



## Knowledge Organisers

Year 7

Summer Half Term 2

*'Practice of what is taught'*

Name: .....

Tutor: .....

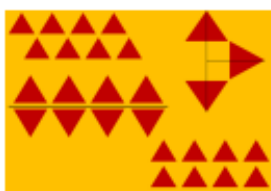
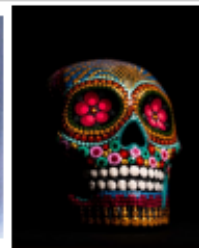
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## Year 7 - Cultural Arts project

### Key knowledge & skills

**Discuss different cultural arts and crafts.**

**Observational drawing of artefacts from different cultures, looking at how colour, texture and pattern are used.**



**Understanding pattern**—you will be able to recognise patterns and develop your knowledge on how they are created in different ways. You will do this through wax resist techniques.

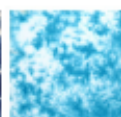


**Symbolism**—understanding how shapes and imagery can be used to create symbols which have a meaning, sometimes obvious sometimes hidden. Adinkra symbols/Symbolic alphabets are a key example to look at.

**Printing**—learning different ways to print onto fabric/paper. Stencil printing to create blocks of colour.

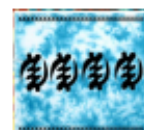


**Tie dyeing** – Using elastic bands, beads and dye to create patterns in fabrics. Understanding different techniques such as pleating, twisting and folding to create different patterns on fabric.



**Hand embroidery**—learning basic stitches such as running stitch, back stitch and more potentially complex stitches such as cross stitch and chain stitch.

**Designing your own work**—being able to understand textile techniques and how they can be combined together to create a fabric final outcome.



### Key terms and techniques

pattern colour textured print  
bold repeated layered  
historical recycled cultural  
clothing natural man made cloth  
fabric garment mask  
practical expressive personal  
symbolic tribal embellishment  
decorative ceremonial woven  
embroidered carved sculpted  
painted sewn

### Key descriptive words

tie dyeing printing dyeing  
weaving embroidery sewing  
beading loom stencil printing  
block printing embellishing  
crayons dyes drawing inks  
printing paints needle threads  
recycling masks designing  
development recording planning  
wax resist layering composition  
pattern sculpting

# Key artefacts and skills



Symbols have been used for centuries. They have been used for ancient alphabets such as hieroglyphics to symbols for human traits/emotions such as Adinkra symbols. They can be applied to all sorts of arts and crafts such as pottery, fabrics, jewellery, furniture and art.



Ceramics is a term used to describe objects made out of clay. Different countries and cultures have used clay to create useable objects such as bowls, cups and vases as well as more decorative ones to commemorate people (sometimes called busts) or hold special items (canopic jars in Ancient Egypt). Clay is often moulded into shapes by hand and then heated to high temperatures to "cook" it so it sets, it can still be fragile though!



Masks are artefacts that can be used for theatrical purposes, such as creating a character on stage. They may be used in ceremonies or rituals to represent animals or spirits. They can be made from a variety of materials and will be decorated differently depending on the culture they come from.



Textiles is a term used to describe materials/fabrics. Fibres are spun and turned into yarns, and these are then woven or fused together to create fabric. They can be decorated using a wide variety of techniques from dyeing to hand embroidery.



Printing is a technique that can be used in lots of different ways. On fabric it can be used to create repeat patterns. You will be learning stencil printing, a technique where you create a hole in paper in a particular shape and then push paint through that to print onto fabric (it can also be done on paper). You can create multi-layered stencils to add more than one colour to a design.

# Computing Knowledge Organiser



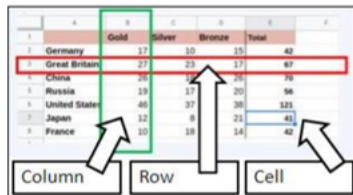
**The Castle School**  
ACHIEVE | BELONG | PARTICIPATE

## Topic: Data Modelling - Spreadsheets



Rationale: Understand how data is used to represent real-world scenarios.

### Navigating



### Functions

All functions start with an equal sign (=) followed by the function's name.

SUM – adds values in selected cells  
MIN – finds smallest value  
MAX – finds largest value  
AVERAGE – finds the average value  
COUNT – counts how many of the selected cells have numbers in them

### Calculations

**Formulas** are usually simple calculations, e.g. adding two or more numbers together. They always start with an equal sign (=).

'+' add  
'-' subtract  
'\*' multiply  
'/' divide

### Charts



### Formatting

Formatting icons used on the toolbar. Examples include: Bold, Italics, Grid lines, Fill, Change Font and Font Colour, Font Size and Alignment.



### Data and Information

**Data Values**, typically letters or numbers:



**Information** Data that has meaning, not just a number

### Key Words

<b>Spreadsheet</b>	A program that is used to organise and analyse data.
<b>Row</b>	The range of cells that go horizontal on the spreadsheet. The rows are numbered – 1, 2, 3 ...
<b>Column</b>	The range of cells that go vertical on the spreadsheet. The columns are lettered –A, B, C ...
<b>Cell</b>	The box in which you can enter a single piece of data, formulas or functions
<b>Formulas</b>	Needed for calculations; =A1*B3
<b>Function</b>	A premade formula: SUM, MIN, AVERAGE =SUM(A1:A10)

# DT

## Week 2 - The Soldering Iron

A soldering iron is a tool that gets very hot and is used to join pieces of metal together. It's often used in electronics to connect wires and components.

### Safety Tips for Using a Soldering Iron

#### 1. Wear Safety Gear

- Safety Glasses: Protect your eyes from any hot solder that might splash
- Heat-Resistant Gloves: Protect your hands from burns.

#### 2. Set Up Your Workspace

- Work on a Heat-Resistant Surface: Use a mat or board that won't catch fire.
- Good Ventilation: Make sure the room is well-ventilated to avoid breathing in fumes.

#### 3. Handling the Soldering Iron

- Hold it by the Handle: Never touch the metal part because it gets extremely hot.
- Use a Stand: Always place the soldering iron in its stand when not in use to prevent burns and accidents.

#### 4. Soldering Process

- Heat the Joint: Hold the tip of the soldering iron against the joint you want to solder for five seconds.
- Apply Solder: Touch the solder to the joint (not the iron) and let it melt and flow into the connection.
- Remove the Iron: Take the soldering iron away and let the joint cool without moving it.

#### 5. After Soldering

- Turn Off and Unplug: Always turn off and unplug the soldering iron when you're done.
- Let it Cool: Allow the soldering iron to cool down completely before putting it away.

**Important Reminders** - Be Careful with Wires: make sure wires are not in the way where they can be tripped over or pulled.



## Week 6 - What is a Pillar Drill?

A pillar drill is a machine used to drill holes in various materials like wood, metal, or plastic. It has a vertical column, a base, a table to place the material on, and a drill head that moves up and down.

### Safety First!

- Wear Safety Gear: Always wear safety goggles to protect your eyes.
- Tie Back Long Hair: If you have long hair, tie it back to prevent it from getting caught in the drill.
- No Loose Clothing: Avoid wearing loose clothing or jewellery that could get caught in the machine.
- Use Clamps: Secure the material you're drilling with clamps to keep it from moving.

### Steps to Use a Pillar Drill

#### 1. Prepare the Material:

- Mark the Spot: Use a pencil or marker to mark where you want to drill the hole.
- Clamp the Material: Place the material on the table and use clamps to hold it securely in place.

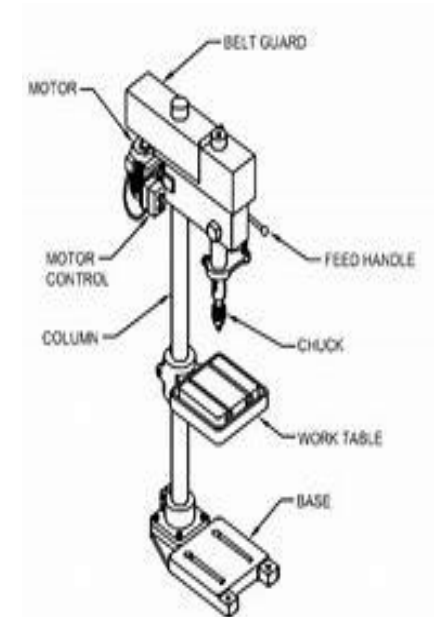
#### 2. Drill the Hole:

- Turn On the Drill: Switch on the drill. Make sure you know where the emergency stop button is, just in case.
- Lower the Drill Bit: Use the handle to slowly lower the drill bit onto the marked spot. Apply gentle pressure and let the drill do the work.
- Drill Through the Material: Continue to apply steady pressure until the drill bit goes through the material. If you're drilling a deep hole, you might need to lift the drill bit occasionally to clear out the shavings.

#### 3. Finish Up:

- Turn Off the Drill: Once you're done, turn off the drill and wait for it to come to a complete stop.
- Remove the Material: Carefully unclamp and remove your material from the table.

**Tips for Success** - Take Your Time: Don't rush. Drilling slowly and steadily will give you a cleaner hole and reduce the risk of mistakes.



## English – Sparx Reader

You should log on to Sparx reader and spend 30 minutes reading your current book.

### Reading Articles

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

**Week 1:** Mental Health and Wellbeing

**Week 2:** Teamwork

**Week 3:** Democracy

**Week 4:** Careers

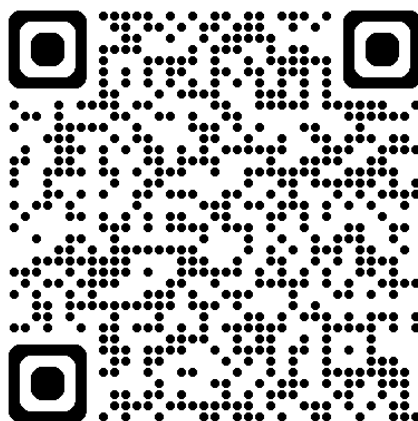
**Week 5:** Values

**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:



## Food - Diet and Physical Activity in Athletes

A balanced diet is the starting point for most people, but sportspeople may have specific dietary needs. This reflects their personal energy balance equation. When people become more active they use up more energy, so they need to take in more to restore their energy balance. Athletes adjust their diets differently depending on their sport and training/performance schedule.

