



Knowledge Organisers

Year 7

Summer Half Term 2

'Practice of what is taught'

Name:

Tutor:

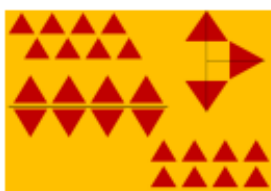
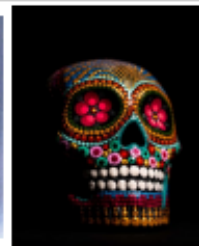
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Year 7 - Cultural Arts project

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.

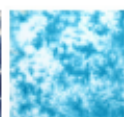


Symbolism—understanding how shapes and imagery can be used to create symbols which have a meaning, sometimes obvious sometimes hidden. Adinkra symbols/Symbolic alphabets are a key example to look at.

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

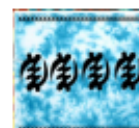


Tie dyeing – Using elastic bands, beads and dye to create patterns in fabrics. Understanding different techniques such as pleating, twisting and folding to create different patterns on fabric.



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



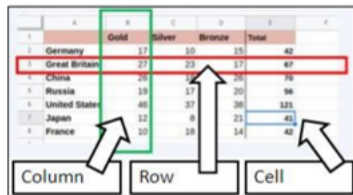
The Castle School
ACHIEVE | BELONG | PARTICIPATE

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 (=).

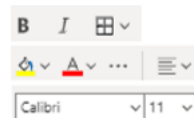
'+' add
'-' subtract
'*' multiply
'/' divide

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

| | |
|--------------------|---|
| Spreadsheet | A program that is used to organise and analyse data. |
| Row | The range of cells that go horizontal on the spreadsheet. The rows are numbered – 1, 2, 3 ... |
| Column | The range of cells that go vertical on the spreadsheet. The columns are lettered –A, B, C ... |
| Cell | The box in which you can enter a single piece of data, formulas or functions |
| Formulas | Needed for calculations; =A1*B3 |
| Function | 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.

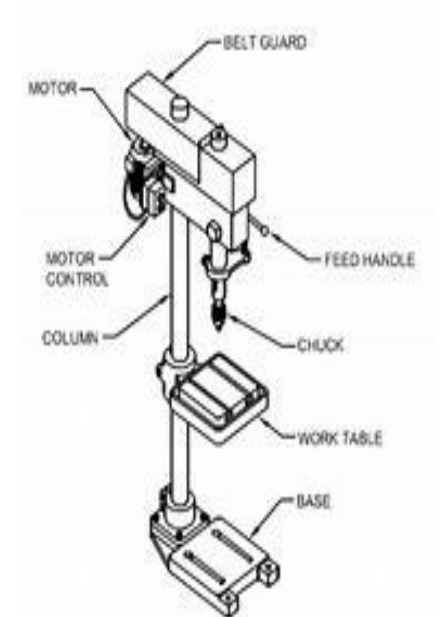
2. Drill the Hole:

- **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

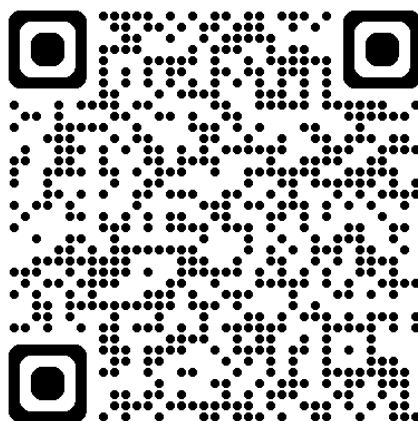
Week 5: Values

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) |
|---|---|--|
| Week 1 What were the Beliefs and Cure of the Black Death? | <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"> 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 (miasma), they would catch the plague. 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. 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. <p>In order to avoid catching the plague, medieval people came up with following ideas.</p> <ul style="list-style-type: none"> They carried a bunch of herbs and held it to their nose at all times They went on pilgrimage to Canterbury to say sorry to God People called flagellants walked through the streets of London singing hymns and whipping each other to show how sorry they were to God. They prayed to God and confessed their sins They forced sick people to leave villages and towns, in order to quarantine. | <p>Confess – admitting that you have done something wrong</p> <p>Flagellants - whipping yourself to say sorry to God</p> <p>Miasma – poisonous air, which Medieval people believed spread disease.</p> <p>Quarantine – where diseased people must be isolated to prevent others from catching the disease.</p> |
| Week 3 What were the effects of the Black Death on Medieval Society? | <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"> After the plague there was a shortage of labourers, which meant that wages went up. In 1351, the government passed a law called the Statute of Labourers, 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. Some villages lost nearly all their people. So, survivors were able to buy or rent all the spare land. Most peasants were villeins. After the Black Death, the lords/landowners were short of labourers, so the peasants were able to bargain with them. This helped to free the peasants from the lord's control. | <p>Labourer – someone who works on the land.</p> <p>Statute of Labourers – a rule or law that attempted to keep wages low.</p> |

