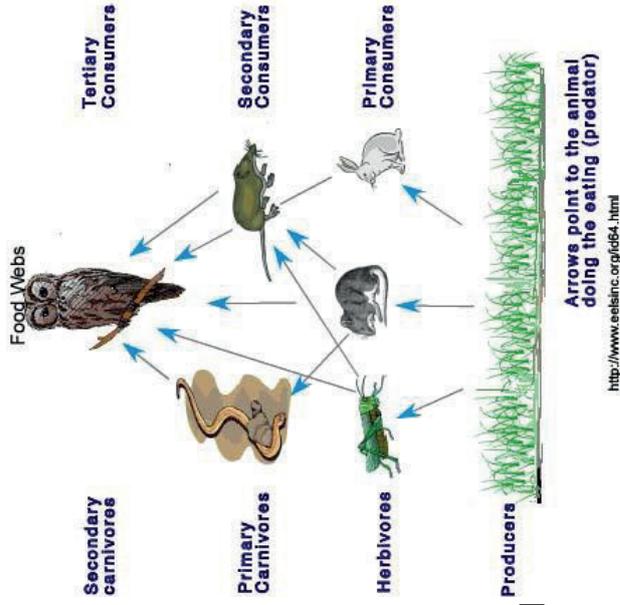
Keyword	Definition
Food chain	The order in which organisms depend on each other for food.
Food web	A tool that illustrates the feeding relationships among species in a specific habitat.
Predator	An organism that obtains food by the killing and eating of other organisms.
Prey	An organism that predators kill for food.
Producer	Any kind of green plant that makes food by taking the energy from the sun and using it to make sugar.
Consumer	Any organism that cannot make its own food. These organisms feed on producers or other consumers to survive.
Bioaccumulation	The net accumulation of a toxin in or on an organism.
Biodiversity	The variety of plant and animal life in the world or in a particular habitat.
Toxin	A chemical substance that damages an organism.
Pollination	The act of transferring pollen grains from the male part of the flower to the female part.
Fertilization	The fusion of the male and female gametes to produce offspring.
Food security	The availability of food in a region or country.

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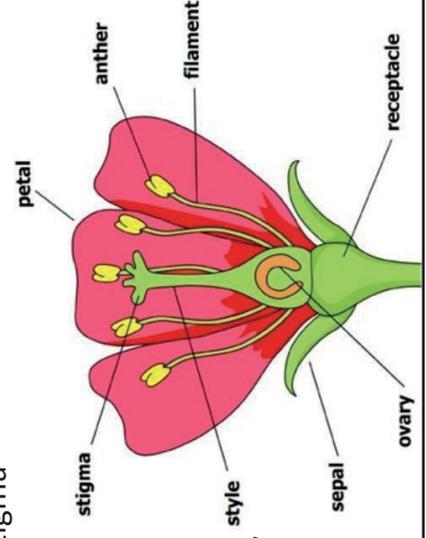
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Key Ideas

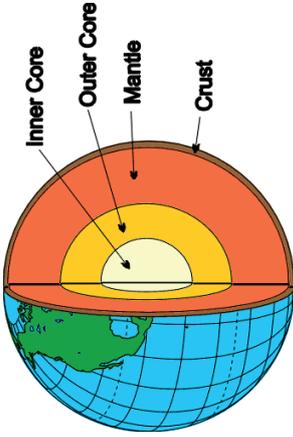
Animals and plants rely on each other to survive. Plants are able to make their own food using energy from the sun and are called **producers** as they produce all food on Earth. Animals then eat the plants and each other passing the energy on to each level in the food chain.



Flowering plants have brightly coloured petals and nectar to attract insects to them. While the insects are feeding on the nectar, they collect pollen on their bodies. The pollen is the male sex cell in a plant. When the insect moves to another flower the pollen will rub off onto the stigma which is the female part of the flower. This is called **pollination**. The pollen then grows a pollen tube down the style. When the pollen reaches the ovary, the pollen and the egg join in a process known as **fertilisation**.



Cycle 4 Chemistry 7 Knowledge Organiser Week 3 and 4

Keyword	Definition	Key Ideas
Weathering	The breaking down of rocks by the action of weather, plants, animals and chemical processes.	Structure and composition of the Earth The Earth is almost a sphere. These are its main layers, starting with the outermost:
Atmosphere	The layers of gases that surround the Earth. The important gases in the atmosphere are nitrogen, oxygen and carbon dioxide.	<ul style="list-style-type: none"> • crust - relatively thin and rocky • Mantle - is a layer of molten rock that can flow very slowly • core - made from liquid nickel and iron
Core	The core is the innermost part of the Earth.	
Crust	The outer layer of the Earth on top of the mantle.	
Mantle	Molten layer of rock in the inside of the Earth located between the outer crust and the molten core. It has the properties of a solid, although it can also flow, very slowly.	The radius of the core is just over half the radius of the Earth. The Earth's atmosphere surrounds the Earth. The Earth's crust, its atmosphere, and oceans contain the only resources that humans need.
Acid rain	Rain that contains dissolved acidic gases such as nitrogen oxides and sulfur dioxide.	
Grain	A small particle in a rock.	
Igneous	Rocks that formed under very hot conditions within the Earth.	
Erosion	The wearing away of pieces of rock, soil or other solid materials.	The Rock Cycle There are three main types of rock:
Lava	Molten rock that is released from the Earth's core in a volcano or fissure. It is lava when it is on the Earth's surface.	<ul style="list-style-type: none"> • Igneous such as basalt and granite. • Sedimentary such as limestone, sandstone and shale • Metamorphic such as slate and marble
Magma	Molten rock that is found within the Earth.	The Earth's rocks do not stay the same forever. They are continually changing because of processes such as weathering, erosion and large earth movements. The rocks are gradually recycled over millions of years. This is called the rock cycle .
Metamorphic	A type of rock formed under intense heat or pressure.	For example, sedimentary rocks can be changed into metamorphic rocks. These can be weathered, eroded, and the pieces transported away. The pieces of rock could be deposited in a lake or sea, eventually forming new sedimentary rock. Many routes through the rock cycle are possible.
Porous	Something that allows water to pass through it.	
Rock cycle	All the processes that are involved in creating, changing and destroying rocks.	
Sedimentary	Rocks that are formed through the deposition of sediments,	

