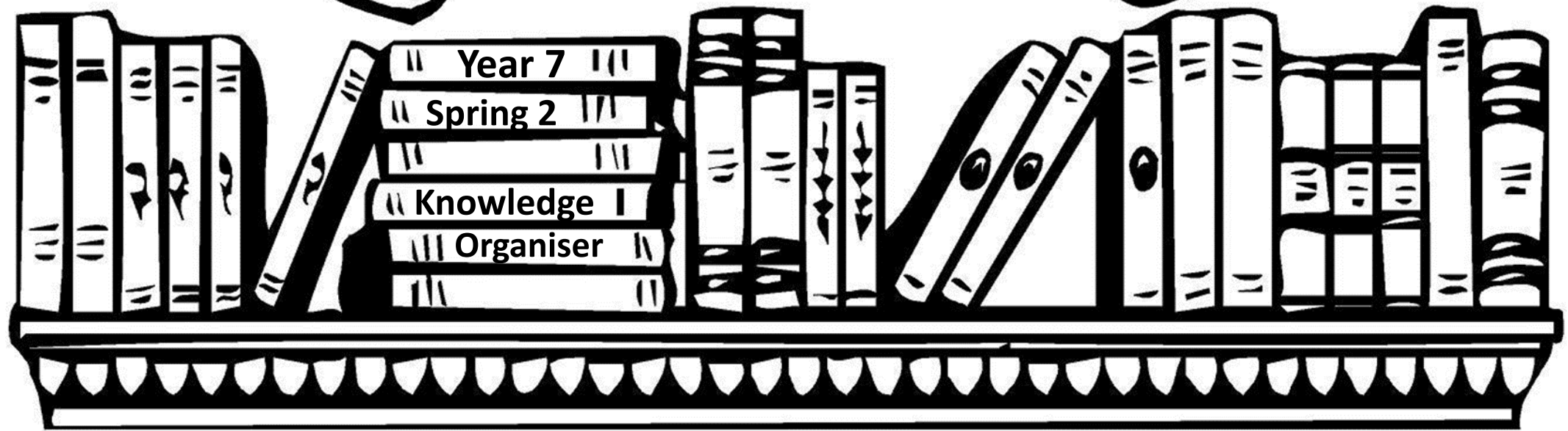


Knowledge

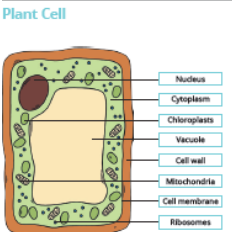
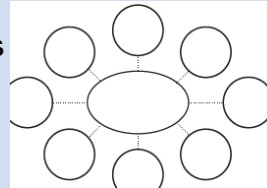


is power

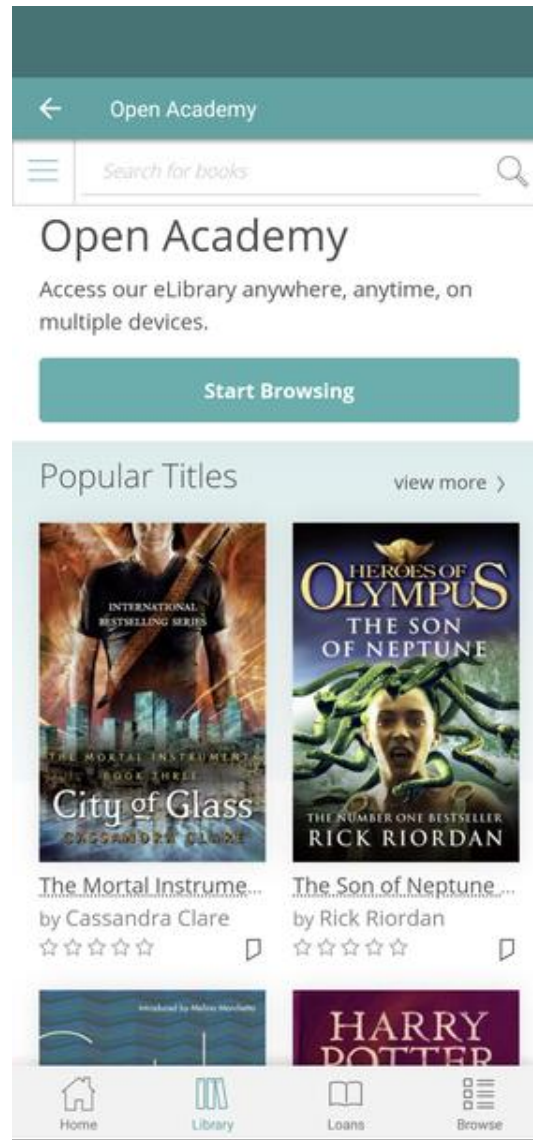
Just reading through your books or a knowledge organiser is not always an effective way to revise. Instead, you should do something with the information. Choose an example of the revision methods on the pages or see if you can come up with another method.

The knowledge is evolutionary not revolutionary. Approximately half the knowledge is new and half helps you revise. Many of the activities are changing. We hope you enjoy them.

Subject	Page Number	Subject	Page Number
Reading	3	Science	21
Art	5	DT	24
English	6	Food	25
Maths	11	Geography	29
History	15	Computer Science	31
PE	17	RS	32
Deutsch	18	Drama	34
		Things to think about	35

Idea	Explanation
Make some flash cards or PowerPoint slides. Make top trumps. 	Write down key words, quotation, questions or equations on one side of a card. On the other side, write the definition or answer. Use them to test yourself.
Make a poster. 	Turn your notes into posters with lots of colour and illustrations. Summarising the key information in a different way is an effective way of learning and your brain will remember the colours more easily. Do the title last!
Draw spider diagrams, or for the adventurous mind maps. 	Write the topic/keyword in the centre of your page. Add everything you know in subtopics. Then explore each subtopic in turn adding more ideas. Colour/pictures help you recall.
Write a song or a rap. 	Are there songs that stick your head. Change the lyrics to the information you want to learn. If you record and listen back it will be a more fun way of revising.
Plan a lesson 	If you teach something to someone else the chance of recalling it is really high. This has been found to be the most effective way of learning something for the long term.
Write a story or comic strip. 	Take the keywords or facts that you need to learn and turn them into a story or a cartoon. The sillier the story the more likely you are to remember it.
Write a quiz. Design a game. 	Playing is how we learn as young children and it is a very powerful way of learning throughout life. If we enjoy the game it helps us remember.

READING AT HOME



Access eBooks anytime, anywhere with our school eBook platform.

Scan this QR code to be taken to the website and start borrowing today:

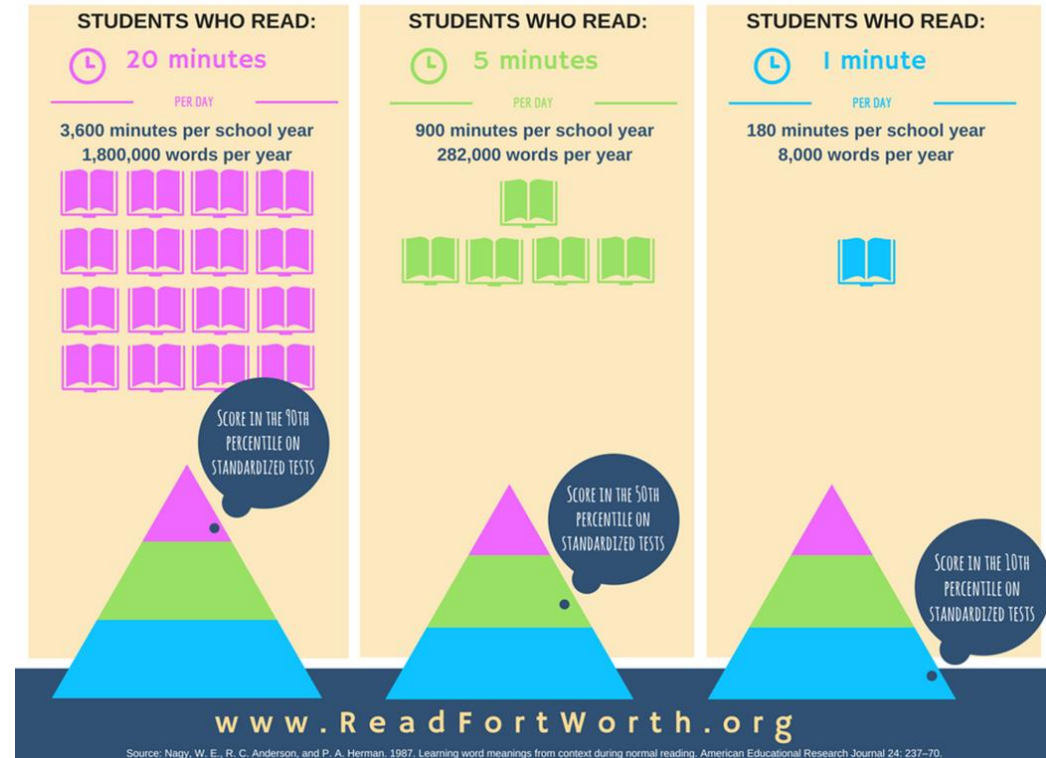


SCAN ME

Please contact Miss Ling if you are unsure of your log in details.

<https://openacademy.eplatform.co/>

Why read 20 minutes at home?



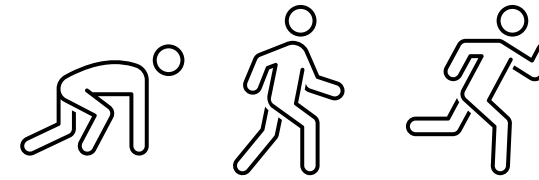
Reading has a number of benefits:

- Success at school
- Mental health & wellbeing
 - Better sleep
- Develop empathy
- Escapism (books can take you anywhere) ...and more!



ReadFit

A workout for your brain!



Read More • Build Reading Stamina • Make Reading a Daily Habit

To be a good reader, much like a marathon runner, you need to put in time and practice to be successful. Runners train over time, gradually increasing the difficulty by increasing the amount of time they run, the distance they run and the speed at which they run.

You can apply a similar idea to reading. To train to be a great reader, you can start by reading easier books, for a short period of time, and by breaking your book into small chunks (i.e. a few pages at a time). As you continue your reading training, you can gradually build up to reading more difficult texts, reading for longer and reading bigger sections of your book in one go.

ReadFit is a programme designed to help you on your reading journey. With beginner and hero challenges, each week there will be daily “reading workouts” to help you read more and reach 20 minutes of daily reading. Complete the “workouts” to unlock digital badges and rewards.

WEEK 1 ReadFit LOG

Title of the book I am reading:

Day 1 Page to	Day 2 Page to	Day 3 Page to	
Day 4 Page to	Day 5 Page to	Main characters	Tricky words
I thought the book was (what are you enjoying or disliking about the book, share your thoughts here):		I found the book: Easy Okay Hard Very Difficult I would recommend this book to others: Yes No	

View the weekly challenges in Teams,
or scan the QR code to take part



Angie Lewin

Born: 1964, Cheshire

Angie Lewin is a British printmaker working in linocut, wood engraving, lithography and screen printing.

