BOURNEMOUTH SCHOOL

Year 7

Knowledge Organiser 2

Autumn Term

Name: Master 7

Registration Form: -

✓Hard Work ✓Discipline ✓Smart Appearance ✓Respect

Year 7 - Autumn Term 2

Dear Year 7,

By now you should be familiar with how the Knowledge Organiser works, as well as some of the learning strategies. You should be familiar with writing the subject as your title, as well as the date and the learning strategy you are using for that piece of work. Don't forget that these need to be underlined neatly with a ruler and you need to check your work with a green pen.

If you haven't yet developed a routine for home learning, Autumn Two is your opportunity. After Christmas, when we move into Spring One, you will receive home learning from the majority of your subjects so you need to be in good working habits.

You have all settled well and hopefully you can see the progress you are making in lessons!

Remember to keep your work beautifully presented and bring in your learning journal every day to school.

Be proud of your efforts and keep working hard!

Best wishes for a fantastic half term,

Ms Thorne

Director of Learning – Year 7

How to use your knowledge organiser (KO)

1. Ensure you have your KO and Learning Journal with you at all times in school and at home for your home learning.
2. Although you have a KO for all subjects, you will only be expected to work on **Maths, Science and French or Spanish** up until Christmas. Information about other subjects is included for your interest only.
3. 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 revise at home.
4. Initially, follow your home learning timetable to decide what to revise each evening.

The 4 learning strategies

There are 4 strategies that you can use to revise. They are progressively more challenging, so always start with the first in the list:

1. **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.

2. **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 Learning Journal.
III. If you are working on your own, cover the KO and write a full answer to each question. If you are working with a partner, swap books and copy down their questions and have a go at answering them.
IV. Now uncover the KO and use a green pen to tick or correct your work.

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

3. **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. You now want to check how well you have learnt the information in your KO.
II. Definitions – look at words that are used in this section. Can you write a definition in your own words?
III. Rephrasing – can you rewrite the sentences or explanations in your own words?
IV. Summary – can you summarise the main points of this section of the KO?
V. Synonyms – can you write synonyms for key words and ideas?
VI. 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.

4. **Think it, Link it**

This is a technique to use towards the end of the half term when you are revising all of the KO.

I. Think of the links or connections between different sections of your KO.
II. Write these out in your own words in your Learning Journal.
III. 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?
IV. Write this out in your Learning Journal.

AIM: You should be able to link your home learning and your lessons to show a confident understanding of the work covered.

How to present work in your Learning Journal

1. Always write the subject and the date when you start your home learning.
2. Always write the strategy that you are going to use for your home learning.
3. Always use a ruler to underline titles and dates.
4. Use a blue or black pen to write, or a pencil if you need to draw. Drawing should never be done in pen.
5. Use a green pen to complete corrections of your work.
6. You are expected to complete half a side of your Learning Journal each evening as a minimum.
7. You can work every Monday to Thursday in room 53 until 5pm. This is a quiet room where you can complete your home learning rather than doing it at home.

Checking: Your teachers will check your Learning Journal at least once a cycle. If they are concerned that you aren't doing your home learning thoroughly, they will log a home learning referral on Arbor, and offer you support and guidance. If you don't respond to this guidance, you will be issued with an After-school Detention where you will be expected to complete your home learning.

Do Now tasks: At the start of every lesson, you should expect a Do Now task. This is a low stakes retrieval quiz on what you have learnt in lessons so far.

For the first term, only the Do Now tasks in Maths, Science and French or Spanish will relate to your home learning. If you have completed your home learning, this should be easy. The aim is to get 100% in every Do Now task. 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 home learning?

Below is an example of what your home learning timetable may look like. There is no expectation to work at the weekend, and you will see that one evening should be spent doing something other than school work, ideally a physical activity. You may adjust this according to your commitments outside of school. It doesn't have to be on a Wednesday. This timetable is a guide only. If you want to spend longer revising a subject that you find more difficult and less time on one you find easy, that is your choice.

Year 7 Term 1					
Week 1					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10 min	Maths	Science		Maths	Science
30 mins	Reading	Reading		Reading	Reading
Week 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10 mins	Maths	Science		Maths	Science
30 mins	Reading	Reading		Reading	Reading

You should spend about 15 minutes revising each day. This will increase after Christmas.
You should also spend about 30 minutes reading each day.

Rewards at Bournemouth School

At Bournemouth School, we want to recognise the many different ways that students contribute and succeed. Rewards are not just about getting the highest marks. They recognise **achievement, effort, progress, excellent behaviour, attendance and contribution to our school community**.

There are two main ways your success is recognised: the **Bournemouth School 100** and **Achievement Points**.

The Bournemouth School 100

Every term, you will receive a **Bournemouth School 100 score**. This gives you a score out of 100 based on five areas of school life.
Each area is worth up to **20 points**:

Area	What counts?	Maximum
Behaviour	Consistently meeting our expectations and avoiding Behaviour Points	20
Achievement	The Achievement Points you earn in lessons and through wider school activities	20
Progress	The progress you are making across your subjects	20
Attendance	Attending school regularly – 97% or above earns the maximum score	20
Community	Leadership, volunteering, peer support and getting involved in school life	20
TOTAL		**100**

This means there are lots of ways to build a strong score. You don't have to be the highest-attaining student in your year: excellent behaviour, strong progress, good attendance and making a positive contribution all count.

Keep track of your score

You will receive an update at the end of each half term so that you can see how you are doing and where you could improve.
The full scoring charts for each category will be published in your **Knowledge Organiser** at the start of each half term.
Your Bournemouth School 100 score will also be included in your termly report to parents/carers.

Can you make the top 25%?

At the end of the year, we will calculate your average Bournemouth School 100 score across all three terms.
If your score places you in the **top 25% of your year group**, you will receive a **Bournemouth School 100 badge** to wear during the following academic year.
The challenge is to perform consistently across the whole year and across all five areas.

Achievement Points

Staff award **Achievement Points (APs)** throughout the year to recognise excellent work, effort, improvement and positive contributions to school life.

Your points build up across the year, allowing you to work towards three reward stages.

🥉 Bronze — 230 Achievement Points

You will receive:

- a **Bronze certificate** from your tutor
- **one entry into the school raffle**

🥈 Silver — 280 Achievement Points

You will receive:

- a **Silver certificate** from your Director of Learning
- **another entry into the school raffle**

🥇 Gold — 350 Achievement Points

You will receive:

- a **Gold certificate** from SLT
- **a third entry into the school raffle**
- an **early lunch served by SLT**
- entry into the **Achievement Points Leaderboard**

Reached Gold? Keep going.

Gold isn't the end of the challenge.
Once you reach **350 Achievement Points**, you will compete to finish among the highest Achievement Point earners in your year group.
The **top 30** will be displayed and updated each week.

At the end of the year:

1st place
🏆 **Achievement Cup** for your year group + **gift card**

2nd–10th place
⭐ **Framed certificate + gift card**

11th–30th place
⭐ **Framed certificate**

What should you aim for?

There isn't just one way to be successful at Bournemouth School.

Work hard. Make progress. Meet our expectations. Attend regularly. Get involved. Contribute positively.

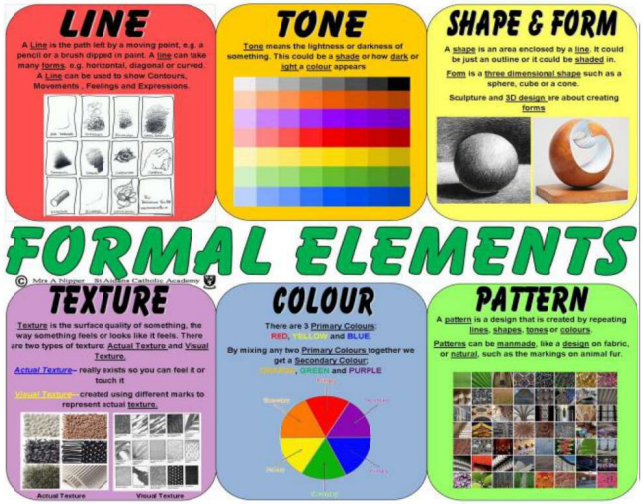
Remember our core values: Hard work, discipline, smart appearance, and respect.

Having these aims at the forefront of your mind everyday in school will help you earn recognition — and gives you something to aim for throughout the year.

❑ 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.**

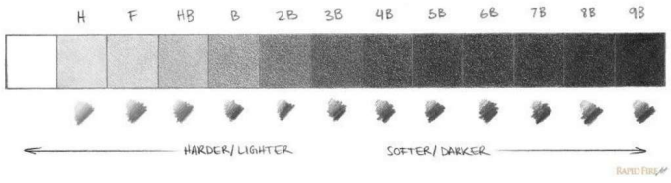
1: Line- Observational Contour Drawing

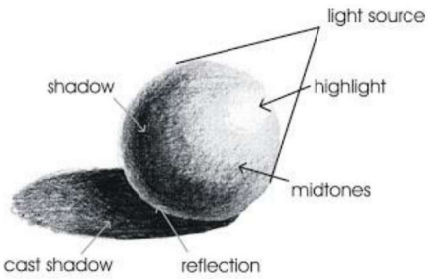
Observational Drawing	❑ A drawing created by carefully looking at a real object or scene rather than from imagination. It focuses on accuracy, proportion and capturing what you truly see.
Contour Drawing	❑ A technique where you draw the outline and edges of an object, concentrating on its shape without adding shading or tone.
Continuous Line	❑ A method of drawing where your pencil stays on the paper at all times, creating one unbroken line.
Blind Drawing	❑ A drawing exercise where you do not look at your paper while drawing, improving observation skills.
Line	❑ A **line** is one of the simplest elements of art. Lines are marks upon paper or canvas. They can be horizontal, vertical, curved, or any other shape.
Shape	❑ A flat, two-dimensional area defined by lines. Shapes can be geometric or organic.



2: Tone, Shape & Form

Tone	❑ The degree of lightness or darkness in a drawing, used to create depth.
Shading	❑ The process of adding tone to show light and shadow, making drawings look realistic.
Form	❑ The illusion of three dimensions (3D), making objects appear solid rather than flat.
Highlight	❑ The lightest area where light hits an object.
Shadow	❑ The darkest area where light is blocked.
Crating Method	❑ Simplifying objects into basic shapes to help with accurate drawing.
Composition	❑ 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.





