

Year 7

Block 1
Knowledge
Organisers

Independent
Study

Name & LF:



Cabot
Learning
Federation

Contents:

Page Number	
1	How to complete Independent Study
2	How else can I use my Knowledge Organiser?
3 - 4	Maths Guidance and Schedule
5 - 6	English Guidance and Schedule
7	Art
8-9	Computer Science
10	Drama
11	DT Food
12	DT Materials
13	English
14-15	French
16 - 17	Geography
18	History
19	Music
20	PE
21 - 22	RE
23	Science – Cells & Organisation
24	Science – Particles
25	Science – Separating Techniques
26 – 27	Spanish
28	Term 1 Hand-in schedule

How to do your independent study

For all subjects except Maths, Knowledge Organisers are used for IS tasks. In English, some IS tasks will be from Knowledge Organisers, some from Literacy Planet. See the separate sheets for Maths and English for an explanation of this.

1. Check the IS schedule for the week so that you can see which Knowledge Organisers you need to be learning and what the deadline date is.
2. Carefully study the sections of the Knowledge Organiser that you are learning.
3. Write between 10 and 20 self-quizzing questions that test your grasp of this knowledge.
4. Write your IS in your IS book. Put the deadline date at the top of the page, so that you can clearly see when the work will be checked.
5. On the next page there are some optional extra ideas for ways you could use your Knowledge Organisers

What are 'self-quizzing questions'?

Here is a section of a Science Knowledge Organiser. You could test your grasp of this knowledge by asking yourself,

"What ions are found in acids?"

"Are all acids poisonous?"

These are examples of self-quizzing questions.

2. Acids (pH 1-6)



- **Acids** are a family of chemicals, examples are lemon juice, vinegar and Coca Cola. There is also acid in our stomach.
- Acids contain Hydrogen (H^+) ions.
- **Strong acids** like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns.
- **Weak acids** like vinegar are safe to eat but are still irritant to sensitive parts of the body.

How else can I use my Knowledge Organiser?

The Knowledge Organisers in this booklet will help you learn a wide range of knowledge to prepare you for your lessons as well as the multiple-choice tests at the end of this block of learning.

To get the most out of your Knowledge Organisers, you should be learning sections and then testing yourself. There will be set tasks each week based on the Knowledge Organisers, and there are some optional ideas below that you could try in addition to this if you wish.

Key vocabulary:

- Highlight key terms for a subject and look up the definitions
- Write a sentence using the key terms you have highlighted
- Practice spellings – cover, write and check to learn the correct spellings of key terms

Quizzes/questions:

- Write some self-quizzing questions based on the information read
- Test your friends and family on their knowledge of a subject
- Get your parents/carers to ask you some questions
- Create exam style questions and then swap with a friend

Reflection:

- Before a topic – rank order your confidence and then revisit at the end of the topic, rank again and consider where you have improved
- Add more detail to the Knowledge Organiser after you have been taught that topic
- Traffic light (red, amber, green) each box based on how confident you are

Revision:

- Create 2-3 flashcards each week based on each box
- Create a mind map showing the key information from the Knowledge Organiser
- Read ahead to develop skills, knowledge and understanding so you feel more confident before lessons

General use:

- 50 words, 30 words, 10 words – summarise the information on the Knowledge Organiser from 50 words to 30 words to 10 words
- Pictionary – learn the definitions then draw it for your friends/family to guess
- Elevator pitch – summarise the information in a box/whole Knowledge Organiser for a 30 second presentation
- Generation game – like the famous conveyor belt – look at the Knowledge Organiser and then try to remember as many items as possible
- Key term stories – write a short story using 6 key words that are found on the Knowledge Organiser
- Scavenger hunt – read through the Knowledge Organiser with a friend/family member and see who can find specific information/facts first
- Read, cover, check – read the box, write out what you can remember, check what you have missed (then add in purple pen)

KS3 Maths – HegartyMaths Information

All independent study for Maths will be set on HegartyMaths.

HegartyMaths is an online platform which provides video support and topic-based questions for students to practice their Mathematics.

It allows teachers to see rich information about their students' strengths, weaknesses and effort, whilst also providing clear and actionable feedback to students. Hegarty in-built algorithms allow students to regularly and automatically revisit previous content to ensure they don't forget it.

All students have been shown by their Maths teacher how to log-in to the site but a summary is below:

1. Go to www.hegartymaths.com
2. Existing users, Student login (at the top)
3. Type in the school name
4. Write in their first name, last name and date of birth
5. Choose a password of their choice. Students should write this password in their planners, Maths homework books and **parents/carers should take a copy of the password in case your child forgets it.**

If a student forgets their password, they simply click the password reset button, where all teachers will get a notification and can then reset their password. Students can then set a brand-new password of their choice.

The expectation is that all students spend **30 minutes** practicing their Maths on HegartyMaths per week. For some students this may mean they complete all the assigned tasks, for others they may only complete 1 or 2 tasks. This is fine, is part of our goal to make sure all students are suitably challenged. On the student homepage in the site there is counter of students' current time spent using the program, which they can use to track their week by week efforts.

All students have been given separate IS books for Maths, where they are expected to write questions, working and answers for there is. The guidelines are below:

1. Write the date, title, clip number and IS for all your tasks.
2. Always take full notes of all the examples modelled in the video.
3. Write every question that you attempt in your book. **(This can be a summary if the question is large, at times it is inappropriate to write the question., eg. When it is a graph. Students should not be spending large amounts of time copying the question)**
4. Show all your workings for every question in the quiz.
5. Mark your work correct/incorrect as you go and correct answers in green pen.
6. Write down corrections when HegartyMaths tells you the correct answer.
7. Write down your score at the end of quiz.

Year 7 – Term 3/4 Hegarty Schedule

Due Date	Main Tasks	Extension to half an hour
Term 1 Week 2	349 – Express Probability in Words 1 MemRi	10 – Multiplication Facts
Term 1 Week 3	350 – Express Probability in Numbers 1 MemRi	11 – Division Facts
Term 1 Week 4	27 – Factors of a Number 26 – Divisibility Tests 1 MemRi	13 – Read and Write Positive Integers
Term 1 Week 5	33 – Multiples of a Number 34 – Lowest Common Multiple 1 MemRi	14 – Compare Positive Integers
Term 1 Week 6	28 – Prime Numbers 29 – Prime Factorisation 1 MemRi	15 – Multiplying by powers of 10
Term 1 Week 7	65 – Add Sub Fraction (same denominator) 1 MemRi	16 – Divide by powers of 10
Term 1 Week 8	66 – Add Sub Fractions (diff denominator) 1 MemRi	17 – Round to the 10,100,1000

KS3 English – Literacy Planet guide:

1. Each student has their own username and password for Literacy Planet.
2. Their username details are stuck in their red IS books.
3. Their username will be capitalised initials with a series of numbers after their names.
Example: Joe Reed = JR3478
4. Their passwords will be an object, sport, action followed by two numbers. Example:
golf78
5. To locate Literacy Planet type this into Google: <https://app.literacyplanet.com/login>
6. If on Google Chrome, you will need to allow Adobe Flash Player to run.
7. Once logged in, students need to look at their 'To Do Lists' and complete tasks assigned to them. Teachers will be setting tasks suitable for the ability range in their classes

If a student has forgotten their log in details, they need to speak to their English teacher.

