Year 7 Learning Cycle 1

Knowledge Base Booklet

2026 - 2027

BRANNEL SCHOOL

ASPIRATION | RESPECT | RESILIENCE

Your Knowledge Base: Get Ready for Success!

Your Knowledge Base: Get Ready for Success!

Dear Learners and Families,

Your teachers have created this Knowledge Base to help you prepare for your first Learning Cycle assessments, which will take place in January. This booklet contains the important knowledge you need to learn, understand and remember for your assessments.

The more you practise remembering this knowledge, the more confident and prepared you can become.

During December, you will take part in Knowledge Masters. This is an opportunity to practise remembering some of this knowledge, celebrate what you already know and identify anything you need to work on before your January assessments. It's also a fantastic opportunity to earn lots of merits for your effort and preparation!

As part of Knowledge Masters, you will learn how to make and use flashcards. These are a simple but effective way of helping information stay in your long-term memory. You can use them at home to support your revision.

Remember, you don't have to know everything straight away. What matters is making the effort to learn, practise and improve.

How to access your Knowledge Base
This booklet is available online through ClassCharts, so you can use it at home whenever you want to revise.
If you would prefer a printed copy, these are available to loan from our Kim Wherry Library. Please see Mrs Adams in the library.

We'd love your feedback!
This is the first time we have introduced Knowledge Masters alongside a Knowledge Base booklet to support revision. We would welcome feedback from learners and families about what works well and how we could make it even better in the future.

Please speak to me in school or email ablizzard@brannel.celtrust.org with any suggestions.

We hope you find this booklet useful and that it helps you feel confident and ready to show what you know in January.

Mr Blizzard

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How to use this Knowledge Base Booklet effectively

Your Knowledge Base contains the important information you need for your **January assessments**. Here's how to use it.

1. CHECK WHAT YOU KNOW

Most subjects have a checklist to help you identify what you know and what you still need to practise. (For French and Spanish, cover the English translations and test yourself using the vocabulary tables.)

Use the checklist at the start of each subject. Tick what you know and mark anything you're unsure about.
For example, look at one of the History checklists here.
You tick all the statements you are confident with but come across one that you are not sure on (circle in red)

Unit Name	**Hidden in plain sight: How did women shape the story of 1066?**		
By the end of this unit I will be able to…			
Explain how land and family links gave women power.	✓		
Identify Edith and explain her influence before 1066.	✓		
Explain how Emma's marriages connected ruling families.	✓		
Explain why Emma's book presents a favourable view of her.	✓		
Identify the rivals for the English throne in 1066.	✓		
Put Edward's death, Stamford Bridge and Hastings in order.			
Explain how Matilda supported William's invasion and rule.			
Explain why William faced resistance after Hastings.			
Describe Gytha's links to Exeter and the limits of our evidence.			
Compare the conquest's effects on Matilda and Gytha.			
Explain what Domesday reveals about Edith and Judith.			

2. FIND WHAT YOU NEED TO LEARN

Use the Knowledge Base to find and understand anything you don't know yet.
By looking at and reading the History Knowledge Base about 1066, you find the information that you need.

How did Matilda help make William's victory possible?

Edward died in January 1066 without a child to take his place. Harold became king. **William** and **Harald Hardrada** also wanted the throne. Harold defeated Hardrada at **Stamford Bridge**, then marched south. William defeated Harold at **Hastings on 14 October 1066**. Norman soldiers on horses, archers and foot soldiers faced the English **shield wall**.
Matilda of Flanders had links to noble families and French kings. These links added to William's status. She helped prepare the invasion and **ruled Normandy while he was away**. Her support helped make the invasion possible.

3. TEST YOURSELF

Close the booklet. Can you remember the answer without looking? If not, you know what to practise!
Can I put Edward's death, the Battle of Stamford Bridge and the Battle of Hastings in order?

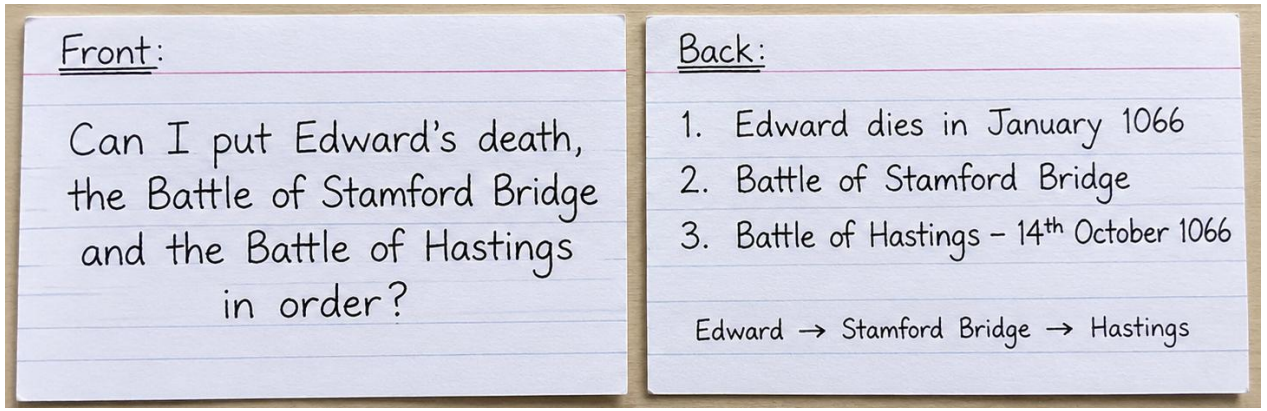
4. HOW DO YOU PRACTISE?

Found something you don't know yet? Look at the next page to learn how flashcards can help!

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How to make and use flashcards

1. MAKE YOUR FLASHCARD
Write one clear question on the front and a short, correct answer on the back. Use your Knowledge Base to help.



2. TEST YOURSELF
Read the question. Say or write your answer **without looking**. Turn over and check.

3. SORT YOUR CARDS
Put your cards into two piles. **Pile 1:** I know it **Pile 2:** Not Yet

4. PRACTISE AGAIN
Focus on your **Not Yet** cards. Test yourself again tomorrow and keep revisiting them, including cards you already know.

Remember: Reading isn't enough. The learning happens when you try to remember without looking!

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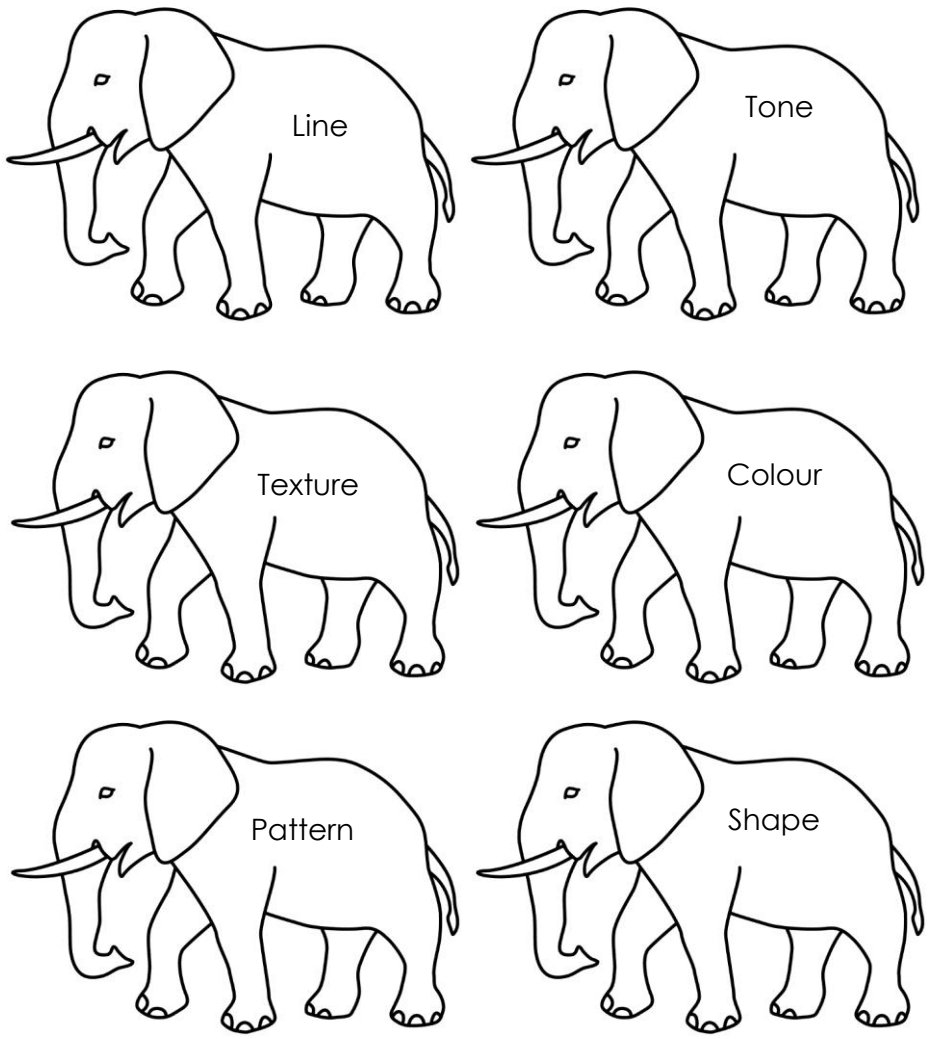
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Art Knowledge Checklist

Unit Name	Autumn Term – Formal Elements and Techniques		
By the end of the unit:			
1. I can name the six formal elements: line, shape, tone, colour, texture and pattern.			
2. I can use the formal elements to describe or create an image.			
3. I can explain what a still life composition is and arrange objects that represent me.			
4. I can make light pencil lines by holding my pencil centrally.			
5. I can use Indian ink and different tools to make lines by dragging, rolling and twirling.			
6. I can make leaf rubbings with crayons to create visual textures.			
7. I can recognise the difference between tactile texture and visual texture.			
8. I can use tonal shading to show a range from dark to light.			
9. I can recognise primary and secondary colours on the colour wheel.			
10. I can identify patterns, shapes and lines found in natural forms.			

6 Formal Elements



Techniques and Processes

Processes and techniques we have learnt this term.

Still Life compositions.
Setting up a still life using objects that represent you.

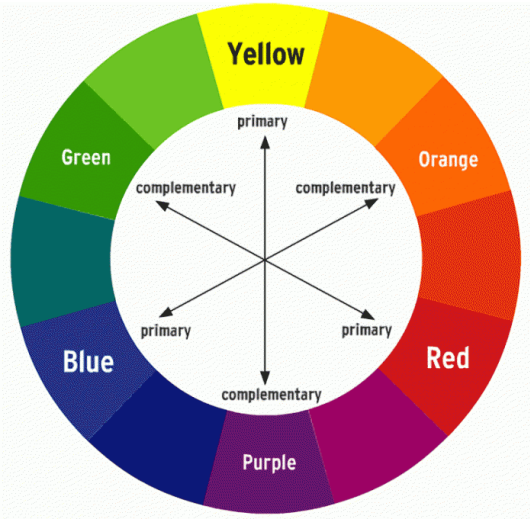
Light Lines.
Holding the pencil centrally in order to achieve a light line easily rubbed away when it goes wrong.

Mark Making.
Using tools dipped in Indian Ink to drag, roll, twirl over a page to generate different types of line.

Rubbings.
Using crayons to build a texture bank of leaf rubbings. Turning tactile texture into visual texture.

Tonal Shading.
The ability to shade from dark to light using either pen or pencil.

The Colour Wheel



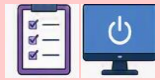
Key Vocabulary this term

- Composition
- Still Life
- Light lines
- Line
- Tone
- Texture
- Colour
- Primary Colours
- Secondary Colours
- Pattern
- Shape
- Drag
- Visual/tactile texture
- Tonal range
- Natural Form

Computing Knowledge Checklist

Unit Name	Digital Literacy Foundations		
By the end of the unit:			
What the main rules of Computing lessons are			
Know how to log in			
Know what makes a good / bad password			
Know how to stay organised using folders and good file names			
Know how to start each Computing lesson			
How we share work and assignments in Computing and other subjects			
How to send emails in school			
Common email terms			
How to print in school			
Why saving file is important and how to save files in school			
Why we would use a word processor			
How to use many of the functions of Word to format you work correctly			
How to use the snipping tool and combine different applications			
What copyright, Creative commons and trademarks are			
How to check if something is a reliable sources			
Understand the terms Misinformation and Disinformation			
Be able to spot Misinformation and Disinformation			
How to join an online meeting in Teams			
Know how to use some of the features of Teams to participate in an online lesson			
Know some online meeting etiquette			
Know how to use PowerPoint presentations to make an informative and clear presentation			

CLASSROOM ROUTINES



RULES OF COMPUTING LESSONS

- Listen and follow instructions
- Respect others and their work
- Stay safe online and in the classroom
- Try your best and ask for help

STARTING EACH COMPUTING LESSON

- Log in
- Open the required software
- Check the lesson instructions
- Be ready to learn

LOG IN & PASSWORDS



HOW TO LOG IN

- Use your school username
- Enter your password carefully
- Log out and lock your device when finished

GOOD / BAD PASSWORDS

GOOD

- Long
- Mix of letters, numbers and symbols
- Not personal

BAD

- Short
- Easy to guess
- Personal information

SAVING FILES – WHY & HOW



WHY?

- Prevents loss of work
- Lets you come back and edit
- Keeps your work safe

HOW?

- Click File > Save
- Choose location
- Use a good file name
- Save regularly

STAY ORGANISED WITH FILES



- Use folders to organise your work
- Use clear, descriptive file names
- Example: Y7_Computing_Homework.docx

SHARING WORK AND ASSIGNMENTS



- We use Teams and other school platforms
- Upload work to the correct place
- Check deadlines
- Keep a copy of your work

HOW TO PRINT IN SCHOOL



- Make sure your work is complete
- Click Print
- Choose the correct printer
- Collect your print and check it

EMAILING IN SCHOOL



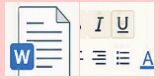
SENDING EMAILS IN SCHOOL

- Click New Email
- Add recipient
- Add a clear subject
- Write your message
- Check and send

COMMON EMAIL TERMS

- To – the recipient
- Cc – carbon copy
- Bcc – blind carbon copy
- Subject – email title
- Attachment – file included

USING WORD



WHY WE USE A WORD PROCESSOR

- To write and edit text
- To format work clearly
- To include images, tables and more
- To produce high quality documents

USING WORD EFFECTIVELY

- Change font, size and colour
- Use bold, italics, underline
- Align text and use lists
- Insert images and tables
- Check spelling

CHECKING RELIABLE SOURCES



- Check the author
- Check the date
- Look for facts and evidence
- Use trusted websites (.gov, .edu, .org)
- Cross-check information

SNIPPING & COMBINING APPS



- Use Snipping Tool to capture images
- Save your snip
- Paste into other apps (e.g. Word, PowerPoint)
- Combine text, images and more

COPYRIGHT & PERMISSIONS



COPYRIGHT, CREATIVE COMMONS & TRADEMARKS

- Copyright – protects original work
- Creative Commons – allows sharing with permissions
- Trademarks – protect brand names and logos

INFORMATION YOU CAN TRUST



MISINFORMATION & DISINFORMATION

- Misinformation – false information shared without intent to harm
- Disinformation – false information shared with intent to harm

SPOTTING MIS/DISINFORMATION

- Check the source
- Look for evidence
- Watch for emotional or sensational language
- Think: is it trying to inform or mislead?