### How much to eat

On average, men need around 2,500 calories (Kcal) a day while women need around 2,000. When athletes are training intensively this may increase to around 5,000 calories a day. To calculate how much energy the body needs, the following equation may be used:

### Key fact

Basal metabolic rate (BMR) + physical activity level (PAL) = total energy requirement.

BMR or *basal metabolic rate* is the amount of energy needed just to keep the body systems working normally.

PAL or physical activity level is the amount of energy needed for any activity (sporting or housework).

A big athlete – such as a shot putter or rugby forward – will have a higher BMR. A runner or a cross-country skier will have a higher PAL.

### When to eat

Eating patterns may vary according to the day's training programme or competition schedule. For example, an elite rower may eat two breakfasts – one before and one after the first of the day's training bouts. Tennis players often eat a banana between games during a long match. Generally, performers do not eat two hours before performing.

**Carbohydrate loading** - Carbohydrates provide energy. The complex carbohydrates – starches – are stored in the body as *glycogen* and converted into *glucose* when the body needs more energy. Glycogen is a slow-release form of energy. This is particularly useful to endurance athletes in the last stages of a performance. So, for example, in the week leading up to a race, marathon runners may eat lots of starchy foods, such as pasta. This helps them to keep going towards the end of the race.

**High-protein diets** - Protein builds tissue, including muscle. Athletes who want to build up their muscle during strength-training sometimes eat high-protein diets. This includes obvious strength-training athletes, such as weightlifters, but also includes endurance athletes who want to repair or prevent torn muscle. The value of high-protein diets is debatable. Athletes do not need much more protein than other people, protein is difficult to digest, and it does not automatically turn into muscle – the athlete still needs to do strength-training, which is fuelled by carbohydrates.



Mo Farah's typical diet during training is pasta, steamed vegetables and grilled chicken. He often eats this for lunch and dinner – every day

## Geography - 'Why is the UK's climate so varied?'

Week 2 - To know how we measure weather	Week 4 - To understand why it rains
<p>Weather refers to the day-to-day condition of the atmosphere, answering the question, "What is it like today?" In contrast, climate describes the average weather conditions over a long period, typically 30 years, indicating what one might expect the weather to be like. Various instruments help measure different aspects of weather: a thermometer measures temperature, indicating how hot or cold a place is; a rain gauge measures precipitation, showing how much rain has fallen from the sky; an anemometer measures wind speed, revealing how fast the wind is blowing; a wind vane measures wind direction, indicating the direction the wind is blowing to; a barometer measures air pressure, reflecting the weight of air pressing down on us; and the Okta scale measures cloud cover, determining how many eighths of the sky are covered by clouds.</p>	<p>The water cycle begins with water from oceans and lakes evaporating due to the sun's energy. This water vapour rises, cools, and condenses to form clouds, which eventually release precipitation, returning the water to oceans and lakes to continue the cycle. Relief rainfall occurs when the wind blows warm, moist air up mountains, causing it to form clouds. Frontal rainfall happens when a warm front meets a cold front, causing the warm air to rise over the cold air and form clouds. Convectional rainfall is generated when the sun heats the land, creating pockets of warmed air known as convection currents that rise and form clouds.</p>
Week 6 - To know what microclimates are	
<p>A microclimate occurs when the climate in a small area differs from the general surroundings. Each specific location tends to develop its own unique climate conditions; for example, it may be windier and sunnier in the middle of a playing field compared to behind a building. The aspect, or the direction in which a place is facing, also influences its climate. Sun-facing aspects are warmer, and darker surfaces absorb more heat than lighter-coloured ones. Buildings can provide shelter from the wind while radiating heat from the sun, and trees offer shade, further affecting the local climate conditions.</p>	

## History – The Black Death – How did the Black Death impact rural areas like Somerset?

Component	Core knowledge (that you NEED to know)	Key vocab (that you NEED to know and use)
<b>Week 1</b>  <b>What were the Beliefs and Cure of the Black Death?</b>	<p>Medieval people did not know about germs causing disease and did not understand that the plague was spread by rats and fleas.</p> <p>People believed that the Black Death was caused by</p> <ul style="list-style-type: none"> <li>The evil planets of Mars and Saturn have moved closer together, which has turned the air bad. They believed if they breathed in the bad air (<b>miasma</b>), they would catch the plague.</li> <li>They also believed that God had sent the plague because he was angry with people because they had spent too much time gambling, fighting and drinking.</li> <li>In addition, they believed that the plague passes from person to person. The plague sores gave off a terrible smell and if you breathed this in, you would catch the plague.</li> </ul> <p>In order to avoid catching the plague, medieval people came up with following ideas.</p> <ul style="list-style-type: none"> <li>They carried a bunch of herbs and held it to their nose at all times</li> <li>They went on <b>pilgrimage</b> to Canterbury to say sorry to God</li> <li>People called <b>flagellants</b> walked through the streets of London singing hymns and whipping each other to show how sorry they were to God.</li> <li>They prayed to God and <b>confessed</b> their sins</li> <li>They forced sick people to leave villages and towns, in order to <b>quarantine</b>.</li> </ul>	<p><b>Confess</b> – admitting that you have done something wrong</p> <p><b>Flagellants</b> - whipping yourself to say sorry to God</p> <p><b>Miasma</b> – poisonous air, which Medieval people believed spread disease.</p> <p><b>Quarantine</b> – where diseased people must be isolated to prevent others from catching the disease.</p>
<b>Week 3</b>  <b>What were the effects of the Black Death on Medieval Society?</b>	<p>Historians think that just over half the population survived the Black Death. Life was never the same again.</p> <ul style="list-style-type: none"> <li>After the plague there was a shortage of labourers, which meant that wages went up. In 1351, the government passed a law called the <b>Statute of Labourers</b>, which said that labourers should not earn more than 2d (pennies) a day. The law did not work as workers were needed and landowners were forced to pay them higher wages.</li> <li>Some villages lost nearly all their people. So, survivors were able to buy or rent all the spare land.</li> <li>Most peasants were <b>villeins</b>. After the Black Death, the lords/landowners were short of <b>labourers</b>, so the peasants were able to bargain with them. This helped to free the peasants from the lord's control.</li> </ul>	<p><b>Labourer</b> – someone who works on <b>the</b> land.</p> <p><b>Statute of Labourers</b> – a rule or law that attempted to keep wages low.</p>

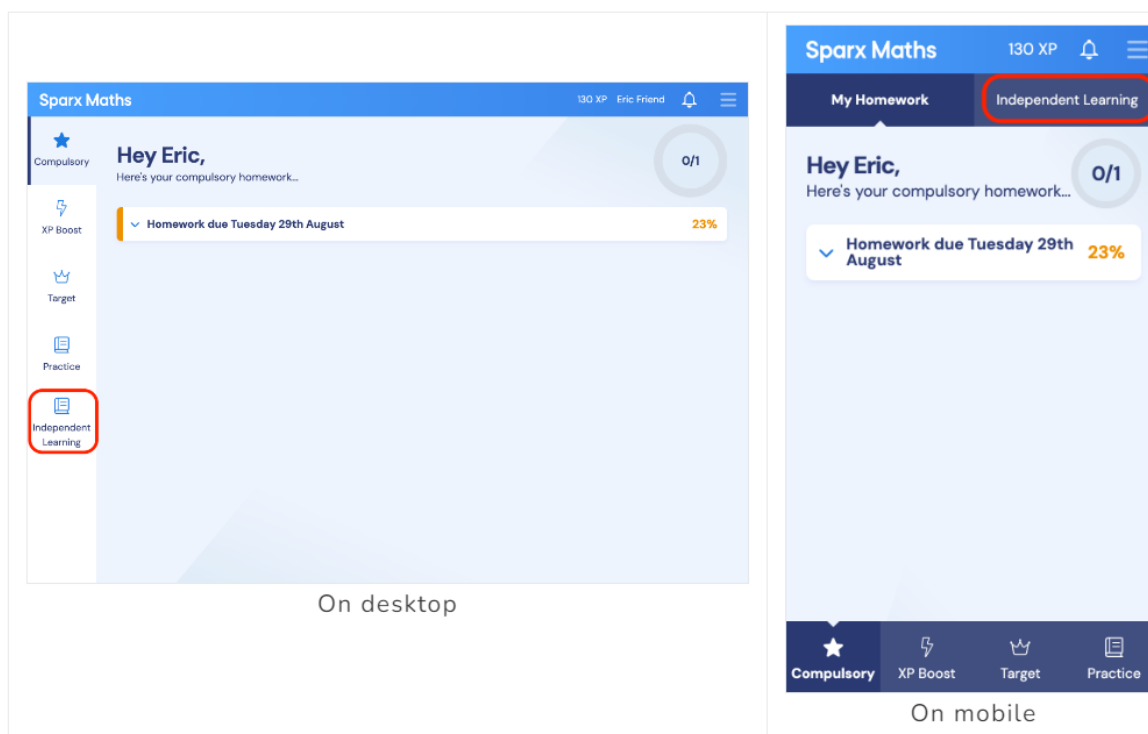
	<ul style="list-style-type: none"> <li>The peasants had a better standard of living. They were able to rebuild their houses, making them bigger and more comfortable. They ate better food, including more meat and even wore better clothes.</li> </ul>	<p><b>Villein</b> – A peasant who was not free to move away from his master's land.</p> <p><b>A.M Gould</b> – a local Historian in Somerset</p>
<p><b>Week 5</b></p> <p><b>How did the Black Death affect areas like Somerset?</b></p>	<p>Many people blamed God for the plague and felt that they had not received support from the Church and clergy during the Black death and so feelings toward the Church changed. A local historian, <b>A.M Gould</b>, in Somerset has written – “feelings of abandonment by the clergy saw hostility towards the church grow”.</p> <p>He describes the Black Death in Somerset as:</p> <p>In the outbreak of the plague, in Somerset alone half of the clergy were killed within six months. The devastating spread of the plague in Somerset left communities questioning the support that they received from the clergy. The bishop self-isolated himself in a house in Wiveliscombe and offered no service or support to any citizens in the county. In Yeovil, the town had been ravished by the plague, which many believed was the wrath of God on the sinners and feelings of abandonment by the clergy saw hostility towards the church grow”.</p>	<p><b>Clergy</b> – bishops and priests</p> <p><b>Ravished</b> – destroyed</p> <p><b>Wrath, Hostility</b> - anger</p> <p><b>A.M Gould</b> – a local Historian in Somerset</p>

