

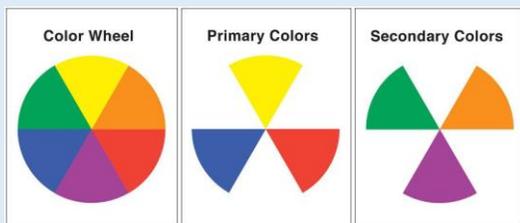
1 – Elements of art - colour

primary colours: red, yellow and blue. They cannot be made by mixing other colours together.

All other colours can be mixed from red, yellow and blue.

secondary colours: purple, orange and green they are made by mixing equal amounts of primary colours together:

- Blue + red = purple
- Yellow + red = orange
- Blue + yellow = green



2 – Definitions

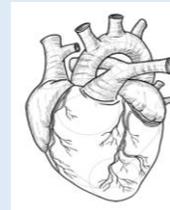
illustrate: provide (a book, newspaper, etc.) with pictures

stylised: simplified non-realistic version of the object or person represented

hand lettering: a form of drawing to create decorative letters

watercolour: water-based transparent paint

composition: composition is the placement of the elements on your page



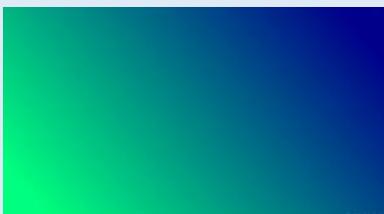
Realistic and stylized heart

3 – Definitions

Key vocabulary

wash: an art technique showing a semi-transparent layer of colour.

gradient: a gradual transition from one colour to another



4 - Artist focus – Sophie Peanut

Sophie Peanut is an Artist and illustrator based in Halifax. She works in a range of media and especially enjoys using watercolour and fine liners. She likes to tell stories through her artwork, and has fun illustrating family recipes. When she isn't playing with paints, she can be found at Trinity Academy Grammar, where she teaches Art and is known as Mrs Baxter.



1: Working with Files

File Extension: a string of characters attached to a filename, usually preceded by a full stop and indicating the format of the file.

- .pptx (Microsoft Powerpoint or presentation)
- .docx (Microsoft Word or word processor)
- .jpg, .png and .gif (A photo or image)
- .xlsx (Microsoft Excel or spreadsheet)



Online Files: Information such as images, text that can be accessed, online through apps such as social media (Facebook etc..)

2: Using Email

Email: messages delivered by electronic means through a network. 

Computer Virus: a piece of code or program designed to do harm on a computer

Fraudulent: deliberately dis-honest or deceitful to get information not yours.

Pharming: To mimic a valid website such as HSBC, direct users to it, to get passwords etc.

Phishing: Sending emails as a bank for example to get passwords, confidential data.

Attachment: A file or data what is sent with an email such as a photo.

Domain: e.g. @bbc.co.uk @google.co.uk

3: Social Networking

Cyberbullying: the use of electronic communication to bully a person

Scams: information that looks genuine and is designed to steal your data.

Hackers: a person(s) that uses a computer to gain unauthorised access to data.

Grooming: Someone that builds and uses a relationship to exploit and or abuse someone.

Paedophiles: a person(s) who are sexually attracted to children.



Never meet anyone from the internet without telling someone and **TAKE A PARENT** with you.

4: Mobile Technology

Text Message: an electronic communication sent and received by mobile phone.

Victim: a person that has been harmed, miss-treated or tricked by an event or action.

Camera: a device for recording visual images in the form of photographs, film, or video.

App: an application, especially as downloaded by a user to a mobile device.

Internet: a global computer network consisting of many interconnected networks.

Malware: software that is specifically designed to disrupt, damage, or gain unauthorized access to a computer system.

5: Don't be bullied

Forum: a meeting or place online where ideas and views can be exchanged.

Chat Room: an area on the internet where users can communicate.

Flaming: To engage in online argument causing personal attacks between people.

Cyberstalking: the repeated use of electronic communications to harass or frighten someone

Masquerading: to pretend or disguise yourself as someone else.

Outing: to reveal something about a person in a derogatory way without their permission.

6: Inform others

Audience: The target audience that you are aiming at for example children.

Purpose: Why you want to inform your audience.

Help line: a place someone can get in touch with or call for guidance and help, if they have experienced an issue or problem.



1 – What is improvisation?