JOINING TEAMS MEETINGS



JOINING AN ONLINE MEETING IN TEAMS

- Click the Teams link or open the app
- Go to Calendar or the Teams channel
- Click Join
- Check your camera and microphone

USING TEAMS FEATURES



- Use chat to ask questions
- Raise Hand to speak
- Use reactions
- Share your screen when asked
- Use the meeting controls

CREATING PRESENTATIONS



PRESENTATIONS WITH POWERPOINT

- Create clear and informative slides
- Use text, images and shapes effectively
- Keep it simple and consistent
- Check for errors

POWERPOINT – GOOD PRACTICE

- Use large, readable fonts
- Use bullet points, not long paragraphs
- Use high quality images
- Keep a consistent design

ONLINE MEETING ETIQUETTE



- Be on time
- Mute your microphone when not speaking
- Be respectful
- Dress appropriately
- Stay focused and participate

PRESENTING EFFECTIVELY



- Speak clearly
- Look at your audience
- Don't read from the slides
- Practise beforehand

KEY TAKEAWAY



- Good computing skills help you learn, stay organised, communicate effectively and stay safe online.

Be safe. Be respectful. Be responsible. Be the best you can be.

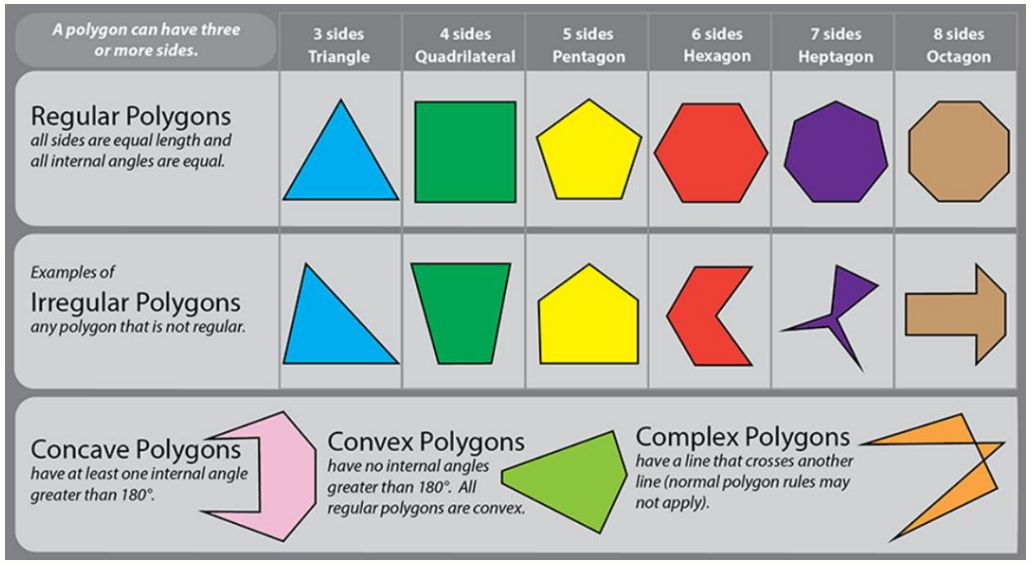
Design Technology Knowledge Checklist

Unit Name	Adjustable Fan Project			
By the end of the unit:				
1. understand what a geometric shape is and can identify examples such as squares, circles and triangles.				
2. understand that a polygon is a shape with at least three straight sides and angles.				
3. understand what the diameter of a circle is.				
4. understand what the radius of a circle is and how it differs from the diameter.				
5. understand the characteristics of deciduous trees and how they differ from coniferous trees.				
6. understand that hardwoods come from deciduous trees and are generally slow growing.				
7. understand that softwoods come from coniferous trees and are generally faster growing.				
8. understand the difference between hardwoods and softwoods.				
9. understand what manufactured boards are and why they are produced.				
10. understand what MDF (Medium Density Fibreboard) is and how it is made.				
11. understand the properties and uses of thermoplastics.				
12. understand that thermoplastics can be reshaped when heated.				
13. understand the properties of thermosetting plastics.				
14. understand why thermosetting plastics cannot be reshaped after they have been formed.				
15. understand what a control measure is and why it is important when using tools and machinery.				
16. understand the importance of following workshop safety signs and instructions.				
17. understand how to work safely when using a coping saw.				
18. understand how to work safely when using a bench drill, cordless drill and sanding machine.				
19. understand why different materials are chosen for different Design and Technology projects.				
20. understand how knowledge of materials, shapes, tools and safety helps me complete my Adjustable Fan Project successfully.				

TIER THREE VOCABULARY

Geometric	A regular shape such as a square, cube, triangle, or circle
Polygon	A plane figure with at least three straight sides and angles, and typically five or more
Diameter	A straight line passing from side to side through the centre of a body or figure, especially a circle or sphere
Radius	A straight line from the centre to the circumference of a circle or sphere
Deciduous	These trees lose their leaves in winter, slow growing and hard due to the close cell structure of the wood
Coniferous	These trees keep their leaves in winter, faster growing and easier to work with
Hardwoods	Slow growing trees (100 years) which come from deciduous trees. Available in a variety of colours and grains, expensive to but
Softwoods	Fast growing trees (30 years) which come from coniferous trees
Manufactured boards	Types of timer made by compressing and gluing timber fibres
MDF	Medium density fibreboard; a board made from wood particles and glue
Thermoplastics	A type of plastic that can be reshaped when heated to 180
Thermosetting plastics	A type of plastic which cannot be reshaped when heated due to its molecular structure
Control measure	A precaution you take when using a machine or tool to keep yourself safe

GEOMETRIC SHAPES



GETTING TO KNOW TOOLS & EQUIPMENT



Coping saw



Sanding machine



Bench drill



Plastics oven



Cordless drill

SAFETY IN THE WORKSHOP

Around the workshop are safety signs which you need to recognise and follow. Here are some examples:







LINKS & FURTHER READING

What is D&T and why do we need it?

Working safely in the workshop

Materials in Design & Technology

Drama Knowledge Checklist

Unit Name	Autumn Term – Devising, Techniques and Skills		
By the end of the unit:			
1. I can explain what a stimulus is and give examples such as a photo, song or prop.			
2. I can explain the difference between a drama technique and a drama skill.			
3. I can describe what a monologue is.			
4. I can explain how transitions help a performance move between scenes.			
5. I can use facial expressions, gestures and levels in a performance.			
6. I can use volume, tone of voice, pause and pace to communicate meaning.			
7. I can explain and create a still image to capture a moment or emotion.			
8. I can explain how thought-tracking reveals a character's thoughts.			
9. I can describe cross-cutting between scenes and the use of freeze frames.			
10. I can explain how Role on the Wall helps develop a character.			

Key Vocabulary

A **stimulus** is something that gives us **inspiration** for a performance.
A stimulus can be a photo, song, word, quote, prop, theme, piece of costume.

A drama **technique** is the building blocks for devising.

Drama **skills** are what we apply to a technique to improve it.

A monologue is a speech where **one character speaks for a longer period**, usually sharing their thoughts, feelings, or telling the audience something important.

Transitions change from one scene, moment, character, or place to another during a drama performance. Transitions help the performance **flow smoothly** from one part to the next.

Skills

Facial Expressions
Gestures
Levels

Volume
Tone of Voice
Pause
Pace

Techniques

Still Image: A frozen moment in time, like a photograph, that captures the emotions of the characters.

Thought-Tracking: A thought track lets the audience know what a character is thinking at that very moment. A thought track is where the character speaks their thoughts out loud to the audience.

Cross-Cutting: Cross cutting is where two scenes are happening on stage at the same time. When one scene comes to life the other freezes in a still image. They then swap over.

Role on the Wall: Role on the Wall is a rehearsal technique where you create your character, creating information about their thoughts, feelings, personality and experiences. It helps actors to develop their character ready for their performance.



English Knowledge Checklist

	Unit name	October October			
	Plot, genre and big ideas				
A1	Explain that october, october is a modern coming-of-age story / bildungsroman with a first-person narrator.				
A2	Summarise the plot: rooted in the wild → uprooted → learning to connect → crisis/release → rewilded.				
A3	Explain why the ending is spiral, not simply circular: october changes and becomes more whole.				
A4	Explain the main themes: identity, belonging, nature, city life, displacement, family, friendship and voice.				
	Characters and relationships				
B1	Describe october as fierce, proud, imaginative, sensory, stubborn, vulnerable and changing.				
B2	Explain what dad, mum, stig and yusuf each represent in october's emotional journey.				
B3	Explain how october and mum move from anger/blame towards understanding and repair.				
B4	Explain how stig mirrors october's wildness, vulnerability, separation, recovery and release.				
B5	Explain october's character arc: rooted → uprooted → rewilded.				
	Writers methods				
C1	Explain how first-person narrative shows events through october's mind, motions and language.				
C2	Explain how sensory imagery and synaesthesia make places feel vivid, intense or overwhelming.				
C3	Explain simile and metaphor using tenor, vehicle and ground.				
C4	Explain how sentence structure controls pace and emotion: run-ons, polysyndeton, short/minor sentences.				
C5	Explain key contrasts: wild/city, silence/noise, freedom/structure, "we"/"I".				
C6	Explain the symbolic meaning of stig, the ring, mudlarking, woods, city/school and stories.				

	Themes, messages and analysis			
D1	Explain balen's message that growing up can be painful but can help a person become more whole.			
D2	Explain that freedom matters, but connection, trust and community matter too.			
D3	Use WHZW: what, how, zoom, why to write about meaning and writer's craft.			
D4	Use analytical verbs: presents, portrays, suggests, implies, symbolises, mirrors, foreshadows, resolves.			
D5	Use precise moments / evidence anchors rather than relying on long quotations.			
	Creative writing toolbox			
E1	Plan a story using story mountain: exposition, inciting incident, rising action, climax, resolution.			
E2	Craft a narrative hook using setting, character, in media res or withholding information.			
E3	Make setting reveal mood and emotion rather than just describe scenery.			
E4	Use an animal, object or place as a symbol, mirror or narrative function.			
E5	Create a meaningful resolution: whole does not have to mean perfect.			

What is the unit about?	Genre and context	What you must be able to do
Katya Balen's October, October follows a young narrator whose identity is rooted in the wild. The novel explores what happens when her world is disrupted and she has to adapt to people, places and feelings she does not fully understand.	Modern novel; coming-of-age story / Bildungsroman; first-person narrative; emotional journey of a narrator. Our learning links fiction, non-fiction and creative writing through the idea of human experience in the natural world.	Read fluently and understand meaning; infer character and emotion; notice writer's craft; explain how language and structure shape meaning; write vivid, technically accurate narrative openings and full stories.
1. Rooted in the wild: October begins as fierce, proud, imaginative and deeply connected to Dad, the woods and Stig.	**2. Uprooted: Mum arrives, Dad's accident happens, October is taken from the woods into hospital, school and the city.**	**3. Learning to connect: October begins to build friendships and find wildness in London.**
What changes?: Identity feels certain. Home, nature and family are fused together. **Best evidence anchors - use moments, not long quotations:** Opening woodland life; first impressions of October; Stig and the tree; stories and treasure.	**What changes?:** October experiences displacement, anger, fear, guilt and sensory overwhelm. **Best evidence anchors - use moments, not long quotations:** Dad's fall; hospital; Underground; first school scenes; city walls and noise.	**What changes?:** She starts to move from isolation towards belonging. **Best evidence anchors - use moments, not long quotations:** Yusuf; the library; mudlarking; the Thames; museum; Tide and Thames club.

4. Crisis and release: October risks damaging a friendship and must choose whether to hold on or let go.	5. Rewilded: October does not simply return to the start. She becomes someone wider and more whole.	Core themes
What changes?: The climax is internal: she cannot stay exactly the same. **Best evidence anchors - use moments, not long quotations:** Argument with Yusuf; throwing the coin; releasing Stig.	**What changes?:** The ending is spiral, not just circular: October integrates woods, city, family, friends and voice. **Best evidence anchors - use moments, not long quotations:** The Assembly; Stig's story; reconciliation with Mum; final sense of a story that is whole, not perfect.	**Identity and belonging** **Quick explanation:** October has to learn that belonging can exist in more than one place. **Nature and the urban world** **Quick explanation:** The woods initially mean freedom; the city initially means confinement, but this contrast becomes more complex. **Change and displacement** **Quick explanation:** The novel explores how frightening change can be, especially when it happens suddenly.

Core themes	October	Dad
Family, friendship and trust **Quick explanation:** Relationships cause pain, but they also help October recover, grow and find her voice. **Stories and voice** **Quick explanation:** Stories help characters understand who they are, where they come from and how to move forward.	**Core knowledge:** Narrator and protagonist. Fierce, proud, imaginative, sensory, stubborn, vulnerable and changing. She begins with a very fixed sense of self and learns to hold more than one world inside her. **How Balen crafts them:** First-person voice; intense sensory description; unusual word choices; run-on sentences; emotional reactions; movement from "wild" certainty towards a more complex identity.	**Core knowledge:** Represents safety, freedom, stories and the original wild home. October's bond with him shapes her view of the world and her resistance to change. **How Balen crafts them:** Linked to woods, treasure, off-grid life and shared rituals. Dad's accident becomes the major rupture in October's life.

Mum	Stig	Yusuf
Core knowledge: Initially seen through October's anger and hurt. Later, the relationship shifts towards understanding, connection and repair. **How Balen crafts them:** Balen tracks the relationship from resentment to closeness through repeated encounters, shared interests, mudlarking, stories and moments of care.	**Core knowledge:** Owl companion and mirror for October. Stig reflects wildness, vulnerability, separation, recovery and release. **How Balen crafts them:** Animal as symbol / narrative function. Stig's journey parallels October's: injured, protected, released, rewilded.	**Core knowledge:** Friendship and belonging in the city. Yusuf helps October connect to London, but their relationship also creates the climax/crisis. **How Balen crafts them:** Dialogue, shared discovery, mudlarking and conflict show that friendship involves honesty, mistakes, forgiveness and repair.
Kate / school / wider community	**October + Dad**	**October + Mum**
Core knowledge: Helps October encounter new forms of support and belonging outside the woods. **How Balen crafts them:** School initially feels threatening and overwhelming, but the library, teachers, friendship and The Assembly allow October to find voice and agency.	**Starts as...:** Safety, shared wild life, stories, treasure. **Develops into...:** A bond tested by accident, guilt and separation. **Why it matters:** Shows how love can root identity, but also how children must grow beyond one secure version of the world.	**Starts as...:** Absence, anger, blame, rejection. **Develops into...:** Curiosity, shared discovery, care, partial reconciliation. **Why it matters:** Shows that relationships can be repaired through patience, listening and shared experience.

October + Stig	October + Yusuf	Character arc: Rooted -> Uprooted -> Rewilded
Starts as...: Rescue, protection, intense attachment. **Develops into...:** Release and mirrored growth. **Why it matters:** Shows that love sometimes means letting go rather than keeping something for comfort.	**Starts as...:** Newness, awkwardness, connection. **Develops into...:** Conflict, apology, trust and joy. **Why it matters:** Shows how friendship can create belonging in an unfamiliar place.	**Rooted:** October begins certain that the woods are her whole world. **Uprooted:** accident, Mum, school and city life disrupt her identity. **Rewilded:** October does not become tame or simply return to the old self. She becomes broader, more connected and more able to tell her own story.

First-person narrative	Sensory imagery	Synaesthesia
Meaning / effect: We experience events through October's mind, feelings and language. This makes the narrative immediate and subjective. **Use it in analysis like this:** Balen's first-person voice helps the reader understand October's intense, unusual way of experiencing the world.	**Meaning / effect:** Sight, sound, smell, touch and taste make the woods vivid and make the city feel overwhelming. **Use it in analysis like this:** The sensory detail reflects October's emotional state and makes place feel physical.	**Meaning / effect:** Senses blend together, showing that October experiences the world intensely and differently. **Use it in analysis like this:** This can suggest overwhelm, creativity or a rich sensory connection to nature.

