BOURNEMOUTH SCHOOL

Year 7

Knowledge Organiser 3

Spring Term: 2025-26

Name: Master 07

Registration Form: -

✓Hard Work ✓Discipline ✓Smart Appearance ✓Respect

Bournemouth School

Knowledge Organiser: Year 7 Spring Term 3

'Knowledge is power' by Francis Bacon

A knowledge organiser provides you with all the most important knowledge you need for each unit of study for that half term. Your aim is to transfer all of this information into your long-term memory so you can use it in your lessons and further expand your understanding of this work.

During the first term of Year 7, as you learn how to use a Knowledge Organiser, you will have less to learn that other year groups.

How to use your knowledge organiser (KO):

1. Ensure you have your KO and Homework Learning Journal with you at all times in school and when you need to do your homework at home.
2. Although you have a Knowledge Organiser for all subjects, you will only be expected to work on Maths, Science and French or Spanish. In lessons when you have covered information that appears on your KO, your teacher will ask you to put a tick next to that section. This means that is now added to what you must learn for homework.
3. Initially, follow your homework timetable to decide what to revise each evening.
4. There are 4 strategies that you can use to revise. They are progressively more challenging so always start with the first in the list.
    a. **Look Cover Write Check**
        i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
        ii. LOOK carefully at the subject and section of your KO you want to revise and try to remember as much as you can. Remember this should be a ticked section.
        iii. Now COVER this information so you can't read it.
        iv. WRITE out what you can remember word for word in your Homework Learning Journal.
        v. CHECK what you have written by comparing it to your KO. Tick each correct word in green pen and correct any errors you have made.
        vi. Repeat this process until you are confident you can remember everything you need.

        AIM:

        You should be able to repeat the information by rote
    b. **Self or peer quizzing**
        i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
        ii. Write out a list of questions you could ask either yourself or a friend about this section of the KO. Write these in your Homework Learning Journal.
        iii. If you are working on your own, cover the KO and write a full answer to each question.
        iv. If you are working with a partner swap books and copy down their questions and have a go at answering them.
        v. Now uncover the KO and with a green pen correct your work.

        AIM:

        You should be able to repeat the information by rote but with a good understanding

c. Playing with words and sentences

i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
ii. You now want to check how well you have learnt the information in your KO.
iii. Definitions – look at words that are used in this section. Can you write a definition in your own words?
iv. Rephrasing – can you rewrite the sentences or explanations in your own words?
v. Summary – can you summarise the main points of this section of the KO?
vi. Synonyms – can you write synonyms for key words and ideas?
vii. New Sentences – can you write a sentence that includes the key vocabulary or definitions that you have learnt?

AIM

You should be able to use the information in your KO in a flexible and confident way in your writing.

d. Think it, Link it

i. This is a technique to use towards the end of the half term when you are revising all of the KO.
ii. Think of the links or connections between different sections of your KO.
iii. Write these out in your own words in your Homework Learning Journal.
iv. Think about the links between a particular section of your KO and what you have learnt in your lessons. Can you expand on this section by linking it to your wider knowledge?
v. Write this out in your Homework Learning Journal.

AIM

You should be able to link your homework and your lessons to show a confident understanding of the work covered.

Homework Learning Journal

1. Always write the subject and the date when you start your homework.
2. Always write the strategy that you are going to use for your homework.
3. Use a blue or black pen to complete your homework or a pencil if you need to draw.
4. Always use a ruler to underline titles and dates.
5. Use a green pen to complete corrections of your work.
6. **You are expected to complete half a side of your Homework Learning Journal each evening as a minimum.**

Success Club

You can attend Success Club every Monday to Thursday in room 53 until 5pm. This is a quiet room where you can complete your homework rather than doing it at home. There are also Sixth form helpers and staff who will be there to help you if you need it. You can also choose to work in the Library on a Monday, Tuesday and Thursday until 4:30 and a Friday until 4.

Checking:
Your teachers will check your Homework Learning Journal at least once a cycle. If they are concerned that you aren't doing your homework properly they will offer support and guidance. If you don't respond to this guidance, you will be added to the afterschool Detention where you will be expected to complete your homework.

Do Now tasks:
At the start of every Maths, Science and French or Spanish lesson, you should expect a Do Now task. This is a low stakes retrieval quiz on what you have learnt so far. If you have completed your homework this should be easy. The aim is to get 100% in each of these. If you miss this target occasionally, don't worry. If it happens regularly your teacher will have a chat and offer you support.

Maths:
Your teacher will set you tasks to complete on Dr Frost Maths. This will be set every week on a Monday and will be collected in and checked on a Friday. If this has not been completed you will be issued a Detention on a Wednesday Lunchtime.

How long should I spend on my homework?

Key Stage 3					
Week 1					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	Art
10	Science	RS		Music	Science
10	Computing	FPAN/Graphics		History	Geography
25	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision
Week 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	Art
10	Science	RS		Music	Science
10	Computing	DT		History	Geography
25	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision

- You should spend about 35 minutes revising your KO each day.
- You should spend 25 minutes either reading or revising each day.
- This timetable is a guide. If you want to spend longer revising one subject that you find more difficult and less time on one you find easy, that is your choice.
- We would like you to spend one evening involved in a physical activity. This might be a sports club, a run, a game of football with friends or just a nice walk with the dog. Ask your PE teacher if you need guidance with this. It doesn't have to be on a Wednesday.

- **Contrast** - the state of being strikingly different from something else
- **Weight** – thick or thin
- **Focal** – where you eye is drawn to
- **Composition** – placement of elements within an image
- **Focal-** the centre of interest

- **What is an annotation?**

Annotations are written explanations or critical comments added to art or design work that record and communicate your thoughts.

- **Why do we look at other artists work to inspire us?**

This can help use understand the theme or subject more clearly.
Inspire ideas.
Learn techniques or processes.
Allow us to see things from different perspectives

- **Why do we evaluate our artwork as an artist?**

Evaluation is an opportunity to: discuss your development and final work. help others understand what you were trying to achieve. explain your successes and weaknesses.

- The polystyrene (poly) blocks/ tiles are easy to mark with pencil and pen, draw or trace onto the surface or prick out a design and join the dots. You can create thick lines or fine lines both print equally well.

- **Flat washes**

Flat washes are exactly what they sound like, an area of colour that is flat in tone, very even in colour throughout without streaks, brush marks, or variations in value.

- **Graduated wash**

Graduated wash is a gradual blending of one colour into another.

- **Graded wash**

A graded wash has a gradual smooth change in tone from dark to light.

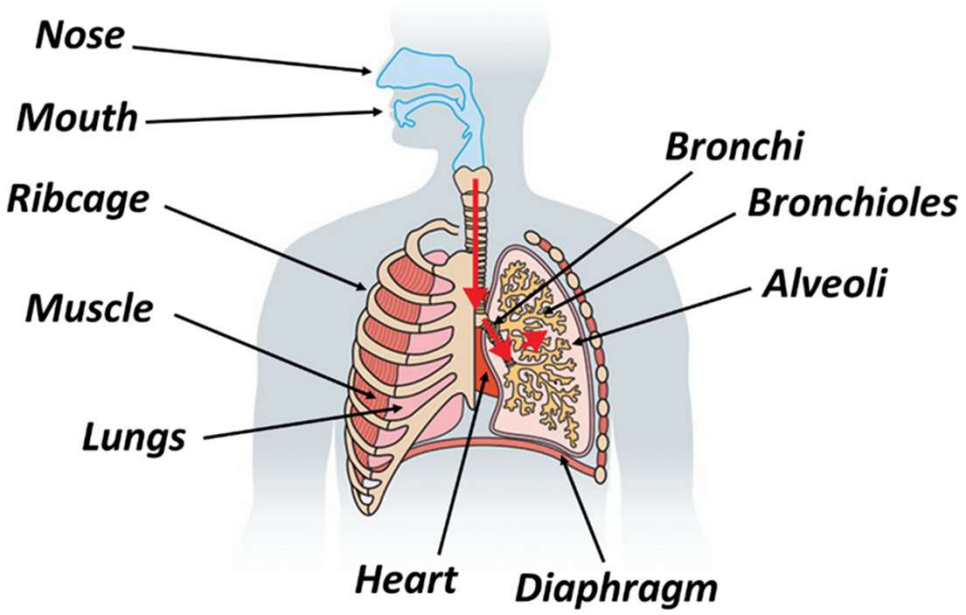
- **Wet on wet watercolour**

This is a watercolour technique that uses wet paint against wet paint or wet paper. It's used to create beautiful bleeds and blooms between areas of colour and allow the watercolour paint to spread and blend.

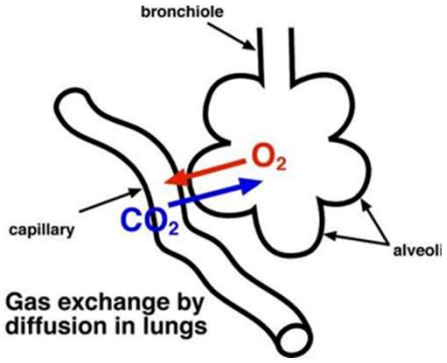
- **What is the main purpose of printing?**

The main purpose of printing is to reproduce designs, images, or text onto physical materials. This allows businesses to create custom products, share information, or build brand identity. In the world of ecommerce, printing makes it possible to sell personalised goods and merch with fast turnaround.

