2025/26

Cycle 1 Knowledge Navigator

Year 7

Name:

Form:

Morning Meeting Homework

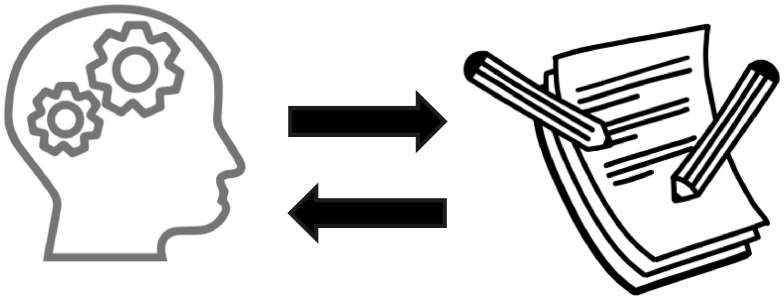
Purpose: to memorise and recall key facts from previous learning

100% Sheets

Purpose: to memorise and recall key facts for current learning

RCWC repeat!

Read the information and try to memorise it.
Cover up the information so you can't see it.
Write down as much as you can remember.
Check what you've written down against the information, and green pen what you've missed.
Repeat this to fill a minimum of 1 A4 side. The more you repeat this process, the more facts you will remember for your exams!



Contents

		Homework Schedule	CYCLE 1	1

	Week 1		Week 2		Week 3		Week 4		Week 5	
Monday			1/9/25	French	8/9/25	French	15/9/25	French	22/9/25	French
Tuesday			2/9/25	Science: Page 5 Box 1	9/9/25	Science: Page 5 Box 2	16/9/25	Science: Page 5 Box 1	23/9/25	Science: Page 5 Box 3
Wednesday			3/9/25	History Section A *Sparx Maths*	10/9/25	Geography Box 1 *Sparx Maths*	17/9/25	History Section B *Sparx Maths*	24/9/25	Geography Box 2 *Sparx Maths*
Thursday			4/9/25	English: Box 1	11/9/25	English: Box 2	18/9/25	English: Box 3	25/9/25	English: Box 4
Friday			5/9/25	Spellings Week 2	12/9/25	Spellings Week 3	19/9/25	Spellings Week 4	26/9/25	Spellings Week 5

	Week 6		Week 7		Week 8		Week 9		Week 10	
Monday	29/9/25	French	6/10/25	French	13/10/25	French	3/11/25	French	10/11/25	French
Tuesday	30/9/25	Science: Page 5 Box 4	7/10/25	Science: Page 5 Box 3	14/10/25	Science: Page 4 Box 1	4/11/25	Science: Page 4 Box 2	11/11/25	Science: Page 4 Box 1
Wednesday	1/10/25	History Section C *Sparx Maths*	8/10/25	Geography Box 3 *Sparx Maths*	15/10/25	History Section D *Sparx Maths*	5/11/25	Geography Box 4 *Sparx Maths*	12/11/25	History Section E *Sparx Maths*
Thursday	2/10/25	English: Box 1	9/10/25	English: Box 2	16/10/25	English: Box 3	6/11/25	English: Box 4	13/11/25	
Friday	3/10/25	Spellings Week 6	10/10/25	Spellings Week 7	17/10/25	Spellings Week 8	7/11/25	Spellings Week 9	14/11/25	

	Week 11		Week 12		Week 13	
Monday	17/11/25	French	24/11/25	French	1/12/25	French
Tuesday	18/11/25	Science: Page 4 Box 3	25/11/25	Science: Page 4 Box 4	2/12/25	Science: Page 4 Box 3
Wednesday	19/11/25	Geography Box 5 *Sparx Maths*	26/11/25	History Section F *Sparx Maths*	3/12/25	Geography Box 6 *Sparx Maths*
Thursday	20/11/25	English: Box 1	27/11/25	English: Box 2	4/12/25	English: Box 3
Friday	21/11/25	Spellings Week 11	28/11/25	Spellings Week 12	5/12/25	Spellings Week 13

DIXONS COTTINGLEY ACADEMY

French	IDENTITY & RELATIONSHIPS	CYCLE 1	2

Week 1		Week 2		Week 3			
Greetings		Greetings		Numbers			
Bonjour/ Salut	Hello/Hi	Comme ci comme ça	So so	Un	One	Onze	Eleven
Je m'appelle	I am called	Bof!	Whatever!	Deux	Two	Douze	Twelve
J'ai … ans	I am… years old	Bien/mal	Good/bad	Trois	Three	Treize	Thirteen
Mon anniversaire est le	My birthday is	Très bien/mal	Very good/bad	Quatre	Four	Quatorze	Fourteen
Comment t'appelles-tu?	What's your name	Génial	Great	Cinq	Five	Quinze	Fifteen
Comment ça va?	How are you?	Affreux	Awful	Six	Six	Seize	Sixteen
Oui/Non	Yes/No	Quel âge as-tu?	How old are you?	Sept	Seven	Dix-sept	Seventeen
Merci beaucoup	Thanks a lot	Où habites-tu?	Where do you live?	Huit	Eight	Dix-huit	Eighteen
Au revoir	Bye	As-tu des animaux?	Do you have any animals?	Neuf	Nine	Dix-neuf	Nineteen
Ça va bien/mal	It's going well/bad	Comment ça va?	How are you?	Dix	Ten	Vingt	Twenty

Week 3		Week 4				Week 5		Week 6	
Numbers		Months/ Days of the week				Verb Avoir		Verb Etre	
Vingt	20	janvier	January	lundi	Monday	J'ai	I have	Je suis	I am
Trente	30	février	February	mardi	Tuesday	Tu as	You have	Tu es	You are
Quarante	40	mars	March	mercredi	Wednesday	Il/elle a	He/she has	Il/elle est	He/she is
Cinquante	50	avril/mai	April/May	jeudi	Thursday	Nous avons	We have	Nous sommes	We are
Soixante	60	juin/juillet	June/July	vendredi	Friday	Vous avez	You have	Vous êtes	You are
Soixante-dix	70	août	August	samedi	Saturday	Ils/ elles ont	They have	Ils/elles sont	They are
Quatre-vingt	80	septembre	September	dimanche	Sunday	C'est	It is	C'était	It was
Quatre-vingt-dix	90	octobre/ novembre	October/ November	La semaine	The week	Il y a	There is	Il y avait	There was
Cent	100	décembre	December	Le mois	The month	J'avais	I had	J'étais	I was

French	IDENTITY & RELATIONSHIPS	CYCLE 1	3

Week 7	
Pets	
un chat	a cat
un chien	a dog
un oiseau	a bird
un cheval	a horse
une tortue	a tortoise
un cochon d'inde	a guinea pig
un poisson	a fish
un lapin	a rabbit
une souris	a mouse
une araignée	a spider

Week 8			
Colours		Description	
bleu/ bleue	blue	ennuyeux	boring
blanc/ blanche	white	travailleur	hard-working
noir/noire	black	bavard	chatty
rouge	red	drôle	funny
jaune	yellow	heureux	happy
orange/ marron	orange/ brown	paresseux	lazy
vert/ verte	green	amusant	fun/funny
rose	pink	embêtant	annoying
violet/ violette	purple	méchant	nasty

Week 9			
Family/Relashionship			
Mon père/ma mère	My dad/My mum	âge	age
Mon frère/ma soeur	My brother/my sister	ami	friend
Mon oncle/ma tante	My uncle/my auntie	confiance	trust
Mon grand-père/Ma grand-mère	My grandad/my grandma	copain/ copine	friend (m/f)
Mon cousin/ma cousine	My cousin	langue	language
Mon beau-père/ma belle-mère	My stepfather/my stepmother	membre	member
Mon fils/ma fille	My son/my daughter	naissance	brith
Mon mari/partenaire	My husband/partner	nom	name
Ma famille	My family	taille	height

Week 10			
Description			
allemand	German	Mon/ma/mes	My (m/f/pl)
américain	American	Ton/ta/tes	Your (m/f/pl)
anglais	English	Son/sa/ses	His/her (m/f/pl)
canadien	Candian	moi	me
espagnol	Spanish	toi	you
français	French	lui	him
européen	European	elle	her
proche	close/near	ensemble	together
voici	here is/are	trop	too

Week 11	
Hair and Eyes	
le visage	face
les cheveux	hair
les yeux	eyes
petit (e)/grand (e)	short / tall
de taille moyenne	of average height
gros/ mince	fat / thin
barbe/moustache	beard / moustashe
joli (e)/ laid (e)	pretty / ugly
belle/beau/moche	pretty / handsome / ugly
élegant/élégante	elegant
jeune/vieux	young / old

