



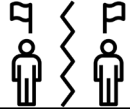






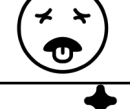


LIGHT HALL KNOWLEDGE MATS

Year 7 Spring 1



English	2
Maths	3 – 5
Science	6 – 8
History	9
Geography	10
French	11
Spanish	12
Life & Morality	13 – 15
ICT	16
Technology	17
Music	18

The best from everyone, all of the time.

KEY WORD	DEFINITION	IMAGE	IN A SENTENCE	LOOK, COVER, WRITE, CHECK	LOOK, COVER, WRITE, CHECK
Tempest	A violent storm.		The tempest at sea made the sailors worry.		
Patriarchal	A male-dominated society.		Women feel controlled in a patriarchal society.		
Antagonist	A character who is the enemy in the story.		An antagonist will always be evil.		
Grotesque	Repulsive, ugly and distorted.		The face in the painting was grotesque .		
Envious	A jealous desire.		I felt envious of her new coat.		
Ethereal	Extremely delicate, light and beautiful.		My Christmas fairy is ethereal .		
Betrayal	Breaking trust and loyalty.		All betrayal is evil.		
Manipulated	Controlled and influence a person cleverly.		I was manipulated into buying a biscuit.		
Colonised	Where another country takes political control over a place.		The UK is made up of colonised places.		
Bitter	Showing anger and hurt over a bad experience and treatment		She felt bitter towards her sister.		
Illusions	A false idea, image or belief which is thought to be real.		My phone filter gives an illusion I look like a cat.		
Antithesis	A person or thing that is the direct opposite of another.		Salty and sweet are the antithesis of each other.		

The Tempest- Spring A

- There is a list of key vocabulary linked to your studies this half term. **Learn the key words and definitions.**
- Below there is a link of key knowledge. **Understand what they all are.**

Grammar Knowledge:

Main clause [13/01/25]: a complete sentence with a subject and a verb.
Subordinate clause: adds extra information to the main clause.
Independent clause: a clause that is a complete thought and must have a subject and a verb that agree.

Adverbs [27/01/25]: these are words that modify the verb being used. Adverbs can be used to show manner (how something happens), degree (to what extent), place (where), and time (when).

Pronouns [10/02/25]:
Personal pronouns are short words used to replace yourself or a person's name (the noun being used), such as I, she, he, you, we, us and them.

Key Words

- **Percentage** – a proportion of 100.
- **Recurring** – a decimal that repeats in a given pattern.

Convert FDP

$$\frac{70}{100}$$

Using a calculator



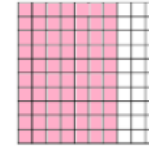
S=D Convert to a decimal

This will give you the answer in the simplest form

× 100 converts to a percentage

This also means
70 ÷ 100

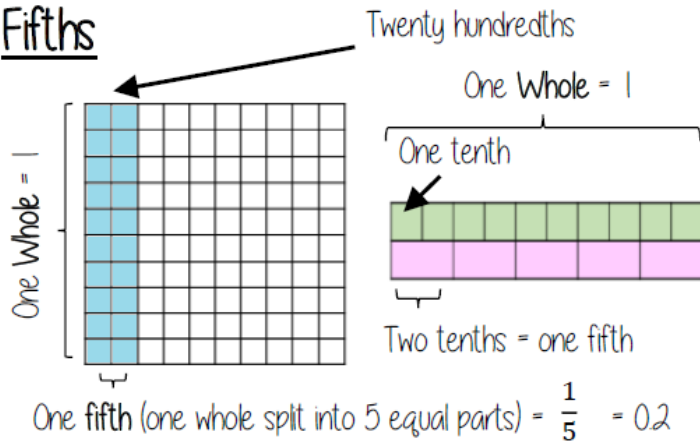
70 out of 100 squares
70 "hundredths"
= 7 "tenths"
0.7



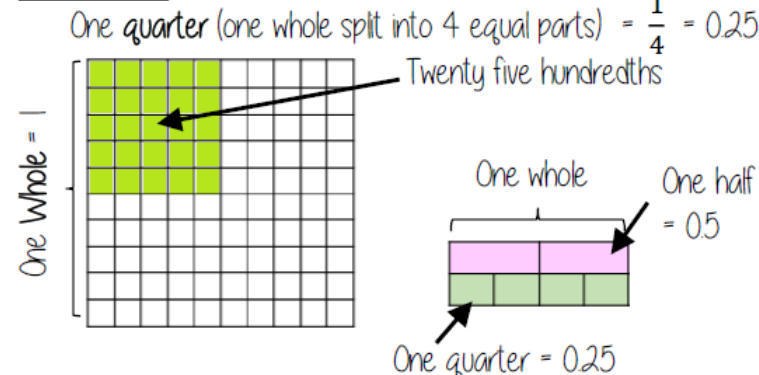
70 hundredths
= 70%

Be careful of recurring decimals
eg $\frac{1}{3} = 0.3333333$
 $\frac{1}{3} = 0.\dot{3}$
The dot above the 3

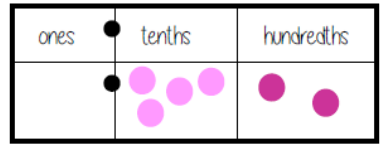
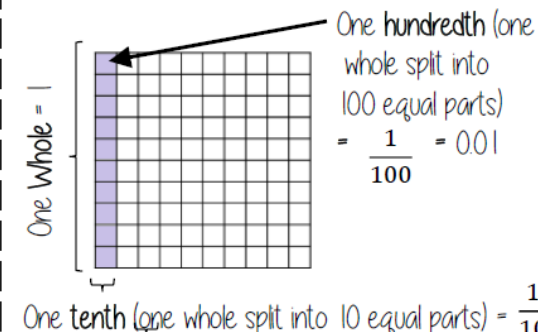
Fifths