Cycle 4 Physics Y7 Knowledge Organiser weeks 5 and 6

Keyword	Definition	Key Ideas
Star	A sphere in the sky which is made of burning gas.	Origins of the Universe The universe started from one point. It began 13.8 billion years ago in an event called the Big Bang. There was no explosion, the Universe popped into existence in all directions simultaneously. Over time, atoms formed, then stars, then galaxies, planets, and everything else that is in the universe today.
Galaxy	A huge collection of gas, dust, and billions of stars and their solar systems.	Stars and Galaxies Our sun is a star. There are countless more stars like our sun in space. The Milky Way is composed of billions of stars. The Milky Way is the galaxy that we live in.
Solar system	A star and any planets that surround it.	Outside the Milky Way, there are many other galaxies. Stars in galaxies are clustered because gravity attracts them together.
Orbit	Movement in the shape of a ring.	Between galaxies, there are vast areas of nothing. A star is formed when a huge cloud of matter (mostly hydrogen) is pulled together by gravity.
Semi-circle	Half a circle.	There are many different types of stars. Blue-white supergiant stars are very big.
Hemisphere	Half a sphere.	A neutron star is a star at the end of its life which has a collapsed inner core.
Axis	A line that something moves around.	
Universe	All of space, and all the matter and energy that space contains.	
Sun	The star at the centre of our solar system.	Earth's Motion - Days and Seasons The Earth takes around 24 hours to spin on its axis, this is a day on Earth. As Earth spins on its axis, sometimes we face the sun, and sometimes we face away from it, this is day and night.
Motion	Movement of an object compared with another.	The Earth orbits the sun every 365 days, this is known as a year.
Day	The time it takes for a planet to turn once on its axis.	The Earth is tilted on its axis, this causes the different seasons.
Season	A period during the year linked to temperature and daylight and the tilting of the Earth on its axis.	It is summer in the UK when the Northern Hemisphere is tilted towards the Sun. It is winter in the UK when the Southern Hemisphere is tilted towards the Sun.
Gravity	A non-contact force that attracts all objects to each other.	Gravity, Weight, and Mass Mass is measured in kilograms (kg) Weight = mass x gravitational field strength Earth's gravitational field strength is 9.81 N/kg Weight is a result of gravity interacting with mass.
Weight	The gravitational force that acts on a mass, measured in newtons (N).	An object's weight will change depending on the strength of the gravitational field strength acting on it. Mass is constant.
Mass	A measure of the amount of matter an object is composed of.	Using Astronomical Distances Distances across the universe are not measured in kilometres because they are so big it gets difficult to understand.
Light year	The distance that light travels in one whole year.	Distances across the universe are measured in light years. Light years are a measure of distance, not time. A kilometre is equal to 1000 metres.

YEAR 7 FRENCH CYCLE 4 - MY SCHOOL

- WEEK 1:** My school - location and type

1.	Décris-moi ton collège. (<i>Describe your school</i>)		
Sentence starter	Noun phrase (type of school)	Noun phrase (area)	Noun phrase (location)
Mon collège s'appelle Stoke Damerel. <i>My school is called Stoke Damerel</i>	C'est un collège mixte <i>it's a mixed school</i>	dans le nord de l'Angleterre, <i>in the north of England,</i>	à la campagne. <i>in the countryside.</i>
	C'est un collège pour filles <i>it's an all-girls school</i>	dans le sud de l'Angleterre, <i>in the south of England,</i>	à la montagne. <i>in the mountains.</i>
	C'est un collège pour garçons <i>it's an all-boys school</i>	dans l'ouest de l'Angleterre, <i>in the west of England,</i>	au bord de la mer. <i>at the seaside.</i>
		dans l'est de l'Angleterre, <i>in the east of England,</i>	en ville. <i>in town.</i>
		dans le sud-ouest de l'Angleterre, <i>in the south-west of England,</i>	dans le centre-ville. <i>in the town centre.</i>

- WEEK 2:** School subjects + telling the time

2.	À quelle heure... ? (<i>What time...?</i>)		
Frequency phrase	Verb	Noun	Time
Le lundi <i>On Mondays</i>	j'étudie <i>I study</i>	le dessin <i>art</i>	à une heure <i>at one o'clock</i>
Le mardi <i>On Tuesdays</i>		le français <i>French</i>	à deux heures <i>at two o'clock</i>
Le mercredi <i>On Wednesdays</i>		le théâtre <i>drama</i>	à trois heures <i>at three o'clock</i>
Le jeudi <i>On Thursdays</i>		l'EPS <i>PE</i>	à quatre heures <i>at four o'clock</i>
Le vendredi <i>On Fridays</i>	nous étudions <i>we study</i>	l'anglais <i>English</i>	...
Tous les jours <i>Every day</i>		l'informatique <i>IT</i>	à cinq heures et quart <i>at quarter past five</i>
Chaque jour <i>Every day</i>		l'histoire <i>history</i>	à cinq heures et demie <i>at half past five</i>
		la technologie <i>DT</i>	à cinq heures moins le quart <i>at quarter to five</i>
		la géographie <i>geography</i>	...
		la musique <i>music</i>	à six heures cinq <i>at five past six</i>
	la religion <i>RE</i>	à six heures dix <i>at ten past six</i>	
		les maths <i>maths</i>	à six heures vingt <i>at twenty past six</i>
		les sciences <i>science</i>	à six heures vingt-cinq <i>at twenty five past six</i>
			...
			à sept heures moins cinq <i>at five to seven</i>
			à sept heures moins dix <i>at ten to seven</i>
			à sept heures moins vingt <i>at twenty to seven</i>
			à sept heures moins vingt-cinq <i>at twenty-five to seven</i>
			à midi <i>at midday</i>
			à minuit <i>at midnight</i>



YEAR 7 FRENCH CYCLE 4 - MY SCHOOL

- WEEK 3: Favourite subject - opinion + reason**

3. Quelle est ta matière préférée? (What's your favourite subject?)					
Opinion verb	Noun	Connective	Opinion verb phrase	Adjective	
Ma matière préférée est <i>My favourite subject is</i>	le dessin le français l'EPS		je trouve ça <i>I find it</i>	fantastique <i>fantastic</i> drôle <i>funny</i> utile <i>useful</i> pratique <i>practical</i> facile <i>easy</i>	ridicule <i>ridiculous</i> difficile <i>difficult</i>
J'aime	l'anglais l'informatique	parce que	je pense que c'est <i>I think that it's</i>	génial(e) <i>great</i> intéressant(e) <i>interesting</i>	ennuyeux/ennuyeuse <i>boring</i> barbant(e) <i>boring</i>
J'adore	l'histoire	car	à mon avis c'est <i>in my opinion it's</i>	passionnant(e) <i>exciting</i> créatif/créative <i>creative</i> éducatif/éducative <i>educational</i>	nul/nulle <i>rubbish</i> affreux/affreuse <i>awful</i>
Je n'aime pas	la technologie la géographie la musique la religion	puisque			
Je déteste	les maths les sciences				
			Verb		
			je suis <i>I am</i> je ne suis pas <i>I am not</i>	fort(e) en ça <i>good at it</i> faible en ça <i>weak at it</i>	

- WEEK 4: School subjects - perfect tense (past)**

4. Qu'est-ce que tu as étudié hier? (What did you study yesterday?)					
Time phrase	Verb	Noun	Verb	Adjective	
Hier <i>Yesterday</i>		le dessin le français le théâtre	ce qui était <i>which was</i>	fantastique <i>fantastic</i> drôle <i>funny</i> utile <i>useful</i> pratique <i>practical</i> facile <i>easy</i>	ridicule <i>ridiculous</i> difficile <i>difficult</i> ennuyeux/ennuyeuse <i>boring</i> barbant(e) <i>boring</i> nul/nulle <i>rubbish</i> affreux/affreuse <i>awful</i>
Le week-end dernier <i>Last weekend</i>	j'ai étudié <i>I studied</i>	l'espagnol	et c'était <i>and it was</i>	génial(e) <i>great</i> intéressant(e) <i>interesting</i> passionnant(e) <i>exciting</i> créatif/créative <i>creative</i> éducatif/éducative <i>educational</i>	
Le mois dernier <i>Last month</i>		l'EPS			
La semaine dernière <i>Last week</i>	nous avons étudié <i>we studied</i>	l'anglais l'informatique l'EPS			
L'année dernière <i>Last year</i>		l'histoire			
		la technologie la géographie la musique la religion			
		les maths les sciences			



