



Wadham School

A Church of England Community School



Knowledge Organisers Year 7 Term 3 & 4 2025-2026



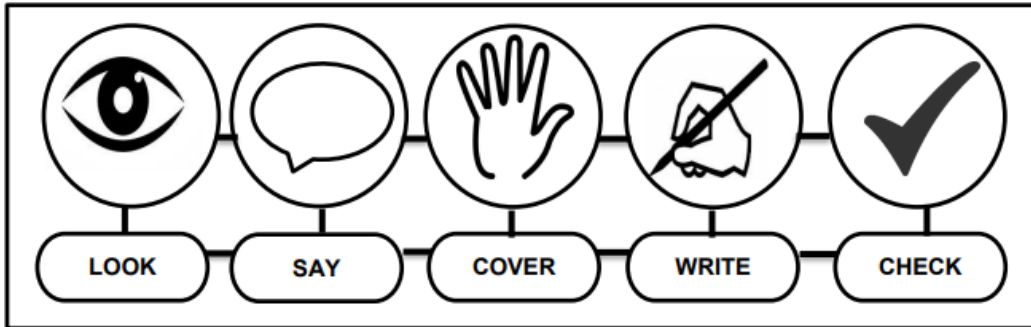
Name.....

Tutor group.....

“Life in all its fullness” John 10:10



Using Your Knowledge Organiser



Look-Say-Cover-Write-Check

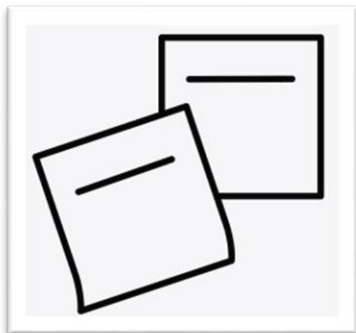
Retrieval practice using the look-say-cover-write-check technique, when done in regular small chunks, is one of the best ways you can learn relevant knowledge over time.

Working in Independent mode:

- Look at the first bullet point or sentence
- Read through it three to five times
- Cover
- Write it out exactly
- Remove and check what you wrote and tick if correct
- Repeat
- When you get it 100% right, move on to the next chunk of information

Flash Cards

Make flash cards with the definition on one side and key word on the other.



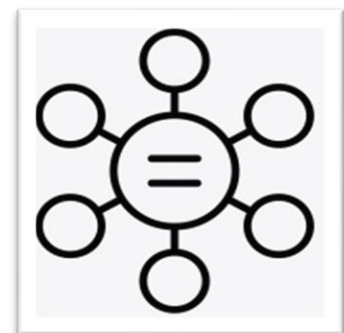
Self Quizzing

Write quizzes with answers to test yourself in the future.



Mind maps

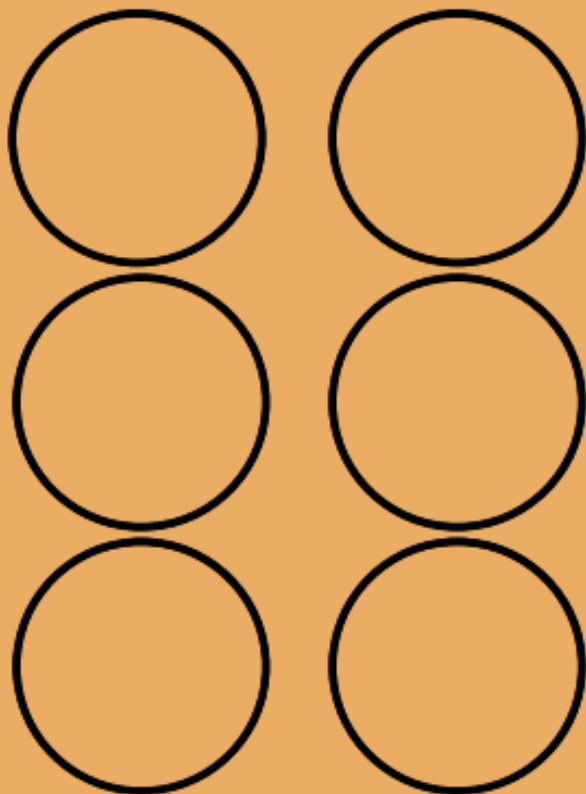
Create mind maps linking key information you need to remember.



LIBRARY INFORMATION



Library Reward Card



For terms 3 and 4 receive a stamp every time you read a book from the library. Prizes to be earned along the way. See posters in the library for more details.

DON'T FORGET
Friday lunchtime is
LEGO club in the
library

IF YOU LOOSE A BOOK,
DON'T PANIC! IT CAN BE
REPLACED WITH
ANOTHER BOOK OR
WITH A SMALL CHARGE.

DID YOU KNOW THE LIBRARY CATALOGUE CAN BE FOUND ONLINE?
THERE IS A LINK ON ALL SCHOOL COMPUTERS AND ON TEAMS.
(THE LOG IN IS THE SAME AS YOUR SCHOOL EMAIL AND PASSWORD)



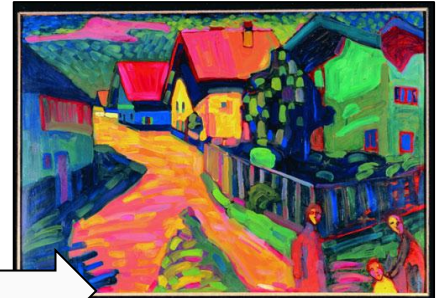
THE LIBRARY IS OPEN TO ALL.
IT IS A SAFE SPACE WHERE YOU WILL ALWAYS FIND AN
ADULT AT BREAK OR LUNCH.
THERE ARE TABLETS IN THE LIBRARY THAT CAN BE
USED FOR COMPLETION OF HOMEWORK, PLEASE ASK
MRS GEORGE FOR ACCESS.

Colour theory

- Our understanding of colour was formalised by the artist and teacher Johannes Itten.
- Itten taught at the famous German Art School, The Bauhaus.
- He created the Colour Wheel.
- Itten's theories of colour use formed the foundations of practice for all modern art and design.
- The Bauhaus (Building House) was a famous school of Art & Design and Architecture in Weimar, Germany.
- Many famous Artists/Teachers worked there, (including Itten, Kandinsky, Marc).
- It's teachings influence all modern Art, Design and Architecture.
- It was closed by the German Nazi regime in 1933.



The Colour Wheel



Painting by Wassily Kandinsky, showing use of colour theory, especially complementary colours

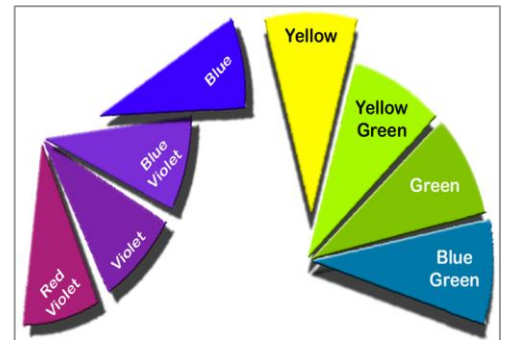
Contrasting Colours

Also known as complementary colours. When placed together they create a strong contrast. For example red is from the warm half of the colour wheel and green is from the cool half.



Harmonious Colours

A harmonious colour is one that sits next to another on the colour wheel. These combinations create pleasing contrasts.



Tint

A tint is where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink.



Shade

A shade is where an artist adds black to a colour to darken it.



Beliefs and World Views

Beliefs and Worldviews – Year 7 Term 3 & 4

Topic 2: Creation

1	1	Creation	Creating of the universe
	2	Creator	One who creates the universe (e.g. God)
	3	Genesis	First book in the Bible, contains creation story
2	4	Big Bang	Theory on the origin of the universe
	5	Evolution	Process of life developing over millions of years
	6	Chance	<u>Atheist</u> believe the universe is created by chance – there is no creator
3	7	Liberal	Interpreted as a 'metaphor'
	8	Metaphor	Symbolic language with double meaning
	9	Literal	The Bible should be interpreted as Word for Word true
	10	Creationism	Name for literal belief God created in 6 x 24-hour days
4	11	Brahman	Creator God – Four Faces and Four arms
	12	Vishnu	God of preservation - Maintaining and looking after creation
	13	Shiva	God of destruction
5	14	Stewardship	Humans must care for creation e.g. recycle
	15	Dominion	Humans can use creations resources e.g. eat meat and burn fuel
	16	Imago Dei	'Image of God' Humans are made like God – with soul and power
6	17	Adam and Eve	First Man and Women – Were created with free-will and chose to sin
	18	Original Sin	Wrongdoing before God – Results in death for all humanity
	19	Free will	The ability to choose how to act

Topic 3: The Story of the Prophets

1	1	Israelites	God's chosen people, descendants of Abraham (aka Jews/Hebrews)
	2	Abraham	Founder of Judaism – Believed in the 'One True God'
	3	Prophet	Messenger of God
	4	Covenant	' <i>Promise</i> ' between God and Abraham. Abraham would follow God's law and in return be blessed with the Promised Land & descendants.
2	5	Joseph	Sold into slavery by his brothers but became a powerful ruler in Egypt
	6	Exile	Living in Captivity in another country. The Israelites were exiled in Egypt
	7	Dreams	People believed God spoke through dreams, Joseph interpreted them
3	8	Moses	Leads the Israelites out of Egypt and into the Promised Land
	9	Exodus	The Israelites leaving slavery in Egypt after God sends 10 plagues
	10	Promised Land	Israel – A land flowing with milk and honey, promised to Abraham
	11	Justice	Fair treatment – The plagues were needed as justice for Egypt's sins
4	12	Law	A set of rules to live morally and please God
	13	10 Commandments	Ten important Rules, written on tablets of stone
5	14	David	King who led Israel through a time of victory and prosperity
	15	Prosperity	Increasing in wealth and power
6	16	Isaiah	Promises Israel would be restored to Glory & the Promised Land
	17	Prophecy	Message given by a prophet, from God, about the future
	18	Messiah	Promised ruler who would restore and fix Israel

Year 7 Introduction to Computers Knowledge Organiser

Computer System

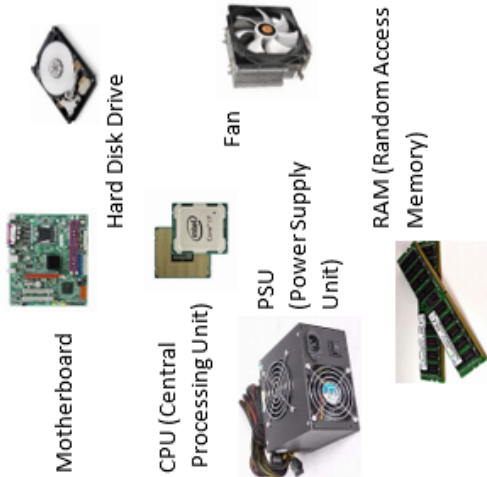
A basic, complete, and functional computer. It will include all the hardware and software required to make it functional



Hardware

Computer hardware refers to the **physical parts of a computer and related devices**. Internal hardware devices include motherboards, hard drives, and RAM.

Computer Components



Types of Computer Storage

Storage is a **mechanism that enables a computer to retain data**, either temporarily or permanently. Storage is among the key components of a computer system and can be classified into several forms, although the types we cover are:



Internal Storage:

Most often refers to a **computer's internal hard drive**. This is the primary storage device used to store a user's files and applications. The computer's internal memory, **RAM (Random Access Memory)** and **ROM (Read Only Memory)** is also classed as internal storage.

External Storage:

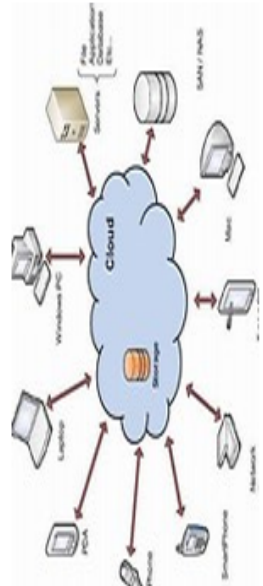
Commonly referred to as an external drive, external storage is storage that's not part of the internal parts of a computer. These drives often connect to the computer using a connection, such as USB (Universal Serial Bus).



