The Castle School
ACHIEVE | BELONG | PARTICIPATE

Knowledge Organisers

Year 7

Autumn Half Term 1

'Practice of what is taught'

Name: ……

Tutor: ……

House: ……

Art

Year 7 - Natural Forms

Key knowledge & skills

Make drawings from primary and secondary resources. Focus on first on **SHAPE, FORM** and **LINE**. Then work on building skills in adding **TONE, TEXTURE, COLOUR** and **PATTERN.**
Practice applying range of pressures with pencil.

Mark making - This describes the different **LINES, DOTS, MARKS and PATTERNS** we can make in an artwork. When you look closely at a natural form, you will see lots of **DETAIL** and **TEXTURE**. Good artists use mark making to record all the detail they can see. Different **MEDIA** will create different types of marks.

Analyse work of artists whose work is **INSPIRED** by natural forms,
understanding how *you* can be **inspired** by their processes and techniques of creating art.

Printmaking - An artistic process where you can make pictures or designs by printing them from specially prepared **PLATES** or **BLOCKS**. There are lots of different types of printmaking.

Collage– the process of layering materials to create an image or background which can then be worked onto using different media. You can carefully cut and present materials to create an image too.

Key Artists

Peter Randall -Page

Artist Peter Randall -Page was born in the UK in 1954 and studied sculpture at Bath Academy of Art from 1973 -1977. During the past 40 years Peter Randall -Page has gained an international reputation through his sculpture drawings and prints. He has undertaken numerous large -scale commissions and exhibited widely. His work is held in public and private collections throughout the world. His work is inspired by the natural world and the impact that it has on us as humans. For this project we will focus mainly on his drawings and specifically his use of mark making to show texture.

Georgia O'Keeffe

Born in 1887, Georgia O'Keeffe was an American artist who painted nature in a way that showed how it made her feel. She is best known for her paintings of flowers and desert landscapes. Her unique and new way of painting nature, simplifying its shapes and forms meant that she was called a pioneer. Her style of painting is a combination of abstract and realism. She was inspired by natural landscapes and the forms she would find there, including shells, skulls, flowers and leaves.

Angie Lewin

She studied BA (Hons) Fine Art Printmaking at Central St. Martins College of Art and Design between 1983 and 1986. Inspired by both the clifftops and saltmarshes of the North Norfolk coast and the Scottish Highlands, she depicts these contrasting environments and their native flora in wood engraving, linocut, silkscreen, lithograph and collage. She is fascinated by the huge variety of different plant species and insects which has in turn inspired her artwork. Her still life's often incorporate seedpods, grasses, flints and dried seaweed collected on walking and sketching trips.

Aimee Mac

Aimee Mac lives and works in Manchester in the UK. She sells her work through her website and on sites like Etsy. Her work consists of intricate illustrations that are inspired by plants, animals and insects, ceramics and retro interiors. Highly detailed, they are made up entirely of thousands of tiny dots and lines. She uses layers of block colour to tailor her work for digital, screen and risograph printing. I work with print, contemporary
homeware and textiles, surface patterns, stationery, jewellery, stickers and clothing.

Computing Knowledge Organiser Year 7

The Castle School
ACHIEVE | BELONG | PARTICIPATE

Topic: Collaborating Online Respectfully

Rationale: How to use the school ICT systems in a safe and responsible way .

Computing Room

You will have a username and password to log on.

Passwords - Create a memorable and secure password

It is important to have all your files and folders in a logical order, so it is easy to find information correctly

Online Communication

Email- An electronic way of sending information to another person or group of people. This is a very convenient way to send information.

Presentation

Plan effective presentations for a given audience.

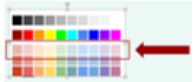
You are creating a presentation on cyberbullying.
Your audience is your **peers**, but what does that mean? Who is your audience? What characteristics could apply to your audience?

Presentation

Presentation tools
Sans Serif fonts **Example**

Contrasting background and font colours

Pastel shades for backgrounds



Cyberbullying

Bullying can be described as repetitive, malicious behaviour that tries to establish dominance over a person or group of people.

- As you begin to use social media apps you become more vulnerable to cyberbullying
- Cyberbullying is like traditional bullying but it takes place online
- Cyberbullying can include discrimination and hate crimes

Reporting Concerns

Talk to your teacher, tutor, pastoral or head of house
BBC Webwise: www.bbc.co.uk/webwise
Childline: www.childline.org.uk
ThinkUKnow run by the Child Exploitation and Online Protection centre (CEOP): www.thinkuknow.co.uk

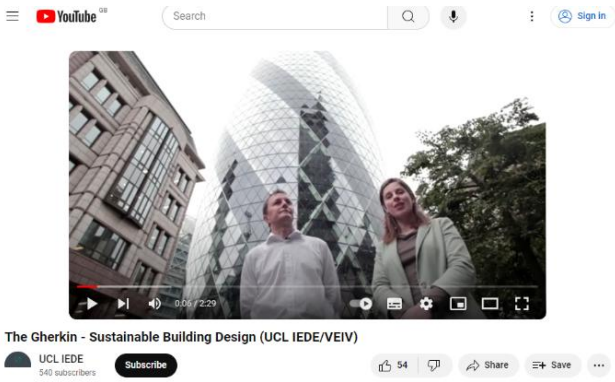
Key Words

Password	A string of characters that allows access to a computer system or service .
Email	An electronic way of sending information to another person or group of people
Recipient	Recipient is the receiver of the email
PowerPoint	A software package designed to create electronic presentations consisting of a series of slides.
Cyberbullying	Where people use electronic communication to bully another person

DT

Week 2: watch the following YouTube video. [The genius of the London Tube Map | Small Thing Big Idea, a TED series (youtube.com)]() and use the Cornell Note method to make notes, summarise, create questions and self-quiz.

Week 4: watch the following YouTube video. [The Gherkin - Sustainable Building Design (UCL IEDE/VEIV) - YouTube]() and use the Cornell Note method to make notes, summarise, create questions and self-quiz.



English – Sparx Reader

You should log onto Sparx Reader and spend 30 minutes reading your current book that is assigned to you. You can either do this in one sitting or spread the reading out over the week.

Reading Articles

You will have a reading article each week linking to the whole school theme:

Week 1: Values

Week 2: Friendship and Family

Week 3: Ambition

Week 4: Black History Month

Week 5: Equality

Week 6: Celebration

Read the article and highlight three words of which you were not sure. Then write the definition and draw an image which will help you remember.

As you read the articles, you will identify that the articles are not in UK English. However, the articles offer some great messages.

Use this QR code to access the reading articles read by a teacher or visit the link: https://www.castleschool.co.uk/parents/homework.htm

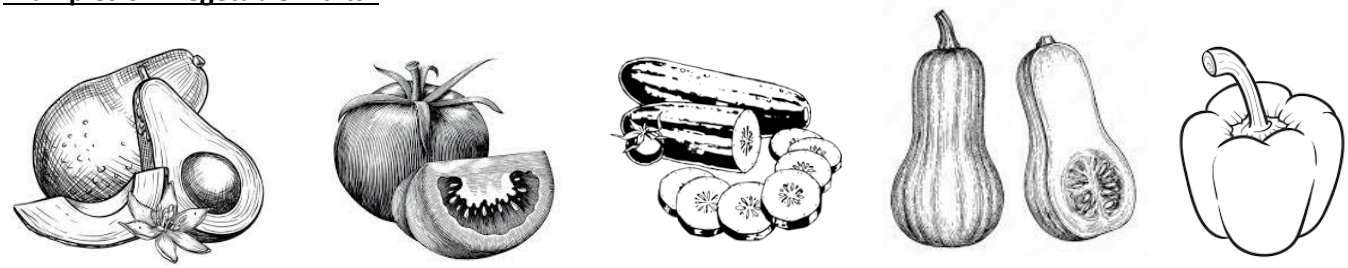
Food

"Vegetable fruits" refers to plant products that are botanically classified as fruits, due to them containing seeds within a ripened ovary, but they are commonly eaten and used as vegetables in cooking. These include items like tomatoes, cucumbers and peppers.