Structure of the breathing system:



Gas Exchange in the alveoli:



Order of flow:

Trachea

Bronchi

Bronchioles

Alveoli

Inhalation

Intercostal muscles contract and move the ribs out and up

↓

Diaphragm contracts and moves downwards

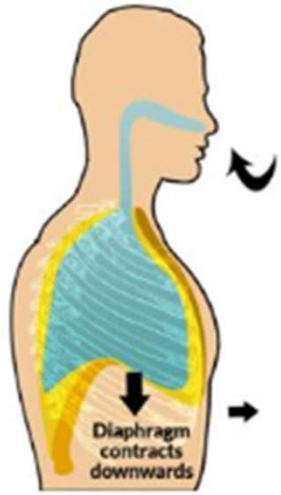
↓

Volume of the chest cavity increases and the pressures decrease

↓

Air moves into the lungs

Inbreath



Exhalation

Intercostal muscles relax and move the ribs in and down

↓

Diaphragm relaxes and moves upwards

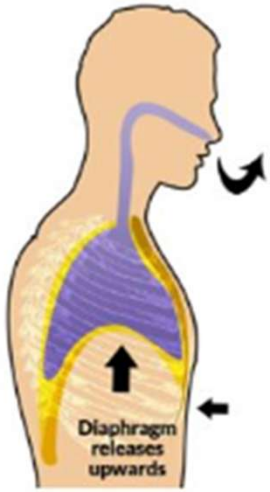
↓

Volume of the chest cavity decreases and the pressures increases

↓

Air moves out of the lungs

Outbreath



Bournemouth School – Knowledge Organiser – Year 7

BIOLOGY

Key term	Definition	✓
Physical change	When the physical properties of a substance change, but no new substance is formed	
Chemical reaction	A change in which a new substance is formed	
Reactants	Substances that react together, shown before the arrow in an equation	
Products	Substances formed in a chemical reaction, shown after the arrow in an equation	
Combustion	A reaction with oxygen in which energy is transferred to the surroundings as heat and light	
Fuel	Stores energy in a chemical store which it can release as heat	
Thermal decomposition	A reaction where a single reactant is broken down into simpler products by heating	
Conserved	When the quantity of something does not change after a process takes place	

Signs of a chemical reaction	
Colour change	
Temperature change	
Bubbles to show gas forming	
Solid precipitate forming	
A change in properties e.g. magnetism	

Chemical equations:

Reactants go on the left-hand side.

Products go on the right-hand side.

Arrow sign is between reactants and products to show that a reaction happens.

reactants ⟶ products

A chemical equation must be balanced because mass is conserved.

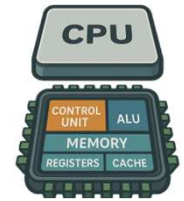
Computer Systems

Keyword	Definition / Example	Tick
General-Purpose Computer	Receives input, processes it and produces output. Designed to automate any process, as specified by a program. The data and instructions to be performed can be stored in memory.	
Hardware	Physical components inside and outside the computer.	
Software	Programs/applications that a computer runs. Made up of instructions computers understand.	
Application Software	Application software performs specific tasks for the user. Example: Browsing the web	
System software	System software is needed to manage the hardware and run application software. It normally runs in the background.	
Device driver	Helps the OS communicate with hardware	

Hardware

Keyword	Definition	Examples	Tick
RAM: Random Access Memory	A component that stores the programs and data **currently in use**.	8GB RAM	
Secondary Storage	Long-term data storage	HDD, SSD, USB, CD/DVD 	
Volatile	Data lost when the power is lost	RAM	
Non-Volatile	Data kept when power off	SSD, HDD	

The CPU

Keyword	Definition / Example	Tick
CPU	Central Processing Unit	
Components	ALU: Does the maths and decision making (like adding, comparing) Control Unit: Sends signals to tell different components what to do. Registers: Super-fast memory inside the CPU for temporary storage of data and instructions 	
(AND OR and NOT)	Using logic to determine the output of inputs AND: Both must be true for output to be true OR: Either one must be true for the output to be true NOT: Flips a single output. False become true, true becomes false.	
FDE Cycle	The Fetch-Decode-Execute Cycle is how a CPU carries out an instruction.	

The Operating System

Keyword	Definition / Example	Tick
Operating System	System software that controls computer hardware and provides a platform for software to run	
User Interface	Lets the user interact (e.g., desktop, icons)	
Memory Management	Allocates RAM to running programs	
Process Management	Controls which programs run and for how long	
File Management	Organises files and folders	
Device Management	Communicates with hardware (e.g., printers)	
Security & Access control	Manages users and permissions	

Artificial Intelligence

Keyword	Definition / Example	Tick
Artificial Intelligence	When computers perform tasks that require human intelligence	
Machine learning	Systems learn patterns from data (using large datasets)	
Examples:	Voice assistants, recommendation systems, self-driving cars	

Tick here	Drawing type	Picture	Description
	Oblique		• Drawn at 45° • Designs can distorted from this angle • Very basic • Can't see all of the sides
	Isometric		• Drawn at 30° • Lines are parallel • Used by product designers • Can see all of the sides

Tick here	Key word	Definition
	Biomimicry	Being inspired by nature – both in form and functionality.
	Ergonomics	Relates to products being comfortable and easy to use.
	Function	How a product is used – its intended purpose.

Tick here	Tool name	Function
	Try square	Marks out a right angle.
	Steel rule	Measures small distances.
	Tenon saw	Cuts timber in straight lines.
	Bench hook	Keeps timber in place whilst cutting it.
	Bastard cut file	This is the roughest file, used to roughly smooth sides.
	Smooth cut file	This is the smoothest file, used to smooth sides.
	Coping saw	Cuts timber and plastics into shapes/curves.
	Plane	Finely shaves away timber.
	PVA	Glues wood to wood only.

Activities to try out at home (**optional – not compulsory**):

→ Write down the functions of a bobbin sander, belt sander, line bender and pillar drill
→ Research what the letters CAD and CAM stand for
→ Research the advantages of using CAD/CAM when designing and making a product
→ Research what the term anthropometrics mean. How does this link to Design Technology?
→ Practise drawing every day products in both oblique and isometric drawing (see your teacher for an isometric grid)

Year 7 English - Creative Writing

Creative Writing Check List	
Use ambitious vocabulary.	
Use ambitious punctuation.	
Use sophisticated and varied sentence structures for effect.	
Use the five senses (what can you see, hear, feel, taste, smell?)	
Use a variety of techniques- similes, metaphor, personification etc.	
Use paragraphs and structure your writing.	
Zoom in on specific details.	
Avoid telling; show instead.	
Make sure all your language sets the right tone.	

Key Terms

Term	Definition	
Explicit	When something is stated clearly and directly, leaving no room for confusion or doubt.	
Implicit	When something is suggested or implied but not said directly.	
Interpretation	A way of explaining the meaning behind a piece of writing. An interpretation can vary from person to person.	
Inference	Something you have figured out about a text, without being told directly.	
Connotations	An idea or feeling associated with a word in addition to its literal or primary meaning.	
Adjectives	A word which describes a noun. E.g., The sleek black cat sloped along the fence.	
Adverbs	A word which describes a verb. E.g., She skipped joyfully down the road.	
Conjunctions	Words which join parts of the sentence together. E.g., Neither the wind nor the rain abated for a second the whole day.	
Nouns	A person, place or thing.	
Pronouns	Short words like it, she, he, you, we, they, us and them - often used to replace nouns.	
Interjection	A short phrase to express an emotional response. E.g., “Oh dear! How awful that you experienced that.”	
Tone	The mood or feel of the writing (is it tense, peaceful, threatening etc.)	

The Ruby In The Smoke

Key Terms		
Term	Definition	
Pathetic Fallacy	Using the weather or setting to suggest human emotions and set the mood of the scene.	
Foreshadowing	Giving a sign of what might happen later in the story.	
Personification	When something non-human is given human qualities (e.g. the trees whispered in the breeze).	
Atmospheric language	Words used to create a specific mood, tone or atmosphere.	
Juxtaposition	Putting two very different things close together to highlight the difference/contrast between them.	
Figurative Language	Words and phrases which communicate in a non-literal way (e.g. symbolism, similes and metaphors like: *Your room is a rubbish dump*).	
Symbolism	When one thing represents another idea (e.g. a dove would represent hope/peace).	
Narrative perspective	The point of view from which a story is told (e.g. a first-person or third person narrative).	

Key contextual points	
The story is set in 1872, at the height of the Industrial Revolution, when Britain's Empire spread far across the globe.	
The Empire brought wealth, jewels, spices and drugs to England. In addition, it brought new ideas and new technology.	
Women had fewer rights than men during the Victorian Era, despite Queen Victoria being a woman.	
A woman's place was expected to be 'in the home' and revolved around being a wife and a mother.	
Women who didn't have a male or senior chaperone were vulnerable and were at risk of damaging their reputation.	
The Opium wars were fought in the mid 19th Century between China and Britain, and were connected to trade and the production and selling of popular drugs such as opium.	
Laudanum (made from opium) was extremely popular and easy to buy. It was used to treat all sorts of everyday illnesses and was highly addictive.	

8 tips for healthier eating

These eight practical tips cover the basics of healthy eating, and can help you make healthier choices.

1. Base your meals on starchy carbohydrates.
2. Eat lots of fruit and veg.
3. Eat more fish – including a portion of oily fish.
4. Cut down on saturated fat and sugar.
5. Eat less salt (max. 6g a day for adults).
6. Get active and be a healthy weight.
7. Don't get thirsty.
8. Don't skip breakfast.

Hydration

Aim to drink 6-8 glasses of fluid every day.

Water, lower fat milk and sugar-free drinks including tea and coffee all count.

Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.

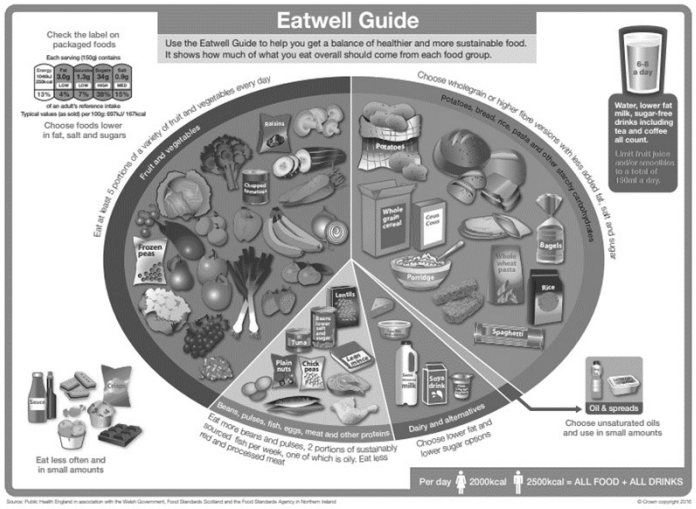
Diet and Health

Fibre

- Dietary fibre is a type of carbohydrate found in plant foods.
- Food examples include wholegrain cereals and cereal products; oats; beans; lentils; fruit; vegetables; nuts; and, seeds.
- Dietary fibre helps to: reduce the risk of heart disease, diabetes and some cancers; help weight control; bulk up stools; prevent constipation; improve gut health.
- The recommended average intake for dietary fibre is 30g per day for adults.

