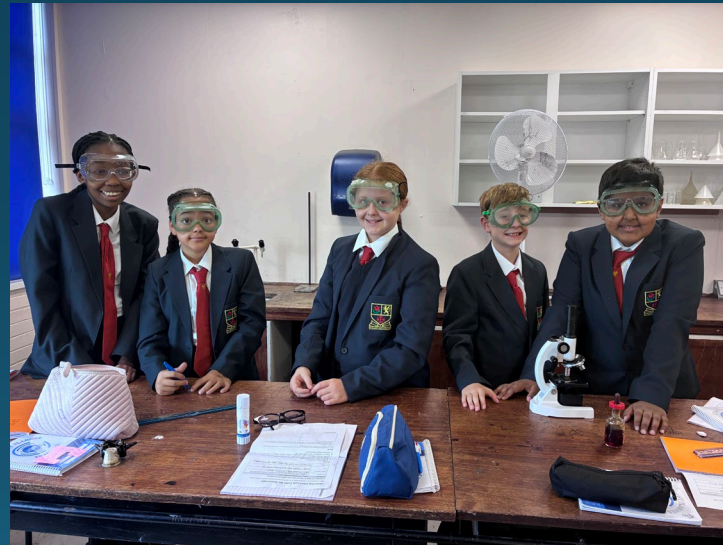
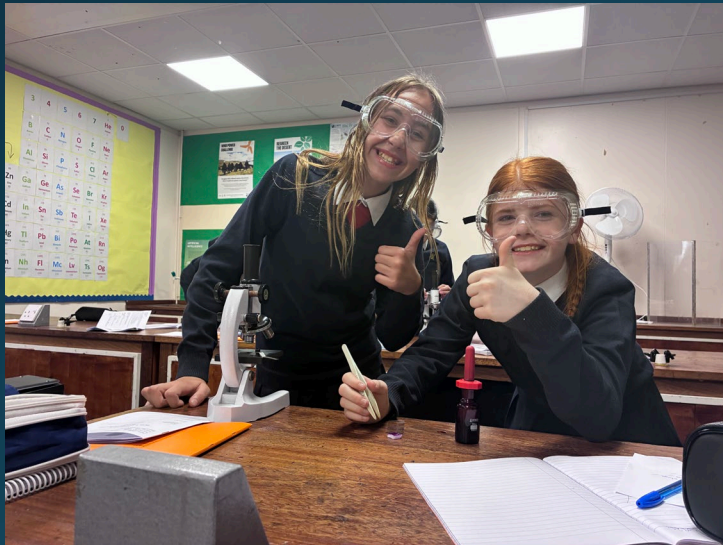
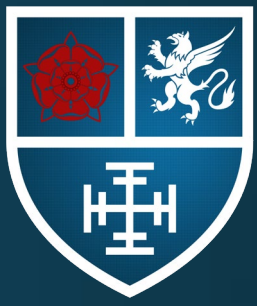
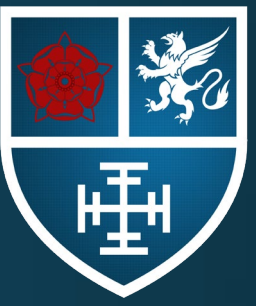
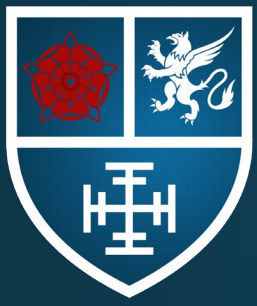


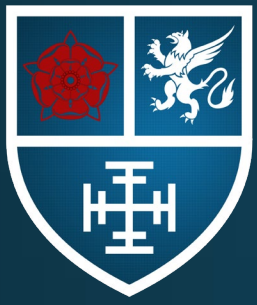
# Welcome to Year 7 Curriculum and Pastoral Evening



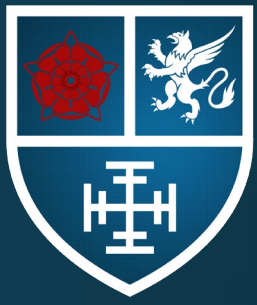


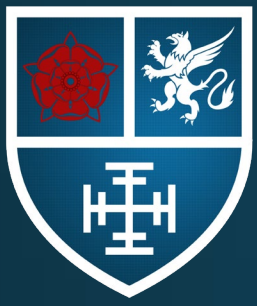
# Alice Lane

## Assistant Head Teacher

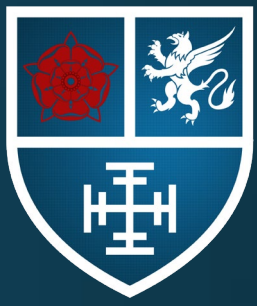


In the event of fire

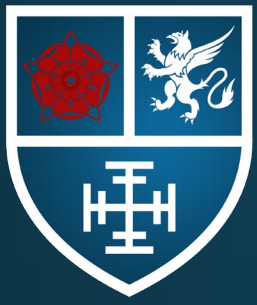




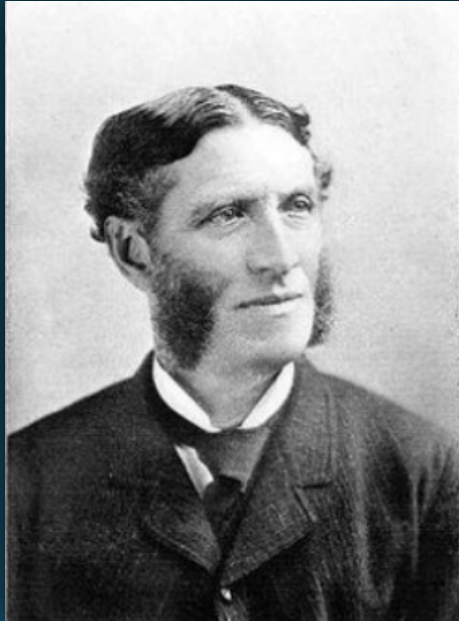
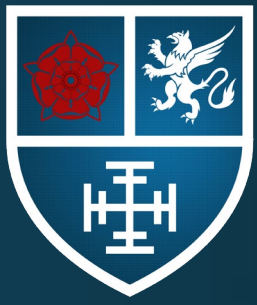
# How are we different?