## 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:



## MFL - French

Time phrase	Verb – imperfect tense	Activity	conjunction / verb	Qualifier	Adjective
Quand j'étais plus jeune <i>When I was more young</i>  Avant <i>before</i>	<b>je jouais</b> <i>I used to play</i>	<b>au</b> netball <i>netball</i>	et <b>c'était....</b> and it was....	un peu <i>a little</i> assez <i>quite</i> très very vraiment (really)	nul - rubbish amusant - fun marrant – funny passionnant - exciting rapide - fast
		<b>à la</b> pétanque <i>boules</i>			
		<b>aux</b> cartes <i>cards</i>			
	<b>je faisais</b> <i>I used to do</i>	<b>du</b> ski <i>some skiing</i>			
		<b>de la</b> natation <i>some swimming</i>			
		de l'équitation <i>some horse riding</i>			
		<b>des</b> randonnées <i>some walking</i>			
	<b>j'adorais</b> <i>I used to love</i> <b>j'aimais</b> <i>I used to like</i> <b>je n'aimais pas</b> <i>I didn't used to like</i> <b>je détestais</b> <i>I used to hate</i>	<b>le</b> hockey sur glace <i>ice-hockey</i>			
		<b>la</b> natation <i>swimming</i>			
		l'équitation <i>horse-riding</i>			
		<b>les</b> échecs <i>chess</i>			

### Key verbs in 4 tenses

Le week-end <i>The weekend</i>	<b>je joue</b> <i>I play / I am playing</i>	au rugby au tennis à la pétanque aux échecs  du ski de la natation des randonnées	...au centre-ville (at the town-centre)	...avec <b>mon</b> copain. (with my male friend)
	<b>nous jouons</b> <i>we play/we are playing</i>		...au parc (at the park)	...avec <b>mon</b> (beau-) père. (with my (step-)dad)
Le Samedi <i>On Saturday</i>	<b>je fais</b> <i>I do / I am doing</i>		...au centre sportif (at the sports centre)	
	<b>nous faisons</b> <i>we do/we are doing</i>		...à la campagne (at the countryside)	...avec <b>ma</b> copine. (with my female friend)
Le week-end prochain Weekend next	<b>je vais jouer</b> <i>I am / we are going to play</i>		...à la montagne (at the mountains)	...avec <b>ma</b> (belle-) mère. (with my (step-) mum)
	<b>je vais faire</b> <i>I am going to do</i>		...à la maison (at home)	
Demain tomorrow				
Un jour One day	<b>je voudrais jouer</b> <i>I would like to play</i>		...chez moi (at the house of me)	...avec <b>mes</b> copains /copines. (with my friends)
	<b>je voudrais faire</b> <i>I would like to do</i>		...chez mon ami (at the house of my friend)	...avec <b>mes</b> parents. (with my parents)
Quand j'étais plus jeune When I was more young	<b>je jouais</b> <i>I used to play</i>			
	<b>je faisais</b> <i>I used to do</i>			

## MFL – German

Conditional	noun	Connective	Conditional	Adjective
<b>Es gäbe =</b> <i>There would be...</i>  <b>Es hätte =</b> <i>It would have</i>  <b>Die Stadt hätte =</b> <i>The town would have</i>  <b>Ich möchte =</b> <i>I would like</i>	<b>einen Bahnhof =</b> <i>a station</i> <b>einen Marktplatz =</b> <i>a market square</i> <b>einen Strand =</b> <i>a beach</i> <b>einen Wasserpark =</b> <i>a waterpark</i> <b>einen Radweg =</b> <i>a cycle path</i> <b>einen Olympiapark =</b> <i>an Olympic park</i> <b>einen Hafen =</b> <i>a harbour</i>  <b>eine Kirche =</b> <i>a church</i> <b>eine Imbissstube =</b> <i>a snack bar</i> <b>eine Kegelbahn =</b> <i>a bowling alley</i> <b>eine Eisbahn =</b> <i>a skating rink</i> <b>eine Kunstgalerie =</b> <i>an art gallery</i>  <b>ein Kino =</b> <i>a cinema</i> <b>ein Schwimmbad =</b> <i>a swimming pool</i> <b>ein Schloss =</b> <i>a castle</i> <b>ein Stadtzentrum =</b> <i>a town centre</i> <b>ein Theater =</b> <i>a theatre</i> <b>ein Einkaufszentrum =</b> <i>a shopping centre</i> <b>ein Stadion =</b> <i>a stadium</i>	<b>und =</b> <i>and</i>  <b>aber =</b> <i>but</i>	<b>es wäre =</b> <i>It would be</i>  <b>die Stadt wäre =</b> <i>The town would be</i>	<b>alt =</b> <i>old</i> <b>modern =</b> <i>modern</i> <b>historisch =</b> <i>historic</i> <b>touristisch =</b> <i>touristic</i> <b>klein =</b> <i>small</i> <b>groß =</b> <i>big</i> <b>schön =</b> <i>beautiful</i> <b>laut =</b> <i>noisy / loud</i> <b>ruhig =</b> <i>quiet</i> <b>industriell =</b> <i>industrial</i>

### Wo wohnst du? (Where do you live?)

CORRECT FORM OF 'WOHNEN'	INDEFINITE ARTICLE	ADJECTIVE	NOUN	
<b>Ich wohne</b> [I live]  <b>Du wohnst</b> [you live]  <b>Er wohnt</b> [he lives]  <b>Sie wohnt</b> [she lives]  <b>Wir wohnen</b> [We live]  <b>Ihr wohnt</b> [you all live]  <b>Sie wohnen</b> [they live]	<b>in einem</b> <i>(in a)</i>	<b>alten</b> [old] <b>gemütlichen</b> [cosy] <b>großen</b> [big] <b>bunten</b> [multi-coloured] <b>hässlichen</b> [ugly] <b>kleinen</b> [small] <b>neuen</b> [new] <b>schönen</b> [beautiful] <b>modernen</b> [modern]	<b>Bungalow</b> [bungalow] <b>Wohnblock</b> [block of flats] <b>Wohnwagen</b> [caravan]	<b>am Stadtrand</b> [in the suburbs]  <b>an der Küste</b> [on the coast]
	<b>auf einem</b> <i>(on a)</i>		<b>Bauernhof</b> [farm]	<b>auf dem Land</b> [in the countryside]
	<b>in einer</b> <i>(in a)</i>		<b>Wohnung</b> [flat]	<b>im Stadtzentrum</b> [in the city centre]
	<b>in einem</b> <i>(in a)</i>		<b>Bauernhaus</b> [farmhouse] <b>Einfamilienhaus</b> [detached house] <b>Doppelhaus</b> [semi-detached house] <b>Hochhaus</b> [high-rise building] <b>Mehrfamilienhaus</b> [multi-family house] <b>Reihenhaus</b> [terraced house]	<b>in der Stadt</b> [in the city]  <b>in den Bergen</b> [in the mountains]  <b>in einem Dorf</b> [in a village]  <b>in der Nähe von Bristol</b> [near Bristol]

**Was wirst du in den Sommerferien machen?** *What will you do in the summer holidays?*

Part of 'werden'	+ infinitive	connective	+infinitive
<b>ich werde</b> = I will <b>du wirst</b> you will <b>er wird</b> He will <b>sie wird</b> She will <b>es wird</b> it will <b>wir werden</b> we will <b>ihr werdet</b> you will (plural) <b>Sie werden</b> you will <b>sie werden</b> they will  <b>Man kann</b> You can	<b>segeln</b> sail <b>klettern</b> climb <b>an den Strand gehen</b> go to the beach <b>wandern</b> hike <b>im See baden</b> bathe in the lake <b>tauchen</b> dive <b>windsurfen</b> windsurf <b>rodeln</b> toboggan <b>im Meer schwimmen</b> swim in the sea	<b>und</b> and  <b>oder</b> or	<b>Souvenirs kaufen</b> buy souvenirs <b>nach Interlaken fahren</b> travel to Interlaken <b>zwei Wochen bleiben</b> stay for two weeks <b>ein Picknick machen</b> have a picnic <b>das Schloss besuchen</b> visit the castle <b>meine Oma besuchen</b> visit my grandma <b>Tennis spielen</b> play tennis

Modal verb	Activity/place	Verb in the infinitive	Connective	activity	Verb in the infinitive
Man kann = you can	in den Park = to the park	gehen = go	und = and	den Park = the park den Dom = the cathedral den Strand = the beach den Wasserpark = the water park	besuchen = to visit
Man soll = you should	in die Stadt = to the town		auch = also		besichtigen = to visit (place)
Man könnte = you could	ins Museum = to the museum ins Kino = to the cinema ins Restaurant = to the restaurant  schwimmen = swimming wandern = walking/hiking segeln = sailing klettern = climbing		oder = or	Die Kunstgalerie = the art gallery Die Kirche = the church  Das Museum = the museum Das Schloss = the castle Das Einkaufszentrum = the shopping centre  die Sehenswürdigkeiten = the sights	sehen = to see

<b>Was möchten Sie?</b> <i>What would you like?</i>		
<b>Ich möchte</b> <i>I'd like</i>  <b>Ich hätte gern</b> <i>I'd like</i>	<b>einmal</b> <i>a portion of</i> <b>zweimal</b> <i>two portions of</i> <b>dreimal</b> <i>three portions of</i>	<b>Bratwurst</b> <i>fried sausage</i> <b>Hamburger</b> <i>hamburgers</i> <b>Pizza</b> <i>pizza</i> <b>Salat</b> <i>salad</i> <b>Pommes</b> <i>chips</i>
	<b>ein</b> <i>a/one</i>	<b>Eis</b> <i>ice-cream</i> <b>Mineralwasser</b> <i>mineral water</i>
	<b>eine</b> <i>a/one</i>	<b>Cola</b> <i>coke</i> <b>Tasse Tee</b> <i>cup of tea</i>
		<b>bitte</b> <i>please</i>

