

Alice Lane
Assistant Head Teacher

How are we different?



What does that look like?



Culture is to know the best that has been said
and thought in the world.

(Matthew Arnold)

Year 7 – OLD ENGLISH (Term 2) 600 – 1100 AD

Back then, human stories were passed from mouth to mouth—hopefully without spreading the Black Death, *womp womp*—before being written down in manuscript. That's how we got epics like *Beowulf* (& from that, *The Hobbit*!) The story of *Beowulf* existed for hundreds of years as a tale told by *scops*, who were like minstrels, only much *beardier*.

Why are myths, legends, monsters and heroes important in Literature?

What is the difference between a myth & a legend?

- A **legend** is a semi-true story, which has been passed on from person-to-person & has important meaning or symbolism for the culture in which it originates.
- A legend usually includes an element of truth, or is based on historic facts, but with 'mythical qualities'.
- Legends usually involve heroic characters or fantasy.

Examples: Loch Ness Monster, Jack of the Green

- A **myth** is a story based on tradition or legend, which has a deep symbolic meaning.
- A myth 'conveys a truth' to those who tell it & hear it, rather than necessarily recording a true event & involve supernatural beings.

Examples: Welsh Dragon, Faerie, Gremlins.

Why was there a clash between paganism & Christianity?

- Religion is a touchy issue in *Beowulf*, because the story is told in late medieval Anglo-Saxon Britain, which has been *Christianised*, but it's about early medieval Scandinavia, which is pagan.
- The narrator of the poem compromises by making constant references to God's decrees in general terms, but never discussing Jesus or the specific tenets of Christianity.

What is a hero?

The Hero: The hero is always the protagonist (though the protagonist is not always a hero). Traditionally, the hero has been male, although this is changing. The hero is after an objective & must overcome obstacles along the way. He/she is usually morally good, though that goodness will likely be challenged.

What is the 'oral tradition' & why is it so important?

- It is transmitted by word of mouth & consists of both prose & verse narratives, poems & songs, myths, dramas, rituals, proverbs, riddles etc. Nearly all known peoples, now and in the past, have produced it.
- Until about 4000 BC all literature was oral, but, beginning in the years between 4000 & 3000 BC, writing. From that time on there are records not only of practical matters such as law & business but increasingly of written literature.

How has the English language changed since its origins?

What are the different time periods of the English Language?

- Arrival of Germanic tribes (Angles, Saxons & Jutes) who invaded Britain during the 5th century AD.
- At that time, Britain spoke a Celtic language. But most of the Celtic speakers were pushed out by the invaders into Wales, Scotland & Ireland.
- The Angles came from "Englaland" & their language was called "*Englisc*". This developed into what we now call *Old English* (450-1100AD).
- In 1066 William the Conqueror, (from France), conquered England. The new conquerors (called the Normans) brought with them a kind of French, which became the language of the Royal Court. The lower classes spoke English & the upper classes spoke French.
- In the 14th century English became dominant in Britain again, but with many French words added. This language is called *Middle English* (1100-1500AD).
- From the 16th century the British had contact with many peoples from around the world which meant many new phrases entered the language. This phase was called *Early Modern English* (1500-1800AD). The invention of printing also meant that there was now a common language in print.
- The main difference between *Early Modern English* & *Late Modern English* (1800-present) is vocabulary. Late Modern English has many more words, arising from 2 main factors: firstly, the Industrial Revolution & technology; secondly, the British Empire covered ¼ of the earth, & English adopted foreign words.

Runes - YOU DON'T NEED TO MEMORISE THE SYMBOLS
Runes are also called 'futhork' is a writing system used by Germanic peoples of northern Europe, Britain, Scandinavia, & Iceland from about the 3rd century to the 16th or 17th century AD.

- Runic writing appeared rather late in the history of writing & is clearly derived from one of the alphabets of the Mediterranean area.
- The characters were generally replaced by the Latin alphabet people turned to Christianity, by approximately 1100AD.

Writing: phrase, clause, sentence

PHRASE: Part of a sentence—no verb
CLAUSE: Part of a sentence—has a verb and a subject. A clause can be main or subordinate—more on this below.
SENTENCE: A sentence has a subject, a verb and usually an object. There are three main types of sentences.