YEAR 7 FRENCH CYCLE 4 - MY SCHOOL

WEEKS 5 & 6: School subjects - near future tense

5. Qu'est-ce que tu vas étudier demain? (What are you going to study tomorrow?)				
Time phrase	Verb	Noun	Verb	Adjective
Demain <i>Tomorrow</i>	je vais étudier <i>I'm going to study</i>	le dessin le français le théâtre	ce qui sera <i>which will be</i>	fantastique <i>fantastic</i> chouette <i>great</i> drôle <i>funny</i> utile <i>useful</i> pratique <i>practical</i> facile <i>easy</i> sensass <i>awesome</i> génial(e) <i>brilliant</i> intéressant(e) passionnant(e) <i>exciting</i> créatif/créative <i>creative</i> éducatif/éducative <i>educational</i>
Le week-end prochain <i>Next weekend</i>		l'EPS	et ce sera <i>and it will be</i>	
Le mois prochain <i>Next month</i>		l'anglais l'informatique l'EPS		
La semaine prochaine <i>Next week</i>	nous allons étudier <i>we are going to study</i>	l'histoire		
Dans le futur À l'avenir <i>In the future</i>	je voudrais étudier <i>I would like to study</i>	la technologie la géographie la musique la religion	ce serait <i>it would be</i>	ridicule <i>ridiculous</i> difficile <i>difficult</i> ennuyeux/ennuyeuse <i>boring</i> barbant(e) <i>boring</i> nul/nulle <i>rubbish</i> affreux/affreuse <i>awful</i>
L'année prochaine <i>Next year</i>		les maths les sciences		

NEGATIVE STRUCTURES	
je n'étudie pas je n'étudie jamais	<i>I don't study</i> <i>I never study</i>
nous n'étudions pas nous n'étudions jamais	<i>we don't study</i> <i>we never study</i>
CONNECTIVES & INTENSIFIERS	
et - <i>and</i>	un peu - <i>a bit / a little</i>
aussi - <i>also</i>	assez - <i>quite</i>
mais - <i>but</i>	très - <i>very</i>
car / parce que / puisque - <i>because</i>	vraiment - <i>really</i>
cependant / par contre - <i>however</i>	carrément - <i>totally</i>
ou - <i>or</i>	absolument - <i>absolutely</i>



YEAR 7 FRENCH CYCLE 4 - MY SCHOOL

MODEL PARAGRAPH:

Salut! Je m'appelle Tom et j'ai douze ans. Mon collègue s'appelle Stoke Damerel. C'est un collège mixte dans le sud-ouest de l'Angleterre, dans le centre-ville de Plymouth.

Dans mon collège, nous étudions dix matières. Le lundi j'étudie les maths, le français, l'EPS et la géographie mais je n'étudie pas l'anglais, car nous étudions l'anglais le jeudi. Les cours commencent à neuf heures cinq et finissent à trois heures.

Ma matière préférée est l'informatique parce qu'à mon avis c'est vraiment intéressant et je suis fort(e) en ça, mais j'ai horreur des sciences car c'est très difficile et je suis faible en ça.

Hier nous avons étudié le dessin, la technologie et aussi la religion et c'était assez éducatif. Demain nous allons étudier la musique, ce qui sera carrément chouette. A l'avenir, je voudrais aussi étudier le théâtre. Je pense que ce serait passionnant.

Translation:

Hi! My name is Tom and I'm 12 years old. My school is called Stoke Damerel. It's a mixed school in the South-west of England, in the city centre of Plymouth.

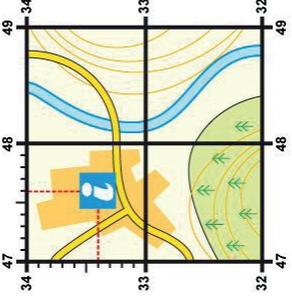
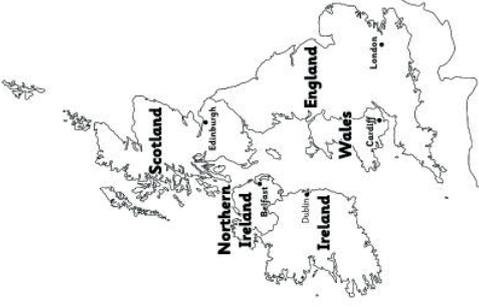
In my school, we study 10 subjects. On Mondays I study maths, French, PE and geography but I don't study English, because we study English on Thursdays. The lessons start at 9:05 and finish at 3.

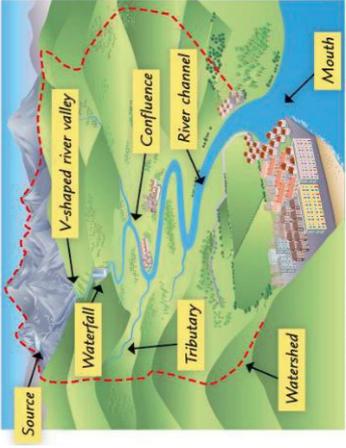
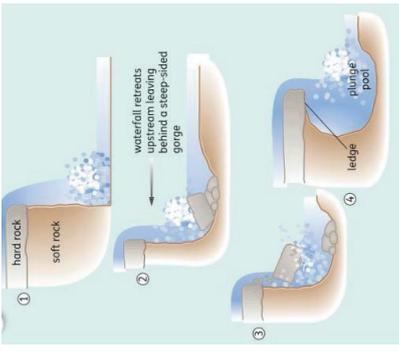
My favourite subject is IT because in my opinion it's really interesting and I'm good at it, but I can't stand science because it's very difficult and I'm weak at it.

Yesterday we studied art, DT and also RE and it was quite educational. Tomorrow we are going to study music, which will be totally great. In the future, I would like to also study drama. I think it would be exciting.



Cycle 4 Geography Year 7 Knowledge Organiser: UK Landscapes

Session	Keywords	Knowledge	Geographical concepts
1 OS map skills	Ordnance Survey (OS): The national mapping agency of the United Kingdom.	<p>Grid reference A grid of squares helps the map-reader to locate a place. The vertical lines are called eastings. They are numbered - the numbers increase to the east. The horizontal lines are called northings as the numbers increase in an northerly direction.</p> <p>Things to remember:</p> <ul style="list-style-type: none"> When you give a grid reference, always give the easting first: "Along the corridor and up the stairs". <p>4-figure grid references can be used to pinpoint a location to within a square. Sometimes it is necessary to be even more accurate. In this case a 6-figure grid reference is required.</p>	
2	OS map symbols: We use a KEY to identify symbols on an OS map. Learn the symbols shown below.	 <p>Railway Station Camp site/ caravan site Nature reserve Viewpoint Information centre Parking Place of worship with tower</p>	 <p>Non-coniferous trees Cliff</p>
3 Our island home Lands End to John O' Groats	<p>Great Britain: England, Scotland and Wales</p> <p>United Kingdom: England, Scotland, Wales and Northern Ireland</p> <p>British Isles: England, Scotland, Wales, Northern Ireland and Ireland</p>	<p>Your journey starts in Lands End, on the south-west tip of England, in Cornwall. Lands End: The most south-westerly tip of Great Britain, in Cornwall, England Cornwall is a remote part of the UK. It is a popular tourist destination for tourists. The landscape is coastal, and rolling hills. The journey continues through Dartmoor in the county of Devon and up to the city of Bristol in the county of Somerset. Dartmoor is famous for its high rocky moorland and wild ponies. Bristol is a historic city close to the River Severn and at the bust M4 / M5 junction. It has a creative economy and is home to Ardman Animations (the makers of Wallace and Gromit) Continue your journey north to Merseyside and then the Lake District, one of our country's National Parks. Merseyside is and industrial landscape home to docklands where ships bring important good from overseas. The Lake District is famous for dramatic mountainous landscapes and huge lakes. Scafell Pike, England's highest mountain (978m) is in the Lake District. Your journey now takes you into Scotland, through the lochs and highlands towards John O' Groats Loch Lomond, just north-west of Glasgow is another National Park. Inverness, a city in the Scottish Highlands has a population of 50,000 people, it is the location for hte Highland games and is said to be one of the UK's happiest cities. John O' Groats: The most Northern tip of Great Britain, in Scotland</p>	