Common types of external storage are **Flash Drives (USB Sticks)** and **DVDs**.

Cloud Storage

Cloud storage is a cloud computing model in which data is stored on remote servers accessed from the internet, or "cloud".



Software

Computer software refers to the programs and other operating information used by a computer.

The main piece of software on a computer is the

Operating System

The part of the operating system we see on screen is known as the User Interface.

- Graphical User Interface (GUI).
The most popular type of system. They combine menu driven interfaces with icons.
- Command Line Interface (CLI).
Users need to learn the commands to make it work.
- Menu Driven Interface.
A list of options organised under various headings or menus

Most used Operating Systems (OS)

- Microsoft – Windows
- Apple – iOS
- Google - Android











Materials

Softwoods	From coniferous trees. These often have pines or needles, and they stay evergreen all year round - they do not lose leaves in the autumn. They are faster growing than hardwoods, making them cheaper to buy, and are considered a sustainable material.	Examples of softwoods are: Pine Cedar Redwood Spruce
Hardwoods	From deciduous trees, which have large flat leaves that fall in the autumn. Hardwoods take longer to grow, are not easily sourced and are expensive to buy.	Examples of hardwoods are: Beech Oak Teak Walnut
Manufactured board	A man made material created by pressing and bonding timbers together.	Examples of manufactured board: Plywood Chipboard

Keywords

Isometric drawing	A three dimensional drawing technique.
Brief	Is information given to a designer from a client.
Specification	Is the criteria for a designer to work from.
Shaping	A process using tools to shape material.
Joining	Attaching one material to another.
Plan of production	An ordered list of how a product will be made.
Evaluation	A reflection on how a product has been made, to improve future products.

Tools and Equipment

Coping Saw		A saw used to create curves and complex shapes in woods, metals and plastics.
Tenon Saw		A saw used to cut straight lines in wood.
Steel rule		An accurate tool for measuring and marking out.
Try Square		To check and mark right angles.
File		Used for shaping woods, metals and plastics.
Glass paper		Used to smooth the edges of wood.

Drama

A. Drama Key Words

Body language	Body language is communication by movement or position, particularly facial expressions, gestures and the relative positions of characters.
Facial expressions	conveys an emotion that tells us expressions about the character and the way they react to a situation.
Gesture	a body movement that conveys meaning, think of a wagging finger to tell someone off.
Proxemics	how the actors/characters are placed on a stage. The distance or level between character/actors shows their relationships and feelings.
Levels	create visual interest. Levels can be used to suggest status - meaning the power or authority one character has over another
Corpsing	To lose focus and come out of role often to giggle.
Still Image/ Freeze Frame	A still image is a frozen moment on stage where the characters stay still to clearly stop the play and show the audience a moment in time. It is often used to highlight something important that has happened.
Mime	using movements of your hands and body, and expressions on your face, without speech, to communicate emotions and actions or to tell a story
Point of focus	What you would like your audience to notice in a scene

The Five Things:

- 1- Facial Expressions
- 2 – Eye contact
- 3 – Create one point of focus
- 4 – Use Levels
- 5 – Where are your audience

BACKSTAGE

UP STAGE RIGHT USR	UPSTAGE US	UP STAGE LEFT USL
STAGE RIGHT SR	CENTER STAGE US	STAGE LEFT SL
DOWN STAGE RIGHT DSR	DOWNSTAGE DS	DOWN STAGE LEFT DSL

HOUSE LEFT

AUDIENCE (HOUSE)

HOUSE RIGHT

English

The Tempest

Key Characters



PROSPERO



MIRANDA



ARIEL



KING ALONSO



FERDINAND



GONZALO



SEBASTIAN



ANTONIO



STEPHANO



TRINCULO



CALIBAN

Some Key Techniques

- **acts:** the main sections in a play; Shakespeare's plays tend to have five acts
- **scenes:** parts of the play which stay in the same place at the same time; like chapters in a book
- **character:** the "people" within the play
- **characterisation:** how Shakespeare creates a sense of his characters
- **aside:** when a character briefly says something which the audience hears but other characters do not
- **soliloquy:** a speech delivered by a single character alone on stage; they often give the audience a privileged insight into the character's thoughts and feelings
- **imagery:** language not used literally; eg metaphors, similes, personification, symbols
- **pathos:** feelings of pity and sympathy
- **subplot:** a secondary plot in the play, adding complications and extra obstacles in the way

Some Useful Words & Phrases

- **exploitation:** (noun) using someone—often selfishly—for your own benefits eg Caliban feels exploited by Prospero
- **enslaved:** (adjective/verb) made into a slave; eg did Prospero enslave Caliban or help him?
- **retribution:** (noun) payback for something someone did to you; eg Prospero wants retribution from Alonso
- **usurp:** (verb) to take over someone else's kingdom by force
- **servitude:** (noun) slavery; eg Caliban and Ariel might feel they are in a state of servitude

Some Context

- The play was first performed in 1611. King James I was on the throne, and the play was used as part of the celebrations of his daughter Elizabeth's marriage.
- At the time, Britain was setting up colonies in North America and meeting the original inhabitants. Many of the characters in the play have ideas about how to rule the island.
- The play may look at ideas of "colonisation" - where European countries took over foreign countries and tried to "civilise" the "savages" they found (often actually just exploiting them).
- There had been an essay "Of the Cannibals" by the French writer Montaigne. This looked at the original peoples of South America. "Caliban" may well come from this.

English

ANALYSIS	
Argument	The writer presents [topic] to...
Neat evidence	The phrase '...' shows...
Additional	Additionally, the phrase '...' adds to...
Language	The imagery suggests...
Your evaluation	A reader may also understand...
Structure and form	Structurally, the... tone emphasises...
Intentions of writer	The writer's intentions may have been to...
Society and context	Contextually, the writer may be reflecting...

Nature Poetry & Shakespeare

Key words	Definition
Sonnet	A type of love poem with 14 lines.
Transcendent	Going beyond mortal.
Romanticism	A cultural movement which valued nature.
Detachment	Being separated from others.
Zoomorphism/anthropomorphism	Types of personification – giving humans animal qualities
Divinity	Considering things to do with God or gods
Corruption	The damaging or ruining of something.
Soliloquy	A speech in a play delivered only for the audience to hear.
Supernatural	Things that are beyond normal like magic.
Colonialism	The idea of a country taking over another place.
Patriarchy	A male dominated society.

POETIC POEMS	Definition
Personification	Giving something human characteristics
Oxymoron	Contradictory phrase
Enjambment	Continuing a line of poetry
Tone	Mood or atmosphere
Imagery	Descriptive language
Contrast	Very different things put together
Perspective	Viewpoint
Onomatopoeia	Words that sound like the thing
Extended	Carrying on
Metaphor	Saying something is something else
Simile	Saying something is like something else

A PERSUADER	Definition
Alliteration	Repeating same sound at starts of words
Points	Clear reasons to add to your argument
Exaggeration	Overstating
Repetition	Saying the same thing over and over
Statistics	Using numbers to represent facts
Unique ideas	Unusual or ways of approaching an issue
Anecdote	A short story used to make a point
Direct address	Talking to the audience
Emotive language	Appealing to people's feelings
Rhetorical questions	Questions not intended to be answered.

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Coraline

Key words	Definition
Genre	A category of literature – Coraline is fantasy
Fantasy	Stories based in supernatural or improbable things
Familial relationships	Family links – these are strained at the start of Coraline
Trauma	A deeply distressing or disturbing experience that has a lasting impact
Gothic	A genre that deals with dark, mysterious and often supernatural ideas
Protagonist	The main character. Coraline is the protagonist
Trope	Something that often occurs in a particular genre
Beldam	An old-fashioned term for a hag or terrifying woman.

Food

1	Food choice	<p>Planning what to cook: Deciding on what to cook or eat requires making a number of decisions:</p> <ul style="list-style-type: none"> • individual energy and nutrient needs; • diet and health; • religion and culture;. • time of day and occasion; • food preferences; • social considerations; • Cost of food • food availability • advertising and other point of sale information • environmental considerations;.
2	Bread roll	<p>skills linked to making bread – mixing, kneading, shaping, proving, glazing, baking, testing for readiness</p> <p>Types of bread: White bread, whole-wheat bread, Rye bread, Sourdough bread, Multigrain bread, Baguette, Ciabatta</p> <p>Dough- mixture of dry ingredients that is mixed, kneaded and baked</p>
3	Present-ation skills	<p>knife skills:</p> <p style="text-align: center;">Bridge Hold  Claw hold </p> <p>Vegetable cuts: Carrot cuts. These cuts are often seen in recipes such as stir fry</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div data-bbox="611 752 732 882">  <p>batons 5-6.5cm long x 1 cm square</p> </div> <div data-bbox="789 752 875 882">  <p>dice 1cm square</p> </div> <div data-bbox="918 752 1039 882">  <p>julienne/match 5-6.5cm long x 3 mm square</p> </div> <div data-bbox="1075 752 1196 882">  <p>fine julienne 5-6.5cm long x 1.5mm square</p> </div> </div>
4	<p>Flavouring</p>    	<p>Senses: Sight, smell, hearing, taste (sweet, salt, sour, bitter, umami) and touch are all used when eating food and drink. A combination of these senses helps to evaluate a food</p> <p>Sensory attributes: Words used to describe the appearance, odour, taste and texture of a food product</p> <p>Sensory evaluation: Analyses and measures human responses to food and drink.</p> <p>Sensory analysis: evaluating consumer products</p> <p>Appetising: looks or smells like it would taste delicious</p> <p>seasoning -- salt, herbs, or spices added to food to enhance the flavour</p> <hr/> <p>Modifying a recipe: ingredients are substituted or altered meaning that the colour, flavour, texture and nutritional value is altered.</p> <ul style="list-style-type: none"> • To meet the needs of different groups of people e.g. vegetarian. • To reduce the cost of a recipe. • To avoid certain foods because of intolerance or allergy. • Reducing the energy content. • Improving the nutritional value/balance (nutritional content or profile) e.g. reducing salt content. • Ingredients are unavailable. • To cater for like and dislikes
5	<p>Nutritional needs of young people</p> 	<p>Nutritional needs vary depending on life stages – pregnancy, infancy and childhood, adolescence, adulthood, later adulthood;</p> <p>Eatwell guide: We all need a balanced and varied diet to stay healthy. carbohydrates – energy; protein – growth and repair; Fruit and vegetables – Vitamins and minerals – provide protection from illness and disease; calcium – strong bones and teeth; Fat – energy, warmth, protection.</p> <p>We should follow the 8 tips for healthier eating</p> <p>Adolescence – a time of rapid growth and development</p> <p>Boys need more protein and energy than girls for growth.</p> <p>Girls need more iron than boys to replace menstrual losses</p>



Le temps	Weather
1. Quel temps fait-il?	<i>What's the weather like?</i>
2. Il fait beau.	<i>The weather's fine.</i>
3. Il fait mauvais.	<i>The weather's bad.</i>
4. Il fait chaud.	<i>It's hot.</i>
5. Il fait froid.	<i>It's cold.</i>
6. Il y a du soleil.	<i>It's sunny.</i>
7. Il y a des nuages.	
8. Il y a du vent.	<i>It's windy.</i>
9. Il pleut.	<i>It's raining.</i>
10. Il neige.	<i>It's snowing.</i>

Les sports	Sports
22. Je joue...	<i>I play...</i>
23. au basket	<i>basketball</i>
24. au billard	<i>pool</i>
25. au football	<i>football</i>
26. au rugby	<i>rugby</i>
27. au hockey	<i>hockey</i>
28. au tennis	<i>tennis</i>
29. au volleyball	<i>volleyball</i>
30. à la pétanque	<i>boules</i>
31. aux cartes	<i>cards</i>
32. aux échecs	<i>chess</i>