Angie Lewin has a unique vision of the natural world.

Her hugely popular prints show the intricate detail of the native flora of a variety of environments, from salt marsh and Highland loch to flower-strewn meadow and wild garden.

Her style is modern but it has a retro feel.



During the Spring term the year 7 students will be introduced to Angie Lewin. Students will explore how colour and patterns can be used together. Students will also develop their drawing skills through observation of organic objects and will be encouraged to further explore colour theory. Students will make studies of Lewin's work with the year culminating in the creation of their own Lewin style piece of work.

Year 7 - Spring 2 - An Introduction to Poetry

Genre Overview

Poetry can be defined as a type of literature or artistic writing that tries to appeal to the reader's emotions and imagination through a variety of different poetic techniques.

The poet uses a combination of rhythm, word choice, sounds, rhymes, structure and more to create a piece of writing that stirs the reader's feelings.

Poems & Poets

A Vision by Simon Armitage explores the contrast between our idealistic hopes and plans for the future and the less perfect reality.

A Song on the End of the World by Czeslaw Milosz is about the world coming to an end but not in a violent way or by war, but in peaceful and tranquil way.

The River God by Stevie Smith uses personification to bring the river to life. The meaning is open to interpretation and could be argued to be about death or the relationship between humankind and nature.

Talking Turkeys by Benjamin Zephaniah is comedic poem which tells us we should not eat, but take care of our turkeys at Christmastime.

Poems & Poets

Sonnet 130 by William Shakespeare is an inverted love poem where Shakespeare compares his love to beautiful things in a realistic way.

Charge of the Light Brigade by Alfred Tennyson is a poem which honours the deaths of those cavalry men involved in the Battle of Balaclava during the Crimean War.

Island Man by Grace Nichols is about a man from the Caribbean now living in London. He longs for his previous home and the ocean.

The Fringe of the Sea by A. L. Hendriks is similar to *Island Man* but differs as it is from the perspective of a collection of people who live and work on an island.

Year 7 - Spring 2 - An Introduction to Poetry

Key Terminology

Language

Semantic field: a set of words that are connected in meaning and relate to a specific subject

Form

Stanza: Several lines of verse in a poem.

Rhyme: the ends of words sounding alike.

Rhythm: the beat in a poem.

Free Verse: Poetry with no strict rhyme or rhythm.

Structure

Enjambment: when the ends of lines do not have punctuation.

Caesura: punctuation in the middle of a line of verse indicating a pause or break in ideas.

Varied line length: The writer's use of particularly long or short lines for effect.

Anaphora: the repetition of a word or phrase at the beginning of successive clauses.

Cyclical structure: When ideas or phrases at the beginning of the poem are repeated at the end of the poem.

Repetition: When a word, phrase or method is used more than once.

Refrain: a repeated line or number of lines in a poem, typically at the end of a verse.

Poetry Forms

Clerihew - a short comic or nonsensical verse, typically in two rhyming couplets with lines of unequal length and referring to a famous person

Concrete - Concrete poetry, also sometimes known as visual poetry or shape poetry, is focused on the visual effect that linguistic elements have when they're arranged in a certain way.

Limerick - a humorous five-line poem with a rhyme scheme *aabba*

Haiku - a Japanese poem of seventeen syllables, in three lines of five, seven, and five, traditionally evoking images of the natural world

Performance - a form of poetry intended to be performed as a dramatic monologue or exchange and frequently involving improvisation

Sonnet - a poem of fourteen lines using any of a number of formal rhyme schemes, in English typically having ten syllables per line

Year 7 - Spring 2 - An Introduction to Poetry

Art Links

Art and poetry are intrinsically linked and have many overlaps. Poems themselves can be pieces of art or one can inspire the other. *The Starry Night* by Anne Sexton was inspired by Van Gogh's painting with the same name.



Music Links

Poetry and music have been intertwined for thousands of years. Today poets still draw on the forms and rhythms of different musical traditions, from jazz, rap, and hip-hop to folk songs and country music. There is ongoing debate as to whether there should be more of a distinction between the two art forms but two modern day poets who really blur the lines are Akala and Kae Tempest. Scan the QR code to hear an example of Kae's work.



The Open Values in Performance Poetry:

Courage Aspiration Thankfulness Humility Perseverance

To write poetry you need to demonstrate many good qualities. It is such an emotional form of literary expression that it requires the writer to explore their own strengths and weaknesses and to have to courage to let their true voice be heard.

Careers <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english>



Ambitious Vocabulary

Tone - the mood implied by an author's word choice and the way that the text can make a reader feel

Explicit - stated clearly and in detail, leaving no room for confusion or doubt

Implicit - suggested though not directly expressed

Nostalgia - a sentimental longing or affection for a period in the past

Identity - the fact of being who or what a person or thing is

Honour - the quality of knowing and doing what is morally right

Duty - a moral or legal obligation; a responsibility

Unique - being the only one of its kind; unlike anything else

Interpretation - the action of explaining the meaning of something

Tranquil - free from disturbance; calm

Idealistic - unrealistically aiming for perfection

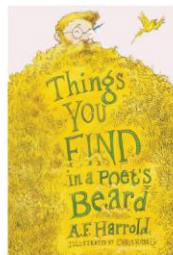


ENGLISH

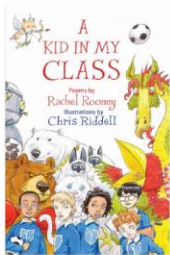
YEAR 7 PERFORMANCE POETRY



POETRY COLLECTIONS



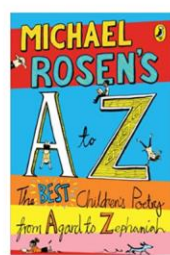
Things You Find in a Poet's Beard
by A F Harrold



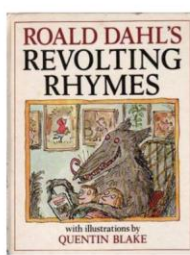
A Kid in My Class
by Rachel Rooney



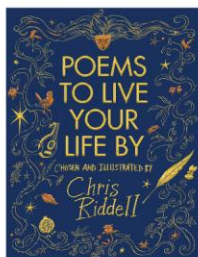
Happy Poems
chosen by Roger McGough



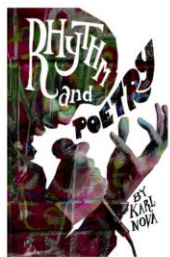
Michael Rosen's A-Z
chosen by Michael Rosen



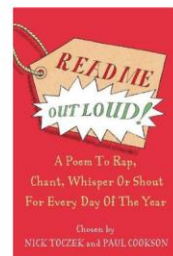
Revolting Rhymes
by Roald Dahl



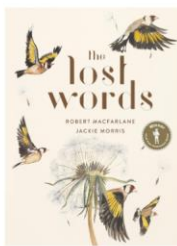
Poems to Live Your Life By
chosen by Chris Riddell



Rhythm and Poetry
by Karl Nova



Read Me Out Loud
chosen by Nick Toczec & Paul Cookson
*Perfect for performance!

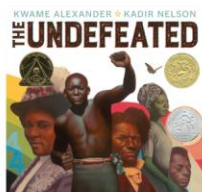


The Lost Words
by Robert Macfarlane

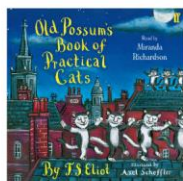


Talking Turkeys
by Benjamin Zephaniah

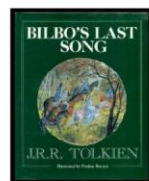
INDIVIDUAL POEMS



The Undeclared
by Kwame Alexander



Old Possum's Book of Practical Cats
by T S Eliot



Bilbo's Last Song
by J R R Tolkien

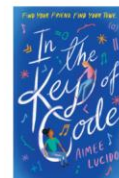


ENGLISH

YEAR 7 PERFORMANCE POETRY

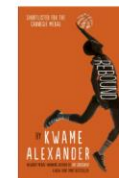


VERSE NOVELS



In the Key of Code
by Aimee Lucido

- Starting a new school
- Coding
- Music



Rebound
by Kwame Alexander

- Basketball
- Getting in trouble
- Grief



One
by Aimee Lucido

- Twins
- High School
- Difficult Decisions



Love That Cat
by Sharon Creech

- School
- Writing
- Animals



Everything All At Once
by Steve Camden

- High School
- Multiple POVs
- Change



The Girl Who Became A Tree
by Joseph Coelho

- Mythology
- Unusual
- Loss

*Similar themes to A Monster Calls.

OTHER RESOURCES



Poet's Secrets: A Insider's Guide to Writing Poetry
by Brian Moses



COMPETITION
Annual Poetry Writing Competition
Deadline: July 31st



www.poetrybyheart.org.uk
Poetry by Heart
A website full of poems to learn and perform.



<https://clpe.org.uk/poetry>
PoetryLine
A website full of videos of poets performing their poems



<https://authorfy.com/masterclasses/michaelrosen>
Michael Rosen
Poetry Masterclass

Year 7 - Spring 2 - An Introduction to Poetry - Task Sheet

Genre Overview

1. How do you feel about poetry? Write your thoughts as they come into your head, without worrying about paragraphs or punctuation. Now look at the words you have used and the feelings you have expressed. Poetry is all about expression. So, you might say, you just wrote a poem!
2. What makes a good poetry performance? Explain how this is different to reading a poem aloud.

Key Forms & Creating Poems

1. Using your knowledge of literary devices and structure gained from reading the poems in class and this knowledge organiser, write your own poem.
2. Write a Limerick about your favourite poem from this course.
3. What is your favourite form of poetry. Explain why.

Key Terminology

1. *"In every infant's cry of fear,/ In every voice: In every ban,"* is an example of what type of repetition?
2. Define cyclical structure and refrain.
3. Write an example of a line of poetry which has caesura and enjambment in it.

Retrieval: summarise the following poems we have studied in class

- A Song on the End of the World
- The River God
- Talking Turkeys
- Sonnet 130
- Charge of the Light Brigade
- Island Man

YEAR 7 — DIRECTED NUMBER Operations with equations and directed numbers

What do I need to be able to do?

By the end of this unit you should be able to:

- Perform calculations that cross zero
- Add/ Subtract directed numbers
- Multiply/ Divide directed numbers
- Evaluate algebraic expressions
- Solve two-step equations
- Use order of operations with directed number

Keywords

Subtract: taking away one number from another.

Negative: a value less than zero.

