



ARENA
ACADEMY

Knowledge Organiser Booklet

Year 7

2024-25

2nd Half-Term (AUT 2)

Collaboration Opportunity Respect Excellence

DELIVERING A CORE EDUCATION

Subjects

Key Stage 3 (Y7-9):

English
Maths
Science
Geography
History
Religious Education
French
Spanish
Physical Education
Computer Science
Art
Performing Arts
Design Technology
Personal Development

Key Stage 4 (Y10-11):

English
Maths
Art
Business Studies
Religious Education
Food Science
French
Spanish
Geography
Health & Social Care
Combined Science
Triple Science: Biology,
Chemistry & Physics

History
Computer Science
Design Technology
Sports Studies
Performing Arts
Psychology
DIT
GCSE PE
Photography
Sociology
Personal
Development

What are knowledge organisers?



For students to succeed in a particular area, they must have a foundation of factual knowledge, understand those facts in the context of a conceptual framework and organise knowledge in order to facilitate retrieval and application. We can see knowledge organisers as a way to enable this, in a much more systematic way than traditional revision guides and textbooks.

There are many arguments made for the necessity of the memorisation of important knowledge. Our working memory capacity is limited, so by storing more in our long-term memory, we can free up working memory capacity.

Knowledge organisers are a summary of the key facts and essential knowledge that pupils need about a unit of work or a curriculum subject. Each page contains the essential information broken down into easily digestible chunks. Each single side of A4 is important to focus the minds of the teachers creating them so they only include what's crucial.

Pupils will review, revise and quiz themselves using their knowledge organisers.

Knowledge organisers are a really clear and easy to understand way for parents to be more aware of what their children are learning at school and thus to support them whilst they revise/test themselves at home.

How to use your Knowledge Organiser?

What is a Knowledge Organiser and how will it help me ?

It is an organised collection of knowledge that you need to know and learn for every topic you study in every subject. It will help you to be successful in your tests and exams.

Your teacher will use the knowledge organiser in your lessons. They will ask you to refer to various sections - they might talk this through and/or ask you to make key notes in your books or to highlight certain sections on your knowledge organiser. Your teacher will set homework, where you will be asked to learn key knowledge from your knowledge organiser - you will then be tested in lessons regularly via short quizzes.

Do I have to bring my Knowledge Organiser every day ?

Yes, you do. It is one of our key expectations that you bring your knowledge organiser to every lesson, every day in your special Knowledge Organiser bag. Your Form Tutor will check this every morning.



















Is there anything I could use to support me when using my knowledge organiser ?

Some people find post it's handy to stick onto their knowledge organiser pages - these are useful for extra notes. Small white revision/flash cards are helpful so you can write key facts down. These can then be placed up around the house to help your revision.

How should I use my Knowledge Organiser to help me learn ?

There are lots of ways to use your knowledge organiser - the key to success is to find what works for you. The table below shows you some different ways to use them.

How to use a knowledge organiser – A step by step guide

	Look, Cover, Write, Correct	Definitions to key words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	<p>Look at and study a specific area of your knowledge organiser.</p> 	<p>Write down the key words and definitions.</p> 	<p>Use your knowledge organiser to condense and write down key facts and information on your flash cards</p> 	<p>Use your knowledge organiser to create a new quiz. Write down questions using your knowledge organiser.</p> 	<p>Create a mind map with all the information you can remember from your knowledge organiser.</p> 	<p>Ask a partner or family member to have the knowledge organiser or flash cards in their hands</p> 
Step 2	<p>Cover or flip the knowledge organiser over and write down everything you remember.</p> 	<p>Try not to use your knowledge organiser to help you.</p> 	<p>Add pictures to help support. Then self quiz yourself using the flash cards. You can write questions on one side and answers on the other.</p> 	<p>Answer the questions and remember to use full sentences.</p> 	<p>Check your knowledge organiser to see if there were any mistakes with the information you have made.</p> 	<p>They can then test you by asking you questions on different sections of your knowledge organiser</p> 
Step 3	<p>Check what you have written down. Correct any mistakes in green pen and add anything you missed. Repeat.</p> 	<p>Use your green pen to check your work.</p> 	<p>Use a parent/carer or friend to help quiz you on the knowledge.</p> 	<p>You can also use family to help quiz you. Keep self-quizzing until you get all questions correct.</p> 	<p>Try to make connections that links information together.</p> 	<p>Write down your answers.</p> 

What can be found in knowledge organisers?



Some of the core knowledge you can find in your knowledge organiser includes:

- key vocabulary / terminology (tier 3 vocabulary)
- key knowledge that students will require to have memorised for the subject
- key places and people
- useful diagrams (as required for the topic)
- key dates for a subject like history (e.g. when the two World Wars were) would clearly also be included
- key information they should know before starting the topic
- important quotes (that demonstrate those themes)
- important equations
- key academic language (tier 2 vocabulary)

Learn, Cover, Write, Correct

1. LEARN

Choose a small 'chunk' of your the page to learn. Read it over and over again in your head.



2. COVER

Cover up the information you have just learnt.



3. WRITE

When the knowledge is covered up, write down the information you studied.



4. CORRECT





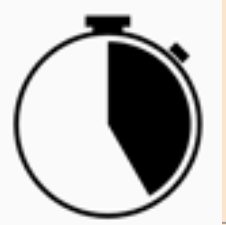


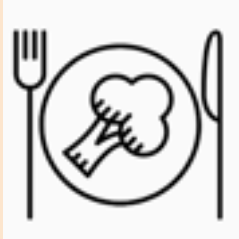

Correct your answer, write any missing or incorrect words in red pen.



Practice makes Permanent



The Essential Steps for 'Revising'

<p>Limit distractions</p> 	<p>Find a nice space to revise in</p> 	<p>Create and use a revision timetable. No cramming.</p> 
<p>Set an alarm and start early</p> 	<p>Work in intensive blocks of time (25 mins works well)</p> 	<p>The more you put in, the more you get out</p> 
<p>Get plenty of sleep</p> 	<p>Eat well</p> 	<p>Ask your teachers for help</p> 

Mathematics

Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

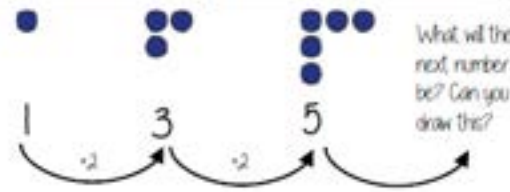
1. Sequences
2. Algebraic notation
3. Equality & Equivalence

AUT 2:

3. Place value & ordering numbers
4. Fractions, Decimals & Percentages

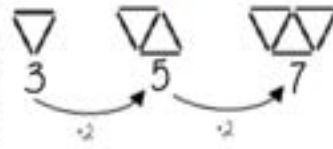
Describe and continue a sequence diagrammatically

Count the number of circles or lines in each image



What will the next number be? Can you draw this?

Predict and check terms



CHECK - draw the next terms



Predictions:

Look at your pattern and consider how it will increase.

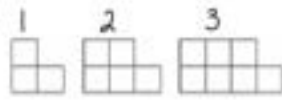
e.g. How many lines in pattern 6?

Prediction - 13

If it is increasing by 2 each time - in 3 more patterns there will be 6 more lines

Sequence in a table and graphically

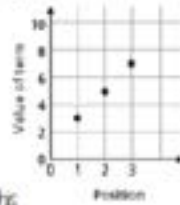
Position the place in the sequence



"The term in position 3 has 7 squares"

Term: the number or variable (the number of squares in each image)

Graphically



In a table

Position	1	2	3
Term	3	5	7

Because the terms increase by the same addition each time this is **linear** - as seen in the graph

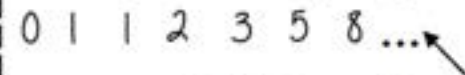
Linear and Non Linear Sequences

Linear Sequences - increase by addition or subtraction and the same amount each time

Non-linear Sequences - do not increase by a constant amount - quadratic, geometric and Fibonacci

- Do not plot as straight lines when modelled graphically
- The differences between terms can be found by addition, subtraction, multiplication or division

Fibonacci Sequence - look out for this type of sequence



Each term is the sum of the previous two terms

Continue Linear Sequences

7, 11, 15, 19...

How do I know this is a linear sequence?

It increases by adding 4 to each term

How many terms do I need to make this conclusion?

At least 4 terms - two terms only shows one difference not if this difference is constant (a common difference)

How do I continue the sequence?

You continue to repeat the same difference through the next positions in the sequence

Continue non-linear Sequences

1, 2, 4, 8, 16 ...

How do I know this is a non-linear sequence?

It increases by multiplying the previous term by 2 - this is a geometric sequence because the constant is multiply by 2

How many terms do I need to make this conclusion?

At least 4 terms - two terms only shows one difference not if this difference is constant (a common difference)

How do I continue the sequence?

You continue to repeat the same difference through the next positions in the sequence

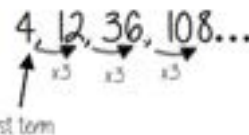
Explain term-to-term rule How you get from term to term

Try to explain this in full sentences not just with mathematical notation

Use key maths language - doubles, halves, multiply by two, add four to the previous term etc

To explain a whole sequence you need to include a term to begin at...

The next term is found by tripling the previous term. The sequence begins at 4



Keywords

Sequence: items or numbers put in a pre-decided order

Term: a single number or variable

Position: the place something is located

Rule: instructions that relate two variables

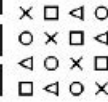
Linear: the difference between terms increases or decreases by the same value each time

Non-linear: the difference between terms increases or decreases in different amounts

Difference: the gap between two terms

Arithmetic: a sequence where the difference between the terms is constant

Geometric: a sequence where each term is found by multiplying the previous one by a fixed non zero number



Single function machines

INPUT → [] → OUTPUT
 The number that goes IN The number that comes out

This box gives the calculation instruction

To find the input from the output
 Use the **INVERSE** operation

Using letters to represent numbers

$5 + 5 + 5$ $y + y + y + y$ $20 \div h$
 3×5 $y \times 4$ $\frac{20}{h}$
 5×3 $4 \times y$ $\frac{20}{h}$

Addition and multiplication can be done in any order
Commutative calculations

4 lots of 'y'
 4y

20 shared into 'h' number of groups

Single function machines (algebra)

INPUT OUTPUT

a → [x 10] → 10a
 3c → [x 10] → 30c

- 10

To find the input from the output
 Use the **INVERSE** operation

Find functions from expressions

INPUT OUTPUT
 $7x$ → [?] → $14x$

Find the relationship between the input and the output

Sometimes there can be a number of possible functions
 eg $+7x$ or $\times 2$ could both be solutions to the above function machine

Substitution into expressions

$4y$ ← 4 lots of 'y'

If $y = 7$ this means the expression is asking for 4 'lots of' 7

4×7 OR $7 + 7 + 7 + 7$ OR 7×4 = 28

eg: $y - 2$
 $= 7 - 2 = 5$

Two step function machines

INPUT → [] → [] → OUTPUT

Calculate the value at the end of each operation

For the input use the **INVERSE** operations

Keywords

- Function:** a relationship that instructs how to get from an input to an output
- Input:** the number/ symbol put into a function
- Output:** the number/ expression that comes out of a function
- Operation:** a mathematical process
- Inverse:** the operation that undoes what was done by the previous operation (The opposite operation)
- Commutative:** the order of the operations do not matter
- Substitute:** replace one variable with a number or new variable
- Expression:** a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
- Evaluate:** work out
- Linear:** the difference between terms increases or decreases by the same value each time
- Sequence:** items or numbers put in a pre-decided order

Two step function machines (algebra)

b → [x 5] → $5b$ → [+ 4] → $5b + 4$

-5 -4

IMPORTANT Calculate the value at the end of each operation

c → [+ 4] → $c + 4$ → [x 5] → $5(c + 4)$
 $= 5c + 20$

-4 -5

NOTE The whole first output is multiplied by 5

Find functions from expressions

$\frac{f+5}{3}$ NOTE the difference in the two expressions

f add 5 then divide by 3 f divided by 3 then add 5

f → [x 5] → [+ 3] f → [- 3] → [+ 5]

Sometimes it helps to try to explain the expression in word – and consider what has happened to the input

Substitution into an expression

$2(x + 3)$

Put the expression into a function machine

INPUT → [+ 3] → [x 2] → OUTPUT

(Add 3 to the input then times 2)

If $x = 10$
 $10 + 3 = 13$... $13 \times 2 = 26$

Forming a sequence

$2(x + 3)$

INPUT	1	2	3
OUTPUT	8	10	12

The substitution is the 'input' value
 The OUTPUT becomes the sequence

Representing functions graphically

Take the function and generate a sequence $2(x + 3)$

INPUT → [+ 3] → [x 2] → OUTPUT

To represent graphically the input becomes x co-ordinates and the output becomes y co-ordinates

$y = 2(x + 3)$

INPUT (x)	1	2	3
OUTPUT (y)	8	10	12

This becomes a co-ordinate pair (2, 10) to plot on a graph

NOTE: Because this is a linear graph you can predict other values

Not all graphs will be linear only those with an integer value for x
 Powers and fractions generate differently shaped graphs

Tenths and hundredths

One hundredth (one whole split into 100 equal parts) = $\frac{1}{100} = 0.01$

One tenth (one whole split into 10 equal parts) = $\frac{1}{10} = 0.1$

On a number line

One whole - split into 10 equal parts
One tenth = $\frac{1}{10} = 0.1$

One tenth - split into 10 equal parts
One hundredth = $\frac{1}{100} = 0.01$

0 ones, 5 tenths and 2 hundredths
 $0 \cdot 01 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01 = 0.52$

Fifths

One fifth (one whole split into 5 equal parts) = $\frac{1}{5} = 0.2$

Two tenths = one fifth

Twenty hundredths = One tenth

Percentages on a hundred grid

100% = a whole = 100 hundredths

7 hundredths = 7 out of 100 = 7%

6 tenths and 3 hundredths = 63 hundredths = 63%

3 hundredths

Quarters

One quarter (one whole split into 4 equal parts) = $\frac{1}{4} = 0.25$

Twenty five hundredths

One whole = One half = 0.5

One quarter = 0.25

Simple pie charts

A pie chart has 360° so all FDP calculations are out of 360

- Split into 10 parts = $10^\circ = 36^\circ$
- Split into 2 parts = $50^\circ = 180^\circ$
- Split into 5 parts = $20^\circ = 72^\circ$

Equivalent fractions

Represent equivalence with fraction walls

Fractions - on a diagram

The denominator is represented by EQUALLY sized parts - this is split into quarters

Convert FDP

Using a calculator

This also means $70 \div 100$

70 out of 100 squares = 70 "hundredths" = 7 "tenths" = 0.7

70 hundredths = 70%

Convert to a decimal

Be careful of recurring decimal: e.g. $\frac{1}{3} = 0.3333333$

$\frac{3}{10} = 0.3$

The dot above the 3

This will give you the answer in the simplest form

$\times 100$ converts to a percentage

Fractions - on a number line

One whole split into 15 equal parts 15 is the denominator

This point is at the 6th part 6 is the numerator

$\frac{6}{15} \leftarrow \frac{3}{4} \leftarrow \frac{1}{3}$

Keywords

- Fraction:** how many parts of a whole we have
- Decimal:** a number with a decimal point used to separate ones, tenths, hundredths etc.
- Percentage:** a proportion of a whole represented as a number between 0 and 100
- Place value:** the numerical value that a digit has decided by its position in the number
- Placeholder:** a number that occupies a position to give value
- Interval:** a range between two numbers
- Tenth:** one whole split into 10 equal parts
- Hundredth:** one whole split into 100 equal parts
- Sector:** a part of a circle between two radius (often referred to as looking like a piece of pie)
- Recurring:** a decimal that repeats in a given pattern

English

Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

1. A Monster Calls by Patrick Ness

AUT 2:

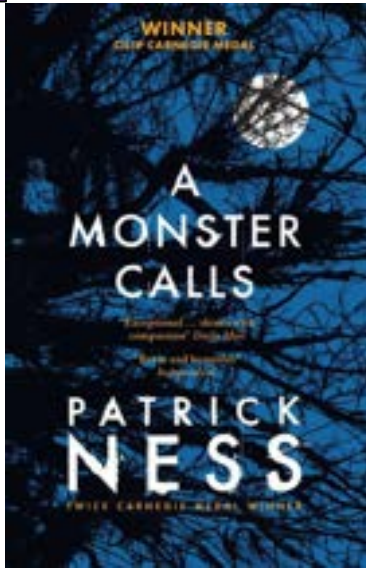
2. The Tempest by William Shakespeare

English: Topic 1 Modern Novel 'A Monster Calls' by Patrick Ness



- About the Author:**
- Patrick Ness was born in October 1971 in America. He moved to London in 1999 and now holds dual citizenship.
 - He writes young adult fiction and won the Carnegie Medal for 'A Monster Calls' in 2012.
 - He also wrote the screenplay for the film version of the book.
 - Other titles he has written include; The Knife of Never Letting Go, Monsters of Men and More Than This.
 - The original idea for A Monster Calls came from a writer called Siobhan Dowd who sadly died before she could write the novel.
 - He currently teaches creative writing at Oxford University and writes reviews for The Guardian newspaper.

Themes in the Novel
Death, Denial and Acceptance
Dreams and versions of reality
Family and growing up
Storytelling
Isolation



Symbols in the Novel
The Yew Tree – a symbol of healing and immortality, often found in graveyards.
Clocks – symbol of time passing

HISTORICAL CONTEXT

In the book, the monster says that it has been called many names in the past: Herne the Hunter, Cernunnos, and the Green Man. All of these are variations of pagan deities associated with nature. Herne the Hunter is a ghost in English folklore associated with Windsor forest. He is said to have antlers upon his head and ride a horse. Cernunnos is a Celtic horned god. Little is known about this deity other than the fact that it is depicted with the antlers of a stag and is also identified as a god of nature and life.

The Green Man is a representation of a sculpture or other representation of a face surrounded by or made from leaves, which makes it an apt name for the monster, who takes the form of a yew tree. The Green Man is usually interpreted as a symbol of rebirth or the life cycle, and is often used as a representation of various horned gods (such as Cernunnos or the Greek god Pan). The Green Man is often viewed as a pagan symbol, and yet images of the Green Man frequently appear carved into churches. This fact is also fitting for the story, as the monster takes the form of a yew tree that is found next to a church.



Characters in the Novel

English: Topic 1 Modern Novel 'A Monster Calls' by Patrick Ness

Conor O'Malley - The protagonist of the book, thirteen-year old Conor is very responsible for his age, due primarily to the fact that his mother was diagnosed with cancer a year before the start of the book. Conor is her primary carer because Conor's mother and father had divorced five years before her diagnosis.

The Monster – A giant creature who takes the shape of a yew tree. Conor's pain, grief, and inability to accept his feelings and his mother's impending death is what calls the monster to him. The monster says that it has been called Herne the Hunter, Cernunnos, and the Green Man in the past—all implying that it is a natural spirit of pagan lore. The monster comes to tell stories to Conor to try and help him heal, and to help him understand that life and human emotions are complex and resist simple answers

Conor's Mother – Though it is only explicitly stated that Conor's mother is sick, details that Ness includes heavily implies that she has cancer: Conor's mother has lost her hair and wears a scarf, goes through rounds of treatments, and is often exhausted and nauseous. As Conor's mother's condition deteriorates over the course of the book, she feels increasingly guilty about the responsibility that Conor has been forced to take on in caring for her.

Conor's Grandmother – Conor's grandmother is cold and somewhat strict, and Conor doesn't like her very much.

Conor's Father –Conor's mother and father divorced when Conor was seven years old, and Conor explains that he barely remembers what it's like to have a father in the house. Conor's father now lives in America with his new wife, Stephanie, and a new baby.

Lily Andrews – Conor's best friend and classmate. Conor's mother and Lily's mother have been friends for a long time, and Conor and Lily grew up together

Harry – The school bully, who has been targeting Conor ever since Conor learned of his mother's diagnosis. Harry is often accompanied by Anton and Sully.

The Evil Queen – One of the characters in the monster's first tale. The evil queen is the young prince's stepmother, and she is much younger than the king (though many of the villagers in the kingdom are suspicious of her and suspect that she is a witch using magic to make herself young). In the story, the monster saves her from being burned at the stake for a murder that she did not commit. The evil queen has an allegorical connection to Conor's grandmother, because she also makes herself seem younger and effectively takes over Conor's household.

The Parson – One of the characters in the monster's second tale. The parson is the head of a great parsonage, and preaches against the Apothecary for his use of the old ways to heal people.

The Young Prince – One of the characters in the monster's first tale. The young prince is the grandson of a king, and his stepmother is the evil queen

The Apothecary – One of the characters in the monster's second tale, who is described as greedy and very disagreeable. The Apothecary is a healer, and asks the parson to harvest the yew tree that grows in his parsonage.

Miss Kwan – One of the Conor's teachers. Miss Kwan tries to help Conor and asks if Harry, Anton, and Sully are bullying him. When she tells Conor she can't imagine what he's going through, however, the statement only isolates him and makes him feel even more upset.