Botanical vs. Culinary Definition:

In Science or botanically: A fruit is the part of a plant that develops from the flower and contains seeds. In Cooking or culinary: A vegetable is often defined by its savoury taste and use in savoury dishes.

Examples of "Vegetable Fruits":



Avocados: While often used in savoury dishes, avocados are botanically fruits. They are rich in healthy fats, fibre, and various nutrients.

Tomatoes: Botanically, tomatoes are fruits because they develop from the flower of the tomato plant and contain seeds. However, they are often used and consumed as vegetables in cooking.

Cucumbers: Cucumbers are often prepared as a vegetable, but they have seeds and develop from a flower, classifying them as a fruit. They are primarily made of water and are a good source of hydration.

Squash: Squashes like courgettes and butternut squash are also fruits because they grow from the flower of the plant and contain seeds.

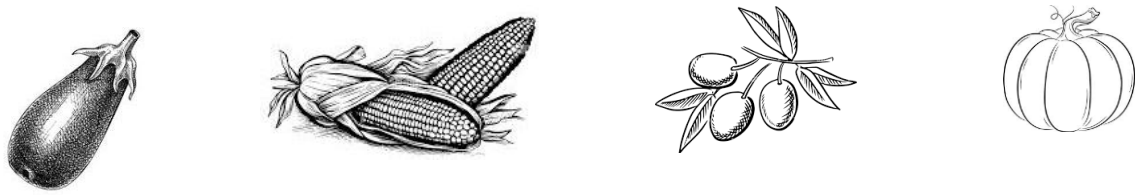
Peppers: Similar to tomatoes, peppers are commonly used as vegetables but are botanically fruits.

Aubergine: Aubergine is also a fruit, although it is often used in savoury dishes and considered a vegetable in culinary contexts.

Olives: Olives are also fruits, with a fleshy exterior and a hard seed.

Sweetcorn: Sweetcorn is a fruit because it contains kernels (seeds) and develops from the flower.

Pumpkins: Pumpkins are fruits, specifically a type of squash, and belong to the same plant family as cucumbers and watermelons. They are rich in vitamins and fibre. They are the largest vegetable fruit.



Nutritional benefits: Vegetable fruits offer a wide range of nutritional benefits, including being a good source of vitamins, minerals, and fibre. They contribute to a healthy gut, digestive health, and can help reduce the risk of chronic diseases like heart disease and certain cancers.

The Castle School
ACHIEVE | BELONG | PARTICIPATE

Geography

Topic: 'What makes great Geography?'

Week 2 - The nature of Geography	Week 4 – The UK
The word geography comes from the Greek word geo (the earth) and graphy (to write about). Literally, to write about the earth. Geography can be categorised into human, physical and environmental geography. Human geography is how people interact with the earth, nature and landscapes. For example, humans pollute the air or build on land and take water out of rivers. Physical geography is the natural processes such as erosion and landforms on earth such as volcanoes, rivers and deserts. Environmental geography is about natural habitats (plants and animals) and how they develop and change and interact with human activity. Examples include deforestation (chopping down trees), climate change (the planet is getting warmer) and how humans pollute the air, seas and soil.	Great Britain is the largest of the British Isles, containing England, Scotland and Wales; The United Kingdom also includes Northern Ireland. The UK is divided into regions such as the South West where we live. A region is an area of a country with similar characteristics such as climate and vegetation. London is the capital of the UK, located in the south-east of England on the River Thames.
Week 6 - UK population	
The highest mountain is Ben Nevis in Scotland, and the longest river is The River Severn. The total population of the UK in 2024 was 67.85 million. The population distribution means how people are spread out across the UK. Some regions are sparsely populated because they are mountainous and cold such as the Cambrian mountains whilst other places are densely populated because they are flatter and warmer and have a good water supply such as the south-east of England.	

History

<table>
<tr><th>Component</th><th>Core Essential Knowledge</th><th>Disciplinary literacy</th></tr>
<tr><td>Week 1: What was the Roman Empire and how did it support itself?
 </td><td>The city of Rome was founded in 753BC. The Romans wanted an empire and invaded other countries including Britain, France, Spain through the use of the Roman Army.
It lasted for over 500 years!
The Empire was led by the Emperor. The Roman Army would conquer and then run the country.
Society was organised so that the Empire would be successful – mainly through trade to support the wealth of the Empire.
Britain would trade Wool, leather and metal back to Rome to support the wealth of the Empire.</td><td><u>Key vocab:</u>
Conquer – A successful invasion of another country.
Empire One country taking over other countries and being ruled by one Emperor/Leader.
Emperor -Ruler of an Empire.
Trade The Act of buying and selling goods.</td></tr>
<tr><td>Week 3: Why did the Roman army conquer Britain in 43AD?
 </td><td>Romans felt it was their right to have an Empire. Virgil, a Roman poet said: “Remember you are Roman. It will be your job to rule over other countries, so that the world becomes peaceful and everyone obeys Roman law.”
The Main Reasons Romans Invaded:
Economic -Britain had silver and gold mines. The Empire would use the wealth to feed the empire and pay the Army.
Society – Romans felt it was their duty to improve the lives of people. Julius Caesar thought the British were strong and would help strengthen the Army.
Political – Caesar thought it would make him look stronger and also continue to protect the empire from enemy states.</td><td><u>Key vocab:</u>
Empire – See Lesson 1
Invasion – When a country takes over another country.
Economic factor – When money is a key reason for change.
Social factor.– When people are a reason for change.
Political factor – When Leaders make changes to increase power.</td></tr>
<tr><td>Week 5: How did the Romans deal with the rebellious Brits?
 </td><td>Boudicca was ruler of the Iceni, a tribe of people in ancient Britain know as Celts. As a warrior queen she led her people against the invasions of the Romans, destroying cities like Colchester and London. She was ultimately unable to defeat them.
<table>
<tr><th>Reason Roman beat the Celts.</th><th>Reason Celts lost</th></tr>
<tr><td>Romans were highly trained.
Romans had hard wearing equipment.
Romans used tactics to trap the Iceni.</td><td>The Celts were farmers
Celts had less training.
Celts did not wear Armour or equipment and only used tools as weapons.</td></tr>
</table></td><td><u>Key vocab:</u>
Empire – See lesson 1.
Invasion – See lesson 2.
Rebellious = A behaviour that goes against the rules.
Celts – The Native people to Britain.</td></tr>
</table>

Languages - *French*

Tu aimes les pays francophones? Do you like French speaking countries?

Opinion	Place	Phonics: J SFe	Connective	It is	Adjective
J'adore *(I love)*❤️❤️ **J'aime** *(I like)*❤️ **Je n'aime pas** *(I don't like*🖤 **Je déteste** *(I hate)*🖤🖤	le Canada le Maroc la France la Martinique		**car** *(because)*	**c'est** *(it is)*	historique (historic) relaxant (relaxing) moderne (modern) moche (ugly)

Person/verb	Place	Connective	Verb	Qualifier	Adjective
Je vais *(I go / I am going)*	au Canada *(to Canada)* au Maroc *(to Morocco)* en France *(to France)* à la Martinique *(to Martinique)*	car *because*	*c'est* it is	assez *quite* très *very* vraiment *really*	*historique* *(historic)* *relaxant* *(relaxing)* *moderne* *(modern)* *moche (ugly)*

Person/verb	Infinitive	Tourist Attraction	Opinion	Noun
Je vais *(I go / I am going)* **Je voudrais** *(I would like to)*	visiter	le Louvre *(Louvre art museum)* le Centre Pompidou *(Pompidou Science centre)* l'Arcde Triomphe *(Arc de Triomphe)* la Tour Eiffel *(Eiffel Tower)*	J'aime *(I like)* Je n'aime pas *(I don't like)*	l'art *Art* les sciences *Science* les monuments historiques *historic monuments*

German

Woher kommst du? [Where do you come from?]