Writing: sentence types

MAIN CLAUSE: A clause that makes sense by itself.
SUBORDINATE CLAUSE: A clause that doesn't make sense by itself.

SIMPLE SENTENCE: Has just one subject and one verb.
Effect – boom! (If surrounded by other sentence types)

COMPOUND SENTENCE: Has two subjects and two verbs.

These two main clauses are joined with coordinating conjunctions (FANBOYS) *Effect – changes direction.*

COMPLEX SENTENCE: Has at least two subjects and two verbs. There is at least one main & one subordinate clause joined with subordinating conjunctions. (A WHITE BUS)

Effect - (subordinate at beginning) builds suspense

(subordinate in middle) shares secret (subordinate at end) builds complication.

Reading: understanding that inference is personal

Inference
A conclusion that's reached based on the evidence and your own reasoning. *E.g. I can infer that Gandalf is loyal.*

Connotation
An additional idea or meaning that a word evokes, as well as its actual meaning. *E.g. The fact that the ring "glitters" connotes danger as well as beauty.*

Academic vocabulary

Evokes
Emphasises
Reinforces
Illustrates
Demonstrates
Indicates
Cements
Reveals
Infers
Conveys
Portrays
Implies
Intimates

Writing: descriptive 'rules'

No names for people
At least 5 zoom-ins
No person described for more than a paragraph
Minimum 5 senses
1-3 sentences of direct speech
3rd person
No thoughts
Present or past tense (not both)
Move the camera like a film

Letter layout

The use of addresses & date
Effectively/fluently sequenced paragraphs

A formal mode of address e.g. Dear Sir/Madam or a named recipient

Effectively/fluently sequenced paragraphs

An appropriate mode of signing off: Yours sincerely/faithfully.

Grammar

Simple past tense
The most common past tense. Usually takes an 'ed' ending, but some are irregular. e.g. I walked; she spoke; we played

Simple present tense
The most common present tense. e.g. I walk; she speaks; we play

Simple future tense
The most common future tense. Uses 'will'. e.g. I will walk; she will speak; we will play

Punctuating speech
Use a comma to introduce the speech, speech marks before and after, and punctuation inside the speech marks at the end. e.g. The teacher shouted, "Everybody stop!"

Features of fantasy genre

Outside ordinary laws of the universe

Magic is central

Journeys & quests

Setting – fantasy worlds

Portals (doors)

Stretch Yourself

Vladimir Propp's theory on stock characters & Volusia the poem.

Descriptive techniques

Adjective & adverb

Simile

Metaphor

Personification

Onomatopoeia

Alliteration

Writing to advise

- Write in present tense
- Be sympathetic
- Use weak modal verbs
- Write in 2nd person

Reading tasks

A fiction analysis & a non-fiction analysis

Writing tasks

A descriptive prose & an advisory letter.

Looking back and forward

Thinking back to the Greeks, did you notice the link to the tragic hero AND looking forward... what do these three things have in common?

- A king wielding a magical sword named Excalibur
- A rude red-haired guy telling a fart joke
- Truly righteous jousting tournaments with knights

GREEK THEATRE

WHEN? - Most Greek theatre was produced in the 5th century BC. Around this time Greeks wanted to celebrate achievements in sport (the Olympics was invented) and were developing democracy as well as being very religious. They used the theatre to explore the biggest questions about life, death, the Gods and politics.

WHERE? - Mostly in major cities such as Athens. The theatres, called amphitheatres could seat up to 14,000 people and going to the theatre was seen as so important in making you a better person that even prisoners were brought out of jail for the day to watch the plays.
The plays were performed at a festival (competition) celebrating Dionysus (the god of wine)

WHAT? - Greek drama was split into 3 categories: tragedy which looked at big political issues in a serious way, satyr which were cheeky simple plays and comedy which made fun of everyday life.



WHO? Thespiis is said to have 'invented' the actor (hence the term thespian) when he got someone to step out of the chorus and speak on their own.
Aeschylus and Sophocles wrote tragedies and Aristophanes was famous for his comedies.
All of the actors were men but they all wore masks they could easily become female characters.

