



BOURNEMOUTH SCHOOL

Year 7

Knowledge Organiser 6

Summer Term

Name: _____ Master 7

Registration Form: - _____

✓ Hard Work

✓ Discipline

✓ Smart Appearance

✓ Respect

Bournemouth School

Knowledge Organiser: Year 7 Summer Term 6

'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.

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. 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. Follow the homework timetable you have devised over the last two terms 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 4:30pm. 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 lessons, 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 **25** minutes revising your KO each day.
- You should spend **30** 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.

The **Formal Elements** are the parts used to make a piece of artwork. The art elements are **line, shape, space, form, tone, texture** and **colour**.

Tone (often called Value in America) is the degree of lightness or darkness in a colour. Artists use shading and highlighting to create a range of tones, adding dimension and depth to their work. Tone is often associated with **blending and pencil work**.

Primary colours are **red, yellow** and **blue**.
 They cannot be made by mixing other colours together.

Secondary colours are made by mixing equal amounts of primary colours together:
 Blue and **red** mixed together make **purple**
 Yellow and **red** mixed together make **orange**
 Blue and **yellow** mixed together make **green**

A **tertiary** colour is made by mixing equal amounts of a primary colour and a secondary colour together.
 There are six tertiary colours. On the colour wheel, they sit between the primary and secondary colour they are mixed from.

Harmonious colours sit beside each other on the colour wheel. These colours work well together and create an image which is pleasing to the eye.
 Harmonious colours may also be referred to as **analogous** colours.
 A harmonious colour scheme uses three to five colours that are beside each other on the colour wheel.

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

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.

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.

How tone is applied to create form: **You must vary the pressure you apply to your pencil to create a range of tones, from light to dark.** Mark making can be used to create tones, texture and surfaces. **A rubber can be used to create highlights.** Different types of pencils. The spacing between your mark making will create a range of tones, along with layering.

Composition in art is the way in which different elements of an artwork are combined. In general, this refers to the key subjects of the artwork and how they are arranged in relation to each other.

Tints, shades and tones

A **tint** is where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink. Pink is a tint created by adding white to red.
 A **shade** is where an artist adds black to a colour to darken it down.
 A **tone** is where an artist adds grey to a colour.

Warm colours remind us of things associated with the concept of heat such as summer, beaches, the sun, fire etc. The warm colours are: red-purple, red, red-orange, orange, yellow-orange, yellow
 Cool colours remind us of things associated with the absence of heat – such as winter, ice, water, etc. The cool colours are: purple, blue-purple, blue, blue-green, green, yellow-green
Using warm and cool colours in a painting can have different effects.

A **pattern** is a repetition of elements (shapes, lines, colours, etc.) often with a consistent spacing and sequence. Patterns are created by repeating elements in a recognisable and systematic arrangement.

Types of Kwakiutl Artwork - Masks, Totem poles, Jewellery, Wood carving, Dance and Woven blankets

Totem poles are sculptures carved from large trees, usually cedar, by cultures of the Indigenous peoples of the Pacific Northwest Coast of North America.

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

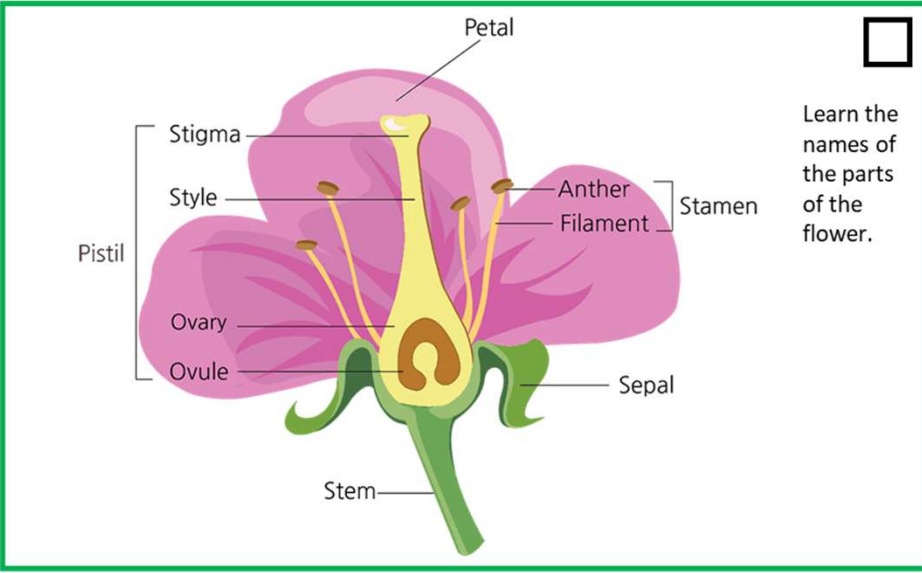
Dry brush
Dry brush technique allows artists to pick up fresh paint with a slightly moist brush to create hatched strokes.

What is a sculpture?
A sculpture is a work of art that is produced by carving or shaping stone, wood, clay, or other materials

A **maquette** is a scale model or rough draft of a sculpture or architectural project. Artists use maquettes to experiment with shapes and materials, and to visualize how the final work will look.

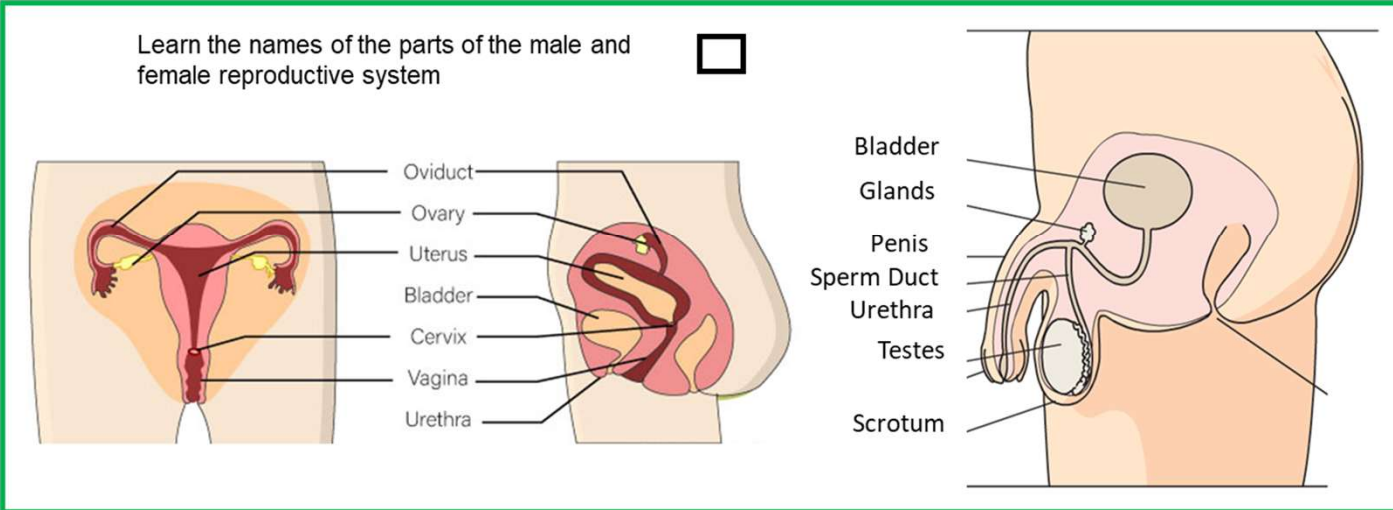
What is an armature?
An armature is an open framework on which a sculpture is moulded with clay or similar material.