Improvisation is a piece of drama that is made up on the spot by performers without using any prepared material

There are 4 Golden Rules of Improvisation:

1. **agree** - *always try to agree with what your fellow actors say, otherwise your scene will end quickly*
2. **add on** - *move the scene onwards, otherwise it will be stuck in the same place*
3. **make statements** - *don't always ask questions as it makes it harder for the other actors in the scene to keep creating ideas*
4. **be energetic** - *enthusiasm and energy is key, especially if you intend to keep your audience engaged*

3 – Non Verbal Communication Skills

Non Verbal Communication (NVC) relates to the way movements, posture and gestures can show how someone feels without speaking. It is also referred to as **body language**.

facial expression: the appearance, mood or feeling conveyed by a person's face

posture: the position a character holds themselves in when sitting or standing

gesture: a movement made by part of the body (e.g. arms, head) to convey a character's emotions

gait: a person's manner of walking

2 – Theatrical Skills

Key Vocabulary

freeze frame: a frozen piece of action

thought track: when a character tells the audience their thoughts during a pause in the action

hot-seating: a rehearsal technique where an actor stays in character and answers questions from the rest of the group - (the aim is to develop a better understanding of the character)

tension: a situation or feeling of suspense or uneasiness

cliffhanger: a dramatic and exciting end to a performance, leaving the audience in suspense

4 – Vocal Skills

- **pitch**: the degree of highness or lowness of the voice
- **pace**: the speed at which someone speaks
- **tone**: a quality in the voice that expresses the speaker's feelings or thoughts
- **volume**: the degree of loudness or the intensity of a sound

1 – Terminology

noun: a word for things – objects, names, places e.g. *writer, Darren Shan, Halifax*

verb: an 'action' word e.g. *to run, walking, loved*

adjective: a word that describes a noun e.g. *interesting, sinister, eerie*

adverb: a word that describes a verb and how an action is done e.g. *slowly, painfully*

metaphor: a comparison which is not literally true that suggests what something is like by comparing it to something similar e.g. *His eyes were deep black holes of doom staring cruelly at me.*

simile: a comparison similar to a metaphor that uses 'like' or 'as' e.g. *He was so thin that he looked like a skeleton.*

personification: where non-human things are given human features e.g. *The trees reached out their bony fingers to grab my hair.*

3 – The Gothic Genre

There are many genres of story with all have different 'conventions' or features that are usually included.

The conventions of the Gothic genre are:

a gloomy or sinister (scary) setting: the story is usually set in a dark, mysterious place e.g. a graveyard or isolated house.

supernatural beings: characters that are not human, such as vampires or ghosts

a hero: a character who 'saves' the day or is seen as the good person

motifs: repeated ideas or objects in stories, such as terrible weather or ravens in Gothic stories

intense emotions: a Gothic horror will usually fill you with lots of emotions such as fear, dread, tension, and suspense.

2 – Vocabulary

to analyse (verb): to examine something in lots of detail to explain and interpret it

to interpret (verb): to explain the meaning of something

to suggest (verb): gives you the impression of something

to infer/inferences (verb/noun): having an idea about something based on evidence

protagonist (noun): the main character of a story

antagonist (noun): the character who stands in the way of the protagonist – can be a villain (evil)

genre: a 'type' of book e.g. horror, romance, comedy

4 – Grammar: Sentence Types

main clause: a clause (a complete thought) that can stand on its own e.g. *Darren Shan is the writer of 'Cirque du Freak'.*

subordinate clause: a clause at the start of a sentence that depends on the main clause and cannot stand alone. e.g. *Although Darren was afraid, he still entered the Cirque du Freak.*

simple sentence: a sentence with only a main clause. e.g. *The protagonist of Cirque du Freak is called Darren.*

compound sentence: a sentence containing two main clauses, joined together by a conjunction. e.g. *'Cirque du Freak' is a Gothic story but does still include some funny moments.*

complex sentence: a sentence with a subordinate clause and a main clause. e.g. *Darren still wanted Madame Octa as a pet even if she was poisonous.*

1 – French Phonics

2 – Greetings and Introductions

3 – Alphabet

Some letters, and pairs of letters, sound different in French to what you might expect.

Phonic	Example	Phonic	Example
oi (wah)	po <u>is</u> son	ez (ay)	ne <u>z</u>
ui (wee)	ou <u>i</u>	er (ay)	dan <u>s</u> er
eu (euh)	je <u>u</u> -vidéo	qu (kuh)	qu <u>e</u> stion
au (oh)	cise <u>au</u> x	gn (nyuh)	mont <u>ag</u> ne
ou (oo)	po <u>u</u> le	in (an)	lap <u>i</u> n
i (ee)	m <u>i</u> d <u>i</u>	en (on)	serp <u>e</u> nt
u (oo)	l <u>u</u> nettes	on (on)	p <u>o</u> nt
é (ay)	b <u>é</u> b <u>é</u>	tion (sion)	pollu <u>t</u> ion

bonjour	hello	Ça va?	How are you?
salut	hi		
à bientôt	see you later	ça va bien	I am well
au revoir	goodbye	ça va mal	I am not well
bonsoir	goodnight	pas mal	not bad
		bof	so-so
merci	thank you	oui	yes
s'il vous plaît	please	non	no
et toi?	and you?		
Comment t'appelles-tu?	Je m'appelle...		
What is your name?	My name is....		
Où habites-tu?	J'habite à...		
Where do you live?	I live in....		