Session	Keywords	Knowledge	Geographical concepts
<p>4</p> <p>UK Landscapes</p> <p>How UK landscapes vary (weathering)</p> <p>Dartmoor landscape</p>	<p>Weathering: The first stage in the breakdown of rocks.</p> <p>Erosion: Wearing away and removal of small pieces of rock by, for example, a river</p> <p>Magma: Molten rock deep underground</p>	<p>Landscapes in the UK vary from place to place. This is mainly due to geology - the different types of rocks beneath our feet. There are many different types of rock in the UK, this explains why we have such a varied landscape.</p> <p>Granite is one of the hardest and toughest rocks in the UK. It forms the upland area of Dartmoor in Devon.</p> <p>Dartmoor is a National Park and is the top of an exposed batholith - a huge dome of igneous rock. It has over 150 rock outcrops called tors which were formed by a combination of freeze-thaw weathering and chemical weathering. The land is at a higher altitude than the surrounding area due to the resistant nature of the granite.</p>	<p>The rock cycle describes how rocks are constantly being changed from one type to another. There are three types of rock;</p> <p>Igneous rock is formed on Earth's surface (during volcanic eruptions) or deep underground by the cooling of molten (hot, liquid) rock e.g. Granite.</p> <p>Sedimentary rock is formed by the deposition of sediment. E.g Sandstone</p> <p>Metamorphic rock has undergone change due to intense heat and/or pressure e.g. Slate</p>
<p>5</p> <p>River landscapes</p>	<p>Drainage Basin: An area of land drained by a river and its tributaries.</p> <p>Tributary: A small river that joins a larger river.</p> <p>Source: The start of a river</p> <p>Mouth: The point where a river meets the sea.</p>	<p>Upper Course of a River: Near the source, the river flows over steep gradient from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys.</p> <p>Middle Course of a River: Here the gradient get gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally (sideways) making the river wider.</p> <p>Lower Course of a River: Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited here</p>	 <p>The river drainage basin</p>
<p>6</p> <p>Waterfalls</p>	<p>Waterfall: A step in the river over which water plunges</p>	<p>Waterfalls are a spectacular landscape features. Formation of a waterfall;</p> <ol style="list-style-type: none"> 1- River flows over alternate types of rock 2- River erodes the softer rock quicker creating a step. 3- Hard rock above is undercut leaving cap rock which collapses providing more material for erosion. 4- Waterfall retreats leaving steep sided gorge 	

Year 7 - History Cycle 4- Plymouth and its History

Week One: Prehistoric- Norman Plymouth	
<p>Key Words Homosapians- species to which all modern human beings belong R.N. Worth - The man who discovered the caves in Cattedown Plymouth containing the bones. Cattedown Man- The name given to the person who bones were dated to be 140,000 years old Sherford- A new town being built between Plympton and Plymstock Stonehouse- An area of Plymouth that the Saxons discovered first. Sutton Harbour- Became an influential port after the Normans started unloading their goods there.</p>	<p>Key Dates 1886- Discovery of caves in Plymouth 2021- Prehistoric animal bones discovered at Sherford. 1882-Roman crematorium discovery made at Stonehouse Bridge. 997 AD- Vikings invaded Plymouth. 1066+- Normans took over Plymouth after they defeated the Saxons at the Battle of Hastings.</p>
<p>Key Facts</p> <ol style="list-style-type: none"> 1. The Bones of 15 different homosapians were discovered in a cave in Cattedown in 1886 that were mainly between 5,000 and 8,000 years old. 2. Bones of prehistoric creatures were also discovered in the Cattedown caves, dating back 30,000 years. 3. The caves in Cattedown have been listed as a national monument by Historic England. This has meant they remain fenced off and kept well out of sight. 4. The new Sherford Development has also discovered bones of prehistoric animals including woolly rhinos and woolly mammoths. 5. Stonehouse got its name as when the Saxons discovered Plymouth they found a Roman crematorium that looked like a stonehouse. 6. The Vikings invaded Plymouth to steal money and treasures. 7. The Normans originally lived in Plympton as this was the wealthiest place due to the Saxon priory. They built a castle there as a result. 8. The Normans then moved to Sutton Harbour and this is how Plymouth became such an important port. 	
Week Two-Plymouth in the Middle Ages	
<p>Key Words The Black Death- A disease caused by fleas in the 1300s. King John- Got the nickname 'Lackland' due to losing the land of the English Kings in France. Edward III- Was the grandson of the French King so decided to fight for the throne of France as he believed he was the rightful heir. Earl of Devon, Hugh Courtenay- Stopped the French invasion on Plymouth in 1339. The Black Prince- The nickname given to the son of Edward III. King Jean II- The French King was taken as a prisoner to Plymouth by the Black Prince. Bretons- Invaders from France during the Hundred Years War.</p>	<p>Key Dates 1339- The French invaded Plymouth with 18 ships. 1337-1453- The Hundred Years War . 1348- Plymouth was hit by the Black Death 1348-The Black Prince was staying at Plympton Priory when the Black Death hit. This resulted in a delay of England invading France. January to September 1349- nearly 350 of the clergy in the priories and abbeys of Devon and Cornwall died from the Black Death. 1356- Black Prince was able to stage an invasion of France with 3,000 men. 1356 to 1372- France fell largely under England's control due to the Black Prince. 9th August 1403- The French Bretons invaded Plymouth.</p>
<p>Key Facts</p> <ol style="list-style-type: none"> 1. The Black Death that hit Cornwall and Devon killed: 1,900 people in Exeter, 1,500 in Bodmin and 50% of the population of Truro. 3. Lots of adult males died in Plymouth during the Black Death leading to a shortage of workers. 4. King John lost most of the French land leaving England with only a few small areas of France by the start of the 1200s. 5. The Hundred Years War was started by King Edward III of England who believed he was the rightful heir to the French throne as he was the Grandson of the French King. 6. The Black Prince established his headquarters to organise his attacks against the French during the Hundred Years War in Plymouth. 7. The Black Prince's invasion of France in 1356 resulted in a victory for the English in the Battle of Poitiers. The new French King Jean II was captured and brought back to Plymouth as a prisoner. 8. The attack by the French Bretons on Plymouth in 1403 was the most destructive of all the attacks on Plymouth during the Hundred Years War. 9. The Breton attacks are still commemorated by Freedom Fields, a memorial Park established in the town following the battle. 10. Bretonside in Plymouth got its name due to the location of the Breton attacks. 	

Week 3- Why are there different attitudes towards Plymouth's naval heroes?

Key Words

Sir John Hawkins- The first slave trader to make a big profit, primoting the use of the Slave Trade Triangle by many others.

Elizabeth 1st- Supported Hawkins use of the Slave Trade Triangle to make money for England.

Sir Francis Drake- A Plymouth man seen by people as a hero, slave trader and a pirate.

