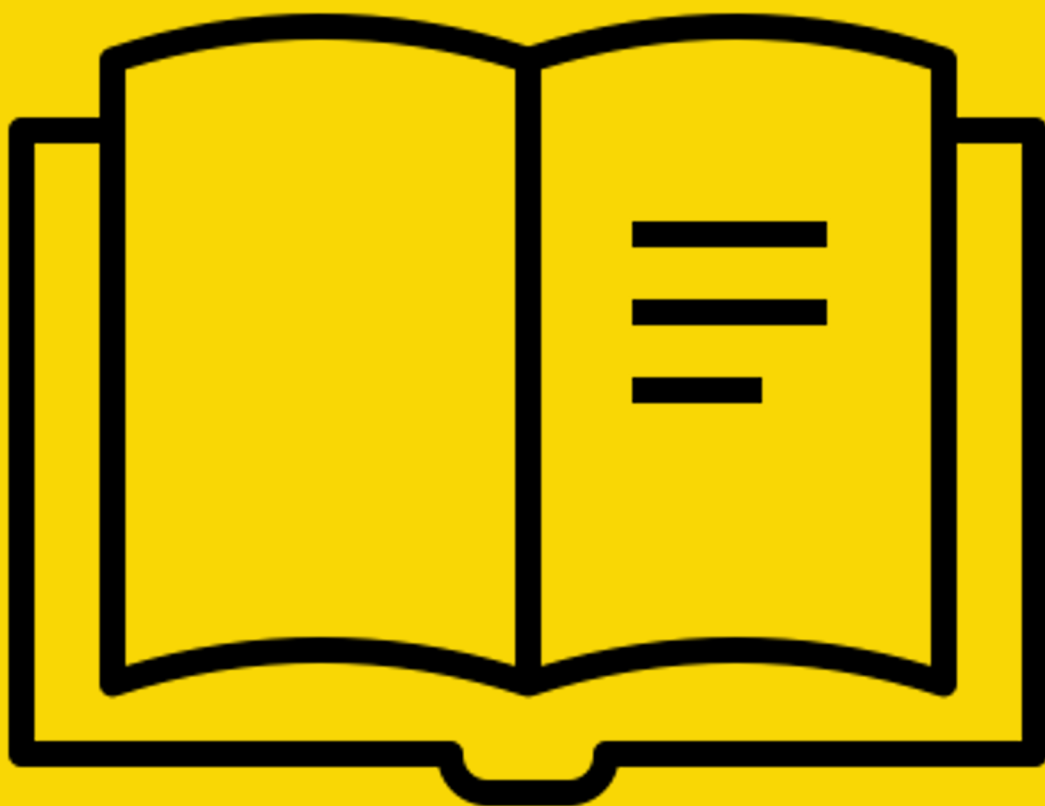
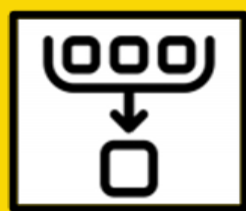
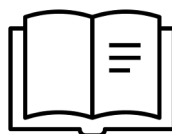


Year 7 Autumn 1

HOMEWORK



Homework Schedule



Monday	Tuesday	Wednesday	Thursday	Friday
English	Maths	Science	DT	Art
Music	Drama	PE	History	Geography
Sparx	Computing	RPE	French	Reading Plus
Free Choice Reading – see recommendations on the back of the booklet				

Computing homework is completed online on your e-portfolio.
D&T lessons are on rotation – see separate HW booklet and keep this in your folder all year.



Week beginning	Box number	Where and who
7 th September 2026	1	Complete these boxes with your tutor in school
14 th September 2026	2	Complete these boxes with your tutor in school
21 st September 2026	3	Take your HW booklet home: independent completion
28 th September 2026	4	Independent completion
5 th October 2026	5	Independent completion
12 th October 2026	6	Independent completion
19 th October 2026	7	Independent completion
Half Term	No boxes	Online platforms available, free reading encouraged

dreambox
READING PLUS



Log in to 'Reading Plus' and spend a minimum of 30 minutes per week completing the reading and vocabulary tasks assigned.

sparx

Log in to 'Sparx' and spend a minimum of 30 minutes per week completing the tasks assigned to you.

My Reading Plus Login Details:

Site code: **rppyrlands**

Username:

Password: **qwerty**

My Sparx Login Details:

1. Sentence Types

A **VERB** is a doing or action word.

A **SUBJECT** is the person or object doing the verb.

A **SIMPLE SENTENCE** has one **SUBJECT** and one **VERB**.

The tiger prowled through the forest.

subject

verb

A **COMPOUND SENTENCE** is a sentence that has two simple sentences joined by a **FANBOYS** connective.

The lion stalked but the cheetah sprinted.

connective

F
A
N
B
O
Y
S

for
and
nor
but
or
yet
so



2. Word classes

Word	Definition and Example
adjective	Words that describe nouns or pronouns (e.g. enormous house).
verb	Words that describe actions or states of being (e.g. He is tall or She laughed loudly.)
adverb	A word that describes a <i>verb</i> . (e.g. He ate his breakfast quickly .)
noun	Words that name people, places, things, or ideas (e.g. cat, city, book, happiness).
pronouns	Words that replace nouns (e.g. he, she, it, they, we).
connectives	Words that connect words, phrases, or clauses (e.g. and, but, or, because, since).

Challenge!

There are different types of nouns. Research them and create examples.

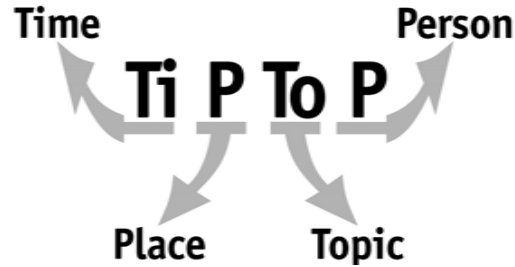


3. Language techniques

Term	Definition
Alliteration 	When words next to each other start with the same sound. e.g. "the gutter gargles"
Simile	When you compare two things using "as" or "like". E.g. "my eyes are like glass."
Metaphor	When you say something is something else when you know it can't be. e.g. "his body's a dagger"
Personification	When we describe something "non-human" as if it has human qualities. e.g. "hunched houses cough"
Onomatopoeia	Words that sound like that they are. e.g. "The motorbike snarls."

4. Paragraphing

You can use **TiPToP** (Time, Place, Topic, Person) to help remind you when to use paragraphs.



Can you illustrate each of these examples of when to start a new paragraph?



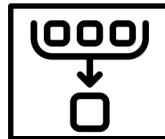
Challenge!

Can you mark where the paragraphs should be using // ?

There were no seats, so he had to crouch down and stay on all fours as he and the other passengers were thrown about by the turbulence. Outside he could see a wall of white and a wing wobbling so hard it looked like it might fall off. Behind him, Yossi heard children cry out, the sound of at least one person being sick. And some laughter too. "Come and sit down here, Yossie," a woman's voice called out.

5. Punctuation

Name	Appearance	Use
full stop	.	Indicates that a sentence has finished
comma	,	Separates clauses in a complex sentence, used after adverbial openers and to separate items on a list
question mark	?	Goes at the end of a question
exclamation mark	!	Goes at the end of a dramatic sentence to show shock or surprise
speech marks	" "	Indicate direct speech, the exact words spoken or being quoted
semicolon	;	Separates two sentences that are related and of equal importance
ellipsis	...	To show a passage of time, to hook the reader in and create suspense



Challenge!