Simile and metaphor	Kennings / invented compounds	Run-on sentences / polysyndeton
Meaning / effect: Comparisons reveal how October interprets herself, nature, fear, anger and belonging. **Use it in analysis like this:** Name tenor, vehicle and ground: what is being described, what it is compared to, and what they share.	**Meaning / effect:** Unusual combinations of words create a playful, vivid, childlike and poetic voice. **Use it in analysis like this:** These show October's distinctive education, imagination and relationship with language.	**Meaning / effect:** Long flowing sentences can make thoughts feel breathless, flooded or unstoppable. **Use it in analysis like this:** Sentence structure mirrors emotion: panic, excitement, overwhelm, urgency.
Short sentences / minor sentences	**Italics instead of speech marks**	**Contrast**
Meaning / effect: Shortness can create shock, certainty, tension or emotional impact. **Use it in analysis like this:** Balen changes pace by controlling sentence length.	**Meaning / effect:** Dialogue feels blended into October's narration rather than separate from her thoughts. **Use it in analysis like this:** This can make voice feel immediate and personal.	**Meaning / effect:** Wild vs city, silence vs noise, freedom vs structure, "we" vs "I". **Use it in analysis like this:** Contrasts reveal October's internal conflict and changing identity.

Symbolism

Meaning / effect: Objects, animals and activities mean more than themselves.

Use it in analysis like this: Stig, the ring, mudlarking, stories, woods and the Thames become symbols of development.

Symbol / motif

Stig

Literal meaning: A rescued owl.

Symbolic meaning: October's wildness, vulnerability, need for freedom and eventual emotional release.

The ring

Literal meaning: A found object linked to Dad and treasure.

Symbolic meaning: Family connection, the past, loss, hope and the desire to repair what feels broken.

Symbol / motif

Mudlarking

Literal meaning: Searching the Thames for objects.

Symbolic meaning: Unearthing stories, connecting past and present, finding wildness in London.

The woods

Literal meaning: October's home.

Symbolic meaning: Freedom, identity, safety, instinct and the original version of October.

Symbol / motif

The city / school

Literal meaning: New urban spaces.

Symbolic meaning: Confinement and overwhelm at first; later, new community and belonging.

Stories

Literal meaning: Tales, histories, memories.

Symbolic meaning: A way to make meaning from imperfect lives and unfinished endings.

Coming of age

Core understanding: October grows emotionally. She moves from a single, fixed identity towards a more complex one.

Useful analysis angle: A coming-of-age story is not just about getting older; it is about learning, adapting and forming identity.

The power of nature

Core understanding: Nature is not just background. It shapes October's language, confidence, values and sense of home.

Useful analysis angle: The natural world can be protective, freeing and emotionally meaningful.

Urban life and structure

Core understanding: The city first feels artificial, divided, noisy and confining. Later, October discovers wildness and stories within it.

Useful analysis angle: Avoid a simple "woods good, city bad" reading. Balen makes this contrast develop.

Displacement

Core understanding: October is physically moved from the woods and emotionally uprooted from certainty.

Useful analysis angle: Displacement creates anger, fear and guilt, but it also forces new connections.

Voice and expression

Core understanding: October gradually learns to speak, tell and share her story with others.

Useful analysis angle: Finding voice is linked to confidence, community and identity.

Belonging

Core understanding: Belonging becomes more than one place or one person.

Useful analysis angle: By the end, October can belong to the wild, to family, to friends and to a wider community.

Imperfection

Core understanding: Not every story has a neat ending. The ending offers wholeness rather than perfection.

Useful analysis angle: This is central to Balen's message: life can be incomplete and still meaningful.

Balen's possible message	Balen's possible message	Use this as a big thesis idea
People can be changed by pain without being defined only by it. **Because...:** October's anger, fear and guilt are real and understandable. **But...:** The novel also shows recovery through friendship, family and stories. **Freedom matters, but connection matters too.** **Because...:** The woods give October identity and power. **But...:** She also needs other people to grow, repair and find a wider sense of belonging.	**Letting go can be an act of love.** **Because...:** October's attachment to Stig shows how strongly she loves the wild. **But...:** Releasing Stig shows emotional maturity and a movement beyond possession. **A story can be whole without being perfect.** **Because...:** The ending does not erase pain, conflict or uncertainty. **But...:** It allows October to accept complexity and still claim her story.	Balen presents growing up as a painful but necessary process of becoming more whole. October does not abandon her wildness; she learns how to carry it into a wider world of family, friendship, story and belonging.

WHZW — What

What to include: Clear topic sentence with a precise idea. Ideally use two adjectives.

Sentence stem: Balen presents October as ___ and ___ because...

WHZW — How

What to include: Evidence anchor: a moment, method or short quotation if needed.

Sentence stem: This is shown through Balen's use of...

WHZW — Zoom

What to include: Zoom into a method, word choice, sentence structure, symbol or contrast.

Sentence stem: The method suggests / implies / reinforces...

WHZW — Why

What to include: Writer's purpose, reader effect or link to theme.

Sentence stem: Balen may want readers to understand that...

Analytical verbs

Analytical verbs
presents, portrays, depicts, conveys, highlights, reinforces, develops

Meaning verbs
suggests, implies, indicates, symbolises, reflects, reveals, contrasts

Analytical verbs

Structure verbs
opens, shifts, withholds, foreshadows, mirrors, resolves, juxtaposes

Reader response verbs
makes us question, invites sympathy, creates tension, evokes, unsettles, reassures

Creative writing toolbox

Narrative hook

How to use it well: Begin with setting, character, in media res or withholding information.

Avoid: Starting with too much explanation.

First-person voice

How to use it well: Let the narrator's personality shape vocabulary, rhythm and observations.

Avoid: Making every narrator sound the same.

Setting

How to use it well: Make place reveal emotion: safe, threatening, freeing, confining.

Avoid: Description that does not affect character or mood.

Creative writing toolbox

Protagonist + animal

How to use it well: Use the animal as mirror, symbol or emotional reflection.

Avoid: Adding an animal that has no narrative function.

Sentence variation

How to use it well: Mix short impact sentences with longer flowing lines.

Avoid: Using long sentences accidentally rather than purposefully.

Symbolism

How to use it well: Let one object, place or animal gather meaning across the story.

Avoid: Explaining the symbol too obviously.

Creative writing toolbox

Character arc

How to use it well: Plan how the character changes: rooted -> uprooted -> rewilded.

Avoid: A plot where events happen but the character does not change.

Resolution

How to use it well: Aim for a meaningful ending, not necessarily a perfect one.

Avoid: A sudden "and then I woke up" ending.

Story mountain for The Wild

Exposition

Planning questions: Where is the wild setting? Who is the protagonist? What do they want? What animal mirrors them?

Inciting incident

Planning questions: What changes everything? How does it force the protagonist out of safety or certainty?

Story mountain for The Wild

Rising action

Planning questions: What two or three events test the character and reveal their inner conflict?

Climax

Planning questions: What is the moment of highest internal tension, where the protagonist cannot go back to who they were?

Falling action / resolution

Planning questions: What do they accept, release, repair or understand? How can the ending feel whole without being perfect?

Figurative language

Simile
Definition: Comparing two things using 'like' or 'as'

Pathetic fallacy
Definition: Using weather to reflect mood or emotion

Personification
Definition: Giving human qualities to something non-human

Onomatopoeia
Definition: A word that imitates a sound

Language and grammar

Adjective
Quiz example: Ominous

Fronted adverbial
Definition: word, phrase, or clause placed at the beginning of a sentence

Sensory imagery
Definition: Language that appeals to the senses

Narrator and characters

Protagonist
Definition: The main character in a story

First-person narration
Pronouns: I, me, we

Author of October, October
Katya Balen

Stig
An owl

Narrative structure

Exposition
Definition: The opening that establishes character and setting

In medias res
Definition: Beginning in the middle of the action

Rising action
Definition: Events that develop tension towards the climax

Climax
Definition: The point of greatest tension or a major turning point

Writer's craft

Vehicle of a metaphor
Definition: The thing it is compared to

Foreshadowing
Definition: Hinting at something that may happen later

An object used symbolically
Meaning: It represents a wider idea or meaning

Story vocabulary

Displacement
Definition: Being removed from a familiar home or environment

Mudlarking
Definition: Searching muddy riverbanks for lost or discarded objects

Food Knowledge Checklist

Unit Name	Health and Safety/Eat Well		
By the end of the unit:			
I understand the main hazards that can be found in a food room, including knives, hot surfaces and spillages.			
I understand why long hair should be tied back before cooking.			
I understand why it is important to wash my hands thoroughly before handling food.			
I understand why jewelry should be removed or secured when preparing food.			
I understand the importance of wearing appropriate clothing or an apron when cooking.			
I understand what the food safety danger zone is (5°C-63°C).			
I understand why bacteria grow quickly within the danger zone.			
I understand that food should be cooked to 70°C for 2 minutes to help destroy harmful bacteria.			
I understand what cross-contamination is and how it can occur.			
I understand how regular handwashing and cleaning surfaces help prevent food poisoning.			
I understand why raw and cooked foods should be kept separate.			
I understand the food room rules that help keep everyone safe during practical lessons.			
I understand how to carry and use a knife safely in the food room.			
I understand the difference between the bridge hold and the claw grip and when to use them.			
I understand the five main food groups shown in the Eatwell Guide.			
I understand why eating at least five portions of fruit and vegetables each day is important.			
I understand why drinking plenty of water is part of a healthy diet.			
I understand that foods high in fat, sugar and salt should be eaten less often.			
I understand the functions of Vitamins A, C and D in maintaining good health.			
I understand the different roles within a professional kitchen brigade and why teamwork, communication and hygiene are important in professional food preparation.			

Safe Cutting Techniques



BRIDGE GRIP



CLAW GRIP

BRIDGE GRIP: make a bridge with your fingers to steady food.
CLAW GRIP: curl fingertips under while slicing.

Cross Contamination

Cross contamination is the **spread of bacteria** from one thing to another - for example, from raw meat to vegetables.

Prevent it: wash hands and utensils, and use the correct colour chopping b



The Eatwell Guide



Aim for 5 a day. Choose wholegrains, water and lower-fat options; limit sugary and high-saturated-fat foods.

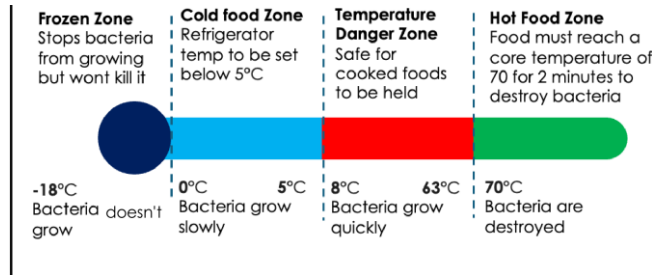
Food Room Safety

Before cooking:
Remove blazer • roll up long sleeves • remove jewellery • tie up hair • wash hands • put on apron.

Classroom and knife rules:

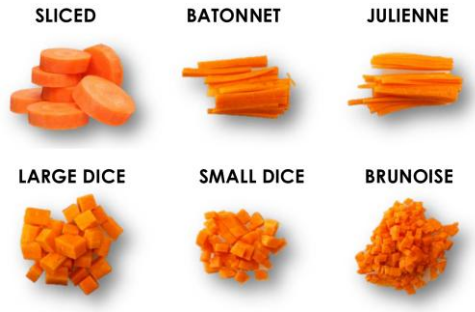
- **Do not run or shout**; stay at your own station.
- **STOP / HANDS UP**: stop safely, empty your hands and listen.
- Use equipment only when you know how it works.
- **Carry knives point down** with a straight arm.
- **Cut on a chopping board** using a **bridge or claw grip.**
- **Wash your own knife**; never leave it in the sink.
- **Wash, dry and return equipment**; wipe down surfaces.

Safe Temperatures & Storage



Frozen: −18°C stops bacteria growing but does not kill them.
Cold food: keep refrigerated food at **0–5°C**.
Danger zone: bacteria grow quickly from **8–63°C**.
Hot food: the slides specify a core temperature of **70°C for 2 minutes**.
Store safely: frozen food in a freezer; fresh food in a fridge; ambient food in well-ventilated areas (15–25°C).

Vegetable Cuts & Key Vocabulary

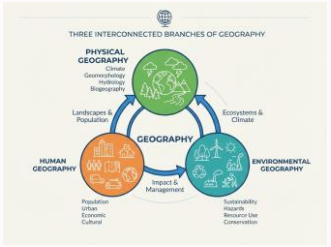


Key vocabulary linked to preparation:
Julienne: thin matchstick-style strips. **Brunoise:** very small dice.
Mise en place: a French culinary phrase meaning "everything in its place".

Geography Knowledge Checklist

Unit Name	Geography – Places, Skills and Weather		
By the end of the unit:			
1. I can distinguish physical, human and environmental geography, with examples.			
2. I can describe the settlement hierarchy from hamlet to city.			
3. I can identify primary, secondary, tertiary and quaternary industry sectors.			
4. I can explain the difference between local, regional, national and global scales.			
5. I can identify latitude, longitude, the Equator, Prime Meridian and hemispheres.			
6. I can use the eight points of the compass.			
7. I can read four-figure and six-figure OS grid references using eastings then northings.			
8. I can describe distinctive physical and human features of Cornwall.			
9. I can recognise common Ordnance Survey symbols and contour lines.			
10. I can compare densely and sparsely populated places.			
11. I can describe the six stages of the geographical fieldwork enquiry cycle.			
12. I can explain high and low air pressure and why wind blows.			
13. I can describe the main UK air masses and the weather they bring.			
14. I can use a synoptic chart to recognise isobars and warm and cold fronts.			
15. I can explain how relief rainfall creates a rain shadow.			
16. I can explain how convectional rainfall forms when warm, moist air rises.			
17. I can explain how frontal rainfall forms when different air masses meet.			
18. I can explain why city centres can be warmer than surrounding rural areas.			

1. Branches of Geography

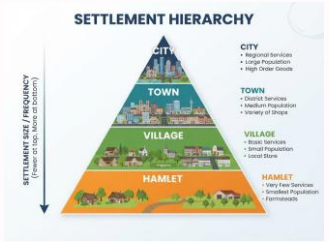


Physical: Natural features (rivers, coasts, mountains, weather).

Human: Human activities, settlements, population, and trade.

Environmental: Interaction between **humans and nature**.

2. Settlement Hierarchy



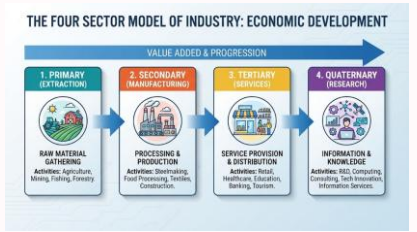
City: Densely populated urban area; regional services.

Town: Medium urban area; secondary schools and shops.

Village: Small rural settlement with basic local services.

Hamlet: Sparsely populated cluster; no core services.

3. Economic Industry Sectors



Primary: Raw material extraction (farming, fishing, mining).

Secondary: Manufacturing raw materials into products.

Tertiary: Services (retail, healthcare, education, tourism).

Quaternary: Research, high-tech, and IT jobs.

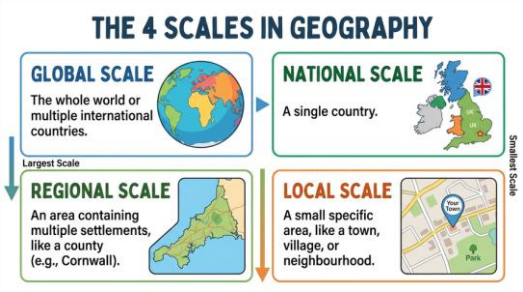
4. Geographical Scale

Global Scale: Covers the **entire world** or multiple international continents.

National Scale: Focuses on an entire **single country** (e.g., the **United Kingdom**).

Regional Scale: Covers a county or province with **multiple settlements** (e.g., **Cornwall**).

Local Scale: Specific **small area** such as a town, neighbourhood, or school grounds.

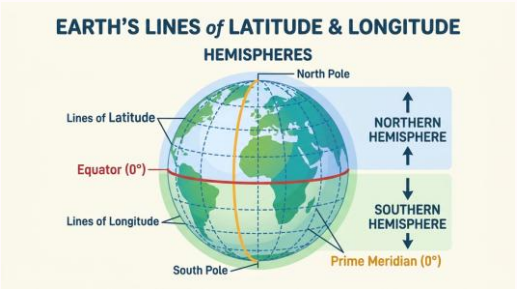


5. Latitude, Longitude & Hemispheres

Latitude Lines: Horizontal parallel lines measuring distance North or South from the **Equator (0°)**.

