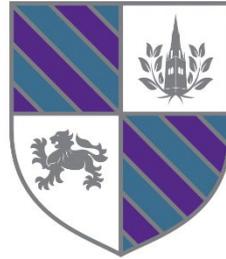


Student Name:



MAGNUS  
CHURCH OF ENGLAND  
ACADEMY

## **Knowledge Organiser: February 2026**

### **Year 7**

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

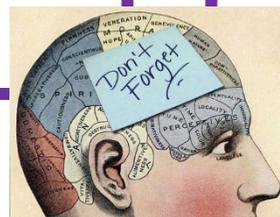
Determination – Integrity – Ambition – Humility – Compassion

## 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 further reading lists Half Term 4 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.

<p><b><u>History</u></b></p> <p>Bingham, Jane, 2010 <i>Henry VIII</i> Wayland</p> <p>Matthews, Rupert, 2016 <i>50 things you should know about the Tudors</i> QED Publishing</p> <p>Patchett, Fiona, 2008 <i>Tudors and Stuarts</i> Usborne Publishing</p>	<p><b><u>PHSE</u></b></p> <p>Mason, Paul, 2020 <i>The best ever jobs in technology</i> Wayland</p> <p>Spilsbury, Richard, 2015 <i>I'm good at Music, what job can I get?</i> Wayland</p> <p>Spilsbury, Richard, 2014 <i>I'm good at Sport, what job can I get?</i> Wayland</p>	<p><b><u>Science</u></b></p> <p>Anders, Mason, 2017 <i>DNA, genes, and chromosomes</i> Raintree</p> <p>Claybourne, Anna 2016 <i>The Story of You</i> Wayland</p> <p>Colson, Rob, 2013 <i>Flowering Plants</i> Franklin Watts</p>
<p><b><u>Dance</u></b></p> <p>Bingham, Jane, 2012 <i>New Zealand</i> Wayland</p>	<p><b><u>PE</u></b></p> <p>Anthony, Don, 2007 <i>Volleyball A &amp; C</i> Black</p>	
<p><b><u>Religious Studies</u></b></p> <p>Rosen, Michael &amp; Young, Annemarie, 2016 <i>What is Humanism? How do you live without a god</i> Wayland</p> <p>Rosen, Michael &amp; Young, Annemarie, 2016, <i>What is right &amp; wrong? : who decides? where do values come from?</i> Wayland</p>	<p><b><u>English</u></b></p> <p>Moses, Brian, 2014 <i>What are we fighting for? : new poems about war</i> Macmillan Children's Books</p> <p>Dowswell, 2001 Paul, <i>World War I</i> Wayland</p>	<p><b><u>Geography</u></b></p> <p>Howard, Martin, 2022 <i>A World Full of Journeys &amp; Migration</i> Frances Lincoln Children's Books</p> <p>Smith, Andrea, 2007 <i>Sustainable Cities</i> Watts</p>



# English Year 7 HT4: WW1 Poetry



## 1. Context– Wilfred Owen :

**Wilfred Owen** (born March 18, 1893, Oswestry, Shropshire, England—killed November 4, 1918, France) He was an English poet noted for his anger at the cruelty and waste of war and his pity for its victims.

- In 1915 Owen enlisted in the British army.
- In June 1917, he was wounded and sent home. While in a hospital near Edinburgh, he met the poet Siegfried Sassoon, who shared his feelings about the war and who became interested in his work.
- Despite the plans of well-wishers to find him a staff job, he returned to France in August 1918 as a company commander. He was awarded the Military Cross in October and was killed a week before Armistice Day.

The poem 'Dulce et Decorum Est' is a Latin title which means "it is sweet and fitting to die for one's country".

## 2. Vocabulary:

Term:	Definition:
<b>Gallant</b>	adj; (of a person or their behaviour) brave; heroic. <i>The gallant soldier rescued his comrades.</i>
<b>Comrades</b>	noun; a colleague or a fellow member of an organization. <i>The gallant soldier rescued his comrades.</i>
<b>Fatigue</b>	noun/ verb; extreme tiredness resulting from mental or physical exertion or illness. <i>The soldiers were drunk with fatigue.</i>
<b>Obscene</b>	adj; offensive or disgusting by accepted standards of morality and decency.
<b>Floundering</b>	verb; to struggle or stagger in mud or water. <i>She floundered about because she was injured.</i>
<b>Stagnant</b>	adj; (body of water or the atmosphere of a confined space) having no current or flow and often having an unpleasant smell as a consequence. <i>The stagnant trenches spread diseases.</i>
<b>Incurable</b>	(of a sick person or a disease) not able to be cured.

## 3. Poetic Terminology:

Term:	Definition:
<b>Metaphor</b>	The writer says something <u>is</u> something else.
<b>Simile</b>	Comparing two things using <u>like</u> or <u>as</u> .
<b>Hyperbole</b>	Over exaggeration.
<b>Stanza</b>	A paragraph of lines in a poem.
<b>Imagery</b>	Language which creates a vivid/ memorable picture for the reader.
<b>Repetition</b>	Using the same word, phrase or idea more than once.
<b>Mood</b>	The emotion that is created by the poet through use of imagery, techniques etc.

## 4. Ambitious Vocabulary:

Term:	Definition:
<b>Verbs to describe action:</b>	smashed, blazed, swayed, straggling, lacerating, plunged, splitting, darted, collapsed, trembled, engulfed, obliterated, throbbing, shuddered, exploded.
<b>Sound Nouns:</b>	creak, tap, thud, knock, scream, thump, yell, bawl, screech, wail, yelp, roar, shriek, bang, shout, uproar, babble, clunk, tick, rattle, plod, hum, whirr, rev, crunch, beep, rumble, squeak.
<b>Words to describe emotions:</b>	apprehension, melancholy, restlessness, bewilderment, awe, humiliation, suspicious, impatient, panic-stricken, disbelief, exasperation, resentment, defiance, curiosity, expectation, remorse, exhilaration.

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Written methods

Multiplication (Grid method)

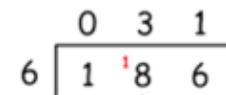
26 x 5

<b>x</b>	20	6
5	100	30

The 26 is broken into 20 and 6. These numbers are multiplied as shown. The results are then added, 100 + 30 = 130.

Division (Bus stop)

186 ÷ 6



6 doesn't divide into 1, so the 1 carries. 6 divides into 18, 3 times. 6 divides into 6, once.

Rounding (to different degrees of accuracy)

**\* 5 and above rounds up \***

**24.356** To the nearest integer (whole number)

24

**24.356** To 3 significant figures (starting at first non-zero digit)

24.4

**24.356** To 2 decimal places (digits after the decimal point)

24.36

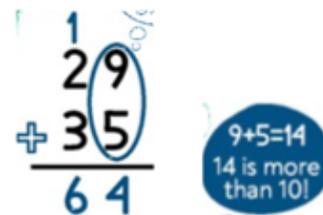
Draw in your line then check the number to the right

Multiplying Integers

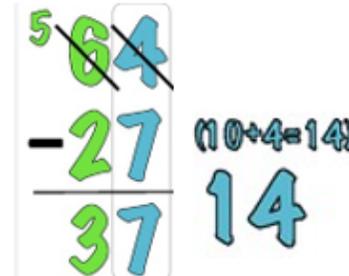
If the signs are the same, the result is positive.