Week 12	
Opinions	
J'aime	I like
Je n'aime pas	I don't like
J'adore	I love
Je déteste	I hate
C'est	It is
Ce n'est pas	It is not
J'aimais	I used to like
Je détestais	I used to hate
C'était	It was
Je voudrais	I would like

Week 13	
Adjectives	
sympa	nice
bon	good
mauvais	bad
amusant	fun
intéressant	interesting
mignon	cute
drôle	funny
méchant	nasty
travailleur	hardworking
gentil	kind

1. Balancing forces

Balanced force	Unbalanced force
Equal and opposite forces	When two forces acting on an object are NOT EQUAL.
An object that is not moving stays still (stationary)	An object that is not moving starts to move
An object that is moving continues to move at the same speed and in the same direction	An object that is moving changes speed (accelerating /negative accelerating) or direction

2. Days and nights

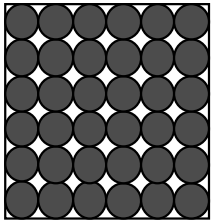
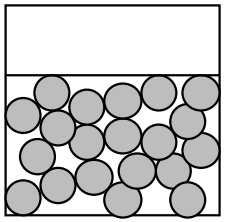
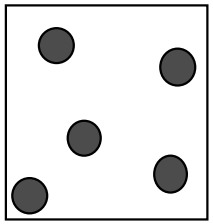
A planet spins on its axis as it orbits the Sun. A day is the time it takes for a planet to turn once on its axis. An Earth day is 24 hours long

The Sun lights up one-half of the Earth, and the other half is in shadow. As the Earth spins, we move from shadow to light and back to shadow and so on.

The Sun appears to move from east to west. This is because the Earth turns from west to east.	The Sun appears to: • Rise in the east • Set in the west • Be due south at midday

One way to remember which way the Earth turns is to remember 'we spin', which means that we (the Earth) spins from west to east.

3. Properties of solids, liquids and gases

Solids	Liquids	Gases
Have a fixed shape	Take the shape of their container	Take the shape of their container
Have a fixed volume	Have a fixed volume	Don't have a fixed volume
Cannot be compressed	Cannot be compressed	Can be compressed easily
Cannot flow	Can flow	Can flow
		

4. Changes of state

Evaporate: From liquid to gas at the surface of a liquid, at any temperature.

Boil: From liquid to a gas of all the liquid when the temperature reaches boiling point.

Condense: Change of state from gas to liquid when the temperature drops to the boiling point.

Melt: From solid to liquid when the temperature rises to the melting point.

Freeze: From liquid to a solid when the temperature drops to the melting point.

Sublime: Change from a solid directly into a gas.

1. Equipment

<u>Heat proof mat</u>
Protects the desk from spills or heat damage

<u>Bunsen burner</u>
Air hole open = blue flame
Air hole closed = safety flame
Only pick it up by the blue base

<u>Tripod</u>
Holds equipment safely above a Bunsen burner

<u>Gauze</u>
Goes on top of the tripod, beakers can then be placed safely on top

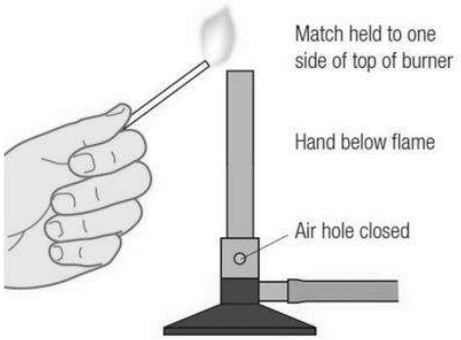
<u>Beaker</u>
Used to carry out reactions in.
Can also be heated

<u>Measuring cylinder</u>
Used to accurately measure a volume of liquid

<u>Thermometer</u>
Used to measure the temperature of liquids

2. How to light a Bunsen burner

1. Connect hose to gas tap
2. Make sure the air hole is closed
3. LIGHT THE MATCH and place near the top of the Bunsen burner
4. Turn on gas LAST

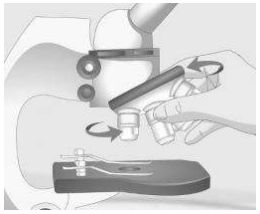


3. Cell organelles

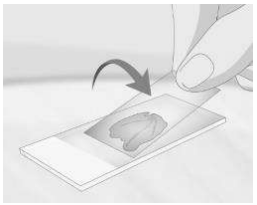
<u>Organelle</u>	<u>Function</u>
Nucleus	Contains genetic material (DNA) which controls the cell's activities.
Cell membrane	Surrounds the cell and controls movement of substances in and out.
Cytoplasm	Jelly-like substance where most chemical processes happen.
Mitochondria	Site of respiration, where energy is released from food molecules.
Ribosomes	Site of protein synthesis.
Cell wall	Supports & strengthens the cell, in plant cells it is made of cellulose.
Chloroplast	Absorbs light energy so the plant can make food.
Vacuole	Contains liquid and used to keep the cell rigid and store substances.

4. Using a light microscope

1. Place the microscope of a flat surface and switch on the light (or tilt the mirror) and ensure the stage is fully down.

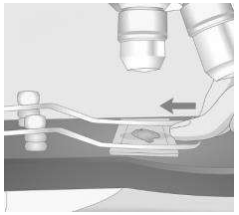


2. Turn to the smallest objective lens (usually x4).

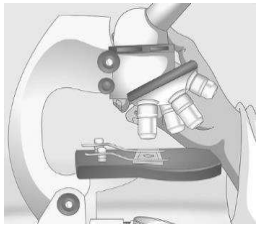


3. Place the specimen on the slide and cover with a cover slip. This protects the specimen and the objective lens. Always hold the edges of the slide and handle with care to avoid cuts.

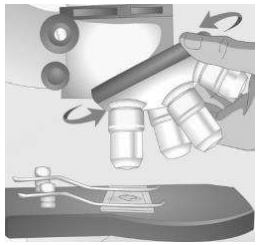
4. Place the slide on the microscope stage and secure with the clips.



5. Rotate the coarse focusing knob until an image is seen.



6. Use the fine focusing knob to get a clear image.



7. Turn the objective lens to the x10 magnification objective lens and adjust with the fine focusing knob.

8. If possible, turn to the x40 objective lens. Again, only use the fine focusing knob to achieve a clear image.

History	History	CYCLE 1	6

Section A Key Terms	Section B – Chronological terms	Section C – Historical evidence/Concepts
Monarchy – a supreme authority is vested in the monarch, an individual ruler who functions as the head of state and who achieves his or her position through heredity. **Emperor** -a sovereign ruler of an empire. **Empire –** a group of countries ruled by a single person, government, or country. **Taxation –** the people of a nation pay money to the government or to the church, sometimes known as a tithe. **Nobility -** the group of people belonging to the highest social class in a country sometimes known as the Aristocracy **Feudalism –** Norman way of organising society so that everyone is loyal to the king. **Republic –** A country governed without a monarch. **Parliament –** a body of people chosen to represent the people of the country. Before 1750 the monarch choose who would sit in Parliament to help make laws, in a modern society we vote for who represents us. **Invasion –** when one country or group of people invade, by way of force with the aim of taking control **Conquest –** the process by which an invading force takes control of a country and creates a new government	**Prehistory –** a period of time before written records. **Stone Age** -The Stone Age was a broad prehistoric period during which stone was widely used to make stone tools with an edge, a point, or a percussion surface. The period lasted for roughly 3.4 million years and ended between 4000 BC and 2000 BC. **Bronze Age -** The Bronze Age (**c. 3300 – c. 1200 BC**) was a historical period characterised principally by the use of bronze tools and the development of complex urban societies, as well as the adoption of writing in some areas. **Iron Age -** The Iron Age was a period in human history that started **between 1200 B.C. and 600 B.C.** People in Europe, Asia and parts of Africa began making tools and weapons from iron and steel. **Ancient history** - a time period from the beginning of writing and recorded human history through late antiquity. The span of recorded history is roughly 5,000 years. Examples of Ancient civilisations are the Egyptians, Greeks and Romans.	**Chronology –** to be able to sort history into the order it happened. **Time Period –** a block of time which historians can study which may have distinctive characteristics. They can differ in length some being a 100 years some a thousand. **Civilisation** - the stage of human social and cultural development and organisation that is considered most advanced. **Society** - people living together in a more or less ordered community. **Evidence –** this refers to facts, information, documents and other materials to help us understand what has happened in the past. **Hypothesis –** an idea based on known facts that has not yet been proven. A historian will use this to find the evidence to prove or disprove the idea. **Historical Enquiry –** a question that historians use as a base to find out about the past and then gather the evidence to answer it. **Historical Sources –** anything that can be used to tell historians about the past. It can be written, a photograph or picture or an object. **Artefact –** an object that can tell us about how people in the past lived.