King Phillip II of Spain- Launched the Spanish Armada against England.

Key Facts

1. During his slave Trade voyages, Hawkins traded slaves in the West Indies for hides, ginger, pearls, sugar, gold and silver. He made 60% profit for his investors.
2. It was Hawkins men who first discovered potatoes and tobacco on their journeys.
3. To get revenge on the Spanish after a brutal attack on his men, John Hawkins became an English spy. He managed to prevent the Spanish plans to invade England at that time.
4. Hawkins improved the organisation and command structures of the Navy, as well as modernising its fighting tactics.
5. Hawkins was knighted by Queen Elizabeth I as his change to the navy helped the English win against the Spanish Armada in 1588.
6. Francis Drake was the cousin of John Hawkins and learnt seamanship on Hawkins' slave ships
7. The Spanish described Sir Francis Drake as 'El Draque', the dragon, due to the raids he carried out in the Spanish colonies in the Americas. He took gold, silver and other treasures.
8. To the English, at the time, Sir Francis Drake was seen as a hero: 'A Patriotic Pirate'.
9. During the Anglo-Spanish wars Drake looked like a hero to the British he proved to be a legendary naval officer.
10. When the Spanish Armada finally came to England, Drake was second in command of the English fleet that resisted the attack.

Key Dates-

1562- Hawkins set out for the Guinea coast to capture West Africans as slaves.

1578- Hawkins was appointed the navy's treasurer.

1577-1580- Sir Francis Drake became the first Englishman to circumnavigate the globe.

1585- The Anglo-Spanish Wars started due to Drake stealing treasures from Spanish colonies.

1588- The Spanish Armada tried to attack England but failed.

Week Four- Plymouth and the English Civil War

Key Words

English Civil War- Battle between the Royalists (supporting Charles I) and the Parliamentarians (supporting Parliament).

King Charles I- The King who was executed due to starting the English Civil War.

Duke of Buckingham- King Charles I favourite Duke.

Sir James Bagge- The Naval administrator for Plymouth (who lived at Saltram House) who used money meant for troops for his own personal gain.

Prince Maurice- Charles I nephew. He was tasked with taking over Plymouth for the Royalists.

Key Facts-

Causes of Plymouth fighting for the Parliamentarians

1. Troops from Plymouth were sent to fight against Spain as a result of Charles I declaring war in 1625; 90 ships and 100,000 soldiers from Plymouth were used to fight against Spain.
2. The ships used were inadequately equipped and the soldiers were ill-fed. It was a failure for the British and for the Plymouthain soldiers.
3. After the battle in Spain, many of the soldiers died of the plague, food poisoning or being killed in the battles due to the ships being ill-equipped to defend. When the ships returned to Plymouth Sound hundreds of corpses were thrown into the harbour. The streets became filled with homeless soldiers, many wounded and all stinking and diseased.
4. The King gave no support to the soldiers in Plymouth after the battle.
5. Rumours started to spread that the money taken from Sir James Bagge (that was meant for the soldiers) was given to the Duke of Buckingham. To protect his friend, King Charles 1st dissolved parliament to prevent the Duke of Buckingham being punished.

What happened in Plymouth during the English Civil War?

1. Plymouth was the only port on Parliament's side during the Civil War. Cornwall was Royalist and so was most of Devon!
2. Every man in Plymouth was forced to sign an oath to die in defence of the town rather than see it taken by the King.
3. Plymouth took in refugees from other towns taken over by Royalists. This created overcrowding in Plymouth as the population grew to 10,000.
4. The King's men blocked clean water supplies to Plymouth coming from Dartmoor. This led to an increase in diseases (Plague and Typhus)
5. In the Sabbath Day Fight, Prince Maurice and his men attacked Laira Creek in the dark. However, Plymouth forces approached from the South at Tothill Ridge unseen.
6. The Royalists lost as Laira Creek became impassable due to the tides. Hundreds of Royalist troops were shot or drowned due to sliding down the steep embankments into the muddy waters.
7. The 'Great Deliverance', celebrating Plymouths victory, was celebrated for many centuries on the 3rd December.

Key Dates

1625- Charles 1 declared war on Spain.

1642-1651- The English Civil War

1643- Sabbath Day Fight

Week Five- The Mayflower Voyage	
<p>Key Words</p> <p>Mayflower Steps- Found at the Barbican. They were used by the Pilgrims when they sailed to America.</p> <p>The Mayflower- The ship that sailed from Plymouth to America in 1660.</p> <p>Puritans- Very strict Protestants who wanted to remove all Catholic ideas.</p> <p>The Pilgrims- The name given to the Puritans who sailed on the Mayflower from Plymouth to America.</p> <p>Squanto- A local tribesman who showed the Puritans how to grow crops after they moved to Plymouth in America.</p> <p>Thanksgiving Day- The day Americans celebrate when the Pilgrims were helped by the Native Tribesmen to grow crops and survive in America.</p> <p>Wampanoag Tribe- Ended the peace with the Pilgrims.</p> <p>Metacom/King Philip- The Chief of the Wampanoag tribe in 1675.</p> <p>The American War of Independence- When America broke free from the control of the British and became an independent country.</p> <p>Reservations- Areas of land where Native Americans were forced to move onto after the Americans took over their land.</p> <p>Buffalo- The staple animal used by Native Americans for food, clothes and supplies.</p> <p>National Day of Mourning- Commemorated by Native Americans on the same day as Thanksgiving to show their hatred of the actions of the British.</p>	<p>Key Dates</p> <p>16th September 1660- Mayflower set sail from Plymouth.</p> <p>11th November 1660- The Mayflower landed in America (Massachusetts).</p> <p>16th December 1660- The Puritans arrived in the location of their new colony, Plymouth.</p> <p>1675- King Philip's War- ended the peace between the Pilgrims and the local Native tribes.</p> <p>1775-1783- The American War of Independence</p>
<p>Key Facts</p> <ol style="list-style-type: none"> 1. Puritans wanted to leave England because they believed the Church of England (the Protestants) were not acting how they should be. 2. There were 102 passengers who sailed on the Mayflower for 66 days from Plymouth to America. 3. 51 of the passengers on the Mayflower had died by the end of the first Winter. The British struggled to grow crops so starvation and disease was causing problems. 4. A local native tribesman called Squanto showed the settlers how to plant 20 acres of corn and six acres of barley successfully. 5. To celebrate their successful harvest-and to give thanks to God for their good fortune- the settlers tucked into a feast of turkey and goose. They invited the local tribesmen to join them. 6. The first meal enjoyed together by the tribesmen and settlers is remembered in the United States of America today. It is called 'Thanksgiving Day'. 7. King Philip's War started because the colonists demanded the peace agreement between the Pilgrims and the local tribes should mean the Wampanoag hand over any guns. 8. King Philip's War was seen as a final attempt to drive out the colonists and lasted 14 months. It is considered the deadliest war in American history. 9. After the American War of Independence, the British who moved to America started to move across America from the East to the West. In doing this they destroyed the land used by the Native Americans causing the Native Americans to lose their food supplies, land, culture and freedom. 	<p>Key Dates</p> <p>1906- Jimmy Peters became the first Black man to play football for England.</p> <p>1918- Parliament Act gave women the right to vote (from the age of 30) and the right to become MPs (from the age of 21)</p> <p>1919-1945- The period of time that Nancy Astor was an MP for.</p> <p>1921-1934- The time that Jack Leslie played for Plymouth Argyle.</p> <p>1923- Law passed to increase the age that alcohol could be bought at. Went from 14 years old to 18 years old.</p> <p>1928- The age for women to vote was reduced to 21 years old.</p>
Week Six- Plymouth and People's Rights	
<p>Key Words</p> <p>Suffrage- The right to vote</p> <p>Suffragists- A female group protesting for the right for women to vote in the early 1900s. They used peaceful methods.</p> <p>Suffragettes- A female group protesting for the right for women to vote in the early 1900s. They used more violent methods.</p> <p>Nancy Astor- The first woman to take her seat in the British parliament, as an MP for Plymouth Sutton</p> <p>MP- A member of Parliament</p> <p>Bill- What a law is known as whilst it is in discussion in the Houses of Parliament.</p> <p>Jack Leslie- The only professional black player in England when he played for Plymouth Argyle.</p> <p>Jimmy Peters- The first Black man to play rugby union for England.</p>	<p>Key Dates</p> <p>1906- Jimmy Peters became the first Black man to play football for England.</p> <p>1918- Parliament Act gave women the right to vote (from the age of 30) and the right to become MPs (from the age of 21)</p> <p>1919-1945- The period of time that Nancy Astor was an MP for.</p> <p>1921-1934- The time that Jack Leslie played for Plymouth Argyle.</p> <p>1923- Law passed to increase the age that alcohol could be bought at. Went from 14 years old to 18 years old.</p> <p>1928- The age for women to vote was reduced to 21 years old.</p>