3: Colour (Coloured Pencil Drawing)

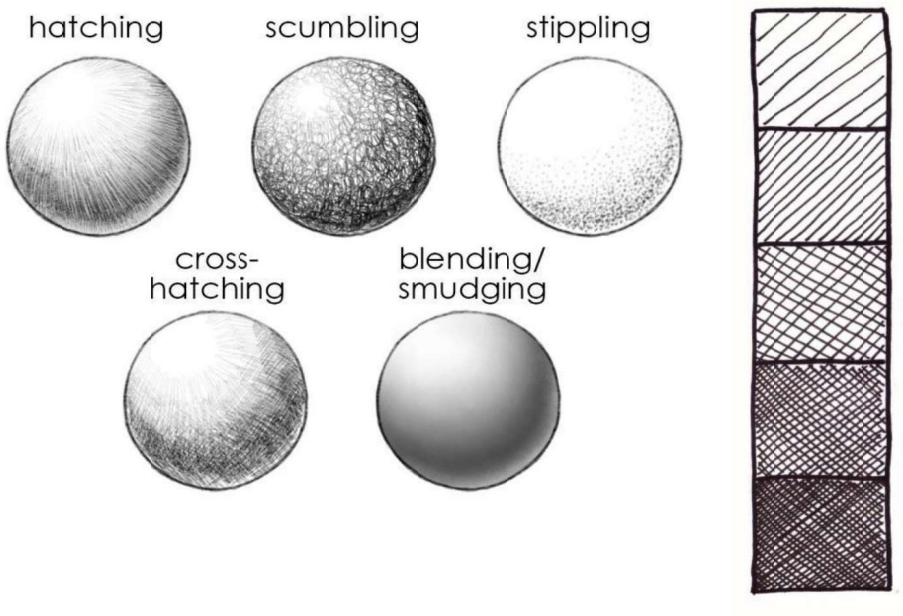
Primary Colours	❑ Red, yellow and blue; cannot be made by mixing other colours.
Secondary Colours	❑ Colours made by mixing two primary colours.
Complementary Colours	❑ Colours opposite each other on the colour wheel that create strong contrast.
Harmonious/ analogous	❑ Harmonious colours may also be referred to as **analogous** colours. ❑ A harmonious colour scheme uses three to five colours that are beside each other on the colour wheel.
Tints and shades	❑ 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.
Tertiary	❑ A **tertiary** colour is made by mixing equal amounts of a primary colour and a secondary colour together.
Hot & Cold	❑ **Hot** 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 ❑ **Cold** 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.

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❑ 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.**

4: Markmaking

Mark making	Using different lines, dots and patterns to create texture and tone.
Texture	**Texture** refers to the surface quality or feel of an object. Artists create texture through the use of different materials, techniques, or representations, adding tactile and visual interest. Texture can be created with mark-making and collage.
Cross-hatching	Layers of crossing lines used to create darker tones.
Hatching	Parallel lines used to create shading.
Tone (Pen)	Creating light and dark using lines instead of pressure.
Variation	Using a range of different marks to create interest.



5: Pattern

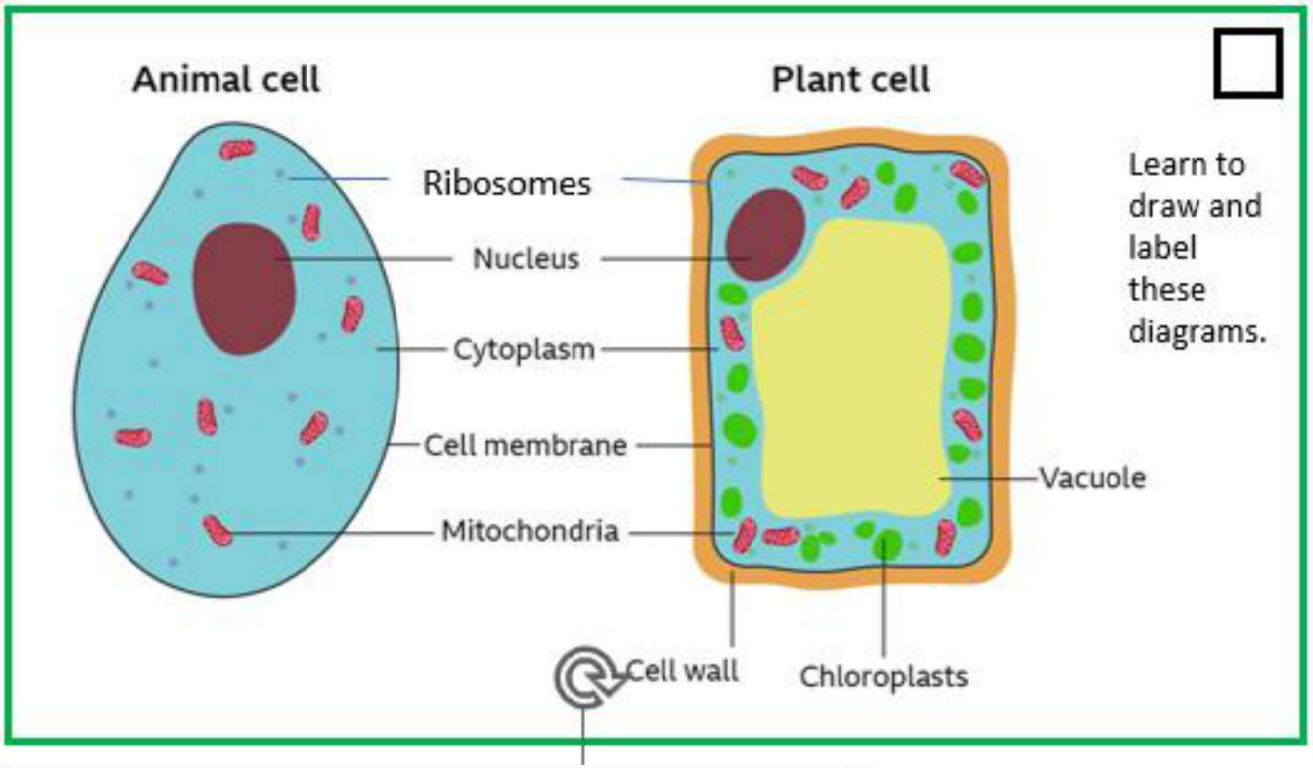
Pattern	A **pattern** is a repetition of elements (shapes, lines, colours, etc.) often with a consistent spacing and sequence. Patterns are created by repeating elements in a recognisable and systematic arrangement.
Motif	A repeated element within a pattern.
Regular Pattern	A pattern that repeats in a predictable and organised way.
Irregular Pattern	A pattern that repeats in an unpredictable way.
Zentangle	An artwork created using repeated, structured patterns.

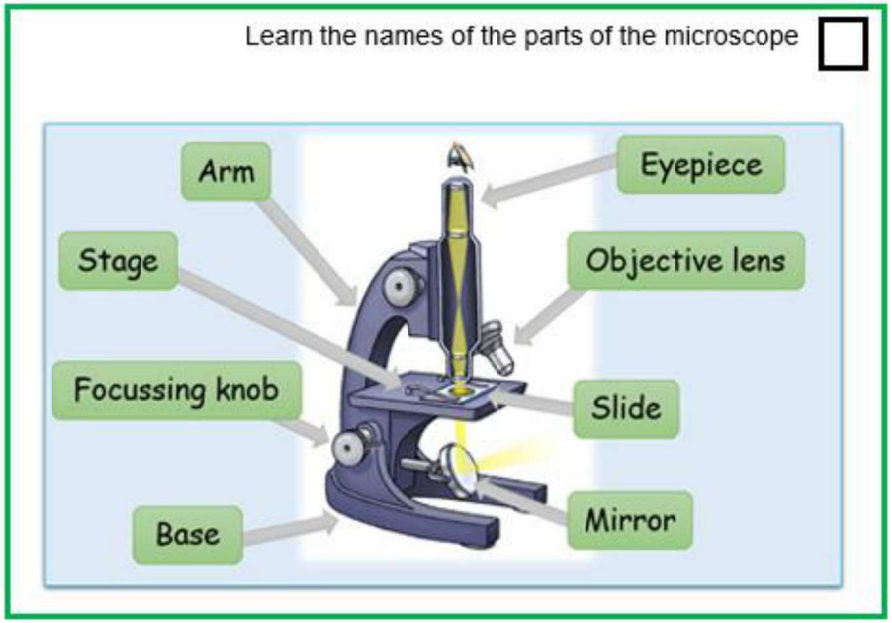
6: Oil Pastels

Oil Pastels	A soft drawing material made from pigment, oil and wax that produces strong colour.
Blending (Pastels)	Mixing colours together smoothly by rubbing or layering.
Sgraffito	Scratching into a top layer to reveal colour underneath.
Stippling	Using small dots to create tone.
Tonal Scale	A range from light to dark tones.
Pressure	The amount of force used to change colour intensity.

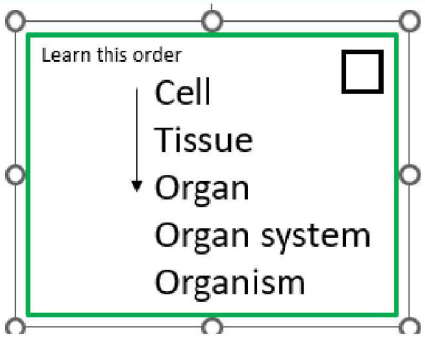
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Keyword	Learn	
Nucleus	Contains the genetic material (DNA) and controls the cell's activities.	
Cell Membrane	Controls the movement of substances into and out of the cell.	
Mitochondria	The site of respiration.	
Cytoplasm	A jelly-like substance; site of most of the chemical reactions.	
Ribosome	Where proteins are made	
Vacuole	Filled with sap.	
Chloroplasts	The site of photosynthesis and contains chlorophyll.	
Cell Wall	Supports and strengthens the cell and is made of cellulose.	
Diffusion	One way for substances to move into and out of cells.	
Cell	The basic building blocks that make up all living organisms.	
Tissue	A group of similar cells working together to perform a function.	
Organ	A group of similar tissues working together to perform a function	
Organ System	A group of organs working together to perform a function.	