Plot Summary	Ferdinand and Miranda (I.ii, III.i)		Keywords
<p>The Tempest (I.i) Alonso, the King of Naples, is on a ship with his son Ferdinand and his companions Sebastian, Antonio, Stephano and Trinculo. They are struck by a terrifying, howling storm. They abandon ship and swim to a nearby island but are washed ashore in different places. The island seems to be abandoned.</p>	<p>Ferdinand has survived the storm. He is safely on the island and is found by Miranda. They fall instantly in love. Prospero wants to test that the love is real. Ferdinand has to endure hard labour to prove his intentions are honourable. Miranda pities Ferdinand and wants to marry him. Prospero blesses their marriage.</p>		<p>colonialism – when one country establishes itself in another country. When someone colonises a new country, they are called a coloniser. The original inhabitants of the land are called natives.</p>
<p>After the Storm (I.ii) From a nearby island, Miranda watches the huge tempest. She lives with her father Prospero and has little memory of her life before the island. Prospero tells his daughter of their past: he was the Duke of Milan twelve years ago, but he was so involved with his books and secret studies that he did not realise his brother Antonio was stealing power from him. One night, Antonio ordered soldiers to take Prospero and Miranda and put them on a boat to their death. But they were washed ashore this island safely and have lived there ever since. Prospero has been ruler of the island. Prospero has created the storm to bring his brother to the island.</p>	<p>The End (IV.i, V.i) A marriage for Ferdinand and Miranda is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from Trinculo, Stephano and Caliban. Prospero and Ariel send spirit dogs to scare them away. King Alonso, Sebastian and Antonio meet Prospero. He explains what has been happening on the island. He shows them Ferdinand and Miranda who are now married. King Alonso is filled with regret and asks for forgiveness from Prospero which he grants.</p>		<p>usurp – to take control of someone else’s power when you do not have the right to. Someone who usurps is called a usurper.</p>
<p>Ariel and Caliban (I.ii. cont./II.i) Prospero is a powerful magician who controls the spirit Ariel who completes tasks for him. Prospero has agreed to release Ariel after this last mission. Caliban is a deformed savage slave who is also under Prospero’s control. He is the son of an old witch, Sycorax, and is a native of the island. Prospero taught Caliban how to speak but Caliban resents the control Prospero has over him.</p>	<p>Epilogue Prospero declares that he will be giving up his magic. Ariel is released from his service. The party travel back to Milan. We do not know what has happened to Caliban.</p>		<p>tempest – a violent storm.</p>
<p>Kind Alonso (II.i) King Alonso and his younger brother Sebastian, as well as Antonio (the usurping Duke of Milan), wander around the island. King Alonso weeps as he believes his son Ferdinand is dead. Sebastian and Antonio plot to kill Alonso so that Sebastian can be king. They are stopped by Ariel’s magical intervention.</p>	<p>Characters</p> <p>Alonso – King of Naples</p> <p>Sebastian – Alonso’s brother</p> <p>Ferdinand – Alonso’s son</p> <p>Antonio – Prospero’s brother. Antonio stole Prospero’s title as Duke of Milan.</p>	<p><u>‘The Tempest’ Knowledge Organiser</u></p>	<p>treason – a crime that harms your country or government. Someone who commits treason is a traitor.</p> <p>callous – when someone is cruel and does not care about other people.</p> <p>pathos – a situation that makes us feel sympathy or sorrow.</p> <p>dual nature – having two sides.</p> <p>nurture – to encourage or support the development of someone or something.</p> <p>Tragicomedy – a play that has some features of a tragedy and some features of a comedy.</p>
<p>Caliban, Stephano and Trinculo (II.ii, III.ii) The monster Caliban is found by Stephano and Trinculo. They give him alcohol to drink and he gets drunk. Caliban offers to serve Stephano because he believes he is a god because of the heavenly drink! Caliban explains to them how Prospero has treated him and that he will be their guide on the island if they overthrow him. The three drunks go to find and kill Prospero.</p>	<p>Gonzalo – the old counsellor to the King of Naples</p> <p>Trinculo – a jester</p> <p>Stephano – a drunken butler</p> <p>Prospero – the rightful Duke of Milan</p> <p>Miranda – Prospero’s daughter</p> <p>Ariel – an airy spirit; a slave of Prospero’s who earns his freedom</p> <p>Caliban – a savage and deformed slave of Prospero’s; a native of the island</p>		<p>Background Information</p> <p>Shakespeare was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called the Jacobean era, because Jacob is the Latin for James. Shakespeare lived and worked in both eras.</p> <p>Italian city states - A city-state is an area that is ruled by a major city. During the Elizabethan and Jacobean era, Italy wasn’t one unified country, but a number of small independent city-states.</p>

Science

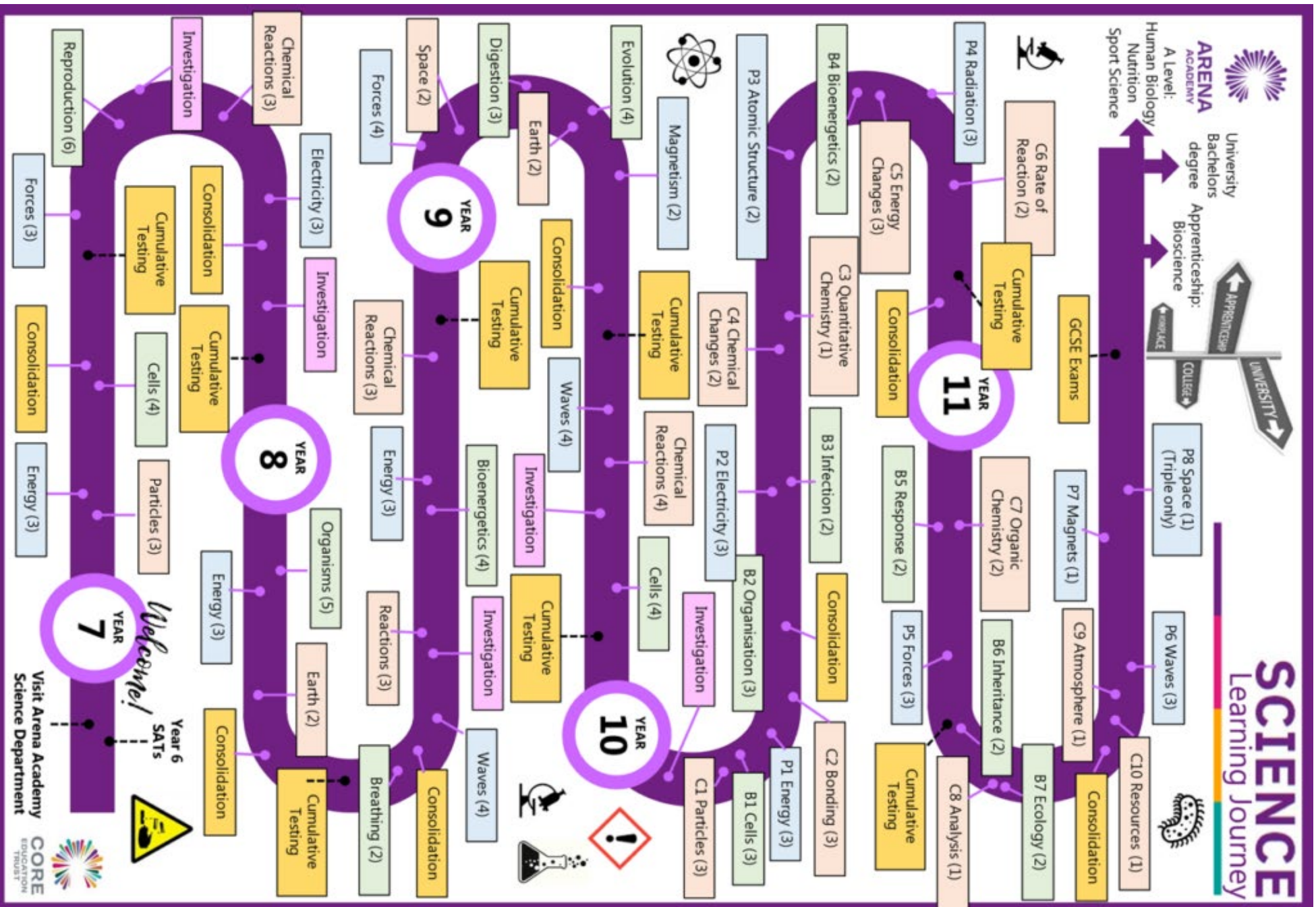
Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

1. Particle
2. Energy
3. Cells

AUT 2:

4. Forces
5. Reproduction



Year 7 Particles and Solutions: Topic Knowledge Organiser and Key Knowledge Questions

Science
Topic:
Particles

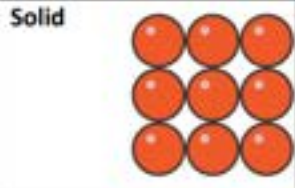
Q What are the three states of matter?

Q What are the properties of solids, liquids and gases

Q Describe the arrangement and motion of particles in solids, liquids and gases

Q Describe the forces between particles in solids, liquids and gases

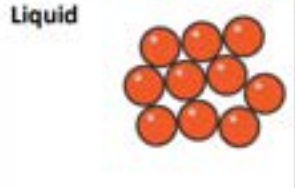
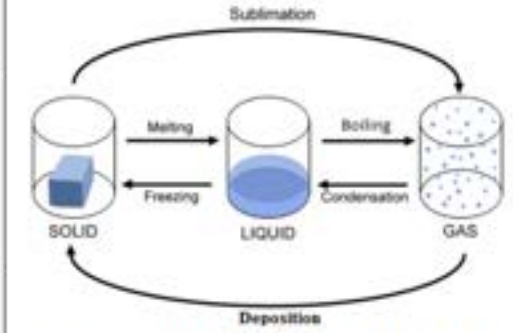
Q State the names of the different changes of state:



- They have a fixed shape and cannot flow
- They cannot be compressed (squashed)

- Particles vibrate in a fixed position
- Regular arrangement
- Particles cannot move from place to place

Strong forces, called bonds, attract the particles towards each other.



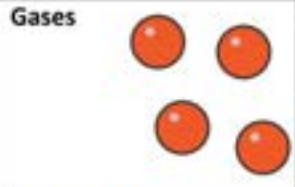
- They flow and take the shape of the bottom of their container
- They cannot be compressed

- Particles are close together
- Particles are arranged in a random way
- Particles move around each other

Forces between particles are strong enough to keep them close together, but weak enough to let them move around each other.

Q Explain what happens during freezing in terms of arrangement of, motion of, energy of and forces between particles

- Particles lose energy to the surroundings
- Particles move slower and eventually only vibrate
- Strong forces between particles pull them together from their random positions into a fixed, regular arrangement



- They flow and completely fill their container
- They can be compressed (squashed)

- Particles are far apart
- Particles are arranged randomly
- Particles move quickly in all directions

There are very weak bonds between particles in a gas, so they are free to move in any direction.

Q Explain what happens during melting in terms of arrangement of, motion of, energy of and forces between particles

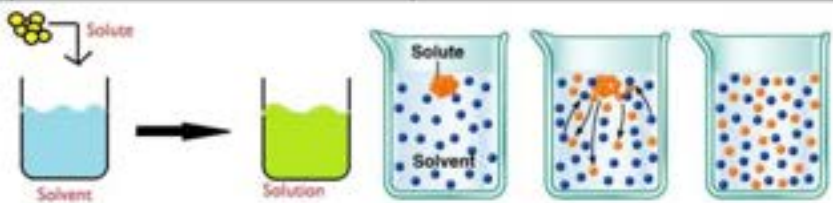
- Particles gain energy from the surroundings
- Particles vibrate faster and eventually can move around each other
- Particles gain enough energy to overcome the strong forces holding them together so that they can now move

Q What is a solute?
A solute is a substance that dissolves in a solvent

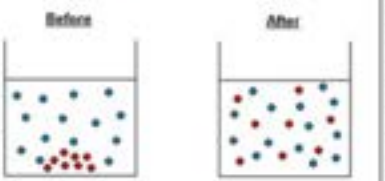
Q What is a solvent?
A solvent is a liquid that dissolves a solute

Q What is a solution?
A solution is a mixture of a solute dissolved in a solution

Q What does soluble or insoluble mean? A substance that dissolves is soluble. A substance that does not dissolve is insoluble



Q What is diffusion?
The movement of particles from a high to a low concentration



Q Why can diffusion only take place during liquids and gases? Particles can move in liquids and gases

Q What factors affect diffusion?
Temperature and concentration gradient

Q Explain how gases cause pressure
Gas particles move quickly in all directions and bump into each other or the walls of their container. When particles hit the walls they cause pressure.



Q How does changing the volume of a gas affect its pressure? Decreasing the volume increases pressure

Q How does changing the temperature of a gas affect its pressure? Increasing temperature increase pressure.

Q Explain what happens to particles when a solute dissolves. The solvent particles push apart the solute particles from each other. The solute particles are moved into the spaces between the solvent particles.

Q How does increasing temperature affect rate of dissolving? Increasing the temperature increases the rate at which dissolving happens

Q How does increasing surface area affect rate of dissolving? Increasing the surface area increases the rate at which dissolving happens

Science: Topic 2 Energy

Science Topic: Energy

KPI 1: describe examples of energy transfers
KPI 3: apply the law of conservation of energy to situations involving energy transfers

Energy Stores

Energy can be stored in objects, or when objects are doing something. It is a quantity measured in joules (J). Examples to know:

- Energy is stored in fuels as **chemical potential energy**
- Energy is stored in anything elastic when it is stretched, as **elastic potential energy**
- Energy is stored in any object that has been lifted up, because the object stores **gravitational potential energy**
- Energy is stored in moving objects as **kinetic energy**.
- Energy is stored in any object as **heat energy**. (Obviously, if it is cold, it doesn't store much heat energy!) This is also known as *thermal energy*.

Energy Transfer

An energy transfer is when energy changes from one store to another. VERY IMPORTANTLY, the **total amount of energy does not change**. Energy cannot be created or destroyed. All that can be changed is how it is stored. This idea is called **the law of conservation of energy**.

Energy is transferred, so it changes store, in loads of situations. Examples to know:

- When a fuel is burned, the chemical potential energy in the fuel ends up stored as thermal energy in the surroundings;
- When an object falls off a shelf, the gravitational potential energy it stores is transferred (changed) to kinetic energy while it is falling.
- When the object hits the floor, all the gravitational potential energy it had to start with ends up stored as thermal energy in the surroundings.
- When a spring that's been stretched is released, the elastic potential energy it stored is transferred to kinetic energy then to thermal energy.

Key Terms	Definitions
Energy	Energy is a quantity that is stored in many objects and situations. Anything storing energy can do work .
Work	Work is done when energy changes from one store to another.
Potential energy	Potential energy is energy stored in objects that don't seem to be doing anything. See the examples.
Chemical potential energy	Energy stored in fuels (like wood, or the gas we run Bunsen burners on) is called chemical potential energy.
Elastic potential energy	Elastic objects, like springs or rubber bands, store elastic potential energy when they are stretched.
Gravitational potential energy	Any object that is not on the ground has gravitational potential energy. This is because they are lifted up in a gravitational field, and could fall down!
Kinetic energy	Movement energy. Any moving object stores kinetic energy.
Thermal energy	Also known as heat energy. All objects store some thermal energy, because the particles are moving. The higher the temperature of an object, the more thermal energy it stores.
Conservation of energy	The law that says energy cannot be created or destroyed. It can only change how it is stored.

The diagram shows a flow of energy from left to right. It starts with a yellow box labeled 'Battery (store of chemical energy)'. A blue arrow points to a yellow box labeled 'Lamp', with the text 'Transferred as electrical energy' above the arrow. A second blue arrow points from the 'Lamp' box to a yellow box labeled 'Surroundings', with the text 'Transferred as light energy' above the arrow.

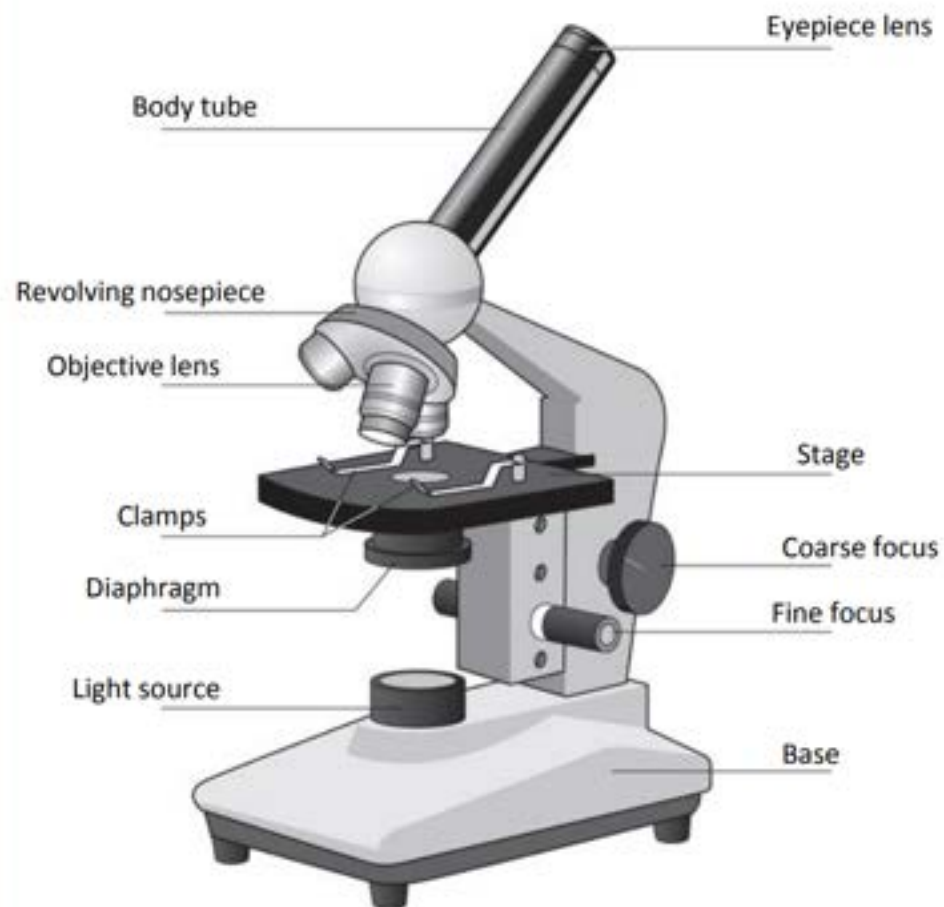
This shows how energy changes where it is stored twice while you use a light bulb (lamp):
 From chemical potential energy to electrical energy to heat (thermal) energy in the surroundings.

Year 7 Biology Knowledge Organiser

Topic 3: Cells

KPI 1: Use a microscope to produce an image of a cell in focus.

Parts of a microscope



Key Terms	Function
Stage	Area where specimen is placed
Clamps	Hold the specimen still whilst it is being viewed
Light source	Illuminates the specimen
Objective lens	Magnifies the image of the specimen
Eyepiece lens	Magnifies the image of the specimen
Course/fine focus	Used to focus the specimen so it can be seen clearly
Revolving nosepiece	Holds 2 or more objective lenses

Magnification

We can use the following equation to calculate the magnification of an object viewed through a microscope:

$$\text{magnification} = \frac{\text{image size}}{\text{actual size}}$$

Using a microscope

To view an object down the microscope we can use the following steps:

1. Plug in the microscope and turn on the power
2. Rotate the objectives and select the lowest power (shortest) one
3. Place the specimen to be viewed on the stage and clamp in place
4. Adjust the course focus until the specimen comes into view
5. Adjust the fine focus until the specimen becomes clear
6. To view the specimen in more detail repeat the process using a higher power objective

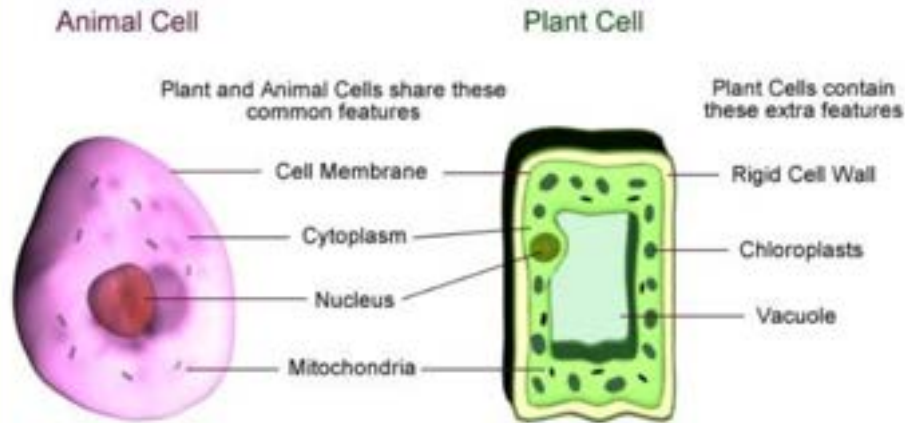
Year 7 Biology Knowledge Organiser

Topic 3: Cells

KPI 2: Label plant and animal cells; state the function of the organelles and compare plant and animal cells.

Cells

Cells are the building blocks of all living organisms



Preparing a microscope slide

To prepare a slide to view onion cells we can use the following steps:

1. cut open an onion
2. use forceps to peel a thin layer of cells from the inside
3. spread out the layer on a microscope slide
4. add a drop of iodine solution to the cells
5. carefully place a cover slip over the cells

Key Terms	Definition
Cell wall	Made of cellulose, which supports the cell
Cell membrane	Controls movement of substances into and out of the cell
Cytoplasm	Jelly-like substance, where chemical reactions happen
Nucleus	Contains genetic information and controls what happens inside the cell
Vacuole	Contains a liquid called cell sap, which keeps the cell firm
Mitochondria	Where most respiration reactions happen
Chloroplast	Where photosynthesis happens

Specialised cells

Specialised cells are found in multicellular organisms. Each specialised cell has a particular function within the organism.