Commutative: changing the order of the operations does not change the result

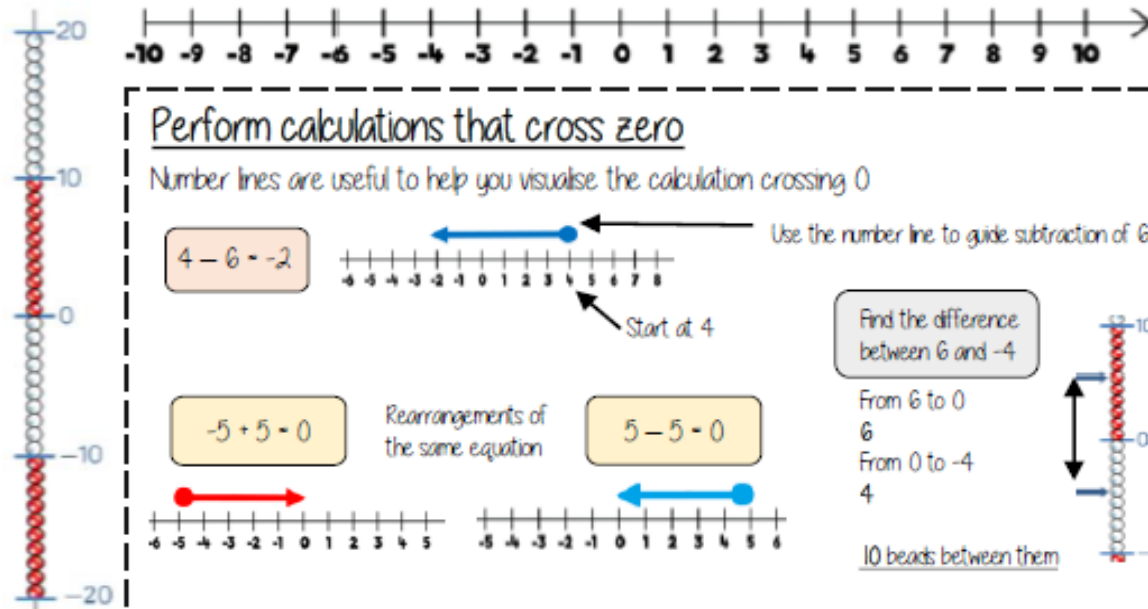
Product: multiply terms

Inverse: the opposite function

Square root: a square root of a number is a number when multiplied by itself gives the value (symbol $\sqrt{\quad}$)

Square: a term multiplied by itself.

Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)



Add directed numbers

$$2 + -4 = -2$$



● = -1
● = 1
Representations

$$8 + -3 = 5$$



Partitioning

$$8 + -3 = 5$$

$$5 + 3 + -3 = 5$$

Partition the value to create a zero pair calculation

Generalisation
+ - = -

Directed
Numbers in
Real Life



Directed
Numbers
(Ordering)



Adding and
Subtracting
Directed Numbers

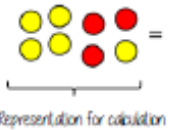


Multiplying and
Dividing Directed
Numbers



Subtract directed numbers

 = -1
 = 1
 Representations



Representation for calculation

2 "Subtract" - means take away or remove



Take away one

Start with the representation of 2



Generalisation

$2 - -1 = 3$
 $2 - -3 = 5$

Multiply/ Divide directed numbers

 -3 -3

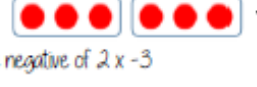
Two representations of the same calculation

 $2 \times -3 = -6$

Negative, Negative calculation

-2×-3

This is the negative of 2×-3



The act of making counters into their negative is turning them over

 $-2 \times -3 = 6$

Divisions are the inverse operations

Evaluate algebraic expressions



 $a = 5$ $b = -4$

 $a^2 = 5^2$ $b^2 = (-4)^2$

 $a^2 = 25$ $b^2 = 16$

With negative numbers the brackets are important so that it performs -4×-4 .

Brackets around negative substitutions helps remove calculation errors

$2a - b = 2 \times 5 - (-4) = 10 + 4 = 14$

 $3b - 2a = 3(-4) - 2(5) = -12 - 10 = -22$

Substitution



Equations



BIDMAS

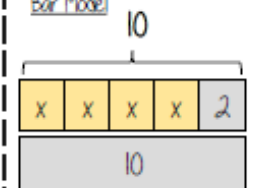


Two-Sided Equations



Two-step equations

Bar Model

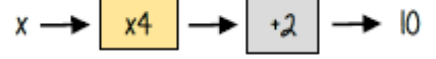


 $4x + 2 = 10$

 $10 - 4x = 2$

 Representing the same question (use fact families)

Function machine



 Inverse operations to find x

Use order or operations

Brackets

 Indices or roots

 Multiplication or division

 Addition or subtraction

Brackets around negative substitutions helps remove calculation errors

Remember square roots have a positive and negative value

x	-3	-2	-1	0	1	2	3
-3	9	6	3	0	-3	-6	-9
-2	6	4	2	0	-2	-4	-6
-1	3	2	1	0	-1	-2	-3
0	0	0	0	0	0	0	0
1	-3	-2	-1	0	1	2	3
2	-6	-4	-2	0	2	4	6
3	-9	-6	-3	0	3	6	9

A career involving number:

Accountant



An accountant is someone who studies and keeps track of financial information. Businesses and other organisations need accounting systems to know if they are making money. Sometimes, individuals also need accountants to help them manage their money. Accountants prepare financial statements, study costs, calculate taxes, and provide other information to help make decisions about how to spend and save money. Accountants need to be very good at math, have strong organizational skills, and pay close attention to details.

YEAR 7 — FRACTIONAL THINKING

Addition and subtraction of fractions

What do I need to be able to do?

By the end of this unit you should be able to:

- Convert between mixed numbers and fractions
- Add/Subtract unit fractions (same denominator)
- Add/Subtract fractions (same denominator)
- Add/Subtract fractions from integers
- Use equivalent fractions
- Add/Subtract any fractions
- Add/Subtract improper fractions and mixed numbers
- Use fractions in algebraic contexts

Keywords

Numerator : the number above the line on a fraction. The top number. Represents how many parts are taken

Denominator: the number below the line on a fraction. The number represent the total number of parts

Equivalent: of equal value

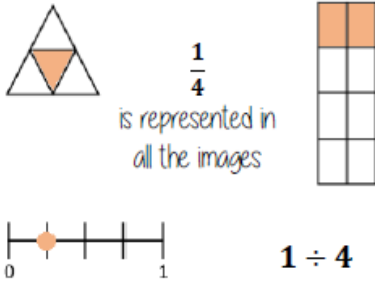
Mixed numbers: a number with an integer and a proper fraction

Improper fractions: a fraction with a bigger numerator than denominator

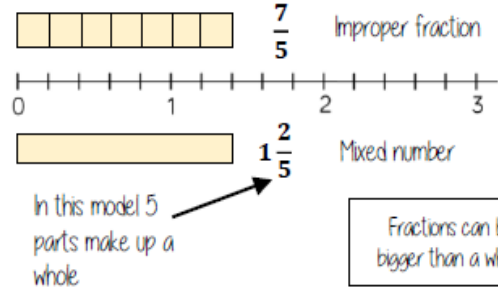
Substitute: replace a variable with a numerical value

Place value: the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right

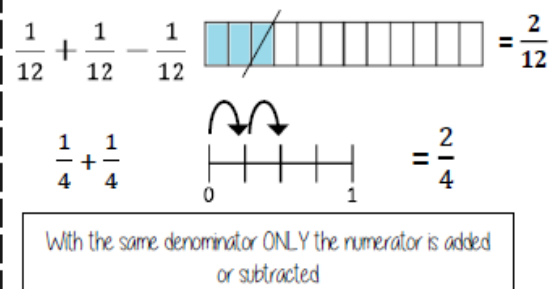
Representing Fractions



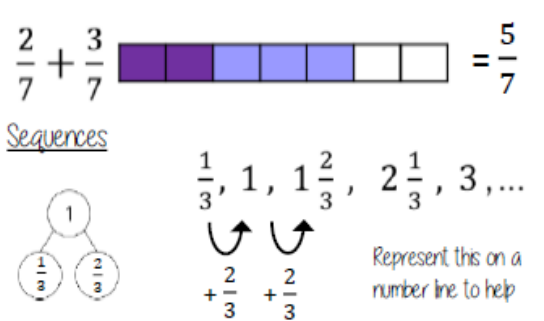
Mixed numbers and fractions



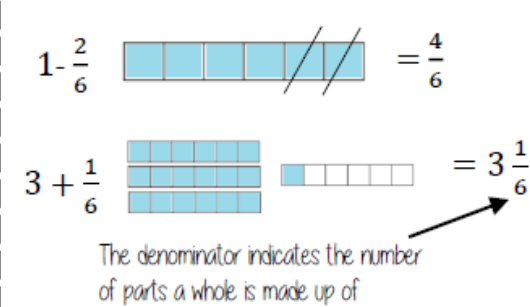
Add/Subtract unit fractions Same denominator



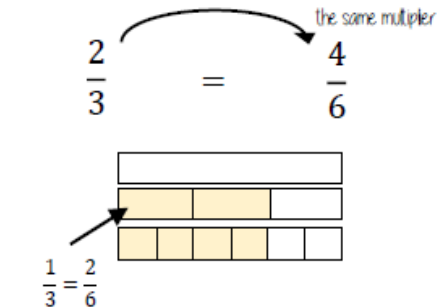
Add/Subtract fractions



Add/Subtract from integers



Equivalent fractions Numerator and denominator have



Fraction of
shapes



Mixed Numbers and Improper



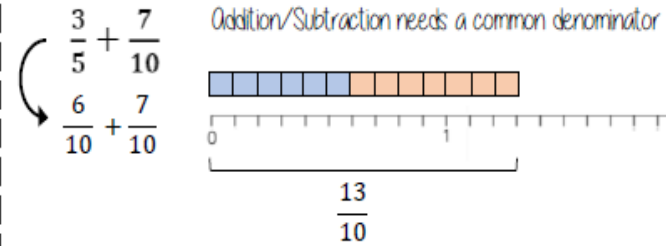
Equivalent Fractions



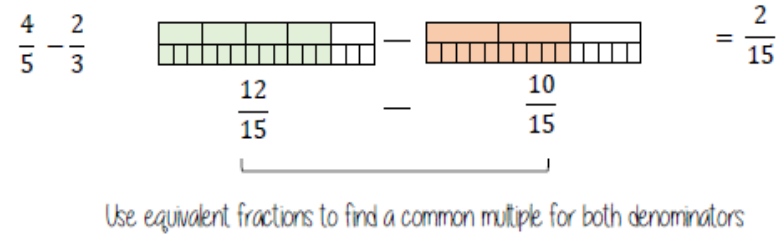
Simplifying Fractions



Add/Subtraction fractions (common multiples)