Key Facts

1. Nancy Astor spent the first two years as the only female MP in the Houses of Commons.
2. Nancy Astor won seven elections between 1919 and 1935, retiring from Parliament in 1945.
3. During the initial years of her political career, Nancy supported lowering the voting age for women to 21 – and this Act was later passed in 1928.
4. Astor's biggest political change was in 1923 when she was responsible for the first Private Members' Bill ever passed by a woman- The Intoxicating Liquor (Sale to persons under Eighteen) Bill. It proposed to change the age that alcohol could be purchased from 14 years old to 18 years old due to the damage alcohol caused to women and children and the economic cost to the country.
5. Jack Leslie scored more than 137 goals for Argyle in 401 appearances and remains the Pilgrims' fourth highest goal-scorer of all time.
6. It is believed that Leslie was set to become the first black player to represent England but was denied the opportunity when selectors were made aware that he was "a man of colour".
7. It was not until 1978 that the first black player appeared in an England shirt.
8. Jimmy Peters moved to Plymouth in 1902 and played for Plymouth RUF, and the Devon countryside until 1909. It was during this time that he was picked to play for England.
9. Peters was the only Black rugby player to play for England until 1988.

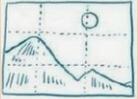
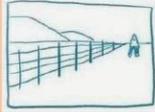
Week	Key themes/Facts	Key terms/Spellings	Religious point of view
1 Human Sexuality	<p>Sexuality - People are attracted to one another. Relationships involve men and women being together or people of the same sex are together. In Britain homosexual relationships are now legal and couples can now marry. These changes reflect contemporary modern British attitudes to sexuality.</p>	<p>Human sexuality - refers to how people express themselves as sexual beings. Heterosexual - people of the opposite sex are attracted to each other Homosexual - people of the same sex are attracted to each other.</p>	<p>Christians believe sex is a gift from God. Both Muslims and Christians believe sex should only take place inside a marriage. Many Christians see heterosexual relationships as part of God's plan for humans. The Church of England welcomes homosexual Christians who live in a faithful relationship just as holy as heterosexual relationships.</p> 
Week	Key Theme/ Fact	Key Terms/Spellings	Religious point of view
2 Views on Sexuality	<p>Religious views on sexuality - Sexual relationships can be understood as heterosexual or homosexual.</p>	<p>Heterosexual - people of the opposite sex are attracted to each other Homosexual - people of the same sex are attracted to each other.</p>	<p>Christians and Muslims believe heterosexual relationships are natural, part of God's plan for humanity. Both these religions believe sex is an important bond between a couple and an opportunity to start a family. Some Christians openly oppose homosexuality as it is forbidden. Muslims believe that homosexuality is a sin.</p>
Week	Key theme/Fact	Key terms/Spellings	Religious point of view
3 Sexual Relationships Before & outside of marriage	<p>Sex before and outside of marriage - There are different beliefs and opinions on sexual relationships between a couple before they get married and while they are married</p>	<p>Sex before marriage - having sex before you are married Sex outside of marriage - while married you have sex with another person Adultery - to have sex with someone while married to another person.</p>	<p>Many Christians and Muslims teach that both sex before marriage and outside of marriage is wrong. Adultery is wrong as it involves lies, secrecy, betrayal of trust. Christians and Muslims believe adultery breaks the vows and the promises which were made at the wedding. When you break these you break the promises you made to each other and to God.</p>
Week	Key Theme/Fact	Key terms/Spellings	Religious point of view
4 Teachings about Marriage	<p>Marriage - When a couple want to make a lifelong commitment to each other in a marriage where stability to themselves and society through demonstrating good moral behaviour.</p>	<p>Marriage - a legal union between a man and a woman as partners in a relationship. Civil Partnerships - is a legal union of same sex couples Same sex marriage - marriage between a couple with the same sex Cohabitation - unmarried couple living together in a sexual relationship.</p>	<p>Christians believe marriage is a sacrament - a ceremony in which God is involved. Marriage is a gift from God - part of God's plan for men and women. They share companionship through good times and bad and try to bring up children the way God want them to. In Islam marriage is intended to be for life and is seen as a legal contract.</p>

Week	Key themes/Fact	Key Terms/Spellings	Religious point of view
5 Divorce & Remarriage	<p>Divorce and remarriage - divorce is a legal termination of a marriage. A divorce in Great Britain can be given for 'irreconcilable differences' like adultery or desertion.</p> <p>A divorce can be seen as a last resort after trying to talk difficulties through with mediation and the family to help and support.</p>	<p>Divorce - a legal termination of a marriage</p> <p>Remarriage- when someone who is divorced remarried another person</p> <p>Annulment - the marriage has never been valid.</p>	<p>Some Christians (Catholic) do not recognise divorce because marriage is for life. Some Christians (protestants) believe divorce is not to be encouraged but may sometimes be necessary. They will also allow remarriage.</p> <p>In Islam divorces is allowed by Allah, Muslims believe it is hated by Allah as it is disrespectful to him an dgoft of marriage if divorce is needed then it's allowed as long as there has been an attempt of trying to fix the marriage.</p>
Week	Key themes/Fact	Key Terms/Spellings	Religious point of view
6 Families & Religion	<p>Families - There are many types of families in Britain. Being part of a family involves having a mum and a dad with brothers or sisters. We have grandparents, aunts and uncles who are all part of the bigger family. Being part of a family provides security and stability in society.</p>	<p>Nuclear - a couple and their children</p> <p>Stepfamily a divorced person remarried to another person who has children.</p> <p>Extended family - a family who has grandparents, aunts, uncles and cousins.</p> <p>Same sex family - where the parents are the same sex.</p> <p>Procreation - having children.</p>	<p>The family unit and family life are important to Christians. Each member within the family is taught to have specific roles, which they believe God expects them to fill for example the father goes to work and provides for his family. The mother stays at home and looks after the children. For a Muslim the family is at the heart of the community and provides security and stability for the Muslim community</p> 
Week	Key Themes/Fact	Key Terms/Spellings	Religious point of view
Extra Gender Roles	<p>Gender Roles - Throughout history there has been a difference of an opinion about who holds the power in the home or in the workplace. For a long time men used to hold more position of power and rights over the women. In 1975 the Sex Discrimination Act started to change this view and make men and women have equal rights in the work place, especially as more women are starting to work more.</p>	<p>Gender Equality - men and women should be given the same rights and opportunities</p> <p>Gender Prejudice - means unfairly judging someone because of their gender</p> <p>Sexual Stereotyping - means having a fixed idea of how men and women will behave</p> <p>Gender discrimination - acting against someone on the basis of gender.</p>	<p>While Christian teachings state that equality between makes and demakes is very important there have been examples where gender equality was not fully encouraged for example men had the higher authority in the church. Christians believe all people are created equal in the image of God, therefore, they oppose all forms of prejudice and discrimination today.</p> <p>In Islam gender prejudice and discrimination is wrong because Islam teaches everyone was created by Allah and they will be judged by him in the same way.</p>