Longitude Lines: Vertical pole-to-pole lines measuring distance East or West from the **Prime Meridian (0°)**.

Hemispheres: Division of Earth into **Northern**, **Southern**, **Eastern**, and **Western** halves.

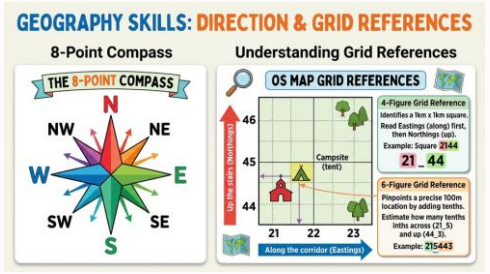


6. Compass & OS Grid References

8-Point Compass: Direction points — **N, NE, E, SE, S, SW, W, NW**.

4-Figure Grid Reference: Identifies a **1 km × 1 km square**; read **Easting** (along corridor) then **Northing** (up stairs).

6-Figure Grid Reference: Pinpoints an exact **100 m × 100 m spot** by dividing the square into **tenths**.



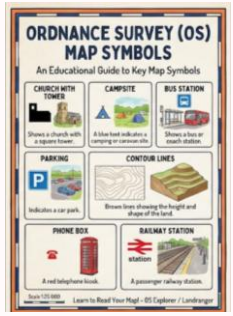
7. Cornwall as a Distinctive Place

Physical Distinctive Features: Rugged **granite tors** (Bodmin Moor), steep **Atlantic sea cliffs**, sheltered **sandy coves**, and **river estuaries**.

Human Distinctive Features: Historic copper and tin **engine houses**, coastal **fishing harbours**, **china clay pits**, and **tourist infrastructure**.



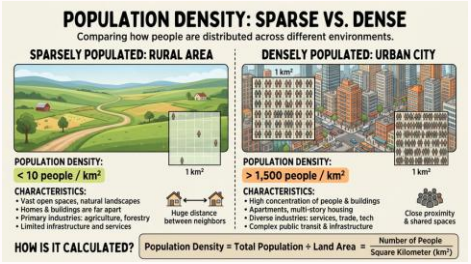
8. Ordnance Survey (OS) Maps



OS Map Symbols: Standardised national icons showing land-use, transport, and buildings.

Navigation Key: Identifies churches with towers, campsites, parking, stations, phone boxes, and **contour lines**.

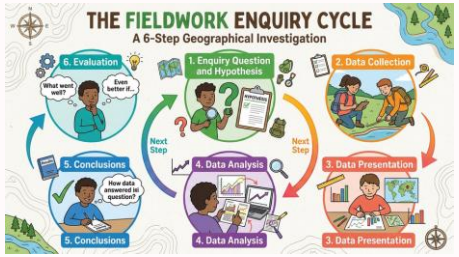
9. Population Density



Sparsely Populated: Rural countryside with low density and widely spaced settlements.

Densely Populated: Urban city centres with high density, high-rise buildings, and infrastructure.

10. 6-Stage Fieldwork Cycle

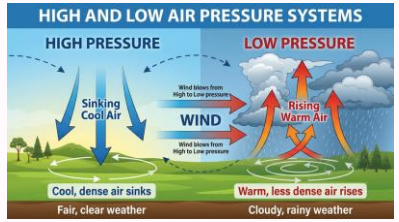


1. Question & Hypothesis • **2. Data Collection** (primary)

3. Data Presentation (graphs) • **4. Analysis** (modal patterns)

5. Conclusions • **6. Evaluation & Reliability**

11. Pressure & Wind



High Pressure (H): Sinking cool air; clear, dry weather.

Low Pressure (L): Rising warm air; clouds and rain.

Wind: Air flows from **high to low pressure**.

12. UK Air Masses

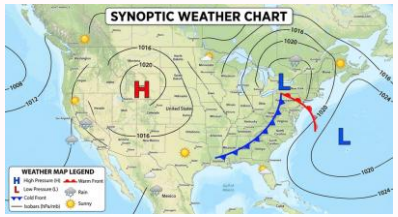


Arctic Maritime: Cold/moist. **Polar Maritime:** Cool/wet.

Polar Continental: Cold/dry winter, warm/dry summer.

Tropical Continental: Warm/dry. **Tropical Maritime:** Warm/wet.

13. Synoptic Charts

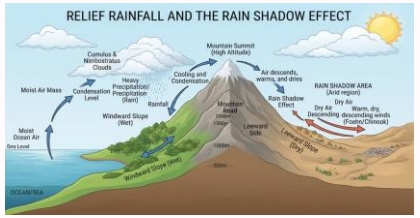


Isobars: Lines joining places of **equal air pressure**.

Pressure Gradient: Close isobars = **strong winds**.

Fronts: Warm (red semicircles), **Cold** (blue triangles).

14. Relief Rainfall

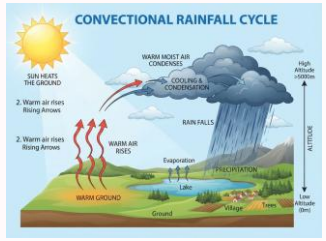


Elevated Relief: Mountains force moist ocean air up.

Condensation: Air cools and rains on **windward side**.

Rain Shadow: Descending dry air on **leeward slope**.

15. Convectional Rainfall

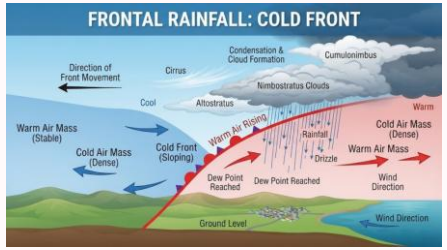


Surface Heating: Intense **solar energy** warms the ground.

Rising Air: Warm moist air rises rapidly and **condenses**.

Downpours: Produces heavy **convectional rainstorms**.

16. Weather Fronts & Frontal Rainfall

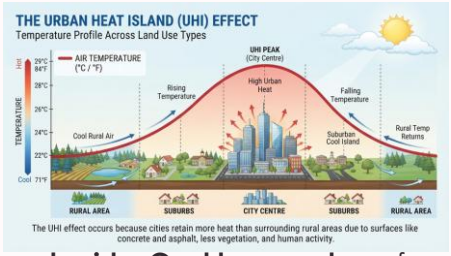


Weather Front: Boundary where **contrasting air masses** meet.

Warm Air Elevation: Lighter **warm air** rises over denser cold air.

Condensation: Forced rising creates **prolonged rain clouds**.

17. Urban Heat Island (UHI) Effect



Rural Countryside: Cool temperatures from vegetation.

City Centre: Peak heat from dark tarmac/concrete and waste heat.

Microclimates: Small-scale variations from surface materials.

History Knowledge Checklist

Unit Name	How did Baghdad create a connected world?			
By the end of this unit I will be able to…				
Define caliph, empire, scholar and Golden Age.				
Explain why the Abbasids replaced the Umayyads in 750.				
Explain why Al-Mansur founded Baghdad by the Tigris in 762.				
Describe how the Round City showed the caliph's power.				
Explain how rivers, farmland and coins helped Baghdad grow.				
Describe goods and ideas carried along the Silk Roads.				
Explain how Arabic and paper helped people share ideas.				
Describe how Al-Ma'mun supported learning and translation.				
Explain how scholars of different faiths worked together.				
Describe the work of Al-Khwarizmi, Al-Kindi and Al-Razi.				
Explain how Baghdad helped create a connected world.				

Unit Name	What can the Via Francigena reveal about the power of Medieval Christianity?			
By the end of this unit I will be able to…				
Put priests, bishops, archbishops and the Pope in rank order.				
Describe monasteries and the roles of monks and nuns.				
Explain why Sigeric went to Rome in 990.				
Explain what the pallium showed about Sigeric's role.				
Describe the risks and difficulties of Sigeric's journey.				
Explain how monasteries gave travellers shelter and care.				
Explain how charity increased the Church's influence.				
Explain beliefs about sin, salvation, heaven and hell.				
Describe saints, relics and shrines.				
Explain why Christians went on pilgrimage.				
Explain how money, gender and status affected pilgrims.				

Writing like a CELT historian — I can…			
Explain what historical details reveal, rather than just describe them.			
Use 'because' to explain a reason.			
Use 'but' to explain a contrast or problem.			
Use 'so' to explain a cause and its effect.			
Use 'although' to connect two contrasting ideas that are both true.			

Unit Name	Hidden in plain sight: How did women shape the story of 1066?			
By the end of this unit I will be able to…				
Explain how land and family links gave women power.				
Identify Edith and explain her influence before 1066.				
Explain how Emma's marriages connected ruling families.				
Explain why Emma's book presents a favourable view of her.				
Identify the rivals for the English throne in 1066.				
Put Edward's death, Stamford Bridge and Hastings in order.				
Explain how Matilda supported William's invasion and rule.				
Explain why William faced resistance after Hastings.				
Describe Gytha's links to Exeter and the limits of our evidence.				
Compare the conquest's effects on Matilda and Gytha.				
Explain what Domesday reveals about Edith and Judith.				

Unit Name	Why does Frankopan think the story of the First Crusade should begin in Constantinople?			
By the end of this unit I will be able to…				
Define crusade, pilgrimage, penance and Christendom.				
Explain the threats facing Alexios and the Byzantine Empire.				
Explain why Alexios asked for help at Piacenza in 1095.				
Describe Urban's appeal at Clermont in November 1095.				
Explain why Jerusalem mattered to three religions.				
Explain why accounts of Urban's speech may differ.				
Explain Frankopan's reason for starting in Constantinople.				
Describe Alexios's aims and the crusaders' oaths.				
Explain how Anna Komnene's viewpoint shaped her account.				
Describe events at Nicaea, Antioch and Jerusalem in 1097–99.				
Compare the results for Alexios, crusaders and local people.				

Writing like a CELT historian — I can…			
Start a paragraph with a topic sentence that sets out my argument.			
Select accurate historical details to support my argument.			
Connect my ideas and keep every sentence focused on my argument.			
End with a sentence that links my argument back to the question.			
Check my spelling, punctuation, grammar and use of key terms.			

Year 7: How did Baghdad create a connected world?



Key Names

Umayyads: ruling family before the Abbasids.
Abbasids: rulers who made Baghdad their capital.
Al-Mansur: caliph who founded Baghdad.
Frankopan: historian of the Silk Roads.
Al-Khwarizmi: scholar who developed algebra.
Al-Kindi: scholar who worked on codes.
Al-Razi: doctor who studied diseases.

Key Dates

750: Abbasids defeat the Umayyads.
762: Baghdad is founded.
813–833: Al-Ma'mun supports learning.
c. 820: Al-Khwarizmi writes on algebra.
c. 900: Baghdad is a major world city.

Key Words

Caliph: leader of the Muslim community.
Empire: lands under one ruling power.
Islamic: linked to the religion of Islam.
Authority: power or right to lead.
Silk Roads: linked routes used for trade.
Scholar: someone who studies in depth.
Golden Age: time of great learning and success.
Translate: change words into another language.
c.: about; a date is not exact.

Why did Baghdad need to be built?

Islam began in Makkah. After Muhammad died, caliphs led the growing Muslim community. By about **750**, they ruled a large empire.

The **Umayyads** ruled from **Damascus** in Syria. People far to the east, in places such as **Khurasan**, could feel ignored. Messages and armies took a long time to reach them.

The **Abbasids** gained support in the east. They defeated the Umayyads in **750**. A new capital would bring them closer to their supporters in Persia and Iraq.

What did Baghdad reveal about Abbasid power?

In **762, Al-Mansur** chose a site beside the **River Tigris**. Roads, rivers and rich farmland helped people travel, trade and grow food.

The **Round City** had the caliph's palace and main mosque at its centre. This showed his power as a ruler and religious leader. **Walls and gates** protected the city and controlled entry.

Water channels helped farmers grow crops. **Silver coins called dirhams** were used across the empire. They helped people trade and pay taxes.

What did Baghdad's markets reveal about its connections?

The **Silk Roads** were a web of land and sea routes. They linked Baghdad to faraway places. Traders carried **silk, spices, paper, cloth, pottery and horses**. Ideas and skills travelled too.

Karkh was a busy market area. Different goods were sold in different streets. **Arabic** gave many traders a shared language.

The skill of making paper spread from China to Baghdad. **Frankopan argues** that these linked lands were central to world history.

What did the House of Knowledge reveal about Baghdad's search for knowledge?

Books travelled between **Baghdad and Constantinople**, the Byzantine capital. Talks between rulers helped this happen, even when their empires were rivals.

Scholars had to **translate, copy and explain** books before more people could use them. Under **Al-Ma'mun**, rulers and wealthy people paid for this work. The **House of Wisdom** was linked to this support for learning.

People of different faiths worked with **Greek, Syriac, Persian and Arabic** texts. **Hunayn ibn Ishaq**, a Christian scholar, translated medical books.

Learning brought the caliph respect. It also helped with practical tasks, such as building and managing water supplies.

How did the Baghdad scholars develop and transform knowledge?

Paper made books easier to copy and share. Scholars used ideas from Greece, Persia and India. They also **tested, questioned and improved** those ideas.

Al-Khwarizmi developed methods of algebra and helped spread Hindu-Arabic numbers. **Al-Kindi** used maths to help break codes.

Al-Razi learned about illness by watching patients carefully. He wrote about **smallpox and measles**.

These ideas spread beyond Baghdad. People from different backgrounds helped make this a **Golden Age** of learning.

Year 7: Why does Frankopan think the story of the First Crusade should begin in Constantinople?















Key Names

Urban II: Pope who called the crusade.
Alexios I Komnenos: Byzantine emperor who asked for help.
Anna Komnene: Alexios's daughter; wrote the **Alexiad**.
Bohemond: Norman leader who kept Antioch.
Peter Frankopan: historian who puts Byzantium at the centre of the story.

Key Dates

1071: Byzantines lose at Manzikert.
March 1095: appeal at Piacenza.
27 Nov 1095: Urban speaks at Clermont.
1096–97: armies reach Constantinople.
1097: Byzantines regain Nicaea.
1098: crusaders take Antioch.
15 July 1099: Jerusalem captured.

Key Words

Crusade: religious war approved by the Church.
Pilgrimage: journey to a holy place.
Penance: acts to show sorrow for sins.
Salvation: being saved from sin.
Christendom: the Christian world.
Oath: a serious promise.
Diplomacy: talks between rulers.
Siege: cutting off a place to make it give in.
Interpretation: a historian's explanation based on evidence.

Why has the First Crusade often begun at Clermont?

At **Clermont in November 1095**, **Pope Urban II** asked western Christians to help Christians in the East. He urged them to stop fighting each other. He offered **remission of sins**, meaning forgiveness, for a journey made out of faith.

Jerusalem was a holy city for Christians, Jews and Muslims. It became the goal of the journey. Crusaders saw their journey as an **armed pilgrimage**. "**Taking the cross**" meant making a promise and wearing a cross.

Fulcher of Chartres wrote about Urban's speech later. No exact record survives, and the accounts differ. Starting here shows the Pope's power. But Jerusalem had been under Muslim rule for centuries. **Why call for war in 1095?**

Should the First Crusade story begin in Constantinople?

Constantinople was the capital of the **Byzantine Empire**. This Christian empire grew from the Roman Empire. Its ruler, **Alexios I Komnenos**, faced danger from several sides.

Turkish rulers held much of **Asia Minor**, now part of Turkey. Normans had attacked from the west. Raiders had come from the north. In **1094**, some powerful men plotted against Alexios. Soldiers and allies cost him money.

Alexios needed more soldiers. His messengers asked Urban for help at **Piacenza in March 1095**. The Pope could persuade western Christians to join.

Frankopan argues that this crisis and appeal helped set the crusade in motion. Beginning here shows how **religion, war and the need to protect an empire** were linked.

Was this the help Alexios had asked for?