Composite/combination food

Much of the food people eat is in the form of dishes or meals with more than one kind of food component in them. For example, pizzas, casseroles, spaghetti bolognaise and sandwiches are all made with ingredients from more than one food group. These are often called 'combination' or 'composite' foods.



Please see **www. gov.uk/government/publications/the-eatwell-guide** for a larger colour version

Meals and snacks can be sorted into The Eatwell Guide food groups.

Composite/combination food - Lasagne

Pasta (lasagne sheets): **Potatoes, bread, rice, pasta or other starchy carbohydrates**

Onions, garlic and chopped tomatoes: **Fruit and vegetables**

Lean minced meat (or meat substitute): **Beans, pulses, fish, eggs, meat and other protein**

Cheese sauce made with milk and cheese**: Dairy and alternatives**

Olive/vegetable oil used to cook onions and mince**: Oil and spreads**

Key terms

The Eatwell Guide: A healthy eating model showing the types and proportions of foods needed in the diet.

Hydration: The process of replacing water in the body.

Dietary fibre: A type of carbohydrate found in plant foods.

Composite/combination food: Food made with ingredients from more than one food group.

Balanced Diet- A diet that provides adequate amounts of nutrients and energy- to have a balanced diet you need to eat a mixture of foods from each of the main food groups and the correct amount of energy to carry out daily activities.

Free Sugars -are sugars added to foods and drinks by the producers, cooks or consumers, they are also found naturally in Honey, Syrups and Fruit Juices.

Not Free Sugars are those found naturally in foods, i.e. Lactose in Milk, Sucrose in Apples.

5 a Day- To encourage us to eat more fruit and vegetables the government introduced the "5 a Day" campaign. This is to ensure that you get a variety of vitamins, minerals, trace elements and fibre in your diet. This will include the antioxidants and plant chemicals you need for good health.

Cutting down on Salt- Reducing the amount of salt we consume can reduce blood pressure, reduce the risk of heart disease, reduce the risk of a stroke. Adults should have no more than 6g of salt a day and children should have less, remember- Salt is added to many of the foods you buy so you need to check labels carefully. It is also used as a preservative in bacon and cheese.

Mon emploi du temps – my timetable

le lundi	On Monday	
le mardi	On Tuesday	
le mercredi	On Wednesday	
le jeudi	On Thursday	
le vendredi	On Friday	
à (neuf heures) j'ai ..	At (9 o'clock) I've got ..	
le matin	In the morning	
l'après-midi	In the afternoon	
le mercredi après-midi	On Wednesday afternoon	
à la récré	At breaktime	
le déjeuner	Lunch	

Intensifiers

beaucoup	a lot	
très	very	
assez	quite	
un peu	a bit	
vraiment	really	

Connectives

aussi	also	
mais	but	
et	and	
parce que/car	because	
avec	with	

Asking questions		
est-ce que (tu)?	do (you)?	
qu'est-ce que (tu)?	what do (you)?	

High frequency words		
pourquoi?	why?	
tous les jours	every day	
aujourd'hui	today	
quelquefois	sometimes	
normalement	normally	

Quelle heure est-il? What time is it?

il est/à	It is/at	
huit heures	8 o'clock	
huit heures dix	8.10	
huit heures et quart	8.15	
huit heures et demie	8.30	
neuf heures moins vingt	8.40	
neuf heures moins le quart	8.45	
midi	midday	
minuit	midnight	

Key verbs

Avoir	To have	
J'ai	I have	
Tu as	You have	
Il/elle a	He/she has	
On a	We have	

Être	To be	
Je suis	I am	
Tu es	You are	
Il/elle est	He/she is	
On est	We are	

Manger	To eat	
Je mange	I eat	
Tu manges	You eat	
Il/elle mange	He/she eats	
On mange	We eat	

Les matières scolaires – school subjects

Je fais	I do	
le français	French	
le théâtre	Drama	
la géographie/la géo	Geography	
la musique	Music	
la technologie	Technology	
l'anglais (m)	English	
l'EPS (f)	PE	
l'histoire (f)	History	
l'informatique (f)	Computing	
les arts plastiques/ le dessin	Art	
les maths (f)	Maths	
les sciences (f/plf)	Science	

Les opinions

Tu aimes/est-ce que tu aimes?	Do you like?	
J'aime	I like	
J'aime bien	I like…a lot	
J'aime assez	I quite like	
Je n'aime pas	I don't like	
Je déteste	I hate	
C'est ma matière préférée	It's my favourite subject	
Ma matière préférée c'est ..	My favourite subjects is..	
Moi aussi	Me too	
Tu es fou/folle	You're crazy	

Les raisons/ reasons

parce que	because	
c'est/ce n'est pas	It is/it isn't	
intéressant	interesting	
ennuyeux	boring	
facile	easy	
difficile	difficult	
génial	great	
marrant	fun/funny	
on a beaucoup de devoirs	we have lots of homework	
le/la prof est sympa	the teacher is nice	
le/la prof est trop sévère	the teacher is too strict	

Au collège – at school

La journée scolaire – The school day

On a cours (le lundi)	We have lessons (on Monday)	
On n'a pas cours…	We don't have lessons..	
On commence à	We start at	
On étudie	We study	
On bavarde	We chat	
On rigole	We have a laugh	
On mange	We eat	
On finit à…	We finish at…	
On est fatigués	We are tired	

Qu'est ce que tu manges? What do you eat?

Je mange …	I eat/I'm eating …	
Je bois …	I drink/I am drinking	
du fromage	cheese	
du poisson	fish	
du poulet	chicken	
du steak haché	beefburger	
de la pizza	pizza	
de la glace à la fraise	strawberry ice-cream	
de la mousse au chocolat	chocolate mousse	
de l'eau	water	
des crudités	chopped, raw	
des frites	chips	
un coca	a coke	
bon appétit!	enjoy your meal!	

Le petit-déjeuner	Breakfast	
un café	a coffee	
un thé	a tea	
un chocolat chaud	a hot chocolate	
un jus d'orange	an orange juice	
de l'eau	water	
des céréales	cereal	
du lait	milk	
du pain grillé	toast	
du yaourt	yoghurt	
un oeuf	an egg	
de la confiture	jam	

Development

Section 1: What is development?

- **Development** is a measure of how advanced a country is socially, economically, or technologically.
- **Economic development** is the level of a country's wealth and standard of living.
- **Social development** is the level of access to services and the well-being of people.
- **Environmental development** is the quality of the built and natural environment.
- **Political development** is the stability of the government (how effectively the country is run) and the freedom and rights of the people who live there.

Section 2: How do we measure development?

- **Development indicators** are factors that tell geographers how developed a country is.
- Economic development is measured by **Gross national income (GNI) per capita or Gross domestic product (GDP) per capita.**
- Social development is measured by **Literacy rate** is the percentage (%) of people aged 15 and above who can read and write. **People per doctor** is the number of people to one doctor, per 1000 people. **Life expectancy** is the average age you are expected to live to in a country.

Section 3: Is there a better way to show development?

- We can use a **composite index**, when two or more development indicators are averaged together to give a more reliable view of a country's level of development.
- The **Human Development Index** is a composite measure of a country's development by considering factors such as life expectancy, education, and income
- HDI is presented as a number between 0 and 1. A HDI of 0.8-1.0 is high. A HDI between 0.4 and 0.6 is low.

Section 4: What influences development?

Physical factors

Being landlocked e.g. Chad, Mongolia

Natural disasters e.g. Haiti Earthquake

Natural resources e.g. oil in Dubai

Climate e.g. drought in Ethiopia

Human factors

War/conflict e.g. Iran, Iraq

Corrupt government e.g. Venezuela & Nigeria

Colonisation e.g. British Empire

Section 5: Why is the DRC a developing country?

Physical Geography

- It is in an area that has lots of volcanoes and earthquakes.
- It has a tropical climate hot and wet with lots of rainforest.
- It is hard to build roads because of the forests and volcanoes.
- It has lots of valuable minerals.
- It is landlocked with only a small coastline.

Human Geography

- It has a large population with many young people.
- It was once colonised and ruled by another country.

Section 6: Aid

Short-term aid
Most often given after a natural disaster as relief. This includes medicines, water etc.

Long-term aid
Aid over a prolonged period of time, with the aim to support a country to develop.

Top-down aid
When large organisations or governments provide aid directly to a government, who then decide what to do with it.

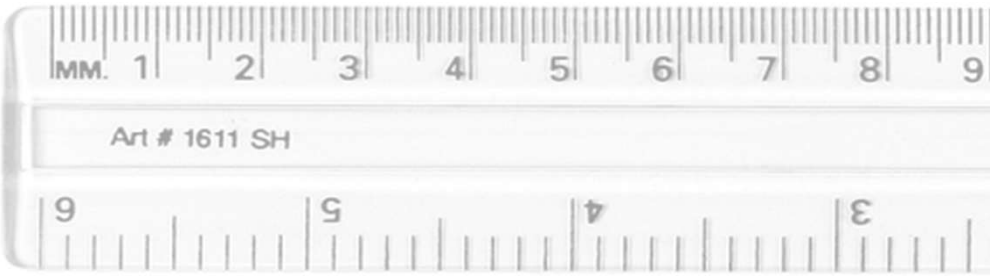
Bottom-up aid
Money given by Non-Governmental Organisations directly to the people of a country in order to help develop small scale projects.