Here are some other types of punctuation that you might find in texts. Find out what they mean and give some examples:

- (a) colon
- (b) brackets
- (c) dash/hyphen

6. Homophones

A homophone is a word that sounds the same as another word but has a different meaning and/or spelling. Here are some examples. Can you add any?

- bare/bear
- buy/by
- sight/site
- know/no
- past/passed



	son	~	sun	
	hair	~	hare	
	ate	~	eight	
	pear	~	pair	
	see	~	sea	
	flour	~	flower	
	meet	~	meat	
	sale	~	sail	

7. Common confusions

They all sound similar but have very different uses.

There/their/they're

There shows position: Your seat is over **there**.

Their shows ownership: **Their** blazers are black.

They're is short for **they are**: **They're** working hard every day.

Your/you're

Your is possessive: This is your exercise book.

You're is short for **you are**: **You're** going on an exciting trip!



Our/are

Our is possessive: This is **our** house.

Are is a verb, part of 'to be': We **are** going out.

Challenge!

Next time you produce a piece of written work, double check that you haven't made any of these common errors. Proofreading is an important skill.

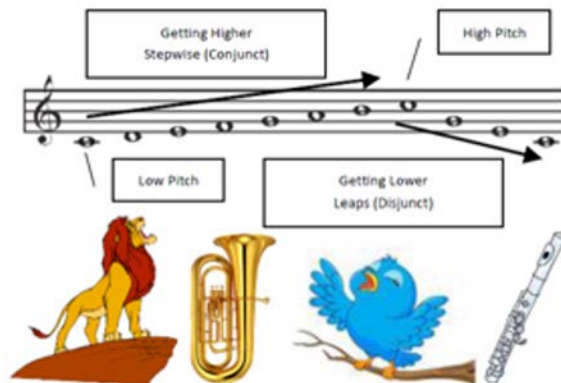
1. Pitch and Tempo

Pitch is the highness or lowness of a sound.

Tempo is the speed of a sound or a piece of Music.

Fast: *Allegro*

Slow: *Adagio*



3. Duration

Duration is the length of a sound.

e.g. Short or Long



British note names	Note symbols	Note value
Semibreve		4 beats
Minim		2 beats
Crotchet		1 beat
Quaver		1/2 of a beat

2. Dynamics

The Volume of a sound or piece of Music.

VERY LOUD: *Fortissimo (ff)*

LOUD: *Forte (f)*

QUITE LOUD: *Mezzo Forte (mf)*

QUITE SOFT: *Mezzo Piano (mp)*

SOFT: *Piano (p)*

VERY SOFT: *Pianissimo (pp)*

GETTING LOUDER: *Crescendo (cresc.)*

GETTING LOUDER: *Diminuendo or Decrescendo*



4. Texture

Texture is about how much sound we hear.

THIN TEXTURE: (sparse/solo) – small amount of instruments or melodies.



THICK TEXTURE: (dense/layered) – lots of instruments or melodies.



Challenge! Create a poster to explain one of the elements of music you have learnt about this term.



5. Timbre and Articulation

Timbre describes the unique sound or tone quality of different instruments voices or sounds.



Examples could be: Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzing, Crisp, Metallic, Wooden etc.

Articulation is how individual notes or sounds are played or techniques used to play these notes.

LEGATO – playing notes in a long, smooth way shown by a **SLUR**.



STACCATO – playing notes in a short, detached, spiky way shown by a **DOT**.



6. Silence

The opposite or absence of sound, no sound. In music these are RESTS.



Term	Symbol	Value
semibreve rest		4 beats of silence
minim rest		2 beats of silence
crotchet rest		1 beat of silence
quaver rest		1/2 beat of silence

Weird Music: Did you know that in 1952 an American Composer named John Cage composed a piece of music entitled 4 minutes 33 seconds. This piece was just complete silence for 4 minutes and 33 seconds.

7. Notation

Notation is how music is written down.

STAFF NOTATION – music written on a **STAVE** (5 lines and spaces)



GRAPHIC NOTATION/SCORE – music written down using shapes and symbols to represent sounds.



Challenge!

Choose one piece of music you like and describe how the elements of music are used in this piece.

1. Place Value

21n Identify the **place value** of a digit in a **decimal** number

Write down the value of the 5 in these numbers.

(a) 2.75

5 hundredths

(b) 3.582

5 tenths

(c) 7.9652

5 thousandths

Units	tenths	hundredths	thousandths	10s of thousandths
2	7	5		
3	5	8	2	
7	9	6	5	2

20n Put **integers** in **order**

Put these integers in order from lowest to highest.

-4 7 3 -3 0 -7

The bigger the number after the - sign the **lower** the number

-7 is lower than -3

-7, -4, -3, 0, 3, 7



2. Calculations

Multiplication – Times tables & Square numbers

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

34a Using **BIDMAS** to evaluate numerical expressions (without powers and roots)

Evaluate the following

(a) $18 - 5 \times 3$

$= 18 - 15$

$= 3$

Multiplication comes before subtraction in BIDMAS

Brackets

Indices

Division

Multiplication

Addition

Subtraction

In the order they appear
In the order they appear

(b) $3 + 3 \times 4 \div 2$

$= 3 + 12 \div 2$

$= 3 + 6 = 9$

Multiplication comes before the division because it appears first in the question

(c) $\frac{25 \times 4}{48 + 2} = \frac{(25 \times 4)}{(48 + 2)}$

With a fraction first put brackets around the numerator and denominator

$= (25 \times 4) \div (48 + 2) = 100 \div 50 = 2$

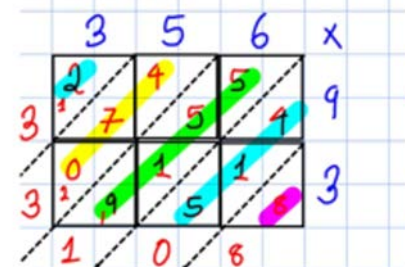


3. Calculations 2

Multiplication – Napier's Bones

- Multiply each pair of numbers in turn.
- Place answer in the box as **2** digits
- Add** numbers along the **diagonal**.
- Carry over** where necessary to **next diagonal**.

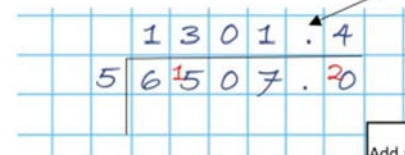
Evaluate $356 \times 93 = 33,108$



28n Use a **written method of division** and utilising **remainders** to give an **accurate** or **approximate** answer.

Evaluate $6507 \div 5$

Decimal points must be in line



Add as many zeros as you need after the decimal point.

$6507 \div 5 = 1301.4$



4. Sequences

26a Recognise and continue **sequences of patterns** or diagrams

Below is a sequence of shapes made from dots.



Shape 1 Shape 2 Shape 3

- a) Draw shape 4
b) How many dots would be needed to make shape 10?

a)



b) Pattern goes: 1, 3, 6,

10....

So 1, 3, 6, 10, 15, 21, 28,

36, 45, 55

Shape 10 has 55 dots.