	Type of cell	Function	Special features
Animal cells	Red blood cells	To carry oxygen	<ul style="list-style-type: none"> • Large surface area, for oxygen to pass through • Contains haemoglobin, which joins with oxygen • Contains no nucleus
	Nerve cells	To carry nerve impulses to different parts of the body	<ul style="list-style-type: none"> • Long • Connections at each end • Can carry electrical signals
	Male reproductive cell (sperm cell)	To reach female cell, and join with it	<ul style="list-style-type: none"> • Long tail for swimming • Head for getting into the female cell
Plant cells	Root hair cell	To absorb water and minerals	<ul style="list-style-type: none"> • Large surface area
	Leaf cell	To absorb sunlight for photosynthesis	<ul style="list-style-type: none"> • Large surface area • Lots of chloroplasts

Science: Topic Forces

KPI 1: Use diagrams with correctly labelled force arrows to display a range of forces in different situations.

A force can be a **push or a pull**, for example when you open a door you can either push it or pull it. You can not see forces, you can only see what they do.

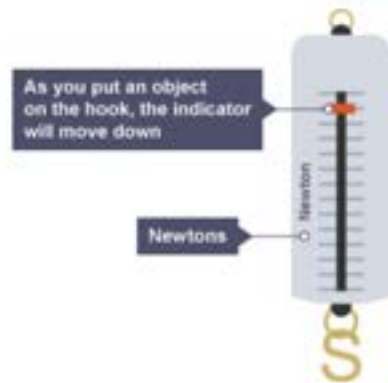
When a force is applied to an object it can lead to a change in the objects

- **Speed**
- **Direction of movement**
- **Shape (think about a rubber band)**

Forces can also be divided into 2 types, contact forces and non contact forces.

1. Contact forces for example friction, are caused when two objects are in contact.
2. Other forces for example gravity, are non contact forces. The two objects do not need to be in contact for the force to occur.

The unit of force is the **Newton (N)**, this is named after Sir Isaac Newton, who came up with many theories including those to do with gravity and the three laws of motion. We measure force using a piece of equipment called a Newton metre. See the picture below.



Key Terms	Definitions
Newton	The unit of force
Newton meter	A piece of equipment that can be used to measure the size of the force
Contact Force	A force caused by the contact between two objects
Non Contact Force	A force between two bodies that are not in contact for example gravity
Free body force diagram	A diagram which shows all the forces acting on an object

Force Diagrams

To show the forces acting on a body we use a free body force diagram. A **free body force diagram** shows all of the forces that are acting on the body. It has arrows that show the direction the force acts, the larger the arrow, the larger the force. A free body force diagram should always have labelled arrows.



Science: Topic 4 Forces

Types of force

In the table below different forces are summarised:

Name of Force	What causes it?	Example
Friction	When two objects rub together	Car tyres moving on a road.
Air resistance	When an object rubs against air particles	A sky diver falling through the air
Reaction	A force that acts in the opposite direction	A book on a desk, the force acting up is a reaction force
Weight	The force an object exerts on the ground due to gravity	You will exert a force on the ground, that is your weight
Thrust	The force that drives on objects with an engine	Thrust moves a plane forwards

KPI 2: Interpret force diagrams to determine the motion of an object.

Balanced Forces

When we talk about the total force acting on object we call this the **resultant force**. When the forces acting in opposite directions are the same size we say the forces are **balanced**. This means one of two things:

1. The object is stationary (not moving)
2. The object is moving at a constant speed

This is known as Newton's first law.



For example, the resultant force acting on this object is $5N - 5N = 0N$

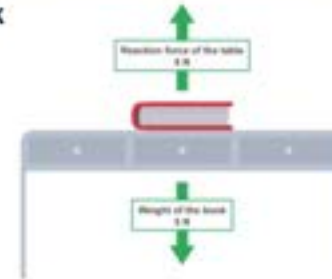
Free Body Force Diagrams

Here are some examples of free body force diagrams

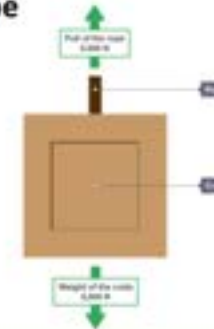
A boat floating



A book on a desk



A crate held up by a rope



Science: Topic 4 Forces

Key Terms	Definitions
Resultant force	The total force acting on an object
Balanced force	When the resultant force on an object is 0
Unbalanced forces	When the resultant force on an object is more or less than 0

Unbalanced Forces

If the forces are unbalanced on an object there are two things that could happen:

1. If the object is stationary then it will move in the direction of the resultant force
2. If the object is moving, then the object will speed up or slow down in the direction of the resultant force.

For example, what is the resultant force on the lorry below?



Remember the resultant force does not tell you what direction the lorry is moving in.

- If the resultant force is in the same direction as the movement of the lorry then the lorry will speed up
- If it is in the opposite direction the lorry will slow down

The larger the resultant force the larger the change in movement.

Measuring the size of forces

To measure the size of frictional forces on different surfaces you can drag some masses along the different surfaces and record how much force is required.

For this experiment :

Independent variable: Surface

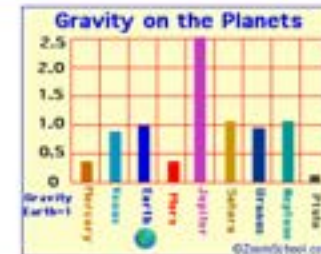
Dependent variable: Force

Control variable: Mass



Weight on different Planets

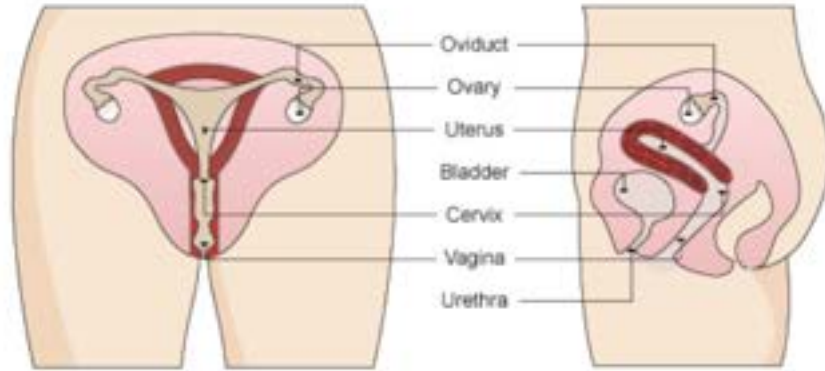
As planets have different masses a person's weight would be different depending which planet they were on. For example, a person's mass on Earth is 1000N. If that same person was on Jupiter their mass would be 2500N.



Science: Topic 5 Reproduction

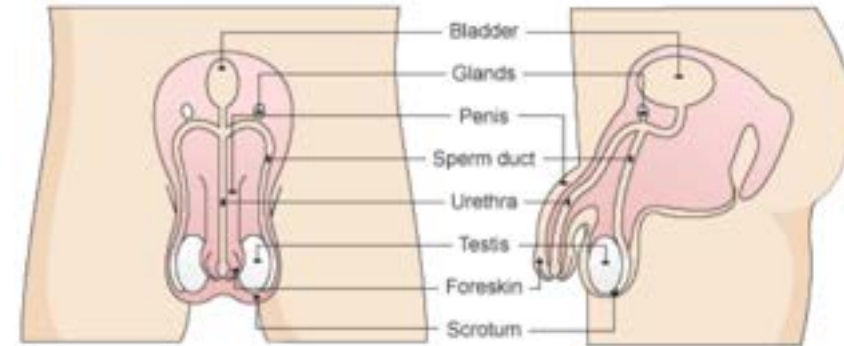
KPI 1: label the parts of the structure of the male and female reproductive system, and describe their function

Female reproductive system



Parts of Female Reproductive System	Functions of the part
Ovary	The organ where eggs (ova) are produced and where they mature ready for release each month
Oviduct	The small tube leading from each ovary to the uterus – the egg travels along here and fertilisation happens here
Uterus	The organ where an embryo grows into a foetus and eventually a baby
Uterus lining	The wall of the uterus
Cervix	A ring of tissue between the uterus and vagina; this helps keep a foetus in place in the uterus during pregnancy
Vagina	The organ that is entered by the penis during sexual intercourse; this is also part of the birth canal

Male reproductive system



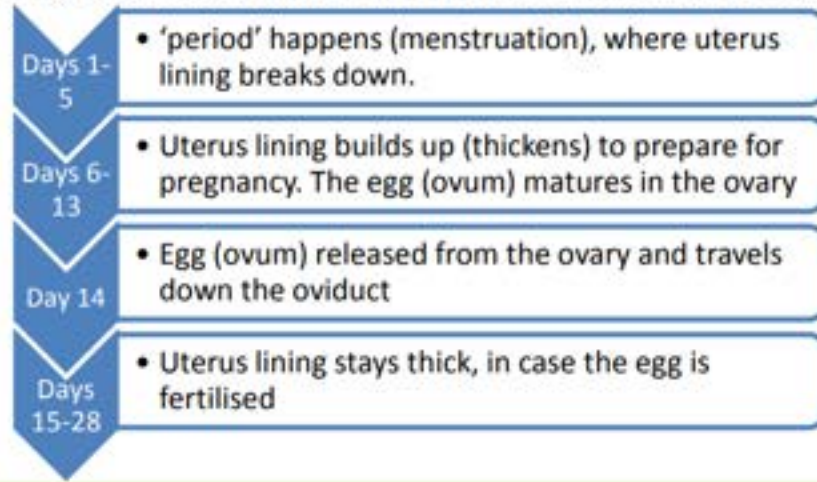
Parts of Male Reproductive System	Functions of the part
Testes	The organ where sperm cells are made
Scrotum	The skin that holds the testes
Sperm ducts	The tubes that carry sperm from the testes to the urethra
Glands	These add liquids, including nutrients for the sperm, to the sperm cells from the testes to make semen
Urethra	The tube that carries either urine or semen out of the body through the penis
Penis	The organ that enters the vagina during sexual intercourse
Foreskin	The skin that protects the end of the penis

Science: Topic 5 Reproduction

KPI 2: describe the processes of menstruation and fertilisation, and identify the stages of gestation and birth

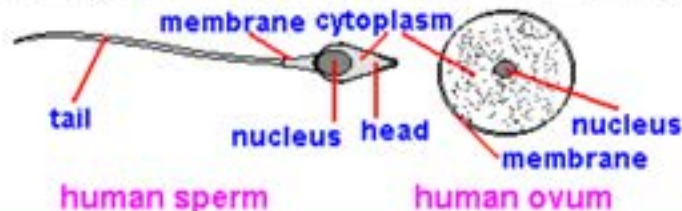
The menstrual cycle

The menstrual cycle prepares the female body for pregnancy by causing eggs (ova) to mature and be released. It lasts for 28 days.



Fertilisation

Fertilisation is when a sperm cell and an ovum fuse. Sperm cells are released into the female reproductive system during sexual intercourse (ejaculation). Only one sperm cell breaks through the cell membrane and enters the ovum, and only the head enters. The nuclei fuse together, putting the mother and father's genetic information together. The fertilised ovum is now an embryo.



Key Terms	Definition
Fertilisation	When the sperm and the egg fuse
Gestation	The time it takes for the baby to develop in the womb. This is 40 weeks in humans.
Birth	When the baby leaves the womb.
Menstrual cycle	A series of events that prepares the female body for pregnancy.
Menstruation	When the lining of the uterus is removed from the body. Also known as the period.
Foetus	The name given to the baby developing in the womb.

Gestation

After fertilisation of an ovum, a woman is pregnant. The embryo grows as cells divide and travels to the uterus. Ciliated cells in the oviduct help it to move to the uterus.

The embryo implants into the uterus wall, where it gets oxygen and nutrients from the mother's blood. As it grows bigger and cells become specialised, we call it a foetus. It grows a placenta and umbilical cord.

At the placenta, the foetus gets oxygen and nutrients from the mother's blood (but their blood does NOT mix). The foetus gets rid of waste like carbon dioxide into the mother's blood too.

Birth

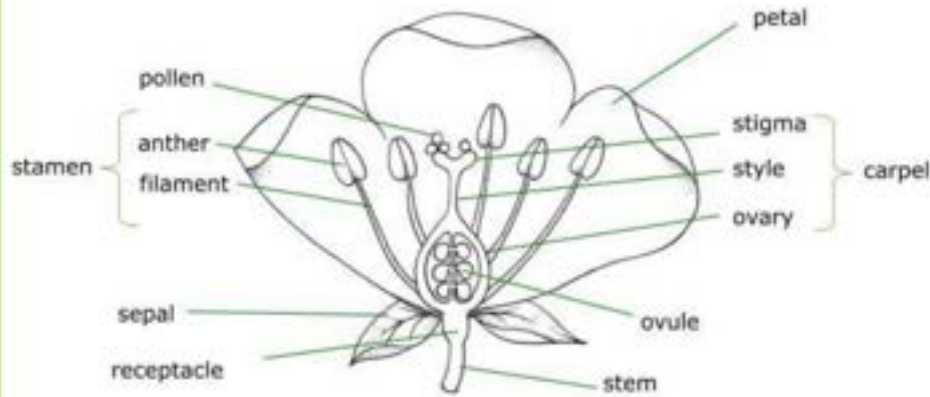
After about 40 weeks of pregnancy (for humans), the foetus is ready to be born.

- The muscles in the wall of the uterus contract (contractions)
- These contractions get stronger and faster – this is 'labour'
- After some time of labour, the amniotic sac breaks, which releases the fluid (the 'waters break')
- Contractions push the baby headfirst through the birth canal – through the cervix and out through the vagina

Science: Topic 5 Reproduction

KPI 3: describe the function of each part of the flower, and explain how pollination occurs

Plant reproductive system



Parts of plant Reproductive System	Functions of the part
Pollen	The male gamete (sex cell)
Stigma	Structure that the pollen sticks to
Style	Connects the stigma to the ovary
Ovary	Produces and stores ovules
Ovule	The female gamete (sex cell)
Anther	Produces the pollen
Filament	Holds the anther to the edge of the flower

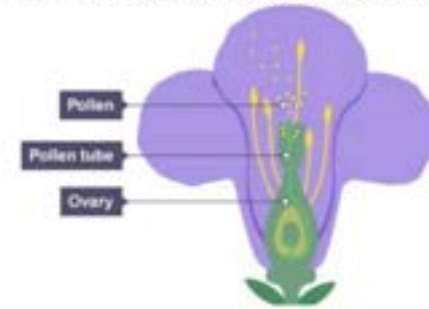
Pollination

Pollination is the transfer of pollen from the anthers of one flower to the stigma of another flower (of the same species).

- In **wind pollination**, the wind carries the pollen from the anthers of one flower to the stigma of another
- In **insect pollination**, insects carry the pollen from anthers to stigmas. They go to flowers to get nectar for food (e.g. bees), and the pollen sticks to them so they carry it onwards.

Fertilisation

After pollination the pollen makes a pollen tube down the style to the ovary. The nucleus of the pollen cell travels down the tube to get to the ovum (egg cell) – when the cells join, this is fertilisation. The cell made when the pollen and ovum fuse will become a seed, which can become a new plant. Plants then form fruits, often from the ovary walls.



KPI 4: evaluate different seed dispersal techniques in plants

Seed dispersal

The plant spreads the seeds out – this is called seed dispersal – so their offspring don't compete with them for light or soil nutrients. Seeds can be dispersed in many ways:

- Animals – they eat the fruit and release the seeds in their waste
- Wind – for example sycamore seeds
- Water – for example coconuts

Geography

Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

1. Skills & UK
2. Map Skills
3. UK Physical Geography & Population

AUT 2:

4. Birmingham & the Commonwealth
5. Industrialisation



ARENA ACADEMY

To inspire our student's curiosity and fascination as they become global citizens, whilst fostering critical thinking, empathy and judgement, underpinned by a range of skills, equipping students to open doors to the wider world.

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Geography Learning Journey



Distribution



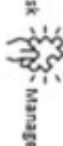
Sustainability



space/place



change



Development



Risk



Management

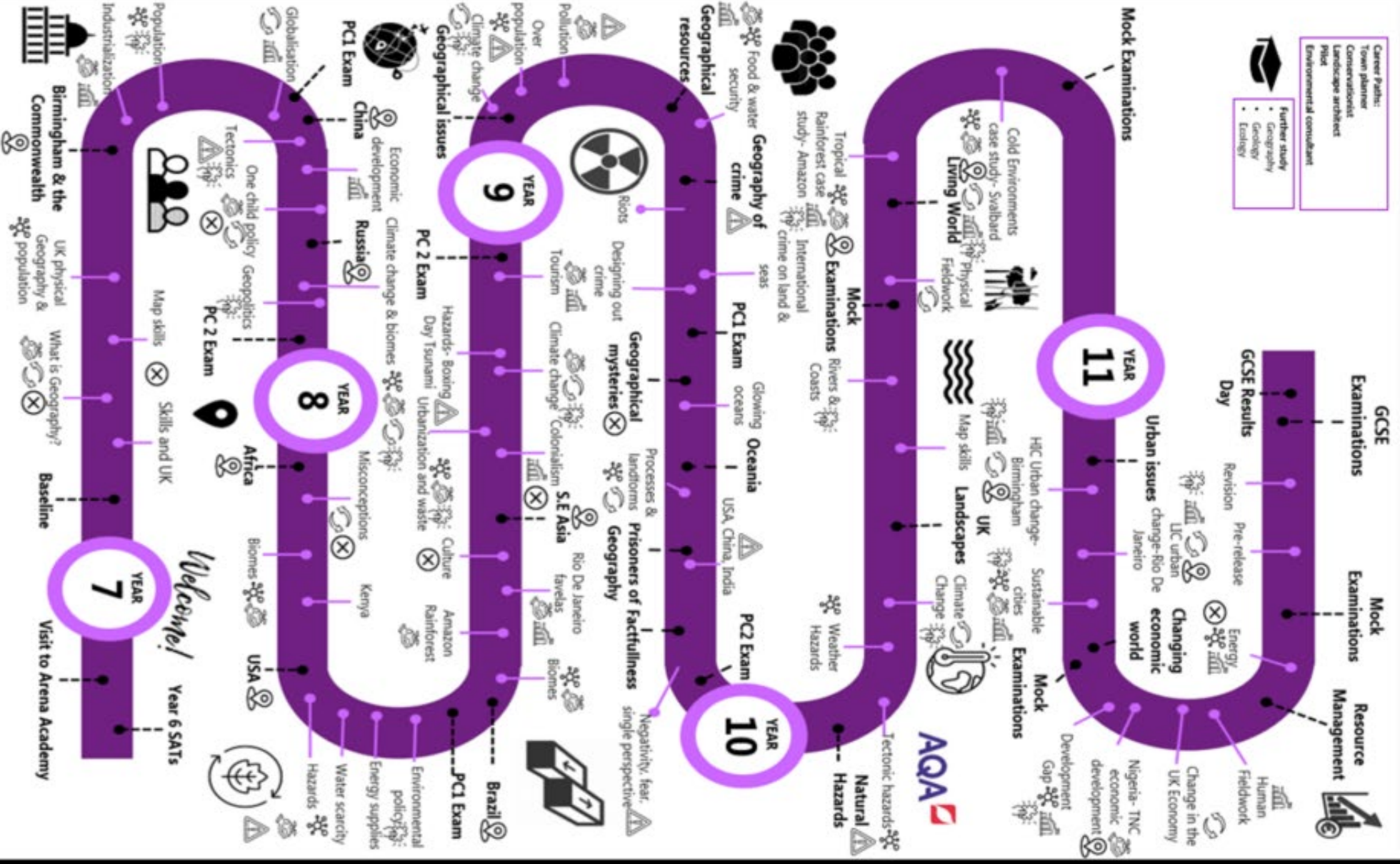
Misconception

Career Paths:

- Town planner
- Conservationist
- Landscape architect
- Pilot
- Environmental consultant

Further study

- Geography
- Geology
- Ecology



ARENA ACADEMY

Year 7 Half Term 1

Units covered: Geographical skills

Half-term targets:

- Can I describe the difference between human and physical geography?
- Can I name and locate the 7 continents and 5 oceans?
- Can I accurately find 4-figure and 6-figure grid references on OS maps?
- Can I accurately label an 8-point compass and use scales and directions accurately?
- Can I describe what contour lines are and describe the relief of a landscape using contour lines?
- Can I describe the physical geography and population distribution of the UK?
- Can I start developing confidence in my extended writing skills?