Year 7 Unit One & Two IS - Term 1
Introduction to English & Telling Tales

Due date W/C	Task	Details
W/C 14th September 2020	Literacy Planet	Log into literacyplanet.com and complete the Placement Test. Make sure you have a quiet place to concentrate. This should take 15-25 minutes to complete.
W/C 21st September 2020	Intro to English & Telling Tales Knowledge Organiser	Revise the ' KS2 Revision ' section of the Intro to English & Telling Tales Knowledge Organiser. Create 10 quiz questions with answers to revise the definitions of the key words. You will be quizzed on the definitions on the due date.
W/C 28th September 2020	Literacy Planet	Log into literacyplanet.com and complete the Mission called ' Action Verbs ': both the practice and test should be completed. Optional: complete as many other missions as you like.
W/C 5th October 2020	Intro to English & Telling Tales Knowledge Organiser	Revise the ' Sentence Structures ' section of the Intro to English & Telling Tales Knowledge Organiser. Create 10 quiz questions with answers to revise the definitions of the key words. You will be quizzed on the definitions on the due date.
W/C 12th October 2020	Literacy Planet	Log into literacyplanet.com and complete the Mission called ' Formal Language ': both the practice and test should be completed. Optional: complete as many other missions as you like.
W/C 19th October 2020	Intro to English & Telling Tales Knowledge Organiser	Revise the ' Word Types ' and ' Story Structure ' sections of the Intro to English & Telling Tales Knowledge Organiser. Create 10 quiz questions with answers to revise the definitions of the key words. You will be quizzed on the definitions on the due date.

Year 7 Portraiture

Content: In this project you will

Develop knowledge- of portraiture and its importance.

Understand- what inspired artists to create their work and how to write about the work

Develop skills- drawing, shading, painting, showing the influence of other artists in your own work and presentation .

Outcome- a Julian Opie/Francis Bacon inspired self-portrait.



Analysis

All artist research pages should be annotated

Artwork-

- **Artist name**
- Describe the work-what does it look like?
- Use the formal elements i.e. colour, line etc.
- What techniques/materials were used?
- What is your opinion of the work? How is it relevant to your own idea?

Sentence starters

I like/dislike the way the artist has used...because

I think the colour scheme used is effective because...

I think the artist has been inspired by...because

Evaluation of Your Artwork-

- What inspired you to create the piece?
- What techniques did you use and why?
- What does it mean to you?
- How is it relevant to your idea?

Sentence starters

The technique I have used is...

The skill/technique I found most difficult was...because...

I think my work is successful because...

Keywords:

(Self)Portrait- representation of a person/representation of the artist by himself

Shading/Tone- dark, light, flat, smooth, graduated, contrasting.

Distorted- pulled or twisted out of shape; contorted.

Colour Theory – Primary Colours, Secondary Colours, Tertiary Colours, Complimentary Colours.

Assessment:

(D) Demonstrate a deepening- knowledge, understanding and skills

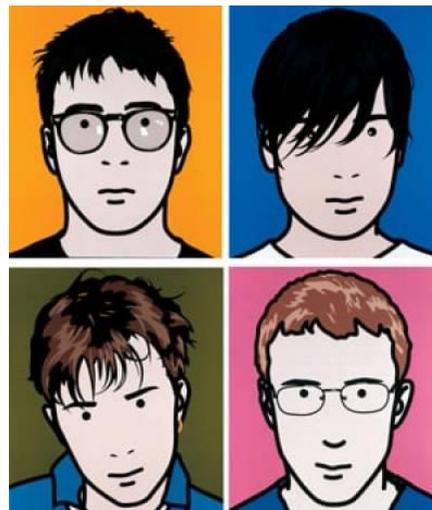
(O)On Track- Demonstrate some- knowledge, understanding and skills

(Y)Yet to be on Track- developing some- knowledge, understanding and skills

(A)Earlier Stage-minimal knowledge, understanding and skills



A
R
T
I
S
T
S



Francis Bacon is a British figurative painter known for his distorted unsettling imagery (1909 – 1992). His work consists of portraits of Popes, Self-Portraits, and Portraits of close friends.

By 1989 Bacon was the most expensive living artist after one of his triptychs (set of 3 linked paintings) sold at Sotheby's for over \$6 million.

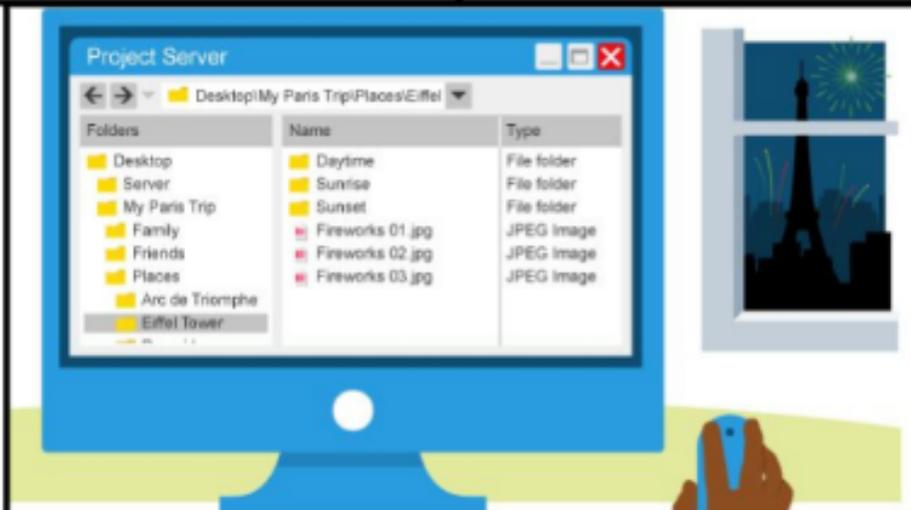
Julian Opie....is known for commissions that were the design of an album cover for British pop band [Blur](#) in 2000, for which he received a Music Week CADS award. He uses very flat colours and little detail in the facial features but we still get a sense of who they are.

Keywords File Management Passwords	File	Folder/Sub-folder	File Management
	Anything you save. It could be a document, a piece of music, a collection of data or something else.	A place to store files that are related, eg. all of the files relating to one project. Folders help to keep work organised. Sometimes called a directory A sub-folder is a folder inside another folder.	The organisation of files and folders using suitable names (which gives the identity of a file) and placed into folders.
Server	Security	Password	Alphanumeric
A computer that holds data to be shared with other computers. A web server stores and shares websites	The protection of data or hardware from unauthorised users	A string of characters used to verify the identity of a user	A mixture of letters and numbers

Secure Password	Non-secure Password
A mixture of numbers, letters and symbols at least 8 characters	Name, pet etc
Use of symbols	Dictionary words
Not easy to guess	Not complicated
Example: 01DI2bB57Ss! "Oh I do like to be beside the seaside!"	



CLICK HERE



			Cloud Computing Advantages	Cloud Computing Disadvantages
<p>Keywords</p> <p>E-safety Cloud Computing</p>			<p>Backing up - data backed up in the cloud with a reliable provider can be more reliable than storing your information on a hard drive or USB flash memory stick.</p>	<p>Connection – the user can only access their information if they have a network connection.</p>
			<p>Compatibility - documents and files are designed to be compatible across different machines and browsers.</p>	<p>Copyright – the user sometimes loses legal rights to their original material if they store it online.</p>
Cloud	Collaborate	E-safety	<p>Cost – the user doesn't need to buy the latest software as it might be freely accessible through web apps.</p>	<p>Security - data stored online is vulnerable to security attacks.</p>
 	<p>Sharing documents and working together online. Eg, having a meeting with different people around the world and using the same document.</p>	<ul style="list-style-type: none"> Do not share personal information (such as your date of birth) Avoid sharing your location on social networks eg snapchat If meeting someone you only know online, do so in a public place and take an adult with you. Don't troll! (upsetting people online) Change your passwords frequently and avoid using the same password across all accounts 	<p>Independence – the user can work with their files on different computers.</p>	<p>Software - web apps do not usually have as many detailed functions as a full software package.</p>
			<p>Reliable software - web software and browsers are updated online. The user doesn't have to download the latest updates.</p>	<p>Storage - it is not always possible to store more than a few gigabytes online with one provider, whereas it is possible to purchase a few terabytes of physical storage to save information at home.</p>

Drama- Toolkit

Vocal Skills- How you use your voice.

Projection- Voice projection is the strength of speaking or singing whereby the voice is used loudly and clearly.

Pace- How fast or how slowly you speak.

Volume- How loud or quietly you speak.

Pitch- How high or low your voice is.

Physical Skills- How you use your physicality when performing.

Facial Expressions- Using our faces to express how our characters are feeling. Facial expressions are also a form of non-verbal communication.

Body Language- Body language is communication coming from movement or position. Body language is also a form of non-verbal communication.