Section 7: How can countries develop sustainably?

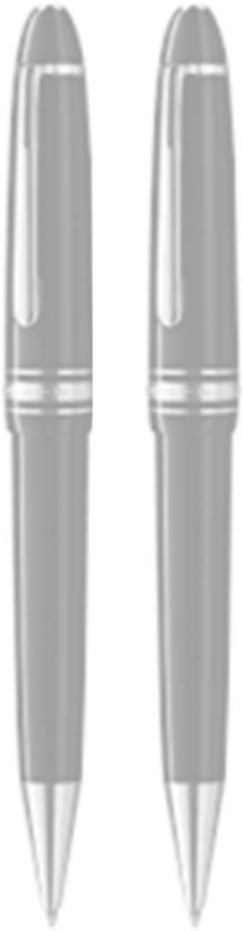
- **Sustainable Development** – Development that benefits local people now and in the future without damaging the environment
- **NGO** - Non-Governmental Organisation a non-profit group (charity) that functions independently of any government.
- The **UN Sustainable Development Goals (SDGs)** are a set of 17 world wide goals created in 2016. They were created to improve quality of life around the world in different areas.

Equipment

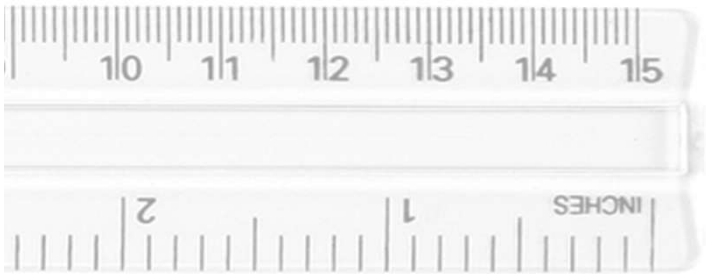
ID Card

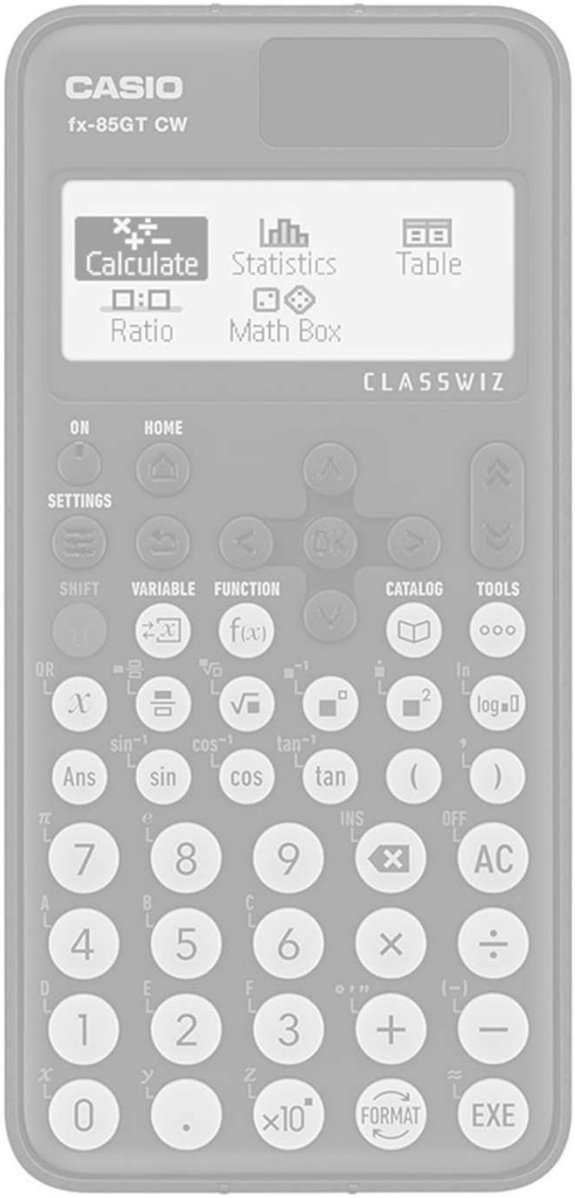


Check



- ID card
- Green and purple pens
- Whiteboard pens
- Black/blue pens
- Glue stick
- Pencil
- Ruler
- Calculator





Lesson 1	Affinity
Graphic Design	Graphic design is the art of visual communication that combines images, words, and ideas to convey information to an audience, especially to produce a specific effect.
Affinity Designer	is a vector based design program developed to create logos, icons, drawings, typography and complex illustrations
The Element ad Principles of Design	**The elements of design**, are the building blocks used by the designers to create the designs. **The principles of design** combine the elements to create a composition, they are the guidelines used to arrange the elements.

Lesson 4	Pen Tool
Pen tool	It allows you to create precise paths and shapes by placing anchor points and adjusting bezier curves. Whether you're crafting digital illustrations or making detailed selections, the pen tool provides a high level of control.
Line	Continuous, straight curved, dotted broken, thick thin.

Lesson 5	Typography
Typography	**Typography** is style and appearance of lettering
Gradient	A gradient in design refers to a smooth, gradual transition between two or more colours or shades, creating a visually appealing effect
Layer FX	In Affinity Designer, the FX button allows you to access and apply various layer effects to an object or layer. These effects include things like shadows, glows, outlines, and 3D enhancements

Logo File Formats:

1. Vector: Ideal for scalability, as it can be resized without losing quality (e.g., AI, EPS, SVG).
2. PNG: Supports transparency and is suitable for web and digital platforms.
3. JPEG: Commonly used for print materials but lacks transparency support.

Lesson 2	Shape Builder and Boolean Operations
Shape Builder and Boolean Operations	Shape Builder Tool and Boolean tools are used for manipulating and combining shapes.

Lesson 3	Clipping and Masking
Layout	**Layout** design is a fundamental branch of graphic design that concerns the arrangement of text and visuals.
Emphasis	The importance and attention given to one part of a design. This can be achieved through placement , contrast, colour or size
Contrast	The juxtaposition of different design elements. Rough/ smooth. Light/dark

Lesson 6	Logo Design
What makes a successful logo?	Simple, memorable, and represents the brand's identity
Design Specification	A **design specification** is a list of criteria a product needs to address. Using the brief as a starting point for research, a specification can be written when more facts are known.
Complementary colours	Red compliments green Blue compliments orange Yellow compliments purple
Harmonious Colours	Colours are called **analogous/ harmonious colours** when they are very similar to each other, especially when they are next to each other on a colour wheel. For example, red, red-orange, and orange are analogous colours.
	A **combination mark** logo combines both text and a visual symbol or icon. It typically incorporates a unique visual element alongside the brand name or company name.
	Emblem logos combine text and imagery into a single integrated unit. They are characterised by their compact, symmetrical shapes and often have a traditional or vintage aesthetic. They typically feature a detailed, illustrated graphic or symbol enclosed within a border or frame, with the company or brand name placed below or around the graphic.

Medieval and Early Modern monarchs: Key terms/definitions		✓
Crusades	Christians fighting Muslims in the Holy Lands. There were 4 from 1096 - 1204	
Monarchy	Political system based upon the undivided power or rule of a single person	
Magna Carta	'Great Charter' – rules agreed between King John and barons to rule England	
Renaissance	Revival/rebirth of European art/literature following classical models	
Reformation	Split of the Christian church into Protestant and Catholic religions	
Protestant	Section of the Christian church created as a 'protest' against Catholicism	
Annulment	Break up of a marriage, stating that the marriage never took place	

Roles of a medieval king:	✓
Look rich/powerful and impress his people	
Win support/trust of barons and listen to their advice	
Lead the army, win wars and keep his land	
Raise taxes fairly, in the same ways as previous kings	
Stamp out crime, keep law and order in the country	
Support the Church	
Have sons to avoid dispute over the next king	

Henry II and Thomas Becket: Key events:

1154: Henry II becomes King of England
1150s: Henry II quarrelled with the Church over the church courts and who should choose the bishops
1162: Thomas Becket becomes Archbishop of Canterbury
1164: Thomas Becket fled to France
December 1170: Thomas Becket returned to England
29th December 1170: Becket was killed in Canterbury Cathedral by four armed knights
1173-4: Rebellion against Henry II led by his own wife and sons along with the Kings of France and Scotland
1174: Henry II approached Pope Callixtus III to ask for support against the rebellion
July 1174: Henry II walked barefoot to Canterbury Cathedral and was whipped by bishops, abbots and 80 monks

Henry II: King of England 1154-89

John: King of England 1199-1216

Martin Luther: German monk, created Protestant religion

Henry VIII: King of England 1509-57

Magna Carta: Some key clauses:	
1	The English Church shall be free and have its rights protected
8	No widow shall be forced to remarry if she chooses not to
12	No taxes to be charged by the monarch without general consent
39	No man should be arrested or imprisoned without a fair trial

Henry VIII: Key events:

1491: Henry was born (son of Henry VII)
1502: Henry's older brother, Arthur, died - Henry married Arthur's widow, Catherine of Aragon
1509: Henry VIII was crowned King of England
1527: Henry VIII first asked Pope Clement VII for permission to divorce his wife (the Pope refused, partly because he was imprisoned by Charles V, who was both Holy Roman Emperor and Catherine of Aragon's nephew)
1533: Henry was granted an annulment of his marriage by Archbishop of Canterbury Thomas Cranmer
1534: Act of Supremacy was passed: Henry was now Head of the English Church and the country was Protestant
1536: Henry started the Dissolution of the Monasteries

The significance of the Tudors and the Reformation in England
Over five hundred years ago, people were only just realising that America existed and they had no idea about Australia or New Zealand. England and Scotland were separate kingdoms and each had their own Monarch. The Tudors were a Welsh / English family and they ruled England and Wales from 1485 – 1603: 118 years!