## MFL - Mandarin

nǐ xīng qī jǐ yǒu yīng wén kè  
你星期几有英文课? What day do you have English lesson?

wǒ xīng qī yī yǒu yīng wén kè  
我星期一有英文课。

Subject	Days of the week	Verb	School subjects	lesson
wǒ 我 I  péng yǒu 朋友 friend  Lily	xīng qī yī 星期一 Monday  xīng qī èr 星期二 Tuesday  xīng qī sān 星期三 Wednesday  xīng qī sì 星期四 Thursday  xīng qī wú 星期五 Friday  xīng qī liù 星期六 Saturday  xīng qī rì 星期日 Sunday  xīng qī tiān 星期天 Sunday	yǒu 有 have/has	zhōng wén 中文 Mandarin  yīng wén 英文 English  fǎ wén 法文 French  dé wén 德文 German  kē xué 科学 Science  shù xué 数学 Maths  lì shǐ 历史 History  dì lǐ 地理 Geography  tǐ yù 体育 P.E.  yīn yuè 音乐 music	kè 课。 lesson

wǒ bù xǐ huān zhōng wén kè , yě bù xǐ huān shù xué kè 。 I (dis)like Mandarin lesson, also (dis)like Maths lesson.

who	(dis)like	School subject	lesson	also	(dis)like	subject	lesson
wǒ 我 I	bù (不)	zhōng wén 中文 Mandarin	kè 课,	yě 也	bù (不)	yīng wén 英文 English	kè 课。
péng yǒu 朋友 friend	xǐ huān 喜欢	yīng wén 英文 English			xǐ huān 喜欢	fǎ wén 法文 French	
Lily		fǎ wén 法文 French				dé wén 德文 German	
gē gē 哥哥 Older brother		dé wén 德文 German				kē xué 科学 Science	
jiě jiě 姐姐 Older sister		kē xué 科学 Science				shù xué 数学 Maths	
		shù xué 数学 Maths				lì shǐ 历史 History	
		lì shǐ 历史 History				dì lǐ 地理 Geography	
		dì lǐ 地理 Geography				tǐ yù 体育 P. E.	
		tǐ yù 体育 P. E.				yīn lè 音乐 music	
		yīn lè 音乐 music				zhōng wén 中文 Mandarin	

wǒ shì xué shēng 。 I am a student.

Subject	am, is, are	Noun
wǒ 我 I	shì 是	xué shēng 学生 student
wǒ men 我们		xiǎo xué shēng 小学生 primary school student
nǐ 你		zhōng xué shēng 中学生 secondary school student
nǐ men 你们		dà xué shēng 大学生 university student
tā 他		lǎo shī 老师 teacher
tā men 他们		
tā 她		
tā men 她们		
gē gē 哥哥 Older brother		
jiě jiě 姐姐 Older sister		
dì dì 弟弟 Younger brother		
mèi mèi 妹妹 Younger sister		
péng yǒu 朋友 friend		

nǐ wèi shén me bù xǐ huān yīng wén kè  
你为什么(不)喜欢英文课? Why do (not) you like English lesson?

Subject	Like dislike	School subject	lesson	Link word for reason	subject	Verb for expressing opinion	School subject	Lesson or teacher	adjective
wǒ 我 I	xǐ huān 喜欢 like	zhōng wén Mandarin 英文 English fǎ wén French dé wén German kē xué Science shù xué Maths lì shǐ History dì lǐ Geography tǐ yù P.E. yīn yuè music	kè 课, lesson	yīn wéi 因为 because	wǒ 我 I	jué de 觉得 think  rèn wéi 认为 think	zhōng wén 中文 Mandarin yīng wén 英文 English fǎ wén 法文 French dé wén 德文 German kē xué 科学 Science shù xué 数学 Maths lì shǐ 历史 History dì lǐ 地理 Geography tǐ yù P.E. yīn yuè 音乐 music	kè 课 lesson  lǎo shī 老师 teacher	yǒu yì sī 有意思。 interesting yǒu yòng 有用。useful róng yì 容易。easy méi yǒu yì sī 没有意思。 not interesting hěn nán 很难。 very difficult  hěn yǒu hǎo 很友好。 very friendly hěn qīn qiè 很亲切。 very kind hěn yǒu qù 很有趣。 very funny

### The order of time words

Subject	Days of the week	AM or PM	time	have	School subject	lesson
wǒ 我 I	xīng qī yī 星期一 Monday xīng qī èr 星期二 Tuesday xīng qī sān 星期三 Wednesday xīng qī sì 星期四 Thursday xīng qī wú 星期五 Friday	shàng wú 上午 morning      xià wú 下午 afternoon	jiǔ diǎn 九点 9 o'clock  shí diǎn 十点 10 o'clock  shí yī diǎn bàn 十一点半 half past 11  liǎng diǎn 两点 2 o'clock	yǒu 有 have	zhōng wén Mandarin 英文 English fǎ wén French dé wén German kē xué Science shù xué Maths lì shǐ History dì lǐ Geography tǐ yù P.E. yīn yuè music	kè 课。 lesson

### The order of time words – negative form

Subject	Days of the week	AM or PM	time	negative	have	School subject	lesson
wǒ 我	xīng qī yī 星期一 Monday	shàng wǔ 上午 morning	jiǔ diǎn 九点 9 o'clock	méi 没 not	yǒu 有 have	zhōng wén 中文 Mandarin	kè 课。 lesson
	xīng qī èr 星期二 Tuesday		shí diǎn 十点 10 o'clock			yīng wén 英文 English	
	xīng qī sān 星期三 Wednesday		shí yī diǎn bàn 十一点半 half past 11			fǎ wén 法文 French	
	xīng qī sì 星期四 Thursday					dé wén 德文 German	
	xīng qī wǔ 星期五 Friday	xià wǔ 下午 afternoon	liǎng diǎn 两点 2 o'clock			kē xué 科学 Science	
						shù xué 数学 Maths	
						lì shǐ 历史 History	
						dì lǐ 地理 Geography	
						tǐ yù 体育 P.E.	
						yīn yuè 音乐 music	

wǒ bā diǎn shàng xué  
我八点上学。 I go to school at 8.

Subject	time	Verb phrase
wǒ 我	bā diǎn 八点 8 o'clock	shàng xué 上学 go to school
gē gē 哥哥 Older brother		chī wǔ fàn 吃午饭 eat lunch
jiě jiě 姐姐 Older sister	bā diǎn yī kè 八点一刻 8.15	fàng xué 放学 finish school
dì dì 弟弟 Younger brother	yī diǎn bàn 一点半 1.30	
mèi mèi 妹妹 Younger sister		
péng yǒu 朋友 friend	sān diǎn èr shí fēn 三点二十分 3.20	
Lily		

There is no single word for YES or NO in Chinese. If someone asks you a YES/NO question, you just repeat the verb and make it positive or negative.

Question	Answer
1 你 <sup>nǐ</sup> 是 <sup>shì</sup> 老师 <sup>lǎo shī</sup> 吗 <sup>ma</sup> ?	是 <sup>shì</sup> ，我 <sup>wǒ</sup> 是 <sup>shì</sup> 老师 <sup>lǎo shī</sup> 。  不是 <sup>bù shì</sup> ，我 <sup>wǒ</sup> 不是 <sup>bù shì</sup> 老师 <sup>lǎo shī</sup> 。我 <sup>wǒ</sup> 是 <sup>shì</sup> 学生 <sup>xué shēng</sup> 。
2 你 <sup>nǐ</sup> 喜欢 <sup>xǐ huān</sup> 看书 <sup>kàn shū</sup> 吗 <sup>ma</sup> ?	喜欢 <sup>xǐ huān</sup> ，我 <sup>wǒ</sup> 喜欢 <sup>xǐ huān</sup> 看书 <sup>kàn shū</sup> 。  不 <sup>bù</sup> 喜欢 <sup>xǐ huān</sup> ，我 <sup>wǒ</sup> 不 <sup>bù</sup> 喜欢 <sup>xǐ huān</sup> 看书 <sup>kàn shū</sup> 。
3 你 <sup>nǐ</sup> 今天 <sup>jīn tiān</sup> 有 <sup>yǒu</sup> 中文 <sup>zhōng wén</sup> 课 <sup>kè</sup> 吗 <sup>ma</sup> ?	有 <sup>yǒu</sup> ，我 <sup>wǒ</sup> 今天 <sup>jīn tiān</sup> 有 <sup>yǒu</sup> 中文 <sup>zhōng wén</sup> 课 <sup>kè</sup> 。  没 <sup>méi</sup> 有 <sup>yǒu</sup> ，我 <sup>wǒ</sup> 今天 <sup>jīn tiān</sup> 没 <sup>méi</sup> 有 <sup>yǒu</sup> 中文 <sup>zhōng wén</sup> 课 <sup>kè</sup> 。

姐<sup>jiě</sup>姐<sup>jiě</sup>在<sup>zài</sup>北<sup>běi</sup>京<sup>jīng</sup>学<sup>xué</sup>习<sup>xí</sup>。

subject	在 <sup>zài</sup>	Place	verb
我 <sup>wǒ</sup>	在 <sup>zài</sup>	北 <sup>běi</sup> 京 <sup>jīng</sup>	学 <sup>xué</sup> 习 <sup>xí</sup> 。
我 <sup>wǒ</sup> 们 <sup>men</sup>		上 <sup>shàng</sup> 海 <sup>hǎi</sup>	工 <sup>gōng</sup> 作 <sup>zuò</sup> 。
甘 <sup>gān</sup> 老 <sup>lǎo</sup> 师 <sup>shī</sup>		香 <sup>xiāng</sup> 港 <sup>gǎng</sup>	上 <sup>shàng</sup> 网 <sup>wǎng</sup> 。
爸 <sup>bà</sup> 爸 <sup>bà</sup>		家 <sup>jiā</sup>	玩 <sup>wán</sup> 儿 <sup>ér</sup> 电 <sup>diàn</sup> 脑 <sup>nǎo</sup> 游 <sup>yóu</sup> 戏 <sup>xì</sup> 。
妈 <sup>mā</sup> 妈 <sup>mā</sup>		学 <sup>xué</sup> 校 <sup>xiào</sup>	打 <sup>dǎ</sup> 网 <sup>wǎng</sup> 球 <sup>qiú</sup> 。
哥 <sup>gē</sup> 哥 <sup>gē</sup>		TCS	踢 <sup>tī</sup> 足 <sup>zú</sup> 球 <sup>qiú</sup> 。
朋 <sup>péng</sup> 友 <sup>yǒu</sup>		Taunton	
Tim			

wǒ shì yīng guó rén。  
我是英国人。

wǒ bù shì fǎ guó rén。  
我不是法国人。

WHO	AM/IS/ARE	COUNTRY	PERSON
wǒ 我	shì 是	zhōng guó 中国	rén 人。
wǒ men 我们		yīng guó 英国	
nǐ 你		fǎ guó 法国	
nǐ men 你们		dé guó 德国	
tā 他		měi guó 美国	
tā men 他们			
tā 她		rì běn 日本	
tā men 她们		xī bān yá 西班牙	
péng yǒu 朋友			
Tim			

wǒ men bān yǒu shí gè nán xué shēng, shí wǔ gè nǚ xué shēng。 In our class there are 10 male students, 15 female students.