Hand Gestures- Using our hands to communicate meaning.

Drama Techniques-A technique explored and used in drama to deepen your understanding.

Narration - A person who narrates something, especially a character who recounts the events of a novel or narrative poem.

Still Image/Freeze Frame/Tableux -This is a frozen picture which communicates meaning.

Audience Awareness- Ensuring that your back is not to the audience, so that the audience can see what you are doing.

Blocking- The staging and positioning of the actor.

Step Out/Thought Track- When an actor steps out of the action and directly addresses the audience with their internal thoughts.

Diet is the term for the food and drink that we consume daily. A diet needs to be both healthy and sustainable.

A healthy diet is a **balanced diet**. It provides the necessary **nutrients** needed for healthy body functions and normal physical activity.

To keep a balanced diet is to eat a variety of foods to give the body the range of nutrients it needs to stay in top condition. Eating a balanced diet promotes good health and contributes to a healthy lifestyle.

The Eatwell Guide is designed to help everyone over the age of two to eat a healthy, balanced diet. It shows how much of each food group should be eaten. The four food groups are:

- potatoes, bread, rice, pasta and other starchy carbohydrates
- fruit and vegetables
- dairy and alternatives
- beans, pulses, fish, eggs, meat and other proteins

Nutrients

are chemicals found in food which give the body nourishment and are needed for the maintenance of life. The body needs nutrients to perform its daily **functions** properly. Health problems might occur if any one of these nutrients is lacking in a person's diet.

There are two types of nutrients:

Macronutrients:

Carbohydrates - the main energy source for the body.

Protein - needed for growth, repair and maintenance of the body.

Fat - used for energy and essential vitamins and fatty acids.

The body needs these in large amounts and are measured in grams.

Micronutrients

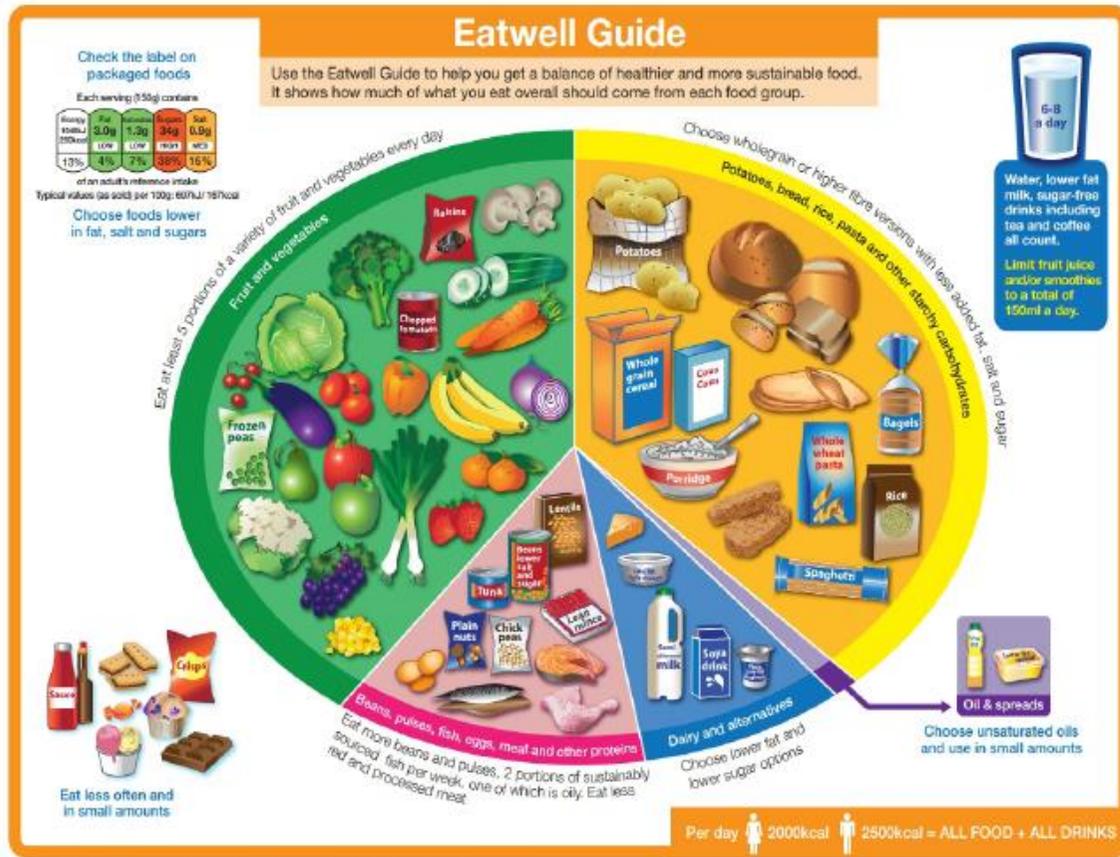
Vitamins

Minerals

Trace elements

The body needs these in small amounts and are measured in milligrams or micrograms. In order for the body to function properly it needs a range of vitamins and minerals

The body also needs **dietary fibre** and **water**



Materials: Food



Wood or Timber

comes from trees.
There are two types of tree.



- **Softwood** - come from coniferous trees. They are usually faster growing, therefore usually more open grained, softer and cheaper. Used mainly for construction. Examples; Pine, Larch, Spruce, Red Cedar.
- **Hardwood** - come from broad leaved trees, they are usually deciduous, which means they lose their leaves in winter. They are usually slower growing, therefore usually tighter grained, harder and more expensive. Often used for furniture. Examples: Oak, Ash, Beech, Mahogany.



There also

- **Manufactured Boards** - are made by gluing wood fibres or veneers together. They come in sheets of standard size and thicknesses. Used for floorboards, worktops, furniture, construction. Examples; mdf, chipboard,plywood



Metal

comes from ore, which is mined and smelted to create metals. There are three types.

- **Ferrous** - contain Iron and some carbon. They are the most commonly used. They are magnetic and most rust. Used for from constructions to tools. Examples; Cast Iron, Mild Steel, High Carbon Steel, Stainless Steel, High Speed Steel.
- **Non Ferrous** - do not contain Iron. They do not rust, but can tarnish. They are used for everything from, pipes, cables, food tins and cans, to planes to jewellery. Examples; Copper, Tin, Aluminium, Zinc, Silver.
- **Alloys** - are a mixture of two or metals. Most metals are alloys. An alloy uses the best properties of each metal. Examples; Brass, Bronze, Duraluminium, Casting Alloy(L4)



Plastic

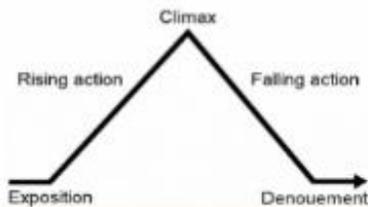
- Also called Polymers
Most polymers are synthetic (man-made), most are made from oil. Many polymers are capable of being recycled, but most are not. There are two types:
- **Thermoset** - are heated and moulded into shape once. They cannot soften if reheated. They are used for worktops, electrical fittings, glues. Examples; Melamine Formaldehyde, Epoxy Resin, Polyester Resin, Phenol Formaldehyde, Urea Formaldehyde.
- **Thermoplastic** - soften when heated and can be shaped when hot. The plastic hardens when it is cooled, but can be re-shaped if re-heated. Used for baths, buckets, bottles, pipes, food packaging, shoe soles. Examples; High Density Polyethylene, Expanded Polystyrene, Acrylic, Nylon, PVC, PET



Materials



Create a 12 question quiz (including answers) based on the 3 materials in your knowledge organiser.