Key concepts:

Distribution	Change
Place	Scale
Development	Space

Key definitions:

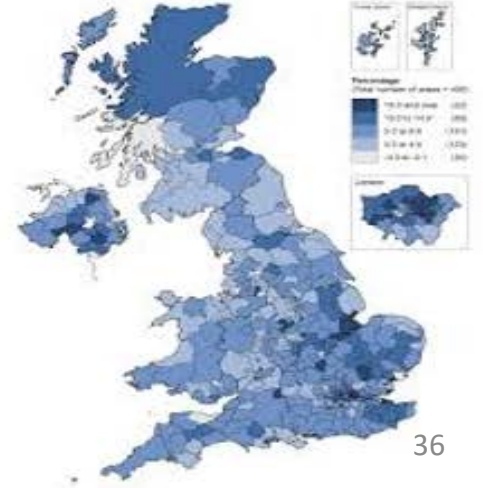
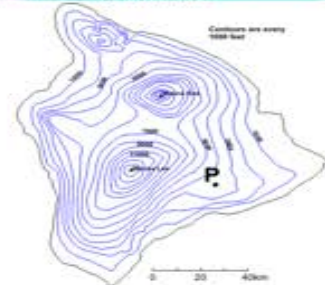
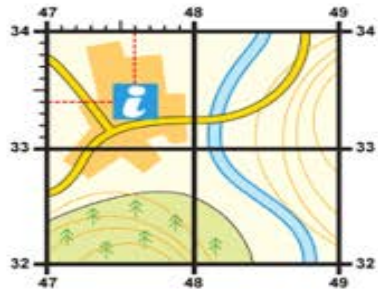
- **Continent:** A continuous expanse of land including many islands.
- **Ocean:** A continuous body of salt water that is contained in an enormous basin on Earth's surface.
- **Grid reference:** A location on a map, which is found using the northing and easting numbered lines.
- **Scale:** A figure that shows the size of the area represented by the map.
- **Contour lines:** A set of lines drawn on a map to indicate the relief and elevation of the land.
- **Population distribution:** How a population is spread across an area e.g. a country.

Example exam questions:

1. State an example of a continent and an ocean.
2. Label the continents and oceans on the map provided.
3. Identify the 4-figure grid reference for the place of worship boxed on the map.
4. Suggest why 6 figure grid references are used.
5. Match the contour lines to the correct landscape.
6. Explain why the UK population is unevenly distributed.

Key information:

1. Human geography is the study of relationships between humans, economies and society. Physical geography is the study of relationships in the natural environment; landmasses, waterbodies and ecosystems.
2. 7 continents = Asia, Africa, Europe, North America, South America, Antarctica and Oceania
5 oceans = Southern Ocean, Arctic Ocean, Atlantic Ocean, Pacific Ocean, Indian Ocean
3. Compass directions are used to describe directions. The more points on the compass the more accurate you can be. Maps have scales to represent the spatial relationship and show how much you would have to enlarge the map to make it real sized e.g. North, East, South, West.
4. Lines of latitude run across the Earth east to west (e.g. the Equator, the Tropic of Cancer, the Tropic of Capricorn) and lines of longitude run down earth north to south (e.g. Prime Meridian).
5. 4 figure grid references are to be found using the technique "along the corridor, up the stairs" to find the bottom left corner of the box. 6 figure grid references are more accurate locations and split the boxes into smaller sections.
4 figure example: 01,43 / 6 figure example: 013,436
6. If contour lines are close together, it means that the land is steep. If the contour lines are further apart, it means that the land is flatter.
7. The UK has major cities such as London, Birmingham, Manchester and Newcastle. Major rivers include the Thames, Ouse, Tyne and Trent.
8. The UK has a diverse physical geography with mountains and flat areas. This is the relief of the land, and this can be shown on maps with colour coding and labelled areas.
9. The UK has an uneven population distribution because of its physical geography and range of opportunities (push and pull factors in HT2).



Year 7 Half Term 2

Units covered: Birmingham

Key concepts:

Place	Development
Change	Space
Environment	Sustainability

Half-term targets:

- Can I describe the location of Birmingham and reasons why it is an important city?
- Can I describe what the Industrial Revolution was and how Birmingham was key for the process?
- Can I describe how and why the population in Birmingham has changed?
- Can I describe the inequalities seen in Birmingham and their impacts?
- Can I describe how globalisation and changes to the economy have affected Birmingham?
- Can I describe how Birmingham has been regenerated?
- Can I describe how tourism has impacted Birmingham?
- Can I analyse for and against arguments for HS2?
- Can I explain sustainability strategies that have been introduced in Birmingham?



Key definitions:

- Industrial Revolution – The period of global transition of manufacture from manpower to machinery in the 18th/19th century.
- Population pyramid - A graph that shows the distribution of age and gender across a location's population.
- Inequality - The principle that different people experience different qualities of life.
- Push factors – Things that make you want to move away from an area.
- Pull factors – Things that make you want to move into an area.
- Economy - The system of production, distribution and consumption of goods and services that generates a collective income/value.
- Globalisation – The process where the world is becoming more interconnected due to trade and technological developments, making the world feel smaller than it is.
- Regeneration - The process of reversing economic, social and physical decline in an area through redevelopment.
- Tourism – The act or process of spending time away from home for recreation, relaxation and pleasure utilising the local services.
- Sustainability - An integrated approach to an action that considers environmental and economic implications of the present and the future.

Key information:

1. Birmingham is located in the West Midlands in the UK. Birmingham is the country's second city. Birmingham is an important city for many reasons such as healthcare (large hospitals and specialisms), education (4 universities and scholarship opportunities), transport (rail and road connections across the country) and industry (key for the Industrial Revolution, business and trade).
2. Birmingham was one of the first manufacturing towns in the world in the 18th century due to its geography (central location, access to resources such as water and reputation from metalworking). Birmingham had an industrial revolution and was manufacturing a broad range of goods such as Birmingham Toys, screws, bolts and buttons. Deindustrialisation also impacted Birmingham, with factory closures, workers being made redundant and increased unemployment.
3. The growth of the city of Birmingham (urbanisation) and subsequent rural-urban migration has resulted in population changes in the city which can be seen in population pyramids. Push and pull factors also impact the population of Birmingham – influences include access to services, housing and employment. Birmingham's population pyramid shows the majority of the population being between 20-40.
4. Birmingham has much higher levels of poverty and deprivation than the national average – even within the city itself there are wealthier and poorer areas. Challenges associated with inequality are also linked to urban decline, education, health and unemployment.
5. There are 4 sectors of the economy – primary (extracting raw materials), secondary (manufacture), tertiary (services), and quaternary (education and IT). Previously agriculture was key to Birmingham's economy but this has shifted towards public services, IT and retail.
6. Globalisation has pros and cons such as increase in cultural diversity, exploitation of workers, destruction of environments for construction and increased income and investments in a range of countries. Birmingham has experienced an example of globalisation with the Commonwealth Games in 2022 and the arrival of McDonalds and other TNC's.
7. Birmingham needed regenerating for a range of reasons including heavy traffic, limited parking, lack of transport and urban decline. Examples of regeneration seen in Birmingham include in Perry Barr for the Commonwealth Games, in Digbeth and in Brindley Place.
8. There are many tourist attractions in and surrounding Birmingham such as the Bullring, Brindley Place, the Botanical Gardens, the Black Country Living Museum and West Midlands Safari Park. Tourism has opportunities and challenges such as generating income that can be reinvested into the local area, greater cultural diversity, pollution and conflict between residents and tourists.
9. HS2 is a railway project currently under construction to create a faster connection between London and Birmingham (the connection between Birmingham and Manchester was cancelled at the end of 2023 due to finances). One of the aims of the project is to close the north-south divide which is very prominent in England. This is a controversial project with positives and negatives which include damage to habitats, people being forced to sell their homes for construction, shorter commute times between major cities and the creation of job opportunities.
10. In 2010, Birmingham ranked 15th in the list of sustainable cities in the UK and has ambitious targets to reduce its carbon emissions by 60%. There have been many strategies introduced in Birmingham to further promote sustainability including introducing Clean Air Zones, hydrogen powered buses and Tree for Life planting projects.

Example exam questions:

1. State one reason why Birmingham is an important city.
2. Explain why Birmingham was a good location for industrial development.
3. Describe the push and pull factors for migration in Birmingham.
4. Explain what globalisation is and its associated opportunities and challenges.
5. "The negatives of HS2 outweigh the positives" Do you agree?
6. State an example of a sustainability strategy in Birmingham.



History

Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

1. Why did the Roman Empire collapse?

AUT 2:

2. Why was the Norman invasion of 1066 a success?

Why were the Romans important for Britain?

Century:

1st – 5th

10BC – 410AD

Key Events		Detail
First invasion of Britain	55BC	Led by Julius Caesar but failed
Claudius invades Britain	43AD	Claudius leads the first successful invasion
Rebellion against Romans	60AD	Tribes lead by Boudicca attack Roman forces
Romans leave Britain	410AD	Romans leave Britain and return to Italy

Important People

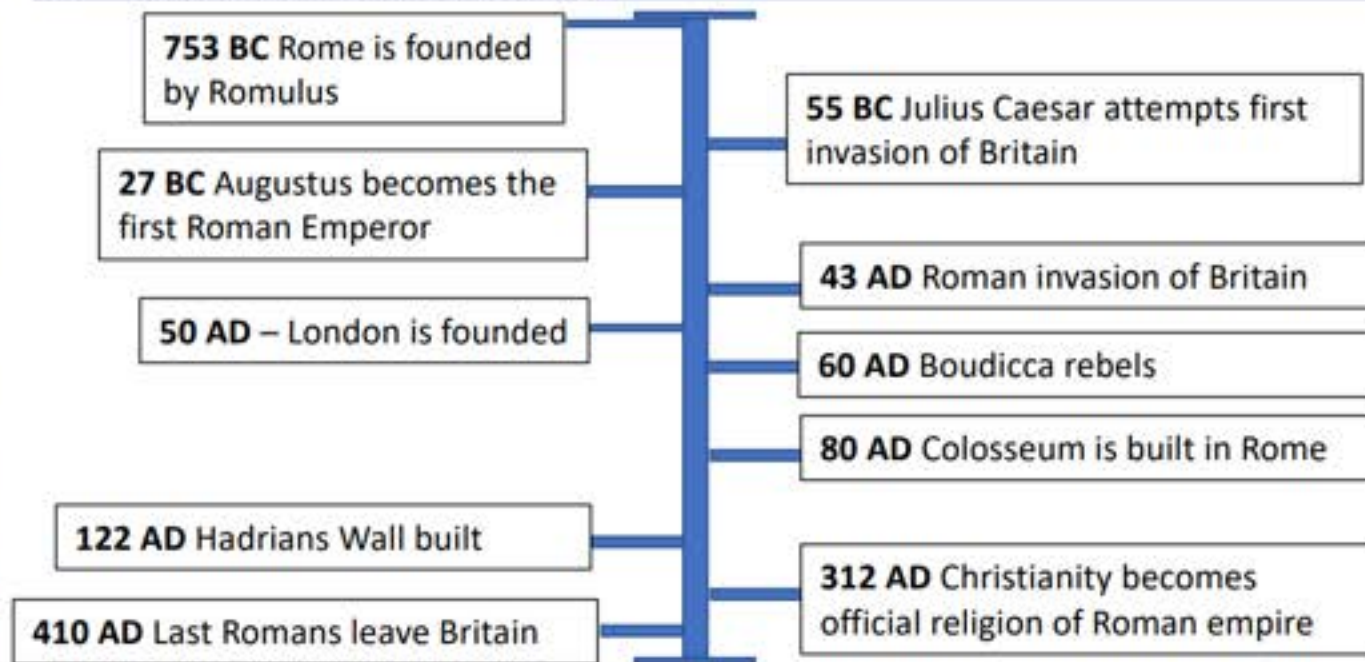
Emperor Claudius	First Roman emperor to successfully invade Britain
Julius Caesar	Famous Roman leader who attempted to invade Britain
Boudicca	Saxon queen who fought back against the Romans
Paulinus	Roman governor (ruler) of Britain in AD60
Romulus and Remus	Mythical twin brothers, and founders of Rome

Key terms

Invasion	One country attacking another to take it over
Legion	One unit of the Roman army; had 4,000 to 6,000 soldiers in. Lead by a centurion .
Emperor	The leader of an empire. Similar to a king or queen.
Amphitheatre	Where the Romans would go to be entertained.
Temple	A place of worship. A house of a Roman god or goddess.
Mosaic	One picture made up of thousands of small tiles (<i>tessellates</i>)
Senate	The Roman government.

Key Questions: Can you answer them all?

1. Why was Rome so powerful?
2. Why did the Romans want to invade Britain?
3. What buildings and events did the Romans introduce to Britain?
4. How significant were the Romans for Britain?
5. Why did the Roman Empire fall?



What legacy did the Romans leave behind in Britain?

Language	Latin, the official Roman language, forms the roots of many of our words
Buildings	Public baths, amphitheatres, temples can all be seen around Britain
Names	We use Roman names for months (January, July) and planets (Mars, Jupiter)

Want to explore further?

Book: Truth or Busted: Fact or Fiction Behind the Romans
 Book: Horrible Histories – The Rotten Romans
 Website: <https://www.bbc.com/education/topics/zwmpfg8>

1. Why was 1066 a year of crisis?

- Edward the Confessor was king of England between 1042-1066.
- Edward married but had no children. For a king to die without an heir was a disaster. A strong ruler, preferably with experience, good at fighting and leading armies and related to the king was required.
- The crisis was made worse when three different men claimed the throne. These were the **claimants**:
- **Harold Godwinson**: Edward named Harold king of England just before he died. He was the only Englishman, the important leaders of England (the Witan) supported him. He was related to Edward through marriage to his sister (so was his brother-in-law). He already controlled an area of England called Wessex.
- **William, Duke of Normandy** came from France. He wanted to be king of England. He had visited England and Edward agreed to name him as the new king when he died. In 1041 Harold had been made to promise William that he could be king when Edward died but Harold did not take the promise seriously.
- **Harald Hardrada** was the only claimant who has already a king (he was the king of Norway). He was not related to Edward but some of his relatives (including King Cnut) had previously ruled England.

3. The battle of Hastings

- On 14th October 1066 the Saxon and Norman armies met at Senlac Hill near Hastings.
- Harold's army originally had the better position on the higher ground and the Normans could not break the Saxons' shieldwall.
- William's bravery inspired his men when a rumour started to spread that he had been killed, he rode in front of his troops, took his helmet off and shouted "look at me, I'm alive"!
- After several hours of fighting William tried a trick retreat tactic where his men pretended to run away down the hill.
- Harold could not stop the **fyrd** (his poorly trained **peasant** soldiers from chasing after them).
- At the bottom of the hill the Saxons were surrounded by the Norman **cavalry** and cut down.
- Some accounts say Harold was killed by an arrow in the eye. Either way William sent in a 'hit-squad' of his best soldiers to kill Harold.
- With the English king dead only his **housecarls** fought on bravely and William's army secured a victory which would change English history forever.

1066 and the Norman Conquest



The Norman - William of Normandy



The Englishman Harold Godwinson



The Viking Harald Hardrada

4. William gains control

- William still had lots of work to do to control all of England and he showed different sides of his character to achieve this.
- In Dover he showed kindness when the castle of soldiers surrendered to him he ordered his men to repair the castle and local homes which had been damaged.
- On his march to London he ordered his men to attack and burn villages in Sussex, Kent and Hampshire so that the earls in London who had planned to fight him surrendered to him out of fear.
- William was then crowned King William I of England on Christmas Day 1066.
- In 1069 following a small Viking invasion in the north (supported by some local people) and the death of his adviser Earl Robert, William ordered his men to burn crops across the north.
- This was called the 'harrying of the north' and historians estimate that 100,000 people died of starvation.

2. The build-up to the battle of Hastings

- Once Godwinson was crowned King Harold II he was instantly faced with a **dilemma**; should he position his troops in the south to guard against an invasion from William or in the north to defend against an invasion from Hardrada.
- Harold placed most of his soldiers in the south.
- However the wind was blowing against William so Hardrada was the first to set sail and invade.
- On the 20th September 1066 Hardrada (supported by Godwinson's brother Tostig) and his 10,000 strong army defeated the English **earls** Edwin and Morcar (who supported Godwinson) at the battle of Fulford near York – this was a big problem for the new English king.
- Harold now showed great leadership. He marched his soldiers from Sussex all the way to York (185 miles in just four days)!
- The speed of the march caught the Norwegians by surprise as they were sunbathing in the fields as Godwinson's men approached!
- The surprise factor enabled Godwinson to gain a famous victory at the battle of Stamford Bridge on the 26th September 1066.
- Hardrada and Tostig were killed in battle.
- The Norwegians sailed over in 300 longboats. They only needed 24 boats to sail their survivors home.



5. Castles, the feudal system and the Domesday Book

- William ordered the building of castles to help him control the country; first **motte and bailey** and then stone castles.
- He set up the feudal system as a clever **hierarchy** for controlling the country. The power structure is shown on the right. It helped him use the barons to help him control the land.
- William's next move was to find out how much land and property his people had so he could work out how much he could tax them.
- He sent out officials to over 13,000 villages to find out what people owned.
- In 1086 the Domesday (day of judgement) Survey led to the publication of the **Domesday Book** which was in Latin and detailed all of the information of what people owned across the country. William died in 1087 so he did not have a chance to raise the taxes he wanted.



Religious Education

Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

1. Community & Commitment (the Island)
2. Rites of Passage (the Island)

AUT 2:

3. Codes of Conduct (the Island)
4. Judaism

Later on in the Year:

5. Christianity
6. Islam



A Level
Health & Social Care,
Geography, Law History,
Sociology, Philosophy,
Psychology or Politics



RS GCSE
Examinations

Religion, Crime and
Punishment

Principle of Utility

Forgiveness

Apprenticeship
Art, Media & Publishing, Travel & Tourism,
Public Services or Education & Training

GCSE Results
Day

Revision

The Death
Penalty

Punishment
and Aims

Reconciliation

Religion,
Peace and
Conflict



Religion and
Relationships

Contemporary
family issues

Science Vs
Religion

Stewardship
Vs
Dominion

Religion,
Peace and
Conflict

Sacraments

Festivals

The Purpose
of Families

Gender
Roles

Religion
and Life

Stewardship
Vs
Dominion

Religion,
Peace and
Conflict

Science Vs
Religion

Stewardship
Vs
Dominion

Religion,
Peace and
Conflict

Stewardship
Vs
Dominion

Religion,
Peace and
Conflict



Worship

Incarnation of
God

Nature of God

Festivals

Worship

Nature of Allah

Islam
Practices

Risalah

Denominations

Islam
Beliefs

Islam
Beliefs

Islam
Beliefs



Christian Practices

Creation

Christian
Beliefs

Worship

Worship

Nature of Allah

Islam
Practices

Denominations

Islam
Beliefs

Islam
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Islam
Beliefs

War and Peace

Violence

Medical Ethics

Quality of Life

Quality of Life

Quality of Life

Quality of Life

Quality of Life

Quality of Life

Quality of Life

Quality of Life

Community

Pacifism

Justice

Existence
of Evil

Afterlife

Morality

Sanctity of
Life

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Morality

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Equality

Justice

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of Evil

Afterlife

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Human Rights
& Social Justice

Justice

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of Evil

Afterlife

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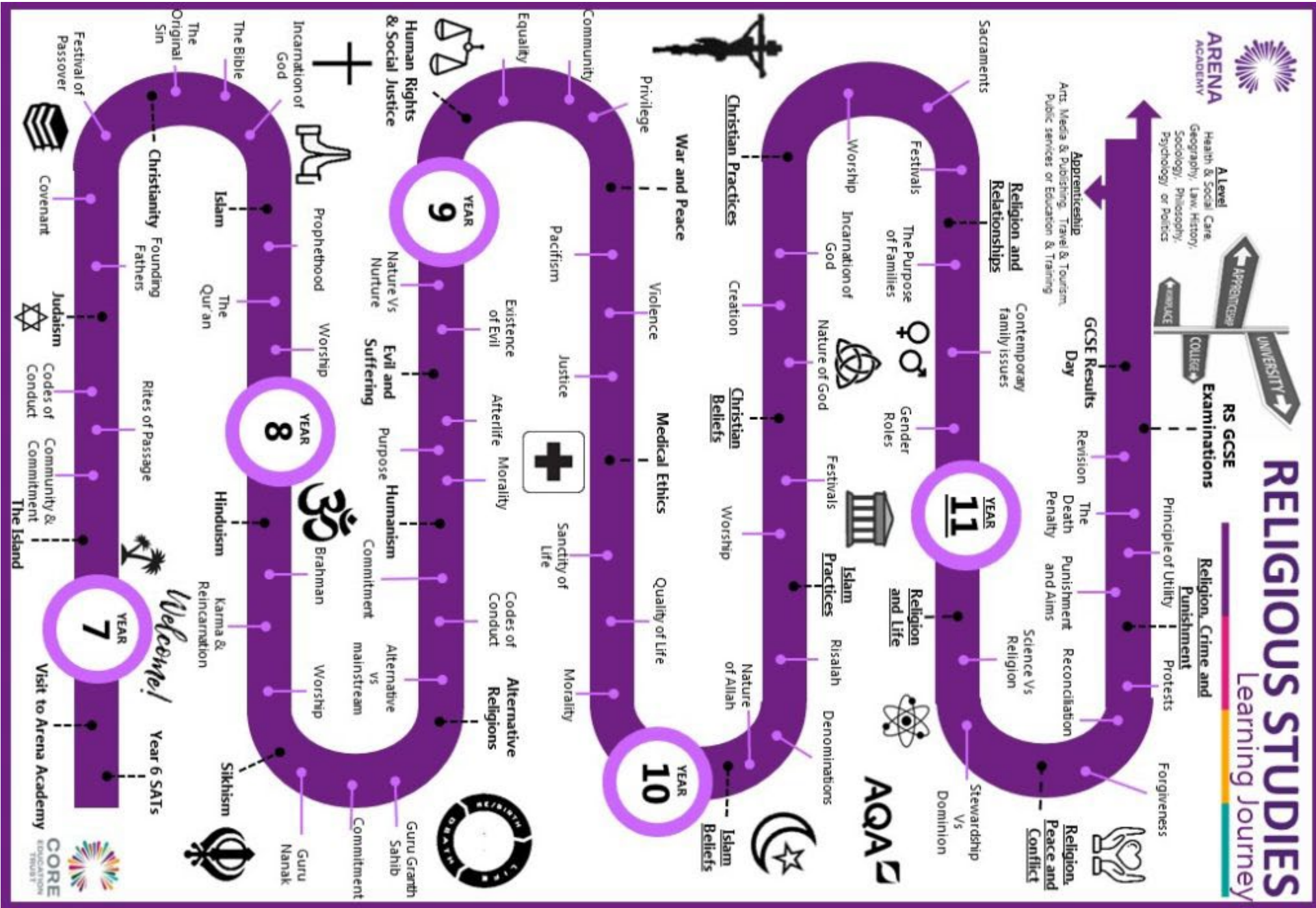
Morality

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RELIGIOUS STUDIES

Learning Journey



Key Questions/Success Criteria:

- What is Philosophy and Ethics?
- Is identity a fixed concept or does it change over time?
- What makes us who we are?
- What are my rights and responsibilities?
- Am I always responsible for my actions?
- How is belief expressed through action?