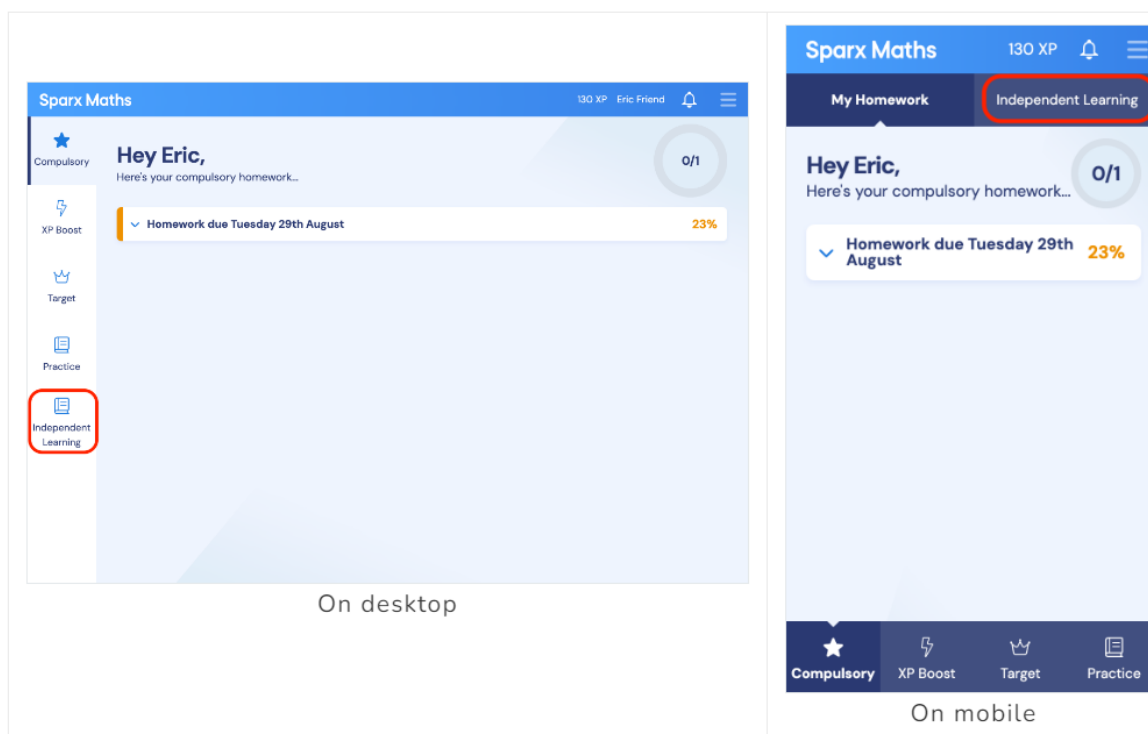
| | | |
|--|---|--|
| | <ul style="list-style-type: none"> The peasants had a better standard of living. They were able to rebuild their houses, making them bigger and more comfortable. They ate better food, including more meat and even wore better clothes. | <p>Villein – A peasant who was not free to move away from his master's land.</p> <p>A.M Gould – a local Historian in Somerset</p> |
| <p>Week 5</p> <p>How did the Black Death affect areas like Somerset?</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, A.M Gould, 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>Clergy – bishops and priests</p> <p>Ravished – destroyed</p> <p>Wrath, Hostility - anger</p> <p>A.M Gould – 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> | je jouais <i>I used to play</i> | au netball <i>netball</i> | et c'était.... 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 |
| | | à la pétanque <i>boules</i> | | | |
| | | aux cartes <i>cards</i> | | | |
| | je faisais <i>I used to do</i> | du ski <i>some skiing</i> | | | |
| | | de la natation <i>some swimming</i> | | | |
| | | de l'équitation <i>some horse riding</i> | | | |
| | | des randonnées <i>some walking</i> | | | |
| | j'adorais <i>I used to love</i> j'aimais <i>I used to like</i> je n'aimais pas <i>I didn't used to like</i> je détestais <i>I used to hate</i> | le hockey sur glace <i>ice-hockey</i> | | | |
| | | la natation <i>swimming</i> | | | |
| | | l'équitation <i>horse-riding</i> | | | |
| | | les échecs <i>chess</i> | | | |