Our class	there are	number	measure word	male or female	students
wǒ men bān 我们班 Our class	yǒu 有	shí 十	gè 个	nán 男	xué shēng 学生。
		shí wǔ 十五			
		èr shí 二十			
wǒ men xué xiào 我们学校 Our school		sān shí 三十		nǚ 女	
		yī qiān 一千			
		èr bǎi 二百			

## MFL - Spanish

### Y7 HT6 SB1

¿Qué te gusta hacer en tu tiempo libre? - What do you like doing in your spare time?

When	OPINION VERB	ACTIVITY
<b>En mi tiempo libre</b> <i>= In my spare time</i>	<b>Me gusta</b> <i>= I like</i>	<b>chatear</b> = <b>to</b> chat online
	<b>Me gusta mucho</b> <i>= I really like</i>	<b>escrib</b> ir correos = <b>to</b> write emails
	<b>Me encanta</b> <i>= I love</i>	<b>escuch</b> ar música = <b>to</b> listen to music
	<b>Me flipa</b> <i>= I'm crazy about</i>	<b>jug</b> ar al ordenador = <b>to</b> play on the computer <b>jug</b> ar a los videojuegos = <b>to</b> play video games
	<b>No me gusta</b> <i>= I don't like</i>  <b>Odio</b> <i>= I hate</i>	<b>leer</b> = <b>to</b> read  <b>mand</b> ar SMS = <b>to</b> send text messages <b>naveg</b> ar por internet = <b>to</b> surf the Internet <b>salir con mis</b> amigos = <b>to</b> go out with my friends  <b>ver</b> la televisión = <b>to</b> watch TV

### Y7 HT6 SB2

¿Qué te gusta hacer en tu tiempo libre? - What do you like doing in your spare time?

CONNECTIVE	OPINION VERB / PHRASE	VERB	INTENSIFIER	ADJECTIVE
<b>...porque</b>  <i>= ...because</i>	<b>en mi opinión</b> <i>= In my opinion</i>	<b>es</b> <i>= it is</i>	<b>un poco</b> = a bit / a little  <b>bastante</b> = fairly / quite  <b>muy</b> = very	<b>activo</b> = active <b>difícil</b> = difficult <b>entretenido</b> = entertaining <b>estresante</b> = stressful <b>estúpido</b> = stupid
	<b>pienso que</b> <i>= I think that</i>			<b>fácil</b> = easy <b>guay</b> = cool
	<b>creo que</b> <i>= I believe that</i>	<b>no es</b> <i>= it is <b>not</b></i>	<b>extremadamente</b> <i>= extremely</i>  <b>demasiado</b> = too	<b>importante</b> = important <b>inútil</b> = pointless <b>útil</b> = useful

Y7 HT6 SB3		¿Qué hora es? - What time is it?	
VERB	HOURS	MINUTES	TIME PHRASE
<b>Es la</b> = it is (+singular) <b>A la</b> = at (+singular)	<b>una</b> = one O'Clock	<b>y punto</b> = sharp <b>y cinco</b> = and five <b>y diez</b> = and ten	<b>de la mañana</b> = in the morning
<b>Son las</b> = it is (+plural) <b>A las</b> = at (+plural)	<b>dos</b> = two O'Clock <b>tres</b> = three O'Clock <b>cuatro</b> = four O'Clock <b>cinco</b> = five O'Clock <b>seis</b> = six O'Clock <b>siete</b> = seven O'Clock <b>ocho</b> = eight O'Clock <b>nueve</b> = nine O'Clock <b>diez</b> = ten O'Clock <b>once</b> = eleven O'Clock <b>doce</b> = twelve O'Clock	<b>y cuarto</b> = and a quarter <b>y veinte</b> = and twenty <b>y veinticinco</b> = and twenty five <b>y media</b> = and a half <b>menos veinticinco</b> = minus twenty five <b>menos veinte</b> = minus twenty <b>menos cuarto</b> = minus a quarter <b>menos diez</b> = minus ten <b>menos cinco</b> = minus five	<b>de la tarde</b> = in the afternoon  <b>de la noche</b> = in the evening

Y7 HT6 SB4		¿Qué vas a hacer ...? - What are you going to do...? The Near Future	
WHEN	VERB 'ir' (to go)	+ a	INFINITIVE
<b>Cuando sea mayor</b> = When I'm older  <b>El fin de semana próximo</b> = Next weekend  <b>En el futuro</b> = In the future  <b>La próxima semana</b> Next week  <b>Mañana</b> = Tomorrow	<b>voy ...</b> = I'm going  <b>él va ...</b> = he is going  <b>ella va ...</b> = she is going  <b>vamos</b> = we're going	...a...	hablar con mis amigos = <b>to</b> talk with my friends hacer atletismo = <b>to</b> do athletics hacer ciclismo = <b>to</b> ride a bike hacer equitación = <b>to</b> go horse riding hacer mis deberes = <b>to</b> do my homework hacer natación = <b>to</b> go swimming <b>ir al</b> cine = <b>to</b> go to the cinema <b>ir de</b> compras = <b>to</b> go shopping jugar <b>al</b> baloncesto = <b>to</b> play basketball jugar <b>al</b> fútbol = <b>to</b> play football sacar fotos = <b>to</b> take photos salir con mis amigos = <b>to</b> out with my friends tocar <b>la</b> guitarra = <b>to</b> play the guitar

**Y7 HT6 SB5**
**¿Cuándo haces deporte y a qué hora ...? - When do you do sport and at what time?**

FREQUENCY	ACTIVITY	TIME
<b>A menudo</b> = <i>Often</i>	juego <b>al</b> baloncesto = <i>I play basketball</i>	
<b>A veces</b> = <i>Sometimes</i>	juego <b>al</b> tenis = <i>I play tennis</i>	a <b>la</b> una = <i>at one</i>
<b>Generalmente</b> = <i>Generally</i>	juego <b>al</b> fútbol = <i>I play football</i>	
	juego <b>al</b> voleibol = <i>I play volleyball</i>	a <b>las</b> dos = <i>at two</i>
<b>Los lunes...</b> = <i>On Mondays...</i>	hago artes marciales = <i>I do martial arts</i>	
	hago equitación = <i>I go horse-riding</i>	a <b>las</b> tres y cuarto = <i>at quarter past two</i>
<b>Normalmente</b> = <i>Normally</i>	hago esquí = <i>I go skiing</i>	
<b>Nunca</b> = <i>Never</i>	hago gimnasia = <i>I do gymnastics</i>	
	hago natación = <i>I go swimming</i>	a <b>las</b> cuatro y media = <i>at half past four</i>
<b>Siempre</b> = <i>Always</i>	hago patinaje = <i>I go rollerskating</i>	
<b>Todos los días</b> = <i>Every day</i>	hago patinaje sobre hielo = <i>I go ice skating</i>	a <b>las</b> cinco menos cuarto = <i>at quarter to five</i>

# Music

## What Makes a Good Song?

Exploring Popular Songs and Musical Arrangements

### A. Popular Song Structure

**SONG STRUCTURE** – How a song is made up of or divided into different sections (see below) and the order in which these sections occur. To work out the structure of a song, it's helpful to analyse the **LYRICS** and listen to a recording for the song (for instrumental sections).

**INTRO** – often shortened to 'intro', the first section of a song which sets the mood of the song and is sometimes, but not always, an instrumental section using the song's chord pattern.

**VERSES** – songs normally have several verses. Verses introduce the song's theme and have the same melody but different lyrics for each verse which helps develop the song's narrative and story. Songs made up entirely of verses are called **STROPHIC**.

**LINK** – a optional short section often used to join different parts of a song together, often instrumental, and sometimes joins verses together or appears at other points within a song.

**PRE-CHORUS** – an optional section of music that occurs before the **CHORUS** which helps the music move forward and "prepare" for what is to come.

**CHORUS** – occurs several times within a song and contains the most memorable **HOOK/RIFF**. The chorus relays the message of the song and is repeated with the same melody and lyrics each time it is heard. In popular songs, the chorus is often repeated several times towards the end of the song.

**MIDDLE 8/BRIDGE** – a section (often 8 bars in length) that provides contrasting musical material often featuring an instrumental or vocal solo using new musical material allowing the performer to display their technical skill on their instrument or voice.

**CODA/OUTRO** – The final section of a popular song which brings it to an end (Coda is Italian for "tail"!)

### B. Key Words

**LYRICS** – The words of a song, usually consisting of **VERSES** and a **CHORUS**.

**HOOK** – A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece. Hooks can be either **MELODIC**, **RHYTHMIC** or **VERBAL/LYRICAL**.

**RIFF** – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. Riffs can be rhythmic, melodic or lyrical, short and repeated.

**MELODY** – The main tune of the song often sung by the **LEAD SINGER**.

**COUNTER-MELODY** – An 'extra' melody often performed 'on top of' the main melody that 'fits' with it a **DESCANT** or **INSTRUMENTAL SOLO**.

**TEXTURE** – The layers that make up a song e.g., *Melody, Counter-Melody, Hooks/Riffs, Chords, Accompaniment, Bass Line*.