Quarters

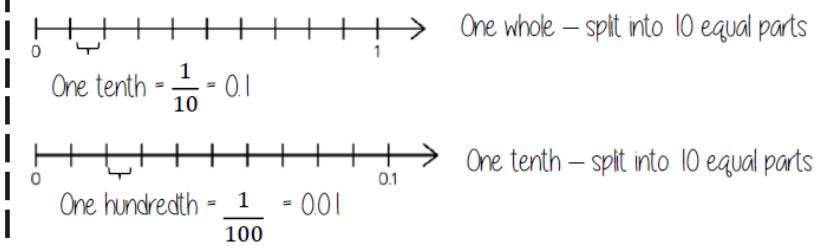


Tenths and hundredths

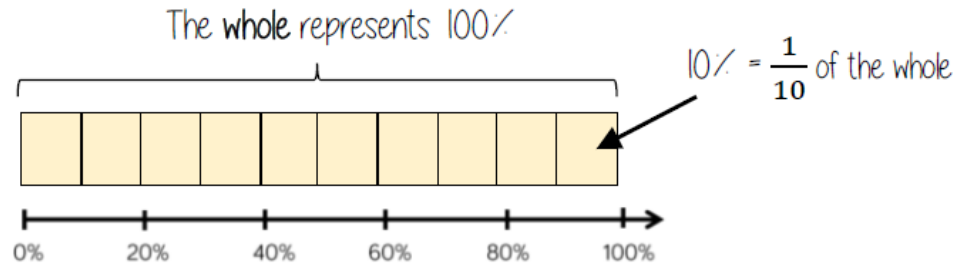


0 ones, 5 tenths and 2 hundredths
 $0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01$
 $= 0 + 0.5 + 0.02$
 $= 0.52$

On a number line

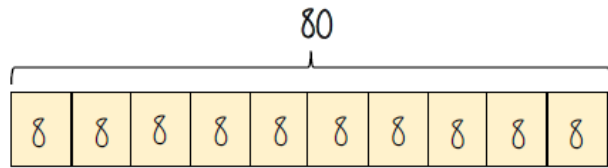


Find the percentage of an amount (Mental methods)



$10\% = \frac{1}{10}$ of the whole $50\% = \frac{5}{10} = \frac{1}{2}$ of the whole
 $20\% = \frac{2}{10} = \frac{1}{5}$ of the whole $5\% = \frac{1}{20}$ of the whole

Find 65% of 80



For bigger percentages it is sometimes easier to take away from 100%

Method 1:
 $65\% = 10\% \times 6 + 5\%$
 $= (8 \times 6) + 4$
 $= 52$

Method 2:
 $65\% = 50\% + 10\% + 5\%$
 $= 40 + 8 + 4$
 $= 52$

Find the percentage of an amount (Calculator methods)



Using a multiplier

Find 65% of 80

Fraction, decimal, percentage conversion

$65\% = \frac{65}{100} = 0.65$ ← The multiplier

$0.65 \times 80 = 52$

Using the percent button

Find 65% of 80

This brings up the % button on screen
 You will see 65%

Type 65

Press **SHIFT** **(%)**

Press **×** 80 and then press =

You can also use the calculator to support non calculator methods and find 1% or 10% then add percentages together

"of" can represent 'x' in calculator methods

Key Words

- **Multiplier** – a decimal used to find a percentage of an amount.
- **Of** – in maths 'of' can represent 'x' in calculator methods.

Dr Frost Skills

K108b/c – Find percentages of an amount without a calculator

Year 7 Knowledge Mats (#11) Solving Equations

w.b. 10/02/2025

Multiply single brackets

$3(2x + 4)$

$3 \times 2x = 6x$
 $3 \times 4 = 12$
 $6x + 12$

Different representations of $3(2x+4) = 6x + 12$

Two-step equations

$4x + 2 = 10$

Bar Model

$10 - 4x = 2$

Function machine

Representing the same question (use fact families)

Solve equations with brackets

$3(2x + 4) = 30$

Expand the brackets

$6x + 12 = 30$

-12 -12

$6x = 18$

$+6$ $+6$

Substitute to check your answer. This could be negative or a fraction or decimal

$x = 3$

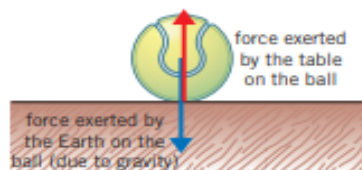
Key Words

- Solve** – to find the solution
- Inverse** – the operation that undoes what was done by the previous operation (The opposite operation)
- Equation** – a mathematical statement that two things are equal

What is a force?

- A **force** can be a **push** or a **pull**
- A force is measured in **Newtons (N)**
- We measure forces with a **newton meter**
- Forces explain why objects will move, change direction and change speed

- Forces always act in pairs, we call these **interaction pairs** e.g. the tennis ball exerts a downward force of **weight** onto the table, the table exerts an equal and opposite reaction force onto the ball



Types of forces

- Contact forces** act when two objects are physically touching
- Air resistance** and **friction** are examples of contact forces
- Non-contact forces** act when two objects are physically separated (not touching)
- Examples of non-contact forces include **gravitational force** and magnetic forces
- We call the region where an object experiences a non-contact force a **field**, examples of these include gravitational fields and magnetic fields