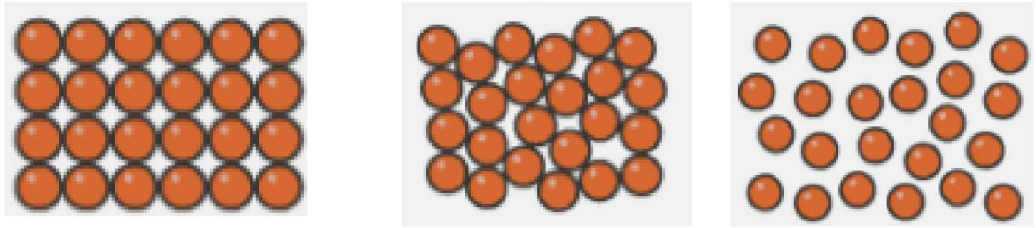
Not all cells are the same. They can become specialised. This means they have special features to help them carry out their roles.



Chemistry CB: The Particle Model

Key term	Definition	
State of matter	Matter can exist as a solid, liquid or a gas	
Particle Model	Used to show the arrangement of particles in a solid, liquid and gas	
Solid	Particles vibrate in a fixed position and are tightly packed	
Liquid	Particles are in random motion and can move past each other while remaining in contact	
Gas	Particles move rapidly in all directions and are widely spaced	
Melt	A substance changes state from solid to liquid above its melting point	
Boil	A substance changes state from liquid to gas above its boiling point	
Condense	A substance changes state from gas to liquid below its boiling point	
Freeze	A substance changes state from liquid to solid below its melting point	
Diffusion	Particles move from an area of high concentration to low concentration	

Particles Gain Energy



Particles Lose Energy

Key term	Definition	
Melting point	The temperature above which a solid will melt. A liquid will freeze if cooled below this value	
Boiling point	The temperature above which a liquid will boil. A gas will condense if cooled below this value.	
Diffusion	Particles move from an area of high concentration to an area of low concentration	
Independent variable	The variable which is changed in an experiment.	
Dependent variable	The variable which is measured in an experiment	
Control variable	The variables which are kept the same in every repeat of an experiment	

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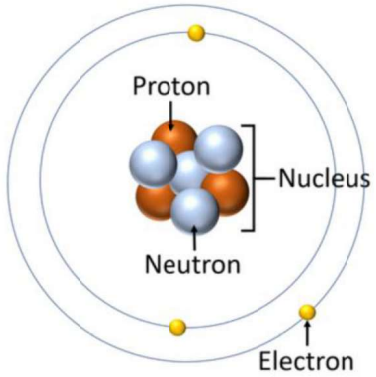
Y7 Unit C Elements

Keyword	Learn	✓
Atom	The smallest part of an element that can exist	
Element	A substance made up of only one type of atom	
Compound	A substance made up of two or more types of atom, chemically bonded together	
Molecule	Two or more atoms chemically joined together	
Mixture	A substance made up of two or more different elements or compounds, not chemically bonded	
Bond	Attraction between atoms or molecules that holds them together	
Chemical Reaction	Process that rearranges atoms to form new substances	
Pure	A single element or compound, not mixed with anything else	
-ide	Compound containing 2 elements only	
-ate	Compound containing 2 elements + oxygen	

Properties of Compounds vs Mixtures

Compounds	Mixtures
The different elements are chemically joined together.	The different substances are not chemically joined together.
The substance has different properties to the elements it is made from.	Each substance keeps its own properties.
The elements can only be separated using chemical reactions.	Each substance can be separated easily using separating techniques like filtration, distillation, evaporation and chromatography.
You cannot vary the amount of each element. So, the compound water always has one oxygen atom and two hydrogen atoms per molecule.	You can vary the amount of each substance. So, you can add a teaspoon of salt to water, or a cup of salt to water, and it would still be a mixture of salt water.

Atomic Structure



Elements

- Cannot be broken down into other substances
- 118 elements on Periodic Table
- Represented by a chemical symbol
- First letter is a capital letter; second letter is lower case



Compounds

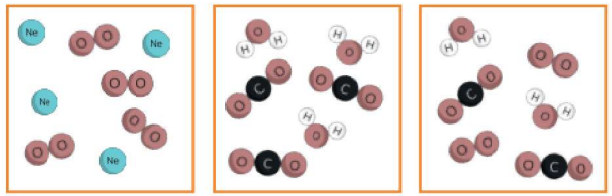
Water	H_2O	2 hydrogen atoms + 1 oxygen atom
Carbon dioxide	CO_2	2 oxygen atoms + 1 carbon atom
Methane	CH_4	4 hydrogen atoms + 1 carbon atom
Ammonia	NH_3	3 hydrogen atoms + 1 nitrogen atom

Shown in a diagram by atoms drawn touching each other or joined by a stick that represents a chemical bond

Shown in a chemical formula by using the element symbols with numbers, showing:

- Which elements the compound is made from
- How many atoms of each element it contains

Mixtures



Bournemouth School – Knowledge Organiser – Year 7

CHEMISTRY

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Cyber Security

Keyword	Definition / Example	✓
Cyber security	Keeping computers, networks and information safe from harm.	
Digital footprint	The record of your online activity, including posts, searches and comments.	
Online reputation	How a person is perceived by others based on their digital footprint and online actions.	
Privacy	The right to control what personal information is shared online and who can see it.	
Data Theft	The act of stealing personal information, such as login details or bank information.	
Phishing	An attempt to trick someone into giving away sensitive information via email.	
Username	A unique name used to identify a person when logging into an account or system.	
Password	A secret string of characters or words used to protect accounts. A strong password is long, unique and hard to guess.	
Authentication	The process of proving your identity before accessing a system.	
2FA	Security that requires two types of proof to log in (e.g. password and a text code)	
Biometrics	Using unique physical features (fingerprint, face, voice) for authentication.	
Physical security	Protecting devices and data by controlling who has physical access (e.g. locks, secure areas).	
Reliable source	Information you can trust because it comes from a place that is accurate, truthful and checked.	
Network	Two or more computers or devices linked together so they can share information (e.g. the internet)	

Keyword	Definition / Example	✓
Virus	A type of malware that attaches to files or programs and spreads when they are shared.	
Worm	A type of malware that spreads across networks without needing to attach to files.	
Trojan	Malware disguised as a legitimate program, tricking users into installing.	
Spyware	Malware that secretly collects information about a user and sends it to others.	
Ransomware	Malware that locks or encrypts data and demands payment to release it.	
Anti-virus/Anti-malware	Software that detects, blocks and removes malicious programs.	
Hacker	A person who illegally gains access to systems.	
AI (Artificial Intelligence)	Computer systems that can perform tasks that normally require human intelligence (e.g. recognising images, writing text).	
Identity Theft	When someone steals your personal information and pretends to be you.	
Social Media	Websites or apps where people share messages, photos and videos with others.	
Targeted Advertising	Adverts shown to you based on what you like or search for online.	

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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)

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Year 7 Autumn 2 KO English

Key Terms

Sibilance	A sub category of alliteration. The repetition of the s, sh or f sounds.	
Caesura	A punctuation mark in the middle of a line of poetry to create deliberate emphasis.	
Cyclical Structure	A story which begins and ends in a similar way	
Stanza	The parts that poems are divided into (like a paragraph).	
Enjambment	The continuation of a sentence in a poem, from one line to the next with no punctuation	
Extended Metaphor	A series of linked metaphors or a metaphor that is sustained/continued within a text.	
Imagery	Language designed to create a clear visual image for the reader.	
Onomatopoeia	When a word sounds like its meaning. E.g. thud or buzz.	
Cyclical Structure	A story which begins and ends in a similar way	
Tone	The mood or feel of the writing (is it tense, peaceful, threatening etc.)	
Theme	An underlying idea, lesson, or message that a text explores.	
Anthology	A collection of short stories or poems published together. Usually with a common theme linking them.	
Rhyme	A repetition of similar sounds in two or more words.	

Key Terms

Rhyme Scheme	The pattern of rhyming words at the end of each line of a poem or song.	
Noun	A person, place, or thing	
Adjective	A word which describes a noun. E.g., The sleek, black cat sloped along the fence.	
Verb	A word which describes an action or a state of being. E.g. He ran. I am a student.	
Adverb	A word which describes a verb. E.g., She skipped joyfully down the road.	
Preposition	Words/phrases that tell you the position of something e.g. under, near, behind, next to.	
Conjunction	Words which join parts of the sentence together (such as and, but, or). E.g. Either they would succeed, or all their hopes would be lost.	
personal pronouns	words used as a substitute for the name of a person/ people: he, they, she.	
Adverbial of time	Modify verbs to tell when something happens e.g. lately, frequently, currently.	
Alliteration	When words placed together start with the same sound.	
Connotations	The ideas or feelings associated with a word, in addition to its literal meaning	
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).	
Narrator	The character telling us the story.	

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Poems: context and review.

Benjamin Zephaniah- Room for Rent

He was born in Birmingham in April, 1958, the son of Caribbean immigrants.	
He is dyslexic, and left school at 13, due to his struggles with reading and writing.	
However his love of language led him to become a poet and at the age of 22 he moved to London, to spread his poetry.	
He is known for his social activism and for speaking up for minorities. His work commonly explores themes of racism, discrimination and social injustice.	
In 'Room for Rent' he explores a character struggling to find safe accommodation due to prejudice and racism.	

John Cooper Clarke- I Wanna Be Yours

Born in 1949, he is known as a 'performance poet'. His poems are written to be performed in front of an audience.	
'I Wanna Be Yours' makes reference to everyday items for mid-low income households of the late 1900s. For example the 'Ford Cortina', the UK's best selling car in the 1970s, and 'Electric Meter' a device you had to put coins into to pay for the electricity supply in a property.	
In the poem, Clarke uses a series of metaphors in order to convey all the things he wants to do to support his partner e.g. "I wanna be your vacuum cleaner, breathing in your dust".	

Edgar Allen Poe – Annabel Lee

'Annabel Lee' was the last poem Edgar Allen Poe wrote before his death in 1849	
It is thought that poem was written in tribute to his young wife, who passed away two years before him.	
The poem tells the story of two young people who are deeply in love. Their love is so great that the angels in heaven are jealous and send a chilling wind, which causes the girl to become ill and die.	
The poem's dark themes of loss and grief may also have been influenced by Poe's history of struggles with depression and drug and alcohol addiction.	

Wilfred Owen– Dulce et Decorum Est

Wilfred Owen fought in World War 1. He was killed in the war in November 1918, just one week before the war ended. He was 25 years old.	
Wilfred Owen used his poetry to try and convey the true horror of war, to discourage future conflict.	
The title of the poem is taken from the longer latin phrase "dulce et decorum est pro patria mori" meaning "it is sweet and fitting to die to for one's country".	
Owen challenges this statement by describing the horror of a gas attack and by referring to it as "that old lie".	