Keyword	Learn	✓
Life Cycle	The series of stages that an organism goes through from the beginning of its life until its death.	
Asexual reproduction	Making identical offspring with no variation.	
Sexual Reproduction	Making Varied Offspring.	
Stamen	Male part of a flower	
Pistil	Female part of a flower	
Gamete	A sex cell	
Pollen	The male gamete in plants	
Ovule	The female gamete in plants	
Seed	Formed from fertilisation of an ovule by pollen.	
Fertilisation	Fusion of the nuclei of male and female gametes	



Asexual	Sexual
Involves one parent	Requires two parents
Offspring are genetically identical	Offspring genetically different
Faster process	Slower process
No gametes (sex cells) involved	Involves gametes (sex cells)

Menstrual Cycle	
Day	Description
Day 1	Blood from the uterus leaves through the Vagina.
Day 14	Egg is released - Ovulation
Day 7-28	Bleeding stops, lining of uterus is built up again.



Y7 Unit F Separating Mixtures

Keyword	Learn	✓
Chromatography	A technique used to separate different coloured substances within a mixture	
Dissolving	The process in which a solute mixes completely with a solvent to form a solution	
Distillate	Pure liquid obtained by cooling and condensing vapours during distillation	
Distillation	A technique for separating solutions based on differences in boiling points	
Evaporation	A method to separate a solid dissolved in a liquid by converting the liquid into gas	
Filtrate	Solution that passes through filter paper during filtration	
Filtration	A method for separating insoluble solids from liquids using a filter paper and funnel	
Immiscible	Liquids that will not mix or dissolve in one another	
Insoluble	A property of a substance that indicates it cannot dissolve in a liquid	
Residue	Insoluble solid that is left in filter paper during filtration	
Saturated	A solution that contains the maximum amount of solute dissolved in the solvent	
Solubility	The maximum mass of a solute that can dissolve in a given volume of solvent at a specific temperature	
Soluble	A property of a substance that indicates whether it can dissolve in a liquid	
Solute	A substance that can dissolve in a liquid	
Solution	A mixture formed when a solvent dissolves a solute	
Solvent	A substance (usually a liquid) that dissolves another substance	

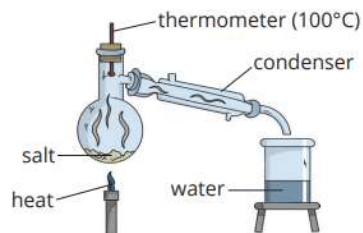
Filtration



This method is used to separate an **insoluble solid** from a **liquid**. The solution is passed through a filter paper and a funnel.

The **residue** remains in the filter paper, and the part which passes through the filter is called the **filtrate**. A mixture of sand and water can be separated by filtration.

Distillation



This method is used to separate a solvent from a solution. It can separate the same type of solution as in evaporation, e.g. salt water, but retrieving the other component of the mixture.

As the water is **heated** and evaporates from the flask, it flows upwards and into the **condenser**. The condenser is surrounded by cool water which causes the water vapour to **condense** back into a liquid, this flows down the tube and into the beaker. The water collected in the beaker is **distilled water**.

Dissolving

Dissolving is the process of mixing a **soluble solute** into a solvent until it is fully incorporated to create a **solution**.



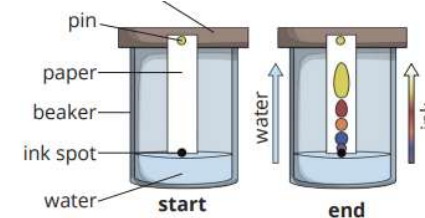
Solutes dissolve faster with increased **temperature**, greater **surface area** and **stirring**.

Evaporation



This method is used to separate a **soluble solid** from a **solvent**. The solution is heated, the liquid evaporates and the solid crystallises.

Chromatography



Chromatography can be used to separate, for example, different dyes in ink. The colours are separated because they have varying **solubilities**.






The separate inks are carried different distances up the **stationary phase** (filter paper) by the **mobile phase** (solvent).

Unit 6: Game Design with PowerPoint

Core Elements of Game Design

Keyword	Definition / Example	Tick
Space	The look and feel of the game.	
Components	Objects that exist in the space and are used to play the game.	
Mechanics	What the player can do in the game.	
Goals	What the player is trying to achieve.	
Rules	Help players understand how to play the game.	

Playability

Keyword	Definition / Example	Tick
Mouse Positioning 	Where does the player’s cursor end up after each slide transition? This will be your starting point for the next level.	
Landing Zones 	Is there a space to move/think when the level starts?	
Click feedback 	Is it obvious where to click or where to move?	
Guidance 	Do visuals (arrows, colour, spacing) help guide the player?	
Avoiding frustration 	Are traps and actions placed fairly?	

Instructions for adding interactivity:

1. Select an object
2. Insert an action on this object
3. ‘Mouse over’ -> ‘Hyperlink to’
4. Slide...
5. Pick the slide to change to



Example Difficulty Progression

Level	What’s introduced?	Why it works
1	Simple movement + goal	Learn controls
2	First small challenge	Apply what was learned
3	Introduce one obstacle	Grows tension
4	Combine previous mechanics	Skill test

Tick here	Drawing type	Picture	Description
	Oblique		<ul style="list-style-type: none"> • Drawn at 45° • Designs can be distorted from this angle • Very basic • Can't see all of the sides
	Isometric		<ul style="list-style-type: none"> • 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: *Earth Matters – Writing to Persuade*

Key Terms	✓
<p>Genre = the form of writing you are using. Audience = who you are writing for. Purpose = why you are writing and what you are trying to achieve.</p> <p>Explicit = Information that is clearly stated. Implicit = Information that is suggested. Interpret = Explain the meaning of something in your own words, showing your understanding.</p> <p>Anecdote – a short story to illustrate the point being made in a speech or piece of persuasive writing. Register – the style of language used that is appropriate to the scenario.</p>	
Persuasive Techniques	✓
<p>D = Direct Address A = Alliteration F = Facts O = Opinions R = Repetition/Rhetorical Questions E = Emotive Language S = Statistics T = Triplet/Triple/Rule of Three</p>	

Creative writing must include:	✓
<ul style="list-style-type: none"> • Accuracy in spelling, punctuation and grammar. • Punctuation variety: move beyond full stops and commas. • Sentence variety: simple, compound, complex. • Ambitious vocabulary: thesaurus use is encouraged. • Sophisticated writing techniques: metaphor, personification, rhetorical techniques. 	

