

Penryn College

Belong | Aspire | Succeed



Year 7 Unit 1

Knowledge Booklets

2026 - 2027

Name

Tutor Group

At Penryn College, we are **PROUD** of the work in our books.



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We show this by:

P

Presentation



- I write the date neatly in the margin.
- I write and underline the LO and titles.
- I use black or blue pen for writing.
- I draw diagrams in pencil and label them.
- I use my best handwriting.

R

Response



- I complete all questions to the best of my ability.
- I write in full sentences.
- I highlight command words.
- I think deeply about the task.
- I show effort and do not rush my work.

O

Organisation



- I draw a line below each lesson's work.
- I set out my work clearly using steps or paragraphs.
- I keep my book tidy and in order.
- I cross out mistakes neatly with one line.
- I do not doodle in my book.

U

Use of Vocabulary



- I use key subject words.
- I check the spellings of key words.
- I highlight or underline keywords.
- I include definitions when needed.
- I use vocabulary in the correct context.

D

Dedicated Improvement



- I use red pen to respond to feedback.
- I correct my mistakes carefully.
- I edit and improve my work.
- I respond to my teacher's feedback.
- I rewrite incorrect spellings 3 times and apply in a new sentences.

★ **PROUD** work. Every lesson. Every book. Every student. ★

SCHOOL MARKING CODE



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Symbols - What it means

Sp

(spelling)



- You have made a spelling mistake.

- Write the word correctly 3 times at the end of your work to help you remember this spelling in the future.

- Your teacher has chosen the most important spellings for you to learn.

P

(punctuation)



- Check your punctuation on this line.

- Have you missed out a capital letter or a full stop?
Have you run two sentences together with a comma?

- Go back and correct the problem.

G

(grammar)



- Something doesn't make sense! Read your sentence again from the start and make a change to help your reader.

- Have you:
Missed a word or letters out?
Used a word which sounds the same as the one you want?
Given the word the wrong ending?

★ **PROUD** work. Every lesson. Every book. Every student. ★

At Penryn College we want everyone Finding My **VOICE**



Penryn College
"Belong, Aspire, Succeed"

We do this by:



VOICE

Express my
thinking and share
my thoughts

"I think/feel that...
because ... "
"My view is...
because"



OTHERS

Collaborate with
others by listening
and connecting
ideas

"Building on what was
said..."
"That connects to my
experience..."



INQUIRE

Question and
explore deeply

"Can you explain
what you mean
by...?"
"What makes you
think that?"



CRITICAL THINKING

Analyse, Question
and reason

"What evidence
supports this?"
"Could there be
another
explanation?"

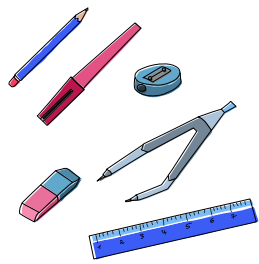


EVALUATE

Summarise and
Conclude

"The most important
point is..."
"My thinking has
changed because..."

Every lesson | Every discussion | Every student



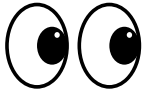
Equipment List

➤ Come to every lesson ready to learn! ➤

- | | |
|---|--|
| ✓ Black / blue / red pens (you will need more than one) | ✓ Glue Stick |
| ✓ A ruler (15cm minimum) | ✓ Whiteboard pens |
| ✓ Rubber | ✓ Geometry set (set square, protractor, compass) |
| ✓ Pencils | ✓ Scientific calculator |
| ✓ Colouring pencils | ✓ Water Bottle |
| ✓ Pencil sharpener | ✓ iPad |
| ✓ Highlighters | ✓ Pair of wired headphones for use with iPad |

HOW DO I USE MY KNOWLEDGE ORGANISER?

LOOK, COVER, WRITE, CHECK



1. **LOOK** at the box of information, a diagram or the definition of a word.



2. **COVER** it up.

3. **WRITE** down the information/definition or draw the diagram from memory.



4. **CHECK** your work and use a different colour pen to correct any mistakes.



The more you retrieve information from memory, the stronger your memory becomes.

How can parents support?

- Read through the organiser with your child – if you don't understand the content then ask them to explain it to you – 'teaching' you helps them to reinforce their learning.
- Test them regularly on the spellings of key words until they are perfect. Get them to make a glossary (list) of key words with definitions or a list of formulae.
- Read sections out to them, missing out key words or phrases that they must fill in. Miss out more and more until they are word perfect.

FLASHCARDS



1. **CHOOSE** a section of your knowledge organiser.
2. **WRITE** a question, keyword or diagram prompt on one side of a flashcard.
3. **WRITE** the answer on the other side.
4. **LOOK** at the question and try to recall the answer from memory.
5. **TURN** the card over to check your answer.
6. **SORT** your cards into two piles: **Know It** and **Need to Practise**.
7. **REPEAT** the cards in the Need to Practise pile until you can answer them confidently.

Flashcards are a simple way to test your memory and focus on the knowledge you need to practise most.

You will use your knowledge booklet regularly throughout this term. You will use this as part of your lessons, your homework and your revision. Your teachers will guide you to which bits of information to focus on at any given time.

ENGLISH – UNIT 1 – Cornish Narratives & Landscapes

Core Knowledge

By the end of this unit you will know ...

How Hickes describes the setting through language methods such as:

- Imagery
- Adjectives
- Verbs and adverbs
- Onomatopoeia
- Personification
- Simile
- Metaphor
- Pathetic fallacy



Scan to access Audio of Book

How Hickes builds tension through structure methods such as:

- Short sentences
- Foreshadowing
- Stalling
- Zooming in
- Dialogue
- Cliffhangers

- How to select and use quotes
- How to structure and develop your analysis
- How to use similar methods as Hickes to craft a description of a place

Think Deeper

- Incorporate dual interpretation
- Explore connotations of specific words
- Understand allusions (references) to other texts

Keywords

Sinister – Seeming dangerous, evil, or as if something bad is about to happen.

Spectral – Looking like or related to a ghost.

Foreboding – A feeling that something unpleasant or frightening is going to happen.

Ominous – Giving a warning that something bad may happen soon.

Tense – Feeling worried, nervous, or anxious because of a difficult situation.

Malevolent – Wanting to cause harm, trouble, or unhappiness to others.

Gothic – A style of storytelling that includes mystery, fear, dark settings, and sometimes supernatural events.

Eerie – Strange and frightening in a way that makes you feel uncomfortable.

Vengeful – Wanting to get back at someone for something they have done wrong

Previous Knowledge

In Year 6 you wrote in many different styles, for different audiences and purposes. You read a range of fiction and non-fiction and you will be familiar using a range of devices in your creative writing.

Why this?

You will be immersed in the folklore and oral traditions of Cornwall, from myths and legends to modern poets and storytellers working in Cornwall today. This is an opportunity to explore the gothic genre through a modern novel and a range of extracts from the 19th and 20th Century.

Why now?

The novel is set during Halloween – a particularly spooky time of year. This will be a great introduction to the art of storytelling – something you will build on throughout your time here at Penryn.

How will you be assessed during this unit?

Reading: An analysis of an extract. Writing: A description of a setting.

ENGLISH – UNIT 1 – Cornish Narratives & Landscapes





Aveline



Aunt Lillian



Harold



Primrose Penberthy

Characters:



Mrs Fitzwilliam



Mr Lieberman



Scarecrows



Cora Poole



Key symbols:





THE HISTORY OF

GOthic LITERATURE

1764

The term 'Gothic' was first coined in 1764 by English author Horace Walpole in his novel, *The Castle of Otranto*.

Gothic Literature became immensely popular in England and Germany during the 18th and 19th century.

Gothic fiction is all about creating *terror* in the reader and using *fear* to create suspense.

DARK IMAGINATION. TIMELESS INFLUENCE.

Phil Hicces

Grew up in Manchester in a house that overlooked a graveyard.

As a child, he was afraid of the dark but came to love the feeling of being terrified.



The novel is set in Malmouth which is a fictional seaside town based on the Dorset coast or more specifically, Lyme Regis.



What	make a point about the theme/character from the question
When	embed a quotation to support your analysis
How	identify which method the writer has used
Why	zoom out to consider why the writer has made this choice; the effects of the method and the specific ideas/messages they want to convey



READING ROUTINE



Predict



Clarify



Summarise



Question

MATHS – UNIT 1 – Algebraic Thinking

Core Knowledge

Sequences:

- What a linear sequence is
- What the graphical representation of a linear sequence looks like
- How to apply term-to-term rules to continue sequences

Algebraic Notation and Substitution:

- How to generate outputs and inputs in 1 and 2 step function machines
- What function an algebraic expression represents
- How to substitute into an algebraic expression

Expression and Equations:

- How to distinguish between like and unlike terms in an expression
- How to simplify an algebraic expression by collecting like terms
- How to apply inverse operations to solve 1 and 2 step equations

Key Definitions

Sequences:

- Linear Sequence – a sentence of numbers that go up or down by the same amount using addition or subtraction.
- Term – each individual value in a sequence.
- Position – the location of each value in a sequence.