16a Writing out a **sequence** from a **term-to-term rule**

Write the first five terms of these sequences

- (a) **First term:** 7
Rule: add 3 each time

We are already told the first term

... and what we do to get the next number each time

7, 10, 13, 16, 19

- (b) **First term:** 128
Rule: halve each time

128, 64, 32, 16, 8

- (c) **First term:** 3
Rule: double then add 1 each time

3, 7, 15, 31, 63



5. Sequences 2

44a Using the ***nth* term rule** of a **sequence** to find a given term

The ***nth* term** of a sequence is $4n - 3$. Work out the **15th term** of this sequence.

$n = 15$

$$4 \times n - 3$$

$$= 4 \times 15 - 3$$

$$= 60 - 3 = 57$$

Substitute in your value for n and evaluate

The ***nth* term** of a sequence is $2n^2 + 5$. Work out the **6th term** of this sequence.

$n = 6$

$$2 \times n^2 + 5$$

$$= 2 \times 6^2 + 5$$

$$= 2 \times 36 + 5$$

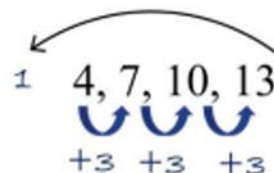
$$= 72 + 5 = 77$$

Substitute in your value for n and evaluate

46a Finding the ***nth* term** of an **arithmetic sequence**

Find the ***nth* term** of the sequence below

4, 7, 10, 13



The common difference becomes our n coefficient

$$3n$$

Then add the number the comes before our 1st term

$$+ 1$$

$$3n + 1$$

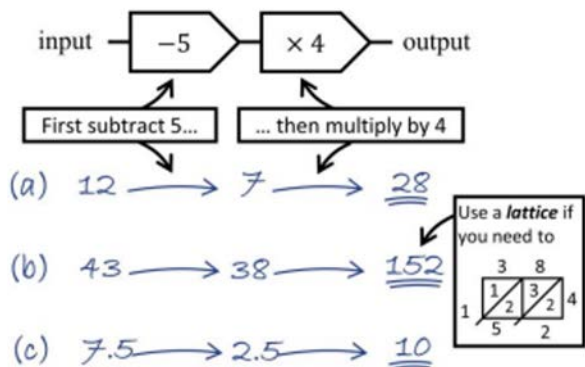


6. Functions

17a Evaluating the output of *multi-step function machines*

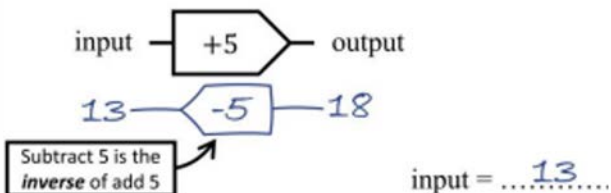
Work out the output of this function machine when the input is

- (a) 12 (b) 43 (c) 7.5

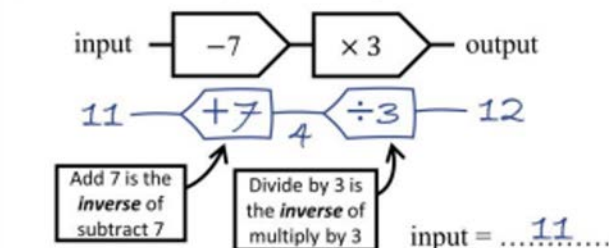


22a Use *inverse operations* to find the input of *function machines*

- (a) Work out the input if the output is 18



- (b) Work out the input if the output is 12



7. Formulas

28a Using a *two-step formula* written in words both forwards and backwards

Dave runs a cleaning business. He uses this rule to work out how much to charge his clients.

Total Cost = £6 + £12 per hour of cleaning

- a) How much would it cost someone to have 4 hours of cleaning done?
- b) If someone had a total bill of £66, how many hours of cleaning would they have had done?

a) Total Cost = $6 + 12 \times 4$
 $= 6 + 48$
 $= \underline{\underline{£54}}$

b) $66 - 6 = 60$
 $60 \div 12 = 5$
5 hours of cleaning

38a Using an *algebraic formula* both forwards and backwards

$$Q = 2a + b$$

- a) Work out the value of Q when $a = 5$ and $b = 3$

$Q = 2(5) + 3$ Substitute

$Q = 10 + 3$...then calculate

$Q = 13$ $Q = 13$

- b) Work out the value of a when $Q = 25$ and $b = 7$

$25 = 2a + 7$ Substitute

$(-7) \quad 18 = 2a$...then solve

$(\div 2) \quad 9 = a$ $a = 9$



1. Overview of Drama

What is Drama?

In **Drama** we look at stories, and making those **stories come to life through acting**.

People become characters by using **vocal and physical acting skills**.

Acting definitions:

- Making a character come to life from a fictional or non-fictional story.
- Someone being somebody that they are not.

What are we expected to do?

- Change your movement and voice to create characters.
- Perform as these characters and build confidence.

Keywords

Drama

Acting

Character

Drama techniques

Acting skills



2. Acting as a character

Characters are like human beings; we are complicated.



Think about different **emotions**.

How would you show these to other people?

Anger, Joy, Sadness, Fear, Confusion, Tiredness.

Facial Expressions – Moving your face to show emotion

Tone – Showing the emotion through your voice

Gestures – Using your hands to say your feelings

Emphasis – Putting a focus on certain words in sentence

Body language – Communicating emotions in posture and physical skills.



Lady Edith



Olivia D'Amour



Dr Malcom Praktiss



Nicholas Waterside



Lady Waterside



Mr Stephen Marley

3. The story of Darkwood Manor

In Darkwood Manor, we have 6 characters that meet Lord Waterside for dinner at his home. They are getting ready in their rooms until suddenly the lights go off. Lord Waterside is found dead with a lead pipe next to his head...

Lady Waterside: She is the second Lady Waterside, the first having died in a lift accident whilst shopping in Harrods.

Nicholas Waterside: He is Lord Waterside's son. He is known for his good looks, flash sports car, and casino debts.

Olivier D'Amour: An ageing American Actress. A great favourite of Lord Waterside's.

Mr Stephen Marley: Mr Marley is Lord Waterside's financial accountant.

Lady Edith MacNee: Lord Waterside's sister. Writes crime and mystery novels to make her living.

Dr. Malcolm Praktiss: Private doctor and recently treated Lord Waterside.



4. Drama techniques

A **Drama technique** is how you **show the performance**. Here are some we are looking at in lessons.

Teacher in role – The teacher becomes a character in the scene.

Flash back – Showing an event that happened in the past.

Duologue – Only two characters having a conversation on stage.

Freeze frame/Still image – A frozen image held by actors. No moving or talking.

Hot Seating – Answering questions as a character.



5. Performing and staying in character

While **performing** to a **group of people**, you need to **stay in character** and **show your audience your acting**.

Audience – A group of people who watch or listen

Face the Audience – Turning your body so the audience can see your acting.

Space – Using the performance area

React – Responding to something

Corpsing – Breaking character by talking or laughing



6. Acting skills - Voice

An acting skill is **how you change from yourself to another character**. You can change your voice and your body to look like the character.



Vocal acting skills:

Volume – How loud and quiet your voice is

Pitch – How high and low your voice is

Pace – How quickly and slowly you talk in a sentence

Pause – Adding space between words

Tone – Showing the emotion through your voice

Accent – Changing your voice to sound like you are from a geographical area

Push yourself

This is how the story begins.
How would you stage this?

