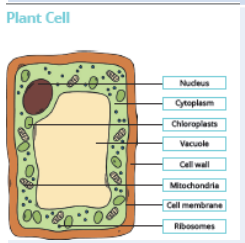
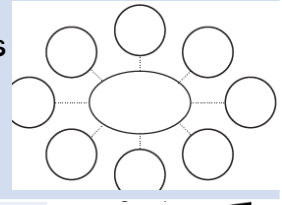
Summer 2 - Year 7 Name:

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.

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:TEXT FEATURES

KEY VOCABULARY

CHARACTER

A person in the story.

SETTING

The time and place in which the story takes place.

PROTAGONIST

The main character.

TONE

The attitude, mood or feel of a piece of a writing, for example serious or light-hearted.

NARRATIVE VOICE

The way a story is told. For example, is it in the first person (I, me, we) or the third (they, he, she)?

GENRE

The style of catergory of the story. For example adventure, horrror, fantasy ect

POINT OF VIEW

The perspective from which the story is told.

DIALOGUE

Conversation between characters.

Sharing the Love of Reading: 11-16-year olds

The Open University

1. Can I read aloud to a friend or relative?

2. Can I hide a story or poem to be found?

3. Can I deliver a speech from a character or public figure?

4. Can I share my reading journey over the last week?

5. Can I learn about a book from someone's past?

6. Can I…

7. Can I discover what books mean to someone else?

8. Can I…

9. Can I create a paper chain of poetry?

10. Can I gain a '7-day streak' of reading?

11. Can I design my own reading den?

12. Can I recreate a scene/poem using various materials?

13. Can I read in an unusual & unexpected place?

14. Can I set up a news desk & give a report?

15. Can I recreate a favourite book or comic cover?

16. Can I find an online video of an illustrator drawing and draw along?

17. Can I make an A-Z of authors, book titles or favourite characters?

18. Can I make my own mini book?

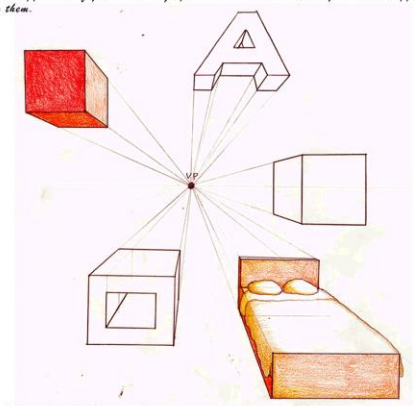
MAYFLOWER COMMUNITY ACADEMY & NURSERY

One and Two-point Perspective

Year 7 Art

Perspective

* Perspective is a drawing method that shows how objects appear to get smaller as they get further away;
* Objects are drawn disappearing towards 'Vanishing Points';
* Vanishing Points are located on a 'Horizon Line' (or 'Eye Level Line'). This is an imaginary line, level with the viewer's eyes;
* Objects drawn above the eye level line appear as if you are looking up at them; those below the eye level line appear as though you are looking down upon them.

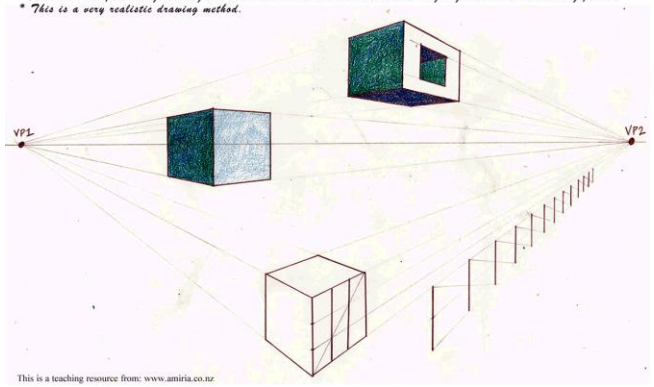


ONE POINT PERSPECTIVE

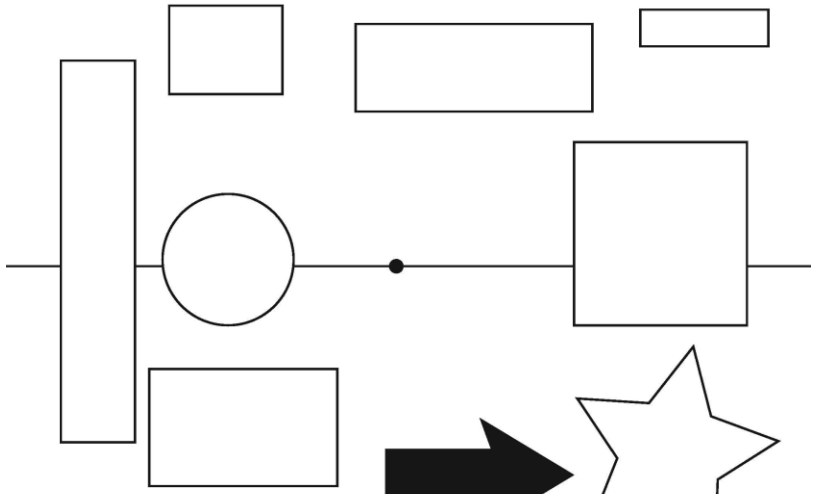
* Lines converge towards one vanishing point;
* Generally used when looking down something long, like a road or corridor;
* Front and back face of the object appear 'flat' or 'front on';
* Sides, top and bottom of objects converge towards vanishing points.

TWO POINT PERSPECTIVE

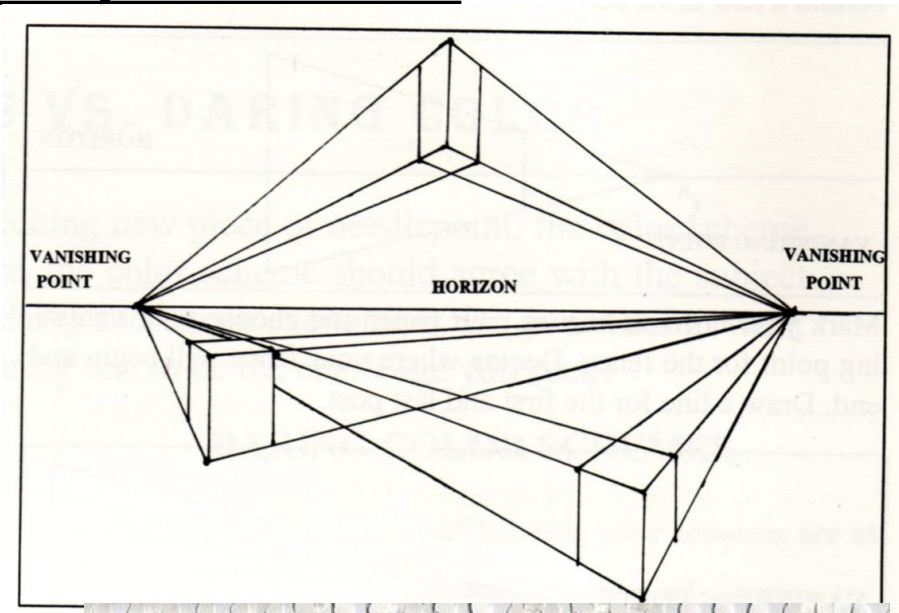
* Two vanishing points are used, both located on the Horizon Line;
* All lines (except curving or irregular lines) are drawn as either vertical, or going towards the vanishing points;
* This is a very realistic drawing method.

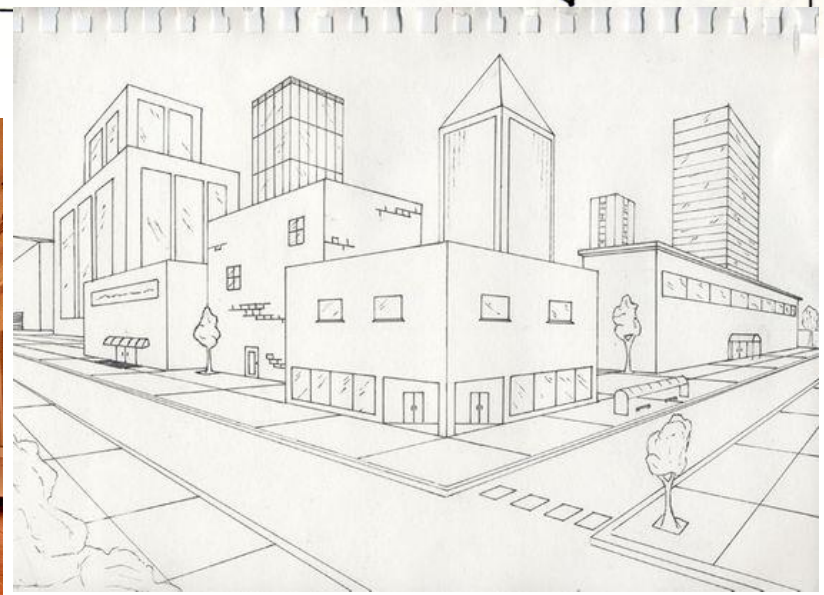


This is a teaching resource from: www.amiria.co.nz



One Point Perspective
Use the vanishing point in the center to create 3D forms





Year 7 Design and Technology

Fretsaw

Metal File

MDF

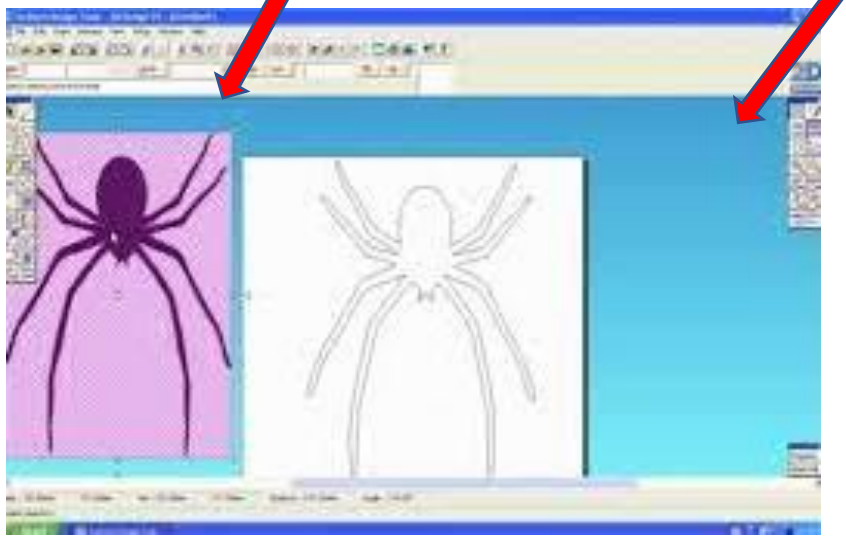
These are the key principles of design we will be looking at this term when working in the Workshop. The project is to design and make a key hook in the shape of an animal of your choice.