Section D Key Terms

Cause - Every historical event occurred because of a series of events that happened beforehand. Things that directly lead to another event are called 'causes'. Some causes occurred immediately before the event began, while others existed for several years before they caused the event.

Consequence - a result or effect, typically one that is unwelcome or unpleasant.

Diversity – different experiences and outcomes depending on a person's social, economic or religious background.

Significance – the quality of being worthy of attention; importance.

Change - make (someone or something) different; alter or modify.

Continuity - when something or someone stays the same for a long period of time

Barons – nobles who fought for William at Hastings and were rewarded with large areas of land to control for him.

Domesday Book – A record of all land and property completed in 1086.

Feudalism – Norman way of organising society so that everyone is loyal to the king.

Knights – Soldiers who were given land in the Feudal system.

Peasants – Ordinary people who worked on the land had to serve their feudal master, often a knight.

Section E - What Happened at the Battle of Hastings?

- Harold's army was at the top of Senlac Hill, forming a shield wall. William's archers fired their arrows up towards Harold's army but were struggling to break through the shield wall.
- William's cavalry then tried to charge up the hill, but could not break past the shield wall.
- A rumour spread through the Norman army that William had been killed, but he lifted his helmet and rode past his troops to show them he was still alive.
- William ordered his soldiers to pretend to retreat.
- Harold was killed in the advance, the remaining Saxons were slaughtered by William's men.

Harold's Army

- The Fyrd part time soldiers, whose main role was farming.
- 2500 of these were housecarls, professional and well paid
- It is believed Harold had between 7,000 and 8,000 soldiers at Hastings.

Williams Army

- William had a range of soldiers available to him: cavalry, archers and foot soldiers.
- William's army was also between 7,000 and 8,000 soldiers.
- William's army were well-rested and ready for battle.

Section F – Why did William win?

Tiredness: Harold's army had marched north to fight Harald Hardrada, before turning back to fight William at Hastings. Many had been killed and those who were left would have been extremely tired.

Tactics: William's army pretended to retreat, breaking the shield wall as Saxons turned to run after them. William's army was then able to turn round and attack them.

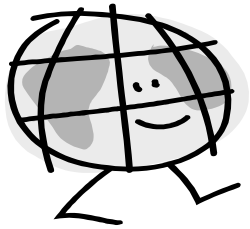
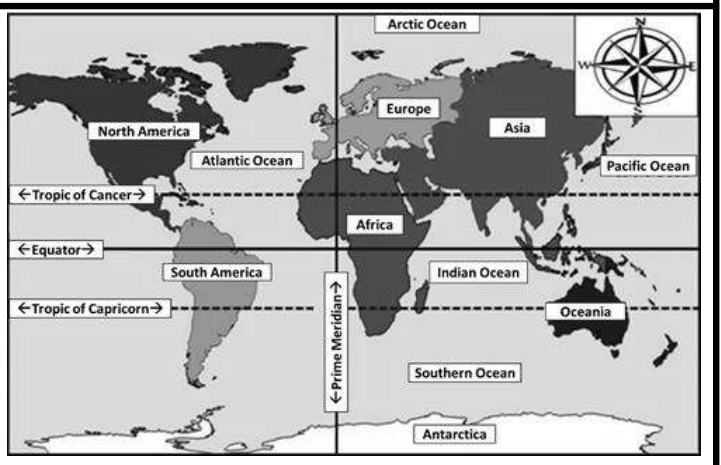
Army strength: William had a greater range of soldiers for the battle. As well as foot soldiers, he had a cavalry and more skilled archers.

Leadership: William was on horseback and had an overview of the whole battlefield. In contrast, Harold was on foot and was unable to stop his army losing their discipline and chasing down Senlac Hill after William's retreating soldiers.

What happened after the Battle of Hastings?

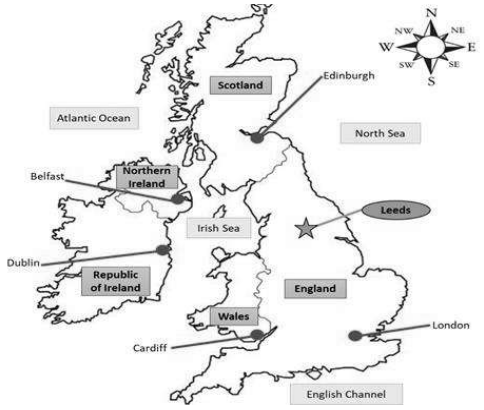
William's army captured and subdued towns across the southeast, building castles as a base to deal with any resistance from the Anglo Saxon population. William soon had complete control of England.

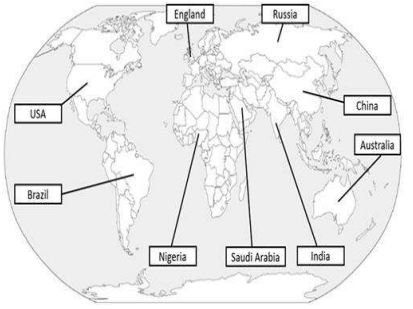
Geography	Geographical Skill	CYCLE 1	8

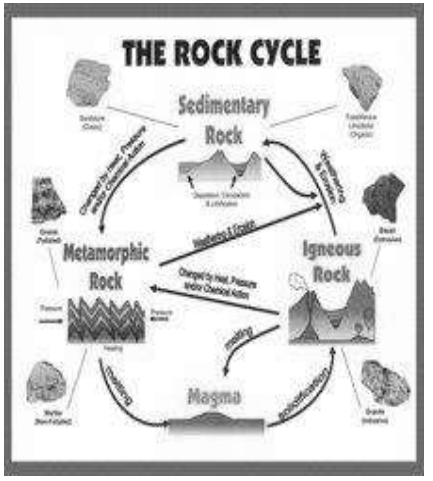
Week	Key Knowledge to learn
1 – Key Terms	**Geography –** the study of the Earth and its people **Physical Geography** - the study of **natural features** e.g. mountains, volcanoes, oceans **Human Geography** - the study of human activity e.g. economics, culture **Environmental Geography** - the study of **interactions** between **people** and **nature** e.g. climate change **Social –** The study of people **Economic –** The study of money **Environmental –** The study of physical landscapes around us e.g. animals, plants 
2 – Map Skills	**A compass** is important to show us which way we are going. A good way to remember these points is a saying "Never East Shredded Wheat" There 8 compass points to read from. Reading a compass clockwise **> north > north east > east > south east > south > south west > west > north west > north** **Contour lines >** imaginary **lines** on **maps >** show **how high land is above sea level > lines close together** on **map** means **land** is **steep** in **real life** **Measuring Distance on a map** > To measure the straight-line distance is easy > You get **a ruler** and **simply measure** the distance between the two points > Then compare it to the **scale** at the bottom of the map page to find out how far it is in real life. **Grid references >** used to **find places** on maps ***Golden rule for reading a grid reference is > 'Bottom left corner, along** the **corridor, up** the **stairs'.***
3 – Global Geography	**Capital City** - often the largest city and where the government is located **City** - is a large human settlement. It can be defined as a permanent and densely settled place **Country** - a nation with its own government, occupying a territory **Continent** - any of the world's main continuous expanses of land **<u>Continents and Oceans Map</u>** 7 continents > **Europe, Africa, Asia, Oceania, North America, South America, Antarctica** 5 oceans > **Arctic, Atlantic, Indian, Pacific, Southern** 