Algebraic Notation and Substitution:

- Function – an operation that takes an input and produces an output e.g. $x \times 3$
- Inverse – the opposite operation that undoes another e.g. add is the inverse of subtract
- Expression – a collection of algebraic terms e.g. $3x + 5y$
- Substitute – to replace a letter (variable) in an expression with an actual value and calculate the output

Expression and Equations:

- Equation – two expressions joined with an equals sign $3x + 5 = 17$
- Solve – to find out the value of the unknown amount in the equation, given by the letter
- Simplify – to make an expression shorter by collecting like terms
- Like Terms – terms with exactly the same arrangement of letters

Think Deeper

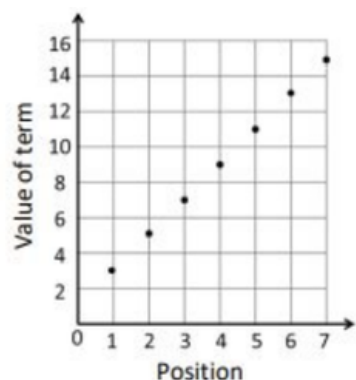
- Explore non-linear sequences such as geometric or Fibonacci
- Apply the order of operations with brackets when substituting into expressions
- Solve 2 step equations involving brackets and fractions
- Simplify non-linear expressions and apply knowledge of adding and subtracting negative numbers

Previous Knowledge

In Year 6 you would have been introduced to some of the basic algebra...

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns e.g. $a + b = 10$

MATHS – UNIT 1 – Algebraic Thinking



	1	2	3	4
Position	1	2	3	4
Term	3	5	7	9

3, 6, 12, 24, 48

$\times 2$ $\times 2$ $\times 2$ $\times 2$

This is a **geometric** sequence - to get from one term to the next, you multiply by

2, 5, 8, 11, 14, ..

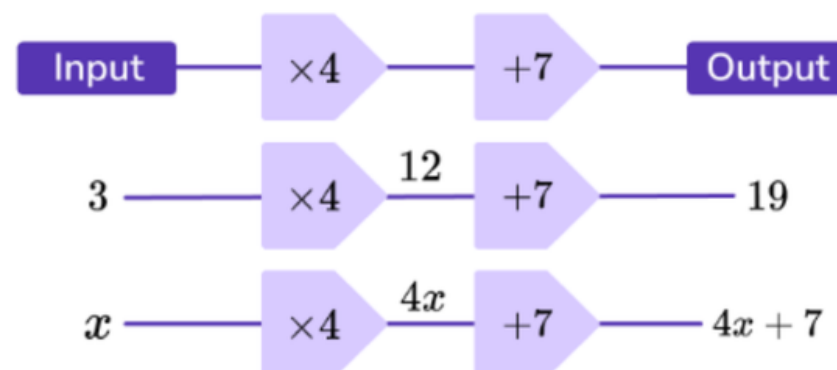
$+3$ $+3$ $+3$ $+3$

This is a **linear sequence** - to get from one term to the next you add or subtract.

Like terms

$$3y + 2x + 4x - y = 2y + 6x$$

Like terms



$3a$ for $a \times 3$

ab for $a \times b$

$\frac{a}{3}$ for $a \div 3$

a^2 for $a \times a$

Substitution – Example One
Evaluate the expression $2y + 7$, for $y = 4$

$$2y + 7 \quad (y = 4)$$

$2y$ means $2 \times y$

$$= 2(4) + 7$$

$$= 8 + 7$$

$$= 15 \checkmark$$

1 Step Equations

$$x + 3 = 7 \quad \xrightarrow{-3} \quad x = 4$$

$$x - 8 = 1 \quad \xrightarrow{+8} \quad x = 9$$

$$4x = 12 \quad \xrightarrow{\div 4} \quad x = 3$$

$$\frac{x}{2} = 10 \quad \xrightarrow{\times 2} \quad x = 20$$

SCIENCE – UNIT 1 – Particles, Substances and Mixtures

Core Knowledge

By the end of this unit you will ...

- Describe the arrangement and movement in particles in the solid, liquid and gas states.
- Draw accurate diagrams to represent the particle arrangement of matter in the solid, liquid and gas states.
- Describe the properties of matter in the solid, liquids and gas states.
- Identify changes of state.
- Define melting and boiling points.
- Describe diffusion in terms of particles and concentration.
- Describe gas pressure in everyday contexts.
- Define and draw a particle diagram of (a) a pure substance, and (b) a mixture.
- Describe how to separate an insoluble solid from a liquid using filtration.
- Describe how to separate a soluble solid from a solution using evaporation and crystallisation.
- State when distillation would be used to separate a mixture.
- State when chromatography would be used to separate a mixture.

Previous Knowledge

- Materials can be grouped as solids, liquids or gases.
- Materials can change state when they are heated or cooled.
- The temperature at which a material changes state is measured in degrees Celsius (°C).
- Evaporation and condensation are key parts of the water cycle, and evaporation happens faster at higher temperatures.
- Some solids dissolve in liquids to make a solution and can sometimes be recovered.
- Different methods can be used to separate mixtures, including filtering, sieving and evaporation, depending on the materials involved.

Keywords

- **boiling:** when matter changes from a liquid state to a gas state, throughout the liquid
- **condensing:** when matter changes from a gas state to a liquid state
- **diffusion:** the random spreading out of particles from an area of high concentration to an area of low concentration
- **evaporate:** when particles gain enough energy to change from a liquid state to a gas state, at the surface of the liquid
- **freezing:** when matter changes from a liquid state to a solid state
- **gas pressure:** the force exerted by gas particles when they collide with the walls of a container
- **melting:** when matter changes from a solid state to a liquid state
- **mixture:** a material that contains two or more different substances that are not joined together and can be separated
- **properties:** characteristics that describe what something can do or how it behaves
- **pure substance:** a material that is made up of only one type of substance; it has only one type of particle
- **temperature:** a measure of how hot or cold something is; it can be measured using a thermometer; its unit is degrees Celsius, °C
- **volume:** (noun) the amount of space occupied by a substance; it is usually measured in cubic centimetres (cm³) or millilitres (ml)

Think Deeper

- Describe the forces of attraction between the particles in the solid, liquid and gas states.
- Use the particle model to explain the properties of matter in solid, liquid and gas states.
- Explain changes of state in terms of particles.
- Predict the states of matter based on the given melting and boiling points.
- Describe and explain the effect of temperature on gas pressure in terms of particles.

SCIENCE – UNIT 1 – Particles, Substances and Mixtures

Particles, substances and mixtures

The particle model of matter

	Solid	Liquid	Gas
Diagram			
Arrangement	ordered and all touching	random and all touching	random and not touching
Movement	vibrate in fixed positions	move and slide over each other	move around quickly in random directions
Attraction between particles	strong	weak	very weak

Diffusion

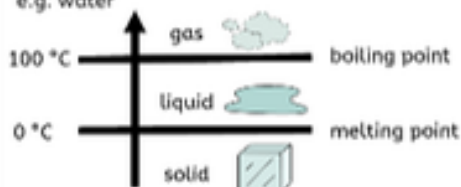
Diffusion is the random movement of particles from an area of high concentration to an area of low concentration.



Melting and boiling points

melting point: the temperature at which a substance changes from a solid to a liquid

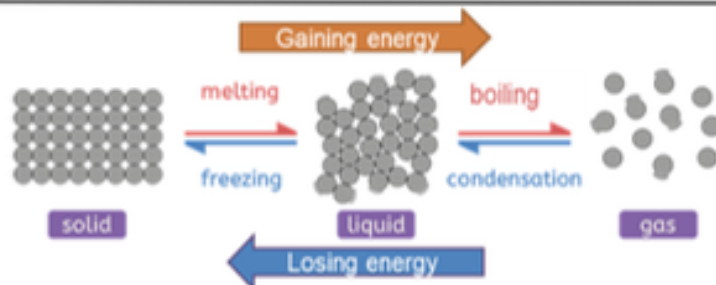
boiling point: the temperature at which a substance changes from a liquid to a gas, e.g. water



Change of state

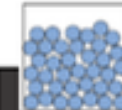
A change of state is a physical change because no new substances are made.