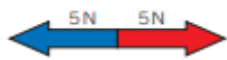
Gravity

- Gravity** is a non-contact force that acts between two objects
- Gravitational force** pulls you back to Earth when you jump
- The size of the gravitational force depends on the mass of the two objects and how far apart they are
- Weight** is the downward force caused by gravity acting upon the mass of an object, it is measured in Newtons (N)
- Mass** is the amount of matter within an object, whereas weight is the downward force of the object, we measure mass in **kilograms**
- We calculate weight with the equation:

$$\text{weight (N)} = \text{mass (kg)} \times \text{gravitational field strength (N/kg)}$$
- The value of the gravitational field strength can vary, so although a person's mass would be the same on different planets, their weight would not be

Balanced and unbalanced forces

- When forces acting on an object are the same size, but acting in different directions, we say that they are **balanced**
- When forces are balanced, the object is either not moving (stationary) or moving at a constant **speed**
- When the two forces acting on an object are not the same size, we say that the forces are **unbalanced**
- When forces are **unbalanced**, the object will either be in **acceleration** or **deceleration**
- The **resultant force** is the difference between the two unbalanced forces



resultant = zero
stationary or
constant velocity



resultant = 2N
accelerating
to the right

Speed

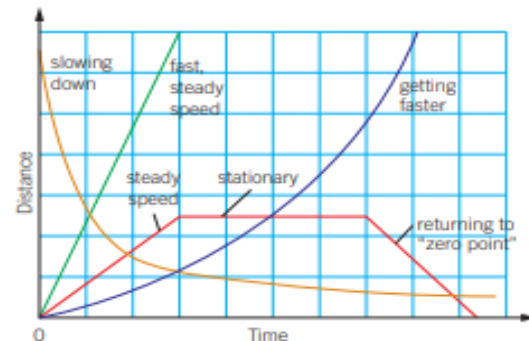
- Speed** is a measure of how quickly or slowly that something is moving
- We measure speed in meters per second (m/s), this means that distance must be in meters and time must be in seconds
- We calculate speed with the following formula:

$$\text{speed (m/s)} = \frac{\text{distance travelled (m)}}{\text{time taken (s)}}$$

- Relative motion** compares how quickly one object is moving compared to another
- If both objects are moving at the same speed, they are not changing position in comparison to one another, meaning that their relative speed is zero

Distance-time graphs

- Distance-time graphs** tell the story of a journey, they show how much distance has been covered in a certain period of time



- To find the average speed, the total distance must be divided by the total time

Chemical reactions

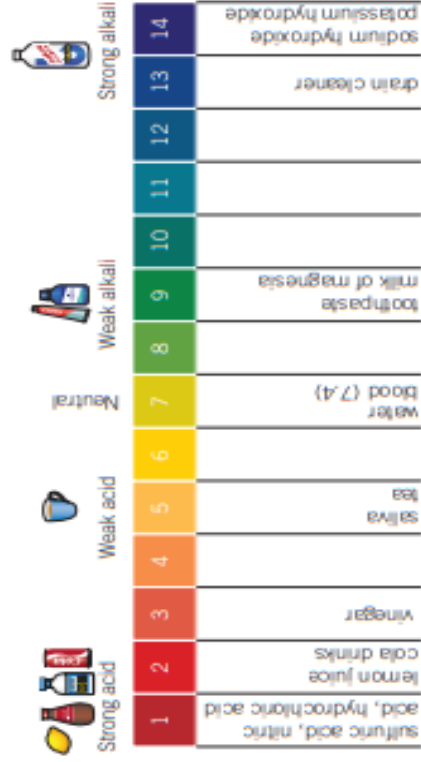
- A **chemical** reaction is a change in which atoms are rearranged to make new substances
- A **reversible** reaction is one where the products can react to get back the substances which you started with, most chemical reactions are not reversible
- You can look for signs that a chemical reaction has taken place such as flames, smells, heat change, a loud bang or gentle fizz

Acids and alkalis

- **Acids** and **alkalis** are the chemical opposites of one another
- Both acids and alkalis can be **corrosive** and **irritants**

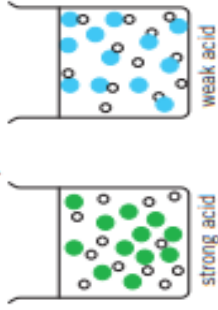
To see whether a substance is an acid or an alkali, we can use an **indicator**. Indicators show how acidic or how alkaline a solution is by showing its position on the **pH scale**, one example of this is **universal indicator**

- If the solution has a pH value of 1–6 it is **acidic**
- If the solution has a pH value of 8–14 it is **alkaline**
- If the solution has a pH value of 7 it is known as **neutral**



Acid strength

- The strength of an acid depends on how much of the acid has broken apart when it has dissolved in water
- Hydrogen chloride dissolves in water to form hydrochloric acid, this is a **strong acid** as all of the particles split up
- A **weak acid** will have particles that do not all split up



- The **concentration** of the acid is the amount of acid which has dissolved in 1 litre of water
- The more concentrated the acid, the lower the pH

Neutralisation

- **Neutralisation** reactions are any reaction in which acids react with a **base** to cancel out the effect of the acid
- These reactions form a neutral solution with a pH of seven
- A **base** is any substance which neutralises an acid
- An alkali is a base which has been dissolved in water



Salts

Salts are substances which are formed when an acid reacts with a metal or metal compound

Different acids form different types of salts:

- Hydrochloric acids form chloride
- Sulphuric acids form sulphates
- Nitric acids form nitrates

Key terms

Familiarise yourself with the following keywords:

acid acidic alkali alkaline base chemical chemical reaction concentration concentrated
 neutralisation oxide oxidation reversible reactivity reactivity series

corrosive displacement hydroxide indicator irritant neutral
 salt strong acid universal indicator weak acid

Metal reactions

When a metal reacts with an acid it **will** produce a salt and hydrogen gas, the fizzing that you see is the hydrogen gas being given off