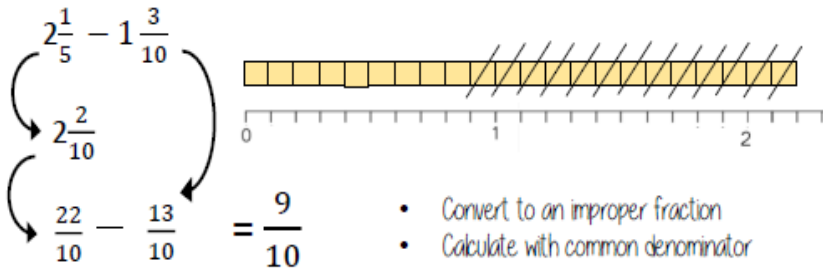
Add/Subtraction any fractions



Adding
Fractions
(Same
Denominator)



Add/Subtraction fractions (improper and mixed)



Partitioning method

$$2\frac{1}{5} - 1\frac{3}{10} = 2\frac{2}{10} - 1\frac{3}{10} = 2\frac{2}{10} - 1 - \frac{3}{10} = 1\frac{2}{10} - \frac{3}{10} = \frac{9}{10}$$

Fractions in algebraic contexts

$k - \frac{5}{8} = 2$
 Apply inverse operations
 $k = 2 + \frac{5}{8}$

$p = 5 \quad m = 2$
 $\frac{p}{8} + \frac{1}{m}$
 Substitution
 $\frac{5}{8} + \frac{1}{2}$

Form expressions with fractions

$b + \frac{7}{9} \rightarrow b + \frac{7}{9}$

Adding
Fractions
(Different
Denominator)



Fractions and decimals

$\frac{1}{10} = 0.1$
 $\frac{1}{100} = 0.01$

Example

$\frac{6}{10} + 0.3 \rightarrow 0.6 + 0.3$
 $\frac{6}{10} + \frac{3}{10}$

Remember to use equivalent fractions and common denominators

Fractions and
Decimals



A career involving
number:

Pharmacist



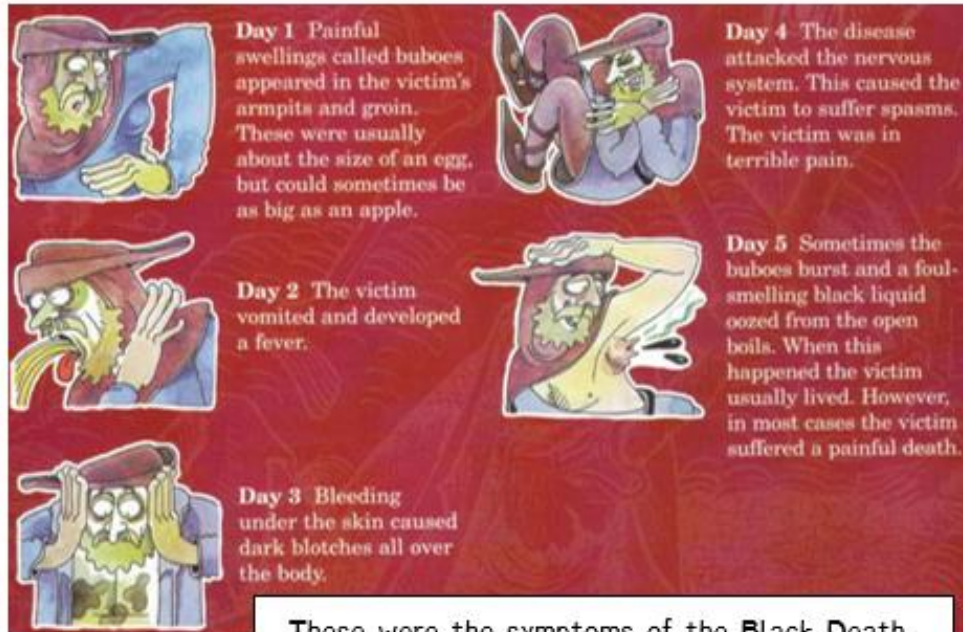
Pharmacy students must perform calculations that involve measurements, fractions, conversions, decimals, and ratios. There is little room for error in this field. That means that pharmacists' calculations must be accurate and reliable. Pharmacists must correctly measure ingredient proportions so they can mix together rare medications. A pharmacist might need to convert metric measurements to household measurements.

Year 7 History: Black Death, Peasants Revolt and King John

Key words	
Black Death	A disease that spread across Asia and Europe in the 14 th century, killing up to 1/3 of Europe's population
Symptoms	An effect of a disease that can be observed in someone who has the disease
Cause	An event or factor that occurs which leads to a further event
Consequence	An event or outcome that occurs as a result of a cause
Peasants' Revolt	A large uprising in England that took place in 1381 where peasants protested against the Poll Tax and their situation
Lollards	A group of Christians in 14 th century Britain who believed that all people should be equal
King John	King of England between 1199 and 1216. Seen by many as one of England's worst kings
Interpretation	A point of view on historical events that is based on evidence

In many ways medieval Britain was similar to today. Humans have remained much the same for thousands of years! However, life in medieval Britain also had some key features that make it different to today:

- Britain was a Christian country, and most people were very religious – it was illegal not to attend Church!
- Hygiene was much less important than today.
- Particularly for peasants, life was very hard. Starvation and disease were very common.
- There was a small number of very rich people, but most of the population were very poor
- The vast majority of people worked on the land, growing food.



These were the symptoms of the **Black Death**, which killed between 40–60% of Britain's population!

People at the time did not understand that the disease was actually caused by a bacteria, carried by fleas, rats and humans. As a consequence they had many of their own theories about what caused the plague based on their own understanding:

- The plague was caused by the positions of the planets
- The plague was a punishment from God
- The plague was caused by 'bad' or 'corrupt' air
- The plague was spread by Jewish people

This led to many attempted cures, most of which did not prevent the disease from spreading at all:

- Rubbing a dead chicken on buboes
- People known as 'flagellants' whipped themselves to apologise to God
- Many Jewish people were killed as they were blamed for the plague

The Peasants' Revolt, 1381 – In 1381 the peasants of Britain rose up against the King. In the end they were defeated in London, but this was a significant example of people with very little power standing up for themselves! You have learnt about what caused it.

Cause	Consequence
The Black Death and the Statute of Labourers	After the plague, so many peasants had died that there was a shortage. Survivors were able to demand higher wages. Wealthy people were angry so they lowered wages back to their previous levels. The peasants were angry about this!
The Feudal System	Under the Feudal System peasants spent their life working for other people, and were the 'property' of the nobles and barons. More and more people went to see this as unfair.
The Lollards	The Lollards were a radical Christian group who preached that all people were born equal. This led many people to believe that life was unfair and not in line with God's teachings.
The Poll Tax	This was a tax that all people had to pay equally, regardless of how much money they had. The peasants saw this as unfair as it hit them particularly hard.
The war with France	England was losing the 'Hundred Years War' with France. As many English people hated the French they were very angry about this

Interpretations of King John

Many people, including historians and those alive during his reign, have disagreed over the reign of King John. Although he is often seen as 'bad King John', or even England's worst ever King, others argue that he was not all that bad. We call these competing points of view **interpretations**, because historians have used sources in order to interpret the past.

John taxed his nobility heavily

John lost wars against France

John's own barons rebelled against him in 1215



How bad was King John?

John introduced **Magna Carta** – the first time the King had to answer to his people

John strengthened England's control over Ireland and Wales

The **World Health Organisation** defines physical activity as any bodily movement produced by skeletal muscles that requires energy expenditure.



Examples of a physical fitness activity:

- Zumba
- CrossFit
- High Intensity Interval Training (HIIT)
- Spinning classes
- Yoga/Pilates

WHAT IS A PHYSICAL FITNESS ACTIVITY?

Physical fitness activities involve activities that are not usually in PE lessons. They normally take place inside a health club or a gym and require a wide range of equipment. Usually, you must pay to take part in physical fitness activities and involve a specialist teacher/coach to instruct the class.



Benefits of taking part in physical fitness activities:

- Meet new people
- Set fitness goals
- Improve confidence
- Improve body composition
- Improved physical and mental health.

Module 3: Freizeit – juhu! (Free time – yippy!)

Here is the vocabulary you will need for Module 3.

Bist du sportlich? • Are you sporty?

Ich bin (sehr/ziemlich/nicht sehr) sportlich.	I am (very/quite/not very) sporty.
Was spielst du?	What do you play?
Ich spiele ...	I play ...
Ich spiele gern ...	I like playing ...
Ich spiele ziemlich gern ...	I quite like playing ...
Ich spiele nicht gern ...	I don't like playing ...
Badminton	badminton
Basketball	basketball
Eishockey	ice hockey
Fußball	football
Handball	handball
Tennis	tennis
Tischtennis	table tennis
Volleyball	volleyball
Wasserball	water polo



In this Module you will learn how to:

- talk about which sports you play
- talk about leisure activities
- talk about how often you do activities
- talk about mobiles and computers
- develop prediction strategies.

www.textivate.com

Username: openacademy

Password: on Teams in Class Materials

Go to 'my resources' to find your work.



Was machst du gern?

• What do you like doing?

Was machst du gern?	What do you like doing?
Ich fahre Rad.	I ride my bike.
Ich fahre Skateboard.	I go skateboarding.
Ich fahre Ski.	I ski.
Ich fahre Snowboard.	I snowboard.
Ich lese.	I read.
Ich mache Judo.	I do judo.
Ich mache Karate.	I do karate.
Ich reite.	I go horse riding.
Ich schwimme.	I swim.
Ich sehe fern.	I watch TV.
Ich spiele Gitarre.	I play the guitar.
Ich tanze.	I dance.

Read the Strategy Box for ideas on learning German vocabulary.

Strategie 3

Oft benutzte Wörter

High-frequency words are words that come up again and again, no matter what you are talking about. All of the Wörter pages have a list of these words, but there are many more. Look back through Chapter 3 and see how many you can find. Here are a few to get you started:

der, die, das, ein, eine, einen, und, aber, in, ich, es gibt, gern, ... You will find that some of these words appear in every chapter in *Stimmt! 1*. Can you predict which they are? Look through the book. Were you right?

Wie findest du das?

• What do you think of it?

Ich finde es ...	I think it's ...
Es ist ...	It's ...
irre	amazing
super	super
toll	great
cool	cool
gut	good
nicht schlecht	not bad
okay	okay
langweilig	boring
nervig	annoying
stinklangweilig	deadly boring
furchtbar	awful



Was machst du in deiner Freizeit?

• What do you do in your free time?

Ich chille.	I chill out.
Ich esse Pizza oder Hamburger.	I eat pizza or hamburgers.
Ich gehe einkaufen.	I go shopping.
Ich gehe ins Kino.	I go to the cinema.
Ich gehe in den Park.	I go to the park.
Ich gehe in die Stadt.	I go into town.
Ich höre Musik.	I listen to music.
Ich mache Sport.	I do sport.
Ich spiele Xbox oder Wii.	I play Xbox or on the Wii.

