Knowledge Organiser

Year 7

Cycle Three

2025-26

St LUKE'S
Church of England School

Personal Details

Name ..... Tutor ..... Tutor Group .....

School email address ..... School username ..... Password .....

Sparx username ..... Sparx password ..... Classcharts .....

Homework Guide

You are expected to spend a minimum of one hour on your homework each day. You should spend 30 minutes on each subject. You will be assessed on the knowledge in your knowledge book for every subject throughout each cycle.

Homework Schedules

Week commencing	Week	Section of KO to work from
Week 1	A	20th April
Week 2	B	27th April
Week 3	A	4th May
Week 4	B	11th May
Week 5	A	18th May
Week 6	B	1st June
Week 7	A	8th June
Week 8	B	15th June

Week commencing	Week	Section of KO to work from
Week 9	A	22nd June
Week 10	B	29th June Assessment week: Revise for assessments
Week 11	A	6th July: Superteaching: Teachers will set homework based on knowledge gaps identified in assessments
Week 12	B	13th July: No Homework

Week A	Subject 1	Subject 2
Monday	English	MFL
Tuesday	Sparx English	History
Wednesday	Sparx Maths	PE Health and Nutrition
Thursday	Sparx Science	Geography
Friday	Drama	Comp
Week B	**Subject 1**	**Subject 2**
Monday	English	MFL
Tuesday	Sparx English	History
Wednesday	Sparx Maths	Life to the Full
Thursday	Sparx Science	Geography
Friday	Art	Music

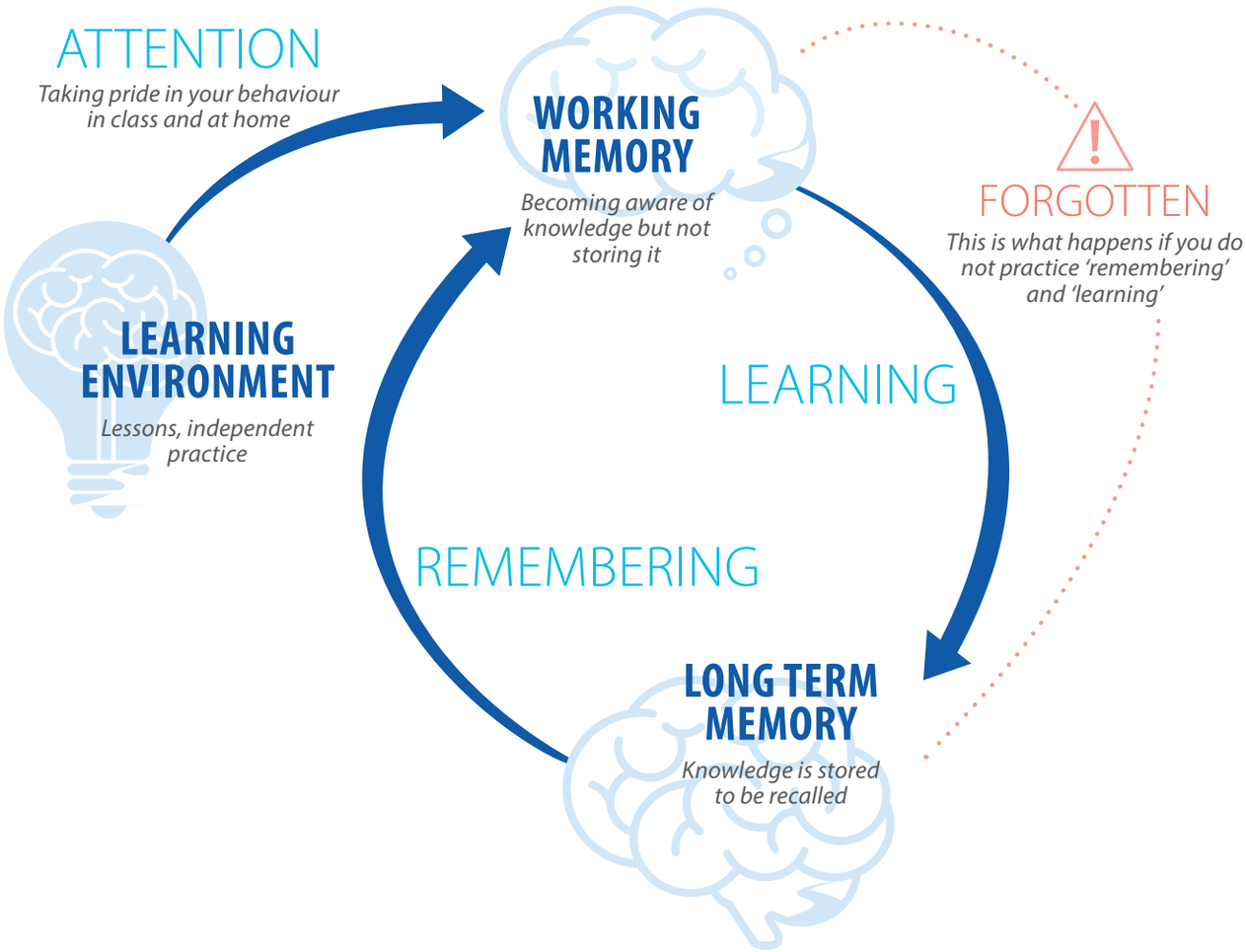
Sparx Homework

- SPARX maths home learning - https://sparxmaths.com/
- Username .....
- Password .....
- Sparx for English, Maths and Science is set a week in advance. English is due on a Tuesday, Maths on Wednesday and Science on Thursday. It is due 8am on the day of deadline.
- There are support sessions in school running Tuesday – Thursday at both break and lunchtime in the Maths corridor.
- Any student who hasn't completed 100% of their Sparx for English, Maths or Science by 8am on deadline day will be expected to attend Sparx homework catch up after school that day. Or get to 100% throughout the day by going to the Maths corridor during break and lunch to catch up.

Rewards

Early completion rewards are given for English, Maths and Science.

This is how you learn



Mastering your Memory and Cornell Notes

- **Learning** is what happens when knowledge moves from your **working memory** to your **long term memory** and can be recalled or retrieved.
- Your **working memory** is like a desktop on your computer. If the information is not 'saved' then it will be **forgotten**.
- Your **long term memory** is like a computer hard drive. **Remembering** is what happens when you access the information in your **long term memory**.
- Cornell notes for homework and do now quiz questions are two of the ways we support you to remember the key content from your lessons.
- Your brain needs to regularly practice retrieving that information for it not to be forgotten.

Link to Learning

Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.

Completing Cornell Notes

1) **Read your knowledge organiser then in the note taking area write bullet points from this week's section of the knowledge organiser**. You can copy the points from your knowledge organiser here or you can rewrite your notes in your own words and shorten. You must fill this entire space.

2) **Summarise all the information in the note taking area into 3 bullet points**. It should cover the main points you think need to be remembered from the notes. If definitions, put down the most important ones for you to remember.

3) **In the cue column, create 5 questions that your bullet points answer**. You need at least 5 questions in this column. Example: If in your note taking area you have written "Elizabeth I became Queen in 1559" then your cue column question could be "What year did Elizabeth I become Queen?

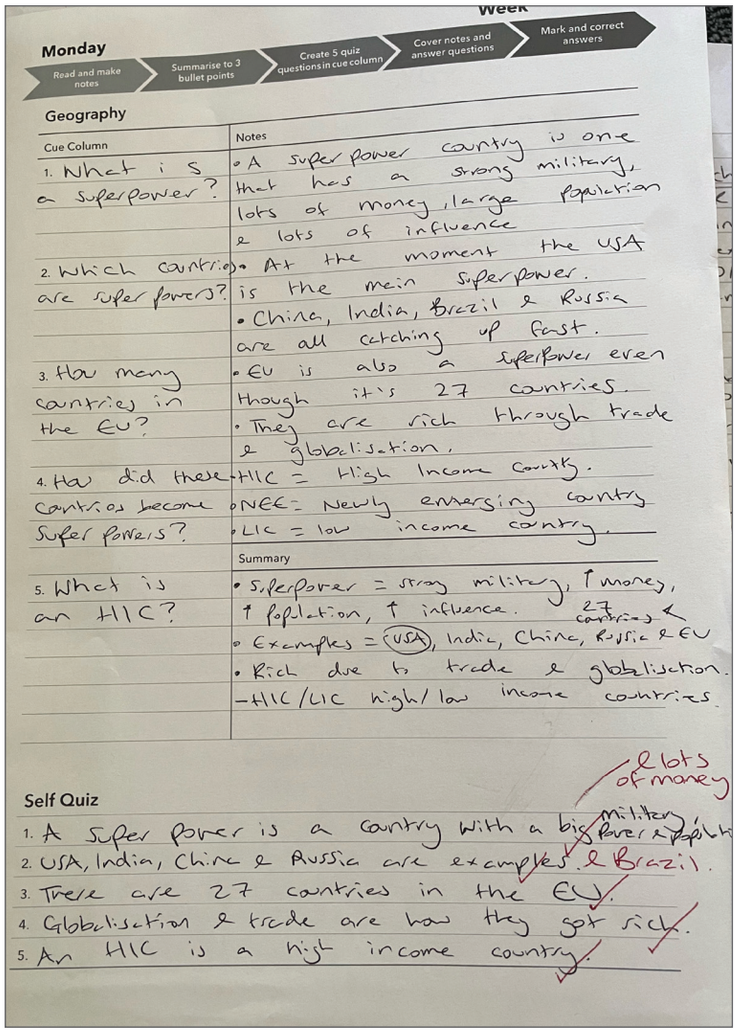
4) **Answer the five questions in full sentences and then mark and correct with green pen.**

How can I write the best possible questions for Cornell notes?

?	Is... Are... Was...	Does... Do... Did...	Can (Possibility)	Should (Opinion)	Will (Prediction)	Might (Imagination)
What (Event)						
When (Time)						
Where (Place)						
Who (Person)						
Why (Reason)						
How (Meaning)						

Journey to deeper questioning

This is what your homework should look like:



Week

Monday

Read and make notes → Summarise to 3 bullet points → Create 5 quiz questions in cue column → Cover notes and answer questions → Mark and correct answers

Geography

Cue Column	Notes
1. What is a superpower?	• A superpower country is one that has a strong military, lots of money, large population & lots of influence
2. Which countries are superpowers?	• At the moment the USA is the main superpower. • China, India, Brazil & Russia are all catching up fast.
3. How many countries in the EU?	• EU is also a superpower even though it's 27 countries.
4. How did these countries become superpowers?	• They are rich through trade & globalisation. • HIC = High income country. • NEE = Newly emerging country • LIC = low income country.
5. What is an HIC?	Summary • Superpower = strong military, ↑ money, ↑ population, ↑ influence. 27 countries • Examples = USA, India, China, Russia & EU • Rich due to trade & globalisation. - HIC/LIC high/low income countries

Self Quiz

1. A superpower is a country with a big military, & lots of money
2. USA, India, China & Russia are examples. & Brazil.
3. There are 27 countries in the EU.
4. Globalisation & trade are how they got rich.
5. An HIC is a high income country.