Only the amount of energy the particles have changes, which affects the arrangement and movement of the particles.



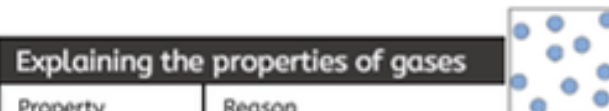
Explaining the properties of solids

Property	Reason
Fixed shape and cannot flow	Strong forces of attraction between the particles keep them in fixed positions.
Cannot be compressed (squashed)	Particles are all touching and have no space to move into.



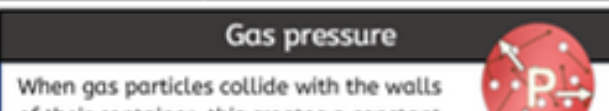
Explaining the properties of liquids

Property	Reason
Takes shape of container and can flow	Weak forces of attraction between the particles, so they can move around each other.
Cannot be compressed (squashed)	Particles are all touching and have no space to move into.



Explaining the properties of gases

Property	Reason
Takes shape of container and can flow	Very weak forces of attraction between the particles, allowing them to move and spread out.
Can be compressed (squashed)	Particles are not touching and have space to move into.



Gas pressure

When gas particles collide with the walls of their container, this creates a constant force on the walls of the container. This causes pressure.

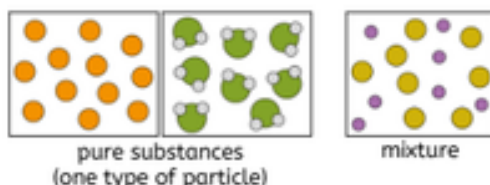


SCIENCE – UNIT 1 – Particles, Substances and Mixtures

Particles, substances and mixtures

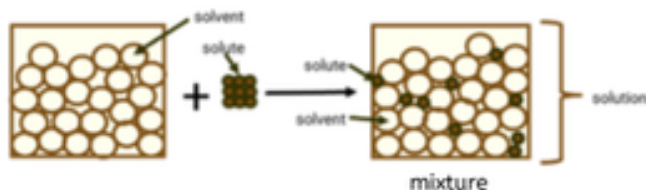
Pure substances and mixtures

- A pure substance is one that contains only one substance, e.g. pure iron contains only iron particles.
- A mixture contains two or more substances that are not joined together and can be physically separated.



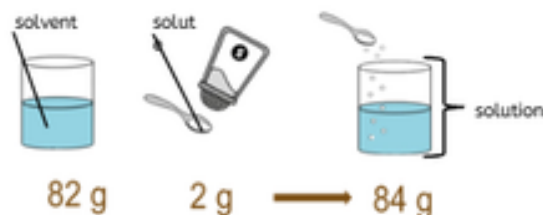
Solutions and solubility

- A solute can be dissolved in a solvent.
- The mixture created is called a solution.
- If a solid dissolves in a solvent, it is soluble.
- If it does not dissolve in a solvent, it is insoluble.
- During dissolving, the solute particles are separated and fit between the solvent particles to make a solution.



Conservation of mass

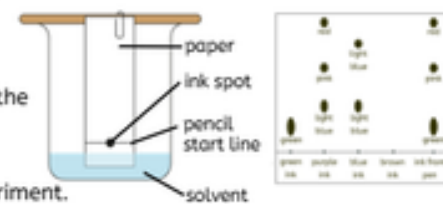
- When a solution is formed, the mass of the solvent + the mass of the solute = the mass of the solution.
- Mass remains constant because the number of particles is the same before dissolving as it is after.



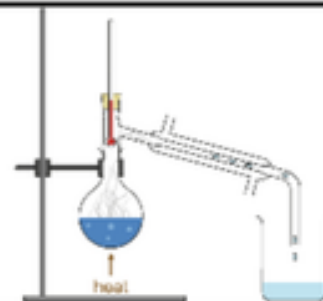
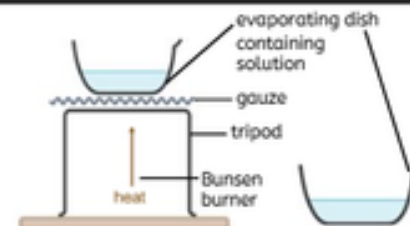
Separating mixtures

We can separate mixtures in different ways depending on their properties:

- Chromatography separates mixtures containing more than one solute.
- It works because some of the coloured substances dissolve better than others, so they travel further up the paper.
- A chromatogram, the results of chromatography experiment.

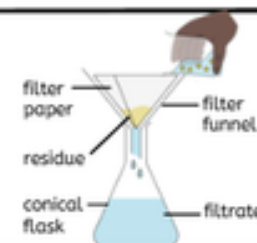


- Evaporation and crystallisation can be used to separate a soluble solid from a solution.



- Distillation is used to separate a mixture of liquids. The basis for separation in distillation is the difference in the boiling points of the components.

- Filtration can be used to separate a liquid from an insoluble solid.



GEOGRAPHY – UNIT 1 – Map Skills

Core Knowledge

- Geography means studying the Earth. Physical geography is natural; human geography is about people and the features they create.
- Key map features: overhead view, symbols, key, labels, title, compass rose, grid and scale.
- A map key explains what the symbols on a map represent.
- The four main compass points are North, South, East and West. They can combine to give directions such as North East and South West.
- To find a grid reference, go along the corridor, then up the stairs: read the bottom numbers first, then the side numbers.
- Relief (land height and shape) is shown by: 1) layer colouring, 2) spot heights, and 3) contour lines.
- Contour lines join places of the same height.
- Scale shows the relationship between map distance and real-world distance.
- Latitude measures how far north or south of the Equator a place is.
- Longitude measures how far east or west of the Prime Meridian a place is.
- An atlas is a collection of maps and information about the world, including continents, countries, and human and physical features.

Keywords

- Coordinates** – numbers indicating the position of a point on a grid.
- Equator** – zero degrees latitude line dividing earth into northern & southern hemispheres.
- Grid reference** – numbers along lines (vertical and horizontal) forming a grid used on a map to indicate locations.
- Hemisphere** – One of the halves of the earth divided by the equator or meridian.
- Latitude** – imaginary horizontal lines on earth showing the angular distance in degrees (of a circle 0–360) of a location north or south from the equator.
- Longitude** – imaginary vertical lines on earth showing the angular distance in degrees (of a circle 0–360) East or West of a location from the Prime Meridian.
- Ordnance Survey (OS)** – national mapping agency of Britain.
- Prime Meridian** – zero degrees longitude line dividing earth into East and West hemispheres.
- Relief** – height and shape of the land.
- Scale** – ratio comparing distance on a map to the actual distance on Earth.

Stretch

- Environmental geography combines physical and human geography. For example, a garden contains natural features that have been planted by people.
- Contour lines show relief: concentric circles = hills, V shapes = valleys, and U shapes = spurs. They can also be used to draw a cross-section of the landscape.
- Map scale ratios (e.g. 4 cm = 1 km) can be used to calculate distances, especially when the distance is longer than the scale line or measured in sections.



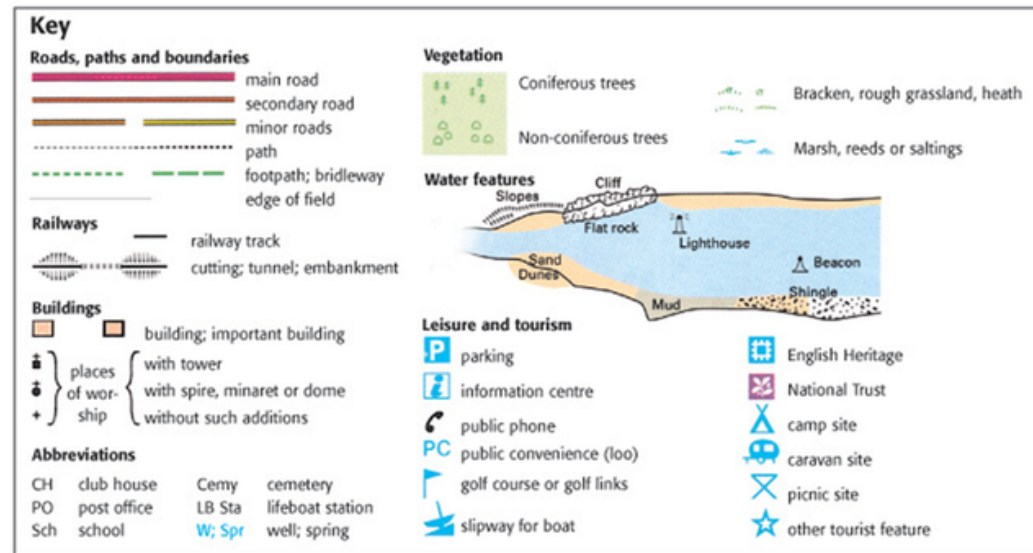
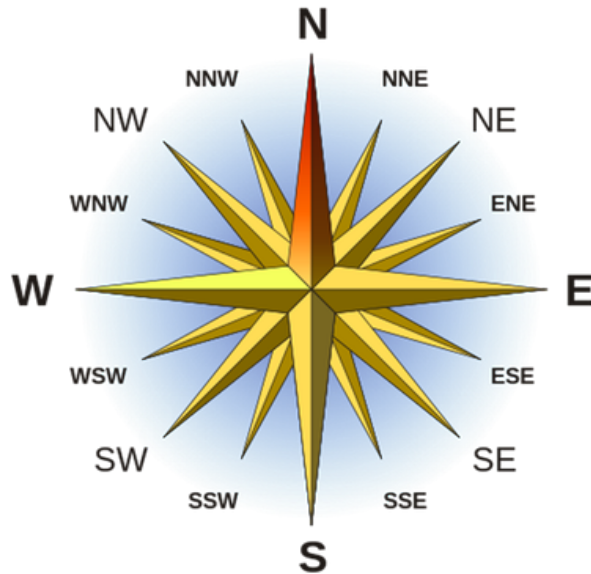
Online Revision