Simon Armitage- The Clown Punk

Simon Armitage is our current poet laureate, a prestigious title awarded by the government. The poet laureate writes poems to record key national events.	
The poem is set 25 years after the 'Punk' era, a 1970s rebellious sub-culture and musical genre.	
The poem describes and aging punk, exploring the lingering effects of our choices, as the world changes around us.	

William Blake- A Poison Tree

Blake was born in 1757, during the Georgian era (when King George II was on the throne).	
Blake was a deeply religious man but distrusted organised religion and the authority of the state.	
The poem is an extended metaphor, exploring the dangers of wrath (anger- one of the seven deadly sins).	

Vernon Scannell- Nettles

Vernon Scannell lived from 1922-2007.	
He had six children. However, one of his sons died very young due to illness and disability and another was killed in a motorcycle accident.	
The poem explores a father's desire to protect his son from harm. It uses an extended metaphor, comparing stinging nettles to a regiment of soldiers.	

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The Eatwell Guide

- Comprises 5 main food groups.
- Not for children under 2yrs.
- Children between 2 and 5yrs should be working towards it.
- Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.
- Shows proportions representative of food eaten over a day or more.

Potatoes, bread, rice, pasta or other starchy carbohydrates

- Base meals around starchy carbohydrate food.
- This group should make up just over a **third** of the diet.
- Choose **higher-fibre, wholegrain varieties.**
- Examples include wholemeal bread/pasta, brown rice and wholegrain breakfast cereals.

Dairy and alternatives

- Good sources of protein and vitamins and minerals.
- An important source of calcium, which helps to keep bones strong.
- Should go for lower fat and lower sugar products where possible.
- Examples include low fat cheese, plain semi-skimmed milk.

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.

Fruit and vegetables

- This group should make up just over **a third** of the food eaten each day.
- Aim to eat **at least five portions** of a variety each day.
- Choose from **fresh, frozen, canned, dried or juiced.**
- A portion is around **80g** (3 heaped tbps).
- 30g of dried fruit or 150ml glass of fruit juice or smoothie count as a **max of 1 portion each day.**
- Potatoes do not count within this category – they are a **starchy carbohydrate.**

Beans, pulses, fish, eggs, meat and other protein

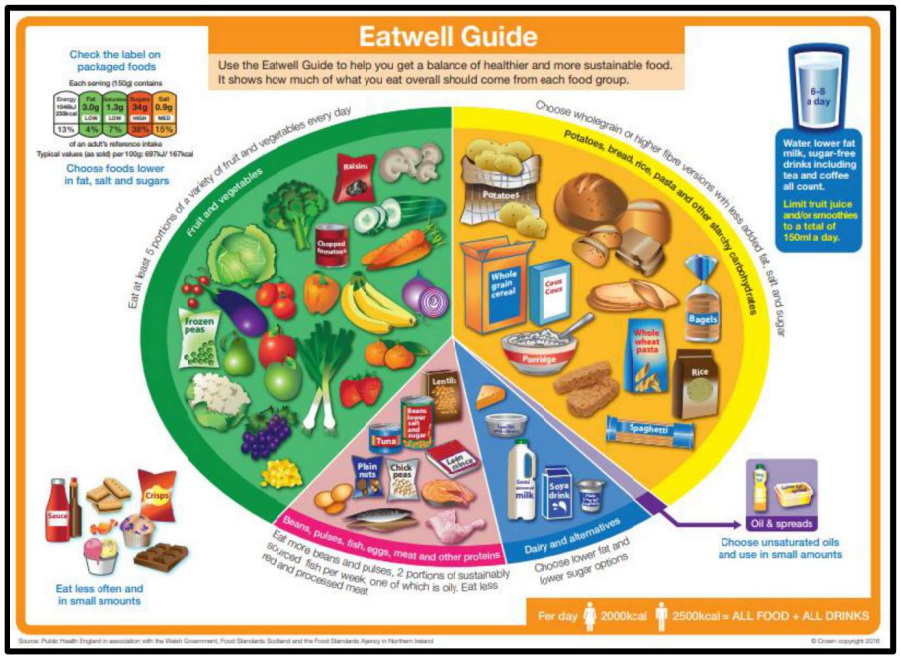
- Sources of protein, vitamins and minerals.
- Recommendations include to aim for at least **two portions of fish a week**, one should be oily e.g. salmon
- No more than 70g/day of red or processed meat e.g. bacon or sausages. Approximate 2 rashers of bacon or 2 sausages.

Oils and spreads

- Swap saturated fats e.g. butter for unsaturated fats e.g. olive oil.
- Coconut oil is high in saturated fats.
- Saturated fats e.g. butter, the fat in cheese, fried foods or the visible fat on meat can increase your risk of developing heart disease.

Foods high in fat, salt and sugar

- These should be consumed infrequently and in small amounts.
- Includes products such as chocolate, cakes, biscuits, full-sugar soft drinks, butter and ice cream.
- Take aways and some ultra-processed ready meals or products would also fall into this group.



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Masculine nouns		
le racisme	racism	
le cinéma	cinema	
le théâtre	theatre, drama	

Feminine nouns		
la télé	TV	
la musique	music	
la poésie	poetry	
la pizza	pizza	

French plural nouns		
les animaux (mpl)	animals/pets	
les araignées (f pl)	spiders	
les chats (m pl)	cats	
les chiens (m pl)	dogs	
les consoles de jeux (mpl)	games console	
les gâteaux (m pl)	cakes	
les jeux vidéo (m pl)	video games	
les livres (mpl)	books	
les mangas (m pl)	mangas	
les maths (f pl)	maths	
les spaghettis (m pl)	spaghetti	
les voyages (mpl)	journeys/ travelling	

Dans mon sac – in my bag		
j'ai…	I have	
je n'ai pas (de)..	I don't have	
un appareil photo	A camera	
une barre de céréales	A cereal bar	
des chips (f pl)	Crips	
des clés (f pl)	Keys	
une gourde	A water bottle	
Des Kleenex (m pl)	Tissues	
des lunettes de soleil	Sun glasses	
un miroir	A mirror	
un portemonnaie	A purse	

Avoir – to have		
J'ai	I have	
Tu as	You have	
Il/elle a	He/she has	
Mon ami a	My friend has	

Être – to be		
Je suis	I am	
Tu es	You are	
Il/elle est	He/she is	
Mon ami(e) est	My friend is	

Les opinions		
c'est	it is	
ce n'est pas	it's not	
génial	great	
bien	good	
essentiel	essential	
important	important	
cool	cool	
amusant	fun	
nul	rubbish	
ennuyeux	boring	

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

Qualifiers		
très	very	
assez	quite	
un peu	a bit	
vraiment	really	
Trop	too	

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FRENCH

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Equipment

ID Card

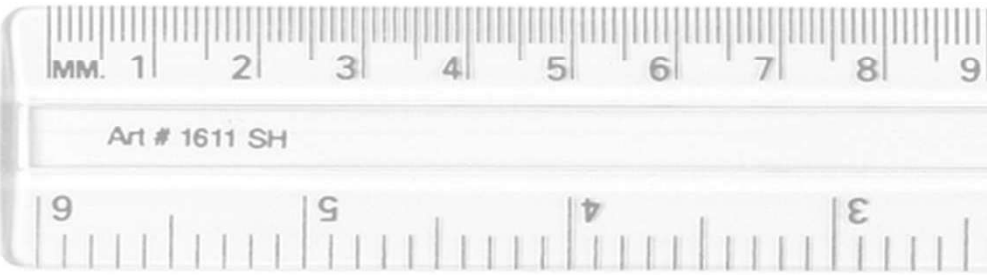




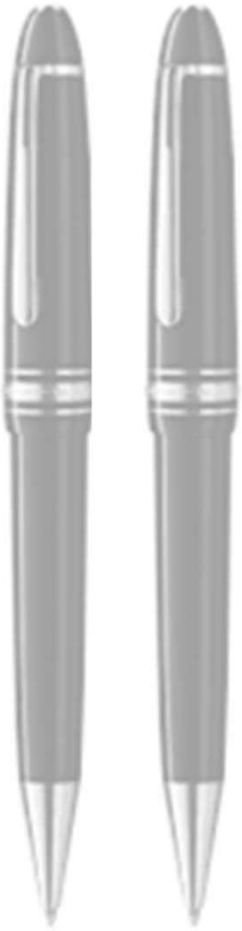
Whiteboard Rubber





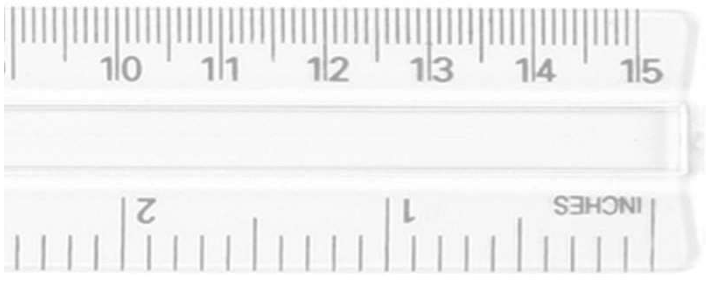


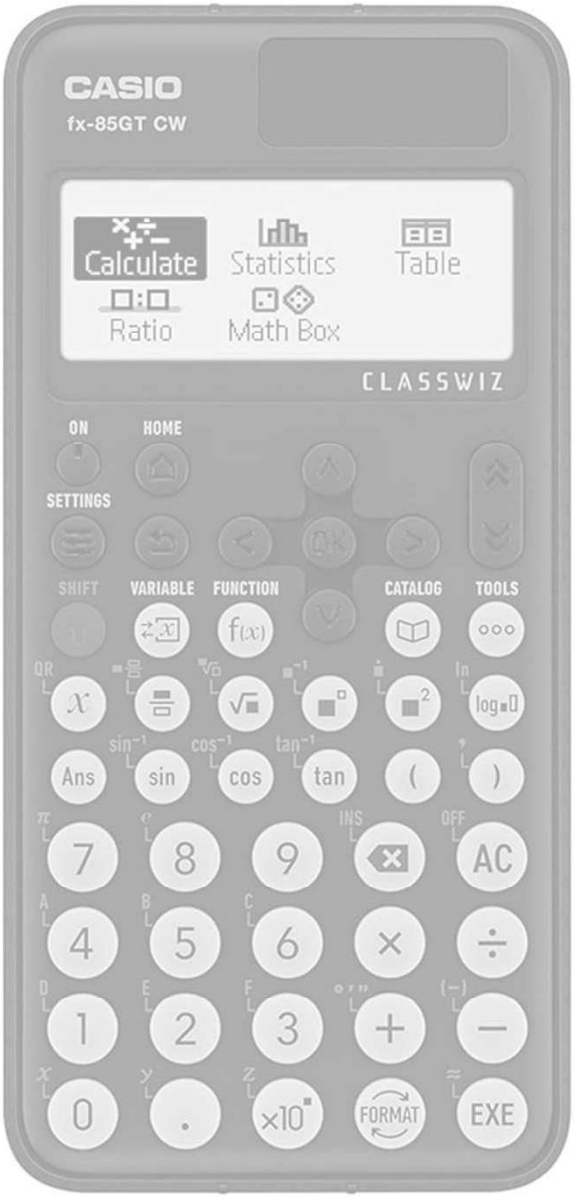
Check



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







Dans ma famille		
je suis fils unique	I am an only child (m)	
je suis fille unique	I am an only child (f)	
j'ai un frère/deux frères	I have one /two brothers	
j'ai une soeur/deux soeurs	I have one/two sisters	
J'ai un beau-frère	I have a step-brother	
J'ai une belle-soeur	I have a step-sister	
qui s'appelle	who is called	
qui s'appellent	who are called	
mon frère s'appelle	my brother is called	
ma soeur s'appelle	my sister is called	
ma mère s'appelle	my mother is called	
mes parents s'appellent	my parents are called	