KEY VOCABULARY	DEFINITIONS
Philosophy	The study of ideas and concepts. It involves asking big questions and exploring different ideas.
Ethics	The study of morality. Usually this focuses on whether an action is right or wrong.
Philosopher	In ancient Greek it means a 'lover of wisdom.' Aristotle is an example of a philosopher.
Immaterial	In Philosophy and Ethics, the non-physical part of a being often referred to as the soul.
Morality	Rules and standards that can be used to judge whether an action is right or wrong.
Identity	Who a person is. Qualities, characteristics and beliefs that form the idea of the "self."
Rights	Basic freedoms that all human beings in the world should have.
Responsibility	Something that is your duty to do. This could be as an individual or as a member of society.
Dilemma	A situation in which a difficult choice has to be made between two or more different options.
Free will	The belief that as human beings we have the ability to choose our actions.

KEY SKILLS	SENTENCE STARTERS
Define	Examples include subject specific vocabulary such as morality, reason etc.
Describe	One key skill in Philosophy and Ethics is ... An example of a philosopher is ...
Explain	A reason to support my viewpoint is ... There is no right or wrong answer because
Evaluation	It could be argued that... This is often debated because... This could be controversial because...
Justify	This is a well-formed argument because... This is a particularly convincing argument because...

LESSONS	WHAT MAKES ME, ME?	Novice (✓)	Advanced (✓)	Expert (✓)
	<p>Beginning of the scheme of learning. Complete the tick box columns. When you look back at your answers after the lessons it will help you see what you have learned.</p> <p>End of the scheme of learning – In a different colour pen complete the tick box columns again. What progress have you made with your learning?</p>			
1) What is Philosophy and Ethics?	<ul style="list-style-type: none"> ✓ Philosophy is the study of ideas and concepts. It asks 'Big Questions' such as "Does God exist?" and "Can one person change the world?" ✓ Ethics is the study of morality. It focuses on whether actions are right and wrong. It also considers how we decide the difference between right and wrong. 			
2) What makes me, me?	<ul style="list-style-type: none"> ✓ As human beings we are constantly changing throughout our lives: physically, mentally, emotionally and spiritually. Medical research reveals that the cells in your body change about every seven years. ✓ Some religious believers believe in the concept of a soul –the spiritual or immaterial part of a human being which is eternal. 			
3) Extended writing task.	<ul style="list-style-type: none"> ✓ In this lesson you will complete an extended writing task. The statement you will be asked to consider is 'Our identity changes over time.' ✓ You will need to think of reasons for and against this statement and write a conclusion showing you have evaluated evidence for both viewpoints. 			
4) Why should I be good?	<ul style="list-style-type: none"> ✓ There is much debate in Philosophy and Ethics about where our concept of morality comes from. Is it from religion, parents, teachers or something we are born with? ✓ What motivates a person to act "good" can depend upon upbringing, religion, education and opportunity. Our actions define the type of world we live in and influence others on how they should act. 			
5) Who owns the river?	<ul style="list-style-type: none"> ✓ Throughout history many different philosophers have put forward the idea that because we are human, we all have certain rights. ✓ Determining what rights, we have as human beings and what our responsibilities are, helps to form our identities. 			
6) Am I always responsible for my actions?	<ul style="list-style-type: none"> ✓ Do we have Free will? If we do, this makes us ultimately responsible for our actions and the choices that we make. ✓ However, so much of what makes us who we are, is determined by our upbringing, religion, education and family. Does this mean we are truly free to choose our actions? 			
7) Assessment and reflection	<ul style="list-style-type: none"> ✓ It is important to be able to reflect upon your own work so that you can improve and move forward with your learning. ✓ Think about the quality of the work and the language used – have different views been given including their own? Have examples been given? Have you explained your points? 			



RE: Rites of Passage

Key Questions/Success Criteria:

- What are rites of passage?
- What happens during rites of passage?
- Why are rite of passage important?
- How can rituals help guide people through the journey of their lives?
- How do rites of passage express belief?

KEY VOCABULARY	DEFINITIONS
Rite of passage	A ritual event that marks a person's move from one status to another.
Initiation	A special ceremony or responsibility that signals the acceptance of someone into a faith.
Baptism	Christian ceremony celebrating the initiation of a child or adult into the faith. Symbolic of washing away Original Sin.
Aqiqah	Muslim naming ceremony usually performed seven days after the birth.
Adolescence	The period of physical and emotional development between childhood and adulthood.
Bat/Bar Mitzvah	The initiation ceremony of a Jewish girl/boy who has reached the age of 12/13 and is ready to become an adult.
Upanayana	A Hindu ceremony marking the time a young person is ready to take on their religious duties.
Humanism	A non-religious worldview based on the belief in one life, reason and respect for others.
Handfasting	An ancient wedding ritual where couples hold hands whilst coloured ribbons are bound around them to symbolise a desire to be united.
Cremation	To burn the body of the deceased as part of a funeral ceremony.

KEY SKILLS	SENTENCE STARTERS
Define	Examples include subject specific vocabulary such as initiation, handfasting etc.
Describe	One example of a rite of passage is ... A difference between a religious and non-religious ceremony is
Explain	A reason to support my viewpoint is ... Marriage is the most important rite of passage because
Evaluation	It could be argued that... This is often debated because... This could be controversial because...
Justify	This is a well-formed argument because... This is not a convincing argument because...

LESSON		WHAT IS THE PURPOSE OF RITUALS?				
Beginning of the scheme of learning. Complete the tick box columns. When you look back at your answers after the lessons it will help you see what you have learned.		End of the scheme of learning – In a different colour pen complete the tick box columns. What progress have you made with your learning?		Novice (✓)	Advanced (✓)	Expert (✓)
1) What are rites of passage?	<ul style="list-style-type: none"> ✓ Throughout a person's life they will go through many rites of passage marking important events. Many of these rites will be accompanied by a ceremony. ✓ The word rite comes from the word ritual and can be used for both religious and non-religious (secular) celebrations. 					
2) How do we celebrate the birth of a child?	<ul style="list-style-type: none"> ✓ Most religions have rituals related to the birth of a baby. Some also include a ceremony where a name is chosen. ✓ Religious birth ceremonies mark a baby's initiation into the faith of their parents. Sometimes people prefer to be initiated as adults because they are able to make the decision themselves. 					
3) When does someone 'come of age'?	<ul style="list-style-type: none"> ✓ In some cultures, people celebrate 'coming of age.' These ceremonies traditionally take place during the period of adolescence as teenagers are thought to be mature enough to take on extra responsibilities. ✓ During the ceremony, a person may be asked to memorise religious teachings, make promises and wear symbolic clothing. 					
4) Extended writing task.	<ul style="list-style-type: none"> ✓ As part of this unit to must complete a practice extended writing task. The statement you will be asked to consider is 'Birth ceremonies are more important than coming of age ceremonies.' <i>Discuss.</i> ✓ You will need to think of reasons against this statement and reach a conclusion showing you have evaluated evidence for both viewpoints. 					
5) Are all marriage ceremonies the same?	<ul style="list-style-type: none"> ✓ There are no special rules, traditions or symbols that Humanists have to include in their weddings. Each wedding is created for the people involved, so each one is unique and personal. ✓ Some common symbolic rituals that take place are exchanging flowers, ringing a truce bell, handfasting, lighting candles, blessing of hands and mixing of sand. 					
6) What is the purpose of a funeral ceremony?	<ul style="list-style-type: none"> ✓ When someone completes their life on earth and pass away, they are referred to as deceased. There are many different funeral practices which reflect religious and non-religious (secular) beliefs. ✓ It is common for family and friends, known as the bereaved, to commemorate the deceased with a funeral. 					
7) and 8) Assessment and reflection.	<ul style="list-style-type: none"> ✓ It is important to be able to reflect upon your own work so that you can improve and move forward with your learning. ✓ Think about the quality of the work and the language used – have different views been given including their own? Have examples been given? Have you explained your points? 					



KEYWORDS

Monotheist = someone who believes in only one (mono) god

Synagogue = Jewish holy building

Covenant = an agreement between G-d and His people

Mitzvot = a commandment in the Torah

Shabbat = the Jewish day of rest. For Jews this is on a Saturday.

Torah = the law of G-d that was revealed to Moses

Rabbi = a Jewish teacher or religious leader

Menorah = a sacred candle holder with seven branches

Kosher = allowed in Jewish law

Ark = An ornamental cabinet where the Torah and other scrolls are kept

'Hear O Israel the Lord Our G-d, the Lord is one'

Judaism

JEWISH BELIEFS ABOUT G-D

Jews believe in one G-d (monotheism). The **shema** prayer states 'Hear O Israel the Lord Our G-d, the Lord is one'. G-d is believed to be all knowing (omniscient), all powerful (omnipotent) and always existing (omnipresent).

In the **Torah**, G-d made relationships through a covenant or agreement with individuals or groups. Each marks a special time in G-d's relationship with the Jewish people.

There are three main parts of the **covenant** between G-d and Abraham. Firstly, G-d called Abraham and his family to the new land of Canaan (called the Promised Land). Secondly, G-d promised Abraham he would make a great nation from him. Thirdly, G-d promised to bless Abraham and his family.

Synagogues demonstrate the belief of G-d being omniscient, omnipotent and omnipresent by not having statues of any living beings. Some Jews believe the name of G-d is so special that anything with G-d's name must be buried if no longer used.



SHABBAT

The word 'Shabbat' comes from a word meaning 'to rest'. It is seen as a precious gift from G-d. It is a time set aside for spiritual things. Shabbat is a joyful day of rest and has two commandments: to **remember** and to **observe**.

The Sabbath begins at nightfall on Friday and lasts until nightfall on Saturday. God commanded the Jewish People to observe the Sabbath and keep it holy as the fourth of the Ten Commandments.



People look forward to Shabbat all week. They see it as God's gift to his chosen people of a day when they take time out from everyday things to feel special. People don't think about work or other stressful things, but instead spend time with family.

HANUKKAH



Hanukkah is a Jewish festival that remembers the dedicating of the second temple in Jerusalem.

In 164 BCE, the Jewish people revolted against the Greeks in the Maccabean War. After their victory they cleansed the temple and re-dedicated it. There was an oil lamp there that only had one day of oil, but the lamp burned for 8 days. This is called the miracle of the oil and is where the 8 days of celebration comes from.

Each day of the festival Jews will light an additional candle on a special menorah. People sing special hymns, eat traditional foods, and children often play with **dreidels**.



PESACH

Jews celebrate Pesach (Passover) to remember the freeing of the Children of Israel who were led out of Egypt by Moses after being slaves for 210 years. It lasts for 7 days.

Symbolism and features of worship for Pesach:

Matzah - The Pharaoh told Moses and the Israelites to go at once. They left in such a rush that their bread did not have time to rise! This is why, before Passover, Jewish people eat unleavened bread called Matzah.



Seder plate - a Seder takes place over a family meal. The Seder plate consists of: a lamb bone, roasted egg, green vegetable, bitter herbs, charoset (a paste of apples, walnuts and wine) romaine lettuce. On the table, there are several Matzot (plural of Matzah) on top of each other. At the start the middle Matzah is broken and the largest piece is hidden. The children hunt for it. The one who finds it receives a small prize.

Wine - of wine represents joy and happiness. An extra cup is left for the prophet Elijah. Jews believe that Elijah will reappear to announce the coming of the Messiah.

Cushion - the story of how the Israelites fled from Egypt is retold. Everyone at the Seder has a cushion to lean on. This is because in the past people reclined on cushions during meals. It reminds Jews that they are now free.

Exodus - Everyone imagines as if they were saved from Egypt themselves. The evening, which includes stories and songs, is a mixture of joy and sadness. Jews do not forget that they were once slaves, but they also celebrate their freedom.



SYNAGOGUES

The word 'synagogue' comes from Greek; it means 'a coming together' or 'a meeting place'. The synagogue is much more than just a place of prayer. The Jewish community gathers in a synagogue for functions and meetings.



Synagogues have many different features that all have specific roles and importance:

- Ark**—is used to store the Torah and other important scrolls. It is the most important feature in the synagogue. The Ark is situated at the front of the synagogue again showing its importance to the Jewish community. It symbolises protection, safety and respect.



- Bimah** - a platform in the centre of the synagogue. The Torah is read from here. It symbolises stepping up to show respect, and that the Word of G-d is above the word of man



- Ner Tamid**—an everlasting light that always shines. The light is never extinguished. It symbolises the eternal and everlasting nature of G-d, and shows G-d's presence



- The Scrolls** - There are a variety of different scrolls kept within the synagogue. The most important scroll is the Torah. They are covered to show respect and to keep the scrolls clean.



Computer Science

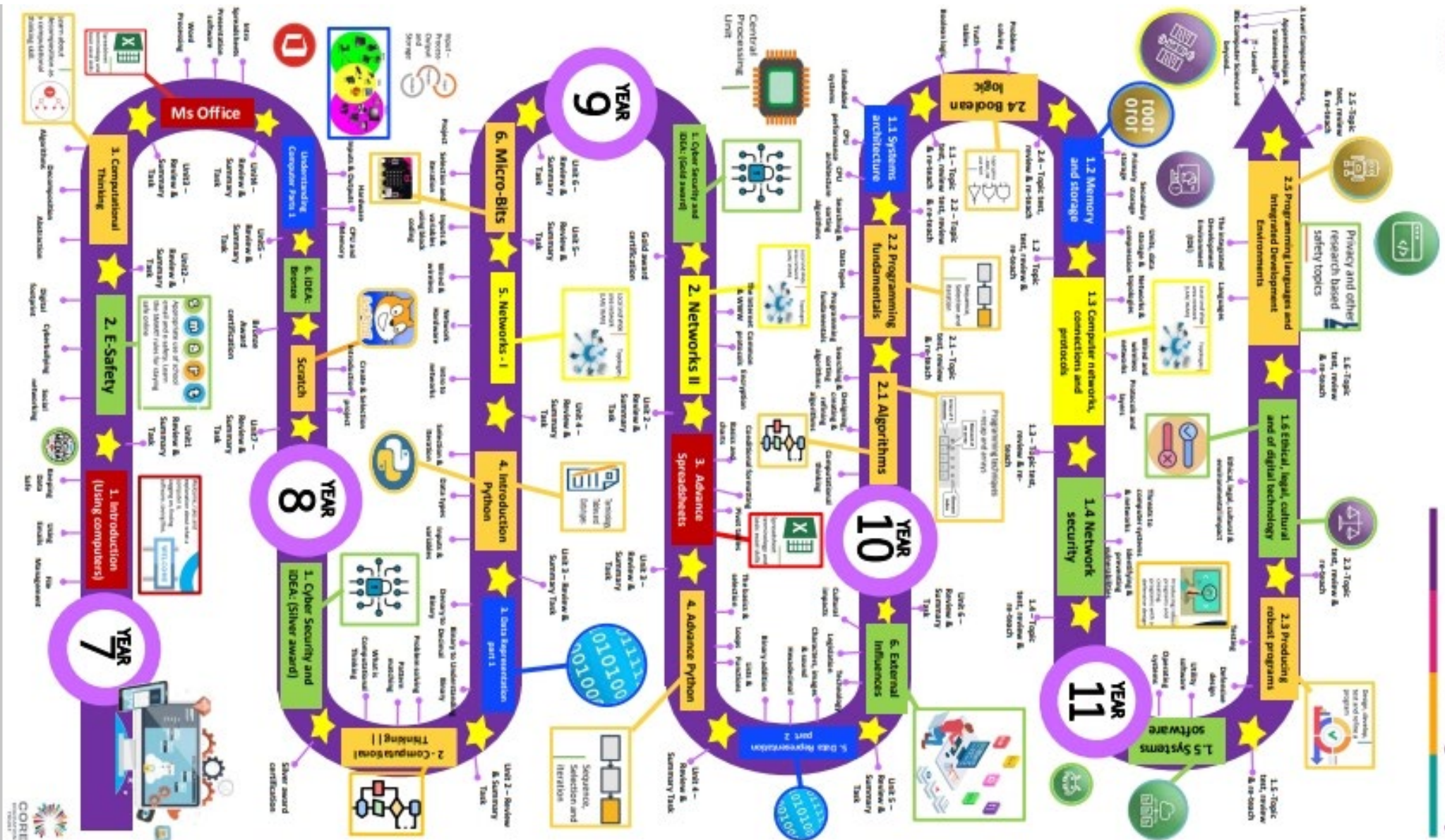
Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

1. Introduction to Using Computers
2. E-Safety

AUT 2:

3. Computational Skills



Summary

Behaviours such as **altering computer data without permission**, **hacking**, **cyberbullying** and **trolling** are considered unethical and harmful in relation to **computer systems**.

Stay safe from **phishing** by deleting unknown email immediately. Do not follow any links contained in the **email**. Instead, **go to the website directly**, and try to log in there.

There are a number of ways to protect against **malware**: install antivirus software and use firewall. Show caution by not opening emails from senders who you do not recognise and not installing **programs downloaded illegally**.

The easiest way to stay safe online is to stay in control of **personal information** given out.

Resizing images and **compressing files** reduces the upload and download time when sending email.

File Explorer is a software application for managing your files, searching them and navigating around them.

Always choose a **password** that's difficult for someone else to guess. Use a mixture of UPPERCASE and lowercase letters, numbers and symbols.

Key Vocabulary

Attachment	A file that is sent with an email.
Anti-virus	Anti-virus software scans all forms of storage devices for viruses and, if found, attempts to remove them.
Computer system	Computer system is one that is able to take a set of inputs, process them and create a set of outputs.
Cyberbullying	Cyberbullying involves sending offensive texts or emails, posting lies or insults on social networking sites and sharing embarrassing videos or photos online.
File sharing	The act of sharing files over the internet.
Hack	Gaining unauthorised access to a computer.
Malware	Malicious software created to damage or gain illegal access to computer systems.
Phishing	Trying to trick someone into giving out information over email is called 'phishing'.
Troll	A derogatory name used as a term for a person who posts offensive messages online.

Email is short for 'electronic mail'

Advantages of using email

- Can send to multiple recipients at once
- Can send attachments
- Sent instantly at any time
- Can request a receipt that the email has been read
- Can send and receive email from any web enabled device

Disadvantages

- Spam
- Viruses
- Phishing
- Need an Internet connection
- Your message can only be read when the recipient next logs in and checks their mail

Staying safe online

Never disclose

your name telephone number address or school

Never accept someone as a 'friend' on social media simply because they claim to know another friend of yours. **Always be cautious about what you say online.**

Never agree to meet anyone in person that you've only known online. If somebody does start sending you messages that offend or upset you, tell an adult that you trust.

Sending an email

To

– enter it here if this email is directly addressed to this person.



Carbon copy (Cc)

- enter it here if the email needs to be seen by this person but is not addressed to them.

Blind Carbon copy (Bcc)

– enter it here to prevent other recipients knowing you've sent it to this person.

Visit these websites for advice

Webwise

UK Safer Internet Centre

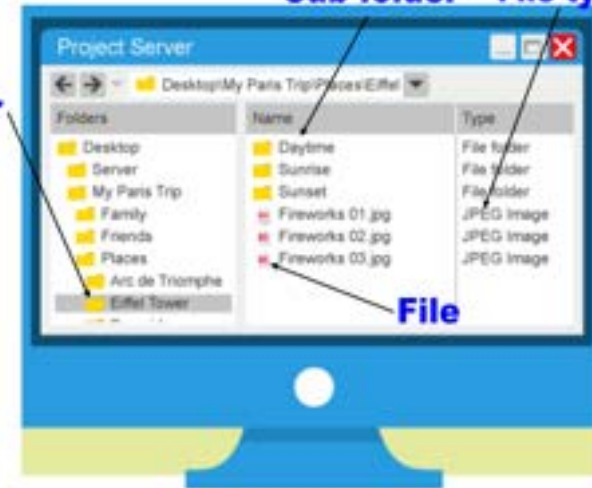


ChildLine
0800 1111

Folders, sub-folders & files

Sub-folder File type

Folder



Knowledge Organiser: Computational Thinking

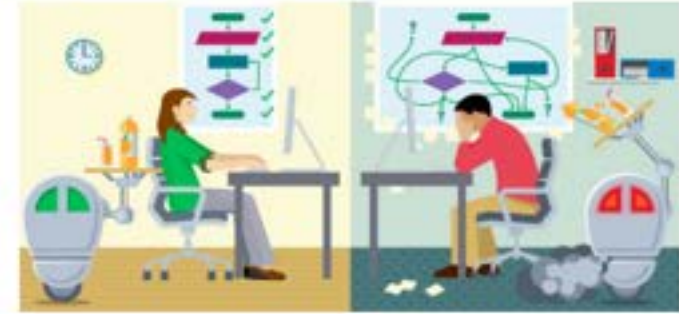
What is Computational Thinking

Computational thinking allows us to take a complex problem, understand what the problem is and develop possible solutions. We can then present these solutions in a way that a computer, a human, or both, can understand.