A	ah	N	en
B	bay	O	oh
C	say	P	pay
D	day	Q	koo
E	euh	R	air
F	ef	S	es
G	jay	T	tay
H	ash	U	oo
I	ee	V	vay
J	gee	W	dooblah-vay
K	kah	X	eeks
L	el	Y	eegrek
M	em	Z	zed

Comment ça s'écrit?	Ça s'écrit...
How is that spelt?	It's spelt...

4 – Numbers and Age

5 – Months and Birthday

6 – Avoir (to have)

1	un	17	dix-sept
2	deux	18	dix-huit
3	trois	19	dix-neuf
4	quatre	20	vingt
5	cinq	21	vingt-et-un
6	six	22	vingt-deux
7	sept	23	vingt-trois
8	huit	30	trente
9	neuf	40	quarante
10	dix	50	cinquante
11	onze	60	soixante
12	douze	70	soixante-dix
13	treize	80	quatre-vingts
14	quatorze	90	quatre-vingt-dix
15	quinze	100	cent
16	seize		

janvier	January	Quelle est la date de ton anniversaire? am When is your birthday? Mon anniversaire est le ...(number)...(month) My birthday is the ...of...
février	February	
mars	March	
avril	April	
mai	May	
juin	June	
juillet	July	
août	August	
septembre	September	
octobre	October	
novembre	November	
décembre	December	

The verb **avoir** (to have) is an important verb in French. It does not follow a regular pattern, so you need to learn it by heart.

avoir	to have
j'ai	I have
tu as	you have (singular)
il a	he has
elle a	she has
nous avons	we have
vous avez	you have (plural/formal)
ils ont	they have (masculine)
elles ont	they have (feminine)

Quel âge as-tu?	J'ai ___ ans
How old are you?	I am ___ years old

Remember: months and in French **do not** have capital letters.

1 – Dubai

Key Vocabulary

place: a location

bazaar: a market in a Middle Eastern country

- Dubai is the most populated city in the United Arab Emirates (UAE).
- The UAE is a country, consisting of seven smaller ‘emirates’ which are similar to states.
- Dubai is in the north east of the UAE.
- After discovering oil in the 1960’s the city could build new facilities like the Burj Khalifa.
- 5 million people visit Dubai annually.

2 – UK Geography

Key Vocabulary

continent: a large area of the land on Earth made up by several countries

rural: an area of countryside

urban: a town or built up area

- The British Isles: England, Wales, Scotland, Northern Ireland, Republic of Ireland and the Channel Islands.
- The UK: England, Scotland, Wales and Northern Ireland.
- Great Britain: England, Scotland and Wales.

3 – OS Maps

Key Vocabulary

symbol: an image that represents something

We use symbols:

direction: used to determine where things are in relation to other things e.g. a compass

Why do we use symbols on maps?

- To show the main items or features on a map
- To save space
- To make things easy to recognise
- To provide as much details as possible

4 – Grid References

Instructions:

- Find the box that you need coordinates for.
- Then look at the bottom left hand corner of that box.
- Next, go along the corridor to find the Eastings coordinate..
- Next, go up the stairs until you reach the Northings coordinate for the bottom left hand corner of your box.
- Finally, write down the coordinates with the ‘corridor’ number first, then the ‘stairs’ number

5 – UK Landscapes

Key Vocabulary:

landscape: all visible features on an area of land

arable farming: grows crops, e.g. wheat

biodiversity: the total of all species in an area

- Moorland: Around 70 percent of the world’s heather moorland is in the UK.
- Farmland: There are 280,000 farms in UK.
- Deciduous woodland: Trees lose their leaves every autumn and they grow in the spring. They have a very high biodiversity. .

6 – Is the UK in Europe?

