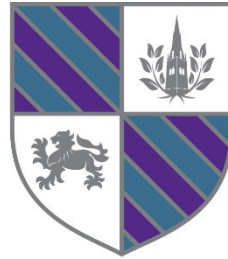


Student Name:



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: September 2025

Year 7

“Wise men and women are always learning, always listening for fresh insights.”
Proverbs 18:15 (The Message)

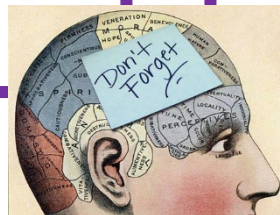
Determination – Integrity – Ambition – Humility – Compassion

Using Your Knowledge Organiser

Your teachers have worked hard to produce this document for you and have selected the most important knowledge that you will need to know to make good progress in their subjects. **You should aim to learn all the information in your knowledge organiser off by heart.**

Try out some of the strategies listed here to help you achieve this.

1. Read the knowledge organiser and ensure you understand it.
Try and make links between the information on it and what you already know and do.
2. Look, Cover, Write, Check – the traditional way of learning spellings!
3. Create a Mnemonic – Using the first letters of keywords create a memorable sentence or phrase.
4. Create an acronym – using the first letters of keywords to create a word to prompt you to remember all of the information.
5. Write it out in full on a blank version of the same format.
6. Write it out in note form, reducing it to key ideas or words. Try the same format but a smaller piece of paper.
7. Recreate the knowledge organiser as a series of images and words
8. Write a set of test questions for yourself using the organiser.
 - Answer these without the organiser the next day.
 - Swap your questions with a friend to increase challenge.
 - Turn your questions in to a game by putting them on cards and playing with friends.
9. Chunk the knowledge into smaller bitesize sections of around 5 pieces of information. Concentrate on mastering a chunk before you start on the next.
10. Try to make connections between the information and people you know. E.g. Visualise yourself trying these strategies with a specific teaching group.
11. Talk about the information on the knowledge organiser with another person. Teaching someone else about it helps us learn it.
12. Say the information out loud – rehearse it like learning lines for a play, or sing it as if you are in a musical!



Year 7 Half Term 1 Key Vocabulary

<p align="center"><u>English</u></p> <p>Inconsiderate Well-intentioned Pompous Intelligent Ambitious Symbolism Conventions Voice Protagonist Analytical</p>	<p align="center"><u>Maths</u></p>	<p align="center"><u>Science</u></p> <p>Melting point Boiling point Solute Solvent Solution Chromatography Distillation Filtration Evaporation</p>	<p align="center"><u>RE</u></p> <p>Religion Myth Story Prophecy Prophet Theism Monotheistic Polytheistic Non-theistic Tri-murti</p>
<p align="center"><u>History</u></p> <p>Sources Interpretation Anglo-Saxon Viking Oath Pagan Witan Thegn Tithing Fyrd</p>	<p align="center"><u>Geography</u></p> <p>Human Physical Environmental Urban Rural Ordnance Survey Spot Heights Contour Lines Continent Ocean</p>	<p align="center"><u>Spanish</u></p> <p>Noun Adjective Verb Connective Opinion verb Infinitive Frequency expression Conjugate Adjectival agreement Wow phrase Exclamation</p>	<p align="center"><u>IT</u></p>
<p align="center"><u>PE</u></p> <p>Outwit Opponents Attacking Defending Control Tactics Fluency Positions Aesthetic Warm-up Cool-down</p>	<p align="center"><u>Drama</u></p> <p>Body Language Collaboration Communication Concentration Facial Expression Focus Gesture Projection Stage positions Vocal Tone</p>	<p align="center"><u>Dance</u></p> <p>Elements Action Space Dynamics Relationships Stimulus Canon Unison Choreography Facial Expression</p>	<p align="center"><u>Art</u></p>
<p align="center"><u>Technology</u></p>	<p align="center"><u>Food</u></p>	<p align="center"><u>Music</u></p> <p>Form/Structure Phrase Pitch Melody/Theme Harmony Drone Ostinato</p>	<p align="center"><u>PSHE</u></p> <p>Specific Measurable Attainable Relevant Time-bound Goal setting Meaningful Transition Respect Equality</p>

Year 7 further reading lists Half Term 1 2025-2026

Use this reading list to build your knowledge around some of the topics you are studying this half term. All the books listed are available in the academy library. Speak to Mrs Jackson for more information.

<u>P.E</u> Gifford, Clive, 2007 <i>Badminton</i> Watts	<u>Dance</u> Spilsbury, Richard, 2007 <i>Cartoons and animation</i> Heinemann Library	<u>Spanish</u> Hustad, Douglas, 2021 <i>Your Passport to Spain</i> Raintree
<u>PSHE</u> Austin, Margaret, 2016 <i>First aid manual: the authorised manual of St John Ambulance</i> Dorling Kindersley Limited Gifford, Clive, 2017 <i>Super social media and awesome online safety</i> Wayland Head, Honor, 2020 <i>12 hacks to worry less</i> Franklin Watts Schwartz, Heather E, 2017 <i>Safe social networking</i> Raintree	<u>Religious Studies</u> Ganeri, Anita, 2011 <i>Jewish Stories</i> Evans Jungman, Ann, 2007 <i>The Prince who thought he was a rooster: and other Jewish stories</i> Frances Lincoln Stories	<u>Science</u> Baxter, Roberta 2009 <i>The particle model of matter</i> Raintree Colson, Rob, 2013 <i>Solids Liquids and Gases</i> Franklin Watts Spilsbury, Richard, 2015 <i>Solids, Liquids and Gases</i> Raintree
	<u>Geography</u> Duhig, Holly, 2018 <i>Mapping towns and cities</i> Booklife Publishing Ogden, Charlie, 2017 <i>Continents and Oceans</i> Booklife	<u>English</u> OCR, 2002 <i>Opening Worlds: Short Stories from Different Cultures</i> Pearson Education
<u>Drama</u> Guillain, Charlotte, 2017 <i>Writing and Staging real-life plays</i> Raintree	<u>History</u> Butterfield, Moira, 2013 <i>Anglo-Saxons in Britain</i> Franklin Watts Maskell, Hazel, 2010 <i>Anglo-Saxons and Vikings</i> Usborne	<u>Maths</u> Colson, Rob, 2016 <i>Super sums : addition, subtraction, multiplication and division</i> Franklin Watts



Year 7 English—Stories from Different Cultures



1. Character Traits:

Term	Definition
Inconsiderate	Thoughtlessly causing hurt or inconvenience to others; selfish.
Disrespectful	Showing a lack of respect; impolite.
Well-intentioned	Wants the outcome to be good; striving for the best outcome.
Unsympathetic	Doesn't show sympathy; insensitive; unkind. The reader feels no sympathy for the character.
Empathetic	Showing the ability to understand and share feelings of others.
Harsh	Cruel; severe.
Pompous	Self– important; solemn.
Isolated	Having little in common or little contact with other people.
Intimidating	Threatening; using fear to get someone to do what they want.
Insincere	Doesn't express genuine feelings; dishonest; two-faced.
Charming	Pleasant; likeable; endearing
Manipulative	Exercising control or influence over someone; scheming; cunning; devious.
Intelligent	Clever; sharp; quick-witted.
Ambitious	Having or showing a strong desire and determination to succeed.
Insensitive	Showing or feeling no concern for others' feelings; blasé.
Persistent	Continuing with something despite obstacles

2. Structure of a Short Story:

Opening	An opening establishes the following: the narrative voice (perspective or POV the story is told)/ person; setting- place, time, atmosphere/ mood, main character.
Development	The development is when the story develops in terms of the following: character, situation, relationships.
Complication/ Problem	A Complication/ Problem is encountered by a character and shows a character trying to overcome it.
Climax	A Climax is where all the action takes place and the emotions are at their highest; often there is conflict between people.
Resolution	A Resolution is where the story is either resolved or not. A character often realises something about themselves, a relationship, society.

3. Key Vocabulary:

Convention	A typical feature/ characteristic that indicates the genre of a text.
Analyse	To carefully study something; consider it in detail.
Protagonist	The central character in a text.
Antagonist	A person who actively opposes or is hostile to the main character.
Conflict	A struggle, disagreement or argument against an opponent, self, thing or force.
Symbolism	The use of a person, situation or object to represent an idea.
Culture	The ideas, customs, and social behaviour of a particular people or society.
Moral	Noun: a lesson that can be derived from a story or experience. Adjective: concerned with ideas of 'right' or 'wrong' behaviour.
Ironic	When something is the opposite to what you expect.

Subject Terminology

Integer	A whole number, without a decimal or fraction
Degree of accuracy	A measure of how close a stated value is to its true value
Decimal place (d.p)	The places to the right of the decimal point, e.g. 0.23 has 2 d.p
Significant figure	The number of digits in a value, counted from the left starting with the first non-zero digit

Subject Terminology

Inverse	Something that is the opposite or reverse of something else.
Sequence	A list of numbers or objects in a special order
Term-to-term rule	Describes how to get from one term in a sequence to another
Substitute	Replacing a variable for a number
Term	A term is either a single number or variable, or both multiplied together.

