ARENA ACADEMY

Knowledge Organiser Booklet

Year 7

2024-25

Summer Term

Collaboration Opportunity Respect Excellence

DELIVERING A CORE EDUCATION

Subjects

Key Stage 3 (Y7-9):

English
Maths
Science
Geography
History
Religious Education
French
Spanish
Physical Education
Computer Science
Art
Performing Arts
Design Technology
Personal Development

Key Stage 4 (Y10-11):

English
Maths
Art
Business Studies
Religious Education
Food Science
French
Spanish
Geography
Health & Social Care
Combined Science
Triple Science: Biology, Chemistry & Physics
History
Computer Science
Design Technology
Sports Studies
Performing Arts
Psychology
DIT
GCSE PE
Photography
Sociology
Personal Development

What are knowledge organisers?

For students to succeed in a particular area, they must have a foundation of factual knowledge, understand those facts in the context of a conceptual framework and organise knowledge in order to facilitate retrieval and application. We can see knowledge organisers as a way to enable this, in a much more systematic way than traditional revision guides and textbooks.

There are many arguments made for the necessity of the memorisation of important knowledge. Our working memory capacity is limited, so by storing more in our long-term memory, we can free up working memory capacity.

Knowledge organisers are a summary of the key facts and essential knowledge that pupils need about a unit of work or a curriculum subject. Each page contains the essential information broken down into easily digestible chunks. Each single side of A4 is important to focus the minds of the teachers creating them so they only include what's crucial.

Pupils will review, revise and quiz themselves using their knowledge organisers.
Knowledge organisers are a really clear and easy to understand way for parents to be more aware of what their children are learning at school and thus to support them whilst they revise/test themselves at home.

How to use your Knowledge Organiser?

What is a Knowledge Organiser and how will it help me ?
It is an organised collection of knowledge that you need to know and learn for every topic you study in every subject. It will help you to be successful in your tests and exams.
Your teacher will use the knowledge organiser in your lessons. They will ask you to refer to various sections - they might talk this through and/or ask you to make key notes in your books or to highlight certain sections on your knowledge organiser.
Your teacher will set homework, where you will be asked to learn key knowledge from your knowledge organiser - you will then be tested in lessons regularly via short quizzes.

Do I have to bring my Knowledge Organiser every day ?
Yes, you do. It is one of our key expectations that you bring your knowledge organiser to every lesson, every day in your special Knowledge Organiser bag. Your Form Tutor will check this every morning.

Is there anything I could use to support me when using my knowledge organiser ?
Some people find post it's handy to stick onto their knowledge organiser pages - these are useful for extra notes. Small white revision/flash cards are helpful so you can write key facts down. These can then be placed up around the house to help your revision.

How should I use my Knowledge Organiser to help me learn ?
There are lots of ways to use your knowledge organiser - the key to success is to find what works for you. The table below shows you some different ways to use them.

How to use a knowledge organiser – A step by step guide

	Look, Cover, Write, Correct	Definitions to key words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	Look at and study a specific area of your knowledge organiser. 	Write down the key words and definitions. 	Use your knowledge organiser to condense and write down key facts and information on your flash cards 	Use your knowledge organiser to create a new quiz. Write down questions using your knowledge organiser. 	Create a mind map with all the information you can remember from your knowledge organiser. 	Ask a partner or family member to have the knowledge organiser or flash cards in their hands 
Step 2	Cover or flip the knowledge organiser over and write down everything you remember. 	Try not to use your knowledge organiser to help you. 	Add pictures to help support. Then self quiz yourself using the flash cards. You can write questions on one side and answers on the other. 	Answer the questions and remember to use full sentences. 	Check your knowledge organiser to see if there were any mistakes with the information you have made. 	They can then test you by asking you questions on different sections of your knowledge organiser 
Step 3	Check what you have written down. Correct any mistakes in green pen and add anything you missed. Repeat. 	Use your green pen to check your work. 	Use a parent/carer or friend to help quiz you on the knowledge. 	You can also use family to help quiz you. Keep self-quizzing until you get all questions correct. 	Try to make connections that links information together. 	Write down your answers. 

What can be found in knowledge organisers?

Some of the core knowledge you can find in your knowledge organiser includes:

- key vocabulary / terminology (tier 3 vocabulary)
- key knowledge that students will require to have memorised for the subject
- key places and people
- useful diagrams (as required for the topic)
- key dates for a subject like history (e.g. when the two World Wars were) would clearly also be included
- key information they should know before starting the topic
- important quotes (that demonstrate those themes)
- important equations
- key academic language (tier 2 vocabulary)

Learn, Cover, Write, Correct

1. LEARN

Choose a small 'chunk' of the page to learn. Read it over and over again in your head.

2. COVER

Cover up the information you have just learnt.

3. WRITE

When the knowledge is covered up, write down the information you studied.

4. CORRECT

Correct your answer, write any missing or incorrect words in red pen.

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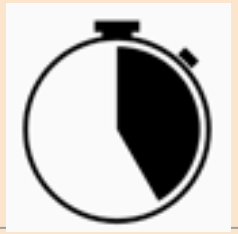
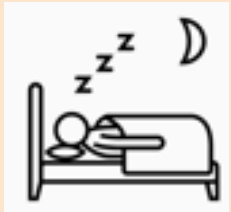
Practice makes Permanent

The Essential Steps for ‘Revising’

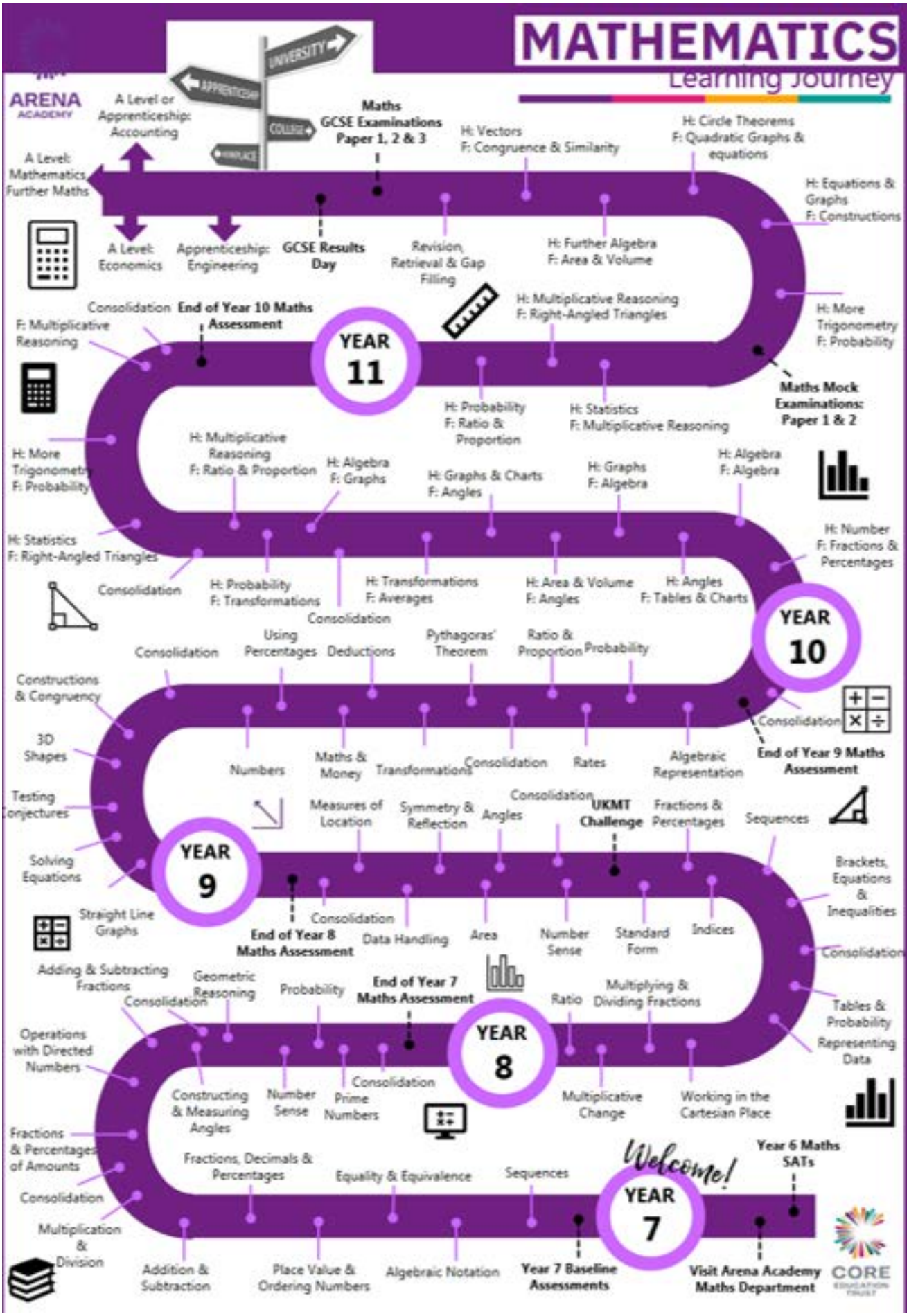
Limit distractions 	**Find a nice space to revise in** 	**Create and use a revision timetable. No cramming.** 
Set an alarm and start early 	**Work in intensive blocks of time (25 mins works well)** 	**The more you put in, the more you get out** 
Get plenty of sleep 	**Eat well** 	**Ask your teachers for help** 

Mathematics

Topics covered from the beginning of the academy year to the end of this half-term.

Summer:

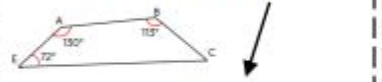
- **TOPIC 11 – CONSTRUCTION, MEASURING AND USING GEOMETRIC NOTATION.**
- **TOPIC 12 – GEOMETRIC REASONING.**
- **TOPIC 13 – DEVELOPING NUMBER SENSE.**
- **TOPIC 14 – SETS AND PROBABILITY.**
- **TOPIC 15 – PRIME NUMBERS AND PROOF.**


MATHEMATICS
Learning Journey
ARENA ACADEMY
UNIVERSITY
APPRENTICESHIP
COLLEGE
WORKPLACE
A Level or Apprenticeship: Accounting
A Level: Mathematics Further Maths
A Level: Economics
Apprenticeship: Engineering
Maths GCSE Examinations Paper 1, 2 & 3
GCSE Results Day
H: Vectors
F: Congruence & Similarity
H: Circle Theorems
F: Quadratic Graphs & equations
H: Equations & Graphs
F: Constructions
Revision, Retrieval & Gap Filling
H: Further Algebra
F: Area & Volume
H: Multiplicative Reasoning
F: Right-Angled Triangles
H: More Trigonometry
F: Probability
Maths Mock Examinations: Paper 1 & 2
YEAR 11
Consolidation
End of Year 10 Maths Assessment
F: Multiplicative Reasoning
H: Probability
F: Ratio & Proportion
H: Statistics
F: Multiplicative Reasoning
H: More Trigonometry
F: Probability
H: Multiplicative Reasoning
F: Ratio & Proportion
H: Algebra
F: Graphs
H: Graphs & Charts
F: Angles
H: Graphs
F: Algebra
H: Algebra
F: Algebra
H: Number
F: Fractions & Percentages
H: Statistics
F: Right-Angled Triangles
Consolidation
H: Probability
F: Transformations
H: Transformations
F: Averages
Consolidation
H: Area & Volume
F: Angles
H: Angles
F: Tables & Charts
YEAR 10
Consolidation
Using Percentages
Deductions
Pythagoras' Theorem
Ratio & Proportion
Probability
Consolidation
End of Year 9 Maths Assessment
Constructions & Congruency
3D Shapes
Testing Conjectures
Solving Equations
Straight Line Graphs
Numbers
Maths & Money
Transformations
Consolidation
Rates
Algebraic Representation
Measures of Location
Symmetry & Reflection
Angles
Consolidation
UKMT Challenge
Fractions & Percentages
Sequences
Brackets, Equations & Inequalities
YEAR 9
End of Year 8 Maths Assessment
Consolidation
Data Handling
Area
Number Sense
Standard Form
Indices
Consolidation
Adding & Subtracting Fractions
Consolidation
Geometric Reasoning
Probability
End of Year 7 Maths Assessment
Ratio
Multiplying & Dividing Fractions
Tables & Probability
Representing Data
Operations with Directed Numbers
Constructing & Measuring Angles
Number Sense
Prime Numbers
Consolidation
Multiplicative Change
Working in the Cartesian Place
YEAR 8
Fractions & Percentages of Amounts
Consolidation
Multiplication & Division
Addition & Subtraction
Fractions, Decimals & Percentages
Place Value & Ordering Numbers
Equality & Equivalence
Algebraic Notation
Sequences
Year 7 Baseline Assessments
Welcome!
YEAR 7
Year 6 Maths SATs
Visit Arena Academy Maths Department
CORE EDUCATION TRUST

MATHS TOPIC 11 – CONSTRUCTION, MEASURING AND USING GEOMETRIC NOTATION.

Letter and labelling convention

The letter in the middle is the angle
The arc represents the angle

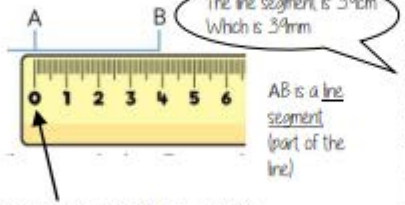


Angle Notation: three letters **ABC**
This is the angle at B = 113 °

Line Notation: two letters **EC**
The line that joins E to C

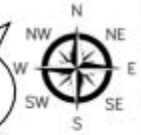
Draw and measure line segments

Conversions: 1cm = 10mm, 1m = 100cm



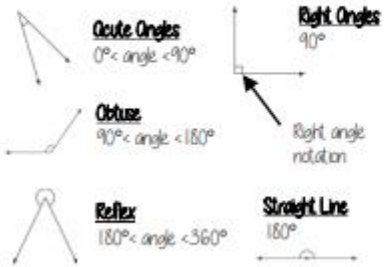
Angles as measures of turn

East to South is a quarter turn clockwise



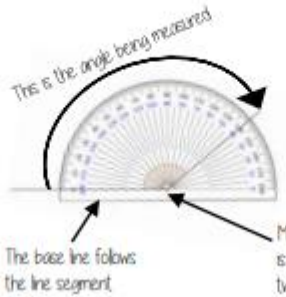
Quarter Turn 90° Clockwise
Half Turn 180°
Three-quarter Turn 270° Anti-Clockwise
Full Turn 360°

Classify angles



Acute Angles 0° < angle < 90°
Right Angles 90°
Right angle notation
Obtuse 90° < angle < 180°
Reflex 180° < angle < 360°
Straight Line 180°

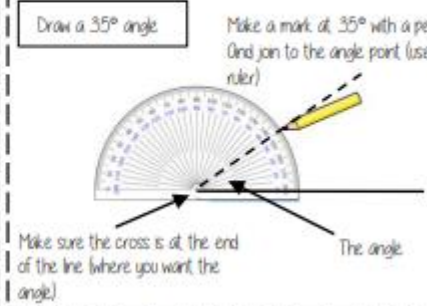
Measure angles to 180°



Read from 0° on the base line.
Remember to use estimation
This is an obtuse angle so between 90 ° and 180 °

Draw angles up to 180°

Draw a 35° angle



Parallel and Perpendicular lines

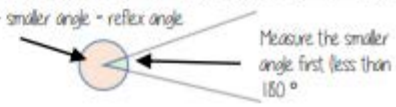
Parallel lines
Straight lines that never meet
(Have the same gradient)

Perpendicular lines
Straight lines that meet at 90°

Angles over 180°

Use your knowledge of straight lines 180 ° and angles around a point 360 °

360 ° - smaller angle = reflex angle



Measure the smaller angle first (less than 180 °

Draw Pie Charts

Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

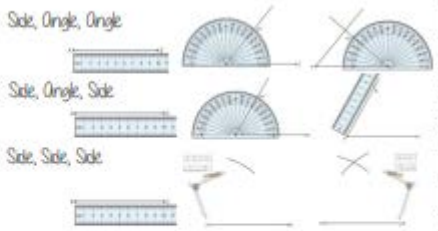
$\frac{32}{60}$ "32 out of 60 people had a dog"

This fraction of the 360 degrees represents dogs

$\frac{32}{60} \times 360 = 192°$

Use a protractor to draw
This is 192°

SAS, SSS, ASA constructions



Polygons

3	- Triangle	5	- Pentagon	8	- Octagon
4	- Quadrilateral	6	- Hexagon	9	- Nonagon
		7	- Heptagon	10	- Decagon

If all the sides and angles are the same, it is a **regular** polygon

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		7	- Heptagon	10	- Decagon

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Properties of Quadrilaterals

Square
All sides equal size
All angles 90°
Opposite sides are parallel

Parallelogram
Opposite sides are parallel
Opposite angles are equal
Co-interior angles

Rectangle
All angles 90°
Opposite sides are parallel

Trapezium
One pair of parallel lines

Rhombus
All sides equal size
Opposite angles are equal

Kite
No parallel lines
Equal lengths on top sides
Equal lengths on bottom sides
One pair of equal angles

Keywords

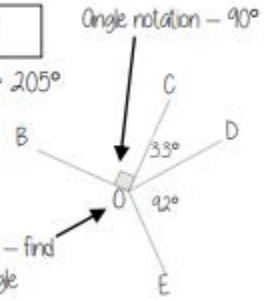
Polygon: A 2D shape made with straight lines
Scalene triangle: a triangle with all different sides and angles
Isosceles triangle: a triangle with two angles the same size and two angles the same size
Right-angled triangle: a triangle with a right angle
Frequency the number of times a data value occurs
Sector: part of a circle made by two radii touching the centre
Rotation: turn in a given direction
Protractor: equipment used to measure angles
Compass: equipment used to draw arcs and circles

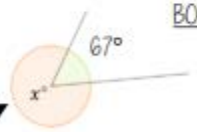
Sum of angles at a point

The sum of angles around a point is 360°

Find angle BOE

90° + 33° + 92° = 205°
360° − 205°
BOE = **155°**



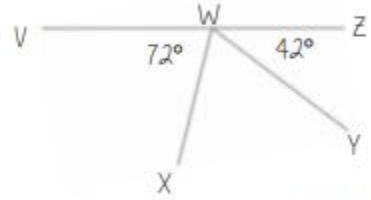


360° − 67°
= 293°

Angle notation – find this missing angle

Sum of angles on a straight line

Adjacent angles that share a common point on a line add up to 180°

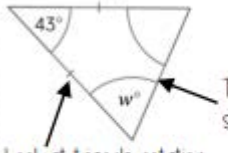


Find angle XWY

72° + 42° = 114°
180° − 114° = **66°**

Sum of angles in triangles

Sum of interior angles in a triangle = 180°



The two base angles will be the same size

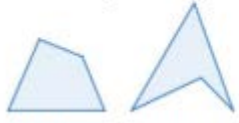
Look at triangle notation
This indicates an isosceles triangle
∴ 180 − 43 = 137
137 ÷ 2 = 68.5°

A triangle can only have ONE right angle

Have a go!
Tearing the corners from triangles forms a straight line which is therefore 180°

Sum of angles in quadrilaterals

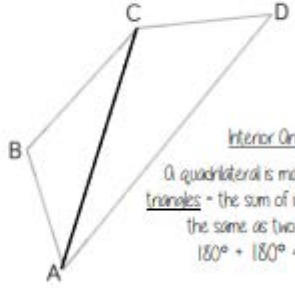
Sum of interior angles in a quadrilateral = 360°



Convex Quadrilateral

Concave Quadrilateral

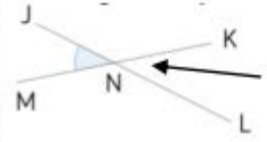
Interior angles are those that make up the perimeter (outline) of the shape



Interior Angles

A quadrilateral is made up of two triangles - the sum of interior angles is the same as two triangles:
180° + 180° = 360°

Vertically opposite angles

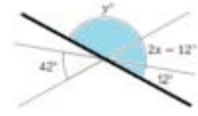


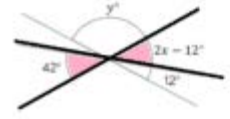
Angle JNM is vertically opposite to angle KNL

∠JNM = ∠KNL

Vertically opposite angles are the same

Other angle rules still apply
Look for straight line sums and angles around a point



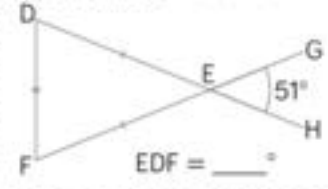


Form equations with information from diagrams:
2x − 12 = 42
2x = 54
x = 27°

Angle Problems

Split up the problem into chunks and explain your reasoning at each point using angle notation

Keep working out clear and notes together



EDF = ____°

1. Angle DEF = 51° because it is a vertically opposite angle DEF = GEH
2. Triangle DEF is isosceles (triangle notation) ∴ EDF = EFD and the sum of interior angles is 180°
   180° − 51° = 129° 129° ÷ 2 = 64.5°
3. Angle EDF = 64.5°

Keywords

Vertically Opposite: angles formed when two or more straight lines cross at a point
Interior Angles: angles inside the shape
Sum: total, add all the interior angles together
Convex Quadrilateral: a four-sided polygon where every interior angle is less than 180°
Concave Quadrilateral: a four-sided polygon where one interior angle exceeds 180°
Polygon: a 2D shape made with straight lines
Scalene triangle: a triangle with all different sides and angles
Isosceles triangle: a triangle with two angles the same size and two angles the same size
Right-angled triangle: a triangle with a right angle

Mental methods for addition/ subtraction

Addition is commutative

6 + 3 = 3 + 6

The order of addition does not change the result

Subtraction the order has to stay the same

360 – 147 = 360 – 100 – 40 – 7

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction

Mental methods for multiplication/ division

Multiplication is commutative

2 × 4 = 4 × 2

The order of multiplication does not change the result

Partitioning can help multiplication

24 x 6 = 20 x 6 + 4 x 6
= 120 + 24
= 144

Division is not associative

Chunking the division can help 4000 ÷ 25
"How many 25's in 100" then how many chunks of that in 4000

Mental methods for decimals

Multiplying by a decimal < 1 will make the original value smaller e.g x 0.1 = ÷ 10

Methods for multiplication 1.2 x 0.03

12 × 3 = 36
1.2 × 3 = 3.6
1.2 × 0.3 = 0.36
1.2 × 0.03 = 0.036

12 × 3 = 36
÷10 ÷100 ÷1000
1.2 × 0.03 = 0.036

Methods for addition 2.3+2.4

2 + 2 = 4
0.3 + 0.4 = 0.7
4 + 0.7 = 4.7

Methods for division 1.5 ÷ 0.05

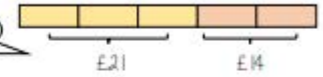
Multiply by powers of 10 until the divisor becomes an integer

1.5 ÷ 0.05
×100 ×100
150 ÷ 5 = 30

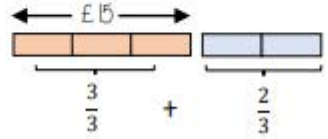
Mental methods for fractions

Use bar models where possible

I've spent $\frac{2}{5}$ of my money I have £21 left



How much did they have to begin with?