Key Vocabulary:

Brexit: is the withdrawal of the UK from the European Union (EU)

- The vote was on 23 June 2016
 - Leave won by 51.9 per cent to 48.1 per cent.
- Reasons why the UK should leave the EU include:
- Could start trade deals with other major economies like Japan, India and the UAE.
- Reasons why we should stay in the EU include:
- Our trade is currently free meaning trade is easy

Week 1 - dis

Week 2 - mis

Week 3 - in

'dis-' means the opposite or negative of something

obey disobey

agree disagree

appoint disappoint

'mis' means not there/missing

behave misbehave

lead mislead

spell misspell

'im' means not/opposite

active inactive

correct incorrect

Week 4 - im

Week 5 - il

Week 6 - re

'im' also means not/opposite

mature immature

patient impatient

perfect imperfect

'il' also means not/opposite

legal illegal

legible illegible

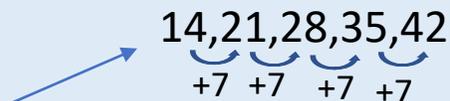
're' means again or back

do redo

turn return

appear reappear

1 – Sequences



term: each number (or object) in a sequence

term to term rule: allows you to find the next term in a sequence Example: +7

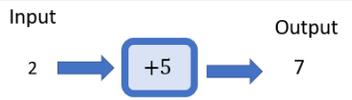
linear: a linear sequence goes up or down by the same amount between each term.

example: 14,21,28,35,42 goes up by 7 each time

ascending: a sequence going up

descending: a sequence going down

2 – Algebraic Notation 1



input: the value which goes into a function machine

output: the value which comes out of a function machine

operation: a mathematical process. Addition, subtraction, multiplication and division + - x ÷

inverse: is the opposite.

example: addition (+) is the inverse of subtraction (-)

variable: a letter which can take a range of values

3 – Algebraic Notation 2

commutative: doesn't matter which way round, it will give the same answer

example: $2 + 3 = 5$ and $3 + 2 = 5$

substitution: replacing a variable with a known value
example $7 + a$ $a=5$ $7 + (5) = 12$

evaluate: means to calculate the value of.

Example: Evaluate 5^2

The answer is 25 because $5 \times 5 = 25$

brackets: used in pairs to group things together. ()

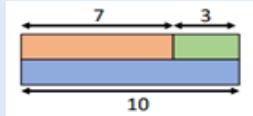
equation: states that two things are equal

example: $5 = 2x + 1$

4 – Equality and Equivalence 1

equality: having the same value

fact family: a group of mathematical facts using the same values. example:



$7 + 3 = 10$ $10 - 7 = 3$

$3 + 7 = 10$ $10 - 3 = 7$

solution: a number we can put in place of a letter that makes the equation true.

example:

$x + 2 = 5$, the solution is 3 because $3 + 2 = 5$

solve: to find the answer of a given equation.

product: the result of a multiplication of two or more values. example: The product of 3 and 4 is 12

5 – Equality and Equivalence 2

term (algebraic): can be number or variables

example: x, y, 7, 5

like term: terms which have the same variable (letter)

example: 4a and 2a are like

unlike terms: terms which do not contain the same variable. example: 4y and 3x are unlike terms.

equivalent: of equal value. We use the symbol \equiv

example: $2y + 3y \equiv 5y$ is true for all values of y

one step equation: equations which have only one operation

example: $3x = 15$ contains one multiplication

6 – 7 Times Tables

$1 \times 7 = 7$

$7 \times 7 = 49$

$2 \times 7 = 14$

$8 \times 7 = 56$

$3 \times 7 = 21$

$9 \times 7 = 63$

$4 \times 7 = 28$

$10 \times 7 = 70$

$5 \times 7 = 35$

$11 \times 7 = 77$

$6 \times 7 = 42$

$12 \times 7 = 84$

1 – Fall of the Roman Empire

AD: Anno Domini (the year of our Lord; it begins after Jesus' birth)
BC: Before Christ (the years decrease until Jesus' birth E.G. 3BC, 2BC, 1BC)

- empire:** when one country invades another
- In 27BC, Augustus established the Roman Empire, with one Emperor.
 - It reached its biggest in AD101, with 100 million people living in the Empire.
 - In Britain, the number of Romans gradually decreased as they went back to Rome to resist invasions.
 - The last Romans left Britain in AD410; the Empire collapsed in AD476.
 - Roman legacies include: language, roads, science and architecture.



A Roman road in Yorkshire

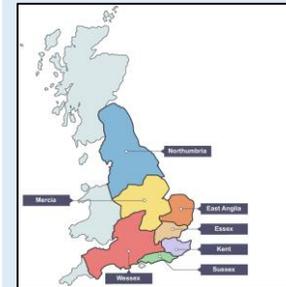
2 – Arrival of the Anglo-Saxons

- In AD400s, Britain was attacked by the Picts and Scots (in the north) and the Anglo-Saxons (from the sea).
- The Romans had built Hadrian's Wall to defend the north. However, without Roman defence, the Anglo-Saxons eventually took control over most of Britain.
- The main reasons the Anglo-Saxons arrived in Britain include:**
 - Some were warriors who enjoyed fighting; they believed Britons were weak and Britain would be easy to conquer
 - Some wanted farmland
 - Some wanted a new home



3 – Structure of Anglo-Saxon Britain

- Britain was one of the wealthiest kingdoms in Europe. Britons were successful farmers and tradesmen.
- The country was divided into separate kingdoms (see below). By AD800, there were 7 main kingdoms.
- The king, earls and the Church made money through taxing these kingdoms.