Key verbs in 4 tenses

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

MFL – German

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

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

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

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

| | | |
|--|--|---|
| Was möchten Sie? <i>What would you like?</i> | | |
| Ich möchte <i>I'd like</i> Ich hätte gern <i>I'd like</i> | einmal <i>a portion of</i> zweimal <i>two portions of</i> dreimal <i>three portions of</i> | Bratwurst <i>fried sausage</i> Hamburger <i>hamburgers</i> Pizza <i>pizza</i> Salat <i>salad</i> Pommes <i>chips</i> |
| | ein <i>a/one</i> | Eis <i>ice-cream</i> Mineralwasser <i>mineral water</i> |
| | eine <i>a/one</i> | Cola <i>coke</i> Tasse Tee <i>cup of tea</i> |
| | | bitte <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 yīng wén 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 yīng wén 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 ^{nǐ} 是 ^{shì} 老师 ^{lǎo shī} 吗 ^{ma} ? | 是 ^{shì} ，我 ^{wǒ} 是 ^{shì} 老师 ^{lǎo shī} 。 不是 ^{bù shì} ，我 ^{wǒ} 不是 ^{bù shì} 老师 ^{lǎo shī} 。我 ^{wǒ} 是 ^{shì} 学生 ^{xué shēng} 。 |
| 2 你 ^{nǐ} 喜欢 ^{xǐ huān} 看书 ^{kàn shū} 吗 ^{ma} ? | 喜欢 ^{xǐ huān} ，我 ^{wǒ} 喜欢 ^{xǐ huān} 看书 ^{kàn shū} 。 不 ^{bù} 喜欢 ^{xǐ huān} ，我 ^{wǒ} 不 ^{bù} 喜欢 ^{xǐ huān} 看书 ^{kàn shū} 。 |
| 3 你 ^{nǐ} 今天 ^{jīn tiān} 有 ^{yǒu} 中文 ^{zhōng wén} 课 ^{kè} 吗 ^{ma} ? | 有 ^{yǒu} ，我 ^{wǒ} 今天 ^{jīn tiān} 有 ^{yǒu} 中文 ^{zhōng wén} 课 ^{kè} 。 没 ^{méi} 有 ^{yǒu} ，我 ^{wǒ} 今天 ^{jīn tiān} 没 ^{méi} 有 ^{yǒu} 中文 ^{zhōng wén} 课 ^{kè} 。 |

姐^{jiě}姐^{jiě}在^{zài}北^{běi}京^{jīng}学^{xué}习^{xí}。

| subject | 在 ^{zài} | Place | verb |
|--|------------------|--------------------------------------|--|
| 我 ^{wǒ} | 在 ^{zài} | 北 ^{běi} 京 ^{jīng} | 学 ^{xué} 习 ^{xí} 。 |
| 我们 ^{wǒ men} | | 上 ^{shàng} 海 ^{hǎi} | 工 ^{gōng} 作 ^{zuò} 。 |
| 甘 ^{gān} 老 ^{lǎo} 师 ^{shī} | | 香 ^{xiāng} 港 ^{gǎng} | 上 ^{shàng} 网 ^{wǎng} 。 |
| 爸 ^{bà} 爸 ^{bà} | | 家 ^{jiā} | 玩 ^{wán} 儿 ^{ér} 电 ^{diàn} 脑 ^{nǎo} 游 ^{yóu} 戏 ^{xì} 。 |
| 妈 ^{mā} 妈 ^{mā} | | 学 ^{xué} 校 ^{xiào} | 打 ^{dǎ} 网 ^{wǎng} 球 ^{qiú} 。 |
| 哥 ^{gē} 哥 ^{gē} | | TCS | 踢 ^{tī} 足 ^{zú} 球 ^{qiú} 。 |
| 朋 ^{péng} 友 ^{yǒu} | | 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 |
|--|---|--|
| En mi tiempo libre <i>= In my spare time</i> | Me gusta <i>= I like</i> | chatear = <i>to chat online</i> |
| | Me gusta mucho <i>= I really like</i> | escribir correos = <i>to write emails</i> |
| | Me encanta <i>= I love</i> | escuchar música = <i>to listen to music</i> |
| | Me flipa <i>= I'm crazy about</i> | jugar al ordenador = <i>to play on the computer</i> jugar a los videojuegos = <i>to play video games</i> |
| | No me gusta <i>= I don't like</i> Odio <i>= I hate</i> | leer = <i>to read</i> mandar SMS = <i>to send text messages</i> navegar por internet = <i>to surf the Internet</i> salir con mis amigos = <i>to go out with my friends</i> ver la televisión = <i>to watch TV</i> |