7. Acting skills – physical



Physical acting skills:

Facial Expressions – Moving your face to show emotion

Gestures – Using your hands to say your feelings

Posture – How you stand or sit

Body Language – Using a mixture of physical skills to show your feelings and emotions.

Eye Contact – Where are you looking?

Gait (Walking) – How do you change your walk?

The story of Darkwood Manor

It is 7:30 in the evening, you have all been dressing for dinner in your rooms at Darkwood Manor. Suddenly all the lights go off, screams are heard and thunder rumbles ominously overhead. When the lights come back on there is another scream, more hysterical than the first. You open your door and run down the corridor to Lord Waterside's room. His door is open and inside you can see one of the maids being fanned by the butler as she has fainted in a chair. Lord Waterside is lying on the floor, a pool of blood gradually spreading out from behind his head... a piece of lead lie beside him on the floor.

1. Inside the Cell

Animals and plants are 'multicellular organisms'. What does this mean?

They are made of many cells



State the 5 organelles in an animal cell

Nucleus, cell membrane, ribosomes, cytoplasm, mitochondria

State the 8 organelles in a plant cell

Nucleus, cell membrane, ribosomes, cytoplasm, mitochondria, cell wall, chloroplast and vacuole

State the function of the nucleus

Contains DNA and controls the function of the cell

State the function of the cell membrane

Controls what enters and leaves the cell

State the function of the cytoplasm

Where chemical reactions occur in a cell

State the function of the mitochondria

Where aerobic respiration occurs in a cell

State the function of the cell wall

Provides support for the cell

2. Specialised Cells

State two adaptations of an ovum cell

Contains half of the DNA, lots of cytoplasm

State three adaptations of sperm cells

Contains half of the DNA, lots of mitochondria, tail

State three adaptations of red blood cells

Large surface area, no nucleus, haemoglobin

State two adaptations of muscle cells

Protein fibres to contract and relax and lots of mitochondria

State two adaptations of ciliated cells

Tiny hairs (cilia)

State the function of red blood cells

Carry oxygen around the body

State the function of ciliated cells

Move mucus out of airways

State the function of ovum cells

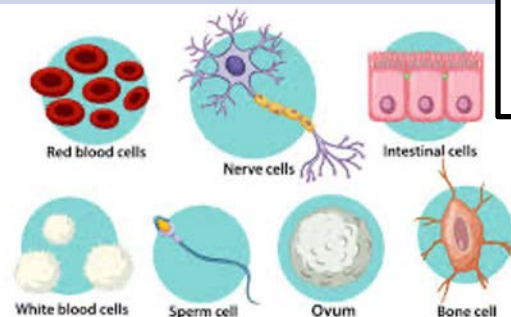
Carry female genetic information

State the function of sperm cells

Carry male genetic information

State the function of muscle cells

Contract and relax



3. Diffusion



The cell membrane is 'selectively permeable'. What does this mean?

It only allows certain things to enter and leave the cell

What is diffusion?

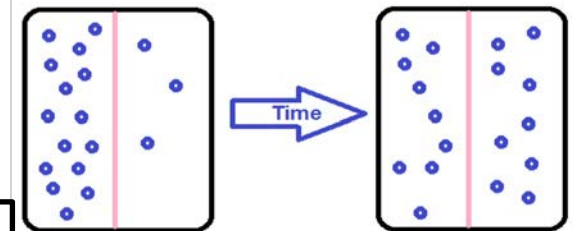
The movement of particles from an area of high concentration to an area of low concentration

What factors increase the rate of diffusion?

Increasing temperature, increasing surface area, decreasing distance to diffuse, increasing concentration gradient

Why do root hair cells have a large surface area?

To enable diffusion to happen more quickly



Challenge!

Create a 3D model of the cell. Include labels for each organelle listed in box 1.
OR
Create a model of a specialised cell of your choice. Include labels for each organelle.

4. Particle Model



What is matter (stuff!) made up of?

What are the three states of matter?

How are particles arranged in a solid?

How are particles arranged in a liquid?

How are particles arranged in a gas?

Describe the motion of the particles in a solid.

Describe the motion of the particles in a liquid.

Many, many tiny particles that are too small for us to see

Solid, liquid, gas

In fixed positions, touching and in a regular pattern

Touching, but not in fixed positions

Not touching, widely spread out

Vibrating on the spot

Moving freely over each other

5. Properties of Solids, Liquids and Gases



What is there between the particles in a gas? A vacuum (nothing!)

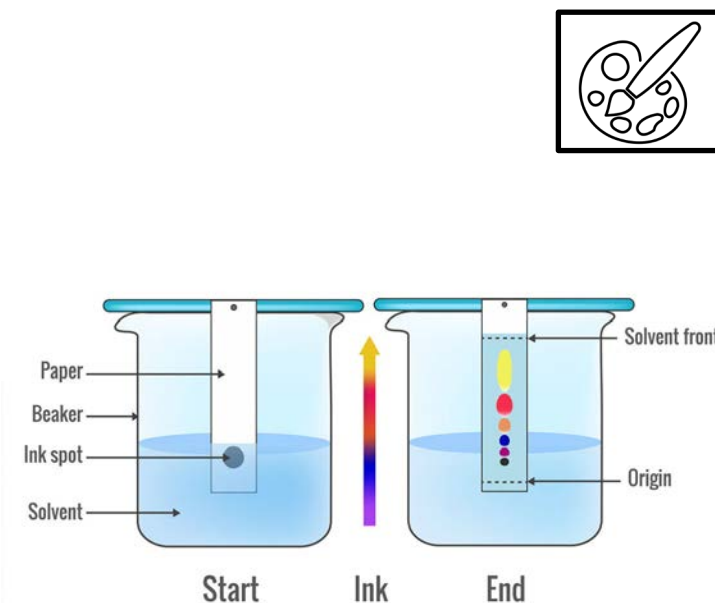
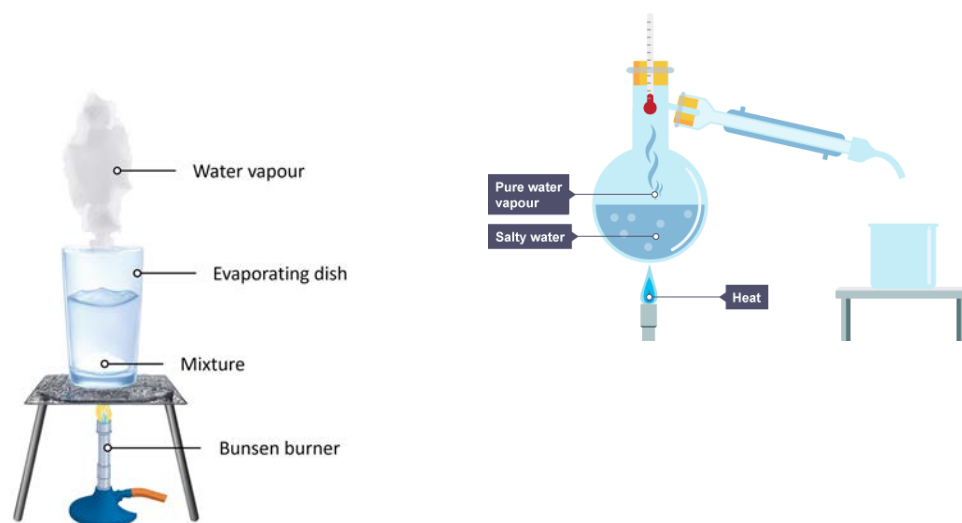
What is 'compressibility'? The ability to make matter take up a smaller volume (less space). To move particles closer together

Why are gases compressible, but solids and liquids are not? There is space between particles for them to move into

What is the name given to states of matter than can flow? Fluids

Why can liquids and gases flow but solids cannot? Particles are not in fixed positions and are able to move over each other

6-7. Separating Techniques



1. Athletics Disciplines

100m Race

The 100 metres, or 100-meter dash, is a sprint race in track competitions. The shortest common outdoor running distance.