Large armies reached **Constantinople in 1096–97**. Alexios gave gifts and support. But he feared soldiers he could not fully control. Most main leaders made **oaths** to return lands once ruled by Byzantium.
Anna Komnene's Alexiad describes her father's fears. Her support for him shaped her account. It gives us a **Byzantine view** of events.
Bohemond, a Norman from southern Italy, had fought Alexios before.
Crusaders surrounded **Nicaea in 1097**. The city gave in to Byzantine troops. Alexios regained it. Some crusaders were angry because they lost the chance to take goods and win fame.
Shared faith did not mean shared aims.

Did the crusade become what Alexios wanted?

The siege of **Antioch in 1097–98** brought hunger, illness and great tiredness. Some soldiers left. After the city fell, **Bohemond kept it** instead of returning it to Alexios.
Crusaders took **Jerusalem on 15 July 1099**. They killed many Muslims and Jewish people. They set up the **Kingdom of Jerusalem**. Alexios did not rule it. The crusade had gone beyond his request for help.
Raymond of Aguilers was there. He described the crusaders' joy at the **Holy Sepulchre**, a church linked to Jesus's tomb. His account tells us their view, not everyone's.
The results were different for each group. Alexios gained some land. Crusaders reached Jerusalem. People in the captured cities suffered. The war had results that no one leader had planned or controlled.

Year 7: What can the Via Francigena reveal about the power of Medieval Christianity?











Key Names

Sigeric: Archbishop of Canterbury in 990.

Pope: leader of the western Church.

Peter and Paul: early Christian leaders linked to Rome.

St Benedict: wrote rules for monks.

Veronica Ortenberg: historian who studied Sigeric's route.

Key Dates

AD 990: Sigeric visits Rome. His record lists **80 overnight stops** on the way home.

Key Words

Hierarchy: a system of ranks.
Salvation: being saved from sin.
Sin: acting against God's teaching.
Penance: acts to show sorrow for sins.
Relic: a saint's remains or belongings.
Shrine: a holy place people visit.
Pilgrimage: a journey to a holy place.
Authority: power or right to lead.
Influence: ability to affect others.
Status: a person's rank in society.
Devotion: strong religious belief.
Charity: helping people in need.
Hospitality: welcoming and caring for guests.

How was western Christianity organised?

In **990, Sigeric** travelled to **Rome**. The Pope gave him a **pallium**, a woollen band worn over his clothes. It confirmed his role as **Archbishop of Canterbury**.

Sigeric had been a **monk, abbot and bishop**. These were different roles in the Church. Monks lived in religious communities. An abbot led a community of monks.

The western Church had a **hierarchy**. Local **priests** answered to bishops. Above bishops were archbishops and the **Pope** in Rome.

A bishop led the churches in an area called a **diocese**. His main church was a **cathedral**.

Monasteries were places where monks or nuns lived, prayed and learned. An **abbot** or **abbess** led them.

Rome was special because of the Pope and its links to Peter and Paul. A **church** is a building. The **Church** means the wider Christian community and its leaders.

How did Christianity connect people and places?

Sigeric crossed the **Alps**, a mountain range. Long journeys could be dangerous, costly and tiring. Travellers needed food, warmth and a safe place to sleep.

Religious communities offered shelter and some care for sick or injured people. They helped link places along the route.

The **Rule of St Benedict** told monks to welcome guests "**as Christ**". This meant treating guests as they would treat Jesus.

Monasteries used land, wealth and gifts to feed the poor and help people in need. This was part of **Christian charity**.

The Church gained influence through **care and hospitality** as well as its leaders' authority. Christian beliefs shaped how people treated others, not only how they prayed.

Why did Christians go on pilgrimage?

Medieval Christians believed that **God judged people after death**. They hoped to reach **heaven** and feared **hell**. These beliefs shaped their actions.

They believed **saints** were very holy people who could ask God to help others. People visited saints' **shrines** and **relics**. Relics were kept in special containers called **reliquaries**.

Christians prayed, gave gifts and confessed their sins. Some went without food for a time, called **fasting**. They did **penance** to show sorrow for sins.

Pilgrims travelled for healing, safety, thanks or devotion. Some went as penance or on Church business. Some chose to go; others were told to go.

Journeys could be short visits to a holy well or long trips to **Rome**. Gifts from pilgrims could make a church richer and more important.

People from many groups went on pilgrimage. But **money, gender and status** affected how far and how safely they could travel.

Year 7: Hidden in plain sight: How did women shape the story of 1066?



Key Names

Edith: Edward's wife and Harold's sister.
Emma: queen; mother of two kings.
Matilda: William's wife; ruled Normandy while he was away.
Gytha: Harold's mother; fled England.
Judith: William's niece; held English land.
William: Duke of Normandy; became king of England.

Key Dates

1002: Emma marries Æthelred.
1017: Emma marries Cnut.
1040 / 1042: Harthacnut / Edward become king.
1066: Edward dies. William wins Hastings on **14 October**.
1068: William attacks Exeter.
1086: Domesday survey.

Key Words

Authority: power or right to lead.
Influence: ability to affect others.
Legitimacy: an accepted right to rule.
Nobility: rich, high-ranking families.
Dynasty: a family of rulers.
Succession: who becomes the next ruler.
Conquest: taking control by force.
Rebellion: action against a ruler.
Feudal: land held for loyalty and service.
Regency: ruling for an absent ruler.
Patronage: giving support to gain loyalty.

What can Queen Edith reveal about power before 1066?

By **1066**, England was one **Christian kingdom**. The king ruled with powerful **nobles and bishops**. Owning land made noble families rich and powerful.
Edith was Earl Godwin's daughter, **Harold Godwinson's sister** and **Edward the Confessor's wife**. Her family, the **Godwins**, ruled large areas of England.
Edith's role as queen, her family and her land gave her power. She also gave support to people and projects, called **patronage**. Historians can identify her in the **Bayeux Tapestry**. Edward and Edith had **no children**. It was unclear who would rule next.

How did Queen Emma connect England and Normandy?

Emma came from Normandy's ruling family. She married England's king, **Æthelred II, in 1002**. This linked the two ruling families. Their son was **Edward the Confessor**.
After the Danes took England, Emma married **Cnut in 1017**. His family ruled England, Denmark and Norway. Her sons **Harthacnut** and **Edward** became kings in **1040** and **1042**.
Marriage and motherhood helped Emma build links between kingdoms. She had a book written about her, the **Encomium Emmae Reginae**. It told her story in a way that praised her role.

How did Matilda help make William's victory possible?

Edward died in January 1066 without a child to take his place. Harold became king. **William** and **Harald Hardrada** also wanted the throne. Harold defeated Hardrada at **Stamford Bridge**, then marched south. William defeated Harold at **Hastings on 14 October 1066**. Norman soldiers on horses, archers and foot soldiers faced the English **shield wall**.
Matilda of Flanders had links to noble families and French kings. These links added to William's status. She helped prepare the invasion and **ruled Normandy while he was away**. Her support helped make the invasion possible.

Where were women in the struggle for England?

Winning Hastings did not give William control of all England. Some English nobles fought back. Some wanted **Edgar Ætheling** as king. William used **castles, force and gifts of land** to gain control.

Matilda travelled towards York in 1068, where people opposed Norman rule. Her son **Henry** was born at **Selby** during the journey.

Gytha was Harold's mother and Earl Godwin's widow. She was in **Exeter** when William attacked in **1068**. She later fled England. We do not know exactly what she did in the fighting. Matilda's family gained power; Gytha's family lost it.

What does the Domesday book reveal about women's power?

Land brought wealth and power before and after 1066. William gave much English land to **Norman followers**. Many English owners lost their estates, or large areas of land.

In the **feudal system**, powerful lords held land from the king. They owed him **loyalty and service**. Other landholders held land from those lords.

William ordered the **Domesday survey in 1086**. It recorded who held land and what it was worth.

Edith had held land in places such as **Cornwall and Somerset**. By 1086, much had new owners. Some Norman women gained land. **Countess Judith** held land directly from the king.

Maths Knowledge Checklist

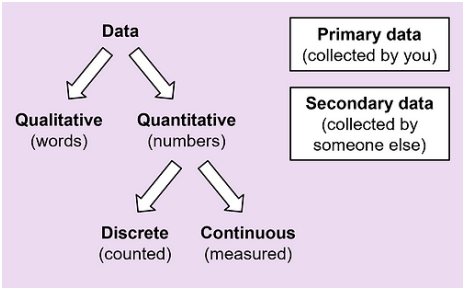
Unit Name	Analysing Data 1			
By the end of this unit will be able to…				
Calculate averages and spread from a wide range of data				
Calculate averages from frequency tables				
Draw stem and leaf diagrams				
Interpret stem and leaf diagrams				
Draw frequency polygons				
Problem solve with averages				

Unit Name	Law and Order			
By the end of this unit will be able to…				
Use the commutative property to rearrange numbers in calculations				
Use the associative and distributive properties to simplify and solve calculations.				
Apply the order of operations correctly when working with addition, multiplication and indices.				
Apply the order of operations correctly when working with subtraction, division and roots.				
Apply the order of operations correctly when working with equal powers and brackets.				
Apply the order of operations correctly when working with division lines and roots.				
Apply the order of operations correctly in a range of mixed calculations.				

Unit Name	Linear Equations			
By the end of this unit will be able to…				
Use inverse operations to find a missing number in " think of a number" problems				
Solve two-step equations accurately				
Solve equations involving division using inverse operations				
Solve equations that contain brackets				
Form equations from word problems and solve them to find unknown values				

Unit Name	Decimals			
By the end of this unit will be able to…				
Add and subtract decimal numbers accurately.				
Multiply integers and decimal numbers accurately.				
Multiply two decimal numbers and calculate the correct product.				
Divide decimals by integers and calculate the correct quotient.				
Divide decimal numbers by other decimal numbers accurately.				

1 Types of data



2 Grouping data

It is sometimes appropriate to sort data into groups

Class (Rs.)	Tally Marks	Frequency Students
20 - 30	𝍸	5
30 - 40	𝍸 |||	8
40 - 50	𝍸 ||||	9
50 - 60	𝍸 𝍸	10
60 - 70	𝍸 |	6
70 - 80	||	2
Total		40

3 Two-way tables

All rows and columns sum to their total

	Baseball	Basketball	Football	Total
Male	13	15	20	48
Female	23	16	13	52
Total	36	31	33	100

4 Stem and Leaf diagrams

Stem and leaf diagrams break numbers into their stem and their leaf

They must include a key

Key : 2	0 means 20
Stem	Leaf
0	1 4
1	3 6 6 7
2	0 2 5
3	6 7 7 7 8
4	0 1 3

5 Averages from a list

Mode : most common item in the list
Median: middle item when the list is ordered
Mean: Add all numbers together and divide by the quantity of items in the list
Range: largest value – smallest value

6 Averages from a table

Number of people	Frequency	Number × Frequency
1	5	1 × 5 = 5
2	6	2 × 6 = 12
3	3	3 × 3 = 9
4	2	4 × 2 = 8
	n = 16	Total = 34

Mean = $\frac{34}{16}$

7 Mean from a table

On your calculator:
Menu > 2.Statistics
1: 1-Variable
Fill the table
OPTN
3: 1-Varibale
$\bar{x}$ is the mean

8 Comparing data using averages

"**On average** "- compare the medians
Consistency – smaller range = more consistency

Analysing and displaying data

MATHS

1 Directed number: add and subtract



2 Directed number: add

When **adding** a **negative number**, move **down** the number line.

$5 + -2$
$= 5 - 2$
$= 3$

$-5 + -2$
$= -5 - 2$
$= -7$

3 Directed number: Subtract

When **subtracting** a **negative number**, move **up** the number line.

$5 - -2$
$= 5 + 2$
$= 7$

$-5 - -2$
$= -5 + 2$
$= -3$

4 Directed number: multiply and divide

1.Complete the multiplication ignoring the signs

Calculate (-3) x (-2)

+ × + = +
− × − = +

2. Decide on the sign- Mixed Means Minus

▶ (-3) x (-2) = +6

+ × − = −
− × + = −

5 Multiplying Decimals

Multiply as if there are no decimals (x10 or 100...)
Then adjust your answer by dividing back by 10 or 100....

3.4 x 2.86
×10 ×100

	2 8 6	
×	3 4	
	1 1 4 4	
	8 5 8 0	
	9 7 2 4	

9724 ÷30 ÷100
= 9.724

6 Dividing Decimals

Write division as a fraction

$8.75 \div 0.7$

×10

$\frac{8.75}{0.7} = \frac{87.5}{7}$

×10

Use powers of 10 for equivalent fractions until integer on denominator

$7 \overline{)87.5} = 12.5$

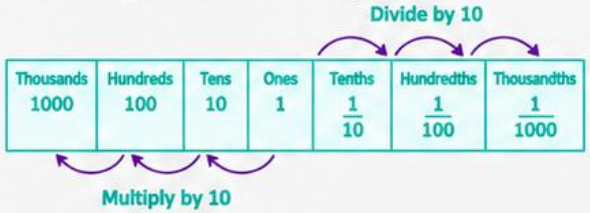
7 Add and Subtract Decimals

Line up the decimal points.
Use zeros as place holders if you need

$$\begin{array}{r} 12.5 \\ +\ 6.23 \\ \hline 18.73 \end{array} \qquad \begin{array}{r} {\scriptstyle 4\ \ 1} \\ 5.2 \\ -\ 3.6 \\ \hline 1.6 \end{array}$$

8 Multiplying & Dividing By Powers of 10

Multiply- each digit shifts left
Divide- each digit shifts right
Decimal point remains in position



Decimal, Directed Number and Finance

Law and Order

1 The Commutative Law

Addition is commutative because

$a + b = b + a$

For Example

$3 + 4 = 4 + 3$

2 The Commutative Law

Multiplication is commutative because

$a \times b = b \times a$

For Example

$5 \times 3 = 3 \times 5$

3 Distributive Law

$a \times (b + c) = a \times b + a \times c$

$a(b + c) = ab + ac$

4 The Associative Law

A calculation is associative when adding brackets doesn't change the result

Example

$4 + 5 + 6$

+1 +1 +1 +1 | +1 +1 +1 +1 | +1 +1 +1 +1 +1 +1

$(4 + 5) + 6 = 9 + 6$

+1 +1 +1 +1 +1 +1 +1 +1 +1 | +1 +1 +1 +1 +1 +1

$4 + (5 + 6) = 4 + 11$

+1 +1 +1 +1 | +1 +1 +1 +1 | +1 +1 +1 +1 +1 +1

In all three cases, the result is 15.