Writing a speech	✓
<p>Engage your audience – think about who they are, and what you are trying to achieve by speaking to them.</p> <p>Structure the speech:</p> <p><u>Opening</u> – “Good afternoon ladies and gentlemen.”</p> <p>Hook the audience’s attention. E.g. a powerful image, anecdote, humour (if appropriate), a shocking fact</p> <p><u>Main body</u> – keep the listeners engaged.</p> <p>E.g. repetition of key points, alliteration, statistics</p> <p><u>Ending</u> – “Thank you for listening.”</p> <p>Round it off and leave the audience thinking. E.g. ‘You hold our fragile future in your hands - don’t break it.’ ‘Do we really have any other choice?’ ‘When it’s all said and done, will you have said more than you have done?’</p>	

Year 7 English: *Earth Matters – Writing to Persuade*

Writing the content of a leaflet

There is less space for writing in a leaflet so you have to explain your message in fewer words. Using too many words will make people stop reading.

A leaflet needs to be striking to look at so that people will read it when it falls out of the newspaper, for example, rather than throwing it away. It needs a strong heading, and the layout has to be clear and direct to attract the reader.

The message of a leaflet must stand out. Using large print, colour and a slogan or catchphrase will make people read on.

Writing an article

Headline – tells the reader what they will read about. It’s a good opportunity to include a persuasive technique such as alliteration or a rhetorical question.

Strapline - tells the reader a bit more about the article. It should try and ‘hook’ the reader in.

Introductory paragraph - introduces the reader to what will be discussed in the article. Use a persuasive technique to “hook” the reader such as an anecdote or a shocking statistic.

Topic sentences – a clear statement at the beginning of each idea to make it clear what point you are making.

Subheadings - can be a useful way of dividing up your article. Each new idea has a short heading.

Cohesive argument – ensure your ideas join up to form a strong argument that flows.

Discourse markers – words that link your paragraphs and ideas together. E.g., furthermore; on the other hand; in addition; however.

Conclusion – a summing up is important and could relate back to your introduction in order to form a cyclical structure.

Ambitious vocabulary	
Disillusioned (adj.)	Having lost one’s ideals about something.
Pernicious (adj.)	Causing harm or ruin.
Prodigious (adj.)	Marvelous or wonderful.
Besotted (adj.)	Strongly obsessed with something.
Unequivocally (adv.)	In a clear and straightforward manner – there can be no confusion.
Plethora (noun)	An abundance of something. E.g., People have a plethora of ideas about what should be done.
Ubiquitous (adj.)	present, appearing, or found everywhere.
Despicable (adj.)	Deserving hatred or contempt.
Benevolent (adj.)	Showing goodwill and kindness.

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

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**

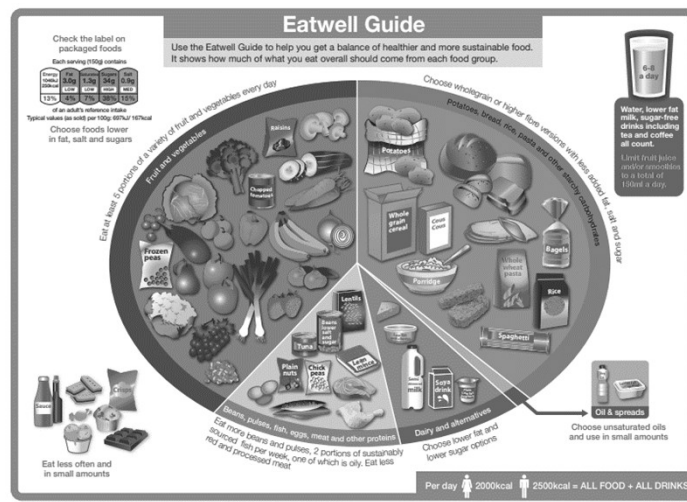
Lean minced meat (or meat substitute): **Beans, pulses, fish, eggs, meat and other protein**

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

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

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 bolognese and sandwiches are all made with ingredients from more than one food group. These are often called 'combination' or 'composite' foods.

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.

Les vacances

les vacances en famille	<i>family holidays</i>	
tous les ans ...	<i>every year ...</i>	
normalement ...	<i>normally ...</i>	
nous allons ...	<i>we go ...</i>	
en France	<i>in/to france</i>	
en Espagne	<i>in/to spain</i>	
en Grèce	<i>in/to greece</i>	
en Italie	<i>in/to italy</i>	
aux États-Unis	<i>in/to the usa</i>	
au Portugal	<i>in/to portugal</i>	
à la mer	<i>to the seaside</i>	
à la montagne	<i>in/to the mountains</i>	
à la campagne	<i>in/to the countryside</i>	

Les activités en vacances

Nous allons au restaurant.	<i>We go to a restaurant.</i>	
Nous visitons des monuments.	<i>We visit monuments.</i>	
Nous faisons du camping.	<i>We go camping.</i>	
Nous faisons de la rando.	<i>We go hiking.</i>	
Nous faisons de la natation.	<i>We go swimming.</i>	
Nous faisons des activités sportives.	<i>We do sports activities.</i>	
Nous restons en France.	<i>We stay in France.</i>	

Je me prépare - Reflexive verbs

Je me prépare	<i>I get myself ready</i>	
Je me douche.	<i>I have a shower.</i>	
Je me fais une crête.	<i>I make my hair spiky.</i>	
Je me parfume.	<i>I put on perfume/ aftershave</i>	
Je m'habille.	<i>I get dressed.</i>	
Je me brosse les cheveux.	<i>I brush my hair.</i>	
Je me lave les dents.	<i>I clean my teeth.</i>	
Je me regarde dans la glace.	<i>I look in the mirror.</i>	
Je me rase.	<i>I shave.</i>	
Je me maquille.	<i>I put on make-up.</i>	

Mes rêves	My dreams	
Je voudrais	<i>I would like</i>	
aller	<i>to go</i>	
en Australie	<i>to Australia</i>	
au Canada	<i>to Canada</i>	
en France	<i>to France</i>	
aux États-Unis	<i>to the USA</i>	
à Paris	<i>to Paris</i>	
être footballeur professionnel	<i>to be a professional football player</i>	
habiter dans une grande maison	<i>to live in a big house</i>	
avoir une voiture très cool	<i>to have a really cool car</i>	
faire le tour du monde	<i>to travel around the world</i>	
rencontrer	<i>to meet</i>	
mon sportif préféré/ ma sportive préférée	<i>my favourite sports person (m/f)</i>	
mon acteur préféré/ mon actrice préférée	<i>my favourite actor/actress</i>	