1	2	3
Ich komme [I come] **Er kommt** [He comes] **Sie kommt** [She comes]	**aus** [from]	Köln Berlin Bremen Hamburg Dresden Stuttgart München England Deutschland

Was trägst du? [What do you wear?]

1	2	3
Ich trage [I wear] **Er trägt** [He wears] **Sie trägt** [She wears] **Meine Eltern tragen** [My parents wear]	**gern** [gladly] **lieber** [preferably] **am liebsten** [best of all] **immer** [always] **meistens** [mostly] **oft** [often]	**blau** [blue] **braun** [brown] **gelb** [yellow] **grau** [grey] **lila** [purple] **orange** [orange] **rosa** [pink] **rot** [red] **schwarz** [black] **weiß** [white]

Wer ist dein(e) Lieblingsspieler(in)?

[Who is your favourite player?]

1	2	3	4	5
Mein Lieblingsspieler [My favourite player - male]	**heißt** [is called]	_____	**und er ist** [and he is]	**fantastisch** [fantastic] **sehr gut** [very good] **toll** [great] **wunderbar** [wonderful]
Meine Lieblingsspielerin [My favourite player - female]			**und sie ist** [and she is]	

Deutsche Aussprache

Mandarin

1st hour – Greetings

nǐ hǎo nǐ hǎo wǒ jiào 你好，你好，我叫 Tim。	Hello, hello, my name is Tim.
zài jiàn zài jiàn zài jiàn 再见， 再见，再见！	Goodbye, goodbye, goodbye!
nǐ jiào shén me míng zì 你叫什么名字？	What is your name?

2nd hour – Numbers

yī 一 1	èr 二 2	sān 三 3	sì 四 4	wǔ 五 5	liù 六 6	qī 七 7	bā 八 8	jiǔ 九 9	shí 十 10
shí yī 十一 11	shí èr 十二 12	shí sān 十三 13	shí sì 十四 14	shí wǔ 十五 15	shí liù 十六 16	shí qī 十七 17	shí bā 十八 18	shí jiǔ 十九 19	èr shí 二十 20
èr shí yī 二十一 21	èr shí èr 二十二 22	èr shí sān 二十三 23	èr shí sì 二十四 24	èr shí wǔ 二十五 25	èr shí liù 二十六 26	èr shí qī 二十七 27	èr shí bā 二十八 28	èr shí jiǔ 二十九 29	sān shí 三十 30

3rd hour – How are you?

nǐ hǎo ma 你好吗？	How are you?
wǒ hěn hǎo xiè xiè 我很好，谢谢！	I am very well, thank you!
zài jiàn 再见！	Goodbye!

4th hour – Most common characters/radicals

kǒu 口	rén 人	huǒ 火	mù 木	shān 山	rì 日	yuè 月	mén 门	nǚ 女	mián 宀
mouth	person	fire	tree	mountain	sun	moon	door	female	roof
wáng 王	shuǐ 水	zǐ 子	xīn 心	xī 夕	dà 大	xiǎo 小	nǐ 你	hǎo 好	ān 安
king	water	child	heart	sunset	big	small	you	good	peace
mǎ 马	yǔ 雨	fēi 飞	niǎo 鸟	mā 妈	jiě 姐	mèi 妹	bà 爸	gē 哥	dì 弟
horse	rain	fly	bird	mum	Older sister	Younger sister	dad	Older brother	Younger brother

Spanish

WELCOME PHRASE	VERB	NOUN	CONN'	VERB	PREP'	NOUN
Hola *(hello)* **Buenos días** *(good morning)* **Buenas tardes** *(good afternoon)*	**Me llamo** *(my name is)*	**Jaime** **Luis** **Isabel** **Lorenzo** **Carla** **Ana**	**y** *(and)*	**soy** *(I am)*	**de** *(from)*	**España** - *Spain* **Méjico** **Ecuador** **Venezuela** **Perú** **Colombia** **Norte América** **Inglaterra** - *England* **Gales** - *Wales* **Escocia** - *Scotland* **Irlanda** - *Ireland* **Francia** - *France* **Alemania**- *Germany* **Polonia** *Poland*

VERB	VERB	NOUN	CONN'	NOUN
Quiero *(I want)* **No quiero** *(I don't want)*	**probar** *(to try)* **comer** *(to eat)*	**la paella** - *paella* **la tortilla de patata** - *spanish omelette* **las empanadillas**–*pastries* **las croquetas**- *croquetas* **las patatas bravas** - *spicy potatoes* **las tapas** - *tapas* **las albondigas** - *meatballs* **las aceitunas** - *olives*	**y** *(and)*	**el gazpacho** - *tomato soup* **el chorizo** - *spicy sausages* **el jamón serrano** - *spanish ham* **el cocido** - *spanish stew* **los huevos fritos** - *fried eggs* **los calamares** - *calamari* **los churros con chocolate**- *churros with chocolate*

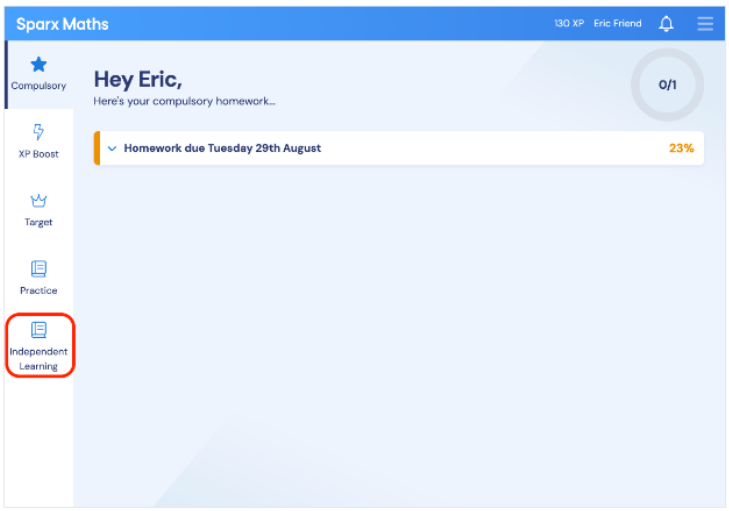
¿Qué hay en la foto? *What are there in the photo?*		
VERB	NOUN	ADJECTIVE
Hay *There is*	**una linea** – a line **una espiral** – a spiral **una estrella** – a star	**blanca** -*white* **negra** - *black* **amarilla** - *yellow* **roja** – *red* **morada** - *purple* **naranja** - *orange* **rosa** - *pink* **verde** - *green* **azul** –*blue* **gris** - *grey* **marrón** – *brown*
No hay *There isn't*	**un círculo** – a circle **un cuadrado** – a square **un triangulo** – a triangle **un punto** – a point **un ovalo** – an oval **un ojo** – an eye **un rectángulo** - a triangle	**blanco** -*white* **negro** - *black* **amarillo** - *yellow* **rojo** – *red* **morado** - *purple* **naranja** - *orange* **rosa** - *pink* **verde** - *green* **azul** –*blue* **gris** - *grey* **marrón** - *brown*

Maths

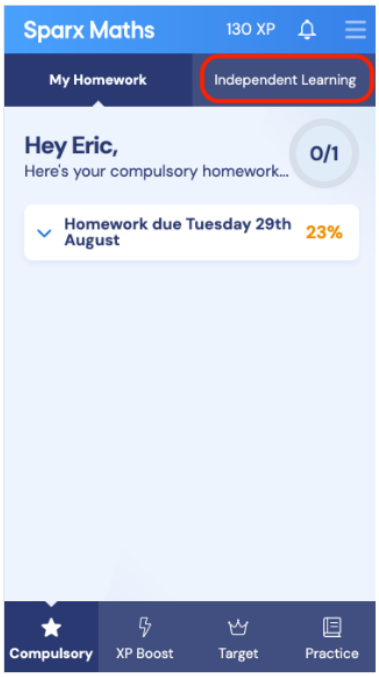
On a Monday, your Maths task will be set by your teacher. You should log on to Sparx Maths to complete this task. Your practice book has an area for your workings which you need to use as during the homework, Sparx Maths undertakes a bookwork check.