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?

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

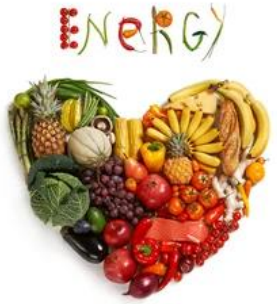
Using CAD helps to present work professionally, and adds to your portfolio of skills working towards GCSE level.



Word Bank

Material properties Aesthetics Measurements Template Product Analysis Fretsaw Sander Relief

Energy



Energy is measured in CALORIES! We need energy to think, breath, swallow as well as move and exercise.

Some foods have lots of energy (calories) in them depending how much fat they have in. This means they have a HIGH ENERGY DENSITY.

Some foods don't have a lot of energy (calories) in them because they are high in water, carbs and protein.. This means they have a LOW ENERGY DENSITY.

Fat = 9 Kcal per gram
Carbohydrates = 4 Kcal per gram
Protein = 4 Kcal per gram

High energy density foods = cheese, meat, oil, chocolate, crisps.

Low energy density foods = fruit and vegetables, milk, yogurts.

The Eatwell guide

The Eatwell guide is a government guide designed to show you the proportions of different foods groups you should eat over a day or more.

Tips on making healthy choices from the eatwell guide:

Fruit and vegetables: eat 5 portions of fruit and vegetables a day, this should make up 1/3 of your plate a day, fresh, canned dried and fruit juice/smoothies all count, don't exceed 150ml of fruit juice/smoothie a day as it can cause tooth decay, try snacking on fruit over high sugar and fat foods,

Potatoes, bread, rice, pasta and other starchy carbohydrates: choose non-sugary cereals, leave the skin on potatoes, choose wholemeal options of foods such as bread, rice and pasta.

Oils and spreads: choose unsaturated fats such as vegetable oils and margarine over butter, use in small amounts.

Dairy and alternatives: choose lower fat options such as skimmed milk and low fat and salt cheese, choose low sugar yogurts and add fruit as a natural sweetener.

Beans, pulses, fish, eggs, meat and other proteins: eat more beans and pulses as they are high in fibre and fill you up for longer, cut the visible fat off meat, choose lower fat meat options, eat 2 portions of fish a week.

Exam Style Questions

1. How can you make healthy choices when eating starchy carbohydrates?
2. Name 3 vegetarian sources of protein.
3. How many mls of fruit juice shouldn't you exceed a day?
4. Name 3 different plant based fats.

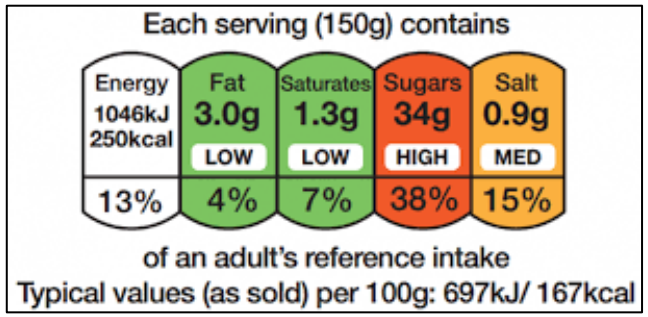
Staying Hydrated

- It is important to drink LOTS of water every day.
- You should drink 2-3 litres, or 6-8 cups of water.
- If you exercise, you will need to drink plenty water.
- Most fruits and vegetables contain LOTS of water, often over 90%.

- Environmental Factors
- Water bottles and plastic bottles often DON'T get recycled.
- Take away coffee cups/tea/hot chocolate often CANT be recycled.

How can you help?
- ALWAYS take a reusable bottle with you
- Use reusable coffee or tea cups when you can.

Reference intake



Reference in take amounts:
Kcal (calories) – 2000
Total Fat -70g
Saturated fat – 20g
Sugar – 90g
Salt – less that 6g

These are rough guides, designed for an average person. Everyone will need different amounts depending on their height and weight.

Do you recognise this colour coded traffic light system on food packaging?

This is called your REFERENCE INTAKE.
They show you the MAXIMUM amount of calories and nutrients you should eat in a day.
Most packaging has a colour coded label on the front to help you make healthy choices.

Red means HIGH in that nutrient
Amber means MEDIUM in that nutrient
Green means LOW in that nutrient

Reference intakes are not meant to be targets. They just give you a rough idea of how much energy you should be eating each day, and how much fat, sugar, salt and so on.
The percentages represent how much of your reference intake is in the product, e.g. the product has 3.0g of FAT in it, that is 4% of 70g of fat.

Example exam questions:
How can I make healthy choices when choosing foods from the 'beans, pulses, fish, eggs meat and other proteins' section of the guide? (3 marks)
How much of my plate should be made up of fruit and vegetables per day? (1 mark)
How many grams of saturated fat is it recommended not to exceed per day? (1 mark)

Fairy Cakes

Ingredients
1 egg
75g Self raising flour
75g caster sugar
75g margarine
Optional filling:
- Chocolate chips
- Dried fruit

Equipment
Mixing bowl
Weighing scales
Wooden spoon
Jug
Cup cake cases
Cupcake baking tray

Skills
Weighing
Whisking
Folding
Portioning
Baking

1. Collect all your equipment and turn your oven to 180°C or gas mark.

2. Cream the margarine and sugar until light and creamy.

3. Whisk the eggs in a jug. Add the egg a little at a time and mix well.

4. Fold in the flour and any other dry ingredients.

5. Half fill the paper cases with the mixture using two teaspoons.

6. Bake in a pre-heated oven for 15-20 minutes or until firm to touch and golden brown.

Roasted Tomato and Basil Soup

Ingredients

1000g tomatoes

2 garlic cloves

2tbsp oil

1 onion

1 red pepper

1 tbsp tomato purée

1 stock cube

250ml water

½ pack of basil (or mixed herbs)

1. Pre-heat oven to 180°C. Chop the tomatoes, peel and crush the garlic. Place onto a baking tray.

2. Season with salt and pepper, drizzle with oil and roast for 25 minutes.

3. Dice the onion and pepper.

Equipment

Knife

White chopping board

Frying pan

Baking tray

Wooden spoon

Metal spoon

Stick blender

4. Fry for 5 minutes until softened.

5. Add a tbsp of tomato puree and mix..

6. Pour in the water and stock cube and simmer

Skills

Chopping, roasting, dicing, frying, boiling, measuring, blending, seasoning.

6. After 25 minutes take out the tomatoes.

7. Add all the tomatoes and the juice from the bottom of the tray into the saucepan. Add in the fresh basil.

8. Use the stick blender to blend into a smooth soup. THE BLENDER MUST BE COMPLETELY SUBMERGED IN THE LIQUID BEFORE YOU TURN ON THE BLENDER.

Practical Assessment 3: Chocolate chip cookies

Ingredients

125g butter, softened

100g light brown soft sugar

125g caster sugar

1 egg, lightly beaten

225g self-raising flour

200g chocolate chips

Equipment

Weighing scales

Bowl

Spoon

Baking tray

jug

Skills

Weighing

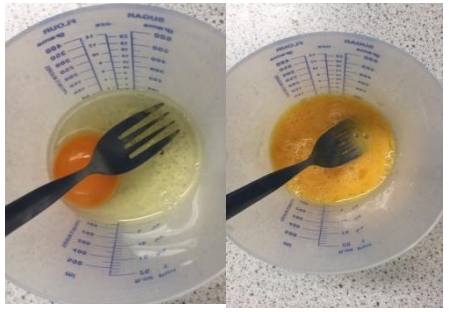
Whisking

Shaping

Baking

1. Pre-heat the oven to 190°C. Weigh out the butter and the sugar.

2. Cream the butter and sugar together.



3. Mix the egg in a jug and add a little at a time to the butter mixture.

3. Add the flour and chocolate chips. Mix well.

4. Split the mixture into 12 even balls, 6 per tray. Bake for 10 minutes until golden on the edges and soft in the middle.

You can change this recipe to make:
-Chocolate orange cookies
-Cranberry and white chocolate cookies
-Peanut butter cookies

BENEFITS OF TAKING PART IN A OUTDOOR ACTIVITY

1. IMPROVES CONFIDENCE

You might be required to be a team captain or leader. In these sports you have to communicate well with others to be successful. An example is hiking.

2. MEET NEW PEOPLE

If you take part in new sports outside of school you will be able to meet new people and communicate with them.

3. IMRPOVE TEAMWORK

Activities such a climbing require you to work as a team to be successful.