Tu aimes?	Do you like it?	
Oui j'aime ça	Yes, I like it	
Non je n'aime pas ça	No, I don't like it	
Il aime / elle aime	He likes / she likes	
Ce n'est pas bien	It's not good	
Je préfère	I prefer	
J'adore	I love	
Tu es d'accord?	Do you agree?	
Je suis d'accord	I agree	
Je ne suis pas d'accord	I don't agree	

Ma famille		
Tu as des frères ou des soeurs?	Do you have brothers or sisters?	
dans ma famille il y a	in my family there is	
mon père	my father	
ma mère	MY mother	
mon grand-père	my grandfather	
ma grand-mère	my grandmother	
ma tante	my aunt	
mon oncle	my uncle	
mon frère/mes frères	my brother/brothers	
ma soeur/mes soeurs	my sister/sisters	
mon cousin	my cousin (male)	
ma cousine	my cousin (female)	

In French, to say how old someone is, you have to use 'avoir' (to have) whereas in English you say I am 12		
I am 12 (I have 12 years)	J'ai 12 ans	
He is 12 (He has 12 years)	Il a 12 ans	
She is 14 (She has 14 years)	Elle a 14 ans	

Je suis..	I am	
Je ne suis pas ..	I am not	

Les adjectifs		
beau/belle (m/f)	beautiful	
branché(e)	trendy	
charmant(e)	charming	
curieux/curieuse	curious	
de taille moyenne	medium height	
drôle	funny	
généreux/générеuse	generous	
gentil(le)	kind	
grand(e)	big	
impatient(e)	impatient	
intelligent(e)	intelligent	
modeste	modest	
poli(e)	polite	

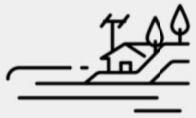
In French, most adjectives come after the noun they describe and they agree in gender and number.

J'ai les yeux bleus / verts / gris / marron	I have blue / green / grey / brown eyes	
J'ai les cheveux longs / courts / mi-longs	I have long / short / mid-length hair	
frisés/raides	curly/straight	
blonds/bruns/noirs/roux	blond/brown/black/ginger	

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Section 1: Geology

- A **coastline** is where the land meets the sea.
- **Sedimentary rock** is formed from broken remains of other rocks that have become joined together.



Section 2: Waves

- Waves are formed by wind blowing across the surface of the ocean. The wind pushes some parts of the water down, which in turn pushes other parts up.
- When waves wash up the beach, it is called **swash**. When they run back down towards the sea, it is called **backwash**.



- **Constructive waves** are gentle waves with a strong swash and weak backwash.
- **Destructive waves** are stronger waves with a strong backwash and weak swash.

Section 3: Processes

- **Erosion –** The wearing away and removal of material by a moving force, such as a breaking wave. There are four different processes of coastal erosion: abrasion, attrition, solution, hydraulic action
- **Transportation –** The movement of eroded material. There are four different processes of coastal transportation: solution, suspension, saltation, traction
- **Longshore Drift** – the zig-zag movement of sediment as a result of prevailing winds being at an angle to the shoreline.



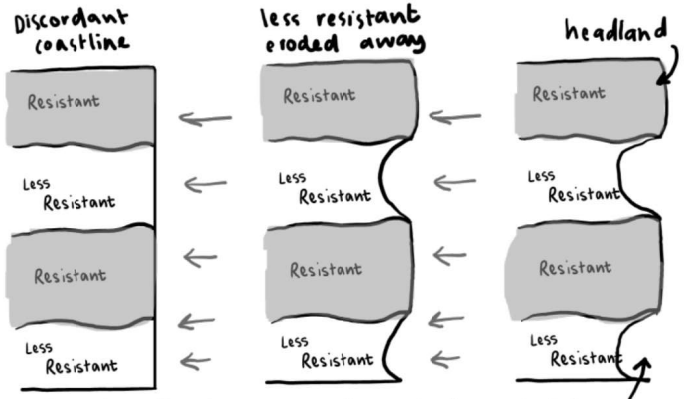
- **Deposition –** Occurs when material being transported by the sea is dropped due to the sea losing energy.

Section 4: Mass Movement and Weathering

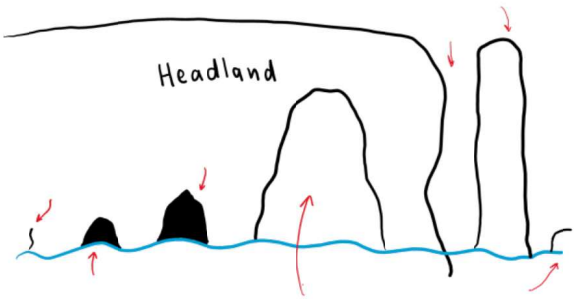
- **Weathering –** The weakening or decay of rocks in their original place on, or close to, the ground surface. There are three types: **chemical, mechanical and biological.**
- **Mass movement** - The downhill movement of weathered material under the force of gravity. The speed can vary considerably. Three examples include: **rockfall, slumping and sliding.**

Section 5: Coastal Landforms

- **Discordant coastlines** have alternating layers of rock **at right angles** to the coast
- **Concordant coastlines** have alternating layers of rock that are **parallel** to the coast
- **Coves** form on concordant coastlines.
- **Headlands and bays** form on discordant coastlines:



- On a headland, **caves, arches, stacks and stumps can form.**



Section 6: Coastal Landforms

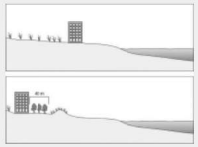
- **Beaches** are made up from eroded material that has been transported from elsewhere and then deposited by the sea.
- Both **spits** and **bars** are formed as a result of longshore drift.



- **Sand dunes** are hills of sand created at the back of a beach. The wind blows deposited sand up the beach.

Section 7: Coastal Management

- **Hard engineering** – Using artificial structures to control natural processes. Examples include: **groynes, sea walls, rock armour, gabions and revetements.**
- **Soft engineering** – a more sustainable and natural approach to managing the coast, that works with natural processes. Examples include: **managed retreat, beach nourishment and beach reprofiling.**



Section 8: Lyme Regis

- **Lyme Regis** is a small coastal town on the south coast of England.
- The local government developed a plan to manage the coastline at Lyme Regis called the Lyme Regis Environmental Improvement Scheme.
- During the planning process, the local government spoke to different interest groups, including residents, fishermen, and environmentalists, to reduce **conflicts.**
- Several strategies have been used to protect Lyme Regis from coastal erosion.

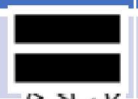
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GEOGRAPHY

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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.

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History skills: Key terms/definitions

Term	Definition	✓
Black Death	The disease called the bubonic plague carried by rats	
Peasants' Revolt	The march on London in 1381, protesting against the poll tax.	
Buboes	These blood oozing blisters were a symptom of the Black Death	
Pestilence	The name medieval people gave to the disease killing many people in England	
Plague	Another word to describe the Black Death	
Poll Tax	A tax all adults would have to pay, regardless of income.	
Barber-surgeon	They learned medicine by watching another surgeon. They could perform simple surgery and take blood from another person.	
Stocks	Here people would throw rotten food (or worse at you).	
Villeins	They had to work for the lord and could not leave the village without his permission.	

Timeline: Black Death and Peasants' Revolt ✓

1345: People in China and India were dying.
1348: The Black Death arrived in Europe
1349: Between a third to a half of the population in Britain had died from plague
1355: The war with France resumed and Edward III won against the French at Poitiers
May 1381: Villagers in Essex refused to pay taxes and attacked the tax collectors.
13 June 1381: Rebels entered London
15 June 1381: The King met the rebel's leader Wat Tyler who was then killed.

The Crusades



Crusade comes from the Latin word crux, meaning a 'cross'. It referred to the cross on which Jesus Christ was crucified. To go on a crusade meant going to fight for Christ. In 1096, it meant Christians from Europe going to fight the Muslims in the Holy Land, around Jerusalem, where Christ had lived. Muslim and Christian fighters fought four Crusades from 1096-1204. The Third Crusade lasted from 1189-1191. The Christians were led by King Richard I and the Muslims were led by Saladin.

Key people ✓

		✓		✓
	**Wat Tyler:** led the Peasants' Revolt			**Richard II** King of England 1377-1399

Black Death remedies: ✓

- Placing live chickens and frogs on the buboes to warm the swellings and reduce them
- Praying to God for forgiveness
- Applying camomile lotion to buboes
- Drink a glass of your own urine everyday
- Leeches would be used to draw bad blood out of the patient
- Plague doctors would wear masks with herbs to ward off disease

Ordinary and Everyday life in the Middle Ages ✓

Everyday life in the middle ages varied for people. For **fun**, football would often be banned by the different kings but the laws didn't work as it was a popular sport. Some kings were often given wild animals as gifts from other rulers. Henry VIII kept leopards, an elephant and a polar bear at the Tower of London. In terms of **punishments**, the main ones included the stocks, a fine or hanging. There were no paid policemen in the Middle Ages, more village constables. When people got **ill**, most illnesses would be treated by women and members of the family using herbal remedies. Rich people could see a physician or a barber surgeon.