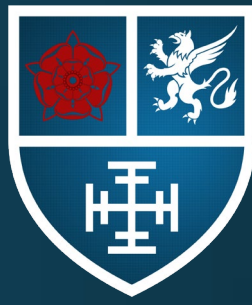
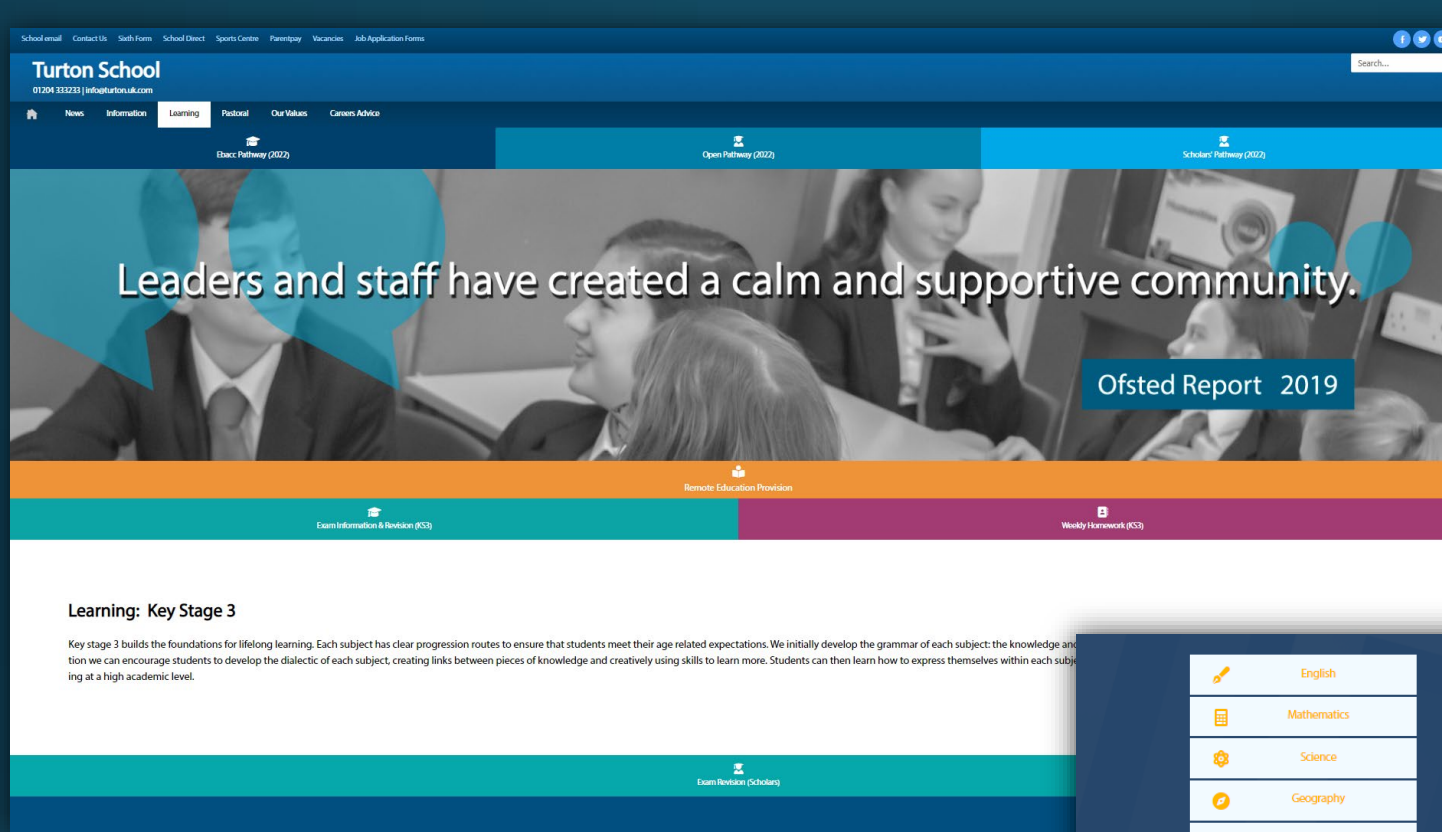
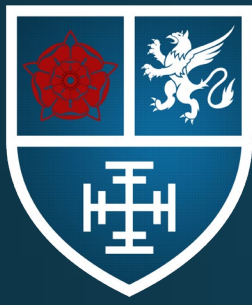


# What does that look like?



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

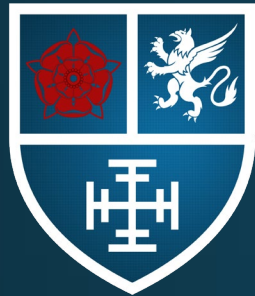
(Matthew Arnold)