Les saisons	Seasons
11. au printemps	<i>in Spring</i>
12. en été	<i>in Summer</i>
13. en automne	<i>in Autumn</i>
14. en hiver	<i>in Winter</i>

Les opinions	Opinions
33. J'aime...	<i>I like...</i>
34. J'adore...	<i>I love...</i>
35. Je n'aime pas...	<i>I don't like</i>
36. Je déteste...	<i>I hate</i>
37. Je préfère...	<i>I prefer</i>

Tu es sportif?	Are you sporty?
15. Je suis...	<i>I am...</i>
16. Je ne suis pas...	<i>I am not...</i>
17. sportif/sportive	<i>sporty</i>
18. très	<i>very</i>
19. assez	<i>quite</i>
20. un peu	<i>a bit</i>
21. trop	<i>too</i>

Les raisons	Reasons
38. parce que	<i>because</i>
39. c'est	<i>it's</i>
40. ce n'est pas	<i>it isn't</i>
41. amusant	<i>funny</i>
42. génial	<i>great</i>
43. facile	<i>easy</i>
44. difficile	<i>difficult</i>
45. ennuyeux	<i>boring</i>

Phonics Focus:	
[u] = /oo/ <i>salut</i>	[e] = /uh/ <i>petit</i>
[ç] = /s/ <i>Ça va?</i>	[qu] = /kuh/ <i>musique</i>

Vital verb: jouer (to play)	
Le présent	Present tense
<i>Je joue</i>	<i>I play</i>
<i>Tu joues</i>	<i>You play</i>
<i>Il/elle/on joue</i>	<i>He/she/we play</i>
<i>Nous jouons</i>	<i>We play</i>
<i>Vous jouez</i>	<i>You play (formal/plural)</i>
<i>Ils/elles jouent</i>	<i>They play</i>



Les activités	Activities
1. Je fais...	<i>I do/go...</i>
2. du skate	<i>skateboarding</i>
3. du patin à glace	<i>Ice skating</i>
4. du vélo	<i>cycling</i>
5. du judo	<i>judo</i>
6. du théâtre	<i>drama</i>
7. de la cuisine	<i>cooking</i>
8. de la danse	<i>dancing</i>
9. de la gymnastique	<i>gymnastics</i>
10. de la natation	<i>swimming</i>
11. de l'athlétisme	<i>athletics</i>
12. de l'équitation	<i>horse riding</i>
13. des randonnées	<i>hiking</i>

Les jours de la semaine	Days of the week
22. lundi	<i>Monday</i>
23. mardi	<i>Tuesday</i>
24. mercredi	<i>Wednesday</i>
25. jeudi	<i>Thursday</i>
26. vendredi	<i>Friday</i>
27. samedi	<i>Saturday</i>
28. dimanche	<i>Sunday</i>

Quand?	When?
14. tous les jours	<i>every day</i>
15. tous les weekends	<i>every weekend</i>
16. tout le temps	<i>all the time</i>
17. souvent	<i>often</i>
18. parfois	<i>sometimes</i>
19. quand il y a du soleil	<i>when it's sunny</i>
20. après	<i>after</i>
21. normalement	<i>normally</i>

La technologie	Technology
29. J'aime...	<i>I like...</i>
30. Je n'aime pas...	<i>I don't like...</i>
31. J'adore...	<i>I love...</i>
32. Je déteste...	<i>I hate...</i>
33. bloguer	<i>blogging</i>
34. écouter de la musique	<i>listening to music</i>
35. envoyer des SMS	<i>sending texts</i>
36. prendre des selfies	<i>taking selfies</i>
37. partager des photos	<i>sharing photos</i>
38. regarder des films	<i>watching films</i>
39. tchatter avec mes copains/copines	<i>chatting with my friends</i>
40. télécharger des chansons	<i>downloading songs</i>

Phonics Focus:	
[ai] = /eh/ <i>faire</i>	[é] [er] [ez] = /ay/ <i>écouter</i>
[g] = /guh/ <i>fatigué</i>	[j] / [g] = /juh/ <i>génial</i>

Vital verb: faire (to do/make)	
Le présent	Present tense
<i>Je fais</i>	<i>I do</i>
<i>Tu fais</i>	<i>You do</i>
<i>Il/elle/on fait</i>	<i>He/she/we do</i>
<i>Nous faisons</i>	<i>We do</i>
<i>Vous faites</i>	<i>You do (formal/plural)</i>
<i>Ils/elles font</i>	<i>They do</i>


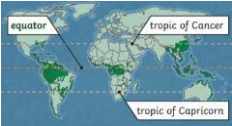
Geography



Rainforests - Knowledge Organiser *(Geography focus)*

Here are some key facts that you will need to know about our mission in the Spring term.









Rainforest Key Facts

- South America is a **continent** made up of many countries including **Brazil** (capital - Brasilia), **Venezuela** (capital - Caracas), **Colombia** (capital - Bogota), **Peru** (capital - Lima), **Argentina** (capital - Buenos Aires) and **Chile** (capital—Santiago).
- The Andes is the world's longest mountain range. Machu Picchu is a citadel which can be found high up here. 
- The climate in the rainforest is the same all year round (hot & humid). The average rainfall is 6cm each month and it usually rains every day.
- Angel Falls is the world's highest uninterrupted waterfall, located in Venezuela. 
- Tropical rainforests are found near to the equator between the tropic of Cancer and the tropic of Capricorn.
- Rainforests can be found in every continent except Antarctica.

Key Vocabulary

- climate** - The average weather conditions over a long period of time.
- deforestation** - The cutting down and clearing of forests.
- equator** - An imaginary circle running around the centre of the Earth to divide the northern and southern hemispheres.
- humid** - Feeling damp due to water vapour in the air.
- native tribes** - The original settlers of an area.
- species** - A group of similar animals or plants.

Rainforests

Emergent Layer	Canopy Layer	Understory Layer	Forest Floor
			
Trees can be up to 60m tall	Trees form a roof over the plants below	Trees grow to less than 4m tall	Very few plants
Lots of sunlight	Lots of sunlight but also plenty of rain	Very little sunlight	Almost no sunlight
Cold and windy	Lots of food for animals	Warm and humid	Leaves and debris decompose quickly
Birds, bats, monkeys and butterflies	Snakes, toucans and tree frogs	Lots of insects	Gorillas, anteaters, leopards and tigers
			

What can be done to protect the Rainforest?

- ⇒ Use both sides of a piece of paper, and use pencils until they are stubs.
- ⇒ Use ebooks or a library rather than buying new books.
- ⇒ Turn off lights and electrical items when not in use.
- ⇒ Buy Fairtrade fruit, vegetables, chocolate and coffee.



Oceans and Seas—KNOWLEDGE ORGANISER



What I should already know?:



The country I live in is called **England** which is part of the **United Kingdom**. The United Kingdom is made up of England, Scotland, Wales and Northern Ireland.

A continent is a very large area of land consisting of many countries. There are seven continents (Asia, Africa, North America, South America, Antarctica, Europe, Australia). I can locate them on a world map.

What I will know by the end of the unit:

Ocean definition: One of the five very large areas of salt water on the Earth's surface

Sea definition: A large area of salty water that is part of an ocean

There are different types of sea: 1) enclosed by land, 2) enclosed between land and sea

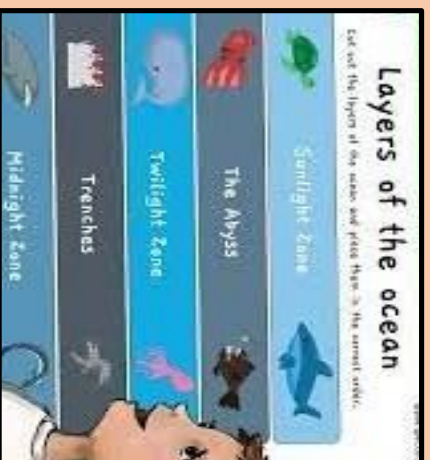
5 Oceans

Order by size (below is from largest to smallest)

- Pacific Ocean
- Atlantic Ocean
- Indian Ocean
- Southern Ocean
- Arctic Ocean



Bio-luminescent: is the capacity of living things to make light. Bio-luminescent is mainly a marine phenomenon.



Oceans cover 70% of our earth.

Oceans are important for:

- Animal habitats
- Oxygen
- Food
- Medicine
- Weather patterns
- Transportation

Geographical skills and fieldwork

- Find the five Oceans of the world using Map skills.
- Use the continents to locate the oceans.
- describe how the ocean is different at the North Pole and the Equator.
- Campaign to protect the oceans by creating a video.
- Describe the features of a map and different types of maps

The oceans are under threat due to:

- Pollution, overfishing and global warming.
- Plastic and other rubbish harms marine animals and enters the food chain.
- Overfishing damages the sea bed, and harms fragile ecosystems.
- Global warming causes the marine environment to become more acidic and harms sea life.



VOCABULARY

Coral reef	a ridge of rock in the sea formed by the growth coral
Oyster reef	A large number of oysters grouped together in a colony
Kelp forest	A marine ecosystem where kelp grows like an underwater forest
Equator	The Equator is an imaginary circle around Earth. It divides Earth into two equal parts: the Northern Hemisphere and the Southern
Mammal	A mammal is an animal that breathes air, has a backbone, and grows hair at some point during its life e.g. whale, dolphin, seal
Mollusc	Molluscs are a group of animals with soft bodies e.g. A squid, octopus
Crustacean	Crustaceans are animals that usually have a hard covering, or exoskeleton, and two pairs of antennae, or feelers. E.g. crayfish, lobster
Fish	Aquatic animals that have gills.
Pollution	The presence of a harmful or poisonous substance within an

Geography



Das Wetter	Weather
1. Wie ist das Wetter?	<i>What is the weather like?</i>
2. Es ist sonnig.	<i>It's sunny.</i>
3. Es ist heiß.	<i>It's hot.</i>
4. Es ist kalt.	<i>It's cold.</i>
5. Es ist windig.	<i>It's windy.</i>
6. Es regnet.	<i>It's raining.</i>
7. Es schneit.	<i>It's snowing.</i>
8. Es donnert und blitzt.	<i>There's thunder and lightning.</i>
9. Es ist wolkig.	<i>It's cloudy.</i>
10. Es ist neblig.	<i>It's foggy.</i>

Die Jahreszeiten	Seasons
11. Frühling	<i>in Spring</i>
12. Sommer	<i>in Summer</i>
13. Herbst	<i>in Autumn</i>
14. Winter	<i>in Winter</i>

Bist du sportlich?	Are you sporty?
15. Ich bin...	<i>I am...</i>
16. Ich bin nicht...	<i>I am not...</i>
17. sportlich	<i>sporty</i>
18. sehr	<i>very</i>
19. ziemlich	<i>quite</i>
20. ein bisschen	<i>a bit</i>
21. zu	<i>too</i>

Phonics Focus:	
[ig] = /ik/ <i>wolkig</i>	[er] = /air/ <i>September</i>
[sp] = /shp/ <i>Sport</i>	[w] = /v/ <i>Mittwo<u>ch</u></i>

Sport	Sports
22. Ich spiele gern...	<i>I like playing...</i>
23. Ich spiele nicht gern...	<i>I don't like playing...</i>
24. Basketball	<i>basketball</i>
25. Fußball	<i>football</i>
26. Badminton	<i>badminton</i>
27. Eishockey	<i>Ice hockey</i>
28. Tennis	<i>tennis</i>
29. Volleyball	<i>volleyball</i>
30. Handball	<i>handball</i>
31. Wasserball	<i>water polo</i>
32. Tischtennis	<i>table tennis</i>
33. Ich bin (ziemlich)...	<i>I am (quite)...</i>
34. Ich bin nicht (sehr)...	<i>I am not (very)...</i>
35. sportlich	<i>sporty</i>

Meinungen	Opinions
36. Ich finde es...	<i>I find it...</i>
37. irre	<i>amazing</i>
38. toll	<i>great</i>
39. gut	<i>good</i>
40. nicht schlecht	<i>not bad</i>
41. langweilig	<i>boring</i>
42. nervig	<i>annoying</i>
43. stinklangweilig	<i>deadly boring</i>
44. furchtbar	<i>awful</i>