KS2 Revision		KS3 Knowledge Organiser Introduction to English & Telling Tales	Story Structure	
Noun Phrases	Used for detail, clarification and precision. They can be used to describe characters, settings and create atmosphere e.g. <i>one by one, flowers raised their heads... a scene of perfect beauty.</i>		Word Types Noun - a person, place or thing Verb - a doing word Adjective - a word that describes a noun Adverb - a word that describes a verb Freytag's Pyramid 	First person narrator - the story is told from the perspective of a character
Modal verbs	These are verbs that indicate likelihood, ability, permission or obligation. Words like: can/could, may/might, will/would, shall/should and must.	Tense - past, present or future		Protagonist - the main character
Imperative verb	Also known as a 'bossy verb' because they tell someone to do something. They are used to create command sentences e.g. ' <i>listen to your teacher</i> '	Foreshadowing - when the writer hints at a later event in the story		Denouement - when the events of the story are resolved
Active voice	In an active sentence, the subject of the verb is doing the action e.g. <i>I broke the car window</i>	Twist - a disruption to the story that goes against what the reader expected to happen		Crisis/climax - the turning point; the most dramatic part of the story
Passive voice	In a passive sentence, the subject has the action done to them e.g. <i>The car window was broken by me.</i> Creates empathy (e.g. for your character) or suspense.. Can be used to create a formal tone in scientific or report writing.	Setting - when/where a story is set		Dialogue - speech between characters
Formality	This is determined by the purpose, audience and format in which you are writing and determines how well you follow standard English conventions and how often you use slang or idioms, if at all.	Allegory - A story with a deeper meaning - often moral. It teaches you a lesson about life.		Fable - a short story that conveys a moral message about life. Usually has animals as characters
Subjunctive	The subjunctive is a verb form or mood used to express things that <i>could</i> or <i>should</i> happen. It is used to express wishes, hopes, commands, demands or suggestions e.g. ' <i>if I were you...</i> '	Theme - a major idea that is explored throughout a story		Context - historical information about when/where a text is set/written
Sentence Structures		Language Features		
Short sentences - Used for dramatic impact and to build tension quickly.		Simile - a comparison between two objects using 'like' or 'as' e.g. <i>her eyes sparkled like diamonds</i>		Metaphor - a comparison between two objects without using 'like' or 'as' e.g. <i>her eyes were diamonds</i>
Compound sentences - Two main clauses joined with a coordinating conjunction (FANBOYS). Used to link main ideas or show contrasts.		Rhetorical Devices - techniques used to evoke emotions within the reader or audience with the goal of persuasion or conveying meaning		Repetition - when a word or phrase is used more than once to highlight its importance
Complex sentences - A main clause + one or more subordinate clauses. Use of varying clause structures can add detail, clarify a point, or add emphasis.		Sensory Imagery - Sensory language is the use of details from the five senses to add color and depth to writing.	Inference - using evidence from the text to discover the deeper meaning (reading between the lines)	
Subordinate clauses - Do not make sense on their own and add extra detail.				
Fronted adverbials - An adverbial phrase placed at the beginning of a sentence and describes the action in the sentence..				
Multi-clause sentences - Used to expand a point, develop character/setting or build tension slowly.				

Languages and me! Year 7 French ARE 1 - vocab. list

Ça va?	How are you?
Bonjour	Hello
Salut	Hi
Comment t'appelles-tu?	What's your name?
Je m'appelle	My name is
Comment ça s'écrit?	How is it spelt?
Ça s'écrit...	It's spelt...
Oui, ça va bien, merci	Yes, it's going well thanks.
Comme ci, comme ça	So so
Pas mal	Not bad
Non, ça ne va pas	No, it's not going well.
Au revoir	Goodbye
Salut	Bye
À bientôt	See you soon
À plus tard	See you later.
Quel âge as-tu?	How old are you?
J'aians	I'm.....years old
Quelle est la date de ton anniversaire?	What is the date of your birthday?
Mon anniversaire est le...	My birthday is the....

Look up numbers, days and months in your planners or classrooms.

Qu'est-ce qu'il y a dans ton sac/ta trousse?

Qu'est-ce que c'est?
C'est..
Il y a....
Il n'y a pas de...
Il manque de...
J'ai..
Je n'ai pas de...
Un cahier
Un livre
Un sac
Un stylo/Un bic
Un crayon
Un portable
Un iPhone
Un taille-crayon
Un bâton de colle
Un carnet de texte
Une gomme
Une tablette
Une règle
Une trousse
Une calculatrice
Des feutres
Des ciseaux

What's in your bag/your pencil case?

What is it?
It is...
There is...
There is not...
It lacks...
I have
I don't have
An exercise book
A book
A bag
A pen /A biro
A pencil
A mobile phone
An iPhone
A sharpener
A glue stick
A planner
A rubber
A tablet
A ruler
A pencil case
A calculator
Some felt tips
Some scissors

C'est de quelle couleur?

Bleu
Blanc
Rouge
Vert
Orange
Jaune
Marron
Noir
Rose
Violet
Gris
Clair
Foncé
Rayé
Multicolore

What colour is it?

Blue
White
Red
Green
Orange
Yellow
Brown
Black
Pink
Purple
Grey
Light
Dark
Striped
Multi-coloured



Connectives

Mais
Pourtant
Aussi
En plus
Parce que/car
Et

Connectives

But
However
Also
Furthermore
Because
And

Languages and me! Year 7 French ARE 1

Knowledge Organiser

My belongings – Cognates, Gender; masculine and feminine nouns. Plurals. Use of 'avoir'.



A **noun** is an object, place or thing.
 In French, all nouns are either **masculine (masc)** e.g. **un** stylo or **feminine (fem)** e.g. **une** gomme.
 If there is more than one item e.g. 3 pens, we call this **plural (pl)**.

	masculine singular	feminine singular	Word beginning with a vowel	plural
a	un	une		des
the	le	la	l'	les

An **adjective** describes a noun e.g. a **green** bag.
 In French, adjectives normally go after the word it's describing e.g. un sac **vert** (a bag green).
 If the noun is feminine the adjective has to agree (e.g. une gomme **verte**)
 If the noun is plural we also add an 's' to make it agree (e.g. deux gommes **vertes**)

	masc	fem	masc plural	fem plural
green	vert	verte	verts	vertes
white	blanc	blanche	blancs	blanches

Usually words that end with the letter 'e' or 'ion' are feminine e.g. **une** trousse, **une** animation.
 Most plurals end with the letter 's' like in English e.g. **deux** gommes
 Some form their plural with an 'x' e.g. **un** jeu, **deux** jeux

A pronoun is a word that states who is doing the verb e.g. **She** plays tennis.

Pronouns	Avoir – to have
je (I)	J'ai – I have
tu (you)	tu as – You have
il (he), elle (she), on (we)	il a / elle a / on a - He has/she has/we have
nous (we)	nous avons – we have
vous (you) (pl)	vous avez – you have (pl)
ils/elles (they)	ils ont / elles ont – they have

Je n'ai pas de...= I don't have... When we use this phrase there is no un/une e.g. Je n'ai pas **de** stylo

KO – Intro to Geography & The UK

Geography KS3

The difference between Great Britain, United Kingdom and British Isles.



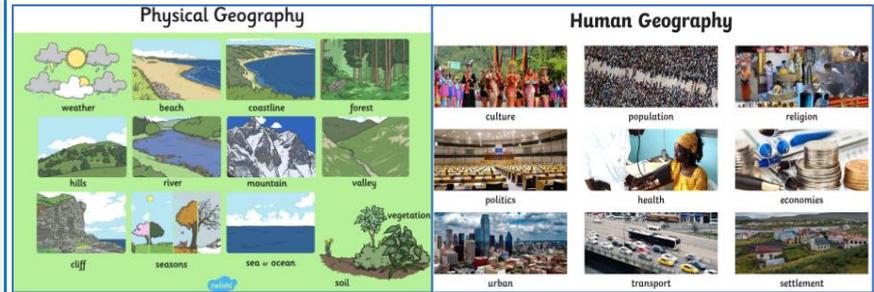
An **urban area** is an area where many people live and work close together. The population density is higher than in the surrounding area. e.g. city, town

Urban area



A **rural area** is an open swath of land that has few homes or other buildings, and not very many people. e.g. countryside, village

Rural area



Physical geography is the study of all natural forms and processes in an environment.

Human geography is the study of people and places – the relations between policies, cultures, social behaviours, economies and environments.