The Four Cornerstones of Computational Thinking are: Decomposition, Pattern Recognition, Abstraction and Algorithms

Decomposition

Decomposition is one of the four cornerstones of Computer Science. It involves breaking down a complex problem or system into smaller parts that are more manageable and easier to understand. The smaller parts can then be examined and solved, or designed individually, as they are simpler to work with.



Pattern Recognition

When we decompose a complex problem we often find patterns among the smaller problems we create. The patterns are similarities or characteristics that some of the problems share.

Pattern recognition is one of the four cornerstones of Computer Science. It involves finding the similarities or patterns among small, decomposed problems that can help us solve more complex problems more efficiently.

Abstraction

Once we have recognised patterns in our problems, we use abstraction to gather the general characteristics and to filter out of the details we do not need in order to solve our problem.

Abstraction is the process of filtering out – ignoring - the characteristics of patterns that we don't need in order to concentrate on those that we do. It is also the filtering out of specific details. From this we create a representation (idea) of what we are trying to solve.

Key Vocabulary

Abstraction	The process of separating and filtering out ideas and specific details that are not needed in order to concentrate on those that are needed.
Algorithm	A sequence of logical instructions for carrying out a task. In computing, algorithms are needed to design computer programs.
Decomposition	The breaking down of a system into smaller parts that are easier to understand, program and maintain.
Pattern Recognition	Finding similarities and patterns in order to solve complex problems more efficiently.
Program	Sequences of instructions for a computer.
Programming	The process of writing computer software.

Algorithms

An algorithm is a plan, a set of step-by-step instructions to resolve a problem. In an algorithm, each instruction is identified and the order in which they should be carried out is planned.

What is an algorithm?

Algorithms are one of the four cornerstones of Computer Science. An algorithm is a plan, a set of step-by-step instructions to solve a problem. If you can tie shoelaces, make a cup of tea, get dressed or prepare a meal then you already know how to follow an algorithm.

Evaluating Solutions

Before solutions can be programmed, it is important to make sure that it properly satisfies the problem, and that it does so efficiently. This is done through evaluation.

Evaluation is the process that allows us to make sure our solution does the job it has been designed to do and to think about how it could be improved.

Failure to evaluate can make it difficult to write a program. Evaluation helps to make sure that as few difficulties as possible are faced when programming



Knowledge Organiser: Designing an Algorithm

Designed an Algorithm

Before designing an algorithm it is important to first understand what the problem is. Algorithms can be designed using pseudocode or a flowchart, and the standard notations of each should be known.

An algorithm is a plan, a logical step-by-step process for solving a problem. Algorithms are normally written as a flowchart or in pseudocode.

The key to any problem-solving task is to guide your thought process. The most useful thing to do is keep asking 'What if we did it this way?' Exploring different ways of solving a problem can help to find the best way to solve it.

Understanding the problem

Before an algorithm can be designed, it is important to check that the problem is completely understood. There are a number of basic things to know in order to really understand the problem:

What are the **inputs** into the problem?

What will be the **outputs** of the problem?

In what order do **instructions** need to be carried out?

What decisions need to be made in the problem?







Are any areas of the problem repeated?

Pseudocode

Most programs are developed using programming languages. These languages have specific syntax that must be used so that the program will run properly. Pseudocode is not a programming language, it is a simple way of describing a set of instructions that does not have to use specific syntax.

Flowcharts

A flowchart is a diagram that represents a set of instructions. Flowcharts normally use standard symbols to represent the different types of instructions. These symbols are used to construct the flowchart and show the step-by-step solution to the problem.

Name	Symbol	Usage
Start or Stop		The beginning and end points in the sequence.
Process		An instruction or a command.
Decision		A decision, either yes or no.
Input or Output		An input is data received by a computer. An output is a signal or data sent from a computer.
Connector		A jump from one point in the sequence to another.
Direction of flow		Connects the symbols. The arrow shows the direction of flow of instructions.

Key Vocabulary

Algorithm	A sequence of logical instructions for carrying out a task. In computing, algorithms are needed to design computer programs.
Condition	In computing, this is a statement or sum that is either true or false. A computation depends on whether a condition equates to true or false.
Flowchart	A diagram that shows a process, made up of boxes representing steps, decision, inputs and outputs.
Input	Data which is inserted into a system for processing and/or storage.
Instruction	A single action that can be performed by a computer processor.
Iteration	In computer programming, this is a single pass through a set of instructions.
Loop	A method used in programming to repeat a set of instructions.
Notation	A system of written symbols or graphics used to represent something in order to aid communication and understanding.
Output	Data which is sent out of a system.
Program	Sequences of instructions for a computer.
Programming language	A language used by a programmer to write a piece of software.
Pseudocode	Also written as pseudo-code. 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.
Selection	A decision within a computer program when the program decides to move on based on the results of an event.
Syntax	Rules governing how to write statements in a programming language.

Spanish



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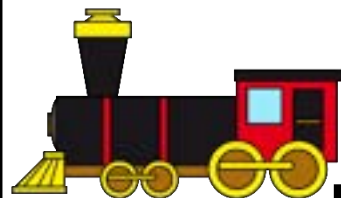
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Unit 1a - ¿Cómo te llamas? (What are you called?)

Hola (Hello)

Adiós (Bye)

Buenos días (Good morning)

Buenas noches (Good night)

Buenas tardes (Good
afternoon)

¿Cómo estás? (How are you?)

¿Qué tal? (How's it going?)

Hasta la vista (See you later)

¡Hasta mañana! (See you
tomorrow!)

Hasta pronto (See you soon)

Hasta ahora (See you in a
minute)

¿Cómo te
llamas? (What
are you called?)

Me llamo (I am called)

Me llamo Maria

Me llamo Martina

Me llamo Ángel

Me llamo Ricardo

Me llamo Eva

Me llamo Ignacio

Me llamo Esperanza

Me llamo Maria del Mar

Me llamo Paco

Me llamo Lucía

¿Y tú? (and you?)

Unit 1b - ¿Cómo estas? (How are you?)

Estoy bien (I am good)

Estoy regular (I am okay)

Estoy mal (I am bad)

Porque estoy (because I am)

contenta (content)

feliz (happy)

tranquila (tranquil)

relajada (calm)

cansada (tired)

enferma (poorly)

aburrida (bored)

asustada (scared)

triste (sad)

enfadada (upset)

preocupada (worried)

nerviosa (nervous)



contento (content)

feliz (happy)

tranquilo (tranquil)

relajado (calm)

cansado (tired)

enfermo (poorly)

aburrido (bored)

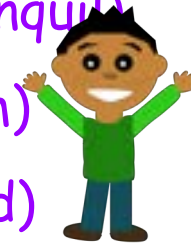
asustado (scared)

triste (sad)

enfadado (upset)

preocupado (worried)

nervioso (nervous)



¿Y tú? (and you?)

Unit 1c - ¿Cuántos años tienes? (How old are you?)

Hola (Hello)

Adiós (Bye)

Buenos días (Good morning)

Buenas noches (Good night)

Buenas tardes (Good afternoon)

¿Cómo estás? (How are you?)

¿Qué tal? (How's it going?)

Me llamo Ana
(I am called Ana)

Tengo (I am - this verb normally means 'I have')

No tengo (I am not - this verb normally means 'I have')



un año (one year old)
(singular)

dos años (two years old)
tres años (three years old)
cuatro años (four years old)
cinco años (five years old)
seis años (six years old)
siete años (seven years old)
ocho años (eight years old)
nueve años (nine years old)
diez años (ten years old)
once años (eleven years old)
doce años (twelve years old)



Unit 1d - ¿Qué color te gusta? (what colour do you like?)

Me encanta (I love)

Me gusta (I like)

No me gusta (I don't like)

Odio (I hate)

El color (the colour)

rosa (pink)

azul (blue)

amarillo (yellow)

negro (black)

morado (purple)

verde (green)

naranja (orange)

marrón (brown)

gris (grey)

rojo (red)

blanco (white)

Oro (gold)

Unit 1e - ¿Qué tienes en tu mochila? (what do you have in your backpack?)

En mi mochila (In my backpack)

tengo (I have)

no tengo (I don't have)

un lápiz (a pencil)

un estuche (a pencil case)

un bolígrafo (a pen)

una agenda (a diary)

un pegamento (a glue stick)

un cuaderno (a notebook)

una calculadora (a calculator)

una regla (a ruler)

un libro (a book)

un sacapuntas (a pencil sharpener)

una goma (a rubber)



rosa (pink)

azul (blue)

amarillo (yellow)

negro/a (black)

morado/a (purple)

verde (green)

naranja (orange)

marrón (brown)

gris (grey)

rojo/a (red)

blanco/a (white)



unas tijeras (some scissors)

unos lápices de colores

(some colored pencils,




















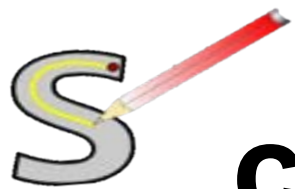


blancas/os (white)

azules (blue)

verdes (green)



French

 <p>1 a</p>	 <p>2 e</p>	 <p>3 i</p>	 <p>4 o/au</p>	 <p>5 u</p>
 <p>6 è/est</p>	 <p>7 é/er/et/ai</p>	 <p>8 ain</p>	 <p>9 ou</p>	 <p>10 ui</p>
 <p>11 h</p>	 <p>12 gn</p>	 <p>13 qu</p>	 <p>14 r</p>	 <p>15 tion</p>
 <p>16 ch</p>	 <p>17 on</p>	 <p>18 ce</p>	 <p>19 ci</p>	 <p>20 ll</p>

Year 7, Unit 1a: Bonjour, comment t'appelles-tu? (Hello, what are you called?)

Bonjour

(Hello/Good morning)

Bonsoir

(Good evening)

Salut!

(Hi)

Bonne nuit

(Good night)

Au revoir

(Goodbye)

Comment ça va?

(How is it going?)

À plus tard

(See you later)

À tout à l'heure

(See you later)

À demain

(See you tomorrow!)

À bientôt

(See you soon)

Comment t'appelles-tu?
(what are you called?)

Je m'appelle...

(I am called...)

Je m'appelle Marie

Je m'appelle Abdul

Je m'appelle Lucie

Je m'appelle Guillaume

Je m'appelle Jean

Je m'appelle Céline

Je m'appelle Thierry



Je m'appelle Henri

Et toi?


(And you?)

Year 7, Unit 1b: Comment ça va?

(How's it going?)

<p>Ça va bien (It's going well)</p> <p>Ça va mal (It's going badly)</p>	<p>parce que (because)</p>	<p>je suis (I am)</p>	<p>content (happy) heureux (happy) positif (positive) calme (calm) tranquille (peaceful) détendu (relaxed) fatigué (tired) stressé (stressed) nerveux (nervous) triste (sad) malade (ill) fâché (angry)</p>	 <p>contente (happy) heureuse (happy) positive (positive) calme (calm) tranquille (peaceful) détendue (relaxed) fatiguée (tired) stressée (stressed) nerveuse (nervous) triste (sad) malade (ill) fâchée (angry)</p> 	<p>Et toi? (And you?)</p>
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Year 7, Unit 1c: Quel âge as-tu? (How old are you?)

<p>Bonjour (Hello/Good morning)</p>	<p>Je m'appelle Annie. (I am called Annie.)</p>	<p>J'ai (Here you translate this verb as 'I am' but it normally means 'I have')</p>	<p>un an (one year old) (singular)</p>
<p>Bonsoir (Good evening/night)</p>			<p>deux ans (two years old)</p>
<p>Salut! (Hi)</p>			<p>trois ans (three years old)</p>
<p>Comment ça va? (How is it going?)</p>			<p>quatre ans (four years old)</p>
			<p>cinq ans (five years old)</p>
			<p>six ans (six years old)</p>
			<p>sept ans (seven years old)</p>
			<p>huit ans (eight years old)</p>
			<p>neuf ans (nine years old)</p>
			<p>dix ans (ten years old)</p>
			<p>onze ans (eleven years old)</p>
			<p>douze ans (twelve years old)</p>

Year 7, Unit 1d - Quelle couleur aimes-tu?
(what colour do you like?)

J'aime (I like)

Je n'aime pas (I don't like)

le rose (pink)

le bleu (blue)

le jaune (yellow)

le noir (black)

le pourpre (purple)

le vert (green)

l'orange (orange)

le marron (brown)

le gris (grey)

le rouge (red)

le blanc (white)


clair

(light)

foncé

(dark)

Year 7, Unit 1e: Qu'est-ce que tu as dans ton sac? (What do you have in your backpack?)

<p>Dans mon sac j'ai (In my backpack)</p>	<p>j'ai (I have)</p> <p>je n'ai pas de* (I don't have)</p>	<p>un crayon (a pencil)</p> <p>un stylo (a pen)</p> <p>un agenda (a diary)</p> <p>un bâton de colle (a glue stick)</p> <p>un cahier (a notebook)</p> <p>un livre (a book)</p> <p>un taille-crayon (a pencil sharpener)</p> <p>une calculatrice (a calculator)</p> <p>une règle (a ruler)</p> <p>une trousse (a pencil case)</p>	<p>rose(s) (pink)</p> <p>jaune(s) (yellow)</p> <p>rouge(s) (red)</p> <p>bleu(e)(s) (blue)</p> <p>noir(e)(s) (black)</p> <p>vert(e)(s) (green)</p> <p>gris(e)(s) (grey)</p> <p>violet(te)(s) (purple)</p> <p>orange (orange)</p> <p>marron (brown)</p> <p>blanc(he)(s) (white)</p>
<p></p>	<p>*remember not to use 'un/une/des' after je n'ai pas de</p>	<p>des ciseaux (some scissors)</p> <p>des crayons de couleur (some colored pencils)</p>	

Art

Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

1. Visual Elements
2. Describe and illustrate
3. Exploring line types
4. Baseline assessment – observational drawing

AUT 2:

4. Tone and contours
5. Colour theory
6. Space – positive and negative space
7. Pattern

The ELEMENTS of ART are the basic building blocks for creating Art:

LINE

LINE is a mark that spans the distance between two points.

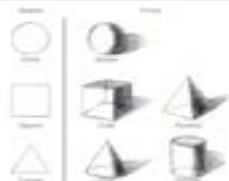
- What lines do in Art:
 - outline objects
 - create texture
 - suggest emotions
 - suggest movement
 - create value
 - lead the viewer
- Aspects of line:
 - straight, curved, dotted...
 - horizontal, vertical, diagonal
 - fat, thin, smooth...



SHAPE & FORM

SHAPE is a 2D (flat) object created by line.

- **GEOMETRIC** shapes
 - regular, mathematical
- **ORGANIC** shapes
 - irregular, free, floating



FORM is a 3D shape.

- **ACTUAL** form - sculptures
- **IMPLIED** form - drawings, paintings



SPACE

SPACE is a 2D or 3D area into which all elements are placed.

- The **ILLUSION** of **SPACE** in 2D work can be created by:
 - overlapping
 - shading
 - placement
 - size
 - value & focus
 - perspective



- Type of space
 - **positive** - the area occupied by objects or shapes
 - **negative** - the area between objects or shapes



VALUE

VALUE is the degree of lightness or darkness.

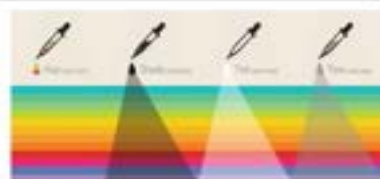
- Successful artwork uses a wide range of values to create the illusion of light and 3 dimensional space: highlights, darkest dark, mid-tones
- Tonal ladder



COLOUR

The light reflected from an object we see as **COLOUR**.

- **HUE**→ pure colour; **SHADE**→ hue+black; **TINT**→ hue+white; **TOPE**→ hue+black+white
- **PRIMARY** colours cannot be made by combining other colors.
- By mixing primary colours we can achieve the rest of the colours on the colour wheel.
- **COLOUR WHEEL** is a circular arrangement representing the relationships between colours.
- **SECONDARY** colour is a color created by combining two primary colors.
- **TERTIARY** colour is a combination of three colors (primary or secondary).
- **COMPLEMENTARY** colours are a couple of colours opposite to one another on the colour wheel.



TEXTURE

TEXTURE refers to the way an object feels or looks that it may feel if touched.

- **ACTUAL** texture - can be experienced physically by using the sense of touch
- **VISUAL/IMPLIED** texture - illusion of texture, experienced only visually



PATTERN

The **PRINCIPLES** of **ART** represent how artists use the **ELEMENTS** of **ART**. These are: balance, contrast, emphasis, movement, rhythm, unity, variety and pattern. **PATTERN** repeats one or more elements in a recurrent and regular arrangement.



ELLIPSE

ELLIPSE is an oval representing a circular shape at an angle.



OBSERVATIONAL STUDY

Observational studies are simply drawing what you see in front of you as realistically and as true to life as possible. They are a powerful tool for "seeing" (improving your observational skills) and improving drawing skills, used by all artists no matter their skills level.

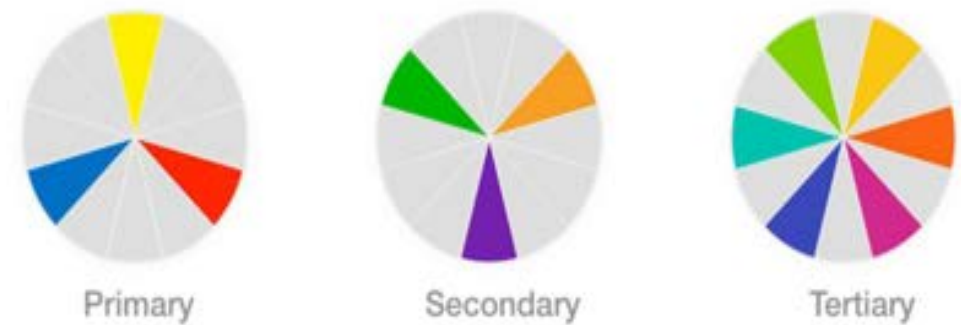
- Some general rules and tips for producing observational study:
- **Draw only what you see** from your current point of view and do not imagine the object from a different angle.
 - **Start with very light lines**. do not press down.
 - In the beginning **be aware of the whole object** and think of how to fit into the format - hover with the pencil to mark the size and the placement in the format.
 - **Work from the object as a whole to adding details**. do not focus on details at the beginning.
 - **Add shading** using the side of the pencil
 - Mark the **darkest-darks** and keep the **lightest light** uncovered.
 - Add the **midtones** comparing areas close to one another (squint with your eyes to see the tones)
 - **Do not outline** the object(s)
 - **Refine** the shapes using the tip of the pencil



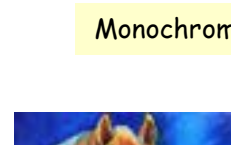
Colour Theory



Complementary colours are opposite each other on the colour wheel.



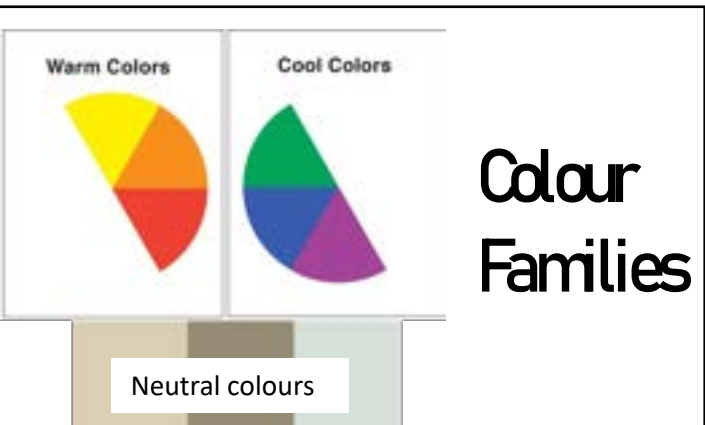
Primary colour scheme
Artist: Roy Lichtenstein



Monochromatic colour scheme
Artist: Picasso



Warm and cool colours
Artist: Marcia Baldwin



How is colour used in Art:

- Complementary colours provide a strong visual contrast
- To express emotions and meaning through colour symbolism.
- Colour can be manipulated to create a realistic depiction of a subject or to create an abstract artwork where colours do not relate to the subject.