DRAMATIC CONVENTIONS

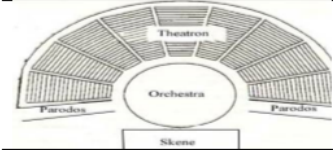
The chorus - a group of actors who commented on the action in the play. They used song and dance to have a bigger dramatic impact on the audience.

Unity of time, place and action- Aristotle said that in a play there should be a single plot (action) set in one place and in the course of one day (time)

Catharsis - the feelings of pity and fear that the audience feel for the protagonist (main character) after his downfall. The Greeks believed that if the audience felt this then they would learn to never do the bad things that the protagonist did.

Hubris - excessive pride—this was often the downfall of the main character

Reporting action - the Greeks didn't want to act out anything that they thought would be too distressing for the audience to watch, so things like battles and deaths were reported to other characters by messengers.



THE BUILDING

ORCHESTRA—Where the chorus sung and danced

SKENE—A building for the actors to change in and a small raised stage for the actors

THEATRON—Where the audience sat—the acoustics were so good you could hear every word from the back

PARADOS—Entrances for the chorus

FURTHER READING

<https://burtsdrama.com/2016/07/04/20-facts-about-greek-theatre/>
<http://www.historyforkids.net/ancient/greek-theatre.html>

Knowledge Organiser- Y7

Hinduism

Key Terms

Monotheism—Belief in one God

Polytheism—Belief in many Gods

Atheist—Someone who doesn't believe in God

Theist—Anyone who does believe in God

Agnostic—Someone who is unsure of God's existence

Brahman—Supreme god in Hinduism

Trimurti—3 main aspects of Brahman (Brahma / Vishnu / Shiva)

Reincarnation—Literally means "again in flesh"

Wheel of Samsara—Cycle of life and death

Karma—Relates to action and Consequences

Atman—Term for Soul in Hinduism

Dharma—Duties in life

Moksha—Freedom from the wheel of Samsara

Ladder of Varma—Another name for the Caste System

Ganges—Sacred (special) river in India

Hindu Belief in God

Many Hindus believe that there is one God (monotheistic view monotheism = belief in one God) who is worshipped in different forms, an idea which stems from the very earliest Hindu scriptures. This one 'supreme' being is called Brahman.

We can try to understand God if we think about light passing through a prism and coming out the other side. Light entering the prism (Brahman) splits into the colours of the rainbow when it leaves the prism (the many gods and goddesses). Of course, there are only seven colours in the rainbow, but there are said to be more than 200 million gods in Hinduism. Each of these gods is still part of the one god, Brahman. Hindus use the sacred symbol Om to stand for Brahman.

The Trimurti

The life force of Brahman is represented by the Trimurti (three-form), which is made up of three main deities. These are Brahma (the creator of the universe), Vishnu (the preserver of the universe) and Shiva (the destroyer—although some Hindus believe he also has a role in re-creation).

The murti of Brahma is usually pictured with four faces, each one pointing towards one of the four points of the compass. This symbolises that God created the whole universe. Brahma is only worshipped in Pushkar, India.

Vishnu is usually shown either lying on a snake or with a snake behind his head. This symbolises cosmic time and energy. He colour blue represents his endless spiritual power. He has four hands which often hold a conch shell (symbolising the music of the universe, calling people to live a pure life). He also has a lotus flower (symbolising purity and spiritual enlightenment).

Shiva may seem to many people to be dangerous and frightening because he is the destroyer God. However, destruction is necessary to allow new things to happen. Shiva is not to be feared because he destroys but should be worshipped for allowing new things to happen. Shiva is seen in different forms.

Avatars within Hinduism

Hindus believe that sometimes a god will appear on the earth in living form.

Such an appearance is called an avatar. Perhaps the best English translation of avatar is 'incarnation', however avatar also conveys the belief that God has the ability to take any form and will descend to earth at times when there has been a decline in goodness, and evil is influencing human actions.

Hindu Belief in Life and Death

Karma

Karma means action

Refers to the law of cause and effect i.e. actions and their consequences...

The law: Every single action has an effect on something else

Karma decides where you come back and what you come back as

If your actions are good you will get a good rebirth into pleasant circumstances; if they are bad you will get a bad one...