4. LEARN NEW SKILLS

Outdoor activities are usually activities that you're not able to take part in your PE lessons. This means if you take part you're required to learn something new and exciting. These activities might be different from anything you've done before.

5. REDUCE STRESS

These activities require you to be outside. You're also doing something different to usual which means it requires a lot of attention and thinking.

6. SPEND TIME AWAY FROM ELECTRONIC DEVICES

These activities are normally outside. Activities such as kayaking, cycling and climbing require full attention and no time to be on phones.

BENEFITS OF TAKING PART IN A PHYSICAL FITNESS ACTIVITY

1. MEET NEW PEOPLE

If you take part in new sports outside of school you will be able to meet new people and communicate with them.

2. SET FITNESS GOALS

If you're going to the gym, you will set goals. These goals could be to lose weight, gain muscle, lift heavier. Having goals will boost your motivation.

3. IMPROVE CONFIDENCE

Physical fitness activities build confidence because if you start taking part more regularly you're going to see improvements which will boost motivation.

4. IMPROVE BODY COMPOSITION

If you're going to the gym or gym classes regularly. Your body will begin to change shape and size. You will be gaining muscle.

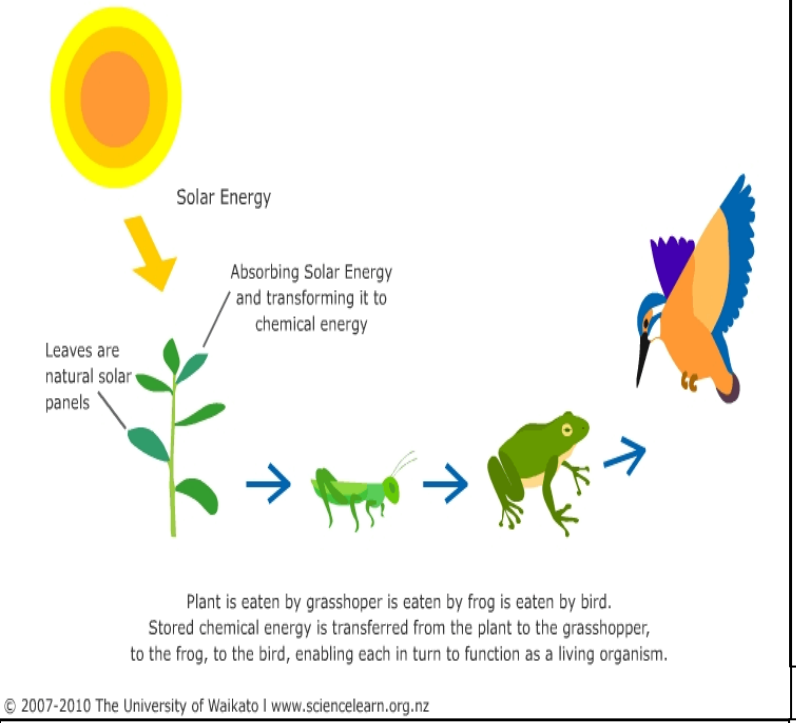
5. IMPROVE PHYSICAL HEALTH

If you complete physical fitness activities such as going to the gym regularly, you'll notice a change in your bodies size and shape. This could be losing weight or gaining muscle depending on the activities and your goals!

6. IMPROVE MENTAL HEALTH

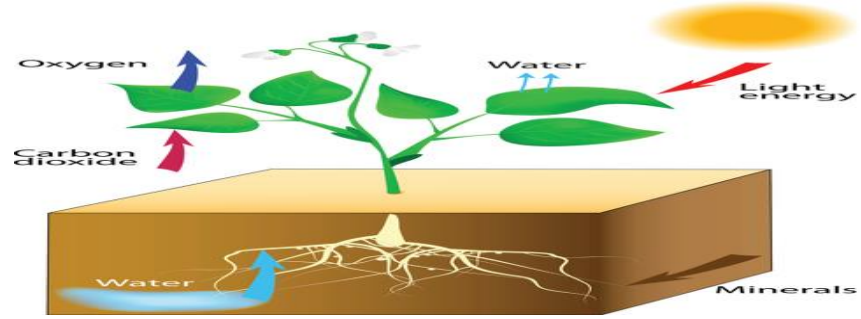
Taking part in physical activity improves mental health!

BIO-ENERGETICS (ENERGY IN BIOLOGICAL SYSTEMS)



The feeding relationships are one way in which organisms depend on each other. To begin with, almost all organisms rely on the **Sun** as the original source of energy for their ecosystem. **Plants** and **algae** can make use of the **Sun's** energy to produce food molecules, in the process of photosynthesis. This is why they are called **producers.** Other types of organism can't do this, so they rely on the plants and algae.

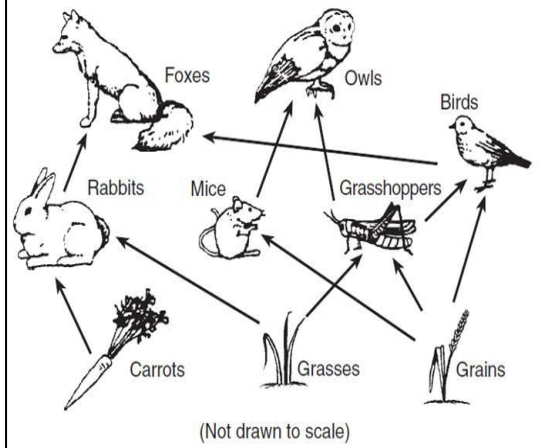
- **Consumers** eat the producers, so the energy from the sun flows through the ecosystem. Molecules (which contain the energy) also flow through, and get recycled when organisms produce waste (poo and wee!) and after they die and decay. The diagram helps to show this.



PHOTOSYNTHESIS
make use of light energy from the environment (ENDOTHERMIC) to make food (glucose)

Carbon dioxide + Water → Oxygen + Glucose

A **food web** shows many **feeding relationships.** It connects many food **chains,** since many organisms eat more than one other organism, and are eaten by more than one other.



Aerobic respiration

Respiration with oxygen. Occurs inside the mitochondria continuously

Glucose is oxidised by oxygen to transfer the energy the organism needs to perform it's functions.

Aerobic respiration releases a large amount of energy from each glucose molecule

glucose + oxygen → carbon dioxide + water

Knowledge Organiser: Year 7 Summer Term Part 2 Understanding computers *and binary*

Summary

Binary, is a number system that is made of two numbers. 1 and 0. Also known as base two.

Computers are made up of **switches**. If you turn on a light switch at home, a computer scientist would say that the light is **1**. If you turned it off, a computer scientist would say that the light is **0**. A typical computer has **billions of switches**. That's a million million switches. Another name for a switch is **transistor**.

Computer scientists love **binary**. Why? In simple terms, a computer is just switches. If we understand Yes/No questions we can **code** a computer to do what we want it to do. This is a form of

'Computational thinking'.

Imagine a billion people standing by their own light switch and working as a team to make a mobile phone respond to text message. To get close to modern computer/smart phone speeds each person would have to turn the switch at the same time and have to do this 4,000,000,000 in one second . All of actions in life are based on a number of binary decisions.

What is a **computer?** A computer can be instructed to accept, process, store and output data . That could be a phone, a washing machine, a tablet , a TV or even the humble PC (personal computer).

Storage- stores programs and files long term, even when they are not in use. Devices such as hard drives, USB memory sticks or SD cards are used to store files such as photos, music and software applications long term.

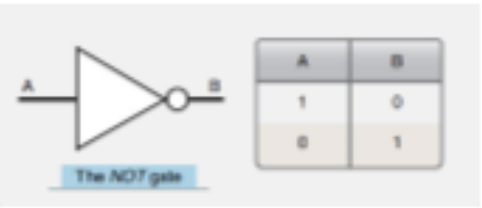
An **input device** is any piece of computer hardware used to **provide data** to a computer system.

An **output device** is any piece of computer hardware used to **communicate** the results of data to **audience**.

Key Vocabulary

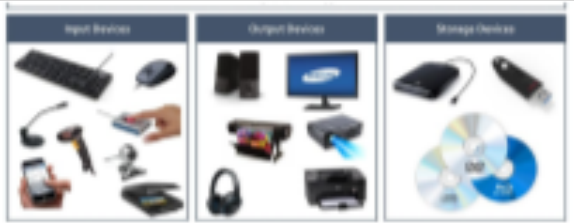
Binary	1 or 0.Also known as base 2.
Computer	A hardware device made up of switches. A switch can have a state of 1 or 0.
Computational thinking	Methods that involve expressing problems and their solutions in ways that a computer could solve.
Switch	a device for making and breaking the connection in an electric circuit
Decimal	Base 10 also known as denary. Symbols include up of 0 1 2 3 4 5 6 7 8 and 9.
Hardware	The **physical** parts of a computer. Eg the touchscreen,
Input Device	Hardware that sends data to a computer, allowing you to interact with and control it.
Output Device	Hardware which converts information into human-readable form. It can be **text, graphics, tactile, audio, and video.**
Storage Device	Hardware on which information can be stored
Software	Software is the programs that run on a computer., referenced as apps.
Transistor	Another name for a switch.