Catholic	**A member of the Christian church led by the Pope**
Dissolution of the Monasteries	From 1536, the policy of Henry VIII to close down and confiscate the lands and wealth of all monasteries in England and Wales
Excommunicate	To be expelled from the Catholic church: a serious punishment
Heretic	Someone who challenges the ideas of the Catholic church
Pilgrimage of Grace	A popular revolt in Northern England against the Reformation
Treason	A crime against the Monarch, punishable by death

Keyword		Definition	Example
Fraction		Represents how many parts of a whole	$\frac{3}{10}$ means 3 out of 10 parts
Decimal		A number with a decimal point used to separate ones, tenths, hundredths etc.	0.52 represents 5 **tenths** and 2 **hundredths**
Percentage		Represents how many parts per hundred	7 **hundredths** = $\frac{7}{100} = 7\%$
Convert		Change into an equivalent representation, often between fractions, decimals and percentages.	$\frac{24}{100} = 0.24 = 24\%$
Multiplier		The decimal equivalent to a percentage, that scales a quantity. $Original \times Multiplier = New$	0.35 is the multiplier to find 35% of an amount
Percentage Increase/ decrease		Increasing or decreasing a value by a given percentage. Multiplier $= \frac{100 \pm P}{100}$	Increase by 24% Increase multiplier = $\frac{100+24}{100} = \frac{124}{100} = 1.24$
Percentage change		The amount that a quantity has changed expressed as a percentage of the original value. $\%\ change = \frac{difference}{original\ value} \times 100$	Original value = £80, New value = £55 $\%\ change = \frac{80-55}{80} \times 100 = 31.25\%$
Appreciates/ Depreciates		Increases/Decreases in value.	
Reverse percentages (Calculating the original value)		Calculating the original before a percentage change. $Original\ value = \frac{Final\ value}{Multiplier}$	Item reduced in sale by 25%. Final value=£80. Decrease multiplier = 0.75 Original value = $\frac{80}{0.75} = £106.67$
Repeated percentage change		When an amount changes a number of times by a given percentage . $Final\ amount = original \times multiplier^n$ where n is the number of times the percentage is applied	130 is increased by 5% a year for 3 years. Multiplier $= 1.05, n = 3$ Final amount $130 \times 1.05^3 = 150.5\ (1dp)$
Simple Interest		Simple interest pays the same interest each year based on the original amount.	£500 invested. 6% simple interest for 3 years. $500 + 3(0.06 \times 500) = £590$
Compound Interest		Repeated percentage change based on amount currently in account.	£500 invested. 6% compound interest for 3 years. $500 \times 1.06^3 = £595.51$

Keyword		Definition	Example
Solve		To find the numerical answer that is represented by a variable	
Equation		A mathematical statement showing that two expressions, separated by an equals symbol (=)are equal in value.	$\boldsymbol{2x + 1 = 1}$ $\boldsymbol{3x + 5 = x - 7}$
Inverse operation		The operation that undoes the operation given in the equation	The opposite of "$+\boldsymbol{a}$" is "$-\boldsymbol{a}$" and vice versa. The opposite of "$\times\ \boldsymbol{b}$ "is "$\div\ \boldsymbol{b}$" and vice versa. The opposite of **squaring** is **square rooting** and vice versa.
Solving equations		The process of finding the values that make an equation true.	$2x + 1 = 15$ $2x = 14$ $x = 7$

Keyword		Definition	Example
Event		Something that happens	Roll of a die or flip of a coin
Outcomes		All the possible results of an event	An ordinary die has 6 possible outcomes
Probability scale		A scale from zero to one	Impossible is zero, certain is one.
Fair		All outcomes are equally likely to occur	On a die, all six outcomes are equally likely eg $P(5) = \frac{3}{6}$
Biased		One outcome is more likely than the rest	
Combined events		Two possible events are linked in some way.	Throwing a die and a coin at the same time and listing all outcomes
Sample space diagram		A two way table that shows all combined outcomes of two events.	
Theoretical Probability		Calculating the probability of equally likely outcomes	On a coin, $P(head) = \frac{1}{2}, P(tail) = \frac{1}{2}$
Experimental probability		Repeating an experiment a number of times to estimate the probability of an outcome. Each separate experiment is called a trial.	Estimating the probability that a bus will be late.
Mutually exclusive events		Events that cannot happen at the same time	A 5 and a 6 cannot be thrown on a single die at the same time.
Exhaustive outcomes		A set of outcomes that cover all possibilities	The exhaustive outcomes of flipping a coin are (head, tail)
Relative Frequency		In an experiment or survey, the relative frequency of an event is the number of times the event occurs divided by the total number of trials.	Out of 100 cars observed, 23 are yellow. Relative frequency = $\frac{23}{100}$

Bournemouth School music department

Year **7**
Unit **3**
Instruments of the orchestra

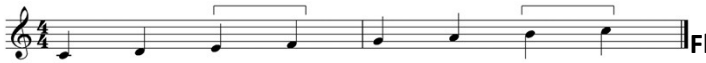
Orchestra A large group of string, woodwind, brass and percussion instruments directed by a conductor

Conductor Directs the orchestra, using their hands or a baton

Key The set of notes that a piece uses, and the note that it uses as 'home'

Major key music which uses the major scale is in a major key. The major scale has a fixed pattern of where the semitones come:

The key of C major only uses white notes on the keyboard.



Bar regular groupings of beats in a piece of music, in which some are stronger than others. The most common groupings are 2, 3 or 4 beats.

This QR code will take you to a Spotify playlist with audio examples of many of the concepts covered on this sheet and in lessons. You will find it helpful to listen to these as you learn.

String instruments (instruments where a vibrating string makes the sound)

Violin A high pitched string instrument played with a bow

Viola A larger (and lower) version of the violin

Cello The largest instrument in the same family as the violin and viola

Double bass A low pitched string instrument played with a bow

Harp A plucked string instrument with one string for each note

Woodwind instruments (instruments where the sound is made by a vibrating column of air)

Piccolo A smaller (and higher) version of the flute

Flute A woodwind instrument played by blowing over a hole in the mouthpiece

Oboe A high pitched woodwind instrument with a double reed

Cor Anglais A larger (and lower) version of the oboe

Clarinet A high pitched woodwind instrument with a single reed

Bassoon A low pitched woodwind instrument with a double reed

Brass instruments (instruments where the player uses their lips to make the air vibrate)

Trumpet A high pitched brass instrument which has valves

French horn A brass instrument with keys. Horns are often associated with hunting

Trombone A low pitched brass instrument with a slide

Tuba A low pitched brass instrument with valves

Percussion instruments (Instruments which are hit— or scraped or shaken — to make sound)

Pitched percussion instruments which can play a definite note

- **Glockenspiel**
- **Timpani**
- **Xylophone**

Unpitched percussion instruments that make a sound which isn't a definite note

- **Bass drum**
- **Castanets**
- **Cymbals**
- **Snare drum**
- **Tambourine**
- **Tam-tam**
- **Triangle**
- **Whip**
- **Woodblock**

Bournemouth School – Knowledge Organiser – Year 7

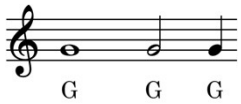
MUSIC

Bournemouth School music department

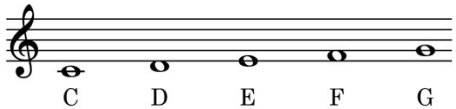
Year **7**
Unit **3**
Keyboard

Treble clef

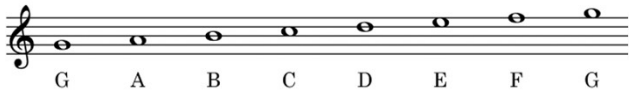
The **treble clef** sets the note G as the second line up on a musical **stave**. Any note with the note head (the round bit) covering that line is a G:



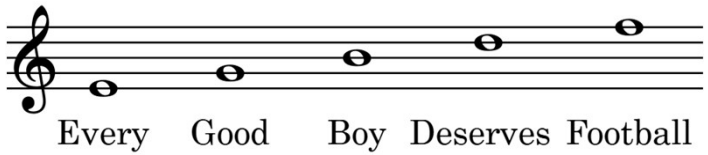
Notes are arranged in alphabetical order, using lines and spaces. It's always the note head that tells you which note it is. The first C (middle C) needs to be on a line, but there isn't one, so it gets its own (a **ledger line**).



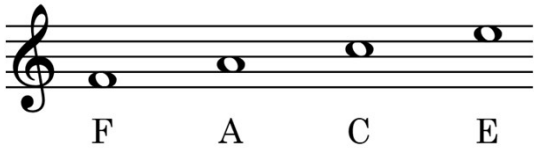
Because we only use the letters A-G, the note above G is A, and we start again.



Notes on lines—an easy way to remember



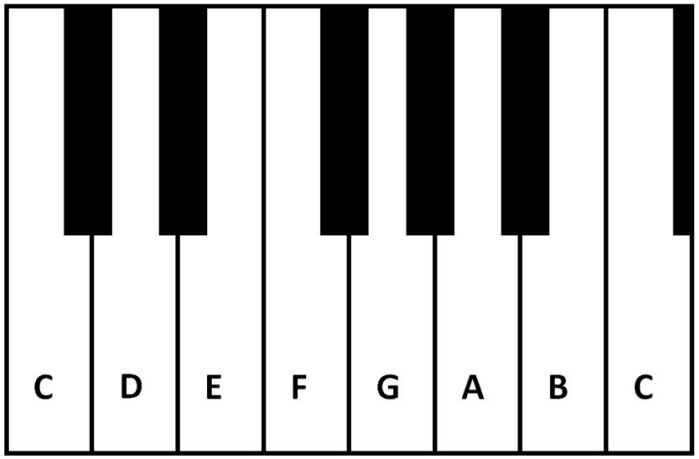
Spaces spell 'FACE'



Notes on the keyboard

The notes are arranged in alphabetical order, from low to high.

Look for the pattern of black notes. C is always the white note to the left of the group of two black keys.



This will help you remember the keyboard layout.