Rounding (to different degrees of accuracy)

*** 5 and up rounds up ***

24.356 (To the nearest integer)

As an integer is a whole number, draw your rounding line at the decimal point. The 3 to the right rounds down so your answer is **24**

24.356 (To 3 significant figures)

The number starts with a non-zero digit so you count 3 numbers in from the left. Draw in your rounding line and as the 5 to the right rounds up, the 3 becomes a 4.

The result is **24.4**

24.356 (To 2 decimal places)

Count 2 places from the decimal point and draw in your rounding line. The 6 to the right of the line rounds up, so the 5 becomes a 6.

Your answer is **24.36**

Draw in your line then check the number to the right

Thousands	
Hundreds	
Tens	
	.
Ones	
Tens	
Hundreds	
Thousands	

Inverse Operations

A pair of inverse operations are when two operations performed on a number (or variable), results in the original number (or variable)

$$\begin{array}{ccc}
 + & \longleftrightarrow & - \\
 \times & \longleftrightarrow & \div \\
 a^2 & \longleftrightarrow & \sqrt{a} \\
 a^3 & \longleftrightarrow & \sqrt[3]{a}
 \end{array}$$

Special sequences

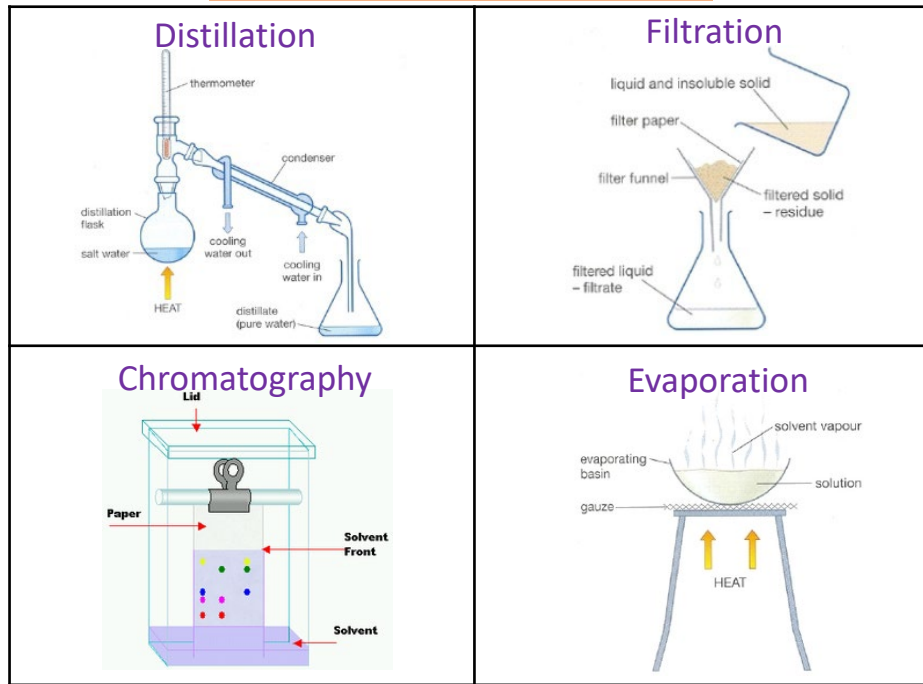
Square numbers: 1, 4, 9, 16, 25, 36, ... - the nth term is n^2

Cube numbers: 1, 8, 27, 64, 125, ... - the nth term is n^3

Triangular numbers: 1, 3, 6, 10, 15, ... - these numbers can be represented as a triangle of dots (e.g. $1 + 2 = 3$, $3 + 3 = 6$, $6 + 4 = 10$).

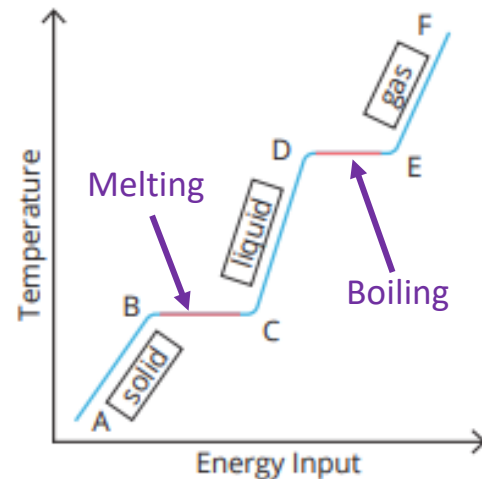
Fibonacci sequence: 1, 1, 2, 3, 5, 8, 13, ... - add the previous two terms to create following term (e.g. $1 + 1 = 2$, $2 + 1 = 3$, $3 + 2 = 5$).

Separating Mixtures

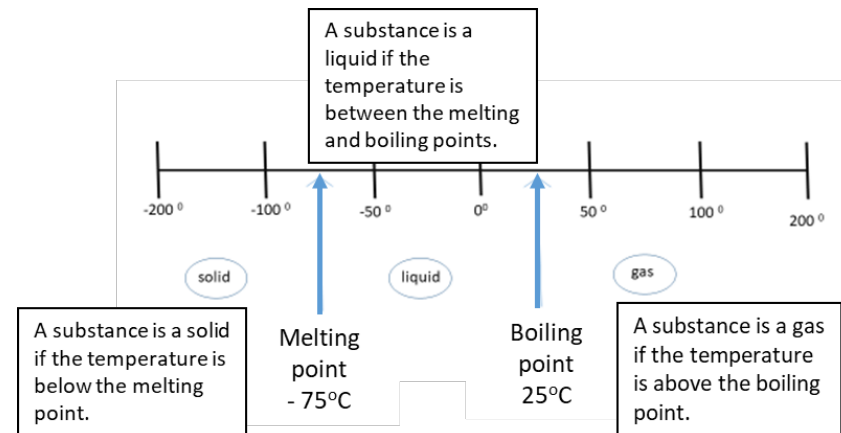


Subject Terminology	Definition
Melting point	The temperature when a solid turns into a liquid.
Boiling point	The temperature when a liquid turns into a gas.
Solute	The solid that dissolves in a solvent.
Solvent	The liquid a solute dissolves in.
Solution	A mixture formed when a solute dissolves in a solvent.
Chromatography	A separation technique uses to separate mixtures of liquids that are soluble in the same solvent.
Distillation	A technique used to separate liquids with different boiling points or to collect water from a solute.
Filtration	A way to separate a liquid and an insoluble solid.
Evaporation	A technique to separate a solid dissolved in a liquid.

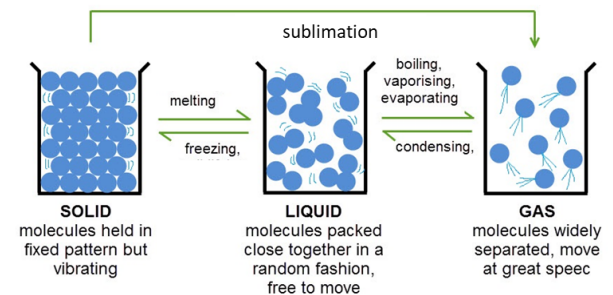
Heating and Cooling Curves



Predicting States of Matter



The Particle Model and Changes of State



Half Term 1

Continent	Area (millions of Km ²)	Millions of people
Asia	44.6	4300
Africa	30.1	1111
North America	24.5	565
South America	17.8	407
Antarctica	13.2	0
Europe	9.9	743
Oceania	8.1	38

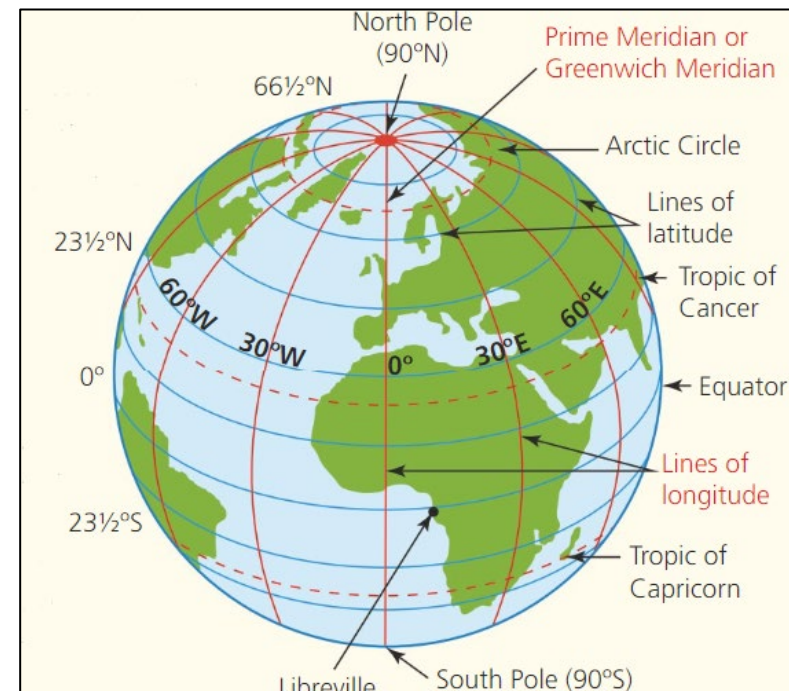
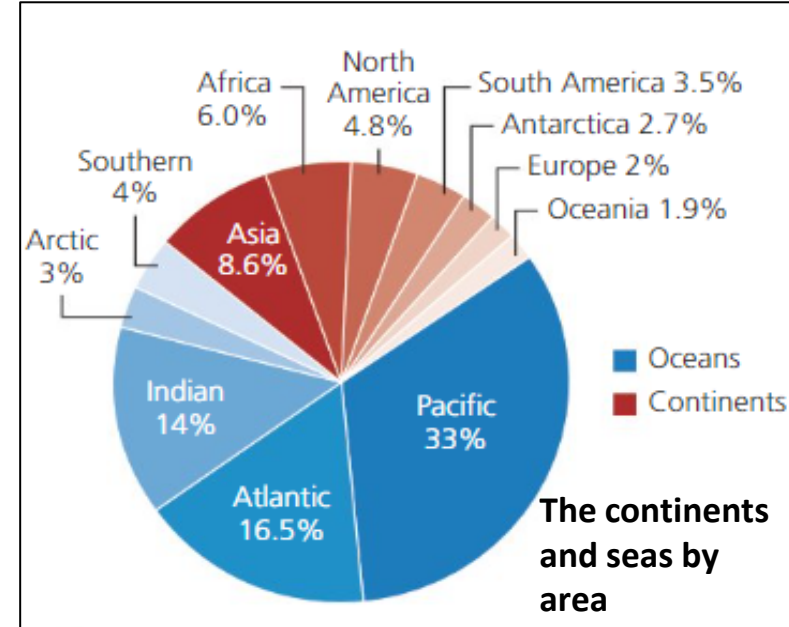
Human geography	The study of societies, cultures and economies.
Physical geography	The study of landscapes and environments
Environmental geography	The study of how humans impact the Earth.
Urban Area	A built-up area such as a town or city
Rural Area	An area of countryside.
Ordnance Survey (OS)	Great Britain's national mapping agency
Spot heights	A black dot on a map with height in metres next to it
Contour Lines	These are lines drawn on maps that join places of the same height. They are usually an orange or brown colour. Some contour lines have their height above or below sea level written on them