On a Thursday you practice independently on an area where you have a gap in your knowledge.

When logged in to Sparx students will always be able to see the Independent Learning option on the main menu:

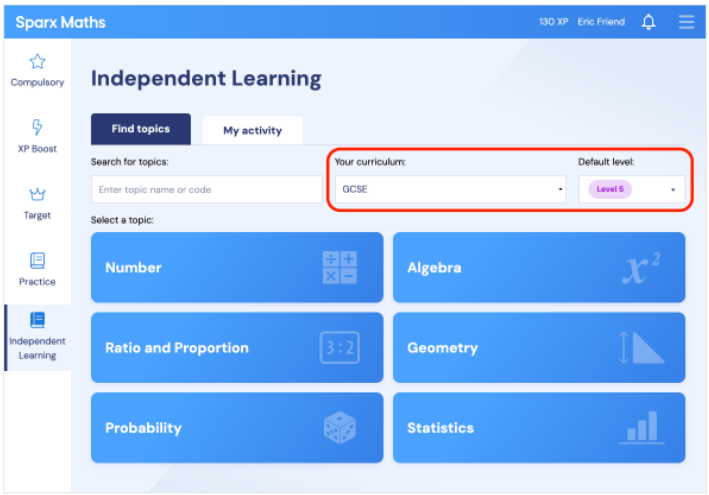


On desktop

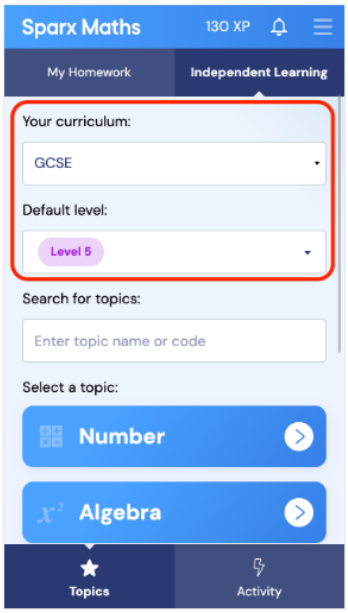


On mobile

Students have the option to choose both the **curriculum** they want to work on and the **default level** for the questions they will see, but when they first log in the curriculum will be the same as the **Base curriculum** that is set on their class' SoL, and the level will be set to the level they are being set for their homework (whether this was chosen by the algorithm or the teacher.)



On desktop



On mobile

- Typing one of the following in the **Search for topics field:**
    - The name of a topic
    - A keyword
    - A code given to them by their teacher. (Find out more about Topic Codes in our article on the Independent Learning Page)
- Browsing the content by clicking on one of the main Strands:

Choosing what level to work at within a topic

When in a topic, students will see three sets of questions at the level set on their Independent Learning homepage (see image above) which they can choose from:

- **Introduce**: basics skills for this topic at this level
- **Strengthen:** questions to consolidate understanding
- **Deepen:** more problem-solving type questions to challenge

If students find questions too easy or too tricky, they can change the level of each individual topic*. This won't affect the overall level of questions in all other topic areas so they can tailor what they see to their strengths and weaknesses.

*Some topics won't have higher or lower levels depending on the subject chosen.

How students view their own progress

1. By a count next to each topic, and **Ticks** and **Stars** within each set of questions:

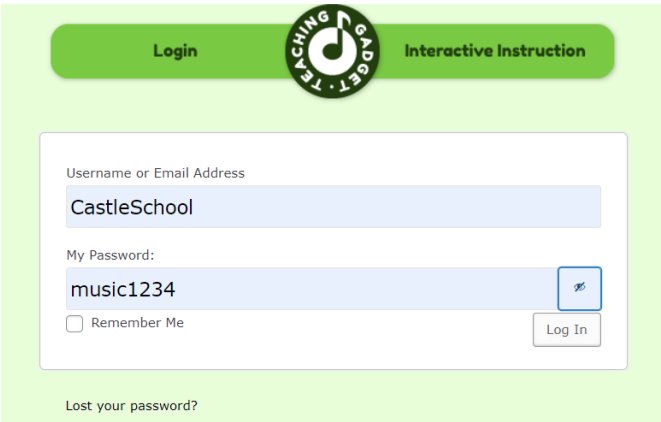
- Students will get a **tick** if they complete one of the tasks in the topic. This means all the basics are covered.
- Students will get a **star** for each subsequent task they complete.

Music

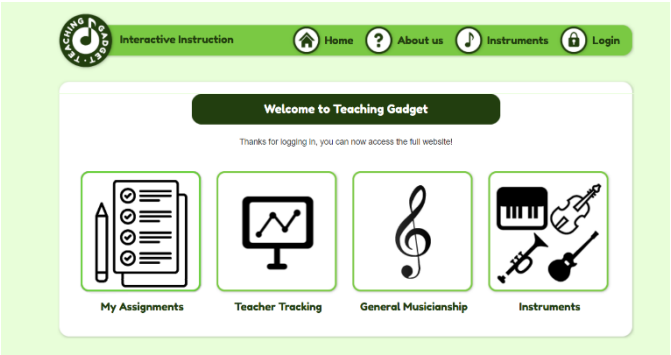
1) Go to teachinggadget.com on a computer or scan this QR code on your phone or tablet.

2) Click ‘Log In’.

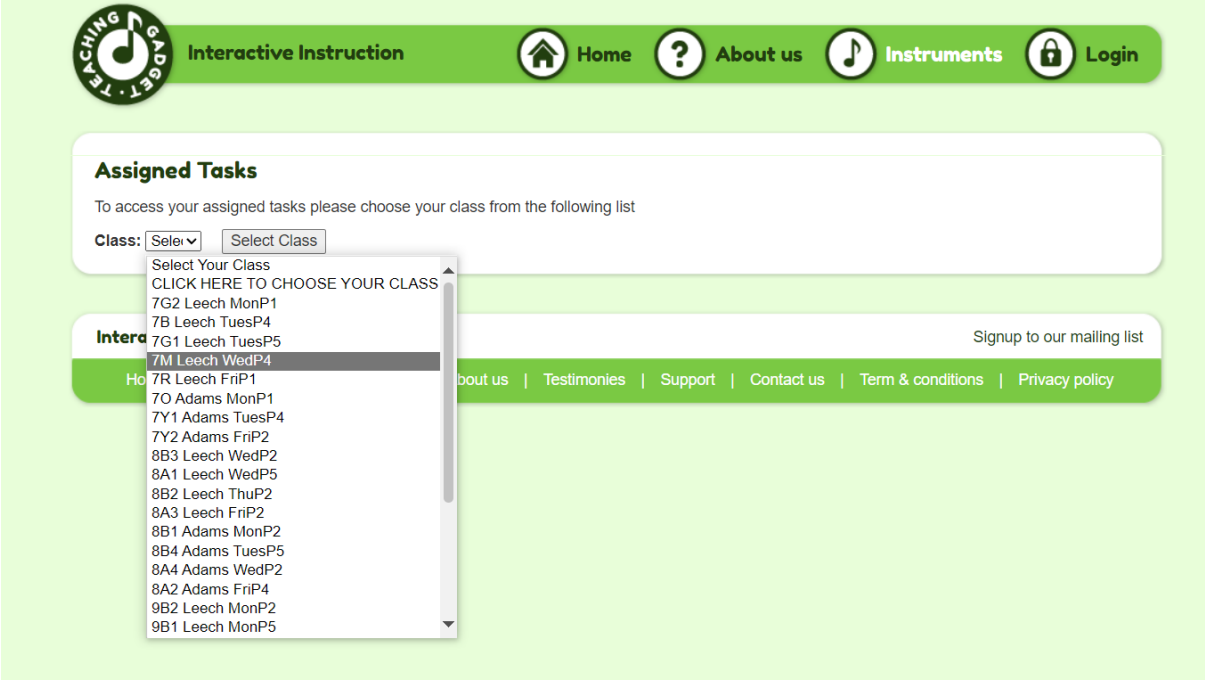
3) Type the username and password below:



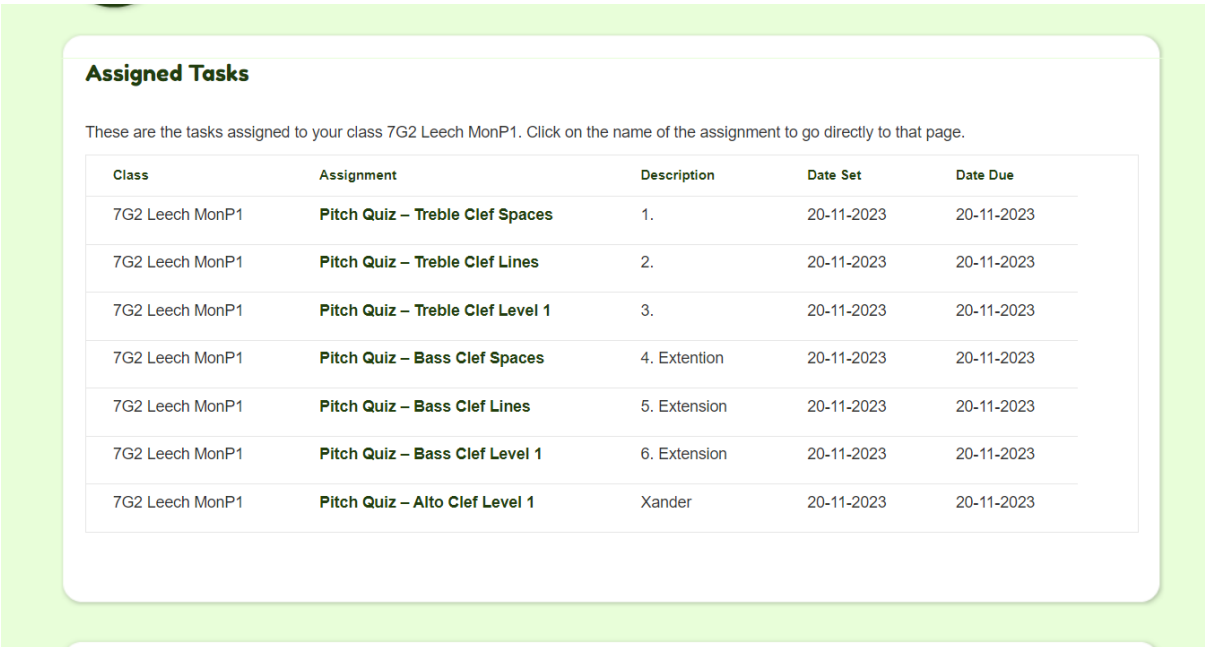
4) Click ‘My Assignments’



5) Click the drop-down box and select your class. Then click the box ‘Select Class’



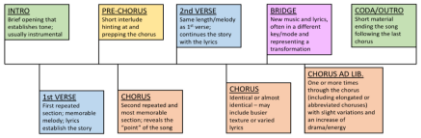
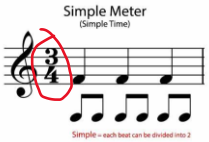
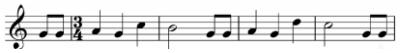
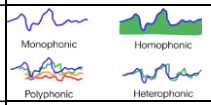
6) The next page will display the lessons or quizzes you will need to complete for homework. Below is an example of what you will see.



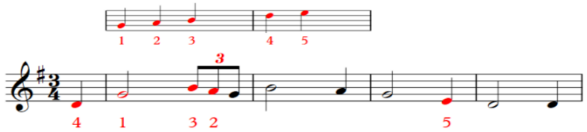
Assigned Tasks

These are the tasks assigned to your class 7G2 Leech MonP1. Click on the name of the assignment to go directly to that page.

Class	Assignment	Description	Date Set	Date Due
7G2 Leech MonP1	**Pitch Quiz – Treble Clef Spaces**	1.	20-11-2023	20-11-2023
7G2 Leech MonP1	**Pitch Quiz – Treble Clef Lines**	2.	20-11-2023	20-11-2023
7G2 Leech MonP1	**Pitch Quiz – Treble Clef Level 1**	3.	20-11-2023	20-11-2023
7G2 Leech MonP1	**Pitch Quiz – Bass Clef Spaces**	4. Extention	20-11-2023	20-11-2023
7G2 Leech MonP1	**Pitch Quiz – Bass Clef Lines**	5. Extension	20-11-2023	20-11-2023
7G2 Leech MonP1	**Pitch Quiz – Bass Clef Level 1**	6. Extension	20-11-2023	20-11-2023
7G2 Leech MonP1	**Pitch Quiz – Alto Clef Level 1**	Xander	20-11-2023	20-11-2023

D	Dynamics	How loud or quiet the music is played	
R	Rhythm	Rhythm and duration is how long or short a note or rest is	
S	Structure & Form	The overall plan or order of a piece of music	
M	Metre	How many beats are in the bar and what type of beat they are, the Time Signature The top number shows there are 3 beats in a bar The bottom number 4 shows the type of beat is a crotchet.	
	Melody	The tune. Moving by step or leap? High or low?	
I	Instrumentation / Voices (Sonority)	Describes the particular sound quality of an instrument or voice. E.g the cymbal sounds like a metalic crash	
T	Texture	Texture describes how melody, harmony and rhythm are layered in a piece of music	
	Tempo	How fast or slow the piece of music is played	
	Tonality	The key of the piece e.g Major or Minor	
H	Harmony	The chords (two notes or more notes played at the same time)	

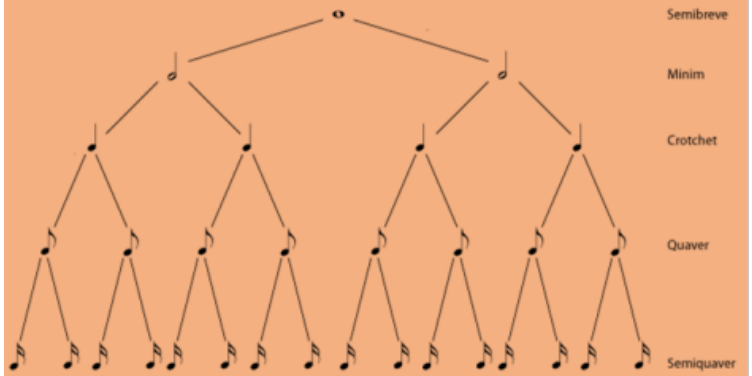
Pentatonic Scale – 5 note scale.