Vital verb: spielen (to play)	
Präsens	Present tense
<i>Ich spiele</i>	<i>I play</i>
<i>Du spielst</i>	<i>You play</i>
<i>Er/sie spielt</i>	<i>He/she plays</i>
<i>Wir spielen</i>	<i>We play</i>
<i>Ihr spieltet</i>	<i>You play (plural)</i>
<i>Sie/sie spielen</i>	<i>They/you (formal) play</i>



Was machst du gern?	What do you like doing?
1. Ich fahre Rad.	<i>I ride my bike.</i>
2. Ich fahre Skateboard.	<i>I go skateboarding.</i>
3. Ich fahre Ski.	<i>I ski.</i>
4. Ich fahre Snowboard.	<i>I snowboard.</i>
5. Ich lese.	<i>I read.</i>
6. Ich mache Judo.	<i>I do judo.</i>
7. Ich mache Karate.	<i>I do karate.</i>
8. Ich reite.	<i>I go horse riding.</i>
9. Ich schwimme.	<i>I swim.</i>
10. Ich sehe fern.	<i>I watch TV.</i>
11. Ich spiele Gitarre.	<i>I play the guitar.</i>
12. Ich tanze.	<i>I dance.</i>

Freizeit	Free time
13. Ich chille...	<i>I chill out.</i>
14. Ich esse Pizza.	<i>I eat pizza.</i>
15. Ich gehe einkaufen.	<i>I go shopping.</i>
16. Ich gehe ins Kino.	<i>I go to the cinema.</i>
17. Ich gehe in die Stadt.	<i>I go into town.</i>
18. Ich gehe ins Park.	<i>I go to the park.</i>
19. Ich höre Musik.	<i>I listen to music.</i>
20. Ich mache Sport.	<i>I do sport.</i>
21. Ich spiele Xbox.	<i>I play Xbox.</i>

Phonics Focus:	
[ch] = /k/	[e] = /ay/
<i>ich</i>	<i>sehen</i>
[ei] = /eye/	[ie] = /ee/
<i>Seite</i>	<i>ziemlich</i>

Wann?	When?
22. jeden Tag	<i>every day</i>
23. Am Wochenende	<i>at the weekend</i>
24. Am Abend	<i>in the evening</i>
25. oft	<i>often</i>
25. einmal pro Woche	<i>once a week</i>
27. zweimal pro Woche	<i>twice a week</i>
28. dreimal pro Woche	<i>three times a week</i>
29. einmal pro Monat	<i>once a month</i>

Online	Online
30. Ich chatte auf Facebook.	<i>I chat on Facebook.</i>
31. Ich lade Musik herunter.	<i>I download music.</i>
32. Ich mache Fotos.	<i>I take photos.</i>
33. Ich sehe Videos.	<i>I watch videos.</i>
34. Ich simse.	<i>I text.</i>
35. Ich surfe im Internet.	<i>I surf the internet.</i>
36. Ich telefoniere mit Freunden.	<i>I call my friends.</i>

Vital verb: fahren (to go)	
Präsens	Present tense
<i>Ich fahre</i>	<i>I go</i>
<i>Du fährst</i>	<i>You go</i>
<i>Er/sie fährt</i>	<i>He/she goes</i>
<i>Wir fahren</i>	<i>We go</i>
<i>Ihr fahrt</i>	<i>You go (plural)</i>
<i>Sie/sie fahren</i>	<i>They/you (formal) go</i>

History

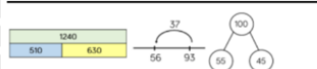
Keyword	Definition
Absolutist	Someone who rules with absolute power.
Cavalier	A nickname for the supporters of King Charles I.
Court of Star Chamber	A court that was set up to deal with legal disputes, which could issue fines.
Digger	A group who wanted to share land out equally.
Grand Remonstrance	A list of criticisms of Charles I from parliament.
High Church	A Protestant Church with some Catholic practices.
Leveller	A group who wanted every man to have a vote.
New Model Army	A new army, set up by the Parliamentarians, to win the war.
Personal Rule	A period during which Charles ruled on his own.
Puritan	A Protestant Church with no Catholic influences.
Roundhead	A nickname for the supporters of parliament.
Key Dates	
1614	James I argues with parliament and dismisses it for seven years.
1625	Charles I comes to the throne and marries a French Catholic.
1634	To get money, Charles expands a tax called 'Ship money'.
1640	Parliament is recalled after 11 years and argues with Charles.
1642	Charles raises his standard and the Civil War begins.
1645	Royalists lose the Battle of Naseby and the war ends soon after.
1649	Trial of Charles I held by Parliamentarians, which led to the king's execution.
Key People	
Charles I	A king who wanted to rule as an absolutist, but was stopped and executed by parliament
William Laud	The Archbishop of Canterbury who introduced the 'High Church' reforms.
John Pym	A leading MP who led a campaign against Charles I in parliament.
Oliver Cromwell	A cavalry officer in the New Model Army. His power grew due to his success in the war.

Maths: 7.06 Solving problems with addition & subtraction.....

Key words	
Commutative	changing the order of the operations does not change the result
Associative	when you add or multiply you can do so regardless of how the numbers <u>are grouped</u>
Inverse	the operation that <u>undoes what was done</u> by the previous operation. (The opposite operation)
Placeholder	a number that occupies a position to give value
Perimeter	the distance/ length around a 2D object
Polygon	a 2D shape made with straight lines
Balance	in financial questions — the amount of money in a bank account
Credit	money that goes into a bank account
Debit	money that leaves a bank account

Sparx codes for this topic	
M928, M347	Add & subtract integers
M429, M152	Add & subtract decimals
M635, M690	Perimeter problems
M901, M681	Finance problems
M963, M899	Timetables & tables
M460, M738	Finance problems

Addition/ Subtraction with integers



Modelling methods for addition/ subtraction

- Bar models
- Number lines
- Part/ Whole diagrams

Addition is commutative



$$6 + 3 = 3 + 6$$

The order of addition does not change the result

Subtraction the order has to stay the same

$$360 - 147 = 360 - 100 - 40 - 7$$

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction
- Show your relationships by writing fact families

Formal written methods

	H	T	O
	1	8	7
+	5	4	2

	H	T	O
	4	2	7
-	2	4	9

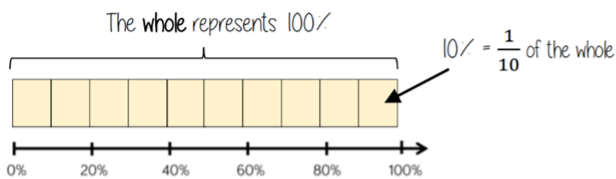
Remember the place value of each column
You may need to move 10 ones to the ones column to be able to subtract

Maths: 7.08 Fractions & percentages of amounts.....

Key words	
Fraction	how many parts of a whole we have
Equivalent	of equal value
Whole	a number with no fractional or decimal part
Percentage	parts per 100 (uses the ÷ symbol)
Place Value	the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right
Convert	change into an equivalent representation, often fraction to decimal to a percentage cycle

Sparx codes for this topic	
M695, M684	Fraction of a given amount
M695, M684	Use a fraction of an amount
M437	Find the percentage of an amount (Mental methods)
M905	Find the percentage of an amount (Calculator methods)

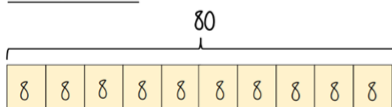
Find the percentage of an amount (Mental methods)



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

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

Find 65% of 80



Method 1

$$65\% = 10\% \times 6 + 5\%$$

$$= (8 \times 6) + 4$$

$$= 52$$

Method 2

$$65\% = 50\% + 10\% + 5\%$$

$$= 40 + 8 + 4$$

$$= 52$$

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

Find the percentage of an amount (Calculator methods)



Using a multiplier

Find 65% of 80

Fraction, decimal, percentage conversion

$$65\% = \frac{65}{100} = 0.65$$

The multiplier

$$0.65 \times 80 = 52$$

Using the percent button

Find 65% of 80

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

Type 65

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

Press **X** 80 and then press =

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

"of" can represent 'x' in calculator methods

Maths: 7.09 Operations with equations & directed numbers.....

Key words	
Numerator	the number above the line on a fraction. The top number. Represents how many parts are taken
Denominator	the number below the line on a fraction. The number represent the total number of parts
Equivalent	of equal value
Mixed numbers	a number with an integer and a proper fraction
Improper fractions	a fraction with a bigger numerator than denominator
Substitute	replace a variable with a numerical value
Place value	the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right

Sparx codes for this topic	
M527	Ordering negative numbers
M106	Add & subtract with negative numbers
M288	Multiply & divide with negative numbers

Add directed numbers

$2 + -4 = -2$

Zero pair $(-1 + 1 = 0)$

Two "-1" left $= -2$

$8 + -3 = 5$

Partitioning

$8 + -3 = 5$ $5 + 3 + -3 = 5$

Partition the value to create a zero pair calculation

Generalisation
+ - = -

Subtract directed numbers

$2 - -1 = 3$

"Subtract" - means take away or remove

Representation for calculation

Take away one

Start with the representation of 2

$2 - -3 = 5$

Generalisation
- - = +

Multiply/ Divide directed numbers

$2 \times -3 = -6$

Two representations of the same calculation

Negative, Negative calculation

-2×-3

This is the negative of 2×-3

The act of making counters into their negative is turning them over

$-2 \times -3 = 6$


Divisions are the inverse operations

Maths: 7.10 Addition & subtraction of fractions.....

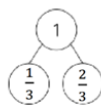
Key words	
Numerator	the number above the line on a fraction. The top number. Represents how many parts are taken
Denominator	the number below the line on a fraction. The number represent the total number of parts
Equivalent	of equal value
Mixed numbers	a number with an integer and a proper fraction
Improper fractions	a fraction with a bigger numerator than denominator
Substitute	replace a variable with a numerical value
Place value	the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right

Sparx codes for this topic	
M410	Finding equivalent fractions
M601	Converting between mixed numbers & improper fractions
M835	Add & subtract fractions
M931	Add & subtract mixed numbers
M958	Convert between fractions & decimals

Add/Subtract fractions

$$\frac{2}{7} + \frac{3}{7} = \frac{5}{7} \quad \text{Same denominator}$$


Sequences

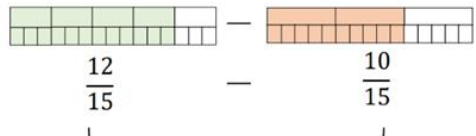


$\frac{1}{3}, 1, 1\frac{2}{3}, 2\frac{1}{3}, 3, \dots$

$\frac{2}{3} + \frac{2}{3}$

Represent this on a number line to help

Add/Subtraction any fractions

$$\frac{4}{5} - \frac{2}{3} = \frac{12}{15} - \frac{10}{15} = \frac{2}{15}$$


Use equivalent fractions to find a common multiple for both denominators

Music

Exploring the Elements of Music MAD T SHIRT

Building Bricks

Melody - Pitch		Articulation		Dynamics		Texture	
<p>The highness or lowness of a sound.</p>	<p>How individual notes or sounds are played/techniques.</p> <p>LEGATO – playing notes in a long, smooth way shown by a SLUR.</p> <p>STACCATO – playing notes in a short, detached, spiky way shown by a DOT.</p>	<p>The volume of a sound or piece of music.</p> <p>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 (cre.) GETTING SOFTER: Diminuendo (dim.)</p>	<p>How much sound we hear.</p> <p>THIN TEXTURE: (sparse/solo) – small amount of instruments or melodies.</p> <p>THICK TEXTURE: (dense/layered) – lots of instruments or melodies.</p>				
<p>Structure</p> <p>Mow the music is put together in sections and how often they are repeated</p>	<p>Harmony and Tonality</p> <p>Harmony refers to the sound that is made when more than one pitch is sounded at the same time, often these are chords</p> <p>Tonality is the key or scale used for a piece of music that gives it colour or character usually Major or Minor</p>	<p>Instruments (Timbre/Sonority)</p> <p>Describes the unique sound or tone quality of different instruments voices or sounds.</p> <p><i>Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzing, Crisp, Metallic, Wooden etc.</i></p>	<p>Rhythm (Duration)</p> <p>The length of a sound.</p> <p>SHORT → LONG</p> <p>The opposite or absence of sound, no sound. In music these are RESTS.</p>				
<p>Tempo (speed)</p> <p>The speed of a sound or piece of music.</p> <p>FAST: Allegro, Vivace, Presto SLOW: Andante, Adagio, Lento</p> <p>GETTING FASTER – Accelerando (accel.) GETTING SLOWER – Ritardando (rit.) or Rallentando (rall.)</p>	<p>Music can create an atmosphere</p> <p>Music can create an image e.g., in response to art or, a story– this is called PROGRAMME MUSIC.</p> <p>Music can be calming</p> <p>Music can be used for spiritual reasons</p>	<p>Notation</p> <p>How music is written down.</p> <p>STAFF NOTATION – music written on a STAVE (5 lines and spaces)</p> <p>GRAPHIC NOTATION/SCORE – music written down using shapes and symbols to represent sounds.</p>					

Exploring Treble Clef Reading and Notation



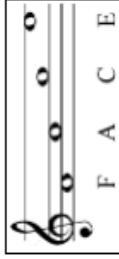
B. Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written.