+ 180

6 Divisions can be written with a fraction bar

e.g. $\frac{5 \times 3}{6 - 1}$

$= 12 \div 2 = 6$

6 Examples of the Order of Operations

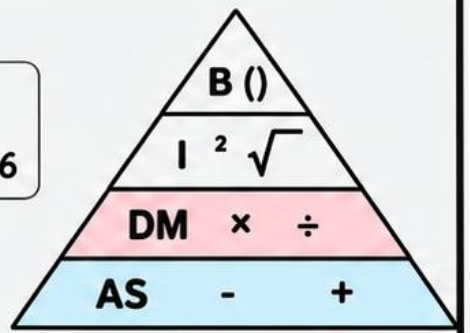
Calculate $30 - 3 \times 5$

$= 30 - 15 = 15$

Work out the multiplication first, so replace 3 × 5 with 15, then read from left to right

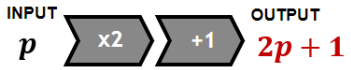
Calculate $\frac{4 + 8}{2}$

$= 12 \div 2 = 6$



1 Forming expressions

Letters represent unknown numbers



$p \times 2 = 2p$

$\Rightarrow 2p + 1$

2 Substitution

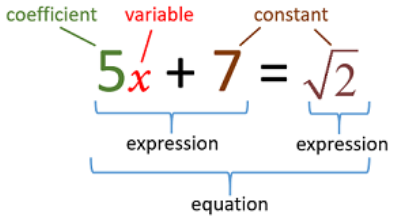
$3a - 2b \quad (a = 10 \quad b = 4)$

$= 3(10) - 2(4)$

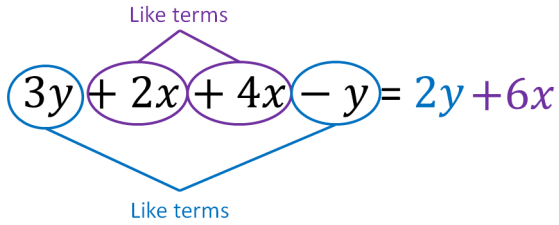
$= 30 - 8$

$= 22$ ✓

3 Algebraic vocabulary



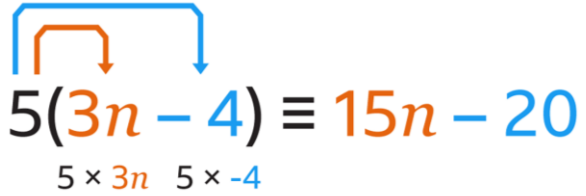
4 Collecting like terms



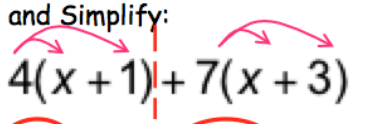
5 Multiplying terms

$4a \times 5b = 20ab$

6 Expanding single bracket



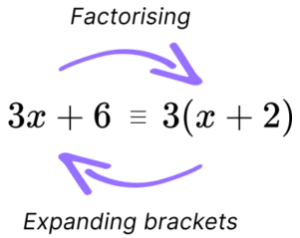
7 Expand and Simplify:



$= 4x + 4 + 7x + 21$

$= 11x + 25$

8 Factorising



Expressions, functions & formulae

1 Expanding, factorising, substituting

Factorising

$3x + 6 \equiv 3(x + 2)$

Expanding brackets

$3a - 2b$ $(a = 10 \quad b = 4)$

$= 3(10) - 2(4)$

$= 30 - 8$

$= 22$ ✓

2 Function machines

input → × 3 → output

input → ÷ 3 → output

3 1-step & 2-step equations

$10x - 24 = 82$

$+24$ $+24$

$10x = 106$

$\div 10$ $\div 10$

$x = 10.6$

4 Equations with variable on denominator

$\frac{108}{y} - 2 = 7$

$+2$ $+2$

$\frac{108}{y} = 9$

$\times y$ $\times y$

$108 = 9y$

$\div 9$ $\div 9$

$12 = y$

5 Equations with brackets

1. Expand the brackets
2. Solve as normal

6 Equations with Fractions

$\frac{x-3}{2} = 6$

$\times 2$ $\times 2$

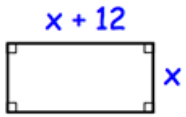
$x - 3 = 12$

$+3$ $+3$

$x = 15$

7 Forming equations with shape

Perimeter = 56cm



$x + x + 12 + x + x + 12 = 56$

$44x + 24 = 56$

8 Forming equations with words

I think of a number.
I multiply the number by 3 and then add 5.
The answer is 29.

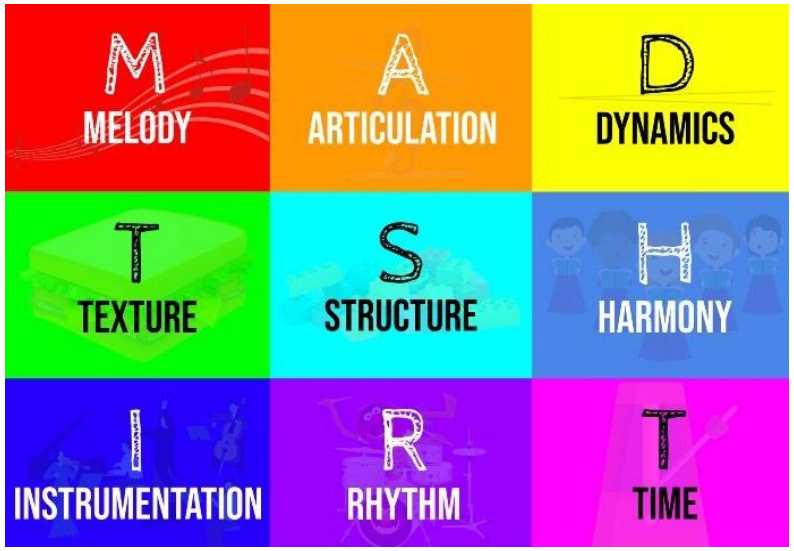
$3x + 5 = 29$

Linear Equations

Music Knowledge Checklist

Unit Name	Autumn Term – Musical Elements and Ukulele		
By the end of the unit:			
1. I can describe melody as the main tune of a piece of music.			
2. I can explain articulation, including staccato and legato.			
3. I can explain dynamics (volume) and tempo (speed).			
4. I can identify sections such as introduction, verse, chorus, bridge and outro.			
5. I can explain harmony and what a chord is.			
6. I can describe timbre (instrumentation) and rhythm.			
7. I can describe texture as the layers of sound in music.			
8. I can define an ostinato and explain that it repeats.			
9. I can recognise other structural sections: middle 8 and instrumental section.			
10. I can label the main parts of a ukulele using the diagram.			

Musical Elements

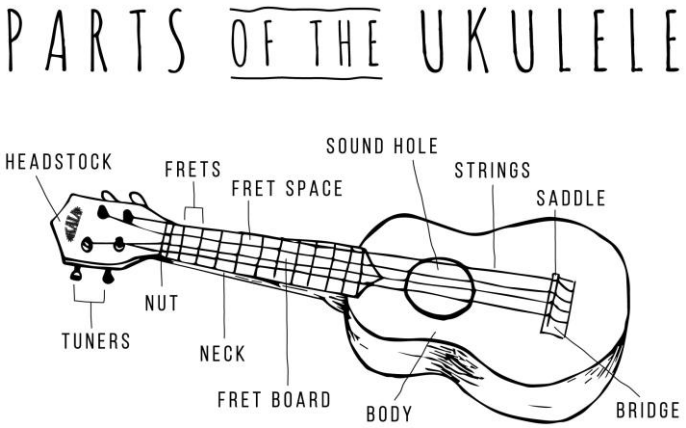


Key Vocabulary this term

Ostinato: An **ostinato** is a short musical pattern or phrase that is **repeated over and over** throughout a piece of music. The repeated pattern can be rhythmic, melodic, or both.

A chord: A **chord** in music is a group of **three or more notes played at the same time**. Chords create **harmony**, which adds depth and emotion to a melody.

The Ukulele



Musical Elements

M – **Melody**: the tune or main sequence of notes that you can sing or hum.
A – **Articulation**: how notes are played or sung (e.g., staccato = short and detached, legato = smooth and connected).
D – **Dynamics**: the volume of the music (loud, soft, getting louder or quieter).
T – **Tempo**: the speed of the music.
S – **Structure**: how the music is organised into sections (e.g., verse–chorus, ABA, rondo).
H – **Harmony**: notes played together to support the melody, often as chords.
I – **Instruments (Timbre)**: the sound quality or tone colour of voices and instruments.
R – **Rhythm**: the pattern of long and short sounds and silences.
T – **Texture**: how many layers of sound there are and how they interact (e.g., monophonic, homophonic, polyphonic).

Key vocabulary linked to structure:

Introduction
Verse
Chorus
Bridge
Outro
Middle 8
Instrumental Section

<u>A Chord</u>

A **chord** in music is a group of **three or more notes played at the same time**. Chords create **harmony**, which adds depth and emotion to a melody.

What words in this definition do we already know?

RE Knowledge Checklist

Unit Name	Judaism			
By the end of the unit:				
1. I can explain monotheism and the covenant between God, Abraham and his descendants.				
2. I can name the Patriarchs: Abraham, Isaac and Jacob.				
3. I can describe the Torah, Tanakh and Talmud and their importance in Judaism.				
4. I can explain how Moses led the Exodus and received the Commandments.				
5. I can explain why Jews celebrate Pesach and what happens at a Seder meal.				
6. I can describe a Bar Mitzvah or Bat Mitzvah and what it means for young Jews.				
7. I can describe King David's story, including Goliath and Jerusalem.				
8. I can explain the Davidic Covenant and the Jewish belief in a Messiah.				
9. I can explain Rosh Hashanah and describe the use of the shofar.				
10. I can explain how Jews observe Yom Kippur and seek forgiveness.				
11. I can define important words such as covenant, liberation, mitzvah and repentance.				
12. I can explain how key Jewish beliefs, stories and festivals guide Jewish life today.				

JUDAISM: THE BIG PICTURE

- Judaism is one of the world's oldest monotheistic religions (belief in ONE God) — over 4,000 years old.
- Jews believe God made a special covenant (agreement) with Abraham and his descendants.
- Holy book = the Tanakh: Torah (Law), Nevi'im (Prophets), Ketuvim (Writings). The Torah is handwritten on scrolls read in the synagogue.
- The Talmud is a collection of discussions helping Jews apply Jewish teachings to daily life.
- Hebrew is the ancient sacred language, revived as the official language of modern Israel.
- The State of Israel was established in 1948. Jerusalem holds the Western Wall — the last remaining part of the Second Temple.

KING DAVID

- Anointed by Samuel while a shepherd; famously defeated Goliath with a sling and stone.
- United the twelve tribes of Israel as king, made Jerusalem the capital, and brought the Ark of the Covenant there.
- Wrote many Psalms; sinned with Bathsheba but repented.
- The Davidic Covenant: God promised David's throne/descendants would endure forever — the root of Jewish hope for a Messiah.
- The Star of David (Magen David, 'Shield of David') is linked to David and appears on the Israeli flag as a symbol of Jewish identity.

ROSH HASHANAH & YOM KIPPUR

Rosh Hashanah & Yom Kippur (the 'High Holy Days' / 'Days of Awe')

- Rosh Hashanah = Jewish New Year — reflection and new beginnings; the shofar (ram's horn) is blown.
- Yom Kippur = Day of Atonement — Jews fast, pray and ask forgiveness for their sins, reflecting on the 'Book of Life'.
- Core theme: repentance, prayer and charity can 'remove the severity' of God's judgement.

THE PATRIARCHS & MOSES

- Abraham, Isaac and Jacob = the Patriarchs, founders of the covenant with God.
- Moses led the Exodus, freeing the Israelites from slavery in Egypt, and received the Commandments.

PESACH (PASSOVER)

- Celebrates the Exodus from Egypt; families retell the story at a Seder meal.

RITES OF PASSAGE

- Bar Mitzvah (boys) / Bat Mitzvah (girls) mark taking responsibility for Jewish law, usually at 13 (boys) or 12 (girls).
- The young person reads from the Torah in Hebrew, may lead prayers, and gives a speech, often followed by a celebration.

KEY QUESTIONS: LESSONS 1–3

1. **The Patriarchs**
What does the story of the Binding of Isaac explain about the Jewish people and their covenant with God?
2. **Moses, the Liberator**
How did Moses shape the future of the Jews?
3. **Pesach**
Why is it important for modern Jews to remember this event from their history?

KEY QUESTIONS: LESSONS 4–6

4. **Rites of Passage**
What does Judaism mean for young Jewish people today?
5. **David, the King**
How does the story of David inspire Jewish people?
6. **Rosh Hashanah & Yom Kippur**
How are traditional Jewish festivals celebrated and why are they still relevant today?

KEY VOCABULARY: LESSONS 1–2

[L1] Covenant: A special agreement between God and the Jewish people.

[L1] Patriarch: A founding father of Judaism — Abraham, Isaac and Jacob.

[L1] Sacrifice: An act of giving something important to show faith or devotion.

[L2] Exodus: The journey of the Israelites out of slavery in Egypt.

[L2] Liberation: Setting people free from oppression or slavery.

[L2] Commandments: Laws given by God to guide how people should live.

KEY VOCABULARY: LESSONS 3–4

[L3] Pesach (Passover): The festival celebrating the Exodus from Egypt.

[L3] Seder: A special meal that retells the story of the Exodus.

[L4] Bar/Bat Mitzvah: Ceremony marking a young Jew's responsibility for Jewish law.

[L4] Mitzvah: A commandment or good deed Jews are encouraged to follow.

KEY VOCABULARY: LESSON 5

[L5] Anointed: Chosen and blessed by God for a special purpose.

[L5] Messiah: The future leader Jews believe will bring peace and justice.

KEY VOCABULARY: LESSON 6

[L6] Rosh Hashanah: The Jewish New Year — a time for reflection and new beginnings.

[L6] Yom Kippur: The Day of Atonement, when Jews seek forgiveness.

[L6] Repentance: Feeling sorry for wrongdoing and committing to change.

Science Knowledge Checklist

Unit Title	Working Scientifically			
When Working Scientifically I can:				
Identify independent, dependent and control variables in an investigation.				
Predict what will happen using scientific knowledge and understanding.				
Use appropriate techniques, apparatus and materials during laboratory work.				
Investigate safely and write a risk assessment.				
Make and record observations and measurements in suitable tables.				
Calculate a mean where appropriate.				
Present observations and data in a suitable graph.				
Write a conclusion from my data and graphs and describe what I have found out.				
Explain my conclusion using scientific knowledge and understanding.				
Evaluate data by identifying anomalies and potential sources of error.				
Evaluate my investigation by identifying strengths and weaknesses and suggesting improvements.				

Unit Title	Introduction to Chemistry			
By the end of the unit I will be able to…				
Describe and draw the arrangement of particles in a solid, liquid and gas.				
Describe the movement of particles in a solid, liquid and gas.				
Describe the changes of state - freezing, melting, evaporation, condensation, sublimation.				
Describe the losing and gaining of energy during changes of state.				
Define conservation of mass.				
Definition of an atom, element, compound & mixture.				
Draw simple particle diagrams to show elements, compounds and mixtures.				

Unit title	Chemistry in action			
By the end of the unit I will be able to…				
Describe pure and impure substances.				
Identify the purity of a substance from its boiling point.				
Define soluble and insoluble.				
Describe separation techniques for different mixtures.				
Describe a method to separate a substance using chromatography.				
Use a chromatogram to identify which known substances make up an unkown mixture.				
Describe filtration, evaporation and distillation.				
Identify the correct apparatus and method to separate a mixture.				
Define solvent and solution.				

Science Knowledge Checklist

Unit Title	Human Body			
When Working Scientifically I can:				
Label an animal and plant cell				
Describe different specialised cells and their adaptations				
Label the male and female reproductive systems				
Describe the changes during puberty.				
Describe the menstrual cycle.				
Explain fertilisation and pregnancy.				
Describe stages of human development.				
Explain how substances are transferred from mother to baby through the placenta.				
Describe the structure of DNA and the role of chromosomes and genes.				

Unit Title	Energy		
By the end of the unit I will be able to…			
Name the eight different stores of energy.			
Define the conservation of energy.			
Describe the four ways energy can be transferred from one store to another and give examples.			
Define dissipation.			
Describe an experiment to compare the energy values of different fuels.			
Name renewable and non-renewable ways of generating electricity.			
Calculate the cost of an energy bill.			
Describe how to reduce energy use at home.			
Describe how heat travels by conduction, convection and radiation.			

How Science Works

Safety in the Lab

- A **hazard** is something that could potentially cause harm.
- The **risk** is the chance a hazard will cause harm.


Explosive


Environmentally damaging


Oxidising


Health hazard


Corrosive


Compressed gas


Irritant


Flammable


Toxic

Independent variable: something **you change** in an investigation to investigate how it affects the outcome.
Dependent variable: something **you measure** in an investigation to decide how the investigation was affected.
Control variable: something **kept the same** in an investigation to avoid affecting the outcome.
Reliable: data collected that is both repeatable and reproducible.
Anomalous results: results that **do not fit the pattern** of the rest of the data.