ensuite	next
le soir	in the evening
un jour	one day



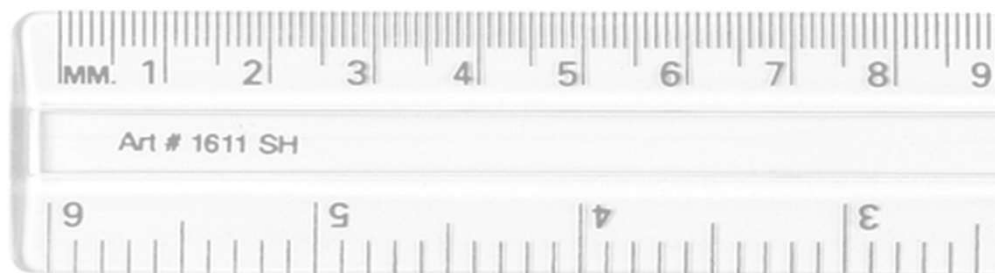
Equipment



ID Card



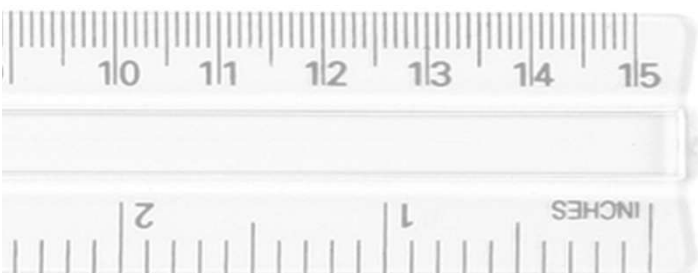
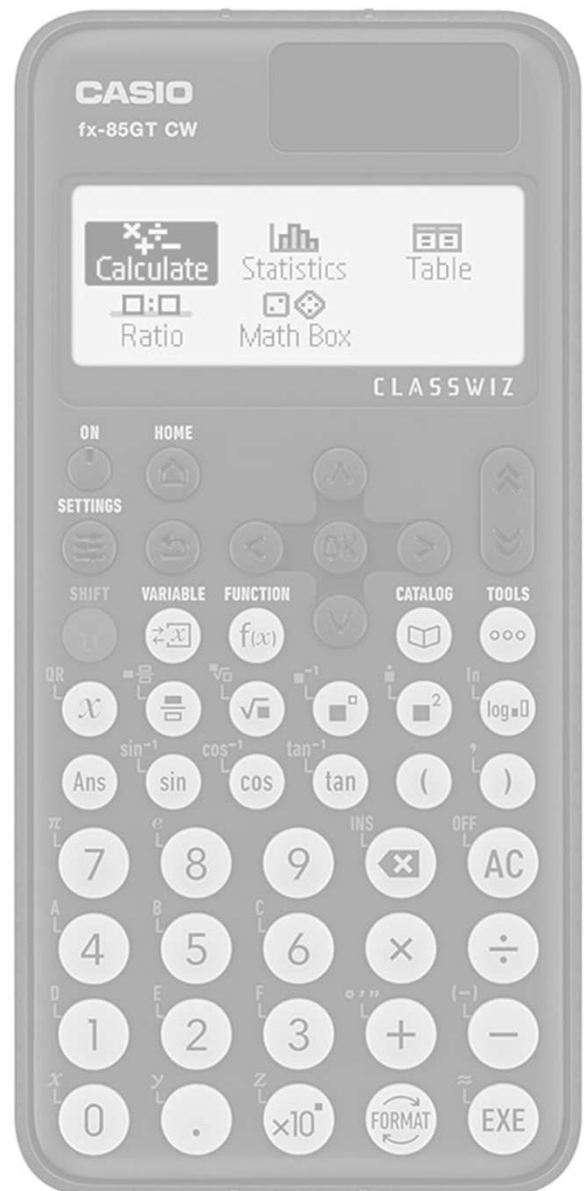
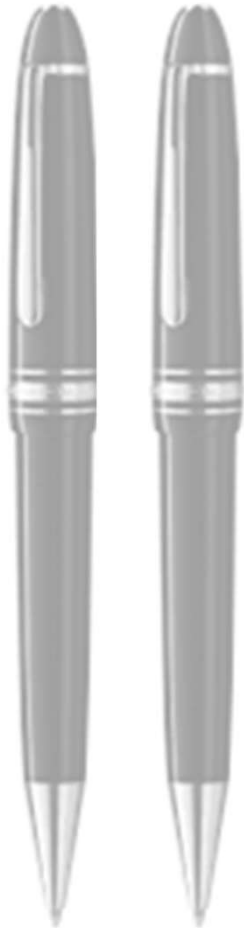
Whiteboard
Rubber



Check



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



Qu'est-ce qu'on peut faire à ... ?

Qu'est-ce qu'on peut faire à...?	<i>What can you do in ... ?</i>	
je peux	<i>I can</i>	
tu peux	<i>you can (singular, informal)</i>	
il/elle/on peut	<i>he/she can/we can</i>	
nous pouvons	<i>we can</i>	

Au café	<i>At the café</i>	
J'ai faim	<i>I'm hungry</i>	
j'ai soif	<i>I'm thirsty</i>	
Vous désirez?	<i>What would you like?</i>	
Je voudrais ...	<i>I would like ...</i>	
un café	<i>a black coffee</i>	
un café au lait	<i>a white coffee</i>	
un thé (au lait/au citron)	<i>a tea (with milk/lemon)</i>	
un chocolat chaud	<i>a hot chocolate</i>	
un coca	<i>a cola</i>	
un jus d'orange	<i>an orange juice</i>	
un Orangina	<i>an Orangina</i>	
Une crêpe	<i>A pancake</i>	
Un croque-monsieur	<i>A toasted cheese and ham sandwich</i>	
S'il-vous plaît	<i>please</i>	

Future activities	
-------------------	--

Qu'est-ce que tu vas faire?	<i>What are you going to do?</i>	
Pendant les vacances ...	<i>During the holidays ...</i>	
je vais ...	<i>I'm going..</i>	
aller à la pêche	<i>to go fishing</i>	
danser	<i>to dance</i>	
faire du sport	<i>to do sport</i>	
faire du karaoké	<i>to do karaoke</i>	
faire de la voile	<i>to go sailing</i>	
faire de la planche à voile	<i>to go wind-surfing</i>	
nager dans la mer	<i>to swim in the sea</i>	
rester au lit	<i>to stay in bed</i>	
retrouver mes copains	<i>to get together with with my friends</i>	

normalement	<i>normally</i>
mais cette année	<i>but this year</i>

Connectives	
-------------	--

assez	<i>quite</i>	
mais	<i>but</i>	
ou	<i>or</i>	
puis	<i>then/next</i>	
très	<i>very</i>	
cependant	<i>however</i>	
aussi	<i>as well</i>	

Aller	To go	
je vais	<i>I go</i>	
tu vas	<i>You go (sing/informal)</i>	
il/elle/on va	<i>He/she/we go</i>	
nous allons	<i>We go (plura)</i>	
vous allez	<i>You all go (plu/formal)</i>	
ils/elles vont	<i>They go</i>	

Lesson 1: Energy consumption

Energy powers daily life, but global demand is rising due to **population growth, economic development, and changing lifestyles**.

Energy use varies:

- **Developed countries** – High consumption (industry, transport, technology), leading to higher carbon footprints.
- **Emerging economies** – Growing energy demand as industrialisation and urbanisation increase.
- **Developing countries** – Lower consumption - Struggle with energy poverty, limiting access to electricity and modern fuels.