The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.



Every Green Bogie Deserves Flicking. Notes in the **SPACES** spell "FACE"

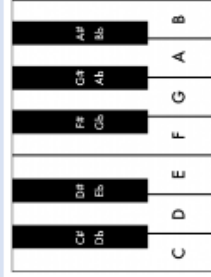


Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.



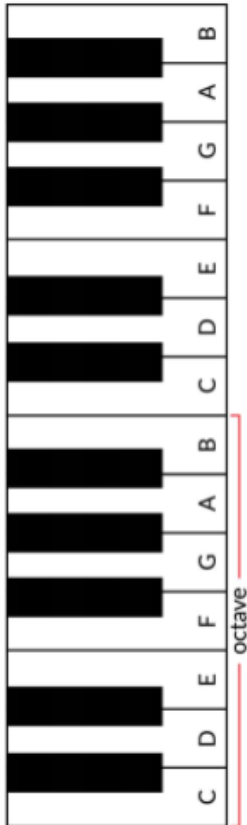
E. Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone (e.g. C# is higher in pitch (to the right) than C). The b symbol means a **FLAT** which lowers the pitch by a semitone (e.g. Bb is lower in pitch (to the left) than B). Each black key has 2 names – C# is the same as Db – there's just two different ways of looking at it! Remember, black notes or keys that are to the **RIGHT** of a white note are called **SHARPS** and black notes to the **LEFT** of a white note are called **FLATS**.



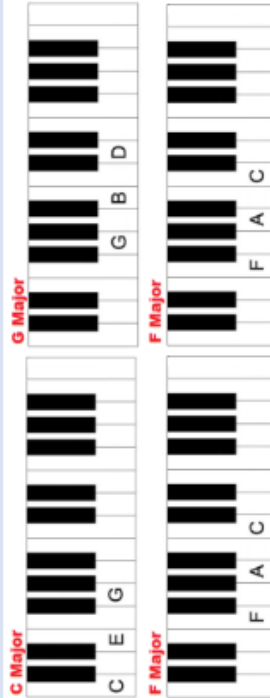
Keyboard Skills

A. Layout of a Keyboard/Piano



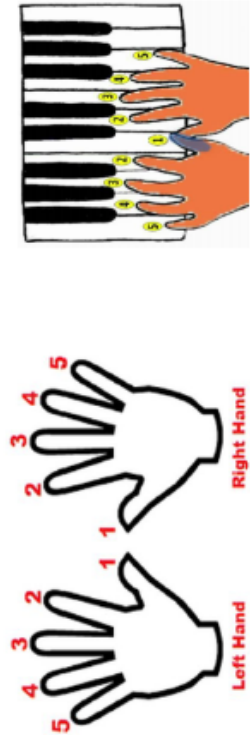
A piano or keyboard is laid out with **WHITE KEYS** and **Black Keys** (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

C. Keyboard Chords



Play one – Miss one – play one – miss one – play one

D. Left Hand/Right Hand (1-5)



Personal Development

Health, Puberty and Personal Safety

Healthy Routines

Daily Habits

- **Sleep:** Aim for 8-10 hours per night. Helps concentration, growth and mood.
- **Nutrition:** Eat a balanced diet with fruit, vegetables, protein and whole grains. Limit sugary snacks and drinks.
- **Hydration:** Around 6-8 glasses of water a day.
- **Hygiene:** Shower regularly, wash hands, brush teeth twice daily, wear clean clothes.
- **Screen Time:** Take breaks, avoid screens 1 hour before bed.
- **Physical Activity:** Aim for at least 60 minutes of activity daily (walking, sports, dancing, cycling).

Why Healthy Routines Matter

- Improve mood and confidence
- Support physical growth
- Boost learning and concentration
- Reduce risk of illness

Influences on Health

Positive	Negative
<ul style="list-style-type: none">• Supportive friends and family• Healthy school environment• Access to sports, clubs and hobbies• Good role models• Reliable information sources	<ul style="list-style-type: none">• Peer pressure• Social media pressures• Poor sleep or diet• Advertising that promotes unhealthy habits• Stress or low self-esteem

Making Good Choices

- Think: *Is this healthy? Safe? Right for me?*
- Seek advice from trusted adults.
- Check health information from reliable sources (NHS, teachers etc.).

Personal Development

Puberty

What Is Puberty?

Puberty is the stage when a child's body begins to change into an adult body. This usually happens between ages **8-14** but everyone develops at their own pace.

Common Physical Changes (All Genders)

- Growth spurts
- Oily skin and spots
- Body odour (sweating more)
- Hair growth (underarms, pubic area)
- Changes in body shape
- Emotional changes and mood swings

Changes for People with Ovaries

- Breasts develop
- Periods begin
- Hips may widen

Changes for People with Testes

- Voice deepens
- Shoulders broaden
- Increased muscle growth

Emotional & Social Changes

- Wanting more independence
- Feeling more self-conscious
- Stronger emotions
- Developing crushes or interest in relationships

How to Cope with Puberty

- Keep clean (shower, deodorant)
- Talk to a trusted adult
- Use period products if needed
- Get enough sleep
- Know that changes are **normal** and happen at different times

Unwanted Contact

What Is Unwanted Contact?

Any touch, message, comment or attention that makes you feel uncomfortable or unsafe.

Types of Unwanted Contact

- Physical touch you don't want
- Someone invading your personal space
- Unwanted messages, photos or comments
- Being pressured into doing something
- Someone not listening when you say "stop"

Your Rights

- You have the right to **say no**.
- You have the right to feel safe.
- You have the right to set boundaries.
- No one should pressure, manipulate or threaten you.

What To Do

- Say "No" firmly.
- Move away to a safe place.
- Tell a trusted adult (teacher, parent, safeguarding lead).
- Report online contact using the report tools on platforms or CEOP.

Personal Development

Health, Puberty and Personal Safety

Healthy Routines

Daily Habits

- **Sleep:** Aim for 8-10 hours per night. Helps concentration, growth and mood.
- **Nutrition:** Eat a balanced diet with fruit, vegetables, protein and whole grains. Limit sugary snacks and drinks.
- **Hydration:** Around 6-8 glasses of water a day.
- **Hygiene:** Shower regularly, wash hands, brush teeth twice daily, wear clean clothes.
- **Screen Time:** Take breaks, avoid screens 1 hour before bed.
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Making Good Choices

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- Seek advice from trusted adults.
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Personal Development

Diversity, Prejudice and Discrimination

Key Vocabulary

Term	Definition
Diversity	The range of different people in a society, including their backgrounds, cultures, languages, beliefs, abilities and identities.
Identity	The characteristics that make someone who they are (e.g., family, culture, hobbies, beliefs).
Respect	Treating others fairly and kindly, even when they are different from you.
Prejudice	Judging someone before you know them, usually based on a stereotype.
Stereotype	A generalised belief about a group of people (e.g., "all teenagers are...") that is often untrue and unfair.
Discrimination	Unfair treatment of someone because of their differences (e.g., race, gender, disability).
Protected Characteristics	Groups protected by law from discrimination (e.g., age, disability, race, religion, sex, sexual orientation).
Equality	Ensuring everyone is treated fairly and given the same opportunities.
Equity	Giving people what they need to have an equal chance, even if that means treating them differently.
Inclusion	Making sure everyone feels welcome and able to take part.
Ally	Someone who supports and stands up for others who might experience discrimination.

Understanding Diversity

1. The UK and our school community are **diverse**:
 - a. People have different backgrounds, cultures and traditions
 - b. People may speak different languages
 - c. People may have different abilities or identities.
2. Diversity is a **strength** because it:
 - a. Brings new ideas
 - b. Helps us learn from each other
 - c. Builds creativity and problem-solving
 - d. Makes communities richer and more interesting

Personal Development

What is prejudice?

Prejudice is when someone:

- Makes judgements about someone without knowing the person
- Bases their ideas on stereotypes
- Assumes something negative about someone

Prejudice can lead to discrimination.

Discrimination is when prejudice becomes behaviour. For example:

- Excluding someone because of their race or religion
- Using insulting language
- Paying men more than women for the same job
- Not allowing someone with a disability to join an activity

Discrimination is illegal in the UK if it is based on a protected characteristic.

What is discrimination?

Protected Characteristics (Equality Act 2010) You cannot be discriminated against because of:

- D - Disability
- R - Religion
- G - Gender reassignment
- R - Race
- A - Age
- M - Marriage or civil partnership
- P - Pregnancy or maternity
- S - Sex
- S - Sexual orientation

<p>Being an Ally Everyone can be an ally by:</p> <ul style="list-style-type: none"> • Speaking up when you hear unkind or discriminatory remarks • Including others in groups or activities • Listening to experiences that are different from your own • Reporting discrimination or bullying • Challenging stereotypes • Showing respect to everyone 	<p>How to Challenge Prejudice Safely</p> <ul style="list-style-type: none"> • Use calm language: <i>"That comment wasn't kind..."</i> • Report to a trusted adult • Support the person who was targeted • Do not respond with aggression or threats
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Why this matters?

Understanding diversity, prejudice and discrimination helps us to:

- Build respectful relationships
- Create safe and welcoming schools
- Stand up for what is fair and right
- Prepare for life in a diverse society
- Become responsible citizens

Physical Education

WADHAM KS3 PE KNOWLEDGE ORGANISER: NETBALL

Skills and Techniques:

Chest pass: Most accurate pass. Hands form W shape behind ball. Step forward into pass, keep elbows close to body. Push through with ball.

Shoulder Pass: Used to cover bigger distances. Place throwing hand behind ball, move opposite foot in front of body. Fully extend arm when passing, following through with pass.

Bounce Pass: Used when space is restricted. Standing with one foot forward. Push ball into floor.

Overhead Pass: Used for distance or height. Place the ball over your head, hands in the W position. Push through the ball and step forward.

Shooting: Ball on fingertips, use non-throwing hand to steady ball. Bend knees and elbows, lifting ball up to net.

Rules:

- Matches last for 1 hour and are split into 15-minute quarters.
- The game is started by one 'centre' stepping into the centre circle and then passing the ball.
- Two umpires officiate the game.
- Players are not allowed to travel (run) with the ball
- Players must remain within their designated zones
- A defending player must defend from at least 1m away from the opposition player with the ball.
- It is a non-contact sport
- A player can only hold the ball for 3 seconds

Positions:

7 players on a team

GK - Goalkeeper
 GD - Goal Defence
 WD - Wing Defence
 C - Centre
 WA - Wing Attack
 GA - Goal Attack
 GS - Goal Shooter

Scoring System:

To score a goal, a player must shoot within the goal area (D) and the ball must fall through the opposition's goal ring.