Land use in a city



Zone A The central business district (CBD)

The centre of the town was the first place to be built. It is full of shops, offices, banks and restaurants. There are a very few houses and a little open space here.



Zone B The inner city

This used to be full of large factories and rows of terraced housing built in the nineteenth century. Houses were small and there was no open space as land was expensive. Today most of the big factories have closed and the oldest houses have been replaced or modernised.



Zone C The inner suburbs

This is mainly semi-detached housing built in the 1920s and 1930s. There is some open space.



Zone D The outer suburbs

This includes large, modern houses and some council estates built since the 1970s. Recently small industrial estates, business parks and large supermarkets have been built here. There are large areas of open space.



Zone E Rural-urban fringe

This is the transition zone where urban and rural areas meet, mix and sometimes clash. Land is cheaper and there is less traffic congestion and pollution.



SEE aspects

Social - To do with people and their communities
e.g. housing, education.

Economic - To do with money.

Environmental - To do with the natural world and the impact of human activity on its condition.



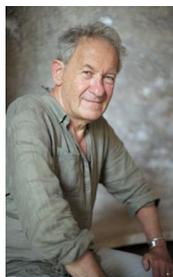
Middle Ages	The period between 1000-1500
Chronology	Putting events in the order that they happened
Fact	Something that can be proven true
Opinion	A statement of a person's or group's thoughts, feelings, or beliefs.
Decade	10 years
Century	100 years
Millennium	1000 years
Anglo-Saxons	People that lived in England before the Norman Conquest
Normans	People from the Normandy region of France, led by King William
Heir	The next in line to be king or queen.
Claimant	Person who believes they should be next in line to the throne
Conquest	Taking an area by using force
Fyrd	Local farmers that fight for Harold Godwinson's army
Housecarls	Paid, experienced soldiers that fought for Harold's army
Cavalry	William's soldiers that fought on horses
Pope	Head of the Catholic Church
Witan	Anglo-Saxon group of advisers, called by the King to discuss matters affecting the country

Sources and Interpretations

Sources are things that were created at the time or by someone who lived at the time. We can **infer** (work out) information about the past from them.



Interpretations are accounts of the past usually written by historians. They use sources to make judgements about what happened.



Simon Sharma has written books about the Battle of Hastings.

Potential heirs to the English throne in 1066: Who should become king?

Harald Hardraada

Viking King of Norway
Vikings had ruled Britain before.
Most feared warrior in Europe – Hardraada means 'hard ruler' and his nickname was 'the Ruthless'.
Harald was supported by Tostig, Harold Godwinson's brother who wanted revenge.

Harold Godwinson

Anglo-Saxon. Earl of Wessex, one of the most powerful men in England
Harold's sister was married to King Edward. Harold was a brave and respected soldier with a tough streak.
The Witan, wanted Harold to be the next king.

William of Normandy

Duke of Normandy, France.
William came from a fighting family. He was a brave soldier.
Edward's cousin. Edward had lived in Normandy from 1016-1042.
Edward had supposedly promised that William should become King of England

Armies at the Battle of Hastings

William's army	Harold's army
His soldiers were well trained and well equipped. They wore chain mail armour which gave them much protection. His army was made up of infantry, archers and cavalry. His cavalry rode specially bred horses which could carry the weight of these horse soldiers and still ride at speed. They were the elite of William's army.	Harold's army was made up of professional soldiers and conscripts, peasant farmers who were forced to join the army and fight. Harold's best professional soldiers were the Saxon Housecarls. They were the king's elite bodyguard. They fought with large axes and round shields.

Why did William win the Battle of Hastings?

Preparations

William had well trained and professional soldiers. Large parts of Harold's army was untrained and made up of farmers. Many of Harold's men had left the army to collect the harvest in. Harold was not prepared for the battle. William's army was fresh and well rested. He had lots of supplies. Harold's was tired and reduced in size following the Battle of Stamford Bridge.

Luck

The weather changed when William was trying to Harold had to fight the Vikings first this gave William the advantage. The Saxons left the shield wall to chase the Normans down the hill. At a key moment in the battle Harold was killed.



Leadership

William was very brave and led his men very well. William showed his face during the battle to keep his soldiers from running away. Harold couldn't control his army effectively from the top of Senlac Hill



'The Elements of Music'

The Elements of Music

- **Tempo** (Speed)
- **Timbre** (Sound of the Instrument)
- **Pitch** (High or Low Notes)
- **Dynamics** (Loud or Soft)
- **Texture** (Layers of Music)
- **Duration** (Length of Notes)
- **Silence** (No Sound)
- **Structure** (Order of Sections)
- **Rhythm** (Long and Short Notes)



Reading Notation



Every **G**ood **B**oy **D**eserves **F**ootball



FACE

If it's on the line,
use the rhyme.
If it's in the space,
it spells face.



Symbol	Name	Length
	Minim	2 Beats
	Crotchet	1 Beat
	Quaver	½ Beat
	Pair of Quavers	2 x ½ Beat
	Rest	1 Beat

Instruments of the Orchestra

Brass



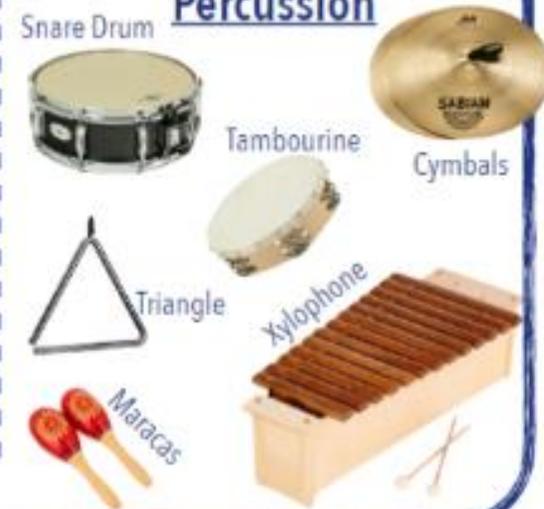
Strings



Woodwind



Percussion



Parts of a warm up

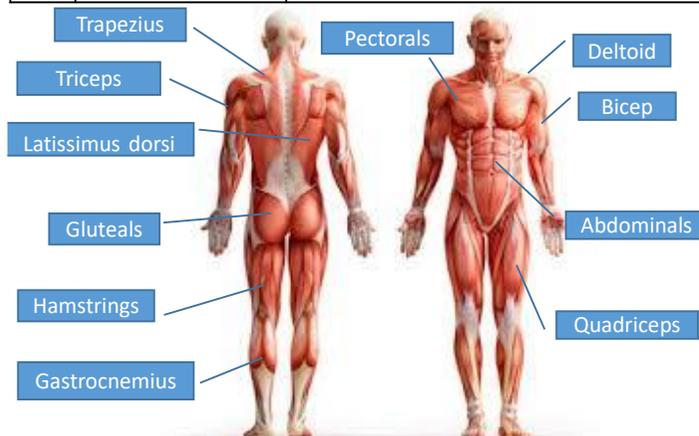
1	Pulse raiser	Light continuous activity such as slow jogging, is used to increase heart rate and blood flow. Muscles, ligaments and synovial fluid in the joints are warmed, increasing flexibility.
2	Stretch	Stretching the main muscle groups and joints increases their elasticity and mobility so that they are less likely to be strained. Dynamic stretching is a form of stretching whilst moving and therefore not holding a stretch e.g. lunges. Static stretching is holding a stretch for 8-10 seconds (before exercise).
3	Mobilisation	Gently moving the joints through a full range of movement to promote synovial fluid the helps to lubricate the joint e.g. shoulder rotations. Shoulder rotations, open and close the gate, ankle plantar and dorsi flexion.

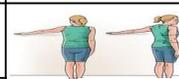
Effects of exercise

4	Heart rate increases.	During exercise the heart rate increases so that sufficient blood is taken to the working muscles to provide them with enough nutrients and oxygen. An increase in heart rate also allows for waste products to be removed.
5	Blood pressure increases.	Your heart starts to pump harder and faster to circulate blood to deliver oxygen to your muscles. As a result, systolic blood pressure rises.
6	Endorphins are released into the blood.	When you exercise, your body releases chemicals called endorphins. These endorphins interact with the receptors in your brain that reduce your perception of pain. Endorphins also trigger a positive feeling in the body, similar to that of morphine.