Lesson 2: Energy sources

Energy is produced from various sources:

- **Fossil Fuels** – Reliable but polluting (coal, oil, gas), contributing to climate change and environmental degradation.
- **Renewable Energy** – Sustainable (solar, wind, hydro), but dependent on location and weather, requiring infrastructure investment.
- **Recyclable Energy** – Reduces waste (biogas, nuclear), though nuclear waste and safety concerns remain a challenge.

Lesson 3: Challenges of fossil fuels

Fossil fuels provide essential energy but cause significant environmental and social issues:

- **Climate Change** – CO₂ and other gases trap heat, leading to global warming and extreme weather events.
- **Pollution** – Fossil fuel use creates air pollution (e.g., acid rain), water contamination (oil spills), and habitat destruction.
- **Finite Supply** – Fossil fuels are non-renewable, and as reserves dwindle, prices become volatile and access more difficult.

Shifting to **renewable energy** sources is key to reducing reliance on fossil fuels.

Lesson 4: Energy inequality

Access to energy depends on:

- **Wealth** – Richer nations use more energy for industry, transport, and goods, leading to high per capita consumption.
- **Natural Resources** – Some countries, like Saudi Arabia, have abundant fossil fuels, while others rely on imports.
- **Infrastructure & Technology** – Poorer countries lack infrastructure for reliable energy, often relying on inefficient or polluting sources.
- **Politics** – Conflicts, corruption, and instability can prevent energy access and affect distribution.

Lesson 5: Energy futures

Reducing fossil fuel use involves:

- **Energy Efficiency** – Using less energy with better technology (e.g., LED lights, energy-efficient appliances, electric vehicles).
- **Renewables** – Investing in solar, wind, and hydro power cuts emissions and reduces reliance on finite resources.
- **Government Action** – Policies like carbon taxes, green energy incentives, and banning petrol cars can drive change.
- **Individual Choices** – Reducing energy use at home and using public transport can make a big difference.

Lesson 6: What makes a sustainable city?

Goal 11 of the UN’s sustainable development goals looks at sustainable cities and communities. Cities can still undergo growth whilst improving resource use, and reducing pollution and poverty.

Sustainability means meeting our own needs without compromising the ability of future generations to meet their own needs.

Some strategies include:

- Providing green spaces
- Recycling water
- Reducing reliance on fossil fuels
- Involving communities
- Minimising use of greenfield sites
- Conserving culture.

Lesson 7: Freiburg

Freiburg is a city in south west Germany. In 1970, Freiburg set a goal of urban sustainability.

 Social sustainability means the **residents** as well as **politicians** have a voice in changes in the local area. They all have **equal input** into the decisions made.

 Economic planning involves providing people with **employment**.

 Environmental planning ensures that resources are not wasted and protect the environment for the future.

Lesson 8: Sustainable urban living.

Pollution and climate change have meant that the production of a sustainable energy supply is becoming increasingly important.

In Freiburg, there are strict energy policies based on:



- Energy saving
- Efficient technology
- Use of renewable energy sources

The city plans to be 100% powered by renewable energy by 2050. This will require halving energy consumption by increasing energy efficiency. Homes in Freiburg are planned to promote sustainable energy use.




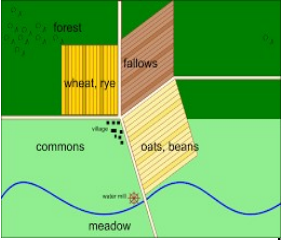
Lesson 1 Adjustment Layers	
Adjustment layers	Adjustment layers are non-destructive overlays in Affinity Photo that apply tonal and colour corrections to the image below them.
Levels	Levels: Corrects image tonality and contrast by adjusting the black point, white point, and mid tones.
Invert	Invert: Completely reverses the colours and luminosity of the image to create a negative effect.
Posterise	Posterise: Reduces the number of tonal values in an image to create a flatter, stepped and graphic appearance.
HSL	HSL (Hue, Saturation, Luminosity): adjusts the colour (hue), intensity (saturation), and brightness (luminosity) of specific colours.

Lesson 2 Selecting and masking	
Selection tools	Are features that allow you to isolate specific parts of an image, so you can edit or apply effects to only those areas without affecting the rest of the picture.
Masking	Instead of permanently deleting parts of your image, professionals use masks. A mask is a non-destructive way to hide parts of a layer.
Hierarchy	The system for arranging and ordering text to visually guide the reader to the most important information first


Lesson 3 Creative Effects, Filters and Brushes	
Balance	 When elements are arranged symmetrically or asymmetrically to create the impression of balance
Pattern	 A regular arrangement of altered or repeated elements (like shapes, lines) or motifs

Lesson 4&5 Top Trump Cards design	
Prototype	Creating a basic, testable version of the design.
Iterations	Prototyping, testing and experimenting showing alternatives possibilities and choices
Design Brief	A document that clearly defines a design project's goals and expectations, serving as a guide for designers and a roadmap for the project.
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.

Industrial Revolution: Key terms/definitions		✓
Term	Definition	✓
Industrial Revolution	c.1750 – 1900: the process of significant technological change in the way of working from a farming and handicraft way of life to one dominated by industry and machine manufacturing, transforming the way people lived and worked.	
Domestic System	A small-scale system of production by making things such as cloth based upon work carried out in the home. The materials such as cotton and wool were supplied by merchants.	
Enclosure	During the 18 th and 19 th centuries: the process of turning the common land used for grazing animals and growing food and make it into privately owned land with hedges, fences or walls around it. This process was controversial and many lost out.	
Factory System	The production of manufactured goods such as textiles, on a large scale using machines in factories; this system becoming the dominant form of how work was organised during the Industrial Revolution. Coal was readily available used for fuel.	
Cholera	Due to the rapid growth of the newly industrialising towns, there was little planning given to public health. Cholera was a disease that reached epidemic proportions in 1854, killing thousands. The cause was eventually discovered by Dr John Snow who was convinced it was spread by water contaminated by sewage.	

The impact of Enclosure		✓
<p>From approx. 1750, the common land was 'enclosed' by being taken into private ownership, creating fields. These Enclosure Acts enabled selective breeding of animals and increased yields from the land but impoverished peasant farmers, forcing many to become landless labourers.</p> <p>The Open Field System had been the prevalent farming system used since the Middle Ages. Each Manor had 3 large fields that were divided into strips for peasants to use. There was also woodland and common land for all to use. The problem was this system was not producing enough food to meet population demands.</p>		
 		

Key people

Changes to Transport	
Roads: Turnpike Trusts	Canal Mania: 1790s-1820s
Roads were kept in better condition by Trusts charging tolls to pay for repairs	A period of intense canal building, using waterways to carry heavy goods
	Railway Mania
	Inventions in technology now meant there was now a greater reliance on steam power. Pioneering individuals such as Richard Trevithick and George Stephenson invented steam locomotives. By the 1840's railway tracks covered the country. By 1900, steam dominated transport, making it much quicker to for people and goods to travel around Britain.