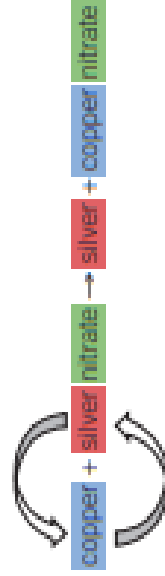


When a metal reacts with oxygen a metal **oxide** is formed, this process is known as **oxidation**



- When a metal reacts with water it forms a metal **hydroxide** and hydrogen gas.
 - The alkali (group 1) metals react most vigorously, giving off a brightly coloured flame
- $$\text{metal} + \text{water} \rightarrow \text{metal hydroxide} + \text{hydrogen}$$
- $$\text{sodium} + \text{water} \rightarrow \text{sodium hydroxide} + \text{hydrogen}$$

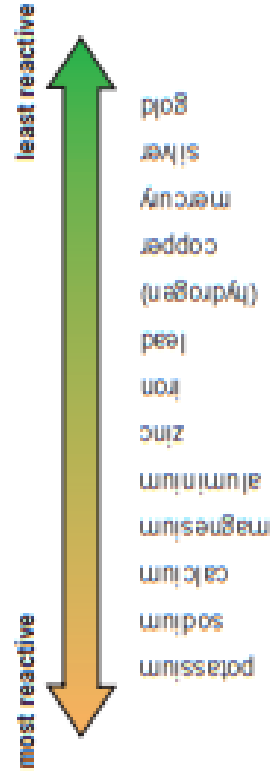
When a more reactive metal reacts with a compound containing a less reactive metal, it can take it's place, this is known as a **displacement** reaction



- If the metal on it's own is higher in the **reactivity series** than the metal in the compound a reaction **will** take place
- If the metal on it's own is lower in the reactivity series than the metal in the compound, a reaction **will not** take place

The reactivity series

- The **reactivity series** describes how reactive different metals are compared to one another
- The higher the metal is in the reactivity series the more reactive it will be this means that it will react much more vigorously



Familiarise yourself with the following keywords:

corrosive displacement hydroxide indicator irritant neutral
salt strong acid universal indicator weak acid

Enquiry 1: How did the Silk Roads develop trade and knowledge?

WB. 13th
Jan

Key words:

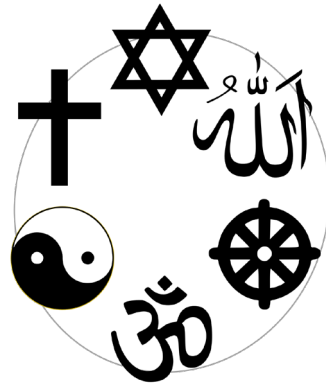
Silk road: The Silk Road was a network of trade routes which connected the East and West of the ancient world.

Trade: The action of exchanging resources and services with other people.

Society: Human beings living together in a group

What I need to know:

- The Silk Road was a network of trade routes that linked Asia with Europe.
- The Silk Road stretched from east to west for about 4,000 miles. It began at Xi'an, in eastern China.
- Caravans transported goods between many cultures along the Silk Road. Few people travelled the entire route. Goods were carried in stages by different groups
- Silk and other Chinese goods went west, all the way to ancient Rome. Wool, gold, and glass were some of the goods that went east.



WB. 27th
Jan

Enquiry 2: How did religion spread?

Key words:

Caravan – traders or travellers who travelled in large groups

Caravanserai - roadside inn where travellers could rest and trade along the Silk Roads

Crusade - a Christian military expedition made with the aim of recovering Jerusalem from the Muslims

What I need to know:

- Religion was primarily spread along the Silk Roads through traders. Buddhism, Judaism, Christianity and Islam spread as a result.
- The Crusades were a series of religious wars between Christians and Muslims started primarily to secure control of holy sites considered sacred by both groups
- Baghdad became the beating heart of the Islamic empire. During the Islamic Golden age, it was a time that saw major breakthroughs in science, mathematics, medicine and astronomy, literature and philosophy

Enquiry 3: Who was the master of the Silk Roads?

Key words:

An empire: a state where one person or country rules other people or countries by force

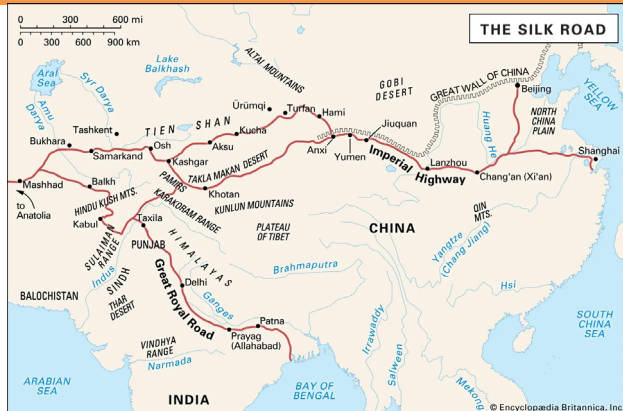
The steppe: a region of grassland with extreme temperatures making farming impossible

Ruthless: willingness to use violence and other methods to achieve your goals

What I need to know:

- Genghis Khan grew up on the harsh cold plains of Mongolia. His name as a boy was Temujin, which meant "finest steel".
- He was a fierce and brutal fighter and became admired by many of the Mongols for his courage.
- He then began to conquer his enemy Mongol tribes. He knew the Mongols needed to unite. After conquering his enemies, the other Mongol tribes agreed to ally and follow Temujin. They named him Genghis Khan or "ruler of all".
- Genghis was a brilliant general. He organized his soldiers into groups of 1000 called "gurans. He also used innovative tactics on the battlefield.
- Genghis Khan was a strong leader. He was cruel and murderous to his enemies, but loyal to those who followed him.