Gathering Data

Data from experiments are placed in a table to make it easier to read.
A table has:

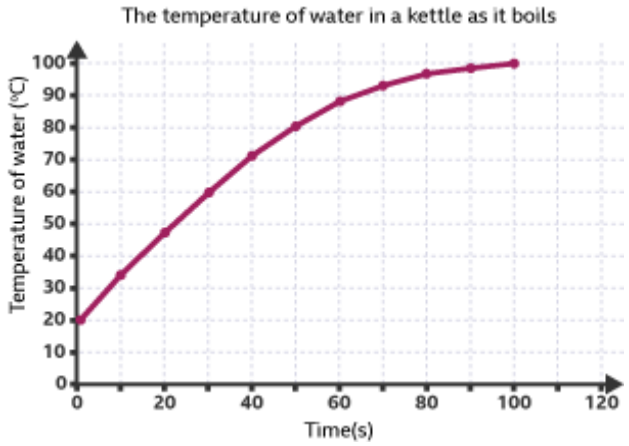
- a heading in each column - include units if appropriate.
- the independent variable in the first column.
- the dependent variable in the other column(s).

Presenting Data

After collecting and recording data it is often presented in a graph or chart. This shows the data in a useful way and helps them to reach conclusions.

Types of graph/chart:

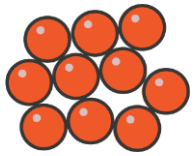
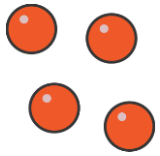
- **line graph** should be used when the independent and dependent variables are **continuous**
- **bar chart** should be used if the independent variable is **categoric**



Keywords:
Continuous: A variable that has values that can be any number.
Categoric: A variable that has values that are words instead of numbers. Examples include gender, hair colour and the name of your school.

Introduction to Chemistry

States of Matter

		
Solid	Liquid	Gas
Regular lattice arrangement	Radom arrangement	Random arrangement
Vibrate around a fixed spot	Move freely over one and another	Random motion

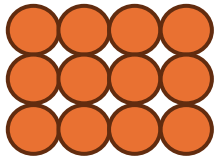
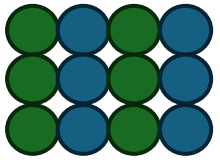
Changes of State



Keywords

Evaporate: change from **liquid to gas** at the **surface** of a liquid at any temperature.
Boil: change from liquid to gas **of all the liquid** at its boiling point.
Condense: change from **gas to liquid** when the temperature drops to the boiling point.
Melt: change from **solid to liquid** when the temperature rises to the melting point.
Freeze: change from **liquid to solid** when the temperature drops to the melting point.

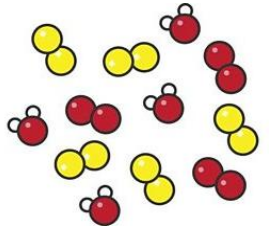
Atoms, Elements and Compounds

		
Atom	Element	Compound

Mixtures:

A mixture is formed when **two or more elements** or **compounds** are present **without** being **chemically bonded** together.
Mixtures can be separated using physical processes:

- **filtration**
- **evaporation**
- **crystallisation**
- **distillation**
- **chromatography**



Pure and Impure Substances

A **chemically pure substance** will have **specific melting and boiling points**.
Impure substances have:

- Lower melting points
- Higher boiling points

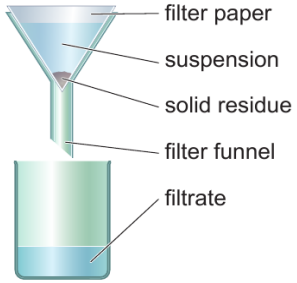
Keywords

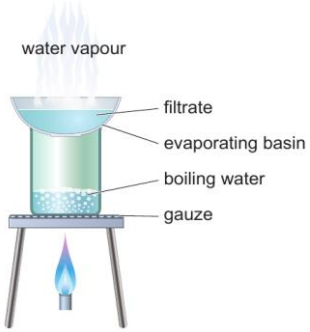
Atom: the smallest particle of an element that can exist.
Element: a substance made up of **only one** type of atom.
Compound: a substance made up of **2 or more different atoms**, chemically bonded together.

Chemistry in Action

Filtration, Evaporation and Crystallisation

Filtration:
- separates an insoluble solid from a pure liquid or a solution
- involves a circle of filter paper folded to make a cone and placed into a filter funnel.
- the filtrate is the liquid which passes through the filter paper
- the residue is the solid left on the filter paper.





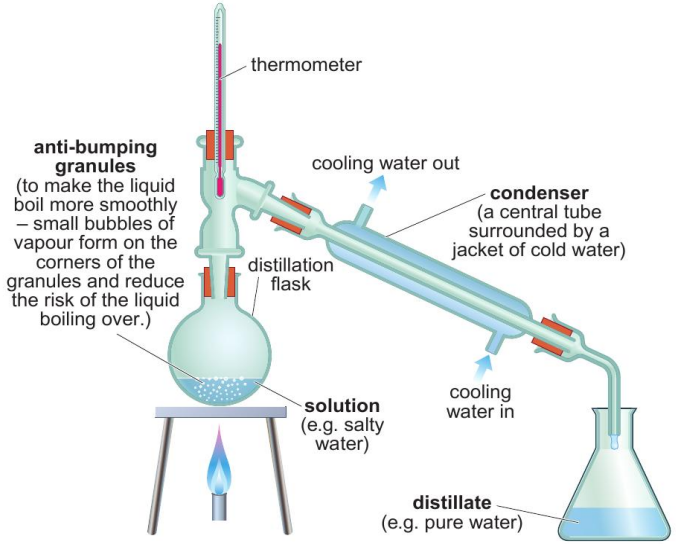
Evaporation:
- occurs when a liquid slowly turns into a gas below its boiling point.
- separates a solid solute from the solvent in a solution

Crystallisation:
- used to separate a solid solute from a solution over a longer period
- the solution is heated until half the solvent has evaporated
- the remaining solution is left to cool slowly, leaving behind crystals

Keywords:
Solution: the mixture formed when a solute dissolves into a solvent
Solvent: A substance, normally a liquid, that dissolves another substance.
Solute: A substance that can dissolve in a liquid.
Dissolve: When a solute mixes completely with a solvent.
Soluble: a solid that dissolves in a specific solvent
Insoluble: a solid that does not dissolve in a specific solvent

Distillation

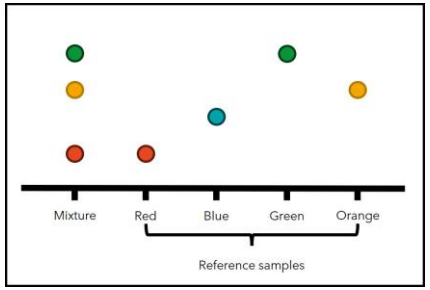
- used to separate a solvent from a mixture.
- the solvent has a lower boiling point than the solute, so this evaporates first
- the gaseous solvent is then condensed back into a liquid



Chromatography

Used to separate soluble substances in a mixture and identify the substances in the mixture.

Chromatograms:
- a **pure substance** produces **one spot**
- an **impure substance** produces **two or more** spots



Human Body 1

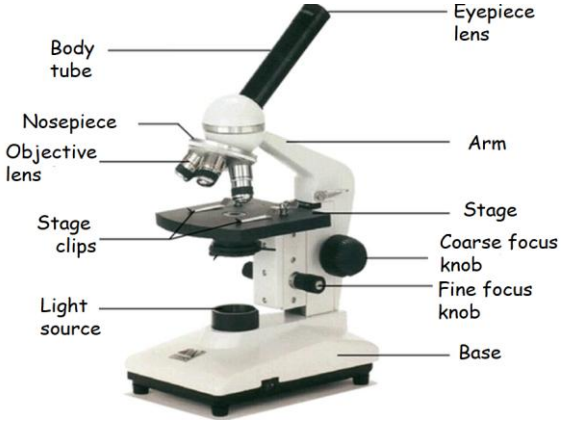
Microscopes

Stage: the flat ledge the **slide sits on** with a microscope.

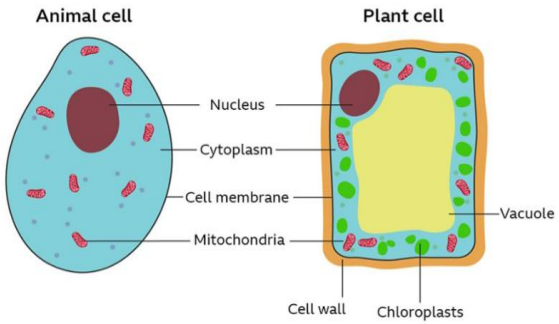
Total magnification = eye piece lens magnification × objective lens magnification.

Cells: the **basic unit** of all living organisms.

Organelles: **tiny structures** which carry out various functions **within a cell**



Animal and Plant cells



Nucleus: contains **genetic material** that **controls** the activities of the cell.

Cytoplasm: Gel-like substance where most **chemical reactions** happen.

Cell Membrane: Controls what **enters and leaves** the cell.

Mitochondria: Where **aerobic respiration** occurs.

Cell Wall: Strengthens and **supports plant cells.**

Vacuole: Contains **cell sap in plant cells.**

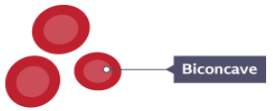
Chloroplasts: Where **photosynthesis** occurs, contain **chlorophyll.**

Levels of organisation

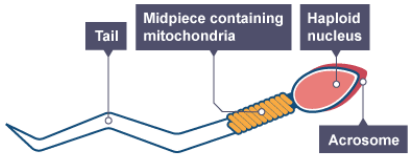
cells → tissues → organs → organ systems

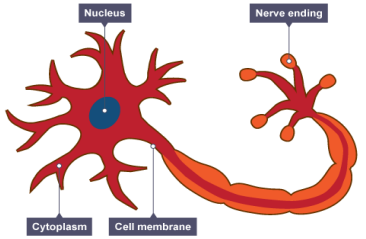
Structure	Description
Organelle	A specialised unit within a cell which performs a specific function
Cell	The basic building block of all living organisms
Tissue	A group of cells working together to perform a shared function, and often with similar structure
Organ	A structure made up of groups of different tissues, working together to perform specific functions
Organ system	A group of organs with related functions, working together to perform certain functions within the body

Specialised Cells



Specialised cells: have components that allow them to complete a **specific purpose** (in animals include red blood cells, sperm, eggs, nerve cells, muscle cells, ciliated cells, and villi).





Puberty

Hormones that control puberty

Oestrogen: Controls puberty in **females.**

Testosterone: Controls puberty in **males.**

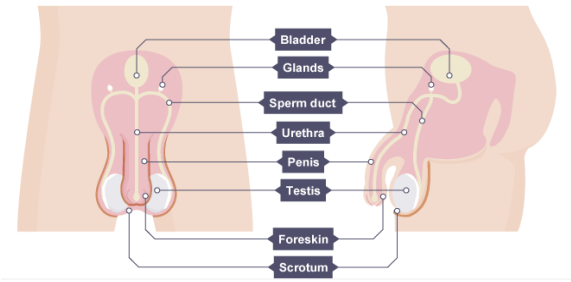
Changes that happen to both boys and girls

- underarm hair grows
- pubic hair grows
- body smell gets stronger
- emotional changes
- growth rate increases

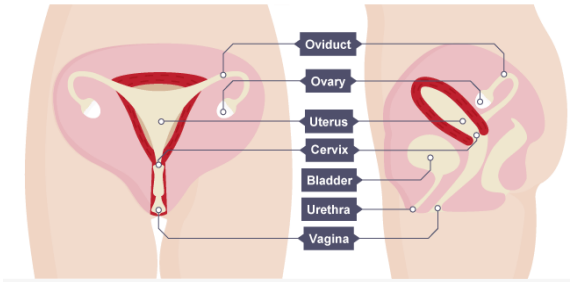
Human Body 1

Reproductive system

Male



Female



Sperm Duct: Tubes leading from the testes.

Penis: 2 functions: to **pass urine** and **produce semen.**

Testes: Male organ that produces **sperm.**

Urethra: Tube in the penis that **carries urine or semen.**

Ovary: Organ which contains **eggs**.

Oviduct, or fallopian tube: **Carries an egg** from the ovary to the uterus and is where **fertilisation** occurs.

Uterus/womb: Where a **baby develops** in a pregnant woman.

Menstrual cycle

On average, lasts 28 days.

Menstruation: The **buildup** and **break down** of the **uterus lining.**

Ovulation: Release of an egg from an ovary at around day 14.

Fertilisation

In sexual reproduction, a male gamete and a female gamete join together.
Gametes: sex cells (eggs and sperm).
Zygote: A **fertilised ovum** (egg cell) before it has divided into an embryo

Gestation

Gestation: the **length** of **pregnancy.**

Placenta: Organ that **provides** the **foetus** with **oxygen** and nutrients and removes waste substances.

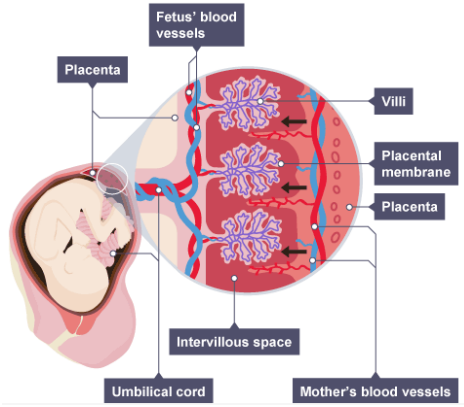
Amniotic fluid: Liquid that **surrounds** and **protects** the **foetus**.

Amniotic sac: Produces amniotic fluid.

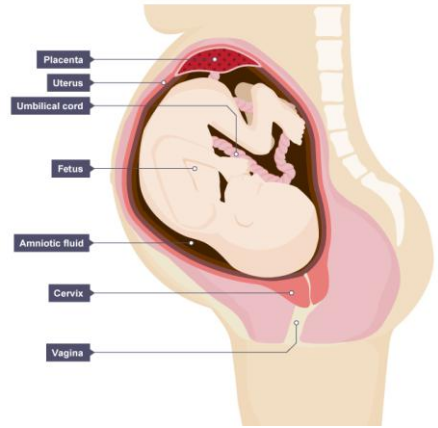
Umbilical cord: Connects the foetus to the placenta.

Cervix: Ring of muscle below the uterus that **keeps the baby in place**.

Fetus: unborn baby.



Development of the fetus



- **Smoking during pregnancy** reduces oxygen to the fetus, increasing the risk of **low birth weight** and **premature birth**.
- **Alcohol use during pregnancy** can damage the baby's **nervous system**, especially the **developing brain**.

The placenta

The *placenta* is an **organ** responsible for providing **oxygen** and **nutrients** and **removing waste substances**. It grows into the wall of the **uterus** and is joined to the **fetus** by the ***umbilical cord***.

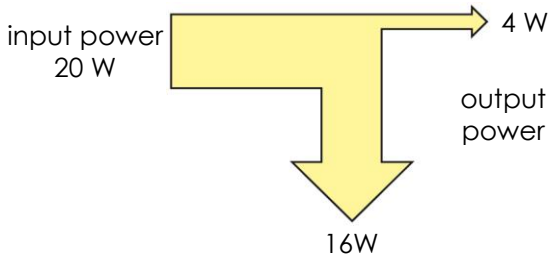
Energy

Energy Stores and Transfers
Energy is stored in eight ways: thermal, kinetic, chemical potential, gravitational potential, elastic potential, electrostatic, magnetic and nuclear.
Energy is transferred from one store to another in four ways: mechanically, electrically, by heating, by radiation.
The **units** of energy are **Joules**.
Energy cannot be created or destroyed, **only transferred** from one store to another.

Kinetic Energy and Gravitational Potential Energy
Gravitational Potential Energy is the energy stored in an object that is **raised** against the **force of gravity.** For example:
- Lifting a book on a shelf.
- Going up on a rollercoaster.

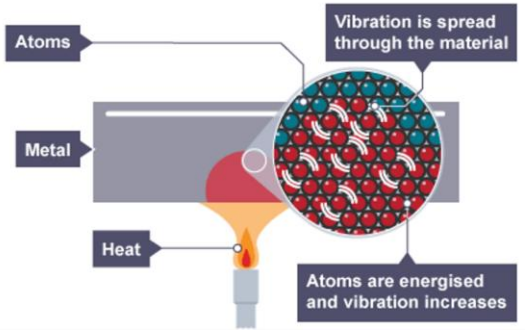
Kinetic energy is the energy stored in a **moving object**. For example:
- A person running.
- A car driving on the road.