Note Values

This is a *Rhythm Tree* – it is designed to help you identify what the symbols for different note values are, and how they relate to one another. Here are the note values!

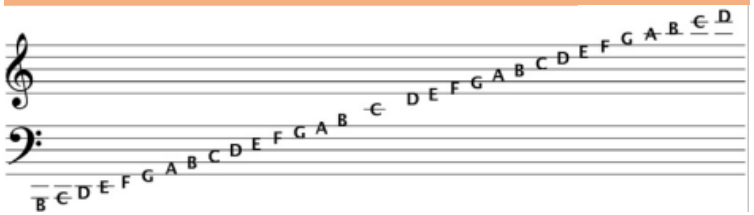
Semibreve = 4 beats
Minim = 2 beats
Crotchet = 1 beat
Quaver = ½ beat
Semiquaver = ¼ beat



Notes on the Stave

Here are the notes of the **treble** (top line) and **bass** (bottom line) clefs. When the notes fall outside the five lines of music paper, we add extra lines called **ledger** lines. Here are some phrases to help you remember where the notes go!

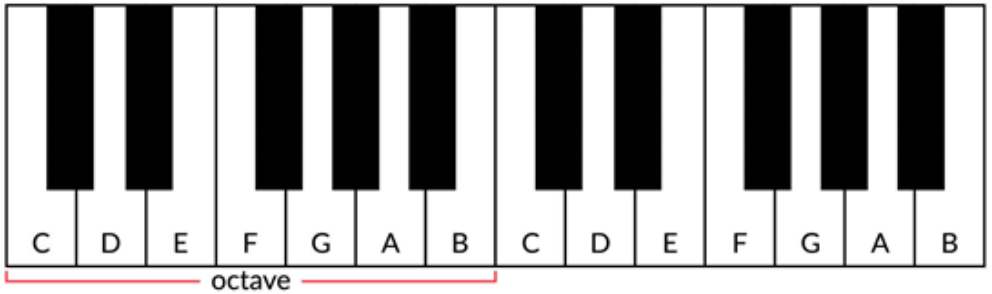
Treble Clef Lines: **E**very **G**reen **B**us **D**rives **F**ast
Treble Clef Spaces: **F A C E** (in the space!)
Bass Clef Lines: **G**reen **B**uses **D**rive **F**ast **A**lways
Bass Clef Spaces: **A**ll **C**ows **E**at **G**rass



Keyboard Skills

Exploring Treble Clef Reading and Notation

A. Layout of a Keyboard/Piano

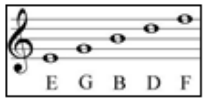


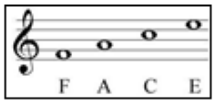
A piano or keyboard is laid out with **WHITE KEYS** and Black Keys (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano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

B. Treble Clef & Treble Clef Notation

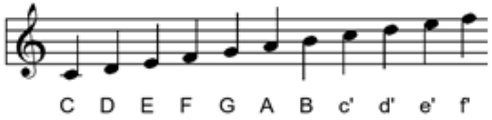
A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right 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 Bus Drives Fast. Notes in the **SPACES** spell **"FACE"**





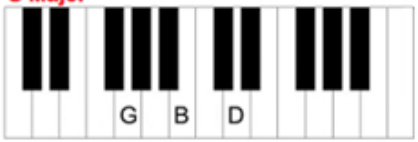
Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE.**



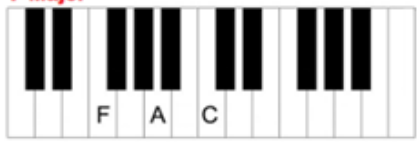
C. Keyboard Chords

C Major

G Major



F Major



A Minor

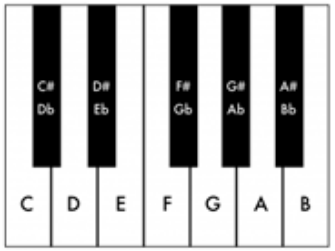
Play one – Miss one – play one – miss one – play one

D. Keyboard Functions

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

F. 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 D*b* – 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.



Beginner Saxophone – Autumn Term ‘J6’

Key Parts of the Saxophone

- Pepper Pot
- Reed
- Mouthpiece
- Ligature
- Neck
- Body
- Bell
- Neck Strap

Name (UK)	Note	Rest	Beat Value
Semibreve			4
Minim			2
Crotchet			1
Quaver			1/2
Semiquaver			1/4

Reed

Pepper Pot, Ligature, Mouthpiece

Parachute Cleaning Cloth

12 Bar Blues			
E	E	E	E
A	A	E	E
B	A	E	E

Listen to famous Saxophone songs here:

Blues Music

The Castle School
ACHIEVE | BELONG | PARTICIPATE

TERM 1

Loss

Key Words

Loss	The fact that you no longer have something or have less of something
Stress	Great worry caused by a difficult situation, or something that causes this conditi on
Bereavement	The period after experiencing a loss.

https://www.childbereavementuk.org/entUK

Use the QR code to give the name of the organisationthat supports children undergoing loss
.....

Equality & Diversity

The Equality Act protects people against discrimination on the grounds of protected characteristics, of which there are 9:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

What is bullying?

'The **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal or psychological.

It can happen face-to-face or online.'

Report it!

HOH / Pastoral

E-Safety

Key words:

Cyberbullying Cyberbullying or cyberharassment is a form of bullying or harassment using electronic means.

online grooming
Online grooming is a process of befriending and manipulating children online for sexual abuse and other forms of child abuse.

emotional abuse
Emotional abuse is a type of abuse that is emotional rather than physical in nature. It can include verbal abuse, constant criticism, intimidation, manipulation and a refusal to ever be pleased.

online abuse
is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet-enabled devices.

SAMSUNG

https://www.castleschool.co.uk/students/help-and-support.htmtleSchool

Achieve . Belong . Participate

Religion and World Views

Week 1 - Hair, Identity, and Worldview

Have you ever thought about how your hair reflects who you are? In this unit, we will explore how our worldview—our beliefs about life and the world—shapes our identity through something as personal as our hair.

Different cultures and communities view hair in unique ways. For some, hair is a symbol of strength or spirituality. In others, head coverings may represent modesty, respect, or religious devotion. These practices are deeply rooted in cultural traditions and values.

Our identity is the essence of who we are. It includes our beliefs, values, and how we see ourselves. The way we style or cover our hair can be influenced by our family, community, or faith. This influence helps shape our behaviour and choices.

By learning about how other worldviews approach hair and head coverings, we can better understand their values—and reflect on our own. What does your hair say about you? How do your cultural or personal beliefs influence your choices?

Let us dive into these questions together and discover how something as simple as hair can tell a powerful story about identity and belonging.

Key Terms

- **Influence**: How our behaviour is shaped by others.
- **Identity**: Who we are—our beliefs, values, and self-image.

Week 3 - Understanding Modern Witchcraft

Modern witchcraft is a spiritual path that draws from ancient traditions, especially pre-Christian European religions. One of the most well-known forms is Wicca, a nature-based religion where followers often identify as witches. Wiccans honour the cycles of nature, celebrate seasonal festivals, and may practice rituals or magic as part of their beliefs.

Although modern witchcraft is peaceful and diverse, it can still cause curiosity or concern. Why? Much of this comes from stereotypes—oversimplified ideas about witches that come from movies, books, or history. These portrayals often show witches as evil or mysterious, which can lead to misunderstanding.

Many people who practice modern witchcraft value harmony with nature, personal growth, and spiritual connection. Like any belief system, it deserves respect and open-minded exploration.

Key Terms

- **Wicca**: A modern Pagan religion focused on nature, magic, and the divine.
- **Pagan**: A broad term for traditional, often polytheistic, religions.