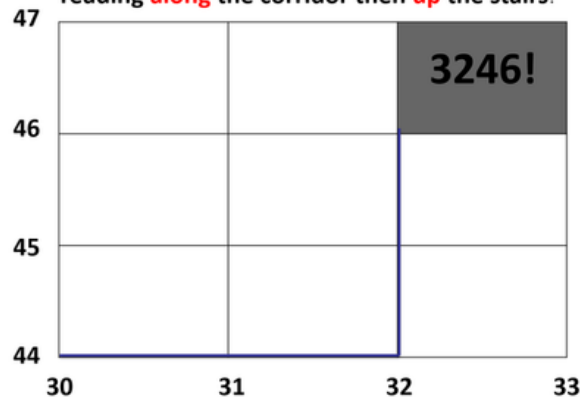
Previous Knowledge

We will look at local, national and global places using a variety of maps to give you a greater understanding of the world around you. You will tackle the skills of an everchanging world, express ideas and make sense of space, place and belonging. Throughout Geography at Penryn College, map skills will underpin your learning all the way up to GCSE and careers. For example, emergency services and environmental management. These skills will also help you in your other Humanities subjects (Trade Triangle, American West and origins of Religions), wider subjects (The Tempest in English, Coordinates and scale in Maths) and extra-curricular activities (Duke of Edinburgh, Ten Tors and future travel).

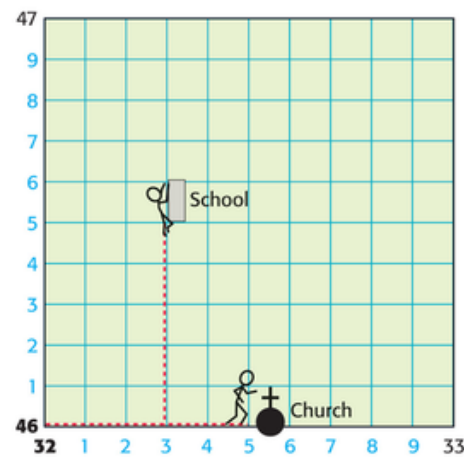
GEOGRAPHY – UNIT 1 – Map Skills



Let's work out the **grid reference** of the grey square by reading **along** the corridor then **up** the stairs!



6 figure grid references



1. Colour shading

2. Spot heights

3. Contours

A contour is a line that joins places of the same height on a map.

HUMANITIES – UNIT 1 – What is History?

Core Knowledge

By the end of this unit you will know

- **Chronology:** 5 January 1066 (Edward the Confessor dies), 6 January 1066 (Harold Godwinson crowned king), September 1066 (Battle of Stamford Bridge), 14 October 1066 (Battle of Hastings), 25 December 1066 (William crowned King of England).
- **Succession Crisis:** Why four men believed they had the right to be King of England.
- **Claimants:** Harold Godwinson, William of Normandy, Harald Hardrada and Edgar Aetheling.
- **Battles:** Stamford Bridge and Hastings.
- **Key Events:** The Norman invasion, the Battle of Hastings and William's coronation.
- **Tactics:** Shield wall, feigned retreat, cavalry, archers and infantry.
- **Sources:** The Bayeux Tapestry and why historians must question its reliability.
- **Control:** How William secured control through castles, the Harrying of the North and the feudal system.
- **Domesday Book:** Why it was created and how it helped William rule England.
- **Change and Continuity:** How England changed after 1066 and what stayed the same.

Think Deeper

Historians know that William did not win because of one single reason. Instead, they compare different causes, weigh up the evidence and decide which factors were the most important. By the end of this unit, you should be able to explain and justify why William won the Battle of Hastings and how he secured control of England using historical evidence.

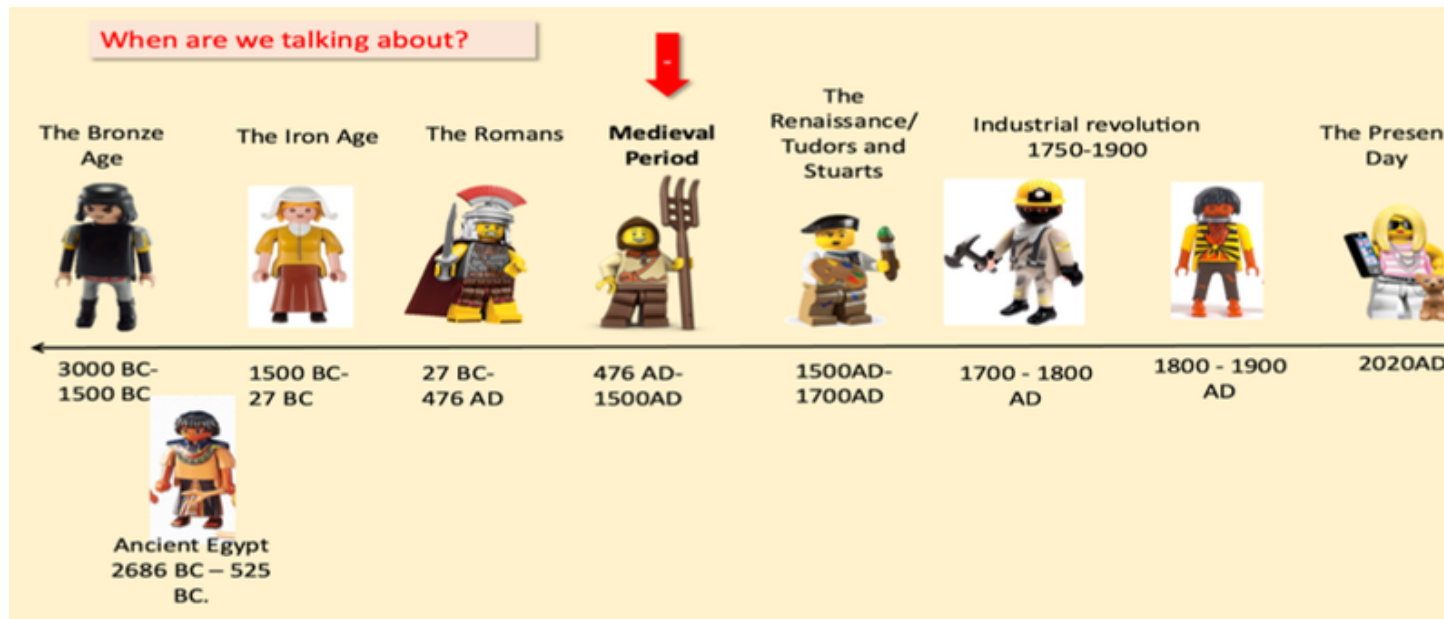
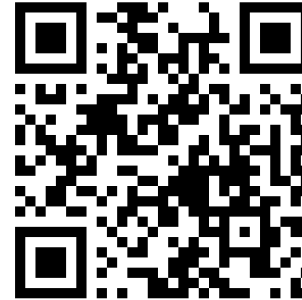
Keywords

- **Chronology** – Putting events in the order they happened.
- **Anglo-Saxon** – The people who lived in England before the Norman Conquest in 1066.
- **Monarch** – A king or queen who rules a country.
- **Invasion** – Entering another country with an army to take control.
- **Heir** – The person who inherits the throne after the king/queen dies.
- **Succession Crisis** – A problem over who should become the next monarch.
- **Claimant** – Someone who believes they have the right to the throne.
- **Shield Wall** – An Anglo-Saxon defensive formation where soldiers stood side by side with their shields touching.
- **Fake Retreat** – A Norman tactic where soldiers pretended to run away before attacking again.
- **Cavalry** – Soldiers who fought on horseback.
- **Motte and Bailey Castle** – A wooden Norman castle built quickly to defend and control an area.
- **Feudal System** – A system where the king gave land in return for loyalty and military service.
- **Domesday Book** – A survey of England completed in 1086 to record land, wealth and taxes.
- **Harrying of the North** – William's brutal destruction of northern England to stop rebellion (1069–1070).