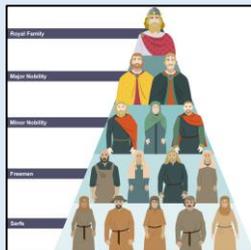


- The Anglo-Saxon community was rural (countryside) – people needed the land.
- Britain's major towns included: London, Oxford, York and Winchester.

4 – Anglo-Saxon Society

hierarchy: to rank in order of importance

- Most knowledge about life in Anglo-Saxon Britain comes from the Anglo-Saxon Chronicles.
- The Chronicles are primary sources, written at the time by monks and kept in monasteries.
- Britain had been Christian since the AD500s. Almost every village had a church.
- The spread of Christianity helped to unite the different kingdoms.
- Society was hierarchical (see right) with the king at the top and serfs (peasants) at the bottom.



5 – Anglo-Saxon Life

- Homes were made of wood with a thatched roof. They would normally be a single room, with a hole in the roof to allow smoke to escape.
- Most people lived in a village and were farmers or craftsmen who made brooches or necklaces.
- Children did not go to school. Boys often learnt farming.
- Girls often learnt to spin cloth and how to look after the home.
- Adults enjoyed playing musical instruments and hunting.
- Storytelling was also popular. One of the most famous examples was Beowulf, which came from Scandinavia.



6 – Viking Raids

- During the AD700s, Viking raids were common.
- In the AD800s, Alfred the Great stopped the Vikings from taking the whole of Britain. They settled in eastern England – it was called Danelaw.
- In the medieval period, the king had to be strong; King Ethelred the Unready (978-1013) was not, but the Viking king Sweyn was.
- Ethelred tried to stop the Viking king from invading by offering him land and gold. It didn't work – Sweyn attacked anyway.
- Sweyn's son, Cnut, became the King of England in 1016 until 1035.
- In 1042 Edward the Confessor (son of Ethelred) became the King of England until his death in 1066.

1 – The Elements

Key Vocabulary

melody: the main tune of a piece of music.

rhythm: different note lengths played in a chain.

texture: different layers of sound.

structure: the different sections of a piece of music.

pitch: how high or low a note is.

2 – The Voice

Key Vocabulary

unison: when all singers perform the same rhythm at the same time

harmony: when different notes are played at the same time.

soprano: a high female voice.

treble: a high boy voice.

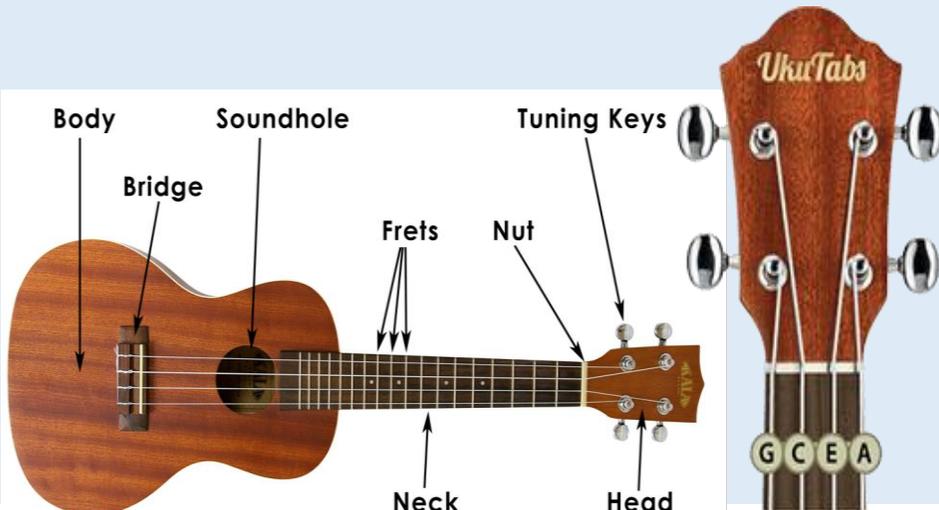
alto: a low female voice.

tenor: A high male voice.

bass: a low male voice.



3 – The Ukulele



4 – Ukulele Chords

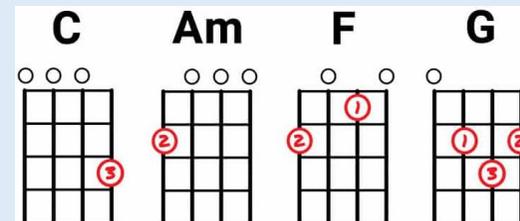
Key Vocabulary

notation: how music is written down

major: when music has a happy sound.

minor: when music has a sad sound.

chords: two or more notes played at the same time.