Timetable Week A

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.15	Morning Tutorial & Session				
Period 1 9.15 - 10.15					
Period 2 10.15 - 11.15					
11.15 - 11.45	Break 1				
Period 3 11.45 - 12.45					
Period 4 12.45 - 1.45					
1.45 - 2.10	Break 2				
Period 5 2.10 - 3.10					
Enrichment 3.10 - 4.10					

Timetable Week B

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.15	Morning Tutorial & Session				
Period 1 9.15 - 10.15					
Period 2 10.15 - 11.15					
11.15 - 11.45	Break 1				
Period 3 11.45 - 12.45					
Period 4 12.45 - 1.45					
1.45 - 2.10	Break 2				
Period 5 2.10 - 3.10					
Enrichment 3.10 - 4.10					

Anti-Bullying at St Luke's

St LUKE'S Church of England School

See It.

If you see or hear of anyone being bullied you should report it immediately. Be an upstander.

Bullying can impact anyone at anytime. It could happen face to face or online. It is important we are vigilant and look after the people in our school community.

Bullying can take many forms including;

- Social media
- Nasty or hurtful messages
- Threatening behaviour
- Name calling
- Sexting
- Cyberbullying
- Pushing, hitting or kicking

Bullying behaviour can include;

- People calling you names
- Making things up to get you into trouble
- taking things away from you
- Damaging your belongings
- Sending abusive messages
- Threats and intimidation

WE STAND TOGETHER AGAINST BULLYING

Report It.

Bullying, of any kind, has no place at St Luke's. Report bullying as soon as you can.

You can report bullying in a variety of ways. We know it takes courage to do so, but be an Upstander, it's the right thing to do.

You can report bullying to any member of staff, we are all upstanders.

You can also use this email address to report bullying

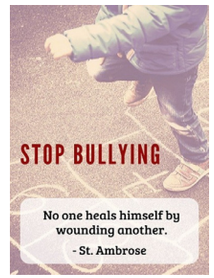
bullyingupstander@stlukescofe.school

Bullying can also be reported on the school website via an online form. The form is on the school life tab, then the Anti-bullying ethos page.

Any bullying incidents are reported to the local authority by the school.

Sort it.

We will deal with bullying sensitively and effectively. Everyone has the right to feel safe and happy.



After any bullying incident it is important to ask the following questions:

1) Has the bullying stopped?

2) Are you happy with the resolution?

If the bullying continues, you must report it again.

As a school community we have a moral duty to challenge bullying and support each other to feel safe and happy, enabling us to live life to the full.

ChildLine 0800 1111

NSPCC Cruelty to children must stop. FULL STOP. 0808 800 5000

Year 7 ART

WEEK 1/2

CUBISM

Cubism was a revolutionary art movement that emerged in the early 20th century. It originated in France and is known for its abstract and geometric style, which broke away from traditional forms of art.

Geometric shapes: Cubism is known for its use of geometric shapes such as squares, circles, triangles, and polygons.
Multiple perspectives: Cubist artists like Picasso & Braque sought to represent a subject from multiple viewpoints simultaneously, often fragmenting the image and reassembling it in an abstract form.
Depiction of form: Cubist artists reduced natural forms to basic geometric shapes, and sometimes even eliminated recognizable forms entirely.
Limited colour palette: Cubist paintings often used a limited colour palette, consisting of earth tones, blacks, and greys.

Key Artists:
Pablo Picasso: Picasso is perhaps the most famous Cubist artist.
Georges Braque: Braque was a French painter who worked closely with Picasso and is often considered a co-founder of the

Cubist portrait showing use of shapes and form.

WEEK 3/4

LINE

Lines are used by Artists and Designers to describe objects, add detail or create expression.

A line is a mark made on a surface. For example, by a pencil, pen or other art material.
A line can be a long continuous mark or short sketchy marks to show the shape of an object or figure.
A line drawing uses only lines without any tonal shading.
Contour Lines - lines that are used to define the shape or form of an object.
Descriptive Lines - tell us more about a subject. They help make a shape look more three-dimensional by showing light, shade and texture.
Expressive Lines - they may be thicker or thinner, bold or smudged. The way lines are created can be used to express emotions and to create mood.
Leading Lines - lines that our eyes follow round a composition.
Geometric Lines - are ones that relate to perfect mathematical shapes and man-made objects. They are straight, regular and uniform. They often follow a specific pattern.
Organic - Lines that appear natural and imperfect rather than man-made or mathematical.

LINE VOCABULARY

Bold Thin Thick Erratic Zig-zag Wavy Broken Hatch Cross-hatch Sharp Soft Curved Angular Dotted Continuous Straight Horizontal Vertical Diagonal Dashed Length Slant Outline Parallel

WEEK 5/6

SHAPE

A shape is a two-dimensional area. Shapes have height and width but not depth.
[2D = height + width]

Shape is defined by a boundary, such as a line, colour, or texture. It can be geometric, like squares or circles, or organic, like the shapes found in nature
Shape can be positive, meaning it is the actual form, or negative, meaning it is the space around the form.
Artists use shape to create visual interest and composition in their works. They can use shape to create a sense of movement or direction, to emphasize certain elements or objects, or to create a pattern or rhythm.
There are two types of shape:
Organic – Organic shapes are ones that can be found in nature. For example, fruit, vegetables, flowers and shells all have organic shapes. Organic shapes are **irregular** and **imperfect**. Naturally, these shapes will all be slightly different from one another. They are often curved and flowing and can seem unpredictable.
Geometric - Geometric shapes are mathematical shapes, such as squares and circles. They are **perfect** and **regular**. They are characterised by straight lines, angles and points.
An exception to this would be a perfect circle as it has no straight lines or points. Other geometric shapes are squares, rectangles, triangles, parallelograms, hexagons etc.

WEEK 7/8

SPACE

Three-dimensional work creates real space. Two-dimensional works can create implied space using artistic technique. Objects take up positive space, while negative space is the empty space around them.

Space in a work of art refers to **a feeling of depth or three dimensions**. It can also refer to the artist's use of the area within the picture plane.
What is space? Space refers to objects and to the area around them. Space relates to volume, so a space has width, depth and height.
Real space – Three-dimensional works like sculptures, architecture, products and jewellery exist in real space – they are real forms that take up a real volume.
Positive and negative space - Whether real or implied, space can be positive or negative. Positive space is taken up by objects. Negative space is the empty space around and between objects.
Enclosed and open space - In architecture, the structure of buildings takes up positive space and creates negative spaces that people live and work in.
The space **inside** a building is called the **interior**. The space **outside** is the **exterior**.
An **enclosed** space is one that is surrounded by the structure with few openings.
An **open** space is one with large opening or few walls or other barriers.

WEEK 9/10

FORM

Form refers to three-dimensional objects. Forms have height, width and depth.
[3D = height, width + depth]

Forms that are three dimensional, such as sculptures or buildings are called **real forms**.
Two-dimensional work can suggest three-dimensional objects by including **implied forms**. This means that lines or shapes are shown in a way that suggests they have depth. This can be done using perspective, or through tone or colour effects.
Geometric forms are mathematical objects including cubes, pyramids and spheres. Geometric forms appear man made and can suggest something solid, balanced and permanent.
Organic forms look natural. They are irregular and may seem flowing and unpredictable. Some designs may mix elements of organic and geometric forms.
Forms have mass. The mass of a form is a result of its size and the material it is made from. The greater the mass the heavier a form is.

FORM VOCABULARY

Rounded Angular Irregular Small Fragile Feminine Masculine Bold Bulbous Sculptural Cylindrical Delicate Balanced Organic Geometric Abstract Realistic Simplified Structure Proportion Spherical Square Ovoid Regular Volume

Year 7 Computing

Week 1

Computer networks and protocols

A computer network is when two or more computers are connected together to allow them to communicate.

Key milestones

The internet: The first internet was called the ARPANET. Only a few people had access to it initially.

World Wide Web: Tim Berners-Lee invented the WWW.

1950–19170 — Mainframe computers: Mainframe computers grew in popularity.

1969 — These were and expe

1974–1977 — The first personal computers: IBM and Apple were a couple of the brands releasing PCs.

1989

1999 — Mini computers: Nokia introduced a mobile phone that could connect to the internet.

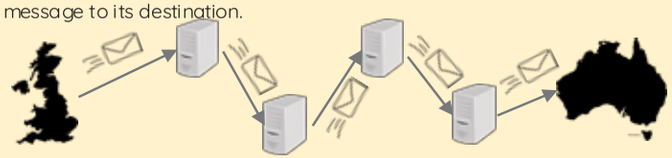
Question
How many devices are now connected to the internet?

Guidance: There are just under 8 billion people on the planet.

Message transmission: email

Just as a letter does not go directly from the sender to the recipient, the email does **not** travel from a sender's machine through a cable or "into the cloud" directly to the recipient's machine.

The message is passed on to many mail servers along the way, who help get the message to its destination.



Protocols

A protocol is a standard set of rules that allow electronic devices to communicate with each other. Protocols exist for several different applications. ... Examples include wired networking (e.g., Ethernet), wireless networking (e.g., 802.11ac), and Internet communication (e.g., IP).

email and web address protocols

For email an **@** symbol must be used in an email address. The email address must be unique e.g. studentname@stlukescofe.school

For web address E.g. http://www.stlukescofe.school All website addresses start with **'http://'** followed by **'www'.** All website addresses are unique. They use **dots** to separate each part of the address.

Week 3

Networking Hardware

What is hardware?
Hardware is the term given to a physical device that you can see and touch. For instance the monitor you are watching this video on is a piece of hardware.

So what is Network Hardware?
The Physical devices that are needed in order to create a network

There are a number of pieces of hardware that are needed in order to create a network. You will become familiar with the following

Hub
A hub connects a number of computers together.
Ports allow cables to be plugged in from each connected computer.
A message sent from computer A to computer B travels via the hub.

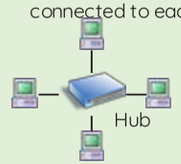
Router
When a network needs to be connected to another network over a large area, a router is needed.
A router forwards messages from one network to another. It acts as a gateway.
A common job of a router is to join a home network to the internet via an internet service provider (ISP).