The team with the most points at the end of the game wins.

Tactics:

Quick Passing

Dodging and changing speed to receive ball.

Key Words:

Chest Pass
 Bounce Pass
 Shoulder Pass
 Overhead Pass
 Centre Pass
 Defensive Third
 Centre Third
 Attacking Third
 Goal
 Goal Area

Key Words:

Pivot
 Footwork
 Contact
 Held ball
 Obstruction
 Intercept
 Marking
 Penalty

Physical Education

WADHAM KS3 PE KNOWLEDGE ORGANISER: Dance	
<p>Skills</p> <p>Timing – using time or counts when matching movements to sound and/or other dancers</p> <p>Rhythm – sequence in time repeated</p> <p>Count of 8 – method of breaking down and counting dance moves.</p>	<p>Choreographic devices</p> <p>Actions – Jump/Leap, turn, levels, balance/stillness, travelling & gesture.</p> <p>Motif – a movement phrase expressing an idea that is repeated and developed throughout the dance</p> <p>Unison – two or more dancers performing the same movement at the same time</p> <p>Canon – when a dancer performs an action, another dancer then does the same later.</p> <p>Levels – floor work, stood up, on knees</p> <p>Formations – where dancers stand in relations to each other when performing</p>

<p>Actions</p> <ol style="list-style-type: none"> 1. Jump 2. Turn 3. Gesture 4. Travel 5. Balance 	<p>Space</p> <ol style="list-style-type: none"> 1. Directions 2. Levels 3. Spatial Pathways
<p>Dynamics</p> <ol style="list-style-type: none"> 1. Fast/slow 2. Sudden/sustained 3. Strong/light 4. Direct/indirect 5. Flowing/abrupt 6. Sharp/smooth 	<p>Relationships</p> <ol style="list-style-type: none"> 1. Formations 2. Mirroring 3. Action and reaction 4. Contact

<p>Key Words:</p> <p>Timing</p> <p>Rhythm</p> <p>Count of 8</p> <p>Actions</p> <p>Motif</p> <p>Unison</p> <p>Canon</p> <p>Levels</p>

<p>Key Words:</p> <p>Formations</p> <p>Space</p> <p>Dynamics</p> <p>Relationships</p>
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Science - 7B

Reproduction

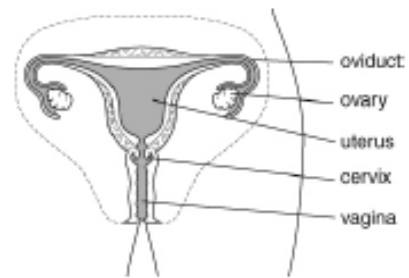
Reproduction produces new living things (offspring). Two parents are needed for sexual reproduction.

Males and females have reproductive systems, which contain reproductive organs to allow them to reproduce. The ovaries and testes produce gametes or sex cells.

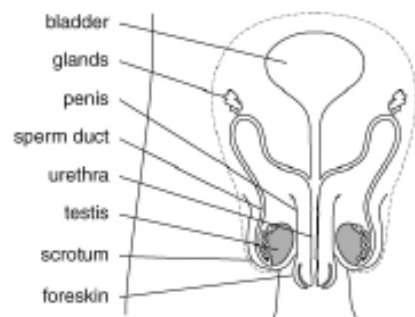
Sexual intercourse in mammals

During sexual intercourse, semen (sperm cells mixed with special liquids from the glands) is forced out of the penis and into the top of the vagina. This is called ejaculation. The semen travels into the top of the uterus and the sperm cells then swim down the oviducts.

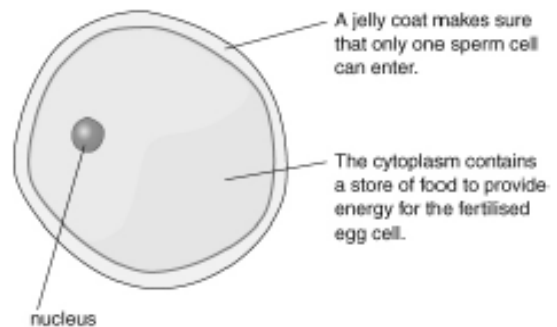
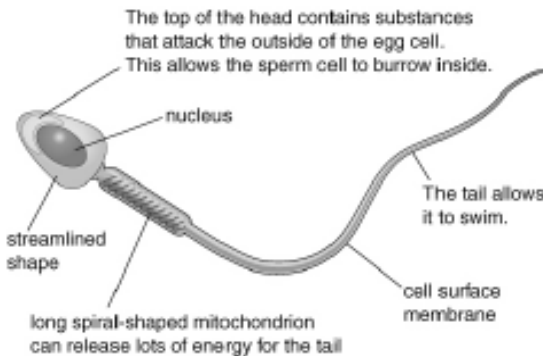
Sperm and egg cells are adapted to their functions. A sperm cell is much smaller than an egg cell.



The female reproductive system

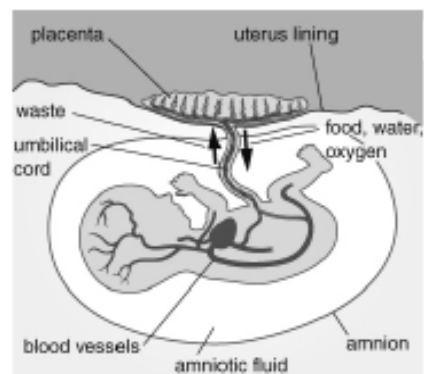


The male reproductive system



Pregnancy in mammals

If an egg cell meets a sperm cell in an oviduct, fertilisation can occur (the nuclei from the two cells fuse). The fertilised egg cell divides to form a ball of cells (an embryo). The embryo travels to the uterus where it sinks into the uterus lining (implantation). The woman is now pregnant. Once the embryo has developed all its organs it is called a fetus. It takes about 40 weeks (9 months) for a human fertilised egg cell to grow into a baby ready to be born. This time is called the gestation period.



Science - 7B

While inside the uterus, the fetus is supplied with oxygen and food by the **placenta**. The placenta also gets rid of waste (especially carbon dioxide) from the fetus. The **umbilical cord** connects the fetus to the placenta.

If a mother smokes, drinks too much alcohol or takes drugs while pregnant, she might damage the baby. The baby might be **premature**.

Birth in mammals

- The uterus starts **contractions** and the woman goes into **labour**.
- The muscles of the **cervix** relax.
- The baby is pushed out head first through the cervix and the vagina.
- The baby starts to breathe and the umbilical cord is cut. The scar left behind is the **navel**.
- Then the placenta is pushed out of the uterus. This is the **afterbirth**.

The mother's breasts contain **mammary glands** that produce milk to feed the baby. Breast milk contains all the nutrients that a baby needs and **antibodies**, which help destroy micro-organisms that might cause diseases.

Growing up

The stages through which an organism goes as it grows and develops are its **lifecycle**. In the human lifecycle, a baby grows into a child. Between the ages of 10 and 14 years, most children start to go through **puberty**. During puberty, **sex hormones** cause big physical changes to occur. **Adolescence** is the time when emotional as well as physical changes occur. It ends at about 18.

Changes in boys	Changes in girls
• hair grows under arms, on face and on chest	• hair grows under arms
• pubic hair grows	• pubic hair grows
• shoulders get wider	• hips get wider
• body smell increases	• body smell increases
• testes start to make sperm cells	• ovaries start to release egg cells
• testes and penis get bigger	• breasts develop
• voice deepens ('breaks')	

After puberty, animals are able to sexually reproduce. Men produce sperm cells for the rest of their lives. Women stop releasing egg cells at the age of 45–55 and this is called the **menopause**.

In all mammals fertilisation happens inside the female. This is called **internal fertilisation**. In some animals (e.g. frogs, fish) fertilisation happens outside the female (**external fertilisation**).

The fertilised egg cells of many animals also grow and develop outside their parents. This is called **external development**. Amphibians, birds and fish use external development. Humans use **internal development** and produce fewer offspring than animals using external development because the growing embryos are protected inside the mother.

Science - 7J

Electrical circuits

Electricity is a flow of **charges**. Electricity can flow through **conductors** but not through **insulators**. Metals are good conductors of electricity. Plastics are good insulators.

For current to flow in a circuit, you need:

- a complete circuit with no gaps
- a cell or power supply.

We can use **models** to help us to think about electricity and circuits. One model for a circuit is a central heating system. The boiler and pump represent the cell, the pipes represent the wires, and the radiators represent bulbs.

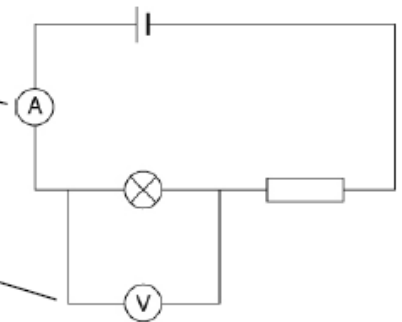
Symbols

Component	Symbol	Component	Symbol	Component	Symbol
cell		bulb		ammeter	
switch		resistor		voltmeter	

Measuring electricity

- **Current** is the amount of electricity flowing in the circuit.
- It is measured using an **ammeter** connected in series.
- The units for current are **amps (A)**.

- **Voltage** provides the 'push' and energy.
- It is measured using a **voltmeter** connected in parallel.
- The units are **volts (V)**.



Resistance

The **resistance** of a circuit is a way of saying how easy or difficult it is for electricity to flow.

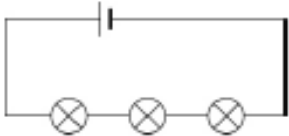
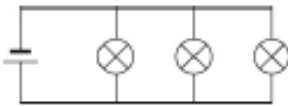
- High resistance = hard for electricity to flow = small current.
- Low resistance = easy for electricity to flow = large current.

Thin wires and resistors have high resistances. Thick wires have low resistances.

Science - 7J

Series and parallel circuits

Circuits can be series or parallel circuits.

Series circuit	Parallel circuit
 <p>If one bulb breaks, all the others go off. The current is the same everywhere. If you put more bulbs in they will be dimmer, because it is harder for the electricity to get through. The resistance of the circuit is higher with more bulbs.</p>	 <p>If one bulb breaks, the bulbs in the other branches stay on. The current splits up when it comes to a branch. The current in all the branches adds up to the current in the main part of a circuit. If you add more bulbs, they stay bright. It is easier for the current to flow with more branches, because there are more ways for the charges to go.</p>

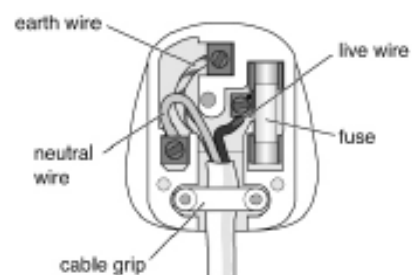
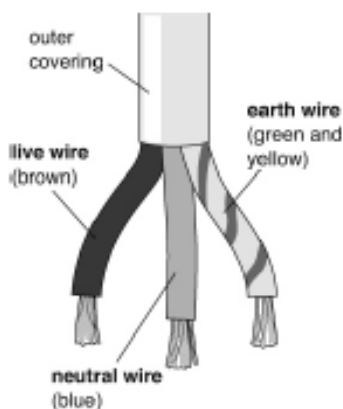
Safety

Electricity can be dangerous if it is not used properly. It can cause:

- fires
- burns
- shocks that can stop your heart or lungs working.

The wiring in houses is designed to be safe.

- **Fuses** are used in plugs. They melt if the current gets too high. A fuse has a **rating** that shows what current it can carry without melting. It is important to use the correct fuse.
- **Circuit breakers** also cut off the current if it gets too high. They protect the **ring mains** in buildings (loops of parallel circuits).
- Cables have three colour-coded inner wires. The live and neutral wires are part of the circuit. The earth wire works with the fuse for safety.