Art, Craft and Design

WEEK 1 & 4:

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																		
<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.	Complimentary: 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>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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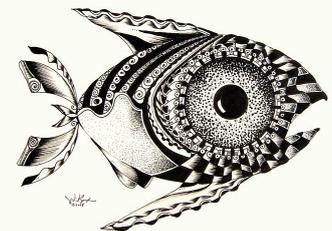
WEEK 2 & 5:

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

Artists/Designers

J Vincent Scarpace

Born 1971 in Buffalo, New York, USA. Both parents were artists and his mother taught him how to draw and paint by the age of 2. Worked as a teacher as well as a production and studio artist. He is best known for his abstract pictures of fish that explore the formal elements of line, colour, pattern and shape. His work is also influenced by pointillism. He also uses his fingers to paint the dots in his work.



Alan and Rosemary Bennett

Alan Bennett and Rosemary Bennett are North Carolina potters who create amazing stoneware clay or porcelain fish sculptures inspired by childhood experiences in and around water.

They start with a series of sketches. Then the basic body shapes are sculpted, manipulated, hollowed out and added to, using ceramic materials and techniques.



WEEK 2 & 5:

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

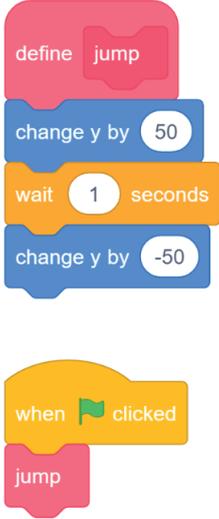
WEEK 3 & 6:

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>Collograph</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.

Year 7 Computing: Programming Essentials in Scratch Part 2

Week 1: Subroutines:

Keywords	Knowledge
<p>Subroutines - Subroutines are a group of instructions that will run when called by the main program or other subroutines.</p> <p>Decomposition - Subroutines help break down a problem into small manageable chunks.</p> <p>Axis - The direction that the sprite will move (x, y).</p>	<p>Computer programs will be broken up into subroutines. This will allow the computer to manage an entire task in one block of code.</p> <p>Subroutines are set up with the define block. Any code that then needs to be run as part of the program, will be added to this specific section. To run the subroutine, there only needs to be a reference to the name of the subroutine. This can be found in a separate block. If this block is used 10 times in a row, then the subroutine will run 10 times.</p> <p>The program to the right will create a subroutine that allows the user to “jump”. A sprite will move up in the y axis by 50, wait 1 second and then move back down by 50 in the y axis.</p> <p>When the green flag is pressed, the function will be called and then be run.</p> <p>Subroutines will need to be defined before called because the program will not know what to reference in the main program.</p> 

Week 2: Using Iteration:

Keywords	Knowledge
<p>Variables - A variable is a name that refers to data being stored by the computer</p> <p>Execute - To carry out a set of instructions.</p> <p>Condition - A true or false statement that will happen.</p>	<p>Being able to repeatedly execute instructions is commonly referred to in computing as iteration.</p> <ul style="list-style-type: none"> Count-controlled iteration will execute the commands a set number of times. <ul style="list-style-type: none"> Example: “Write out lines 100 times” Condition-controlled will execute the commands until the condition you set is no longer being met. <ul style="list-style-type: none"> Example: “Write out lines until 4pm” <p>Computer programs can also create Computer bugs. A bug in a computer system is code that causes your program to behave unexpectedly. Debugging is the process of finding an error in your code and taking steps to fix the problem.</p> <p>The following blocks will allow a program to repeat for a pre-set number of times or repeat until the program has been closed.</p> 

Week 3: Investigate nested Iteration and Selection statements:

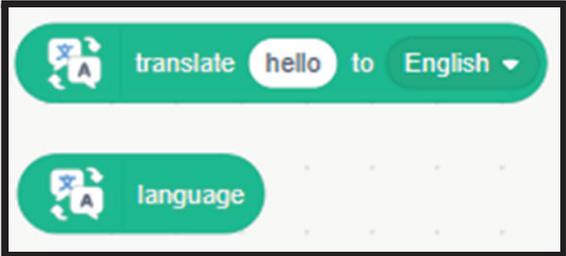
Keywords	Knowledge
<p>Boolean - Values that can be TRUE or FALSE.</p> <p>Expression - Program that is written.</p> <p>IF statement - Used to run a code block based on a condition.</p> <p>Else - The alternative condition to an IF condition.</p>	<p>A selection statement in programming allows a computer to evaluate an expression to ‘true’ or ‘false’ and then perform an action depending on the outcome. These can be identified by an IF-ELSE statement.</p> <p>IF statements can be written out like:</p> <p>If age > 11 then Display “You can go to secondary school”. else Display “You cannot go to secondary school”.</p> <p>The condition that need to be checked. The output is based on the condition. Alternative condition if the first isn’t met. The output is based on the condition.</p> <p>When a program becomes “nested”, it means that there are sections integrated into other sections. There may be an IF block placed inside of a repeat until block. This will allow the program to continue whilst using multiple conditions.</p>

Year 7 Computing: Programming Essentials in Scratch Part 2

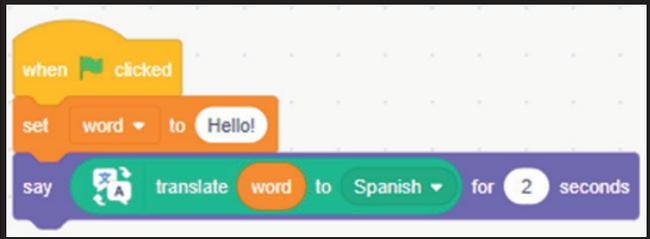
Week 4: Introduction to Lists (You should also recap Week 1 this week):

Keywords	Knowledge
<p>Lists - Lists allow you to hold multiple items of data under one name.</p> <p>Data - Generic alphanumeric values that have not been assigned a meaning.</p>	<p>Variables can only hold one piece of data at a time. This can be limiting when you want to hold multiple pieces of data in one convenient place. You might want to create a shopping list program for a home assistant. You couldn't do this with a variable because it would just overwrite the previous shopping item each time.</p> <p>A list will allow you to store multiple values in one name. Consider it the same as storing lots of values in one variable; you do not need a variable for each value.</p> <p>The following shows a list being used in Scratch. This list is currently storing 2 pieces of data and providing the user an option to add values to this list.</p> 

Week 5: Translating (You should also recap Week 2 this week)