Geography	Geographical Skills	CYCLE 1	9

Week	Key Knowledge to learn
4 – UK and Europe	**British Isles - 5** nations > **Scotland** (capital **Edinburgh**), **England** (capital **London**), **Wales** (capital **Cardiff**), **Northern Ireland** (capital **Belfast**), **Republic of Ireland** (capital **Dublin**) **Great Britain - 3** nations > **Scotland** (capital Edinburgh), **England** (capital London), **Wales** (capital Cardiff) **United Kingdom - 4** nations > **Scotland** (capital Edinburgh), **England** (capital London), **Wales** (capital Cardiff), **Northern Ireland** (capital Belfast) **Seas around the British Isles - North Sea** (east of England), **English Channel** (south of England), **Irish Sea** (west of England), **Atlantic Ocean** (west of British Isles) **Europe - continent** > **large area** of **land** > **north** of **Equator** > **bordered** by **Arctic Ocean** and **Atlantic Ocean** > countries such as the **UK**, Norway and Spain are **located** in the **continent** of Europe **European Union -** a **group** of **27 countries** following **similar laws** > the **UK left** the **EU** on the 31st January **2020** (BREXIT)
5 – Lines of Latitude and Longitude	**Latitude -** imaginary **horizontal lines** around the Earth > show **how far north** or **south** a **place** is **from Equator** **Longitude -** imaginary **vertical lines** around the Earth > show **how far east** or **west** a **place** is **from Prime Meridian** **Equator** - line of **latitude** > **separates Northern Hemisphere** from **Southern Hemisphere** > 0° latitude **Tropic of Cancer -** line of **latitude > north** of **Equator >** 23.5° N **Tropic of Capricorn -** line of **latitude > south** of **Equator >** 23.5° S **Prime Meridian -** line of **longitude > separates Eastern Hemisphere** from **Western Hemisphere >** 0° longitude **Northern Hemisphere -** everything **north** of **Equator** **Southern Hemisphere -** everything **south** of **Equator**
6 – Cycles	**The Rock Cycle -** There are three main types of rock: igneous (for example, basalt and granite), sedimentary (for example, limestone, sandstone and shale) and metamorphic (for example, slate and marble). Rocks are continually changing because of processes such large earth movements and are recycled over millions of years. **The Water Cycle** - The **water cycle**, also known as the **hydrologic cycle** or the **hydrological cycle**, describes the continuous movement of water on, above and below the surface of the Earth **The Nutrient Cycle** - The nutrient cycle is nature's recycling system. Materials such as carbon, nitrogen and water are recycled in the ecosystem. When organisms die, decomposition will recycle minerals and nutrients back to the environment.







English	Punctuation, Rhetorical Techniques, Language Features and Narrative Structure	CYCLE 1	10

Topic	Key Knowledge to learn (Do not copy examples out for Look, Cover, Write and Check)
1 – Punctuation	1. **Full Stop (.) –** Ends a declarative sentence or statement. *Example: She went to the store.* 2. **Comma (,) –** Separates items in a list, clauses, or elements in a sentence. *Example: I bought apples, oranges, and bananas.* 3. **Question Mark (?) –** Ends a direct question. *Example: Are you coming with us?* 4. **Exclamation Point (!) –** Expresses strong emotion or emphasis. *Example: Watch out!* 5. **Colon (:) –** Introduces a list, explanation, or quotation. *Example: She brought three things: a book, a pen, and a notebook.* 6. **Semicolon (;) –** Connects closely related independent clauses or separates items in a complex list. *Example: I have a big test tomorrow; I can't go out tonight.* 7. **Apostrophe (') –** Shows possession or forms contractions. *Example: Sarah's bike or don't.* 8. **Quotation Marks (" ") –** Enclose direct speech or quotations. *Example: He said, "I'll be there soon."* 9. **Parentheses (()) –** Add extra or explanatory information. *Example: She finally answered (after taking five minutes to think).* 10. **Dash (—) –** Indicates a pause, break in thought, or additional emphasis. *Example: He was going to say something—but then he stopped.*
2 – Rhetorical Techniques	1. **Viewpoint** Definition: Your **views, opinions** and **perspective** on an issue. 2. **Argument** Definition: P**oints** which support and help you **communicate** your view on an issue. 3. **Reader / audience** Definition: Those who your **argument** is **directed** at. 4. **Form / text type** Definition: How your writing is **constructed and organised** e.g. **letter, email.** 5. **Purpose** Definition: The reason for your **argument.** 6. **Opinion** Definition: A view or attitude towards something. 7. **Facts** Definition: Something that is true. 8. **Statistics** Definition: Numerical facts. 9. **Personal pronouns** Definition: Substitute for a proper noun e.g. you, we, us. 10. **Rhetorical question** Definition: A question posed to make the reader think.

Topic	Key Knowledge to learn (Do not copy examples out for Look, Cover, Write and Check)
3 – Language Features	1. **Metaphor** – Describes one thing as another. *Example:* Time is **a thief.** 2. **Simile** – Compares two things using "like" or "as." *Example:* She's **as brave as** a lion. 3. **Alliteration** – Repetition of initial consonant sounds. *Example:* **P**eter **P**iper **p**icked a **p**eck of **p**ickled **p**eppers. 4. **Hyperbole** – Exaggeration for effect. *Example:* I've told you **a million** times. 5. **Personification** – Giving human qualities to non-human things. *Example:* The wind **whispered** through the trees. 6. **Onomatopoeia** – Words that imitate sounds. *Example:* The bee **buzzed** loudly. 7. **Irony** – Saying the opposite of what is meant, often for humour or effect. *Example:* A **fire station burns** down. 8. **Repetition** – Repeating words or phrases for emphasis. *Example:* **Never, never, never** give up. 9. **Imagery** – Descriptive language that appeals to the senses. *Example:* The **sweet scent of roses** filled the air. 10. **List of Three**– A list of three is three consecutive ideas or phrases for effect split up using punctuation. *Example: The man felt **afraid, lonely and anxious**.*
4 – Narrative Structure	1. **Beginning – Middle – End -** A story with a clear start, problem in the middle, and a solution at the end. Example: A girl loses her dog (beginning), searches for him (middle), and finds him (end). 2. **Flashback** - The story jumps back to something that happened in the past. Example: A boy remembers the first time he rode a bike. 3. **Foreshadowing -** Hints about something that will happen later. Example: The sky grew dark and stormy before the trouble began. 4. **Cliffhanger** - Ending a part of the story with a big question or suspense. **E**xample**:** Just as she opened the treasure chest… it ended! 5. **Dialogue** - Characters talk to each other. Example: "Let's go!" said Max. 6. **First-Person Narration** - The story is told by a character using "**I**" or "me." Example: **I** couldn't believe my eyes when the dragon flew over the school. 7. **Third-Person Narration -** The story is told by someone outside the story using "he," "she," or "they." Example**:** Emma ran to catch the bus as it pulled away. 8. **Conflict** - A problem or challenge the character must face. Example: A boy must win a race to save his village. 9. **Resolution** - How the problem in the story is solved. Example: The lost kitten is found and taken home. 10. **Setting** - Where and when the story happens. Example: **I**n a spooky castle at midnight.

Department	Spellings	CYCLE 1	11

Week 1	Week 2	Week 3	Week 4	Week 5
1. martial 2. chillier 3. circle 4. arachnophobia 5. tongue 6. litany 7. gnat 8. imperfect 9. campaign 10. papyrus	1. geometry 2. mistletoe 3. merit 4. researched 5. listening 6. celebrate 7. reliable 8. knowledge 9. influential 10. pumpkin	1. counterfeit 2. cologne 3. bizarre 4. judge 5. disqualified 6. entrance 7. queue 8. fountain 9. trampoline 10. incandescent	1. telephoned 2. equestrian 3. dungeon 4. ambition 5. halves 6. ravine 7. national 8. acquainted 9. nastiness 10. impervious	1. against 2. weighed 3. scapula 4. raisin 5. raise 6. break 7. concert 8. learning 9. quotation 10. supersonic
Week 6	Week 7	Week 8	Week 9	Week 10
1. confetti 2. cashmere 3. insidious 4. dais 5. aquarium 6. awkwardly 7. whether 8. fractures 9. excite 10. raspberry	1. derelict 2. idea 3. system 4. squall 5. mentally 6. university 7. shredder 8. punctured 9. nastier 10. photographs	1. abseil 2. individual 3. replenish 4. furnish 5. practising 6. difference 7. reflect 8. destroy 9. soldier 10. secondary	1. antiseptic 2. ravenous 3. persimmon 4. calves 5. bonfire 6. mysterious 7. emergency 8. historic 9. equivalent 10. confidential	1. insincere 2. happened 3. glorious 4. education 5. waiter 6. answer 7. applauded 8. ensure 9. effervescent 10. purist
Week 11	Week 12	Week 13	Spellings to practise:	
1. government 2. indigestion 3. residential 4. tyrant 5. area 6. fetch 7. scurried 8. engine 9. occasional 10. recipe	1. gladiator 2. curious 3. legislation 4. daughter 5. January 6. susceptible 7. garbage 8. urban 9. bridge 10. dragging	1. illegible 2. planned 3. barely 4. probable 5. confidence 6. lonely 7. calm 8. celebrating 9. assess 10. exhale		

Box 1: Number

Symbols
= means equal to
≠ means not equal to
≡ means identical to
≤ means less than or equal to
< means less than
≥ means more than or equal to
> means more than
$\sqrt{\square}$ means square root