A Switch



Input / Ouput and storge devices

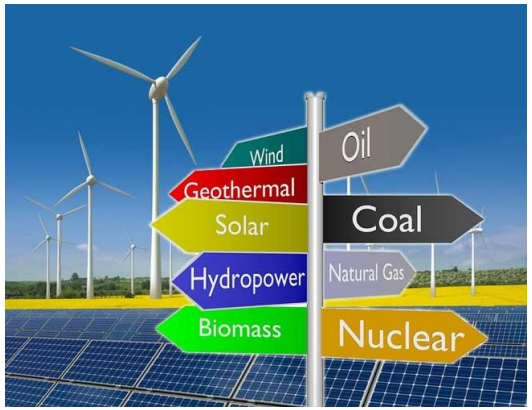
Binary and Decimal



http://bit.ly/2CTk1IV

KEEP CALM AND GO PRACTICE

BBC Bitesize



Year 7 Knowledge Organiser: Go Green

Topics covered

- ✓ Types of resources
- ✓ Finite and Infinite resources
- ✓ Non-renewable energies
- ✓ Nuclear power
- ✓ Renewable energies
- ✓ Wind energy
- ✓ Waste and pollution
- ✓ The 3 R's
- ✓ Saving energy in the home

Key Ideas:

1. I can describe how fossil fuels form and can explain why people want to end their use
2. I can describe advantages and disadvantages of renewable energy types
3. I can explain different opinions on some controversial (not all people agree upon) energy sources
4. I can design an eco-home

Skills

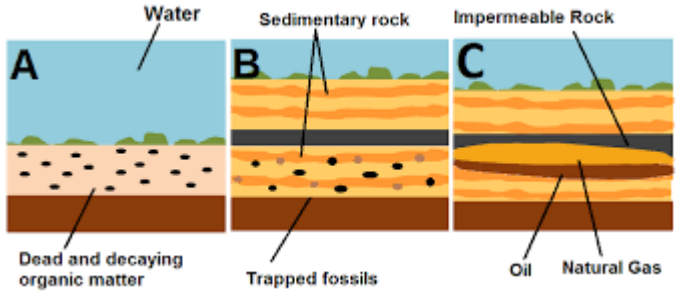
- ❑ To read source information on energy types
- ❑ To use digital mapping (GIS) to investigate site factors
- ❑ To research energy types using ICT
- ❑ To use numeracy skills to cost an eco-home design

Places and Environments

- ❖ Scroby Sands, Norfolk Coast
- ❖ Sizewell power station, Suffolk

Key Terms Used in this Unit

- ❑ Fossil Fuels
- ❑ Finite
- ❑ Non-renewable
- ❑ Sedimentary Rocks
- ❑ Geological
- ❑ Carbon Dioxide
- ❑ Methane
- ❑ Greenhouse effect
- ❑ Global Warming
- ❑ Radioactive
- ❑ Landfill sites
- ❑ Recyclable
- ❑ Bio-degradeable
- ❑ Insulation
- ❑ Grey water
- ❑ Conservation
- ❑ Sustainable
- ❑ Passive home



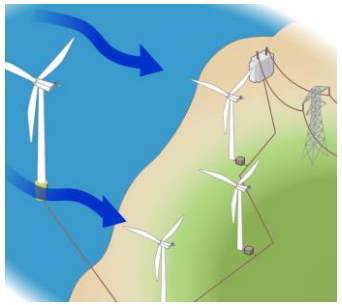
Can you explain what Fossil Fuels are and how they form?

- Huge amounts of carbon dioxide are given off into the atmosphere
- Carbon dioxide causes global warming or the greenhouse effect
- coal-burning power stations also give off sulphur dioxide gas which leads to acid rain

Can you think of other reasons apart from these commonly used ones why we should reduce or even stop using them?

Advantages	Disadvantages
Nuclear power stations...	Nuclear power stations...
Produce no polluting gases, such as carbon dioxide	Produces radioactive waste which is very dangerous and expensive to deal with
Require far less fuel as uranium provides far more energy per kg compared to coal and other fossil fuels	Can have catastrophic consequences on the environment and to the people in the surrounding area in the event of a nuclear meltdown, such as at Chernobyl
Are highly reliable for the production of electricity	Have expensive start up and shut down costs

Nuclear power could be The most controversial of all of our other sources of power. Which groups of people might people be divided over its use?



Wind power has many advantages and disadvantages. Why have we not replaced all of our energy with Wind power?

Can you give examples of when you have done each of the 3R's?

We throw away many things but hazardous waste is particularly dangerous. Why do you think these substances are treated differently?

Toxic waste cannot just be landfilled. It is often too dangerous and can cause long term damage to our environment.

There are growing moves to reduce sources of toxic contaminants in the home, car and workplace.

Farmers are being urged to grow organically to reduce the amount of pesticides we consume. It is not always proven if there are links to serious illnesses but many suspect there could be and there are concerns over the 'food chain'.

The three main problems with landfill are toxins, leachate and greenhouse gases. Organic waste produces bacteria which break the rubbish down. The decaying rubbish produces weak acidic chemicals which combine with liquids in the waste to form leachate and landfill gas.

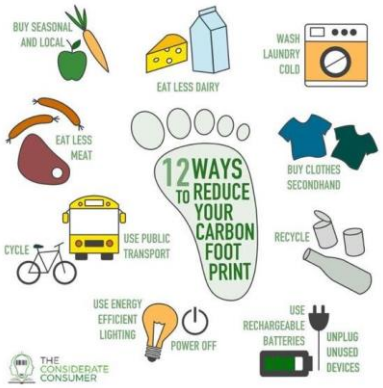
Are there any better ways we could deal with our waste?

Measuring your Carbon footprint means visiting a website like the WWF and entering in your data.

You may do this in class or as a HW. Make sure you keep a note of the Carbon figure it gives you.

Remember we can all do our bit but please do not become stressed or worried about this.

Our country is not alone as we all adapt to a changing climate but we do have technology and intelligent scientists working to solve some of the issues.



How does your Carbon Footprint look? Is there anything that could be done to make them smaller?

How could we improve the way we design and build our new homes?

Sometimes called 'Eco-homes' these are designed to be more energy efficient than the average home. Often these homes have solar panels and different forms of central heating. Most homes today already recycle and use rain water on the garden. We could be closer to sustainable homes if developers are given stricter targets when building them. This is an important political issue.

German

Module 5: Gute Reise! (Have a Good Trip!)

Here is the vocabulary you will need for Module 5.

Remember to listen to the German by clicking on the Soundfile links on the electronic version of this KO.

In der Stadt • In town	
Es gibt ...	*There is ... / There are ...*
Es gibt ein/eine/einen ...	*There is/are a ...*
Es gibt kein/keine/keinen ...	*There isn't/aren't ...*
in der Nähe von ...	*near to*
in der Nähe ...	*nearby*
der Bahnhof(¨e)	*railway station(s)*
der Imbiss(-e)/ die Imbissstube(-n)	*snack stand(s)*
die Kegelbahn(-en)	*bowling alley(s)*
das Kino(-s)	*cinema(s)*
die Kirche(-n)	*church(es)*
der Marktplatz(¨e)	*market square(s)*
der Park(-s)	*park(s)*
das Schloss(¨er)	*castle(s)*
das Schwimmbad(¨er)	*swimming pool(s)*
die Eisbahn(-en)	*ice rink(s)*
der Fischmarkt(¨e)	*fish market(s)*
das Kindertheater(-)	*children's theatre(s)*
der Radweg(-e)	*cycle path(s)*
das Sportzentrum (die Sportzentren)	*sports centre (sports centres)*
der Stadtpark(-s)	*city/town park(s)*
der Wasserpark(-s)	*water park(s)*

Soundfile

In this Module you will learn how to:

- talk about what there is / isn't in a town
- Buy souvenirs
- Buy snacks and drinks
- talk about holiday plans
- Understand longer spoken texts.

German

Souvenirs • Souvenirs

der Aufkleber	*sticker*
das Freundschaftsband	*friendship bracelet*
die Kappe	*(baseball) cap*
der Kuli	*biro*
das Kuscheltier	*cuddly toy*
die Postkarte	*postcard*
der Schlüsselanhänger	*key ring*
die Tasse	*mug/cup*
das Trikot	*(football) shirt*
Wie viel kostet ...?	*How much does ... cost?*
Wie viel kostet das?	*How much does it cost?*
Es kostet €16.	*It costs 16 Euros.*

Soundfile

Verkaufsgespräch • Sales conversation

Ich gehe einkaufen.	*I am going shopping.*
Ich möchte ...	*I would like ...*
Ich möchte ... kaufen.	*I would like to buy ...*
Haben Sie ...?	*Do you have ...?*
Kann ich dir helfen?	*Can I help you?*
Sonst noch etwas?	*Anything else?*
alles zusammen	*all together*

Soundfile

Snacks und Getränke kaufen • Buying snacks and drinks

die Bratwurst	*fried sausage*
der Hamburger	*hamburger*
die Pizza	*pizza*
die Pommes	*chips*
der Salat	*salad*
das Eis	*ice cream*
die Cola	*cola*
das Mineralwasser	*mineral water*
der Tee	*tea*
das Fleisch	*meat*
der Ketchup	*ketchup*
die Mayo(nnaise)/ Majonäse	*mayo(nnaise)*
der Senf	*mustard*
Ich möchte einmal/ zweimal/dreimal ...	*I would like one/two/three ...*
Ich hätte gern ...	*I would like ...*
Das macht €8.	*That's €8.*
Ich esse ... gern.	*I like eating ....*
Ich trinke ... gern.	*I like drinking ....*

Soundfile

German

In den Sommerferien
• During the summer holidays

Was wirst du machen?	*What will you do?*
Ich werde ...	*I will ...*
Wir werden ...	*We will ...*
klettern	*climb*
im Meer schwimmen	*swim in the sea*
rodeln	*toboggan*
im See baden	*bathe in the lake*
segeln	*sail*
an den Strand gehen	*go to the beach*
tauchen	*dive*
wandern	*hike*
windsurfen	*windsurf*
Was kann man dort machen?	*What can you do there?*
Man kann ... besuchen.	*'One'/People/ You can visit ...*
Die Stadt ist bekannt für ...	*The town is well known for ...*
Ich werde (eine Woche) bleiben.	*I will stay (for a week).*

Soundfile

Read the Strategy Box for ideas to link sounds and spelling.