1 – Dribbling

2 – Passing

3 – Receiving

Key Vocabulary

control: the ability to manage a moving object
surface: the top layer of an object

Parts of the foot to dribble with:

- Inside
- Outside
- Laces
- Sole
- Toes



Key Vocabulary

accuracy: the quality of something being precise
target: an object selected as an aim of attack

Technique for passing:

- Non-kicking foot by the side of the ball, pointing where the ball wants to go
- Head over the ball
- Kicking foot should follow through the ball
- Finish by landing on the striking foot

Key Vocabulary

scan: looking behind and around for space and players
open body: to be in a side on body position to see more of the pitch.

Teaching points for receiving the ball:

- Scan for space behind you
- Body side on
- Control ball with the back foot (from where ball is travelling from)
- Use inside of foot to control the ball

4 – Defending

5 – Shooting

6 – Positional play

Key Vocabulary

marking: to stay close to the opponent to limit their space
goal-side: to be between the attacker and your goal

Key points when defending:

- Force opponent into wide areas
- Body should be side, showing opponent onto their weaker foot
- Keep your eyes on the ball

Key Vocabulary

placement: the action of placing something somewhere specific

Teaching points for shooting:

- Land on your striking foot for more power
- Inside of the foot for more control and when closer to goal
- Laces for more power when further out
- Aim to place the ball in the corners of the goal

Key Vocabulary

position: a specific area on the pitch where a player performs
formation: the arrangement of players on the pitch

Key points for positional play:

In possession

- Move up the pitch as a team
- Make the pitch as big as possible
- Support teammates who have the ball

Out of possession

- Have all players between the ball and your goal
- Make the pitch small (compact)

1 – Passing

Chest pass teaching points:

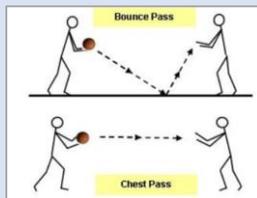
- hands in ‘W’ shape
- elbows in and extend arms

Bounce pass teaching points:

- bounce from chest height
- ball should hit the floor two-thirds of the distance towards the receiver

Shoulder pass teaching points:

- from head height,
- opposite foot forward,
- elbow in



2 – Footwork

Key Vocabulary

footwork: the way in which you land with the ball

Ways to perform footwork:

- land with two feet at the same time, to then pivot with the foot of your choice
- land on left or right foot, following with other foot, pivot on landing foot



3 – Attacking

Key Vocabulary

possession: to keep hold of ball within the team, involves passing the ball successfully without others taking the ball

Creating space is important because it prevents players from crowding around the ball. By moving away from other players it creates space for you or your teammates to move into in order to receive a pass.



4 – Defending

Key Vocabulary

intercept: to prevent the opposition to keep possession

Stages of defence:

- Stage 1: mark the player even when they do not have the ball. Stay close to your opposing player.
- Stage 2: mark the ball. 1m away from the landing foot. Arms up.



5 – Shooting

Key Vocabulary

goal circle: the area in which GA and GS can shoot
One point is scored by the ball going through the net from inside the goal circle.

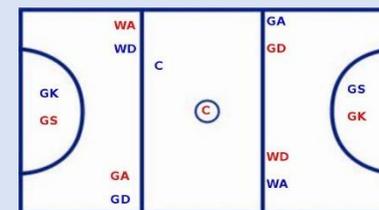


Shooting teaching points:

- ball held by dominant hand and high above the head
- second hand is placed at the side of the ball to steady its position
- aim for a point above the ring to gain height. Do not let the ball drop behind the head.

6 – Positional Play

Key Vocabulary



Position	Playing Areas				
	1	2	3	4	5
Goal Shooter					
Goal Attack	1	2	3		
Wing Attack		2	3		
Centre		2	3	4	
Wing Defence			3	4	
Goal Defence			3	4	5
Goal Keeper				4	5

1 – The Trinity

Key Vocabulary

trinity: the Christian belief that there is one God in three forms

monotheism: belief in one God

- Christians believe that the one God they believe in comes in 3 forms: the **Father**, the **Son** and the **Holy Spirit**.
- The role of the Father is to be the **creator** of the world, and they **judge** of all our actions on Earth.
- The role of the Son is to be the **teacher**, **role model** and the **saviour** who fixed humanities broken relationship with God.
- The role of the Holy Spirit is to be the **guide** for all who want it and the **comforter**.