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

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

| Y7 HT6 SB4 | | ¿Qué vas a hacer ...? - What are you going to do...? The Near Future | |
|--|---|--|---|
| WHEN | VERB 'ir' (to go) | + a | INFINITIVE |
| Cuando sea mayor = When I'm older El fin de semana próximo = Next weekend En el futuro = In the future La próxima semana Next week Mañana = Tomorrow | voy ... = I'm going él va ... = he is going ella va ... = she is going vamos = we're going | ...a... | hablar con mis amigos = to talk with my friends hacer atletismo = to do athletics hacer ciclismo = to ride a bike hacer equitación = to go horse riding hacer mis deberes = to do my homework hacer natación = to go swimming ir al cine = to go to the cinema ir de compras = to go shopping jugar al baloncesto = to play basketball jugar al fútbol = to play football sacar fotos = to take photos salir con mis amigos = to out with my friends tocar la guitarra = to 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 |
|---|---|---|
| A menudo = <i>Often</i> | juego al baloncesto = <i>I play basketball</i> | |
| A veces = <i>Sometimes</i> | juego al tenis = <i>I play tennis</i> | a la una = <i>at one</i> |
| Generalmente = <i>Generally</i> | juego al fútbol = <i>I play football</i> | |
| | juego al voleibol = <i>I play volleyball</i> | a las dos = <i>at two</i> |
| Los lunes... = <i>On Mondays...</i> | hago artes marciales = <i>I do martial arts</i> | |
| | hago equitación = <i>I go horse-riding</i> | a las tres y cuarto = <i>at quarter past two</i> |
| Normalmente = <i>Normally</i> | hago esquí = <i>I go skiing</i> | |
| Nunca = <i>Never</i> | hago gimnasia = <i>I do gymnastics</i> | |
| | hago natación = <i>I go swimming</i> | a las cuatro y media = <i>at half past four</i> |
| Siempre = <i>Always</i> | hago patinaje = <i>I go rollerskating</i> | |
| Todos los días = <i>Every day</i> | hago patinaje sobre hielo = <i>I go ice skating</i> | a las 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

Dynamics - volume

Rhythm - how long notes last and how they are grouped together in a pattern

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

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

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

Istrumentation - what instruments are used

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

Texture - 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

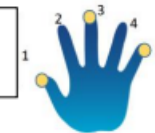
things. **T**empo – speed. **T**onality - what key is the piece in -Major gives a happy feel -Minor makes the music seem sadder.

Harmony – more than one note at the same time

Pop Song

Harmony - Chords

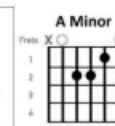
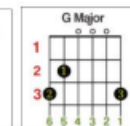
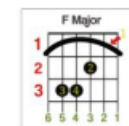
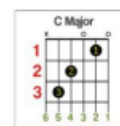
Challenge: Use fingers 1, 3, and 5 when playing chords on piano



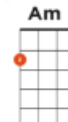
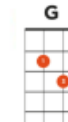
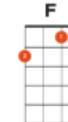
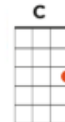
C Major Scale

C Major triads (3 note chords)

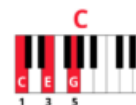
Guitar



Ukulele



Piano





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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

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| |



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."

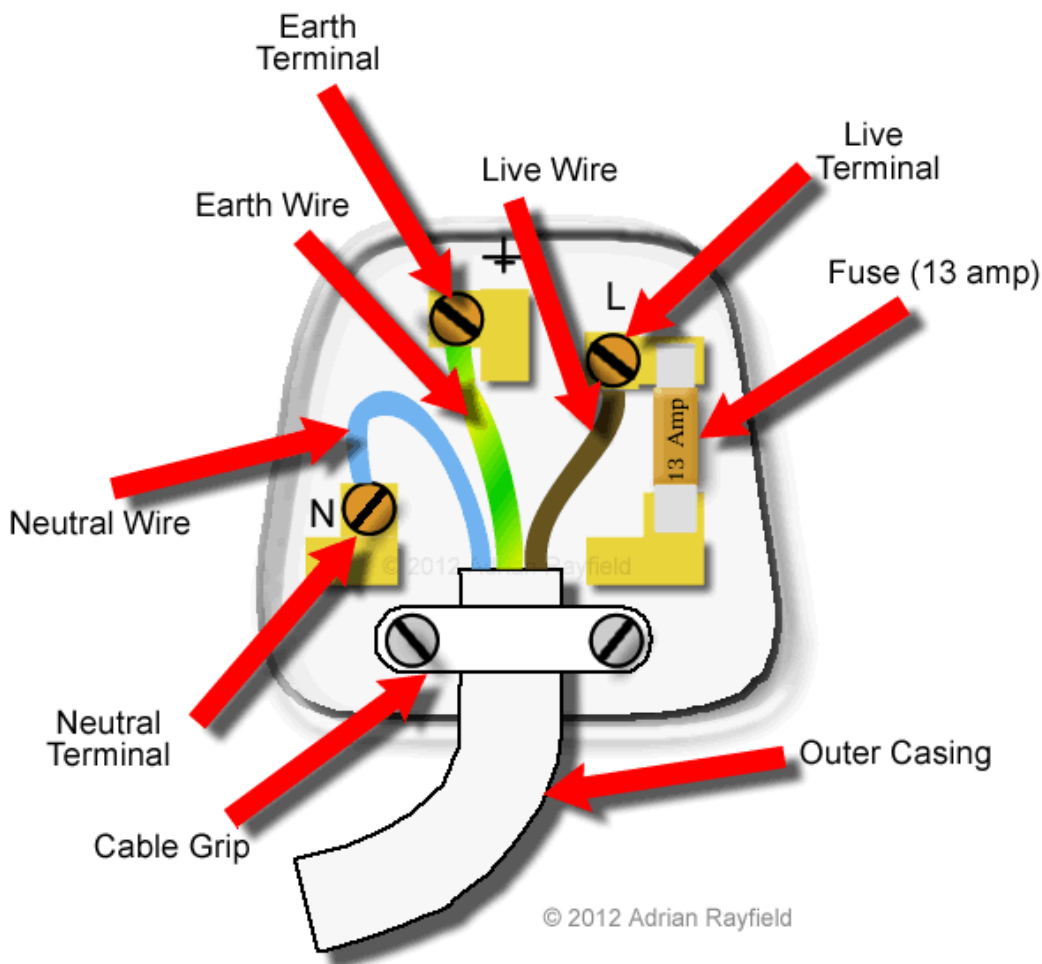
As Lotus continued to practice compassion and loving-kindness, she noticed that her own suffering began to lessen. She felt more connected to others and found a sense of purpose in helping those in need. She realised that by spreading compassion and loving-kindness, she was creating a ripple effect of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