What is $\frac{5}{3}$ of £15?

Using factors to simplify calculations

30 x 16

10 x 3 x 4 x 4

10 x 3 x 2 x 8

2 x 5 x 3 x 2 x 2 x 2 x 2

16 x 10 x 3

Multiplication is commutative
Factors can be multiplied in any order

Estimation

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

Most estimations round to 1 significant figure

Estimations are useful – especially when using fractions and decimals to check if your solution is possible.

210 + 899 < 1200

This is true because even if both numbers were rounded up, they would reach
300 + 900
The correct estimation would be
200 + 900 = 1100

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This is true because even if both numbers were rounded up, they would reach
300 + 900
The correct estimation would be
200 + 900 = 1100

Number facts

Use 12.4 x 5 = 62.0

For multiplication, each value that is multiplied or divided by powers of 10 needs to happen to the result

62.0 ÷ 12.4 = 50

For divison you must consider the impact of the divisor becoming smaller or bigger
Smaller – the answer will be bigger
(It is being shared into less parts)
Bigger – the answer will be smaller
(It is being shared into more parts)

Keywords

Commutative: changing the order of the operations does not change the result
Associative: when you add or multiply you can do so regardless of how the numbers are grouped
Dividend: the number being divided
Divisor: the number we divide by
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign
Equation: a mathematical statement that two things are equal
Quotient: the result of a division

Identify and represent sets

The **universal set** has this symbol ξ – this means EVERYTHING in the Venn diagram is in this set

A set is a collection of things – you write sets inside curly brackets { }

ξ = {the numbers between 1 and 50 inclusive}

My sets can include every number between 1 and 50 including those numbers

A = {Square numbers}

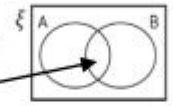
A = {1, 4, 9, 16, 25, 36, 49}

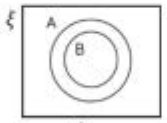
All the numbers in set A are square number and between 1 and 50

Interpret and create Venn diagrams

Mutually exclusive sets
The two sets have nothing in common
No overlap

Union of sets
The two sets have some elements in common – they are placed in the intersection

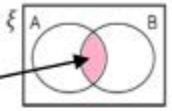




Subset
All of set B is also in Set A so the ellipse fits inside the set

The box
Around the outside of every Venn diagram will be a box. If an element is not part of any set it is placed outside an ellipse but inside the box

Intersection of sets

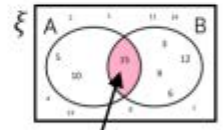


Elements in the intersection are in set A AND set B

The notation for this is $A \cap B$

ξ = {the numbers between 1 and 15 inclusive}

A = {Multiples of 5} B = {Multiples of 3}



The element in $A \cap B$ is 15

In this example there is only one number that is both a multiple of 3 and a multiple of 5 between 1 and 15

Sum of probabilities

Probability is always a value between 0 and 1

The probability of getting a blue ball is $\frac{1}{5}$

∴The probability of **NOT** getting a blue ball is $\frac{4}{5}$

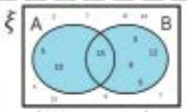
The sum of the probabilities is 1

The table shows the probability of selecting a type of chocolate

Dark	Milk	White
0.15	0.35	

P(White chocolate) = 1 – 0.15 – 0.35
= 0.5

Union of sets



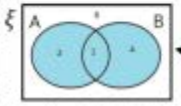
Elements in the union could be in set A OR set B

ξ = {the numbers between 1 and 15 inclusive}
A = {Multiples of 5} B = {Multiples of 3}

The elements in $A \cup B$ are 5, 10, 15, 3, 9, 6, 12

The notation for this is $A \cup B$

There are 7 elements that are either a multiple of 5 OR a multiple of 3 between 1 and 15



This Venn shows the **number of elements** in each set

Sample space – for single events

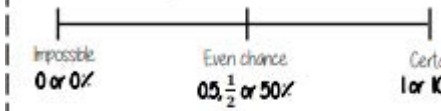
A sample space for rolling a six-sided dice is **S = {1, 2, 3, 4, 5, 6}**

A sample space for this spinner is **S = {Pink, Blue, Yellow}**

You only need to write each element once in a sample space diagram

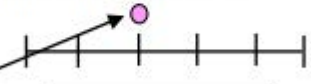
- A Sample space represents a possible outcome from an event
- They can be interpreted in a variety of ways because they do not tell you the probability

The probability scale



The more likely an event, the further up the probability it will be in comparison to another event
(It will have a probability closer to 1)

There are 2 pink and 2 yellow balls, so they have the same probability



There are 5 possible outcomes
So 5 intervals on this scale, each interval value is $\frac{1}{5}$

Probability of a single event

Probability = number of times event happens / total number of possible outcomes

P(Blue) = 4/10 = 2/5

There are 4 blue sections
There are 10 sections overall

Probability notation P(event)

Probability can be a fraction, decimal or percentage value

4/10 = 40/100 = 0.40 = 40%

Probability is always a value between 0 and 1

Keywords

Set: collection of things
Element: each item in a set is called an element
Intersection: the overlapping part of a Venn diagram **(AND ∩)**
Union: two ellipses that join **(OR ∪)**
Mutually Exclusive: events that do not occur at the same time
Probability: likelihood of an event happening
Bias: a built-in error that makes all values wrong (unequal) by a certain amount, e.g. a weighted dice
Fair: there is zero bias, and all outcomes have an equal likelihood
Random: something happens by chance, and is unable to be predicted

MATHS TOPIC 15 – PRIME NUMBERS AND PROOF.

Multiples
The "times table" of a given number

All the numbers in this lists below are multiples of 3

3, 6, 9, 12, 15...

This list continues and doesn't end

3x, 6x, 9x ...

x could take any value, and as the variable is a multiple of 3 the answer will also be a multiple of 3

Non example of a multiple

4.5 is not a multiple of 3 because it is 3 x 1.5

Not an integer

Factors

Arrays can help represent factors

5 x 2 or 2 x 5

Factors of 10
1, 2, 5, 10

10 x 1 or 1 x 10

The number itself is always a factor

Factors and expressions

6x × 1 OR 6 × x

Factors of 6x
6, x, 1, 6x, 2x, 3, 3x, 2

2x × 3

3x × 2

Prime numbers

- Integer
- Only has 2 factors
- and itself

2

The first prime number
The only even prime number

Learn or how-to quick recall...

2, 3, 5, 7, 11, 13, 17, 19, 23, 29...

Square and triangular numbers

Square numbers

odd, even, odd

Representations are useful to understand a square number n^2

1, 4, 9, 16, 25, 36, 49, 64 ...

Triangular numbers

Representations are useful – an extra counter is added to each new row

Add two consecutive triangular numbers and get a square number

1, 3, 6, 10, 15, 21, 28, 36, 45...

Common factors and HCF

1 is a common factor of all numbers

Common factors are factors two or more numbers share

HCF – Highest common factor

HCF of 18 and 30

18	1, 2, 3, 6, 9, 18
30	1, 2, 3, 5, 6, 10, 15, 30

Common factors (factors of both numbers)
1, 2, 3, 6

HCF = 6

6 is the biggest factor they share

Common multiples and LCM

Common multiples are multiples two or more numbers share

LCM – Lowest common multiple

LCM of 9 and 12

9	9, 18, 27, 36, 45, 54
12	12, 24, 36, 48, 60

LCM = 36

The first time their multiples match

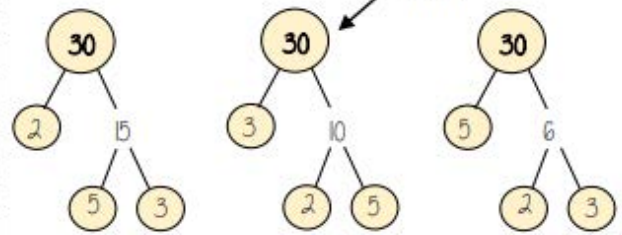
9, 18, 27, 36, 45
12, 24, 36, 48

Comparing fractions

$\frac{3}{5}$ and $\frac{7}{10}$ ← Compare fractions using a LCM denominator → $\frac{6}{10}$ and $\frac{7}{10}$

Product of prime factors

Multiplication part-whole models



All three prime factor trees represent the same decomposition

Multiplication is commutative

30 = 2 x 3 x 5 ← Multiplication of prime factors

Using prime factors for predictions

e.g. **60**	30 x 2	2 x 3 x 5 **x 2**
150	30 x 5	2 x 3 x 5 **x 5**

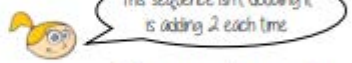
Conjectures and counterexamples

Conjecture

1, 2, 4, ...
The numbers in the sequence are doubling each time.

A pattern that is noticed for many cases

Counterexamples



Only **one** counterexample is needed to disprove a conjecture

Keywords

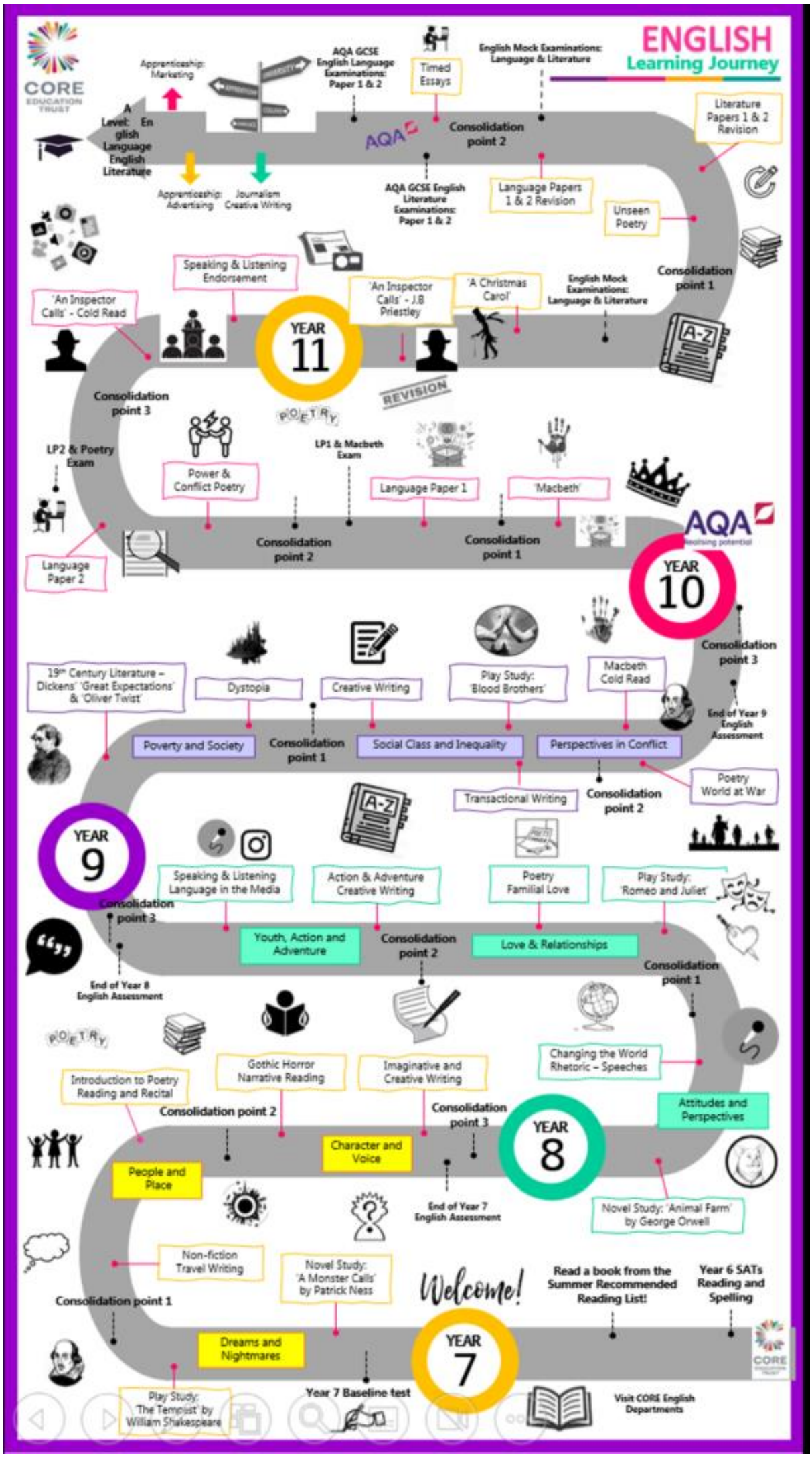
Multiples: found by multiplying any number by positive integers
Factor: integers that multiply together to get another number
Prime: an integer with only 2 factors
Conjecture: a statement that might be true (based on reasoning) but is not proven
Counterexample: a special type of example that disproves a statement
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
HCF: highest common factor (biggest factor two or more numbers share)
LCM: lowest common multiple (the first time the times table of two or more numbers match)

English

Topics covered from the beginning of the academy year to the end of this half-term.

Summer:

- Gothic Writing


ENGLISH
Learning Journey
CORE EDUCATION TRUST
A Level: English Language English Literature
Apprenticeship: Marketing
Apprenticeship: Advertising
Journalism Creative Writing
AQA GCSE English Language Examinations: Paper 1 & 2
Timed Essays
English Mock Examinations: Language & Literature
Literature Papers 1 & 2 Revision
AQA
Consolidation point 2
AQA GCSE English Literature Examinations: Paper 1 & 2
Language Papers 1 & 2 Revision
Unseen Poetry
Consolidation point 1
English Mock Examinations: Language & Literature
'A Christmas Carol'
'An Inspector Calls' - J.B Priestley
Speaking & Listening Endorsement
'An Inspector Calls' - Cold Read
YEAR 11
REVISION
POETRY
Consolidation point 3
LP2 & Poetry Exam
LP1 & Macbeth Exam
Power & Conflict Poetry
Language Paper 1
'Macbeth'
Language Paper 2
Consolidation point 2
Consolidation point 1
AQA
YEAR 10
Consolidation point 3
End of Year 9 English Assessment
19th Century Literature – Dickens' 'Great Expectations' & 'Oliver Twist'
Dystopia
Creative Writing
Play Study: 'Blood Brothers'
Macbeth Cold Read
Poverty and Society
Consolidation point 1
Social Class and Inequality
Perspectives in Conflict
Poetry World at War
Transactional Writing
Consolidation point 2
YEAR 9
Speaking & Listening Language in the Media
Action & Adventure Creative Writing
Poetry Familial Love
Play Study: 'Romeo and Juliet'
Consolidation point 3
Youth, Action and Adventure
Consolidation point 2
Love & Relationships
Consolidation point 1
End of Year 8 English Assessment
POETRY
Changing the World Rhetoric – Speeches
Gothic Horror Narrative Reading
Imaginative and Creative Writing
Introduction to Poetry Reading and Recital
Consolidation point 2
Consolidation point 3
Attitudes and Perspectives
YEAR 8
Character and Voice
People and Place
End of Year 7 English Assessment
Novel Study: 'Animal Farm' by George Orwell
Non-fiction Travel Writing
Novel Study: 'A Monster Calls' by Patrick Ness
Welcome!
Read a book from the Summer Recommended Reading List!
Year 6 SATs Reading and Spelling
Consolidation point 1
Dreams and Nightmares
YEAR 7
Year 7 Baseline test
Play Study: 'The Tempest' by William Shakespeare
Visit CORE English Departments

Year 7 - Knowledge Organiser – Gothic Writing

Definition of 'Gothic' writing: *"Tales of the macabre, fantastic, and supernatural, usually set amid haunted castles, graveyards, ruins, and wild picturesque landscapes."*

Typical genre features:	Archetypal characters:	Typical settings:
1. Death and darkness	1. Characters with high social status e.g. Princes, counts	1. Wild landscapes
2. Supernatural (magic, ghosts, monsters, curses)	2. Female victims threatened by a powerful male	2. Medieval style castles, churches or abbeys
3. Focus on body parts	3. Threatening women who are monsters or vampires	3. Gloomy, decayed and ruined environments
4. Depiction of madness and hyperbolic emotion, including psychological episodes	4. Powerful, tyrannical male figures	4. Remote, uninhabited places (older gothic) or monsters intermingling in every day life (newer gothic)
5. Mystery, terror and suspense	5. Villains, vampires, ghosts, werewolves	5. Volatile and threatening weather (symbolism)

Social and Historical Context

- The term 'gothic' comes from the Germanic tribe 'the Goths', who played a part in the fall of the Roman Empire. The Goths are sometimes called barbarians. They destroyed a lot of Roman architecture in around C3 and replaced it with buildings in the gothic style.
- **Medieval Europe (C3-14)** is sometimes referred to as the '**Dark Ages**' (although this can be contested for a number of reasons.) Some believe that people lived in fear due to superstition and ignorance and that not much learning took place in this time. Castles with gargoyles were built to ward off evil spirits, this architecture is known as 'gothic' e.g. Notre Dame.
- Figures from **The Age of Enlightenment (C18-19)** believed that scientific progress was the only way to advance society, and great discoveries were made in this time. They tried to rid Europe of superstition and ignorance through promoting reason and logic.
- A group of poets, artists and thinkers called the Romantics challenged this because they believed that not everything can be explained by science, and too much reason rids the world of beauty and mystery.
- The gothic genre first emerged from the **Romantic movement**. It used art and ideas from the Dark Ages, wild emotion and nature to contrast modern ideas about science and logic.
- Gothic writing transformed into the format of the extremely popular **Victorian ghost story**.
- Today, we use the term 'gothic' widely to describe art, style, clothing (e.g. Alexander McQueen couture) music and film (e.g. Tim Burton films). The style and genre is very much still alive.

Values and ideas held by gothic writers

- Gothic writers are preoccupied with the supernatural because they believe that not everything has a scientific explanation.
- They believed that nature is 'sublime': it has the power to simultaneously inspire awe and terror in people.
- They challenged society's expectations about propriety and emotion. To show wild emotion was seen as crass and uncouth, but not to the gothic writers, who often depicted passion and rage.
- They explored the role of the female characters: often in gothic texts, there are powerful female roles, which contrasted the contemporary society.
- They were very interested in the psychological exploration of characters, particularly in relation to themes of madness.
- Big question: are humans always attracted to darkness? Is this why the gothic style has been almost constant?

Notable Gothic texts (in chronological order)

The Castle of Otranto – Horace Walpole, **1765**	**Vathek** – William Beckford, **1786**	**Frankenstein** – Mary Shelley, **1818**	**The Hunchback of Notre Dame** – Victor Hugo, **1831**	**The Raven** – Edgar Allen Poe, **1845**	**Wuthering Heights** – Emily Bronte, **1847**	**The Strange Case of Dr Jekyll and Mr Hyde** – R.L. Stevenson, **1887**	**The Picture of Dorian Gray**, Oscar Wilde, **1890**	**Dracula** – Bram Stoker, **1897**	**Rebecca** – Du Maurier, **1931**	**The Woman in Black** – Susan Hill, **1983**	**The Twilight Series** – Stephanie Meyer, **2006**

Science

Topics covered from the beginning of the academy year to the end of this half-term.

Summer:

1. Acids and Alkalis

2. Potential difference, current and resistance

Acids and Alkalis knowledge Organiser

Acids and alkalis

Acids and **alkalis** are special solutions which are chemical opposites to each other.

If a solution is between acid and alkaline it is **neutral**.

Acids and alkalis can be:

concentrated

Lots of acid/alkali particles for the amount of water.

dilute

A small number of acid/alkali particles in the same amount of water.

Acids and alkalis are **corrosive**

This means that they can cause burns if they get on your skin.

Acids and alkalis can be extremely dangerous, depending on the type of acid/alkali and its concentration.

As a general rule the more concentrated the solution, the more dangerous it can be.

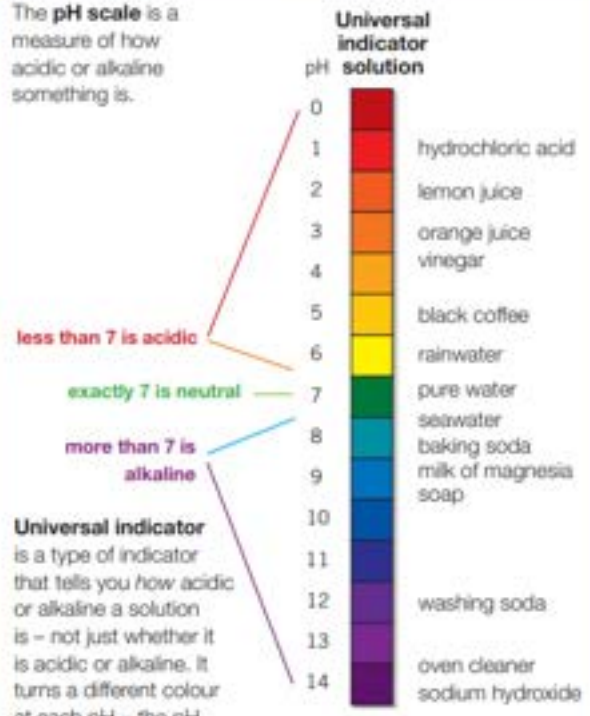
Indicators

If you want to know if something is acidic or alkaline, you need to use an **indicator**. Indicators contain a dye that turns different colours in acidic and alkaline solutions.

Litmus paper is a type of indicator. It can be either **pink** paper or **blue** paper.

- in acid – **blue** paper turns **pink**
- in alkali – **pink** paper turns **blue**

The **pH scale** is a measure of how acidic or alkaline something is.



Universal indicator is a type of indicator that tells you *how* acidic or alkaline a solution is – not just whether it is acidic or alkaline. It turns a different colour at each pH – the pH scale shows the colours of universal indicator in solutions of different pH.

Reactions with acids

When an acid reacts with a metal element or compound a **salt** is formed.

The hydrogen atoms of the acid are replaced with atoms of the metal element.

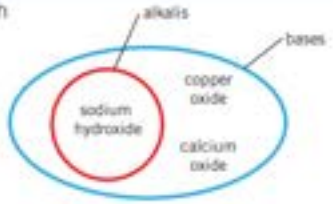
$$Zn + H_2SO_4 \rightarrow ZnSO_4 + H_2$$

zinc + sulfuric acid → zinc sulfate + hydrogen

A **base** is a compound that can react with an acid to make a neutral solution.

This is called **neutralisation**.

Bases that are soluble in water are alkalis.



Neutralisation reactions produce water and a salt.

acid + base → salt + water

for example,

sodium hydroxide + hydrochloric acid → sodium chloride + water

copper oxide + sulfuric acid → copper sulfate + water

Metals can also react with acids, but they produce a salt and hydrogen gas.

for example,

magnesium + hydrochloric acid → magnesium chloride + hydrogen

Naming salts

The name of the metal comes first, for example, **magnesium** chloride.