Root - The inverse of an index.	
Square Root	e.g. **= 4 and -4**
Cube Root	e.g. **= 4**

Index - Tells us how many times to use the number in a repeated multiplication.	
Square Number	e.g. 4^2 **= 4 x 4 = 16**
Cube Number	e.g. 4^3 **= 4 x 4 x 4 = 64**

Box 2: Sequences

VOCABULARY	
Sequence	A **pattern** of terms/numbers which follow a **rule**
Term	Each **value in a sequence** is called a term.
Position	The place it is **located.** *e.g. In the sequence: 3, 5, 7, 9 the term '5' has a position of **2** (as is the **2nd term**).*

RULES	
Term-to-term rule	A rule which allows you to find the **next term** in a sequence if you know the **previous term.**
Position-to-term rule *(n^{th} Term)*	A rule which allows you to calculate the term that is in the **nth position** of the sequence.
Generate	To **produce** or **create**

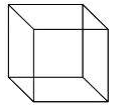
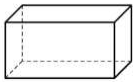
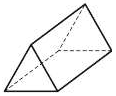
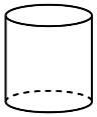
TYPES OF SEQUENCES	
Linear Sequences	A sequence where the **difference between terms** is the **same** amount each time. Also known as a **Arithmetic** Sequence, can be increasing or decreasing. *Algebraically:* n, n + a, n + 2a, n + 3a …..
Common Difference	The amount we **add** each time in a linear sequence
Quadratic Sequences	A sequence of numbers with an n^2 in the position to term rule. The **second difference** between consecutive terms is constant. Algebraically: $an^2 + bn + c$
Geometric Sequences	A sequence of numbers where each term is found by **multiplying** the previous one by a number called the common ratio, r. Algebraically: $=n, nr, nr^2, nr^3$ **….**
Common Ratio (r)	The amount we **multiply** by each time in a geometric sequence
Fibonacci Sequences	A sequence where the next number is found by **adding up the previous two terms.** The Fibonacci sequence: 1,1,2,3,5,8,13 …

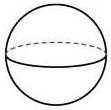
Box 3: Algebraic notation

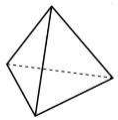
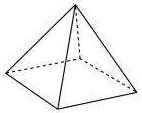
ALGEBRAIC NOTATION	
Unknown value	A value that is **not known**. In algebra, they are represented by **a letter.**
Variable	A value that **can change.** In algebra, they are represented by **a letter.**
Coefficient	A number used to **multiply** a variable. Algebraically, it is the number that comes **in front** of a letter. e.g. 3b means 3xb. The coefficient is **3.** The variable is **b.**
Constant	Something that **doesn't change** in a formula.
Indices	**Power** of a variable or number.
Term	A **number or letter** on its own, or **numbers and letters** multiplied together. *e.g. -2, 3x or $5a^2$*
Like terms	Like terms are the same apart from their numerical coefficients: they are the same **variable** and have the same **power**.

ALGEBRAIC SHORTHAND: EXAMPLES	
b	**1 x *b***
3*b*	**3 x *b***
b^3	***b* x *b* x *b***
$3b^3$	**3 x *b* x *b* x *b***
$(3b)^3$	**(3 x *b*) x (3 x *b*) x (3 x *b*)**
$\frac{a}{b}$	***a* ÷ *b***

Box 4: 3D shapes

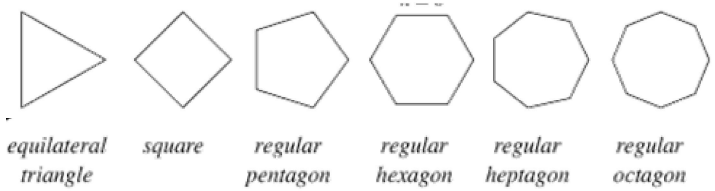
3D SOLIDS: PRISMS		
Prism	A 3D solid with a consistent **cross section.**	
Cube	**6** faces. **12** edges. **8** vertices.	
Cuboid	**6** faces. **12** edges. **8** vertices.	
Triangular Prism	**5** faces. **9** edges. **6** vertices.	
Cylinder	**3** faces. **2** edges. **No** vertices.	

3D SOLIDS: OTHERS		
Sphere	**1** face. **No** edges. **No** vertices	
Frustum	A frustum is a solid (usually a **cone** or **pyramid**) with the **top removed.**	

3D SOLIDS: PYRAMIDS		
Pyramid	A solid three-dimensional shape with a polygon **base**, and triangular faces that meet at the **apex** (a vertex)	
Triangular based pyramid (Tetrahedron)	**4** faces. **6** edges. **4** vertices	
Square based pyramid	**5** faces. **8** edges. **5** vertices.	
Cone	**2** faces. **1** edge. **1** vertex	

REGULAR POLYGONS

Regular polygons are 2D shapes that are equiangular (all angles are equal in measure) and equilateral (all sides have the same length)



Box 6: Number

NUMBER SENSE	
Integer	A **whole number**. Can be positive or negative.
Place Value	The **value** of a digit in a number based on **where it lies**.
Decimal	**Not** a whole number. It has a **decimal point** in it. Can be positive or negative.
Terminating Decimals	Decimals which have a **finite** number of place values.
Recurring Decimals	Decimals with an infinite number of **repeating** digits or **repeating patterns** of digits.
Negative	A number that is **less than zero**. Can be decimals.
Ascending	Numbers ordered from **smallest to largest**.
Descending	Numbers ordered from **largest to smallest**.
Fraction	Represents the **division** of one integer by another. *E.g.* = ***2÷3***
Mixed Number	A number formed of both an **integer** part and a **fractional** part. *E.g.* $3\frac{2}{5}$

Box 5:

CLOCKS AND TIME	
Analogue clock	a clock or watch that has moving hands and (usually) hours marked from 1 to 12 to show you the time
Digital clock	a clock in which the hours, minutes, and sometimes seconds are indicated by digits, often in 24 hour format
AM	The abbreviation for the Latin phrase ante meridiem, meaning "before noon."
PM	The abbreviation for the Latin phrase post meridiem, meaning "after noon" in the 12-hour clock.

RE	Belief in God/Christian Practices	CYCLE 1	14

Week	Key Knowledge to learn
1 – Key terms	• **Opinion –** a personal thought/feeling about something • **Fact –** Something that is factually true • **Beliefs –** Beliefs are what we accept as true but without always having proof or evidence. • **Values -** Values are things that we attach importance to and live • **Atheism –** When a person does not believe that God exists • **Agnosticism –** When a person in unsure whether God exists • **Inconsistent Triad –** The idea that as long as evil exists God cannot be both all loving and all powerful • **Benevolent -** God is all loving • **Omnipotent -** God is all powerful
2- Overview of Judaism and Sikhism	**Sikhism:** • Sikh founder – Guru Nanak • Founded – 1500 CE • Holy Book – Guru Granth Sahib. • Place of worship – Gurdwara • Sikhism is a monotheistic religion, they call God 'Waheguru' which means wonderful lord. **Judaism** • Founder – Abraham • Founded – 5th century BCE • Holy Book – Tenak. • Place of worship – Synagogue
3 – Belief in God	1. Religious believers say they do not need proof that God is real – the whole point is to have faith **<u>without</u> scientific evidence.** 2. Some religious people think they can prove God is real, using evidence for Holy Books • The Muslim Holy Book is the **Qur'an.** • The Christian Holy Book is the **Bible**. • Hindu Holy Book is called the **Vedas** • Jewish Holy Book is called the **Tenak.** • Buddhist Holy Book is the **Tripitaka** or **Pali Canon**. • Sikh Holy Book is called the **Guru Granth Sahib**.