+ x + = +      - x - = +  
+ x - = -      - x + = -

Column Addition



Column Subtraction



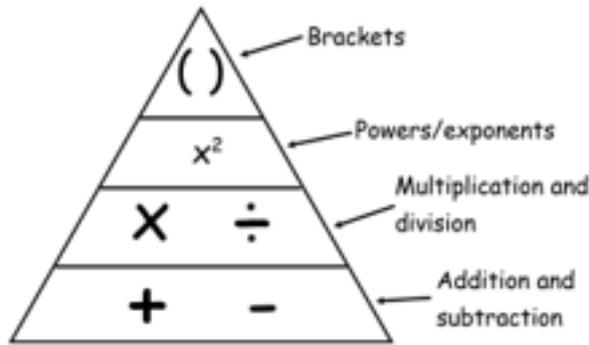
Adding Negative Numbers

**+ add +** Add the numbers; end result is a positive  
E.g. 3 + 5 = 8

**+ add -** Find the difference between the numbers; end result takes the sign of the number with largest magnitude.  
E.g. 3 + - 5 = -2

**- add -** Add the integers; end result is a negative  
-3 + -5 = -8

**Order of Operations**

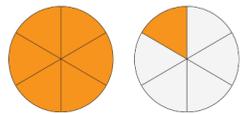


**Subject Terminology**

Numerator	The top number in a fraction. Shows how many parts out of the whole.
Denominator	The bottom number in a fraction. Shows how many equal parts the whole is divided into.
Fraction	A quantity that is not a whole number. Contains a numerator divided by a denominator.
Reciprocal	The reciprocal of a number is 1 divided by that number. E.g. 2 has a reciprocal of $\frac{1}{2}$
Improper Fraction	A fraction where the numerator is greater than or equal to the denominator.
Mixed Fraction	A whole number and a fraction combined into one "mixed" number.
Simplified Fraction	A fraction where the numerator and denominator have no common factors.
Equivalent Fraction	Fractions which have the same value, even though they may look different.

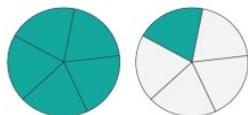
**Mixed Numbers**

To convert an improper fraction to a mixed number, work out how many 'whole' numbers you have then work out the remainder



Here I have  $\frac{6}{6} + \frac{1}{6} = \frac{7}{6} = 1\frac{1}{6}$

To convert a mixed number to an improper fraction, multiply the integer by the denominator of the fraction and then add the numerator to give the new numerator.



$1\frac{1}{5} = \frac{(1 \times 5)}{5} + \frac{1}{5} = \frac{5}{5} + \frac{1}{5} = \frac{6}{5}$

**Adding and Subtracting Fractions**

Addition with Like Denominator	Addition with Unlike Denominator
<ol style="list-style-type: none"> <li>1. Add the numerators</li> <li>2. Keep the denominator the same</li> <li>3. Simplify.</li> </ol> $\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$	<ol style="list-style-type: none"> <li>1. Find the least common denominator.</li> <li>2. Add the numerators.</li> <li>3. Simplify.</li> </ol> $\frac{2}{3} + \frac{2}{5} = \frac{10}{15} + \frac{6}{15}$ <p>16/15 or 1 1/15</p>
Subtraction with Like Denominators	Subtraction with Unlike Denominators
<ol style="list-style-type: none"> <li>1. Subtract the numerators.</li> <li>2. Keep the denominator the same.</li> <li>3. Simplify.</li> </ol> $\frac{5}{6} - \frac{3}{6} = \frac{2}{6} = \frac{1}{3}$	<ol style="list-style-type: none"> <li>1. Find the least common denominator to make an equivalent fraction.</li> <li>2. Subtract the numerators.</li> <li>3. Simplify.</li> </ol> $\frac{5}{8} - \frac{1}{4} = \frac{5}{8} - \frac{2}{8}$ <p>3/8</p>

**Fractions on a Number Line**



There are 4 equal parts between 0 and 1. So, each part has a length of  $\frac{1}{4}$ . There are 2 coloured parts, so the segment has a length of  $\frac{2}{4}$ .

**Percentage of an Amount**

100% is one whole. This can be made up of various other percentages, for example:

$50\% + 50\% = 100\%$   
and  
 $70\% + 15\% + 10\% + 5\% = 100\%$

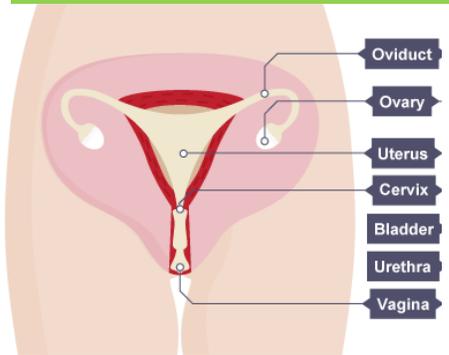


Examples of genetic and environmental variation

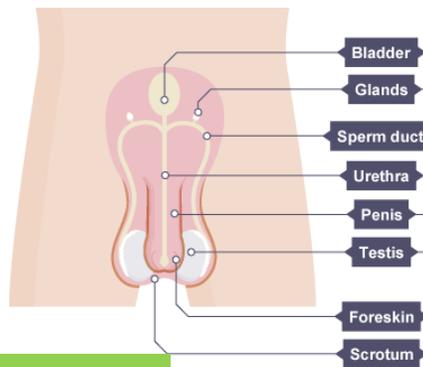
Genetic only	Environmental only	Genetic and environmental
Eye colour	Tattoos	Height
Blood group	Scars	Weight
Attached ear lobes	Language spoken	Human's hair colour - can lighten in summer or can be dyed
Animal's fur colour	Colour of hydrangea flower - blue in acid soil, pink in alkaline	Size of plant

Subject Terminology	Definition
Species	A group of organisms that can interbreed to have fertile offspring.
Variation	The differences in characteristics between individuals of the same species
Inherited variation	is passed on from parents to offspring, via genes during reproduction.
Environmental variation	Variation that is the result of differences in the surroundings, or what an individual does.
Continuous variation	Variation that shows a wide range of values between two extremes e.g. height, arm span, weight
Discontinuous variation	Differences between individuals in a characteristic that can only be put into different groups. Sometimes called discrete e.g. blood group, eye colour
Adolescence	The period of time when a child turns into an adult. It involves emotional and physical changes.
Puberty	The physical changes in adolescence.
Gamete	Sex cells e.g. egg and sperm
Embryo	A ball of cells created when a fertilised egg divides.
Fertilisation	This occurs when the nucleus of male and female gametes (sperm and egg) join together.
Implantation	The process in which an embryo attaches to the lining of the uterus so that it can develop into a foetus (unborn baby).
Intercourse	Short for sexual intercourse.
Pregnancy	The period in which a foetus develops inside a uterus.

Female Reproductive System

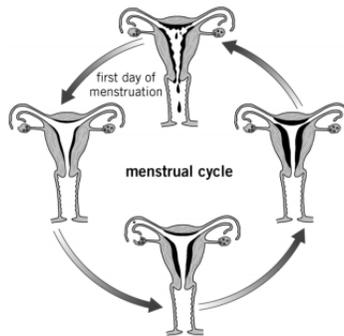


Male Reproductive System



The Menstrual Cycle

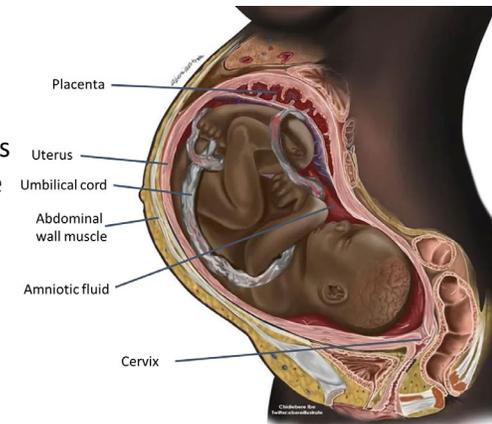
Day (approx)	Event
1	1 <sup>st</sup> day of the period
5	Period ends. The lining of the uterus begins to re-grow and an ovum starts to mature in one of the ovaries.
14	Ovulation occurs. The ovum travels through the oviduct towards the uterus.
28	If the ovum does not join with a sperm cell in the oviduct, the lining of the uterus begins to break down again and the cycle repeats.