Different acids produce different types of salt:

- hydrochloric acid produces metal **chlorides**
- sulfuric acid produces metal **sulfates**
- nitric acid produces metal **nitrates**

Key terms Make sure you can write definitions for these key terms.

acid alkali base concentrated corrosive dilute indicator litmus neutral neutralisation pH scale salt universal indicator

Potential difference, current and resistance knowledge Organiser

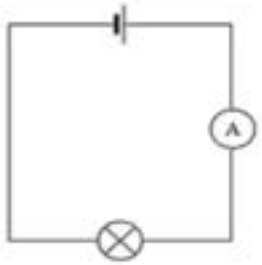
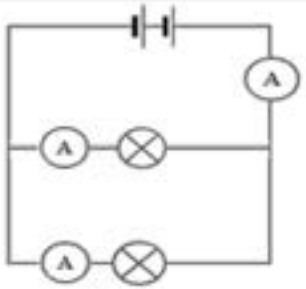
switch (open)	breaks circuit; stopping the current
switch (closed)	completes circuit; allows current to flow
cell	store of chemical energy
battery	two or more cells
resistor	fixed resistance reduces current
lamp	emits light
V voltmeter	measures potential difference
A ammeter	measures current

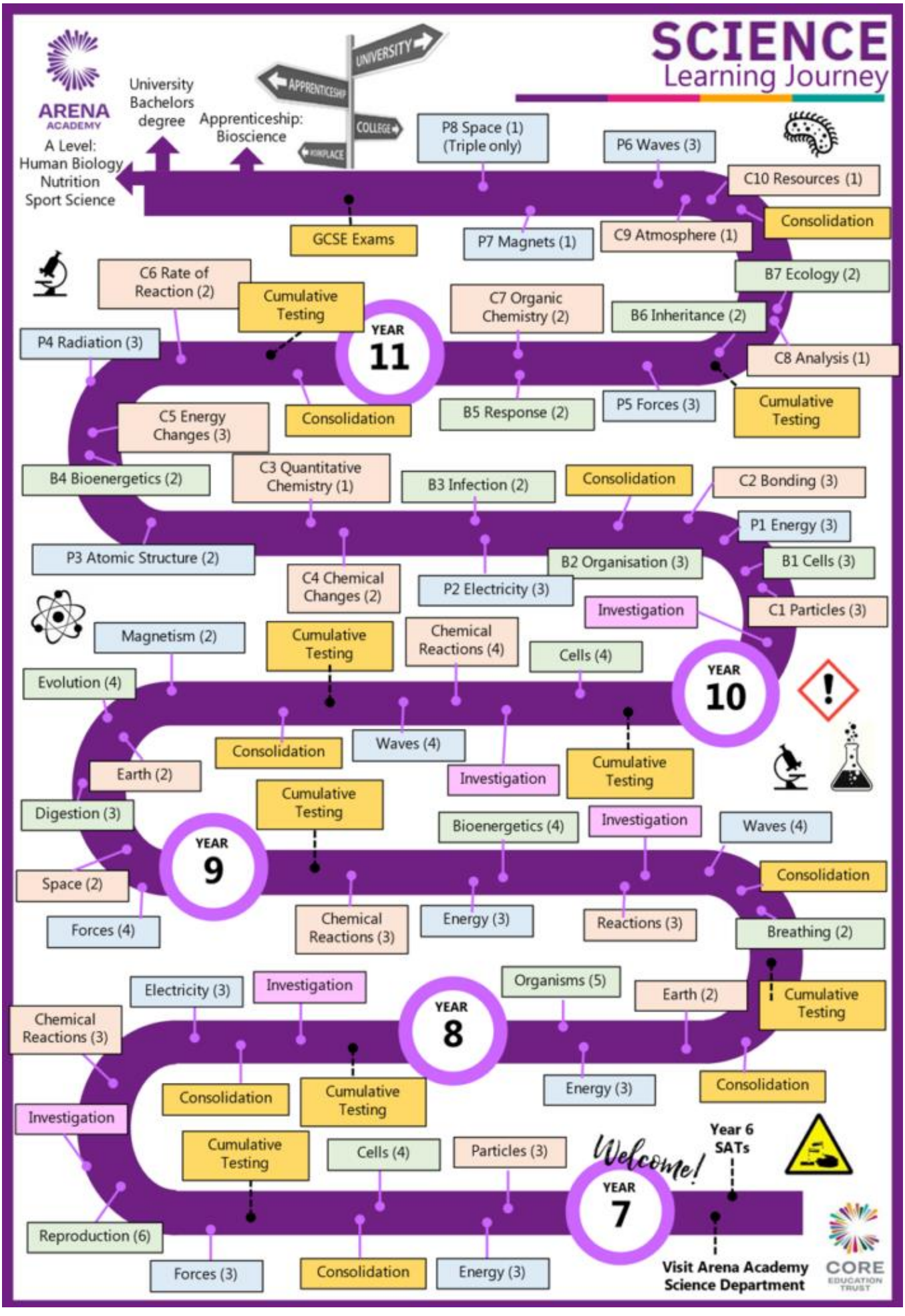
STATIC ELECTRICITY
Static charge – charge can build up on an insulated object.
When 2 insulators are rubbed together, electrons move from one object to another.
Object **loses electrons** – becomes **positively** charged Object **gains electrons** – becomes **negatively** charged

Electrostatic force – is a non contact force	**Same charge**	repel
	Opposite charge	attract

EQUATION
Potential difference = current x resistance

Key word	Definition	Low	High
current	Flow of charge (the speed of electrons). Measured in amps (A)		
potential difference	(often abbreviated to p.d.) Energy per electron . Measured in volts (V)		
resistance	The amount an object reduces the current. Measured in ohms (Ω)		
charge	The number of electrons. Measured in coulombs (C)		

	Series circuit	Parallel circuit
Diagram		
Description	• A single closed loop. • Electrons pass through every component in turn.	• Two or more closed loops.
Current rule	Current is same everywhere in the circuit	Add current in each loop and it will **EQUAL** the total current going into or out of the battery

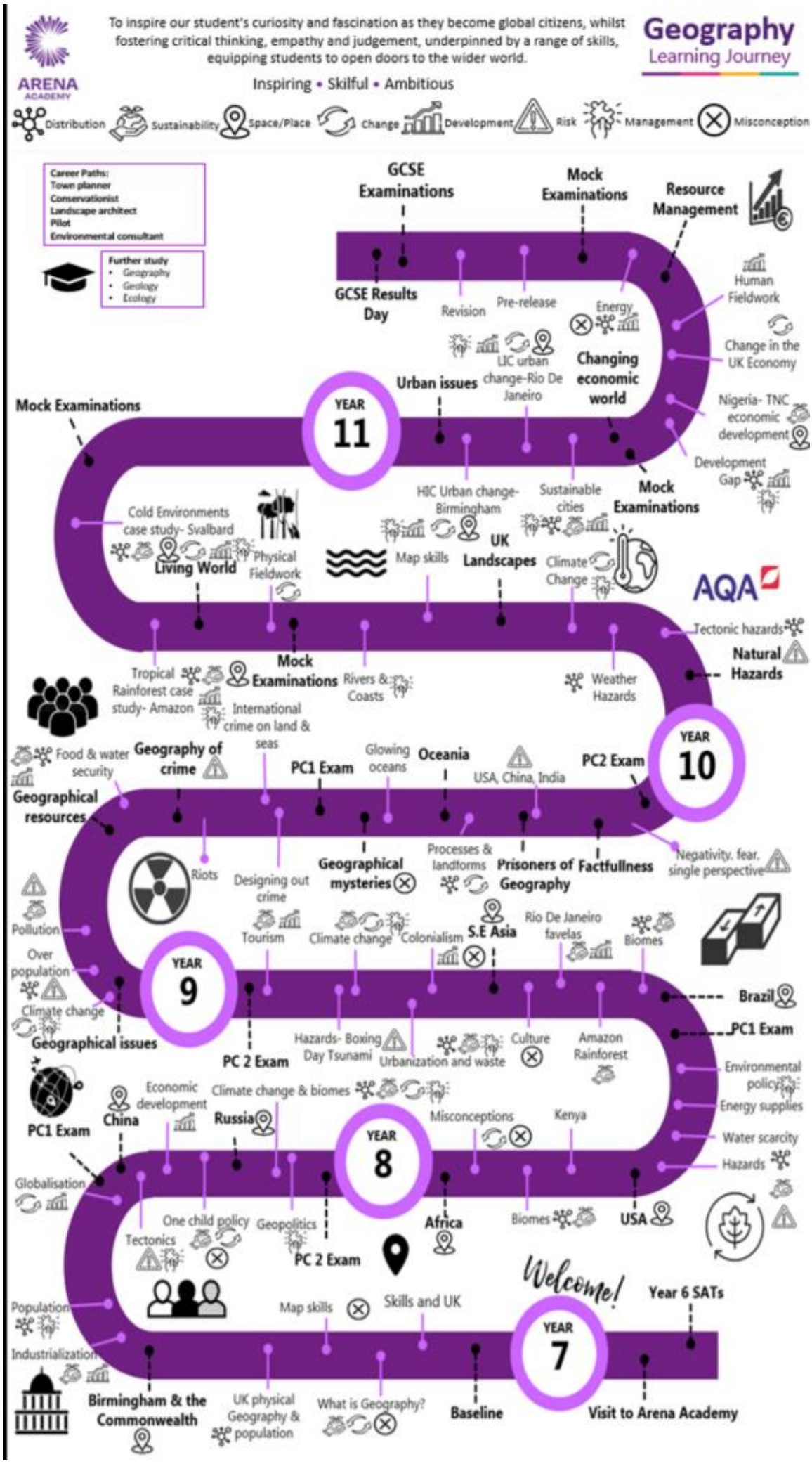

SCIENCE
Learning Journey
ARENA ACADEMY
University Bachelors degree
Apprenticeship: Bioscience
A Level: Human Biology Nutrition Sport Science
UNIVERSITY
APPRENTICESHIP
COLLEGE
WORKPLACE
GCSE Exams
P8 Space (1) (Triple only)
P7 Magnets (1)
P6 Waves (3)
C9 Atmosphere (1)
C10 Resources (1)
Consolidation
B7 Ecology (2)
B6 Inheritance (2)
C8 Analysis (1)
Cumulative Testing
P5 Forces (3)
B5 Response (2)
C7 Organic Chemistry (2)
C6 Rate of Reaction (2)
Cumulative Testing
Consolidation
C5 Energy Changes (3)
P4 Radiation (3)
YEAR 11
B4 Bioenergetics (2)
C3 Quantitative Chemistry (1)
B3 Infection (2)
Consolidation
C2 Bonding (3)
P1 Energy (3)
B1 Cells (3)
C1 Particles (3)
Investigation
P2 Electricity (3)
B2 Organisation (3)
C4 Chemical Changes (2)
P3 Atomic Structure (2)
Cells (4)
Chemical Reactions (4)
Cumulative Testing
Magnetism (2)
Evolution (4)
YEAR 10
Consolidation
Waves (4)
Investigation
Cumulative Testing
Earth (2)
Digestion (3)
Cumulative Testing
Bioenergetics (4)
Investigation
Waves (4)
Consolidation
Space (2)
Forces (4)
Chemical Reactions (3)
Energy (3)
Reactions (3)
Breathing (2)
YEAR 9
Organisms (5)
Earth (2)
Cumulative Testing
Electricity (3)
Investigation
Chemical Reactions (3)
Consolidation
Cumulative Testing
Energy (3)
Consolidation
Investigation
Cumulative Testing
Cells (4)
Particles (3)
Reproduction (6)
Forces (3)
Consolidation
Energy (3)
YEAR 8
Welcome!
Year 6 SATs
YEAR 7
Visit Arena Academy Science Department
CORE EDUCATION TRUST

Geography

Topics covered from the beginning of the academy year to the end of this half-term.

Summer

- China
- Russia


ARENA ACADEMY
To inspire our student's curiosity and fascination as they become global citizens, whilst fostering critical thinking, empathy and judgement, underpinned by a range of skills, equipping students to open doors to the wider world.
Inspiring • Skilful • Ambitious
Geography Learning Journey
Distribution
Sustainability
Space/Place
Change
Development
Risk
Management
Misconception
Career Paths:
Town planner
Conservationist
Landscape architect
Pilot
Environmental consultant
Further study
Geography
Geology
Ecology
YEAR 11
GCSE Examinations
Mock Examinations
Resource Management
GCSE Results Day
Revision
Pre-release
Energy
Human Fieldwork
Change in the UK Economy
LIC urban change-Rio De Janeiro
Changing economic world
Urban issues
Nigeria- TNC economic development
Development Gap
Mock Examinations
HIC Urban change-Birmingham
Sustainable cities
Mock Examinations
Cold Environments case study- Svalbard
Living World
Physical Fieldwork
Map skills
UK Landscapes
Climate Change
AQA
YEAR 10
Tectonic hazards
Natural Hazards
Tropical Rainforest case study- Amazon
Mock Examinations
Rivers & Coasts
Weather Hazards
International crime on land & seas
Food & water security
Geography of crime
PC1 Exam
Glowing oceans
Oceania
USA, China, India
PC2 Exam
Geographical resources
Riots
Designing out crime
Geographical mysteries
Processes & landforms
Prisoners of Geography
Factfullness
Negativity, fear, single perspective
YEAR 9
Pollution
Tourism
Climate change
Colonialism
S.E Asia
Rio De Janeiro favelas
Biomes
Over population
Climate change
Geographical issues
PC 2 Exam
Hazards- Boxing Day Tsunami
Urbanization and waste
Culture
Amazon Rainforest
Brazil
PC1 Exam
Environmental policy
Energy supplies
Water scarcity
Hazards
PC1 Exam
China
Economic development
Russia
Climate change & biomes
YEAR 8
Misconceptions
Kenya
Globalisation
Tectonics
One child policy
Geopolitics
PC 2 Exam
Africa
Biomes
USA
Welcome!
Year 6 SATs
Population
Industrialization
Map skills
Skills and UK
YEAR 7
Birmingham & the Commonwealth
UK physical Geography & population
What is Geography?
Baseline
Visit to Arena Academy

Year 7

Units covered: China

Key concepts:

Sustainability	Economy
Physical	Climate
Population	Graphs

Key definitions:

- Climate change-Long-term changes in temperature and precipitation
- Sustainability - An integrated approach to an action that considers environmental and economic implications of the present and the future.
- Physical feature- A naturally occurring feature
- Economy- how a country or place is doing in making goods, and how much money it has.
- River- A moving body of water that shapes the land
- Opportunity- A means of achieving something
- Challenge- An obstacle to achieving something
- Tectonics- The study about how the Earth's surface, made of big puzzle pieces called tectonic plates, moves and interacts, causing things like mountains, earthquakes, and volcanoes

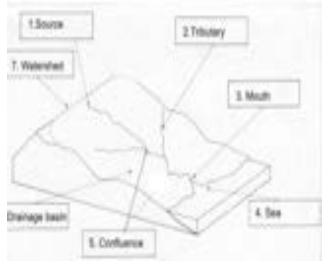
Example exam questions:

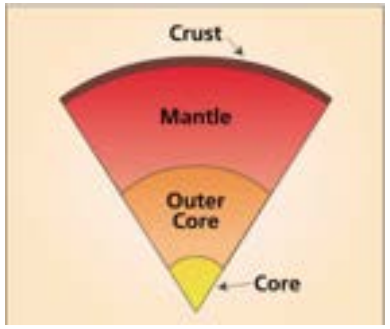
1. Define the term plate boundary
2. Describe and explain the 3 plate boundaries
3. Discuss the impacts and responses to a tectonic hazard you have studied
4. Describe and explain the opportunities of the Yangtze river
5. Describe and explain the challenges of the Yangtze river
6. Explain the impacts of climate change and how it can be mitigated
7. Suggest the cause of the one child policy in China and explain its impacts

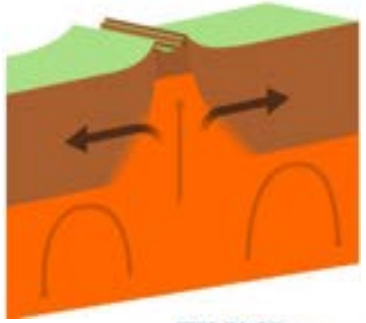
Half-term targets:

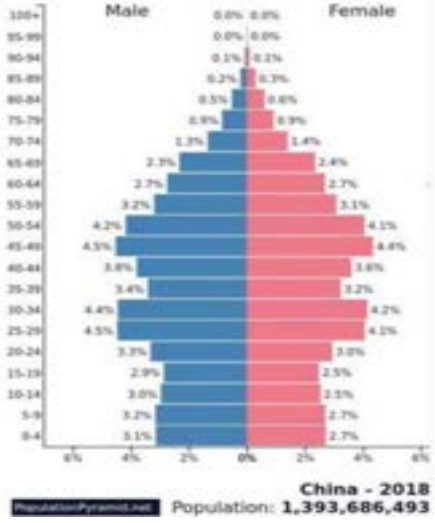
- Can I describe the location of China?
- Can I describe and provide examples of the physical geography of China?
- Can I correctly identify, draw and label diagrams of the 3 plate boundaries?
- Can I look at footage/ images and identify the impact or response associated with tectonic hazards?
- Can I explain why the one child policy was introduced and what the effects were?
- Can I summarise the opportunities and challenges to economic development of the Yangtze river?
- Do I understand what is meant by 'economic development'?

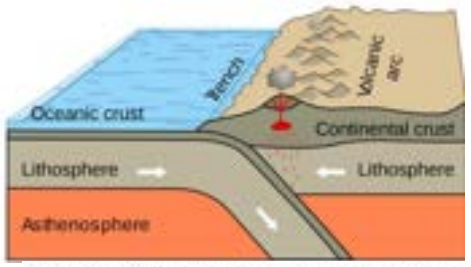
Evaporation	When the sun heats up water from the sea and it goes into the air.
Transpiration	When the sun heats up water from the leaves of trees.
Condensation	When water vapour cools and turns into clouds
Precipitation	Rain, hail, sleet and snow that falls from the clouds
Surface run-off	When the water runs off the surface of the ground.
Groundwater flow	When water goes into the ground (infiltration) and flows through the rocks/soil underground.

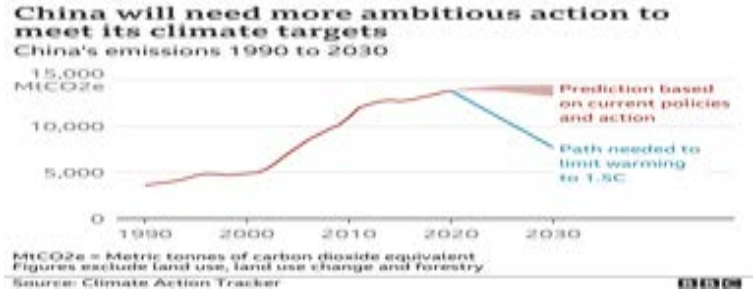


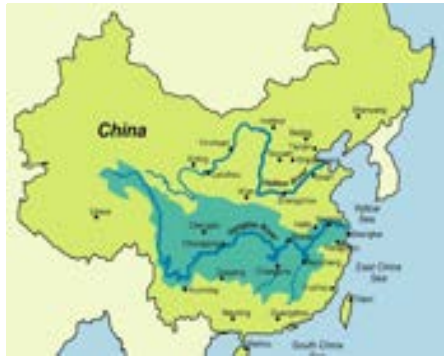












Year 7

Units covered: Russia

Key concepts:

Sustainability	Economy
Physical	Climate
Population	Graphs

Half-term targets:

- Can I describe the location of Russia?
- Can I describe and provide examples of the physical geography of Russia?
- Can I correctly interpret, draw and label a climate graph?
- Can I describe the changes to Russia's climate over time?
- Can I correctly interpret and describe population graphs?
- Can I describe and explain a location within Russia that has extreme conditions?
- Can I explain the opportunities and challenges of the Volga river?
- Can I provide an account of the Chernobyl nuclear power disaster and explain the impacts upon Russia?
- Can I discuss the conflict between Russia and Ukraine; causes, impacts and responses

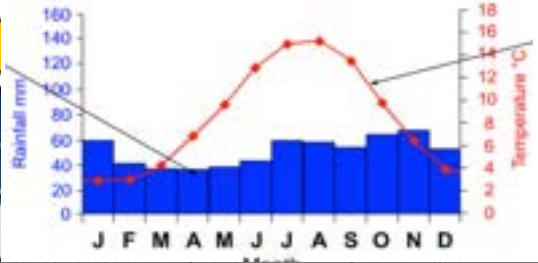
Key definitions:

- Population pyramid - A graph that shows the distribution of age and gender across a location's population.
- Sustainability - An integrated approach to an action that considers environmental and economic implications of the present and the future.
- Physical feature- A naturally occurring feature
- Economy- how a country or place is doing in making goods, and how much money it has.
- River- A moving body of water that shapes the land
- Opportunity- A means of achieving something
- Challenge- An obstacle to achieving something
- Conflict- A disagreement or argument, where people, countries and governments have different views or intentions

Example exam questions:

1. Define the term population pyramid
2. Describe how the population has changed over time using the two population pyramids
3. List 2 physical features within Russia
4. Describe and explain opportunities of the Volga river
5. Describe and explain challenges of the Volga river
6. Complete a geographical description of Russia
7. Explain the impacts of energy production in Russia using a case study

Evaporation	When the sun heats up water from the sea and it goes into the air.
Transpiration	When the sun heats up water from the leaves of trees.
Condensation	When water vapour cools and turns into clouds
Precipitation	Rain, hail, sleet and snow that falls from the clouds
Surface run-off	When the water runs off the surface of the ground.
Groundwater flow	When water goes into the ground (infiltration) and flows through the rocks/soil underground.



Pripyat, the nearest town to Chernobyl, had all of its 50,000 residents evacuated. Residents were told they would be away for just a few days, so they took very little with them. Most would never return to their homes.	It took days for Soviet leadership to inform the international community that the disaster had occurred. The Soviet government made no official statement about the accident until Sweden demanded an explanation when operators of nuclear power plant there registered unusually high radiation levels.	The official death toll given by the Soviet Union was 31. However, the government of Ukraine today estimates that 125,000 people have died from the effects of radiation.	A 770-mile-wide Chernobyl Exclusion Zone around the site isn't considered safe for human habitation and can't be used for logging or agriculture due to contaminated plants and soil.
Ukrainian authorities have said it will not be safe for people to live in the Chernobyl Exclusion Zone for more than 24,000 years.	Due to the reduced human presence in the area, wildlife including boars, wolves, beavers and bison, showed signs of flourishing at the Chernobyl site.	In Ukraine, in 2005, 19,000 families were receiving government assistance as a result of losing a bread winner.	The economic costs were massive, with over 7 million people having to receive some kind of compensation as a result of the disaster
In the 10 years after the event, cases of cancer amongst children in the Ukraine increased by 90%	The poisonous radiation that spewed into the atmosphere drifted over to Western Europe. The UK government had to ban the sale of sheep across thousands of farms on the basis that the animals had likely ingested radioactive material from fallout absorbed by plants.	A huge area of forest was killed by radiation and has since been called the 'Red Forest'. The trees were so toxic that they had to be bulldozed and buried underground.	No official Soviet government studies were conducted following the explosion to assess its effects on workers, the liquidators and nearby populations.