Science - 7F

- A **hazard** is something that can cause harm.
- Chemicals are labelled with hazard symbols to warn people of potential dangers.
- Some common hazard symbols are:



Risk **WS**

- A **risk** is the chance that a hazard will actually cause harm.
- Risks can be reduced by taking **precautions**. E.g. wearing eye protection to prevent chemicals splashing in your eyes or tying long hair back to prevent it catching fire in a Bunsen flame.

Acids

- Common substances at home that contain acids include: citric acid, vinegar, fizzy drinks and car battery acid.
- Acids have a sour taste.
- Most concentrated acids are **corrosive**. If they are added to water they become more **dilute**. Dilute acids are less hazardous. Many dilute acids are **irritant**.

Alkalis

- Common substances at home that contain alkalis include: toothpaste, drain cleaner, oven cleaner.
- Many alkalis are metal hydroxide solutions.
- An alkali can be described as a soluble base. A base is any substance, soluble or insoluble, that neutralises an acid forming a salt and water.

Indicators

- Indicators change colour and can be used to detect acids, alkalis and neutral solutions.
- Litmus is a common indicator.

Solution	Colour of litmus
acid	red
neutral	purple
alkali	blue

Science - 7F

pH scale

- A numbered scale from 1 to 14.
- Acids have a pH less than 7. The lower the pH, the more acidic the substance is. The lower the pH, the more hazardous the acid is.
- Neutral solutions have pH 7.
- Alkalis have a pH more than 7. The higher the pH, the more alkaline the substance is. The higher the pH, the more hazardous the alkali is.

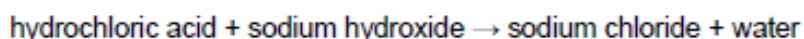
strong acid			weak acid			neutral	weak alkali			strong alkali			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
stomach acid		vinegar	fizzy drinks		skin	pure water	indigestion powder		washing powder				oven cleaner
lemon juice			milk				toothpaste						

Neutralisation

- This is a reaction between an acid and an alkali.
$$\text{acid} + \text{alkali} \rightarrow \text{salt} + \text{water}$$
- It is also a reaction between an acid and a base.
$$\text{acid} + \text{base} \rightarrow \text{salt} + \text{water}$$

Word equation

- This summarises a reaction by writing the names of the substances you start with and the names of the new substances that are made.
- **Reactants** are the substances you start with and are written on the left side of the word equation.
- **Products** are the new substances that are made and are written on the right side of the word equation.
- There is an arrow between the reactants and products. The arrow means 'react to form'. Do not write an equals sign, =.
- For example



Hydrochloric acid and sodium hydroxide are the reactants.

Sodium chloride and water are the products.

Notice the arrow between the reactants and the products.

Science - 7F

Salts

- Salts are made when an acid reacts with an alkali or a base.
- Salts names are made of two words.
- The first part of the name of the salt is the same as the metal in the alkali or base.
- The second part of the name of the salt comes from the acid.

Acid	Second part of the name of the salt	Example
hydrochloric acid	chloride	Zinc chloride is made from zinc oxide and hydrochloric acid
nitric acid	nitrate	Magnesium nitrate is made from magnesium oxide and nitric acid
sulfuric acid	sulfate	Copper sulfate is made from copper oxide and sulfuric acid

Neutralisation in everyday life

- Antacids are indigestion remedies. People take these medicines if they have indigestion caused by too much acid in the stomach. The antacid contains a base that neutralises the extra acid.
- Soil can become too acidic for some crops to grow. Farmers spread lime (a base) on the soil to neutralise the acid.
- Toothpaste contains a mild alkali to neutralise the acid in our mouths.
- Alkalis are used to neutralise the acidic gases coming out of power stations.
- Sulfuric acid reacts with iron oxide in rust and removes it from the surface of an object.

Science 7C

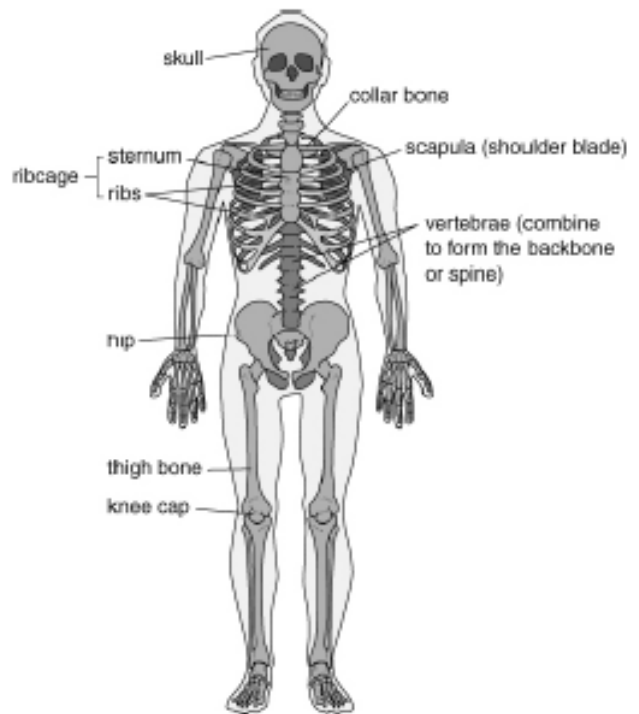
Locomotor system

The locomotor system consists of bones and muscles and lets you move.

Bones are organs that form the **skeleton**, which:

- protects some organs (e.g. the **ribs** and **sternum** protect the lungs; the **skull** protects the brain)
- supports your body (e.g. the **vertebrae** in your 'backbone' hold you up straight)
- allows you to move (using muscles at your **joints**).

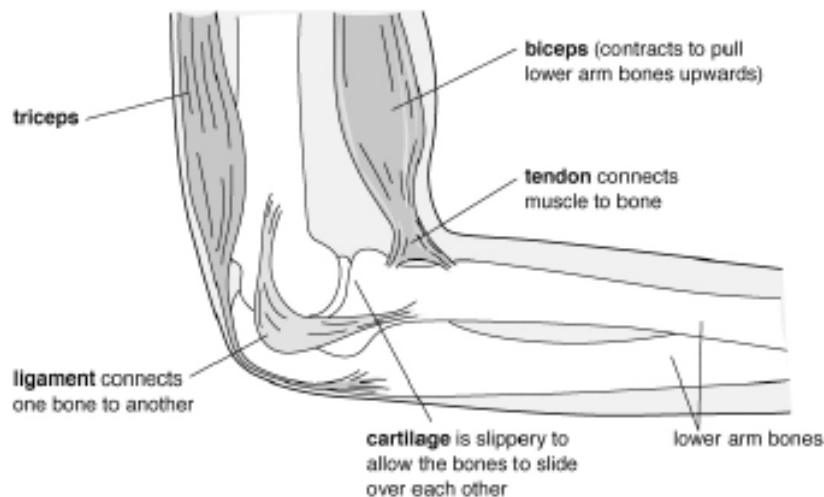
Bones are hard (to withstand knocks and pressure) and light (so they are easy to move). Many have a hollow centre containing **bone marrow**, where **blood cells** are made.



The human skeleton.

Muscle action

Muscles cannot push and so bones need pairs of muscles (**antagonistic pairs**) to pull them in opposite directions. One muscle **contracts** (gets shorter and fatter) to pull a bone. At the same time, the other muscle in the pair **relaxes**.



The elbow joint is a **flexible joint** (whereas the bones in the skull meet at **fixed joints**).

Muscles are controlled by the **nervous system**. Impulses from the brain travel down the **spinal cord** and along **nerves** to muscles.

Muscle cells are adapted to their function by containing strands that can shorten to produce a pulling force. This requires energy from **respiration**.

The oxygen and nutrients (from food) required for respiration are carried to the muscles in the **blood**. Nutrients are carried in the **plasma**, while oxygen is carried on **red blood cells**. Blood also contains **white blood cells**, which attack micro-organisms.

Science 7C

Breathing

The **gas exchange or breathing system** allows air to enter and leave the lungs, so that oxygen can get into the blood and carbon dioxide can leave the blood. Oxygen for respiration leaves the lungs and enters the blood. Carbon dioxide (a waste product from respiration) leaves the blood and enters the air in the lungs. Carbon dioxide is **excreted** when you **exhale**.

Breathing is the movement of the muscles in your **diaphragm** and between the ribs, which cause the changes in the volume of the lungs.

Ventilation is the movement of air into and out of the lungs as breathing occurs.

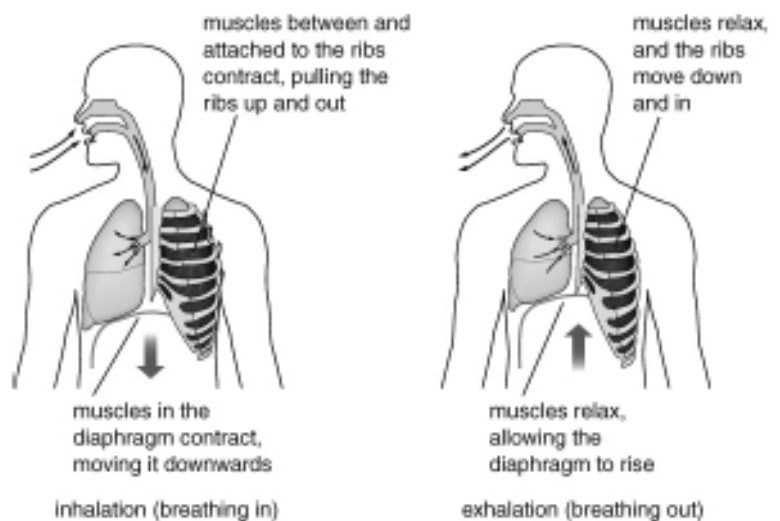
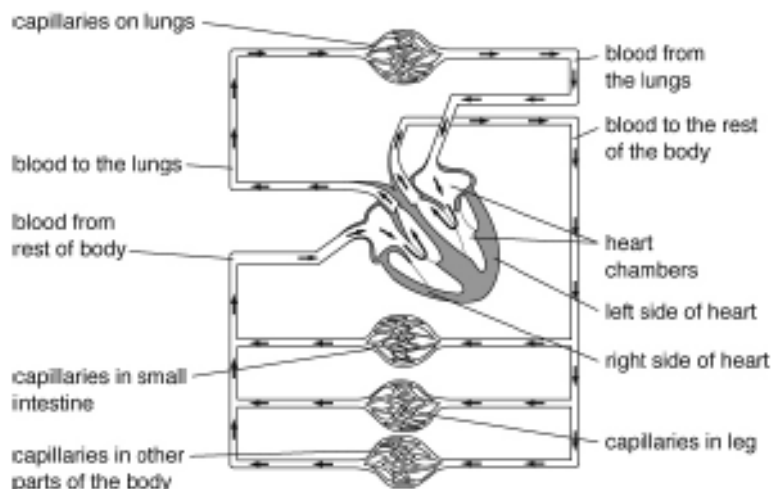


Diagram showing breathing.

Circulation

Blood is carried to the heart by veins, where it enters the chambers of the heart. The blood is then forced back out when the heart muscle tissue contracts. The pumping of the heart can be felt in arteries as a **pulse**.

Arteries are connected to **veins** by **capillaries**, which are **blood vessels** with very thin walls that allow oxygen and nutrients to leave the blood to get to the cells in tissues. Carbon dioxide from the cells can easily get into the capillaries.



Some of the circulatory system.

Drugs

Drugs are chemicals that affect how the body works. Some can damage your organs (e.g. the liver), particularly if they are abused. Some drugs are **addictive**.

Medicines (e.g. **antibiotics**) are drugs that can help people who are suffering from diseases.

Recreational drugs are drugs that people take because they like the effect that they have on their bodies (e.g. **caffeine** in coffee and **alcohol**, which are both **legal drugs**). Some are **illegal drugs** (e.g. **heroin** and **ecstasy**) because they have very harmful **side-effects**.