	✓		✓
Richard Arkwright (1732 – 1792) invented a new spinning machine that harnessed the power of water instead of human hands. This made the spinning of cotton yarn much quicker and in greater quantities.		Anne Lister (1791 – 1840) was a wealthy independent landowner who wrote diaries giving a great insight into her life as a landowner, business woman, intrepid traveller, mountaineer and lesbian. Anne not only did not wish to marry, but she also did not want to conform.	
Queen Victoria was Queen from 1837 – 1901 and this period of change is known as the Victorian Era. In 1876 she was given her the title 'Empress of India'		Edward Carpenter (1844 – 1929) was an English utopian socialist, poet, philosopher, anthologist, an early activist for gay rights and prison reform.	

Keyword	Definition	Example
Metric units	The metric system is used to measure length, area, volume and mass using base 10. The three main units are metres, grams and litres.	1m = 100cm 1kg = 1000g 1000cm ³ = 1litre
Imperial units	Miles, feet and inches are units of length. These are known as imperial units of length .	There are 12 inches in a foot. An inch is roughly equal to 2.5 centimetres. A foot is roughly equal to 30 centimetres. A mile is roughly equal to 1.5 kilometres.
Converting metric units	'Kilo' comes from the Ancient Greek word for 'thousand' 'Centi' means one hundredth and 'milli' means 'one thousandth'.	See below
Converting units of time	Units of time can be converted to find equivalent time intervals.	See below
Area and volume	<i>Area</i> and <i>volume</i> are often measured in metric units. An area can be measured in centimetres squared (cm ²) or metres squared (m ²). Volume is often measured in centimetres cubed (cm ³) or metres cubed (m ³).	<p>1 m × 1 m × 1 m = 1 m³ 100 cm × 100 cm × 100 cm = 1,000,000 cm³</p>

Keyword	Definition	Example
Powers of 10	The power indicates how many times the base has been multiplied by itself.	10 ² = 100 10 ⁴ = 10,000
Standard form	Standard form is a system for writing very large or very small numbers, usually used in science	Has the general form $a \times 10^n$ where $1 \leq a < 10$ and n can be any positive or negative integer.
Converting from ordinary numbers to standard form	To convert a number into standard form, split the number into two parts - a number between 1 and 10 multiplied by a power of 10.	8560 = 8.56 × 10 ³ 34 × 10 ⁷ = 3.4 × 10 ⁸ 0.00054 = 5.4 × 10 ⁻⁴
Adding and subtracting standard form	Ensure that the powers of 10 are the same before adding or subtracting in standard form.	5.2 × 10 ⁵ + 4.2 × 10 ⁴ 5.2 × 10 ⁵ + 0.42 × 10 ⁵ 5.62 × 10 ⁵
Multiplying standard form	Multiply the numbers, and then multiply the powers of 10 by adding the powers together.	2 × 10 ⁴ × 3 × 10 ⁵ = 6 × 10 ⁹
Dividing standard form	Divide the numbers, and then divide the powers of 10 by subtracting the powers.	9 × 10 ⁻⁴ ÷ 2 × 10 ³ = 4.5 × 10 ⁻⁷

<p>Length is measured in millimetres (mm), centimetres (cm), metres (m) or kilometres (km)</p>	<p>Weight is measured in grams (g) and kilograms (kg).</p> <p>Volume is measured in mm^3, cm^3 and m^3</p> <ul style="list-style-type: none"> • 1m³ = 1000000cm³ • 1cm³ = 1000mm³ <p>Capacity in millilitres (ml) and litres (l).</p>	<p>Units of time</p> <ul style="list-style-type: none"> • 60 seconds = 1 minute • 60 minutes = 1 hour • 24 hours = 1 day • 7 days = 1 week • 365 days = 1 year • 52 weeks = 1 year <p>Every four years we have a leap year which has 366 days.</p>
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Rock Songs

Riff a short, memorable pattern which is part of the accompaniment of the song

Hook a short memorable idea which is part of the vocal line, designed to hook you into the song.

Verse section of the song in which the music stays the same/similar each time, but the lyrics change. Often alternates with a chorus

Chorus section of the song which is the same every time it is hear. Alternates with the verse and provides the climax point of the music

Bridge a short section of music used to link two other sections

Instrumental a section of a song with no vocals, where one of the instruments takes the main melody instead. Provides contrast.

Intro the opening section of a song or piece

Outro the ending section of a song or piece

Britpop guitar-based British rock music common in the 1990s. Includes bands such as Oasis and Blur

Electric guitar guitar which needs electric amplification. May strum chords (**rhythm guitar**) or play melodic ideas (**lead guitar**)

Bass guitar amplified instrument with four strings tuned in the same way as a double bass, but which looks like an electric guitar. Used to play bass lines in rock and pop music.

Drum kit collection of drums and cymbals played by one person using foot pedals and sticks

Chord two or more notes sounding together

Triad chord with three notes, alternate letter names apart

Root name note of a chord

Major chords triads with a slightly higher middle note, using notes 1, 3 and 5 of the major scale. Major chords are written as just the root note: e.g. C major chord is written as C

Minor chords triads which have a slightly lower middle note, using notes 1, 3 and 5 of the minor scale. Minor chords are written as just the root note followed by an 'm': e.g. C minor chord is written as Cm

Keyword	Learn	✓
Ethics	Moral principles that govern a person's behaviour or their conduct	
Fair trade	Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers	
Living wage	The minimum income necessary for a worker to meet their basic needs	
Consumerism	The purchase of goods and services	
Boycott	To refuse to buy a product or service to promote an ethical change	
Savings	The money you save, usually in a Bank or Building Society account	
Interest rate	The proportion of your savings that is paid as interest to the saver, typically expressed as an annual percentage of your savings	
Credit	Money loaned to you for which you will be charged interest	

Financial ethics □

Being an ethical consumerism is the idea that consumers can, and should, use ethical values and principles to seek a range of ethical objectives through how they spend their money.

Ethical financial decisions should be based on your morals or beliefs about what is 'right'.

You could consider:

- The impact your decision has on our environmental resources (consider both the production of the goods and their transportation)
- The impact your decision has on the working conditions of the people producing the goods
- The political beliefs of the country or company producing the goods
- The impact of child welfare and the use of child labour
- The impact on animal welfare

Things you can do to be a more ethical consumer:

- Look to buy fair trade products
- Look at the place of manufacture or production eg eat food grown or produced in the UK
- Buy from reputable supplies; many supermarkets, for example, will not buy products produced where workers are not well treated