Week	Key Knowledge to learn
4 – Prayer	• **<u>The Lord's Prayer</u>:** teaches Christians that God is "<u>our Father</u>" and what he is like, and what they should want. Jesus taught his disciples this prayer in the Bible so it is his exact words. • **Set prayers:** prayers with fixed words that never change (eg <u>the Lord's Prayer</u> and <u>the Jesus Prayer</u>). • **Informal prayer:** prayers made up by the person praying. • **Arrow prayers**: very quick prayers sent up quickly to God in a moment eg "Help me God" or "Let him live". • Jesus taught Christians should pray in private "<u>When you pray, go into your room and close the door."</u> • Some prefer set prayers as they are sure they are praying in the way the Bible and the Church want them to, and they trust them to have a greater understanding of God than the individual believer. • Others prefer informal prayers that they make up themselves because they may fit the situation better and allow believers to have direct communication with God, which gives them their own understanding of Him and avoids misleading impressions others may give them. • Prayer is an important part of Christian worship which helps them develop their relationship with God and to understand God through direct communication with Him.
5 – Sacraments	• Sacraments – a holy ritual where a believer receives God's grace (unconditional love) • Catholics believe in 7 sacraments: 1. Baptism – having your sins washed away 2. Eucharist (Holy Communion) – remembering the Last Supper 3. Anointing of the sick - The anointing of the sick is administered to bring spiritual and even physical strength during an illness, especially near the time of death. 4. Ordination – the action of ordaining someone in holy orders. 5. Reconciliation – confession of sins 6. Marriage – the joining of a man and women together in 'one flesh' 7. Confirmation – fully brings a Catholic into the Christian faith can only be done after the • However, many Protestants only recognise two sacraments – Baptism and Holy Communion – because they believe Jesus taught people to undertake these. Some Christians like Quakers do not see any ritual or ceremony as being a sacrament.
6 – Baptism	• Jesus was baptised by John the Baptist in the River Jordan. • At the moment of his Baptism all three parts of the trinity were present. Jesus the Son, the voice of God the Father and the Holy Spirit descending as a dove. • In the bible, Jesus taught "<u>None can enter the Kingdom of God unless they are born again of water and spirit.</u>" • Water is poured over the head, or the person is fully immersed in water, to symbolise their sins being washed away. • Baptism cleanses sin and welcomes a new believer into the Christian Church family and community. • Some believe infant baptism is not necessary as a just God would not send a baby to hell for not being baptised; infant baptism is pointless as the child is too young to commit to being a disciple of Jesus; the Bible only mentions adults being baptised. • Others say Jesus clearly taught that all must be baptised as soon as possible after birth in case they die and need to enter heaven very young.

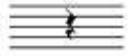
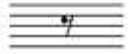
BOX A: MUSICAL ELEMENTS (DR PITTS).

DYNAMICS – The volume of the music.
RHYTHM – A pattern of music made up of notes with a different duration.
PITCH – How high or low the notes are in a piece of music.
INSTRUMENTATION (TIMBRE) – The different types of sound that are in the music.
TEMPO – The speed of a piece of music.
TEXTURE – How many instruments and lines of music there are. You can have a thin or thick texture.
STRUCTURE – How the music is built up and the different sections in the music.

BOX B: FIND YOUR VOICE

A capella Making music with just your voice.
Unison When performers perform the same thing at the same time.
Harmony When two or more notes are played at the same time.
Fluent Being able to perform confidently without help.
Confident When performers know what they are performing and know they will get it right.
Lyrics The words that are sung by a singer.
Chorus Catchiest section of the song which is usually the loudest.
Ensemble A group of musicians.
Warm up A simple performance or exercise at the start of rehearsal so you don't hurt yourself.
Mashup Several different songs put together to create one larger song.
Beatbox To create drum sounds using your voice.

BOX C: NOTE VALUES

Looks like	Name	Lasts for	Rests
𝅝	Semibreve	4	
𝅗𝅥	Minim	2	
♩	Crotchet	1	
♪	Quaver	½	
♫	2x Quavers	2x ½	

BOX D: A capella Artists

Pentatonix

Take 6

(Cast of) Pitch Perfect

Naturally 7

BOX 1:

The internet
Be careful when sharing personal information online. Only use websites you trust. Personal information includes:

- Full name
- Date of birth
- Address

This information can be used to steal your identity or to find you in the real world. Identity theft is where someone pretends to be you. They might shop online spending your money or take out loans in your name.

Status updates, comments and photos
Where possible, limit access to your social media profiles to family and friends. Do not post inappropriate status updates, comments or photos online. You might not want certain people, such as potential employers, to gain access to them.
Social networking sites also frequently change their privacy policies. This means that the way your information is used can change, a danger which often draws criticism.

Know who you're talking to
Email, instant messaging, social networking sites and video chat are great for keeping in touch with family and friends, but make sure you know who you're talking to. People may not be who they claim to be. They might try to get personal information from you or ask you to do something that makes you uncomfortable. Others may try to wind you up or be unnecessarily aggressive. This is called trolling and flaming.
Ignore emails and friend requests from people you don't know and try to avoid meeting people you meet on the internet in real life. If you do decide to, take an adult with you, meet them in a crowded public space and always let a second adult know where you are.

False information and unsuitable content
The internet is a great source of information but some of it is incorrect, out of date or biased. Always check multiple sources, i.e. other websites or written material, to confirm what you've read is correct.
No one is in charge of the internet so anyone can post or publish anything to it. Some content may be unsuitable. Websites that you can trust include those from:
the Government – if the address has 'gov.uk' in it, it's a UK Government website
the National Health Service (NHS) – if the address has 'nhs.uk' in it, it's an NHS website
the Police – the official website is www.police.uk
the BBC – all of the BBC's websites have 'bbc.co.uk' in their address

Smartphones and mobile devices
These allow for photos, videos and your location to be shared instantly on the internet. Be careful what you get up to in public as anyone might have a smartphone pointed at you. Do not post photos or videos of other people online without their permission.

BOX 2:

Malware and security
Malware is a general term that describes lots of different programs that try to do something unwanted to your computer. Anti-virus software prevents malware from attacking your computer or mobile device.
There are many types of malware:
A **virus** harms your computer in some way, usually by deleting or altering files and stopping programs from running.
A **Trojan** starts by pretending to be a trusted file but gives unauthorised access to your computer when you run it.
Worms are difficult to get rid of. They copy themselves over networks to external storage devices
Spyware collects information from your computer and sends it to someone.
Scareware tricks you into thinking it's software that you need to buy.
Firewall
A firewall monitors connections to and from your computer. If it spots something suspicious, it closes the connection or disconnects it. Most operating systems include a firewall, and it should be turned on by default.
Hackers, people who try to gain access to your computer without your permission, will have a harder time if your firewall is enabled.

Cyberbullying
Using technology to bully someone is called cyberbullying. Cyberbullying can involve one or more of the following:
sending offensive texts or emails
posting lies or insults on social networking sites
sharing embarrassing videos or photos online
If you're being bullied, tell someone.
For more advice visit http://www.thinkuknow.co.uk/

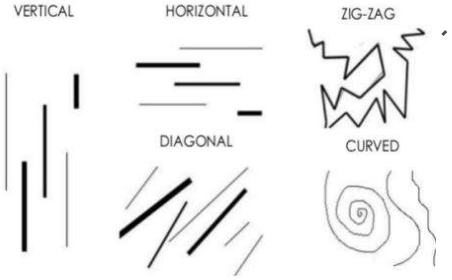
Phishing
Trying to trick someone into giving out information over email is called 'phishing'. You might receive an email claiming to be from your bank or from a social networking site. They usually include a link to a fake website that looks identical to the real one. When you log in it sends your username and password to someone who will use it to access your real accounts. They might steal your money or your identity.
Your bank will never send you an email asking for your personal information or your username and password.

Box A – Techniques	Box B – Techniques	Box C – Techniques
Still Image Visual pictures created by performers to tell part of the story, illustrate narration or emphasise a key moment in a play. Performers use facial expressions, body language and positioning onstage to show characters, relationships and emotions. **Thought Tracking** You put your hand on the shoulder of another character and they say their thoughts aloud. This can be in the form of a mini monologue or narration of the story. **Physical Theatre** When you perform as a something (not a someone), one minute you could be a character; the next minute you could be a jail cell opening and closing.	**Improvisation** Improvised drama is work that hasn't been scripted, the dialogue, characters and action is made up as you go along. Spontaneous improvisation is created in the moment, a rehearsed role-play is planned and prepared. **Narration** A character speaks directly to the audience to describe or narrate parts of his/her own story or a narrator speaks objectively about the events happening onstage.	**Cross Cutting** Creating cross cut scenes onstage, this technique allows you to juxtapose scenes that happen at different times or in different places, using separate areas of the performance space. The technique is used to highlight or contrast a particular theme or aspect of the story, you can represent the scenes in real time or flashback and forward. **Flashback/flash-forward** A drama convention where the performers quickly move from different periods of time in order to give the audience crucial information.
Projecting Focus (eyeline) to audience Facial Expressions Confidence Audience awareness Range of vocals Clear change in character Body language	**Explorative Strategies** Still Image Thought Track Physical Theatre Conscience Alley Cross Cutting **Movement Skills** Body Language Facial Expression Gesture Physicality Gait	**Vocal Skills** Accent Volume Pitch Pace **Interaction Skills** Eye Contact Proxemics Levels