Previous Knowledge

In Year 6 you ... learned about chronology, significant historical events and how the past is different from the present. You may also have studied kings and queens, castles, the Anglo-Saxons or the Battle of Hastings. During this unit, you will build on this knowledge by investigating the events of 1066. You will learn why there was a succession crisis, why William won the Battle of Hastings, and how he secured control of England. Along the way, you will develop the skills of a historian by analyzing sources, making judgements, explaining cause and consequence, and using evidence to support your ideas.

HUMANITIES – UNIT 1 – What is History?



FRENCH – UNIT 1 – Introductions

Core Knowledge

By the end of this unit you will know ...

- Phonics – to know that the French alphabet is pronounced differently.
- Accents – little symbols above the words that change how letters are pronounced.
- Say hello/goodbye and ask someone what their name is and say what your name is.
- Ask and say how you are feeling.
- Noun – an object, place or thing. In French these are categorised as masculine, feminine and plural.
- Adjective – describes a noun and change in French depending if the noun is masculine, feminine or plural.
- Cognate – a word that looks and means the same in two languages.
- To say you have a brother/step-brother and sister/step-sister.
- Correctly pronounce numbers 1-10.
- Categorise nouns if they are masculine, feminine or plural.
- Say what objects are in the classroom using 'there is/are'.

Keywords

- What's your name? **Comment tu t'appelles?**
- How are you? **Ça va?**
- Do you have any brothers or sisters? **Tu as des frères ou des soeurs?**
- Describe your classroom. **Décris ta salle de classe.**
- Cognate – **A word that looks and means the same in 2 languages.**
- Phonics – **How letters sound.**
- Plural – **More than one.**
- Masculine/Feminine – **Group of words that follow set patterns.**

Think Deeper

- Predict how new words sound
- Definite (the) and indefinite articles (a/some)
- Use numbers with family members

Unit Overview

This unit is about introducing yourself to other people and to start to be able to talk about yourself and your classroom.

FRENCH – UNIT 1 – Introductions

Comment tu t'appelles? What's your name?
Je m'appelle... My name is...

ACCENTS
é sounds like ay
ç sounds like s



bonjour - hello



bonsoir - good evening



à plus! - see you later



salut - hi



bonne nuit - good night



au revoir - goodbye

😊 Ça va (très) bien, merci.

😐 Pas mal, merci.

😞 Ça ne va pas!

Adjectives + agreements

bleu = blue (masc.)

bleue = blue (fem.)

bleus = blue (pl.)

bleues = blue (fem + pl)

A - ah	B - bay	C - say	D - day	E - ugh!
F - eff	G - zhey	H - ash	I - ee	J - zhee
K - ka	L - el	M - em	N - en	O - oh
P - pay	Q - koo	R - err	S - ess	T - tay
U - oo	V - vay	W - doobl vay	X - ix	Y - ee grec
Z - zed				

NOUNS	indefinite article	definite article
masculine singular	un (a / an) →	le / l' (the)
feminine singular	une (a / an) →	la / l' (the)
plural	des (some) →	les (the)

1 un 2 deux 3 trois 4 quatre 5 cinq 6 six
6 sept 8 huit 9 neuf 10 dix 11 onze 12 douze
13 treize 14 quatorze 15 quinze 16 seize 17 dix-sept
18 dix-huit 19 dix-neuf 20 vingt 21 vingt-et-un

Dans ma salle de classe, il y a.... In my classroom there is...



Une Fenêtre
A window



Une Porte
A door



Un Tableau
(noir/blanc)
A board (black/white)



Une Chaise
A chair



Une Table
A table

J'ai....
I have...

mon frère	ma sœur	mon beau-frère	ma belle-sœur
my brother	my sister	my stepbrother	my stepsister

SPANISH – UNIT 1 – Introductions

Core Knowledge

By the end of this unit you will know ...

- Say jirafa, hipopótamo and camello with accurate pronunciation
- Know that you add an -a for feminine adjectives and an -o for masculine adjectives
- Use soy, también and y to describe what I am like
- Know meaning of tranquilo, simpática and listo
- Say the Spanish alphabet
- Know what tengo, tienes and tiene mean
- Count to 15 (see vocab link)
- Ask and say how many siblings you have
- Say the 12 months (see vocab link)
- Count to 31 (see vocab link)
- Ask and say what pets you have
- Connectives - words that join ideas or sentences together
- Intensifiers - words that make another word stronger or more powerful

Think Deeper

- Predict how new words sound
- Definite (the) and indefinite articles (a/some)
- Use numbers with siblings and pets

Keywords

- What's your name? **¿Cómo te llamas?**
- How are you? **¿Qué tal?**
- What sort of person are you? **¿Qué tipo de persona eres?**
- Do you have any brothers or sisters? **¿Tienes hermanos?**
- Cognate - **A word that looks and means the same in 2 languages**
- Phonics - **How letters sound**
- Plural - **More than one**
- Masculine/Feminine - **Group of words that follow set pattern**

Unit Overview

This unit is about introducing yourself to other people and to start to be able to talk about yourself and your pets.



[Link to revision support](#)

SPANISH - UNIT 1 - Introductions

A ah B beh C theh D deh E eh F efteh G heh, H acheh I ee J hota
K kah L eleh M emeh N eneh Ñ enyeh, O oh P peh Q koo R ereh S eseh
T teh U oo V ooveh W ooveh dobleh, X ekis Y ee gri-ehga Z theta

	masculine	feminine
singular	un	una
plural	unos	unas

= some

	singular	plural
masculine	el	los
feminine	la	las

the



Adjectives have masculine and feminine forms, and singular and plural forms. If an adjective ends in -o in the masculine form, it changes to -a in the feminine form. If it ends with any other letter than -o, it stays the same.

singular		plural	
masculine	feminine	masculine	feminine
amarillo	amarilla	amarillos	amarillas
blanco	blanca	blancos	blancas
verde	verde	verdes	verdes
azul	azul	azules	azules

Los números 1 - 31 Numbers 1 - 31

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

Los colores



Adjectives have masculine and feminine forms. Many adjectives end in -o or -a in the singular.

masculine	feminine
sincero	sincera
tímido	tímida
generoso	generosa
serio	seria
listo	lista
tonto	tonta
simpático	simpática
tranquilo	tranquila
divertido	divertida

Connectives:

y = and
también = also / too
pero = but

Intensifiers:

muy = very
bastante = quite
un poco = a bit

verb

ser = to be

soy = I am
eres = you (singular) are
es = he / she is
somos = we are
sois = you (plural) are
son = they are

verb

tener = to have

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

STEAM – UNIT 1 – Getting Started

Core Knowledge

By the end of this unit you will know ...

- Every workshop hazard has a matching mitigation and PPE, and unsafe situations must be reported before work continues
- Saws, drills and sanders each carry specific risks and require the correct PPE and supervision to use safely
- Isometric drawing uses vertical lines and 30-degree parallel lines of equal length; circles need a french curve to be drawn accurately
- Office 365 stores files in the cloud, so they can be accessed from any device and shared safely with a link
- Consistent file names and folder structures make work easy to find and mark, and common ICT problems have standard fixes
- Strong passwords are long, unique and mix character types; phishing emails create urgency and push you to click a link or share details

Think Deeper

- Unfamiliar tools carry the same hazard types as familiar ones, so the same identify-assess-mitigate process still applies
- Circles appear as ellipses at a 30-degree angle, so isometric circular features need a french curve to look correct
- Tables and image cropping make PowerPoint work clearer, on top of well-organised, correctly named files
- Ethical hackers use the same techniques as malicious hackers, but with permission, to find and fix security flaws

Keywords

Hazard	Risk	Mitigation	PPE
Isometric	French curve	Office 365	Cloud
File management	PowerPoint	Screenshot	Paste options
Password	Phishing	Interface	Operating system

Previous Knowledge

At primary school you used basic computers and simple software, and may have had some experience with craft or construction activities — this unit builds the specific workshop and Office 365 skills every STEAM project depends on.