WB. 10th
Feb



W/c 13th January

Homework 1 - Key Words:

- **Climate:** the weather conditions prevailing in an area in general or over a long period.
- **Drought:** A drought is a period when an area lacks water, which can last months or even years.
- **Scarcity:** the state of being scarce or in short supply; shortage.
- **Famine:** extreme scarcity of food.
- **Malnutrition:** lack of proper nutrition, caused by not having enough to eat, not eating enough of the right things, or being unable to use the food that one does eat.
- **Economy:** the state of a country or region in terms of the production and consumption of goods and services and the supply of money.
- **Transnational Corporation:** A large corporation that has a home base with a headquarters, but operates in various other countries.
- **Piracy:** the practice of attacking and robbing ships at sea.
- **Displacement:** the action of moving something from its place or position
- **Civil War:** a war between citizens of the same country.

Homework 2: Nigeria

- Nigeria is located within the west of Africa.
- It is north of the equator.
- The latitude is 10°N and the longitude is 10°E.
- It is near to Benin, Niger, Chad and Cameroon.
- 62% of the population live in extreme poverty.
- 70% of people are employed in farming and food production.

W/c 27th January



Homework 3: Piracy

Advantages of Piracy

- Creation of jobs
- Local shop owners and residents have been able to purchase generators for electricity
- Pirates scare away illegal fishing trawlers
- Increase in fish stock

Disadvantages of Piracy

- Local residents feel unsafe due to the increased presence of guns
- Local exchange rate changes regularly
- Increased alcoholism
- Reduction in trade for neighbouring countries
- Increased cost to ship owners (e.g. through insurance pay outs)

W/c 10th February



<u>Les couleurs</u>	<u>Colours</u>
gris(e)	Grey
rouge	Red
blanc(he)	White
marron	Brown
noir(e)	Black
vert(e)	Green
Bleu(e)	Blue
Orange	Orange
Rose	Pink
Violet(te)	Purple

<u>Tu aimes ... ?</u>	<u>Do you like ...?</u>
j'adore ...	I love ...
j'aime ...	I like ...
j'aime assez ...	I quite like ...
je n'aime pas ...	I don't like ...
je déteste ...	I hate ...
aimer	to like
détester	to hate
adorer	to love

Qu'est-ce que tu portes?

je porte ...
on porte ...
l'uniforme scolaire
un pantalon
un polo
un pull
un sweat
un tee-shirt
une chemise
une cravate
une jupe
une veste
des chaussettes (f)
des chaussures (f)
des baskets (f)

20/01

Je pense que c'est...
chic
confortable
démodé(e)
pratique

What do you wear?

I wear ...
we wear ...
school uniform
trousers
polo shirt
jumper
sweatshirt
tee-shirt
shirt
tie
skirt
jacket/blazer
socks
shoes
trainers

I think that it is...
smart/stylish
comfy/comfortable
old-fashioned
practical



Quelle heure est-il?

Il est ...
cinq heures
cinq heures dix/vingt
cinq heures et quart
cinq heures et demie
cinq heures moins dix/vingt
cinq heures moins le quart
midi/minuit

03/02

What time is it?

It is ...
five o'clock
ten/twenty past five
quarter past five
half past five
ten/twenty to five
quarter to five
midday/midnight



Qu'est-ce que tu penses de tes matières?

What do you think of your subjects?

le français
le théâtre
la géographie
la musique
la technologie

French
drama
geography
music
technology

l'anglais

l'EPS
l'histoire
l'informatique
les arts plastiques
les maths
les sciences

English
P.E.
history
I.C.T.
art
maths
science

Les raisons

C'est ...
facile.
difficile.
intéressant.
ennuyeux.
amusant.
créatif.
nul.
le/la prof est sympa
le/la prof est trop sévère
j'ai trop de devoirs

06/01

Reasons

It's ...
easy.
difficult/hard.
interesting.
boring.
fun/funny.
creative.
rubbish/awful.
the teacher is kind
the teacher is too strict
I have too much homework

Ta journée scolaire est comment?

je quitte la maison
j'arrive au collège
je retrouve mes copains
on commence les cours
je mange à la cantine
je chante dans la chorale
je joue dehors
on recommence les cours
je rentre à la maison
à (quatre) heures
Quel est ton jour préféré?
Mon jour préféré, c'est le ...
J'ai deux heures d'anglais.
C'est ma matière préférée.
Je suis fort(e) en maths.
l'emploi du temps
la rentrée
les vacances

What is your school day?

I leave the house
I arrive at school
I meet (up with) my friends
we start lessons
I eat in the canteen
I sing in the choir
I play outside
we start lessons again
I go home
at (four) o'clock
What's your favourite day?
My favourite day is ...
I have two hours of English.
It's my favourite subject.
I am good at maths.
timetable
start of new school year
holidays



¿Qué estudias? What do you study?

6th January

Estudio...	I study...	informática	ICT
ciencias	science	inglés	English
dibujo	art	matemáticas	maths
educación física	PE	música	music
español	Spanish	religión	RE
francés	French	teatro	drama
geografía	geography	tecnología	technology
historia	history		

Los profesores Teachers

El profesor/La profesora	The teacher is...	raro/a	odd
es...		severo/a	strict
paciente	patient		

¿Cómo es tu insti? What's your school like?

Es...	It's...	grande	big
antiguo/a	old	horrible	horrible
bonito/a	nice	moderno/a	modern
bueno/a	good	pequeño/a	small
feo/a	ugly		

¿Cuál es tu día favorito? What is your favourite day?

Mi día favorito es el	My favourite day is	Porque...	Because...
lunes/el martes.	Monday/Tuesday.	por la mañana	in the morning
Los lunes/martes	On Mondays/Tuesdays	por la tarde	in the afternoon
estudio...	I study...	estudiamos	we study
¿Por qué?	Why?	no estudio	I don't study

¿Qué hay en tu insti?