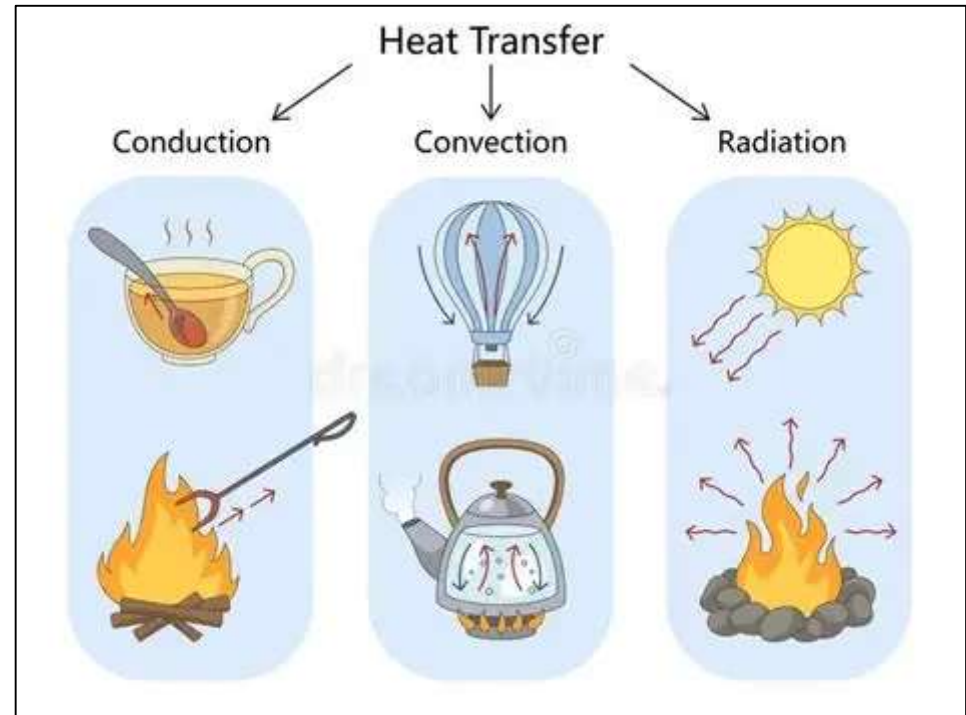
Tips for budgeting: □

- Plan, save, then buy
- Save to buy outright - it's cheaper
- Use a regular saver savings account at a bank or building society - they pay the highest interest

Financial decisions can have a positive impact!

Year 7 Topic PD: Temperature

Keyword	Definition
Thermometer	A piece of equipment used to measure temperature
Celsius	A temperature scale based on the freezing and boiling point of pure water.
Thermal Equilibrium	When two objects are at the same temperature.
Conduction	How heat energy moves through solids
Fluid	The name for a liquid or gas.
Convection	How heat energy moves through fluids
Density	A measure of how closely packed particles are.
Radiation	The transfer of heat energy using infra-red waves.
Reflect	Shiny silver surfaces do this to infra-red waves.
Absorb	Matt black surfaces do this to infra-red waves.
Insulator	A material that heat energy finds it difficult to pass through.





Key Words:

- ❑ Imperfection: Contains flaws, not perfect or contains aspects that are not flawless.
- ❑ Environment: Surroundings including animals, plants and nature.
- ❑ Environmental Sustainability: Using the natural resources but ensuring there are enough left for future generations. Making sure the balance is right.
- ❑ Stewardship: Having the role of steward. Responsibility for looking after the environment.
- ❑ Dominion: Power or control. The ability to rule over.
- ❑ Responsibility: Duties. Actions expected to be undertaken.

Islam

- ❑ Khalifah: Means Steward. A caretaker of the earth for Allah.
- ❑ Qur'an: Central religious text of Islam.
- ❑ Halal: Foods that are permissible for consumption according to Islamic dietary laws.
- ❑ Haram: Forbidden by Islamic Law.

Judaism:

- ❑ Kosher:(of food, or premises in which food is sold, cooked, or eaten) satisfying the requirements of Jewish law.
- ❑ Kashrut: refers to the set of Jewish dietary laws determining which foods are permitted for consumption and how they must be prepared according to religious law

Charities

- ❑ Eco Sikh: Is a response from the Sikh community to the threats of climate change and the deterioration of the natural environment. (Air is the Guru, Water the Father, and the Earth is the Great Mother). Eco Sikh connects Sikh values, beliefs, and institutions to the most important environmental issues facing our world.
- ❑ Tear Fund: is a Christian charity which partners with churches in more than 50 of the world's poorest countries. We tackle poverty and injustice through sustainable development, by responding to disasters and challenging injustice. We believe an end to extreme poverty is possible.
- ❑ WWF: Mission is to protect and restore nature and thanks to our supporters we are able to tackle the issues that pose the biggest threats to wildlife, like climate change and habitat loss.
- ❑ Bhumi Global: Mission is to engage, educate, and empower people and communities to address the triple crisis of climate change, biodiversity loss, and pollution. Our work is based on Hindu principles of environmental care.

Hinduism

- ❑ Reincarnation: Soul continues to live after death and is reborn into a new body or form.
- ❑ Atman: Soul in Hinduism.
- ❑ Samsara: Cycle of birth, life and rebirth in Hinduism.
- ❑ Dharma: Duty or virtue in Hinduism.
- ❑ Ahimsa: Non-violence and encompasses avoiding harm to all living beings, extending beyond physical actions to include thoughts and speech.

Buddhism:

- ❑ Ahimsa: Importance of avoiding harm to all living beings, both through actions, words, and thoughts.
- ❑ Karuna: Means compassion.
- ❑ Sila: Ethical conduct.
- ❑ Rebirth: Buddhists believe when someone dies they will be reborn.



अहिंसा
AHIMSA



¿Cómo eres? – what are you like?

Tengo los ojos azules	I have blue eyes
Tengo los ojos marrones	I have brown eyes
Tengo el pelo castaño	I have brown hair
Tengo el pelo rubio	I have blonde hair
Liso	Straight
Rizado/ondulado	Curly/wavy
Tiene barba	He has a beard
Tiene bigote	He has a moustache
Soy alto/bajo	I am tall/short
Es gordo/delgado	(s)He is fat/slim
Soy pelirrojo	I am a redhead

High-frequency words

además	in addition
porque	because
sin embargo	however
pero	but
o	or
bastante	quite
muy	very
un poco	a bit
aquí	here
a ver	let's see
con	with
hasta	until
más	more

Irregular verbs

Ir	To go
voy	I go
vas	you go
va	he/she goes
vamos	we go
vais	you all go
van	they go

Querer	To want
quiero	I want
quieres	you want
quiere	he/she wants
queremos	we want
queréis	you all want
quieren	they want

Ser	To be
soy	I am
eres	you are
es	he/she is
somos	we are
sois	you all are
son	they are

Body parts

La cabeza	head
La espalda	Back
La pierna	Leg
El brazo	Arm
La mano	Hand
El estómago	Stomach
La boca	Mouth
El pie	Foot
Los dientes	Teeth
La rodilla	knee

Near future tense

You use the near future to say what you are going to do. To form the near future tense, use the present tense of *ir* (to go) plus *a*, followed by the *infinitive*

voy
vas
va
vamos
vais
van

+ a

+ infinitive





The House With Chicken Legs Runs Away

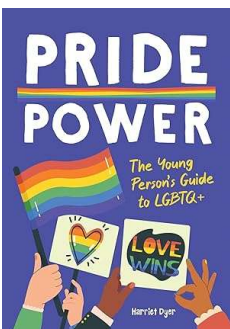
by Sophie Anderson

Travelling across far-distant lands, through new realms and magical places, Marinka must face up to her fears to save her friends. But her house might not want to stop running...