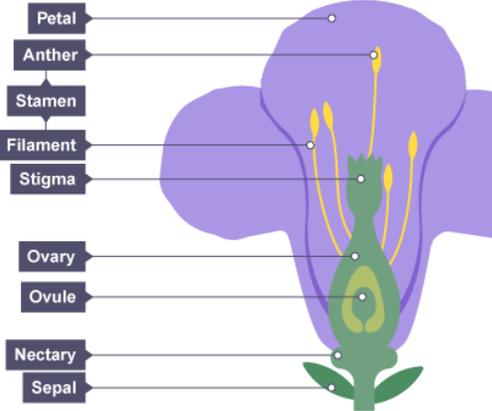
Pregnancy

If fertilisation occurs and implantation takes place, a foetus takes about 40 weeks to develop in the uterus. This time is called gestation. After gestation, the baby is ready to be born. The cervix relaxes and muscles in the wall of the uterus contract. Waves of muscle contractions push the baby out of the mother's body through the vagina.

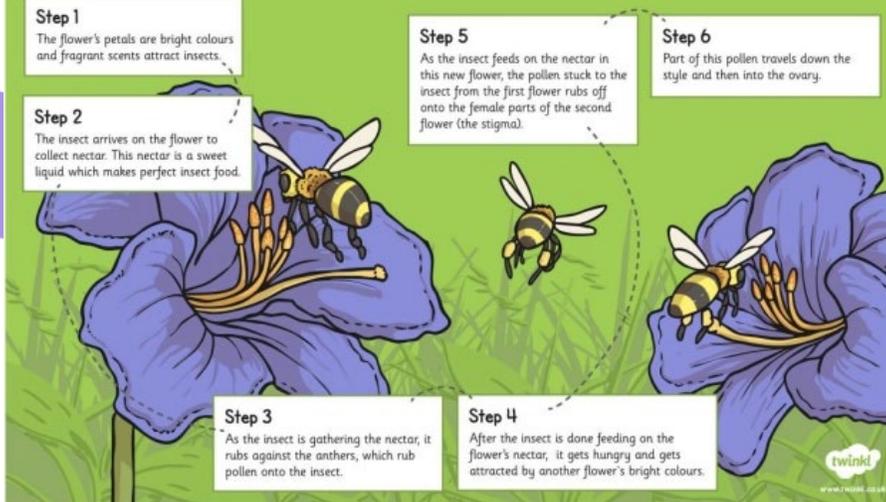
Drinking alcohol or smoking while pregnant are also dangerous and can increase the risk of stillbirth, premature birth and long-term health conditions.



Reproductive parts of a flower



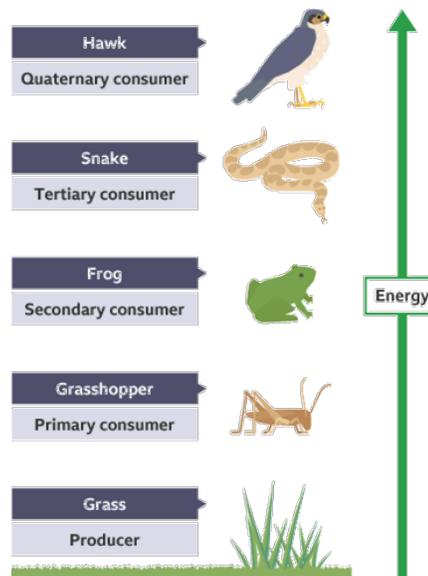
The Pollination Process



Types of Seed Dispersal

<p><b>Wind</b></p> <p>Devices such as wings, hairy, pappus and feathery styles make the seed or fruit easily wind-borne</p> <p>Dandelion</p>	<p><b>Water</b></p> <p>Seeds and fruits develop floating devices like spongy or fibrous outer coats</p> <p>Coconut</p>	<p><b>Explosive</b></p> <p>Seeds are provided with valves or jaculators (curved hooks) which help to scatter seeds with a jerk</p> <p>Lupin</p>	<p><b>Animals</b></p> <p>Seeds and fruits possess hooks, bars, spines, bristles by which they adhere to bodies of animals</p> <p>Martyria</p>
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Food chains



Subject Terminology	Definition
Species	A group of organisms that can interbreed to have fertile offspring.
Population	The number of a particular species in a habitat.
Community	Several different species interacting with each other in a habitat
Bioaccumulation	When toxins build up - or accumulate - in a food chain.
Ecosystem	A group of living organisms interacting with non-living parts of the ecosystem
Food chain	A diagram that shows the flow of energy from one organism to another and the feeding relationships between organisms.
Food web	Diagrams that show how all the food chains in an ecosystem interact.
Consumer	Animals that eat other organisms
Producer	Green plant which gets its energy from the sun and is on the first level of a food chain
Habitat	A place where a plant or animal lives
Environment	The conditions in the habitat.
Adaptations	Features of living organisms that help them survive.
Pollination	Pollination is the transfer of pollen from the male parts of one plant to the female parts of another.
Pollen	The male sex cell (gamete) in plants.
Germination	A process in which a seed begins to develop into a new young plant.
Anther	Male part of a flower that makes pollen
Stamen	Male part of a flower made up of anthers and filaments
Stigma	Female part of the flower that is sticky to catch pollen
Style	Female part of the flower that holds up the stigma
Seed Dispersal	The movement, spread or transport of seeds away from the parent plant.
Fertilisation	The process in which the nuclei of male and female gametes join together.

# Geography: Urbanisation

HT4

- Urbanisation is the proportion of the world's population who live in cities.
- Urbanisation is growing because of the dramatic increase in the world's population and rural to urban migration (moving from countryside to cities).
- Rapid urbanisation happened between 170-1900 due to the Industrial Revolution where people changed from farm working to factories.



## Making Cities more sustainable

A sustainable city has minimum negative impact on the environment, and minimum waste, while still offering its people a high quality of life.

-They can do this by cutting pollution from traffic by improving public transport, setting up bike lanes and rent-a-bike stands.

-Building on brownfield sites and reusing water to reduce environmental impact.

-Afforestation to soak up the Co2.

Settlement	A place where people establish a community. This can range from a small village to a large city
Urban	Towns and cities
Rural	Countryside (areas outside towns and cities)
Urbanisation	When an increasing percentage of a country's population comes to live in towns and cities.
Migration	when people move from one area to another
HIC	High income country
LIC	Low income country
Megacity	City with a population over 10 million

## Migration Push factors

These are the reasons for why someone would want to move away from a place such as lack of services, war, famine (starvation/food shortages), few Jobs or natural disasters.

## Migration Pull factors.

These are the reasons for why someone would want to move to a place such as a higher quality of life (better homes, etc.), access to education, the "Bright Lights" of the city, better healthcare, or better job opportunities

Key Dates	
1509	Henry VIII becomes King of England.
1533	Henry VIII divorces Catherine of Aragon.
1534	Henry VIII makes himself Supreme Head of the Church of England.
1536	Henry begins dissolving monasteries.
1547	Edward VI becomes King (at the age of 9) and makes England a Protestant country.
1553	Mary I becomes Queen and the Counter Reformation begins.
1558	Mary I dies and is replaced by the Protestant Elizabeth I.
1603	Queen Elizabeth I dies and is replaced by James VI of Scotland.