It is your actions determining whether you will be rewarded or punished.

In a lifetime people build up karma, both good and bad, based on their actions within that lifetime. This karma affects their future lives and existence. There are lots of different types of rebirth in samsara including: animals, plants and humans.

Dharma: Duties or responsibilities. Hindus believe that at each stage of life and in each varma there are different responsibilities. Hindus should aim to fulfil their dharma.

The Ladder of Varma: is another name for the Caste system. Hindus believe that you can move up and down the ladder in future lives according to how good or bad you have lived. If you gain good Karma you will get a better rebirth and move up the ladder. If you have not fulfilled your dharma and have gained bad karma then you will move down the ladder.

Worship in Hinduism

Hindu worship, or puja, involves images (murtis), prayers (mantras) and diagrams of the universe. Central to Hindu worship is the image, or icon, which can be worshipped either at home or in the Mandir (Hindu Temple)

Individual rather than communal—Hindu worship is primarily an individual act rather than a communal one, as it involves making personal offerings to the deity.

Worshippers repeat the names of their favourite gods and goddesses, and repeat mantras. Water, fruit, flowers and incense are offered to god. A bell is rung just before Puja begins to tell the deity's that it is time for worship to begin.

Worship at home

The majority of Hindu homes have a shrine where offerings are made and prayers are said. A shrine can be anything: a room, a small altar or simply pictures or statues of the deity. Family members often worship together. Rituals should strictly speaking be performed three times a day. Some Hindus, but not all, worship wearing the sacred thread (over the left shoulder and hanging to the right hip). This is cotton for the Brahmin (priest), hemp for the Kshatriya (ruler) and wool for the vaishya (merchants).

What does the scholars' pathway look like in class?



Peter is a smug and self-assured young boy, in act 2 he is teasing captain Hook and is described through the stage directions as

STRUCTURE OF YOUR PARAGRAPH:

- IMPRESSION OF PETER
- EVIDENCE

Peter Pan is presented as by J.M Barrie

In act when

..... is evidenced in the stage directions

This implies/suggests/indicates

In particular the word '_____' suggests ...

In this way Peter could be described as a tragic hero because...

However, at the end of the play, the audience may not have a sense of catharsis for Peter because...

Overall, I believe that Peter is/is not a tragic hero because...

Is Peter Pan a tragic hero?

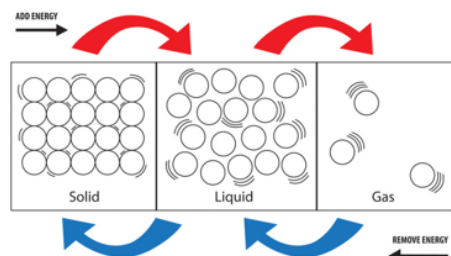
STRUCTURE OF YOUR PARAGRAPH:

- ANSWER SENTENCE
- MINI PLOT
- EVIDENCE
- INFERENCE

Homework?

Particle Model 2:

Learn the particle arrangement in Solids, Liquids and Gases.



| State | Solid | Liquid | Gas |
|--------------|--|---|---|
| Organisation | Particles in regular rows | Particles randomly arranged | Particles randomly arranged |
| Spacing | Very close together, touching. Can't be squashed | Very close together, some touching. Can't be squashed | Very spaced out. Can be compressed or squashed together |
| Energy | Lowest energy | | Highest energy |
| Movement | Vibrate in fixed positions | Can move or slip and slide over each other | Move quickly in all directions |

Make sure you can explain the properties of solids, liquids and gases using the particle model.

Name: _____

Maths Homework

| | | | |
|------------|---------|----------|----------------------------------|
| Year Group | 7 | Topic | Negative Numbers |
| Due Date | 20/9/18 | Revision | Fractions, Decimals, Percentages |

1 Write these numbers in order of size. Start with the smallest.

3 -4 -2 5 -7 -12

.....

2 At midnight, the temperature was -5°C .

By 9 am the next morning, the temperature had increased by 3°C .

a Work out the temperature at 9 am the next morning.

.....

At midday, the temperature was 7°C .

b Work out the difference between the temperature at midday and the temperature at midnight.