History

Topics covered from the beginning of the academy year to the end of this half-term.

Summer:

1. Tudor England
2. English Civil War

History Knowledge Organiser: Early Modern England (Tudors & Stuarts)

1500 | 1547 – Henry VIII dies, Edward VI becomes King | 1550 | 1558 – Mary I dies Elizabeth I becomes Queen | 1600 | 1649 – Charles I is executed | 1650 | 1666 – The Great Fire of London | 1700 | 1750

1534 – Henry VIII replaces the Pope as head of the Church of England (Protestantism)

1553 – Edward VI dies, Mary I becomes Queen

1588 – England defeats the Spanish Armada

1606 – The Gunpowder Plot

1642-46 – The English Civil War

1660 – Charles II is King & the monarchy is restored

Mid 1700s – The Industrial Revolution begins

The People

The Gentry – owned land, and are considered gentlemen. Often used to enforce law within their villages. Not as much wealth or power as Dukes and Earls

The Middling Sort – Often farmers or skilled workers called 'artisans' who owned some land. Comfortable houses but not as much luxury as the Gentry

The Labouring Poor – Worked for very low wages, usually on farms. Work was seasonal, which often meant that they starved if harvests were poor.

Henry VIII – Reigned 1509 – 1547.
Six wives: Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr (divorced, beheaded, died, divorced, beheaded, survived).
He created the **Church of England** (Protestant) when the Pope (Catholic) wouldn't allow him to divorce Catherine of Aragon. He followed **Martin Luther**'s ideas that the Catholic Church was corrupt, and put himself as head of the Church of England.
He had three children: Mary I, Elizabeth I and Edward VI

Edward VI – Reigned 1547 – 1553. Became King aged 9. His advisors told him what to do. He changed the look of religion in England completely. Church services were done in English, not Latin and Churches became much more simple, not grand and luxurious.
Mary I – Reigned 1553 – 1558. Returned England to Catholicism. Married King Philip II of Spain (also Catholic). She had 284 Protestants burned to death. This earned her the title of 'Bloody Mary'.

Elizabeth I – Reigned 1558 – 1603.
Daughter of Anne Boleyn, Protestant.
Religious Settlement: **moderate**. Meaning that people should be outwardly Protestant but if they were a Catholic at home then she would turn a blind eye.
There were some Catholic extremists, who plotted against Elizabeth, and some Protestant extremists (called Puritans) who thought she wasn't strict enough.
Catholic plotters believed that **Mary, Queen of Scots** should be on the throne, and wanted to kill Elizabeth . MQS was involved in the Babington Plot in 1586 and was executed for her involvement.
In 1588, King Philip of Spain sent the **Spanish Armada.** England's best sailors (like Walter Raleigh and Francis Drake) knew that they must fight the Spanish at sea. If they reached land, they would completely outnumber the English army. Through a mixture of bad weather, great skill and ships which were easier to control, the English won.

Gunpowder Plot – 5th November 1605
A group of Catholic plotters, led by Robert Catesby, tried to blow up the Houses of Parliament, to kill the Protestant King: James I. Guido (Guy) Fawkes, was their explosives expert. The plot was unsuccessful & the barrels were discovered under in the cellar. The plotters were captured, tortured and executed. Historians debate whether the whole thing was set up as an example to Catholics in England, that James would not tolerate plotters.

Civil War: 1642-1646–
Charles I gets off to an unpopular start by marrying a Catholic, and raising taxes which Parliament have told him he can't do.
Although he is Protestant, Charles begins making the Church much more Catholic again and tries to rule over Scotland, too.
In 1642, Charles tries to arrest five MPs. In response, Parliament take control of the army and Charles declares war.
Civil War sees **Royalists or 'Cavaliers'** fighting on behalf of the King and **Parliamentarians or 'Roundheads'** fighting on behalf of Parliament. They formed the New Model Army which was well equipped.
Charles lost and was put on trial in 1649, where he was executed on 30th January 1649.

Key Words

Monarch – The King or Queen
Coronation – The day that the monarch is first crowned
Civil War – when a country fights itself
Agriculture – to do with farming
Gentry – the rich, who owned land
Labourers – the poor of England who worked hard for their living
Catholics – Religion where the Pope is the leader of the Church
Protestants – Religion where the monarch is the leader of the Church
Puritans – extreme Protestants
Harvests – crops that have grown and are picked
Vagrants – Poor, homeless people
Poverty – Being poor
Cavaliers – soldiers in the Civil War fighting on King Charles I's side
Roundheads – soldiers in the Civil War fighting on Parliament's side
Execution – The death penalty being issued
Lord Protector – the title that Oliver Cromwell gave himself, instead of King, after Charles I's execution

ARENA ACADEMY

To inspire our students' curiosity to discover their own story, to equip our students with the skills to open doors to the wider world and challenge our students to think critically, developing their perspective and judgement.

Inspiring • Skilful • Challenging

HISTORY Learning Journey

Power | Religion | War | Key individuals | Communication | People

Career Paths
- Academic researcher/archivist
- Heritage manager
- Historic building conservator
- Museum education officer
- Secondary school teacher

Further study
- History
- English
- Politics
- Economics
- Sociology

YEAR 11

Weimar & Nazi Germany
- Nazi control & dictatorship 1933-39
- The Weimar Republic 1918-29
- 1918-1939
- Life in Nazi Germany 1933-39
- Hitler's rise to power 1919-33
- The end of the Cold War 1970-91
- Cold War crises 1958-70
- 1941-1991
- The origins of the Cold War 1941-58

Superpower Relations & the Cold War

Early Elizabethan England
- Queen, government & religion 1558-69
- Elizabethan society in the Age of Exploration 1558-88
- 1558-1588
- Challenges to Elizabeth at home and abroad 1569-88

YEAR 10

Medicine in Britain
- 'Medicine in modern Britain' c. 1900-Present Day
- 'Medicine in 18th & 19th century Britain' c.1750-1900
- 1250 to present day
- 'The Medical Renaissance in England' c.1500-1700
- 'Medicine in medieval England' c.1250-1500
- To what extent could ancient doctors heal the sick? 2nd - 5th c. BC
- Has society learned lessons from the Holocaust? 20th c.

YEAR 9

- What were the consequences of the Great War for Europe and the World?
- 20th c.
- Why did the 'lights go out across Europe' in 1914?
- 20th c.
- To what extent do the causes of WWII resemble those of WWI?
- 20th c.
- What were the consequences of WWII for Europe and the World?
- To what extent have women achieved equality since 1918?
- 20th c.
- What does the Titanic tell us about society in the early 20th century?
- 20th c.
- 18th – 19th c.
- What role did the Industrial Revolution have on the health of the people?

YEAR 8

- To what extent was Britain changed by the Industrial Revolution??
- 18th – 19th c.
- To what extent did Britain's imperialism shape the world?
- 18th – 20th c.
- What was the impact of the trans-Atlantic slave trade on those enslaved?
- 16th – 19th c.
- Why did 'brother fight against brother' in the 17th century?
- 17th c.
- To what extent was everyday life different in Tudor England compared to medieval?
- 16th c.
- Why was there religious turmoil in Tudor England?
- 16th c.

YEAR 7

Welcome!
- Why was the Norman invasion of 1066 a success?
- 11th c.
- To what extent did life change in the medieval period?
- 11th – 15th c.
- Why did the Roman Empire collapse?
- 5th c.
- 6th c. BC

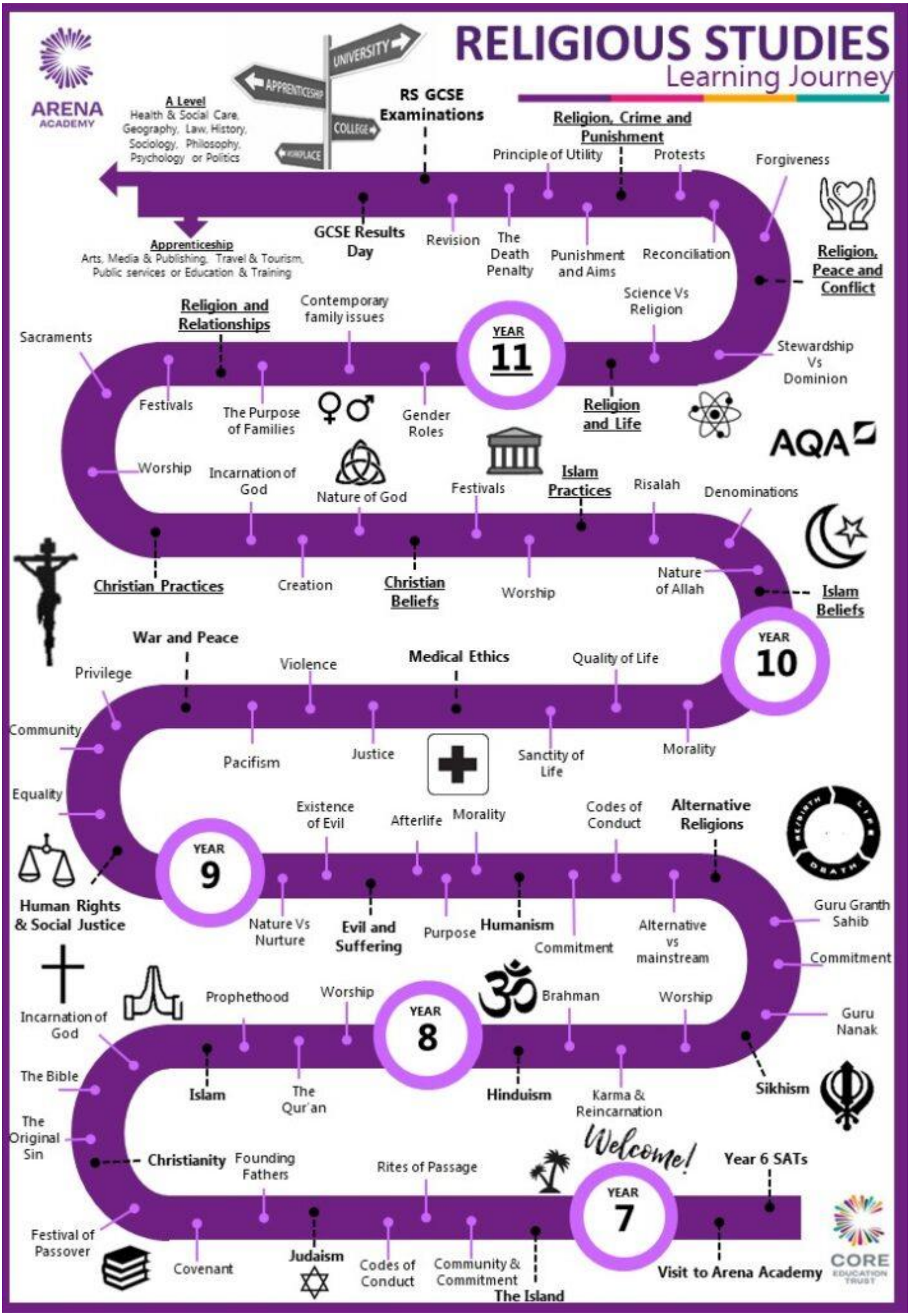
ARENA ACADEMY

Religious Education

Topics covered from the beginning of the academy year to the end of this half-term.

<u>Summer</u>

1. Christianity
2. Islam


RELIGIOUS STUDIES
Learning Journey
ARENA ACADEMY
A Level
Health & Social Care, Geography, Law, History, Sociology, Philosophy, Psychology or Politics
Apprenticeship
Arts, Media & Publishing, Travel & Tourism, Public services or Education & Training
UNIVERSITY
APPRENTICESHIP
COLLEGE
WORKPLACE
RS GCSE Examinations
GCSE Results Day
Revision
The Death Penalty
Principle of Utility
Religion, Crime and Punishment
Punishment and Aims
Protests
Reconciliation
Forgiveness
Religion, Peace and Conflict
Science Vs Religion
Stewardship Vs Dominion
Religion and Life
AQA
YEAR 11
Religion and Relationships
Contemporary family issues
Sacraments
Festivals
The Purpose of Families
Gender Roles
Worship
Incarnation of God
Nature of God
Christian Practices
Creation
Christian Beliefs
Worship
Festivals
Islam Practices
Risalah
Denominations
Nature of Allah
Islam Beliefs
YEAR 10
War and Peace
Privilege
Violence
Medical Ethics
Quality of Life
Community
Pacifism
Justice
Sanctity of Life
Morality
Equality
Human Rights & Social Justice
YEAR 9
Existence of Evil
Afterlife
Morality
Codes of Conduct
Alternative Religions
Nature Vs Nurture
Evil and Suffering
Purpose
Humanism
Commitment
Alternative vs mainstream
Guru Granth Sahib
Commitment
Incarnation of God
Prophethood
Worship
YEAR 8
Brahman
Worship
Guru Nanak
The Bible
Islam
The Qur'an
Hinduism
Karma & Reincarnation
Sikhism
The Original Sin
Christianity
Founding Fathers
Rites of Passage
Welcome!
Year 6 SATs
Festival of Passover
Covenant
Judaism
Codes of Conduct
Community & Commitment
The Island
YEAR 7
Visit to Arena Academy
CORE EDUCATION TRUST

CHRISTIANITY KNOWLEDGE ORGANISER

Overview

Christianity is one of the world's major religions. It is the **world's largest religion**, with about 2.4 billion followers.

Christians (like Jews and Muslims) believe in one **God,** who created the world and all that is in it.

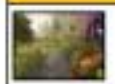
Christians believe in the teachings of **Jesus Christ**, who was a middle-eastern preacher and healer who lived around 2,000 years ago.

Christians believe that Jesus Christ was sent down to earth to save people, by taking their punishment and dying on the cross.

The holy book in Christianity is called **the Bible. A church** is a building designed for Christian worship.

An artist's image of Jesus Christ giving the 'sermon on the mount.'

Christian Beliefs



God's Creation

-Christians believe that God created the Earth and everything in it in 6 days, resting on the 7th.

-The story of creation tells Christians that at first everything was dark, until God intervened and created matter.

-Details about this are found in the Bible in Genesis 1 and 2.

The Holy Trinity

-Christians believe that God can be seen in three ways, known as the Holy Trinity:

-The Father – Creator of the world;
-The Son – Who came to Earth as Jesus;
-The Holy Spirit – God's power within Christians.

The Ten Commandments

-In the Bible, ten 'commandments' are shared, which Christians should aim to live their lives by:

1.You shall have no other Gods but me. 2. You shall not make for yourself any idol. 3. You shall not misuse the name of the Lord your God. 4. You shall remember and keep the Sabbath day holy. 5. Respect your father and mother. 6. You must not commit murder. 7. You must not commit adultery. 8. You must not steal. 9.You must not give false evidence against your neighbour. 10. You must not be envious of your neighbour's goods.

The Life of Jesus Christ

- Christians believe that Jesus was the son of God. He was born to ordinary parents, Mary and Joseph, in Bethlehem. Christians celebrate the birth of Jesus on 25th December – Christmas Day.

-Jesus travelled around, teaching people about God and helping the sick. He chose 12 men to travel with him. They were his special companions and are known as the disciples.

-Jesus was sentenced to death for calling himself the son of God. He had a final meal with his disciples (known as 'The Last Supper') before being crucified. He is said to have died for the sins of man.

Answers to Important Questions and Key Vocabulary

Where do Christians worship God?		-Christians can pray in any place, but the most common location is in a purpose-built building called a church. Churches can be very different – old, new, plain or highly decorated. Often, the floor plans of churches are shaped in a cross. -Church services often include hymns, prayers, and readings from the Bible. -Common church features include altar tables, lecturns, pulpits, fonts and stained glass windows.
What is the Bible?		The Bible is the holy book of Christians. It contains the Old and New Testaments. The Old Testament is similar to the Jewish Bible and was written before Jesus' birth. The New Testament contains stories about Jesus, written by those who knew him.
How do Christians believe that people should live their lives?		-Christians believe that people should be compassionate to one another, and show respect to God, themselves and one another. -Christians believe that praying to God helps them to say sorry for the things that they have done wrong, and thank them for the blessings given to them. -Christians believe that God wants them to carry on the good work that Jesus did in the world.
How many different types of Christians are there?		-There are many different denominations (types) of Christians. All Christians were once Catholics, but other groups branched off many years ago. -The biggest Christian denomination is still Catholicism. To Catholics, the Pope is Christ's representative on earth. Other major groups include Protestants (including Anglican/ Church of England faiths) and Orthodox.

Key Vocabulary

God
Jesus
Bible
Cross/ Crucifix
Commandments
Holy Trinity
Catholic
Protestant
Orthodox
Disciples
Saint
Church

Top 10 Facts!

1. Christians believe that God is everywhere, and sees and knows everything.
2. About 1/3 of the world's population are Christian.
3. The word Christ comes from the Greek word meaning Messiah – God's chosen one.
4. Although Christmas is celebrated on December 25th, no one knows exactly what date Jesus was born on.
5. Sunday is the holiest day in Christianity – many people meet to worship on Sunday.
6. There is very little written about Jesus before the age of about 30, when he began preaching
7. Jesus knew that he was going to be betrayed, and that he would die. He tried to warn his disciples of this at the Last Supper.
8. Jesus was buried in a tomb, but the tomb was found later. He then appeared to the disciples.
9. Jesus eventually went back up to heaven to be with God – this is called the ascension.
10. The cross is the symbol of Christianity – a reminder that Jesus was crucified.

Christianity Timeline

- Beginning of time: God creates the world and everything in it.
- Around 0 CE: Jesus is born in Bethlehem.
- c.28CE: Jesus begins healing and preaching. He chooses 12 disciples.
- c.30CE: Jesus feeds 5,000 with 5 loaves of bread and 2 fish!
- c.33CE: Jesus holds the Last Supper. He is double-crossed by Judas.
- c.33CE: Jesus is executed on the cross and then resurrects days later.
- c.40CE: Church of Jerusalem – first Christian church – is founded.
- c.1057CE: Orthodox Church breaks from Catholicism.
- c.1534CE: Henry VIII forms the Church of England.

ISLAM KNOWLEDGE ORGANISER

Overview

Islam is one of the world's major religions. It is the **world's 2nd largest religion**, with about 1.8 billion followers.

Muslims are the people who follow Islam. They believe in one **God** who created everything – he is called **Allah** (the Arabic name for 'God').

Muslims believe in a messenger of Allah, named **Muhammad.** They view him as the final **prophet,** following Adam, Abraham, Moses, Jesus and others.

Muhammad is believed to be the person who **founded** the faith of Islam, about 1,400 years ago.

The holy book in Islam is called **the Qur'an. A mosque** is a building designed for Muslim worship.

Around 2.5 million Muslims each year take part in the annual 'hajj' pilgrimage to Mecca.

Muslim Beliefs

Laws and Customs

-There are many laws and customs outlined in the Qur'an, that Muslims should follow.

-They must dress modestly, e.g. many Muslims wear long clothes that cover their bodies, and women wear a hijab which covers parts of their hair/face. Food must be halal, meaning animals must be killed in a certain way.

Ramadan

-Ramadan is the ninth month of the Islamic calendar. It is a month in which Muslims worldwide take part in fasting.

-For the whole of the month, Muslims do not eat during daylight hours. Instead, they devote themselves to prayer and to Allah.

The Five Pillars of Islam

-The Five Pillars of Islam are the behaviours and beliefs by which Muslims must live their lives. They were founded in the hadith of Gabriel.

1.Shahadah: the declaration of faith: 'There is no God but Allah, and Mohammad is his messenger.' 2. Salah: the five daily prayers. 3. Zakah: Giving money to help the poor. 4. Sawm: Committing to fasting during the month of Ramadan. 5. Hajj: A religious pilgrimage to Mecca that Muslims should undertake at least once in their lives.

Muhammad

- Muslims believe that God sent his final message to Earth through Muhammad, 1400 years ago. He is considered so holy that Muslims say 'peace be upon him' whenever they say or write his name.

-When he was around 40 years old, Muhammad is believed to have been approached in a cave by the angel Gabriel, who sent 'revelations' from Allah. He continued to receive these messages, and to teach them to others.

-The messages that Muhammad received were later collected and made into the Qu'ran. Muslims believe that they should follow the example set by Muhammad throughout their own lives.

Answers to Important Questions and Key Vocabulary

Where do Muslims worship God?	 	-Muslims pray in a building called a mosque. -The word for mosque in Arabic is 'masjid.' Most masjids have at least one dome, and many also have one or two towers. -Muslims take off their shoes before entering the mosque to pray. This is a sign of respect. -On Fridays at noon, the most important religious service of the week is held in the mosques.
What is the Qur'an?		The Qur'an is the holy book of Islam. Muslims believe that the Qur'an contains the holy words of God, which teaches them the right path. Other important books in Islam are the Sunnah (about Mohammad's life) and the Hadith (the words of Mohammad).
Where do most Muslims live in the world?		-There are about 50 countries around the world in which Islam is the largest religion. -The Arab world (the Middle East and Northern Africa) accounts for about 20% of all Muslims. -There are also millions of Muslims from Indonesia, Pakistan, Bangladesh and India. -China, Iran and Turkey also have many Muslims. -After Christianity, Islam is the 2nd largest religion in most European countries.
How many different types of Muslims are there?		-There are two main types of Muslims – Sunni Muslims and Shia Muslims. Although all Muslims follow the Qur'an and the five pillars of Islam, they also have some differences. Sunni Muslims believe that leadership of the community (and the 'caliph' – leader) should be elected from the community. Shia believe that leadership should stay within the prophet's family, or be chosen by Allah.

Key Vocabulary

Allah
Muhammad
Qur'an
Five Pillars
Ramadan
Eid
Mosque
Prophet
Hadith
Sunni
Shia
Caliph

Top 10 Facts!

1. Friday is the Muslim holy day. People go to the Mosque and pray.
2. Islam is the fastest-growing religion in the world.
3. Muhammad was born in Mecca – which is now in Saudi Arabia. It is considered a holy place.
4. The very first mosque was in the courtyard of the home of the prophet Muhammad.
5. The Ka'ba is an ancient shrine in Mecca that Muslims believe is the holiest place on earth.
6. Muslims believe that Allah told Muhammad exactly what to write in the Qur'an.
7. The Qur'an has a total of 144 chapters. Many Muslims try to memorise the entire Qur'an!
8. Muslims are called to prayer by a muezzin, a man who sings through a loudspeaker.
9. About 23% of the global population are Muslim.
10. The 'Islamic World' refers to the Middle East, North Africa, and parts of South East Asia.

Islam Timeline

- **Beginning of time:** Allah creates the world and everything in it.
- **Around 570CE:** Muhammad is born in Mecca.
- **c.610CE:** Muhammad receives the first revelation from Gabriel.
- **c.622CE:** Muhammad reaches Medina. Beginning of Islamic calendar.
- **c.630CE:** Muhammad returns to Mecca. People accept Islam.
- **c.633CE:** Muhammad dies. Abu-Bakr made caliph (leader).
- **c.655CE:** Islam spreads from the Middle East through North Africa.
- **c.1120CE:** Islam spreads to South-East Asia.
- **c.1979CE:** Iranian Revolution forms state of Iran – first attempt at an Islamic state.