### C. Lead Sheet Notation and Arrangements

A **LEAD SHEET** is a form of musical **NOTATION** that contains only the essential elements of a popular song such as the **MELODY**, **LYRICS**, **RIFFS**, **CHORDS** (often as guitar chord symbols) and **BASS LINE**; it is not as developed as a **FULL SCORE ARRANGEMENT** and is open to interpretation by performers who need to use and adapt the given elements to create their own musical **ARRANGEMENT**: their "version" of an existing song.

**COVER (VERSION)** – A new performance, remake or recording by someone other than the original artist or composer of the song.

### D. Conjunct and Disjunct Melodic Motion

**CONJUNCT MELODIC MOTION** – Melodies which move mainly by step or use notes which are next to or close to one another.

**DISJUNCT MELODIC MOTION** – Melodies which move mainly by leap or use notes which are not next to or close to one another.

**MELODIC RANGE** – The distance between the lowest and highest pitched notes in a melody.

### E. Song Timbre and Sonority (Instruments that are used to Accompany Songs)

Pop Bands often feature a **DRUM KIT** and **PERCUSSION** to provide the rhythm along with **ELECTRIC GUITARS** (**LEAD GUITAR**, **RHYTHM GUITAR** and **BASS GUITAR**) and **KEYBOARDS**. Sometimes **ACOUSTIC INSTRUMENTS** are used such as the **PIANO** or **ACOUSTIC GUITAR**. **ORCHESTRAL INSTRUMENTS** are often found in pop songs such as the **STRINGS**, **SAXOPHONE**, **TROMBONE** and **TRUMPET**.

Singers are essential to a pop song - **LEAD SINGER** – Often the "frontline" member of the band (most famous) who sings most of the melody line to the song. **BACKING SINGERS** support the lead singer providing **HARMONY** or a **COUNTER-MELODY** (a melody that is often higher in pitch and different, but still 'fits with' the main melody) and do not sing all the time but just at certain points within a pop song e.g. in the chorus.

## DR SMITH: BUILDING ON WHAT YOU ALREADY KNOW

**D**ynamics - volume

**R**hythm - how long notes last and how they are grouped together in a pattern

**S**tructure - the different sections in a piece of music (AB, ABA, verse/chorus)

**M**elody - the tune or most important layer in a piece of music. In pop songs the singer has the melody.

**M**etre is the time signature, always put at the beginning of a piece of music. It tells us how many beats are in a bar.

**I**strumentation - what instruments are used

**A**rticulation - the way you play your instrument - staccato - detached and spikey, legato - playing smoothly.

**T**exture - the different layers happening within a piece.

-Monophonic - a single unaccompanied line of music, one layer. -Homophonic - multiple layers of music but everything moves in chunks, the same rhythm. -

Polyphonic - multiple layers of music doing different

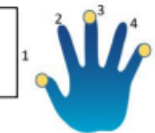
things. **T**empo – speed. **T**onality - what key is the piece in -Major gives a happy feel -Minor makes the music seem sadder.

**H**armony – more than one note at the same time

## Pop Song

Harmony - Chords

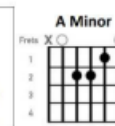
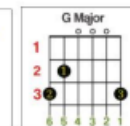
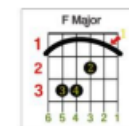
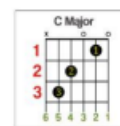
Challenge: Use fingers 1, 3, and 5 when playing chords on piano



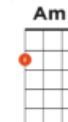
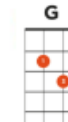
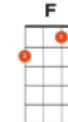
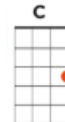
**C Major Scale**

**C Major triads (3 note chords)**

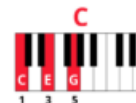
Guitar



Ukulele



Piano





**The Castle School**  
ACHIEVE | BELONG | PARTICIPATE

# Term 6



Use the QR code to  
learn more about  
Democracy



**British Values  
and Extremism**



**Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance.

What does ACT stand for? Use the QR code.  
A \_\_\_\_\_ C \_\_\_\_\_ T \_\_\_\_\_

## Mental health & wellbeing...

List as many ways you can think of to boost your mental health and wellbeing




What are the 5 sections of the eat well plate?



British  
RedCross



What are the most important two things to do if someone is having a severe allergic reaction?

.....  
.....

Achieve . Belong . Participate

# Religion and Worldviews - What did the Buddha teach about suffering?

## Week 1 – What are the four Noble truths and how do they help understand suffering?

A long time ago, in Northern India, there was a man named Siddhartha Gautama. He became known as the Buddha, which means "the Enlightened One." After many years of searching for the truth, he finally understood how to end suffering. He wanted to share this knowledge with others, so he gave his first sermon at a place called the Deer Park. In his sermon, the Buddha talked about something very important called the Four Noble Truths. These truths help us understand why we suffer and how we can stop suffering.

**The First Noble Truth: The Truth of Suffering (Dukkha):** the Buddha said that life is full of suffering. This doesn't mean that life is always bad, but that everyone experiences pain, sadness, and disappointment at times. For example, when we lose a belonging, get hurt, or feel sad, we are experiencing suffering.

**The Second Noble Truth: The Cause of Suffering (Samudaya):** the Buddha explained that suffering happens because of our desires and attachments. We often want things to be a certain way, and when they aren't, we feel unhappy. For example, if we really want a new game but can't have it, we might feel upset.

**The Third Noble Truth: The End of Suffering (Nirodha):** the good news is that the Buddha said we can end our suffering. If we stop being so attached to our desires and learn to accept things as they are, we can find peace and happiness.

**The Fourth Noble Truth: The Path to End Suffering (Magga):** the Buddha taught that there is a path we can follow to end suffering. This path is called the Noble Eightfold Path. It includes things like being kind, speaking truthfully, and thinking wisely. By following this path, we can live a happier life.

The Buddha's teachings help us understand that while suffering is a part of life, we can learn to deal with it in a way that brings us peace. By understanding the Four Noble Truths and following the Noble Eightfold Path, we can find happiness and help others do the same.

## Week 3 - How does following the eight-fold path lead to the end of suffering?

Once upon a time, in a peaceful village nestled among the mountains, there lived a young girl named Maya. Maya was kind-hearted and always eager to help others, but she often felt sad and worried. She didn't understand why life sometimes felt so difficult. One day, Maya met an old monk named Ananda who was visiting the village. Ananda was wise and had spent many years studying the teachings of the Buddha. Maya decided to ask him for advice. "Why do I feel so sad and worried, even when I try to be good?" Maya asked. Ananda smiled gently and said, "Maya, the Buddha taught us that suffering is a part of life, but he also showed us a way to end it. This way is called the Noble Eightfold Path. Let me tell you about it."

Ananda began to explain the Eightfold Path to Maya:

1. **Right Understanding:** Knowing the truth about life and suffering.
2. **Right Thought:** Thinking kindly and wisely.
3. **Right Speech:** Speaking truthfully and kindly.
4. **Right Action:** Doing good deeds and avoiding harm.
5. **Right Livelihood:** Choosing a job that helps others and does no harm.
6. **Right Effort:** Trying hard to do good and avoid bad.

7. **Right Mindfulness:** Being aware of your thoughts, feelings, and actions.
8. **Right Concentration:** Focusing your mind through meditation.

Maya listened carefully and decided to follow the Eightfold Path. She started by understanding that suffering is a part of life and that it comes from our desires and attachments. She learned to think kindly and wisely, and she began to speak truthfully and kindly to everyone she met. Maya also made sure her actions were good and helpful. She chose a job that allowed her to help others, and she worked hard to do her best. She practiced being aware of her thoughts and feelings, and she learned to meditate to focus her mind.

As time went by, Maya noticed that she felt happier and more peaceful. She wasn't as worried or sad anymore. She realised that by following the Eightfold Path, she was able to understand and deal with her suffering in a better way. One day, Maya met Ananda again and thanked him for his advice. "I feel so much better now," she said. "Following the Eightfold Path has helped me find peace and happiness." Ananda smiled and said, "The Buddha's teachings are like a guiding light. By following the Eightfold Path, you have learned to end your suffering and find true happiness. Remember to keep practicing and sharing this wisdom with others." Maya nodded and promised to continue her journey on the Eightfold Path, helping others find peace and happiness just as she had.

### **Week 5 – What is compassion (Karuna) and loving kindness and how are these beliefs important for ending suffering?**

In a serene village surrounded by lush forests and flowing rivers, there lived a young girl named Lotus. Lotus was known for her gentle nature and her willingness to help anyone in need. However, she often felt overwhelmed by the suffering she saw around her and didn't know how to make a real difference. One day, Lotus met an elderly monk named Bhante who was visiting the village. Bhante was wise and had spent many years practicing the teachings of the Buddha. Lotus decided to seek his guidance.

"Bhante," Lotus said, "I see so much suffering around me, and I want to help, but I don't know how. What can I do to make a difference?"

Bhante smiled warmly and said, "Lotus, the Buddha taught us that compassion and loving-kindness are powerful tools for overcoming suffering. Let me tell you a story."

Bhante began to share a story about the Buddha's teachings:

A long time ago, there was a prince named Siddhartha who became the Buddha. He realised that all beings experience suffering, and he wanted to find a way to help them. The Buddha discovered that by practicing compassion (karuna) and loving-kindness (metta), we can alleviate our own suffering and the suffering of others. Compassion means feeling empathy for others and wanting to help them. Loving-kindness means wishing happiness and well-being for all beings, without expecting anything in return. The Buddha taught that by cultivating these qualities, we can create a more peaceful and harmonious world.

Inspired by Bhante's story, Lotus decided to practice compassion and loving-kindness in her daily life. She started by being kind to herself, understanding that she needed to take care of her own well-being to help others. She then extended her kindness to her family, friends, and even strangers. Lotus noticed the positive effects of her actions. When she helped an elderly neighbour carry shopping, she saw the gratitude in their eyes. When she comforted a friend who was feeling sad, she felt a sense of warmth and connection. She realised that her compassion and loving-kindness were making a real difference.

One day, Lotus saw a young boy named Arun sitting alone and crying by the river. She approached him and gently asked, "What's wrong, Arun?"