Server
Some networks will have a server.
A server is a powerful computer which provides services.
There are many different types of server, for example, a file server which stores files (i.e. text, images, sound, or video) that can be accessed by all devices on the network.

Network Cable
To connect together different devices, you need cables.
They have plastic plugs that connect into sockets on devices.
The cable is made up of a number of copper wires.
Data can be sent in both directions across a cable

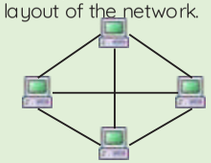
Common types of Network Topology

Network Topology is the way that the elements or parts of a network are connected to each other. The logical layout of the network.



Star Topology

The hub becomes the central device in the network.
All messages between the computers will pass through the hub.
It can be cheaper and easier to set up



Mesh Topology

All computers can communicate with one another as they all have a connection.
It is very robust
This setup requires a lot of cabling.
With more computers, this can become unmanageable and expensive.

Week 5

Wired and Wireless Networks

A computer network can be either wired or wireless.

A computer network can be either wired or wireless.

Wireless networks send data through the air using radio waves.

Popular examples of wireless technologies are:

- Bluetooth
- WiFi
- 3G (third generation wireless mobile)
- 4G (fourth generation wireless mobile

Bandwidth

- Bandwidth is the amount of data that can be moved from one point to another in a given time. Higher bandwidth = more data per second
- The concept is similar to the volume of water flowing through a pipe. This depends on the size and thickness of the pipe.
- More bandwidth **DOES NOT** increase the speed.
  - In the analogy of a pipe, the water doesn't travel any faster as the pipe gets bigger, but you get more water because more can flow through at the given time.

Bandwidth is the maximum rate that data can be transferred across a connection. A common misconception is that the more bandwidth you have, the faster the data travels. This is not the case. The data still travels at the same speed, but more data can travel through at any given time.

Measuring bandwidth:

- Bandwidth is measured in bits per second
- A bit is the smallest unit of data
- Data transfer rates are now so good that bandwidth is usually measured in Megabits per second (Mbps)
- 1 Mb = 1 million bits

Year 7 Computing

Week 5

Wired and Wireless Networks

Bandwidth Performance:
Test the performance of your current connection.
Visit https://www.speedtest.net/

- Look at your download speed
- Look at your upload speed

Questions:

- Are your speeds the same as your neighbours'? If not, why might that be?
- If we were all watching YouTube at the same time, would this change the result?

The typical download speeds are:

- 3G: 3 Mbps
- 4G: 20 Mbps
- Broadband: 46 Mbps

Download: Your computer is receiving data (e.g. browsing a web page, watching online videos).
Upload: Your computer is sending data to the internet (e.g. putting a video on YouTube, posting a photo on Instagram).

The future

- 5G is the next generation of mobile internet connectivity.
- It is available now. EE was the first to release it in 6 cities in May 2019.
- 5G has the potential to reach speeds of 10 Gbps (1 Gb = 1000 Mb).
  - 20 times faster than 4G.
  - It would take less than 1 second to download an HD film!

Buffering

Think of your internet connection as a pipe, but instead of water, it's carrying digital data. If you see the icon shown here, it means that your connection is too narrow and the data it carries is not coming through quickly enough to keep up with your activity. An example might be when you are watching a film on Netflix and it pauses, and you have to wait for a period of time before it starts again. If this occurs a lot, you might need to change your internet package to one with more bandwidth.

Week 7

The Internet

The internet is a worldwide collection of networks **connected** globally. Information can travel between and within these networks.

- It is the physical hardware, i.e. the cables, the routers, and other pieces of hardware used to connect devices together.
- Any device connected to the internet is part of this network, for example:
  - Laptops • Games consoles • PCs • Tablets • Mobile phones

What do we use it for?

There are many uses of the internet. Below are some of the most common uses:

- Storing information (e.g. cloud storage) • Communication (e.g. email)
- Entertainment (e.g. streaming films, videos, and music) • Playing online games
- Social networking (e.g. Instagram) • Online shopping • Viewing websites

How are networks in the UK connected to networks in the United States?

By using Oceanic cables (www.submarinecablemap.com)

Satellites are used to connect distant networks in some instances, particularly in remote locations where cables are not present, but it is not the most common way. 99% of internet data passing across continents travels through cables that lie on the seabed. These are faster and cheaper than satellites.

Data Transmition - Packets

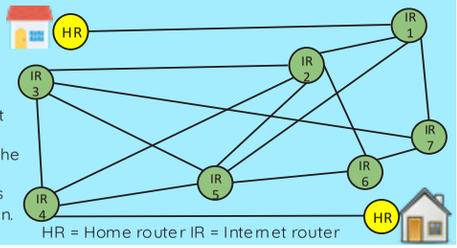
- Networks send and receive messages in small units of data known as 'packets'.
- A single message may be too large to fit in one packet. It is often split into many packets.
- Each packet contains a part of the message, an address of where it came from, and an address of where it is going. These addresses are known as 'IP addresses', and they are unique.

Internet Protocol (IP) addresses

- An IP address is made up of 4 groups of numbers between 0 and 255, each separated by a full stop. e.g. (192.168.0.1)
- These are unique for every device on the internet.
- Typically, this would be the address of the router that connects to the internet.

Packets and routers:

- A router joins networks together across the internet and forwards packets from sender to receiver.
- Packets will be sent in the correct order.
- There are millions of routers on the internet.
- Packets can take different routes on their way to to their destination.



HR = Home router IR = Internet router

Week 9

Internet Services

The World Wide Web and the internet are **NOT** the same thing
The internet is a vast network of computers all connected together
The World Wide Web is a service provided on the internet. It is the websites, web pages, and links found on the internet. (the programs (software) that run on the Hardware of the Internet)

The Internet

- The internet was created by the US military in the 1960s and was originally called the ARPANET
  - The US wanted to design a system where information could be passed on even in the event of a catastrophe or nuclear attack
  - Data was sent along multiple routes and reconstructed at their destination
  - The system could keep running even if parts of it were destroyed

The World Wide Web (WWW)

- The World Wide Web is part of the internet that contains websites and web pages.
- It was invented in 1989 by an English computer scientist called Tim Berners-Lee.
- The World Wide Web is also known as 'the WWW' or 'the web'.

Internet Services

• Voice over IP (VoIP) – audio calls • Email •Online gaming • World Wide Web
• Media streaming (Netflix, Spotify) • Internet of Things (IoT) • Instant messaging

Email

- Allows people who have an email address to send and receive electronic messages.
- Email is delivered almost instantly over great distances, and is usually free.
- You can attach documents to emails and email multiple people at the same time.

VoIP

- 'VoIP' is short for 'Voice over Internet Protocol'.
- This allows voice data to be sent in packets over the internet.
- It is cheaper than landline calls and can have many people on the call at the same time.
- Many popular apps use VoIP to make internet calls, such as WhatsApp.

IoT

- The Internet of Things means taking everyday 'things' and connecting them to the internet.
- 'Connectivity' is the key factor.
- It allows the advantages of the internet to go beyond computers and smartphones.
- These connected 'things' allow us to gather information, send information, or both.

Internet of Things (IoT) concerns

Your privacy:

- IoT devices collect and share information about you, with or without your knowledge. This includes microphones, cameras, and GPS location.
- Companies may eventually be able to learn everything about you.

Your security:

- IoT devices could be hacked
- Example: opening a car or house door remotely without your permission

The Internet of Things has the potential to make our lives much simpler, but privacy must be protected, and it must be secure.

Year 7 Drama - The Way West - Oregon Trail – Exploring History Through Drama

Week 1-2 - The Trail, The Route and Mary Ellis

The Oregon Trail was a major route that people took when migrating to the western part of the United States. Between 1841 and 1869, hundreds of thousands of people travelled westward on the trail. Many of them travelled in large wagon trains using covered wagons to carry their belongings.

The Oregon Trail began in the town of Independence, Missouri and ended in Oregon City, Oregon. It stretched for around 2,000 miles and through six different states including Missouri, Kansas, Nebraska, Wyoming, Idaho, and Oregon. Along the way, travellers had to cross all sorts of rough terrain such as the Rocky Mountains and the Sierra Nevada Mountains.

The travellers found a plaque on the side of the trail which read, as follows: Mary Ellis, Died - 7th Aug 1845, Aged - 2 months.

Week 3-4 Covered Wagons

The main vehicle used to carry the pioneer's belongings was the covered wagon. Sometimes these wagons were called "Prairie Schooners", because they were like boats going over the vast prairies of the west. The wagons were made of wood with iron around the wheels like tires. The covers were made from waterproofed cotton or linen canvas. The typical covered wagon was about 10 feet long and four feet wide.

Most of the settlers used oxen to pull their wagons. The oxen were slow, but steady. Sometimes mules were used as well. A fully loaded wagon could weigh as much as 2,500 pounds. A lot of the time the pioneers walked alongside the wagons. Traveling wasn't too bad with the wagons on the flat terrain of the prairies, but once the settlers reached the Rocky Mountains, getting the wagons up and down steep trails was very difficult.

Week 5-6 – Dangers and Supplies

Travelling the Oregon Trail in the 1800s was a dangerous journey. However, the danger wasn't from Native Americans as you might think. As a matter of fact, many records show that Native Americans helped many of the travellers along the way. The real danger was from a disease called cholera that killed many settlers.

Other dangers included bad weather and accidents while trying to move their heavy wagons over the mountains.

The pioneers were able to bring very little with them. When they left their homes in the east, they had to leave most of their belongings. The covered wagon was mostly filled with food. It took over a 1,000 pounds of food to feed a family of four on the trip out west. They took preserved foods such as hard tack, coffee, bacon, rice, beans, and flour.

They also took a few basic cooking utensils such as a coffee pot, some buckets, and an iron skillet. The pioneers didn't have room for a lot of fancy items. They only had room to pack two or three sets of tough clothing. They packed candles for lighting and a rifle to hunt with along the way. Other items included tents, bedding, and basic tools such as an axe and a shovel.

Week 7-8 – The Oregon Trail and Other Trails

Although the Oregon Trail was the most used wagon trail, there were other trails that led out west. Some of them branched off the Oregon Trail like the California Trail which left the Oregon Trail in Idaho and headed south to California.

In 1849, a guide was published describing the overland journey to California.

There were reports of the trail being littered with items that people cast off along the way. These included books, stoves, trunks and other heavy items.

It took about five months for a wagon train to make the journey

The first major migration took place in 1843 when a single large wagon train of 120 wagons and 500 people made the trip.

The trail was popular until the 'transcontinental railroad' connected the east to the west in 1869.