Why this Project?

This induction unit builds the foundation skills every STEAM project depends on — safe workshop practice, technical sketching, and confident use of school IT systems — so you're fully equipped for the projects ahead.

STEAM – UNIT 1 – Getting Started

Workshop Hazards

What can hurt us? What might happen? How do we stop it?



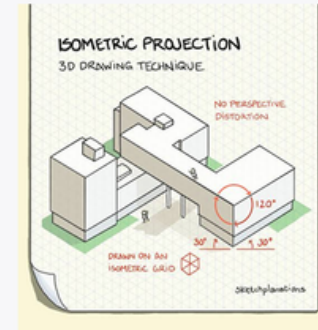
Every hazard has a mitigation and correct PPE. If something looks unsafe, report it before starting work.

Safe Use of Tools



Goggles required at every station. Long hair should be tied up. Put work in a vice or clamp. Rotate through all three areas under close supervision before working independently.

Isometric Drawing



Isometric drawing uses vertical lines and 30-degree parallel lines of equal length; circles need a french curve to look correct.

PC & Office 365

- Log in:** Username: 26asmith (initial & Surname)
- email:** Username@penryn-college.cornwall.sch.uk
- OneDrive:** where all your files are stored in a cloud. Use your school email and School password to log in

Office 365 lets you access your files from any device through the cloud, and share them safely with a link.

Passwords & Phishing

Phishing, like Fishing is trying to catch fish, Phishing is trying to catch information like passwords and bank details

Strong passwords have no pattern and so are harder to guess or crack.

They are stronger still if they contain different type of characters (numbers, capitals, symbols)

12345678



PxH1#n!8



"Urgent! Click here now!"

Longer, unique passwords resist cracking. Phishing emails create urgency and ask you to click or share details.

CAREER LINKS

IT Technician

Cyber Security Analyst

Health & Safety Officer

Engineering Technician

Office Administrator



PE – UNIT 1 – Netball

Core Knowledge

- Netball is a non-contact invasion game where teams score by shooting from within the shooting circle.
- The chest pass is the quickest and most accurate pass over short distances.
- Attackers create space by dodging and changing direction or speed.
- Players must obey the footwork rule by landing legally, pivoting, and releasing the ball before moving again.
- Stage 1 defending is used against a player without the ball. Defenders stay goal-side and use a closed body position to deny space and passes.
- Stage 2 defending is used against a player with the ball. Defenders stay 1 metre away and use raised arms to pressure passes or shots.
- Accurate shooting depends on balance, body position, release, and follow-through.
- Understanding positions, roles, and rules helps players work effectively as a team in a 7v7 game.

Think Deeper

- The chest pass is best for short, accurate passes, while shoulder and bounce passes can help pass around defenders.
- Changing speed as well as direction makes attacking movement harder to defend.
- Pivoting allows players to keep possession while creating new passing angles.
- Good defenders anticipate passes rather than simply following their opponent.
- Successful teams communicate constantly and use width and movement to create space.
- Every player has a specific court position with different responsibilities during a game.

Keywords

Word	Definition
Chest Pass	A fast, two-handed pass from the chest.
Footwork	The rule controlling movement after catching the ball.
Landing Foot	The first foot to touch the ground after catching the ball.
Pivot	Rotating on the landing foot without lifting it.
Dodge	A quick movement to lose a defender.
Space	An area where a player can safely receive the ball.
Marking	Staying close to an opponent to stop them receiving the ball.
Goal-side	Positioning between your opponent and the goal.
Interception	Winning possession by catching an opponent's pass.
Follow-through	The finishing action after shooting or passing.

Previous Knowledge

Students should already be able to:

- Basic throwing and catching skills.
- How to move safely in different directions.
- Simple attacking and defending principles in invasion games.
- The importance of teamwork and communication.

PE – UNIT 1 – Netball

YEAR 7 NETBALL - UNIT 1

NETBALL

1. WHAT IS NETBALL?
Netball is a non-contact invasion game where teams score by passing the ball into the shooting circle and shooting through the goal.

2. THE CHEST PASS
The chest pass is the quickest and most accurate pass over short distances.

3. ATTACKING MOVEMENT
Attackers use dodges, changes of direction and changes of speed to create space and receive the ball.

4. THE FOOTWORK RULE
Players must apply the footwork rule by landing on one foot, pivoting legally and releasing the ball before moving again.

5. STAGE 1 DEFENDING
Stage 1 defending is used when marking a player without the ball. Defenders stay goal-side (where appropriate) and use a closed body position to deny space and prevent the attacker from receiving a pass.

6. STAGE 2 DEFENDING
Stage 2 defending is used when marking a player with the ball. Defenders stay at least 1 metre away, with arms up to pressure the pass or shot without making contact or obstructing.

7. SHOOTING
Accurate shooting depends on good balance, body position, release and follow-through.

8. TEAM PLAY & POSITIONS
Understanding court positions, roles and rules helps players work effectively as a team during a 7v7 game.





NETBALL

Goal Shooter – To score goals and to work in and around the circle with the GA

Goal Attack – To feed and work with GS and to score goals

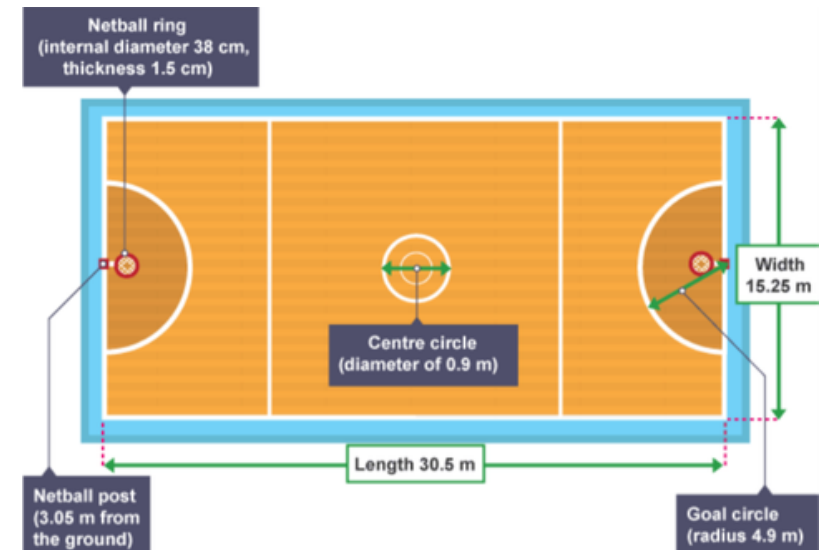
Wing Attack – To feed the circle players giving them shooting opportunities

Centre – To take the centre pass and to link the defence and the attack

Wing Defence – To look for interceptions and prevent the WA from feeding the circle

Goal Defence – To win the ball and reduce the effectiveness of the GA

Goal Keeper – To work with the GD and to prevent the GA/GS from scoring goal



Netball ring (internal diameter 38 cm, thickness 1.5 cm)

Centre circle (diameter of 0.9 m)

Length 30.5 m

Width 15.25 m

Netball post (3.05 m from the ground)

Goal circle (radius 4.9 m)

Netball – factfile Netball player positions and playing area



GS	Goal shooter	GA	Goal attack	WA	Wing attack
C	Centre	WD	Wing defence	GD	Goal defence
GK	Goal keeper				

Netball – factfile Netball scoring, rules and officials

PE – UNIT 1 – Rugby

Core Knowledge

- Rugby is a game of attack and defence where teams aim to score tries while stopping the opposition.
- Players need to understand passing backwards, supporting teammates, and communicating effectively.
- Attacking success comes from using width, depth and support.
- Defensive success comes from good organisation, communication, line speed, and preventing the opposition from breaking through.
- Players must understand safe tackling, correct body position, and breakdown rules.

Think Deeper

- How players create space by running forward, passing backwards, and supporting teammates.
- How defensive line positioning helps stop the opposition from making progress.
- How tackling safely and using correct technique can regain possession.
- Why keeping possession of the ball is important and how passing helps the team maintain attacks.
- How support play helps the ball carrier by giving them passing options.