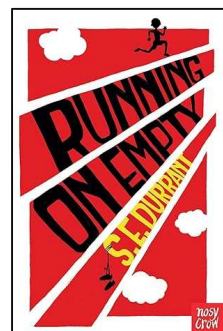
Crow: Thief of Magic by Fiona Dixon

Twelve-year-old Crow is a thief. Scraping a living on the winding streets of Starsgard, Crow works for the leader of the criminal underworld, stealing from the city's wealthy ruling class. But when a routine job takes Crow to the home of a mysterious sorcerer, his whole life is turned upside down ...



Pride Power by Harriet Dyer

Pride is about protesting for equal rights for everyone, a celebration of our differences and identities, and a way of finding your tribe and a supportive community that accepts you wholeheartedly. This book is a celebration of the LGBTQIA+ community. Learn to navigate pronouns and key terms, and discover the history of Pride and queer culture.



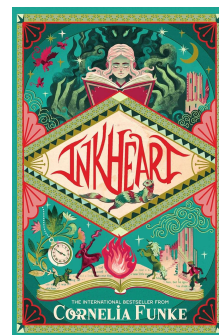
Running on Empty by S. E. Durrant

AJ's grandfather has always been the one to keep his unusual family together, so when he dies things start to unravel at the edges. AJ is worried about his parents but they don't really seem to notice. In order to deal with his grief and to keep his anxiety at bay, AJ does what he and his grandfather did best: running. Round and round the Olympic Park, aiming for the nationals, running to escape, AJ only seems to be heading ever closer to disaster.



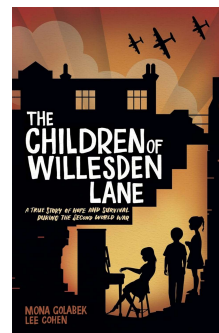
The Ruins of Gorlan by John Flanagan

Will is small for his age, but all his life, he has dreamed of becoming a great knight like the father he never knew, so he is devastated when he is rejected by Castle Redmont's Battleschool. Instead he is apprenticed to Halt, the mysterious Ranger whose ability to move unseen is thought to be the result of black magic.



Inkheart by Cornelia Funke

Mo, a gentle bookbinder with an extraordinary secret, and his daughter Meggie love books, yet he has not read aloud to her since her mother disappeared years ago. After a mysterious stranger visits them, Mo tells Meggie they must go into hiding. But why? - and from whom?



The Children of Willesden Lane

by Mona Golabek and Lee Cohen

The inspirational story of Lisa Jura's escape from Nazi-controlled Austria to England on the famed Kindertransport.

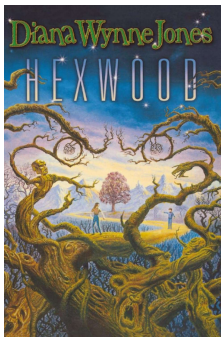


Story of Now – Let's Talk About the British Empire

by Shelina Janmohamed

Think the British Empire is ancient history? Think again. It's time to tell you an unbelievable story. One that spans more than 400 years and influences the world as you know it. Instead of endless lists of Kings and Queens, battles and dates, this book introduces you to some of the hottest topics, ideas and experiences of real people





Hexwood by Diana Wynne Jones

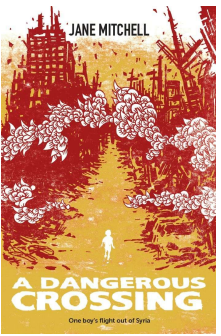
Hexwood Farm is full of machines that should not be tampered with - and when one is, the aftershock is felt throughout the universe. Only Hume, Ann and Mordion can prevent an apocalypse in their struggle with the deadly Reigners - or are they too being altered by the whims of Hexwood?



The Island at the End of Everything

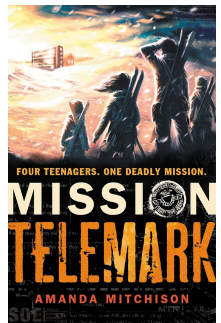
by Kiran Hargrave Millwood

Amihan lives on the secluded island of Culion with her sick mum, who has leprosy. But when the government decides the island must be quarantined, Ami and all the children who don't have the disease are forced to leave while her mum must stay behind, along with everything Ami has ever known. Separated from everything she loves, Ami embarks on a daring journey to find a way back home.



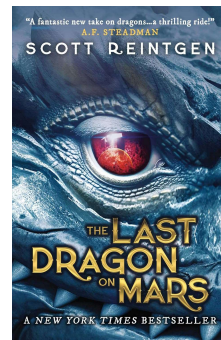
A Dangerous Crossing by Jane Mitchell

One boy's flight out of Syria. Based on the experiences of real Syrian families. Ghalib doesn't want to leave his home, but Syria has become too dangerous, and his family has no choice but to flee. Together they start out on a terrible journey that leads them through dark and dangerous places.



Mission Telemark by Amanda Mitchison

Norway, December 1942. Following the German occupation of Vemork, the British government has become aware that Hitler is developing a nuclear weapon. Now, the Allies' fate rests in the hands of four teenagers - Jakob, Freddie, Ase and Lars - who must sabotage the Nazis and their deadly weapon.



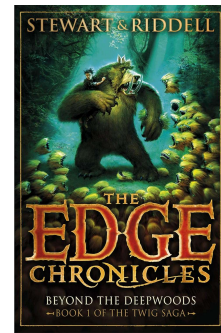
The Last Dragon on Mars by Scott Reintgen

For Lunar and his crew of fellow orphans, every day on Mars is a fight for survival. Like most kids, Lunar knows the legends about dragons. How there's one for every planet, every moon and every star. But no dragon is coming to rescue them. Until one day, a scavenging mission goes dangerously wrong, forcing Lunar to hide underground. There, he finds the only hope left for a dying planet: the last dragon.



The Game Changers by Helen Rutter

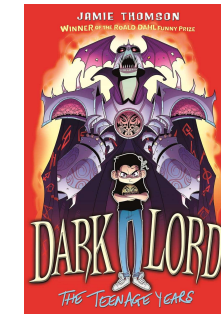
Tig has been packed off to Game Camp to gain confidence, but is immediately wary of the other team members: bossy and ultra-competitive Maya, intense Joni, grumpy screen-addicted Frank and quiet, sporty Jake. They are all so different: but must find a way to work together. Think the Crystal Maze meets the challenge section of The Traitors.



Beyond the Deepwoods

by Paul Stewart and Chris Riddell

Abandoned at birth in the perilous Deepwoods, Twig Verginix is brought up by a family of woodtrolls. One cold night, Twig does what no woodtroll has ever done before - he strays from the path. So begins a heart-stopping adventure that will take Twig through a nightmare world of fearsome goblins, bloodthirsty beasts and flesh-eating trees. Can he discover the truth about his past?



Dark Lord by Jamie Thomson

13-year-old schoolboy, Dirk Lloyd, has a dark secret - in fact he is a dark secret. Dirk - according to his own account - is the earthly incarnation of a Dark Lord, supreme ruler of the Darklands and leader of great armies of orcs and warriors, intent on destruction and bloody devastation.