200m Race

The 200 metres, or 200-meter dash, is a sprint running event. On an outdoor 400 metre racetrack, the race begins on the curve and ends on the home straight.

400m Race

The 400 metres, or 400-meter dash, is a sprint event in track competitions. It has been featured in the athletics programme at the Summer Olympics since 1896 for men and since 1964 for women. It is one full lap of the track.



2. Athletics Disciplines

1500m Race

This is an endurance race with competitors running around the track 3 + ½ times. In this race you can run in any lane. It is 100m short of a mile

High Jump

The high jump is a field event in which competitors must jump over a bar placed at increasing heights without dislodging it. The technique used is called the Fosbury flop after the first athlete to use it.

Javelin Throw

The javelin throw is a field event where the javelin, a spear about 2.5 min length, is thrown as far as possible.



3. Athletics Disciplines

Shot Putt

The shot put is a track and field event involving "putting" (throwing) a heavy spherical ball—the shot—as far as possible.

Long Jump

The long jump is a track and field event in which athletes combine speed, strength and agility in an attempt to leap as far as possible from a take-off point.

Triple Jump

The triple jump, sometimes referred to as the hop, step and jump, is a track and field event, similar to long jump in which you have to jump before a take-off point to hop step and jump as far as possible.



4. World Records

100m Mens: 9.58s Usain Bolt
 100m Womens 10.49s Florence Joyner
 400m Mens 43.30s Wayde VanNiekerk
 400m Womens 47.60s Marita Koch
 1500m Mens 3.26mins Hicham El Guerrouj
 1500 Womens 3.49mins Faith Kipyegon
 High Jump Mens 2.45m Javier Sotomayor
 High Jump Womens 2.09m Stefka Kostadinova
 Long Jump Mens 8.95m Mike Powell
 Long Jump Womens 7.52m G Chistyakova
 Triple Jump Mens 18.29m Jonathan Edwards
 Triple Jump Womens 15.74m Yulimar Rojas
 Shot Putt Mens 23.56m Ryan Crouser
 Shot Putt Womens 22.63m Nat Lisovskaya
 Javelin Throw 98.48m Jan Zelezny
 Javelin Thow Womens 72.28m B Spotakova

Challenge!

Research more world records.

5. Types (Methods) of Training

Continuous training – steady-state low- moderate intensity.

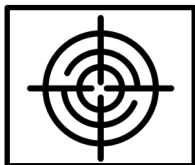
Example Athletes– Paula Radcliffe/Mo Farah (long distance runners).

Fartlek training – continuous steady-state aerobic exercise with random higher intensity periods.

Example Athletes– Lucy Bronze/Ollie Watkins (footballers).

Interval Training – periods of exercise followed by periods of rest used by both aerobic and anaerobic performers.

Example Athletes – Candace Parker/ LeBron James (Basketballers).



6. Types (Methods) of Training

Circuit Training – a series of exercise stations arranged in a specific order to usually alternate muscle groups.

Example Athletes: Katarina Thompson-Johnson (heptathlon)/Raheem Sterling (footballer).

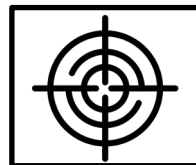
Weight Training – a series of exercises organised into repetitions with an intensity and recovery time specific to the individual.

Example Athletes: Dina Asher-Smith/ (100m)/ Anthony Joshua (Boxer).



High Altitude Training
2000m+ above sea level
Less oxygen so body has to work harder
The body compensates by creating more red blood cells.

Suits endurance athletes
Example Athletes – Paula Radcliffe/Mo Farrah (Marathon runners)



7. Types (Methods) of Training

Plyometrics – a series of explosive exercises to improve the speed at which a muscle contracts. Used by performers who sprint, jump or throw .
Example Athletes – Candace Parker ((Basketballers)/ Philips Idowu (Triple Jump).

High-Intensity interval training (HIIT) – repeated periods of high-intensity exercise followed by varied recovery times.
Example Athletes– Lucy Bronze/Ollie Watkins (footballers).



Training Seasons

PRE-SEASON (PREPARATION)
Build fitness, aerobic. Skills needed for season.

COMPETITION SEASON

POST-SEASON (TRANSITION)
Rest and recover, light aerobic training.



1. Introduction to R.P.E.

Religion

We will study the beliefs of lots of different people from around the world. There are said to be around 5000 different religions in the world.

Ethics

Ethics is about asking questions about what is thought to be right and wrong,

- Is it right to fight in a war?
- Is it right to eat meat?
- Some people think yes, and some people think no!

Philosophy

This means asking big questions that have no clear answer.

An example of a philosophical question is; Is there a God? Do we all have a soul?

Challenge!

Explain why Christianity is the world's largest religion?



2: What is Philosophy?

A philosopher tries to answer big ultimate questions!

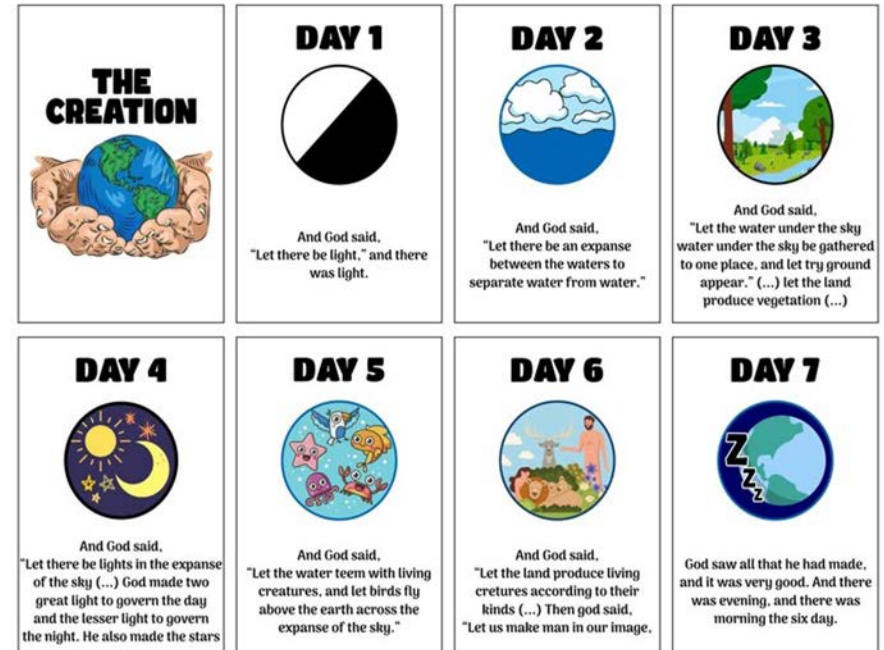
An ultimate question is a question that asks a fundamental thing of life, the universe, God or the nature of reality. An Ultimate Question is a question that does not have an answer or is when people cannot agree what the answer might be.