Drugs that slow down the **nervous system** are called **depressants**. Alcohol is a depressant. It alters behaviour and slows reaction times. Drugs that speed up the nervous system are called **stimulants** (e.g. **caffeine**).

Science 7K

Forces

Forces are pushes or pulls. Forces can:

- change the shape or size of an object
- change the speed things are moving (make them move faster or slower)
- change the direction of a moving object.

The unit for measuring force is the **newton (N)**.

Friction is a force caused by two things rubbing together. **Air resistance** and **water resistance** are kinds of friction.

Solid things, like your chair, push up on you when you sit on them. Upwards forces from water or air are called **upthrust**. Things float in water because of upthrust.

Contact forces only act when two objects or materials are touching. Examples of contact forces are:

- friction
- air resistance
- water resistance
- upthrust.

Some forces can have an effect without objects touching. They are called **non-contact forces**. There are three non-contact forces:

- **magnetism**
- **gravity**
- **static electricity.**

Weight and mass

Your **mass** is the amount of substance in your body. Your mass is measured in **kilograms (kg)**. Your **weight** is a force caused by gravity pulling on your body. The newton (N) is the scientific unit used to measure forces, and so it is also used as the unit for weight.

Wherever you take an object, its mass will not change but its weight depends on the force of gravity. An object on the Moon would have a smaller weight than on Earth, because the Moon's gravity is not as strong as Earth's.

Measuring forces

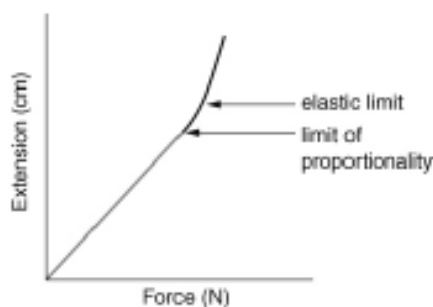
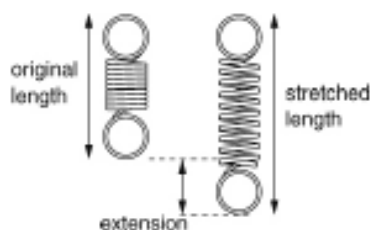
Elastic materials will stretch with a force and then return to their original shape when the force is taken away. Springs are elastic. The **extension** of a spring is the difference between its original length and its stretched length.

The extension of a spring is **proportional** to the force on it. This is called **Hooke's Law**.

If the spring is stretched too far, the extension stops being proportional to the force. If it is stretched even further, it goes beyond its **elastic limit**. The spring will no longer return to its original length when the force is removed.

Force meters have springs inside them.

Materials like Plasticine® will stretch with a force but they will not return to their original shape afterwards. Plasticine® is a **plastic material**.



Science 7K

Friction

Friction is a contact force. Friction can:

- slow things down
- produce heat
- wear things away
- cause a noise.

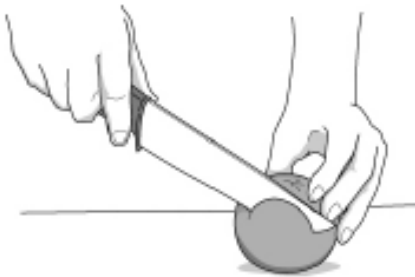
Friction can be increased by using rough surfaces, or by using materials such as rubber that have a lot of friction.

Friction can be reduced by using smooth surfaces, or by lubrication. Oil and grease are examples of lubricants, and help things to move past each other easily.

Pressure

Pressure is the amount of force pushing on a certain area.

For a certain area, the bigger the force, the bigger the pressure. For a certain force, the bigger the area, the smaller the pressure.



Sharp knife – a small area giving a large pressure.



Snow shoes – a large area giving a small pressure.

We can work out the pressure under an object using this formula:

$$\text{pressure} = \text{force} \div \text{area}$$

Balanced and unbalanced forces

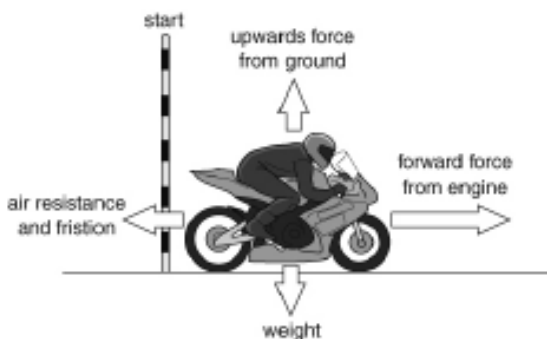
Balanced forces are forces on an object that are the same size but work in opposite directions.

If forces are balanced:

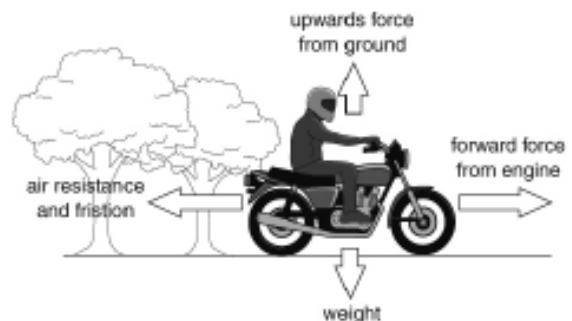
- a stationary object stays stationary
- a moving object continues to move at the same speed and in the same direction.

If there are **unbalanced** forces on an object:

- a stationary object will start to move
- a moving object will change its speed or direction.



Unbalanced forces – the motorbike will speed up.



Balanced forces – the motorbike will continue to move at a steady speed.

A car or motorbike uses the energy stored in fuel to move at a steady speed because it needs a force from the engine to balance the forces of air resistance and friction.

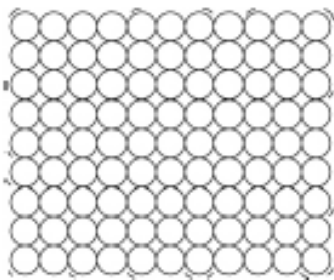
Science 7G

The particle theory

A scientific method describes how scientists try to explain the world around them. It usually starts with some observations, which generate a question. Scientists may then follow a series of unbiased steps to answer the questions. These steps could include the following:

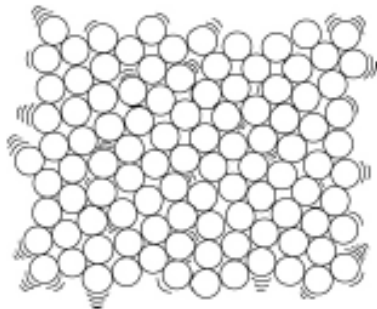
- thinking up an idea or using existing ideas that would explain the observations. These ideas are called **hypotheses**.
- using the hypothesis to make a **prediction** about the hypothesis.
- testing the prediction by experiment, and collecting data.
- checking the **data** to see if it matches the prediction.
- using the data as **evidence** to support the hypothesis (or prove it is wrong).
- forming a **theory** if the hypotheses have been tested many times and shown, by the evidence, to be correct. The **particle theory** is an example.

The different properties of solids, liquids and gases can be explained by the **particle theory** (or **particle model**). Solids, liquids and gases (the three states of matter) need to be handled and stored differently because of these different properties.



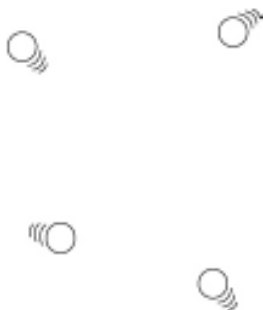
Solids

- Solids are made up of particles that are very close together. (Strong forces of attraction hold the particles together.)
- The particles in solids vibrate in fixed positions.
- The shape and volume of solids do not change.
- Solids cannot be squashed and do not flow.



Liquids

- Liquids are made up of particles that are fairly close together. (Quite strong forces of attraction hold the particles together.)
- The particles in liquids are able to move past each other.
- Liquids have a fixed volume but their shape can change to fit the container as they flow easily.
- Liquids cannot be easily compressed (squashed).



Gases

- Gases are made up of particles that are well spread out. (There are only weak forces of attraction between the particles.)
- The particles in gases move about freely in all directions.
- The shape and the volume of gases can change as they flow very easily and spread out.
- Gases can be compressed (squashed) quite easily.

Science 7G

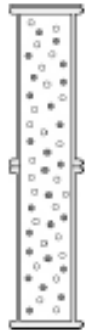
Brownian motion

When pollen grains in water are observed through a microscope they are seen to move jerkily in different directions. This is called **Brownian motion**. It is caused by water particles, which are moving all the time, hitting the pollen grains. The pollen grains are small enough so that when many water particles hit one side of the grain, the grain is moved in that direction.

Brownian motion provides evidence to support particle theory.

Diffusion

Diffusion is said to have occurred when chemicals mix together without anything moving them. Diffusion occurs because particles in a substance are always moving around. Diffusion is fastest in gases, and slower in liquids.



Dilution

When you add water to orange squash you dilute it. The colour becomes paler because the orange coloured squash particles are spread out more among the water particles.

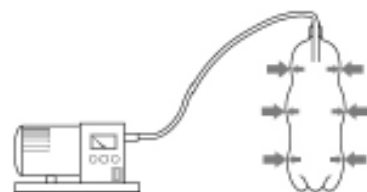
Pressure in gases

Pressure is caused by particles hitting the walls of the container they are in. The pressure may increase because:

- the container has been squashed, making the volume smaller so that the particles will be hitting the walls more often.
- the number of particles has been increased, so that there are more particles moving around to hit the walls.

If the particles are in a flexible container, like a balloon, an increase in pressure inside the container can make the volume increase. If the pressure becomes too great, the balloon will burst.

Air pressure is the pressure caused by air particles around us. Air pressure lets us suck things up using a straw and also causes a container to collapse if the air is sucked out. If all the air is sucked out of a container, you get a **vacuum** – nothingness.



Oracy @ Wadham School

Projection



Project your voice so all that should hear can hear

Body Language



Use of gesture and position

Good Talk



If you disagree, use respectful language

Listen



Show you are actively listening

Eye Contact



Eye contact shows Belonging

SAYING OR STATING AN IDEA

I think ...
I strongly believe ...
It is my opinion that...

CLARIFYING OR CHECKING

Please could you clarify that?
Please could you explain what you mean?

SEEING THINGS FROM A DIFFERENT PERSPECTIVE OR VIEWPOINT

What if ...
Some people think ...

SUPPORTING OR AGREEING

I agree ...
I agree with Sarah because ...

CHALLENGING OR DISAGREEING

I have a different idea ...
I disagree ...
I would like to challenge something that Samia said ...
I would like to respectfully challenge ...

EXPANDING OR BUILDING ON

Adding to what Zack said ...
Building on what Ella said ...
I have been listening carefully, and I would like to add a new point ...

PARAPHRASING OR REWORDING

I think Mo is saying that ...
In other words, Matt is saying ...

THINKING ALOUD OR SHARING PARTIAL THINKING

Why is it that ...?
I am wondering if ...
I'm not certain but ...
I'm not completely sure but what I'm thinking is ...

JUSTIFYING OR GIVING REASONS

Because ...
If ... then ...
I know ... because ...

ASKING FOR THINKING TIME OR HELP

I'm not sure yet. Please can I have some time to think?
I'm a bit confused about ...
Please can I talk to a partner?
I'm stuck because ...
Please could you speak a bit louder?
Please could you repeat the question?

PASSING ON THE DIALOGUE

Ali, what do you think?
Ben, what do you think about what I said?
Jo, do you agree or disagree?

CONCLUDING OR END WORDS

My final thoughts are ...
There are lots of powerful arguments, but my own opinions is ...
For me, the strongest argument is ...



The Learning Eight



Pen

(Blue or Black)



Ruler



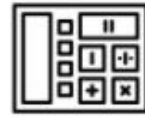
Pencil



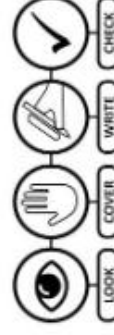
Purple Pen



Calculator



Knowledge Organiser



Mini-Whiteboard



Whiteboard Pen