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HISTORY

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Unit 4: Equations and Inequalities

Keyword		Definition
Positive integer		A whole number greater than zero.
Negative number		Numbers less than zero which always have a (-) sign in front of them.
Inequalities on a number line		Denoted with circles and arrows or two circles joined by a line.

Unit 5: Introduction to Algebra

Keyword		Definition
Variable		A symbol, often a letter, representing an unknown value.
Constant		A number by itself.
Coefficient		A number multiplying a variable.
Term		A number, variable, or multiplication of numbers and/or variables.
Expression		A group of terms added to or subtracted from each other. It can also be a single term.
Formula		A mathematical relationship expressed using algebraic expressions.
Like terms		Terms with the same variables and powers.
Combine like terms		Grouping like terms by addition and subtraction.
Simplifying (algebra)		Writing an expression as simply as possible without multiplication and division signs.
Substitution		Replacing a variable with a given value.

Unit 6: Fractions

Keyword		Definition
Numerator		The top number of a fraction
Denominator		The bottom number of a fraction. Fractions are said to have common denominators if they denominators are equal.
Reciprocal		The reciprocal of a number is 1 divided by that number.
Mixed Number		Combines a whole number and a fraction to represent a fractional value greater than 1
Improper Fraction		A fraction where the numerator is larger than the denominator to represent a fractional value greater than 1
Cross Cancelling		When multiplying fractions, cancel any factors found in either/or any numerator and/or denominator.

Think it, Link it:

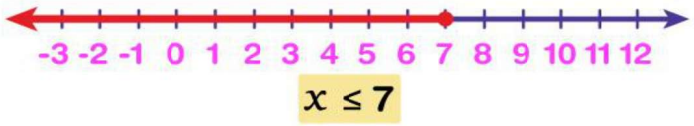
Year 6 negative numbers.
Year 7 inequality symbols unit 1.
Year 6 Equivalent fractions and adding simple fractions.

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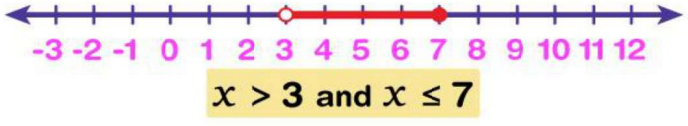
Rules for multiplying and dividing negative numbers:

Multiply	Divide
$+ \times + = +$	$+ \div + = +$
$- \times - = +$	$- \div - = +$
$+ \times - = -$	$+ \div - = -$
$- \times + = -$	$- \div + = -$

Representing inequalities on number lines



$x \leq 7$



$x > 3$ and $x \leq 7$

Cross-cancel before multiplying

$$\frac{2}{9} \times \frac{3}{7} \qquad \frac{\overset{1}{\cancel{2}}}{\underset{3}{\cancel{9}}} \times \frac{\cancel{3}}{7} = \frac{2}{21}$$

$$\frac{10}{7} \times \frac{28}{15} \qquad \frac{\overset{2}{\cancel{10}}}{\underset{1}{\cancel{7}}} \times \frac{\overset{4}{\cancel{28}}}{\underset{3}{\cancel{15}}} = \frac{8}{3} = 2\frac{2}{3}$$

Revision links:

- Adding and subtracting negative numbers
- Multiplying and dividing negative numbers
- Forming expressions
- Inequalities on a number line
- Algebraic multiplication
- Substitution
- Collecting like terms.
- Algebraic notation
- Adding and subtracting fractions including mixed numbers
- Mixed numbers and improper fractions
- Dividing fractions including mixed numbers
- Multiplying fractions including mixed numbers

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Bournemouth School music department

Year **7**

Unit **2**

Djembe Drumming

Bass The sound made when a djembe is struck in the centre of the drum skin.

Beat One unit of the pulse. Note lengths are measured in beats.

Call and response Two musical phrases, where the second is a direct response to the first. Sometimes the 'call' phrase will be played or sung by a soloist.

Djembe A goblet-shaped drum played with the hands. The Djembe comes from the area of the historical Mali Empire in West Africa — modern Guinea, Mali, Burkina Faso, Ivory Coast, Gambia, and Senegal

Polyrhythm Using more than one unrelated rhythm at the same time.

Pulse The regular beats of a piece of music that act as a scaffolding for the rhythm. You might not be able to hear the pulse itself in a piece of music, but you will hear rhythms that fit around it.

Rhythm Patterns of longer and shorter sounds.

Slap The sound made when a djembe is struck at the edge of the skin with the fingers separated.

Solo One person performing on their own, or a section of music which highlights a single performer.

Structure The order in which the different sections of a piece of music happen.

Tempo The speed of the pulse, and how it changes.

Tone The sound made when a djembe is struck at the edge of the skin with the fingers together.

TUBS (Time Unit Box System)

A simple way of writing out rhythms. Each box represents a unit of time (a beat or part of one), and a letter or symbol in the box indicates that a sound is made.

1	+	2	+	3	+	4	+
B B		T T	T T	B B	- B	S	S S

In this example, each box is half a beat long (the count is written in the top row) and the letters in each box show how the djembe is played (**B**ass, **T**one or **S**lap).

Rhythm notation

Note	Rest (silence)	Beats	English name	American name
		4	Semibreve	Whole note
		2	Minim	Half note
		1	Crotchet	Quarter note
		½	Quaver	Eighth note

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MUSIC

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Trust – Firm belief in the reliability, truth, or ability of someone or something.
Support - To provide assistance or help to someone or a particular cause.
Honesty - Being truthful about things or to someone.
Kindness - To treat someone well, to be considerate.
Generosity - The action of being generous, sharing perhaps more than expected.
Boundaries - In this sense, having personal limits which shouldn't be crossed.
Privacy - In this sense, to have time or space to yourself
Consent - To have or give permission to do something



Online Trolls - an online bully who deliberately tries to offend, cause trouble or directly attack people by posting derogatory comments on posts.

Cyber-crime – criminal activities carried out by means of computers or the internet. Could be stealing information or using your identity for criminal purposes.

Online predator - someone that seeks contact with children and teens on the internet for abusive and exploitative purposes that are often sexual.



Racism - Having the belief that some races of people are better than others or having general beliefs about other people based only on their race.

Signposting support:

Useful, legitimate and appropriate helplines and charities:

Childline. Support for people under 19 in the UK. Call: 0800 11 11
Young Minds. Child and adolescent mental health charity. Call: 0808 802 5544

Teen Line | Teens Support hotline - Connect, talk, get help! Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.

https://www.themix.org.uk/sex-and-relationships Relationships advice for young people

Personal Development
BOURNEMOUTH SCHOOL

Autumn Term 2

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Key Words

- ❑ **Creation- Designed or created**
- ❑ **Myth-traditional story/folklore**
- ❑ **Literalist- True, accurate, word for word**
- ❑ **Non- Literalist- Symbolic story**
- ❑ **Ex- Nihilo-Nothing**
- ❑ **God- Supernatural being**

Islam

- ❑ Islam is very clear about the belief that **Allah** was responsible for the creation of the universe. There is no single story of creation, but there are references to it in many places in the **Qur'an**. From these it is possible to build a picture:
- ❑ Allah then made all living creatures, the **angels**, the planets and the rain to allow vegetation to grow.
- ❑ Allah sent angels to Earth to collect seven handfuls of soil, all different colours, and that with soil Allah made the first man, **Adam**, breathing life and power into him.
- ❑ **Eve**, the first woman, was created from the side of Adam and lived with him in **Paradise**.
- ❑ The Earth had been created to allow Adam and Eve and their descendants (the human race) to live and thrive.
- ❑ Creation took Allah six days to complete.

Christian Story:

The Christian creation story is in Genesis, the first book of the Bible.
It shows Christians that God created the world from nothing (**ex nihilo**) and in 6 days, resting on the 7th day.



- ❑ **in the beginning** - God started creation
- ❑ **the first day** - light was created
- ❑ **the second day** - the sky was created
- ❑ **the third day** - dry land, seas, plants and trees were created
- ❑ **the fourth day** - the Sun, Moon and stars were created
- ❑ **the fifth day** - creatures that live in the sea and creatures that fly were created
- ❑ **the sixth day** - animals that live on the land and finally humans, made in the image of God were created
- ❑ **by day seven**, God finished his work of creation and rested, making the seventh day a special holy day.

Christians have different beliefs about this as a creation story. Some consider it to be a Literal account of creation (**Literalists**), whilst others believe that the story is a myth that has symbolic meaning (**Non-Literalists).**

Hinduism: (There are other stories)

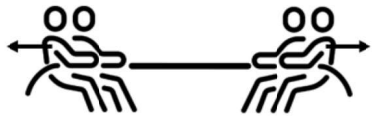
- ❑ Before time began there was no heaven, no earth and no space between. A vast dark ocean washed upon the shores of nothingness and licked the edges of night.
- ❑ A giant **cobra** floated on the waters. Asleep within its endless coils lay the Lord **Vishnu**. He was watched over by the mighty serpent.
- ❑ Everything was so peaceful and silent that Vishnu slept undisturbed. From the depths a humming sound began to tremble, **Om**. It grew and spread, filling the emptiness and throbbing with energy.
- ❑ Vishnu awoke and from Vishnu's navel grew a magnificent **lotus flower**.
- ❑ In the middle of the blossom sat Vishnu's servant, **Brahma**. Vishnu spoke 'It is time to begin, 'create the world.' Vishnu and the serpent vanished.
- ❑ Brahma remained in the lotus flower, floating on the sea. Brahma split the lotus flower into three. He stretched one part into the heavens. He made the second part into the earth. With the third part of the flower, he created the skies.
- ❑ The earth was bare. Brahma set to work. He created grass, flowers, trees and plants of all kinds. Next, he created the animals and the insects to live on the land. He made birds to fly in the air and many fish to swim in the sea. To all these creatures, he gave the senses of touch and smell. He gave them power to see, hear and move. The world was soon bristling with life and the air was filled with the sounds of Brahma's creation

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Physics topic A: Forces

Keyword	Definition to learn	✓
contact forces	objects must be touching to exert force: eg normal contact force, upthrust, friction, air resistance, tension, thrust	
non-contact forces	objects exert force when physically separated: eg weight (force due to gravity), magnetic, electrostatic	
mass	a measure of the amount of matter an object is made from, measured in kg	
weight	a force due to the pull of gravity on an object, measured in N	
newton (N)	unit of force	
resultant force	single force that can replace multiple forces acting on an object	
extension	difference between the stretched and unstretched lengths of a spring	
pressure	The ratio of force to surface area in N/m^2 Pressure = force ÷ area	
independent variable	the variable which is changed in an experiment	
dependent variable	the variable which is measured in an experiment	
control variables	the variables which are kept the same in every repeat of an experiment	

Balanced Forces



If the forces in opposite directions are equal we call them balanced forces. The resultant force is zero.