3 – The miracles of Jesus

Key Vocabulary

miracle: an event which goes against the laws of science

- . It is recorded in the Bible that Jesus performed many miracles in his time as a **preacher**. The miracles of Jesus are used by Christians to distinguish him from other humans, and to demonstrate his **incarnate** nature (being fully God as well as fully human).
- Christians think that Jesus' miracles show his **love** for people; he didn't want them to suffer. They also think it demonstrates his **close relationship** with God the Father.

2 – The life of Jesus

Key Vocabulary

incarnate: God in human form. Both fully God and fully human at the same time.

- Jesus was born to a mother called **Mary**, and Christians believe that Jesus was conceived **immaculately**. This means that Mary and her fiancé Joseph had not had sexual intercourse, and God had ensured Mary became pregnant **miraculously**.
- Jesus was raised as **Jew**. Christianity didn't exist at this time – this only started when Jesus died. He was baptised in the Jewish faith by his cousin John (known as **John the Baptist**).
- The Bible tells us that Jesus was approximately 30 years of age when he started **preaching** and performing **miracles**.

4 – The death of Jesus

Key Vocabulary

crucifixion: being put to death by being nailed to a cross

- Jesus became a famous teacher and he gathered followers, known as **disciples**.
- Some people thought Jesus was **blasphemous**, and the authorities wanted to arrest him because they were threatened by his teachings.
- Jesus was betrayed by one of his disciples, who told the authorities where to find him.
- Jesus was sentenced to death by **crucifixion**. He died as a human, showing pain throughout. The day of his death is known as **Good Friday**. Christians believe Jesus was **resurrected** two days later, on a day now called **Easter Sunday**.
- Christians believe that Jesus is a **Saviour** because his death put right everything that had broken between God and humans.

B1 – Variation

Key Vocabulary

variation: differences between organisms

cell: basic unit of all living organisms

tissue: a collections of similar cells working together to preform a specific function

organ: a collection of different tissues working together to perform a specific function

organ system: a group of organs that work together to perform a specific function e.g. the digestive system

organism: any living thing

C1 – States of Matter

Key Vocabulary

state of matter: the form in which an object is found e.g. solid liquid or gas

solid: particles are regularly arranged and all touching

liquid: particles irregularly arranged and touching

gas: no particles are touching are randomly arranged

melting point: the temperature at which a solid turns to liquid

boiling point: the temperature at which a liquid turns to gas

P1 – Forces

Key Vocabulary

force: a push or a pull effect

newtons: the units in which force is measured

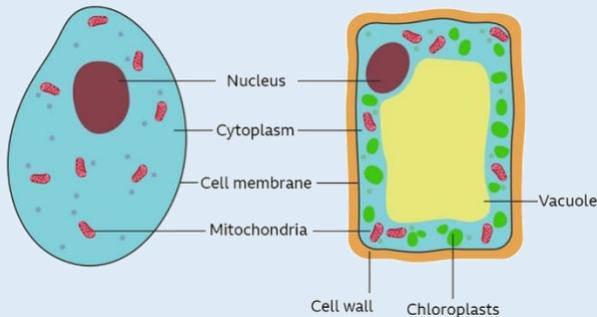
newton meter: a piece of equipment containing a spring that measures the size of a force

balanced: all the forces in one direction are equal to all the forces acting in the opposite direction

unbalanced: all the forces in one direction are not equal to all the forces acting in the opposite direction

B2 – Cell Structure

Key Vocabulary



Animal

Plant

Living things do all of the **MRS GREN** processes. (Movement, respiration, sensitivity, growth, reproduction, excretion and nutrition.)

C2 – Atoms, Elements and Compounds

Key Vocabulary

atom: a single sphere that makes up matter

particle: the single unit of a substance such as an atom or a molecule e.g. H_2O

element: a substance that contains only 1 type of atom e.g. H_2 or N_2

compound: a substance that contains 2 or more different atoms that are chemically joined

mixture: a substance that contains different types of particles that are not chemically joined

P2 – Moments

Key Vocabulary

pivot: a point around which an object turns

moment: the turning effect around a pivot caused by a force e.g. a seesaw

clockwise: a motion that is in the same direction the as the hands on a clock

anticlockwise: a motion that is in the opposite direction to the hands on a clock

stationary: not moving

magnitude: the size of something

1: How to Wash Up

To wash up properly you will need

1. A washing up bowl with hot water and one squirt of washing up liquid to kill the bacteria and dissolve grease.
2. A dish cloth to wipe the pots in the soapy water
3. A sponge with a scourer to scrub stubborn stains
4. A tea towel to dry the dishes.