In 1978, the U.S. Congress officially named the trail the Oregon National Historic Trail. Although much of the trail has been built over through the years, around 300 miles of it has been preserved and you can still see the ruts

Week 9-10 – Native Americans

Some Native Americans were nomadic (did not live in one place, but travelled between seasons), some were semi-nomadic, and others were static (remained in the same place).

It is estimated that there were many languages spoken in around 600 different dialects.

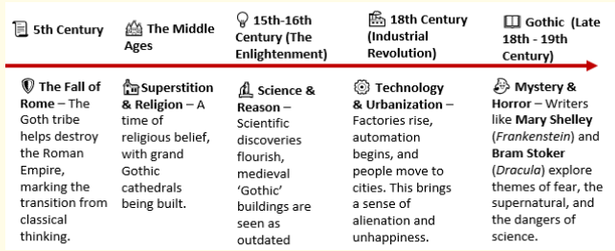
Religions and beliefs were very important to the Native American way of life. Animism is a commonly shared belief amongst American Indian tribes. It is based on the spiritual belief that everything, living, natural or inanimate and has a soul or spirit.

Festivals and ceremonies were very important to Native American culture and were closely linked to religion and beliefs. It was usual to hold ceremonies and rituals to worship and pacify the spirits; the festivals and ceremonies would include chanting, singing and dancing.

Native American totem poles are large trees carved with figures representing faiths and beliefs. The carvings, colours and symbols on a totem pole have spiritual meanings and significance. Music and dance were important parts of the Native American culture. Songs were sung at important religious rituals, but were also part of everyday life. They believed that music was the language of the spirits.

Year 7 - English - Cycle 3

Timeline



Week 1 – Excellent Epithets and Subject Terminology

Key Knowledge – Conventions of the Gothic

- Mystery and Fear
- Omens and curses
- Atmosphere and setting
- Supernatural
- Romance
- Villains
- Emotional distress
- Anti-heroes
- Damsels in distress

- **Genre:** A category or type of literature, film, or music, such as horror, comedy, or fantasy.
- **Convention:** A typical feature or rule used in a particular type of writing, such as a cliffhanger in a thriller.
- **Solitude:** The state of being alone, often by choice, for peace or reflection.
- **Gothic:** A style of literature or architecture that is dark, mysterious, and sometimes supernatural.

Week 2 - Excellent Epithets and Subject Terminology

Victor Frankenstein	Hubristic	Reckless	Negligent
Appositives: A man of Science	Excessively proud or self-confident. Hubris (n)	Doing something dangerous and not worrying about the risks or consequences Recklessness (n)	Not giving enough care or attention to someone or something negligence (n)

Hyperbole: Exaggeration used to emphasise something
Pronouns: Words that replace nouns in a sentence
Hubris: Excessive pride or arrogance
Ethical: Related to what is right and wrong; making fair and moral decisions.
Liminal: A state of being in-between, often referring to a transition or a threshold

Week 3 - Excellent Epitaphs and Subject Terminology

The Creature	Misunderstood (adj):	Neglected (adj):	Wretched (adj):
Appositives: Frankenstein's creation Monster Daemon	someone who is not liked by other people in a way that is unfair, because they do not understand him or her.	a lack of care, attention, or action, or the state of being neglected Neglect (noun)	a very unhappy or unfortunate state Wretchedness (n)

Key Knowledge:

The Scientific Revolution was a series of significant events that occurred in the 16th and 17th centuries that led to a shift in people's beliefs about nature.
The Scientific Revolution saw the emergence of modern science (as we know it today).
Developments in chemistry, biology and physics gave people explanations for some of the natural phenomena that had previously been a mystery.
These developments and new explanations contradicted the teachings of the Bible.

Week 4 - Excellent Epithets and Subject Terminology

Jane Eyre	Tenacious (adj):	Oppressed (adj):	Independent (adj):
Appositives: **Orphan Governess**	determined, persistent, and not easily giving up Tenacity (n)	being treated unfairly and cruelly, or being prevented from having the same opportunities, freedom, and benefits as others. Oppression (n)	not influenced or controlled by others in matters of opinion, conduct, etc.; thinking or acting for oneself Independence (n)

Semantic field: A group of words related by meaning, often used to create a particular mood or theme in writing (e.g. words like "darkness," "shadow," and "eerie" belong to the semantic field of mystery).
Pathetic fallacy: When the weather or nature reflects human emotions or events, such as stormy skies to show anger or sadness.
Ominous: Giving the feeling that something bad is about to happen; a sense of danger or threat.

Week 5 - Excellent Epithets and Subject Terminology

Rochester	Aloof (adj):	Mysterious (adj):	Arrogant (adj):
Appositives: fallen angel, Lucifer	not warm or approachable, often appearing detached or uninterested in social interaction. Aloofness (n)	strange, unknown, or difficult to understand, often sparking curiosity or a sense of wonder Mystery(n);	an excessive sense of one's own importance and often behaves in a way that suggests they are superior to others. arrogance (n)

Figurative language: Words or phrases used in a creative way to make writing more interesting, such as metaphors, similes, and personification
Oppression: Cruel or unfair treatment of people, often by those in power
Malevolent: Wanting to cause harm or evil to others.
Foreboding: A strong feeling that something bad is about to happen

Week 6- Tools for Writing - Subject Terminology

- **Imagery:** Descriptive language that creates pictures in the reader's mind, often using the five senses (sight, sound, smell, taste, touch).
- **Sensory language**: Words or descriptions that appeal to the five senses to help the reader imagine a scene or experience.
- **Draft:** A first version of a piece of writing that may need changes and improvements.
- **Revise:** Making changes to improve ideas, structure, and clarity in writing.
- **Edit:** Correcting mistakes in spelling, punctuation, and grammar to make writing clearer

Week 7 – Excellent Epithets and Subject Terminology

Narrator of Tell-Tale Heart	Delusional	Paranoid	Malevolent
Appositives: The unreliable narrator	believes things that are clearly false and that most people wouldn't believe, even when presented with evidence to the contrary Delusional (n)	having an unreasonable or excessive fear and suspicion that others are trying to harm you or are plotting against you Paranoia (n)	Wishing to do evil to others malevolence (n)

Symbolism: When an object, colour, or action represents a deeper meaning or idea (e.g. a red rose symbolising love).

Cohesive: When different parts of something fit together well, making it clear and easy to understand.

Heinous: Extremely wicked or shocking, often describing a terrible crime or act.

Avarice: Extreme greed for wealth or material things.

Week 8 – Revision

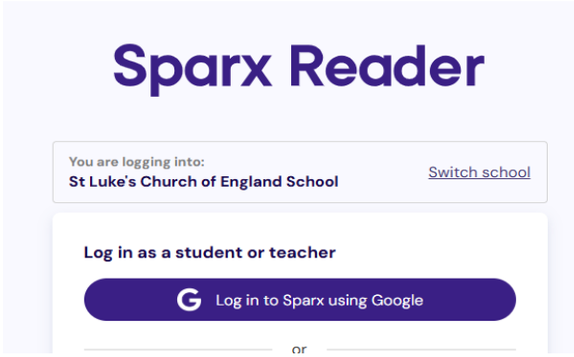
Revision of previous weeks

Week 9.- Transactional Writing

Form: The type or structure of a text, such as a poem, letter, or speech
Voice: The personality or style of a writer or narrator that comes through in their writing
Tone: The feeling or attitude a writer expresses, such as serious, humorous, or angry.
Anecdote: A short, interesting story about a real event, often used to make a point.
Viewpoint: The perspective or opinion someone has on a topic
Conservative: Preferring traditional ideas and being cautious about change
Provocative: Causing a strong reaction, often by challenging ideas or creating controversy.

Week 10 - Subject Terminology

Characterisation (n) Characterise (v)	A writer's creation or construction of a fictional character Greek: *kharaktērizein* "to designate by a characteristic mark," *Characterise + ation*	**Metaphor** (conceptual) Metaphorical (adj)	A metaphor is an example of figurative language. Conceptual metaphors are ideas that are understood in terms of another through the use of a source and target; drawing on a reader's experience and shared understanding.
Byronic (adj) Byron (n)	Characteristics that resembled British poet George Gordon, 6th Baron Byron (1788-1824) or his poetry. *Byronic hero* in Gothic literature refers to an outcast in a story who is conflicted yet intelligent and arrogant.	**Romanticism** (n) Romantic (adj)	A literary movement that began in German and spread to England and France. French: *romantique* "pertaining to romance," *romant* "a romance"
Trope (n) Tropological (adj)	a figurative or metaphorical use of a word or expression Latin: *tropus* "a figure of speech," *trep* "to turn"	**Sublime** (n) Sublime (adj)	Of great excellence, beauty or extreme in relation to attitude or behaviour. French: sublime Sub (up to) + lim (threshold, limit)
Empathy (n) Empathise (v)	Passion, state or emotion; appreciation of a viewed object or person. Greek: *empatheia - en (in) + pathos (feeling)*	**Human Condition** (n) French: *condicion*	all of the characteristics and key events that compose the essentials of human existence, including birth, growth, emotion, aspiration, conflict, and mortality.
Psychological (adj) Psychology (n) Greek: *psykhē*	affecting or pertaining to a person's mental or emotional state, the study of the soul.	**Disturbed** (adj) Disturbance (n) French: *destorber Dis*	agitated, put out of a settled state or regular order, emotionally unstable



Log in using your google sign-in or the same username and password as your Maths and Science

Visit our website for a series of brief videos that explain how and why Sparx Reader works in the way that it does.

This QR code will take you to the parent video page:

https://sparxreader.com/parents/

How to be successful:

- ✓ Read slowly and carefully and then answer questions on what you have read
- ✓ Earn SRP (Sparx Reader Points) for correct answers
- ✓ To complete your homework you need to earn 300SRP
- ✓ This should take you approximately 30 minutes
- ✓ If you rush and get questions wrong you will earn fewer SRP and it may take longer as you have to re-read
- ✓ In year 9 and 10 you may re-read your literature texts to support your revision

What is Sparx Reader?

Due Tuesday 8am

Year 7 French

Week 1: Les cheveux

Key vocabulary:

J'ai	I have
Les cheveux noirs	Black hair
Les cheveux blonds	Blonde hair
Les cheveux roux	Red hair
Les cheveux gris	Grey hair
Les cheveux bruns	Brown hair
Les cheveux courts	Short hair
Les cheveux longs	Long hair
Les cheveux mi-longs	Medium-length hair
Les cheveux bouclés	Curly hair
Les cheveux raides	Straight hair
Je suis chauve	I am bald

Week 2: Les yeux

Key vocabulary:

J'ai les yeux bleus	I have blue eyes
J'ai les yeux verts	I have green eyes
J'ai les yeux marrons	I have brown eyes
J'ai les yeux gris	I have grey eyes
Je porte des lunettes	I wear glasses
Je porte des lentilles de contact	I wear contact lenses
Avoir	**To have**
J'ai	I have
Tu as	You have
Il/elle a On a	s/he has We have
Nous avons	We have
Vous avez	You all have
Ils/ells ont	They have

Week 3: Comment est-il?