TECHNICAL VOCABULARY	
Reformation	A 16 <sup>th</sup> century movement for the "Reform of abuses" in the Roman Church, ending in the establishment of the Reformed and Protestant Churches.
Counter-Reformation	The period of Catholic resurgence initiated in response to the Protestant Reformation.
Catholic	A member of the Roman Catholic Church
Protestant	A member of the Church of England.
Dissolve/dissolution	To formally close – Dissolution of the Monasteries = when Henry VIII closed down the monasteries.
Jesuits	Militant priests whose goal was to stop the spread of Protestantism.
Sacraments	A sign of God's love for us – A sacrament is an outward (visible) sign of an inward (invisible grace). The Catholic Church recognises seven sacraments.
Act of Supremacy	The law that made Henry VIII, not the Pope, the head of the Church in England.
Act of Six Articles	The Act of Six Articles of 1539 affirmed half a dozen key Catholic beliefs and their denial was made punishable by law.
Elizabethan Religious Settlement	Elizabeth's solution for the problem of religion in England. It set up a Protestant Church, the Church of England with Elizabeth as its head. Although it was a Protestant Church, it included some Catholic ways of doing things in the hope that the Catholics would accept it. Sometimes called the 'Middle Way'.

**Why did Henry VIII leave the Catholic Church?**

<p><b>Love</b></p> <ul style="list-style-type: none"> <li>Henry's wife, Catherine of Aragon, had not given him a son. Henry wanted an heir. His wife had several miscarriages and only gave him a daughter.</li> <li>By the late 1520's, Henry worried that he would no longer get a son from his current wife.</li> <li>He fell in love with one of his wife's ladies in waiting, Anne Boleyn. Anne did not want an affair but Marriage.</li> </ul>	<p><b>Religion</b></p> <ul style="list-style-type: none"> <li>Monasteries were loyal to the Pope not the Crown. The Pope had a lot of say in English life.</li> <li>1532 – 3 Acts passed which stopped all payments to the Pope from the English Church</li> <li>Some people criticised the Catholic Church for being corrupt. These were known as Protestants. Many of the supporters of Anne Boleyn were Protestant.</li> </ul>
<p><b>Wealth</b></p> <ul style="list-style-type: none"> <li>Henry's income after the Break from Rome and the dissolution of the Monasteries went from £100,000 a year in 1535, to £240,000 a year between 1536 – 47.</li> <li>Henry was bankrupt due to the expensive wars he had fought in Europe. He needed more money to continue his wars.</li> </ul>	<p><b>Power</b></p> <ul style="list-style-type: none"> <li>Reports ordered by Henry showed that the Church controlled and owned a quarter of English lands.</li> <li>During the Reformation, Protestant rulers in Germany had managed to end the Pope's control in their land.</li> <li>Between 1527 – 29 the Pope refused to grant Henry VIII a divorce. The pope was the only one who could offer a Catholic a divorce.</li> </ul>

**Consequence of the Reformation**



<p><b>Mary I: Bloody or Misunderstood? Successes?</b></p> <p>Her marriage with Philip made <b>new trade routes between England and Africa</b>. She introduced a new <b>coinage system</b>.</p>	<p><b>What challenges did Elizabeth face as Queen?</b></p> <p><b>Religious Issues</b></p> <p>Elizabeth was a Protestant. She faced numerous threats and opposition within England and from countries like Spain and France. She faced many <b>Catholic rebellions</b> which attempted to overthrow her</p>	<p><b>Mary, Queen of Scots</b></p> <p>Mary was Elizabeth's cousin and her closest living relative. She was heir to the throne, and <b>she was catholic</b>. Elizabeth locked Mary up in a tower for approx. 19 years. <b>Executed in 1557</b>,</p>
<p><b>Failures?</b></p> <p>Married to King Philip of Spain who was very <b>unpopular</b>. Restored Catholicism harshly which upset the Protestants. Mary killed almost <b>300</b> heretics for not following Catholicism.</p>	<p><b>The Spanish Armada 1588.</b></p> <p>English ships had been raiding Spanish ships. Philip wanted <b>Catholicism</b> restored in England and decided to take action ...</p>	<p><b>The issue of Marriage</b></p> <p>In 1564, Elizabeth declared she was <b>'married to her Kingdom'</b> and therefore never married. Many people wanted her hand so weren't happy.</p>

<p><b>Henry VIII</b></p> <p>King of England between 1509 and 1547. Most famous for having six wives and changing the religion in England.</p>	<p><b>Martin Luther</b></p> <p>The mastermind behind the <b>Protestant</b> faith. He was a German priest who believed the Catholic Church was not teaching people the right things. He wanted the Church to change and took action in 1517.</p>	<p><b>Catherine of Aragon</b></p> <p>Henry VIII's first wife, who he divorced. She gave birth to one daughter – Mary I.</p> <p><b>Anne Boleyn</b></p> <p>Henry VIII's second wife, who he had beheaded. She gave birth to one daughter – Elizabeth I.</p>	<p><b>Edward VI</b></p> <p>Only son of Henry VIII who became King when he was nine years old. Brought up as a <b>Protestant</b>.</p> <p><b>Edward Seymour</b></p> <p>One of Edward VI's advisors (his uncle) who decided to make England a more Protestant country.</p>	<p><b>Thomas Cranmer</b></p> <p>Wrote the new "Book of Common Prayer" in English in 1549. Was a <b>Protestant</b> and the Archbishop of Canterbury.</p>	<p><b>Mary I</b></p> <p>The eldest daughter of Henry VIII who had been brought up as a <b>Catholic</b>. Got married to Philip of Spain, one of Europe's most important Catholic Monarchs. Remembered as <b>Bloody Mary</b> due to her actions.</p>	<p><b>Elizabeth I</b></p> <p>The youngest daughter of Henry VIII, who had been brought up as a <b>Protestant</b>. Elizabeth introduced the <b>Elizabethan Religious Settlement</b> which brought the English Reformation to a conclusion.</p>
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Henry VII established the **Tudor Dynasty** after his victory at the Battle of Bosworth 1485.

His son, Henry VIII ruled successfully for 38 years, but his death (in 1547) led to his 9-year-old son, Edward VI, becoming King of England.

This led to a turbulent period known as the Mid-Tudor Crisis in which Mary I replaced Edward VI and ruled for 5 years. Queen Elizabeth took the throne and established the country for 45 years.

## MONARCHY

This period saw a lot of changes in religion., with Henry VIII establishing the **Church of England**.

The Reformation was a religious changed instigated by Protestants who wished to reform the Catholic Church. The counter-Reformation was the period of Catholic resurgence initiated in response to the Protestant Reformation. Under Elizabeth we see the Elizabethan Religious Settlement, which some called the "Middle Way".

## RELIGION

Conflict happened often during the Reformation. During the Reign of Elizabeth, King Philip of Spain attempted to invade and restore Catholicism during the Spanish Armada.

## INVASION

## POLITICAL REFORM

# Reformation

## HISTORICAL SUBSTANTIVE CONCEPTS

## IDEOLOGY

The Reformation, which began in Germany but spread quickly throughout Europe, was initiated in response to the growing sense of corruption and administrative abuse in the Church. It expressed an alternate vision of Christian practice, and led to the creation and rise of Protestantism, with all its individual branches.