How do grid references help me find places?

A four-figure grid reference is a handy way of identifying any square on a map. Grid references are easy if you can remember that you always must go along the corridor before you go up the stairs. To find the number of a square first use the eastings to go along the corridor until you come to the bottom left-hand corner of the square you want.

Write this two-figure number down. Then use the northing to go up the stairs until you find the same corner. Put this two-figure number after your first one and you now have the four-figure grid reference, for example 6233.

Geography: What is a Geographer?



400 – 1066 Anglo-Saxon England	
400 AD	The Romans leave Britain. Germanic groups such as the Angles, Saxons and Jutes begin attacking Southern Britain. The Britons couldn't defend themselves easily.
600 AD	The Anglo-Saxons had created the Heptarchy, a series of 7 Anglo-Saxon Mini-Kingdoms. Christianity was introduced.
973 AD	Slowly the small Anglo-Saxon Kingdoms joined each other – in 973 Edgar was crowned King of the English. England was born!
8 th – 11 th Centuries	Vikings attacks England and even briefly rule under King Cnut from 1016 to 1035.

After the last Roman soldiers left Britain in AD410 some new invaders came across the North Sea.

Historians refer to these people as the Anglo-Saxons. They were a mixture of people from (modern day) Holland, Germany and Denmark. The new settlers were mainly Angles from Southern Denmark, Jutes from Northern Denmark and Saxons from Germany/Holland.

Christianity spread in England during the Anglo-Saxon period.



TECHNICAL VOCABULARY	
Sources	Something that tells us about history. It may be a document, a book or an object.
Interpretation	When a certain historical event is described from different points of view.
Anglo-Saxon	People who settled in England after the Romans left.
Viking	Pirates from Denmark and Norway who raided and settled in many parts of Europe.
Oath	A promise of loyalty made before God.
Pagan	A person who worships many different Gods, rather than one.
Witan	The name for the Government/Advisors in Anglo-Saxon times.
Thegn	A local Lord during the Anglo-Saxon period.
Tithing	A group of 10 households who have the responsibility to ensure no crimes are committed in the village.
Fyrd	Men of the Anglo-Saxon Army. Usually farmers.

Why did they come?

They came to fight – Some Anglo-Saxons were warriors who enjoyed fighting. They thought the Britons were weak and easy to beat without the Romans around.

They came to make new homes – Whole families set sail across the sea to live in Britain. They brought tools, weapons and farm animals with them and built villages with new homes.

They came to farm – Many Anglo-Saxons came peacefully to find land to farm. Their homelands in Scandinavia often flooded so it was tough to grow enough food back there.

They were invited – With Picts and Scots attacking from the North and Scotland in the early 400's, the Britons invited some Anglo-Saxons to help defend them. But they didn't leave! They took over.

Lindisfarne Raid 793

Viking assault on the island of Lindisfarne (Holy Island) off the coast of what is now Northumberland.

The Monastery at Lindisfarne was the famous centre of Christianity in the Kingdom of Northumbria.

The event sent tremors throughout English Christendom and marked the beginning of the Viking Age in Europe.

The sources demonstrate that the event was terrifying to English Christians not only because of the great violence inflicted but because a Christian sanctuary was vandalized by a pagan people.

Look at the sources below. How convincing are they in telling us about what happened at Lindisfarne? Is there any bias we have to consider?

12th Century chronicle "Historia Regum (History of Kings):
Pagan invaders "laid everything waste with grievous plundering, trampled the holy places with polluted steps, dug up the altars and seized all the treasure of the holy church ...dragged many of the brothers of the monastery away in chains and drowned others in the sea"

Northumbrian scholar Alcuin, in letters to both the King of Northumbria and the Bishop of Lindisfarne:
The church was "spattered with the blood of the priests of God, despoiled of all its ornaments ... and the pagan offenders trampled on the bodies of saints in the temple of God like dung in the street."

Kingdoms in Anglo-Saxon Britain

Mercia	Wessex	Northumbria	Est Anglia	Danelaw
Mercia was a large Anglo-Saxon Kingdom in the Centre of England. This surrounded the River Trent and Yorkshire.	Wessex was an Anglo-Saxon Kindom in the South of England. A rich and powerful Kingodm, and many Wessex Kings such as King Alfred the Great became famous in history.	Northumbria is found in the North of England. This kingdom would include both Durham and Newcastle.	East Anglia was an independnet Kingdom found in the East of England. It was founded by the Angles after the settlement of the Anglo-Saxons.	After Alfred the Great defeated the Vikings in 878 AD, the Vikings were forced to sign a treaty where they agreed to stay in an area of land in the North. This area became known as Danelaw.

How did Anglo-Saxon England go from a Heptarchy (7 kingdoms) into a unified country?

MONARCHY

St Augustine arrived in England in 597 to try to convert the Anglo-Saxon Kings to Christianity. St Augustine was known as a religious missionary.

RELIGION

The Romans leave Britain and Germanic groups, such as the Angles, Jutes and Saxons begin attacking Southern Britain. The Vikings came from Scandinavia. Historically, they were defined as brave explorers, smart traders and brave warriors.

INVASION

POLITICAL REFORM

Anglo-Saxon England

HISTORICAL SUBSTANTIVE CONCEPTS

IDEOLOGY

Investigate the changes in how England was ruled by the Anglo-Saxon's and consider how the Vikings changed Britain.

CONFLICT

Many Anglo-Saxon's were warriors who enjoyed fighting. They fought the Britons were weak and easy to beat without the Romans around. What do the Vikings attacks on Lindisfarne and the Staffordshire Hoard tell us about the Vikings?

REVOLUTION

Many Anglo-Saxons were unhappy with William the Conquerors high taxes and brutal methods for keeping control. Numerous rebellions and uprisings occurred throughout England that led William to punish the Anglo-Saxon. The most famous example is Harrying of the North where he murdered between 100,000 to 150,000 Anglo-Saxons.

TAX & ECONOMY

¿Qué te gusta estudiar?

¿Cuál es tu asignatura preferida?

Week 1

OPINION	NOUN
Me encanta(n) = I love	el inglés = English
Me chifla(n) = I love	el dibujo = art
Me mola(n) = I love	el español = Spanish
Me gusta(n) mucho = I really like	el alemán = German
	el francés = French
	el comercio = business studies
Me gusta(n) = I like	el teatro = drama
Me interesa(n) = I'm interested in	la cocina = food technology
	la biología = biology
Me da(n) igual = I don't care about	la química = chemistry
No me importa(n) = I don't care about	la física = physics
	la religión = RE
No me gusta = I don't like	la informática = ICT
No me gusta(n) nada = I really don't like	la historia = history
	la música = music
Detesto = I hate	la geografía = geography
Odio = I hate	la educación física = PE
	la tecnología = technology
	las ciencias = science
	las matemáticas = maths
No aguanto = I can't stand	las asignaturas = subjects

Week 2

CONNECTIVE	ADJECTIVE
porque es /son = because it is	aburrido/a/os/as = boring
	bueno/a/os/as = good
	divertido/a/os/as = fun
dado que es/ son = because it is	obligatorio/a/os/as = compulsory
puesto que es /son = because it is	entretenido/a/os/as = entertaining
	educativo/a/os/as = educational
ya que es / son = because it is	estupendo/a/os/as = great
	interesante(s) = interesting
	emocionante(s) = exciting
aunque es /son = although it is	importante(s) = important
	fácil /faciles = easy
y = and	útil /utiles = useful
pero = but	inútil / inutiles= useless
	difícil / dificiles = difficult
también = also	fenomenal(es)= great
	genial(es) = great