Key vocabulary:

Il est/ elle est	He is/ she is
Il n'est pas/ elle n'est pas	he isn't/ she isn't
Grand(e)	Tall
Petit(e)	Short
Mince	Slim
Gras/ graisse	Fat
Beau/ belle	Good-looking
Intélligent(e)	Intelligent
Jeune	Young
Vieux/ vielle	Old
laid(e)/ moche	Ugly
Être	**To be**
Je suis	I am
Tu es	You are
Il/ elle est On est	s/he is We are
Nous sommes	We are
Vous êtes	You all are
Ils/ ells sont	They are

Week 4: La personalité

Key vocabulary:

Je suis	I am
Tu es	You are
Il/elle est	He/she is
Méchant/e	Mean/ naughty
Sympa	Nice/ kind
Marrant/e	Fun
Têtu/e	Stubborn
Timide	Shy
Généreux/ généreuse	Generous
Sportif /sportive	Sporty
Très	Very
Un peu	A bit
Assez	Quite
Trop	Too

Week 5: Les vêtements

Key ideas:

Je porte	I wear
Il porte	He wears
Elle porte	She wears
Un pull	A jumper
Une robe	A dress
Une jupe	A skirt
Une casquette	A cap
Une chemise	A shirt
Un T shirt	A T shirt
Un sweat à capuche	A hoodie
Des jeans	Some jeans
Des pantalons	Some trousers
Des chausettes	Some shoes
Des bottes	Some boots
Des baskets	Some trainers

Year 7 French

Week 6: Les couleurs

Key vocabulary:

Jaunes	Yellow
Bleu	Blue
Blanc	White
Gris	Grey
Marron	Brown
Orange	Orange
Noir	Black
Rouge	Red
Vert	Green

Week 7: Ma maison

Key vocabulary:

J'habite	I live
Dans un appartement	In an apartment
Dans une maison	In a house
J'aime habiter ici	I like living here
Je n'aime pas habiter ici	I don't like living here
C'est tranquille/ grand/ confortable/ trop petit	It's peaceful/ big/comfortable/ too small
Il n'y a pas de space	There is no space
Moderne Vieux/ vielle	Modern Old
Petit/e Grand/e	Small Big
Beau/ belle Moche	Pretty Ugly
Confortable Inconfortable	Comfortable Uncomfortable

Week 8: Les pièces

Key vocabulary:

Ma maison a Dans ma maison il y a	My house has In my house there is/are
Quatre pièces	4 rooms
Une chamber	A bedroom
Un salon	A living room
Une salle à manger	A dining room
Une cuisine	A kitchen
Une salle de bains	A bathroom
Un bureau	An office
Un garage	A garage
Un jardin	A garden
Un escalier	A staircase
Une piscine	A pool

Week 9: Location

Key vocabulary:

Ma maison est	My house is
À la campagne	In the countryside
Sur la côte	On the coast
Dans une ville	In a city
Dans un village	In a village
Dans le désert	In the desert
À la montagne	In the mountains
Au centre	In the centre
Au nord	In the north
Au sud	In the south
À l'ouest	In the west
À l'est	In the east

Week 10:

Use this week to revise the content from previous weeks in preparation for your assessment.

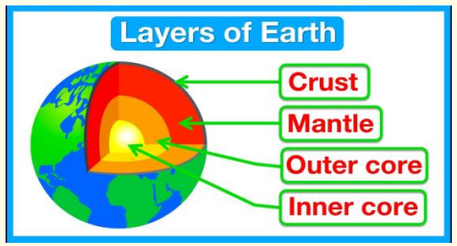
Year 7 - Geography- Cycle 3

Key vocabulary

Lithosphere: Outer layer of the Earth. Sometimes called the crust.
Mantle: Much thicker mass of rock under the lithosphere. Rocks hot enough to deform and move like plastic.
Outer core is liquid. **Inner core** is solid and made of iron and nickel.
Oceanic plate: 50-100km thick.
Continental plate: Up to 200km thick.
Slab pull - where the denser plate sinks into the mantle under the influence of gravity. It pulls the rest of the plate along behind it.
Ridge push: Magma rises as the plates move apart. The magma cools to form new plate material.

Week 1 – Structure of the Earth

The Earth is made of 4 main layers: Crust, Mantle, Outer Core and Inner Core.

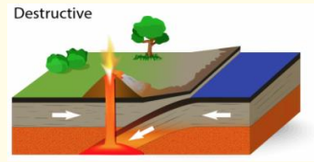


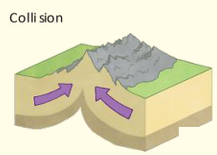
In 1912, Alfred Wegener, a German meteorologist, put forward his theory of **continental drift.** He argued that millions of years ago, the continents that we know today were joined together into one supercontinent called **Pangea**. The continents have been drifting apart and together ever since.

Week 2 - Destructive & Collision

Destructive plate boundary: Plates move together.
- If an oceanic plate moves towards a continental plate, the heavier oceanic plate sinks (called **subduction**) beneath the continental one.
- This creates an **ocean trench**.
- Continental plate moves up to form mountains.
- The melting oceanic plate creates **magma** which rises to the surface as a volcanic eruption.
- The pressure can trigger earthquakes often followed by a tsunami.

Collision zone: Two continental plates meet and push upwards to create high mountain belts. No volcanoes.

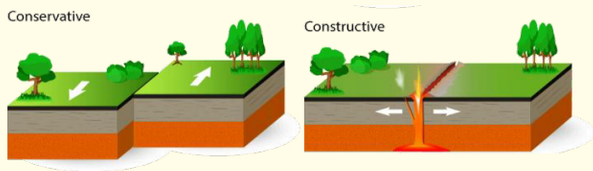




Week 3 – Constructive & Conservative

Constructive plate boundary: two plates are forced apart.
- Magma rises and the hot rocks melt, forming a ridge of volcanoes and new ocean lithosphere.
- Forms a **mid-ocean ridge**.

Conservative plate boundary: Two plates slide slowly past each other.
- **Friction** causes the plates to stick together and pressure builds.
- As the friction is overcome, the sudden movement creates a severe earthquake. No magma escapes so there are no volcanic eruptions.



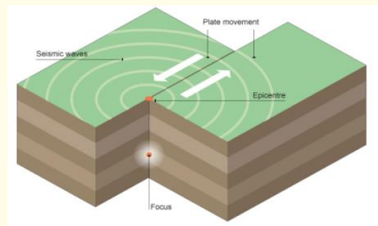
Week 4 – Earthquakes

Focus: the centre of an earthquake below the Earth's surface.

Epicentre: the area on the surface directly above the focus. Seismic waves: waves of energy.

Richter scale: measurement of the magnitude or size on an earthquake. Recorded on a seismometer.

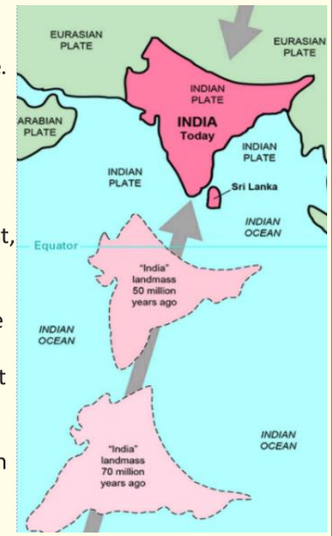
Mercalli scale: measurement of the intensity of the earthquake by recording the effect and damage it caused.



Week 5 – Nepal

Nepal earthquake (25 April 2015)

- **Collision** zone between Indian and Eurasian plate.
- Focus 8km deep.
- 8,632 dead
- 19,009 injured
- Worst in 80 years
- Many aftershocks
- Temperatures fell at night, survivors suffering hypothermia.
- Landslides cut off remote villages.
- Triggered an avalanche at Mt Everest.
- International aid from China and India: $1 billion to help.



Key vocabulary

Primary Effects: effects that occur immediately as a result of a hazard.

Secondary Effects: the indirect effects causes by the primary impacts, after the main event.

Immediate Response: a response in the days and weeks immediately after a disaster has happened.

Long-term Response: responses that go on for months and years after a disaster.

Volcano: an opening in the Earth's crust that allows molten rock from beneath the crust to reach the surface.

Risk: the probability of a hazard event causing harmful consequences.

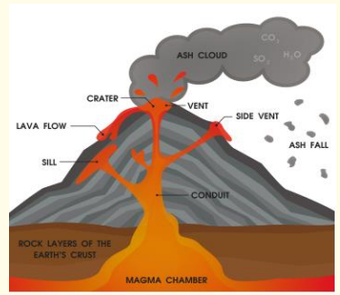
Week 6 – Volcanoes

Magma chamber: A store of molten rock deep within the Earth.

Pyroclastic flow: a fast-flowing current of hot gas, ash and other volcanic matter. Can reach speeds of 700km/h and temp of 1000oC.

Shield volcano: gentle slopes forming from runny lava spreading far e.g. Mauna Loa, Hawaii

Composite volcano: Steep sides, cone shape. Form from thick, viscous lava that does not flow easily e.g. Mt Fuji, Japan.



Week 7 – Eyjafjallajökull

Eyjafjallajökull eruption, Iceland (April 2010)

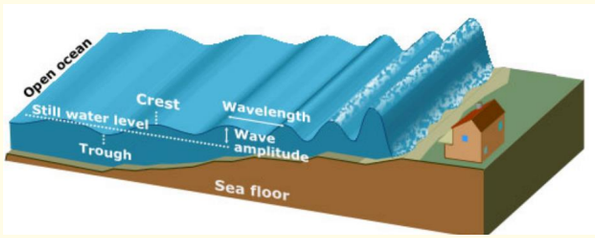
- Started on 20 March when a 500 metre **fissure** opened up.
- Constructive plate margin.
- The eruption happened under an ice sheet. Dissolved gases in the molten rock along with steam generated from the melting ice caused a huge column of **volcanic ash.**
- Areas were flooded by the **Jökulhlaups** (glacier meltwater floods).
- Farm land was affected by heavy ash fall, poisoning animals. Perishable foods were wasted as they could not be transported into Europe e.g. flowers from Kenya.
- 95,000 flights were cancelled. People were not able to get to work because they were stranded. The eruption cost airlines $200 million per day.