What is there in your school?

En mi insti hay...	In my school, there is...
un campo de fútbol	a football field
un comedor	a dining hall
un gimnasio	a gymnasium
un patio	a playground
una biblioteca	a library

Opiniones Opinions

¿Te gusta el dibujo?	Do you like art?
Sí, me gusta (mucho) el dibujo.	Yes, I like art (a lot).
No, no me gusta (nada) el dibujo.	No, I don't like art (at all).
¿Te gustan las ciencias?	Do you like science?
Sí, me encantan las ciencias.	Yes, I love science.

20th
January

una clase de informática	an ICT room
una piscina	a swimming pool
unos laboratorios	some laboratories
unas clases	some classrooms
No hay piscina.	There isn't a swimming pool.

aburrido/a	boring
difícil	difficult
divertido/a	amusing, funny, fun
fácil	easy
importante	important
interesante	interesting
práctico/a	practical
útil	useful

¿Qué haces durante el recreo? What do you do during break time?

Como...	I eat...	Bebo...	I drink...
un bocadillo	a sandwich	agua	water
unos caramelos	some sweets	un refresco	a fizzy drink
chicle	chewing gum	un zumo	a juice
una chocolatina	a chocolate bar	Leo mis SMS.	I read my text messages.
fruta	fruit	Escribo SMS.	I write text messages.
unas patatas fritas	some crisps	Nunca hago los deberes.	I never do my homework.

Keywords-

1. Baptism
2. Marriage
3. Upanayana
4. Amrit
5. Jerusalem
6. Amrit
7. Aqiqah
8. Brit- Milah
9. Confirmation
10. Funeral
11. Birth
12. Font
13. Bar Mitzvah
14. Mecca
15. Death
16. Heaven
17. Hell



7th Jan 25

What are the Rites of Passage?



The rites of passage include the journey of life and what everyone experiences at some point in their life.

- Birth
- Coming of age
- Initiation
- Marriage
- Death
- Life after death

Rites of Passage - Year 7

Birth in Christianity and Islam.

Baptism in Christianity

Baptism welcomes a baby into Christianity | Jesus was baptised, so Christians follow his example | Some Christians believe that baptism cleanses the original sin | Makes Christians part of God's family | God parents are chosen to spiritually guide the baby as they go through life | sign of the cross is made on the baby's forehead | Special candle is lit as a sign of the light of Christ entering the baby's life



Birth in Christianity and Islam.

The Aqiqah- Birth ceremony in Islam

The father whispers the call to prayer (in the right ear) when the baby is first born | Baby's first taste should be something sweet | A little bit of juice date is rubbed on the baby's tongue | They do this so the baby is brought up to be sweet and obedient | The baby's hair is shaved off on the seventh day | Hair is weighed and equivalent of silver is given to charity | some baby's are circumcised- this is done as symbolism of belongingness and cleanliness | Aqiqah celebration is done on the 7th day | it is a big celebration - a large amount of meat is given to the poor/friends and family | prayers are also said to thank Allah for the baby

3rd Feb 2025

Coming of age- Judaism, Hinduism and Sikhism



Coming of age- Bar Mitzvah (Judaism)

Boys have a Bar Mitzvah when they reach 13 years old | Bat Mitzvah is held for girls at the age of 12 | The ceremony of Bar Mitzvah marks a person's passage from a child to an adult | the young person studies the Torah and prepares for the ceremony | The Shabbat service happens at the Synagogue, prayers are read and a speech is given | Bar- Mitzvah promises to keep God's commandments | marks a long-life education and participation in the Jewish community | A party is thrown after the Bar- Mitzvah to celebrate | A tallit is worn during prayer (this is a long shawl with strings tied in a particular pattern to remind Jews of their duty to God | The tefillin consists of two leather boxes- attached to the upper arm and one to the forehead | the boxes include verses from the Bible | Wearing the tefillin reminds Jews to serve God with both head and heart

20th Jan 25



Coming of age- Upanayana Hinduism

Upanayana is a coming of age ceremony, that includes rituals involving the family, the child and the teacher | A boy receives during this ceremony a sacred thread called Yajñopaveetam that he wears | the boy's head is shaved for the ceremony, symbolising a cleansing from their old ways of living. | New clothes are put on after bathing | Gifts and blessings from family and friends are often received. | The Janoi (thread) is made up of three strands, representing purity of thought, words and actions | The cotton strands go over the left shoulder and under the right arm | Vows are made to obey all aspects of the first ashrama (life stages)

Coming of age- Judaism, Hinduism and Sikhism

Coming of age-Amrit ceremony (Sikhism)

Sikhs who have been through the Amrit Ceremony of initiation, become baptised Sikhs, take new names, and wear the **5 Ks**. | A Sikh can go through this initiation as soon as they are old enough to understand the full commitment that they are making. | The ceremony takes place in a **Gurdwara**, before the Guru Granth Sahib, and in the presence of 5 initiated Sikhs | During the ceremony, hymns are recited from the Sikh scripture, prayers are said, | Then *amrit* is prepared. *Amrit* is a mixture of sugar and water that has been stirred with a double-edged sword. | The candidates for initiation drink some of the *amrit* from the same bowl, and have it sprinkled on their eyes and hair | Each then recites the *Mool Mantra* | The ceremony ends with the eating of the ceremonial *karah parshad* | *Parshad* is a sweet tasting food which has been blessed. It is made from semolina, sugar and ghee. |



Marriage-Hinduism and Christianity



Pilgrimage- Islam and Judaism

Pilgrimage to Jerusalem- Jerusalem remains an important place of **pilgrimage** for Jewish people | According to Jewish tradition, all of creation began in Jerusalem. | Many Jewish people still visit Jerusalem today as the focal point of their religion and face towards it when they pray as a sign of its importance | Visiting the Western Wall is a reminder to Jewish people of their history, but also gives them a link with the holiest site, the Temple | It is the closest Jewish people can get to the presence of God | There are many **rituals** that take place at the Western Wall. People write prayers on small pieces of paper and push them in between the cracks of the wall | As Jews believe that the wall is a symbol of God's presence, many believe that God can actually see what has been written | The prayers are collected twice every year and then buried on the **Mount of Olives**.