Benefits of exercise

7	Physical health and well-being	Improves fitness levels, heart function and efficiency of the body systems e.g. cardio-vascular system. Reduced risk of some illness e.g. diabetes, helps to prevent obesity, enables you to carry out everyday tasks without getting tired.
8	Mental health (emotional) and well-being	Reduces stress, release feel-good hormones in the body such as serotonin, helps us to control our emotions and work productively.
9	Social health and well-being	Provides opportunities to socialise/make friends, encourages cooperation, teamwork and mental resilience.



	Muscle	Static stretch		Muscle	Static stretch
10	Triceps		15	Biceps	
11	Hamstring		16	Deltoids	
12	Pectorals		17	Abdominals	
13	Quadriceps		18	Gastrocnemius	
14	Gluteals		19	Latissimus dorsi	

Structure of a PE lesson

1. Warm up
2. Sports specific drills
3. Adapted games
4. Cool down

Year 7 Religious and World Views Term 1

Are the prophets good role models?

What makes a good person?

People disagree about what makes a good person but some ideas include.

- Being a good friend
- Having love for our friends and family.
- Taking care of others.
- Looking after our town.
- Protecting the environment.
- Promoting equality and justice.
- Obeying God
- Following the law

What are the Abrahamic Faiths?

- There are three main Abrahamic faiths; these are Christianity, Judaism and Islam.
- **Similarities**
- All believe in one God – Monotheism
- All believe that God revealed himself through the Prophet Abraham
- All believe the world was created by God and the first people were Adam and Eve.
- **Differences**
- Only Christianity believes Jesus was the Son of God but Muslims believe Jesus was an important prophet
- Jewish people don't believe in Hell but Christians and Muslims do.

How did the world begin?

Genesis 1	Genesis 2 & 3	Qur'an	Science
<p>Day 1 – Night and day Day 2 – Earth and sky Day 3 – Land and sea Day 4 – Plants and trees Day 5 – Sun and the moon Day 6 – Animals and Men and Women God gave humans control of the Earth.</p>	<p>There were no plants and no rain. God made a man from dust and called him Adam. God made a garden full of plants and trees and called it Eden. Then God made a river flow and put Adam in Eden, he told Adam he could anything from the trees but could not eat from the tree of knowledge of good and evil. God then created all the animals but Adam was lonely, so God made a woman from Adam's rib and called her Eve.</p>	<p>The Creation stories in the Qur'an are not told together, they are spread out in throughout the teachings. Allah created everything out of nothing. Everything was together but Allah separated them and made the heavens and the Earth. God told the angels he was going to create a deputy to look after the Earth for him. So he made Adam and a wife for him and put them in the Garden of Eden.</p>	<p>The universe began, about 13.8 billion years ago, as a very hot, small and dense super force. There were no atoms, stars or forms. It began to expand very quickly causing reactions where matter began to form. First as atoms and then as larger matter eventually leading to stars, planets and life. The universe is still expanding today.</p>

Are the prophets good role models?

Adam and Eve

Adam and Eve were the first people in the Abrahamic Faiths. They lived in the Garden of Eden. There was a tree in the garden that God had forbidden them to eat from. In Judaism and Christianity it is called the 'Tree of Knowledge of Good and Evil' and in Islam it is the 'Tree of Eternity'. In both stories Eve was tempted to eat the fruit by either a serpent or by Satan and then shared the fruit with Adam. They immediately realised they were naked and covered themselves. Only by knowing what good and evil are can we do 'good', so their actions released evil into the world. God was angry with them and sent them out of the Garden.

Noah

God was angry with the people of the Earth because they were evil and selfish, so God decided to destroy them. He found one man who did not disobey Him, Noah. So God told Noah to build an ark and put two of every animal on it, so that they could be saved. Then God sent a flood and everyone except Noah and his family and the animals on the Ark died. For 40 days and nights Noah waited for the flood to recede. When it finally began to recede God spoke to Noah and promised him, he would never do something like that again. He put a rainbow in the sky as a mark of the covenant.

Key Words

- Moral
- Society
- Charity
- Torah
- Qur'an
- Bible
- Prophet
- Monotheism
- Creation ex nihilo
- Genesis
- Temptation
- Free will
- Stewardship
- Covenant
- Sacrifice
- Obedience
- Trial
- Hebrews
- Slaves
- Passover
- Exodus

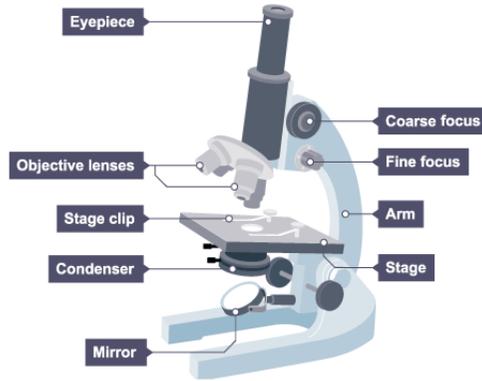
Abraham

Abraham was a very old man and he and his wife, Sarah, had no children. God spoke to him and told him he would have as many children as there were stars in the sky. Sure enough 9 months later Sarah gave birth to Isaac. Abraham and Sarah were over the moon with their son and made sure he knew he was special. One day God said to Abraham, "take your son Isaac and sacrifice him to me" Abraham didn't want to but he collected the wood and took Isaac to the place of sacrifice. Just as Abraham was lifting the knife to kill his son God called out to Abraham and told him to stop. God told him that he now knew Abraham was faithful to him and he would be the father of all the people on Earth.

Moses

The Egyptians had made the Hebrews their slaves and to control the population ordered that all male Hebrews be killed at birth. To avoid this one woman put her son in a basket and sent him down the river. The baby was found by an Egyptian princess who kept him and named him Moses. Moses was brought up as a Prince but he soon found out he was really a Hebrew. He ran away to a place called Midian where he lived as goat herder. God spoke to him and told him to go back and rescue the Hebrews from slavery. So Moses returned to Egypt and asked the Pharaoh to release the Hebrews, but the Pharaoh refused. God sent 10 plagues to Egypt finishing with the death of the first born son of every family, but the Angel of death passed over every Hebrew family. Moses led the Hebrews out of Egypt, they wandered the desert for 40 years. While they were there God spoke to Moses again and gave him the 10 commandments.

1. Parts of a Microscope



2. Using a microscope

To view an object down the microscope we can use the following steps:

1. Plug in the microscope and turn on the power
2. Rotate the objective lenses and select the lowest magnification
3. Place the specimen to be viewed on the stage and clamp in place
4. Adjust the course focus until the specimen comes into view
5. Adjust the fine focus until the specimen becomes clear
6. To view the specimen in more detail repeat the process using a higher power objective

3. Preparing a slide

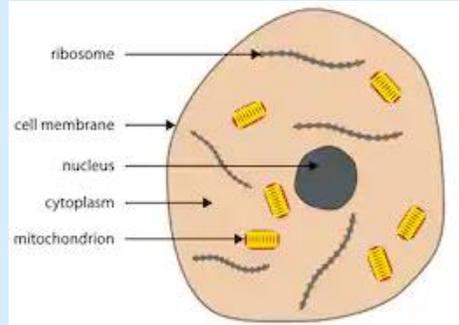
To prepare a slide to view onion cells we can use the following steps:

1. Cut open an onion
2. Use forceps to peel a thin layer from the inside
3. Spread out the layer on a microscope slide
4. Add a drop of iodine solution to the layer
5. Carefully place a cover slip over the layer

To look at cheek cells we use a swab to get cells from the inside of our cheek. Methyl blue stain is used instead of iodine.