## CONFLICT

Conflict was caused due to the changes in religion. During the Reign of Mary, almost 300 people were burned for not following Catholicism. During the Reign of Elizabeth, Jesuits – militant priests – were sent to England to stop the spread of Protestantism and remove Elizabeth if possible.

## REVOLUTION

Reformation, also called Protestant Reformation, the religious revolution that took place in the Western Church in the 16<sup>th</sup> century. Its greatest leaders undoubtedly was Martin Luther and John Calvin.

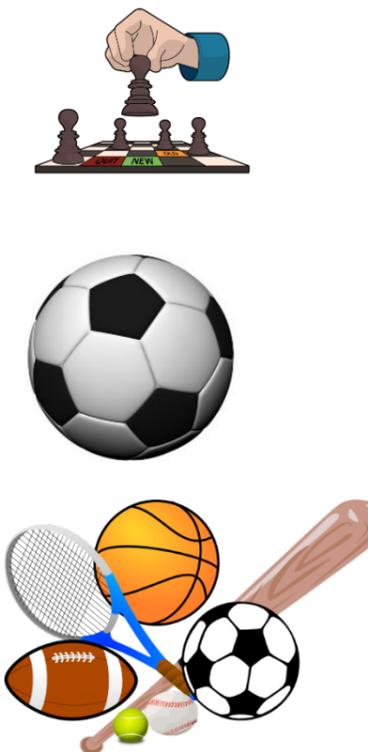
## TAX & ECONOMY

During the dissolution of the Monasteries under Henry VIII (1536) his income went from £100,000 a year in 1535 to £240,000 a year between 1536-47.

¿Qué te gusta hacer en tu tiempo libre? ¿Qué haces con tus amigos?

Week 1

Opinion	Infinitive	Nouns	Connective	Adjective
Me encanta = <b>I love</b>	jugar = <b>to play</b>	al baloncesto = <b>basketball</b>	because it's dado que es	divertido = <b>fun</b>
Me chifla = <b>I love</b>		al balonmano = <b>handball</b>		(des)agradable = <b>(un)pleasant</b>
Me interesa = <b>I'm interested in</b>		ir = <b>to go</b>		al cine = <b>to the cinema</b>
Me apetece = <b>I'm interested in</b>	al polideportivo = <b>to the sports centre</b>		puesto que es	animado = <b>lively</b>
Me gusta mucho = <b>I really like</b>	comer = <b>to eat</b>			comida rápida = <b>fast food</b>
Me fascina = <b>it fascinates me</b>	comida sana = <b>healthy food</b>		con mis primos = <b>with my cousins</b>	porque es
Me gusta = <b>I like</b>	salir = <b>to go out</b>	con mi panda = <b>with my gang</b>	aunque es = <b>although it's</b>	fácil = <b>easy</b>
Me da igual = <b>I don't care about</b>		hacer = <b>to do</b>		el alpinismo = <b>climbing</b>
No me gusta = <b>I don't like</b>	bailar = <b>to dance</b>	los deberes = <b>homework</b>	estupendo = <b>great</b>	asombroso = <b>fantastic</b>
No me gusta nada = <b>I really don't like</b>		flamenco = <b>Spanish dancing</b>		relajante = <b>relaxing</b>
No me importa = <b>I don't care about</b>		en la discoteca = <b>at the disco</b>		esplendido = <b>great</b>
Odio = <b>I hate</b>				aburrido = <b>boring</b>
Detesto = <b>I hate</b>				



Week 2

Connective	Verb	Nouns	Connective	Noun	Verb	Infinitive	Nouns
Siempre = <b>always</b>	juego = <b>I play</b>	al ajedrez = <b>chess</b>	pero = <b>but</b>	(yo) <b>I</b>	prefiero = <b>prefer</b>	jugar = <b>to play</b>	al tenis de mesa = <b>table tennis</b>
Casi siempre = <b>almost always</b>		a las cartas = <b>cards</b>		mi hermano			a los dardos = <b>darts</b>
Normalmente = <b>normally</b>	voy = <b>I go</b>	a la galería de arte = <b>to the art gallery</b>	sin embargo = <b>however</b>	mi madre	prefiere = <b>prefers</b>	ir = <b>to go</b>	al teatro = <b>to the theatre</b>
A menudo = <b>often</b>		de compras = <b>shopping</b>		mi padre			a un concierto = <b>to a concert</b>
Generalmente = <b>generally</b>		monto = <b>I go</b>		a caballo = <b>horseriding</b>			mi prima
Por lo general = <b>generally</b>	salgo = <b>I go out</b>	en bici = <b>cycling</b>	no obstante = <b>however</b>	mi hermano y yo	preferimos = <b>prefer</b>	comer = <b>to eat</b>	comida india = <b>Indian food</b>
A veces = <b>sometimes</b>		con mis amigos = <b>with my friends</b>		mi abuelo y yo			comida china = <b>Chinese food</b>
De vez en cuando = <b>sometimes</b>		con mi novia = <b>with my girlfriend</b>		mi padre y yo			salir = <b>to go out</b>
Rara vez = <b>rarely</b>	hago = <b>I do</b>	los artes marciales = <b>martial arts</b>	aunque = <b>although</b>	mis padres	prefieren = <b>prefer</b>	hacer = <b>to do / make</b>	con mis colegas = <b>with my friends</b>
Raramente = <b>rarely</b>		las tareas domésticas = <b>chores</b>		mis hermanos			la compra = <b>the food shopping</b>
Casi nunca = <b>almost never</b>	bailo = <b>I dance</b>	el flamenco = <b>Spanish dancing</b>	mientras = <b>whilst</b>	mis tíos		bailar = <b>to dance</b>	las camas = <b>the beds</b>
Nunca = <b>never</b>		la salsa = <b>salsa dancing</b>		mis abuelos			en la discoteca = <b>at the disco</b>

Week 3

Time expression	Verb	Noun	Connective	Adjective
Por la mañana = <b>In the morning</b>	jugamos = <b>we play</b>	a las damas = <b>draughts</b>	puesto que es = <b>because it's</b>	encantador = <b>lovely</b>
Por la tarde = <b>In the afternoon</b>	vamos = <b>we go</b>	al centro comercial = <b>to the shopping centre</b>	dado que es = <b>because it's</b>	animado = <b>lively</b>
Por la noche = <b>In the evening</b>	comemos = <b>we eat</b>	comida italiana = <b>Italian food</b>	porque es = <b>because it's</b>	guay = <b>cool</b>
Después = <b>Afterwards</b>	salimos = <b>we go out</b>	con mis tíos = <b>with my aunt and uncle</b>	ya que es = <b>because it's</b>	fenomenal = <b>great</b>
Además = <b>Furthermore</b>	hacemos = <b>we do</b>	la natación = <b>swimming</b>		relajante = <b>relaxing</b>
Por otro lado = <b>On the other hand</b>	bailamos = <b>we dance</b>	juntos = <b>together</b>	aunque es = <b>although it's</b>	aburrido = <b>boring</b>