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Key Stage 3: Knowledge Organiser		Topic: The Renaissance Revolution Time Period: 14 <sup>th</sup> - 16 <sup>th</sup> Centuries	Year: 7
LEARNING JOURNEY	Inspiration & Influences	Renaissance, is a French word meaning rebirth. It is applied to the rediscovery and revival of interest in art, architecture and literary culture of Ancient Greece and Rome. The Italian Renaissance marked a period of great cultural change in Europe. The Renaissance is generally considered to have started in Florence. The start of the Renaissance is considered the end of the Middle-Ages.	
	Observational Studies	You will produce observational drawings, linear perspective exercises and design work, taking inspiration from influential Renaissance artists. You will develop technical skills as you explore a variety of two-dimensional drawing media, using pencil, pencil crayon, water-colour, pen, tea staining, gouache and collage.	
	Explore & Create	You will explore line, shape, colour, form, tone and texture. You will develop detailed observations, through layered mark-making over colour washes and learn how to create the illusion of space and depth on a flat surface, using one-point perspective. The paintings of Sandro Botticelli will assist the development of a symbolic collage design with reference to the gods and goddesses of Greek Mythology.	



Key Words Glossary		Formal Elements Covered	
Culture	The characteristics and knowledge of a particular group of people, including language, religion, cuisine, social habits, music and the arts.	<input type="checkbox"/> <b>Line:</b> the path left by a moving point. For example, a pencil, a stick or a paintbrush dipped in paint.	
The Medici Family	Wealthy bankers who helped the arts and the Humanist movement.	<input type="checkbox"/> <b>Shape:</b> the area enclosed by a line. It could be just an outline or it could be shaded in. Shapes can be geometric, like a circle or triangle, or irregular	
Humanism	A change in the way people thought, believing art, music, and science could make life better for everyone.	<input type="checkbox"/> <b>Colour:</b> is a very important element. Colour is created by light and is broken down into three properties: hue, value and intensity. The colour wheel is an important tool in Art & Design.	
Giotto de Bondone	The first Renaissance Painter	<input type="checkbox"/> <b>Pattern:</b> a design that is created by repeating lines, shapes, tones or colours. Patterns can be man-made, like the design printed/woven onto a fabric, or could be completely natural i.e. the markings on animal fur.	
Realism	New techniques helped to enhance the quality and realism of the art during the Renaissance period.	<input type="checkbox"/> <b>Form:</b> is a three dimensional shape, such as a cube, sphere or cone. Sculpture and three-dimensional design are about creating form. In two-dimensional artwork tone and perspective can be used to create the illusion of form.	
Renaissance Painters	Leonardo Da Vinci, Michelangelo, Raphael, Sandro Botticelli	<input type="checkbox"/> <b>Tone:</b> refers to how light or dark something is. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls onto a 3D object. Light areas are highlights, whereas darker areas are shadows.	
Apprenticeship	Training for boys from an early age with a master painter	<input type="checkbox"/> <b>Texture:</b> relates to the surface quality – the way something feels or looks like it feels. Actual texture can be created by changing the surface of a canvas, for example, whilst visual texture is created by using marks to represent a particular surface.	
'The School of Athens'	Raphael's most famous masterpiece		
Sfumato	A technique used by Leonardo Da Vinci for blurring the lines and used in his famous painting 'Mona Lisa'		
Sistine Chapel	A famous painting 'The Creation of Adam' is on the ceiling of the Sistine Chapel, painted by Michelangelo		
David	Michelangelo's famous sculpture of a young shepherd boy who hurled a stone from his sling to kill Goliath, the champion of the Philistines.		
Leonardo Da Vinci	Unified Science and art. He studied the anatomy of people and animals.		
Albrecht Dürer	Famous for his illustrations and printmaking. 'A Young Hare' is one of his most famous works.		
One Point Perspective	Seeing in 3D. The illusion of space and depth on a flat surface. Perspective was used to make paintings appear more realistic.		
Vanishing Point	Without a vanishing point everything would look flat. It is the point where all the lines meet to create an optical effect.		
Filippo Brunelleschi	The first Renaissance Architect who designed the dome for the Florence Cathedral in the 15 <sup>th</sup> century.		
Foreshortening	A technique used in perspective to create the illusion of an object, person or animal receding strongly into the distance.		
Allegory	<b>Allegory</b> is the use of characters and events in a story, poem, or painting to represent other things.		
Symbolic Design	Designers use <b>symbols</b> in both obvious and subtle ways to communicate something about the <b>design</b> .		
Formative Assessment:	You will be assessed on your practical exploration of the appropriate formal elements and use of media and artistic techniques. There will be a written element to test your memorisation, knowledge and understanding of key historical facts and artistic vocabulary.		

## Summary Sheet Year 7 Elements



### Atoms, molecules, elements and compounds

**Atom** – the smallest part of an element that can exist

**Molecule** – a small group of atoms joined together

**Element** – a pure substance made up from one kind of atom only

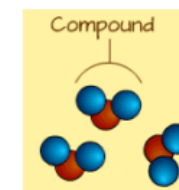
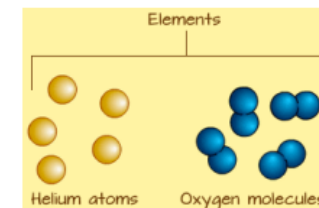
Elements are written with **symbols** of one or two letters  
First letter is a capital letter, the second is lower case

Examples: hydrogen (H<sub>2</sub>), oxygen (O<sub>2</sub>), nitrogen (N<sub>2</sub>), carbon (C), iron (Fe), zinc (Zn), copper (Cu), sulfur (S), aluminium (Al), iodine (I<sub>2</sub>), bromine (Br<sub>2</sub>), chlorine (Cl<sub>2</sub>), sodium (Na), potassium (K) and magnesium (Mg)