Week 3

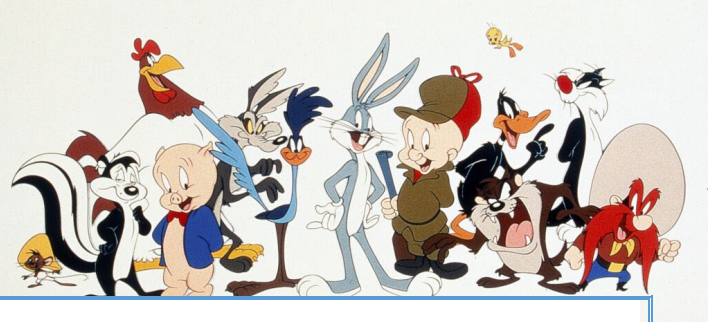
CONNECTIVE	VERB	NOUN
Siempre = always	estudio = I study	en la biblioteca = in the library muchas asignaturas = lots of subjects
Casi siempre = almost always	escucho = I listen	al profesor = to the teacher a la directora = to the head teacher música = music
Normalmente = normally	hablo = I speak	con mis amigos = with my friends con mis compañeros = with my friends
A menudo = often	veo = I watch	un vídeo = a video
A veces = sometimes	leo = I read	un libro = a book en la biblioteca = in the library
De vez en cuando = sometimes	como = I eat	en la cantina = in the canteen un bocadillo = a sandwich una pizza = a pizza chicle = chewing gum
Rara vez = rarely	bebo = I drink	en clase = in class en el laboratorio = in the laboratory agua mineral = water una limonada = a lemonade un zumo de naranja = an orange juice
Nunca = never	escribo = I write	en mi cuaderno = in my exercise book en mi agenda = in my planner

Week 4

CONNECTIVE	VERB	NOUN
Siempre = always	estudiamos = we study	en la biblioteca = in the library muchas asignaturas = lots of subjects
Casi siempre = almost always	escuchamos = we listen	al profesor = to the teacher a la directora = to the head teacher música = music
Normalmente = normally	hablamos = we speak	con mis amigos = with my friends con mis compañeros = with my friends
A menudo = often	vemos = we watch	un vídeo = a video
A veces = sometimes	leemos = we read	un libro = a book en la biblioteca = in the library
De vez en cuando = sometimes	comemos = we eat	en la cantina = in the canteen un bocadillo = a sandwich una pizza = a pizza chicle = chewing gum
Rara vez = rarely	bebemos = we drink	en clase = in class en el laboratorio = in the laboratory agua mineral = water una limonada = a lemonade un zumo de naranja = an orange juice
Nunca = never	escribimos = we write	en mi cuaderno = in my exercise book en mi agenda = in my planner

Half-Term 1 Subject – Dance – Year 7 – Cartoon Capers

CARTOON CAPERS
The name of the **cartoon** means that the events in the **cartoon** represent mischief, as the informal meaning of **Caper** is "a ridiculous activity".



5 KEY DANCE ACTIONS

JUMP: It is very rare for a dance to be completed all on one level and jumping allows the performer to create flight and dynamic movement into the sequence.

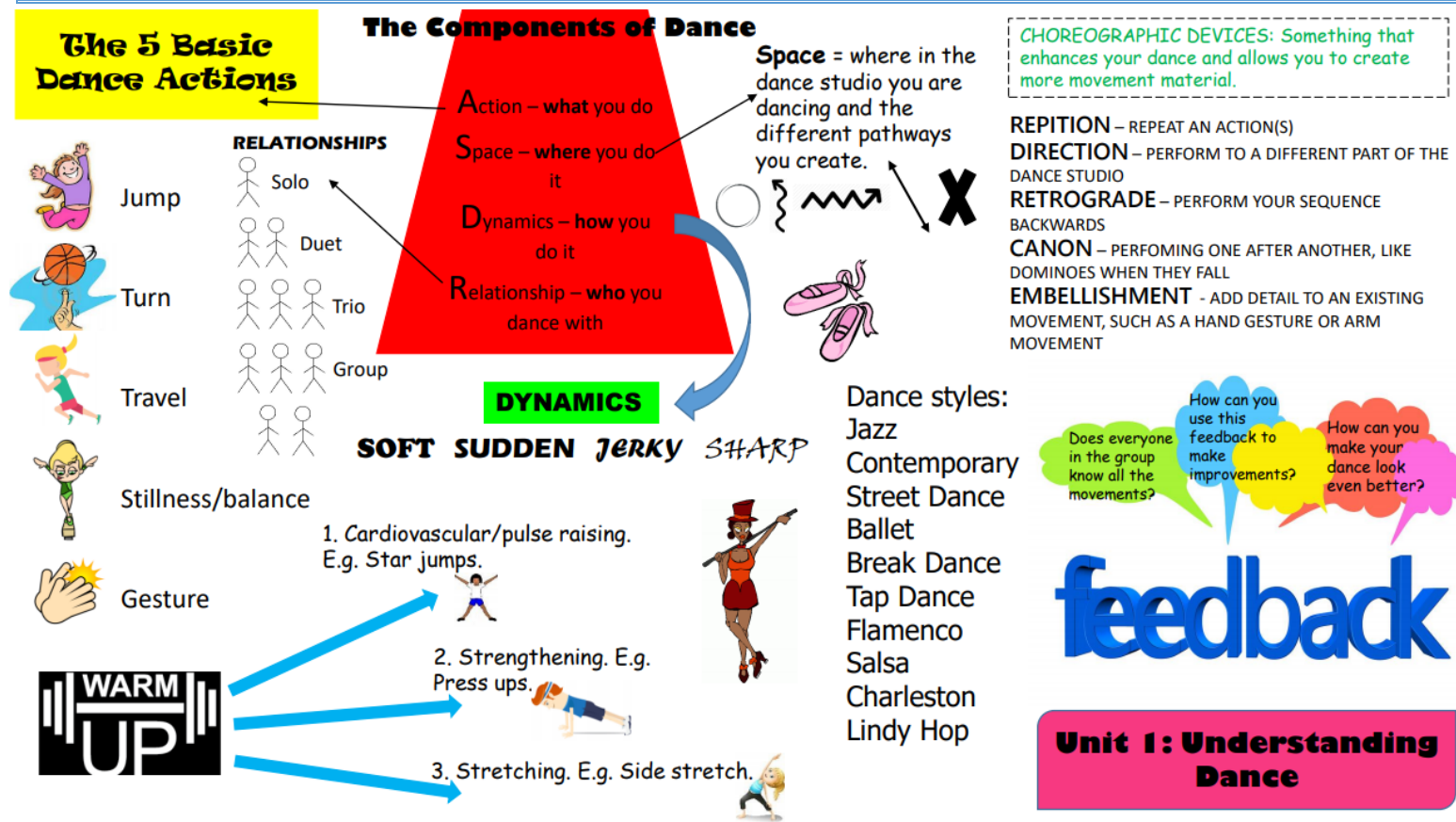
TURN: All dances require different types of turns, on different levels and sometimes around different axes.

TRAVEL: This can involve the stationary movement of body weight from one part of the body to another or the travelling movement of a person or group from one area to another.

STILLNESS: By holding a specific pose, the performer or group are creating a shape that reflects the music or genre of the sequence.

GESTURE: It is when you move a part or the whole of your body but not using your weight, e.g. stretching, bending and twisting.

SUBJECT TERMINOLOGY	
5 Dance Actions	Jump, turn, travel, gesture, stillness
Elements of Dance	They make up the foundation for every dance style. Action, space, dynamics, relationships
Action	The movement which is performed by the dancer
Space	Where the dancer moves e.g. pathways, levels, directions, size of movements, patterns,
Dynamics	How the dancer moves e.g. fast/slow, smooth/sharp
Relationships	Who the dancer with and the way they move together e.g. lead and follow, mirroring, in formation, complement and contrast
Stimulus	Something that provokes an idea for a dance piece
Canon	When a dance action is performed one after another
Unison	Is to perform the same movement at the same time
Choreography	To create your own sequence of movements
Performance skills	Is being ready to perform in your starting position, not fidgeting, giggling, talking during the performance and holding your ending position after you have performed
Facial Expression	Use of the face to show mood, feeling or character



ELEMENTS OF DANCE

The Elements of Dance are the foundational concepts and vocabulary that help students develop movement skills and understand dance as an artistic practice. This framework is a way to discuss any kind of movement. While different dance styles call for specialized skills and stylization choices, the underlying elements of dance are visible in all dance experiences. In order to understand and talk about the Elements of Dance, we need to first be able to describe what we see and hear when we watch a video or a live presentation of dance. Sounds simple, right? But describing something without judgment or personal opinion is hard. People quickly form opinions about a new experience and students may jump right away to a personal reaction or a perceived meaning. Learning to slow down and simply describe what we notice is the first step in examining dance.