| | |
|---|---|
| <p>Physics</p> <p>Week 1 - How can I build a circuit?</p> | <p>Electrical energy is transferred around circuits. The most basic circuits consist of a power source, wires and other components (like a bulb)</p> <p>To make it easier for us to draw circuits we use circuit symbols. Some are shown below:</p> <div data-bbox="457 331 1484 1092"> <p>Switch</p> <p>Cell</p> <p>Battery</p> <p>Lamp</p> <p>Voltmeter</p> <p>Ammeter</p> <p>Resistor</p> <p>Variable resistor</p> <p>Motor</p> </div> <div data-bbox="1656 646 2730 1092"> <p>Incomplete circuit</p> <p>No battery</p> <p>Complete circuit</p> </div> <div data-bbox="2374 226 2775 541"> <p>In physics a cell is a single unit that stores chemical energy – what we would normally call an individual ‘battery.’ Two or more cells is known as a battery.</p> </div> <div data-bbox="724 1197 1118 1566"> <p>Three basics things are needed for a working circuit:</p> <ol style="list-style-type: none"> 1. Power source 2. No gaps – complete circuit 3. Conductors </div> |
| <p>Week 2 - How can I use</p> | <p>Electricity enters our home by mains electricity.</p> <p>If we look inside a plug there are lots of safety features to protect us from harm.</p> <p>Inside a plug:</p> |

electricity
safely?



The **Earth wire** is a safety wire. It connects an appliance to the ground. If there's a fault in the plug the electricity will flow into the ground and prevent us from electrocution.

A fuse contains a thin piece of wire. If there's a surge in electricity it will break the wire in the fuse (blow the fuse). This breaks the circuit and stops the appliance working. This prevents appliances from catching fire.

Plugs are also in plastic cases because plastic is a poor electrical conductor.

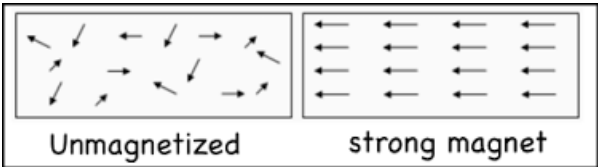
Week 3 - What
is magnetism?

Magnetism: an invisible force that pushes or pulls magnetic materials.

Magnetic materials are materials that are attracted to a magnet, but do not attract or repel each other.

There are only three magnetic elements, they are: Iron, Nickel and Cobalt

Non-magnetic materials are not affected by magnets this includes metals such as gold, aluminium, silver and copper.



A magnet has two poles.

Pole – part of the magnet with strongest magnetic force.

The poles are called North pole and South pole



Magnets contain tiny particles called 'domains.' If the domains are pointing in the same direction – the object is magnetised. If they are pointing in random directions the object is not magnetised.

Field lines always go out of the North pole and into the South. This is shown by arrows.

Magnets have a magnetic field around them.

This is the area where they can attract or repel a magnetic material. These can be shown on a diagram using field lines

Law of magnets

If you bring 2 bar magnets close together...