Arun looked up with tear-filled eyes and said, "I lost my favourite toy, and I can't find it anywhere."

Lotus felt a deep sense of compassion for Arun. She sat beside him and said, "I'm sorry you're feeling sad, Arun. Let's look for your toy together."

They searched the area and eventually found the toy stuck in some bushes. Arun's face lit up with joy, and he hugged Lotus tightly. "Thank you, Lotus! You're so kind."

Lotus smiled and said, "I'm happy I could help. Remember, Arun, whenever you feel sad, there are people who care about you and want to help."

As Lotus continued to practice compassion and loving-kindness, she noticed that her own suffering began to lessen. She felt more connected to others and found a sense of purpose in helping those in need. She realised that by spreading compassion and loving-kindness, she was creating a ripple effect of positivity and healing.

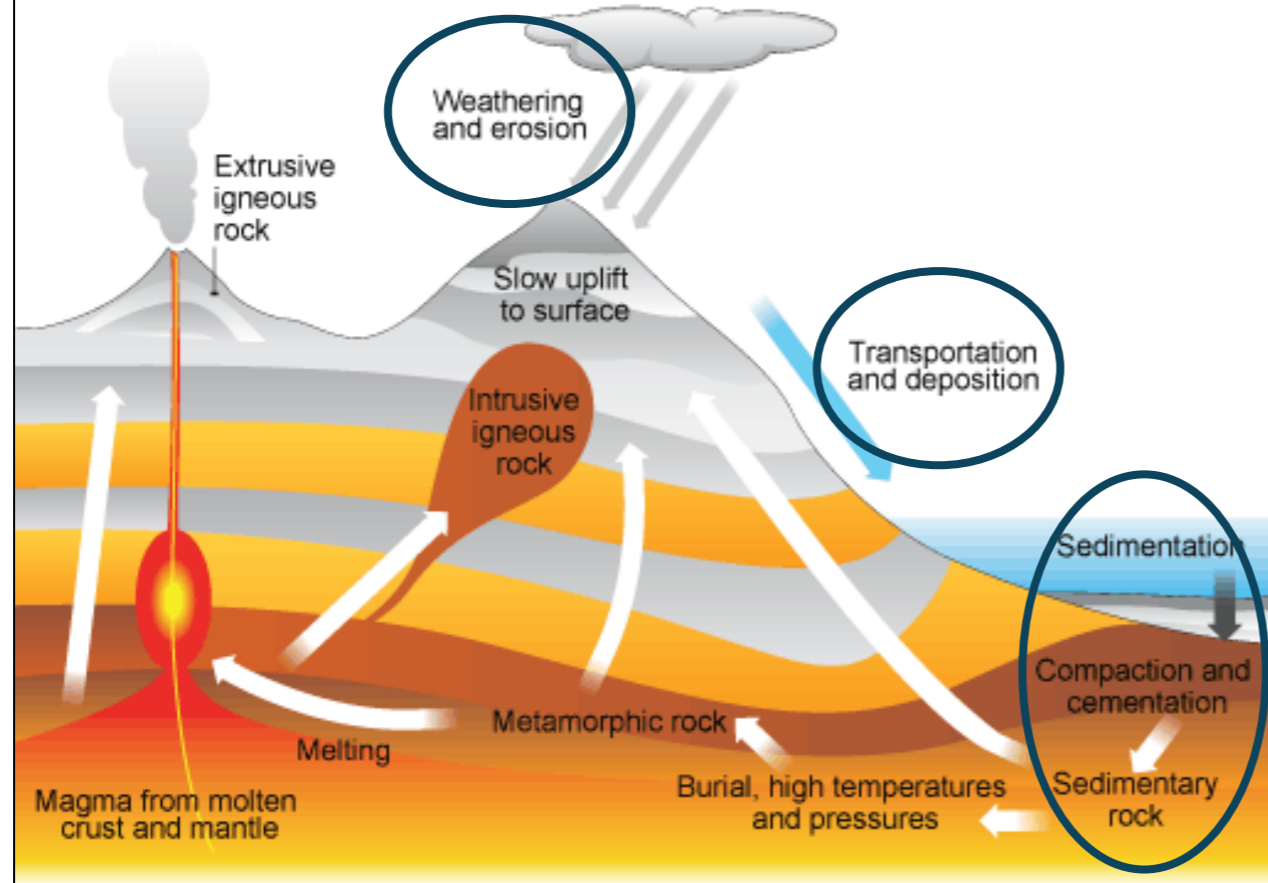
Bhante saw the change in Lotus and said, "You have learned well, Lotus. The Buddha's teachings on compassion and loving-kindness are powerful tools for overcoming suffering. By practicing them, you are not only helping others but also finding peace and happiness within yourself."

Lotus nodded and promised to continue her journey of compassion and loving-kindness, knowing that she was making the world a better place, one kind act at a time.

## Chemistry

### Week 1 - What is a fossil?

Sedimentary rock formation:



**Weathering and erosion** – bits of rock are broken off. This can be through chemical, physical or biological weathering.

**Transportation and deposition** – small parts of rocks (sediment) are transported away and deposited into the ocean

**Sedimentation** – sediment settles to the bottom of the ocean

**Compaction and cementation** – over many years the sediment gets compacted under the high pressure.

Fossils as the 'remains of once living animals or plants.' They are found in sedimentary rocks

Two main types of fossil: Body fossil - fossilised remains of a plant or animal e.g. a bones, shell, leaves and Trace fossil - record an activity of an animal e.g. footprints, trackways, coprolites.

**Body fossils** show us what a plant or animal looked like. They are the fossilised remains of an animal or plant, like bones, shells and leaves.



The fossilised dinosaur skeletons and big bones we see, petrified wood and whole body fossils (mammoths caught in ice or insects trapped in amber) are all body fossils.

Fossils can give information about how long ago a plant/animal lived.

Fossil records can show how an organism has evolved over time

The fossil record is not complete!

People who study fossils are called palaeontologists.

**Trace fossils** record the activity of an animal. These include footprints, trackways, and coprolites (fossil poo!).



## Week 2 - What are fossil fuels?

The three fossil fuels are crude oil, coal and natural gas.

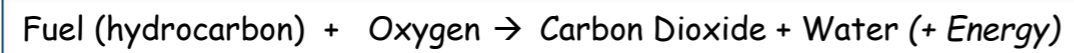
Fossil fuels are non-renewable because they are being used quicker than they are being replaced. This means they are running out.

Crude oil formation: Formed from ancient dead animals and plants which have been buried in sediment and compressed over many years.

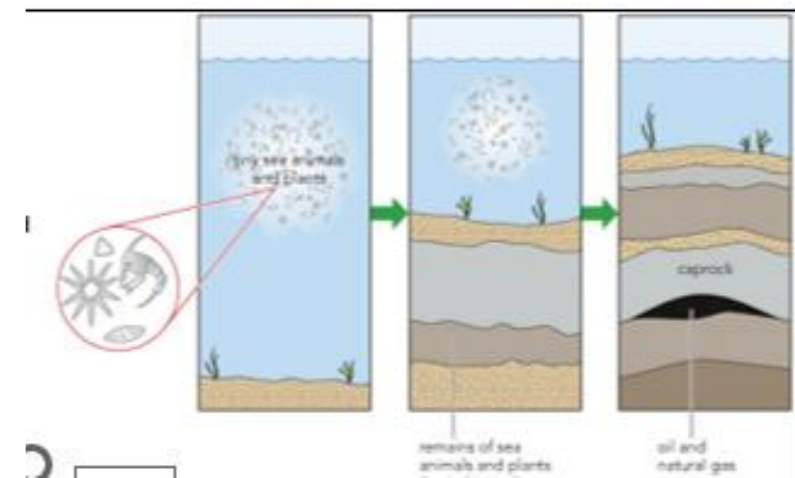
Uses of fossil fuels:

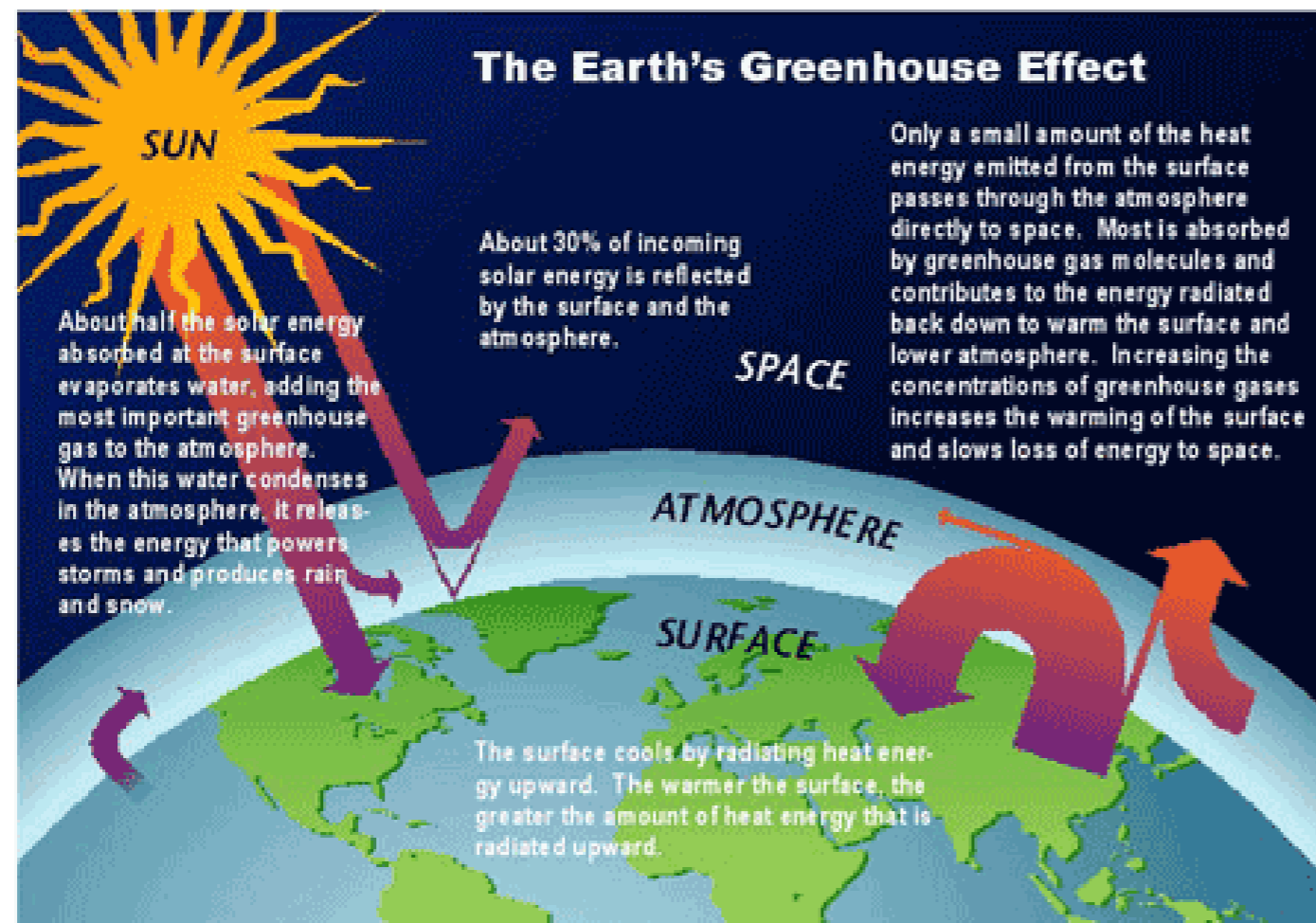
Crude oil can be used in cooking, to fuel cars, to fuel ships and even to make tarmac.