Keywords

- **Support Play** – Helping the ball carrier by creating passing options and maintaining attacking momentum.
- **Depth** – The distance behind the ball carrier that allows players to receive passes and continue attacking.
- **Width** – The use of space across the pitch to stretch the opposition defence.
- **Line Speed** – The speed at which defenders move forward together to put pressure on attackers.
- **Defensive Line** – The organisation and positioning of defenders to prevent attacking opportunities.
- **Tackle** – A legal method of stopping an opponent by bringing them to ground.
- **Breakdown** – The area where players compete for possession after a tackle.
- **Ruck** – A phase of play where players compete for the ball while it is on the ground.
- **Turnover** – Winning possession back from the opposition.
- **Set Piece** – A structured restart of play, such as a scrum, lineout, or planned attacking move.

Previous Knowledge

Students should have experience of:

- Basic invasion game principles including attacking and defending.
- Passing, receiving, and moving into space.
- Teamwork and communication in small-sided games.
- Understanding simple rules and decision-making in competitive situations.



U12 – Rugby Rules



Refereeing Signals

PE – UNIT 1 – Rugby



Position



Passing



Scrum



Kicking



Ruck

**1 – Prop, 2 – Hooker, 3 – Prop, 4 – Second Row, 5 – Second Row
6 – Flanker, 7 – Flanker, 8 – Number 8, 9 – Scrum Half, 10 – Fly half, 11 – Wing,
12 – Inside Centre, 13 – Outside Centre, 14 – Wing, 15 – Full back**

FOOD – UNIT 1 – Fuel for Life

Core Knowledge

By the end of this unit you will know ...

- The food groups on the Eatwell Guide: Fruit and vegetables, Meats, Lentils and food rich in protein, dairy etc.
- The Eatwell Guide: Eat less Fat, Sugar, Salt. 6-8 Glasses of water per day. Comprises 5 main food groups. Is suitable for most people over 2 years of age.
- Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.
- Shows proportions representative of food eaten over a day or more.
- Personal hygiene rules: Apron, Hair up, Clean hands.
- How to safely apply the 'Bridge' and 'Claw' Techniques.
- What is meant by the term 'Healthy Balanced Lifestyle'.
- Alternative healthy ingredients and how to use these when adapting recipes and meal plans.

Keywords

- **Eatwell Guide** – A visual representation of Government guidance on Food groups and how to plan healthy balanced meals.
- **Nutrients** – Chemical substances found in food and drinks that we need in our diets to live, grow, and function properly.
- **Hygiene** – The conditions and practices necessary to ensure the safety and quality of food from production to consumption.
- **Hazard** – A biological, chemical, physical substance or condition that can make food unsafe or unfit for consumption.

Think Deeper

- **Macro Nutrients:** Sources and Functions
- **Protein:** Muscle Repair
- **Carbohydrates:** Energy
- **Fats:** Thermal regulation
- **Micro Nutrients:** Sources and Functions
- **Vitamins e.g Vitamin C:** Immunity
- **Minerals e.g. Calcium:** Bone strength
- Ways to adapt recipes for specific needs.
- Functions of ingredients within a recipe.
- Scientific processes e.g. shortening and fermentation.

Previous Knowledge

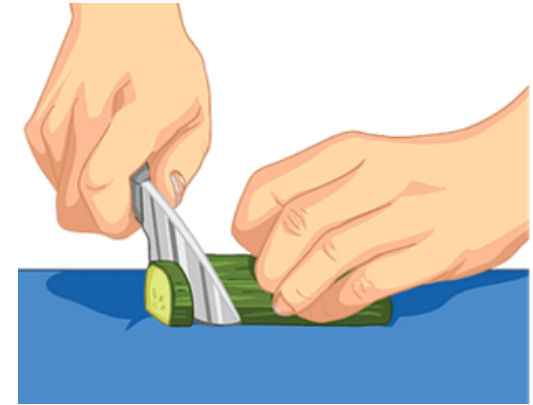
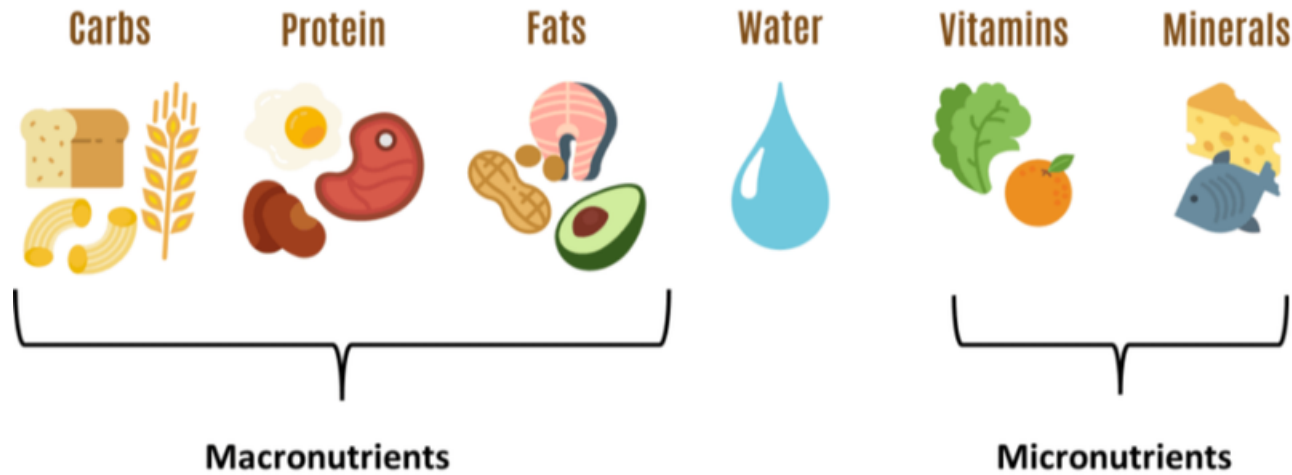
In Year 6 you may have covered:

- Knife Skills and bread making
- Eatwell Guide
- Healthy lifestyles in PE / Lifeskills



Revise
through BBC
Bitesize

FOOD – UNIT 1 – Fuel for Life



LIFESKILLS –UNIT 1 – Relationships

Core Knowledge

By the end of this unit you will know ...

- The characteristics of positive relationships, including consent, trust and mutual respect;
- How to recognise harmful behaviours and bullying,
- Where to get help,
- The role of bystanders,
- How to end friendships and relationships kindly while managing difficult emotions such as disappointment, hurt and frustration.

Think Deeper

By the end of this unit you will know ...

- the characteristics of positive relationships, including shared interests, boundaries, tolerance and managing conflict;
- how to recognise harmful behaviours and bullying both online and in person,
- the responsibilities of bystanders,
- where to get help; and how to communicate respectfully, including with strangers, end friendships or relationships kindly while managing difficult emotions such as disappointment, hurt and frustration.

Keywords

Essential

- **Conflict:** Disagreement or argument.
- **Resolution:** Solving a problem.
- **Respect:** Treating others fairly.
- **Communication:** Sharing thoughts and feelings.
- **Feelings:** Emotional responses.

Desirable

- **Reconciliation:** Restoring a relationship.
- **Frustration:** Feeling upset when blocked.
- **Disappointment:** Feeling let down.
- **Compromise:** Meeting in the middle.
- **Empathy:** Understanding others' feelings.
- **De-escalation:** Reducing tension.

Previous Knowledge

In Year 6 you may have covered:

- Why friendships are important for happiness and security,
- How to build caring and inclusive friendships, how to recognise different types of bullying and get help,
- How to manage conflict positively to repair and strengthen friendships without resorting to violence.

LIFESKILLS – UNIT 1 – Relationships

Independent Learning Lessons



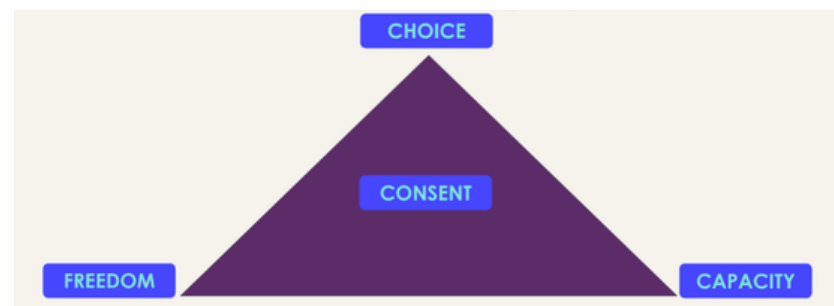
How can I build good relationships?



How to stop bullying?



My role in positive relationships



ART – UNIT 1 – Elements of Art and Design

Core Knowledge

By the end of this unit you will know ...

The 7 elements of art are Line, Shape, Form, Tone, Texture, Pattern, and Colour. Artists use these visual elements to communicate ideas and create meaning.