Computer Science

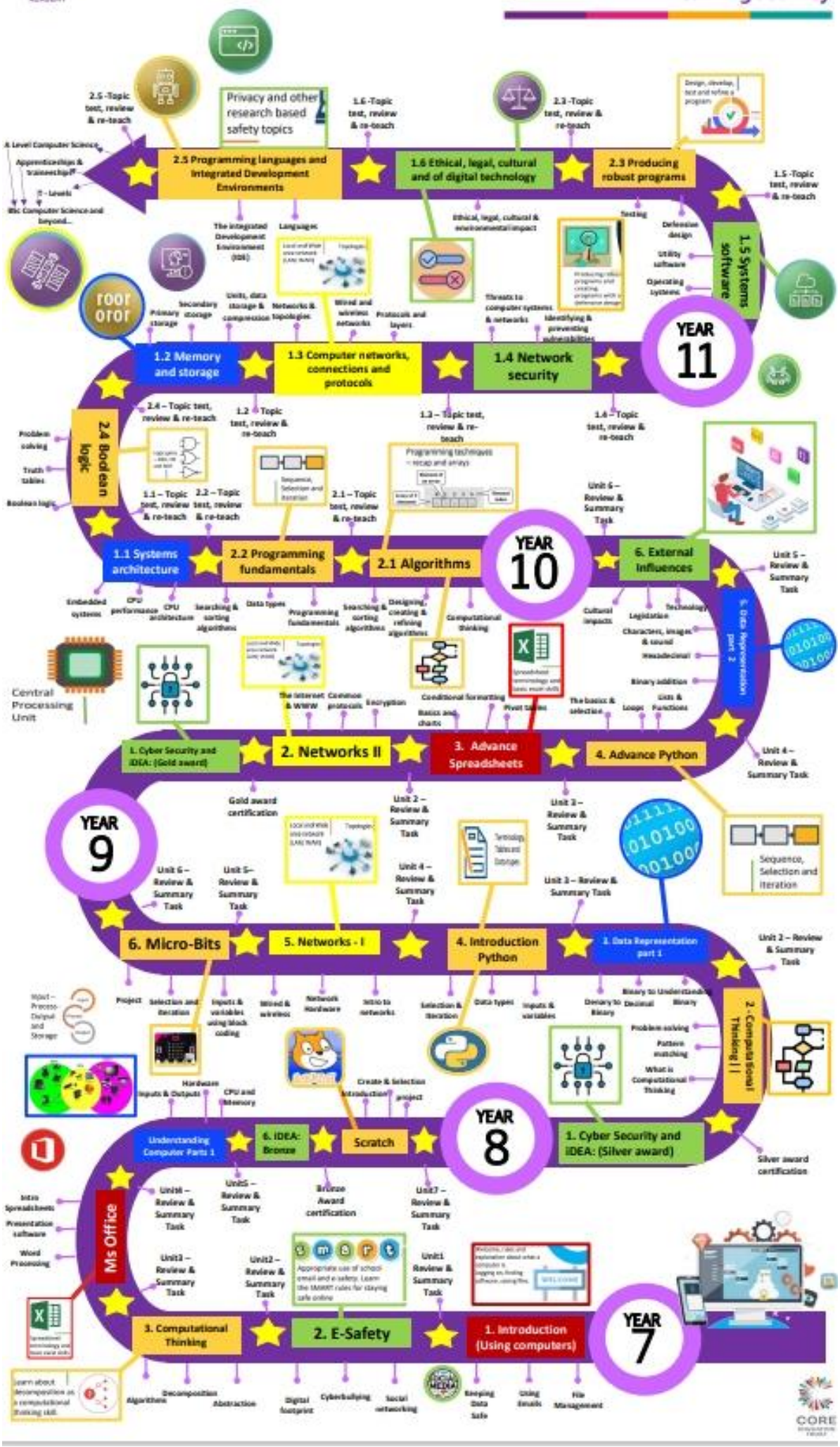
Topics covered from the beginning of the academy year to the end of this half-term.

<u>Summer</u>

1. iDEA and Scratch

Computer Science/IT

Learning Journey



TOPIC 3 SCRATCH

What is Scratch?

Scratch is a visual **programming language** that allows you to create programs by dragging blocks of scripts.

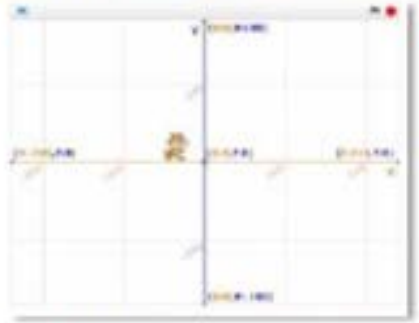
Sprites

A **sprite** is a character or object in your game or animation.

In order to give the impression that a character is moving you can change the sprites' **costume.**

Stage

The stage is the background of the project. Scratch uses co-ordinates to position different elements around the screen.



Different backgrounds can be imported or you can create your own.

Block menu

The block menu helps users pick which scripts they need to control various aspects of a program.

Key Words

Program	Variable	Sprite	Script
Costume	Background	Stage	Data
Loop	Operator	Iteration	Interface

Variables

A variable is used to store data for use in your program.

Variables can be used to store lots of different types of data such as names, numbers and scores.

The data stored in a variable can be changed or "varied" depending on certain conditions within a program.

Loops

Loops are used as a way of repeating instructions.
Also known as **iteration.**

Repeats a certain number of times.

Repeats an instruction forever.

IF Statements

IF statements can be used to select different scripts of a program depending on a condition .

Also known as **selection.**

Operators

Operators are used for **changing** or **comparing** data.

They can **add**, **subtract**, **multiply** and **divide** data

They can also check if values are **less than**, **greater than**, or **equal** to other values.

Spanish

Topics covered from the beginning of the academy year to the end of this half-term.

<u>Summer:</u>

1. My family and friends

2. My home and free time

Viva 1
Module 4 - Mi familia y mis amigos

Spanish

¿Cuántas personas hay en tu familia?
How many people are there in your family?

En mi familia hay...	*In my family, there are...*
personas.	*people.*
mis padres	*my parents*
mi madre	*my mother*
mi padre	*my father*
mi abuelo	*my grandfather*
mi abuela	*my grandmother*
mi bisabuela	*my great-grandmother*
mi tío	*my uncle*
mi tía	*my aunt*
mis primos	*my cousins*
¿Cómo se llama tu madre?	*What is your mother called?*
Mi madre se llama...	*My mother is called...*
¿Cómo se llaman tus primos?	*What are your cousins called?*
Mis primos se llaman... y...	*My cousins are called... and...*
su hermano	*his/her brother*
sus hermanos	*his/her brothers and sisters*

¿Cómo tienes el pelo?
What's your hair like?

Tengo el pelo...	*I have... hair.*
castaño	*brown*
negro	*black*
rubio	*blond*
azul	*blue*
liso	*straight*
rizado	*curly*
largo	*long*
corto	*short*
Soy pelirrojo/a.	*I am a redhead.*
Soy calvo.	*I am bald.*

¿Cómo es?
What is he/she like?

Es...	*He/She is...*
No es muy...	*He/She isn't very...*
alto/a	*tall*
bajo/a	*short*
delgado/a	*slim*
gordo/a	*fat*
guapo/a	*good-looking*
inteligente	*intelligent*
joven	*young*
viejo/a	*old*
Tiene pecas.	*He/She has freckles.*
Tiene barba.	*He has a beard.*
mis amigos	*my friends*
mi mejor amigo/a	*my best friend*
su mejor amigo/a	*his/her best friend*

Adjectives

In Spanish most adjectives come after the word they are describing.

tengo el pelo rubio, corto y liso.

I have short, straight, blond hair.

¿De qué color tienes los ojos?
What colour are your eyes?

Tengo los ojos...	*I have... eyes.*
azules	*blue*
grises	*grey*
marrones	*brown*
verdes	*green*
Llevo gafas.	*I wear glasses.*

Culture!

Families are getting smaller in Spain and latin Ameria, and people are waiting longer to have children.

The estimated average number of children per family in four spanish speaking countries is:

Spain	1.4
Mexico	2.4
Bolivia	3.5
Chile	1.9

Grammar

The words for 'my' and 'your' are different depending on whether the noun is singular or plural.

My: mi (singlar) / mis (plural)

Your: tu (singluar) / tus (plural)

his / her: su (singluar / sus (plural)

Did you know?

It is a common stereotype that all Spanish people have

dark hair and eyes, but many Spanish people have blond or red hair and blue grey eyes.

Practise online

Use this QR code to find all of the vocab online where you can listen to pronunciation and practise using games and vocab lists.

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Viva 1
Module 4 - Mi familia y mis amigos

Spanish

¿Cómo es tu casa o tu piso?
What is your house or flat look like?

Vivo en...	*I live in...*
una casa	*a house*
un piso	*a flat*
antiguo/a	*old*
bonito/a	*nice*
cómodo/a	*comfortable*
grande	*big*
moderno/a	*modern*
pequeño/a	*small*

Los números 20 – 100
Numbers 20 – 100

veinte	*20*
treinta	*30*
cuarenta	*40*
cincuenta	*50*
sesenta	*60*
setenta	*70*
ochenta	*80*
noventa	*90*
cien	*100*

Palabras muy frecuentes
High-frequency words

además	*also, in addition*
bastante	*quite*
porque	*because*
muy	*very*
¿Quien...?	*Who?*
un poco	*a bit*
mi/mis	*my*
tu/tus	*your*
su/sus	*his/her*

Carnival of Cadiz

The Carnival of Cádiz is one of the best-known carnivals in Spain. Its main characteristic is humor. Through sarcasm, mockery and irony, the main groups and the people of the street "purge" the most pressing problems of today.

The whole city participates in the carnival for more than two weeks each year, and the presence of this fiesta is almost constant in the city because of the recitals and contests held throughout the year.

Remember!

Adjectives must agree with the noun they describe.

Manuel et Cruel es alto.
Daniela es guapa.

¿Dónde está?
Where is it?

Vivo en...	*It is in...*
el campo	*the countryside*
la costa	*the coast*
una ciudad	*a town*
el desierto	*the desert*
la montaña	*the mountains*
un pueblo	*a village*
el norte	*the north*
el sur	*the south*
el este	*the east*
el oeste	*the west*
el centro	*the centre*

Culture!

In most major Spanish cities, you will see many more flats than houses.

Houses in the north of Spain can look very different from the houses in the south.

The north is green, lush and rains alot.

The south is sunny and can be very hot, so houses are often painted white to reflect the heat.

Grammar

When you are talking about location (Where something is), you use the verb estar for 'to be'. This verb is irregular.

Estoy - I am
estás = you are
está - he, she, it is
estamos - we are
estáis- you (plural) are
están - They are

Did you know?

Spain is twice as big as the UK, but only about three- quarters of the population?

Culture focus!

Diego Velazquez (1599-1660) was a Spanish painter. He was made the official royal painter by King Felipe IV.

In 1656 he painted 'La familia de Felipe IV', more commonly known as 'Las Meninas' ('The Maids of Honour'). The small girl in the painting is the Infanta Margarita (the Princess Margarita).

Many other artists have been inspired by 'Las Meninas'. One of them was the famous Spanish painter Pablo Picasso (1881-1973).

Picasso liked to experiment with shape and colour. In 1957 he painted 58 versions of 'Las Meninas'!

Practise online

Use this QR code to find all of the vocab online where you can listen to pronunciation and practise using games and vocab lists.

Viva 1
Module 2 - Mi tiempo libre

Spanish

¿Qué te gusta hacer?
What do you like to do?

Me gusta...	*I like...*
Me gusta mucho...	*I really like...*
No me gusta...	*I don't like...*
No me gusta nada...	*I don't like at all...*
chatear	*to chat online*
escribir correos	*to write emails*
escuchar música	*to listen to music*
jugar a los videojuegos	*to play videogames*
leer	*to read*
mandar SMS	*to send text messages*
navegar por Internet	*to surf the net*
salir con mis amigos	*to go out with friends*
ver la televisión	*to watch TV*
porque es...	*because it is...*
porque no es...	*because it is not...*
interesante	*interesting*
guay	*cool*
divertido/a	*amusing, funny*
estúpido/a	*stupid*
aburrido/a	*boring*

¿Qué haces en tu tiempo libre?
What do you do in your spare time?

bailo	*I dance*
canto karaoke	*I sing karaoke*
hablo con mis amigos	*I talk with my friends*
monto en bici	*I ride my bike*
saco fotos	*I take photos*
toco la guitarra	*I play the guitar*

Expresiones de frecuencia
Expressions of frequency

a veces	*sometimes*
de vez en cuando	*from time to time*
nunca	*never*
todos los días	*every day*

Las estaciones
The seasons

la primavera	*spring*
el verano	*summer*
el otoño	*autumn*
el invierno	*winter*

¿Qué tiempo hace?
What's the weather like?

hace calor	*it's hot*
hace frío	*it's cold*
hace sol	*it's sunny*
hace buen tiempo	*it's nice weather*
llueve	*it's raining*
nieva	*it's snowing*
¿Qué haces cuando llueve?	*What do you do when it's raining?*

Present tense -ar verbs

You use the present tense to talk about what usually happens: I surf the net, I send texts.
To form the present tense of **-ar** verbs, you take off the -ar and add a different ending for each person.

hab**lar** to speak

hab**lo**	I speak	hab**lamos**	we speak
hab**las**	you speak	hab**láis**	you speak (pl)
hab**la**	he/she speaks	hab**lan**	they speak

Stem-changing verbs

Stem-changing verbs like **jugar** (to play) have regular endings, but some parts of the verb change the vowel in the 'stem'.

j**ue**go	I play	jugamos	we play
j**ue**gas	you play	jugáis	you play (pl)
j**ue**ga	he/she plays	j**ue**gan	they play

Football in Spain

The Spain national football team (Spanish: Selección de fútbol de España) is the national football team of Spain. The current head coach is Luis Enrique. The team is often called La Roja (The Red One), La Furia Roja (The Red Fury), La Furia Española (The Spanish Fury) or just La Furia (The Fury). The Spanish team became a member of FIFA in 1904, even though the team was made in 1909. Spain had their first match on the 8th of August 1920 against Denmark. Since the team's creation in 1909, they have been in 13 FIFA World Cups, and 9 UEFA European Football Championships.

Love **football**? Find out why Gary loves **Spain**!

Practise online

Use this QR code to find all of the vocab online where you can listen to pronunciation and practise using games and vocab lists.

AVOCADOS Foundation

Spanish

Adjectives

bueno	*good*
malo	*bad*
aburrido	*boring*
divertido	*fun*
estupendo	*great*
práctico	*practical*
cómodo	*comfortable*
incómodo	*uncomfortable*
barato	*cheap*
caro	*expensive*
simpático	*nice*
antipático	*awful*
bonito	*pretty*
feo	*ugly*

Verbs

Voy	*I go*
Hago	*I do/make*
Escucho	*I listen*
Como	*I eat*
Bebo	*I drink*
Compro	*I buy*
Juego	*I play*
Veo	*I see*
Hice	*I did/made*
Vi	*I watched/saw*
Fue + adjective	*It was + adjective*
Voy a (verb)	*I am going to...*
Será	*It will be*
Me gustaría	*I would like*

Opinions

me encanta /adoro	*I love*
me gusta	*I like*
no me gusta	*I don't like*
me gusta bastante	*I quite like*
me gusta mucho	*I really like*
prefiero	*I prefer*
no me gusta nada	*I don't like at all*
detesto/odio	*I hate*
En mi opinión	*In my opinion*
creo que	*I think that*
pienso que	*I think that*
opino que	*I think that*

Connectives

y	*and*
sin embargo	*however*
pero	*but*
aunque	*although*
también	*also*
porque	*because*
o	*or*
quizás	*perhaps*

Adverbs

normalmente	*normally*
generalmente	*generally*
usualmente	*usually*
especialmente	*especially*
completamente	*completely*
totalmente	*totally*
rápidamente	*quickly*
lentamente	*slowly*
finalmente	*finally*
inmediatamente	*immediately*
frecuentamente	*frequently*

Detail

muy	*very*
más	*more*
bastante	*quite*
menos	*less*
un poco	*a bit*
mucho/a/os/as	*many/a lot*
demasiado	*too*

OMG! phrases

lo bueno es que	*the good thing is that*
lo malo es que	*the bad thing is that*
lo peor es que	*the worst thing is that*
lo mejor es que	*the best thing is that*
¡Qué bien!	*Great!*
¡Qué mal!	*How awful!*

Sequencers

primero	*first*
segundo	*second*
luego	*then*
antes	*before*
después	*after*
por la mañana	*in the morning*
por la tarde	*in the afternoon*
por la noche	*in the evening*
ayer	*yesterday*
hoy	*today*
mañana	*tomorrow*
ahora	*now*
la semana próxima	*next week*
la semana pasada	*last week*

French

Topics covered from the beginning of the academy year to the end of this half-term.

<u>Summer:</u>

1. My family and friends

2. My home and free time

Dynamo 1
Module 4 - Ma vie de famille

French

Décris-moi ta famille
Describe your family

la famille	*family*
la famille d'accueil	*foster family*
le (beau-)père	*(step-)father*
le grand-père	*grandfather*
le (demi-)frère	*(half/step-)brother*
le fils / la fille	*son / daughter*
la (belle-)mère	*step-mother*
la grand-mère	*grandmother*
la (demi-)sœur	*(half/step-)sister*
les parents	*parents*
il/elle est ...	*he/she is ...*
petit(e)	*small*
grand(e)	*tall*
de taille moyenne	*medium-sized*
il/elle a les yeux ...	*he/she has ... eyes*
bleus / verts / marron	*blue / green / brown*
il/elle a les cheveux ...	*he/she has ... hair*
noirs / blonds	*black / blond*
roux / gris / bruns	*red / grey / brown*
courts / longs / mi-longs	*short / long / medium-length*
bouclés / raides	*curly / straight*
une barbe	*a beard*
des taches de rousseur	*freckles*
des tatouages	*tattoos*
il/elle porte des lunettes	*he/she wears glasses*

Practise online

Use this QR code to find all of the vocab online where you can listen to pronunciation and practise using games and vocab lists.

Les pays
Countries

le pays de Galles	*Wales*
le Portugal	*Portugal*
la Belgique	*Belgium*
la France	*France*
la Grèce	*Greece*
la Pologne	*Poland*
la Suisse	*Switzerland*
l'Allemagne	*Germany*
l'Angleterre	*England*
l'Écosse	*Scotland*
l'Espagne	*Spain*
l'Irlande	*Ireland*
l'Irlande du Nord	*Northern Ireland*
l'Italie	*Italy*

As-tu un animal?
Have you got a pet?

J'ai ...	*I have ...*
un chat	*a cat*
un chien	*a dog*
un cochon d'Inde	*a Guinea pig*
un hamster	*a hamster*
un lapin	*a rabbit*
un lézard	*a lizard*
un oiseau	*a bird*
un poisson	*a fish*
un serpent	*a snake*
Je n'ai pas d'animal.	*I don't have a pet.*

Possessive Adjectives

InPossessive adjectives such as 'my' change according to the number and gender of te noun they accompany.

	My	Your
masculine singular	**mon** frère *(my brother)*	**ton** frère *(my brother)*
feminine singular	**ma** soeur *(my sister)*	**ta** soeur *(your sister)*
plural	**mes** parents *(my parents)*	**tes** parents *(your parents)*

Les numeros
Numbers

vingt	*20*
trente	*30*
quarante	*40*
cinquante	*50*
soixante	*60*
soixante-dix	*70*
quatre-vingts	*80*
quatre-vingt-dix	*90*
cent	*100*

Culture

France is renown for its fine dining and there are lots of specialities from
different parts of France such as foie gras, confit de canard, bouillabaisse.
French gastronomy was awarded UNESCO World Heritage status in 2010.

Dynamo 1
Module 4 - Ma vie de famille

French

Où habites-tu?
Where do you live?

J'habite ...	*I live ...*
en Angleterre	*in England*
au pays de Galles	*in Wales*
dans un appartement	*in a flat*
dans une maison	*in a house*
J'aime habiter ici.	*I like living here.*
Je n'aime pas habiter ici.	*I don't like living here.*
C'est ...	*It's ...*
tranquille	*peaceful*
grand	*big*
confortable	*comfortable*
trop petit	*too small*
Il n'y a pas de place.	*There's no space / room.*
le salon	*the living room*
la cuisine	*the kitchen*
la chambre	*the bedroom*
la salle de bains	*the bathroom*
la salle à manger	*the dining room*
le jardin	*the garden*

On fait la fête!
We celebrate the festival!

le 14 juillet	*Bastille Day*
la fête nationale	*national holiday*
un jour de congé	*a day off*
un défilé (militaire)	*a (military) parade*
un bal	*a dance*
regarder un feu d'artifice	*to watch fireworks*
faire un pique-nique	*to have a picnic*
faire la fête	*to celebrate*

Une drôle de famille
A funny family

grincheux(-se)	*grumpy*
studieux(-se)	*studious*
marrant(e)	*funny*
sévère	*strict*
maigre	*thin*
furieux(-se)	*angry*
il habite	*he lives*
elle habite	*she lives*
ils habitent	*they live*

Qu'est-ce que tu manges au petit déjeuner?
What do you have for breakfast?

Je mange ...	*I eat ...*
un croissant	*a croissant*
un fruit	*a piece of fruit*
du pain (grillé)	*(toasted) bread*
du beurre	*butter*
du bacon	*bacon*
du yaourt	*yoghurt*
une tartine	*a slice of bread with jam or spread*
de la confiture	*jam*
des céréales	*cereal*
des œufs	*eggs*
Je bois ...	*I drink ...*
du jus de fruits	*fruit juice*
du chocolat chaud	*hot chocolate*
du lait	*milk*
de l'eau	*water*
Je ne mange rien.	*I don't eat anything.*

Practise online

Use this QR code to find all of the vocab online where you can listen to pronunciation and practise using games and vocab lists.

Remember!

You will often hear ton, ta, tes in questions. You will need to change the to mon, ma ,mes instead.

Culture

The French flag is known as the Tricolore. Originally derived from the cockade which was used by Revolutionaries in 1789 as shown on the Revolutionary's cap. In 1790 it was used as a flag and in 1794 the colours were reversed so the blue flew at the hoist not the red. The colours are those of Paris and the Royal white. Schools in France are now by law required to have the French and EU flags in each classroom and the words to the National anthem and the National motto.

Dynamo 1
Module 5 - En ville

French

Qu'est-ce qu'il y a dans ... ?
What is there in ... ?

ta ville/ton village	*your town/village*
Il y a ...	*there is ...*
un centre de loisirs	*a leisure centre*
un centre commercial	*a shopping centre*
un château	*a castle*
un marché	*a market*
un musée	*a museum*
une mosquée	*a mosque*
une patinoire	*an ice rink*
une piscine	*a swimming pool*
des magasins	*(some) shops*
Il n'y a pas de café / magasins.	*There isn't a café./ There aren't any shops.*
Il n'y a pas d'église.	*There isn't a church.*
le prix	*price*
un euro	*one euro*
trois euros cinquante	*3.50 € (three euros fifty)*
un adulte / un enfant	*an adult / a child*
moins de 12 ans	*less than 12 years old*

Aller = To go
Aller is an irregular verb which you need to learn by heart.