Keywords	Knowledge
<p>Translate - To change the form of data into another.</p> <p>Subroutines - Subroutines are a group of instructions that will run when called by the main program or other subroutines.</p>	<p>There are times where data is written in another language. Not everyone will be able to translate this. We can use specific blocks of code to change the values of data to make them readable.</p> <p>The following blocks will allow the user to select text that they would like to change. This can then be changed into any language but using the dropdown arrow provided.</p> <p>This is made up of subroutines that are preprogrammed to translate text.</p> 

Week 6: Decomposing a Problem (You should also recap Week 3 this week)

Keywords	Knowledge
<p>Problem - An issue that needs to be addressed.</p> <p>Decomposition - The process of breaking down a large problem into smaller problems.</p>	<p>Before a task is completed, it will need to be broken down into several parts. This will make completing the task a lot easier. Instead of trying to fix one big problem, it will be more manageable to break it down into smaller parts and focus on those.</p> <p>If decomposition is not followed, then it can become very time consuming and difficult to work through a problem as there is too much to work with. This is why we break code up into individual subroutines and then work with the subroutine references.</p> <p>For example, the code on the right does not use a defined subroutine but it does allow for decomposition. We can break it down into its variables and what each block should be doing. If there are any issues, then these can be addressed by working through the program.</p> 

Week 7 and 8: Preparing for Assessment

Self-quiz the knowledge covered in Weeks 1 - 6

Physical Education

Week 1&2 - Rounders

Rounders games are played between two teams. Each team has a maximum of 15 players and a minimum of 6 players. No more than 9 players may be on the field at any one time.

- One team bats while the other team fields and bowls.
- The bowler bowls the ball to the batter who hits the ball forward on the rounders pitch.
- The batter then runs to as many posts as possible before the fielders return the ball to touch the post the batter is heading for.
- If the batter reaches the 2nd or 3rd post in one hit, the batting team scores $\frac{1}{2}$ a Rounder.
- If the batter reaches 4th post in one hit, the batting team scores a Rounder.
- If the batter hits the ball and reaches and touches 4th post before the next ball is bowled, the batting team scores 1 Rounder.
- If the batter hits a no ball and reaches and touches 4th post before the next ball is bowled, the batting team scores 1 Rounder (you cannot be caught out on a no ball).
- A $\frac{1}{2}$ Rounder is scored if the batter reaches 4th post without hitting the ball.
- A penalty $\frac{1}{2}$ Rounder is scored for an obstruction by a fielder.
- A penalty $\frac{1}{2}$ Rounder is scored for 2 consecutive no balls to the same batter.
- A $\frac{1}{2}$ Rounder is scored by the fielding team if waiting batters or batters who are out obstruct a fielder.
- A batter can score in the normal way on a backward hit but must remain at 1st post while the ball is in the backward area.
- Games are usually played over 2 innings with the aim of the game to score the most Rounders.

Week 3&4 - Cricket

Scoring

The aim for the batter in cricket is to try to score as many runs as possible throughout their innings.

To score a run requires the batter to strike the ball and run to the opposite end of the pitch while their batting partner runs in the other direction. To record the scoring run, both batters need to touch the floor behind the popping crease with either their bat or body. In situations where the fielding team has not recovered the ball, the batters return back to score two or more runs. It is also possible to score runs without running the length of the pitch, if a batter can hit the ball past the boundary line (four runs) or over the line without bouncing (six runs).

Rules

- A cricket team consists of 11 players and they take it in turns to bat and bowl.
- The bowler must not throw the ball, but bowl the ball overarm at the stumps, which are at either end of a 22-yard area called a wicket.
- A batter is declared out if the bowler knocks off the bails of the stumps with a delivery.
- A batter is declared out if a fielder or wicket keeper catches the ball directly off the bat and before it hits the ground.
- A batter is declared out if the umpire believes that the bowler's ball would have hit the stumps if the batter had not obstructed the ball with their pads. This is known as leg before wicket (or LBW).
- A batter is declared run-out when they are going for a run but do not make the batting crease before the fielding team knocks off the cricket stumps.
- A batter is declared out if the wicketkeeper stumps them.
- A batter is declared out if they knock over their stumps while playing a shot or avoiding a delivery.
- A batter is declared out if the umpire believes the batter has purposely obstructed a fielder who is about to take a catch or attempt a run-out.
- The end of an innings is called when 10 of the 11 batting team are given out. At this point, both teams swap over. In competitive games, teams can have one or two innings.

Week 5 - Tennis	Week 6 - Physical Components of Fitness
<p>Rules</p> <ul style="list-style-type: none"> • A match must start with a coin toss to decide who serves first and which side they want to serve from. • After each point, the server will alternate either side on the baseline. • The server must hit their serve from behind their baseline. • If the first serve is called out, then the server may take advantage of a second serve. If the second serve fails then a 'double fault' is called and the point is lost. • If the serve hits the net but travels over and into the service area, then a 'let' is called and the server may take the serve again without penalty. • To receive a serve, the player is allowed to stand where they wish but they must allow the ball to bounce once first. • If a player touches the net, distracts their opponent or impedes them in any way, the umpire will award the point to the other player. • Throughout a game, the ball is allowed to hit the lines to be awarded in. Anything outside of the lines and the ball is out. • In competitive games, new tennis balls are introduced after the first seven games and then every nine games after that. <p>Scoring</p> <p>To begin a tennis match, a coin must be tossed, usually by the umpire. The winner then decides who serves first and at which end they would prefer to start the game. At the beginning of a game both players begin with 'love' (zero) points. The scoring system is then as below:</p> <p>No points – 'Love' First point – '15' Second point – '30' Third point – '40' Fourth point – 'Game'</p> <p>To win a game, a player must beat their opponent by two clear points. However, it is very common for both players to reach 40-40 (40-all) - this is called "deuce". At deuce, a player is still required to win by two more points. Therefore, if the server wins the next point the score is "advantage server". If the player with "advantage" wins the next point they win the game, but if the player without "advantage" wins the next point, the score reverts to "deuce". There is no limit to the number of times a game can go to deuce and, as a result, a game can go on for an extended period of time.</p>	<p>Muscular strength: Definition: the maximum force (in kg or N) that can be generated by a muscle or muscle group. Practical example: A weightlifter would need high levels of muscular strength to be able to perform a deadlift at 90% of their 1 rep max.</p> <p>Aerobic endurance: Definition: the ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity. Practical example: A marathon runner would need high levels of aerobic endurance to maintain a consistent pace for the duration of the race.</p> <p>Muscular endurance: Definition: the ability of the muscular system to work efficiently where a muscle can continue contracting over a period of time against a light to moderate fixed resistance. Practical example: A rower would need high levels of muscular endurance to enable them to keep moving the oar for the duration of the race.</p> <p>Speed: Definition: distance divided by the time taken. Speed is measured in metres per second (m/s). The faster an athlete runs over a given distance, the greater their speed. Practical example: A 100m sprinter would need high levels of speed to cover the distance in the quickest time.</p> <p>Body composition: Definition: The relative ratio of fat mass to fat-free mass (vital organs, muscle and bone) in the body. Practical example: A long distance runner will have low body fat compared to a rugby prop who would have high fat and muscle mass.</p> <p>Flexibility: Definition: the ability to move a joint fluidly through its complete range of movement. Practical example: A diver would need high levels of flexibility to enable them to perform the pike position after dismount. Fitness Test: Sit and reach test.</p>



Aspire
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