The object remains stationary or continues moving at a constant speed.

Unbalanced Forces



If the forces in opposite directions are not equal, we call them unbalanced forces. The resultant force is not zero.

The object speeds up, slows down or changes direction.

Drawing Graphs – SPLAT!

S cale – evenly spaced multiples of 2 or 5

P oints – plotted accurately

L ine – single straight or curved line of best fit

A xes – labelled with units

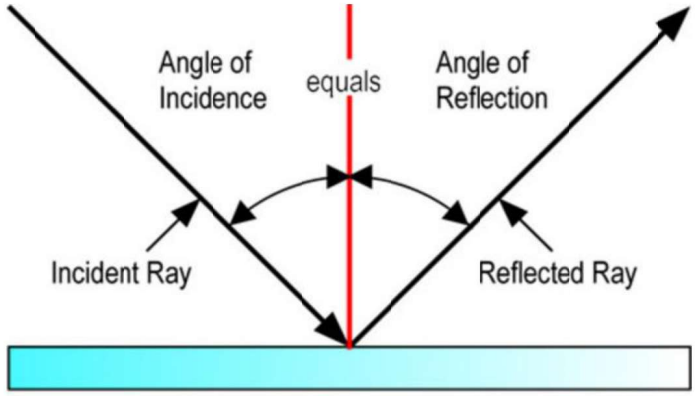
T itle – meaningful title

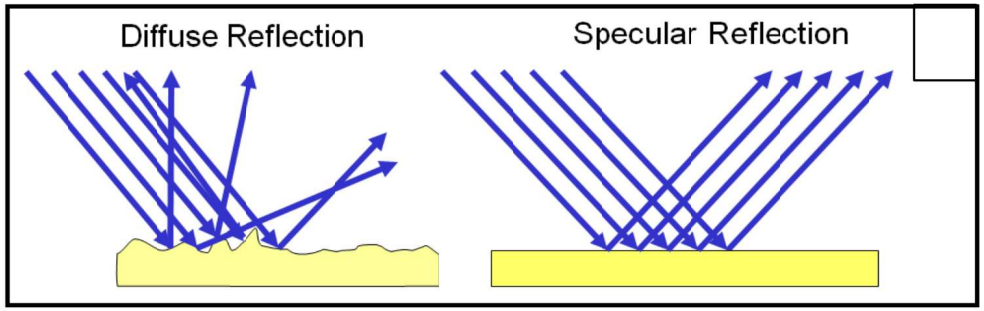
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Physics topic B: Light

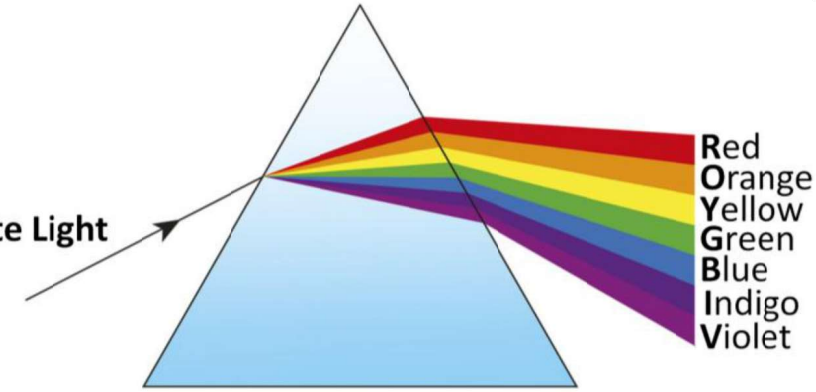
Keyword	Learn	✓
Luminous	An object that emits (gives out) light	
Non-luminous	An object that does not emit light	
Transparent	A material that allows *all* light to pass through it	
Translucent	A material that allows *some* light to pass through it	
Opaque	A material that allows *no* light to pass through 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 back off an object	
Diffuse reflection	Reflection from a rough surface that does not give an image	
Specular reflection	Reflection from a smooth surface that gives an image	
Refraction	Change in the direction of light due to a change in speed	
Normal	A dashed line drawn at 90° to a boundary	
Coloured filter	Transmits light that is the same colour as the filter. Absorbs all other colours.	

Reflection of light





Dispersion of light



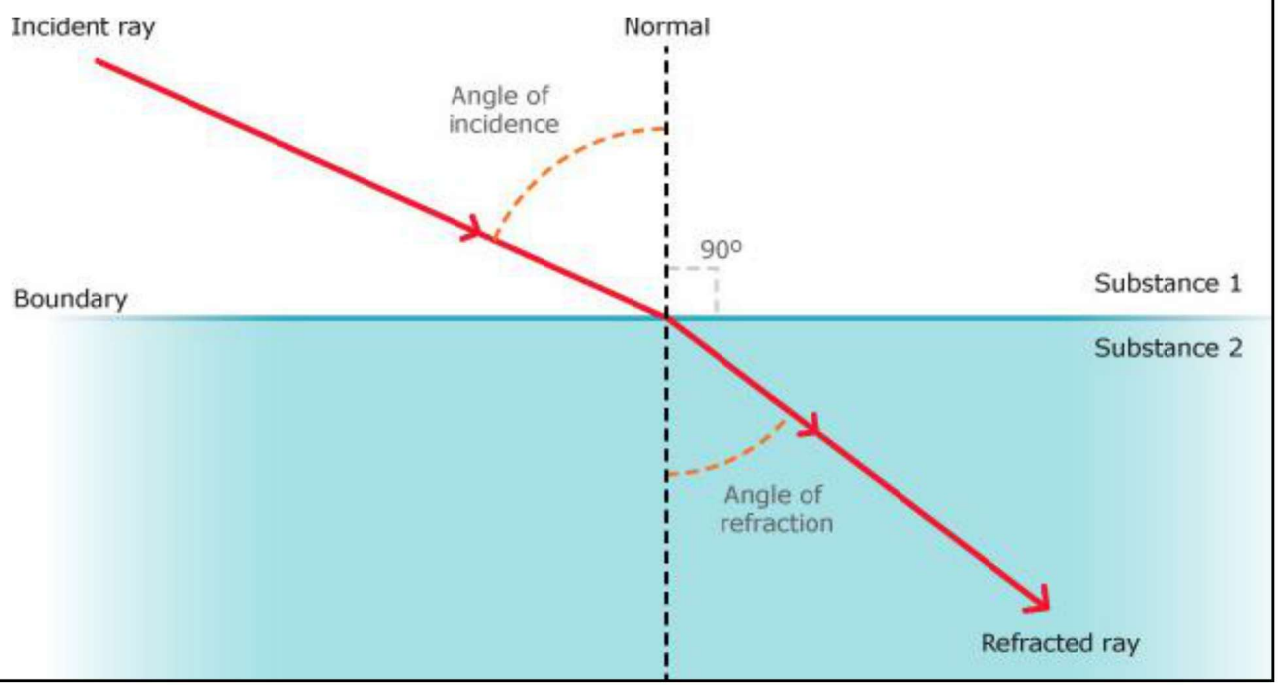
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PHYSICS

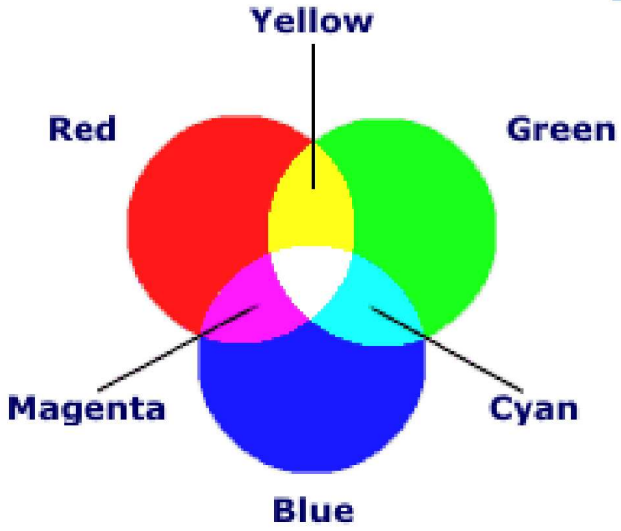
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Physics topic B: Light

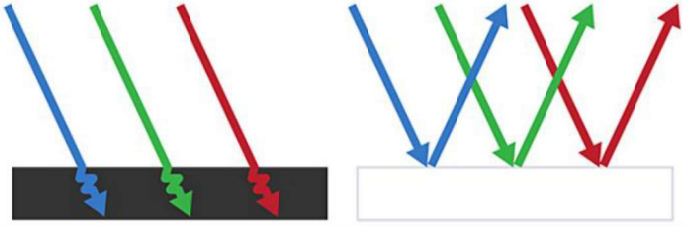
Refraction



Primary and secondary colours

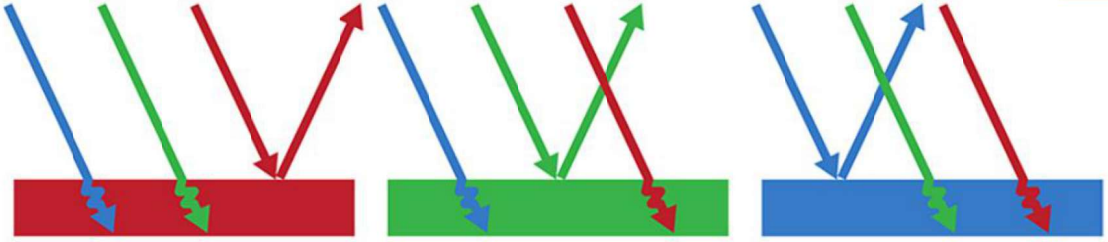


Black and white surfaces



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.