Je	**vais**	I go
Tu	**vas**	You go
Il/elle/on	**va**	He/she/we go
Nous	**allons**	We go
Vous	**allez**	You go (pl)
Ils/elles	**vont**	They go

Où vas-tu le weekend?
Where do you go at the weekend?

Je vais ...	*I go ...*
au bowling	*to the bowling alley*
au cinéma / parc	*to the cinema / park*
au stade	*to the stadium*
à la piscine	*to the swimming pool*
à la plage	*to the beach*
à l'église	*to the church*
aux magasins	*to the shops*
le samedi matin/ après-midi/soir	*on Saturday mornings/ afternoons/evenings*

Vouloir = to Want
Vouloir is an irregular verb which you need to learn by heart.

Je	**veux**	I want
Tu	**veux**	You want
Il/elle/on	**veut**	He/she/wants
Nous	**voulons**	We want
Vous	**voulez**	You want
Ils/elles	**veulent**	They want

Liberté, Egalité, Fraternité
The national motto of France is Liberté, Egalité, Fraternité. This stands for Freedom, Equality, Brotherhood. It first appeared around the time of the Revolution. You can see it on coins, postage stamps and government logos, alongside Marianne who symbolises the triumph of the Republic.

Tu veux aller au café?
Do you want to go to the café?

Tu veux venir?	*Do you want to come?*
aujourd'hui	*today*
ce matin	*this morning*
cet après-midi	*this afternoon*
ce soir / weekend	*this evening / weekend*
Rendez-vous à quelle heure?	*What time will we meet?*
Rendez-vous à ...	*Let's meet at ...*
Merci. Bonne idée!	*Thank you. Good idea!*
Oui, je veux bien.	*Yes, I want to.*
D'accord	*OK*
Pourquoi pas?	*Why not?*
Non, merci.	*No, thanks.*
Désolé(e)!	*Sorry!*
Je ne veux pas.	*I don't want to.*
Tu rigoles!	*You're joking!*

Practise online
Use this QR code to find all of the vocab online where you can listen to pronunciation and practise using games and vocab lists.

Dynamo 1
Module 5 - En ville

French

Vous désirez?
What would you like?

Pardon, madame/monsieur.	*Excuse me, madam/sir.*
Je voudrais ...	*I would like ...*
Pour moi ...	*For me ...*
un Orangina	*a fizzy orange*
un diabolo menthe	*a mint cordial*
une grenadine à l'eau	*a pomegranate cordial*
un café express	*an espresso coffee*
un café crème	*a milky coffee*
un chocolat chaud	*a hot chocolate*
un thé au lait/au citron	*a tea with milk/lemon*
un jus d'orange	*an orange juice*
un coca (light)	*a (Diet) Coke*
une eau minérale	*a mineral water*
un croquemonsieur	*a grilled cheese and ham sandwich*
un sandwich au fromage	*a cheese sandwich*
un sandwich au jambon	*a ham sandwich*
une crêpe au sucre	*a pancake with sugar*
une glace au chocolat	*a chocolate ice cream*
une glace à la vanille	*a vanilla ice cream*
une glace à la fraise	*a strawberry ice cream*
une glace à la pistache	*a pistachio ice cream*
des frites	*chips*
Et pour vous?	*And for you?*
C'est combien, s'il vous plaît?	*How much is it, please?*
Ça fait ...	*It comes to ...*
Voilà, merci.	*Here you are, thanks.*

Practise online

Use this QR code to find all of the vocab online where you can listen to pronunciation and practise using games and vocab lists.

Qu'est-ce que tu vas faire?
What are you going to do?

à Paris?	*in Paris?*
Je vais ...	*I am going ...*
visiter la cathédrale	*to visit Notre Dame*
Notre Dame	*Cathedral*
visiter la tour Eiffel	*to visit the Eiffel Tower*
aller au musée du Louvre	*to go to the Louvre*
aller aux Catacombes	*to go to the Catacombs*
faire une balade en bateau-mouche	*to go on a boat trip*
prendre des photos	*to take photos*
acheter des souvenirs	*to buy souvenirs*
admirer la Joconde	*to admire the Mona Lisa*
faire un pique-nique	*to go on a picnic*

Je vais visiter Paris!
I am going to visit Paris

normalement/d'habitude	*usually*
le weekend	*at weekends*
le weekend prochain	*next weekend*
samedi prochain	*next Saturday*
Je vais ...	*I am going ...*
jouer au basket	*to play basketball*
jouer au foot	*to play football*
jouer au laser-tag	*to play laser-tag*
manger un gâteau	*to eat a cake*
manger une pizza	*to eat a pizza*
manger une glace	*to eat an ice cream*
aller au zoo	*to go to the zoo*
aller au centre de loisirs	*to go to the leisure centre*
faire un tour en Segway	*to go on a Segway tour*
faire les magasins	*to go shopping*

The near future

You use this tense to talk about what is going to happen in the near future.

It is formed with the relevant form of aller + an **infinitive.**

Je vais **visiter** la tour Eiffel = I am going **to visit** the Eiffel Tower.

Ella va **jouer** au foot = She is going **to play** football.

Remember!

There are two different words for 'you' in French; make sure you use the right one.

tu: for a child, young person or one person you know well.

vous: for an adult you don't know well or need to show respect to, and for more than one person.

As a rough guide, consider wether you would call the person by his/ her first name. If yes, use **tu**. if not use **vous**.

Culture

The French like to eat pastries such as pain aux raisins, pains au chocolat, croissants. They may also eat brioche, baguette, madelaines and perhaps natural yoghurt and fruit. They like to dunk their pastries in a bowl of hot chocolate. They may drink orange juice and coffee.

AVOCADOS Foundation

French

Adjectives

bon	*good*
mauvais	*bad*
ennuyeux	*boring*
amusant	*fun*
formidable	*great*
utile	*practical*
confortable	*comfortable*
inconfortable	*uncomfortable*
pas cher	*cheap*
cher	*expensive*
aimable	*nice*
affreux	*awful*
joli	*pretty*
laid	*ugly*

Verbs

je vais	*I go*
je fais	*I do/make*
j'écoute	*I listen*
je mange	*I eat*
je bois	*I drink*
j'achète	*I buy*
je joue	*I play*
je suis allé	*I went*
j'ai fait	*I did/made*
j'ai vu	*I watched*
c'était + adjective	*It was + adjective*
je vais (+ inf)	*I am going to + inf*
ce sera	*It will be*
je voudrais	*I would like*

Opinions

j'adore	*I love*
j'aime	*I like*
je n'aime pas	*I don't like*
j'aime assez	*I quite like*
j'aime vraiment	*I really like*
je préfère	*I prefer*
je déteste	*I hate*
Je crois que	*I believe that*
Je pense que	*I think that*
je trouve que	*I find that*
À mon avis	*In my opinion*
Selon moi	*In my opinion*
D'après moi	*In my opinion*

Connectives

et	*and*
cependant	*however*
neanmoins	*however*
par contre	*however*
aussi	*also*
même si	*even if*
car	*because*
parce que	*because*
puisque	*because*
donc	*therefore*
mais	*but*
sans doute	*no doubt*
ou	*or*
peut-être	*perhaps*

Adverbs

normalement	*normally*
généralement	*generally*
d'habitude	*usually*
spécialement	*especially*
complètement	*completely*
totalement	*totally*
rapidement	*quickly*
lentement	*slowly*
finalement	*finally*
immédiatement	*immediately*
fréquemment	*frequently*

Detail

très	*very*
plus	*more*
assez	*quite*
moins	*less*
un peu	*a bit*
beaucoup	*many/a lot*
trop	*too*
aussi	*also*

OMG! phrases

ce qui est bien c'est que	*the good thing is that*
ce qui est mauvais c'est que	*the bad thing is that*
le meilleur c'est que	*the best thing is that*
le pire c'est que	*the worst thing is that*

Sequencers

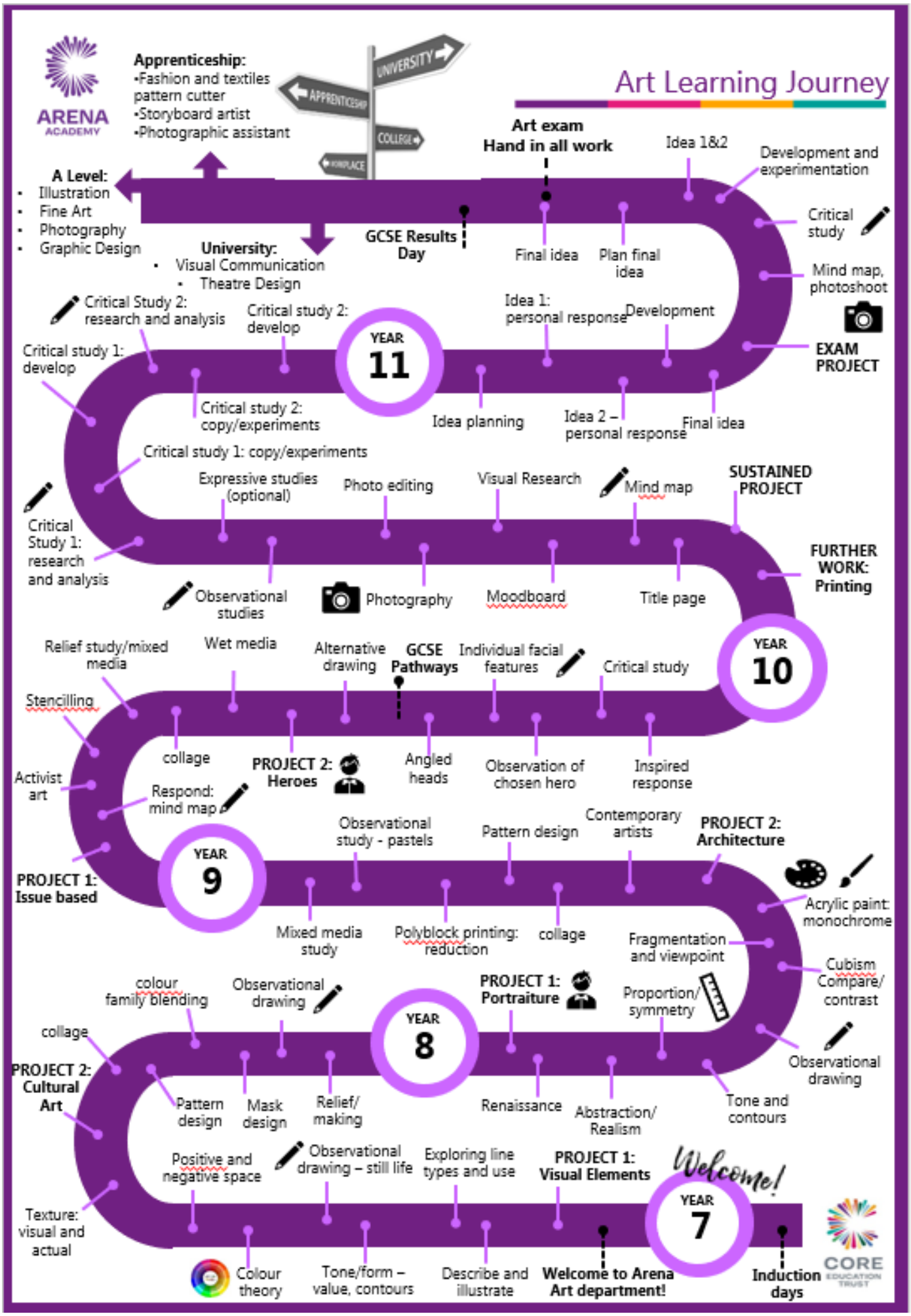
premièrement	*first*
puis	*then*
avant	*before*
après	*after*
le matin	*in the morning*
l'après-midi	*in the afternoon*
le soir	*in the evening*
hier	*yesterday*
aujourd'hui	*today*
demain	*tomorrow*
maintenant	*now*
plus tard	*later*
la semaine prochaine	*next week*
la semaine dernière	*last week*

Art

Topics covered from February half term until end of Academy year.

<u>BWA – Drawing on Culture</u>

1. What is culture?
2. Observational drawing – pencil
3. Pattern – collage and drawing
4. Warm colour family
5. Designing
6. Relief techniques


ARENA ACADEMY
Art Learning Journey
Apprenticeship:
•Fashion and textiles pattern cutter
•Storyboard artist
•Photographic assistant
UNIVERSITY
APPRENTICESHIP
COLLEGE
WORKPLACE
A Level:
Illustration
Fine Art
Photography
Graphic Design
University:
Visual Communication
Theatre Design
Art exam
Hand in all work
GCSE Results Day
Idea 1&2
Development and experimentation
Critical study
Mind map, photoshoot
EXAM PROJECT
Final idea
Plan final idea
Critical Study 2: research and analysis
Critical study 2: develop
Idea 1: personal response
Development
Critical study 1: develop
YEAR 11
Critical study 2: copy/experiments
Idea planning
Idea 2 – personal response
Final idea
Critical study 1: copy/experiments
SUSTAINED PROJECT
Expressive studies (optional)
Photo editing
Visual Research
Mind map
Critical Study 1: research and analysis
FURTHER WORK: Printing
Observational studies
Photography
Moodboard
Title page
Relief study/mixed media
Wet media
Alternative drawing
GCSE Pathways
Individual facial features
Critical study
YEAR 10
Stencilling
collage
PROJECT 2: Heroes
Angled heads
Observation of chosen hero
Inspired response
Activist art
Respond: mind map
Observational study - pastels
Pattern design
Contemporary artists
PROJECT 2: Architecture
YEAR 9
PROJECT 1: Issue based
Acrylic paint: monochrome
Mixed media study
Polyblock printing: reduction
collage
Fragmentation and viewpoint
Cubism Compare/ contrast
colour family blending
Observational drawing
PROJECT 1: Portraiture
Proportion/ symmetry
YEAR 8
collage
Observational drawing
PROJECT 2: Cultural Art
Pattern design
Mask design
Relief/ making
Renaissance
Abstraction/ Realism
Tone and contours
Positive and negative space
Observational drawing – still life
Exploring line types and use
PROJECT 1: Visual Elements
Welcome!
YEAR 7
Texture: visual and actual
Colour theory
Tone/form – value, contours
Describe and illustrate
Welcome to Arena Art department!
Induction days
CORE EDUCATION TRUST

Year 7
BWA

1. Key concepts:

Culture Culture consists of the values, beliefs, systems of language, communication, and practices that people share in common and that can be used to define them as a collective. Culture also includes the material objects that are common to that group or society.

Critical source: In Art, a critical source is anything that is the source of ideas. We analyse and investigate sources such as cultures, artists, news reports to inspire our visual outcomes.

2. Exemplar work from this unit

3. Techniques/skills:

Collage:

A technique in which various materials or objects, for example paper, cloth, or photographs, are stuck onto a larger surface:

Pattern:

A repeated sequence of shape, colour or line. Often used to decorate artwork/objects,
Most culture has unique pattern styles that identify it.

Blending:

To blend from one colour or shade to another you need to layer and overlap your pencils, using a light pressure to ensure a smooth and controlled result.

Relief:

A relief is a wall-mounted sculpture in which the three-dimensional elements are raised from a flat base. We will use card and string relief to create our BWA masks.

4. Critical references:

BWA masks

Bwa masks are believed to possess special powers which are controlled by those who wear them.
These masks are plank shaped with a circular face at one end and a crescent moon at the other. The plank section is decorated with geometric patterns which are an essential design element in many African masks and carvings.

Kente cloth

Kente cloth is a traditional, handwoven textile originating from the Ashanti and Ewe people of Ghana, West Africa. It is known for its vibrant colors, bold geometric patterns, and cultural significance. Each color and pattern in Kente carries symbolic meanings related to history, philosophy, ethics, and social values. Originally worn by royalty and for sacred ceremonies, Kente has become a symbol of African pride, heritage, and identity worldwide.

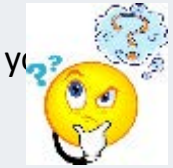
Mark Langan

Mark Langan is an American artist known for creating intricate and detailed sculptures using recycled corrugated cardboard. His work focuses on transforming ordinary, discarded cardboard into extraordinary pieces of art through cutting, folding, and layering techniques. By upcycling materials, his work highlights the beauty and potential of sustainability

5. Key Vocabulary

- culture
- critical
- inspiration
- geometric
- pattern
- relief
- design
- shapes
- symmetry
- purpose
- meaning
- manipulate
- form

6. Questions to ask yourself



How do you express y culture?

What are the visual features of BWA cultural masks?

Why do we gain from experiencing cultural art?

What other materials could you upcycle to create relief art?

Performing Arts: Drama

Topics covered in the Year 7 Drama carousel:

Summer

1. Communication
2. Confidence
3. Collaboration
4. The Terrible fate of Humpty Dumpty
5. Basic Acting Skills

ARENA ACADEMY

Subject: PERFORMING ARTS – DRAMA | YEAR 7 | Topic: THE TERRIBLE FATE

1. Acting Skills – Physical

Body Language	How an actor uses their body to communicate meaning. For example, crossing your arms could mean you are fed up.
Facial Expressions	A form of non-verbal communication that expresses the way you are feeling, using your face.
Gestures	A movement of part of the body, especially a hand or the head, to express an emotion or meaning.
Posture	The position .an actor holds their body when sitting or standing. For example, an upright posture
Gait	The way an actor walks.
Stance	The way you position yourself when standing to communicate your role. An elderly person would have a different stance to a child.

4. Five C's

Collaboration
Confidence
Co-Operation
Communication
Creativity

2. Acting Skills – Voice

Projection	Ensuring your voice is loud and clear for the audience to hear.
Volume	How loudly or quietly you say something (Shouting/Whispering)
Tone	The way you say something in order to communicate emotions (Eg, Angry, worried, shocked)
Pace	The speed of what you say.
Pitch	How high or low your voice is.
Pause	Moments of pause can create tension or show that you are thinking.
Accent	Use of an accent tells the audience where the character is from.
Emphasis	Changing the way a word or part of a sentence is said, to emphasise it/make it stand out. Example – "How could YOU do that?" Or "How could you do THAT?"

3. Performance Techniques –

1. **Tableaux –** When you highlight something significant in a scene through acting skills.
2. **Thought-Track –** When you speak your characters thoughts/feelings out loud to an audience.
3. **Flashback –** scenes that show the past - seconds, minutes, days or years before a dramatic moment.
4. **Flashforward –** scenes where the action jumps ahead to the future of the narrative.
5. **Proxemics –** The space between characters on stage that shows their relationship.

Rehearsal Techniques –

1. Role on the Wall

2. Off-text improvisation

3. Objectives

4. Hot Seating

5. Overview of Topic

You will study a complete play script and look at how a playwright uses format and structure to convey character, plot and theme. You will work practically to portray the characters and scenes and will also devise and adapt your own scenes.

6. The Plot

Terry Dumpton is the victim of a deadly gang, where each character has a different status and role within his death. The play uses the techniques of flashback and flash-forward to explore the events leading up to Terry's death. It explores the themes of friendship, bullying, peer pressure and responsibility.

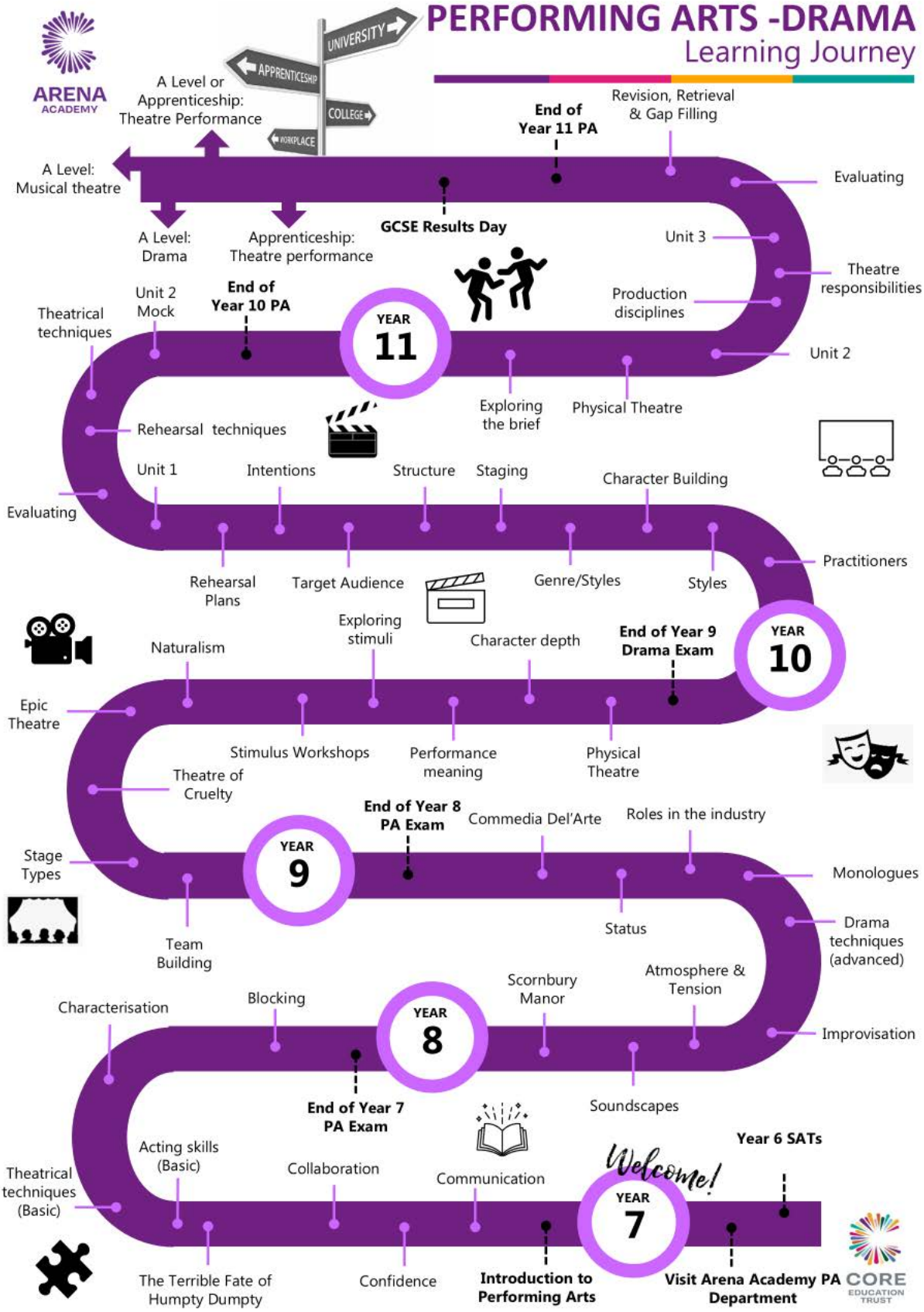
7. Key characters –

Terry Dumpton – New boy in school
Mrs Dumtpon
Mr Dumpton
Stubbs – Gang leader
Jimmy – Stubb's second in command
Sammy – Terry's friend – also in the gang

"Tragic accident, or deliberate killing? It's going to make a good story."