Use of Voice

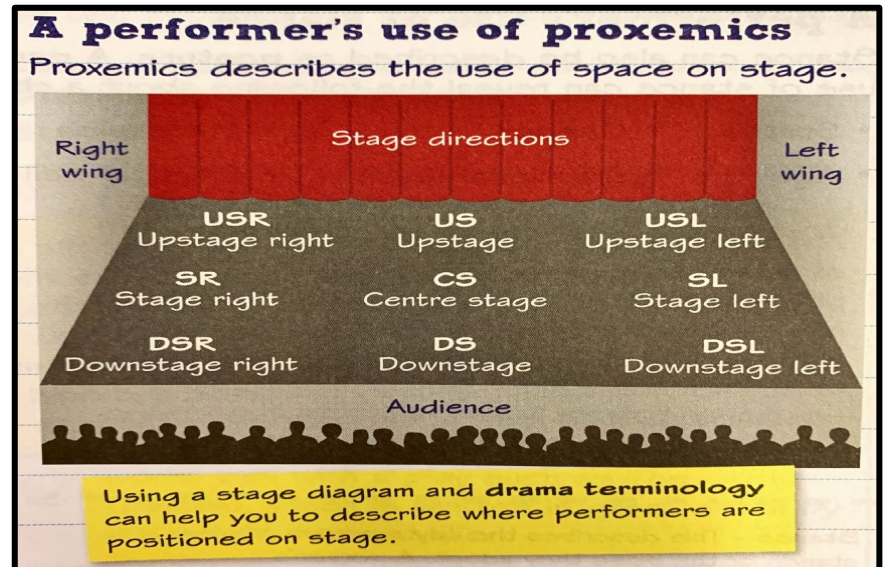
Tone	Does your voice sound appropriate - perhaps harsh or soft, angry or happy? Is it suitable for the character you're playing?
Volume	Have you got the loudness or quietness of your character right?
Pitch	Does your character speak with a high or low pitched voice? If you were playing a hanging judge, would a squeaky voice sound right?
Pace	How quickly do you say your lines? Too fast, and the audience won't keep up, too slow and they might get bored. Can you change the pace according to what's happening in the play?
Articulation	Have you practiced speaking very, very clearly? It's crucial!

Movement

Dynamics	There are moments where tension and atmosphere build, moments of activity, stillness, pauses and sections of higher and lower energy.
Body language	How you move/ hold your body to show attitude and feelings.
Facial expression	How you move/ hold your face to show attitude and feelings.
Emotions	How your character moves to show the emotions they are feeling.
Eye contact	Do you need to have eye contact with another character or is your character shy?
Character	The person you are acting.
Posture	How your character stands to show their age, confidence, disability, etc.
Gesture	A movement of part of the body, especially a hand or a head, to express an idea or meaning.

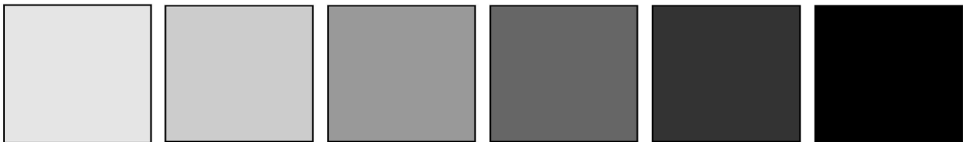
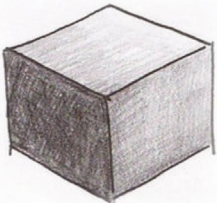
SUBJECT TERMINOLOGY

Still Image	A frozen moment in time- shows action and relationships through body language, facial expression, levels and space.
Body language	How you move/hold your body to show attitude and feelings.
Facial expression	How you move/hold your face to show attitude and feelings.
Use of voice	How you use your voice in performance to show character.
Rehearse	Practice the performance
Character	The person you are playing
Blocking	Working out the movement in a performance.
Thought tracking	What a character is thinking. <u>Not</u> what they are saying.
Gesture	A movement of part of the body, especially a hand or a head, to express an idea or meaning.



BUILDING BRICKS		Exploring the Elements of Music	
<p>A. Pitch</p> <p>The highness or lowness of a sound.</p>	<p>B. Tempo</p> <p>The speed of a sound or piece of music.</p> <p>FAST: <i>Allegro, Vivace, Presto</i> SLOW: <i>Andante, Adagio, Lento</i></p> <p>GETTING FASTER – <i>Accelerando (accel.)</i> GETTING SLOWER – <i>Ritardando (rit.) or Rallentando (rall.)</i></p>	<p>C. Dynamics</p> <p>The volume of a sound or piece of music.</p> <p>VERY LOUD: <i>Fortissimo (ff)</i> LOUD: <i>Forte (f)</i> QUITE LOUD: <i>Mezzo Forte (mf)</i> QUITE SOFT: <i>Mezzo Piano (mp)</i> SOFT: <i>Piano (p)</i> VERY SOFT: <i>Pianissimo (pp)</i></p> <p>GETTING LOUDER: <i>Crescendo (cresc.)</i> GETTING SOFTER: <i>Diminuendo (dim.)</i></p>	<p>D. Duration</p> <p>The length of a sound.</p>
<p>E. Texture</p> <p>How much sound we hear.</p> <p>THIN TEXTURE: (<i>sparse/solo</i>) – small amount of instruments or melodies.</p> <p>THICK TEXTURE: (<i>dense/layered</i>) – lots of instruments or melodies.</p>	<p>F. Timbre or Sonority</p> <p>Describes the unique sound or tone quality of different instruments, voices or sounds.</p> <p><i>Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzing, Crisp, Metallic, Wooden etc.</i></p>	<p>G. Articulation</p> <p>How individual notes or sounds are played/techniques.</p> <p>LEGATO – playing notes in a long, smooth way shown by a SLUR.</p> <p>STACCATO – playing notes in a short, detached, spiky way shown by a DOT.</p>	<p>H. Silence</p> <p>The opposite or absence of sound, no sound. In music these are RESTS.</p>
<p>I. Notation</p> <p>How music is written down.</p> <p>STAFF NOTATION – music written on a STAVE (5 lines and spaces)</p> <p>GRAPHIC NOTATION/SCORE – music written down using shapes and symbols to represent sounds.</p>		<p>J. How Music Works</p> <p>Music can create an atmosphere or ambience e.g., <i>supermarkets and restaurants</i>.</p> <p>Music can create an image e.g., <i>in response to art, a story, a poem, a character, a situation</i> – this is called PROGRAMME MUSIC.</p> <p>Music can be calming e.g., <i>end of an evening in clubs and bars</i>.</p> <p>Music can be used for spiritual reasons e.g., <i>worship, meditation, reflection, hymns and chants, yoga, and spiritual reflection</i>.</p> <p>Music can be used for commercial purposes e.g., <i>advertising, TV themes</i>.</p>	

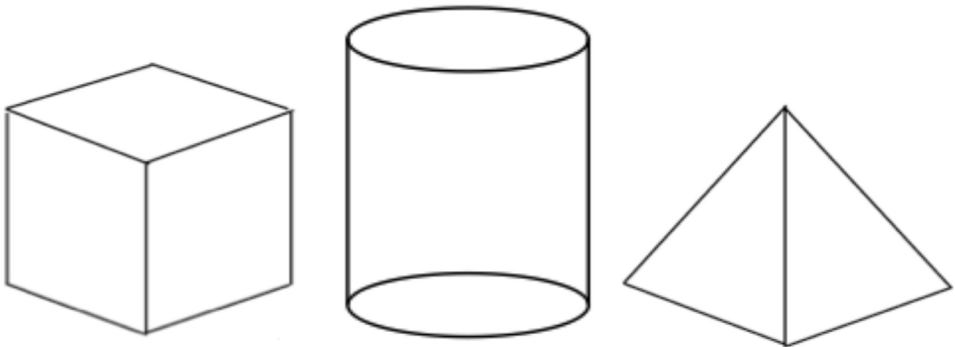
Tonal Drawing Exercise



Try with your pencil using at least a 2B type to copy and create the shades shown above into the boxes below.



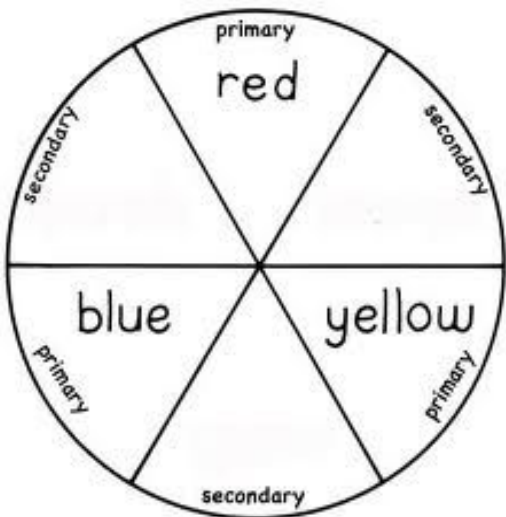
Apply shading techniques using at least a **soft 2B** pencil to shapes below to show **TONE**. Decide where your light is coming from.



TECHNICAL VOCABULARY

Line	A continuous mark made with a pencil, pen or brush etc.
Tone	The lightness or darkness in a picture or of a colour
Form	3D shape
Colour	A hue created by light reflecting off a surface
Shape	A series of lines that form the outline
Size/scale	How big or small something is.
Texture	How something feels or looks e.g. rough, smooth, furry etc.
Pattern	A single or repeated design of shapes
Perspective	The illusion of distance and depth in an image
Composition	How objects, shapes and patterns are arranged

Colour Wheel



What colours should go in the missing gaps?