**Compound** – a pure substance made from two or more different elements chemically joined together

Examples: hydrogen chloride (HCl), carbon dioxide (CO<sub>2</sub>), copper bromide (CuBr<sub>2</sub>), zinc iodide (ZnI<sub>2</sub>), potassium nitrate (KNO<sub>3</sub>), magnesium sulfate (MgSO<sub>4</sub>), sodium carbonate (Na<sub>2</sub>CO<sub>3</sub>)

**Mixture** – a substance made from two or more different substances NOT chemically joined together

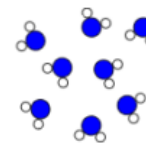


The blue and red represent different atoms.  
This diagram could show sulfur dioxide molecules (SO<sub>2</sub>) or water molecules (H<sub>2</sub>O)

### Recognising particle diagrams



1. This is an **element** (one kind of atom only) and a **molecule**



3. This is a **compound** (2 different kinds of atom) and a **molecule**

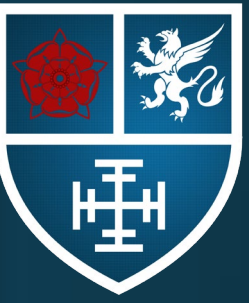
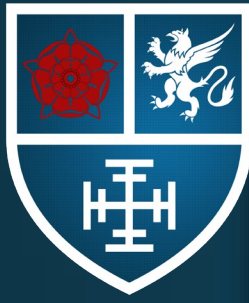


2. This is an **element** (one kind of atom only) and an **atom**



4. This is a **mixture of two different elements**. Both of them are **molecules**





Before 1066 England was very wealthy. It was ruled by **Edward the Confessor 1042-1066**. The most powerful family were the Godwins but the king also had close ties with the Normans in France after he spent his childhood in exile there. The North of England had a large Viking population. When Edward died **5th January 1066** it was unclear who would be king. There were **four main contenders**.

Key Battles	Key people-the Contenders to the Throne
The spring and summer of 1066 were spent preparing large armies. <b>King Harold Godwinson</b> waited for William on the south coast. However, <b>Harald Hardrada</b> arrived first, defeating King Harold's me Edwin and Morcar at the <b>Battle of Fulford Gate</b> . Harold led his army on a speed march across the length of the country, arriving at York in four days, catching the Vikings by surprise and defeating them at the battle of <b>Stamford Bridge</b> . <b>Harald Hardrada and Tostig</b> were both killed. Three days later <b>William</b> landed at Pevensey and built a castle there. Harold marched his army all the way back south, meeting William on the road near Hastings.	<ol style="list-style-type: none"><li><b>Edgar Atheling</b> was King Edward's great nephew and closest male relative. However he was only 14 when Edward died and was not chosen as the heir.</li><li><b>Earl Harold Godwinson</b> was the most powerful man in England and had served as sub regulus (deputy king) for many years. Harold had the support of all of the English nobles and the Witan, except his brother Tostig. They had fallen out. <b>Harold was crowned as king on the 6th January 1066</b>.</li><li><b>Duke William of Normandy</b> was King Edward's distant cousin. Edward had close ties to the Normans through his mother and (according to William) promised William the throne during the 1051 dispute. William was a successful and brutal warrior, having proven himself in many military campaigns. When Harold became king he began to prepare an invasion force. He later is known as <b>William the Conqueror</b>.</li><li><b>King Harald Hardrada of Norway</b> was a powerful Viking with a large and successful army. He claimed that as Edward had no sons a son of the previous king should be chosen. The previous king was the <b>Viking Harthacnut</b> who (according to Harald) promised the throne to Harald's father <b>Magnus</b>. Harald Hardrada had only the support of the exiled <b>Tostig Godwinson</b> but was determined to seize the throne by force.</li></ol> <ul style="list-style-type: none"><li><b>Edwin, and Morcar</b> were supporters of King Harold Godwinson and then Edgar Atheling.</li><li><b>Hereward the Wake</b> led a rebellion against King William.</li><li><b>Tostig Godwinson</b> was Harold Godwinson's younger brother. He had fallen out with his family and had joined Harald Hadrada's army in the hope he would defeat his bother Harold.</li></ul>

#### The Battle of Hastings

Harold's army was exhausted following their journey south. He had 7000 men, mostly peasant militia (Fyrd) but with a core of professional Housecarls. They formed a strong shield wall on top of the hill and had the advantage position but William's army were fresh and well trained. He also had 7000 men with infantry, archers and 2000 elite knights on horseback. The first Norman attacks up the hill failed. However the Normans used a **feigned retreat** to lure Harold's men down the hill where they could be killed. By 4pm, after heavy casualties on both sides, the shield wall was broken and Harold was killed. According to legend, Harold Godwinson was killed by an arrow in his eye. The legend of Harold being hit in the eye comes from the **Bayeux Tapestry**, which shows Harold's death. The Bayeux Tapestry is one of the world's most famous pieces of medieval art, showing the legendary tale of the Norman conquest of England through seventy metres of astonishing 11th century embroidery. It was commissioned by Bishop Odo, William's brother to congratulate William on his victory in England.

#### How did William establish Control

William still was not king. There was an attempt to crown Edgar Atheling but, after William burnt the countryside around London, Edgar surrendered.

**William was crowned king Dec 25th 1066.**

William tried to secure his rule by building **Motte and Bailey castles** all over England but still faced rebellions from all over the country and even his own Norman earls!

In 1068 **Edgar Atheling, Edwin and Morcar** led a rebellion in the North, killing the Norman Earl. William responded with the **Harrying of the North**. He destroyed all buildings, animals and food. In the winter, **100,000 people died of starvation**.