SECTION A: The Formal Elements are the parts used to make a piece of artwork. The art elements are **Line , tone, texture, shape , form , space and colour.**

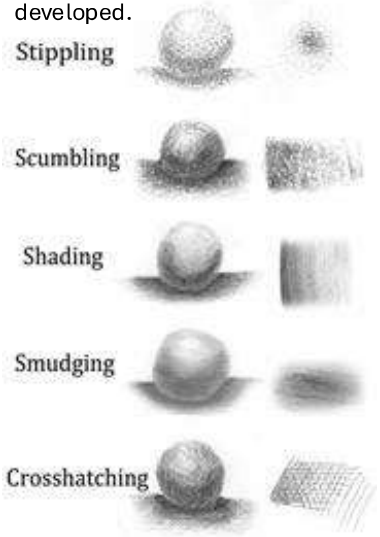
SECTION B: Lines

Lines can outline shapes and create texture, tone , pattern and express emotion or mood in a picture

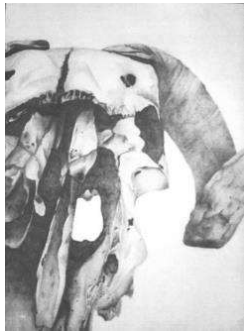


SECTION C: TONE

Looking at how light effects the way we see objects and recording this with tone is a skill that can be developed.

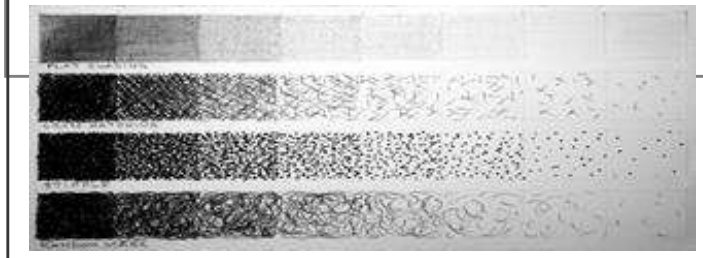


This tonal bar shows us the range of tones that are possible with pencil or charcoal.



Focus on where the light is coming from. Apply tone by looking at where the light hits the object. It is important to note that all areas have a tone. Some are just darker than others.

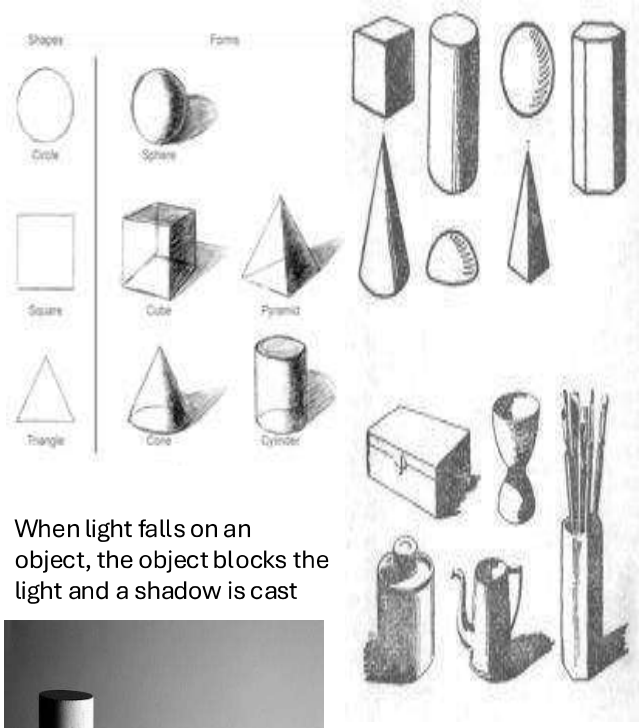
Any mark can be used to show shading.- lines , smudges , dots etc



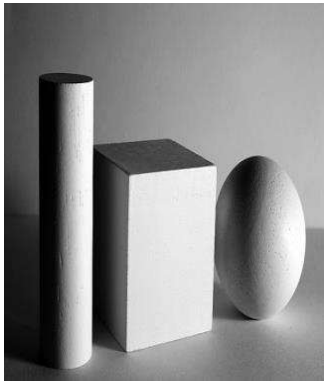
Creating tones with pen can be done by place marks closer together for a darker tone

SECTION D: SHAPE and 3D FORM

For a 3D object to look 3D on a page we need to use marks for shadings that show light and dark tone.

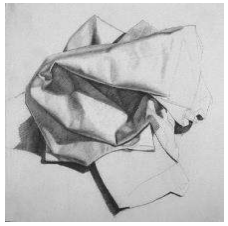


When light falls on an object, the object blocks the light and a shadow is cast

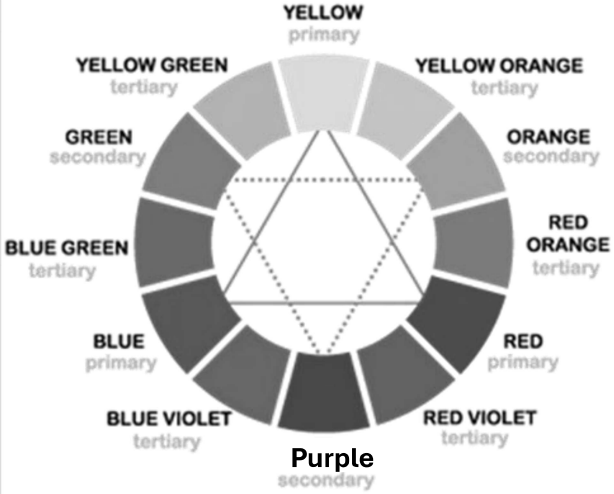


We need to apply this knowledge to irregular shapes too when shading eg in this scrunched up paper

Shading can be smooth blended shading or other techniques like stippling. But whatever type of shading used it must show a range of TONES if the flat shape is to look like a 3D form



SECTION E: Colour



PRIMARY

YELLOW
RED
BLUE

SECONDARY

ORANGE
Purple
GREEN

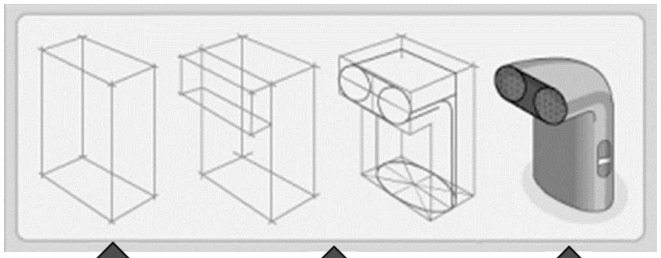
TERTIARY

YELLOW ORANGE
RED ORANGE
RED VIOLET
BLUE VIOLET
BLUE GREEN
YELLOW GREEN

BOX 1: Crating & Sketching

Crating is a technique used in three-dimensional drawing. Because it's hard to measure up and locate points when one is drawing a complex form, it is best to draw a box around it first. This box is known as the crate. From the crate it is possible to find any points within.

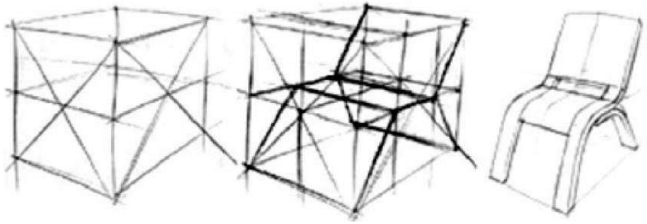
The Crating Technique – Step by Step

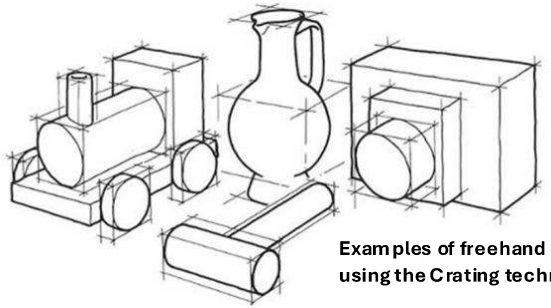


Crate sketched freehand

Start to add detail to shape

Detail and shading added to drawing

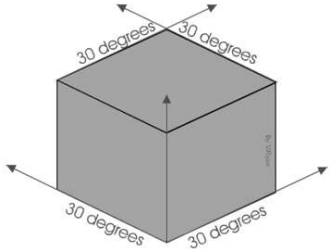


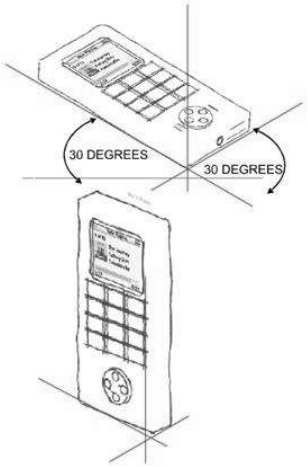


Examples of freehand sketching using the Crating technique

BOX 2: Isometric Drawing

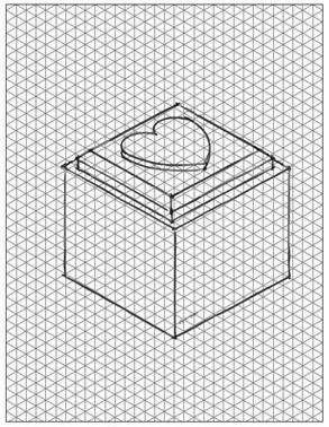
Isometric drawing is way of presenting designs/drawings in three dimensions. In order for a design to appear three dimensional, a 30 degree angle is applied to its sides. The cube opposite, has been drawn in isometric projection.