Keyword	Learn	✓
Career	An occupation undertaken for a significant period of a person's life and with opportunities for progress.	
Prospects	The possibility of being successful, especially at work - the opportunity for promotion and development.	
Skills	The ability to do something well.	
Qualities	A distinctive attribute or characteristic possessed by someone.	
Stereotypes	A generalized belief about a particular category of people. It is an expectation that people might have about every person of a particular group.	
Equality of opportunity	Exists when individuals are treated similarly, unhampered by artificial barriers, prejudices, or preferences.	
Respect	Due regard for the feelings, wishes, or rights of others.	
Peer Pressure	The strong influence of a group on members of that group to behave as everyone else does.	
E-cigarette or vape	a device used for inhaling vapour containing nicotine and flavouring.	

Never starting is easier than giving up an addiction!

Choosing a career ☐

Choosing a career is never easy as you need to consider lots of information and know what you want.

Consider the following:
- labour market – what types of careers are available where you want to live
- prospects - are there opportunities for promotion and development
- job satisfaction - will you like the job or is this not important
- pay - what is the pay rate now and in the future
- skills and qualities - what are your attributes and talents
- qualifications - what qualifications are needed? Can you achieve them?
- working conditions. - what are the hours? what will you have to wear? what is the environment like?

Career Stereotypes ☐

Career stereotypes are not acceptable.

People should be able to follow any career regardless of their gender, race, religion, age or any career stereotype.

Smoking and vapes – some facts. ☐

- Smoking is a major risk to health (for the smoker and those around smokers.
- The risks of smoking are well known because people have been smoking for a very long time.
- Vaping or the use of e-cigarettes has risks but the extent of these risks are not clear yet.
- It is illegal for retails to display cigarettes.
- It is illegal for retailers to sell cigarettes to anyone under the age of 18 years old.
- It is illegal for retailers to vapes or vape liquids to anyone under the age of 18 years old.
- The possession of and use of cigarettes and vapes is NOT allowed in school.

Helpful websites:
https://www.childline.org.uk – Childline has lots of useful information and advice.
The NHS and the risks of smoking
The NHS and advice on E-cigarettes
The national careers service and exploring careers

Key Words:

- ❑ **Telos:** An end, fulfilment, purpose, goal or aim.
- ❑ **Teleological argument:** A rational argument that attempts to prove the existence of God (a posteriori – meaning an argument based on evidence and experience).
- ❑ **Anthropic Principle:** That the earth appears to be designed with human beings in mind.
- ❑ **Analogy:** A comparison between things that have similar features, often used to help explain a complicated idea or principle
- ❑ **Order:** To arrange something in a specific pattern or sequence; a command given to make something happen.
- ❑ **Ontological:** relating to ontology, which means 'concerned with being' or existence (a priori – meaning an argument based on pure logic).
- ❑ **Deductive:** Moving from a set of statements to a conclusion that, if the argument is sound, is indisputable.

Scientific theories for the origins of the universe:

- ❑ **Big Bang theory:** The theory states that around 14 billion years ago all matter and energy in the universe was at a point of infinite density and temperature known as a singularity, which then expanded rapidly. Eventually stars, galaxies and planets formed. This expansion was the beginning of time and continues to this day.
- ❑ **Evolution:** The process by which different creatures are believed to have developed from earlier less complex life forms. Charles Darwin (1859 Origin of the Species) was a pioneer in evolutionary science.
- ❑ **Natural Selection:** The process by which evolution is believed to work. Organisms such as animals are continuously adapting and develop changes in the genes (genetic traits such as eye and skin colour) that, if give better chances of survival are more likely to be passed on to offspring.

The First Cause argument:

- ❑ Everything I've seen in the universe has a cause
- ❑ What is true of everything *in* the universe must be true of the universe too.
- ❑ Therefore, the universe needs a cause too
- ❑ This would be the First Cause and it would need to be outside of the universe.
- ❑ Therefore, God exists to have caused the universe.

The Design argument – The archer and the arrow:

- ❑ St Thomas Aquinas: Noted that everything in existence undergoes constant changes.
- ❑ For Aquinas, non-intelligent things can only be moved by intelligent things to achieve their 'end's'.
- ❑ Aquinas compared this to an archer who aims the arrow towards a target.
- ❑ The arrow has the ability to hit the bullseye, but it is the archer who directs the arrow to the target.
- ❑ For Aquinas, God is the archer and he has given everything including humans telos (purpose) that he directs us towards.

William Paley's Watch analogy:

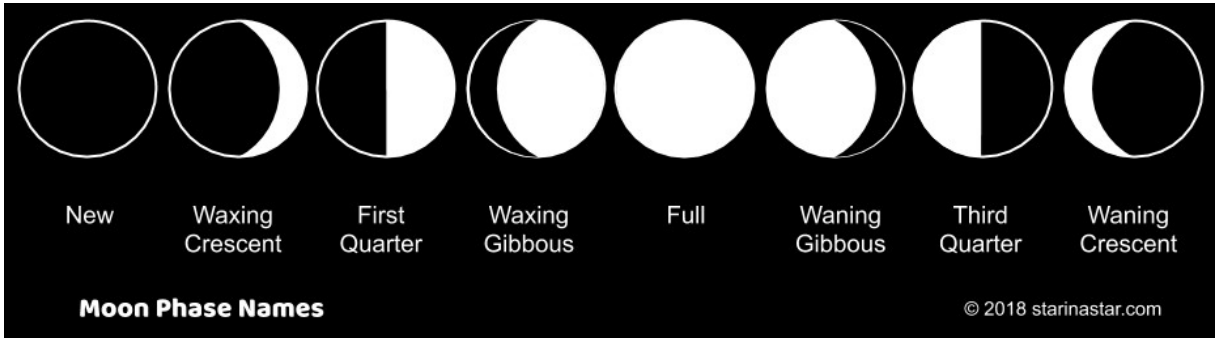
- ❑ If you stumbled across a stone on a heath, it would seem reasonable to suggest that this stone has just been there for ever.
- ❑ However, imagine instead that you stumble upon a pocket watch. This has several features that are significant – complexity, order, the fitting together of parts – and all for the purpose of telling the time.
- ❑ It would not be reasonable to suggest that this watch has just been there forever.
- ❑ Instead, it must have come from a designer who planned to place the parts together, in that particular order, for the reason of time-telling.

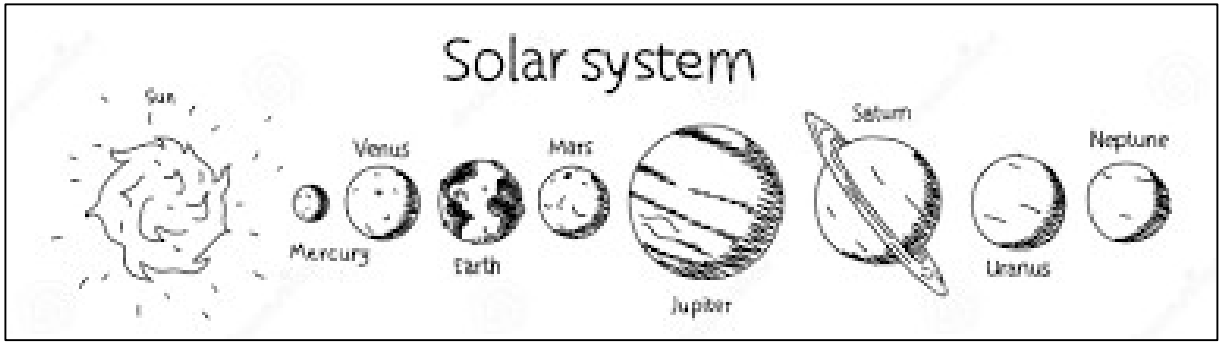
Ontological argument:

- ❑ God is the greatest being that can be thought of
- ❑ God exists in our minds as a concept
- ❑ If God existed only in our minds but lacked existence outside of our minds, we could imagine something greater that exists both in reality and in our minds
- ❑ That being would be greater than God.
- ❑ Therefore, God must exist in reality and our minds.

Physics topic C: Space

Keyword	Definition	
Day	Planet rotating on its axis once. 1 Earth day = 24 hours	
Lunar month	The moon orbiting the Earth once	
Year	The planet orbiting the Sun once. 1 Earth year = 365.25 days	
Seasons	4 season in one year. Changes in the temperature and daylight hours due to the tilt of the Earth	
Moon	The natural satellite of Earth	
Planet	An object which orbits the Sun	
Sun	The star at the centre of our solar system	
Asteroid	Metallic rock (usually) orbiting the Sun	
Comet	Ball of ice (and dust) orbiting the Sun	
Satellite	Object orbiting another object, usually a planet	
Solar eclipse	When The moon blocks the sunlight from Earth	
Lunar eclipse	When the Earth blocks the sunlight from the Moon	
Galaxy	Large group of stars	
Big Bang	Beginning of the universe	