What makes the primary colours different to the secondary?

Add colour to the wheel as carefully as possible.

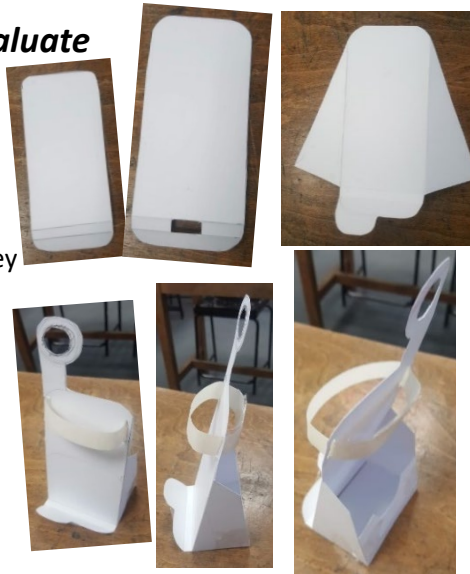
Technology Knowledge organiser

ACCESS FM	To think about?
Aesthetics	Consider you want it to look – Cartoony/ funky/ mature/ girli/ futuristic/ minimalistic. Also think of possible colour combinations.
Cost	Cost to buy and sell. How much do you want to put into the project? Is it going to be a high/ mid or low end product?
Client (target market)	Who are you aiming the product at? Suggest a range of users.
Environment	Where could this product live Where can it be stored? Where will it be used?
Safety	Sharp edges/ No loose parts/ No use of toxic materials/ Remove all splinters/ Age range on the design Instructions for use.
Size	Suggest sizes and explain why LENGTH X WIDTH X HEIGHT always in MM
Function	Write down plenty of ideas of this this could work. Do little sketches if it helps. How well does it need to work?
Materials	Consider all types. 1. Fabrics 2. Metal 3. Wood 4. Paper 5. Plastic
Manufacture	Consider the following 1. CAD 2. CAM 3. Hand tools 4. Machine tools

Iteration – Design, model and evaluate

Why do designers **model**?

- To understand true size.
- To get accurate proportions.
- Modelling in card is cheap and saves money
- To see if it works
- Does it look good?
- Find out what properties the design needs
- Consider materials for the right job
- How can it be developed/ improved.
- Have client feedback



What makes a good **Task analysis** ?

- Use ACCESS FM consideration to come up with ideas
- Write down all possibilities, no matter how simple, radical or complicated.
- Space out the information.
- Write neatly
- Review your work after and circle information you like

What makes a good **Product analysis** ?

- Use ACCESS FM consideration to evaluate the product
- Give as much detail as possible when explaining the product.
- Use vocabulary that is descriptive.
- Use arrows to explain what you are talking about.
- Be neat and tidy.

What makes a good **design page**?

- Keep colours to a minimum.
- Don't colour everything in.
- Thick and thin lines around the ideas.
- Shadows on the back line.
- 3D and 2D drawings.
- Using arrows.
- Basic annotations.

What makes a good **DEVELOPMENT design page**?


- Keep colours to a minimum.
- Don't colour everything in.
- Thick and thin lines around the ideas.
- Back drops.
- Shadows on the back line.
- 3D and 2D drawings.
- Ideas drawn from different angles.
- Using arrows.
- Annotations to explain.

Additional

Role of a designer	To solve a problem
Context	Is a problem a designer needs to solve
Annotations	Written information to explain other design considerations
CAD	Techsoft 2D/ Serif/ Google sketch up/ Fusion/ Tinker CAD
CAM	Laser cutter/ 3D printer/ Plotter/ CNCs
Influence	To have an effect on the character
Components	An important part needed to make a product work

SAFE STORAGE OF FOOD	The 4 'CS
High risk foods- <ul style="list-style-type: none">They have a high protein and water content-They should be stored at the bottom of a fridge, covered @ 5c or belowThey have a short shelf lifeCan cause food poisoning if not	1. Cross contamination- 2. Cleaning Good hygiene prevents cross-contamination <ul style="list-style-type: none">Use hot and soapy waterRefresh the water regularlyWash the dirtiest object lastWash equipment used to handle raw meat last
Low risk foods- <ul style="list-style-type: none">They have low moisture contentDon't need to be kept in the fridge.Have a long shelf lifeThese could be biscuits, cereals, flour, tinned foods called AMBIENT	3. Chilling <ul style="list-style-type: none">Prevents harmful bacteria from multiplying quickly, giving a longer shelf life 4. Cooking <ul style="list-style-type: none">Thorough cooking kills bacteriaCore Temperature should reach minimum Of 75c

TECHNICAL VOCABULARY	
Taste	Sweet, sour, bitter, umami
Texture	How it feels in your mouth: crunchy, juicy
Aroma	How it smells
Garnish	<ul style="list-style-type: none">Decoration to a dishAdds nutritional valueAdds colour, texture, taste
Eat well guide	The governments guide to eating a balanced diet
Vitamins and minerals (Micronutrients)	All foods
Carbohydrates (Macronutrient)	Bread, pasta, rice
Protein (Macronutrient)	Egg, meat, fish
Fat (Macronutrient)	Butter, oil, margarine
Fibre (NSP) (Macronutrient)	Wholemeal foods, fruit and vegetables





The Eat-well Guide	Government guidelines to a balanced diet
<ul style="list-style-type: none">This applies to everyone over the age of twoThis is suggested for the main meal of the dayThe fruit and vegetables can be taken as juice or frozen 	<ul style="list-style-type: none">Drink 6-8 glasses of water dailyConsume two portions of fish weekly, one being oilyBase meals on starchy carbohydratesEat a wide variety of fruit and veg, aim for 10 portions dailyEat less sugar and saltEat more fibre and select wholegrainsEat less saturated fatsEat less processed foods as they contain hidden fats and sugars <p>Fats and sugars also include sauces like mayo, ketchup, crisps, chocolate.</p> <p>Protein includes Pulses, nuts and Quorn</p> <p>Carbohydrates include mostly cereal based foods (wheat, oats) and Potatoes</p>

Food Technology

HT3

What nutrients are in our food?			
	Vitamin	Role in the body	Food examples
Carbohydrates -4kcal per gram Provide Energy- <ul style="list-style-type: none">Pasta, bread, rice, potatoes	A	Helps to keep the eyes healthy and strengthen the immune system.	Dark green leafy vegetables, carrots, liver
Protein 4kcal per gram Growth and repair <ul style="list-style-type: none">Animal -Eggs, meat,fish,Vegetable- Nuts and	B	Helps to release the energy from the food we eat.	Bread, milk, cereals, fish, meat
Fat 9Kcal per gram Insulation and protection of organs <ul style="list-style-type: none">Butter, oil, cream	C	Help with skin healing and healthy skin. Help with the absorption of Iron.	Fresh fruit, broccoli, tomatoes
Water <ul style="list-style-type: none">Keeps the body temperature correct, by sweatingLubricates joints	D	Important for absorbing calcium and help with healthy bone structure.	Oily fish, eggs, butter, Sunshine
		Vitamins -Help to keep our immune system up and help our body to stay healthy – they important for body maintenance.	

Box 1

Word	Teams
	
Microsoft Word or MS Word is a popular word-processing program used mainly for creating documents, such as brochures, letters, learning activities, quizzes, tests, and students' homework assignments.	Microsoft Teams is a communication and collaboration platform that combines persistent chat capabilities, video conferencing, file storage, and integration with many other Microsoft programs.
PowerPoint	Outlook
	
Microsoft PowerPoint is a software application that is particularly used to present data and information by using text, diagrams with animation, images, and transitional effects, etc in the form of slides.	Outlook allows you to send and receive email messages, manage your calendar, store names and numbers of your contacts, and track your tasks.

Word Processing

Word processing software like word can be used to create a variety of documents including letters and reports effortlessly, allowing you to add color and clip art. Microsoft word offers you specialized tools for designing your document in different ways; perform spelling and language structure check to produce standard and mistake free document

Some of the benefits are:

- Easy to correct mistakes.
- You can save your work and come back to it later.
- Many handy features available e.g., Borders, text layout.
- Useful tools such as spell checker, grammar checker available to improve the quality of your work.
- Plenty of professional quality document templates available online.
- Can import data from a database and use it to create mail merge.

However, word processing software does have some disadvantages like:

- You need to have access to a computer which has word processing software installed.
- It takes time to learn to use the program effectively.
- If you want to write something down quickly, it can take more time to switch the computer on, open the word processor and set up the document.
- Sometimes pen and paper is faster.
- People can become reliant on using the word processor and their handwriting skills can deteriorate.
- People can become reliant on the spell checker and not proof-read their work properly

Some examples of word processing programs are:



Box 3

Formatting

Document formatting refers to the way a document is laid out on the page for instance how it looks, visually organised. Formatting also covers elements like:

- Font selection,
- Font size
- Use of emphasis with bold or italics.

Other formatting techniques also involves:

- how the document is spaced,
- uses margins,
- alignment,
- columns,
- indentation,
- list and many more.