Week 8 – Tsunamis

Tsunami: a large ocean wave caused by an underwater earthquake or volcanic eruption. They are **NOT** tidal waves!

A tsunami can have a very long **wavelength** that can be hundreds of kilometres long. You tend not to notice them at sea; they increase in height when they meet the shallow water and friction at the shore.

In deep water, tsunamis travel over **500mph** or as fast as a jet plane. A sign that a tsunami is coming is often the withdrawal of water from a beach.



Week 9 – SE Asia Tsunami

SE Asia Tsunami (26 December 2004)

- Indo-Australian plate subducting beneath Eurasian plate.
- Magnitude 9.1 quake.
- Speed of tsunami up to 800km/h. 15 metre height onshore.
- 250,000 people died across 14 countries.
- Two million homeless. Indonesia and Thailand most affected. Now an Indian Ocean early warning system.

Japan tsunami (11 March 2011)

- Magnitude 9.0.
- Pacific and North America plate.
- Epicentre 129km away from Japan.
- Wave travelled 10km inland in Sendai. Destroyed sea walls.
- Fukushima nuclear power plant flooding – radioactive disaster.
- 18000 people died.
- Total damages $300 billion.

Week 10 – Management

Managing earthquakes: People may have earthquake **survival kits** and **earthquake drills** to practise what people would do during a real earthquake (drop, cover, hold on). Buildings can be made **earthquake resistant** using cross bracing and sheer walls. Old buildings can be modified to make them more resistant. Earthquakes can not be predicted accurately.

Managing volcanic eruptions: Easier to **predict** than earthquakes – changes in gases, deformed land, foreshocks. Communities can have **evacuation plans** and hazard maps prevent building in vulnerable places. Some cities, like Tokyo, have hazards guides **educating people** about what to do in the event of tectonic hazards.

Predict: Try to work out when the hazard is going to happen.
Prepare: Change the physical or human surroundings to reduce the damage.
Protect: Be ready for when something does happen - have a plan.

Year 7 History

St LUKE'S Church of England School

Week 1

Key words in History

Chronological = in time order

Century = 100 years

Decade = 10 years

Source = anything that gives us information about the past.

Primary source = a source created by someone who was there at the time.

Secondary source = a source created by someone who wasn't there at the time.

Evidence = facts or information that support a point.

Significant = important. An event is significant if it shows us something important and/or leads to important changes.

Cause = a reason for an event or development.

Consequence = the result or effect of an event or development.

Interpretation = someone's point of view about something or someone.

Week 2

The Industrial Revolution Key Words:

Industry: The making of goods.

Revolution: A major change.

Trade: The buying and selling of goods.

Population: The number of people living in a certain place.

Labour: Hard work.

Rural: Areas of countryside.

Urban: Areas that have been developed as towns or cities.

Urbanisation: When people move from rural areas to urban areas.

Agriculture: Farming.

Week 3

Changes during the Industrial Revolution, 1750-1900:

Population increased from about 10 million to about 40 million.

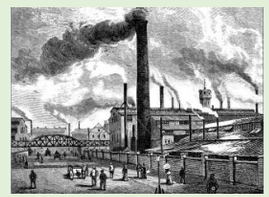
There was mass urbanisation – In 1750 about 15% of people lived in towns or cities. By 1900 it was about 80%.

Between 1750 and 1850 the amount of food produced on British farms doubled.

The steam powered train was invented and railways were built across Britain.

Canals (man-made waterways) were built to transport coal and other goods.

Instead of jobs which were based in the home or small workshops, most people began to work in factories or mines.



Week 4

Causes of the Industrial Revolution:

Population growth

Between 1750 and 1900 the population grew from 10million to 40 million. This provided the workforce for the factories and people to buy the goods that were made.

Raw materials

By 1850, Britain produced two thirds of the world's coal. Coal was the fuel that powered steam engines and machines in factories. Iron was also used to make machines and railways.

The agricultural revolution

New farming equipment was developed and machines began to replace farm workers. The amount of corn grown per acre increased by 40%.

Improvements in transport

The first steam-powered railway was built between Liverpool and Manchester in 1830. Railways were then built across the country in the 1840s and 1850s. Canals (human-made waterways) were also built to transport goods and materials.

Week 5

Causes of the Industrial Revolution:

Growth of banks

Banks were started in the 18th century and by the early 19th century there were over 400 banks across the country. Banks provided capital (money) for entrepreneurs, who took out loans.

Inventors and inventions

Thomas Newcomen invented a steam engine in around 1712. This was improved in the 1770s by James Watt, who invented a steam engine, that could turn a wheel much more efficeniently.

Entrepreneurs

Entrepreneurs were businessmen who were willing to take risks by investing money to set up businesses producing goods. Two successful entrepreneurs were Richard Arkwright and Matthew Boulton.

Growth of the British Empire

At one point, Britain ruled around 450 million people in 56 different countries. British companies could sell their goods to people all over the Empire. Britain also gained raw materials such as cotton from the colonies.

Year 7 History

St LUKE'S Church of England School

Week 6

Industrial Cities – Key words:

Labour: Hard work.

Profit: The money that you make (income minus expenditure).

Terraced housing: Houses that are joined together in a row.

Back-to-backs: Houses that were built in terraces and joined to the row behind. They had only one wall that windows could be put in to.

Cellars: A room built below the ground floor. They were often damp and dirty.

Privies: Toilets which were built outside houses. They were shared by up to hundreds of people from poor families.

Cesspits: The hole dug underneath privies, were sewage collected.

Night-soilmen: People who cleaned out the cesspits. Sometimes they were not paid by landlords and the cesspits overflowed.

Disease: An illness that is spread by germs.

Waterborne disease: A disease that spreads through dirty water.

Cholera: A waterborne disease that killed 31,000 people in Britain in 1831-32. Symptoms included diarrhoea, vomiting, turning a blue-black colour and sunken eyes.

Week 7

The Norman Conquest

The 3 contenders for the throne in 1066 were William the Conqueror, Harold Godwinson and Harald Hardrada.

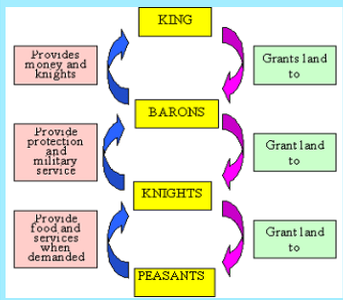
September 1066 – Harold Godwinson defeated Harald Hardrada at the Battle of Stamford Bridge.

October 1066 - William the Conqueror won the Battle of Hastings.

How did the Normans keep control?

1. They built castles: motte and bailey, stone keep and concentric. These were for protection, to show the Normans' power and to be centres of trade.

2. They introduced the feudal system:



3. They used fear and violence e.g. the Harrying of the North in 1069

Week 8

Why did Henry VIII break with Rome?

Love

Henry VIII had fallen in love with Anne Boleyn so wanted to divorce Catherine of Aragon to marry Anne. However, the Pope would not grant him a divorce.

Money

Henry VIII was bankrupt due to wars in France and extravagant spending. If he changed the church from Catholic to Protestant then all taxes could be given to him instead of the Pope. He could also gain the monasteries' wealth. Many people thought that the Catholic Church was too rich.

Power

All English churches were Catholic and so were controlled by the Pope. Henry VII did not like this.

He also wanted to have an heir to the throne, a boy, in order to continue his family line.

Faith

Two of Henry's close advisers were Protestant: Thomas Cromwell and Thomas Cramner. Many other rich people in England would also support a Protestant Church.

Week 9

Causes of the Industrial Revolution:

Population growth

Between 1750 and 1900 the population grew from 10million to 40 million. This provided the workforce for the factories and people to buy the goods that were made.

Raw materials

By 1850, Britain produced two thirds of the world's coal. Coal was the fuel that powered steam engines and machines in factories. Iron was also used to make machines and railways.

Improvements in transport

The first steam-powered railway was built between Liverpool and Manchester in 1830. Railways were then built across the country in the 1840s and 1850s. Canals (human-made waterways) were also built to transport goods and materials.

Inventors and inventions

Thomas Newcomen invented a steam engine in around 1712. This was improved in the 1770s by James Watt, who invented a steam engine, that could turn a wheel much more efficiently.

Growth of the British Empire

At one point, Britain ruled around 450 million people in 56 different countries. British companies could sell their goods to people all over the Empire. Britain also gained raw materials such as cotton from the colonies.

Week 10

Industrial Cities – Key words:

Labour: Hard work.

Profit: The money that you make (income minus expenditure).

Terraced housing: Houses that are joined together in a row.

Back-to-backs: Houses that were built in terraces and joined to the row behind. They had only one wall that windows could be put in to.

Cellars: A room built below the ground floor. They were often damp and dirty.

Privies: Toilets which were built outside houses. They were shared by up to hundreds of people from poor families.

Cesspits: The hole dug underneath privies, were sewage collected.

Night-soilmen: People who cleaned out the cesspits. Sometimes they were not paid by landlords and the cesspits overflowed.

Disease: An illness that is spread by germs.

Waterborne disease: A disease that spreads through dirty water.

Cholera: A waterborne disease that killed 31,000 people in Britain in 1831-32. Symptoms included diarrhoea, vomiting, turning a blue-black colour and sunken eyes.

Year 7 - Life To The Full - Cycle 3

Week 1

Sikhism: Key words

The Caste system	This is class structure that is decided by the family you are born into
Inequality	The idea that life and opportunities are unequal or unjust for different people
Guru Nanak	The founder of the religion of Sikhism
The 5Ks	The five things a Sikh wears to show they are Sikh
Kanga	A wooden comb
Kara	A steel bracelet
Kesh	Uncut hair and the wearing of a turban for this
Kaccha	White cotton shorts
Kirpan	A miniature steel sword
The Gurdwara	The Sikh place of worship
The Langar	The kitchen in a Gurdwara where people of all religions and walks of life as invited to eat a free meal

Week 3

The life of Guru Nanak:

Nanak was born into a Hindu family in a village where Muslims and Hindus lived together. When he was born he was said to have not cried like most babies but just smiled. The nurse was convinced he was special and that she could see a dazzling light around his head. His father was worried and asked the priest what it meant. The priest said it was a good sign and that it meant Nanak would grow up to be a great king or guru (teacher). From stories that have been handed down, we know that Nanak was very inquisitive, always asking questions. Nanak was not at school for very long. He would rather sit quietly and think about God than read textbooks. Nanak's father had hoped that his son would join the family business. However Nanak had a tendency to give away his things, including clothes, to the poor. Nanak's father thought that if he gave his son an important business task, his son would learn about the business. Nanak was given a large amount of money to buy things to sell. On his way to the city, he met twenty holy men. They were thin and hungry so Nanak spent all his money on food for them. Nanak returned home with nothing and his dad was very angry but Nanak replied that he had helped twenty starving people, so what could be better work than that? Every morning, Nanak would get up early and go the river to bathe and then say his prayers. One day, Nanak did not return. His friends went looking for him but could only find his clothes. They could not find Nanak anywhere. His family were upset and thought he had drowned. Nanak's sister was the only one who believed he was still alive. 2 days later and there was still no sign of Nanak but on the third day he reappeared. Everyone was amazed asking where he had been all this time. He replied he had been with God and God had told him to go and teach others and that he was a Guru. Nanak taught people that there is no Hindu, there is no Muslim. After his religious experience, Guru Nanak left his family and travelled around teaching people. Those who followed his teachings became known as Sikhs. After twenty years of travelling, he settled down with his family. Before Guru Nanak died, he chose one of his followers, Lehna to be his successor. Guru Nanak named Lehna Guru Angad, which means 'myself'. Guru Nanak died 1539.