Week 4

Infinitive	Nouns	Verb	Comparative	Adjective	Comparative	Infinitive	Nouns		
jugar = <b>playing</b>	al baloncesto = <b>basketball</b>	es = <b>is</b>	más = <b>more</b>	divertido = <b>fun</b>	que = <b>than</b>	jugar = <b>playing</b>	al tenis de mesa = <b>table tennis</b>		
	al balonmano = <b>handball</b>			(des)agradable = <b>(un)pleasant</b>			a los dardos = <b>darts</b>		
ir = <b>going</b>	al cine = <b>to the cinema</b>			menos = <b>less</b>		entretenido = <b>entertaining</b>	que = <b>than</b>	ir = <b>going</b>	al teatro = <b>to the theatre</b>
	al polideportivo = <b>to the sports centre</b>		animado = <b>lively</b>		a un concierto = <b>to a concert</b>				
	a un concierto = <b>to a concert</b>		gracioso = <b>funny</b>		al teatro = <b>to the theatre</b>				
comer = <b>eating</b>	comida rápida = <b>fast food</b>		es = <b>is</b>	tan = <b>as</b>	difícil = <b>difficult</b>	que = <b>than</b>	comer = <b>eating</b>	comida india = <b>Indian food</b>	
	comida sana = <b>healthy food</b>				fácil = <b>easy</b>			comida china = <b>Chinese food</b>	
salir = <b>going out</b>	con mis primos = <b>with my cousins</b>			tan = <b>as</b>	tan = <b>as</b>	guay = <b>cool</b>	que = <b>than</b>	salir = <b>going out</b>	con mis abuelos = <b>with my grandparents</b>
	con mi panda = <b>with my gang</b>					estupendo = <b>great</b>			con mis colegas = <b>with my friends</b>
hacer = <b>doing</b>	el alpinismo = <b>climbing</b>			tan = <b>as</b>	tan = <b>as</b>	asombroso = <b>fantastic</b>	como = <b>as</b>	hacer = <b>doing / making</b>	la compra = <b>the food shopping</b>
	los deberes = <b>homework</b>	relajante = <b>relaxing</b>				las camas = <b>the beds</b>			
bailar = <b>dancing</b>	flamenco = <b>Spanish dancing</b>	tan = <b>as</b>		tan = <b>as</b>	esplendido = <b>great</b>	como = <b>as</b>	bailar = <b>dancing</b>	en la discoteca = <b>at the disco</b>	
	en la discoteca = <b>at the disco</b>		aburrido = <b>boring</b>		la salsa = <b>the salsa</b>				

## Dance: Year 7 Cultural Dance Part 2

### What are we studying in this unit of dance?

In this unit we will be participating and appreciating different styles of dance from around the world, including Capoeira, Bollywood and African Dance. Dance from around the world is called cultural dance, which is to look at the traditions behind each dance style.

By the end of the unit you will have learnt new movements from the different dance styles and their traditional meaning. You will also take part in choreographic tasks to create your own movement.

### WHAT IS LINE DANCING?

A line dance is a choreographed dance in which a group of people dance along to a repeating sequence of steps while arranged in one or more lines or rows. These lines usually face all in the same direction and dancers are not in physical contact with each other. Each dance is usually associated with a specific song, such as the Macarena or Electric Slide are a few of the line dances that have consistently remained part of modern American culture for years.



Line dancing is practiced and learned in country-western dance bars, social clubs, dance clubs and ballrooms. The term "modern line dance" is now used in many line dance clubs around the world to indicate the styles of dance that will be taught will include a mix from all genres, including pop, Latin, Irish, big band and country. It indicates clubs who no longer wear western style clothing or boots. Participants dress in casual clothing and often wear dance trainers.

### WHAT IS THE HAKA?

**Haka** in both Māori and English are a variety of ceremonial performance art in Māori culture. It is often performed by a group, with vigorous movements and stamping of the feet with rhythmically shouted or chanted accompaniment. Haka are performed to welcome distinguished guests, or to acknowledge great achievements, occasions, or funerals. Haka have been traditionally performed by both men and women and for a variety of social functions within Māori culture. The group of people performing a haka is referred to as a *kappa haka* (*kappa* meaning group/team). Kapa haka groups are common in schools in New Zealand. New Zealand sports teams' practice of performing a haka before their international matches has made haka more widely known around the world. This tradition began with the 1888–89 New Zealand Native football team tour and has been carried on by the New Zealand rugby union team (known as the All Blacks) since 1905. Although popularly associated with the traditional battle preparations of male warriors, conceptions that haka is a "war dance", and the non-accurate performance of haka by non-Māori, are considered untrue and sometimes offensive.



## SUBJECT TERMINOLOGY

<b>Cultural Dance</b>	Traditions of a particular culture which is represented through dance
<b>Kappa Haka</b>	Meaning group / team in Maori culture
<b>Unison</b>	To perform the same sequence of steps at the same time as a group
<b>Relationships</b>	The ways in which dancers interact; the connections between dancers.
<b>Mental Skills</b>	These include commitment, concentration, confidence, movement memory, rehearsal discipline, response to feedback and capacity to improve.
<b>Spatial Awareness</b>	Consciousness of the surrounding space and its effective use
<b>Accompaniment</b>	The sound that you hear during a dance. For example, percussion
<b>Appreciation</b>	Recognition and understanding of the qualities of dance

### WHAT IS ZORBA THE GREEK DANCE?

The ancient Greeks believed that dancing was a gift from the gods to man. Today, Greece counts thousands of variations when it comes to traditional dances, with different islands and districts owing to their own. Knowledge of the Greek folk dances spread around the world through the Greek movement and the famous movie called "Zorba the Greek". Nowadays, traditional Greek dances are mostly performed during celebrations (like weddings or baptisms) and festivals. They are a lot of fun and bring people together! With so many variations and different dances, it is hard to choose only a few that stand out.

Sirtaki is a dance of Greek origin, choreographed for the 1964 film *Zorba the Greek*. It is a recent Greek folkdance, and a mixture of "syrtos" and the slow and fast rhythms of the hasapiko dance. The name *sirtaki* comes from the Greek word syrtos which means "drag (the dance)" or "lead (the dance)".



## Approaching a script

### How to approach a script using prior context:

Ask yourself the following questions:

- Who is my character?
- What is their age?
- Where are they right now?
- Who are they with?
- Do you know what happened before this? If no, make an educated guess based on what is happening in the scene,



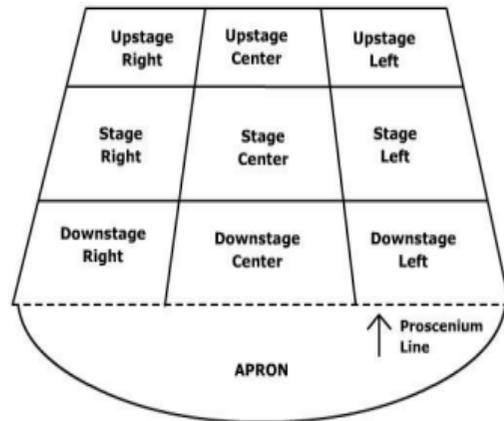
### How to infer what a character is thinking or feeling through subtext:

"Yeah, I'm just great thanks, Ron" *She said sarcastically as she rolled her eyes.*

- Stage directions often tell us exactly what we are looking for.



### Stage positions from the audience's perspective:



### Steps to a good performance.

Collaborate as a group and discuss initial ideas



Use the script to decide on what happened before this scene



Use Facial expression, gestures, vocal tone and movement to create a believable character



Perform confidently



## Subject Terminology

Body Language	Using posture or movement to communicate how your character is feeling.
Collaboration	Working together as a group to create something new
Communication	Exchanging information through speaking, writing, or non-verbal communication.
Concentration	Focussing on the set task.
Facial Expressions	Showing your emotion through your face.
Focus	Not laughing while you are on stage and staying in character.
Gestures	Using your hands to show the audience where to look through pointing, waving etc.
Projection	Using a loud volume to make sure you are heard.
Stage Positions	Where you stand on stage to determine your status at any given time.
Vocal Tone	Showing emotion through your voice.