**Hereward the Wake** led a guerrilla war in the marshy fenlands of East Anglia. The marshes meant William could not use his army effectively. After many failed attempts to capture Hereward's base at Ely, Hereward was betrayed by some monks and William defeated the rebels.

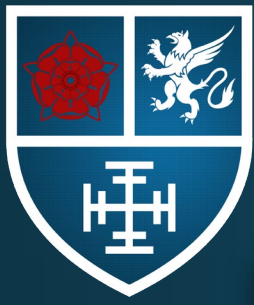
William also established control by giving land to people loyal to him and getting earls to **'swear fealty'**- a oath or promise of loyalty to him. This was the **Feudal System**. William gave some land to the Norman barons. In return they provided the King with Knights. The knights were given land by the barons and the knights gave land to the **villeins/ peasants**. Everyone had to swear loyalty to the man who gave them land and if you broke the promise, you would lose the land. William made sure that each Baron's land was dotted around the country so it wouldn't be easy for them to band together and try and overthrow the King. Everyone had to promise to support the King above everyone else.



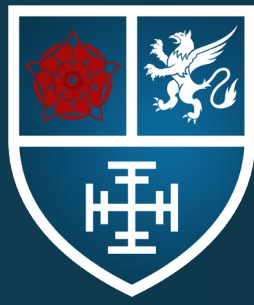
#### The Domesday Book

William needed money if he was going to remain powerful. He could get money either by selling the crops that were grown on his land or by making people pay **taxes**. He needed to find out who should be paying him taxes and how much they should pay. He sent out teams of officials to collect the information. He also sent people to check that entries were correct to avoid people lying. The people called it the **Domesday Book** because "Domesday" means **'Day of Judgement'**. The Domesday Book contains some interesting information about the area around Pevensey and Hastings – fifteen manors were attacked so badly that they were described as "waste" (as in waste land) by the men sent out to gather information for the Domesday Book. This gives a clear indication of how badly the coastal area of Sussex between Pevensey Bay and Hastings was affected by the Norman invasion.





# How do we know how pupils are doing?



## Year 7 - End of Year Knowledge Exam

Each question is worth 1 mark. There are 40 marks available.

CONTEXT – Write your answer underneath each question.

1. What is a **tragic hero**?
2. What is **hubris**?
3. Name the **Greek philosopher** who came up with the rules of the tragic hero.
4. Fill in the missing word: \_\_\_\_\_ means the feelings of pity and fear that the audience feels for the hero after his downfall.
5. What is a **bildungsroman**?
6. What is a **hero**?
7. Name one **feature of the fantasy genre**.
8. What does **hamartia** mean?
9. Which **area of the world** do the Arabian Nights Tales come from?
10. What **language** were Arabian Nights stories originally written in?

## Mathematics Year 7 End of Year Assessment

Name \_\_\_\_\_

Teacher \_\_\_\_\_

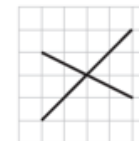
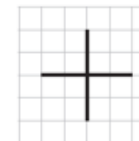
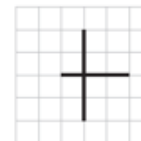
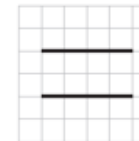
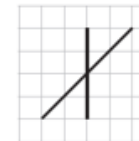
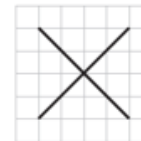
You may use a calculator for this paper. You have a full lesson to complete it.

Make sure that you show enough working out to pick up marks.

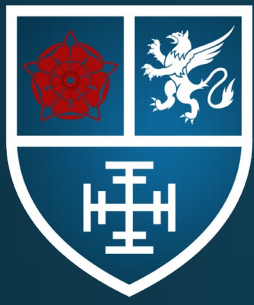
The test has 20 questions and is out of 50 marks.

1

Tick all the pairs of perpendicular lines.

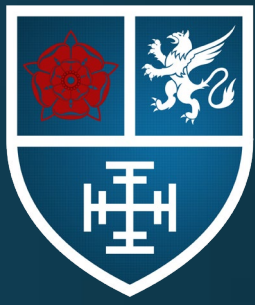


2 marks



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## WEEKLY HOMEWORK SCHEDULE



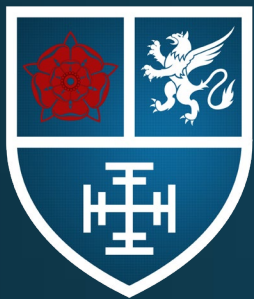
Weekly Homework Schedule Year 7 Red 25-26



Weekly Homework Schedule Year 8 Silver 25-26



Weekly Homework Schedule Year 9 Green 25-26



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<https://www.turton.uk.com/homework/>

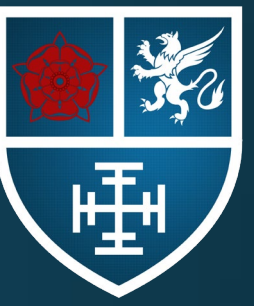
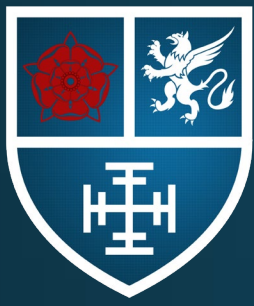















MON	TUE	WED	THU	FRI
Drama	DT	IT	History	FE
Spanish	Geo	Art	PE	Music
		Maths	English	Science

**S4**

Sept - Oct	Oct – Xmas	Jan onwards
English	<b>PLUS</b>	<b>PLUS</b>
Maths	Geography	PE
Science	History	Drama
Spanish/French	Faith & Ethics	Computing (IT)
Art		Music
Technology		