Box 2

TECHNICAL VOCABULARY

Save/Open	To copy the document, record or image being worked on to a storage medium. Opening a file lets you resume working on a document that you have saved from earlier or that someone else has created and shared with you.
Username	A Username is a special name given to a person to uniquely identify them on a computer network. Also called account names, login IDs, or user IDs, usernames are given to a person by the network administrator, or they are selected by the user.
Password	A word, phrase, or series of letters, numbers, and symbols a user chooses and keeps secret from others to be able to access their own information or account. Commonly passwords are used for a variety of activities like logging onto school computers and pupils email accounts. Never give out your password to people you don't know.
List	A list is a series of items preceded by a bullet or number. You can apply bullets or numbers to a list, as well as modify the bullet type or numbering format to suit the requirements of the document.
Alignment	Text alignment is a paragraph formatting attribute that determines the appearance of the text in a whole paragraph. For example, in a paragraph that is left-aligned (the most common alignment), text is aligned with the left margin.
Word Processor	A word processor is a type of software application used for composing, editing, formatting, and printing documents.
PowerPoint	A software package designed to create electronic presentations consisting of a series of separate pages or slides.
Email	E-mail is an important form of fast written communication that allows people to contact one another and share information all over the world. An e-mail message can contain text, sounds, images, or videos.
Formatting	The way a document is laid out on the page and how it appears e.g., font selection, font size and presentation (like bold or italics), spacing, margins, alignment, columns, indentation, and lists.
Copy/Paste	To copy (information in a computer document) and put it somewhere else in the document.
Import	To open a document which has been created in a different program e.g., word.
Export	To save a copy of the current open document, database, image, or video into a file format required by a different application
Teams	A workspace for real-time collaboration and communication, meetings, file, and app sharing, and even the occasional emoji
Font	A set of printable or displayable typography or text characters in a specific style and size.
Table	A table is a grid of cells arranged in rows and columns.

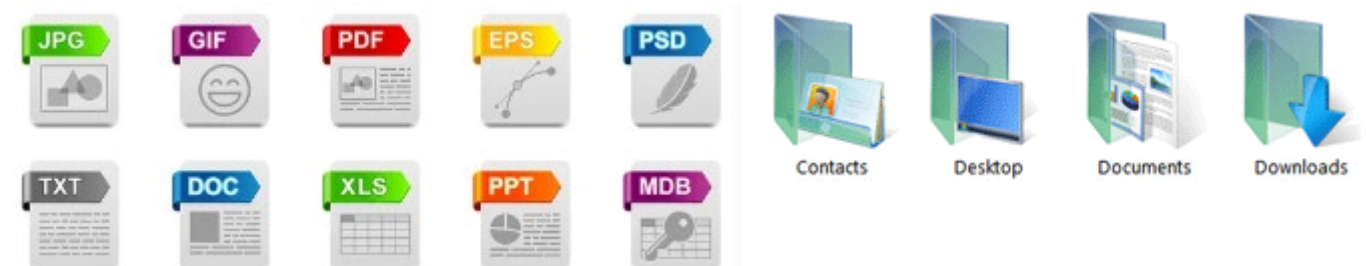
Box 4



File



There are many different **types of files** you can use. For example, Microsoft Word documents, digital photos, digital music, and digital videos are all types of files. You might even think of a file as a **digital version** of a real-world thing you can interact with on your computer. When you use different applications, you'll often be **viewing, creating, or editing files**.

Folder



Windows uses **folders** to help you organize files. You can put files **inside a folder**, just like you would put documents inside a real folder. In the image below, you can see some folders on the desktop.



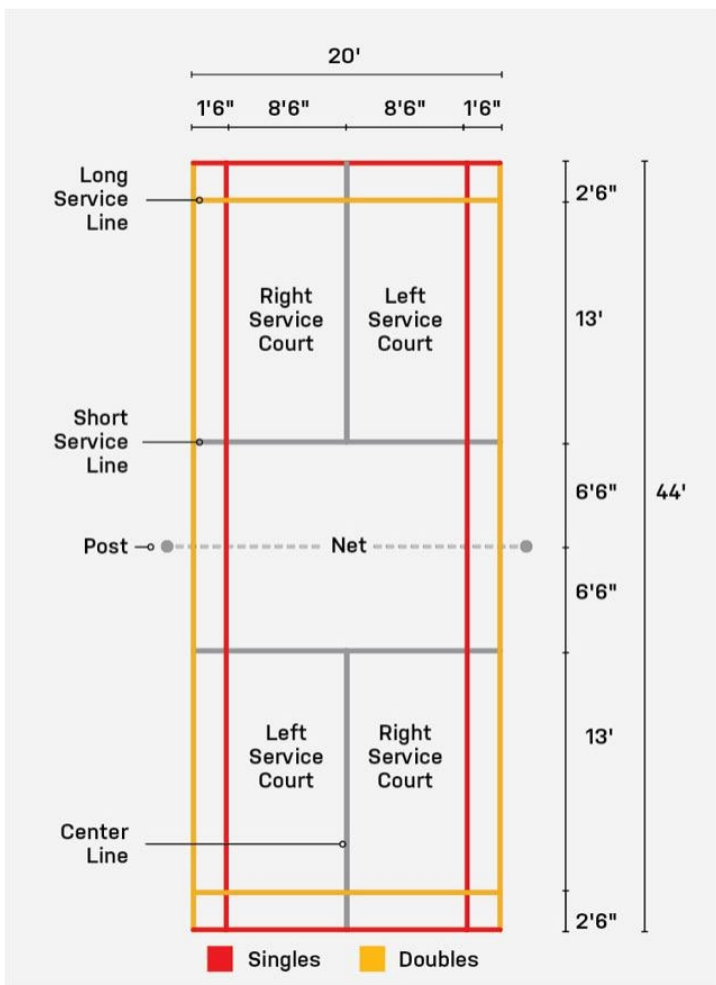
<div>Judaism</div>	
What is Judaism?	Judaism is the name of the religion, and its followers are known as Jews. Judaism began around 4,000 years ago when the Prophet Abraham received a vision from God. The early Jewish people were called the Hebrews or the Israelites.
What do Jewish people believe?	Jews believe that there is only one God, with whom they have a special agreement called a covenant. They believe in God who created everything and who wants humans to live their lives following God’s rules, called commandments. Jews promise to obey God’s laws to say thank you to him for looking after them.
Who are the key people in Jewish stories?	Some of the important prophets are Noah, Abraham and Moses. Jews believe that each of them have important things to teach them about the covenant between God and the Jewish people. They show that God loves his people and wants to be them to choose to follow Him.
Noah	After God created the world, people turned away from God and the way he expected them to live. One man, Noah, and his family remained righteous and loyal to God. They were worthy of being saved and they would start the world again afresh. God told Noah that a flood was coming to wipe out everything and that Noah should build an Ark to house his family and some animals. God said that if people had stopped being evil, then they would have been saved. But the rain fell for 40 days and nights, and water covered the land for over a year. Noah and his family were saved.
Abraham	Abraham stood up to idol worship, child sacrifices, and violence, supposedly to please God. He taught the world about the One God, the creator of heaven and earth. Abraham was told to leave his homeland and travel to the Holy Land of Israel. In Israel, he would become the “father of many nations” and have a special relationship with God called a covenant. After his wife had had a son, called Isaac, Abraham was challenged to sacrifice Isaac to God. Abraham was willing to do it, but God stopped him. It was really a test of Abrahams commitment to God.
Moses	Moses was the leader of the Israelites, who had become slaves in Egypt. God told Moses to instruct the Pharaoh (the King of Egypt) to let the Jews go free to worship God. The Pharaoh refused and was punished by God with 10 plagues. The last plague was the death of every firstborn child as a punishment for hurting “God’s firstborn” (the Israelites). The day after the tenth plague, the Israelites walked to freedom. Seven weeks later, the Jewish people stood at Mount Sinai ready to receive the laws from God, including the Ten Commandments. The story teaches that God will use imperfect people who listen to God and do what is asked of them.

<div>Buddhism</div>	
What is Buddhism?	The religion based on the teachings of the Buddha is known as Buddhism. The Buddha was born with the name Siddhartha Gautama and lived about 2500 years ago. He became enlightened, meaning that he found a way to free himself from the cycle of desire and suffering.
What do followers of Buddhism believe?	Buddhist believe that you are reborn after you die into a new body, and this repeats until you reach enlightenment. This cycle of life, death, rebirth is called samsara. They believe that how you live your life will effect your rebirth.
Who are the key people in Buddhist stories?	The Buddha is a key figure in many stories in Buddhism, as they show Buddhists some of his teachings. Siddhartha Gautama was a prince born in India. He became the first Buddha. After he was born a wise man prophesised that if he saw suffering he would leave the palace in search for answers. His father tried to hide all suffering from the Prince as he grew up. Once he had become an adult, however, he left and saw the Four Sights.
What were The Four Sights?	<div><div>1. Old man</div><div>2. Sick man</div><div>3. A dead man and people mourning</div><div>4. A holy man</div></div> <div>After seeing these things Siddhartha renounced (gave them up) his family, belongings and life in the palace in search for the meaning of life, answers to questions like why do we suffer?</div>

TECHNICAL VOCABULARY	
Religion	A system of faith and worship.
Myth	A traditional story about the early history of a people and typically involving supernatural beings or events
Story	An account of imaginary or real people and events
Prophecy	A prediction of what will happen in the future
Prophet	A person who tells a prophecy.
Theism	The belief in God or gods.
Monotheistic	The belief in one God.
Polytheistic	The belief in many gods.
Non-theistic	Not having a belief in a God or gods.
Tri-murti	The three main Gods in Hinduism – Brahma; Vishnu and Shiva.