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PHYSICS

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¿Qué deportes haces?		
hago artes marciales	I do martial arts	
hago atletismo	I do athletics	
hago equitación	I do horse riding	
hago gimnasia	I do gymnastics	
hago natación	I do/go swimming	
juego al baloncesto	I play basketball	
juego al fútbol	I play football	
juego al tenis	I play tennis	
juego al voleibol	I play volleyball	

¿Qué tiempo hace?	What is the weather like?	
hace calor	it is hot	
hace frío	it is cold	
hace sol	it is sunny	
hace buen tiempo	it is nice weather	
llueve	it is raining	
nieva	it is snowing	

Useful words		
con	with	
cuando	when	
mucho	a lot	
pero	but	
también	also	
y	and	

Regular –ar verb endings		
yo (I)	-o	
tú (you)	-as	
él/ella (he/she)	-a	
nosotros (we)	-amos	
vosotros (you pl)	-áis	
ellos/ellas (they)	-an	

Jugar	To play	
juego	I play	
juegas	You play	
juega	He/she plays	
jugamos	We play	
jugáis	You (pl) play	
juegan	They play	

Hacer	**To do**	
hago	I do	
haces	You do	
hace	He/she does	
hacemos	We do	
hacéis	You (pl) do	
hacen	They do	

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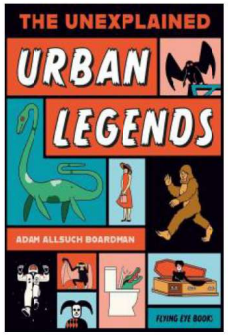
¿Qué te gusta hacer en tu tiempo libre?		
chatear	to chat online	
escribir correos	to write emails	
escuchar música	to listen to music	
jugar a los videojuegos	to play video games	
leer	to read	
mandar mensajes	to send messages	
navegar por Internet	to surf the Internet	
salir con amigos	to go out with friends	
ver la televisión	to watch TV	

Las opinions - opinions		
me gusta…	I like	
me gusta mucho…	I like a lot	
no me gusta…	I don't like	
no me gusta nada…	I don't like at all	
porque es…	because it is	
porque no es…	because it isn't	
aburrido/a	boring	
divertido/a	fun	
estúpido/a	stupid	
guay	cool	
interesante	interesting	

Present tense (yo) – Mi tiempo libre		
bailo	I dance	
canto karaoke	I sing karaoke	
hablo con mis amigos	I talk with my friends	
monto en bici	I ride my bike	
saco fotos	I take photos	
toco la guitarra	I play the guitar	
juego a los videojuegos	I play videogames	
mando mensajes	I send messages	
veo la televisión	I watch TV	
leo mi libro	I read my book	

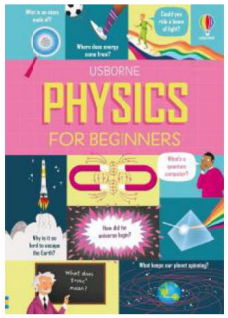
Expressions of frequency		
a veces	sometimes	
de vez en cuando	from time to time	
nunca	never	
todos los días	everyday	

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The Unexplained: Urban Legends by Adam Allsuch Boardman

From the lost city of Atlantis, to Mothman and Bigfoot sightings, urban legends have fascinated people for centuries. Explore the mysteries of urban legends in this graphic guide and decide for yourself - is there anything lurking among us?



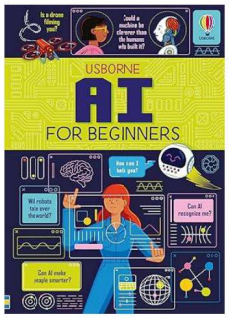
Physics For Beginners by Rachel Firth et al.

Brings to life the wide world of physics. This book focusses on explaining what different branches of physics are about, how we know about them, and what mysteries remain for budding physicists to uncover. It doesn't shy away from the hard stuff, tackling black holes, quantum mechanics and even Einstein's theories of relativity



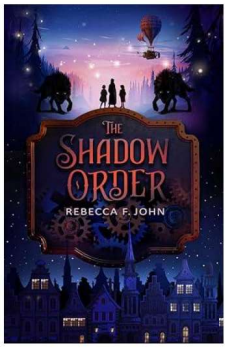
The First Year by Matt Goodfellow

Nate's off to Secondary School with his two best mates. But while he's making new friends and avoiding his old nemesis, and struggling to come to terms with a strict new teacher, a sudden surprise appearance in Nate's life threatens to throw him completely off course. And The Beast - the anger he tries so hard to control - reappears. Will Nate find a way to keep himself and his family together?



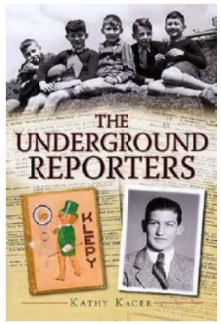
AI For Beginners by Rose Hall and Rachel Firth

How do you actually define the term, Artificial Intelligence? What exactly can machines with AI already do, and what might they be able to do in the future? *AI For Beginners* answers all the questions - where answers exist - and raises debating points at every turn about what it all means.



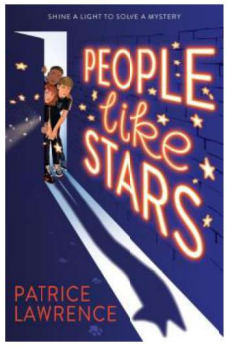
The Shadow Order by Rebecca F. John

One year on from the day the shadows shifted - showing people their truest selves rather than just their shapes - best friends Teddy, Betsy and Effie plan to risk all and watch the winter sun rise over Copperwell, in defiance of the Shadow Order. But then the three shocked friends witness an event that sends them on a perilous voyage of discovery.



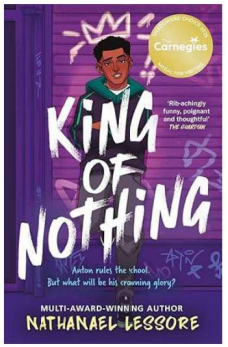
Underground Reporters by Kathy Kacer

In Budejovice, a quiet village in the Czech Republic, during the Second World War, a plot of land by the river was allocated to the Jewish youth of the village. There, some brave young people decided to create a newspaper. This book chronicles the lives of the young people who were the newspaper's creators and contributors.



People Like Stars by Patrice Lawrence

Three 13-year-old strangers are connected by one big secret. Nervous Ayrton was stolen away from his mum as a baby. He was returned safely, but now Mum won't let him out of her sight. Curious Stanley has a Forbidden Grandmother. His mum won't even talk about her. Homeless Sen has finally found a place to live, but she'll be out on the street if she upsets her secretive landlady. What happens when their paths cross...?



King of Nothing by Nathanael Lessore

When Anton gets into serious trouble his mum decides it's time for Anton to make some new friends and join the Happy Campers, a local activity group. Anton would quite literally rather do anything else, especially when he finds out Matthew, the biggest loser in school, is also a member. But after Matthew unexpectedly saves Anton's life, Anton figures maybe this kid is worth a shot.

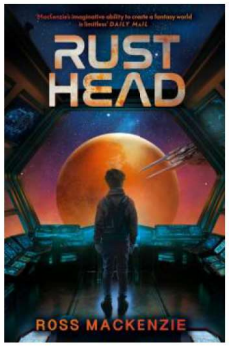
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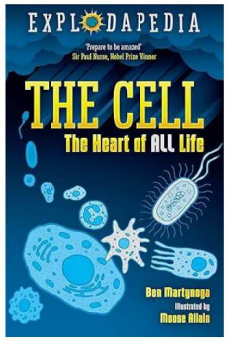
The Haunting of Old Splinter by Jack Mackay

One magical relic. Two brothers. Three chances to defy fate. Desperate to bring their family back together, the brothers set out in search of the legendary wishing claw. But wishes are tricky things - as Peter discovers when something monstrous comes knocking at his door. Be careful what you wish for...



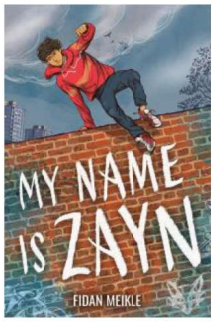
Rusthead by Ross Mackenzie

One magical relic. Two brothers. Three chances to defy fate. Desperate to bring their family back together, the brothers set out in search of the legendary wishing claw. But wishes are tricky things - as Peter discovers when something monstrous comes knocking at his door. Be careful what you wish for...



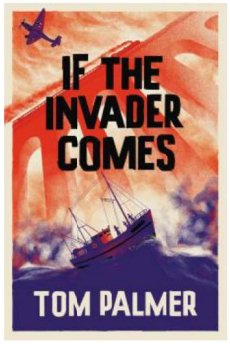
The Cell by Ben Martynoga

Cells are alive, and they're what life is made of. Four billion years ago a single cell kickstarted all life on Earth. Today, your body is made up of over 30 trillion cells - every one of which is teeming with activity. Packed with up-to-the-minute science, The Cell confronts the biggest mysteries of the microscopic marvels that sustain the living world.



My Name is Zayn by Fidan Meikle

Thirteen-year-old Afghan refugee Zayn loses his best friend Samim on a perilous journey to the UK. Living in a hotel with other asylum seekers, can Zayn rebuild his life and find his missing friend?



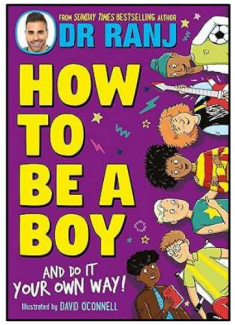
If the Invader Comes by Tom Palmer

June 1940. Three children are forced to confront the brutal realities of war as it affects every aspect of their lives, finding the courage to play their part, they help rescue survivors and refugees at sea. But when it appears that the invader is at their shores, will they be able to pull off the most daring feat of all?



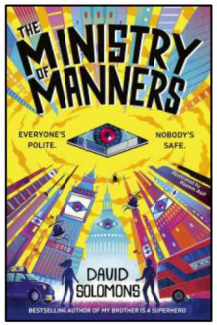
Frankenstein by Mary Shelley and Declan Shalvey

True to the original novel, this is a graphic adaptation of Mary Shelley's 'Frankenstein'. The story of Victor Frankenstein, who plunders graveyards to create a new being from the bodies of the dead - but whose botched creature causes nothing but murder and destruction.



How to Be a Boy by Dr. Ranj Singh

Do you ever pretend to like something you don't, just to fit in? Is it sometimes hard to tell others how you're feeling? Do you wish there was less pressure on you to 'man up'? Explore these questions and many more in this empowering and inclusive guide to masculinity.



The Ministry of Manners by David Solomons

Be quiet. Be polite. Or be silenced. Alfie and Margot Hawthorne have grown up under the Ministry of Manners, where politeness isn't a choice - it's the law. And one wrong word can change your life. When the Ministry takes Margot, and then Alfie falls in with the Unsilenced - those who still dare to speak. But the Ministry has plans of its own. And if they succeed, rebellion won't just be punished. It'll be impossible.

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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										