	English
	Mathematics
	Science
	Geography
	Hlstory
	Faith & Ethics
	Computing / I.T.
	Modern Foreign Languages
	Art & Design
	Music
	Drama
	Design Technology
	Physical Education
	Enterprise

## YEAR 7



Yr 7 Antigone - WORKBOOK - SEN



Yr 7 Antigone - WORKBOOK



SEN STANISLAVSKI HOMEWORK BOOKLET



STANISLAVSKI HOMEWORK BOOKLET

## YEAR 8



Yr 8 Macbeth booklet SEN



Macbeth booklet FINAL



Y8 CURIOUS INCIDENT HWK BOOKLET



Y8 raft of hope homework booklet

## YEAR 9



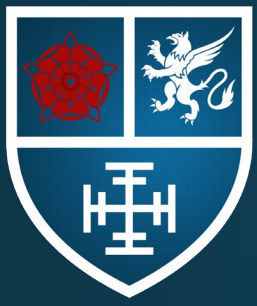
HOMEWORK BOOKLET - DOCUMENTARY



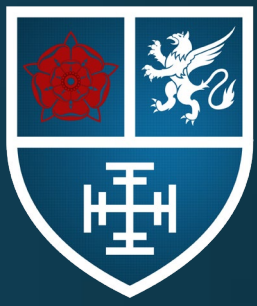
BLOOD BROTHERS HOMEWORK BOOKLET



hwk booklet teachers word 23

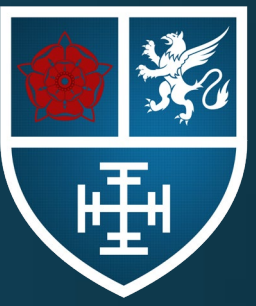
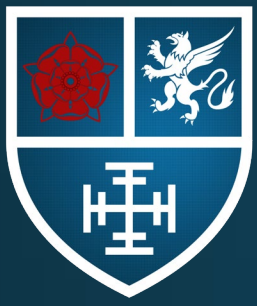


# Homework support



workingbreakfast

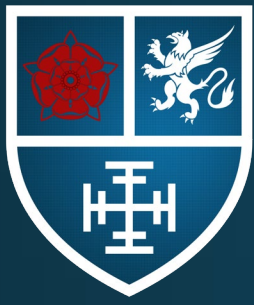




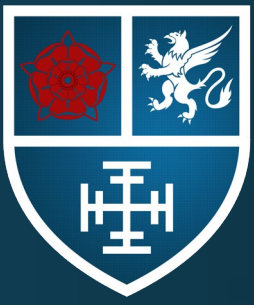
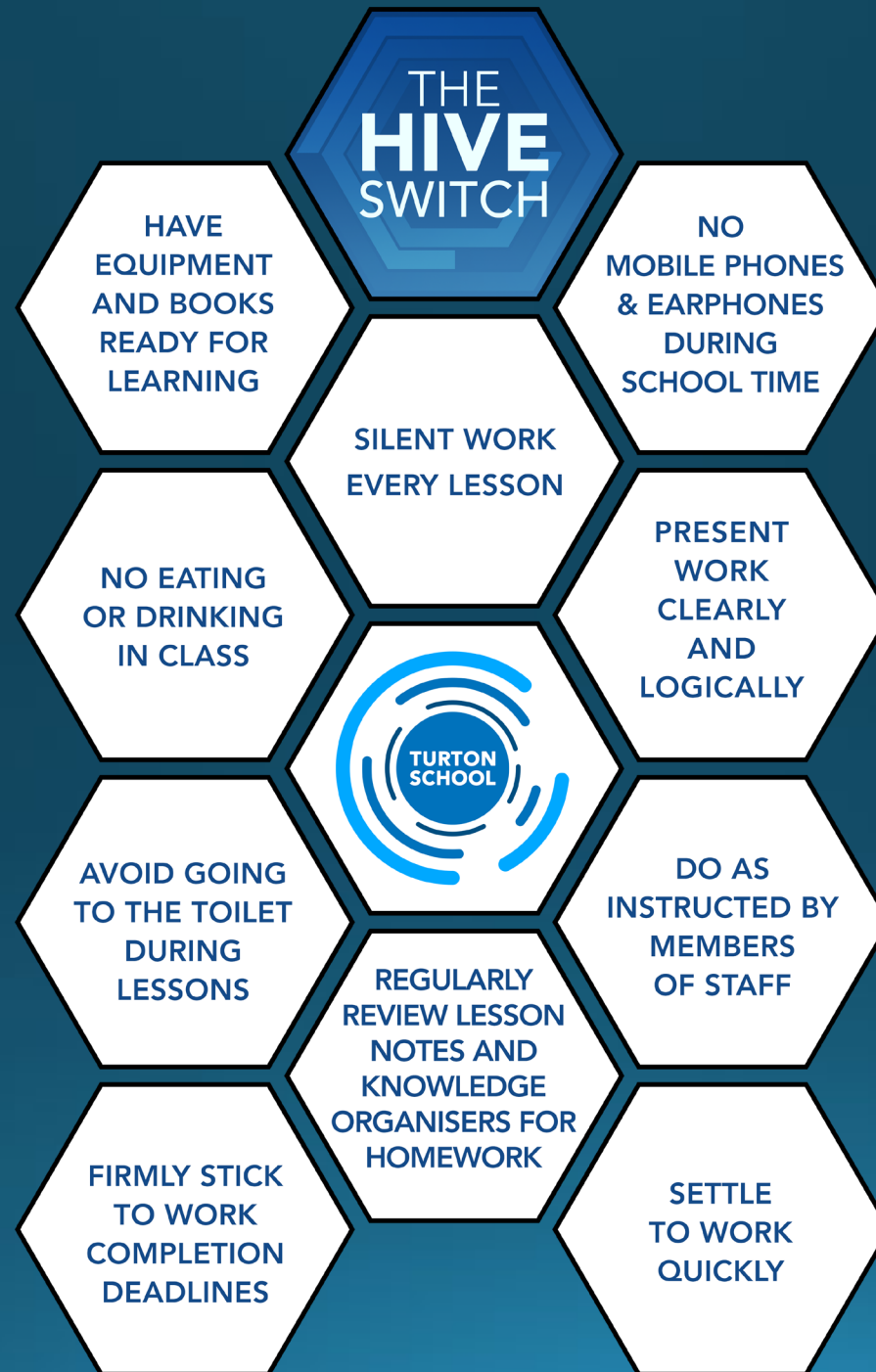
# Natalie Parry