TWO OPPOSITE POLES

ATTRACT

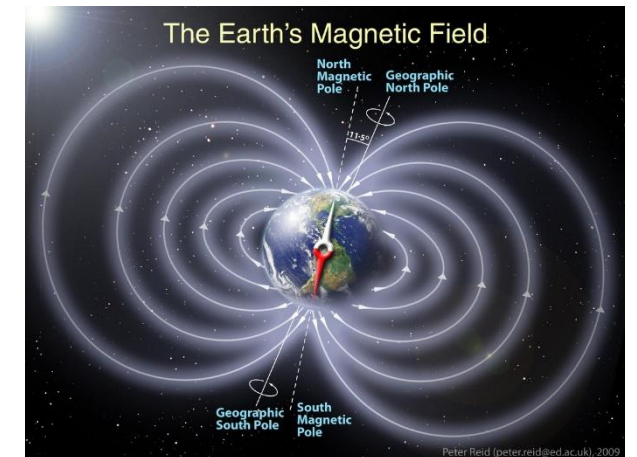
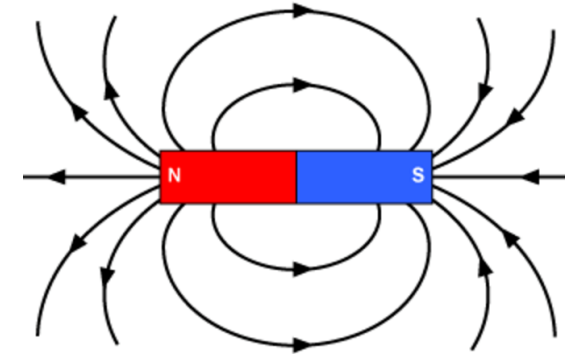


TWO LIKE POLES

REPEL



The Earth has its own magnetic field which we can use for navigation (compasses always point towards the north pole)



Day and night:

The Earth spins on its axis; a day is the amount of time that it takes for it to make one complete spin. On Earth this takes 24 hours. The tilt is 23.4 degrees.

The side of the Earth facing towards the sun will have daylight.

The side of the Earth facing away from the Sun will have no sunlight therefore it will be night.

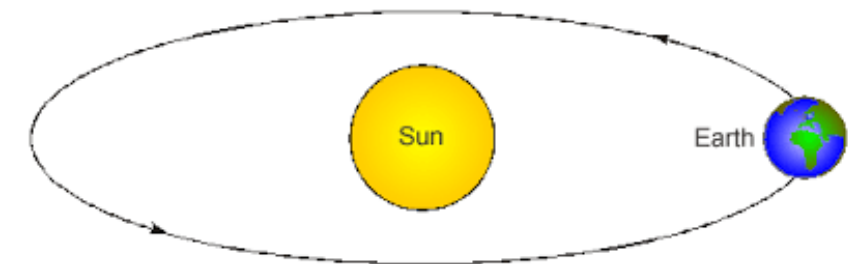
A year:

The time that it takes to travel around the sun once is called a year.

An Earth year is 365.25 days (every 4 years we have an extra day – this is known as a leap year)

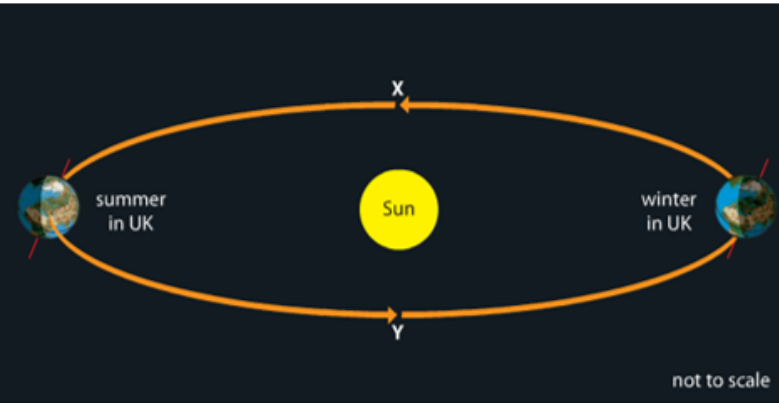
The orbit is shaped like an ellipse (oval shaped)

Week 4 - What is a day, month, year, season?



A season:

We experience seasons because the Earth is tilted on its axis. When a hemisphere is tilted towards the sun, the angle means it gets sunlight for longer and with more focus so it will be warmer; this hemisphere will experience summer. When a hemisphere is tilted away from the sun it will experience winter.