Ich bin online • I'm online

Was machst du am Computer?	<i>What do you do on the computer?</i>
Was machst du auf deinem Handy?	<i>What do you do on your mobile?</i>
Ich chatte mit Freunden auf Facebook.	<i>I chat with friends on Facebook.</i>
Ich lade Musik herunter.	<i>I download music.</i>
Ich mache Fotos oder Filme.	<i>I take photos or make films.</i>
Ich sehe Videos.	<i>I watch videos.</i>
Ich simse.	<i>I text.</i>
Ich spiele Computerspiele.	<i>I play computer games.</i>
Ich suche und lese Infos für die Hausaufgaben.	<i>I look for and read information for my homework.</i>
Ich surfe im Internet.	<i>I surf the internet.</i>
Ich telefoniere mit Freunden.	<i>I call my friends.</i>
Ich mache ziemlich viel auf meinem Handy.	<i>I do quite a lot of things on my mobile.</i>



Oft benutzte Wörter • High-frequency words

Wie oft?	<i>How often?</i>
(sehr/ziemlich/nicht so) oft	<i>(very/quite/not so) often</i>
einmal/zweimal/dreimal pro Woche/pro Monat	<i>once/twice/three times a week/a month</i>
jeden Tag	<i>every day</i>
jeden Morgen	<i>every morning</i>
manchmal	<i>sometimes</i>
immer	<i>always</i>
nie	<i>never</i>
Wann?	<i>When?</i>
am Wochenende	<i>at the weekend</i>
am Abend	<i>in the evening</i>
heute	<i>today</i>
morgen	<i>tomorrow</i>
am Montag	<i>on Monday</i>
nächste Woche	<i>next week</i>
in zwei Wochen	<i>in two weeks</i>

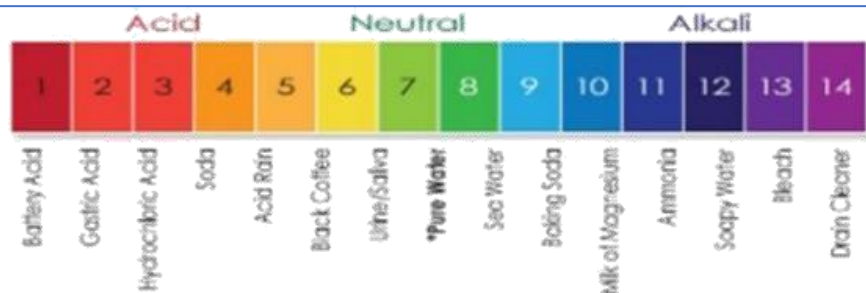


ACIDS AND ALKALIS

Key Terms	Definitions
Acid	A substance which forms H^+ ions.
Alkali	A soluble base that contains OH^- ions
Base	A substance that will neutralise an acid
The pH scale	A scale which measures how acidic a substance is
Indicator	A chemical which will change colour depending on the acidity of the substance

Indicators

Indicators are chemicals that show whether a substance is an acid or an alkali
 There are many examples of indicators for example litmus paper and universal indicator
 There are also natural indicators like red cabbage



Safety

When handling acids and alkalis in the lab we need to take many **safety precautions** for example wearing goggles.

If an acid is dilute (lots of water has been added) it will be irritant and cause redness or blistering of the skin.
 If an acid is concentrated it will destroy skin cells.



THE pH Scale

The pH scale measures how strong an acid or alkali is
 The pH scale runs from 0-14
 The pH scale measures the concentration of H^+ ions, the lower the number the higher the concentration.

Acids have a pH between 0 and 6, pH 1-3 are strong acids, 4-6 are weak acids

Alkalis have a pH between 8 and 14, 8-10 weak alkalis, 11-14 strong alkalis
 Anything with a pH of 7 is neutral, for example water

Alkalis

Alkalis, are a family of chemicals that have a soapy feel, they are also corrosive, examples of these are toothpaste, soap and oven cleaner.
 Alkalis contain OH^- ions.
 Alkalis are **bases** that dissolve in water.
 Therefore not all bases are alkalis. See the example below. Copper oxide is a base but not an alkali. Sodium hydroxide is a base and an alkali.

Acids

Acids are a family of chemicals, examples are lemon juice, vinegar and Coca Cola. There is also acid in our stomach.
 Acids contain H^+ ions.
Strong acids like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns
Weak acids like vinegar are safe to eat but are still irritant to sensitive parts of the body.

The pH Scale

The pH scale measures how strong an acid or alkali is
 The pH scale runs from 0-14
 The pH scale measures the concentration of H^+ ions, the lower the number the higher the concentration.
 Acids have a pH between 0 and 6, pH 1-3 are strong acids, 4-6 are weak acids
 Alkalis have a pH between 8 and 14, 8-10 weak alkalis, 11-14 strong alkalis
 Anything with a pH of 7 is neutral, for example water

Neutralisation

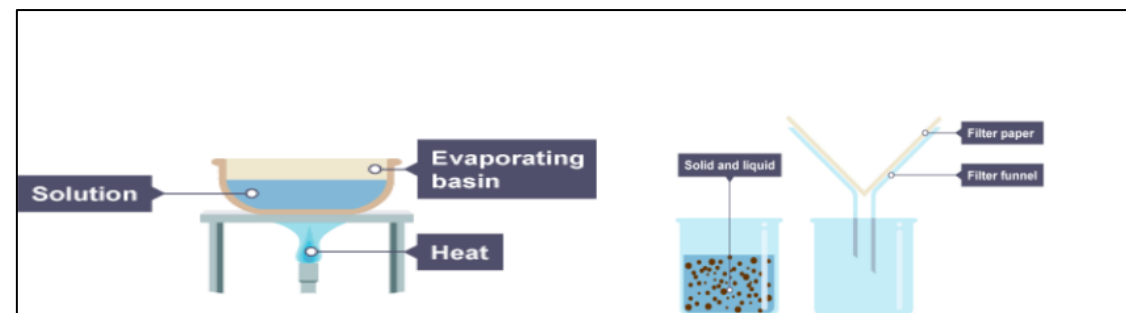
When an acid reacts with an alkali a neutralisation reaction occurs, this means what you make has a pH of 7.

When a neutralisation reaction happens the products are a salt and water. (See below for how to name a salt)

There are many examples of neutralisation reactions, for example a wasp sting is alkali so we add vinegar (an acid) to it to neutralise it.

Farmers also spread alkalis onto fields to neutralise the acid in the soil.

Another example is indigestion when there is too much acid in our stomach, we neutralise this with alkali tablets



Salts

There are two types of salt that could be made in a neutralisation reaction, soluble or insoluble salt
 Insoluble salts can be separated using filtration
 Soluble salts dissolve in water and can be separated using evaporation

		Example
Acid and Alkali	Acid + Alkali → Salt + Water	Sodium Hydroxide + Sulphuric Acid → Sodium Sulphate + Water
Acid and Metal Carbonate	Acid + Metal Carbonate → Salt + Water + Carbon Dioxide	Hydrochloric acid + Magnesium Carbonate → Magnesium Chloride + Carbon Dioxide + Water
Acid and metal Oxide	Acid + Metal Oxide → Salt + Water	Sulphuric acid + Calcium Oxide → Calcium Sulphate + Water

Chemical changes (chemist)

Keyword	Definition
Reaction	When reactants react to produce products
Reactants	The chemicals that are reacting to produce a chemical reaction
Products	The chemicals (elements or compounds) that are made when a chemical reaction occurs
Endothermic	Reactions that take in heat
Exothermic	Reactions that give out heat
Oxidation Combustion	Reaction of other elements with oxygen Burning fuel in oxygen
Thermal Decomposition	When a substance is broken down into 2 or more products by heat

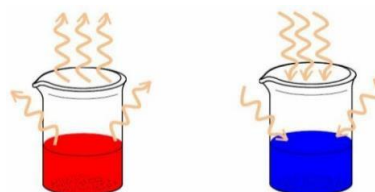
Endothermic Reactions

In an endothermic reaction, thermal energy is taken in from the surroundings, therefore there is a temperature decrease. Thermal decomposition is an example.

Exothermic Reactions

In an exothermic reaction, thermal energy is given out to the surroundings, therefore there is a temperature increase.

Combustion, oxidation and neutralisation reactions are all examples.



State	Solid	Liquid	Gas
Diagram			
Arrangement of particles	Regular arrangement	Randomly arranged	Randomly arranged
Movement of particles	Vibrate about a fixed position	Move around each other	Move quickly in all directions
Closeness of particles	Very close	Close	Far apart

STATES OF MATTER RECAP

Combustion

Combustion is another name for burning. It is an example of an exothermic reaction. There are two types of combustion – complete combustion and incomplete combustion.

Complete Combustion

Coal, oil and gas are fuels. They contain hydrocarbons (compounds of hydrogen and carbon atoms only). When these fuels burn, it reacts with oxygen in the air to produce carbon dioxide and water vapour.

Fuel + Oxygen → Carbon Dioxide + Water

Incomplete Combustion

If there is not enough oxygen in the air for complete combustion, incomplete combustion will happen instead.

This time either carbon monoxide is produced (a toxic gas which can lead to death) or carbon is produced (appears as soot and smoke which can cause breathing problems).

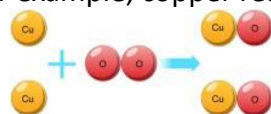
Fuel + Oxygen → Carbon Monoxide + Water
Fuel + Oxygen → Carbon + Water

Oxidation Reactions

In an oxidation reaction, a substance gains oxygen. Metals and non-metals can take part in oxidation reactions.

Metals react with oxygen in the air to produce metal oxides. For example, copper reacts with oxygen to produce copper oxide when it is heated in the air.

Copper + Oxygen → Copper Oxide
 $2\text{Cu} + \text{O}_2 \rightarrow 2\text{CuO}$



Thermal Decomposition

Some compounds break down when heated, forming two or more products from one reactant.

Many metal carbonates can break down easily when it is heated: Copper Carbonate → Copper Oxide + Carbon Dioxide

Copper carbonate is green, copper oxide is black. We can test for carbon dioxide using limewater. Limewater is colourless, but turns cloudy when carbon dioxide is bubbled through it.

Year 7 Design and Technology



Fretsaw



Metal File



MDF

These are the key principles of design we will be looking at this term when working in the Workshop. The project is to design and make a key hook in the shape of an animal of your choice.

Key Questions?

- What is the function of a key hook? Will it have any extra practical design features?
- What key aesthetics do you need to consider when designing?
- How will you turn it from a 2D product into a 3D product?