Oft benutzte Wörter
• High-frequency words

am Montag	*on Monday*
am Dienstag	*on Tuesday*
am Mittwoch	*on Wednesday*
am Donnerstag	*on Thursday*
am Freitag	*on Friday*
am Wochenende	*at the weekend*
sehr	*very*
nicht sehr	*not very*
ziemlich	*quite*
immer	*always*
nicht immer	*not always*
oft	*often*
nicht oft	*not often*
nie	*never*
alles	*everything*
dort	*there*
teuer	*expensive*

Soundfile

Strategie 5
Using your key phonics words to make links

You learned the key sounds of German in Chapter 1 (page 8). One good strategy for remembering new words is to group them together with others with the same sound-spelling pattern. Here are some from Chapter 5:

Freund ➜ Deutschland

Biene ➜ Kuscheltier

Sterne ➜ Imbissstube, Strand

Wildwassersport ➜ Mineralwasser, ich werde, wandern, windsurfen

Schlange ➜ Schloss, Schwimmbad, Schlüsselanhänger, schwimmen

Look back at the *Wörter* pages from Chapters 1–4 and add to your lists.

Some words have more than one key phonics sound. How many can you spot in the examples above? For example, *Kuscheltier*.

www.textivate.com
Username: openacademy
Password: surname700
Go to 'my resourses' to find your work.

Year 7 History – Native Americans, Tudor England and the Reformation

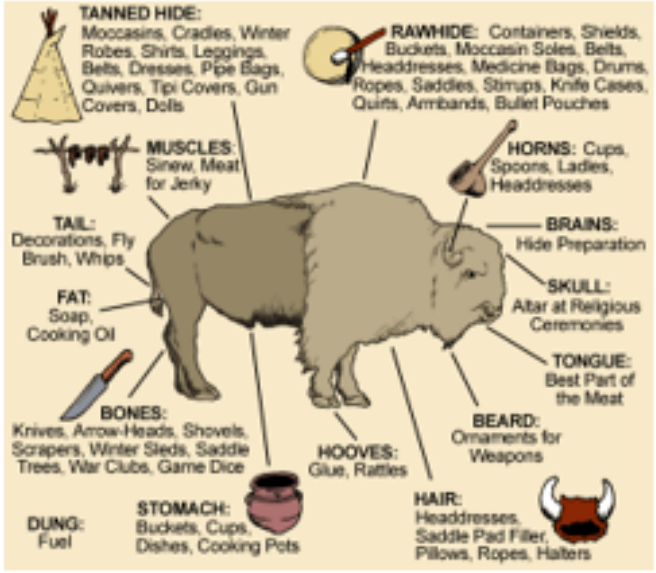
Key words	
Native Americans	General term used to describe the hundreds of different tribes who have lived in North America for thousands of years, long before it was settled by white Europeans
Buffalo	A large mammal living in North America. Many tribes relied on the Buffalo as a source of food, shelter, clothing, medicine and many other uses
Nomadic	A way of life in which a tribe or group travels and settles temporarily rather than setting up towns, villages or cities
The Great Plains	An area of the USA covered mostly with grassland – once home to Buffalo and tribes such as the Sioux and Apache.
The Reformation	A process of religious change in early modern Europe, where much of Europe converted from Catholicism to Protestantism
Catholicism	A type of Christianity that believes that the Pope is the head of the Church and that the Bible and church services should be in Latin
Protestantism	A type of Christianity that does not believe that the Pope is the head of the Church and that the Bible and church services should be read by people in the own language
Henry VIII	King of England between 1509 and 1547. Most famous for his six wives, Henry was also important in making England a more Protestant country with himself as head of the English Church
Martin Luther	A German Protestant who wrote several important books/articles about religion that helped spread the Protestant religion around Europe

Some tribes lived on the Great Plains (see key words above). These tribes mostly lived nomadically and hunted the Buffalo, of which they used the entire body. For example, they lived in Tipis, a type of tent build from Buffalo hide. Plains tribes also frequently raided each other, and the white settlers once they arrived. It was the Plains tribes who were some of the last to be defeated by the US military around the year 1900. On the right is a diagram showing the many different uses of the Buffalo.

Native Americans

Before white settlers arrived in North America it was known as 'Turtle Island' and was inhabited by millions of people organised into hundreds of different tribes. Each tribe had their own way of life, including different diets, spiritual beliefs, languages and customs.

Some of the largest tribes were the Sioux, Navajo, Cherokee, Apache and Iroquois. Although up to 90% of the population were killed by white settlers, most tribes still remain today. However most of their original territory was taken from them and some now live in different regions to their ancestors.



The Tudors

The Tudors were a family who ruled England between 1485 and 1603. They are remembered for the amount that they changed England. One of the biggest changes they introduced under Henry VIII, Edward VI and Elizabeth I was the English Reformation. This was when England changed from a Catholic country to being a Protestant country.

Causes of the Reformation	Consequences
The Reformation in Europe	Protestants throughout Europe like Martin Luther helped spread Protestant ideas. These books reached England and many people began to change their religion.
Anne Boleyn	Henry VIII's second wife and a Protestant, Anne encouraged Henry to end his first marriage and convert to Protestantism. Henry eventually did this and fell out with the Pope.
Corruption in the Catholic Church	Probably exaggerated by Henry VIII, monks and other Catholics were accused of drinking, gambling and being too wealthy. As a result, Henry closed down their monasteries.
Actions of Protestant monarchs	Although Henry VIII was the one to bring in the Protestant Reformation, it was actually under Edward VI and Elizabeth I that Protestant changes occurred much more rapidly. Both introduced a 'book of common prayer' that was in English and preached Protestant ideas.

Henry VII, reigned 1485–1509

Henry VII took the throne by defeating the previous King, Richard III. Henry made efforts to control the barons in England. He taxed them heavily and punished them harshly for disobeying him.

Henry VIII, reigned 1509–1547

Determined to have a son of his own, Henry married six different women and had three surviving children. In the 1530s Henry claimed to have become a Protestant and changed the religion of England to Protestant with himself as head of the Church.

Edward VI, reigned 1547–1553

Henry VIII's only son and just nine years old when he was crowned King and dead by the age of 15, Edward never really had the chance to rule England. Edward was raised as a Protestant so England became more Protestant during his reign.

Mary I, reigned 1553–1558

Mary was Henry VIII's eldest daughter and a strong Catholic. Nicknamed 'bloody Mary' she is often remembered for executing many Protestants but was also a strong queen in a difficult time.

Elizabeth I, reigned 1558–1603

Elizabeth was Henry VIII's youngest child and a Protestant like her brother. Often remembered as one of England's greatest queens, she continued to make England more Protestant, with increasingly harsh punishments of Catholics who resisted.

Context

George Orwell was born to British parents in 1903 in Bengal, India. At that time India was a British Colony. He and his family moved back to England in 1907. A bright boy from a family that was in no way wealthy, he earned scholarships to Eton College. At Eton he gained a reputation for being anti-authority. After Eton, Orwell chose not to go to university but became a policeman in Burma. Before he had even landed in India, he began to have second thoughts when he saw a policeman being applauded by rich Englishmen for kicking a native. He came to hate the idea of imperialism, where the British ran the country and dominated the native people.

Russian Revolution - Before the revolution of 1917, Russia was a dictatorship. The tsar had absolute power and made all of the decisions; he basically told everyone what they could and could not do.

Russia was also a capitalist society at this time. Capitalism is an economic system based on business - selling things to make a profit. The business owners kept most of the profits for themselves and paid workers very little; consequently, the owners became very rich while the workers lived in poverty and often went hungry. The powerful tsar, Nicholas II, became very unpopular with the Russian working classes because he did nothing to help them.

Vladimir Lenin led the revolution against the tsar's government and Nicholas II was overthrown. Lenin wanted the working classes to have more power so he made Russia into a democracy – this is where all the citizens of a nation make decisions through voting. His organisation and leadership of Russia was inspired by the communist ideas of Karl Marx.

Karl Marx was a German philosopher and politician. He believed that capitalism was wrong because the poor were exploited by the rich to get even richer. Marx believed that everyone in society should be equal and everything should be shared - this is called Communism.

Life was much better for the working classes under Lenin's communist and democratic leadership and he had many loyal supporters. The success of the Russian Revolution started to go wrong when Lenin died in 1924. Leon Trotsky , Lenin's right-hand man, was the obvious successor, but Joseph Stalin, who had built a secret power base behind the scenes, seized power from right under Trotsky's nose. Stalin used Trotsky as a scapegoat and later used his power to exile him from Russia.

Stalin spread propaganda about his own 'great' leadership and banned criticism against him. He was in complete control of the communist party and Russia. He altered the communist principles of the party to suit his own interests and anyone who dared to speak out against him was tortured and sent to labour camps or shot – sometimes publicly. Under Stalin's rule Russia became a dictatorship once again and the working classes were in a more desperate situation than before the revolution.

Year 7 – Summer 1 – Animal Farm

Plot Summary

1. The animals gather to listen to old Major. He gives them a vision of a life without man.

2 The animals rebel and overthrow Jones. The commandments are written.

3 The animals' first harvest is a success. The pigs keep the milk and apples to themselves.

4 The Battle of the Cowshed: Jones attempts to reclaim the farm.

5 Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.

6 Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.

7 Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.

8 Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.

9 Boxer is sold to the knacker's yard.

10 The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.

Key Terminology

Allegory – a story which has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.

Propaganda – Information that is meant to make people think a certain way. The information may not be true.