- Does God exist and if so, what is he/she like?
- Where did the world come from?
- Where did human beings come from?
- What is the purpose of our lives?
- What happens when we die?
- Do human beings have a soul? What about animals?
- Why is there evil in the world?
- Do miracles happen? Do you have examples?
- Does it matter how we treat people? Why?/ Why not



3. Story of Creation

The setting is described. Christians see the whole of the Bible as part of God's plan of salvation. The opening chapter plays a big part in setting the scene. Genesis 1:1-2:3, sets the scene for the Big Story of the Bible. God has such amazing plans for everything. He created the whole world and everything in it. Christians have different views on how Genesis should be interpreted. Is the Genesis story a literal translation of how God created the world? Or was it written in the genre of a poem, where the reader is focused on what the verses reveal about the nature and character of God and the place of humanity within His creation?



4: The Fall

Step 2 in the Big Story, the story of the Fall (Genesis 2:15- 3:24) sees Adam and Eve's sin separate them from God and the garden. There is disagreement among Christians as to whether the Fall is a historical event or a 'truth-carrying' mythical account. Despite this, the story explains the flaws in human nature and the problems that result. The story starts with a picture of Eden, Paradise, the garden in which there is harmony and trust between the Creator and Creation, between humans themselves, and between humans and the natural world.



5: What is the purpose of life?

The Big Story continues by revealing the effect of following or rejecting God. The story of David and Bathsheba in 2 Samuel 11 is dramatic. Of all the people you would expect to follow God, it would be David, the King, as he had experienced the faithfulness of God over many years, personally in his struggles with his enemies and as leader of God's chosen people. For Christians, this story shows that everyone is vulnerable to temptation, and that sin can destroy. David's separation from God is huge, and yet God never leaves him. It is David who separates himself from God through sin (breaking numerous commandments), yet God is still there reaching out to him. Christians believe that no matter how much we run away from God, He still loves us and still wants us to be a part of his kingdom.



6. Covenants within the Bible

The idea that God is in charge of the Big Story is crucial to a Christian reading of the Old Testament. The inevitable tendency of human beings to stray away from God makes God's task more complex than if he stepped in and made people behave. But the Bible makes it clear that God made a covenant with the Israelites, binding them together with certain expectations, and God always keeps His promises. God shows his side of the bargain by rescuing the Israelites from death and slavery, bringing them out of Egypt.

Challenge!

Explain how God shows power in the Old testament?



7. Does God exist?

Atheist

Someone who does not believe in God.

Agnostic

Someone who believes we cannot know if God exists.

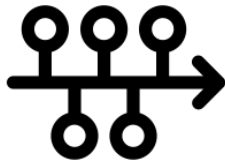
Theist/believer

Someone who does believe in God.



1) Key Concept: Change/Continuity

Chronology: The order in which events happen.



Change: When something becomes different over time.

Continuity: How something stays the same over time.

How can we describe a big change?

- Dramatic
- Momentous
- Important
- Significant
- Seismic

How can we describe a small change?

- Modest
- Insignificant



2) Surgery in Prehistory

Prehistory is the time before we have written proof of what happened.

In the **Iron Age**, people carried out surgeries like **trepanning**.

People had little understanding about **anatomy**.

People may **rarely** have carried out **simple** surgery.

Egyptian Surgery

Egyptians made discoveries about **anatomy** through **embalming** bodies to be mummies.

They made discoveries about the existence of veins, muscles and bones such as the ribs.

Their religious beliefs stopped them from dissecting bodies and making more discoveries.



3) Greek and Roman Surgery

Many Greek doctors looked down on surgeons. They were seen as workers rather than professionals.

The Roman doctor **Galen**. Made many discoveries about anatomy.

He dissected **animals** to find out how the nervous system worked, the skeleton and how the brain was important for movement.

However, Galen made **mistakes**, but his ideas were followed for 1,000 years!



The Roman doctor **Galen**

4) Middle Ages

Surgeons in the Middle Ages did simple surgery such as fixing broken bones.

They used alcohol for pain relief.

The Roman Catholic did not allow dissections of humans which stopped new ideas about the body.



5) Surgery In the Early Modern period

People such as **Vesalius** began to challenge old ideas during the 1500s by dissecting human bodies.

There was still no understanding of germs to prevent infection.

Surgery was still simple and mainly focused on broken bones.

People such as John Hunter stole bodies in the 1700s for dissection and learnt more about anatomy.



6) Key Terms:

Anatomy: Knowing where different parts of the body are.

Anaesthetic: Something that prevents pain during surgery.

Antiseptic: Something that stops the growth of bacteria.

Amputation: Removing a part of the body.

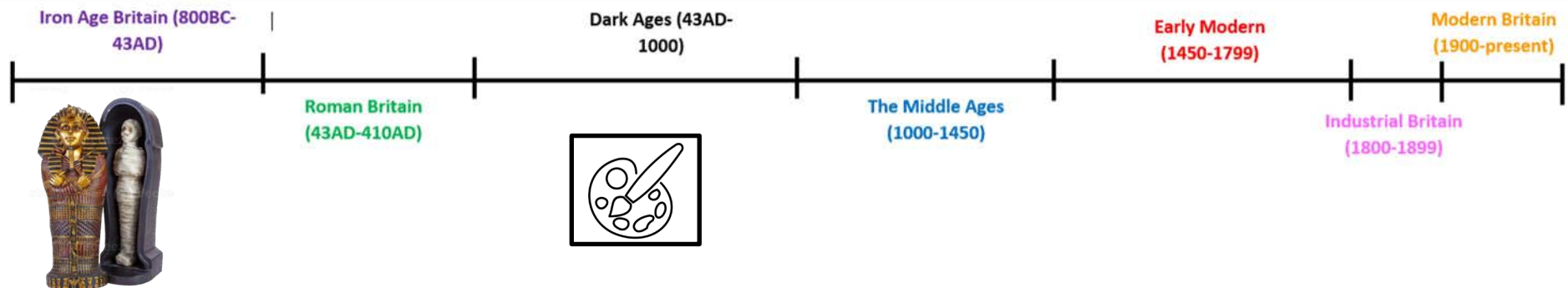
Dissection: Cutting open a body for science.

Germ Theory: The idea that germs travel in the air.

Physiology: What organs do in the body.



7) Learn the following timeline



1. Greetings

Bonjour = Hello
Salut = Hi
Au revoir = Goodbye

• Comment t'appelles tu?
= what's your name?

• Je m'appelle
= my name is

• Comment ça va?
= How are you?



• Ça va (très) bien, merci
= I'm (very) well, thank you

• Pas mal/ça va/comme ci, comme ça
= not bad
• Ça ne va pas!
= not good

2. Les jours de la semaine

aujourd'hui = today

lundi Monday
mardi Tuesday
mercredi Wednesday
jeudi Thursday
vendredi Friday
samedi Saturday
dimanche Sunday



3. Les mois de l'année

janvier January
février february
mars March
avril April
mai May
juin June
juillet July
août August
septembre September
octobre October
novembre November
décembre December



4. 1 à 21

1	un	6	six	11	onze	16	seize
2	deux	7	sept	12	douze	17	dix-sept
3	trois	8	huit	13	treize	18	dix-huit
4	quatre	9	neuf	14	quatorze	19	dix-neuf
5	cinq	10	dix	15	quinze	20	vingt



Challenge! Say how old you are

Quel âge as-tu? How old are you?