Performing Arts: Drama

Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

Drama

1. Communication
2. Confidence
3. Collaboration

AUT 2:

Drama

4. The Terrible fate of Humpty Dumpty
5. Basic Acting Skills



ARENA
ACADEMY

A Level or
Apprenticeship:
Theatre Performance



PERFORMING ARTS -DRAMA

Learning Journey

End of
Year 11 PA

Revision, Retrieval
& Gap Filling

A Level:
Musical theatre

A Level:
Drama

Apprenticeship:
Theatre performance



GCSE Results Day

Unit 3

Production
disciplines

Evaluating

Theatrical
techniques

Unit 2
Mock

End of
Year 10 PA

YEAR
11

Exploring
the brief

Physical Theatre

Unit 2

Theatre
responsibilities

Rehearsal techniques

Unit 1

Intentions

Structure

Staging

Character Building

Unit 1

Evaluating

Evaluating

Rehearsal Plans

Target Audience

Exploring
stimuli

Genre/Styles

Character depth

Styles

Practitioners



Naturalism

Stimulus Workshops

Performance
meaning

Commedia Del'Arte

Physical
Theatre

Roles in the industry

End of Year 9
Drama Exam

Epic
Theatre

Theatre of
Cruelty

YEAR
9

Exploring
stimuli

Character depth

Physical
Theatre

Monologues

Practitioners



Team
Building

Blocking

Scornbury
Manor

Status

Atmosphere &
Tension

Improvisation

Drama
techniques
(advanced)

Characterisation

Acting skills
(Basic)

YEAR
8

Collaboration

Communication

Soundscapes

Monologues

Improvisation

Theatrical
techniques
(Basic)

Acting skills
(Basic)

End of Year 7
PA Exam

Confidence

Introduction to
Performing Arts

Year 6 SATs

Monologues

Improvisation



The Terrible Fate of
Humpty Dumpty

Confidence

Introduction to
Performing Arts

Visit Arena Academy PA
Department

Year 6 SATs

Monologues

Improvisation



The Terrible Fate of
Humpty Dumpty

Confidence

Introduction to
Performing Arts

Visit Arena Academy PA
Department

Year 6 SATs

Monologues

Improvisation



The Terrible Fate of
Humpty Dumpty

Confidence

Introduction to
Performing Arts

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Department

Year 6 SATs

Monologues

Improvisation



The Terrible Fate of
Humpty Dumpty

Confidence

Introduction to
Performing Arts

Visit Arena Academy PA
Department

Year 6 SATs

Monologues

Improvisation



The Terrible Fate of
Humpty Dumpty

Confidence

Introduction to
Performing Arts

Visit Arena Academy PA
Department

Year 6 SATs

Monologues

Improvisation



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Conf

1. Acting Skills – Physical

Body Language	How an actor uses their body to communicate meaning. For example, crossing your arms could mean you are fed up.
Facial Expressions	A form of non-verbal communication that expresses the way you are feeling, using your face.
Gestures	A movement of part of the body, especially a hand or the head, to express an emotion or meaning.
Posture	The position an actor holds their body when sitting or standing. For example, an upright posture
Gait	The way an actor walks.
Stance	The way you position yourself when standing to communicate your role. An elderly person would have a different stance to a child.

4. Five C's

- | | |
|---------------|---------------|
| Collaboration | Communication |
| Confidence | Creativity |
| Co-Operation | |

2. Acting Skills – Voice

Projection	Ensuring your voice is loud and clear for the audience to hear.
Volume	How loudly or quietly you say something (Shouting/Whispering)
Tone	The way you say something in order to communicate emotions (Eg, Angry, worried, shocked)
Pace	The speed of what you say.
Pitch	How high or low your voice is.
Pause	Moments of pause can create tension or show that you are thinking.
Accent	Use of an accent tells the audience where the character is from.
Emphasis	Changing the way a word or part of a sentence is said, to emphasise it/make it stand out. Example – “How could YOU do that?” Or “How could you do THAT?”

3. Performance Techniques –

- Tableaux** – When you highlight something significant in a scene through acting skills.
- Thought-Track** – When you speak your characters thoughts/feelings out loud to an audience.
- Flashback** – scenes that show the past - **seconds, minutes, days or years before a dramatic moment.**
- Flashforward** – scenes where the **action jumps ahead to the future of the narrative.**
- Proxemics** – The space between characters on stage that shows their relationship.

Rehearsal Techniques

1. **Role on the Wall**



2. **Off-text improvisation**



3. **Objectives**



4. **Hot Seating**

5. Overview of Topic

You will study a complete play script and look at how a playwright uses format and structure to convey character, plot and theme. You will work practically to portray the characters and scenes and will also devise and adapt your own scenes.

6. The Plot

Terry Dumpton is the victim of a deadly gang, where each character has a different status and role within his death. The play uses the techniques of flashback and flash-forward to explore the events leading up to Terry's death. It explores the themes of friendship, bullying, peer pressure and responsibility.

7. Key characters –

Terry Dumpton – New boy in school

Mrs Dumtpon

Mr Dumpton

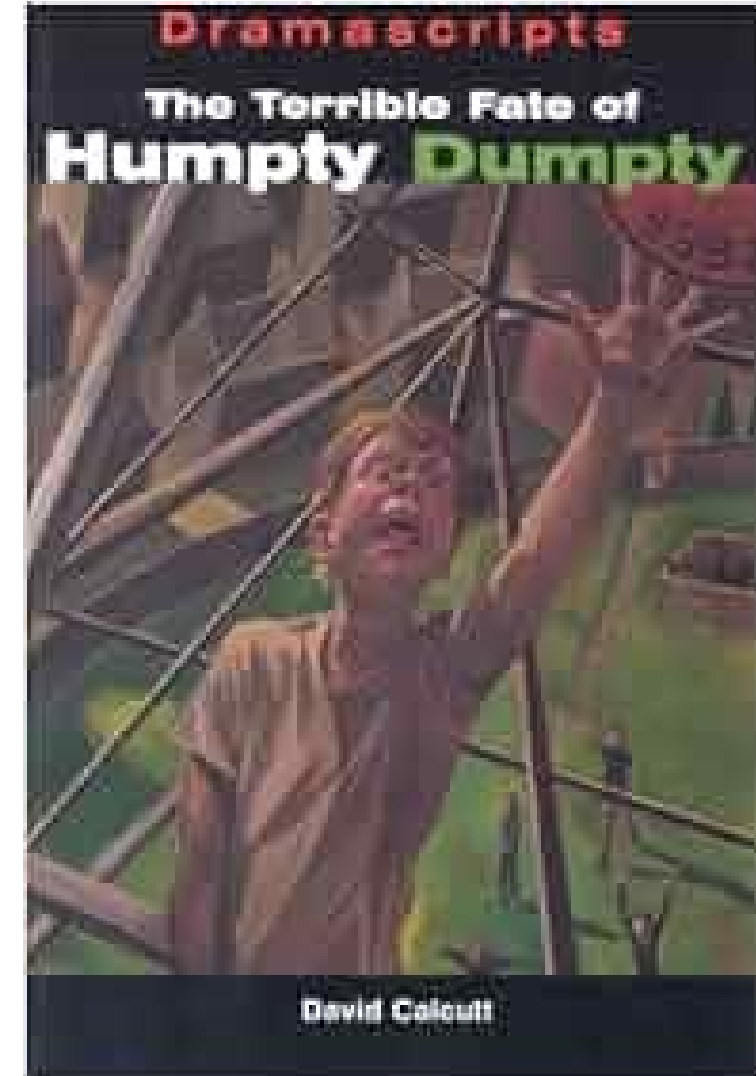
Stubbs – Gang leader

Jimmy – Stubb's second in command

Sammy – Terry's friend – also in the gang

“Tragic accident, or deliberate killing? It's going to make a good story.”

We killed him. It was us. We did that!” Sammy



Performing Arts: Music

Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

Music

1. Confidence
2. Pitch
3. Collaboration
4. Melody/Harmony

AUT 2:

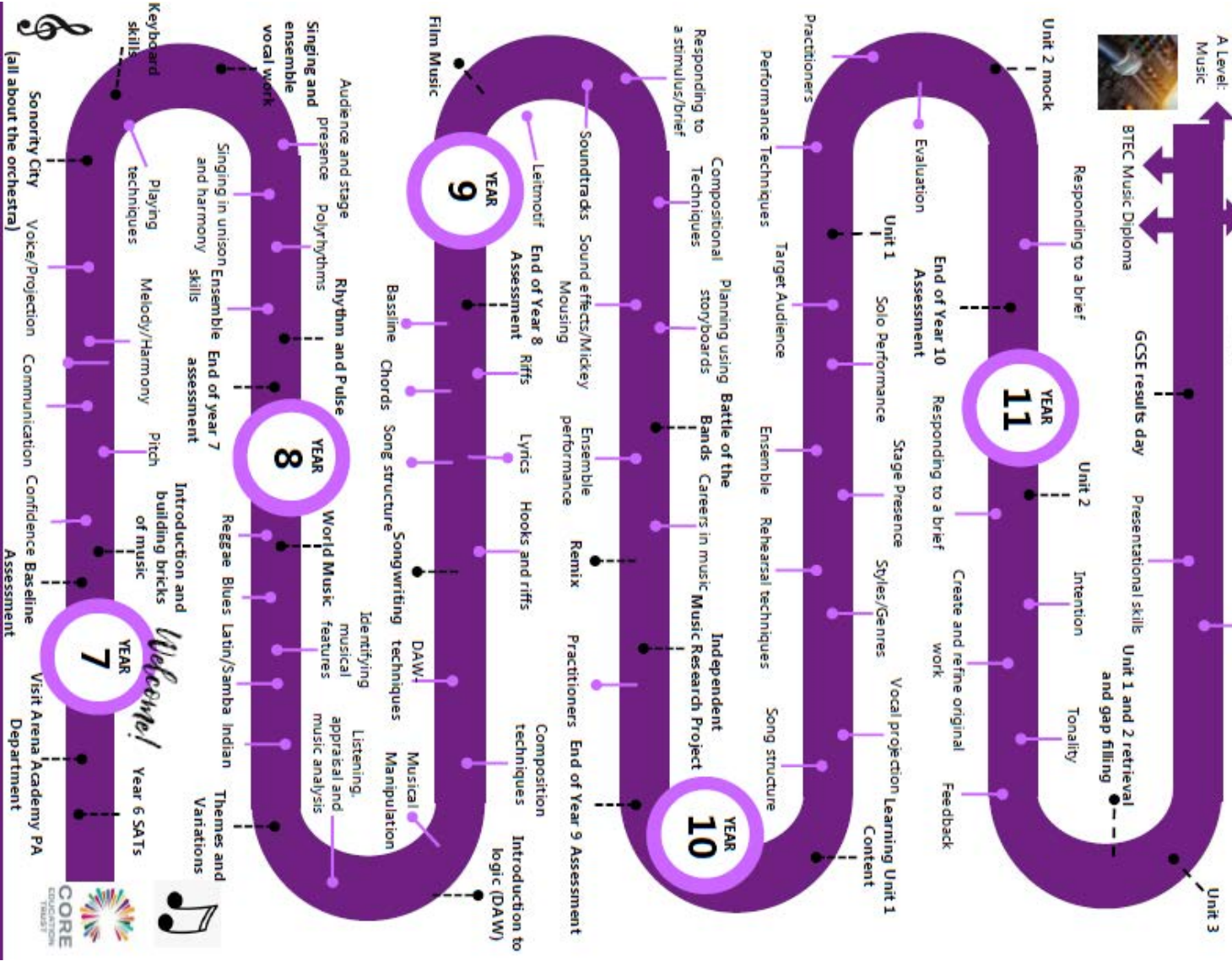
Music

5. Voice/Projection
6. Sonority City



Music
Apprenticeship: in music performance and production, event management and games art.

PERFORMING ARTS - Music Learning Journey



BUILDING BRICKS

Exploring the Elements of Music



<p>A. Pitch</p> <p>The highness or lowness of a sound.</p>	<p>B. Tempo</p> <p>The speed of a sound or piece of music.</p> <p>FAST: <i>Allegro, Vivace, Presto</i> SLOW: <i>Andante, Adagio, Lento</i> GETTING FASTER – <i>Accelerando (accel.)</i> GETTING SLOWER – <i>Ritardando (rit.) or Rallentando (rall.)</i></p>	<p>C. Dynamics</p> <p>The volume of a sound or piece of music.</p> <p>VERY LOUD: <i>Fortissimo (ff)</i> LOUD: <i>Forte (f)</i> QUITE LOUD: <i>Mezzo Forte (mf)</i> QUITE SOFT: <i>Mezzo Piano (mp)</i> SOFT: <i>Piano (p)</i> VERY SOFT: <i>Pianissimo (pp)</i> GETTING LOUDER: <i>Crescendo (cresc.)</i> GETTING SOFTER: <i>Diminuendo (dim.)</i></p>	<p>D. Duration</p> <p>The length of a sound.</p>
<p>E. Texture</p> <p>How much sound we hear.</p> <p>THIN TEXTURE: (<i>sparse/solo</i>) – small</p> <p>THICK TEXTURE: (<i>dense/layered</i>) – lots of instruments or melodies.</p>	<p>F. Timbre or Sonority</p> <p>Describes the unique sound or tone</p> <p><i>Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzy, Crisp, Mellow</i></p>	<p>G. Articulation</p> <p>How individual notes or sounds are played/techniques.</p> <p>LEGATO – playing notes in a long, smooth way shown by a SLUR.</p> <p>STACCATO – playing notes in a short, detached, spiky way shown by a DOT.</p>	<p>H. Silence</p> <p>The opposite or absence of sound, no sound. In music these are RESTS.</p>
<p>I. Notation</p> <p>How music is written down.</p> <p>STAFF NOTATION – music written on a STAVE (5 lines and spaces)</p> <p>GRAPHIC NOTATION/SCORE – music written down using symbols to represent sounds.</p>		<p>J. How Music Works</p> <p>Music can create an atmosphere or ambience e.g., <i>supermarkets and restaurants</i>.</p> <p>Music can create an image e.g., <i>in response to art, a story, a poem, a character, a situation</i> – this is called PROGRAMME MUSIC.</p> <p>Music can be calming e.g., <i>end of an evening in clubs and bars</i>.</p> <p>Music can be used for spiritual reasons e.g., <i>worship, meditation, reflection, hymns and chants, yoga, and spiritual reflection</i>.</p> <p>Music can be used for commercial purposes e.g., <i>advertising, TV themes</i>.</p>	

Sonority City

Exploring Instruments of the Orchestra

A. Key Words, Terms and Facts about the Orchestra

ORCHESTRA – A large **ENSEMBLE** (group of musicians) of performers on various musical instruments who play music together. No set numbers of performers although a **SYMPHONY ORCHESTRA** (a large orchestra) can have between **80-100+** performers. Famous orchestras include: **THE LONDON SYMPHONY ORCHESTRA**, **THE BBC SYMPHONY ORCHESTRA** and the **HALLÉ ORCHESTRA** (Manchester).

CONDUCTOR – Leads the orchestra with a **BATON** (white 'stick') and hand signals. Stands at the front so they can be seen by all performers. Sets the **TEMPO** and **BEATS TIME**. Brings different instruments 'in and out' when it is their turn to play. Keeps the performers together. Takes charge in rehearsals. In ultimate control of the performance of the music, adjusting dynamics and mood.

FAMILIES/SECTIONS – Instruments of the orchestra can be divided into 4 families or sections: **STRINGS**, **WOODWIND** and **PERCUSSION**.

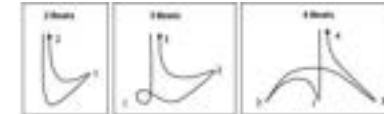
TUNING UP – Before the orchestra rehearses or plays, all instruments need to be **IN TUNE** with each other. The conductor leads the orchestra to the note 'A' which all other instruments **TUNE** to.

SONORITY (also called **TIMBRE**) – Describes the **UNIQUE SOUND OR TONE QUALITY** of different instruments and the way we can identify orchestral instruments as being distinct from each other – Sonority can be described by many different words including – *velvety, screechy, throaty, rattling, mellow, chirpy, brassy, sharp, heavy, buzzing, crisp, metallic, wooden etc.*

PITCH - The **HIGHNESS** or **LOWNESS** of a sound, a musical instrument or musical note (*high/low, getting higher/lower, step/leap*).



B. The Layout of the Orchestra and Famous Conductors



C. Strings Section/Family

Largest section of the orchestra who sit at the front, directly in front of the conductor. Usually played with a **BOW (ARCO)**, (not the **HARP**) but can be **PLUCKED (PIZZICATO)**. **VIOLINS** split into two groups: **1st VIOLINS** (often have the **main MELODY** of the piece of music) and **2nd VIOLINS**.



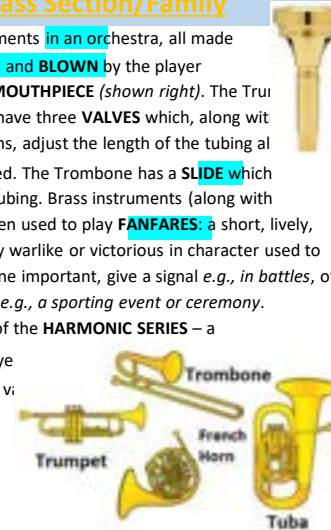
D. Woodwind Section/Family

Originally (and some still are) made from wood (some now metal and plastic) **BLOWN**. **FLUTES**: Flute and Piccolo – air blown over hole. **SINGLE REED** (small piece of bamboo in the mouthpiece): Clarinet, Bass Clarinet & Saxophone (not traditionally in the orchestra, but some modern composers have used it) **DOUBLE REED** (two reeds in the mouthpiece): Oboe, Cor Anglais, Bassoon, Double Bassoon.



E. Brass Section/Family

Four types of brass instruments in an orchestra, all made from metal – usually brass and **BLOWN** by the player 'buzzing their lips' into a **MOUTHPIECE** (shown right). The **French Horn** and **Tuba** all have three **VALVES** which, along with the player's mouth positions, adjust the length of the tubing at different notes to be played. The **Trombone** has a **SLIDE** which adjusts the length of the tubing. Brass instruments (along with Percussion) have often been used to play **FANFARES**: a short, lively, loud piece of music usually warlike or victorious in character used to mark the arrival of someone important, give a signal e.g., in battles, of the opening of something e.g., a sporting event or ceremony. Fanfares often use notes of the **HARMONIC SERIES** – a limited range of notes played by smaller trumpets with no valves.



F. Percussion Section/Family

Always located at the very back of the orchestra (due to their very loud sounds!). **Large number of instruments** which produce their sound then **hit, struck, scraped, or shaken**.



Piano Xylophone Glockenspiel Timpani
Celesta Tubular Bells



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Triangle Gong Tambourine
Cabasa Maracas

Physical Education

Topics covered from the beginning of the academy year to the end of this half-term.

AUT 1:

1. Multi skills and assessment
2. Invasion games
3. Netball

AUT 2:

4. Net and Wall
5. Handball
6. Basketball

PE: Netball

Skills and Techniques

Footwork: When you receive the ball from another player you will land with your feet using '1, 2' the first foot is your landing foot the second foot is your pivoting foot.

Pivoting: You may move around on a pivot by keeping foot number 1 on the floor, but not lifting it up, your foot number 2 can help you by moving around in a circle.

Chest pass: This is a short and powerful pass, you have your hands in a W shape and push to extend your arms, you also step forward to give more power.

Shoulder pass: This is a long and powerful shot, you start with the ball in your strong hand next to your shoulder, you extend your arm and follow through with your body.

Bounce pass: This is a pass which is low to the ground, you use the same position as a chest pass but aim in $\frac{3}{4}$ of the way between you and the person you are bouncing too.

Marking: You must be 1m away with your feet from the player, once you have this distance you put both of your arms up over the ball and go onto your tiptoes, when the ball is released you jump to attempt to intercept.

Shooting: You have one hand underneath the ball and the other helping it to balance, you get your aim correct and then bend your knees and release the ball, flicking your wrists

Dodging: When you need to get free from your player you push off one foot and then turn your hips to change direction and run the other way.

Rules

Contact: You can't touch or push any player during the game as it is a non-contact sport, this will result in a **penalty pass** or if they contact you whilst you are in the shooting circle, you will get a penalty shot.

Footwork: If the player moves the landing foot or takes 3 steps with the ball, the other team gets a free pass.

Obstruction: You must be 1 metre away from the player with the ball before your arms go up and over the ball. If your defender is obstructing you before you shoot, you get a penalty shot.

3 Seconds: You can only hold the ball for 3 seconds before you pass or shoot.

Centre Pass: To start a game, and after a goal is scored you go back to the centre pass and players must receive the ball in the centre third.

Repossession: If a player drops the ball or bounces the ball and picks it back up again the other team gets a free pass.

Offside: If you go into a third that you are not allowed in or if any other player than GS GA GK GD go into the shooting circle the other team gets a **free pass**.

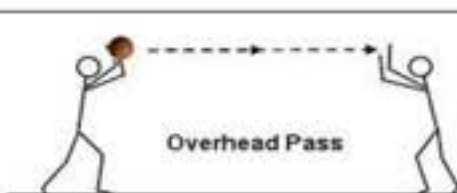
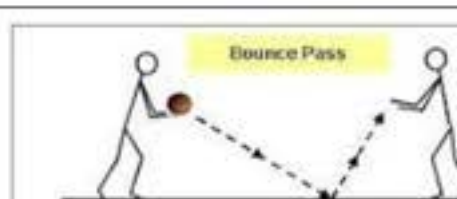
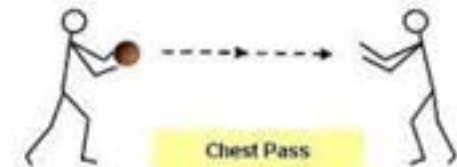
The Game:

Netball is played over 4 quarters.

Glossary

Attack
Defence
Footwork
Pass
Interception
Marking
Dodging
Receive
Obstruction
Contact
Pivoting
Shooting
Repossession
Signal
Space
Rebound
Umpire

Pictures



Positions

GS
GA
WA
C
WD
GD
GK



Marking the ball



Landing

PE: Handball

Skills and Techniques

Dribbling: Players may dribble the ball as in basketball but are allowed 3 steps before and after the dribble. You need to keep the ball close to your body to help protect the ball from defence, also keep your head up so you can weave in and out of the opposition without the ball being intercepted.

Overhead pass: This is a double handed throw, similar to a football throw in.

Chest pass: This is a short and powerful pass, you have your hands in a W shape and push to extend your arms, you also step forward to give more power.