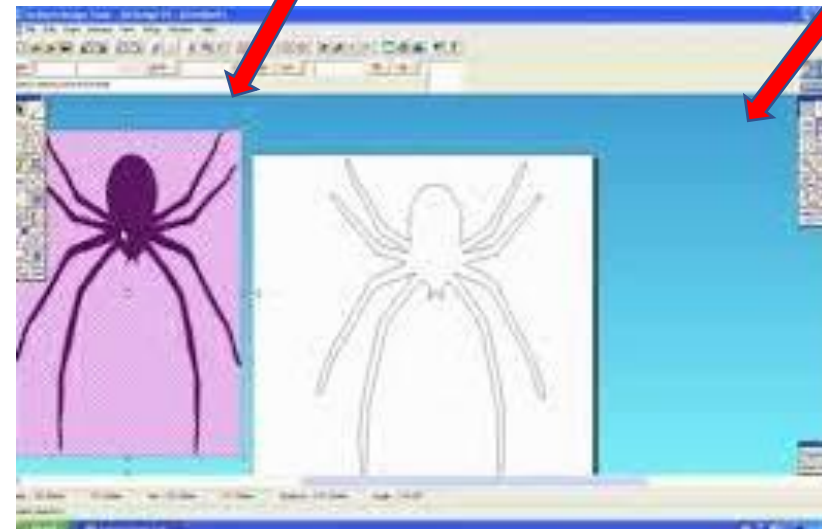
Word Bank

Material	Aesthetics	Measurements
properties		
Template	Product	
Analysis	Fretsaw	Sander
		Relief



Using 2D Design, you will transfer your hand drawn designs onto CAD.

Using CAD helps to present work professionally, and adds to your portfolio of skills working towards GCSE level.



Nutrients

Macro nutrients - Needed in large quantities in the diet

1. Protein
2. Fats
3. Carbohydrates

Micro nutrients - needed in small quantities in the diet

1. Vitamins
2. Minerals

Example exam questions:

Explain three causes of obesity (3 marks)

What is the function of sugary and starchy carbohydrates (2 marks)

Why is protein especially important for children? (2 marks)

What are the functions of fat? (3 marks)

List 5 food sources of plant based protein (5 marks)



Nutrition

Protein

Food sources

Animal -beef, pork, lamb, poultry (chicken, turkey, duck), fish, cheese, butter milk

Plant - beans, chickpeas, lentils, peas, nuts, seeds, found in smaller amounts in some vegetables such as spinach and broccoli.

Function

Grown and repair of muscles and cells

Carbohydrates

There are two types of carbohydrates, complex and simple. They are also known as starchy (complex) and sugary (simple).

Food sources

Starchy - bread, rice, pasta, potatoes, bagels, oats, flour, cereal and some vegetables.

Simple - fruit, some vegetables, chocolate, sweets, biscuits, cakes

Function

Starchy/complex carbohydrates are digested slowly and provide long term energy.

Sugary/simple carbohydrates are digested slowly and provide short term energy

Fat

There are two types of fat, saturated and non saturated.

Saturated fats are classed as 'unhealthy fats', they are solid at room temperature and are generally animal based.

Unsaturated fats are classed as 'healthier fats' and are liquid or soft at room temperature and come from plant based sources.

Food sources

Animal -beef, chicken skin, processed meat (sausages, salami, pepperoni), bacon, butter, cheese, full fat milk

Plant - vegetable oils (sunflower, olive, rapeseed), avocado, nuts, seeds

Function

Keeps us warm (provides insulation), secondary source of energy, protects vital organs and bones.

Quesadillas

Ingredients

120g cheese

1 chicken breast

optional vegetables:

- pepper
- Spring onion
- Sweetcorn
- Spinach

These must be cut very small.

2 tortilla wraps

Equipment

Chopping board

Knife

Grater

Pan

Skills

Grating

Chopping

Frying

Adapting a recipe



1. Chop the chicken into small bite-sized pieces and grate the cheese.



2. Lightly fry the chicken and vegetables until cooked through.



3. Sprinkle 1/4 the cheese over half of the wrap followed by 1/2 the chicken.



4. Cover the chicken with another 1/4 of the grated cheese.



5. Fold in half and place in the frying pan.



6. Fry in a lightly oiled pan until golden on each side.

Repeat with the remaining wrap, cheese and chicken.

Practical Assessment 2: Red pepper and Tomato sauce

Ingredients

1 small onion
1 clove garlic
1 red/yellow pepper
1 can chopped tomatoes
Splash of oil
Fresh basil/dried herbs
Salt and pepper
Optional: $\frac{1}{2}$ chilli

Equipment

Chopping board
Knife
Saucepan
wooden spoon
can opener

Skills

Slicing
Dicing
Using the hob
Seasoning



1. Chop the onion and pepper into cubes. Mince the garlic.



2. Fry the onions and garlic in the oil for a few minutes until softened.



3. Add the pepper and continue to cook for a few minutes.



4. Add the can of tomatoes gently as they may spit.



5. Add black pepper, salt and mixed herbs and simmer gently for 10 minutes.

Puff pastry pesto tarts

Ingredients

1 x ready rolled puff pastry

$\frac{1}{2}$ jar of pesto OR tomato puree

1 pepper

1 red onion

100g cheese

Equipment

Chopping board

Knife

Skills

Slicing

Dicing

Baking



1. Pre-heat the oven to 180°C. Finely slice your onion, pepper and tomato.



2. Cube your cheese



4. Cut your puff pastry into even squares. Place the squares onto a baking tray with baking paper.



5. Spread the pesto on to the tarts



6. Next add your vegetables and the cheese. Bake in the oven for 20 minutes on 180C.

Next lesson you will be making your own puff pastry recipe.



Year 7 Knowledge Organiser: Settlements



Topics covered

- ✓ What is a settlement?
- ✓ Settlement sites
- ✓ Site factors
- ✓ Settlement hierarchy
- ✓ Settlement functions
- ✓ Mega-cities
- ✓ Impossible cities
- ✓ Future Cities

Key Ideas:

1. I can describe settlement characteristics (area size, population, services)
2. I can describe settlement site factors (where people choose to live)
3. I can explain how and why settlements can grow (migration/birth rates)
4. I can suggest how some cities are becoming more 'sustainable'

Skills

- ❑ Recognising geographical features from maps
- ❑ Describing geographical features from images
- ❑ Describing a distribution on a global scale
- ❑ Research using ICT
- ❑ Creating an informative leaflet
- ❑ Designing using MSOffice

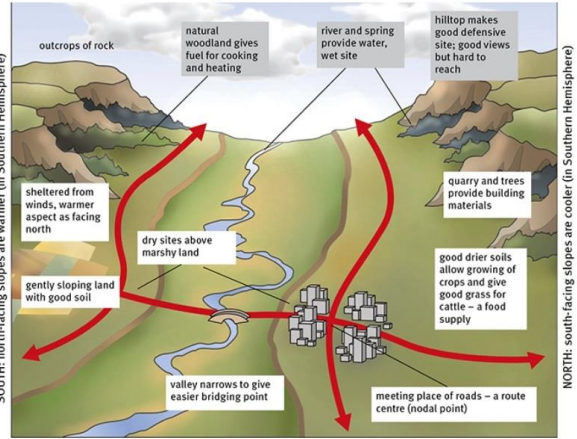
Places and Environments

- ❖ Norwich
- ❖ London
- ❖ Rio de Janeiro
- ❖ Maldives
- ❖ Las Vegas

Key Terms Used in this Unit

- ❑ Site factors
- ❑ Aspect
- ❑ Raw materials
- ❑ Population
- ❑ Terrain
- ❑ Springs
- ❑ Bridging point
- ❑ Route centre
- ❑ Services
- ❑ Administration
- ❑ Residential
- ❑ Industrial
- ❑ Migration
- ❑ Employment
- ❑ Growth
- ❑ Arid
- ❑ Xeriscaping
- ❑ Sustainable

Factors influencing the site of a settlement



Year 7 Knowledge Organiser: Settlements

Settlements can be found in a range of sizes. These can be according to their population no. of people that live there or by the types of services they provide.

Can you name nearby settlements?

Settlement Hierarchy



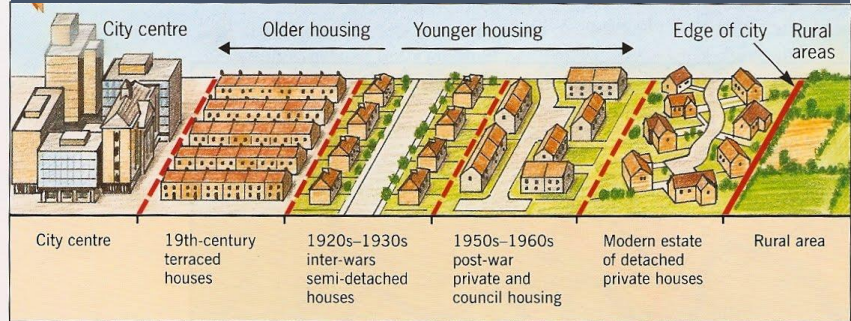
Settlements in poorer parts of the world are made of more temporary materials.

What scrap materials would be good for houses?



Early Norwich was a major trading location. What other roles does Norwich have today?

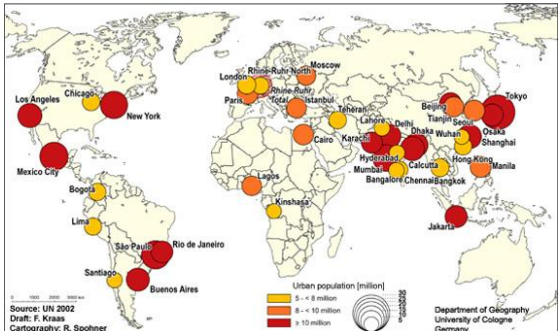
Towns and cities have different types of land use. Which zones would your home or the school be in and why?



Cities in the Middle East have to deal with a lack of water and very high temperatures - how might they cope to live in such a dry climate?



Some cities can be found to have common land use patterns. These can be shown in a 'model' like the one above. CBD means central business district, or city centre - how do you know when you are in the city centre.



There are now more than 21 'megacities' of more than 10 million people - why are more and more people living in cities?

Can you name our nearby 'regional' settlements?



Summary

Programming is writing computer code to create a program, in order to solve a problem. Programs consist of a series of instructions to tell a computer exactly what to do and how to do it.

An algorithm is a set of instructions that describes how to get something done. It is crucial that the steps in an algorithm are sequenced and performed in the right order - otherwise the algorithm will not work correctly. Algorithms can be designed using **pseudocode** and **flow charts**. They are written using **statements** and **expressions**. There are three basic building blocks (constructs) to use when designing algorithms: **sequencing**, **selection** and **iteration**. We create programs to implement algorithms. Algorithms consist of steps, where programs consist of statements.

In programming, iteration is often referred to as 'looping', because when a program iterates it 'loops' to an earlier step. It is implemented using **FOR** and **WHILE** statements. Selection is implemented in programming using **IF** statements.

Variable

Computer programs use variables to store information.

Variables could be used to store the score in a game, the number of cars in a car park or the cost of items on a till. They work in a similar way to algebra, where a letter in your code can stand for a number.



Selection

Selection is a decision or question.

At some point, a program may need to ask a question because it has reached a step where one or more options are available. Depending on the answer given, the program will follow a certain step and ignore the others.