- FREE HAND SKETCHING IN ISOMETRIC:
  Designs drawn in isometric projection are normally drawn precisely using drawing equipment. However, designers find 'free hand' sketching in isometric projection useful.
- The mobile phone / music player opposite, has been sketched in free hand isometric projection. It allows the designer to draw in 3D quickly and with a reasonable degree of accuracy. The design is still drawn at a 30 degree angle, although this is estimated, rather than drawn with graphics equipment.

- When drawing in isometric there are many different techniques you can use.
- If you feel confident with drawing in isometric use blank paper otherwise use isometric paper (seen opposite).
- This paper has 30 degree lines and vertical lines already printed on it (similar to graph paper). Drawings can drawn directly onto the isometric grid or plain paper can be placed on top of the grid. The grid lines can be seen through the paper and can be used as a guide when constructing drawings.



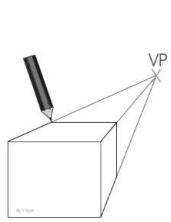
BOX 3: One Point Perspective

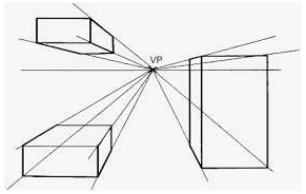
Perspective (from the Latin: *perspicere* "to see through") is an approximate representation, generally on a flat surface (such as paper), of an image as it is seen by the eye. The two most characteristic features of perspective are that objects appear smaller as their distance from the observer increases; and that they are subject to *foreshortening*, meaning that an object's dimensions along the line of sight appear shorter than its dimensions across the line of sight.

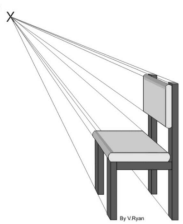
Perspective drawing is a good technique to use when drawing in 3D. There are different styles including single point and two point perspective.

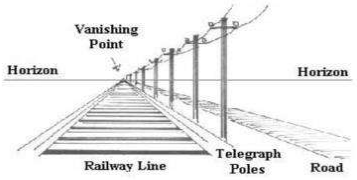
One Point Perspective

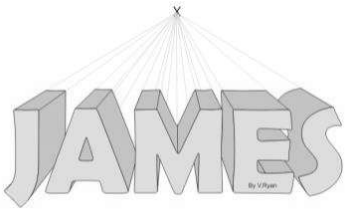
A drawing has one-point perspective when it contains only one vanishing point on the horizon line. This type of perspective is typically used for images of roads, railway tracks, hallways, or buildings viewed so that the front is directly facing the viewer.











BOX 4: Materials

Hardwoods

Comes from **deciduous** trees

This is a broad-leaved tree which looses its leaves in the winter.

- Beech
- Oak
- Ash
- Teak

Softwoods

Comes from **coniferous** trees

This tree is an evergreen (green all year), needle-leaved, cone-bearing tree.

- Pine
- Spruce
- Cedar
- Fir

Manufactured Boards

Manufactured boards are timber sheets which are produced by gluing wood layers or wood fibers together

Boards are available in many thicknesses

Boards are inexpensive so are often used instead of real woods

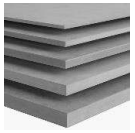
Manufactured boards are often made using waste wood

Manufactured boards are often covered with a thin layer of real wood which is called veneer this improves their appearance or properties.

Manufactured boards have been developed mainly for industrial production as they can be made in very large sheets of consistent quality

Examples of Manufactured Boards

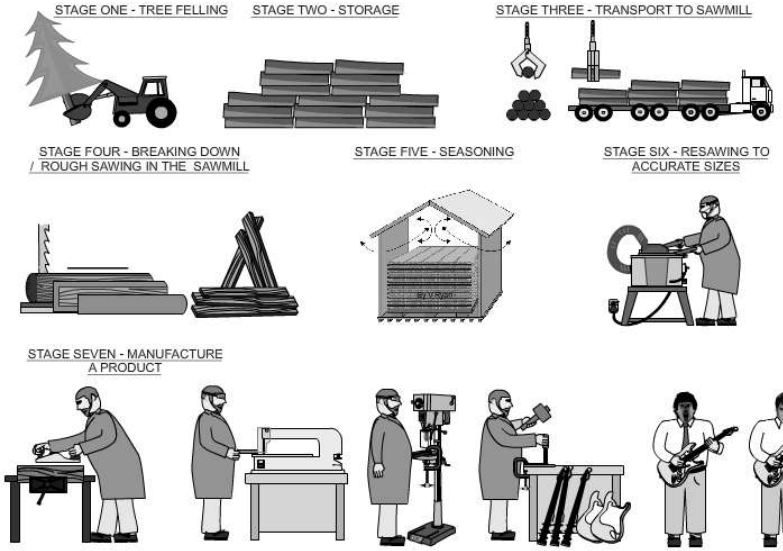
Medium Density Fibre board (MDF)
This board is composed of fine wood dust and resin pressed into a board. This material can be worked, shaped and machined easily.



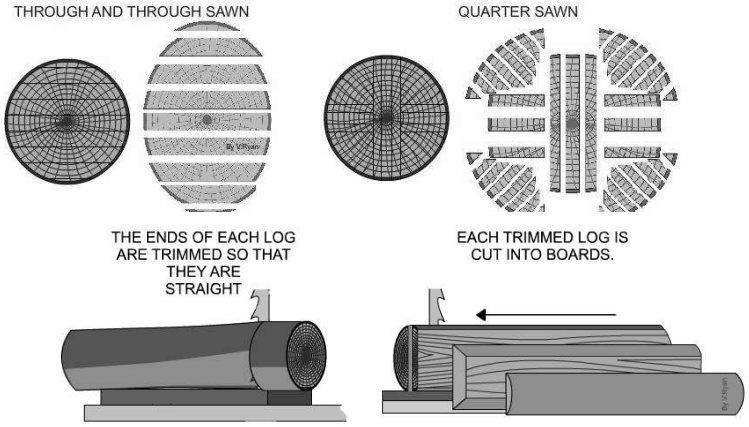
Plywood
Plywood is a material manufactured from thin layers or "plies" of wood veneer that are glued together with adjacent layers having their wood grain rotated at 90 degrees to one another.

BOX 5: Natural Wood – Raw Materials & Processing to Product

Below is a summary of processing natural wood, from logging / harvesting to manufacturing a product.



At the sawmill, the logs are cut into 'boards' using equipment such as circular saws and bandsaws. This is called 'conversion'. The first stage of conversion is a process called 'breaking down', which means rough sawing. The second stage is called 'resawing' and refers to more accurate / precise cutting and finishing, such as planing and further machining. Two types of rough sawing for the breaking down process, are shown below.

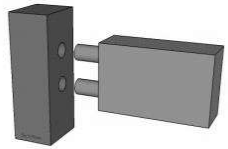


BOX 6: Joining Methods

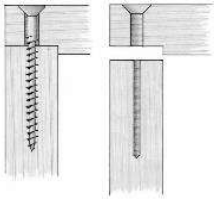
Wood joints can be either **PERMANENT** or **TEMPORARY** depending on the type and if glue is used.

Permanent Joint:
When we do not want to take the pieces apart again e.g. Glues, welding, rivets

Temporary Joint:
When we will, or might need to take pieces apart again e.g.Screws, bolts, nails

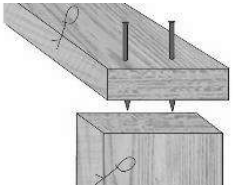


Dowel Joint



Joint with wood screws

Joint with wood glue or PVA



Nailed Joint