Week 5

Sikh Beliefs

Sikhs focus their lives around their relationship with God, and being a part of the Sikh community. The Sikh ideal combines action and belief. To live a good life a person should do good deeds as well as meditating on God.

Sikhs believe that human beings spend their time in a cycle of birth, life, and rebirth. They share this belief with followers of other Indian religious traditions such as **Hinduism, Buddhism and Jainism**.

The quality of each particular life depends on the law of Karma. Karma sets the quality of a life according to how well or badly a person behaved in their previous life. The only way out of this cycle, which all faiths regard as painful, is to achieve a total knowledge of and union with God.

Guru Nanak's teachings were that there is only one God, all humans are equal, you should work hard, help others and always tell the truth.

Week 7

Sikh Beliefs

Sikh beliefs about God are:

- There is only one God
- God is without form, or gender
- Everyone has direct access to God
- Everyone is equal before God
- A good life is lived as part of a community, by living honestly and caring for others
- Empty religious rituals and superstitions have no value

When a Sikh wants to see God, they look both at the created world and into their own heart and soul.Their aim is to see the divine order that God has given to everything, and through it to understand the nature of God.

Most human beings can't see the true reality of God because they are blinded by their own self-centred pride (Sikhs call it *haumain*) and concern for physical things. Sikhs believe that God is inside every person, no matter how wicked they appear, and so everyone is capable of change.

Week 9

Being a Sikh

- Sikhs don't think it pleases God if people pay no attention to others and simply devote themselves to religion on its own.
- Sikhism doesn't ask people to turn away from ordinary life to get closer to God. In fact, it demands that they use ordinary life as a way to get closer to God.
- A Sikh serves God by serving (*sewa*) other people every day. By devoting their lives to service and helping others, they get rid of their own ego and pride.
- Many Sikhs carry out chores in the Gurdwara as their service to the community. These range from working in the kitchen to cleaning the floor. The Langar, or free food kitchen, is a community act of service.
- Sikhs also regard caring for the poor or sick as an important duty of service.

Mathematics

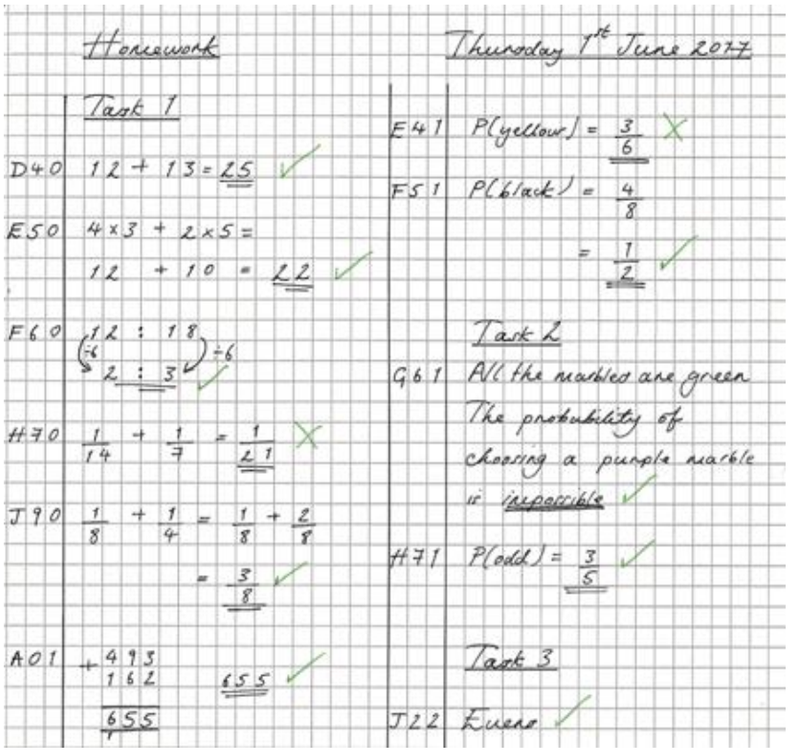
sparx Homework

How to login:

1. Go to 'www.sparx.co.uk'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'

Complete your compulsory Sparx homework as follows:

- ✓ Write the bookwork code
- ✓ You must show your working and your answer.
- ✓ Mark your answer.
- ✓ If you are struggling, watch the video.
- ✓ Your homework is only complete when you have answered every question correctly.



Your book work should look like this.
You can earn merits for good book work, as well as completing your compulsory, XP boost and target homework tasks.

What if I need help?

Speak to your Maths teacher about the Sparx help clubs.

Need to know formulae

Areas

Rectangle = $l \times w$

Parallelogram = $b \times h$

Triangle = $\frac{1}{2} \times b \times h$

Trapezium = $\frac{1}{2}(a+b)h$

Circles

Circumference = $\pi \times diameter = \pi d$ or $2 \times \pi \times radius = 2\pi r$

Area of a circle = $\pi \times radius\ squared = \pi r^2$

Right-angled triangles

Pythagoras' Theorem

For a right-angled triangle, $a^2 + b^2 = c^2$

Trigonometric ratios (*new to F*)

$\sin x° = \frac{opp}{hyp}$, $\cos x° = \frac{adj}{hyp}$, $\tan x° = \frac{opp}{adj}$

Volumes

Cuboid = $l \times w \times h$

Prism = $area\ of\ cross\ section \times length$

Cylinder = $\pi r^2 h$

Compound measures

Speed: $speed = \frac{distance}{time}$

Density: $density = \frac{mass}{volume}$

Pressure: $pressure = \frac{force}{area}$

Angles formed by parallel lines

ALTERNATE — SAME — CORRESPONDING — ADD TO 180° — INTERIOR

Constructing Pie Charts

The angle to draw for each sector is

$$Angle = \frac{frequency}{total} \times 360°$$

Angles in Polygons

Sum of Interior Angles = $(n-2) \times 180°$

Where n is the number of sides of the shape

Exterior Angles add up to 360°

One exterior angle in a REGULAR polygon = $\frac{360°}{n}$

$Interior + Exterior = 180°$

Other useful formulae

$gradient = \frac{change\ in\ y}{change\ in\ x}$

$\%\ change = \frac{difference}{original} \times 100$

Types of numbers

SQUARE NUMBERS
→ 1, 4, 9, 16, 25, 36, 49, 64, 81, 100 etc

CUBE NUMBERS
→ 1, 8, 27, 64, 125 etc

PRIME NUMBERS
→ 2, 3, 5, 7, 11, 13, 17, 19, 23, 29 etc

Foundation Formula Quiz

Higher Formula Quiz

Areas

Parallelogram = $b \times h$

Triangle = $\frac{1}{2} \times b \times h$

Trapezium = $\frac{1}{2}(a+b)h$

Circles

Circumference = $\pi \times diameter = \pi d$ OR $2 \times \pi \times radius = 2\pi r$

Area of a circle = $\pi \times radius\ squared = \pi r^2$

Area of a Sector: $A = \frac{\theta}{360°} \times \pi r^2$

Length of an Arc: $A = \frac{\theta}{360°} \times \pi d$

Volumes

Prism = $area\ of\ cross\ section \times length$

Cylinder = $\pi r^2 h$

Volume of pyramid = $\frac{1}{3} \times area\ of\ base \times h$

Angles in Polygons

Sum of Interior Angles = $(n-2) \times 180°$

Where n is the number of sides of the shape

Exterior Angles add up to 360°

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Angles formed by parallel lines

ALTERNATE — SAME — CORRESPONDING — ADD TO 180° — INTERIOR

Quadratic equations

The Quadratic Equation

To solve a quadratic equation in the form $ax^2 + bx + c = 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Indices and surds

$a^0 = 1$ $\quad a^{\frac{1}{2}} = \sqrt{a}$

$a^{-n} = \frac{1}{a^n}$ $\quad a^{\frac{1}{n}} = \sqrt[n]{a}$

$\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$

$\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$

Straight lines

$gradient = \frac{change\ in\ y}{change\ in\ x}$

Given a gradient of a line m, the gradient of the line perpendicular to it is: $-\frac{1}{m}$

Perpendicular gradients multiply to give −1.

Trigonometric formulae

Sine Rule: $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule: $a^2 = b^2 + c^2 - 2bc \cos A$

Area of triangle = $\frac{1}{2}ab \sin C$

x	0°	30°	45°	60°	90°
$\sin x$	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
$\cos x$	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
$\tan x$	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Undefined (asymptote)

Year 7 Music

Week 1 -2

The Elements of Music

The elements of music are the individual components that, when combined, make music.

Melody : A sequence of single notes. The 'tune'.

Rhythm : Notes have different lengths, some long, some short. When we combine long and short sounds, it creates a pattern, which is a rhythm.

Tempo : Tempo means the speed of the music. Music can change tempo within a piece.

Dynamics : Dynamics means the volume of the music. Music can change dynamics within a piece.

Pitch : How **high** or **low** of a sound is.

Structure : Music is divided into sections. The order of these sections creates a structure. Song structure includes Chorus, Verse, Instrumental etc.

Texture : A single part creates a thin sound. Adding more parts/layers creates a bigger sound. These layers can interact with each other.

Tonality: The overall sound of the music. Tonality usually falls into two categories which are major and minor.

Week 3 -4

Musical Vocab One

Conjunct: Moving up or down by one note. Moving in steps.

Disjunct: Moving by leaps.

Improvisation: Music made up by a musician in mid performance.

Pulse: The beat of the music. Every piece of music has a 'heartbeat'. It doesn't need to be played by drums - you can 'feel' the beat.

Metre: Metre is the grouping of beats into regular measures, or bars.