Pathetic fallacy - the attribution of human feelings and responses to inanimate things or animals, especially in art and literature

Rhetoric - language used to motivate, inspire, inform, or persuade readers and/or listeners

Dramatic Irony - a literary device by which the audience's or reader's understanding of events or individuals in a work surpasses that of its characters.

Key Themes

Leadership and Corruption

Lies and deceit

Foolishness and naivety

Violence Pride and Ceremony

Dreams, hopes and future plans

Characters

Mr Jones - Drunken owner of Animal Farm. Embodies the tyranny of man

Old Major - Wise, old pig. Inspires the rebellion with his rhetoric.

Napoleon - Expels Snowball. Executes animals. Establishes himself as dictator. Controls with fear. Becomes Jones

Snowball - a more vivacious pig than Napoleon, quicker in speech and more inventive.

Squealer - Mouthpiece of Napoleon. Uses propaganda to control the animals

Boxer - Devoted citizen and immensely strong. Innocent and naïve.

Clover - Maternal, caring and loyal. Senses hypocrisy but cannot articulate it.

Year 7 – Summer 1 – Animal Farm

Art Links

The Russian Communist Party used early film and media to spread their message across the vast expanse of Russia. They used special cinema trains to distribute films with extreme propagandist messages to the far-flung rural areas. The Communist regime also exploited art in the form of posters to spread their political idealism; therefore making Art political. Their art form was brutal, basic and laced with simple symbols for easy access for an uneducated massive population. Their art also championed not only their leaders (Lenin) and heroes (Yuri Gagarin – the first man in space) but also the average, anonymous working man or woman – representing the glorious Working Class. The simplistic artwork with its reliance on Party Red and its clear narratives are readily recognizable.

Music Links

Stalin was very critical of Western degenerate music and invested in home-grown Russian composers such as Shostakovich and Prokofiev, who created operas and symphonies that supported the values of Communism and saw triumph in unity and brotherhood. Modern pop music was welcomed by the masses but banned by Party in power throughout the 1960 and 1970s and had to go underground, making it all the more exciting to young listeners. The Communist Party didn't like the freedom loving lyrics and idea of individualism in modern pop songs.

The Open Values in Animal Farm:

Courage Aspiration Perseverance Team work

The animals in Animal Farm work closely together as a team to hep make the farm a success. Some show great perseverance and courage in the face of the terrible pigs. Most aspire to be the best they can be and make ahappier life for themselves.

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

Ambitious Vocabulary

Bourgeoisie (The Haves): Small number of people with control and power.

Proletariat (The Have-Nots): Large number of people working and producing goods with very little power or say over how their lives are run.

Vivacious attractively lively and animated

Ignominious deserving or causing public disgrace or shame

Morose gloomy and ill-tempered

Rebellion - an act of armed resistance to an established government or leader

Prosperity - the condition of being successful or thriving. especially : economic well-being

Tyranny - cruel and oppressive government or rule

Benevolent - well meaning and kindly

Year 7 – Summer 1 – Animal Farm – Task Sheet

Context Questions:

1. Create a class quiz on the context of the play. This could include matching characters to historical figures and facts about the Russian Revolution.
2. Why was George Orwell so interested in the Russian Revolution.
3. What is Marxism? Give an example of how it links to Animal Farm?

Key Themes

1. What does tyranny mean? How does it link to Animal Farm?
2. Two of the themes are corruption and control. How are they linked to cause chaos on Animal Farm?

Key Terminology

1. Explain the difference between communism and capitalism.
2. What are the proletariat and the bourgeoisie?
3. Define the term 'allegorical novella'.

Character Questions:

1. Draw a hierarchy of the animals on the farm.
2. Who is Old Major? Who does he represent.
3. List three events in Animal Farm that represent what happens in the Russian Revolution.
4. Using your answer to question 3 to write one word to describe Napoleon.
5. Snowball is exiled. Why might this be?
6. Why does Boxer keep agreeing to do hard work?
7. What is the name of animal that escapes the farm after the revolution to be looked after by humans?

Plot Summary Questions:

1. What is the name of the farmer who owns the farm and who does he represent?
2. What happens to Snowball?
3. What do the animals have to build?
4. Why does Molly escape from the farm?
5. What are the seven commandments?
6. What is the battle of the cowshed?
7. Describe the relationship between Napoleon and Snowball.
8. Summarise what happens to the pigs at the end of the novella.

YEAR 7 – REASONING WITH NUMBER

Developing number sense

What do I need to be able to do?

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

- Know and use mental addition/ subtraction
- Know and use mental multiplication/ division
- Know and use mental arithmetic for decimals
- Know and use mental arithmetic for fractions
- Use factors to simplify calculations
- Use estimation to check mental calculations
- Use number facts
- Use algebraic facts

Keywords

Commutative: changing the order of the operations does not change the result
Associative: when you add or multiply you can do so regardless of how the numbers are grouped
Dividend: the number being divided
Divisor: the number we divide by
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign
Equation: a mathematical statement that two things are equal
Quotient: the result of a division

Mental methods for addition/ subtraction

Addition is commutative

6 + 3 = 3 + 6

The order of addition does not change the result

Subtraction the order has to stay the same

360 – 147 = 360 – 100 – 40 – 7

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction

Mental methods for multiplication/ division

Multiplication is commutative

2 × 4 = 4 × 2

The order of multiplication does not change the result

Partitioning can help multiplication

24 × 6 = 20 × 6 + 4 × 6
= 120 + 24
= 144

Division is not associative

Chunking the division can help 4000 ÷ 25
"How many 25's in 100" then how many chunks of that in 4000

Mental methods for decimals

Multiplying by a decimal < 1 will make the original value smaller e.g. × 0.1 = ÷ 10

Methods for multiplication 1.2 × 0.03

12 × 3 = 36
1.2 × 3 = 3.6
1.2 × 0.3 = 0.36
1.2 × 0.03 = 0.036

12 × 3 = 36
÷ 10 ÷ 100 ÷ 1000
1.2 × 0.03 = 0.036

Methods for division 1.5 ÷ 0.05

Multiply by powers of 10 until the divisor becomes an integer

1.5 ÷ 0.05
×100 ×100
150 ÷ 5 = 30

Methods for addition 2.3+2.4

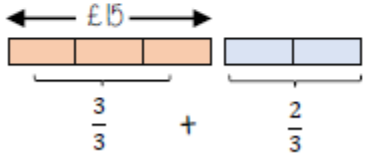
2 + 2 = 4
0.3 + 0.4 = 0.7
4 + 0.7 = 4.7

Mental methods for fractions

Use bar models where possible

I've spent $\frac{2}{5}$ of my money I have £21 left

How much did they have to begin with?



What is $\frac{5}{3}$ of £15?

Multiplying Decimals

Dividing Decimals

Reverse Fractions

Using factors to simplify calculations

30 x 16

- 10 x 3 x 4 x 4
- 10 x 3 x 2 x 8
- 2 x 5 x 3 x 2 x 2 x 2 x 2
- 16 x 10 x 3

Multiplication is commutative
Factors can be multiplied in any order

Estimation

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

Most estimations round to 1 significant figure

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

210 + 899 < 1200

This is true because even if both numbers were rounded up, they would reach 300 + 900.

The correct estimation would be 200 + 900 = 1100.

Number facts

Use 124 x 5 = 620

For multiplication, each value that is multiplied or divided by powers of 10 needs to happen to the result

620 ÷ 124 = 50

For division you must consider the impact of the divisor becoming smaller or bigger.
Smaller – the answer will be bigger
(It is being shared into less parts)
Bigger – the answer will be smaller
(It is being shared into more parts)

Algebraic facts

2a + 2b = 10 — Everything x 2

0.1a + 0.1b = 0.5 — Everything ÷ 10

a + b = 5

The unknown quantity isn't changing but the variables change what is done to give the result.

Add 2 to the total

a + b + 2 = 7

Estimation

Factors

Number Facts

A job that relies on number skill:

A Stockbroker

A stockbroker is someone who buys and sells stock on the stock exchange. They buy and sell stock, as a normal person cannot walk into the stock exchange for example, and ask to buy stock. They can also advise people the best way to manage their stock.

Key skills for stockbrokers
- IT and maths skills
- Ambition and determination
- Ability to persuade
- Communication skills
- Strong decision-making skills
- Ability to work in a high-stress environment
- Very good negotiation skills
- Ability to build lasting relationships.

YEAR 7 – REASONING WITH NUMBER Sets and probability

What do I need to be able to do?