Domestic Energy Transfers
Efficiency is a measure of how much **energy is transferred** to a **useful** energy store.
Sankey diagrams show useful and wasted energy stores.

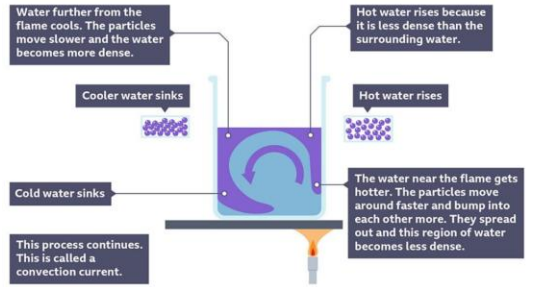


Power is the amount of energy transferred per second is measured in **Watts (W)**.
One Kilowatt equals **one thousand Watts**.
One **Kilowatt-hour** is the amount of energy **transferred by an appliance every hour**.
Energy that is not transferred usefully is dissipated.

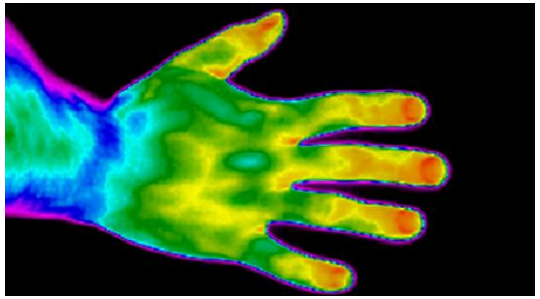
Conduction
Conduction is the transfer of energy through a **solid** by **vibrating the particles**



Convection
Convection is the transfer of energy through **fluids** as the particles in fluid are able to freely move.



Radiation
Radiation is the transfer of energy by **infrared radiation** (a type of electromagnetic wave). It does not involve particles.



Classroom language	
Français	**Anglais**
Comment dit-on en français/anglais ?	How do you say... in French/ English?
Comment ça s'écrit...?	How do you spell...?
Comment prononce-t-on ...?	How do you pronounce (it)?
Passe-moi .... , s'il te plaît?	Can you give me...?
Tu peux répéter?	Can you repeat that?
Je peux aller à ma leçon de musique?	Can I go to my music class?
Je ne comprends pas.	I (don't) understand
Je suis désolé(e).	I'm sorry
J'ai (presque) fini.	I have (almost) finished
S'il te plaît / s'il vous plaît	please
merci	thank you
Objets en classe	**Classroom objects**
un stylo	a pen
une règle	a ruler
un portable	a mobile phone
un cahier	an exercise book

Describing the weather	
Aujourd'hui...	Today ...
Il y a du soleil	it's sunny
Il fait froid	it's cold
Il fait chaud	it's hot
Il y a du vent	it's windy
Il fait beau	it's good weather
Il fait mauvais	it's bad weather
Il pleut	it's raining
Il neige	it's snowing
Il y a des nuages	it's cloudy
Saying what the weather is like today : Aujourd'hui, il y a du soleil et il fait beau. Cependant il y a des nuages.	

Days and dates	
Aujourd'hui c'est...	Today is...
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday
janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December
Saying the date: Aujourd'hui c'est lundi vingt-deux septembre deux mille vingt-cinq	

Numbers
1. un
2. deux
3. trois
4. quatre
5. cinq
6. six
7. sept
8. huit
9. neuf
10. dix
11. onze
12. douze
13. treize
14. quatorze
15. quinze
16. seize
17. dix-sept
18. dix-huit
19. dix-neuf
20. vingt
21. vingt et un
22. vingt-deux
23. vingt-trois
24. vingt-quatre
25. vingt-cinq
26. vingt-six
27. vint-sept
28. vingt-huit
29. vingt-neuf
30. trente
31. trente et un

The alphabet	
letter	
a	ah
b	beh
c	seh
d	deh
e	uh
f	eff
g	zheh
h	ahsh
i	ee
j	zhee
k	kah
l	ell
m	em
n	en
o	oh
p	peh
q	koo
r	air
s	ess
t	teh
u	ooh
v	veh
w	doo-bla-veh
x	eeks
y	ee-grek
z	zed

être - to be

Person	Conjugated
I am	je suis
You are	tu es
He / she / it is	il / elle est
We are	nous sommes
You (plural / formal) are	vouz êtes
They are	ils / elles sont

aller - to go

Person	Conjugated
I go	je vais
you (singular) go	tu vas
he / she goes	il / elle / on va
we go	nous allons
you (plural/formal) go	vous allez
they go	ils/ elles vont

How to talk in the present tense

Chop the final two letters and swap for these endings

The present tense verb endings

Person	Verbs ending in **-ER**	Verbs ending in **-IR**	Verbs ending in **-RE**
je (I)	e	is	s
tu (you)	es	is	s
il / elle (he / she)	e	it	/
nous (we)	ons	issons	ons
vous (you all)	ez	issez	ez
ils / elles (they)	ent	issent	ent

avoir – to have

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

French Key Vocab Autumn 1

Greetings	
Salut	hello
bonjour	good morning
bonsoir	good evening
à plus	see you later
au revoir	goodbye
ça va?	How are you?
ça va bien	I'm fine
ça va mal	I'm not well
Comment t'appelles-tu?	What are you called?
je m'appelle…	I'm called…
merci	thank you
s'il vous plait	please

Getting to know each other	
Comment t'appelles-tu ?	What are you called?
Je m'appelle…	I'm called…
Comment s'appelle-t-il/elle ?	What is he/ she called?
il/elle s'appelle	he/ she is called…
Comment ça s'écrit ?	How is it spelled?
Ç'a s'écrit	It is spelled…
quelle est la date de ton anniversaire ?	When is your birthday?
mon anniversaire c'est le…	My birthday is the… of…
mon/ma/mes	my
ton/ta/tes	your
son/sa/ses	his/ her/ their
notre	our
nos	our + plural
leur	their

Classroom objects	
un stylo	a pen
une règle	a ruler
un téléphone portable	a mobile phone
un cahier	an exercise book
My pets	
un chat	a cat
un chien	a dog
un oiseau	a bird
un poisson	a fish
un lapin	a rabbit
1.	
2.	
3.	
4.	
5.	
Colours	
bleu	blue
rouge	red
noir	black
blanc	white
rose	pink
gris	grey
violet	purple
orange	orange
jaune	yellow
vert	green
marron	brown
1.	
2.	

Family members	
(demi-) sœur	(step-/half-) sister
(demi-) frère	(step-/half-) brother
(belle-) mère	(step) mother
(beau-) père	(step) father
famille	family
fils	son
fille	daughter
fils / fille unique	only child
grand-mère	grandmother
grand-père	grandfather
grands-parents	grandparents
jumelles	twin sisters
tante	aunt
oncle	uncle
aîné	older
cadet	younger

Physical descriptions	
J'ai les cheveux…	I have… hair
blonds	blonde
châtains	brown
roux	red
noirs	black
gris	grey
blancs	white
courts	short
longs	long
1.	
2.	
J'ai les yeux…	**I have… eyes**
bleus	blue
verts	green
marron	brown
gris	grey
1.	
2.	

French Key Vocab Autumn 2

Describing people		
Masculin	**Féminin**	**English**
amusant	amusante	funny
beau	belle	handsome, beautiful
calme	calme	calm
fort	forte	strong
gentil	gentille	kind, nice
grand	grande	tall, big
gros	grosse	fat
impatient	impatiente	impatient
jeune	jeune	young
patient	patiente	patient
petit	petite	small, short
populaire	populaire	popular
sérieux	sérieuse	serious
sympathique	sympathique	nice, friendly
sportif	sportive	sporty
heureux	heureuse	happy
vieux	vieille	old

Intensifiers	
très	very
assez	quite
trop	too
un peu	a little

key -ar verbs	
parler	to talk
danser	to dance
aider	to help
écouter	to listen
étudier	to study
chanter	to sing
préparer	to prepare
voyager	to travel
travailler	to work
aider	to help
porter	to wear
cuisiner	to cook
se reposer	to rest
1.	
2.	
3.	

key -re verbs	
apprendre	to learn
llire	to read
boire	To drink
1.	
2.	
3.	

Key -ir verbs	
finir	To finish
dormir	To sleep
choisir	To chose
1.	
2.	
3.	

My routines	
quand	When?
toujours	always
normalement	normally
tous les jours	every day
souvent	often
de temps en temps	sometimes
tous les dimanches	on Sundays
tous les week-ends	at the weekends

À quelle heure…?	At what time …?
à	at
à une heure	at one o'clock
à deux heures	at two o'clock
à trois heures	at half past three
à sept heures et quart	at quarter past four
à huit heures moins dix	at ten to eight
de très bonne heure (tôt)	very early
le matin	in the morning
l'après-midi	in the afternoon
à midi	at midday
d'abord	first
ensuite	then
après	after that
plus tard	later
finalement/ enfin	finally

Christmas	
Noël	Christmas
un sapin	a Christmas tree
un cadeau	a present
le Père Noël	Father Christmas
la crèche	nativity scene
les rennes	reindeers
les chants de Noël	Christmas carols

Classroom language	
Español	**Inglés**
¿Cómo se dice…. en español/inglés?	How do you say… in Spanish/ English?
¿Cómo se escribe…?	How do you spell…?
¿Cómo se pronuncia?	How do you pronounce (it)?
¿Me das …. ?	Can you give me…?
¿Puedes repetir?	Can you repeat that?
¿Puedo ir a mi clase de música?	Can I go to my music class?
(No) entiendo	I (don't) understand
Lo siento	I'm sorry
(Casi) he terminado	I have (almost) finished
por favor	please
gracias	thank you
Objetos en la clase	**Classroom objects**
un bolígrafo	a pen
una regla	a ruler
un móvil	a mobile phone
un cuaderno	an exercise book

Describing the weather	
Hoy…	Today …
hace sol	it's sunny
hace frío	it's cold
hace calor	it's hot
hace viento	it's windy
hace buen tiempo	it's good weather
hace mal tiempo	it's bad weather
llueve	it's raining
nieva	it's snowing
hay nubes	it's cloudy
Saying what the weather is like today: **Hoy hace sol y no** hace mal tiempo **pero** hay nubes.	

Days and dates	
Hoy es…	Today is…
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December
Saying the date: **Hoy es** lunes, veintidós **de** septiembre **de** dos mil veinticinco.	

Los números
1. uno
2. dos
3. tres
4. cuatro
5. cinco
6. seis
7. siete
8. ocho
9. nueve
10. diez
11. once
12. doce
13. trece
14. catorce
15. quince
16. dieciséis
17. diecisiete
18. dieciocho
19. diecinueve
20. veinte
21. veintiuno
22. veintidós
23. veintitrés
24. veinticuatro
25. veinticinco
26. veintiséis
27. veintisiete
28. veintiocho
29. veintinueve
30. treinta
31. treinta y uno

The alphabet	
letter	**Sounds like**
a	c**a**t
b	beh
c	theh
d	deh
e	eh like **e**gg
f	effeh
g	heh
h	atcheh
i	ee
j	hota
k	kah
l	eleh
m	emeh
n	eneh
ñ	enyeh
o	l**o**t
p	peh
q	koo
r	erreh
s	esseh
t	teh
u	oo
v	oobeh
w	oobeh dobleh
x	eh kis
y	ee gri egah
z	theta

tener – to have

Person	Conjugated
I have	tengo
you (singular) have	tienes
he / she has	tiene
we have	tenemos
you (plural) have	tenéis
they have	tienen

ser - to be

Person	Conjugated
I am	soy
You are	eres
He / she / it is	es
We are	somos
You (pl) are	sois
They are	son

Spanish Key vocab - Autumn 1

Greetings	
hola	hello
buenos días	good morning
buenas tardes	good afternoon/ evening
buenas noches	good night
hasta luego	see you later
adiós	goodbye
¿Qué tal?	How are you?
¿Cómo estás?	
estoy bien	I'm fine
estoy mal	I'm not well
¿Cómo te llamas?	What are you called?
me llamo...	I'm called...
gracias	thank you
por favor	please

Getting to know each other	
¿Cómo te llamas?	What are you called?
me llamo...	I'm called...
¿Cómo se llama?	What is he/ she called?
se llama...	he/ she is called...
¿Cómo se escribe?	How is it spelled?
Se escribe...	It is spelled...
¿Cuándo es tu cumpleaños?	When is your birthday?
Mi cumpleaños es el... de ...	My birthday is the... of...
mi/mis	my
tu/tus	your
su/sus	his/ her/ their
nuestro/a	our
nuestros/as	our + plural
su/ sus	their

Classroom objects	
un bolígrafo	a pen
una regla	a ruler
un móvil	a mobile phone
un cuaderno	an exercise book
My pets	
un gato	a cat
un perro	a dog
un pájaro	a bird
un pez	a fish
un conejo	a rabbit
1.	
2.	
3.	
4.	
5.	
Colours	
azul	blue
rojo	red
negro	black
blanco	white
rosa	pink
gris	grey
morado	purple
naranja	orange
amarillo	yellow
verde	green
marrón	brown

Family members	
padre	father
padrastro	stepfather
cuidador	carer
hermano mayor	older brother
hermano menor	younger brother
hermanastro	stepbrother
tío	uncle
abuelo	grandfather
primo	cousin
madre	mother
madrastra	stepmother
hermana mayor	older sister
hermana menor	younger sister
hermanastra	stepsister
tía	aunt
abuela	grandmother
prima	cousin
gemelo	twin
soy hijo único	I'm an only child (boy)
soy hija única	I'm an only child (girl)

Physical descriptions	
Tengo el pelo...	I have the hair...
marrón	brown
rubio	blond
pelirrojo	red
corto	short
largo	long
1.	
2.	
Tengo los ojos...	I have the eyes...
marrones	browns
grises	grey
verdes	green
azules	blue
1.	
(No) llevo gafas	I (don't) wear glasses

Spanish Key vocab - Autumn 2

Adjectives for describing people	
¿Cómo eres?	What are you like?
¿Cómo es?	What is he/she like?
(No) soy…	I am (not)…
(No) es	he/she is(n't)
alto	tall
bajo	short
bonito	pretty/ nice
viejo	old
joven	young
amable	kind
simpático	nice
amable	friendly
callado	quiet
divertido	fun
aburrido	boring
feliz	happy
activo	active
serio	serious
1.	
2.	

Intensifiers	
muy	very
bastante	quite
demasiado	too
un poco	a little

key -ar verbs	
hablar	to talk
bailar	to dance
ayudar	to help
escuchar	to listen
estudiar	to study
cantar	to sing
preparar	to prepare
viajar	to travel
trabajar	to work
ayudar	to help
llevar	to wear
cocinar	to cook
descansar	to rest
celebrar	to celebrate
llevar	to wear
1.	

key -er verbs	
aprender	to learn
leer	to read
beber	to eat
comer	to drink
1.	
2.	

Key -ir verbs	
vivir	to live
escribir	to write
describir	to describe
descubrir	to discover
abrir	to open
1.	

My routines	
¿Cuándo?	When?
siempre	always
normalmente	normally
todos los días	every day
a menudo	often
a veces	sometimes
los domingos	on Sundays
los fines de semana	at the weekends

¿A qué hora…?	At what time …?
a	at
a la una	at one o'clock
a las dos	at two o'clock
a las tres y media	at half past three
a las siete y cuarto	at quarter past four
a las ocho menos diez	at ten to eight
muy temprano	very early
por la mañana	in the morning
por la tarde	in the afternoon
al mediodía	at midday
primero	first
luego	then
después	after that
más tarde	later
finalmente	finally

Christmas	
la Navidad	Christmas
¡Feliz Navidad!	Merry Christmas!
un regalo	a present
un árbol de Navidad	a Christmas tree
una fiesta	a party
las tradiciones	traditions
una cena	a meal