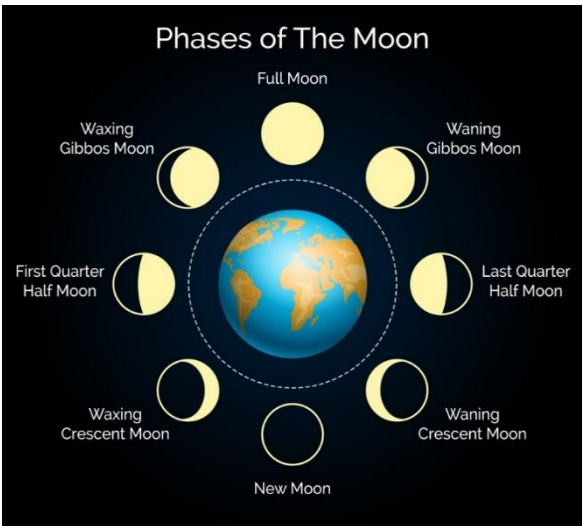
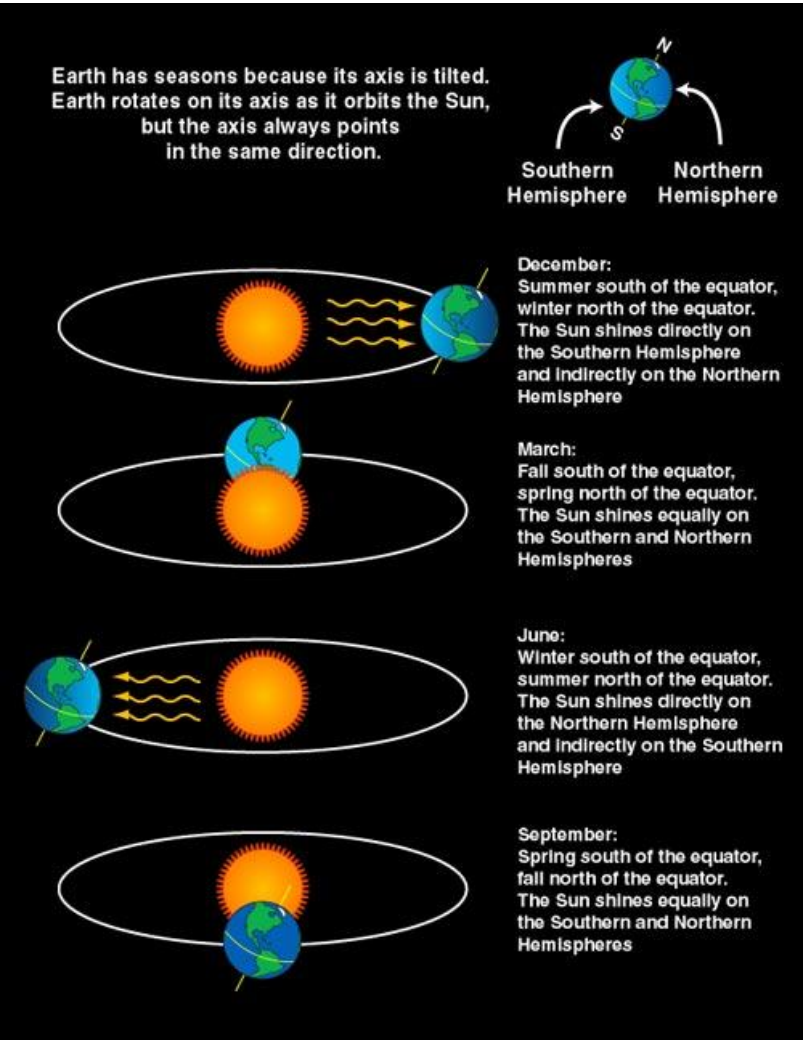


The moon orbits the earth

- The month is based on the lunar cycle
- The moon goes through 8 phases during the 28 days that make up the length of a month

How does the moons gravity affect water?

- At full moon and new moon tides are at the extremes, high tides are very high and low tides are very low
- At quarter moons the tides are at the least extreme, but there is still a tidal bulge
- Waxing gibbous and waning crescent increase in size until reaching maximum during spring tides
- Waning gibbous and waxing crescent, therefore the tidal bulge decreases