.....

3 Work out:

a $-3 + 2$

b $3 + -1$

c $-7 + -3$

d $-11 + (+4)$

e $(+3) + (-5)$

4 Work out:

a $(-4) - (+2)$

b $(+5) - (-2)$

c $(-3) - (-5)$

d $8 - -3$

e $-6 - 2$

5 Work out:

a $(-2) \times (6)$

b $(+3) \times (+5)$

c $(-4) \times (-3)$

d $(+3) \times (-7)$

6 Work out:

a -15 divided by 3

b $16 \div (-4)$

c $-80 \div -5$

d 40 divided by -8

.....

8 Simplify:

a $\frac{-12}{3}$

b $\frac{14}{-7}$

c $\frac{-24}{-8}$

d $\frac{+24}{+3}$

e $\frac{-48}{6}$

f $\frac{35}{-7}$

How do we know how pupils are doing?

- 1) When was most Ancient Greek theatre produced?
- 2) List 3 big issues that Greek theatre explored?
- 3) What does Dionysus have to do with Greek theatre?
- 4) What were the 3 types of plays performed in Greek theatre?
- 5) What is Thespis' claim to fame?
- 6) Name one playwright famous for writing tragedies.
- 7) What was the orchestra used for?
- 8) What was the theatron used for?
- 9) Name 3 things that the Greeks wore when they performed and say what they were for. (6 marks)
- 10) Catharsis means that the audience feel which 2 emotions?

Q19. Which of these describes a tragic hero?

- A. Someone who has awful fashion sense
- B. Someone high and mighty who falls from grace.
- C. Someone who saves people's lives.
- D. Someone who exhibits excessive pride.

DS Lisa Clarke

Bolton

Child Sexual Exploitation Team

THE SMARTPHONE

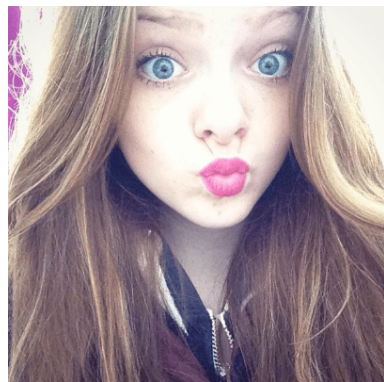
- TELEPHONE
- LETTER WRITER
- TV
- INTERNET /
COMPUTER
- MUSIC SYSTEM
- CAMERA
- CAMCORDER
- GAMES CONSOLE





AGE - 13!!!!!!!!!!!!

Selfies.....





Indecent Images of Children

- Child Under 18
- Indecent
 - exposing parts of body
 - sexual pose
 - sexual act
- Take / possess / distribute

Crime!

- Reported to police
- Recorded formally on police systems
- Phone examined
- Possible destruction
- Impact on child!

Online Predators

Types of offences -

- **Grooming**
- **Sexual Communication with a Child**
- **Incite Child to Engage in Sexual Activity**

Adult – Over 18, Child Under 16

You must -

- Check your child's phone
- Ensure privacy settings are correct
- Remove friends that aren't 'friends'
- Encourage your child to talk to you
- Remove at night