Pilgrimage to Makkah- Once a year, Muslims of every ethnic group, colour, social status, and culture gather together in Mecca and stand before the Kaaba praising Allah together. | It is a ritual that shows that everyone is equal in the eyes of Allah | The Hajj makes Muslims feel real importance of life here on earth, and the afterlife | The Hajjis or pilgrims wear simple white clothes called **Ihram** and perform acts of worship | Mecca is a place that is holy to all Muslims. It is so holy that no non-Muslim is allowed to enter | For Muslims, the Hajj is the fifth and final **pillar of Islam** | It occurs in the month of Dhul Hijjah which is the twelfth month of the Islamic lunar calendar | It is the journey that every sane adult Muslim must undertake at least once in their lives if they can afford it and are physically able.

The Hindu marriage ceremony is considered **sacred**, binding a man and woman together for life | Traditionally, the day before the marriage, the bride has her hands and feet decorated with beautiful designs made with **henna**. | On the morning of the marriage, the bride and groom take baths and put on perfumed oils to symbolise being pure and ready to commit themselves to each other | Most weddings take place in a **mandap** which contains a sacred fire at its centre. | Prayers and offerings are made to **Lord Ganesh**. | The bride and groom place flower **garlands** around each other's necks, symbolising an unbroken circle to show eternal union | The priest then ties the bride's **sari** to a scarf worn by the groom, symbolising the couple's physical and spiritual union | They walk several times around the sacred fire with each circuit representing different aspects of marriage | The bride and groom take **seven steps** and make **seven promises** to each other. The groom puts red powder into the bride's hair to show that she is now a married woman



Marriage-Hinduism and Christianity

Christians believe that marriage is a gift from God, one that should not be taken for granted | A marriage is a public declaration of love and commitment | This declaration is made in front of friends and family in a church ceremony | Beginning the service: the priest welcomes the congregation and then reads out what Christians believe in marriage | Declarations: the couple make their promises in front of God that they will love, comfort, honour and protect their partner as long as they both shall live | Vows: The couple then make their vows to one another | Rings: The couple exchange rings | Proclamation: the priest tells the couple that they are now husband and wife | Prayers: prayers are said for the couple. They may include a prayer for the gift of children, but this is optional | Readings and sermon: there will be some readings from the Bible and the minister gives a sermon | Signing of the register: the bride and groom, along with two witnesses, sign the register, which is a legal requirement. They receive a legally binding marriage certificate.

Death in Christianity

Christians believe that when someone dies, they are judged by God | The righteous go to Heaven and the sinners go to Hell | Christians believe that Hell is the separation from the love of God | When a Christian dies, it is seen as the end of his/her life on earth | A funeral is held for friends and family to grieve for the person who has died and give thanks for their life | If someone is on their deathbed, a minister will prepare them for death | Often, the deceased will have left information in his/her will concerning what they want to be included in the funeral service (hymns, prayers) and will also say whether they wanted to be buried or cremated | The funeral is held about a week after death. It can either take place in a church or at a crematorium | Readings and sermon: a psalm from the Bible is read out | Personal readings: The priest will talk about the person who has died | Prayers: prayers of thanksgiving, penitence and readiness for death are said | Reflection: Silent time for reflection. The congregation is given a minute to reflect on the deceased | Commendation and farewell: The priest speaks these words: "Let us commend (the person's name) to the mercy of God, our maker and redeemer." The priest then reads a prayer of entrusting and commending | The committal: this is probably the most solemn moment of the service. | At a burial, this is when the coffin is lowered into the grave. At a cremation, the curtains are closed around the coffin.

Assessment Success Criteria



Exploration of experience



Knowledge



Attitudes



Skills



W/c 3rd February 2025

W/c 20th January 2025

HT3

Scratch - ICT

W/c 6th January 2025

Start Code Here

from turtle import *

turtle = Turtle()

sides = int(input("How many sides?"))

for i in range(sides):

turtle.forward(60)

turtle.right(90)

This code takes an input from the user and repeats the code that many times

Start Code Here

from turtle import *

turtle = Turtle()

turtle.forward(90)

turtle.right(90)

turtle.forward(90)

turtle.right(90)

turtle.forward(90)

turtle.right(90)

turtle.forward(90)

This program gets the Turtle to move forward and then turn right, repeats the command to produce a shape – this is something we will be looking at in lessons

These are the main commands used in Scratch – you need to be able to combine these to produce a program



KEY WORDS TO LEARN

Food allergy – immune-mediated adverse reaction to a particular food.

Food intolerance – when a person has difficulty digesting a certain food.

Personal Hygiene – what a person does to prepare for cooking hygienically and safely.

Food safety + hygiene – is about protecting people and reducing the risk of food poisoning.

Hazard – anything that can contaminate food or cause injury or illness.

Bridge hold + Claw grip – watch the videos -

<http://archive.foodafactoflife.org.uk/VideoActivity.aspx?siteId=15§ionId=65&contentId=73>

The Eat Well Guide. Watch the video and learn the names of all the sections and the advice within each section.