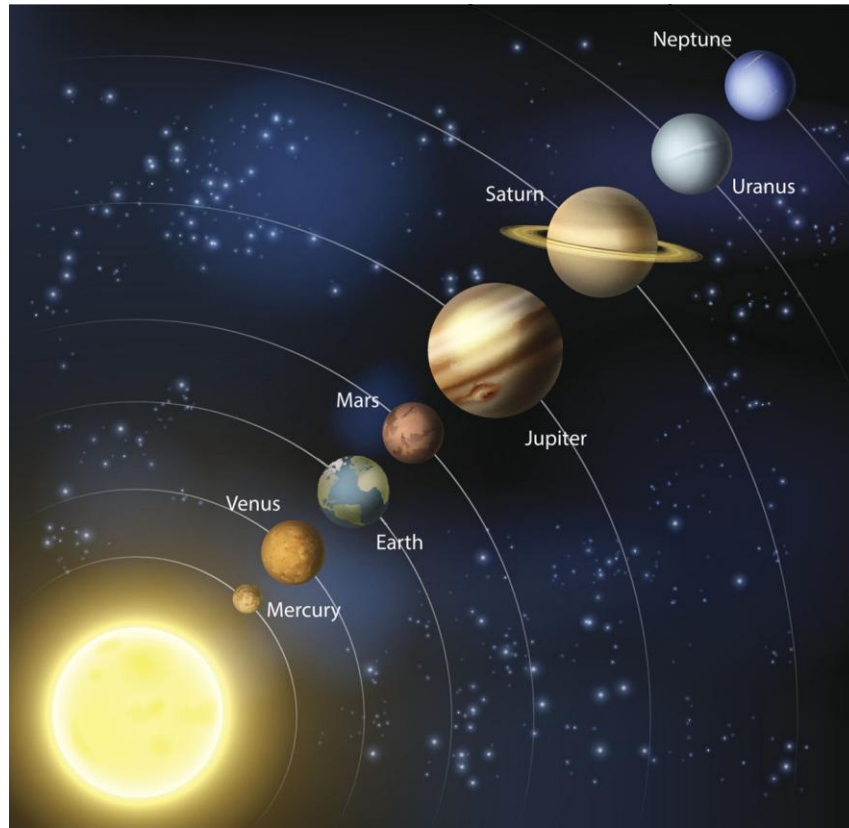


Week 5 - Our solar system

Our solar system consists of the sun (a star) and 8 planets (plus dwarf planets, comets, asteroids and many other things)

The order of the planets from the sun are:

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune



Pluto:

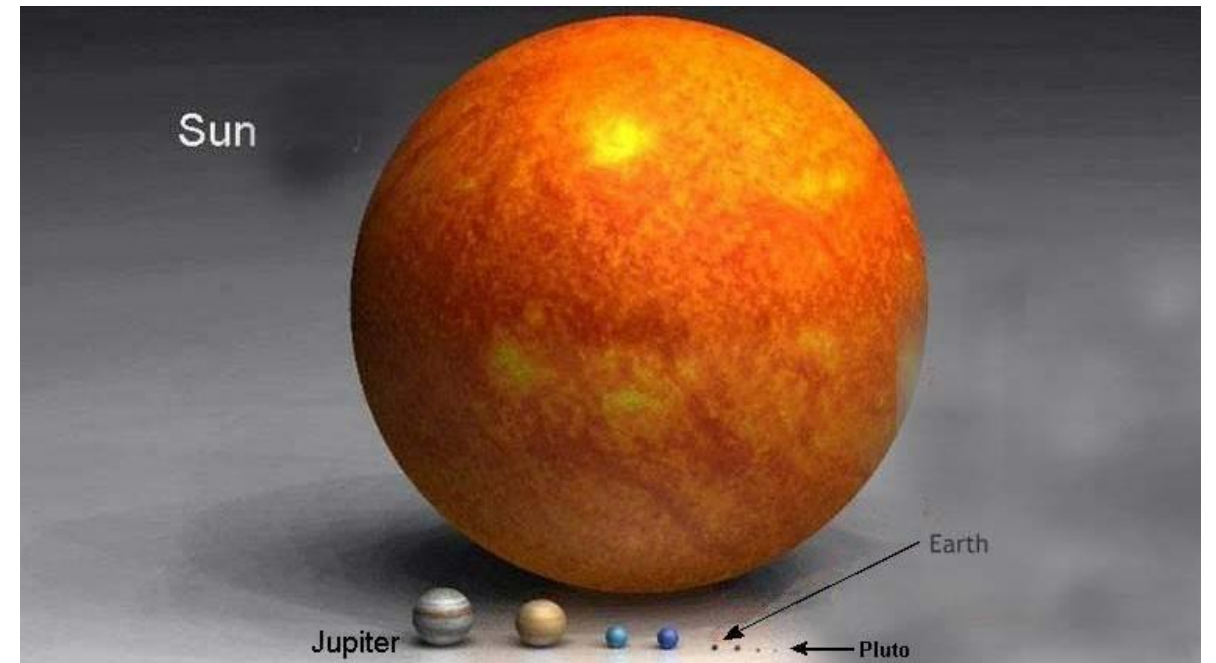
- Pluto was discovered in 1930 and identified as a planet. It was then reclassified in 2006 from a planet to a dwarf planet after so many others were found!
- A planet is a rocky or gaseous spherical celestial body that orbits the sun and does not emit its own light.
- A dwarf planet is smaller than 3031 miles in diameter and is not big enough to have a fixed orbit (the gravity from other objects changes its course)

Many mnemonics can be used to help remember the order of planets including:

My Very Easy Method Just Speeds Up Naming (planets)

This image is flawed because planets are not equal distances apart!

Its also very hard to comprehend the distances between these planets



Week 6

Choose a week from your Physics KO where you feel least confident with the knowledge and use this to complete your Cornell notes this week.