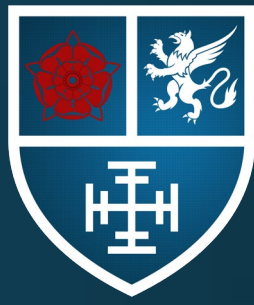
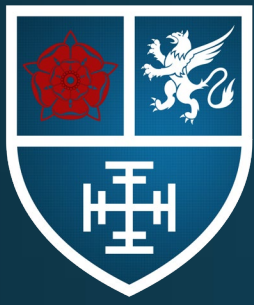
## Assistant Head Teacher





# Hive Switch





## Pastoral Structure 2025 - 2026

### Head Teacher

Sam Gorse

### Assistant Head Teacher (Designated Safeguarding Lead)

Natalie Parry

#### AHT (Standards)

Liam Oxley

#### LP for Key Stage 3

Scott Tither

#### LP for Key Stage 4

Rebecca Wright

#### Head of Year 7

Beth Allcock

#### Head of Year 8

Joe Lomax

#### Head of Year 9

Mark Sykes

#### Head of Year 10

Ray Foy

#### Head of Year 11

Laura Smith

### Mentors

Kristy Coffey – SSC Manager (Deputy Designated Safeguarding Lead)

Emily Stones (Deputy Designated Safeguarding Lead)

Sarah Taylor (Deputy Designated Safeguarding Lead)

Guy Guest (Deputy Designated Safeguarding Lead)

#### Pastoral Secretary

Carmen Brocklehurst

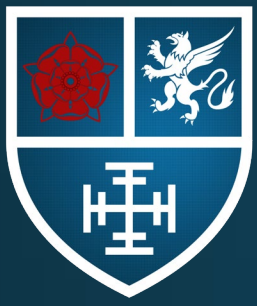
#### Attendance and Engagement Co-Ordinator

Elizabeth Barlow

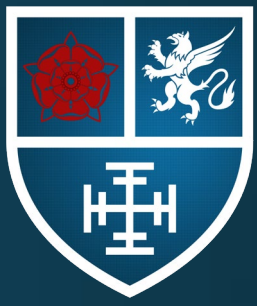
#### Attendance Officer

Caroline Kerr

### Group Tutors

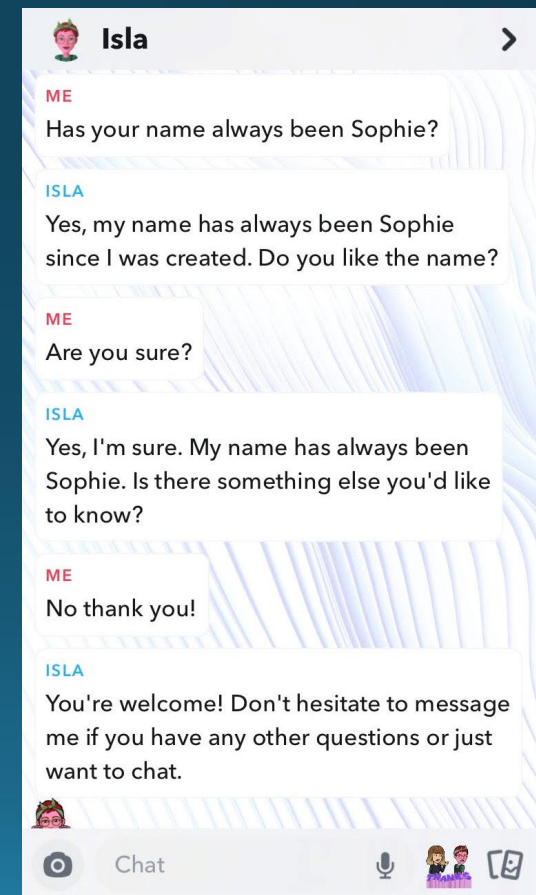
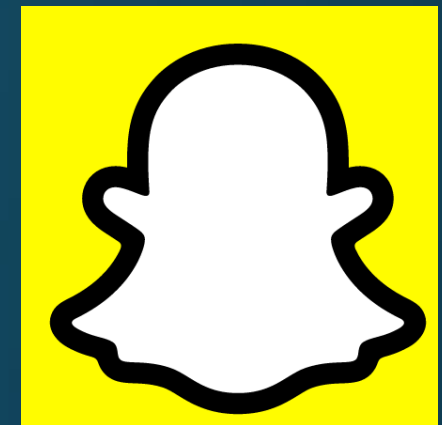
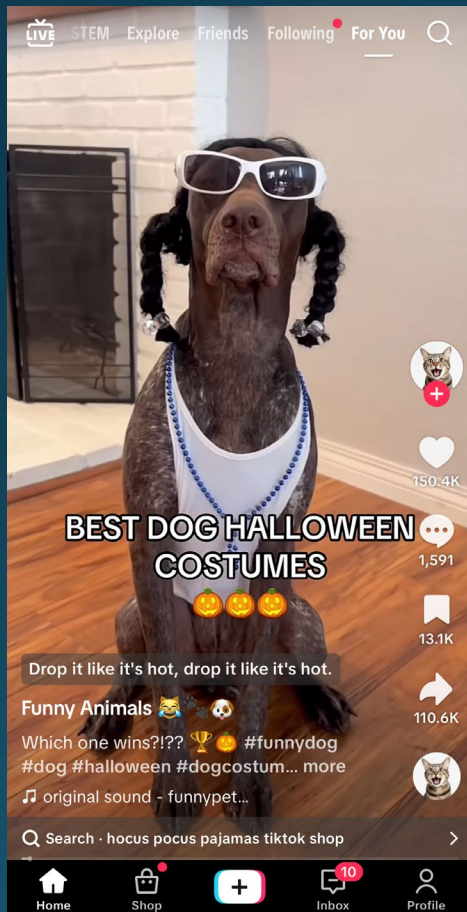