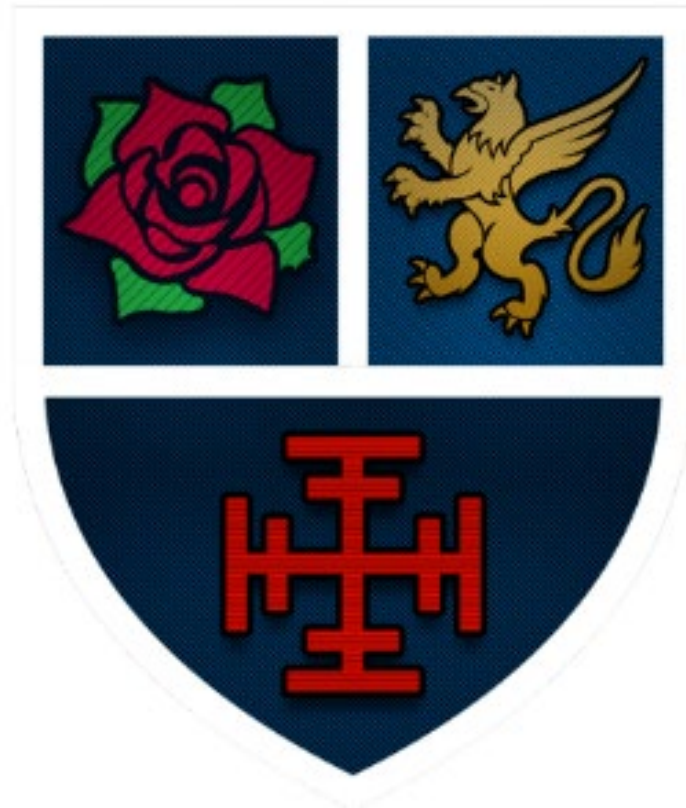
Please remember

- You own the phone / tablet / Xbox etc
- You pay the bill
- You are the parent / carer
- You are the adult

Contact



- 101
- 01204 337195
- Phoenix.exit@gmp.pnn.police.uk



Natalie Parry
Assistant Head Teacher

THE HIVE SWITCH

HAVE
EQUIPMENT
AND
BOOKS
READY FOR
LEARNING

PUT AWAY
MOBILE PHONES

SILENT WORK
EVERY LESSON

NO EATING
OR DRINKING
IN CLASS

EARPHONES
ARE NOT
ALLOWED
DURING
LESSONS

AVOID GOING
TO THE TOILET
DURING
LESSONS

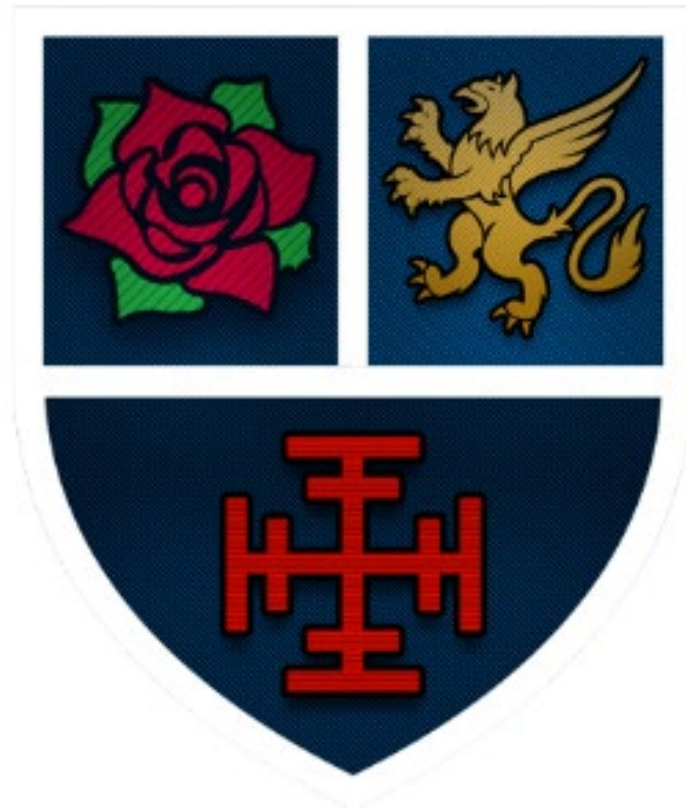
COATS OFF
IN CLASS

REGULARLY
REVIEW
LESSON NOTES
AND KNOWLEDGE
ORGANISERS FOR
HOMEWORK

FIRMLY STICK
TO WORK
COMPLETION
DEADLINES

SETTLE
TO WORK
QUICKLY

TURTON
SCHOOL



Mark Sykes
Head of Year 7

Group Tutor Meeting Rooms

7S1 – E1 (Miss Ross)

7S2 – E2 (Miss Knowles)

7S3 – E4 (Mr McMahon)

7S4 – E9 (Miss Graham)

7T1 – E3 (Ms McKenna)

7T2 – E6 (Ms Booth)

7T3 – E7 (Ms Diaz)

7T4 – E8 (Mrs Lanoe)

7P1 – E5 (Mr Grogan & Miss Murphy)