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

- Identify and represent sets
- Interpret and create Venn diagrams
- Understand and use the intersection of sets
- Understand and use the union of sets
- Generate sample spaces for single events
- Calculate the probability of a single event
- Understand and use the probability scale

Keywords

Set: collection of things
Element: each item in a set is called an element
Intersection: the overlapping part of a Venn diagram (AND ∩)
Union: two ellipses that join (OR ∪)
Mutually Exclusive: events that do not occur at the same time
Probability: likelihood of an event happening
Bias: a built-in error that makes all values wrong (unequal) by a certain amount, e.g. a weighted dice
Fair: there is zero bias, and all outcomes have an equal likelihood
Random: something happens by chance and is unable to be predicted

Venn Diagrams

Identify and represent sets

The **universal set** has this symbol ξ – this means EVERYTHING in the Venn diagram is in this set

A set is a collection of things – you write sets inside curly brackets { }

ξ = {the numbers between 1 and 50 inclusive}

My sets can include every number between 1 and 50 including those numbers

A = {Square numbers}

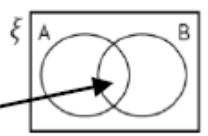
A = {1, 4, 9, 16, 25, 36, 49}

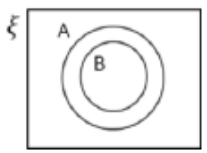
All the numbers in set A are square number and between 1 and 50

Interpret and create Venn diagrams

Mutually exclusive sets
The two sets have nothing in common
No overlap

Union of sets
The two sets have some elements in common – they are placed in the intersection

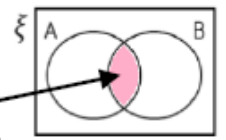




Subset
All of set B is also in Set A so the ellipse fits inside the set

The box
Around the outside of every Venn diagram will be a box. If an element is not part of any set it is placed outside an ellipse but inside the box

Intersection of sets



Elements in the intersection are in set A AND set B

The notation for this is $A \cap B$

ξ = {the numbers between 1 and 15 inclusive}

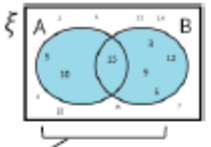
A = {Multiples of 5} B = {Multiples of 3}

The element in $A \cap B$ is 15

In this example there is only one number that is both a multiple of 3 and a multiple of 5 between 1 and 15

Union of sets

Elements in the union could be in set A OR set B

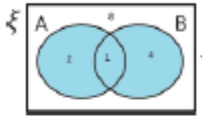


ξ = {the numbers between 1 and 15 inclusive}
A = {Multiples of 5} B = {Multiples of 3}

The elements in $A \cup B$ are 5, 10, 15, 3, 9, 6, 12

There are 7 elements that are either a multiple of 5 OR a multiple of 3 between 1 and 15

The notation for this is $A \cup B$



This Venn shows the number of elements in each set

Sample space – for single events

A sample space for rolling a six-sided dice is $S = \{1, 2, 3, 4, 5, 6\}$

A sample space for this spinner is $S = \{Pink, Blue, Yellow\}$

- A Sample space represents a possible outcome from an event
- They can be interpreted in a variety of ways because they do not tell you the probability

You only need to write each element once in a sample space diagram

Probability of a single event

Probability = number of times event happens / total number of possible outcomes

Probability notation P(event)

$P(Blue) = \frac{4}{10} = \frac{2}{5}$

There are 4 blue sectors

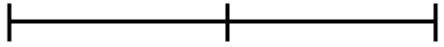
There are 10 sectors overall

Probability can be a fraction, decimal or percentage value

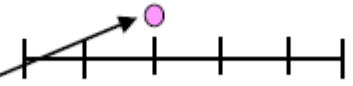
$\frac{4}{10} = \frac{40}{100} = 0.40 = 40\%$

Probability is always a value between 0 and 1

The probability scale



The more likely an event the further up the probability it will be in comparison to another event (It will have a probability closer to 1)



There are 2 pink and 2 yellow balls, so they have the same probability

There are 5 possible outcomes
So 5 intervals on this scale, each interval value is $\frac{1}{5}$

Sum of probabilities

Probability is always a value between 0 and 1

The probability of getting a blue ball is $\frac{1}{5}$

∴The probability of NOT getting a blue ball is $\frac{4}{5}$

The sum of the probabilities is 1

The table shows the probability of selecting a type of chocolate

Dark	Milk	White
0.15	0.35	

P(white chocolate) = 1 – 0.15 – 0.35
= 0.5

Sample Space

Probability

Probability Scale

A job that relies on probability:

A Budget Analyst

Budget Analysts are responsible for analysing budget proposals, determining funding allocations and predicting future financial requirements.

Budget Analysts are well-versed in statistical modeling and are expert mathematicians.

Budget Analyst Requirements:

- Bachelor's degree in finance, accounting, or related field.
- Master's degree preferred.
- Experience managing budgets.
- Highly analytical mindset.
- Proficiency in data analysis and statistical forecasting.
- Excellent mathematical aptitude.
- Good problem-solving skills.
- Excellent written and verbal communication.
- Exceptional interpersonal skills.
- Attention to detail.

YEAR 7 – REASONING WITH NUMBER

Prime numbers and Proof

What do I need to be able to do?

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

- Find and use multiples
- Identify factors of numbers and expressions
- Recognise and identify prime numbers
- Recognise square and triangular numbers
- Find common factors including HCF
- Find common multiples including LCM

Keywords

Multiples: found by multiplying any number by positive integers
Factor: integers that multiply together to get another number.
Prime: an integer with only 2 factors.
Conjecture: a statement that might be true (based on reasoning) but is not proven
Counterexample: a special type of example that disproves a statement
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
HCF: highest common factor (biggest factor two or more numbers share)
LCM: lowest common multiple (the first time the times table of two or more numbers match)

Multiples

The "times table" of a given number

All the numbers in this lists below are multiples of 3

3, 6, 9, 12, 15...

This list continues and doesn't end

$3x$, $6x$, $9x$ ...

x could take any value and as the variable is a multiple of 3 the answer will also be a multiple of 3

Non example of a multiple

4.5 is not a multiple of 3 because it is 3 x 1.5

Not an integer

Factors

Arrays can help represent factors

5 x 2 or 2 x 5

Factors of 10
1, 2, 5, 10

10 x 1 or 1 x 10

The number itself is always a factor

Factors and expressions

$6x \times 1$ OR $6 \times x$

Factors of $6x$
$6, x, 1, 6x, 2x, 3, 3x, 2$

$2x \times 3$

$3x \times 2$

Prime numbers

- Integer
- Only has 2 factors
- and itself

2

The first prime number
The only even prime number

Learn or how-to quick recall...

2, 3, 5, 7, 11, 13, 17, 19, 23, 29...

Square and triangular numbers

Square numbers

odd even odd

Representations are useful to understand a square number n^2

1, 4, 9, 16, 25, 36, 49, 64 ...

Triangular numbers

Representations are useful – an extra counter is added to each new row

Add two consecutive triangular numbers and get a square number

1, 3, 6, 10, 15, 21, 28, 36, 45...

Common factors and HCF

1 is a common factor of all numbers

Common factors are factors two or more numbers share

HCF – Highest common factor

HCF of 18 and 30

18: 1, 2, 3, 6, 9, 18

30: 1, 2, 3, 5, 6, 10, 15, 30

Common factors (factors of both numbers)
1, 2, 3, 6

HCF = 6

6 is the biggest factor they share

Factors

Multiples

Prime Numbers

Square Numbers

Common multiples and LCM

Common multiples are multiples two or more numbers share

LCM – Lowest common multiple

LCM of 9 and 12

9: 9, 18, 27, 36, 45, 54

12: 12, 24, 36, 48, 60

LCM = 36 — The first time their multiples match

Comparing fractions

$\frac{3}{5}$ and $\frac{7}{10}$ ← Compare fractions using a LCM denominator → $\frac{6}{10}$ and $\frac{7}{10}$

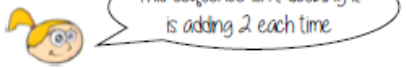
Conjectures and counterexamples

Conjecture

1, 2, 4, ...
The numbers in the sequence are doubling each time.

A pattern that is noticed for many cases

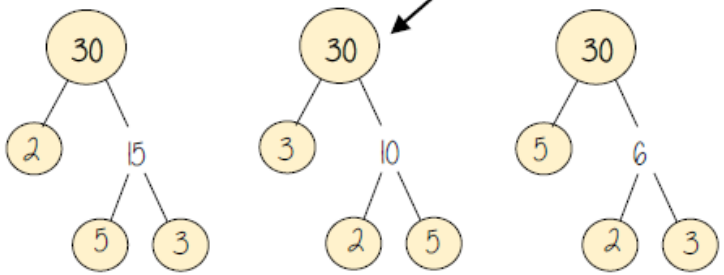
Counterexamples



Only one counterexample is needed to disprove a conjecture

Product of prime factors

Multiplication part-whole models



All three prime factor trees represent the same decomposition

Multiplication is commutative

30 = 2 x 3 x 5 ← Multiplication of prime factors

Using prime factors for predictions

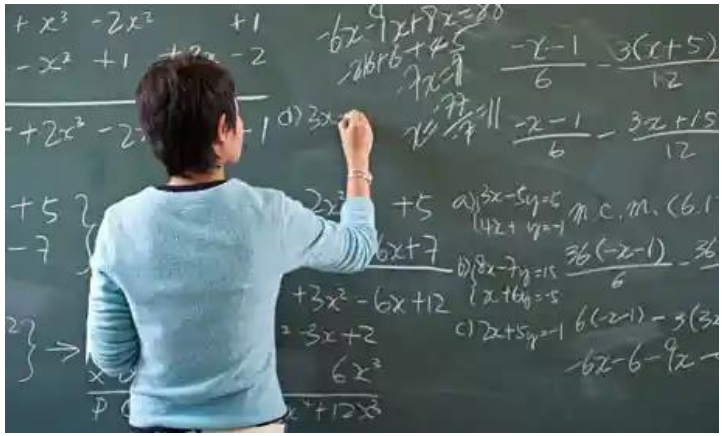
e.g. 60	30 x 2	2 x 3 x 5 x 2
150	30 x 5	2 x 3 x 5 x 5

Product of Primes

Highest Common Factor

Lowest Common Multiple

A job that relies on number skills: A Maths Teacher



Things we love about being a maths teachers:

- Helping young people to achieve and move on to their next steps in life.
- Being able to work with lots of different people.
- Getting to do maths every day and keeping the brain sharp!
- Watching people who work hard be successful.

Year 7 RS: How do Sikhs interact with culture and society ?