Sequencing

Sequencing is the specific order in which instructions are performed in an algorithm.

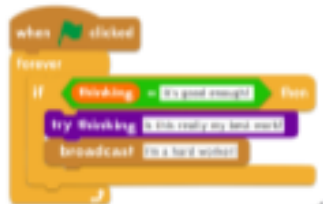
Algorithms consist of instructions that are carried out



Iteration

Iteration is the process of repeating steps.

Iteration allows us to simplify our algorithm by stating that we will repeat certain steps until told otherwise. This makes designing algorithms quicker and simpler because they don't have to include lots of unnecessary steps.



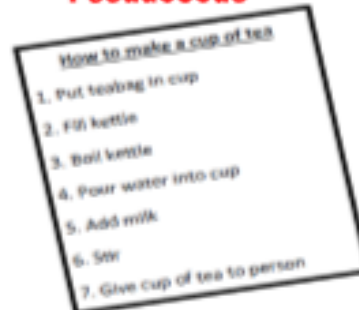
Key Vocabulary

Algorithm	A sequence of logical instructions for carrying out a task. In computing, algorithms are needed to design computer programs.
Flowchart	A diagram that shows a process, made up of boxes representing steps, decision, inputs and outputs.
Instruction	A single action that can be performed by a computer processor.
Programming	The process of writing computer software.
Programming language	A language used by a programmer to write a piece of software. There are many programming languages.
Pseudocode	A method of writing up a set of instructions for a computer program using plain English. This is a good way of planning a program before coding.
Variable	In a computer program, this is a memory location where values are stored.

Algorithms

Algorithms can be represented as **pseudocode** or a **flowchart**, and programming is the translation of these into a computer program.

Pseudocode



Flowchart



<http://bit.ly/2qg4ZE6>



Year 7 RS: What does it mean to say God became human?

Key words

Incarnation	Becoming flesh, taking human form.
Resurrection	Rising from the dead.
Blasphemy	A religious offence, which includes claiming to be God
Agape	The unconditional love God has for mankind.
Repent	To ask for forgiveness for the sins you have committed.
Atonement	The reconciliation of God and humankind through the actions of Christ's life, suffering and death. Christians believe that Jesus sacrificed his life on the cross so that human sin could be forgiven.
Redemption	The deliverance or salvation from sin. Christians believe that by showing God that you are truly sorry for your actions, you can atone (make up) for your guilt and then your sins would be forgiven.

What do Christians believe about Jesus?

- **CHRISTIANS** believe that the son of **GOD** became flesh in order to be the saviour of **MANKIND**
- Jesus was conceived and born with a mother called **MARY**. He also experienced **AGEING**, he grew up.
- Jesus had to be human in order to shed **BLOOD** for the forgiveness of human **SINS**. Jesus was sacrificed and needed to **DIE** as part of God's plan. A blood sacrifice requires a body of **FLESH & blood**. In Hebrews 9:22 it states that 'without the shedding of blood, there is no **FORGIVENESS** of sins'.
- We don't know whether people who lived at the time of Jesus, even many of those who followed him and believed that he was teaching the truth, knew anything about the circumstances of his birth.
- He is often referred to as Jesus of Nazareth but there is little mention of **Bethlehem**, where he was born, apart from in stories of his birth.
- For Christians, the belief that Jesus was **God** in human form is more important than he details of his birth.
-
- did not conceive Jesus sexually. In both cases he angel explains that the conception was no ordinary conception and that the child would be no ordinary child.
- Mark and John did not include any information about the birth of Jesus. Maybe they did not think the story important, but they are both clear that Jesus is the **Son of God**.

Although many people question the virgin conception
Because it is not a natural thing to happen and is unlikely
That it has happened. For Christians it is very important.
It gives evidence for the belief shared by all Christians,
That Jesus is **God** incarnate-made flesh in human form.
Fully **God**, yet fully human and part of the Trinity.

Quotes from the Bible

Showing evidence of Jesus' humanity

1. ...and as they sailed he fell asleep.
And a windstorm came down on the lake, and they were filling with water and were in danger.
2. And after fasting forty days and forty nights, he was hungry.
3. And there appeared to him an angel from heaven, strengthening him. And being in an agony he prayed more earnestly; and his sweat became like great drops of blood falling down to the ground.
4. But one of the soldiers pierced his side with a spear, and at once there came out blood and water
5. These things I have spoken to you, that my joy may be in you, and that your joy may be full.
6. And he looked around at them with anger, grieved at their hardness of heart, and said to the man, "Stretch out your hand." He stretched it out, and his hand was restored.

Instead of telling the story of Jesus' conception and birth in his gospel, John is more interested in the meaning of it:

This gives clear support to the Christian belief that Jesus was God incarnate, in the flesh as man.

The belief that God is incarnate makes it easier for Christians to explain and accept As truth some of his actions on earth, including his miracles and resurrection.

When Jesus was baptised, a voice from the heavens said "You are my son".

On one occasion the disciple Peter referred to Jesus as The Christ. During this conversation at Ceasera Phillipi, Jesus immediately warned the disciples that they should not use this term on him, possibly because his opponents would have him arrested for blasphemy.

According to one of the Gospel accounts, Jesus later accepted it's use for himself at his trial when he was asked a direct question.

"Again the high priest asked him, 'Are you the Christ the Son of the Blessed One?' 'I am,' said Jesus." *Mark 1:61b-62a [NIV]*

"When Jesus was baptised, a voice from Heaven said 'You are my Son'." *Mark 1:11 [NIV]*

"You may believe that Jesus is the Messiah, the Son of God, and that by believing you may have life in his name." *John 21:31[NIV]*



Silent comedy is a style of acting which dates back to the silent movie era of the early 1900s. A time when film could only play pictures with music but did not have the technology to add speech as well.

The biggest stars of the silent movie era were **Buster Keaton** and **Charlie Chaplin**, who is considered one of the most important actors of all time.

Silent comedy is very visual and contains a lot of physical humour to tell story and entertain the audience. It often contains a form of comedy called **slapstick**, which is exaggerated violence such as slipping on a banana skin, being hit in the head by a ladder or a pie being thrown at one person but hitting someone else.

YEAR 7 DRAMA – SILENT COMEDY



Key Terms

Exaggeration is when you make something bigger and over the top. In **silent comedy** you need to be able to exaggerate your **movements**.

Mime is where you act without talking, making the **audience** believe that you have items which aren't there, such as pretending to eat a meal without food or cutlery.

Slow Motion is where you move very slowly, this can add to a comedy effect. Especially if you then move very quickly!

Characterisation is how you use your face and body to show that you are someone other than yourself.

Suspense is where you build to something and leave your **audience** wanting to know what is going to happen.

Audience Awareness is knowing where the audience is and performing to them.

Something to think about....

Does our behaviour really matter? In JK Rowling's book: Harry Potter and the Goblet of Fire, Albus Dumbledore says **"We must all face the choice between what is right and what is easy."**

Lent offers Christians a time to reflect on their behaviour and the choices they have made for example if they have been selfish or if they have taken time to think of others. It is a time to prepare, and rethink. A time to seek reconciliation, a renewal of faith and a new direction. Lent enables Christians re-evaluate their conduct and relationships in all aspects of their life and to look at the direction life is leading them.

Jesus is tested in the wilderness: Matthew 4: 1-11 New Revised Standard Version

Jesus in the Desert: Macha Chmakoff



4 Then Jesus was led by the Spirit into the wilderness to be tempted^[a] by the devil. ² After fasting for forty days and forty nights, he was hungry. ³ The tempter came to him and said, 'If you are the Son of God, tell these stones to become bread.' ⁴ Jesus answered, 'It is written: "Man shall not live on bread alone, but on every word that comes from the mouth of God."^[b] ⁵ Then the devil took him to the holy city and set him on the highest point of the temple. ⁶ 'If you are the Son of God,' he said, 'throw yourself down.

For it is written: "'He will command his angels concerning you, and they will lift you up in their hands, so that you will not strike your foot against a stone."^[c]

⁷ Jesus answered him, 'It is also written: "Do not put the Lord your God to the test."^[d] ⁸ Again, the devil took him to a very high mountain and showed him all the kingdoms of the world and their splendour. ⁹ 'All this I will give you,' he said, 'if you will bow down and worship me.'¹⁰ Jesus said to him, 'Away from

me, Satan! For it is written: "Worship the Lord your God, and serve him only."^[e] ¹¹ Then the devil left him, and angels came and attended him.



Lent is a key Christian festival where people reflect on their lives. Jesus was tested in the wilderness. People often set themselves challenges ahead of Holy Week culminating in Easter Sunday. They try to be kinder or give something up.



The film Hail Caesar! follows a day in the life of Eddie Mannix, a Hollywood fixer for Capitol Pictures in the 1950s, who cleans up and solves problems for big names and stars in the industry. At times Eddie's life is filled with the dilemma of making the right choices and decisions:

<https://www.youtube.com/watch?v=UILLd-uBMk4>

Reflect/think about a time: In the clip the Eddie has gone to talk through things with a priest, his lifestyle choices and behaviour.



Why do you think Eddie felt the need to talk things through?

What impact had Eddie's choices had on him?

When Eddie talks about a decision he has to make, the Priest talks about the inner voice and listen to the voice until you hear what is right.

Have you ever had an experience like Eddie's?

EXPERIENCES that can help us ENCOUNTER:

How might choices and random acts of kindness and generosity help us grow?

Watch this video clip from the film the Fight Within and hear how a chance decision to act generously to a stranger, leads to an unexpected exploration about making decisions and choices.

<https://www.youtube.com/watch?v=fOzp6IplsNY>

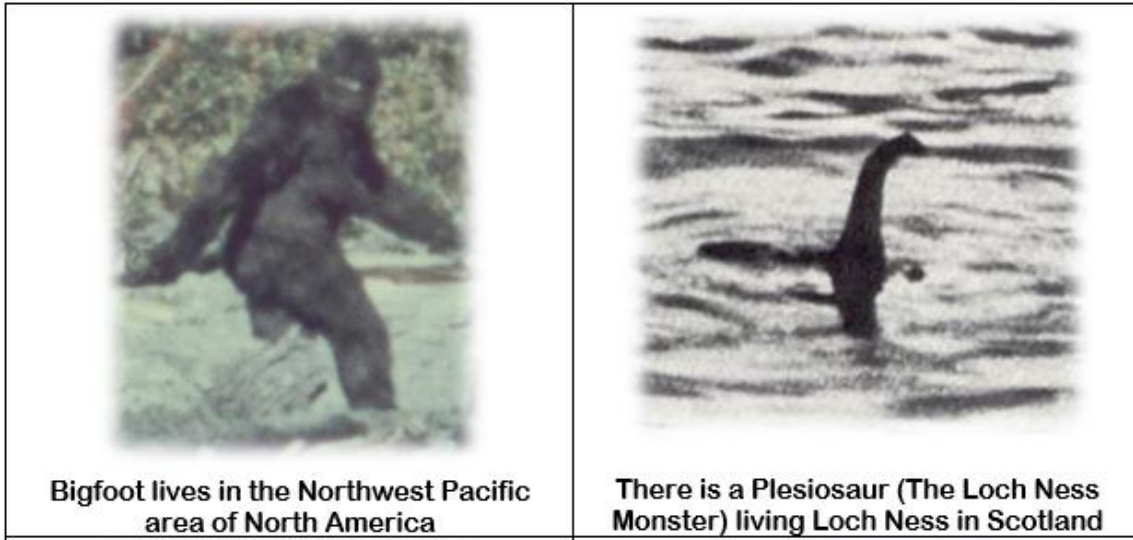
What do you think prompted the man to buy and share pizza? What other things were shared other than pizza? Who benefitted from the encounter?