How to wash up:

1. Stack the dirty dishes at the side of the sink
NOT ON THE DRAINING BOARD
2. Fill any saucepans or mixing bowls with soapy water and leave to soak.
- 3 Wash the cleanest equipment first so you do not make the water too dirty.
4. Do not put sharp knives and peelers in the bowl as you can't see them.
5. Drain the dishes upside down on the draining board.
6. Dry dishes and put away in units.
7. Wipe all surfaces with a cloth.
8. Place wet cloths and tea towels in the washing basket a the front of the class.

2: Food Safety

Cleaning- clean up work areas as you work. Make sure you use separate utensils for raw and cooked food.

Chilling- make sure you store food correctly. Raw foods at the bottom of the fridge and cooked or ready to eat foods at the top. Keep fridge door shut as much as possible to retain temperature (0-5 degrees C)

Cooking- cook food properly. Make sure internal temperature of food has reached at least 75 degrees C for at least 2 minutes. Use a food probe on high risk foods.

Cross Contamination- when bacteria from one food transfer onto another. To avoid this keep hands, utensils and work areas clean and separate for raw and ready to eat foods.

Physical contaminant- when a physical item falls into food e.g. a finger nail, hair or piece of jewellery.

Chemical contaminant- when chemicals find their way into food. This can be during production but often by carelessness when storing foods and using cleaning products. Too much washing up liquid left on the pots can cause chemical contamination!

3: Definitions

Healthy- being physically and mentally fit and well.

Balanced- making sure there is a variety in our diets and the quantities are correct.

Saturated fat - animal fats that clog up our arteries.

Unsaturated fat - 'good fats' that come from plants

Simple Carbohydrates – sugary foods that contain fast releasing energy that burns off quickly.

Complex Carbohydrates – starchy foods containing slow releasing energy that keeps us going.

Amino acids- essential protein which our body needs for growth and repair

HBV- (high biological value)proteins which contain all the essential amino acids.

LBV- (low biological value) proteins with DO NOT contain all the essential amino acids.

Eat Well Guide– guidance from the Government showing proportionally what a person should eat from each food group

1 – Settling into Secondary School

Key Vocabulary

secondary school: the school you attend between the ages of 11 and 16

- We want all of our new year 7 students to feel welcome at Trinity Academy Grammar. If you feel nervous or anxious at any point, please talk to your year leader or your form tutor.
- You will need to be organised in secondary school. Make sure your timetable is in your planner, and you bring all the necessary equipment to school every day.
- Your school bag should always contain: your planner, your knowledge organiser, a black pen, a pencil and a ruler.
- Talk to new people at break and lunchtime; try and learn something about them. This will help you if you are in groups with people that you don't know.

3 – Positive Mindset

Key Vocabulary

mindset: the established set of attitudes held by someone

- A positive mindset is when you have a positive attitude towards your life, and the challenges you face.
- It is important to have a positive mindset throughout school so that you can overcome the challenges that you might face, and be open to learning new things and making new friends.
- Staying organised can help you maintain a positive mindset, as things will seem less overwhelming.
- It is also important to accept the negatives – there may be times when things do not go to plan. Talking things through when this happens helps to process.

2 – Healthy Friendships

Key Vocabulary

friendship: a state of enduring affection, esteem, intimacy, and trust between two people

- As you get to know new people in year 7, you will make new friends.
- A healthy friendship is one where you trust each other.
- In order to be a good friend, you should listen to the other person and respect their views and opinions.
- A good friend wants to spend time with the other person, but also understands that they cannot be with them all the time.
- If you feel that you have an unhealthy friendship with someone, talk to your year leader or your form tutor and we can help.

4 – Organisation

Key Vocabulary

organisation: the act of being organised; knowing where things are and where you should be

- Becoming and staying organised is an important part of succeeding in secondary school.
- You must remember your school bag and full uniform every day.
- Your school bag must include: a blue or black pen, pencil, rubber, ruler, scientific calculator, planner, knowledge organiser.
- Your full uniform must include: suitable trousers or skirt, white shirt, tie, blazer, school shoes.
- Check your bag every evening to make sure it is set up ready for the next day.
- Lay out your school clothes before you go to bed each night to make sure you have everything.



Look

Look at the information carefully.
Read it three times.
It may help to say it as you read it.



Cover

Cover it with your hand or a piece of paper.



Write

Write it out, from memory.



Check

Check what you have written matches the information exactly.
Have you got it correct?
If so, tick your work to show it is correct.



Correct

If it doesn't match exactly, use your purple pen to correct it.
Repeat the steps above.
If you get 100% correct, move on to the next piece of information.

Flash Cards

If you choose to make flashcards to help you revise, don't forget our top tips.

1. On one side of the card, write the question clearly
2. On the other side of the card, write the answer you want to remember
3. Only put one question on each flashcard
4. Test yourself regularly, until you can't get the answers wrong

Scan the QR code to access a short video on how to use your flashcards more effectively.