Shoulder pass: This is a long and powerful shot, you start with the ball in your strong hand next to your shoulder, you extend your arm and follow through with your body.

Bounce pass: This is a pass which is low to the ground, you use the same position as a chest pass but aim in $\frac{1}{4}$ of the way between you and the person you are bouncing too.

Blocking/Marking: This is similar to marking and intercepting the ball in netball, both hands are over the ball and when the ball is released you must jump to try and gain possession. Handball is a sport where a certain amount of **contact** is permitted. To tackle properly, you contact the opponent's shooting arm at the upper arm or the shoulder to take away the opponent's shooting power. The other hand is placed on the opponent's body at hip height in order to control the opponent's movement.

Rules

Pushing, holding, tripping and hitting are violations. You cannot push a player out of the way – it is a non-contact sport. You cannot trip a player over accidentally or deliberately. Free throws will be given from where ever the violation took place.

Players are not allowed to play the ball with their legs below the knee or to dive on the floor to play a ball, this will also result in a free throw.

Players are not allowed to take more than 3 steps with the ball. If a handball player takes more than three steps without dribbling (bouncing the ball) or holds the ball for more than 3 seconds without bouncing it, shooting or passing, then that is deemed 'walking' and possession is lost.

To score a goal you must throw the ball into the goal when you are outside the goal area.

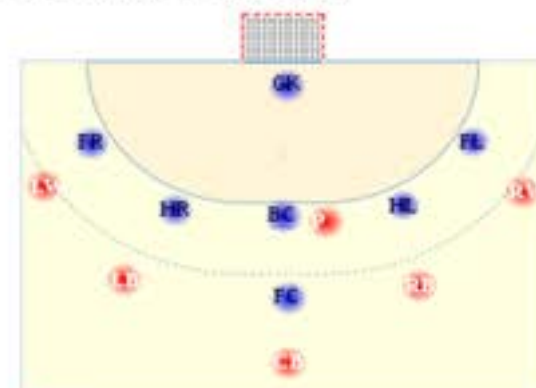
Defensive players are allowed to use their body, arms and hands to obstruct an opponent. The game is quite fast and includes quite a lot of contact as the defenders try to bodily stop the attackers from approaching the goal. Only frontal contact by the defenders is allowed; when a defender stops an attacker with their arms from the side, the play is stopped and a free throw is given.

Glossary

Dribble
Overhead Pass
Chest pass
Bounce Pass
Shooting
Goalkeeper
Defence
Attack
Score
Shot
Team Work
3 step
Contact
Free throw

Pictures

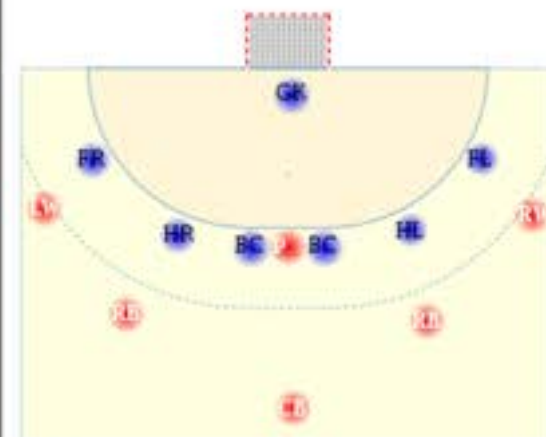
5-1 defensive formation



● Offense player
● Defense player

WR - Left wingback
WL - Left backcourt
BR - Right wingback
BL - Right backcourt
BC - Back center
FC - Full court
GK - Goalkeeper

6-0 defensive formation



● Offense player
● Defense player

WR - Left wingback
WL - Left backcourt
BR - Right wingback
BL - Right backcourt
BC - Back center
FC - Full court
GK - Goalkeeper

PE: Badminton

Physical Education Department – Knowledge organiser – BADMINTON year 7, 8 and 9

Skills and Techniques

Forehand- A forehand shot is where the racket is away from the body, for example if you are right handed the racket will be towards the right side of your body.

Backhand- A backhand shot is where the racket is across the body and towards the opposite side to your strong hand. For example if you are right handed it will be across your body and hitting from the left side.

Serving- There are 4 types of serve: Low, High, Flick and Drive. The low is gently placed over the net to land at the front of the court. The high is opposite, a powerful serve which lands at the back of the court. The flick serve is similar to the high but lands more mid court. The drive serve is a flat, low and powerful serve which is aimed towards the back of the court.

Grip- The grip of the racket is very similar to a hand shake. To test you have the correct grip hold the racket head in your hand, then carefully slide your hand down the racket. Then, wrap your fingers around the handle. You will slightly change your grip when you play a backhand shot as your wrist will turn towards the net.

Footwork- Side stepping will be the majority of the footwork you do, it allows you to move around the court efficiently while still maintaining proper hitting form. Your legs should be square with your body and move side-to-side. Regardless of the direction you are moving, your head should always be facing the net.

Skills and Techniques

Drop shot – A drop shot is a front of court shot, similar to a net shot but from mid court. It travels a long distance but aims to drop to the floor as soon as it goes over the net. The shuttle needs to be hit with a high elbow at the highest point possible to ensure it reaches the opponents court side.

Smash shot – This is a powerful shot which most of the time will win you the point. It is a mid-court shot which moves in a downwards motion very powerfully so it is almost impossible for your opponent to return the shuttle. This is in a downwards motion and power is needed from your shoulder and arm.

Net shot – This is where the shuttle glides just over the net, almost in touching distance. This is a hard shot to return as it is very low to the floor when it goes over the net so the player must be quick to get low and return this. You must lean over the net ensuring you do not touch it and hit the shuttle gently in a downwards motion.

Clear shot – This is a long shot which aims to land in the back tram line of the court. This is helpful if your opposition tends to play close to the net as they will not have much time to get to the back of the court to return the shuttle. To ensure this is successful you must ensure your elbow is high and you make contact with the racket and shuttle at its highest point with a lot of power.

Singles court – short and wide

Doubles court – Long and narrow

Glossary

Shot	Serve	Net	Rally	Smash	Drop	Drive
Forehand	Backhand	Grip	Footwork	Underarm		
Shuttlecock	Racket	Overarm	Tramline	Flick		
Singles	doubles	High	Low	Short	Long	

Pictures



Forehand



Backhand



Smash shot

PE: Basketball

Key Skills

Dribbling: Touch the ball with your fingertips, not your palm. When you dribble, you want your hands to make contact with the ball so that you have good control over the ball and you don't have to use much arm strength to keep the ball bouncing. Don't slap the ball with your palm. Handle the ball with the tips of your fingers. Spread your fingers out across the surface of the ball for a wider, more balanced contact area

Chest pass: The ball should be held close to your chest. Your fingers should be spread comfortably around it, shielding the ball. Take a step forward as you release the ball and extend your arms sharply as you push the ball towards your team-mate. As your arms straighten, finish the pass with the wrists snapping inward. Aim to keep your thumbs together and pointing downwards. Your fingers should be pointing towards your target.

Bounce pass: The trick is to fake a move which draws the defender one way, then pass the ball underneath their outstretched arms. Bend your knees and extend your arm to the side of your body to give you the space and angle to make the pass. Use your fingers to push the ball downwards to your team-mate. The ball will slow after bouncing, so aim to hit the floor about two-thirds of the way to the receiver. This reduces the risk of your opponent intercepting the ball.

Pivoting: After stopping with the ball, pivoting allows you to change direction and look for a pass or shot. Remember not to move the foot you stopped on - that's against the rules. If you stopped on both feet at the same time you can choose which foot on which to pivot. Moving off one foot means the other one is your pivot foot. To begin the pivot, lift the heel of your turning foot and transfer your weight over it. Lift your non-pivot foot up and use it to turn your body by making short little steps to steady your balance. You can move quite a lot as long as the ball of the pivot foot remains in contact with the court and does not move.

Rules

The game consists of two teams with 5 players on court for each team at one time. The aim is to score as many hoops, shooting through the hoop as you can in the time allocated.

Players cannot travel with the ball. They can move with the ball by dribbling but once they stop and hold the ball with two hands they must pass the ball. If they do not pass the ball and start dribbling again they will be pulled up for 'double dribble'.

Players cannot hold the ball for longer than 5 seconds. If the ball goes out of play then a side line ball is taken from the opposite team.

Once the offense (attacking team) has brought the ball across the mid-court line, they cannot go back across the line during possession.

Fouls are given for hitting, holding or pushing an opponent. If a player fouls the shooter, then 1-3 free throws can be awarded (each worth 1 point).

Scoring system

3 points are awarded if the ball is successfully shot through the hoop from behind the 3 point line

2 points are awarded if the ball is successfully shot through.

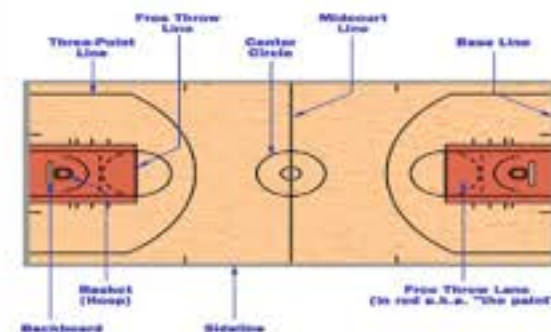
1 point If a foul is committed they have a free attempt to shoot their ball through the hoop. A player is given a point for every successful foul shot.

Positions

Glossary

Offense	Defense	Double dribble
Foul	Travelling	Triple threat
position	Lay up	Free throw
backboard	dribble	Screening
Bounce pass	Pivot	Hoops
Assist	Attack	Key
	Guard	Shooting

Pictures



Design Technology



The Eatwell Guide

What is the Eatwell Guide?
The Eatwell Guide is a guide that shows you the different types of food and nutrients we need in our diets to stay healthy.

Why is the Eatwell Guide important?
The Eatwell Guide shows you how much (proportions) of food you need for a healthy balanced diet.

What are the consequences of a poor diet?
A poor diet can lead to diseases and can't stop us from fighting off infections.

What are the sections on the Eatwell Guide?

1. Fruit and vegetables
2. Potatoes, bread, rice, pasta and other starchy food
3. Dairy and alternatives
4. Beans, pulses, fish, egg, meat and other proteins
5. Oils and spreads

Eat 5 portions of Fruit and Vegetables a day. One portion is 80g.

Year 7 Food Knowledge Organiser: Principals of Nutrition

Fat

Function:
Energy
Warmth
Protection of organs

Sources
Saturated Fat (Bad Fats)
Meat
Processed Foods
Lard

Unsaturated Fat (Good Fats)
Avocado
Nuts
Olive oil

Saturated Fats - solid at room temperature and are from animal sources. Unsaturated fats are liquid at room temperature and are vegetable sources.

Too much	Too little
<ul style="list-style-type: none"> Obesity Type 2 diabetes Heart Disease 	<ul style="list-style-type: none"> Fat soluble vitamin deficiencies

Macronutrients

Needed in large amounts to help the body to function properly

Protein

Function:
Growth and Repair
Energy

Sources:
Plant:
Nuts
Quorn
Beans
Lentils

Animal:
Eggs
Fish
Meat

Too much	Too little
<ul style="list-style-type: none"> Turns to fat if not turned into energy 	<ul style="list-style-type: none"> Anaemia Slow growth in children

Carbohydrates

Function:
Energy

Sources:
Bread
Pasta
Rice
Wheat
Potatoes
Cereals

Sugars:
Cakes
Sweets
Fizzy drinks

We should consume no more than 30g of sugar per day

Too much	Too Much
<ul style="list-style-type: none"> Obesity Type 2 diabetes Heart Disease 	<ul style="list-style-type: none"> Tooth decay Type two diabetes Obesity

Water

Keeps us hydrated.

Source
Drinks, fruit and vegetables, soup.

Function	Too little
<ul style="list-style-type: none"> Controls body temperature. Gets rid of waste in the body. 	<ul style="list-style-type: none"> Dehydration leads to headaches, irritability and loss of concentration.

Fibre

Function:
It helps with digestion
It helps to get rid of waste

Source:
Wholegrain,
Whole wheat,
Wholemeal cereals,
Peas and beans

Too Little
<ul style="list-style-type: none"> Constipation Bowel Cancer

Heat Transfer and Cooking methods

Heat Transfer

The way in which heat energy is passed into food

Conduction - Transferring heat through a solid object into food
e.g. Frying bacon in a pan, using a pan on the hob, a metal spoon in water

Convection - Transferring heat through a liquid or air into food
e.g. Baking a cake, boiling water, cooking in an oven

Radiation - Transferring heat by infra-red waves that heat up what they come into contact with
e.g. grilling sausages or bacon, making toast

Cooking methods		
Dry Heat	Moist Heat	Frying
Baking	Steaming	Deep fat frying
Grilling	Boiling	Shallow frying
Roasting	Poaching	Stir frying
Barbequing	Stewing	Sautéing
Basting	Simmering	

Useful web links:
<http://www.foodfactoflife.org.uk>

Micronutrients

Needed in small amounts to help the body to function properly

Watch the video to learn more
<https://www.youtube.com/watch?v=ISZLTHSHYg>

Mineral	Sources	Function	Vitamin	Sources	Function
Iron	Red meat, spinach, beans and lentils	Helps our red blood cells carry oxygen so that we are not anaemic.	Vitamin A (fat soluble)	Fish, eggs, oranges	Helps us to see well
Calcium	Milk, cheese and some cereals	Help us to have strong bones and teeth.	Vitamin D (fat soluble)	Eggs, the sun	Helps our bones to grow
Sodium	Processed foods	Controls the body's water content and helps our nerves	Vitamin C (Water soluble)	Oranges, tomatoes, vegetables	Helps to heal cuts, helps the immune system.
			B Vitamins (Water soluble)	Cereals, meat, fish	Helps to keep us healthy

To improve shelf life

To develop flavour

To improve texture

To give variety in diet

Why Food is cooked
Different cooking methods change our food in different ways
Appearance, Texture, Flavour, Smell and Nutritional value

To improve appearance

Bacteria

A micro organism that multiply in certain conditions.

Where can bacteria be found?
Everywhere!

Are all bacteria bad?

No- some are good and essential for normal bodily function.

How can you reduce the risk of bacteria?

- Storing food separately
- Storing and cooking foods at the correct temperatures

The 4 C's

Cleaning – wash your hands properly

Cooking – make sure you cook food properly or you could make someone very ill

Chilling – keep it chilly silly

Cross contamination – keep raw meat and cooked food apart

Year 7 Food Knowledge Organiser: Food and kitchen hygiene

Key Terms

Hygiene	Keeping the workplace and food workers clean which ensures food is safe to eat
Hygiene procedure	The steps you would go through to ensure that a product is produced in a safe and hygienic way
Contamination	Presence in food of harmful substances or bacteria. To spoil or dirty something
Physical contamination	The presence of a foreign body in a food product for example a plaster that has fallen off the food workers hand
Chemical contamination	The presence of unwanted or unsafe chemicals in food
Biological contamination	The presence of harmful microorganisms in food
Danger zone	A temperature of between 5°C and 63°C when bacteria will grow most rapidly
Cross contamination	Safe food being contaminated by unsafe food.
Food poisoning	Chilled foods should be stored at between 1°C and 5°C to slow the growth of bacteria Illness caused by food being contaminated by microorganisms. Food poisoning occurs if harmful microorganisms contaminate food and are then allowed to grow.
Symptoms	The physical signs that are shown when someone is unwell

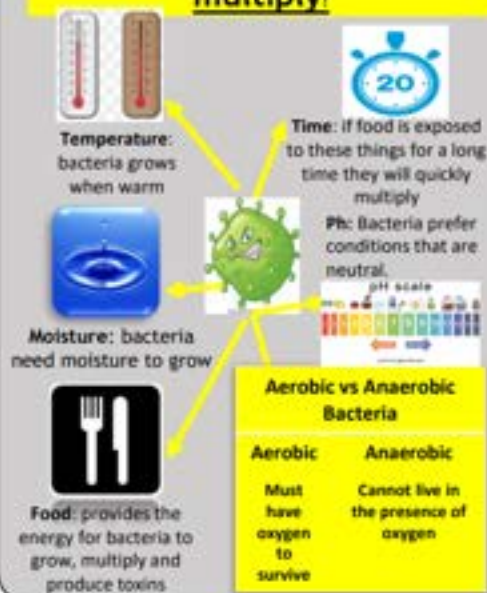
Storing Food

Temperature is really important to keep food safe. The following temperatures should be used:

Refrigeration	Fridges should run at 4°C or below.
Freezing	Freezing of food at -18°C or below will stop bacteria multiplying.
Cooking	Temperatures of 75 °C or above kills almost all types of bacteria.
Danger Zone	The temperature range where bacteria is most likely to reproduce: 5°C-63°C

High risk foods - ready-to-eat food that will support the growth of pathogenic bacteria easily and does not require any further heat treatment or cooking. Such foods are usually high in protein and moisture require strict temperature control and protection from contamination and include: cooked meats, cooked shellfish.

What do bacteria need to multiply?



Common Food poisoning Pathogens

Pathogen	Sources	Symptoms
E coli	Raw meat, untreated milk and water.	Vomiting, blood in diarrhoea, kidney damage or failure
Listeria	Soft cheese, pate, unpasteurised milk, under cooked meat	Mild flu, meningitis and pneumonia
Campylobacter	Meat (chicken) shellfish, untreated water.	Diarrhoea, headache, fever, abdominal pain.
Salmonella	Raw meat, eggs, seafood, dairy products	Diarrhoea, vomiting and fever.
Bacillus cereus	Cooked rice, pasta, and cereal foods	Nausea, vomiting, diarrhoea
Staphylococcus Aureus	Anything touched by hand, Dairy product	Nausea, vomiting, diarrhoea

Watch video to confirm knowledge

<https://www.youtube.com/watch?v=flxmB8NKMzE>

Storage

To prevent cross contamination (the spreading of bacteria), foods must be stored separately. Follow the rules of food storage within a fridge:




Most bacteria grow rapidly at body temperature (37°C), but can grow between 5°C and 63°C. This is known as the danger zone. The more time food spends in the danger zone the greater the risks of harmful bacteria growing. Therefore it is vitally important that we try to keep food out of the danger zone during the production processes.

Personal Development

1 Why do you need to Know British Values? Understanding British values is an important way to enable you to be equipped for life in modern British society. There are 5 fundamental British Values. Through understanding the British values of Democracy, the Rule of Law, Individual Liberty, Mutual Respect, and Acceptance for those with different faiths and beliefs, you will develop self-knowledge, be better able to make the right choices and make contributions to the school and the wider community.

Democracy

2	Democracy	8	<p>Examples of Political Parties:</p> 	
3	In the United Kingdom we vote (age 18 +) for the people we want to run our councils and Government.			
4	We vote for Members of Parliament (MP's). Elections take place at least once every 5 years.			
5	In our democracy there are political parties. At the time of writing the political party who has the majority of MP's in Parliament is the Conservative Party. Labour are currently the opposition Party.	9		When elections take place for Members of Parliament, the public go to vote. Traditionally this happens on a Thursday, and people vote in a secret ballot. People only know who you vote for if you decide to tell them – it is rude to ask!
6	The Leader of the Conservatives and our current Prime Minister is Theresa May. The Leader of the Opposition is Jeremy Corbyn.	10		Where can I see British Values at School? Democracy – School Council / Form Representatives / Student Executive. We hold mock elections and in PSHE you will learn more about politics. We participate in the MAT debating competition, held in the council chamber at the Town Hall.
7	MP's debate in the Palace of Westminster, in the House of Commons. On the opposite side of the Building is the House of Lords. The House of Lords (unelected members) ratify law and policies put forward by parliament.			

The rule of law

11	In the UK, we have laws which determine what is legal and illegal. You are expected to know the difference between right and wrong.	14	There are consequences for making the wrong choice or taking illegal actions. We all take responsibility for our actions.
12	The rule of law is a principle that individuals and institutions are subject and accountable to, which is fairly applied and enforced.	15	Where can I see British Values at School? Rule of Law – Our Behaviour Systems and Behaviour Policy. We have agreed rules and expectations so that our school is a safe and happy place where all differences are reconciled peacefully. We have a PCSO that comes into school to educate you in the law.
13	Those who commit crimes will ultimately be brought to justice through the legal system including Police officers, courts and lawyers. The rule of law acts as a deterrent, to deter people from criminal acts.		

Individual liberty

16	In the UK you are free to have an opinion (unless it is extremist) and believe in what you want without discrimination.	18	Where can I see British Values at School? Mutual Respect – Our academy ethos, antibullying and assemblies. Boundaries are used to ensure you are safe.
17	You have the freedom to make choices and decisions without being judged.		

Mutual **respect** for and **tolerance** of those with different faiths and beliefs and for those without faith.

19	Mutual Respect and Tolerance are the proper regard for an individuals' dignity, which is reciprocated, and a fair, respectful and polite attitude is shown to those who may be different to ourselves.	21	We should all actively challenge students, staff or parents expressing opinions contrary to the values we hold in society and as a school and those that underpin the fabric of a democratic Britain. This is crucial to us to protect one another and to tackle 'extremist' views and prevent people from being radicalised.
20	Differences in terms of faith, ethnicity, gender, sexuality, age, young carers and disability, are differences that should be respected, tolerated and celebrated.	22	Where can I see British Values at School? Acceptance of Faith – RE Lessons and Assemblies. We give you messages of tolerance and respect for others no matter what their ethnicity, beliefs, sexuality, gender or disability.

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance
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