Key words	
Sikh	A follower of a religion called Sikhism.
Guru Nanak	The founder of Sikhism
Waheguru	The Sikh God
Punjab	An area in the Northern part of India were Sikhism was started by Guru Nanak.
Guru Granth Sahib	The holy book for Sikhs.
Gurdwara	The Sikh Temple-place of worship.
The Golden Temple	The Pilgrimage or spiritual place of worship for Sikhs.
Sewa	Serving others, showing love and kindness to all.
Langar	A community kitchen in a Gurdwara, food is cooked and served daily to everyone.

People of all religions are welcomed in and even allowed to say their own religion's prayers.
They must not take meat, alcohol or cigarettes into the Golden Temple and their head must be covered. They take off their shoes when they enter.
The central point of the Golden Temple is the known as the Divine Temple. Here one can see some of the earliest copies of the Guru Granth Sahib as during the day it is placed on the takht in this diwan hall. However, a newer copy is used in daily worship to protect the oldest one.
The walls inside the Harmandir Sahib are carved with verses from the Guru Granth Sahib. People swim in the lake – it is known as a Sarovar (sacred pool) and is said to heal illnesses.

An Overview of Sikhism.

Sikhism is one of the world's major religions. It is the world's 5th major religion, with about 28 million followers. It began over 500 years ago.

Sikhs are people who follow Sikhism. Sikhs believe in One God, who guides and protects them. Sikhs see everybody as being equal in Gods eyes.

Leading a good life and making important choices are important in Sikhism.

The Guru Granth Sahib is the holy book in Sikhism. Sikhs worship at home and also in a Gurdwara, their Sikh Temple.

Pilgrimage in Sikhism.

The Golden Temple's real name is Harmandir Sahib. This means 'temple of God.' (Har means God, mandir means temple – you should remember this from Hinduism and Sahib is a way of showing respect to something. It's very similar to sa'lah'lah'hu'alla'him/'peace be upon him' in Islam.)
It is built on a platform in the middle of a man-made lake, on a site chosen by Guru Nanak. This is in the centre of Amritsar, a Sikh city. It was first built in 1574. However it was destroyed in 1740 by a Mogul emperor and then was recaptured by a Sikh army and rebuilt. It was later built again in the 19th century out of marble and then the top half covered in gold leaf. There are 4 doors, one on every side to show that people of all races, religions and nations are welcome. Continued on the left

The 5 K's

Sikhs display their commitment to their religion by adhering to the 5 K's, which are the Sikh Articles of faith.

The 5 Ks are symbols of Sikh faith. Many non-baptised Sikhs will wear them, but all members, both male and female, of the khalsa (Sikh community) are obliged to wear them.

They will also change their name as a sign. Men who have joined the khalsa add Singh (meaning 'lion' to their name), showing they are strong & fearless, but also caring & kind.

Women add Kaur (meaning 'princess'), showing all women should behave & be treated like princesses. The commitment to the 5 Ks first came into place in 1699 when Guru Gobind Singh (the 10th guru) made the announcement that they should be worn as a display of faith and devotion to God. They are also a symbol of belonging to the Sikh Community. The 5 K's are Kesh- uncut hair, Kangha-comb, Kara-Steel bracelet, Kirpan- small sword and Kachera- shorts worn under their

Where and how do Sikhs worship?

Sikh temples are called Gurdwaras. They are built with a large central dome. Gurdwaras have 4 doors, one on each side of the temple. This shows that they are open to all people of any faith as Sikhs believe that everyone is equal and we all can and should worship together.

3 Principles all Sikhs live by:

Nam Simran: Remember God's name always.

Kirat Karna: Earn an honest living.

Everyone is obligated to work hard to earn a living if they are able
They cannot have a job which hurts others (running a gambling business, making pornography, dealing illegal drugs, etc.)
Shouldn't be about getting rich but just to help them live life.

Vand Chhakna: Share in charity with those who are less fortunate. This shows generosity and self-sacrifice. Sikhs believe that the best way to worship God is by caring for other people. We cannot love God if don't take care of his creations. All beings and creatures are His; He belongs to all.' This means respect for all living things because God is in everything- including animals. As a result, many Sikhs are vegetarian. They think they are stewards of the Earth so they also have to care for it as God created it.

YEAR 7 DRAMA – KNEEHIGH THEATRE

Kneehigh Theatre Company are **theatre practitioners** based in Cornwall, England. They have been a theatre company for over 30 years.

Kneehigh's performances can be performed anywhere: Village halls, Big Tops, quarries, marquees etc.

They usually create their work from myths or storybooks and put their own unique twist using **puppets**, **music**, **gender reversal, song** and **multirole**.

Their performances have HIGH energy and can sometimes be considered a little silly. They definitely don't take themselves too seriously.

Multirole is where an actor plays more than one character.

A theatre practitioner is someone who produces theatre in a style that is unique to them.

Physical Theatre is a **genre** of theatre where physical movement is used to tell the story rather than dialogue.

Body as Props is where you use your body to create inanimate objects such as tables or chairs.

Narration is the telling the story, usually done by a **narrator.**

Direct address is talking directly to the audience.

Characterisation is how an actor shows a character to the audience.

Choral Speech is speaking as a group, either at the same time in **unison** or using **canon** to emphasise certain words or moments.

Exaggeration is making things seem larger than life.

Something to think about….

KEY QUOTE OF THE WEEK:

'Every unselfish act of love whispers God's name.' Bob Goff, Restore International

LISTEN: *Where is the Love?* by the Black Eyed Peas asks challenging questions about who we should be showing love to and how: https://www.google.com/search?q=where+is+the+love%3F&ie=&oe=

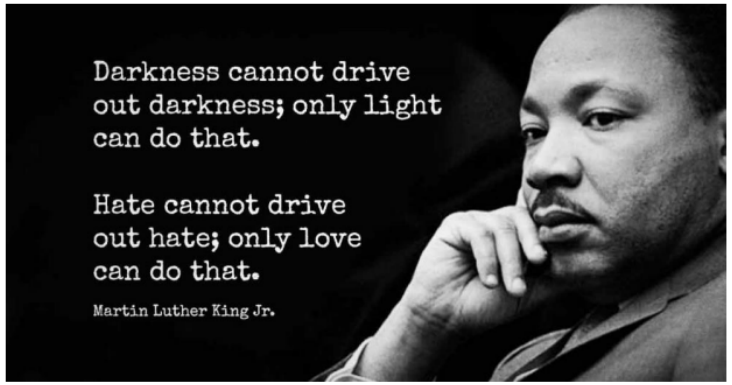
Reckless Love by Cory Ashby: https://www.youtube.com/watch?v=Sc6SSHuZvQE This Christian worship song is about God's unconditional love for mankind. It uses the analogy of the lost sheep to describe the Christian belief that God loves everyone so much, that he will come and find us.

Love Divine, All Loves Excelling by Charles Wesley: https://www.youtube.com/watch?v=sw5ZCZeS32M The words of this favourite hymn describes the love Christians believe that God has for mankind and how they see Jesus as the ultimate demonstration of this love.

BIBLE STORY OF THE WEEK: The Good Samaritan: Luke 10:25-37 & Mark 12: 28-31

"Of all the commandments, which is the most important?" "The most important one," answered Jesus, "is this: 'Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.' The second is this: 'Love your neighbour as yourself.' There is no commandment greater than these."

But the expert in the law wanted to justify himself so he asked: 'And who is my neighbour?'



THINK:

What does this picture make you think of?

Is it better to give or to receive love?

How would you characterise the love of the parent, and the love of the child?

Which do you need right now?

ACTIVITIES that can help develop PRACTICES-HABITS:

Your nearest neighbours are in your family. **Read** about love languages and ask a family member how you can show that you love them today.

Everyone gives and receives love differently, but with a little insight into these differences, we can be confidently equipped to communicate love well. This is true for all forms of relationship – for couples, for children and teenagers, for friends and co-workers, for long-distance relationships, or even – at this time – socially-distanced relationships. Understanding how we give and receive love can help us understand how others might like to be shown love, too.
Ideas include: Washing up (act of service), playing a game (quality time), giving encouragement (words of affirmation), giving a hug (physical affection), making a small homemade present (gifts).

EQ4Kids®

EMOTIONAL INTELLIGENCE DEVELOPMENT PROGRAMME FOR KIDS AGES 3 - 18

Love Language	How to Communicate	Actions to take	Things to Avoid
Words of Affirmation	Encourage, affirm, appreciate, empathize, compliment. Listen actively	Say I love you Write notes saying you are proud of them. Praise them in front of others. Be specific in your praise	Non-constructive criticism, not recognising or appreciating effort.
Physical Touch	Non-verbal - use body language & touch to emphasize love.	Hold hands, give hugs, pats on the back. Read stories together Give family group hugs	Physical neglect, abuse of any kind.
Receiving Gifts	Gifts & gestures show that you are known, loved and cared for.	Give thoughtful gifts & gestures. Small things matter in a big way. Express gratitude when receiving a gift.	Forgetting special occasions, unenthusiastic gift receiving.
Quality Time	Uninterupted and focuses one-on-one time. Give undivided attention. Watch as they are playing.	Create special moments together. Make eye contact Pay attention to details Eat togther as a family.	Distractions when spending time together. Long stints without one-on-one time.
Acts of Service	Use action phrases like "I'll help..." They want to know you're with them and there to help.	Do chores together. Work on projects together. Pick them up on time.	Making the requests of others a higher priority, lacking follow -through on tasks big and small.

BASED ON "THE 5 LOVE LANGUAGES", A BOOK BY GARY CHAPMAN

iPhone users

Keeping everybody safe at open academy

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	Advice on mental health.	Staying safe online	Advice on LGBT+ issues	Advice for young people
www.childline.org.uk	www.youngminds.org.uk	www.childnet.com	www.theproudtrust.org	www.themix.org.uk