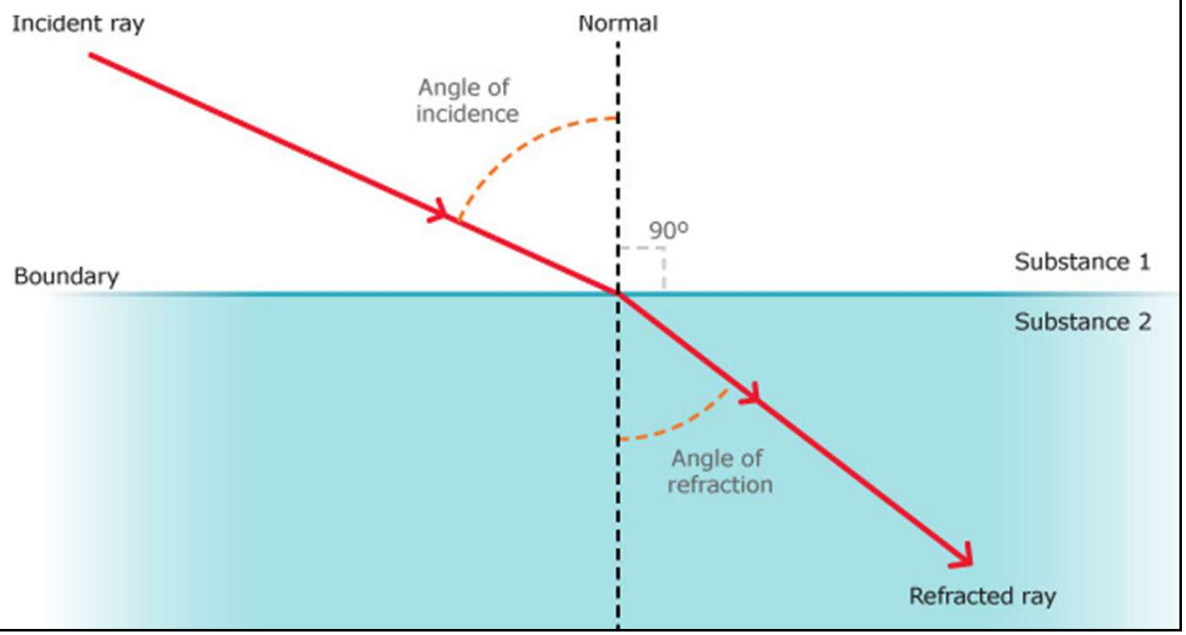




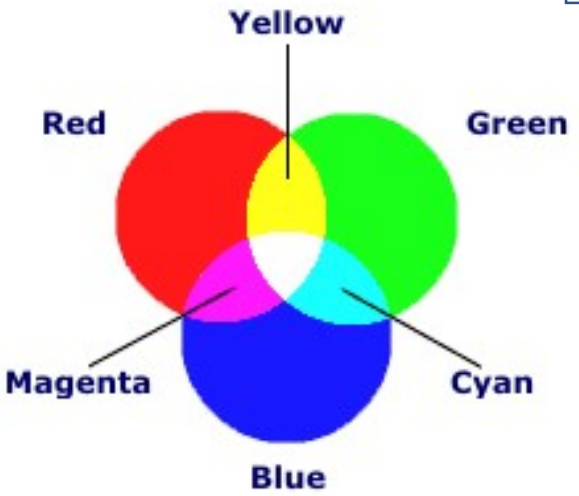
Weight = mass x gravitational field strength
Weight = force due to gravity, measured in N Mass = amount of matter, measured in kg Gravitational field strength = the attraction between an object and the centre of a planet, measured in N/kg

Physics topic B: Light

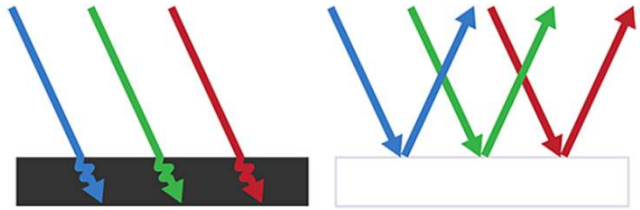
Refraction



Primary and secondary colours

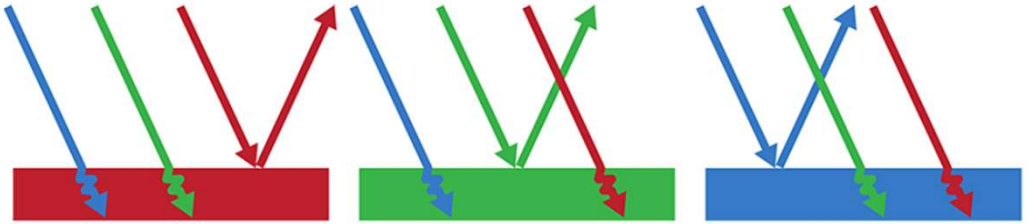


Black and white surfaces



Black surfaces absorb all colours of light. White surfaces reflect all colours of light.

Primary colours

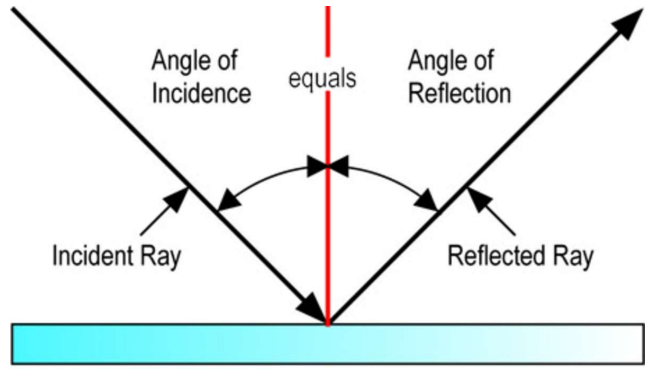


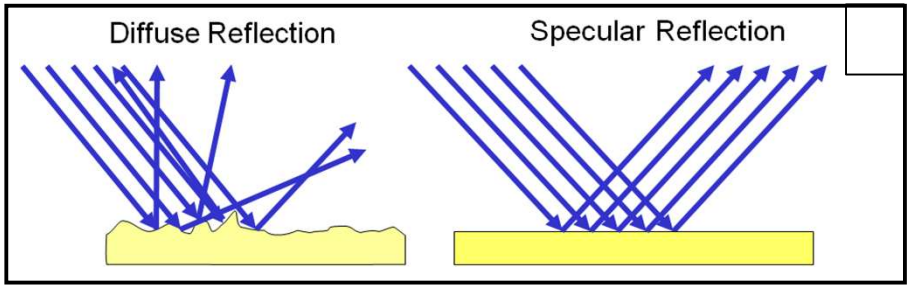
Red surfaces only reflect red light, blue surfaces only reflect blue light, and green surfaces only reflect green light.

Physics topic B: Light

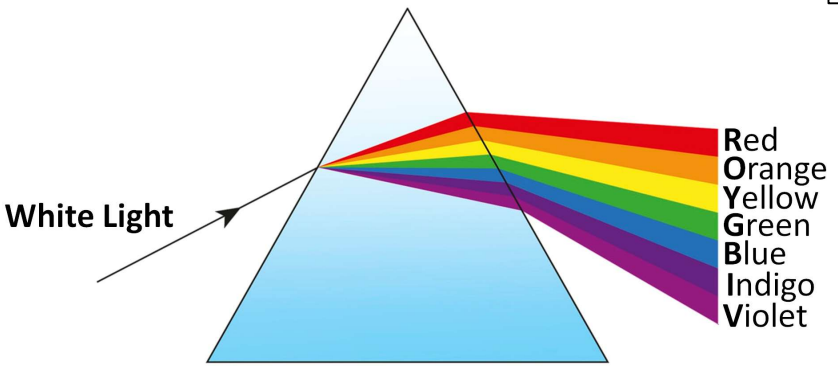
Keyword	Learn	✓
Luminous	An object that emits or gives out light	
Non-Luminous	An object that does not emit light	
Transparent	A material that allows all light to pass through it	
Translucent	A material that allows some light to pass through it	
Opaque	A material that allows no light to pass through it	
Absorb	Light is absorbed when the energy is taken into the object	
Transmit	Light is transmitted when it passes through an object	
Reflect	Light is reflected when it bounces off an object	
Diffuse reflection	Reflections that don't give an image	
Specular reflection	Reflections where an image can be seen	
Refraction	Change in the direction of light going from one material to another	
Coloured filter	A coloured filter only allows light of the same colour to pass through.	

Reflection of light





Dispersion of light



Los días de la semana	Days of the week	
lunes	Monday	
martes	Tuesday	
miércoles	Wednesday	
jueves	Thursday	
viernes	Friday	
sábado	Saturday	
domingo	Sunday	

Opinion structures		
me encanta(n)	I love	
me gusta(n)	I like	
me gusta(n) mucho	I really like	
no me gusta(n)	I don't like	
no me gusta(n) nada	I don't like at all	
odio	I hate	
detesto	I hate / detest	
me chifla(n)	I'm crazy about	
me mola(n)	I find it cool	

Essential regular verb endings

Estudiar	To study	
estudi**o**	I study	
estudi**a**	he/she studies	
estudi**amos**	we study	

Comer	To eat	
com**o**	I eat	
com**e**	he/she eats	
com**emos**	we eat	

Escribir	To write	
escrib**o**	I write	
escrib**e**	he/she writes	
escrib**imos**	we write	

Adjectives and agreement

	Singular		Plural	
	Masculine	**Feminine**	**Masculine**	**Feminine**
Ending in - o/-a	divertid**o**	divertid**a**	divertid**os**	divertid**as**
Ending in - e	importante	importante	important**es**	important**es**
Ending in a consonant	útil	útil	útil**es**	útil**es**

Indefinite articles (a / some)		
un laboratorio	a lab	
unos laboratorios	some labs	
una piscina	a swimming pool	
unas piscinas	some swimming pools	

Definite articles (the)		
el laboratorio	the lab	
los laboratorios	the labs	
la piscina	the swimming pool	
las piscinas	the swimming pools	

¿Qué estudias?

Estudio…	I study	
las ciencias	science	
el dibujo	art	
la educación física	PE	
el español	Spanish	
el francés	French	
la geografía	geography	
la historia	history	
la informática	computing	
el inglés	English	
las matemáticas	maths	
la música	music	
la religión	PRE	
el teatro	drama	
la tecnología	technology	

Photo card phrases

A la izquierda	To the left	
A la derecha	To the right	
En el centro	In the centre	
hay..	there is/are…	
un(a) estudiante	a student	
un(a) profesor(a)	a teacher	
dos estudiantes	two students	
dos profesores	two teachers	
una clase	a classroom/class	

¿Qué hay en tu insti?

En mi insti	In my school	
hay	there is	
un campo de fútbol	a football field	
un comedor	a canteen	
un gimnasio	a gym	
un patio	a playground	
una biblioteca	a library	
una clase de informática	a computer room	
un polideportivo	a sports centre	
una piscina	a swimming pool	
unos laboratorios	some laboratories	
unas clases	some classrooms	

¿Cómo es tu insti?