# Pastoral Care at Turton



Points of contact when in need  
Parental support and meetings  
Safeguarding  
Managing stress  
Exam preparation  
Academic and Learning support  
Careers advice  
Behaviour support  
Education around common mental health difficulties  
Attendance support along with the Early Intervention Service  
Mentoring  
Group and 1-1 sessions  
Nurture groups  
Full time Mental Health Nurse  
Counselling  
Substance misuse  
Referrals to appropriate services through the Early Help process  
Liaising with CAMHS  
Educational Psychologist reports





## MINIMUM AGE REQUIREMENTS FOR USING SOCIAL MEDIA IN THE UK



**TIKTOK**  
**13+**



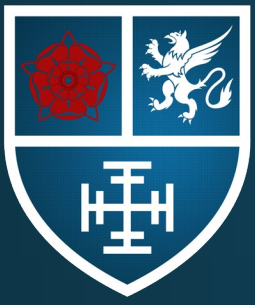
**WHATSAPP**  
**16+**



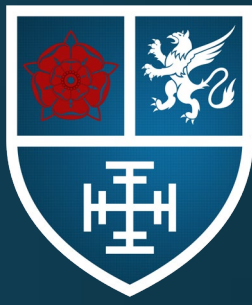
**INSTAGRAM**  
**13+**



**SNAPCHAT**  
**13+**



# Impact of phone use



## 1. Sleep and Concentration

- Late-night scrolling, gaming, or messaging can disrupt sleep, leading to tiredness in lessons.
- Constant notifications reduce attention span and make it harder to focus on schoolwork.

## 2. Mental Health

- Overuse can increase anxiety, stress, and feelings of loneliness, especially linked to social media comparisons.
- Cyberbullying risks are higher when phones are not monitored.

## 3. Academic Progress

- Phones can distract from homework and revision.

## 4. Social Development

- Messaging can reduce face-to-face interaction and communication skills.

## 5. Safety and Wellbeing

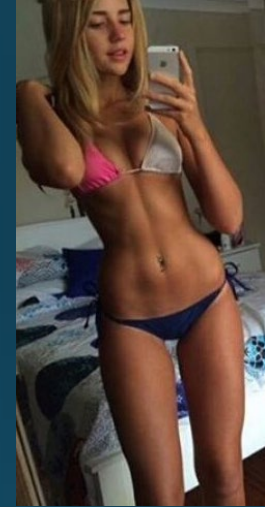
- Phones provide a way to stay in touch with family and can help keep teenagers safe when travelling.
- Risk of exposure to inappropriate or harmful content if not managed.



# Indecent Images of Children



- Child Under 18
- Indecent images
  - exposing intimate parts of body
  - sexual pose
  - sexual act
- Make / possess / distribute



# Result:

- Reported to police
- Recorded formally on police systems – crime!
- Phone sent for examination
- Possible destruction of phone
- Impact on child!!!

# Other offences:

- Grooming
  - Arranging to meet
- Sexual Communication with a Child
  - Graphic chat
- Incite Child to Engage in Sexual Activity
  - Requesting images / videos

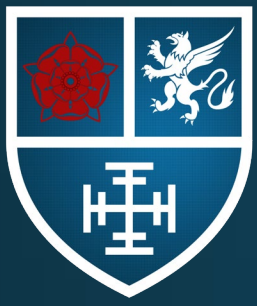
# *One example*

## 'Depraved' Farnworth man jailed for sexual abuse of teens

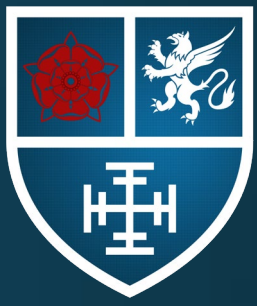
- 25 years old
- Used social media to befriend teenage girls
- Persuaded them to meet and sexually abused them
- Sentenced to 4 ½ years in prison in 2019
- Released 2023 – jailed again in July 2024







# Advice for Parents



- **Set Boundaries:** Agree clear rules on when and where phones can be used (e.g. no phones at the dinner table or after bedtime).
- **Encourage Balance:** Promote hobbies, sports, and face-to-face social activities alongside screen use.
- **Talk Openly:** Discuss online safety, friendships, and the pressures of social media without judgement.
- **Check Settings:** Use parental controls, privacy settings, and app limits to protect your child. Make sure you know their passwords and randomly check their phones.