Energy is released when we burn fossil fuels (combustion)



Problems with burning fossil fuels including the release of carbon dioxide (a greenhouse gas) that contributes to global warming.





Burning fossil fuels also produces acid rain. This causes lakes and soil to become more acidic. Crops can fail to grow and aquatic organisms can die.

Global warming can lead to ice caps melting, sea levels rising, more extreme weather, loss of land and habitats.

### Week 3 - Finite resources and recycling.

Finite resources are substances that can only be used once and are in limited supply. e.g. oil, metals, rocks

There are a number of reasons why recycling is so important:

At home we can recycle:

- Glass
- Metals
- Paper
- Card
- Plastic



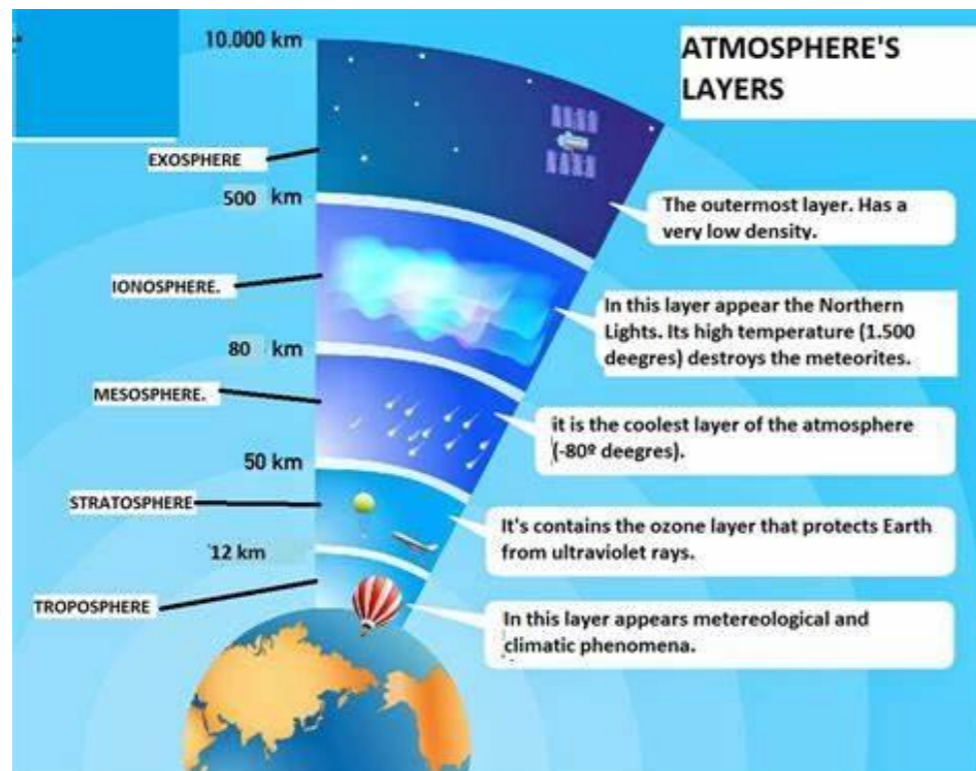
Finite = Can only be used once and is in limited supply

Infinite = Can be used more than once or is in unlimited supply

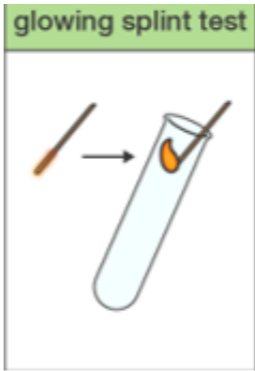
Sustainable = Able to be maintained at a certain rate or level

Renewable = Will not run out in the foreseeable future

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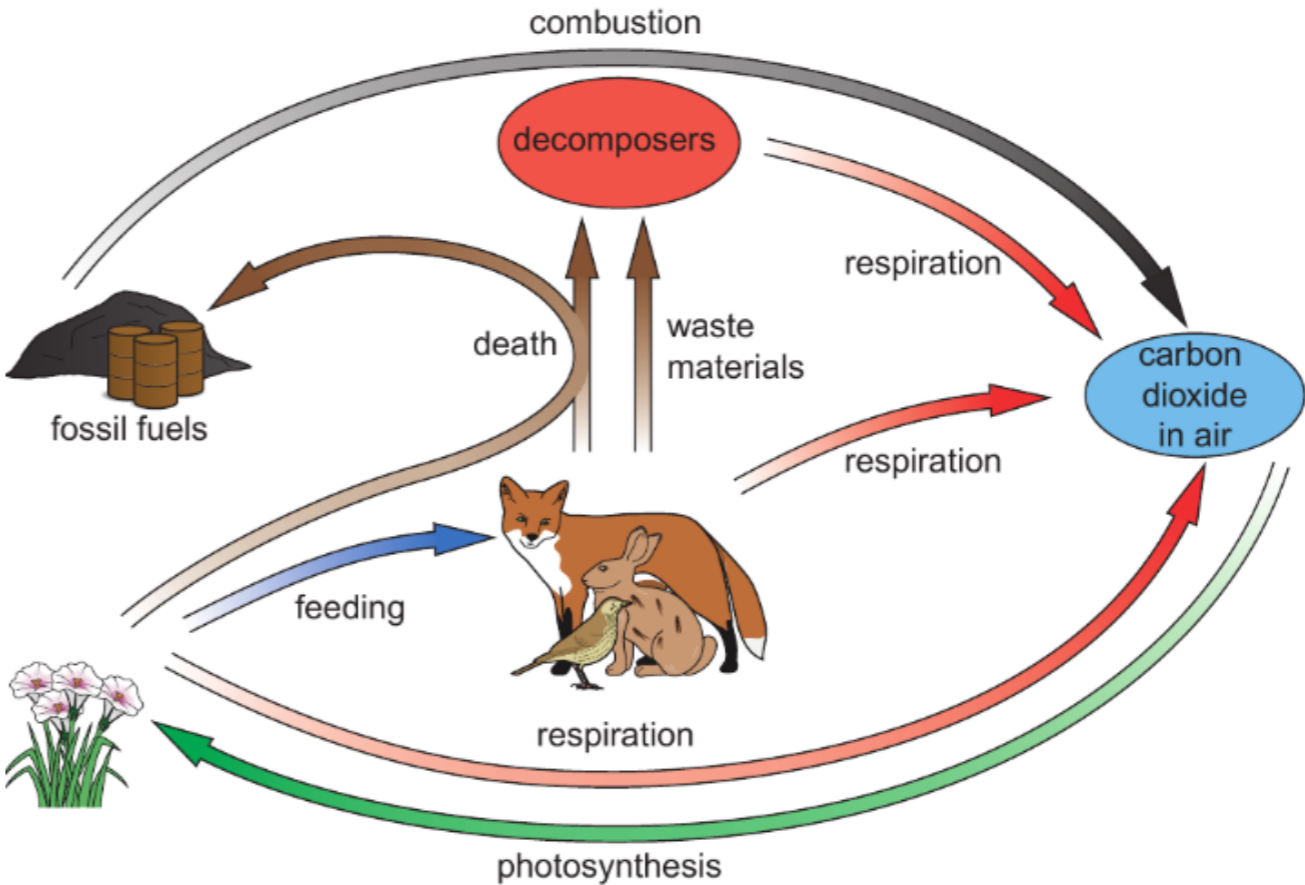
Test for oxygen gas:  
Place a glowing splint over the gas. If it relights the splint it is oxygen!



# **Week 5 - The Carbon Cycle**

The carbon cycle involves the following processes:

- Photosynthesis - a chemical reaction uses carbon dioxide from the atmosphere.
- Combustion - a chemical reaction which reacts carbon (in fuels) with oxygen and releases it as carbon dioxide into the atmosphere.
- Respiration - a chemical reaction which releases carbon dioxide into the atmosphere
- Decomposition – when an organism is broken down by microorganisms
- Feeding – when one organism eats another
- Fossilisation – turning into a fossil over thousands of years.



**Week 6 -  
How do  
we choose  
materials?**

- Composite materials are made from 2 different types of materials.
- They are different in their chemical or physical properties and are merged to create a new type of material.
- Examples of composite materials:



Plywood  
flooring



Metal roofing



MDF kitchen  
cabinets



Concrete  
bathroom  
floor



PVC windows



Polythene bags

How do we choose which materials to use for different jobs?

- Abundance of raw material
- Extraction method and cost
- Physical properties
- Manufacturing cost and energy
- Environmental impact including carbon footprint.

We have to look at the whole life cycle of a product to know if it is sustainable for use. This might include:

- How raw materials are extracted
- How different materials work together
- How materials can be disposed effectively