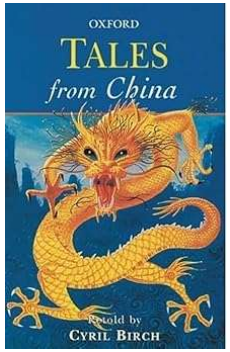
porque es…	because it is…	
antiguo/a	old	
bonito/a	nice/pretty	
feo/a	ugly	
grande	big	
moderno/a	modern	
pequeño/a	small	

¿Qué haces durante el recreo?

como..	I eat…	
un bocadillo	a sandwhich	
unos caramelos	some sweets	
chicle	chewing gum	
una chocolatina	a chocolate bar	
fruta	fruit	
unas patatas fritas	some crisps	
bebo….	I drink….	
agua	water	
un refresco	a soft drink	
un zumo	a juice	

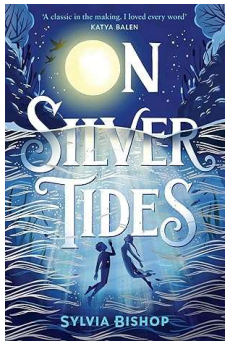
Opiniones

aburrido/a	boring	
difícil	difficult	
divertido/a	fun	
fácil	easy	
importante	important	
interesante	interesting	
práctico/a	practical	
útil	useful	



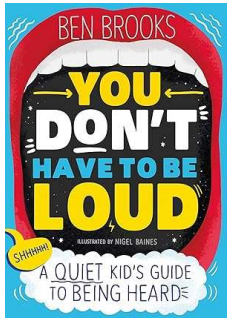
Tales from China by Cyril Birch

This collection of Chinese stories begins with the great legends of how Earth and Heaven came into being. There are folk-tales too, about ghosts, rain-makers, students and magicians, and a man who is nearly made into fishpaste.



On Silver Tides by Sylvia Bishop

Kelda has always protected her little sister Isla from danger on the rivers, and from the suspicions of their community. For Isla cannot breathe underwater - and so her very existence is forbidden by Silvermen's Lore. Now the rivers of England are growing sick: monstrous creatures are awakening and a fierce torrent of blame falls upon Kelda's family. When betrayal comes, the sisters escape on a desperate journey upstream. Will Kelda be able to save both her sister and the rivers before it's too late?

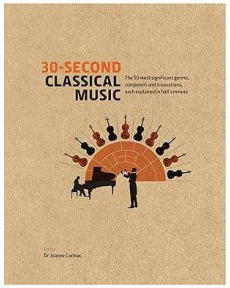


You Don't Have To Be Loud by Ben Brooks

A positive and confidence-boosting look at what it means to be quiet - and why we should love and embrace it as part of being YOU!

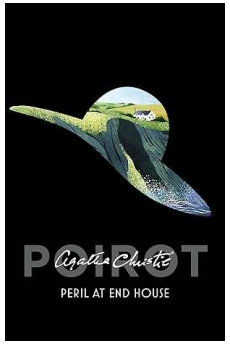
The Dark is Rising by Susan Cooper

It's Christmas-time in the Stanton family house: presents, carol singing, good cheer. But for 11-year-old Will Stanton something sinister has begun, inching round his subconscious, shouting silent warnings he can't decipher. Then on Midwinter Day Will wakes up to a different world - silent, covered in snow and ancient forest, a world of another time. A world where evil lurks...



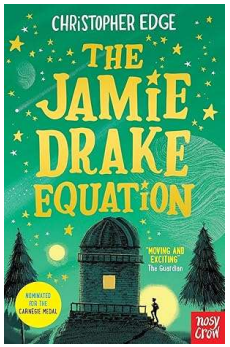
30-Second Classical Music edited by Joanne Cormac

Do you know a capella from zarzuela, or your major from your minor? Can you distinguish between a serenade and a symphony? If you only have 30 seconds, there is time - using this book - to understand the creative journey taken by classical music from the Middle Ages to the modern era.



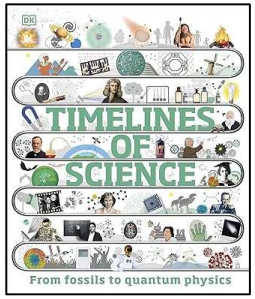
Peril at End House by Agatha Christie

Upon discovering a bullet-hole in Nick's sun hat, Hercule Poirot decides she needs his protection. At the same time, he begins to unravel the mystery of a murder that hasn't been committed. Yet.



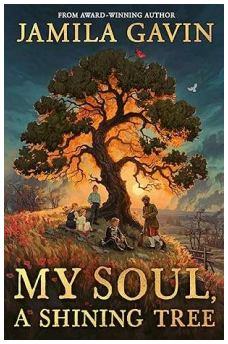
The Jamie Drake Equation by Christopher Edge

Jamie's dad is an astronaut. This is a good thing because how cool is that? And a bad thing because he's going to be orbiting the Earth for several months and Jamie already misses him badly.



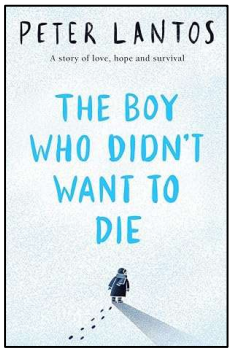
Timelines of Science by Julian Emsley et al.

Explore spectacular visual timelines that tell the story of science, from fossils to quantum physics, and discover exactly how science has changed the world - one discovery at a time.



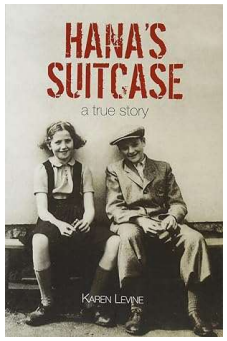
My Soul, A Shining Tree by Jamila Gavin

Based on the true story of Indian WWI gunner and recipient of the Victoria Cross, Khudadad Khan. The story is told from four perspectives: Lotte, a Belgian farmgirl whose village is the flashpoint for a battle; Ernst, a German teenage cavalry soldier whose grandiose dreams of war lie in tatters; Khudadad Khan, the gunner fighting with the British Army; and a wild walnut tree.



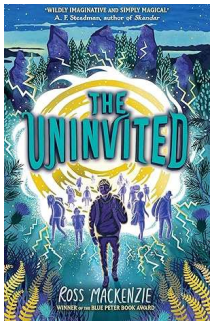
The Boy Who Didn't Want to Die by Peter Lantos

Peter and his parents set out from a small Hungarian town, travelling through Austria and then Germany together. Along the way, unforgettable images of adventure flash one after another: sleeping in a tent and then under the sky, discovering a disused brick factory, catching butterflies in the meadows - and as Peter realises that this adventure is really a nightmare.



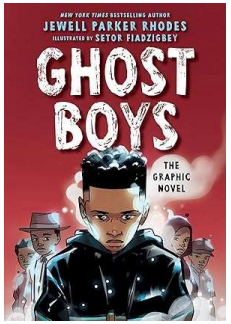
Hana's Suitcase by Karen Levine

In March 2000, a suitcase arrived at a children's Holocaust education centre in Tokyo. It belonged to an orphan girl called Hana Brady. Everyone was desperate to discover the story of Hana. Who was she? What had happened to her? This is the true story of what was uncovered of Hana and her family.



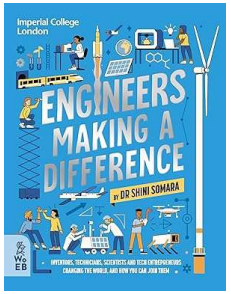
The Uninvited by Ross MacKenzie

Thirteen-year-old Samm Wolfback is a faerae who relies on no one. But when he is drawn into a secret plan to escape the faerae refugee camp, he must put his trust in others and embark on a perilous journey. From a circus of nightmares to a murderous museum, Samm's path is riddled with danger. And coming his way is an unsuspecting human boy, Ally, with a magical power he can't control . . .



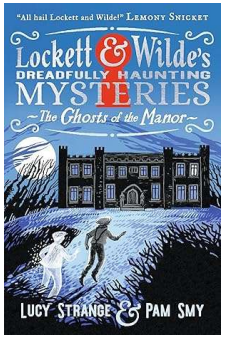
Ghost Boys Graphic Novel by Jewell Parker Rhode and Setor Fiadzigbey (Illustrated by)

ALIVE Twelve-year-old Jerome doesn't get into trouble. He goes to school. He does his homework. He takes care of his little sister. Then Jerome is shot by a police officer who mistakes his toy gun for a real threat. DEAD As a ghost, watching his family trying to cope with his death, Jerome begins to notice other ghost boys. Each boy has a story and they all have something in common...



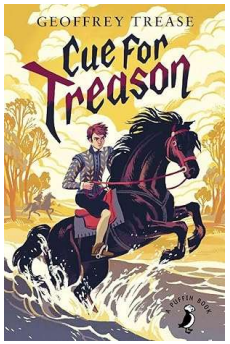
Engineers Making a Difference by Dr Shini Somara

In this book you'll meet 46 engineers, from apprentices and lab technicians to university professors and start-up CEOs and hear what problems they are solving and why they love their jobs.



Lockett & Wilde: The Ghosts of the Manor
by Lucy Strange and Pam Smy

Matilda Lockett is used to playing the role of Poor Dead Edna in her aunt's spooky stage show. But when she experiences a most dreadful haunting at Beauchamp Manor, Matilda discovers she really can see ghosts! When she teams up with ghost boy Edgar Wilde, a new snooping partnership is formed: Lockett & Wilde Supernatural Sleuths.



Cue for Treason by Geoffrey Trease

Fleeing from the evil Sir Philip Morton, Peter Brownrigg finds himself on the wrong side of the law. On the run to London he meets Kit and the two decide to stick together. But a chance discovery endangers their lives and soon Peter is deep in murderous plots, secrets and even treason.

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Timetable

	1Mon	1Tue	1Wed	1Thu	1Fri	2Mon	2Tue	2Wed	2Thu	2Fri
Reg										
1										
2										
Break										
3										
4										
Reg										
Lunch										
5										
6										