J'ai ans (J'ai onze ans)

5. Mon anniversaire

Two ways of asking:
When is your birthday?

- 1) C'est quand, ton anniversaire?
- 1) Quelle est la date de ton anniversaire?

To answer: use boxes 3 & 4

Mon anniversaire, c'est
(le + number + month)

Mon anniversaire, c'est *le vingt mai*

Mon anniversaire, c'est *le trente juin*



6. As-tu des frères et sœurs?

J'ai ... = I have ...

un frère	a brother
un demi-frère	a half/step-brother
deux frères	2 brothers
une sœur	a sister
une demi-sœur	a half/step-sister
trois sœurs	3 sisters

Je n'ai pas de frères et sœurs
= I don't have any brothers and sisters

Je suis fils/fille unique
= I'm an only child (boy/girl)



7. Tu es comment?

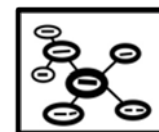
Je suis ... = I am...
Je ne suis pas = I am not...

☐ petit(e)	small
☐ grand(e)	big/tall
☐ patient(e)	patient
☐ intelligent(e)	intelligent
☐ arrogant(e)	arrogant
☐ amusant(e)	funny
☐ bavard(e)	chatty
☐ fort(e)	strong
☐ timide	shy
☐ sympa	nice

Important note:

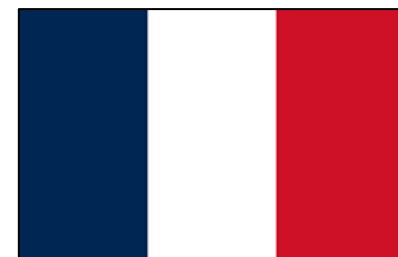
We add **e** to the end of most of these adjectives when describing a female

i.e. petit = male
petite = female

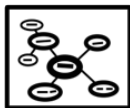


Challenge!

Draw your own French flag and write 5 sentences about yourself in the middle white space.



1. What are the fundamentals of Colour Theory?



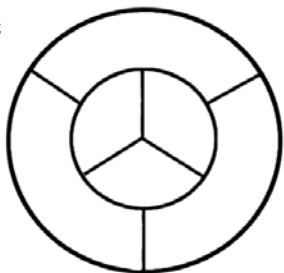
Choices of colour and the relationships between colours have a huge influence on how a piece of art or design looks and feels and the emotions it provokes.

Keywords:

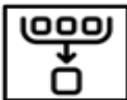
- **Primary colours** – Red, blue and yellow.
- **Secondary Colours** – Green, purple and orange.
- **Complimentary Colours** – Colours opposite each other on the colour wheel.
- **Temperature** – Implies whether a colour appears warm or cool.

Task:

Draw and colour in the wheel below using the correct colour order, with primary colours in the centre circle and secondary colours in the outer circle.



2. Josef Albers

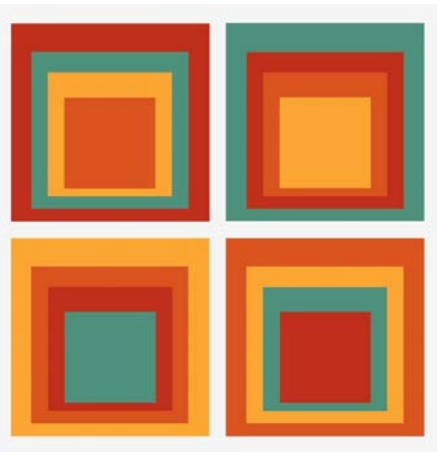


Albers created hundreds of paintings consisting of nested squares that explored the relationships between colours.

- **Receding Colours:** Colours that appear to be in the distance or in the background.
- **Advancing Colours:** Colours that appear to come forward and be on top.

Task:

In the Josef Albers artwork below, which colours appear to be receding and advancing?



3. Mixing Colour in Paint



- **Hue:** Means original colour.
- **Tint:** When white is added to a hue (colour).
- **Shade:** When black is added to a hue (colour).

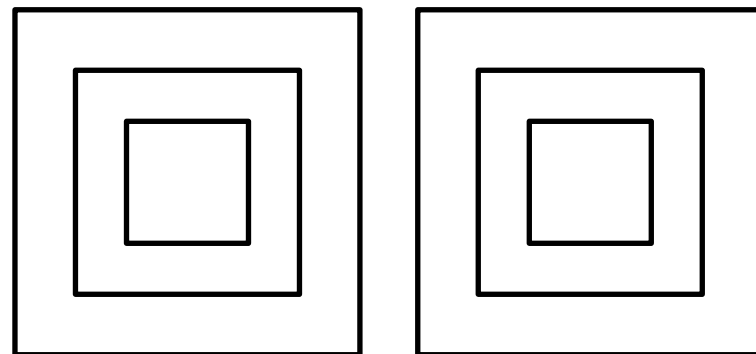


Shade (add Black)-----Original Hue-----Tint (add White)

4. Josef Albers' Composition



Task: Copy and colour in the boxes below to create a Josef Albers inspired work using warm or cool colours. Include a tint and a shade. This can be done using colouring pencils or paint.



5a. Formal Elements

The **FORMAL ELEMENTS** act as the building blocks for art and design.

These words - **line, shape, tone, texture, form, space, pattern, colour** - are helpful for making and talking about art.



6. Texture and Form



Form – Illusion of a 3D shape, such as a cube or a sphere.



Texture - The way something feels or looks like it feels.

5b. Line, Shape and Tone

Line - Mark made by moving pen, pencil, brush etc.



Shape -

Area enclosed by a line (2D shape).



Tone - The lightness or darkness of something.



7. Pattern and Colour

Pattern - A repeated design created by a line, shape, tone or colour.



Colour - The way light reflects and is interpreted by the eye.

Challenge!

Create a nature-inspired drawing.

Pay attention to the formal elements.



1. Types of Geography

Geography is **the study of the world**; the subject is divided up into two main areas - **human geography** and **physical geography**.

The study of the relationship between these two main areas is called **environmental geography**, which can be considered the third area of geography.

Human Geography relates to the **people** on our planet, Earth. For example:

- **Population** - How the number of people in the world is growing and why.
 - **Migration** - Why people make the choice to move.
 - **Urban Patterns** - Where people live and what these places are like.
- Physical Geography** relates to the natural world around us. For example:
- **Landscape** - How our world is created and changes over time.
 - **Physical Features** - how rivers and glaciers change the environment around us.

- **Tectonic Hazards** – Such as volcanoes and earthquakes.



2. Continents

Definition: A large continuous landmass, separated from other continents by water or other geographical features.

A continent is one of Earth's **seven** main divisions of land. The continents are, from largest to smallest: **Asia, Africa, North America, South America, Antarctica, Europe, and Australia.**



The Earth has five interconnected oceans that cover roughly 71% of the planet's surface: the **Pacific, Atlantic, Indian, Southern, and Arctic**. They regulate the global climate, support diverse ecosystems, and are a core foundation of the KS3 Geography curriculum.