In the Christian tradition the word stone or rock has many symbolic meanings. The word stone and rock are used over 400 times in the bible and signify strength, steadiness, protection and durability. 'So I will call you Peter, which means "a rock." On this rock I will build my church, and death itself will not have any power over it.' (Matthew 16:18) Peter had followed Jesus but he had not always behaved well or made good choices in his life. However, Peter was the first to recognise Jesus as the Messiah. Jesus knew that Peter would go on to betray him but did not give up on Peter. He could see how in the future, he could trust Peter and how Peter would ensure that the message of salvation for God's people would spread across the world. Read the account (Matthew 19:13-18)

Draw a stone and cut it out or find a small stone from the garden wash and dry it and use an indelible Sharpie) or glitter glue pen. Think about all the good habits, actions and behaviours you want to develop or improve e.g. kindness, selflessness, faithful generosity etc. Then place your 'stone'/'rock' somewhere in your room where you will see it every morning and evening as a reminder of your intention.

What is a Fake News?

Some people believe in things that other people do not. Here are a couple of examples for which there is little evidence.



However, some people then believe that other people are covering it all up. This can lead to some surprising places.

Activity 1: If there was Bigfoot or a Plesiosaur as shown above then how difficult would it be to keep it a secret? Look up how big Loch Ness is and how many people visit it every year.

Activity 2: Think about these questions / discuss them in a video chat with friends: What happens to you when you believe that the entire sections of society are keeping secrets? How could all scientists or the entire government keep a secret? How difficult would it be for 1000s of people to keep a secret? Why do film makers like conspiracy theories for their movies?

Activity 3: Listen to this radio programme. It is available on BBC Sounds. <https://www.bbc.co.uk/sounds/play/m000dfqn>

How many conspiracy theories are mentioned? Which ones have you heard about?

Activity 4: Mr Ford once, for a joke spread the rumour that the canteen at his college was serving Weetabix that were so cheap, the box they came in had more nutritional value as at least it contained roughage in the cardboard box. he got into a lot of trouble and had to write an apology to be displayed at the college canteen till. Write a letter for Mr Ford, to try to explain that he now understands how serious disinformation can be, highlighting what might have gone wrong.

Activity 5: Craft a conspiracy theory about Mr Ford. Email him with it. How would you get people to believe it? How far could you stretch it? How could you stop it once people started believing it – even if it was you who made it up?

For those of you with access to Disney watch Lion Guard “Beware of the Zimwi” episode. How can belief cause panic?

Activity 6: Find out how anti-vaccination conspiracy theory has killed people.

<https://www.iflscience.com/health-and-medicine/one-map-sums-damage-caused-anti-vaccination-movement/>

Activity 7: Challenge activity. Research one of the more popular myths and present a clear and referenced case to debunk it.

<https://www.osce.org/odihr/441101?download=true>

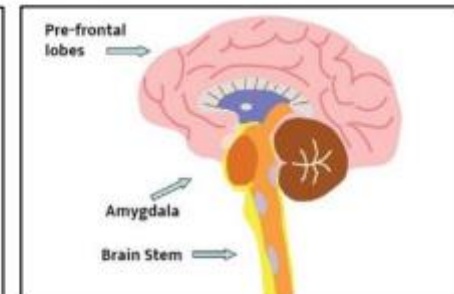
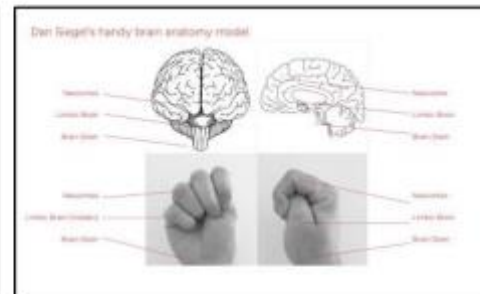


KS3 Knowledge Organiser - Understanding and Training our Brain



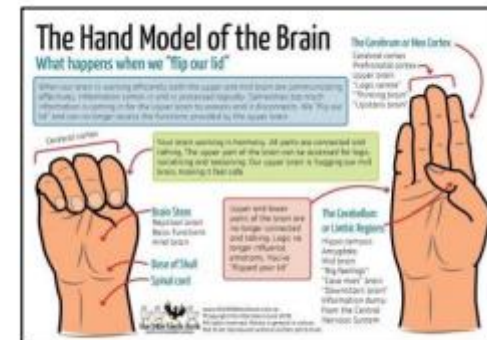
BRAIN STRUCTURE

*Be able to use the hand model and the upstairs/downstairs model to explain the brain.
Know the term amygdala.*



WHEN OUR BODY PERCEIVES A THREAT

1. The amygdala floods our body with the hormones adrenaline and cortisol
2. This prompts us to either FIGHT, FLIGHT or FREEZE
3. Our heart rate and blood pressure increase
4. Our skin pales or flushes
5. Our ability to feel pain decreases
6. Our pupils dilate
7. Our memory might be affected
8. We might be trembling
9. Sometimes people lose control of their bladder!



WHERE TO SEEK SUPPORT IF YOU NEED IT

- Shelf help books in the library or public library
- Parent or other adult at home
- Friends
- Older student
- Tutor or achievement leader
- Learning mentor
- Wellbeing team (Miss Neal, Mrs Freds, Mrs Dobell, Mrs Crissall, Mrs Horne)
- Mrs Whitcombe or another member of the leadership team
- School nurse drop in
- School nurse referral
- Kooth
- Emotional wellbeing hub
- Dr Hope
- Samaritans

HOW TO HELP YOUR BRAIN LEARN

1. Challenge your brain
2. Be curious and imaginative
3. Deal with stress or anxiety first
4. Drink plenty of water
5. Eat a healthy diet
6. Get enough sleep
7. Take plenty of physical exercise
8. Break your learning into chunks
9. Take brain breaks regularly

FIVE WAYS TO WELLBEING

Know the five; know what they mean; give examples

CONNECT
TALK & LISTEN,
BE THERE,
FEEL CONNECTED

Give
Your time,
your words,
your presence

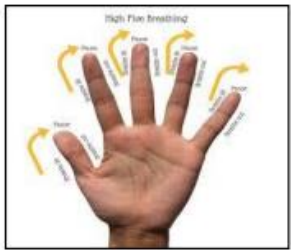
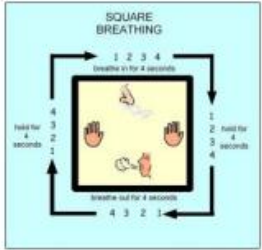
TAKE NOTICE
REMEMBER
THE SIMPLE
THINGS THAT
GIVE YOU JOY

KEEP LEARNING
EMBRACE NEW
EXPERIENCES.
SEE OPPORTUNITIES.
SURPRISE YOURSELF

BE ACTIVE
DO WHAT YOU CAN.
ENJOY WHAT YOU DO.
MOVE YOUR BODY

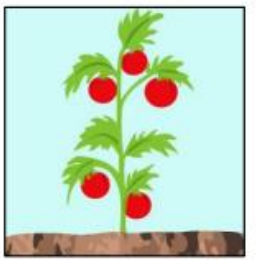
BREATHING

4, 5, 6 breathing
Breathe in for 4,
hold for 5,
breathe out for 6. Repeat as long as you need to.



WHAT TO DO WHEN YOU WORRY TOO MUCH

- Stop your worries growing by paying less attention to them
- Fight your thoughts with logical answers
- Use planned worry time
- Imagine and deal with a worry monster
- Re-set your system with exercise
- Re-set your system with relaxation techniques



GROUNDING

The 5-4-3-2-1 Coping Technique

Ease your state of mind in stressful moments.

Acknowledge 5 things that you can see around you.

Acknowledge 4 things that you can touch around you.

Acknowledge 3 things that you can hear around you.

Acknowledge 1 thing that you can taste around you.

Acknowledge 2 things that you can smell around you.

#DeStressMonday

DeStressMonday.org

DESTRESS MONDAY





iPhone
users

Keeping *everybody* safe at



Android
users



We aim to keep everyone in our community safe. If you feel worried about yourself or someone else, please **speak to someone you trust as soon as you can**. Please find your trusted or an emotionally available adult in the academy who will be there to listen and support you. Our Designated Safeguarding Leads (DSL) are **Mr Davis, Mrs Milroy, Mr Ford, Mr Ward, Miss Wenlock, Mr Fisher, Mr Richardson, Mrs Molloy, Mrs Clayton and Mrs Hewitt-Coleman**.

What is abuse in safeguarding concerns?

Physical Abuse - Physical abuse is any way of intentionally causing physical harm to a person or purpose. This could result in injuries such as in bruises, broken bones, burns or scalds or bite marks.

Emotional Abuse - Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a person. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore and stopping you from seeing friends or family.

Sexual Abuse - When a child or young person is sexually abused, they're forced or tricked into sexual activities without permission. This include being forced to look at images or videos. Sexual abuse can happen anywhere – and it can happen in person or online.

Neglect - Neglect can be a lot of different things. It is when you do not get enough help or care from someone who should be looking after you. This could include having a lack of food, clothing and attention and medical care.

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. Online bullying is called Cyber-bullying. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns - using dedicated mobile phone lines or "deal lines". Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs.

Someone who starts to believe in or supports extreme views linked to terrorism and forms of extremism leading to terrorism is linked to **Radicalisation**. Extremism can also be linked to this as extreme views, vocal or active opposition to fundamental British values, including democracy, the rule of law, mutual respect and tolerance of different faiths and beliefs.

Where do I go for help and advice?

Speak to any available adult in school. This could include your Head of Year, Mr Davis, Mrs Milroy, Mr Richardson or Mr Ford. Advice can be found by scanning the QR codes at the top.

If you feel you need support or see or hear something that concerns you, report it!
We are here to help.

Links to
advice



Childline – 0800 1111

www.childline.org.uk



Advice on mental health.

www.youngminds.org.uk



Staying safe online

www.childnet.com



Advice on LGBT+ issues

www.theproudtrust.org



Advice for young people

www.themix.org.uk