**Scales**

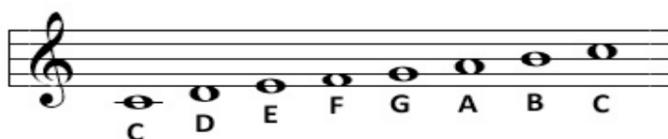
A scale is a set of notes going up and down in alphabetical order.

There are many different kinds of scales, each of which is given a name according to its sound and the note on which it begins.

**Major Scales**

These have 8 notes, and can be played on any note, and have a bright sound. C Major, (i.e. the major scale beginning on C) is the easiest to play:

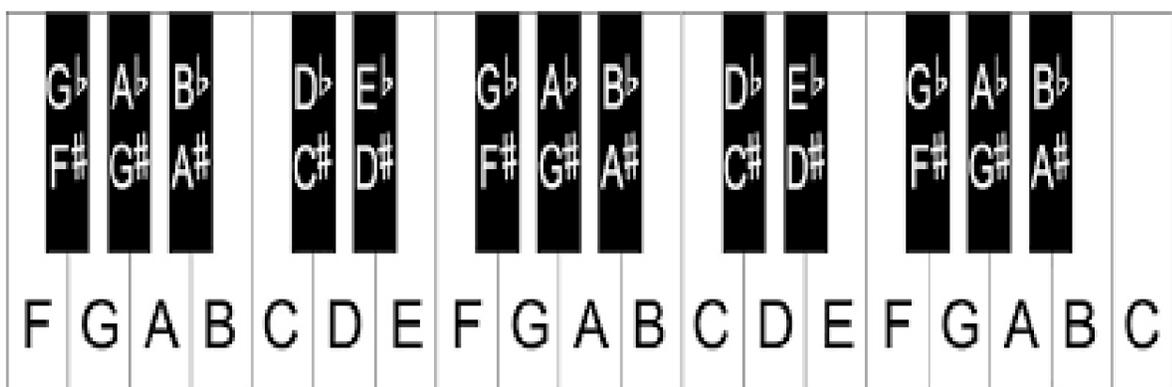
**C Major Scale (Treble Clef)**



**Minor Scales**

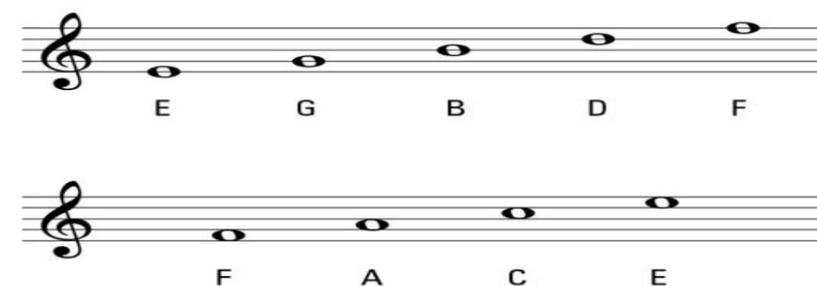
These also have 8 notes, but have a more mysterious (some people say sad) sound.

**A Minor Scale (Treble Clef)**



**TECHNICAL VOCABULARY**

<b>Major Scale</b>	Have 8 note, can start on any note and are bright (happy) sounding
<b>Minor Scale</b>	These also have 8 notes, can start on any note, but have a more mysterious, (Sad) sound.
<b>Pentatonic Scale</b>	This scale has only 5 notes, (as the name suggests) Some say this has a Chinese sound.
<b>Blues Scale</b>	This has 7 notes, and is often used in Jazz or Pop music.
<b>Whole tone Scale</b>	A scale consisting entirely of intervals of a tone, with no semitones.
<b>Chromatic Scale</b>	A scale that starts on any given note, and uses every single note in order to get to the same and octave higher or lower.
<b>Interval</b>	An interval is the Gap between Two notes
<b>Tone</b>	A tone is a full step between any two notes. It has to have a note in between, e.g. C to D has D# in-between.
<b>Semitone</b>	A semitone is the half step in-between 2 notes e.g. the D# between C & D
<b>A Sharp</b>	A sharp makes a note 1 step higher
<b>A Flat</b>	A flat makes a note one step lower
<b>A Natural</b>	A natural cancels a Sharp or flat.



You can use a simple rhyme to help you learn the note names of the line;

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

And for the spaces; In the space spells **FACE**

**Subject Terminology**

<b>Agnostic</b>	Someone who believes you can never know for sure whether God exists or not.
<b>Atheist</b>	Someone who doesn't believe in a God or gods.
<b>Theist</b>	Someone who believes that there is a creator God.
<b>Humanist</b>	A follower of the principles of humanism.
<b>Humanism</b>	A non-religious movement that rejects the idea of God and instead regards logic, discussion and scientific evidence as being the most effective way to reach conclusions. They believe that this life is all we have.
<b>Secular</b>	Not connected to religion or spirituality.
<b>Worldview</b>	A particular philosophy of life or view of the world.
<b>Morals</b>	Standards of behaviour; principle of right and wrong.
<b>Empathy</b>	To understand and share the feelings of others.
<b>Compassion</b>	Concern and sympathy and for the suffering of others.
<b>Humanity</b>	Human beings collectively.
<b>Natural phenomenon</b>	A natural phenomenon can be detected by the senses and is not man-made or supernatural, such as a tornado.
<b>Supernatural</b>	Believed to be caused by a force beyond scientific understanding or the laws of nature.
<b>Evidence</b>	a collection of facts or information that suggests whether something is true or false.
<b>Reason</b>	The power of the mind to think, understand and form judgements.
<b>Responsibility</b>	A duty to care for, or having control over, something or someone

**What is the meaning of life?**

Humanists believe this is the only life we have as there is no scientific evidence for life after death. They believe there is **no one meaning in life**. Humans decide their own meaning and purpose and this will differ from one person to the next.

Humans should try to live a full and HAPPY life and help others do the same. A humanist may find purpose in spending time with their family, acquiring knowledge, or trying to make the world a better place for future generations.



**How do you tell right from wrong?**

Humanists do not believe in God or other supernatural beings and so do not believe that our knowledge of right and wrong comes from religious rules such as those found in the Bible.

They believe in the **GOLDEN RULE** which is to treat others as you yourself want to be treated. They think that you should always consider how your actions will affect other people and you should think about how you would feel in someone else's shoes or situation (**EMPATHY**).

Humanists believe that we should use our human nature to work out how to live, and that we should use **REASON** and **EMPATHY** when deciding on the what is right and wrong.

Humanists try to live a full and happy life and help others do the same and believe we should use our own human nature as a guide to good living. Humanists **DO NOT** have an absolute morality as they do not have a strict set of rules (like the 10 commandments) that they must always follow.

**How do you know what is true?**

At the heart of humanism is the belief that **REASON**, and **EVIDENCE** are very important. They therefore believe that **SCIENCE** should be used to know what is true and what is false.

They do not believe in God as **Humanists are atheist**, believing there is no scientific evidence or proof that God exists. All truth is discovered by looking at the scientific evidence.

Humanism is a secular philosophy because it seeks to answer important questions about the world and the purpose of human life without any reference to God or the supernatural.