4. Animals Cells

Animal cells have the following features:



KS3 Science Cells and Organisation

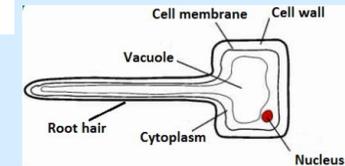
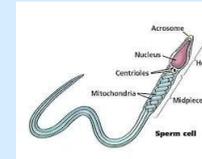
@HansPriceSci
#ReadyToLearnHPA

6. Organelle Functions

- Cell membrane** – this surrounds the cell and allows nutrients to enter and waste to leave it.
- Nucleus** – this controls what happens in the cell. It contains DNA, the genetic information that cells need to grow and reproduce.
- Cytoplasm** – this is a jelly-like substance in which chemical reactions happen.
- Mitochondria** – these are the powerhouse of the cell. They are structures where respiration takes place.
- Cell wall** - this is an outer structure that surrounds the cell and gives it support.
- Vacuole** - this is a space within the cytoplasm of plant cells that contains sap.
- Chloroplasts** - these contain chlorophyll and are the site of photosynthesis.

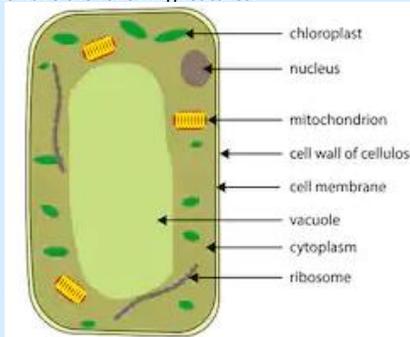
7. Specialised Cells

Specialised cells are designed to carry out a specific function within the body. They have all the usual organelles of a plant or animal cell as well as some additional features.



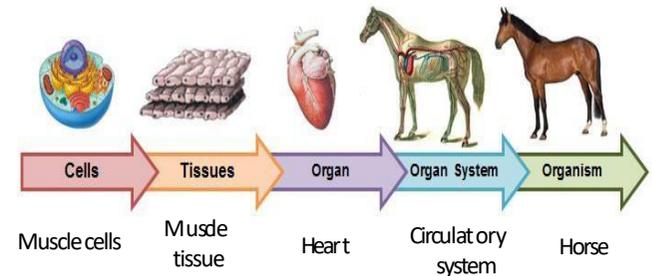
5. Plant Cells

Plant cells have the following features:



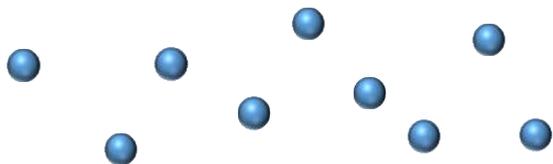
8. Cell Hierarchy

In the human body, structures are related and form larger structures.



1. Particles

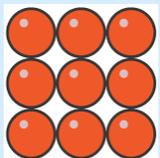
- Everything is made up of **tiny particles**.
- The **properties** of a substance depend on what its particles are like, how they move and how they are arranged.
- The particles in a substance are the same whether it's in the solid, liquid or gas state, but their **arrangement and movement** change.



2. States of matter

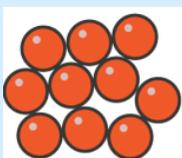
Solid

Steel, plastic and wood are solids at room temperature. Ice is solid water.



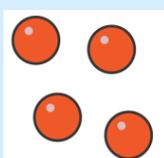
Liquids

Mercury, petrol and water are liquids at room temperature.



Gases

Air, helium and chlorine are gases at room temperature.



3. Arrangement and movement of particles

Solids

In the solid state the **vibrating** particles form a **regular pattern**. This explains the fixed shape of a solid and why it can't be compressed or poured.

Liquids

In a liquid the particles still touch their neighbours but they **move around, sliding over each other**. This is why you can pour, but not compress, a liquid.

Gases

In the gas state, **widely-spaced particles move around randomly**. This explains why you can compress gases and why they flow.

4. Movement of particles (energy)

Another way to understand solids, liquids, and gases is by thinking about the energy they contain. A balloon full of gas has molecules dashing about inside it, smashing repeatedly into the rubber walls and pressing them outward. Balloons stay up because the force of the gas molecules pushing against the inner surface of the rubber exerts a pressure that's equal to the pressure of the air molecules pushing on the rubber from outside. If the gas loses energy the particles move less and less they will then turn into a liquid. The particles are still moving but not as quick as when the particles were a gas. Remove more energy and the particles will stay in a fixed place and become a solid. The particles still contain energy, but just vibrate in their fixed position.

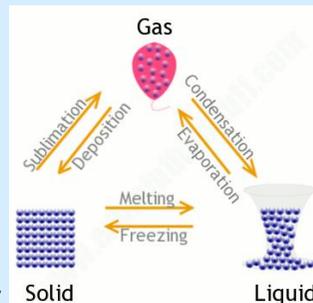


KS3 Science Particles

@HansPriceSci
#ReadyToLearnHPA

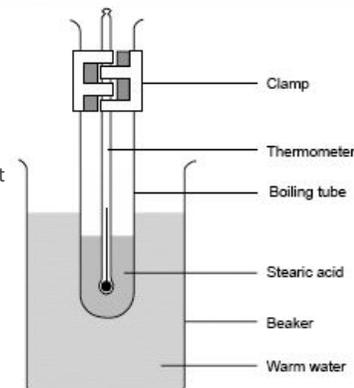
5. Changing states

You can change any substance from a solid to a liquid or gas, or back again, just by changing its temperature or pressure. You can change a solid into a liquid by melting it and then change the liquid into a gas by evaporation. Go in the reverse direction and you can change a gas into a liquid by condensation, then turn the liquid into a solid by freezing. The processes shown by each pair of arrows are exact opposites of one another.



6. Stearic acid experiment

Stearic acid has a melting point of 69.3 °C. In this experiment you will take the temperature of steric acid at regular intervals as you heat and cool it. You will observe the temperature change as it changes state.



7. Particles and density

Solids

The particles in solids are very close together. They are tightly packed, giving solids high densities.

Liquids

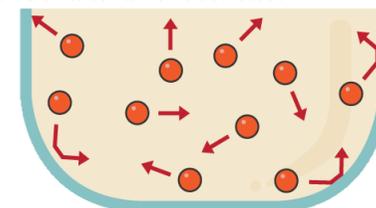
The particles in liquids are close together. Although they are randomly arranged, they are still tightly packed, giving liquids high densities. Water is different from most substances: it is less dense as a solid than as a liquid, because its particles move apart slightly on freezing. This is why ice cubes and icebergs float on liquid water.

Gases

The particles in gases are very far apart, so gases have a very low density.

8. Gas Pressure

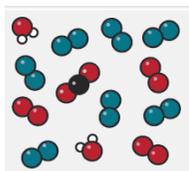
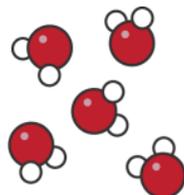
The particles in a gas move quickly in all directions, but they do not get far before they bump into each other or the walls of their container. When gas particles hit the walls of their container they cause pressure. If the temperature is increased, the particles in a gas move faster, so they hit the walls of the container more often. This causes the pressure to rise. This is also why the pressure of a gas also increases when the volume of its container is decreased.



1. Pure vs Impure

Pure Substances

A substance is pure if it only has **one type** of particle in it e.g. just hydrogen atoms or just carbon dioxide molecules.



Impure Substances

Impure materials are **mixtures** of different types of particle.

2. Mixtures

A **mixture** contains two or more substances, not chemically joined together which can be **separated**.

For example, a packet of sweets may contain a mixture of different coloured sweets. The sweets are not joined together, so can be picked out and separated. Sulfur can be separated from sand due to its magnetic property.



3. Solutions

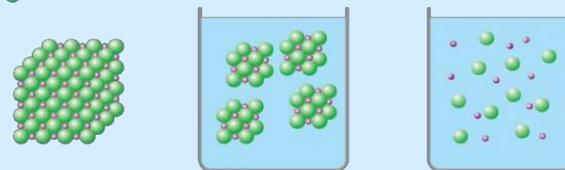
Salt and sugar are **soluble** in water. This means they dissolve in water. Sand is **insoluble** in water. This means it does not dissolve in water. A **solute** is the substance that dissolves into the solvent. A **solvent** is the liquid the solute dissolves in. The resulting mixture of solute and solvent particles is called the **solution**.