<https://www.youtube.com/watch?v=1tJYcNt6Bpk>

<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>



Conduction (via direct contact)	Convection (via fluid)	Radiation (via electromagnetic Radiation)
<ul style="list-style-type: none"> Conduction is the direct flow of heat through a material resulting from physical contact. 	<ul style="list-style-type: none"> heat transfer between a surface and adjacent fluid (gas, air or liquid) and by the flow of fluid from one place to another, induced by temperature 	<ul style="list-style-type: none"> No transfer medium required It's the transfer of thermal energy through matter of space by electromagnetic waves.

Be able to give examples of cooking methods linked to each one.

Folk Music

(Exploring Harmony and Accompaniments)

YEAR 7-
SPRING 1
MUSIC

WC 6th Jan
Section A

WC 20th Jan
Section B

WC 3rd Feb.
Sections
C+D+E+F

A. History of Folk Music

Folk Music is **TRADITIONAL music of the people** performed by the people themselves and played within their own communities. Folk Music was passed on **ORALLY** (through speech or song) from one generation to the next – the **ORAL TRADITION** (passed down by word of mouth), and many Folk Songs were not originally written down. The Industrial Revolution of the 18th and 19th Centuries destroyed communities so many of the traditional Folk Songs were lost. Attempts were made to collect these songs and Cecil Sharp published a 'written down' collection of English Folk Music in 1907 which had taken a lifetime to collect. During the 1950's a great **FOLK MUSIC REVIVAL** began and bands in the 1970's 'mixed together' Folk and Rock (**FOLK ROCK**) as a type of musical **FUSION** e.g., *Lindisfarne*, *Steeleye Span*. Other musicians created more modern and commercial **ARRANGEMENTS** of Folk Songs such as *Ralph McTell's "Streets of London"* in 1975. Folk Music influenced bands such as *The Beatles* and artists such as *Paul Simon* and modern-day groups such as *The Corrs* use traditional Folk Music in their songs.

Cecil Sharp



Ralph McTell



The Corrs



B. Types of Folk Music

People from different countries and cultures have their own **FOLK MUSIC**. However, although it may sound different, **FOLK SONGS** are often include **WORK SONGS**, including **SEA SHANTIES**: songs sung at sea by sailors, the rhythm of these helped the sailors haul the ropes that hoisted the sails, and songs about **EVERYDAY LIFE**, **THE SEASONS**, **BATTLES AND WARS**, **SHEPHERD'S SONGS** and **LULLABIES** (cradle songs). People also sang Folk Songs to help them forget their aches and pains e.g., *shepherds sang about their sheep and lambs and the bitter weather to help keep their spirits high*. Folk Music can also be **INSTRUMENTAL**, often used for dancing, entertainment, celebration, and religious ceremonies. Dancing to Folk Music still happens such as **MORRIS DANCERS** or **MAYPOLE DANCING**.



C. Folk Song Accompaniments

TONIC PEDAL - A (BASS) PEDAL (POINT/NOTE) is a note of long duration, often held in the bass part (lower down the keyboard) which uses the **TONIC** note, over which the melody line and chords will "fit" e.g.



DRONE - A form of musical accompaniment consisting of continuous sounding pitched notes, usually a **FIFTH** apart (5 notes), again, often in the bass part e.g.

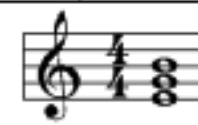


OSTINATO - A repeated musical pattern as an accompaniment, often using notes of the **CHORD** and rhythm patterns from the song e.g.

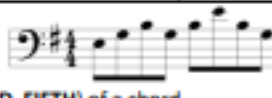


CHORDS - Many Folk Songs use **PRIMARY CHORDS** (**CHORD I**, **CHORD IV** and **CHORD V**) and sometimes the **SECONDARY CHORDS** of **CHORD III** and **CHORD VI** as a musical accompaniment. The notes of a **CHORD** can be performed in different ways to create different accompaniments:

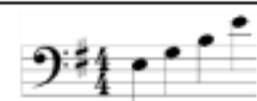
As a **TRIAD** (all three notes (**ROOT**, **THIRD**, **FIFTH**) performed together, the **ROOT** sometimes in the **BASS** part acting as **BASS LINE**).



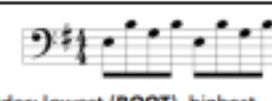
As a **BROKEN CHORD** - a way of playing the notes (**ROOT**, **THIRD**, **FIFTH**) of a chord separately ('broken' up) in a different order, ascending (going up) or descending (going down).



As an **ARPEGGIO** - playing the notes of a chord ascending or descending (**ROOT**, **THIRD**, **FIFTH**) in order, but separately.



As an **ALBERTI BASS** - a way of playing the notes of a chord in the order: lowest (**ROOT**), highest (**FIFTH**), middle (**THIRD**), highest (**FIFTH**), repeated several times as a bass line **ACCOMPANIMENT**



D. Harmony in Folk Music: Intervals

ACCOMPANIMENT - Music that accompanies either a lead singer or melody line. This can be instrumental performed by members of a Folk Band but also vocal often known as the "backing" provided by backing singers. (see C for different forms of accompaniments).

HARMONY - The effect produced by two or more pitched notes sounding together at the same time e.g., a chord or triad creates harmony or a lead singer and backing singers singing different melodies or parts 'in harmony' (**COUNTER MELODY**)

INTERVAL - The distance between two musical notes. The intervals of a **FOURTH** and **FIFTH** are common in Folk Music.



F. Instruments, Timbres and Sonorities of Folk Music

Many **FOLK SONGS** are often performed **UNACCOMPANIED** (with no instrumental accompaniment) = **A CAPPELLA**. However, the following instruments are often used in Folk Music:

Penny/Tin Whistle	Harmonica or Mouth Organ	Acoustic Guitar	Northumbrian Pipes	Accordion	"Fiddle" (Violin)	Mandolin	Banjo	Concertina