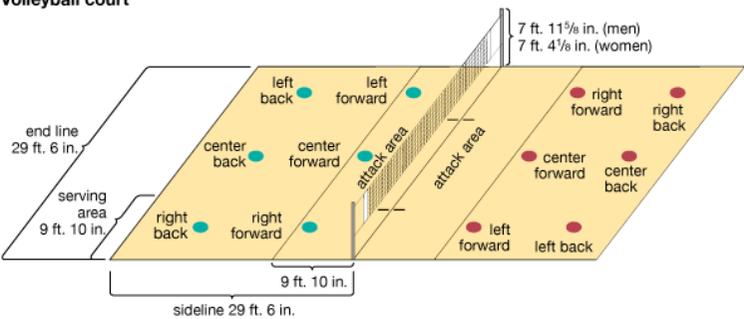
‘A humanist is someone who will never tell you what to believe. We will never tell you what is absolutely true. We will never make claims that cannot be proven and that you cannot find out for yourself.’  
Stephen Fry, Writer and Broadcaster.



# Half-Term 4: Subject – PE – Year 7 –Fitness

Warm-up	Components of fitness	Methods of training												
<p><b>Warming up</b> is to gradually get your whole body prepared for work and should minimise the risk of injury.</p> <p><b>Stage 1:</b> Whole body exercise to raise heart rate and body temperature.</p> <p><b>Stage 2:</b> Stretching (Dynamic: on the move/Static: still) to prepare muscles, ligaments and joints.</p> <p><b>Stage 3:</b> Practising skills and techniques to be used in the session.</p> <p><b>Cool-down</b></p> <ul style="list-style-type: none"> <li>• Light exercise to help remove carbon dioxide, lactic acid and other waste products.</li> <li>• Gentle stretching to prevent muscle soreness and stiffness later.</li> </ul>	<p><b>Physical Components of Fitness</b></p> <p><b>Aerobic Endurance-</b> The ability for the cardiorespiratory system to work efficiently, providing oxygen and nutrients to the working muscles during sustained physical activity.</p> <p><b>Muscular Strength</b></p> <p><b>Muscular Endurance</b></p> <p><b>Body Composition</b></p> <p><b>Flexibility.</b></p> <p><b>Speed</b></p> <p><b>Skill Related Components of Fitness</b></p> <p><b>Agility</b></p> <p><b>Balance</b></p> <p><b>Coordination</b></p> <p><b>Power</b></p> <p><b>Reaction Time</b></p> <p><b>Benefits to exercise</b></p> <ul style="list-style-type: none"> <li>• Controls Weight.</li> <li>• Combats Health Conditions and Diseases.</li> <li>• Exercise Improves Mood</li> <li>• Boosts Energy.</li> <li>• Exercise Promotes Better Sleep.</li> </ul>	<p><b>Circuit training</b> involves performing a series of exercises in a special order called a circuit. Each activity takes place at a 'station'. It can be designed to improve speed, agility, coordination, balance and muscular endurance.</p> <p><b>Continuous training</b> involves working for a sustained period of time without rest. It improves cardio-vascular fitness.</p> <p><b>Interval training</b> involves alternating between periods of hard exercise and rest. It improves speed and muscular endurance.</p>												
<p>How hard are you working?</p>														
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# Half-Term 4: Subject – PE – Year 7 –Volleyball

Rules of the game	Court/ Positions/Tactics	Key Skills
<ul style="list-style-type: none"> <li>Maximum of three hits per side.</li> <li>The ball may be played off the net during a rally point, but not from a serve.</li> <li>A ball hitting a boundary line is in.</li> <li>A ball is out if it hits the floor completely outside the court</li> <li>It is illegal to catch, hold, or throw the ball.</li> </ul> <p><b>Rotations</b></p> <ul style="list-style-type: none"> <li>Players rotate clockwise</li> <li>The serve is taken by the player at the back right hand side of the court.</li> </ul>	<p><b>Volleyball court</b></p>  <p><b>Tactics</b></p> <ul style="list-style-type: none"> <li>Hitting into space</li> <li>Keep the opposition moving around the court.</li> <li>Targeting opponent's weaknesses</li> </ul> 	<p><b>Underarm serve</b> a player must serve from behind the line until after contact.</p>  <p><b>Set shot</b> is a delicate attacking shot.</p>  <p><b>Dig shot</b> requires players to get low and to stop the ball touching the ground.</p>  <p><b>Attacking</b> - is the strategy used to send the ball over the net to the opponent in such a manner that ball is not returnable.</p> <p><b>Defending</b>- consists of both blocking and backcourt digging or contacting the ball.</p>

Problem solving is an important skill to develop for later in life and in your future career. There are six stages of problem solving.

1. Is to identify the problem and decide what the issue is.
2. Is to break the problem down into manageable chunks.
3. Is to observe – is there a pattern or a certain point where the problem occurs?
4. Is to think freely – take a step back and remind yourself of what you are trying to achieve.
5. Is to apply your knowledge – when you think you know what is wrong, try a few different options. You won't know whether something works unless you try it.
6. Is to evaluate – decide what you did well and what you would do differently next time.



Key Vocabulary	
Apprenticeship	A type of job you can get from the age of 16 where you work full-time for a company but are also trained at the same time.
Aspiration	A strong desire to achieve something
Career	A period of time spent in a job or profession
Communication	The act of giving, receiving and sharing information through talking or writing and listening and reading.
Enterprise	Developing key skills and attitudes needed to generate new ideas for plans and projects
Experience	The skills or knowledge gained by a job.
Skills	The power or ability to perform a task well, especially because of training or practice



Your values are your principles and standards of behaviour – what you think is right and how you think people should behave. These can affect our career choices, as they can make us well suited to certain types of jobs. For example, if a person values wildlife, and feels passionately about preserving the environment, then they may choose to pursue a career in conservation. An aspiration is a hope or ambition of achieving something. Natural ability and talent play a part in determining your career path, however hard work and dedication are also extremely important in achieving aspirations. Practicing and working at something will help you to succeed.

A goal is something a person is hoping to achieve in the long run. We can make a goal easier to achieve by setting SMART targets, to break this process down into manageable chunks. SMART stands for Specific, Measurable, Attainable, Realistic and Time Specific. SMART targets can be applied to anything you wish to achieve, including future career opportunities. When choosing a career path you are interested in, it is a good idea to take into account your interest and things you enjoy doing, your strengths and skills and what you are good at, your values and what you feel is right, and your personality and the type of person you are. It is a good idea to have a look at some different types of careers, to see which ones you think you may enjoy. This will help you to set targets and be aspirational.



## All about sleep



When it's dark our bodies produce a hormone called **melatonin** which tells our bodies it's time to sleep.



A good night's sleep has a positive impact on the **brain** and body, improving performance and productivity.



11-16 year-olds are recommended to get **8 to 10 hours sleep a night**.



It is recommended to not use any **screen technology** one hour before bedtime.



**Physical activity** during the day improves your sleep.



Sleep affects your **physical appearance** as well as your mood, **mental health** and your memory.

### Further sources of information and advice.

<a href="mailto:concern@magnusacademy.co.uk">concern@magnusacademy.co.uk</a>	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 phone bill.
<a href="http://www.bbc.co.uk/bitesize/topics/znpsgk7">http://www.bbc.co.uk/bitesize/topics/znpsgk7</a>	BBC Bitesize has a whole section of its website dedicated to helping you find out about careers. It is never too early to have a look at career options – it will help you to have high aspirations and to set goals.
<a href="https://www.youthemployment.org.uk/">https://www.youthemployment.org.uk/</a>	Youth Employment UK offers information about a wide variety of careers to help you to aspire to greatness!
<a href="https://barclayslifeskills.com/young-people/">https://barclayslifeskills.com/young-people/</a>	Barclays Life Skills provides a range of resources to help you gain all the skills and knowledge you will need on the path to success.