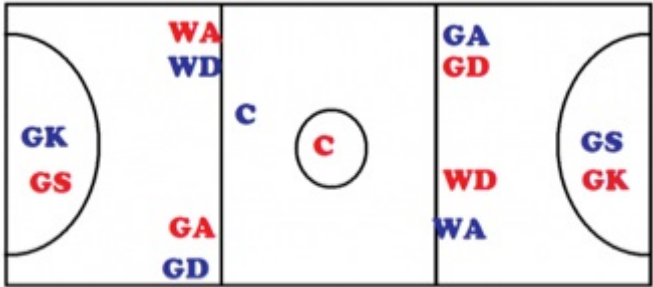



<div>Hinduism</div>	
What is Hinduism?	Hinduism can be defined as a collection of the religion, culture and philosophy of ancient India.
What do Hindu people believe in?	Hindus view the entire universe as God’s and everything in the universe as God. Each person is divine and the purpose of life is to seek and realise our divinity.
Who are the key people in Hindu stories?	The Hindu Trimurti includes Brahma (the creator); Vishnu (the preserver) and Shiva (the destroyer). There are at least 33 Gods and Goddesses (Kotis) in Hinduism and all have their own story/
Rama and Sita	This story is connected to Diwali the festival of light. This story is important as it teaches us that good is more important than evil, it looks at the importance of perseverance and commitment especially to those we care about. The story is concerned with Prince Rama rescuing his wife Sita from the demon king Rama with the help of the monkey god Hanuman.
Ganesha	Goddess Parvati created lord Ganesh to guard her in the absence of Lord Shiva, he was guarding the door and refused to let Shiva in; Shiva was annoyed, and he cut off the boy’s head! Parvati explained to Shiva that this boy was their child and she threatened to destroy the universe unless Shiva revived him. Shiva wanted to complete his wife’s request but couldn’t restore the child to his original form, so they looked for an orphaned animal – they found an elephant calf. Shiva placed this head on the boy, and he became the God of wisdom and intellect and the remover of obstacles.

Half-Term 1: Subject – PE – Year 7 – Badminton


Rules of the game	The court	Key Terms
<p>A game can take place with either two (singles) or four (doubles) players.</p> <p>A serve must be hit underarm and below the server's waist. No overarm serves are allowed.</p> <p>To score a point the shuttlecock must land within the parameters of the opponent's court.</p> <p>If the shuttlecock hits the net or lands out, then a point is awarded to your opponent.</p> <p>Badminton is played using a long and thin handled racket and a shuttlecock.</p>	 <p>When playing singles, the court is long and thin.</p> <p>When playing doubles, the court is short and fat.</p>	<p>Serving Each point starts with a serve which can either be using the backhand technique or the forehand technique.</p> <p>Clear This is a shot aimed towards the back of the court using a fully extended arm to hit the shuttlecock above your head.</p> <p>Lift This is a shot aimed towards the back of the court using a fully extended arm to hit the shuttlecock when it is low to the ground.</p> <p>Drop Shot This is a shot where you aim to drop the shuttlecock just over the net.</p> <p>Smash This is a shot where you smash the shuttlecock over the net towards the ground.</p> <p>Shot selection/Tactics You want to place your shot within the parameters of the court but as far away from your opponent as possible. You would choose to play a longer shot if they are at the front of the court and a shorter shot if they are at the back.</p>




Half-Term 1: Subject – PE – Year 7 – Netball

Rules of the game	Positions	Key Skills
<p>Start of play the attacking C has the ball with at least one foot in the centre circle. When the whistle is blown the centre pass must be caught within the centre third.</p> <p>Out of Court if it makes contact with the ground or any object/person in contact with the ground outside the court.</p> <p>Scoring a goal only GA and GS can score a goal in the shooting D.</p> <p>Footwork the landing foot is the first foot to make contact with the ground. If a player already has one foot in contact with the ground when catching the ball this is their landing foot. If the player lands simultaneously with both feet, then whichever foot is not moved is their landing foot.</p> <p>Held Ball if you hold the ball longer than 3 seconds</p> <p>Obstruction a player may not defend a player with a ball if they are within 3 feet of the landing foot.</p> <p>Contact Netball is a contact-contest sport. When playing netball players may come into contact with other players however if contact is made either accidentally or deliberately, then the umpire will blow for contact.</p>	 <p> ■ = Blue Team. ■ = Red Team. </p> <p>Goal Shooter (GS): Works in and around the semi-circle with the GA to score goals</p> <p>Goal Attack (GA): Works with GS to score goals</p> <p>Wing Attack (WA): Flanks the offensive players giving them shooting opportunities</p> <p>Centre (C): Links the defence and the attack</p> <p>Wing Defence: Prevents WA from passing and to look for interceptions</p> <p>Goal Defence: Intercepts the ball and prevent passes to the GA</p> <p>Goal Keeper: Prevents the GA/GS from scoring goals within the semi-circle and works with GD</p> <p>Strategies and tactics are the methods that performers use to maximise their chances of winning and outwit their opponents.</p>	<p>Passing Chest Pass is a short sharp pass.</p>  <p>Bounce Pass is a short pass that enables the player to find a teammate in a crowded area.</p>  <p>Shoulder Pass is a long pass.</p>  <p>Shooting the Goal Shooter (GS) and the Goal Attacker (GA) can shoot directly at the ring. Shooters must be inside the opponents' goal circle before they shoot.</p> <p>Marking used by both teams to prevent the opposing team from gaining possession of the ball by closely monitoring each player.</p> <p>Dodging is a sudden deceptive move often used to avoid the opponent. You can move from side to side to confuse the opponent before sprinting off to catch the ball.</p> <p>Footwork in netball applies when a player is stepping, landing and pivoting.</p> <p>Receiving is when both feet grounded or jump to catch the ball and land on two feet simultaneously. You may then take a step in any direction with one foot (but not both) and pivot on the spot with the other foot.</p>

Starting secondary school comes with lots of new challenges, or things which might make you feel anxious. For example, you may feel worried about travelling to school a different way, making friends or getting used to a different amount of work. Although these things can feel scary, there are things you can do to manage this, such as talking to a teacher or pastoral manager, or using the “three in, three out” breathing technique.





S	M	A	R	T
SPECIFIC	MEASUREABLE	ATTAINABLE	RELEVANT	TIME-BOUND
Define your goal in detail. Be as specific as possible	Decide how you will measure success	Set realistic goals that challenge you, but are achievable	Ensure your goal is results-oriented.	Set a clear deadline and monitor your progress.
G	O	A	L	S




Healthy friendships are built on a variety of different qualities, such as **respect**, equality and compassion. Using social media can help to strengthen friendships by allowing people to keep in touch even when they can’t see one another face to face. However, if used incorrectly, social media can also damage friendships. When using any form of social media, it is important to ensure that it is age appropriate and that your privacy settings don’t allow anyone other than people which you know to see information about you. Irresponsible use of social media can even have legal consequences – it is illegal to share an indecent image of a person under 18.

Knowing some basic first aid could help to save a person’s life. However, before administering any first aid, it is important to assess the situation and make sure that by giving first aid you will not be putting yourself or others in danger. This may be particularly important in situations involving traffic, fire or electricity. If you or someone else needs emergency medical attention, call 999 and request an ambulance.





Goal setting is a worthwhile activity at any stage of life. Learning how to set and achieve goals is a life skill that will serve you well no matter your future plans. How do you set meaningful goals that you can achieve? Many accomplished students and professionals rely on the SMART goal-setting method. This approach defines your purpose and sets clear objectives to establish success.



As you start at Magnus Academy, you may be at an age where you are beginning to be more independent, and to do more things without a parent or carer.

This means you have an increased level of responsibility to keep yourself safe around **hazards**. When you are around roads, it is very important to not be distracted by your phones or friends, and to look both ways before crossing. When you are a passenger, you must ensure that you are wearing a seatbelt and not distracting the drive. Never get into a car if you suspect the driver is under the influence of alcohol or drugs.

Railways can also pose a threat to your safety. When using a level crossing ensure that you wait for the signal to cross and always stay away from electrified train lines.

On average, 40-50 children in the UK drown every year. NEVER swim in water where signs are displayed advising you not to. Make sure you have the supervision of a parent, carer or lifeguard.

Further sources of information and advice.	
concern@magnusacademy.co.uk	This email address can be used if you have any concerns about a student at the academy and can also be used to report bullying.
Childline.org.uk 0800 1111	Child Line is a service you can use if you are worried or need to talk to someone about pretty much anything. You can chat online, or on the phone. Phone calls are free and don’t show up on the bill.
Childnet.com	Organisation created to help young people stay safe online. You use their website to learn more about staying safe online.
Thinkyouknow.co.uk	Contains information about how to stay safe and you can report any online behaviour which is making you uncomfortable.
www.think.gov.uk	Government’s road safety website. You can find loads more information here to help you stay safe as you travel.
111	This is the number to call if you need medical help, but it is not an emergency.
999	This is the number to call if you need the emergency service for something, such as ambulance, fir, police, or coastguard.