- **Stereotype**: A fixed idea about a group that may not be true or fair.

Reflection Prompt
Think about the last hat you wore. Why did you choose it? Was it for fashion, function, or tradition? How might that choice reflect your identity or beliefs?

Week 5 - Respecting Traditional Jewish Clothing

At The Castle School, we celebrate and respect the diverse traditions that shape our community. One way people express their beliefs and identity is through clothing. In Jewish tradition, clothing can reflect deep religious meaning and commitment.

An Orthodox Jew follows the teachings of the Torah closely. Their clothing often reflects their dedication to religious laws, known as mitzvot—commandments that guide many aspects of life.

For example, Orthodox Jewish men may wear peyot, which are sidelocks of hair grown in obedience to a Torah commandment. These are a visible sign of faith and devotion.

Married Jewish women may wear a sheitel, a wig, or a tichel, a headscarf. These coverings are worn to maintain modesty and honour religious guidelines. Tichels come in many styles and colours, blending tradition with personal expression.

By learning about and respecting these practices, we help create a school environment where everyone feels seen, valued, and included.

Key Terms

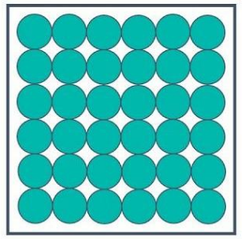
- **Orthodox Jew**: A person who follows traditional Jewish laws closely.
- **Peyot**: Sidelocks worn by Orthodox Jewish men.
- **Sheitel**: A wig worn by married Jewish women.
- **Tichel**: A headscarf worn by Jewish women.
- **Mitzvot**: Commandments in Jewish tradition.

Week 1 - What are the states of matter?

Matter is the material from which everything is made. It can exist as three states: Solid, liquid and gas

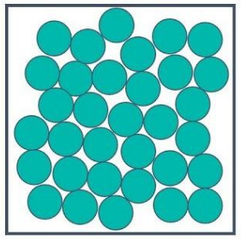
State changes are **physical changes**. They can be **reversed.**

Particle diagrams:



Solid

Particles in solids vibrate



Liquid

Particles in liquids can move over one another

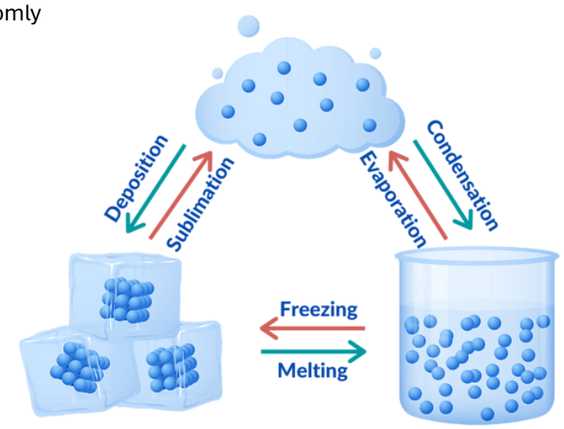
Gas

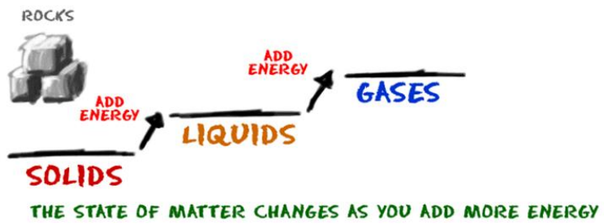
Particles in gases are spaced out. They move quickly and randomly

Properties of solids, liquids and gases:

Property	Solid	Liquid	Gas
Is the shape fixed or can it change?	Fixed	Shape of the container	Shape of the container
Does it flow?	Cannot flow	Can flow	Can flow
Is it easy to squash?	No	No	Yes
Can you change its volume?	Fixed Volume	Fixed Volume	No Fixed Volume
Does it feel heavy or light?	Heavy	Heavy	Light

State changes:



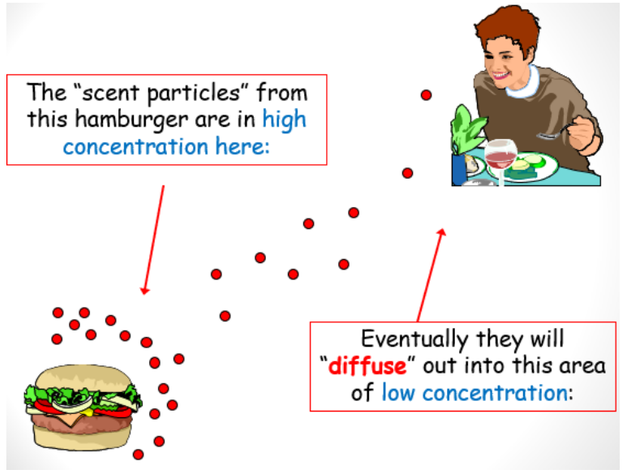


Week 2 - What is diffusion?

Diffusion is 'the movement of particles from an area of high concentration to an area of low concentration'.

Diffusion is a passive process, it does not require energy. Tt happens naturally.

Liquids **and** gases are both fluids. They can flow.



How do the particles know which way to move?!

They don't!! Particles in fluids (gases and liquids) move RANDOMLY

This is called **Brownian motion** (named after Robert brown who observed pollen grains moving randomly in water in 1827)

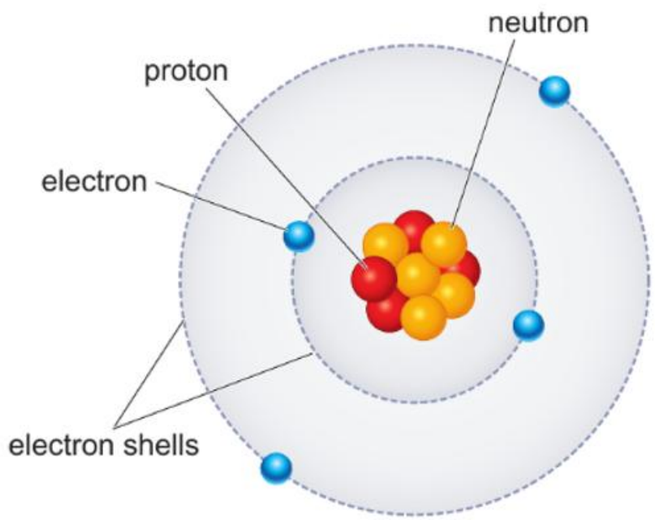
Temperature can affect the rate (speed) of diffusion.

At higher temperatures substances diffuse quicker.

Week 3 - What is the universe made of?

All matter is made up of very, very small atoms (these cannot be seen with the eye)

Atomic structure:



Atoms are made up of 3 **subatomic** particles.

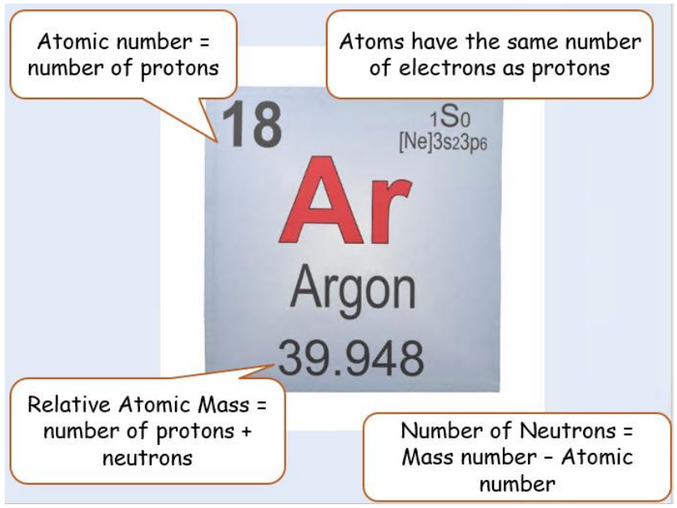
Protons and neutrons are found in the centre and make up the **nucleus.**

Electrons orbit the nucleus on shells.