Challenge!

Scan this QR code below and test your knowledge of the seven continents.



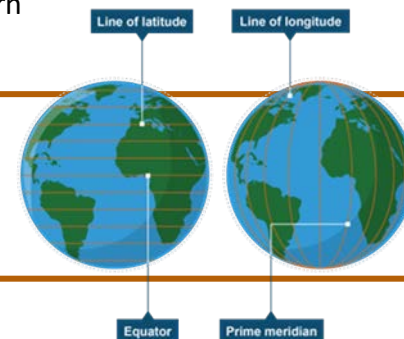
3. Latitude and longitude

We use imaginary lines to help locate where a place is in the world.

We use lines of **latitude** to find out how far **north** or **south** a place is. These lines run **parallel** to the **Equator**.

There are **five major lines** of latitude:

- the Arctic Circle (the North Pole)
- the Antarctic Circle (the South Pole)
- the Tropic of Cancer
- the Tropic of Capricorn
- and the Equator.



4. Hemispheres

The **Equator** is at the centre of the lines of latitude and is at 0° latitude.

Anything lying south of the Equator is in the **Southern Hemisphere** and is labelled °S. Anything lying north of the Equator is in the **Northern Hemisphere** and is labelled °N. The North Pole is 90°N and the South Pole is 90°S.

The line labelled 0° longitude is called the **Prime Meridian** or the **Greenwich Meridian** and runs through London. Anything lying east of the Greenwich Meridian is in the **Eastern Hemisphere** and is labelled °E. Anything lying west of the Greenwich Meridian is in the **Western Hemisphere** and is labelled °W.

5. Measuring Development

Development measures progress within a country. The development gap refers to differences between low-income countries (**LIC**) and high-income countries (**HIC**). There is no single way to measure how developed a country is. However, development indicators can give some idea of a country's development. Some common.

Economic indicators

GNI per capita is the total value of all the goods and services produced in a country in a year plus income from abroad, divided by the number of people (per capita) living in that country.

GNI per capita allows us to compare wealth between different countries. However, the calculation only tells us the average income within a country. The wealth of the country may not be shared out equally. Some people may earn a lot of money, whereas others may have very little.



Challenge

Scan this QR code, open the quiz and test yourself.



6. Development indicators

Social indicators show how a country uses its wealth to try and improve the quality of life of its people. Social indicators can measure different things like health, diet and education.

Education is measuring using the literacy rate; the percentage of people aged 15 years and above who can read and write.

Literacy rates tell us about the level of education within a country. Children who learn to read and write are more likely to get jobs when they are older. However, literacy rates do not tell us about the health or wealth of people.

Birth rate measures number of live births in a year per 1000 people.

Death rate measures number of deaths per year per 1000 people.



7. Development Gap

The **development gap** is the inequality in wealth, health, and quality of life between **High-Income Countries (HICs)** and **Low-Income Countries (LICs)**. **BRICS** (Brazil, Russia, India, China, and South Africa) are **Newly Industrialized Countries (NICs)** bridging this gap, showing rapid economic growth but facing severe internal inequalities.

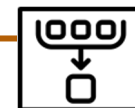
The BRICS and the Development Gap

The BRICS nations represent a middle ground in the global development gap, acting as the bridge between the wealthiest nations and the poorest.

Rapid Industrialization: BRICS countries have shifted from agriculture to manufacturing and services, vastly increasing their wealth and global influence.

China and India: They lead this group, experiencing massive economic booms that have lifted millions out of extreme poverty and made them economic superpowers.

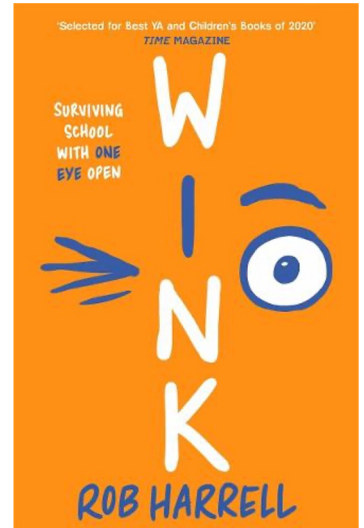
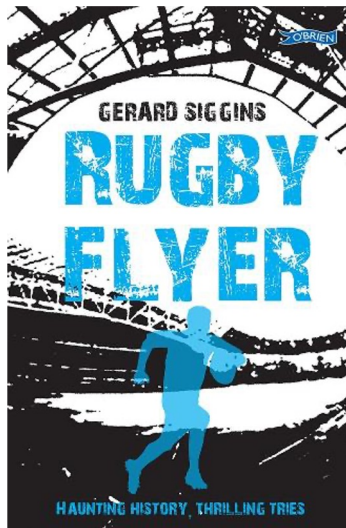
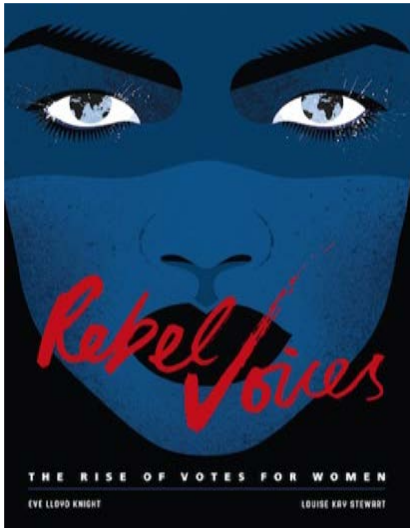
Internal Divides: Despite massive national wealth, the development gap exists *within* these countries. There are stark contrasts between booming, wealthy cities (e.g., Shanghai, Mumbai) and underdeveloped rural areas.



READING Log

[illegible]

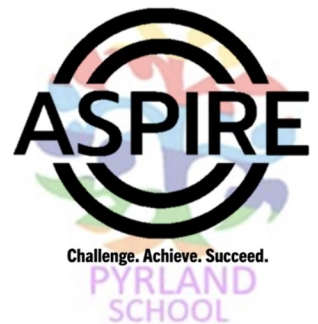
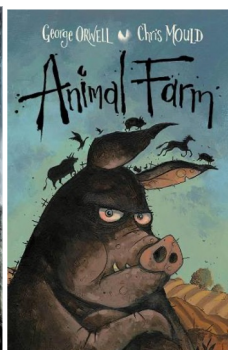
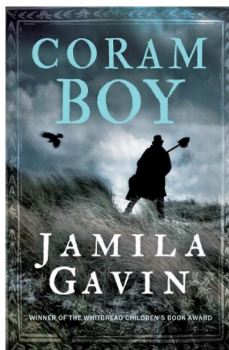
RECOMMENDED READS!



How did women get the vote? They didn't keep quiet. They didn't behave. They didn't play nice. They had to stand up. They had to shout loud. They had to say Time's Up. But who were the rebel women who did those things?

Recommended for less confident readers, this sports story thriller will engage anyone with an interest in rugby or ghosts....or both. Vividly drawn, engaging characters and short, sparky chapters keep the action fast-paced in this absorbing story.

A hilarious and heart wrenching story about surviving middle school - and an unthinkable diagnosis - while embracing life's weirdness. 'Wink' is semi-autobiographical as the author draws on his own experiences.



The Pyrland Way
Ready, Respectful, Responsible