If you take sugar in your tea, the sugar is the **solute**, the hot water is the **solvent** and your sweet mug of tea is the **solution**.

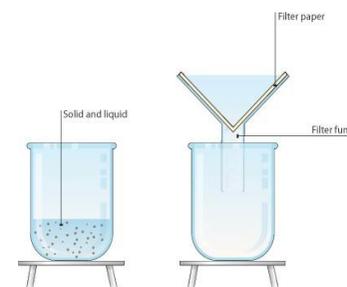
4. Dissolving

During dissolving, the **solvent particles** surround the **solute particles** and move them away so they are spread out in the **solvent**.



Solubility is a measure of how easy it is for a given substance to dissolve.

6. Filtration

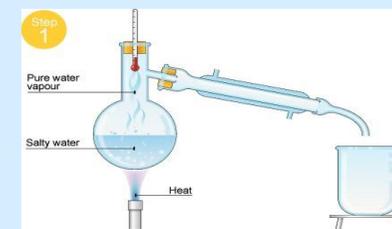


If you have a **mixture** of an **insoluble** solid and a liquid then the mixture can be **filtered** (eg. sand in water).

If separating sand from water, the sand (**residue**) stays behind in the filter paper and the water (**filtrate**) passes through the filter paper. Water molecules are small enough to fit through the filter paper.

7. Distillation

Used to separate a liquid from a solution. For example, water can be separated from salty water by simple distillation.



Water **evaporates** from the **solution**, but is then cooled and **condensed** into a separate container. The salt does not **evaporate** and so it stays behind. **Distillation** can also be used to separate two liquids with different **boiling points** (eg. orange squash or inky water). This is because the one with the lower boiling point will **evaporate** and **condense** first.

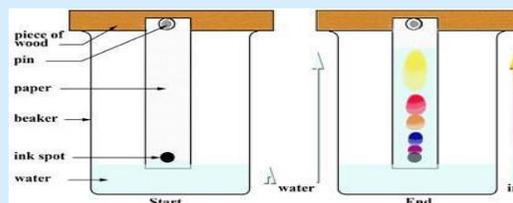
KS3 Science Separating Techniques



@HansPriceSci
#ReadyToLearnHPA

5. Chromatography

The mixture is placed near the bottom of **chromatography paper** and the paper is then placed in a suitable **solvent**, e.g. water. As the solvent moves up the paper, it carries the mixture with it. Different substances in the mixture will move at different rates due to **solubility** and separate.



8. Crystallisation

Crystallisation is used to produce solid **crystals** from a **solution**. When the **solution** is warmed, some of the **solvent evaporates** leaving behind a more **concentrated solution**.



To obtain **large** crystals, **evaporate** slowly.

To obtain **small** crystals, **evaporate** quickly using a Bunsen burner.

Languages and me! Year 7 ARE 1

Knowledge Organiser

My belongings – Cognates. Gender; masculine and feminine nouns. Plurals. Use of 'tener'.



A **noun** is an object, place or thing.
In Spanish, all nouns are either **masculine (masc)** e.g. **un** boli or **feminine (fem)** e.g. **una** goma.

If there is more than one item e.g. 3 pens, we call this **plural (pl)**.

	masculine singular	feminine singular		plural
a	un	una		unos/ unas
the	el	la		los/las

An **adjective** describes a noun e.g. a **red** pen.
In Spanish, adjectives normally go after the word it's describing e.g. un boli **rojo** (a pen red).
If the noun is feminine the adjective has to agree e.g. **una** goma blanca
If the noun is plural we also add an 's' to make it agree e.g. **dos** gomas blancas

	masc	fem	masc plural	fem plural
white	blanco	blanca	blancos	blancas

Most Spanish nouns ending in **“o”** and **“ma”** are masculine e.g. **un libro, un problema**
Most Spanish nouns ending in **“a”, “sión” “dad”** and **“tud”** are feminine e.g. **una** tableta, **una** televisión, **la** felicidad, **la** gratitud
All plurals end with the letter 's' like in English e.g. **dos** gomas

A pronoun is a word that states who is doing the verb e.g. **She** plays tennis.

Pronouns

Tener – to have

yo (I)

tengo – I have

tú (you)

tienes – You have

él (he), **ella** (she)

tiene - He has/she has

Nosotros/nosotras (we)

tenemos – we have

Vosotros/vosotras (you) (pl)

tenéis – you have (pl)

ellos/ellas (they)

tienen– they have

No tengo...=I don't have... When we use this phrase there is no un/una e.g. No tengo boli

¿Qué tal?	How are you?
Hola	Hello
¿Cómo te llamas?	What's your name?
Me llamo...	My name is...
¿Cómo se escribe?	How is it spelt?
Se escribe...	It's spelt...
Bien gracias	It's going well thanks.
Regular	Not bad.
Fatal	Awful.
Adiós	Goodbye.
Hasta luego	See you later.
Hasta la próxima	See you next time.
¿Cuántos años tienes?	How old are you?
Tengo... años	I'm.....years old.
¿ Cuándo es tu cumpleaños?	When is your birthday?
Mi cumpleaños es el ...	My birthday is the....

Look up numbers, days and months in your planners or classrooms.

¿Qué hay en tu mochila/tu estuche?	What's in your bag/your pencil case?
¿Qué es?	What is it?
Es..	It is...
Hay...	There is...
No hay...	There isn't...
Tengo...	I have...
No tengo...	I don't have....
Un cuaderno	An exercise book
Un libro	A book
Un boli	A pen /A biro
Un lápiz	A pencil
Un móvil	A mobile phone
Un iPhone	An iPhone
Un estuche	A pencil case
Un sacapuntas	A sharpener
Un pegamento	A gluestick
Una mochila	A bag
Una agenda	A planner
Una goma	A rubber
Una tableta	A tablet
Una regla	A ruler
Una calculadora	A calculator
Los rotuladores	Some felt tips
Las tijeras	Some scissors

¿De qué color es?	What colour is it?
Azul	Blue
Blanco	White
Rojo	Red
Verde	Green
Naranja	Orange
Amarillo	Yellow
Marrón	Brown
Negro	Black
Rosa	Pink
Morado	Purple
Gris	Grey
Claro	Light
Oscuro	Dark
De rayas	Striped
Multicolor	Multi-coloured



Connectives	Connectives
Pero	But
Sin embargo	However
También	Also
Además	Furthermore
Porque	Because
Y	And

Year 7 Independent Study Hand in dates:

	Date	Subject
M	21/09/20	Geography
T	22/09/20	English
W	23/09/20	Drama
T	24/09/20	Maths
F	25/09/20	Science
M	28/09/20	History
T	29/09/20	English
W	30/09/20	Tech
T	01/10/20	Maths
F	02/10/20	Science
M	05/10/20	Computing
T	06/10/20	English
W	07/10/20	Art
T	08/10/20	Maths
F	09/10/20	Science
M	12/10/20	MFL
T	13/10/20	English
W	14/10/20	Music
T	15/10/20	Maths
F	16/10/20	Science
M	19/10/2020	RE
T	20/10/2020	English
W	21/10/2020	PE
M	02/11/20	Maths
T	03/11/20	Science
W	04/11/20	Geography
T	05/11/20	English
F	06/11/20	Drama
M	09/11/20	Maths
T	10/11/20	Science
W	11/11/20	History
T	12/11/20	English
F	13/11/20	Tech
M	16/11/20	Maths
T	17/11/20	Science
W	18/11/20	Computing
T	19/11/20	English
F	20/11/20	Art

	Date		Subject
M	23/11/20		Maths
T	24/11/20		Science
W	25/11/20		MFL
T	26/11/20		English
F	27/11/20		Music
M	30/11/20		Maths
T	01/12/20		Science
W	02/12/20		RE
T	03/12/20		English
F	04/12/20		PE
M	14/12/20		Maths
T	15/12/20		Science
W	16/12/20		Geography
T	17/12/20		English
F	18/12/20		Drama