Off beat: The emphasis being on the second and fourth beats

Riff: Repeated short melodic or rhythmic figure.

Scale: In music theory, a scale is any set of musical notes ordered by a set pattern. For example, all major scales will have the same pattern. A scale ordered by increasing pitch is an ascending scale, and a scale ordered by decreasing pitch is a descending scale.

Syncopation: Accents which are note on the beat, or rhythms that emphasise unusual parts of the beat.

Week 5- 6

Scales and Chords

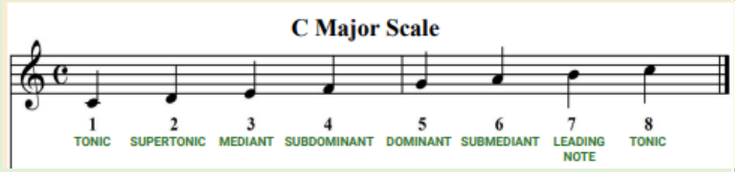
A **CHORD** is a group of two or more notes played at the same time.

A **TRIAD** has three notes.

A **CHORD SEQUENCE/ PATTERN** is a series of chords.

DIATONIC HARMONY is based on the chords of major/minor scales.

Below is the scale of C Major:



Each not of the scale has a special name due to its placement, these are called **DEGREES.**

Please learn the degrees of the scale:

- **1st Degree (I):** Tonic (the "home" note or keynote)
.
- **2nd Degree (II):** Supertonic (above the tonic).
- **3rd Degree (III):** Mediant (middle note between tonic and dominant).
- **4th Degree (IV):** Subdominant (below the dominant).
- **5th Degree (V):** Dominant (creates tension, leads back to tonic).
- **6th Degree (VI):** Submediant (below the upper tonic/above the dominant).
- **7th Degree (VII):** Leading Tone (strongly leads to the tonic).
- **8th Degree (VIII):** Tonic (octave of the first note).

Week 7 -8

Week 9 - 10

Music Vocab Three

Ornamentation the embellishment of a melody, either by adding notes or by modifying rhythms

Ostinato: a repeated pattern, often a bassline

Canon a piece in which the same melody is begun in different parts one after the other

Imitation: repetition of a melody

Clef: a sign placed at the start of a musical staff which determines the pitch of notes

Harpsichord: an early form of piano, where strings are plucked rather than hammered

Chamber music: instrumental music played by a small ensemble

Four to the Floor: heavy bass on each beat, a pounding sound. Found in most variations of dance music.

Remixing: is where record producers take an original track and make a new version by changing style and balance, adding new parts and taking away ingredients from the original.

Year 7 Core PE

St LUKE'S Church of England School

Week 1 / 2

What is Puberty?

What is Puberty?

- Puberty is the stage of life where a child's body changes into an adult body.
- Changes are caused by hormones (chemical messengers in the body).
- Puberty happens at different times and speeds for everyone.
- Physical activity is important during puberty for health, confidence, and wellbeing.

Physical Changes

- Growth spurts
- Increased body hair
- Voice changes
- Development of breasts/testes
- Increased sweat and body odour

Emotional Changes

- Mood swings
- Increased self-consciousness
- Changing friendships

Puberty and Physical Activity

- Exercise helps manage stress and mood changes.
- Stretching and warm-ups help during growth spurts.

Week 3 / 4

Female Puberty & Introduction to the Menstrual Cycle

- The menstrual cycle is part of female puberty.
- It prepares the body for a possible pregnancy.
- Periods (menstruation) are normal and healthy.

What is a Period?

- The lining of the uterus sheds if pregnancy does not occur.
- Blood leaves the body through the vagina.
- Usually lasts 3–7 days.

The Menstrual Cycle and Physical Activity

- Girls can take part in PE and sport during their period.
- Adjustments can be made if needed.

Common Misconceptions

- "You can't exercise on your period." ❌
- Exercise is proven to release endorphins that reduce cramps, boost mood and fight fatigue.

Week 5 / 6

The Menstrual Cycle & Hormones

- The average menstrual cycle is about 28 days (but this varies).
- Hormone levels change throughout the cycle.

The Four Phases

- **Menstruation** – Period begins
- **Follicular phase** – Energy may increase
- **Ovulation** – Egg released
- **Luteal phase** – Energy may decrease

The Menstrual Cycle and Physical Activity

- Energy levels may change across the cycle.
- Listening to your body is important.

How to be Supportive

- Use respectful language at all times
- Avoid jokes or comments about bodies or periods
- Support teammates if activities are adapted
- Respect privacy and personal boundaries

Week 7 /8

Menstrual Cycle, Performance & Wellbeing

- Some people experience symptoms such as cramps, headaches, or fatigue.
- Symptoms vary from person to person.

Managing Symptoms

- Light exercise and stretching
- Hydration
- Appropriate kit and hygiene products
- Talking to a trusted adult or teacher

The Menstrual Cycle and Physical Activity

- Exercise can reduce cramps and improve mood.
- Modified activities may be helpful. You can speak to your PE teacher if you feel you need to adapt your PE lesson.

Common Misconceptions

- "Periods should stop you doing PE." ❌
- Exercise is proven to release endorphins that reduce cramps, boost mood and fight fatigue.

Week 9 / 10

Inclusion, Respect & Positive PE Culture

- Everyone has the right to feel safe and respected in PE.
- Understanding body changes builds empathy and teamwork.
- Puberty and menstruation should never be used for teasing or exclusion.

Positive Behaviours in PE

- Respectful language
- Supporting teammates
- Allowing privacy
- Challenging myths and stereotypes

Healthy Choices for Everyone

- Regular physical activity
- Balanced diet
- Hydration
- Sleep
- Positive body image

Key Takeaways for All Students

- Puberty affects everyone differently.
- The menstrual cycle is a normal biological process.
- Understanding others improves PE, sport, and teamwork.
- Physical activity supports lifelong health.

Science

sparx Homework

How to login:

1. Go to 'www.sparxscience.com'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'
6. Complete the homework task assigned for the week

You can also access SPARX Science from your SPARX Maths home page

Complete your compulsory Sparx homework as follows:

- ✓ Complete 100% of the questions
- ✓ If you are struggling, use the help "I don't know" button in the bottom left corner. Write down the hint you are given and use it to answer the follow up question.
- ✓ Your homework is only complete when you have answered every question correctly.

Set	Due (8am)
Thursday 4pm	Thursday

What if I need help?

- Sparx club Wednesday after school
- There are catch up sessions every Thursday both break 1 and 2

Year 7 Spanish

St LUKE'S Church of England School

Week 1: ¿Cómo tienes el pelo?

Key vocabulary:

Tengo el pelo castaño	I have brown hair
Tengo el pelo negro	I have black hair
Tengo el pelo rubio	I have blonde hair
Tengo el pelo gris	I have grey hair
Tengo el pelo blanco	I have white hair
Tengo el pelo azul	I have blue hair
Tengo el pelo liso	I have straight hair
Tengo el pelo largo	I have long hair
Tengo el pelo rizado	I have curly hair
Tengo el pelo corto	I have short hair
Soy pelirrojo/a	I am a redhead
Soy calvo	I am bald

Week 2: ¿De qué color tienes los ojos?

Key vocabulary:

Tengo los ojos azules	I have blue eyes
Tengo los ojos marrones	I have brown eyes
Tengo los ojos verdes	I have green eyes
Tengo los ojos grises	I have grey eyes
Llevo gafas	I wear glasses
Llevo lentillas	I wear contact lenses

Tener	**To have**
Tengo	I have
Tienes	You have
Tiene	s/he has
Tenemos	We have
Tenéis	You all have
Tienen	They have

Week 3: ¿Cómo es?

Key vocabulary:

Es	s/he is
No es	s/he isn't
Alto/a	Tall
Bajo/a	Short
Delgado/a	Slim
Gordo/a	Fat
Guapo/a	Good-looking
Inteligente	Intelligent
Joven	Young
Viejo/a	Old
Feo/a	Ugly
Tiene pecas	s/he has freckles
Tiene barba	s/he has a beard

Ser	**To be**
soy	I am
eres	You are
es	s/he is
somos	We are
sois	You all are
son	They are

Week 4: Describing character

Key vocabulary:

Soy	I am
Eres	You are
Es	s/he/it is
Deportivo/a	Sporty
Fuerte	Loud
Gracioso/a	Funny
Alegre	Happy
Perezoso/a	Lazy
Trabajador/a	Hardworking
Travieso/a	Naughty
Bastante	Quite
Muy	Very
Un poco	A bit
Demasiado	Too
Nunca	Never
Siempre	Always
A veces	Sometimes
A menudo	Often

Week 5:

Llevo	I wear
Lleva	s/he wears
Un jersey	A jumper
Un vestido	A dress
Una falda	A skirt
Una gorra	A cap
Una camisa	A shirt
Una camiseta	A T shirt
Una sudadera	A hoodie
Unos vaqueros	Some jeans
Unos pantalones	Some trousers
Unos zapatos	Some shoes
Unas botas	Some boots
Unas zapatillas de deporte	Some trainers

Year 7 Spanish

St LUKE'S Church of England School

Week 6: Los colores

Key vocabulary:

Amarillo	Yellow
Azul	Blue
Blanco	White
Gris	Grey
Marrón	Brown
Naranja	Orange
Negro	Black
Rojo	Red
Verde	Green

Week 7:¿Cómo es tu casa?

Key vocabulary:

Vivo en	I live in
Una casa	A house
Un piso	A flat
Vivo en una casa	I live in a house
Vivo en un piso	I live in a flat
Vivo en una granja	I live on a farm
Vivo en un barco	I live on a boat
Moderno/a Antiguo/a	Modern Old
Pequeño/a Grande	Small Big
Bonito/a Feo/a	Pretty Ugly
Cómodo/a Incómodo/a	Comfortable Uncomfortable

Week 8: ¿Dónde está?

Key vocabulary:

Está en	It is in
El campo	The countryside
La costa	The coast
Una ciudad	A city
Un pueblo	A village
El desierto	The desert
La montaña	The mountains
El centro	The centre
El norte	The north
El sur	The south
El oeste	The west
El este	The east

Week 9: Las habitaciones

Key vocabulary:

Mi casa tiene En mi casa hay	My house has In my house there is/are
Cuatro habitaciones	4 rooms
Un dormitorio	A bedroom
Un salón	A living room
Un comedor	A dining room
Una cocina	A kitchen
Un cuarto de baño	A bathroom
Un despacho	An office
Un garaje	A garage
Un jardín	A garden
Un pasillo	A hall
Una escalera	A staircase
Una piscina	A pool

Week 10:

Use this week to revise the content from previous weeks in preparation for your assessment.


St LUKE'S
Church of England School