We killed him. It was us. We did that!" Sammy

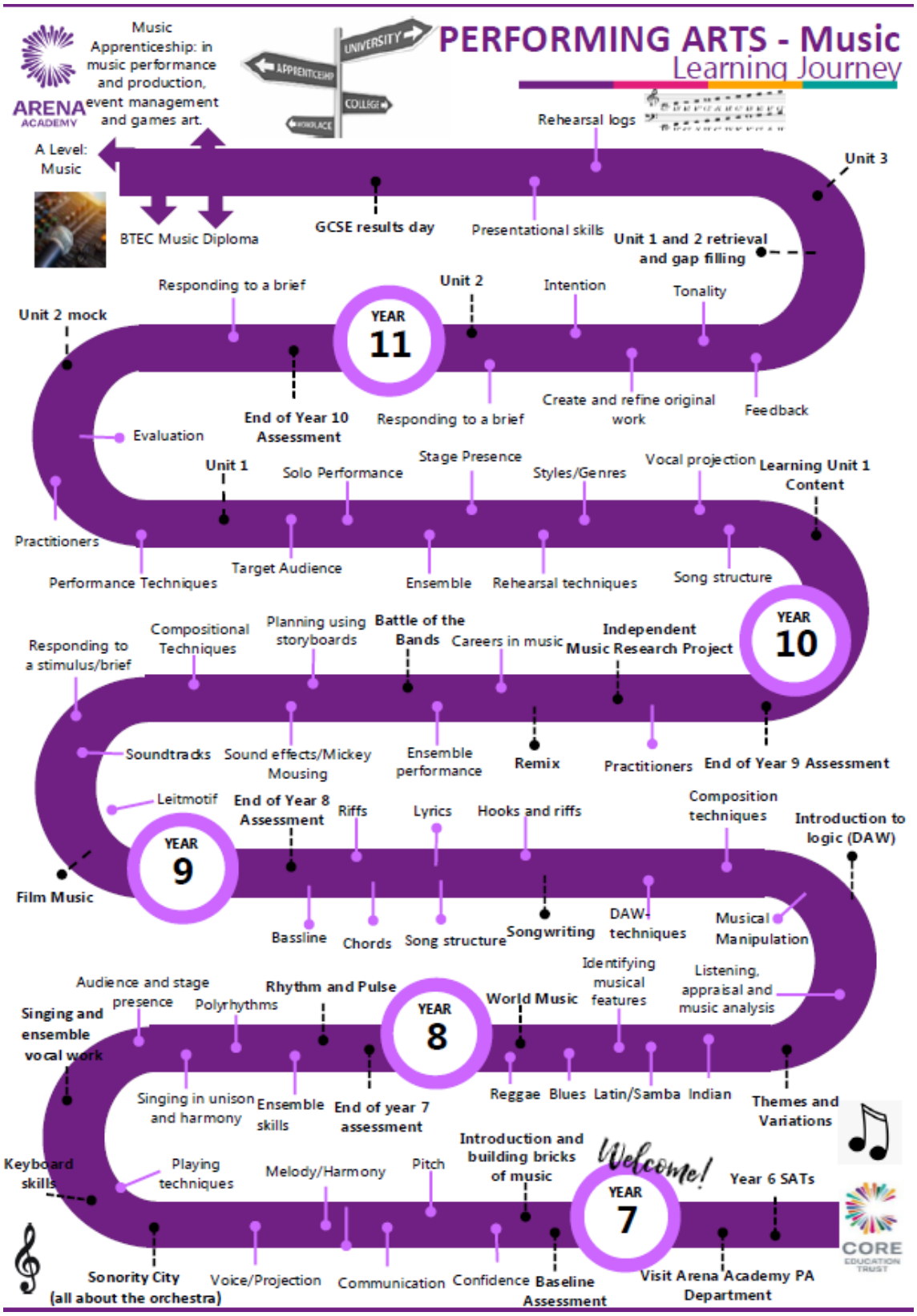
PERFORMING ARTS -DRAMA
Learning Journey



Performing Arts: Music

Topics covered in the Year 7 Music carousel:

1. Confidence
2. Pitch
3. Collaboration
4. 4. Melody/Harmony
5. Voice/Projection
6. Sonority City

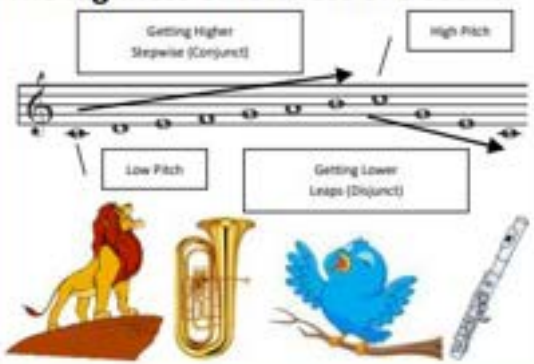

PERFORMING ARTS - Music
Learning Journey
ARENA ACADEMY
Music Apprenticeship: in music performance and production, event management and games art.
UNIVERSITY
APPRENTICESHIP
COLLEGE
WORKPLACE
A Level: Music
BTEC Music Diploma
GCSE results day
Rehearsal logs
Presentational skills
Unit 3
Unit 1 and 2 retrieval and gap filling
YEAR 11
Unit 2 mock
Responding to a brief
End of Year 10 Assessment
Unit 2
Responding to a brief
Intention
Tonality
Create and refine original work
Feedback
Evaluation
Unit 1
Practitioners
Performance Techniques
Solo Performance
Target Audience
Stage Presence
Ensemble
Styles/Genres
Rehearsal techniques
Vocal projection
Song structure
Learning Unit 1 Content
YEAR 10
Responding to a stimulus/brief
Compositional Techniques
Planning using storyboards
Battle of the Bands
Careers in music
Independent Music Research Project
Soundtracks
Sound effects/Mickey Mousing
Ensemble performance
Remix
Practitioners
End of Year 9 Assessment
YEAR 9
Leitmotif
Film Music
End of Year 8 Assessment
Riffs
Lyrics
Hooks and riffs
Composition techniques
Introduction to logic (DAW)
Bassline
Chords
Song structure
Songwriting
DAW-techniques
Musical Manipulation
YEAR 8
Audience and stage presence
Singing and ensemble vocal work
Polyrhythms
Rhythm and Pulse
World Music
Identifying musical features
Listening, appraisal and music analysis
Singing in unison and harmony
Ensemble skills
End of year 7 assessment
Reggae
Blues
Latin/Samba
Indian
Themes and Variations
YEAR 7
Welcome!
Keyboard skills
Playing techniques
Melody/Harmony
Pitch
Introduction and building bricks of music
Year 6 SATs
Sonority City (all about the orchestra)
Voice/Projection
Communication
Confidence
Baseline Assessment
Visit Arena Academy PA Department
CORE EDUCATION TRUST

BUILDING BRICKS

Exploring the Elements of Music

A. Pitch

The **highness** or **lowness** of a sound.



B. Tempo

The **speed** of a sound or piece of music.

FAST: *Allegro, Vivace, Presto*
SLOW: *Andante, Adagio, Lento*
GETTING FASTER – *Accelerando (accel.)*
GETTING SLOWER – *Ritardando (rit.) or Rallentando (rall.)*

C. Dynamics

The **volume** of a sound or piece of music.

VERY LOUD: *Fortissimo (ff)*
LOUD: *Forte (f)*
QUITE LOUD: *Mezzo Forte (mf)*
QUITE SOFT: *Mezzo Piano (mp)*
SOFT: *Piano (p)*
VERY SOFT: *Pianissimo (pp)*
GETTING LOUDER: *Crescendo (cresc.)*
GETTING SOFTER: *Diminuendo (dim.)*

D. Duration

The **length** of a sound.

SHORT → **LONG**

E. Texture

How much sound we hear.

THIN TEXTURE: *(sparse/solo)* – small amount of instruments or melodies.

THICK TEXTURE: *(dense/layered)* – lots of instruments or melodies.

F. Timbre or Sonority

Describes the **unique sound or tone quality** of different instruments voices or sounds.

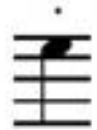
Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzing, Crisp, Metallic, Wooden etc.

G. Articulation

How individual notes or sounds are **played/techniques**.

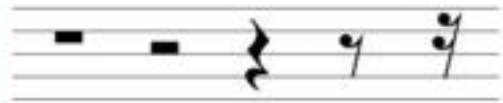
LEGATO – playing notes in a long, smooth way shown by a **SLUR**.

STACCATO – playing notes in a short, detached, spiky way shown by a **DOT**.



H. Silence

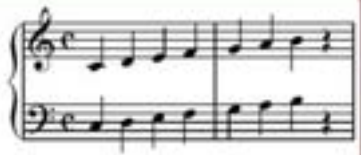
The opposite or absence of sound, **no sound**. In music these are **RESTS**.



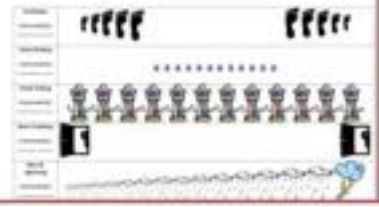
I. Notation

How music is **written** down.

STAFF NOTATION – music written on a **STAVE** (5 lines and spaces)



GRAPHIC NOTATION/SCORE – music written down using shapes and symbols to represent sounds.



J. How Music Works

Music can create an **atmosphere** or **ambience** *e.g., supermarkets and restaurants*.

Music can create an **image** *e.g., in response to art, a story, a poem, a character, a situation* – this is called **PROGRAMME MUSIC**.

Music can be **calming** *e.g., end of an evening in clubs and bars*.

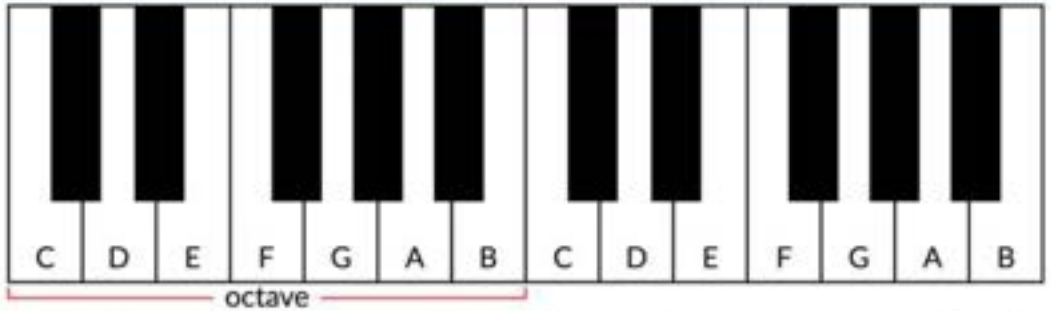
Music can be used for **spiritual reasons** *e.g., worship, meditation, reflection, hymns and chants, yoga, and spiritual reflection*.

Music can be used for **commercial** purposes *e.g., advertising, TV themes*.

KEYBOARD SKILLS

Exploring Treble Clef Reading and Notation

A. Layout of a Keyboard/Piano

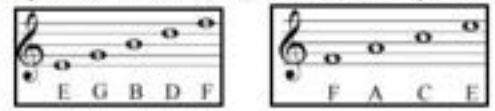


A piano or keyboard is laid out with **WHITE KEYS** and Black Keys (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

B. Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.

Every Green Bus Drives Fast. Notes in the **SPACES** spell **"FACE"**

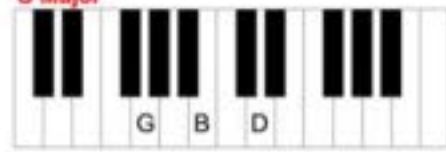


Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.

C. Keyboard Chords

C Major

G Major



F Major

A Minor

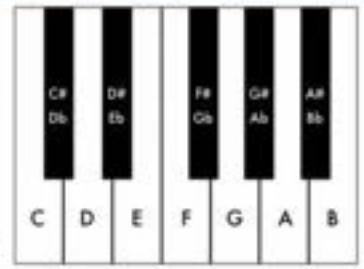
Play one – Miss one – play one – miss one – play one

D. Keyboard Functions

E. Left Hand/Right Hand (1-5)

F. Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**. The # symbol means a **SHARP** which raises the pitch by a semitone *(e.g. C# is higher in pitch (to the right) than C)*. The *b* symbol means a **FLAT** which lowers the pitch by a semitone *(e.g. Bb is lower in pitch (to the left) than B)*. Each black key has 2 names – C# is the same as D*b* – there's just two different ways of looking at it! Remember, black notes or keys that are to the **R**IGHT of a white note are called SHA**R**PS and black notes to the **L**EFT of a white note are called FL**A**TS.



I'VE GOT RHYTHM

Exploring Rhythm and Pulse

A. Key Words

PULSE – A regular **BEAT** that is felt throughout much music. Certain beats of the pulse can be emphasised to establish regular pulse patterns *e.g.*

***1** 2 3 4, **1** 2 3 4 = a 4-beat pulse*

***1** 2 3, **1** 2 3 = a 3-beat pulse (often called a **WALTZ**)*

***1** 2, **1** 2, **1** 2 = a 2-beat pulse (often called a **MARCH**)*

RHYTHM – A series of sounds or notes of different lengths that create a pattern. A rhythm usually fits with a regular pulse. Everyday sentences can be used to create rhythms. The patterns made by words create rhythms and this rhythm has a 4-beat pulse:

Music is my favourite

ACCENT – Emphasising or stressing a particular note or notes. Accents affect the **ARTICULATION** and are shown with this symbol >

DURATION – The length of a sound – *long/short*

TEMPO – The speed of a sound or piece of music – *fast/slow*

TEXTURE – Layers of sound or how much sound is heard – *thick/thin*

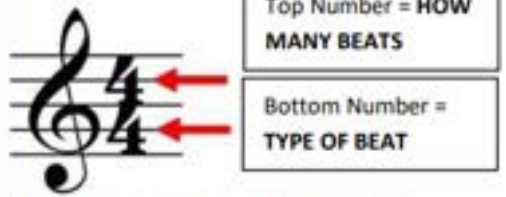
STRUCTURE – The organisation of sound or how sounds are ordered

SILENCE – The absence of sound or no sound, shown in music by **RESTS**.

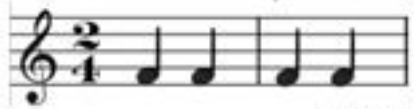
RHYTHM GRID NOTATION – A way of writing down and recording rhythms using boxes

B. Time Signatures

A **TIME SIGNATURE** tells us how many beats (and what type of beats) there are in each **BAR** of music and is made up of two numbers at the beginning of a piece of music.

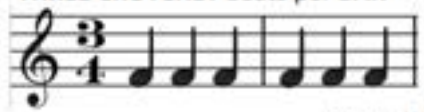


2/4 = **TWO CROTCHET** beats per **BAR**



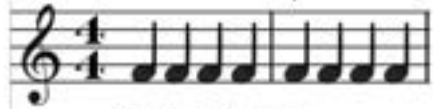
*e.g. a **MARCH***

3/4 = **THREE CROTCHET** beats per **BAR**



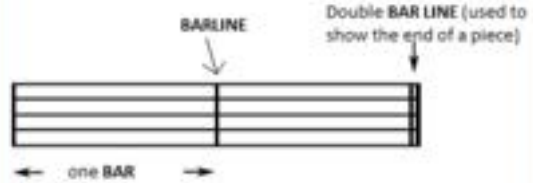
*e.g. a **WALTZ***

4/4 = **FOUR CROTCHET** beats per **BAR**



Bottom Numbers:
2 = Minim 4 = Crotchet 8 = Quaver

BARS AND BARLINES



C. Ostinatos, Cyclic and Polyrhythms

RHYTHMIC OSTINATO – a short repeated pattern made up of notes of different lengths but without a particular pitch.

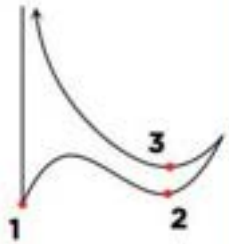
CYCLIC RHYTHM – a rhythm which is repeated over and over again (in a cycle) many times.

POLYRHYTHM - the use of several rhythms performed simultaneously, often overlapping to create a thick, **POLYRHYTHMIC TEXTURE**. A common polyrhythm often used in Latin-American and African Music is to play a 3-beat and 2-beat rhythm simultaneously as shown below. This is called a "3 against 2 Polyrhythm"

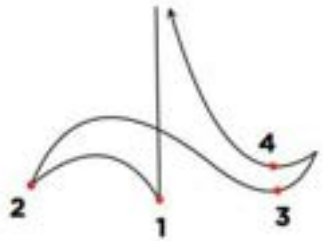
D. Conducting Pulses and Beats

Conducting a 2-beat Pulse/Beat (*e.g. a March*)

Conducting a 3-beat Pulse/Beat (*e.g. a Waltz*)



Conducting a 4-beat Pulse/Beat



E. Note Values - Note Names, Symbols and Duration

Note Name	Note Symbol	Note Value
Semibreve	𝅝	4 beats
Minim	𝅗𝅥	2 beats
Crotchet	♩	1 beat
Quaver	♪	½ of a beat
Pair of Quavers	♫	2 x ½ beats = 1

Sonority City

Exploring Instruments of the Orchestra

A. Key Words, Terms and Facts about the Orchestra

ORCHESTRA – A large **ENSEMBLE** (group of musicians) of performers on various musical instruments who play music together. No set numbers of performers although a **SYMPHONY ORCHESTRA** (a large orchestra) can have between **80-100+** performers. Famous orchestras include: **THE LONDON SYMPHONY ORCHESTRA, THE BBC SYMPHONY ORCHESTRA** and the **HALLÉ ORCHESTRA** (Manchester).

CONDUCTOR – Leads the orchestra with a **BATON** (white 'stick') and hand signals. Stands at the front so they can be seen my all performers. Sets the **TEMPO** and **BEATS TIME.** Brings different instruments 'in and out' when it is their turn to play. Keeps the performers together. Takes charge in rehearsals. In ultimate control of the performance of the music, adjusting **DYNAMICS, TEMPO,** and mood.

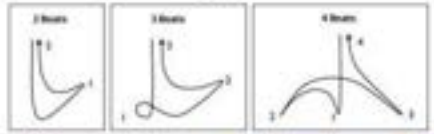
FAMILIES/SECTIONS – Instruments of the orchestra can be divided into 4 families or sections: **STRINGS, WOODWIND, BRASS** and **PERCUSSION**.

TUNING UP – Before the orchestra rehearses or plays, all instruments need to be **IN TUNE** with each other. The **OBOE** always sounds the note '**A**' which all other instruments **TUNE** to.

SONORITY (also called **TIMBRE**) – Describes the **UNIQUE SOUND OR TONE QUALITY** of different instruments and the way we can identify orchestral instruments as being distinct from each other –Sonority can be described by many different words including – ***velvety, screechy, throaty, rattling, mellow, chirpy, brassy, sharp, heavy, buzzing, crisp, metallic, wooden etc.***

PITCH - The **HIGHNESS** or **LOWNESS** of a sound, a musical instrument or musical note (***high/low, getting higher/lower, step/leap***).

B. The Layout of the Orchestra and Famous Conductors



C. Strings Section/Family

Largest section of the orchestra who sit at the front, directly in front of the conductor. Usually played with a **BOW (ARCO)**, (not the **HARP**) but can be **PLUCKED (PIZZICATO)**.

VIOLINS split into two groups: **1st VIOLINS** (often have the main **MELODY** of the piece of music) and **2nd VIOLINS**.


Violin Viola


Cello Double Bass Harp

D. Woodwind Section/Family

Originally (and some still are) made from wood (some now metal and plastic). All are **BLOWN**.

FLUTES: Flute and Piccolo – air blown over hole.

SINGLE REED (small piece of bamboo in the mouthpiece): Clarinet, Bass Clarinet & Saxophone (not traditionally in the orchestra, but some modern composers have used it)

DOUBLE REED (two reeds in the mouthpiece): Oboe, Cor Anglais, Bassoon, Double Bassoon.

E. Brass Section/Family

Four types of brass instruments in an orchestra, all made from metal – usually brass and **BLOWN** by the player 'buzzing their lips' into a **MOUTHPIECE** *(shown right)*.

The Trumpet, French Horn and Tuba all have three **VALVES** which, along with altering the players mouth positions, adjust the length of the tubing allowing for different notes to be played. The Trombone has a **SLIDE** which adjusts the length of the tubing. Brass instruments (along with Percussion) have often been used to play **FANFARES**: a short, lively, loud piece of music usually warlike or victorious in character used to mark the arrival of someone important, give a signal *e.g., in battles,* of the opening of something *e.g., a sporting event or ceremony.*

Fanfares often use notes of the **HARMONIC SERIES** – a limited range of notes played by **BUGLES** (smaller trumpets with no valves) and valveless trumpets.

F. Percussion Section/Family

Always located at the very back of the orchestra (due to their very loud sounds!). Large number of instruments which produce their sound then ***hit, struck, scraped, or shaken.***

TUNED PERCUSSION (able to play different pitches/notes)


Piano Xylophone Glockenspiel Timpani Celesta Tubular Bells

UNTUNED PERCUSSION (only able to produce 'sounds').


Bass Drum Snare Drum Cymbals Woodblock Guiro


Triangle Gong Tambourine Cabasa Maracas

Physical Education

Topics covered from the beginning of the academy year to the end of this half-term.

<u>Summer:</u>

1. Striking and Fielding
2. Athletics
3. Rounders
4. Cricket

ROUNDERS KNOWLEDGE ORGANISER

LKS2

Overview

-Rounders is a bat and ball game played between two teams. It is a striking and fielding game.

It involves batting, (hitting a ball with a bat) and running around a circuit of bases.

-Opponents use fielding to prevent the batter running around the circuit. This involves catching, tracking and stopping the ball, and throwing it to others.

-When fielding, it is important to work as a team, thinking about our position & the position of others.
-We should always follow the rules and correct techniques of striking and fielding to stay safe.

Physical

Skill	Definition	How do I do this?
Batting 	To strike the ball away from you with the surface of the bat.	-Stand slightly sideways from the person bowling/ throwing. Watch the ball carefully. Strike by moving your bat away from you. Use the centre of the bat to strike it. Look to strike the ball in space between fielders.
Fielding 	To stop a ball so that it is no longer moving. To return it to teammates to prevent runs.	-Move feet to get in line with the ball. Use two hands to stop it. Make sure that your palms are facing the ball, with wide fingers. To throw, start with throwing arm behind body. Put opposite foot to throwing arm forwards, weight on back foot. Point throwing arm in direction of target.
Bowling 	To send the ball through the air from your hand.	-The ball should be bowled underarm. Step forward with opposite foot to throwing arm to stay balanced. Use your non-throwing arm to point in the direction that you want the ball to go. Point fingers at the target as you release.
Catching 	To take hold of the ball in your hands before it bounces.	-Watch the ball carefully. Hands out as the ball approaches. Bend your knees as you prepare to catch it. Use wide fingers, eyes on the ball, soft hands to catch. Close your hands around the ball and pull it in to your body.
Running Between Bases 	To hit the ball with your hand or equipment.	-After striking, look carefully at where the ball has gone, and the fielders who are close to it. Run around the outside of the bases. Stay close to the cones, keeping them on the left-hand side. Stop at a cone if you can see that a fielder could stump you out at the next cone.