Masses and charges of the subatomic particles:

Subatomic particle	Relative charge	Relative mass
proton	+1 (positive)	1
electron	−1 (negative)	1/1835 (negligible)
neutron	0 (no charge)	1

Different atoms have different numbers of protons neutrons and electrons. We can use the periodic table to find out how many protons neutrons and electrons are in different atoms.

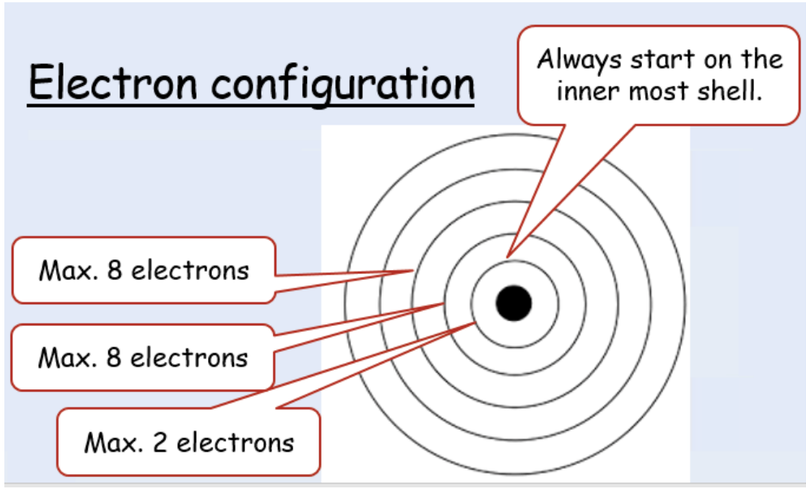


The **atomic number** is the smaller number and the **relative atomic mass** is the bigger number

Electron configuration shows how many electrons are in each shell.

Argon has 18 electrons. It will have 2 electrons on the first shell, 8 on the second shell and 8 on the third shell.

Its electron configuration is 2,8,8

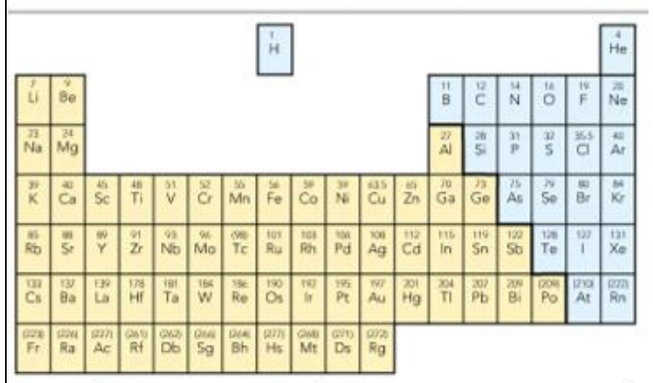


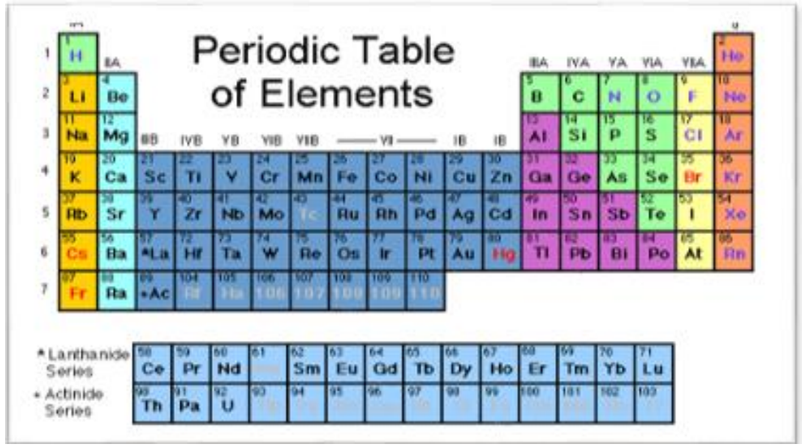
Week 4 - What is an element?

Elements are substances that are made up of **<u>one type of atom</u>**. For example, pure copper will only contain copper atoms.

The different elements we have discovered on earth are found on the periodic table.
Each element is represented by a symbol on the periodic table.

The metals are on the left and the non-metals are on the right.
The columns are called groups, and the rows are called periods.





Some elements consist of one atom. Some go around in pairs e.g. O_2, H_2, some consist of thousands of atoms but they are all elements because they contain one type of atom.

Properties of elements can be investigated such as:

- Conductivity (electrical)
- Conductivity (thermal)
- Boiling point
- Melting point
- State at room temperature
- Appearance
- Metal or non-metal
- Magnetic

Week 5 - Hazards and everyday uses

Many chemicals in the lab and in every day life can be hazardous. Hazard symbols inform us of the hazards.

Hazard symbol	What it means	How to reduce risk of harm.
	<u>Explosive</u> May explode if exposed to fire, heat, shock, friction.	Avoid ignition sources (sparks, flames, heat) Keep your distance Wear protective clothing

			Flammable Flammable if exposed to ignition sources, sparks, heat. Some substances with this symbol may give off flammable gases in contact with water.	Avoid ignition sources(sparks, flames, heat) Keep your distance Wear protective clothing
			Oxidising Agent Can burn even without air, or can intensify fire in combustible materials.	Avoid ignition sources (sparks, flames, heat) Keep your distance Wear protective clothing
			Gas under pressure Contains gas under pressure. Gas released may be very cold. Gas container may explode if heated.	Do not heat containers Avoid contact with skin and eyes
			Corrosive Corrosive material which may cause skin burns and permanent eye damage.	Avoid contact with skin and eyes Do not breathe vapours or sprays Wear protective clothing
			Toxic Toxic material which may cause life threatening effects even in small amounts and with short exposure.	Do not swallow the material, allow it to come into contact with skin or breathe it
			Health problems May cause serious and prolonged health effects on short or long term exposure.	Do not swallow the material, allow it to come into contact with skin or breathe it.
			Irritant May cause irritation (redness, rash) or less serious toxicity.	Keep away from skin and eyes
			Toxic to the environment Toxic to aquatic organisms and may cause long lasting effects in the environment.	Avoid release to the environment

Week 6 - Chemical Reactions

For a chemical reaction to have occurred a new substance has to have been formed.

Reactants → Products
(Starting chemicals) (New chemicals)

The arrow shows a **chemical reaction has happened**, but an equals sign shows the items before and after are the same.

There are three main ways to tell that a chemical reaction has occurred.

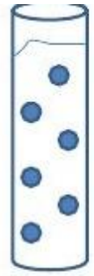
1. A colour change
2. A gas is released (effervescence)
3. There is an energy change (e.g. changing temperature)

Chemical reactions usually cannot be reversed (irreversible)

Remember: A physical change is a change in state. Physical changes can be reversed.

#1: A new color appears

#2: Heat, light, or sound is given off (or absorbed).



#3: Bubbles of gas are formed. A new odour may be noticed

Writing chemical equations:

When magnesium is burned in oxygen , magnesium oxide is made.
Magnesium + oxygen → magnesium oxide

When water is added to copper sulphate, hydrated copper sulphate is made.
Copper sulphate + water → hydrated copper sulphate

When magnesium is added to hydrochloric acid, hydrogen is made along with magnesium chloride.
Magnesium + hydrochloric acid(g) → magnesium chloride + hydrogen

Reactants: The chemicals which are present at the start of the reaction

Products: The chemicals made in a chemical reaction