- **Line** – contour, continuous and descriptive lines.
- **Shape** – geometric and organic forms in compositions.
- **Form** – spheres, cubes and cylinders created through shading.
- **Tone** – tonal scales from light to dark creating depth.
- **Texture** – actual and implied texture; frottage techniques.
- **Pattern** – repetition, symmetry and tessellations.
- **Colour** – primary, secondary, tertiary and complementary colours; warm and cool palettes.

Think Deeper

Geometric and organic shapes, contour and implied lines, tonal blending, actual and implied texture, symmetry, tessellation, colour harmonies, complementary colours, mood and emotional impact of colour.

Keywords

- **Line:** a mark joining points.
- **Shape:** a 2D area.
- **Form:** a 3D object.
- **Tone:** lightness and darkness.
- **Texture:** surface quality.
- **Pattern:** repeated motif.
- **Colour:** visual element created by reflected light.

Previous Knowledge

In Year 6 you build on primary drawing and colouring experiences to learn the seven elements of art: line, shape, form, tone, texture, pattern and colour. The unit develops practical and analytical skills before culminating in an artist-inspired personal response.

Revision Support

Recall definitions, sketch examples of each element, analyse artists such as Kusama, Haring or Matisse and identify how they use the elements of art

MUSIC – UNIT 1 – Journey around the world

Core Knowledge

By the end of this unit you will know ...

- **Rhythms** are used all around the world in styles like Samba, Salsa, West- African drumming, and Gamelan, where different repeating patterns help create the music's energy and style.
- The **elements of music** are the building blocks of music. They include beat, rhythm, pitch, melody, tempo, texture, timbre, duration and metre.
- **The beat (pulse)** is the steady heartbeat of the music.
- The **rhythm** is the pattern of long and short notes played over the beat.
- **Notes have different lengths:** semibreve (4 beats), minim (2 beats), crotchet (1 beat), quaver ($\frac{1}{2}$ beat), semiquaver ($\frac{1}{4}$ beat).

You will **understand** and **demonstrate** how the elements of music are used around the world. You will learn about what makes a successful ensemble performance.

Previous Knowledge

Previously in KS2 at primary school you explored

- KS1 – Exploring Musical Sounds and Beat
- KS2 – Exploring Rhythm and Pulse

Keywords

- **Beat:** Steady pulse of the music.
- **Rhythm:** Pattern of notes and rests.
- **Metre:** Pattern of strong and weak beats.
- **Time Signature:** Shows beats per bar and note value.
- **Texture:** How musical layers fit together.
- **Tempo:** Speed of the music.
- **Timbre:** Unique sound of a voice or instrument.
- **Duration:** Length of a note or sound.
- **Tonality:** Key of the music (major/minor).
- **Pitch:** How high or low a sound is.
- **Melody:** Main tune of the music.
- **Structure:** How the music is organised into sections.
- **Ensemble:** Group of musicians performing together.

Think Deeper

- Metre: 4/4, 3/4
- Rhythm: Syncopated
- Tempo: Largo, lento, andante, presto, BPM
- Duration: breve, rest, dotted rhythms
- Pitch: Ascending, Descending
- Texture: Call and Response, Monophonic, Polyphonic, Heterophonic



MUSIC – UNIT 1 – Journey around the world



Revise
through BBC
Bitesize

Duration The length of a note		Semibreve		4 beats
	Oo-oo	Minim		2 beats each
	Oh	Crotchet		1 beat each
	On-Chi	Quaver		½ beat each
	Ock-a-chi-ka	SemiQuaver		¼ beat each

Rhythm	A pattern of different note durations	Tempo The speed of the music BPM = Beats per minute	Largo	Slowly and Broadly	40-60 bpm	
			Lento	Slowly	45-50 bpm	
Timbre 	The type of sound and instrument makes	Texture The layers of sound and how they work together	Andante	At a walking pace	76-108 bpm	
	For example: rich, brassy, breathy, warm, sharp or bright		Moderato	Moderate	108-120 bpm	
	Melody A pattern of different note durations and pitches		Words to describe melody: Step, Leap, rise and fall	Allegro	Fast	120-168 bpm
				Vivace	Lively	140 bpm
					Presto	Very quickly

Pitch How high or low a note is		Metre How many beats are in each bar		Top number	How many beats in each bar
				Bottom number	What type of beats they are

Monophonic
Homophonic
Polyphonic

Unison: All together as one
Call & Response: one idea followed by a response

DRAMA – UNIT 1 – Drama Skills

Core Knowledge

By the end of this unit you will know ...

- Drama is the art of telling stories through performance.
- How to work safely and respectfully in a drama space.
- How to use focus and concentration during rehearsals.
- How to create a freeze frame to communicate an idea.
- How body language and facial expression communicate emotions.
- How voice can be changed using projection, pace, tone and volume.
- How to work successfully as part of an ensemble.
- How to perform confidently to an audience.
- How to give respectful peer feedback using WWW and EBI.
- How rehearsal helps improve a performance.

Think Deeper

- Why actors change their voice for different characters
- How positioning on stage affects meaning
- How levels make performances more interesting
- Why teamwork is essential in drama
- How facial expressions can change the audience's understanding
- How actors communicate without speaking

Keywords

Keyword	Definition
Freeze Frame	A still image used to show an important moment.
Ensemble	A group working together to create a performance.
Projection	Speaking loudly and clearly without shouting.
Body Language	How movement and posture communicate meaning.
Facial Expression	The emotions shown using your face.
Focus	Staying concentrated and in role during a performance.
Audience	The people watching a performance.
Rehearsal	Practising and improving a performance.



BBC Bitesize – Drama



National Theatre Discover

DRAMA – UNIT 1 – Drama Skills

1 THE ACTOR'S TOOLKIT



VOICE

- Projection
- Pace
- Tone
- Volume
- Pause



MOVEMENT

- Posture
- Gesture
- Levels
- Positioning



FACIAL EXPRESSION



FOCUS



TEAMWORK

Working together to create a great performance.

2 FREEZE FRAME EXAMPLES

POOR FREEZE FRAME ❌

- ❌ Looking at the floor
- ❌ Standing randomly
- ❌ No facial expression



GOOD FREEZE FRAME ✓

- ✓ Different levels
- ✓ Clear facial expressions
- ✓ Strong body language
- ✓ Everyone focused



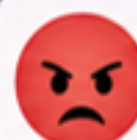
3 VOICE TECHNIQUES

TECHNIQUE	EXAMPLE
Projection	Everyone can hear you
Pace	Fast or slow speech
Tone	Happy, angry, scared
Volume	Loud or quiet

4 FACIAL EXPRESSIONS



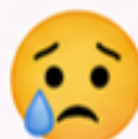
Happy



Angry



Fear



Sad



Surprise



Neutral

5 PERFORMANCE CHECKLIST

- ☒ Stay in role
- ☒ Speak clearly
- ☒ Face the audience
- ☒ Work as an ensemble
- ☒ Use facial expressions
- ☒ Use body language
- ☒ Listen to others
- ☒ Freeze on cue

PERIOD 4: PERSONAL DEVELOPMENT – Unit 1 – Understanding Myself

Core Knowledge

By the end of this unit you will know

- The four components of personal strengths.
- How personal strengths can help others.
- Strategies for effective self-reflection.
- How to set and review personal goals.
- How to protect your digital footprint online.

Keywords

- Oracy – Speaking and communicating well.
- Strength – A skill built through practice.
- Digital footprint – Your trace left online.
- Growth mindset – Abilities can improve with effort.
- Retrieval practice – Testing yourself to remember.
- Self-reflection – Honest thinking about progress.
- Justify – Give reasons for a choice.

Think Deeper

- A strength overcoming a setback – find a real example.
- UK law on online data, under-18s.
- Growth area vs weakness – are they the same thing?

Go deeper through: your Finding My Voice whiteboard tasks and reflections

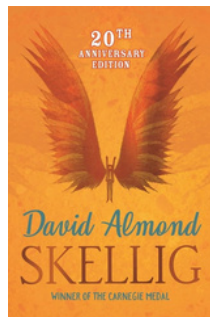
Previous Knowledge

- Primary school: online safety basics.
- Primary school: feelings and friendships.
- Primary school PSHE: ideas on kindness and respect.

We are reading

Skellig by David Almond

Themes: Loving Relationships, Personal Growth, Curiosity



In Life Skills: Relationships

- What makes a good friend?
- Healthy and unhealthy relationship behaviours.
- Self-esteem and unkind comments.

Foundations for the Future

We are developing our skills in Showing Respect and Taking Responsibility

- Be Kind and Understanding
- Be Respectful
- Be responsible