Social and Emotional

Cooperation
Cooperating is about working together and helping others. Strong teams need each individual to cooperate with teammates. Make sure your fielding is appropriately organised so there are few gaps.

Communication
We need to communicate to give and receive information from our teammates. We can do this through speaking, listening and body language. For example, communicate with batters when they should run.

Supporting and Encouraging
Encouraging and supporting others can help them to feel good and perform well. Try to help everyone stay positive.

Respect and Kindness
Respect is the act of giving attention and showing care to others. It is important to be respectful to teammates, opponents, referees and coaches. It is important to be inclusive of others, respecting people of all abilities and experience levels.

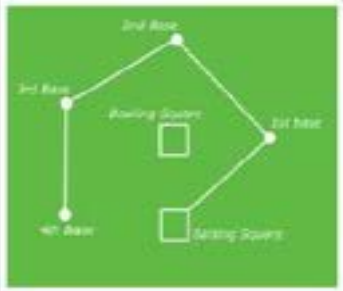
Honesty and Fair Play
Fair play is about learning the rules of the game and putting them into practice honestly. Winning only feels as good as it should when you know that you have won fairly. E.g. be honest if you are stumped out.

Managing Emotions
Whilst it is important try your hardest, you should remember that games and sports should be fun. Be considerate to others in victory and be respectful and gracious in defeat.

Key Vocabulary

Rounders
Fielding
Throwing
Stumping
Striking
Tracking
Bowler
Batter
Backstop
Collaboration
Honesty
Fair Play
Persevering

Thinking/ Strategic



Field and Positions
Bowlers bowl from the bowling square. Batters from the batting square. The backstop should be (a safe distance) behind the batter. Fielders should be positioned near bases and in spaces around the field.

-Success in rounders is about working successfully as a team. Batters cannot overtake each other on the circuit, and so all batters need to know when to run. Additionally, fielders should be organised to cover all bases and as many spaces as possible. Call so that other fielders know you are chasing a ball. This prevents collisions.
-When fielding, don't switch off! You never know when you are going to be needed to stop/catch/return the ball!

Health and Safety

Always try to follow the rules of the game.	Be aware of the people and space around you.	Store equipment safely when it is not in use.	Unused balls should be put in bags or trolleys.	Hard objects, like rounders bats and cricket balls, should be used very carefully, to avoid injury.	Make sure that you warm up properly.	Stretch your muscles before exercising.	Warm down when exercising.	Remove jewellery and wear suitable clothing/ equipment.

ATHLETICS KNOWLEDGE ORGANISER

KS1

Overview

-Athletics is the name for a number of different sports that require strength, endurance and skill. Athletics includes track and field events.

-Track events involve running and sprinting. Examples are the 100 metre sprint and hurdles.

-Field events often use skills like jumping and throwing. Examples include the shotput throw and the long jump.

-Someone competing in athletics is known as an athlete. They should learn how to perform movements safely, build our confidence and respond to feedback given by others.

Physical

Skill	Definition	How do I do this?
Sprinting 	To run a short distance at top speed.	-Keep looking straight ahead, and take big strides. -Run on the balls of your feet and lift your knees high and fast. Use your arms for balance (alternate to legs) moving from pockets to mouth.
Hurdling 	To leap over obstacles whilst running.	-Look straight ahead when running and hurdling so that you don't over-rotate. Bend your knees on take-off and landing. Count the number of strides between each obstacle and try to keep this even. Keep a rhythm between the obstacles.
Jumping 	To launch both legs off the floor at the same time	-Bend your knees on take-off and landing. -For distance, swing your arms up for momentum. -Where appropriate, take off from two feet.
Throwing 	To launch something with force from the hand.	-Begin with a high elbow in line with shoulder and back of head. Point your non-throwing arm in direction of target. Foot of non-throwing side forward. Push throwing arm forward and release.
Using multiple skills	To use the above skills together.	-Many events involve running and jumping or running and throwing. Make sure that you are still keeping the correct technique, for skill & strength.

Social and Emotional

Supporting and Encouraging
Encouraging and supporting others can help them to feel good and perform well.

Honesty and Fair Play
Fair play is about learning the rules of the game and putting them into practice honestly. We should not try to gain an unfair advantage over others.

Keeping Safe
Follow the rules and listen to the coach/ referees instructions. Store and handle apparatus properly.

Building Confidence
Some athletic moves can be difficult or dangerous. It is important that we believe in ourselves and build confidence before attempting moves.

Perseverance
Perseverance is about keeping going even when something is difficult or tiring.

Challenging Myself
Whenever we learn anything, we have to start somewhere! Improving ourselves is all about putting in hard work and practice, challenging ourselves to be better than we were before!

Key Vocabulary

- Athletics
- Strength
- Speed
- Endurance
- Running
- Jumping
- Throwing
- Sprinting
- Obstacle
- Equipment
- Persevere
- Hurdling
- Distance

Thinking/ Strategic

Obstacle – Something that needs to be avoided (e.g. jumped over or moved around).

Track – The name given to events that take place on a running track. The tracks are often made of rubber for more bounce and speed. Full-sized athletics tracks are often 400 metres around.

Field –Events that do not take place on the running track, e.g. jumping and throwing events. They often take place inside the oval track.

-In athletics, it is important to try and reflect on your strengths and weaknesses in order to beat your personal bests. When things do not go well consider which parts of your technique were not quite right, and take steps to improve them. You should also try to help others to improve through offering clear and fair feedback.

Health and Safety

Exercise in safe spaces. Be mindful of others.	Keep your head up and know what is around you.	Warm up properly including stretching your muscles.	Bend your knees when you land jumps.	When using obstacles, make sure that they are a safe height and are not fixed in the ground.	Make sure that equipment is in working order.	Make sure that equipment is put away properly.	Warm down after exercising.	Remove jewellery and wear suitable clothing/ equipment.

CRICKET KNOWLEDGE ORGANISER

LKS2

Overview

-Cricket is a bat and ball game played between two teams. It is a striking and fielding game.

It involves batting. Batters try to protect their wicket and score runs. They can score runs either by striking the ball past the boundary, or by running between the creases without being stumped.

-Opponents use bowling and fielding to try to get the batter out, and to try and prevent runs. This involves catching, tracking and stopping the ball, and throwing it to others.

-Cricket involves working as a team, thinking about our position & the position of others.

Physical

Skill	Definition	How do I do this?
Batting 	To strike the ball away from you with the surface of the bat.	-Fingers and thumbs wrapped around the bat handle. Make a 'V' using thumb and forefinger. Dominant hand at the bottom. Feet parallel, shoulder-width apart. Push the bat straight, swinging arms away from the body. Keep head and the rest of the body still. Keep eye on the ball.
Fielding 	To stop a ball so that it is no longer moving. To return it to teammates to prevent runs.	-Move feet to get in line with the ball. Use two hands to stop it. Make sure that your palms are facing the ball, with wide fingers. To throw, start with throwing arm behind body. Put opposite foot to throwing arm forwards, weight on back foot. Point throwing arm in direction of target.
Throwing 	To send the ball through the air from your hand.	-You should now be developing overarm throwing. Step forward with opposite foot to throwing arm to stay balanced. Use non-throwing arm to point in direction that the ball should go. Point fingers at target as you release.
Catching 	To take hold of the ball in your hands before it bounces.	-Watch the ball carefully. Hands out as the ball approaches. Bend your knees as you prepare to catch it. Use wide fingers, eyes on the ball, soft hands to catch. Close your hands around the ball and pull it in to your body.
Underarm Bowling 	To send the ball underarm towards the wicket from your hand.	-Step forward with the opposite foot to your bowling arm in order to stay balanced. Keep your bowling arm straight so that the ball travels straight. Release the ball with fingertips pointing towards the target.

Social and Emotional

Cooperation
Cooperating is about working together and helping others. Strong teams need each individual to cooperate with teammates. Make sure your fielding is appropriately organised so there are few gaps.

Communication
We need to communicate to give and receive information from our teammates. We can do this through speaking, listening and body language. For example, communicate with batters when they should run.

Supporting and Encouraging
Encouraging and supporting others can help them to feel good and perform well. Try to help everyone stay positive.

Respect and Kindness
Respect is the act of giving attention and showing care to others. It is important to be respectful to teammates, opponents, referees and coaches. It is important to be inclusive of others, respecting people of all abilities and experience levels.

Honesty and Fair Play
Fair play is about learning the rules of the game and putting them into practice honestly. Winning only feels as good as it should when you know that you have won fairly. E.g. be honest if you are run out.

Managing Emotions
Whilst it is important try your hardest, you should remember that games and sports should be fun. Be considerate to others in victory and be respectful and gracious in defeat.

Key Vocabulary

- Cricket
- Fielding
- Throwing
- Stumping
- Striking
- Batting
- Bowler
- Batter
- Wicket
- Crease
- Pitch
- Stumps
- Runs

Thinking/ Strategic

Scoring Runs

-1 run for each time running between the wickets.

-4 runs for hitting the ball past the boundary (hitting the ground first).

-6 runs for hitting the ball past the boundary without bouncing.

Ways to get a batter out

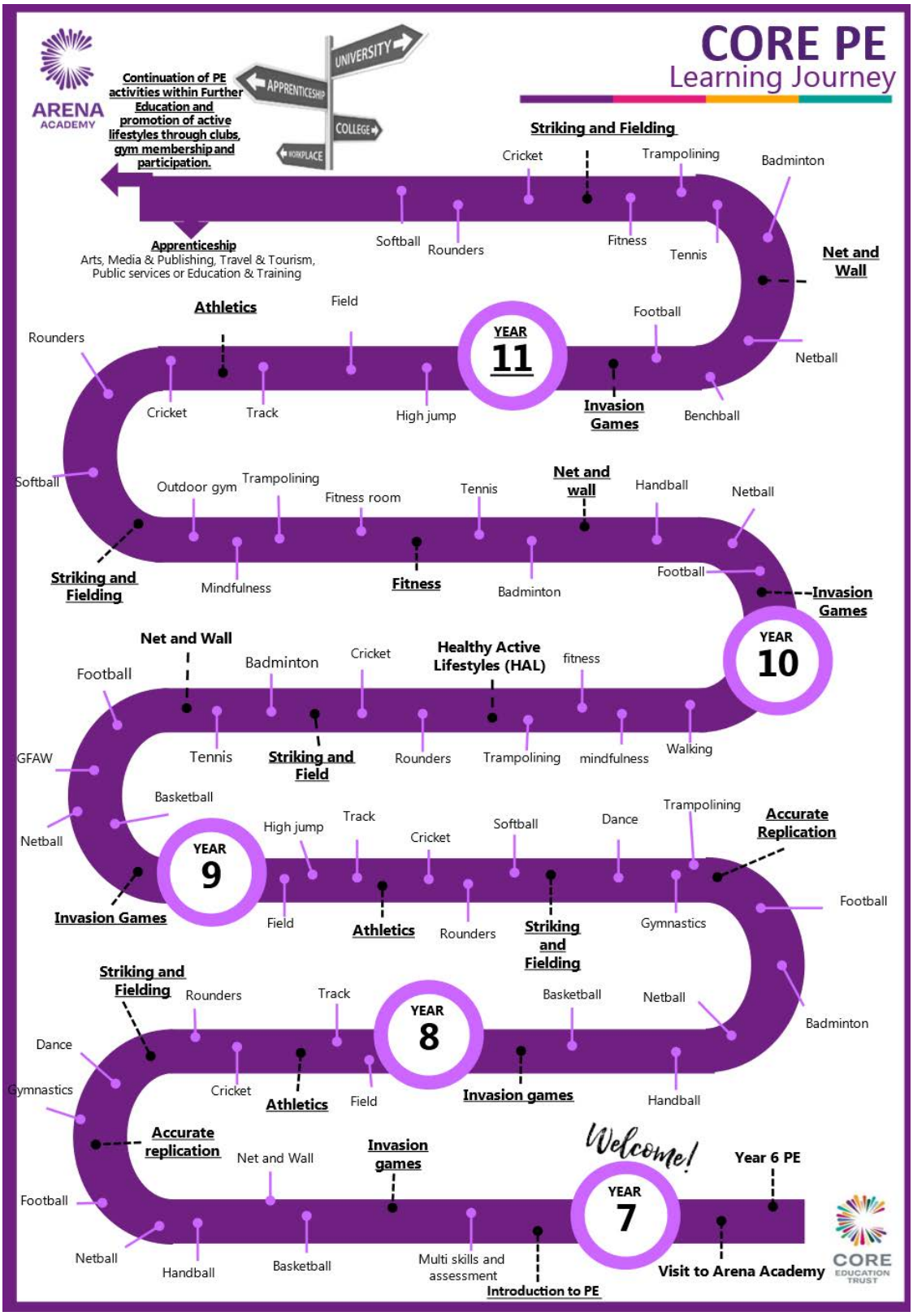
-Bowled: Bowling the ball at the stumps, past the batter, and knocking off the wicket.

-Caught: Catching the ball after it has been struck by the batter's bat (without it bouncing).

-Run-out: The ball knocks the wicket down whilst the batter is not in the batting crease (e.g. if they are trying to run between the creases).

Health and Safety

Always try to follow the rules of the game.	Be aware of the people and space around you.	Store equipment safely when it is not in use.	Unused balls should be put in bags or trolleys.	Hard objects, like rounders bats and cricket balls, should be used very carefully, to avoid injury.	Make sure that you warm up properly.	Stretch your muscles before exercising.	Warm down when exercising.	Remove jewellery and wear suitable clothing/ equipment.


CORE PE
Learning Journey
ARENA ACADEMY
Continuation of PE activities within Further Education and promotion of active lifestyles through clubs, gym membership and participation.
UNIVERSITY
APPRENTICESHIP
COLLEGE
WORKPLACE
Apprenticeship
Arts, Media & Publishing, Travel & Tourism, Public services or Education & Training
YEAR 11
Striking and Fielding
Cricket
Trampolining
Badminton
Softball
Rounders
Fitness
Tennis
Net and Wall
Athletics
Field
Football
Rounders
Netball
Cricket
Track
High jump
Invasion Games
Benchball
YEAR 10
Softball
Outdoor gym
Trampolining
Fitness room
Tennis
Net and wall
Handball
Netball
Striking and Fielding
Mindfulness
Fitness
Badminton
Football
Invasion Games
Net and Wall
Badminton
Cricket
Healthy Active Lifestyles (HAL)
fitness
Football
Tennis
Striking and Field
Rounders
Trampolining
mindfulness
Walking
GFAW
YEAR 9
Basketball
Netball
High jump
Track
Cricket
Softball
Dance
Trampolining
Accurate Replication
Invasion Games
Field
Athletics
Rounders
Striking and Fielding
Gymnastics
Football
YEAR 8
Striking and Fielding
Rounders
Track
Basketball
Netball
Badminton
Dance
Gymnastics
Cricket
Athletics
Field
Invasion games
Handball
Accurate replication
Net and Wall
Invasion games
Welcome!
Year 6 PE
YEAR 7
Football
Netball
Handball
Basketball
Multi skills and assessment
Introduction to PE
Visit to Arena Academy
CORE EDUCATION TRUST

Design Technology

Topics covered from the beginning of the academy year to the end of this half-term.

<u>Summer</u>

1. Design Strategies

Design Strategies are used to solve **Design Fixation**, and help develop creative design ideas.

Iterative Design

- A Proposal is made
- It is then planned and developed to meet the brief
- It is analysed and refined
- It is then tested and modelled
- Then evaluated against the brief – many versions fail but that then informs development to make the idea better
- The cycle then repeats and if the product is successful it is then made and sold on the market

Iterative Design	
Advantages	**Disadvantages**
• Consistent testing helps solve problems earlier • Constant feedback • Easy evidence of progress	• Designers can loose sight of "the big picture" • Time consuming

User-Centred Design

- This is when designs are based on fulfilling the needs and wants of the Users/ Clients at every stage of the design process
- Questioning and testing is ongoing and is often found through interviews, questionnaires, surveys, etc

User-Centred	
Advantages	**Disadvantages**
• User feels listened to • Makes sure the product meets their needs	• Requires extra time to get customer feedback • If focused on just one person it can limit appeal to others

Systems Approach

- Usually used for electronic products
- Often uses diagrams to show systems in a visual way
- Planning the layout for the correct sequences e.g. inputs, outputs, timings, etc
- Electronics and mechanical systems need an ordered and logical approach

Systems Approach	
Advantages	**Disadvantages**
• Does not need specialist knowledge • Easy to communicate stages • Easy to find errors	• Sometimes over-simplifies stages • Can lead to unnecessary stages

Collaborative Approach

- Working with others to share data and solving problems and coming up with design proposals can help with creativity
- Numerous companies work in teams, and has been shown to improve the range and quality of ideas produced

Collaborative Approach	
Advantages	**Disadvantages**
• Gets multiple opinions and a range of views • Working in groups can produce more ideas	• Can be difficult to design ideas with opposing views • Can be difficult to find time to communicate with multiple people

Design Briefs

A Design Brief is the statement of how you will solve the Design Problem
It will often include:

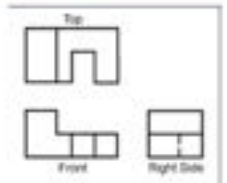
- Constraints/ limitations
- What the product is
- Materials/processes
- Any key information you know

Design Specifications

A Design Specification is a list of requirements your product has to meet in order to be successful

It is also useful for evaluation. If your product hasn't met the Spec then it gives you a starting point for improvements.

Aesthetics	What the product looks like? Style? Colour Scheme? Design Movement?
Customer	Who would buy it? (Age, gender, socio-economic, personality) How does the design appeal to them?
Cost	How much will it cost? (min-max) Why?
Environment	Where will it be used? Why? How will you make it suitable?
Safety	How is it safe? How will it be checked? Why must it be safe?
Size	What is the maximum or minimum size? Why?
Function	What does the product do? What features make it do that function well? How is it unique from similar products?
Materials	What is it made from? Why?
Manufacture	How might it be made? Why? What scale of production? Why?

Technique	Description/ notes	Diagram
Orthographic Projection/ Working Drawings	• Includes "Front", "Plan" and "End" 2D Views, and often an Isometric 3D View • Standardised method for scale, dimensions and line types • Great for manufacturing	
Isometric	• Common 3D sketching method • Can be drawn free-hand or using isometric paper and ruler • Angles are at 30 degrees • Great for seeing most of the products	
1-Point Perspective	• A 3D drawing method • Often used by interior designers and architects • Gives drawings depth • Only uses 1 vanishing point	
2-Point Perspective	• Used for 3D designs • Exaggerates the 3D effect • Objects can be drawn above of below the horizon line but must go to the 2 vanishing points	
Annotated Drawings/ Free and Sketches	• Quick and easy way of getting ideas down • Range of ideas can be seen • Annotation helps explain designs further	
Exploded View	• Helps see a final design of a product and all it's parts • Can see where all the parts fit • Great for manufacturers	

Modelling and Development

Modelling and development are key to testing and improving products
This can be done physically using materials like; card, foam, clay, man-made boards or virtually in **CAD**
Modelling helps the designer get feedback from the customer, check aesthetics, function, sizes and even materials and production methods and change them if needed

ARENA
ACADEMY

Personal Development

1	**Why do you need to Know British Values?** Understanding British values is an important way to enable you to embrace the key values that you need to be equipped for life in modern British society. There are 5 fundamental British Values. **Through understanding the British values of Democracy, the Rule of Law, Individual Liberty, Mutual Respect, and Acceptance for those with different faiths and beliefs**, you will develop self-knowledge, be better able to make the right choices and make contributions to the school and the wider community.		
Democracy			
2	**Democracy**	8	Examples of Political Parties: Liberal Democrats, Labour, Green Party, Conservatives
3	In the United Kingdom we vote (age 18 +) for the people we want to run our councils and Government.		
4	We vote for Members of Parliament (MP's). Elections take place at least once every 5 years.		
5	In our democracy there are political parties. At the time of writing the political party who has the majority of MP's in Parliament is the Conservative Party. Labour are currently the opposition Party.	9	When elections take place for Members of Parliament, the public go to vote. Traditionally this happens on a Thursday, and people vote in a secret ballot. People only know who you vote for if you decide to tell them – it is rude to ask!
6	The Leader of the Conservatives and our current Prime Minister is Theresa May. The Leader of the Opposition is Jeremy Corbyn.	10	Where can I see British Values at School? Democracy – School Council / Form Representatives / Student Executive. We hold mock elections and in PSHE you will learn more about politics. We participate in the MAT debating competition, held in the council chamber at the Town Hall.
7	MP's debate in the Palace of Westminster, in the House of Commons. On the opposite side of the Building is the House of Lords. The House of Lords (unelected members) ratify law and policies put forward by parliament.		
The rule of law			
11	In the UK, we have laws which determine what is legal and illegal. You are expected to know the difference between right and wrong.	14	There are consequences for making the wrong choice or taking illegal actions. We all take responsibility for our actions.
12	The rule of law is a principle that individuals and institutions are subject and accountable to, which is fairly applied and enforced.	15	Where can I see British Values at School? Rule of Law – Our Behaviour Systems and Behaviour Policy. We have agreed rules and expectations so that our school is a safe and happy place where all differences are reconciled peacefully. We have a PCSO that comes into school to educate you in the law.
13	Those who commit crimes will ultimately be brought to justice through the legal system including Police officers, courts and lawyers. The rule of law acts as a deterrent, to deter people from criminal acts.		
Individual liberty			
16	In the UK you are free to have an opinion (unless it is extremist) and believe in what you want without discrimination.	18	Where can I see British Values at School? Mutual Respect – Our academy ethos, antibullying and assemblies. Boundaries are used to ensure you are safe.
17	You have the freedom to make choices and decisions without being judged.		
Mutual **respect** for and **tolerance** of those with different faiths and beliefs and for those without faith.			
19	Mutual Respect and Tolerance are the proper regard for an individuals' dignity, which is reciprocated, and a fair, respectful and polite attitude is shown to those who may be different to ourselves.	21	We should all actively challenge students, staff or parents expressing opinions contrary to the values we hold in society and as a school and those that underpin the fabric of a democratic Britain. This is crucial to us to protect one another and to tackle 'extremist' views and prevent people from being radicalised.
20	Differences in terms of faith, ethnicity, gender, sexuality, age, young carers and disability, are differences that should be respected, tolerated and celebrated.	22	Where can I see British Values at School? Acceptance of Faith – RE Lessons and Assemblies. We give you messages of tolerance and respect for others no matter what their ethnicity, beliefs, sexuality, gender or disability.

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance