

Knowledge Organiser

Year 7

Term 1
2024/25



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English Year 7 Term 1
Travel and Literacy

Term Focus

You will learn how to:

- appreciate and comment on a writer's presentation and experience of travel.
- become a travel writer yourself and produce pieces of travel writing for different purposes, audiences and forms.
- Write accurately with secure literacy skills.



Prior Learning Links

- Creative writing tasks will continue to develop the stamina to write at length.
- Revisit and practise the correct use of spelling, punctuation, and grammar.
- Development of vocabulary, building systematically on pupils' current knowledge.
- Increase pupils' vocabulary store make connections between known and new vocabulary; discuss the meaning of similar words.
- Read fluently and with good understanding of the texts.

Future Learning Links

- Reading a variety of fiction and non-fiction texts will spiral into Year 8 schemes and reading of more challenging fiction and non-fiction texts.
- Creative writing skills will spiral into Year 8 learning.
- Develop pupils' reading and writing in all subjects to support their acquisition of knowledge.
- Pupils' command of vocabulary is the key to their learning and progress across the whole curriculum

Prior and future learning links are underpinned by the National Curriculum guidance.

KEY VOCABULARY

| KEY WORDS | KEY SUBJECT TERMINOLOGY |
|---|---|
| Travel Writing: a person writes about their experiences of places they visit | Skim: means to look for important information without reading the whole text; a speed read. |
| Humour: the quality of being amusing or funny – try to include humour in your writing. | Scan: means reading to pick out information such as the cost of a hotel room. |
| Brochure: a booklet that has the texture of a magazine – people look in brochures to find holidays. | First person: a type of writing in which uses the personal pronoun: "I". A personal, intimate account creating a connection between the reader and writer. |
| Blog: a personal piece of writing about a topic, usually found online. And written in an informal or conversational style. | Autobiography: an account of a person's life written by that person |
| Monolith: a large block of stone | Biography: an account of someone's life written by someone else |
| Innocuous: not harmful or offensive | Opinion: a personal view or judgement formed about something. |
| Obliterate: destroy, wipe out | Fact: something that is known or proved to be true |

| | |
|---|---|
| Neapolitan: a person who lives in Naples. (Yes...there is also ice cream!) | Genre: a style or category of art, music, or literature |
| Sombre: dark or dull in colour; a feeling of deep seriousness and sadness | Implicit: suggested but not directly expressed. Look for the hidden meaning. |
| Dispirited: Feeling unhappy and without hope or enthusiasm | Explicit: stated clearly and in detail, leaving no room for confusion or doubt |

1. What is travel writing?

Red Amber Green

- Travel writing is when a person visits places across the globe and then write about their personal experience.
- Travel writing is type of creative non-fiction writing that transports the reader to new places.
- Travel writing gives the reader an appreciation of different cultures around the world.



Conventions of travel writing

1. Usually written in first person and this creates a personal account.
2. People and places are described in detail.
3. The writer's thoughts and feelings are made clear, and the writer is reflective about the destination.
4. Can give a strong opinion about the place.
5. Has a strong sense of the writer's personality.
6. Paints a vivid picture: language is descriptive and imaginative.
7. Gives facts about the place.
8. Can be colloquial (a chatty style like the writer is having a conversation with the reader).

Recipe for Successful Travel Writing

1. People and places are described in detail.
2. The writer's thoughts and feelings about the place are made clear.
3. Language is descriptive and imaginative.
4. Travel writing is usually written in the first person.
5. Humour.



2. What is a word class?

Red Amber Green

| Word Class | Definition |
|-----------------|--|
| Common Noun | Common nouns are the names of things that you can touch and see. |
| Proper Noun | A proper noun is the name of a particular person, place or thing, and always begins with a capital letter. |
| Abstract Noun | Ideas, concepts, emotions, and other "things" you can't physically interact with. |
| Collective Noun | Words to describe groups of things. |
| Compound Noun | Nouns made up of more than one word. |
| Pronoun | A word that takes the place of a noun in the sentence. |
| Verbs | Verbs are 'doing <u>words</u> '. A verb can express: <ul style="list-style-type: none">• A physical action• A mental action• A state of being |
| Adjectives | A word that describes a noun. |
| Adverbs | A word that gives more information about a verb, adjective or another adverb. |
| Prepositions | A word that describes the position of something, the time it happened or the way it is done. |
| Conjunctions | A word that connects, phrases or sentences. |
| Determiners | A word that introduces a noun. |

3. What is the meaning of purpose, audience and form?

Red Amber Green

Purpose

The purpose is to ask why a person would read this piece of writing and what its goal or aim is.

- Informative writing gives facts or directions. Example: forest trail guide
- Persuasive writing that gives the reader an opinion and tries to convince them that it is correct. Example: a holiday brochure
- Descriptive writing that gives a clear and vivid picture of a person, place, thing or event. Example: a journal or blog.

Audience

The audience means who would read it and who it is aimed at.

For example:

- Couples
- Families
- Solo travelers

Form

The form refers to the type of text

For example, a book, a brochure, a leaflet, a newspaper, or something else?



4. What is skimming and scanning?

Red Amber Green

Skimming means to look for important information without reading the whole text; a speed read.

Scanning means reading to pick out information such as the cost of a hotel room.

Skim reading can help you quickly extract important information. Skimming allows you to grasp the big ideas without reading every word.

1. Start by scanning the title. Look for keywords and phrases that give you an overview of the themes.
2. Focus on headings and subheadings. They often contain key ideas and main points.
3. Move your eyes both vertically and horizontally. Skim through the content, identifying relevant sections.
4. Read the first sentence of each paragraph – it often indicates the main point of the paragraph.

Scanning can help you quickly locate specific information. Scanning helps you pinpoint relevant details efficiently.

1. Look for Keywords: which specific keywords or phrases you're interested in.
2. Quickly scan through the text, looking to find those keywords.
3. Once you find a keyword, read the sentence carefully to determine if it contains the information you need.

5. What is implicit and explicit detail in a text?

Red Amber Green

- Implicit means something that is suggested but not directly stated. When you encounter something implicit, it's like reading between the lines! In other words, implicit means finding the hidden meaning in a text or image.
- Explicit means when something is stated clearly and in detail, leaving no room for confusion or doubt. When something is explicit it is like shining a light on the details.

6. What is A.P.E and how do I use it in paragraphs?

Red Amber Green

A: what is the **answer** to the question you've been asked?

P: **prove** your answer with a quotation.

E: **explain** why that quote helped you answer the question. Refer to any techniques, key words, reader feelings.

Evidence:

a piece of the text that has been copied and is surrounded by quotation marks.

When you are given a text in English and then asked a question based on the text, you will be expected to prove your ideas with evidence.


Quotations:

A quotation mark looks like two **apostrophes** together and is always written in pairs (" ")

Quotation marks are used to show the **exact** words you have borrowed to prove your answer to the question.

Answer it

I think...
The writer...
In this text...
I believe that...
It is clear that...
The speaker...
The writer creates ... by ...
My opinion is ...




A.P.E.

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Prove it

For example...
I know this because...
The writer states that...
The text includes...
The character says...
For instance, the writer describes ...
as ...
I get this impression because...




A.P.E.

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Explain it

This implies...
This suggests that...
This means that...
This makes you realise...
This creates a sense of...
This makes the reader think/feel...
This can be interpreted as...
The effect of this is...



A.P.E.

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7. Can I write an A.P.E paragraph?

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Have you

1. Answered the question?
2. Proven their answer with evidence using quotation marks?
3. Explained why the quote helped them answer the question? Zoomed in on a powerful word that also helps to answer the question?

Exemplar

How does Elizabeth Gilbert feel about Italian pizza?



Gilbert seems to really love and enjoy the Italian pizza she experienced during her travels. The pizzas also seem to be extremely popular among the locals who are also described as enthusiastic to buy the pizza. For example, the streets are 'jammed' with people trying to get near the pizza shop. Also, Gilbert's imagery using the simile: 'shoving for access like they're trying to get space on a lifeboat' creates the idea of an eager desire and enthusiasm among the locals trying to purchase the pizza. The popularity of the pizza highlights its cultural importance, and it is no wonder Gilbert is keen to try it!

Furthermore, Gilbert's description of the pizza creates the idea of excitement and enthusiasm because she marvels at the simplicity of only having two types of pizza to choose. The vivid sensory details she shares of the 'sweet tomato sauce' that 'foams up all bubbly and creamy' create the idea that the pizza is tasty, enjoyable and satisfies her appetite immensely. Overall, Gilbert's description of the pizza demonstrates her love, respect, and enthusiasm for Italian pizza, and, she indicates the cultural importance pizza holds in Naples, Italy.

8. What makes an interesting piece of travel writing?

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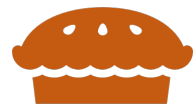
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Recipe for Successful Travel Writing

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9. What is GOMASSIVE and how does it help in writing?

Red Amber Green

Group of three: cold, dark and gloomy



Onomatopoeia: snap, pop, crackle



Metaphor: She is a wave, wild and fierce.

Alliteration: crystal clear

Simile: Superman's cape is red like blood.



Senses: I could feel the scorching sun burning my delicate skin.

Imagery: The azure ocean was speckled with drops of emerald green



Vocabulary: 'petrifying' is better than 'scary'

Emotive language: The poor defenceless fox is cowering in fear.

Bonus language techniques!

Sibilance: the repetition of 's' in a sequence of words. *The sea sighed in despair.*

Personification: giving human qualities to something non-human. *The ground shook with anger.*

Pathetic fallacy: giving human qualities to aspects of nature. *The wind whispered through the trees.*

Introduction:

Include the **TITLE, AUTHOR, GENRE** and then make a **LINK** to the question. Your link simply answers the question briefly. Remember **TAGL!**

A.P.E paragraphs x 3**Conclusion:**

Finish with your final thoughts on how the writer feels about their experience but avoid repeating anything you have already said.

Exemplar Introduction

In the travel blog, 'Avoid the Terror of the Myanmar Overnight Train' by Julian Lee, he seems bewildered and shocked by the conditions of the train, which altogether leads to a rather uncomfortable experience.

Exemplar paragraph

The writer sounds like he is finding it difficult to endure the temperature on the train. He describes the train as, "a steamy tin can," which tells the reader the level of heat is quite unbearable. The metaphor also suggests that he feels he is trapped in a tiny space with little ventilation. In particular, the adjective "steamy" leaves us wondering if he finds the train comparable to a sauna – sticky and humid.

In conclusion, Lee presents a journey which is both humorous and baffling for him. There is no doubt that he does not wish to repeat the journey again.

Thinking point

1. What should come at the **beginning** of an essay and what should it include?
2. What should come in the **middle** of an essay?
3. What should come at the **end** of an essay and what should it include?

HOME LEARNING TASKS

| Task Description | Done? |
|--|-------|
| Reading of cultural capital book and/or library book approx. 15-20 minutes per day. | |
| Design a postcard of your favourite destination | |
| Literacy: complete word class task | |
| Learn your weekly spellings for the quiz | |
| Knowledge organiser revision for class quiz – revise the sections advised by your teacher. | |

Literacy Knowledge Organiser

Term Focus

Year 7 and 8 -all schemes of learning

The literacy knowledge organiser is an important tool for students to enhance their learning across the curriculum in all subjects.



Prior Learning Links

- Consolidates previously learned literacy information and skills which underpin the curriculum.
- Provides a structured outline of key literacy concepts, and supports in the revision process of previously learned skills in primary school and KS3.
- Helps students recall and revise important literacy information by highlighting what is most important and breaking down complex topics into manageable chunks.

Future Learning Links

- Students can revise and retain literacy information by giving prominence to the key aspects which are broken down into manageable parts.
- Enhances student's learning and provides a clear understanding of what students need to revise and retain; also, can be used to track progress throughout the academic year.
- Promotes consistency across the wider school, and ensures all students are learning the same key literacy knowledge and skills.

1. Punctuation

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Full stops: remember to use a full stop at the end of every sentence.



Capital Letters:

- **T**he first word of a sentence always has a capital letter.
- **T**he names of people: **J**ohn, **S**arah, **H**arry.
- **T**he names of places: **C**alifornia, **N**ew **Y**ork, **F**rance.

Apostrophes to show contraction:

You use apostrophes to show you have left out some letters when joining words together. Contractions can make your writing more informal: **Do + Not = Don't**. **Will + Not = Won't**.

Apostrophes to show possession:

Apostrophes can be used to show that something belongs to someone.



- When the noun is **singular**:
- **Sam's** book (the book belongs to Sam)
- **Nicola's** football (the football belongs to Nicola)
- When the noun is **plural**: The **girls'** pencils (the pencils belong to the girls)

Exclamation marks: used to end a sentence to show a strong feeling of emotion like surprise, anger, or shock. For, example: **I'm so frightened!**

!

Ellipses: used to show an omission of words, a pause in thought or to create suspense. For example: **Suddenly, there it was ... his worst nightmare.**

● ● ●

Colons: used to precede lists or explanations.

- I went to the store and bought a lot of fruit: peaches, apples, oranges and pears.
- Sarah wrote a story: The Hungry Fish.

●
●

Semi Colons: used to join two related independent clauses.

- We made too many mistakes; we lost the game.

;

Also, use a **semi-colon** instead of a comma, usually in a list.

- You will need many backpacking items: a sleeping bag; torch; tent; and pillow.

Hyphens: you can use hyphens for several reasons.

—

- To separate sentences with added information: **I enjoy English – as well as Maths.**
- To indicate periods of time: **2000-2006.**
- To form hyphenated words: **self-respect.**
- To create emphasis: **Mum loves seafood – she absolutely adores seafood.**

Brackets: use brackets to indicate added information. The sentence should still make sense when removed.

- **I did my homework, (it took me twenty minutes) and brought it in early.**

()

2. Comma Rules

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- Use a comma before a conjunction, (and, but, nor, yet, or so), to connect two independent clauses.
I had an English test last night, so I revised.
- Use a comma to set off an opening phrase.
As such, I feel there is much I can learn.
- Use a comma when using quotes to separate the quote from the rest of the sentence.
Like Mary Radmacher said, "As we work to create light for others, we naturally light our own way".
- Use a comma to separate adjectives in a descriptive list.
The pizza was hot, delicious and freshly cooked.
- Use a comma to separate three or more things in a series.
Of Charles Dickens' novels, I have read *A Christmas Carol*, *Oliver Twist*, and *Great Expectations*.

- Use a comma with phrases that present a contrast.
Learning about Shakespeare can be beneficial for students, not only in their secondary school studies, but also in their future careers.
- Use a comma to add **extra information** that can be taken out without changing the meaning of the sentence.
My sister Mary, who is a doctor, lives in London.

3. Sentence Structures

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- **Independent Clause:** A clause that can stand alone as a sentence.
The cat sat on the mat. Contains a **subject** and a **verb**.
- **Subordinate Clause:** A clause that depends on an independent clause to make sense.
Without turning around, the cat sat on the mat.
- **Simple Sentence:** Contains just one clause (subject + verb)
Tom went to the shops.
- **Compound Sentence:** Independent Clause + Conjunction (FANBOYS) + Independent Clause (For, And, Nor, But, Yet, So)
Tom went to the shops and he bought some bread.
- **Complex Sentence:** Contains one main clause and one or more subordinate clauses/s.
Although it looked difficult, they still pushed on with the challenge.
- **Exclamatory:** A sentence that shows great emotions.
I am appalled by your behaviour!
- **Imperative:** A sentence that gives commands.
Get out!
- **Interrogative:** A sentence that asks a question (not rhetorical questions).
How much is that dress in the window?
- **Declarative:** A sentence that makes a declaration.
She sells seashells.

4. Paragraphs

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Texts of any length and written in continuous prose are usually divided into paragraphs. Paragraphs are a useful way of helping the reader through a text.

In your writing when you start a new paragraph remember to leave a line to ensure your paragraphs are clear.

Remember to **TIP TOP** your paragraphs!

- **TIME:** you move to a new time.
- **PLACE:** you shift to a different place or location
- **TOPIC:** you move from one topic to another
- **PERSON:** you bring a new person into your writing or change from one person or another. Remember dialogue between two characters needs a new line each time.

5. Sentence Openings

Red Amber Green

In your writing aim to vary your sentence openings to make your writing more interesting for the reader.

| Opener | Definition | Examples |
|------------------------------------|--|---|
| Prepositional phrase | Describes the relationship between nouns | Under Beside Below |
| Adverbs | Adverbs modify adjectives and verbs | Happily (adjective +ly) He ate (verb) his breakfast quickly . |
| Action words ending in -ed or -ing | Verbs with an -ed or -ing ending | Played Playing |
| Transitional words | Tell time, sequence, cause/effect, closing | Since Immediately |
| Very short sentences | Sentences with 2-5 words | We jumped! It was scary. |

6. Homophones

Red Amber Green

Homophones are words that sound the same but have different meanings.

- **Their** means it belongs to them.
- **I ate their sweets.**
- **They're** short for they are.
- **They are going to be cross.**
- **There** refers to a place.
- **I'm going to hide over there.**
- **Your:** refers to something that belongs to you.
- **Your bag.**
- **You're:** a contraction of 'you are.'
- **You're going to win.**

their
there
they^are

7. Spellings

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Commonly misspelled words:

- Believe
- Experience
- Necessary
- Successful
- Environment
- Immediate
- Achieve

- Definitely
- Separate
- Occurrence
- Embarrass
- Receive
- Beginning
- Argument

The **I** before **E** rule:

- Remember: I before E, except after C.
- Examples: believe, receive, piece.

Silent Letters:

- Be aware of silent letters in words like, **k**night, **g**nome, and doubt.

Spelling tips

1. **Read Aloud:** try to pronounce the words as you read them to catch any spelling errors.
2. **Break Words Down:** Divide complex words into syllable sounds for easier spelling.
3. **Use Mnemonics:** Create memory aids. For example:

- **B**ig
- **E**lephants
- **C**an
- **A**lways
- **U**nderstand
- **S**mall
- **E**lephants.

BECAUSE

4. **Learn Common Patterns:** Understand rules like I before E and silent letters.
5. **Practice:** Regularly write and review words to reinforce correct spelling.
6. **Proofread:** Always check your work for mistakes.

8. Word Classes

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Common Noun

Words for types of things, people, and places: **dog, chair, city.**

Proper Noun

The name of a specific person place or thing: **France, Jane, London.**

Abstract Noun

The name of an idea, feeling, quality or state: **love, truth, danger.**

Pronoun

Used instead of a name or names: **they, it, her.**

Verb

An action or a 'doing' word: **run, jump, swim.**

Adjective

Describes the noun: **brave, tall, lumpy.**

Adverb

Tells us how something is done: **slowly, bravely, and very.**

Preposition

Shows direction, time, place, location: **in, at, on.**

Conjunction

- A connecting or joining word: **for, and, nor, but, yet, so**

9. Tenses

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Present tense

Something that is happening now.

Past tense

Something that has happened in the past.

Past progressive

Used to describe an ongoing activity in the past. *My teacher was eating chocolate.*

Present progressive

Used to describe an action that is currently happening. *We are running.*

Present perfect

Used when talking about experiences from the past, a change or situation that has happened in the past and is continuing today. *She has lived here all her life.*

Past perfect

Used to talk about actions and events that were completed at a specific point in the past. *I had written the email on Monday morning.*

10. Root words and word families

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Root words are the core parts of words that carry the main meaning.

Root words form the foundation from which other words are built.

A **root word** can stand alone as a word. For example: **act**.

However, some **root words** may need affixes to become a complete word. For example: **bio**.

Word families are groups of words that share the same root word and have related meanings.

Examples

- **Act**: relates to doing or performing. *Action, Actor, Activate.*
- **Bio**: means life. *Biography, Biology, Biosphere*
- **Geo**: means earth. *Geography, Geometry, Geology*

References:

Oxford A-Z of Grammar and Punctuation.

BBC Bitesize

Maths Year 7 Term 1 – Introductions and number skills

TERM FOCUS –

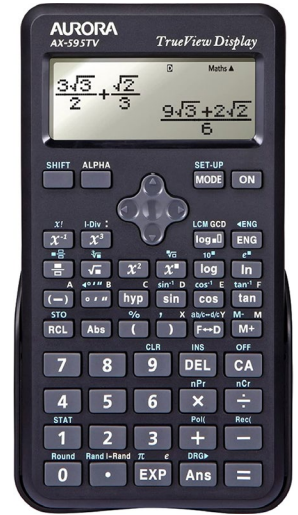
What facts and skills do I need to begin my journey in Maths in The Abbey School?
How do you calculate accurately with positive and negative numbers?
What other types of numbers can I calculate with?

Prior Learning Links

- Multiply multi-digits numbers up to 4 digits
- Divide numbers up to 4 digits by a two-digit whole number
- Perform mental calculations
- Identify common factors, multiples and primes
- Have some knowledge of the order of operations.
- Solve multi-step addition and subtraction problems

Future Learning Links

- Simple addition and subtraction skills are vital to all aspects of the mathematics curriculum.
- Problems involving money and time are vital for every-day life.
- Squared numbers are needed for other topics in later key stages such as Pythagoras, laws of indices and algebra.



| | | | | | | | | | | | | | |
|-----------|---|-----------|--|-----------|---|-----------|--|-----------|--|-----------|--|-----------|--|
| 2x | $2 \times 0 = 0$ $2 \times 1 = 2$ $2 \times 2 = 4$ $2 \times 3 = 6$ $2 \times 4 = 8$ $2 \times 5 = 10$ $2 \times 6 = 12$ $2 \times 7 = 14$ $2 \times 8 = 16$ $2 \times 9 = 18$ $2 \times 10 = 20$ $2 \times 11 = 22$ $2 \times 12 = 24$ | 3x | $3 \times 0 = 0$ $3 \times 1 = 3$ $3 \times 2 = 6$ $3 \times 3 = 9$ $3 \times 4 = 12$ $3 \times 5 = 15$ $3 \times 6 = 18$ $3 \times 7 = 21$ $3 \times 8 = 24$ $3 \times 9 = 27$ $3 \times 10 = 30$ $3 \times 11 = 33$ $3 \times 12 = 36$ | 4x | $4 \times 0 = 0$ $4 \times 1 = 4$ $4 \times 2 = 8$ $4 \times 3 = 12$ $4 \times 4 = 16$ $4 \times 5 = 20$ $4 \times 6 = 24$ $4 \times 7 = 28$ $4 \times 8 = 32$ $4 \times 9 = 36$ $4 \times 10 = 40$ $4 \times 11 = 44$ $4 \times 12 = 48$ | 5x | $5 \times 0 = 0$ $5 \times 1 = 5$ $5 \times 2 = 10$ $5 \times 3 = 15$ $5 \times 4 = 20$ $5 \times 5 = 25$ $5 \times 6 = 30$ $5 \times 7 = 35$ $5 \times 8 = 40$ $5 \times 9 = 45$ $5 \times 10 = 50$ $5 \times 11 = 55$ $5 \times 12 = 60$ | 6x | $6 \times 0 = 0$ $6 \times 1 = 6$ $6 \times 2 = 12$ $6 \times 3 = 18$ $6 \times 4 = 24$ $6 \times 5 = 30$ $6 \times 6 = 36$ $6 \times 7 = 42$ $6 \times 8 = 48$ $6 \times 9 = 54$ $6 \times 10 = 60$ $6 \times 11 = 66$ $6 \times 12 = 72$ | 7x | $7 \times 0 = 0$ $7 \times 1 = 7$ $7 \times 2 = 14$ $7 \times 3 = 21$ $7 \times 4 = 28$ $7 \times 5 = 35$ $7 \times 6 = 42$ $7 \times 7 = 49$ $7 \times 8 = 56$ $7 \times 9 = 63$ $7 \times 10 = 70$ $7 \times 11 = 77$ $7 \times 12 = 84$ | 8x | $8 \times 0 = 0$ $8 \times 1 = 8$ $8 \times 2 = 16$ $8 \times 3 = 24$ $8 \times 4 = 32$ $8 \times 5 = 40$ $8 \times 6 = 48$ $8 \times 7 = 56$ $8 \times 8 = 64$ $8 \times 9 = 72$ $8 \times 10 = 80$ $8 \times 11 = 88$ $8 \times 12 = 96$ |
|-----------|---|-----------|--|-----------|---|-----------|--|-----------|--|-----------|--|-----------|--|

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|-----------|---|------------|---|------------|---|------------|--|
| 9x | $9 \times 0 = 0$ $9 \times 1 = 9$ $9 \times 2 = 18$ $9 \times 3 = 27$ $9 \times 4 = 36$ $9 \times 5 = 45$ $9 \times 6 = 54$ $9 \times 7 = 63$ $9 \times 8 = 72$ $9 \times 9 = 81$ $9 \times 10 = 90$ $9 \times 11 = 99$ $9 \times 12 = 108$ | 10x | $10 \times 0 = 0$ $10 \times 1 = 10$ $10 \times 2 = 20$ $10 \times 3 = 30$ $10 \times 4 = 40$ $10 \times 5 = 50$ $10 \times 6 = 60$ $10 \times 7 = 70$ $10 \times 8 = 80$ $10 \times 9 = 90$ $10 \times 10 = 100$ $10 \times 11 = 110$ $10 \times 12 = 120$ | 11x | $11 \times 0 = 0$ $11 \times 1 = 11$ $11 \times 2 = 22$ $11 \times 3 = 33$ $11 \times 4 = 44$ $11 \times 5 = 55$ $11 \times 6 = 66$ $11 \times 7 = 77$ $11 \times 8 = 88$ $11 \times 9 = 99$ $11 \times 10 = 110$ $11 \times 11 = 121$ $11 \times 12 = 132$ | 12x | $12 \times 0 = 0$ $12 \times 1 = 12$ $12 \times 2 = 24$ $12 \times 3 = 36$ $12 \times 4 = 48$ $12 \times 5 = 60$ $12 \times 6 = 72$ $12 \times 7 = 84$ $12 \times 8 = 96$ $12 \times 9 = 108$ $12 \times 10 = 120$ $12 \times 11 = 132$ $12 \times 12 = 144$ |
|-----------|---|------------|---|------------|---|------------|--|

| Literacy In Maths | Command Words |
|-------------------|--|
| Evaluate ... | Work out and write your answer |
| Work out ... | Working out is required |
| Calculate ... | Working out is required. A calculator may be needed. |
| Solve ... | Work out the values |
| Prove ... | All working must be shown in steps to link reasons and values. |
| Expand... | Multiply out of the brackets |
| Draw... | Draw accurately with a pencil and equipment. |
| Explain ... | Use words to give reasons |
| Factorise | The reverse process of expanding brackets. Remove the HCF. |
| Estimate | Work out an approximate answer using rounded values. |

| Top 10 Key Words | | Examples |
|------------------|--|---|
| Integer | A whole number | 0, 5, 203, -4 |
| Factor | A number that divides into another number exactly, without leaving a remainder | Factors of 20: 1 & 20, 2 & 10, 4 & 5 |
| Multiple | The result of multiplying whole numbers. Multiples belong in the number's times table. | Multiples of 5 are 5, 10, 15, 20, 25, ... |
| Product | The result you get when you multiply | The product of 3 and 4 is 12 |
| Percentage | Number of parts per 100 | 35% is 35 out of every 100. |
| Fraction | Part of a whole number. A fraction represents a division. | $\frac{1}{2}$, $\frac{3}{4}$, $\frac{7}{8}$ |
| Numerator | The top number in a fraction | |
| Denominator | The bottom number in a fraction | |
| Negative | A quantity below zero | -4, -1.5, -34 |
| Estimate | Work out an approximate answer | |

1. What are rolling numbers?

Red Amber Green

What is 'Rolling Numbers'?

Rolling Numbers is the **chanting of times table facts** whilst pupils are counting tables off on their fingers.

Why do we roll numbers?

It is an opportunity to energise our class, gives us the chance to show off in Maths and get faster and better at the times tables!

1. The teacher says "palms up, lets go, let me hear your ___ roll".
2. Class chants times tables
3. Finish with three claps and then folded arms.

2. How do I use my calculator?

Red Amber Green

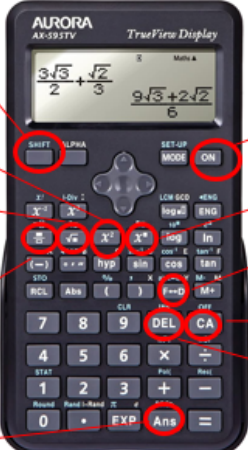
Press to use the blue/yellow symbols e.g. 'shift' + 'CA' = power off

Square a number

Square root a number

To type in a fraction

Remembers your last answer



Your calculator has different modes and may need to be reset. To reset your calculator, press 'Shift', 9, 3 and =

Turn the calculator on

Powers e.g. $5^3 = 125$

Converts answers from fractions to decimals

Clears the screen

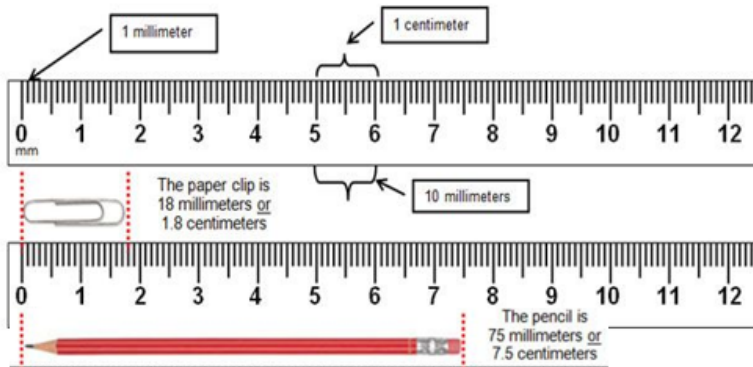
Deletes a single digit

3. How do I measure a line?

Red

Amber

Green

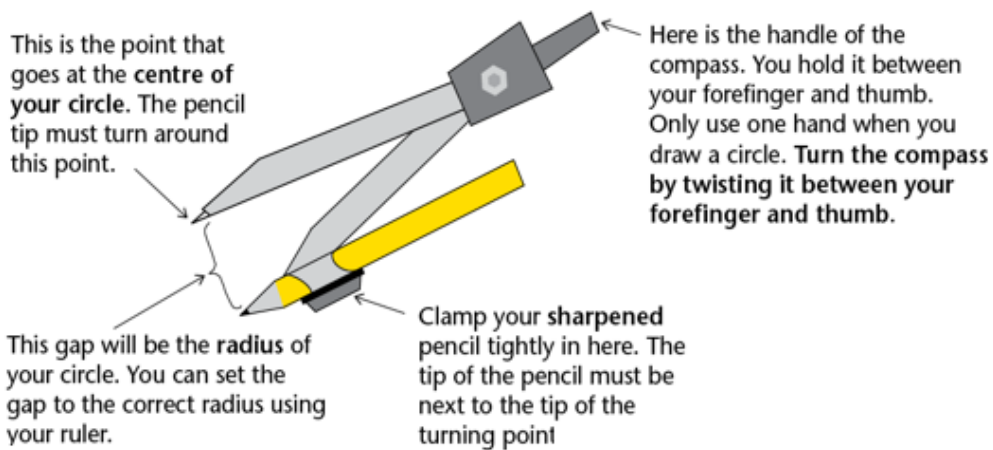


4. How do I use my compass?

Red

Amber

Green



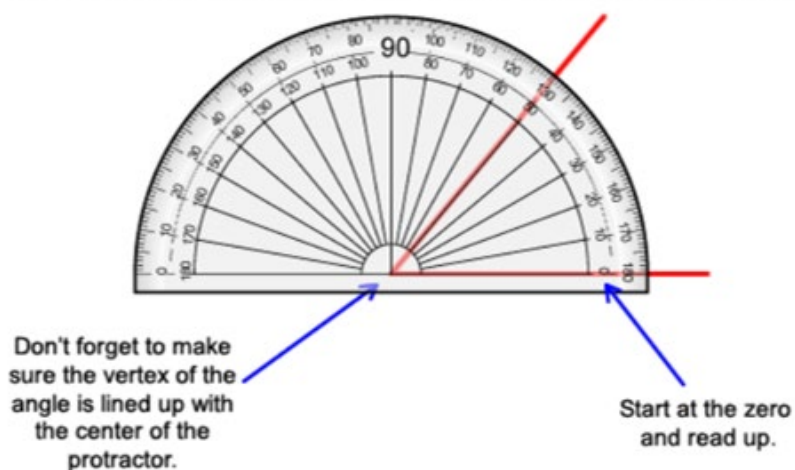
5. How do I use my protractor?

Red

Amber

Green

Line up the bottom of the protractor with bottom line of the angle.



6. How do I add and subtract accurately using column method?

Red

Amber

Green

$$\begin{array}{r} 258 \\ + 87 \\ \hline 345 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 315 \\ - 28 \\ \hline 17 \end{array}$$

Addition

1. Line up the numbers you want to add in the correct place value columns
2. Add going downwards. If your number is over 10, remember to carry over.
3. Once you have carried over a number, do not forget to add it on to the next addition.

Subtraction

1. Line up the numbers you want to subtract in the correct place value
2. If the number you are subtracting is bigger than your current number, you have to borrow from the next number.
3. The number you are borrowing from decreases by 1.

7. How do I multiply using column method?

Red

Amber

Green

$$\begin{array}{r} 38 \\ \times 7 \\ \hline 56 \\ 210 \\ \hline 266 \end{array}$$

1. Write the numbers you want to multiply, one above the other, lining up the digits on the right
2. Multiply the bottom number's right digit by the top number. Write the result below
3. Multiply the bottom number's left digit by the top number. Write this result below the first, shifted one place left
4. Add the two numbers you wrote below
5. The final result is the answer to your multiplication

8. How do I use the order of operations

Red

Amber

Green

- B** Brackets
- I** Indices
- D** Division
- M** MultipliCation
- A** Addition
- S** SubtraCtion

Put brackets around the calculations which needs to be done first.

$$\underbrace{5 \times 4}_{20} - \underbrace{8 \div 2}_4 = 16$$

$$(2^2 + 6)^2 \times 4 - 8$$

$$\downarrow$$

$$(4 + 6)^2 \times 4 - 8$$

$$\downarrow$$

$$(10)^2 \times 4 - 8$$

$$\downarrow$$

$$100 \times 4 - 8$$

$$\downarrow$$

$$400 - 8 = 392$$

1. Solve brackets first

Do the calculations inside brackets ().

Example: $(3 + 2) \times 4$

First, solve inside the brackets: 5×4

2. Indices next

Calculate any indices (powers or exponents).

Example: $2^3 + 4$

First, solve the index: $8 + 4$

3. Divide and multiply (left to right)

Do all division and multiplication from left to right.

Example: $6 \div 2 \times 3$

First, divide: $3 \times 3 = 9$

4. Add and subtract (left to right)

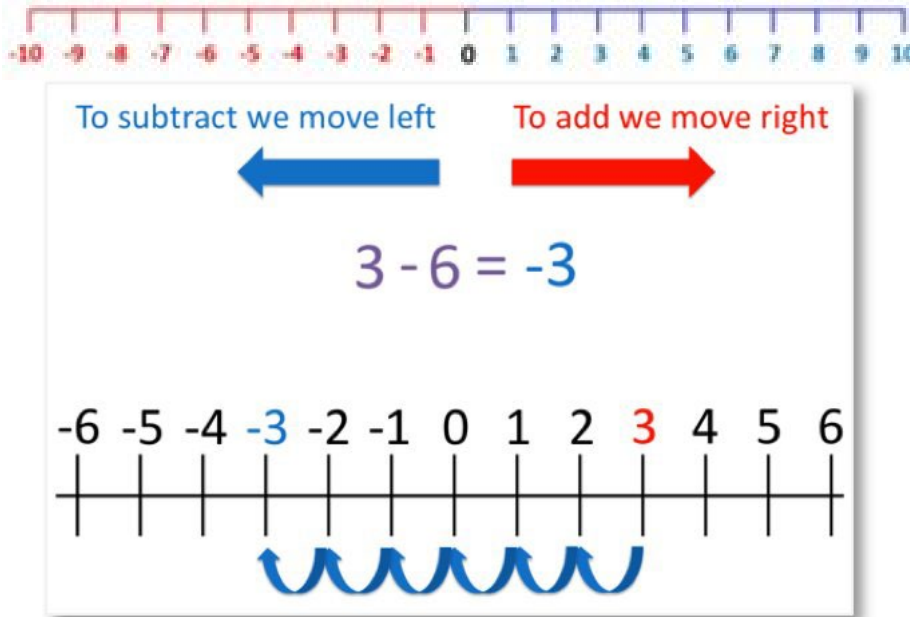
Do all addition and subtraction from left to right.

Example: $7 - 2 + 5$

First, subtract: $5 + 5 = 10$

9. How do I add and subtract negative numbers?

Red Amber Green



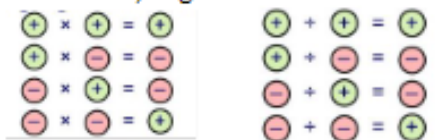
When adding a negative number, this is the same as subtraction. E.g. $5 + -3 = 5 - 3 = 2$

When subtracting a negative number, this is the same as addition E.g. $5 - -3 = 5 + 3 = 8$

10. How do I multiply and divide negative numbers?

Red Amber Green

When multiplying or dividing with negative numbers, if the signs are the same, the answer is positive. If not, negative.



1. Multiply or divide the numbers.
2. Look at the negative signs. If there is no negative sign then the number is positive.
3. If there are one positive and one negative then the answer will be negative.
4. Two negatives and the answer is positive.

Write the correct sign next to your multiplication or division answer.

11. What different types of numbers are there?

Red Amber Green

| Number Groups | | |
|------------------|---------------------------------|--|
| Prime numbers | 2, 3, 5, 7, 11, 13, 17 ... | Prime numbers have exactly two factors, themselves and 1. |
| Square numbers | 1, 4, 9, 16, 25, 36, 49 ... | Square numbers are the product of two identical numbers. |
| Cube numbers | 1, 8, 27, 64, 125, 216, 343 ... | Cube numbers are the product of three identical numbers. |
| Odd numbers | 1, 3, 5, 7, 9, 11, 13, 15, ... | Odd numbers are whole numbers that cannot be divided exactly into two. |
| Even numbers | 2, 4, 6, 8, 10, 12, 14 ... | Even numbers are whole numbers that can be divided exactly into two. |
| Triangle numbers | 1, 3, 6, 10, 15, 21, 28 ... | Triangle numbers can be represented as a triangle of dots. |

12. How do I find multiples and factors of a number?

Red

Amber

Green

| | | |
|----------|--|--|
| Factor | A number that divides into another number exactly, without leaving a remainder | Factors of 20: 1 & 20 2 & 10, 4 & 5 |
| Multiple | The result of multiplying whole numbers. Multiples belong in the number's times table. | Multiples of 5 are 5, 10 15, 20, 25, |

Highest Common Factors (HCF) and Lowest Common Multiples (LCM)

HCF and LCM of 60 and 15

| | | | |
|---|----|----|-------------------------------------|
| 5 | 60 | 15 | <i>only divide by prime factors</i> |
| 3 | 12 | 3 | |
| | 4 | 1 | |

$\times 4 \times 1$

HCF = $5 \times 3 = 15$ LCM = $5 \times 3 \times 4 \times 1 = 15 \times 4 = 60$

Drop down division

- Repeatedly divide by the prime factors
- HCF – Multiply the prime factors (on the left of the division)
- LCM – Multiply all factors (including the factors at the bottom of the division)

HOME LEARNING TASKS

| Task Description | Sparx Maths Clip | Done? |
|--|------------------|-------|
| Using a calculator | M757 | |
| Measuring a line | M985 | |
| Using a compass | M196 | |
| Using a protractor | M780 | |
| Adding and subtracting using column method | M429, M347 | |
| Multiplying using column method | M187 | |
| Order of Operations (BIDMAS) | M521 | |
| Adding and subtracting negative numbers | M106 | |
| Multiplying and dividing negative numbers | M288 | |
| Different types of numbers | M322, M135 | |
| Multiples and Factors | M823, M698, M227 | |

Science Year 7 Term 1 – Working Scientifically

TERM FOCUS –

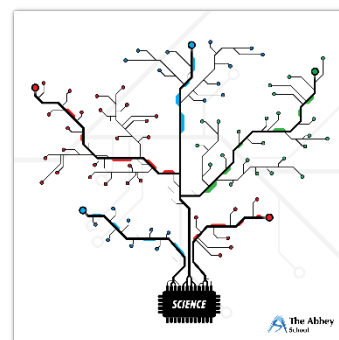
Big Ideas – How does Science answer questions

Prior Learning Links

1. KS2 Science – The Scientific Method
2. KS2 Science – Planning and carrying out an investigation
3. KS2 Science – Obtaining and analysing data
4. KS2 Science – Evaluating experiments and planning for the future

Future Learning Links

1. KS3 Science Investigations
2. GCSE Required Practical Activities
3. GCSE Science Investigations

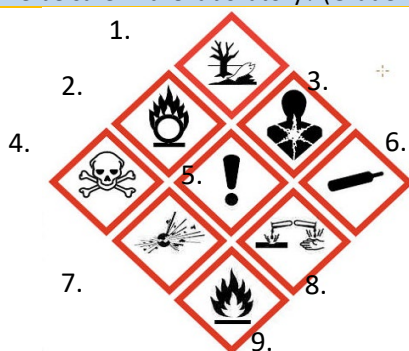


1. How can we be safe in the laboratory? (Grade 1)

Red

Amber

Green



1. Harmful to the environment
2. Oxidising agent
3. Harmful
4. Toxic
5. Irritant
6. Gas under pressure
7. Explosive
8. Corrosive
9. Flammable

Lab Safety Rules

1. Students must not touch any chemicals or lab equipment unless they are instructed to do so.
2. Students should never enter a lab without a teacher present
3. Students must follow all written and verbal instructions when conducting experiments. If unsure, they must clarify it with the teacher first.
4. It is very important to be alert and be cautious when in a lab. Eating, drinking, unsafe or dangerous behaviours are strictly prohibited.
5. Before using any chemicals, read the label carefully. When mixing chemicals or conducting an experiment, keep the test tube containing the chemical away from your face, mouth, and body.

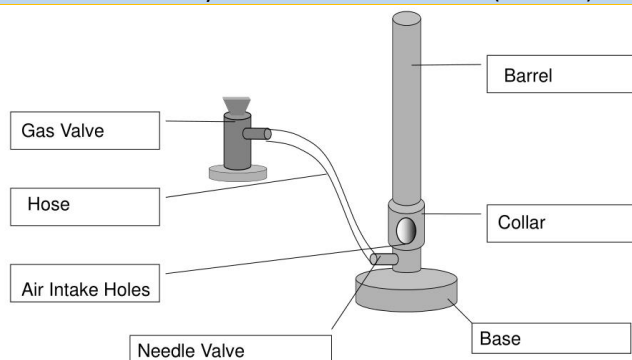
6. Unused chemicals should never be put back in the original bottle. They must be disposed of as per the guidelines given by teacher.
7. Students wear safety goggles whilst completing practical work. Loose clothes should be tucked in and long hair tied back.
8. Examine glassware before using. Do not use chipped or cracked test tubes or beakers.
9. Hot apparatus takes time to cool down. Allow time to let them cool and use tongs to pick them up.
10. If any accident takes place, do not panic. Inform your teacher immediately for help.

2. What is the safe way to use a Bunsen burner? (Grade 1)

Red

Amber

Green



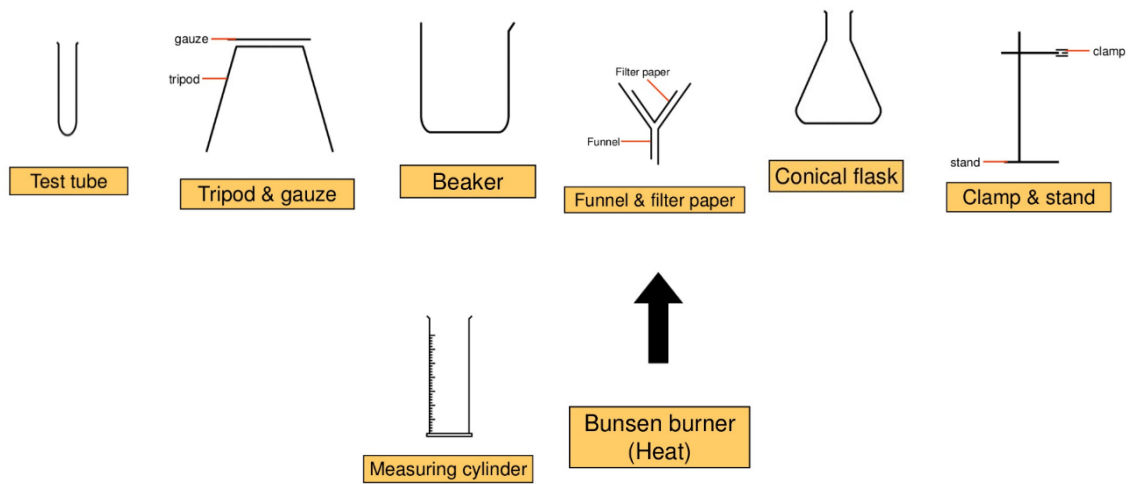
1. Stand the Bunsen burner on a heat proof mat on a solid flat surface.
2. Attach the rubber tube to the gas tap, making sure that the gas tap is closed.
3. Ensure that the Air Hole is closed
4. Have your partner ready with a lit splint, shielded with their hand.
5. Turn the gas tap on and bring the lit splint close to the top of the barrel.
6. When finished, turn the gas tap off.
7. Allow the Bunsen burner to cool down before packing away.

3. Why do we use diagrams to show how equipment is set up? (Grade 1)

Red

Amber

Green

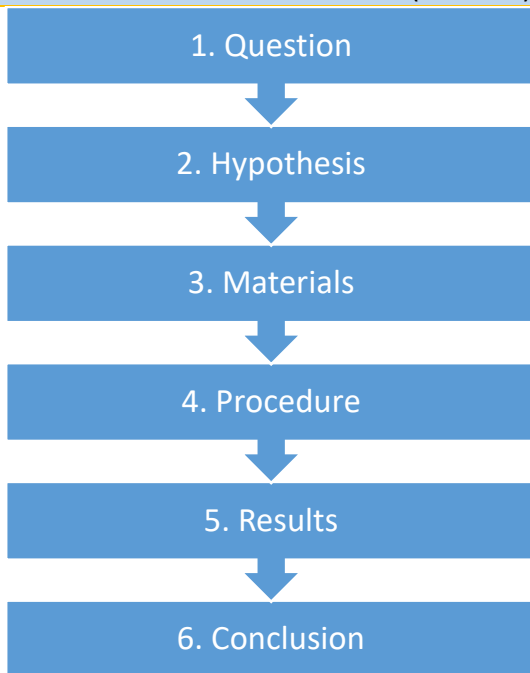


4. What is the scientific method? (Grade 2)

Red

Amber

Green



1. Pick a question that can be answered using an experiment e.g. If I change the wing length of a paper aeroplane, what happens to the length of the flight.
2. Research some science that is relevant to the question to see if you can predict what will happen e.g. If there is a smaller wing, there is less air resistance therefore the length of the flight should be longer.
3. Explore the different ways that you could test your hypothesis – what types of equipment would you need to complete the experiment?
4. Design an experiment so that you only change one variable whilst measuring the effect e.g. Use identical planes with different wing lengths and measure their flight length.
5. Produce tables and/or graphs of your results e.g. plot wing length against distance flown.
6. Write up your results and refer back to your hypothesis to see if your original prediction was correct.

5. How do we conduct an investigation to get good results? (Grade 2)

Red

Amber

Green

| Key word | Definition |
|----------------------|--|
| Independent variable | The variable that you deliberately change in an investigation. |
| Dependent variable | The variable that you measure during an investigation. |
| Control variable | The variables that stay the same during an investigation. |

6. Why do we take more than one result in an experiment? (Grade 3)

Red

Amber

Green

| Wing length /cm | Distance flown 1 /cm | Distance flown 2 /cm | Distance flown 3 /cm | Distance flown 4 /cm |
|-----------------|----------------------|----------------------|----------------------|----------------------|
| 10 | 21 | 24 | 26 | 28 |
| 20 | 19 | 18 | 17 | 18 |
| 30 | 15 | 14 | 18 | 14 |
| 40 | 12 | 10 | 8 | 10 |

$$\begin{aligned}
 \text{Sample Mean} &= \frac{\sum x}{n} \\
 &= \frac{21 + 24 + 26 + 28}{4} \\
 &= 24.75
 \end{aligned}$$

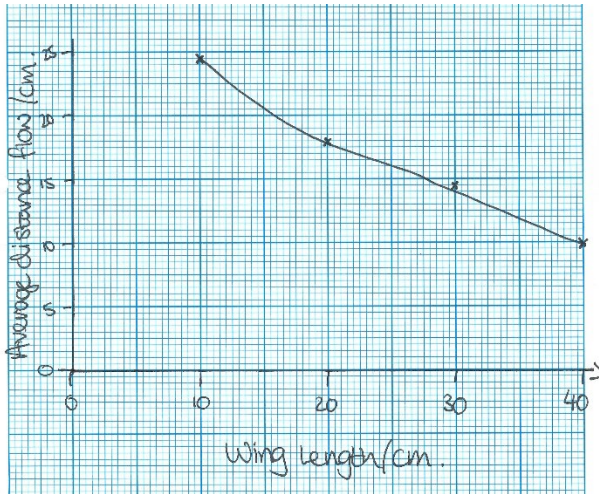
7. How can we present the data we get? (Grade 3)

Red

Amber

Green

Graph of distance flown against wing length



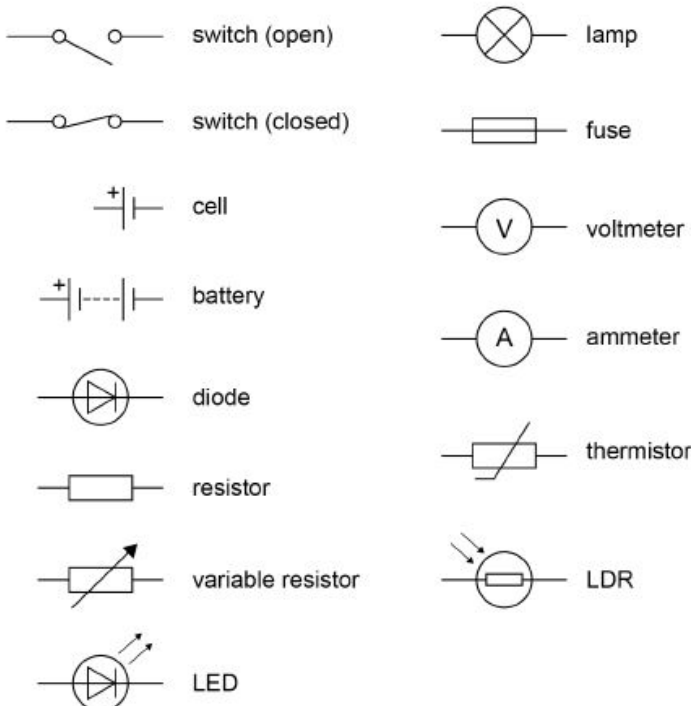
1. A line graph is used to show the relationship between two continuous variables.
2. Choose the scale for your y axis so that all of your results fit inside it with a small gap above and below.
3. Add a label to describe what your y axis numbers mean and give the unit they are measure in e.g. Average distance flown /cm.
4. Choose the scale for your x axis so that all of your results fit inside it with a small gap above and below.
5. Add a label to describe what your x axis numbers mean and give the unit they are measure in e.g. Wing length /cm.
6. Plot your points like the co-ordinates on a map, use small crosses in pencil.
7. Join your points with a line of best fit – if they are straight, use a ruler.

8. How do we show an electrical circuit? (Grade 2)

Red

Amber

Green



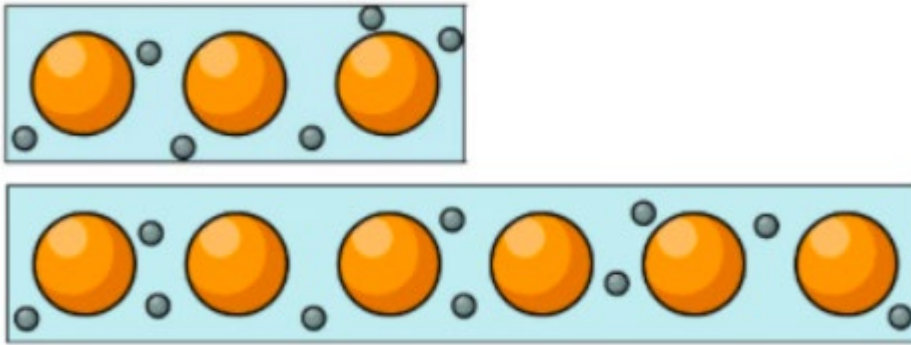
1. All circuits must have a power source (cell or battery)
2. All components must be connected with straight lines to represent the wires.
3. Any gaps in the diagram will mean that the current cannot flow, and the circuit cannot work.
4. An ammeter measures current in the circuit and is always placed in series (in the same line) as the place you want to measure.
5. A voltmeter is used to measure voltage and is always placed in parallel (a second loop around) the component or power supply.
6. Series circuits have all components in a single loop.
7. Parallel circuits have components in separate loops.

9. Does the resistance of a wire depend on its length? (Grade 3)

Red

Amber

Green



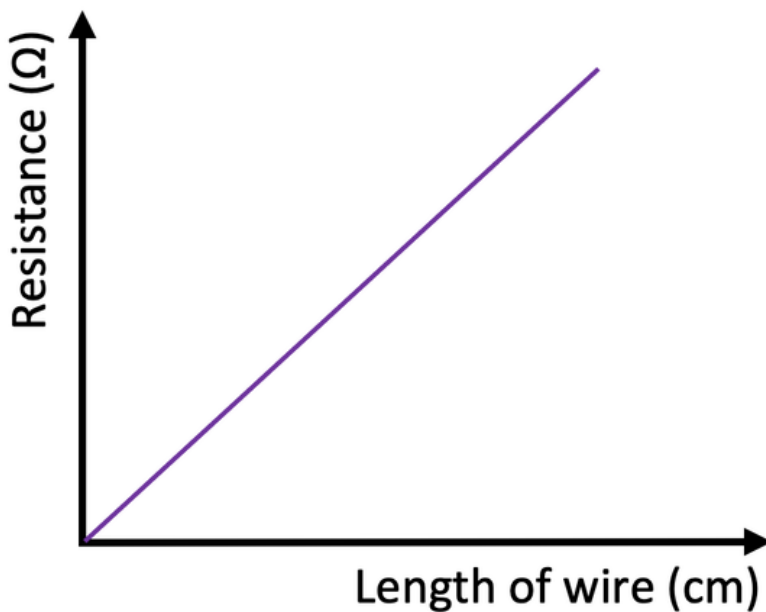
1. When electrons travel through a wire, they are resisted in their flow.
2. This resistance is caused by collisions (knocking into) the metal atoms. In the diagram the electrons are the small grey particles, and the metal atoms are the large orange particles.
3. The longer the wire is, the more chance there is of collisions.
4. The more collisions, the bigger the resistance.

10. How can we show data in a line graph? (Grade 3)

Red

Amber

Green



1. Draw a line graph of the results you have taken, the line should be perfectly straight.
2. If points are not on the line accurately, this means that a result is ANOMALOUS – it does not fit the pattern.
3. There are a number of reasons why this might be:
 - a. Faulty ammeter or voltmeter.
 - b. Wire stretched during the practical.
 - c. Wire over heated during the practical.
 - d. Inaccurate measurements of length.
 - e. Fluctuating (constantly changing) readings on the ammeter or voltmeter.
4. A line graph will let us see the pattern of the results so that links and relationships between the variables can be found and the anomalies can be spotted easily.

11. What does data from a line graph mean? (Grade 3)

Red

Amber

Green

A conclusion says what has been found out during an investigation. A good conclusion does the following:

1. Fully describes the relationship between variables.
2. Links the findings back to the hypothesis.
3. Explains findings using scientific knowledge and understanding.

If a numerical relationship - for example as one variable doubles, the other doubles - between variables has been discovered, then this should be included in the *conclusion*.

For the paper aeroplane experiment graph (lesson 7):

1. As the wing length gets shorter, the distance flown also gets shorter.
2. My hypothesis is wrong because the distance is shorter, I have made a mistake in the science so I will research some more.
3. I have found out that as the wing gets shorter, there is less lifting force from the wings, so the plane does not fly as far.

12. How can we evaluate our experiments and data to get better? (Grade 3+)

Red

Amber

Green

Evaluation is where we look at the quality of the data collected in an experiment and decide if the experiment answers our question from the beginning of the scientific method. Some questions that can be used to help evaluation:

1. Are there any *outliers*? If there are lots of them, the conclusion would not be as reliable.
2. Is there a spread in the data? If there is a big spread - difference between the highest and lowest readings in a set of repeat measurements - then the data may not be very *precise*.
3. Have enough results been taken? Results need to be taken over a large enough range to help show if there is a pattern.
4. Has the method produced results that allows a conclusion to be reached? The data will have been analysed from the experiment to allow this to happen.
5. Has it a *valid test*? *Control variables* should have been considered to make sure it was just the independent variable affecting the dependent variable.
6. Could other *apparatus* have been used? Different apparatus could give a smaller spread of data and fewer outliers.

Suggesting improvements

If any weaknesses have been identified, improvements should be suggested to get better data. Improvements could include:

- Control any other variables that needed to be controlled.
- Take readings over a larger range or take more readings within the range.
- Use different apparatus that increase levels of accuracy or precision and reduce the chance of outliers.

HOME LEARNING TASKS

| Task Description | Done? |
|---|-------|
| Look, cover, write, check for the safety symbols, lab equipment symbols and circuit symbols. | |
| Keyword spellings for the different types of variables. | |
| Practice average calculations with the data from lesson 3, wing lengths 20cm, 30cm and 40cm. | |
| Create a practical experiment to investigate the relationship between leaf length and twig length. | |
| Think of one experiment that you have done in the last term and answer the conclusion questions for it. | |
| Think of one experiment that you have done in the last term and answer the evaluation questions for it. | |

History Year 7 Term 1 – How did life change throughout the Romanisation of Britain and the expansion of the Roman Empire?

The Romanisation of Britain you will be building the foundations of your historical skills in history through looking at the Romanisation of Britain – How the Roman Empire, rose, took control of England, and how they eventually fell. You will learn the key features of the Roman Empire, explore what life was like for the citizens and discover how we learn about history through primary sources.

Prior Learning Links

- Some students will have learned about Roman Britain and the Roman Empire, and most will have had some experience of studying history – however within this unit there is no expectation of prior knowledge and so all material is begun from scratch

Future Learning Links

- Year 7 Term 6 – Study of the Renaissance sees reference to classical civilizations such as Ancient Rome
- Year 9 Term 1 - Knowledge of classical civilisation is used to support understanding of classical ideas around medicine, such as Galen and Hippocrates



KEY VOCABULARY

Historical Skills Vocabulary

Cause – the reason for something happening
Change – when things are different to how they were before
Consequence – the result of something happening
Continuity – the opposite of change; when something stays the same or continues
Difference – the ways in which things are different to one another
Factor – something that can affect, or determine an event or outcome
Inference - a conclusion drawn about something using the information you already have about it
Rate of change – the pace at which change occurs; e.g. very quickly or slowly
Reliability – the degree to which something can be trusted or relied upon as accurate
Significance – the importance of something
Similarity – the quality of being similar, or the same
Trend – when there are a number of similar and related changes continuing in the same direction over a period of time
Turning point – a significant change happens – something that is different from what has happened before and which will affect the future

The Roman Empire & Romanisation of Britain Generic Vocabulary

Agriculture - another word for farming. It includes both growing and harvesting crops and raising animals, or livestock
Conquest – the invasion and following control of a place using military force. From the verb to conquer
Decline – (typically of something regarded as good) become smaller, fewer, or less; decrease.
Division – the action of separating something into parts or the process of being separated
Emperor – An emperor is at the head of an **empire**. In Ancient Rome, the emperor was head of the Senate, head of the army and the chief priest – pontifex
Empire - An empire is the name for a group of countries ruled by a single person, government or country.
Industry – the making of goods and services by manufacturing for profit
Migration - movement of people to a new area or country in order to find work or better living conditions
Trade -

The Roman Empire & Romanisation of Britain Specific Vocabulary

- Aqueduct** – an invention that brought fresh water to Romans towns and cities
- Augustus** – also known as Octavian, was the first Emperor of the Roman Empire. An adopted son of Julius Caesar, he was the first to use the title *imperator* which led to our use of the word **emperor**
- 'Bread and circuses'** – A phrase used by the Roman poet Juvenal that described how the Roman people were kept happy through food and entertainment
- Britannia** – the name given to the British Isles by the Romans. The inhabitants of Britannia were known as Britons
- Boudicca** – Queen of the Iceni tribe found in modern East Anglia. Led a revolt against Roman rule in Britain, crushing Roman Settlements in Colchester, St Albans and London before being defeated at the Battle of Watling Street.

6. **Caesar** – title adopted by all Roman Emperors, referring to the founder of the Roman Empire - **Julius Caesar**. ‘The Twelve Caesars’ was a book written by Suetonius detailing Rome’s greatest and most powerful Emperors. We can see evidence of the continuation of this word to describe leaders in modern history – Kaiser in 19th-20th Century Germany and Czar/Tsar in 16th-20th Century Russia.
7. **Cavalry** - soldiers on horseback
8. **Citizen** – Someone who lived in the Roman Empire
9. **Claudius** – Roman Emperor who led the conquest of Britannia and initiated the Romanisation of Britain.
10. **Diocletian** – Roman Emperor who made the decision to divide the Roman Empire into two halves – a Western Roman Empire, and an Eastern Roman Empire. This decision is seen as the start of the collapse of the Roman Empire.
11. **Hadrian’s Wall** – A wall built by Roman Emperor Hadrian, to separate the Roman province of Britannia from the unruly, and rebellious Celtish and Pictish tribes of Alba (Scotland).
12. **Latin** – the language used in the Roman Empire. Latin forms the basis of many modern languages today, such as Spanish, Italian, and French which are known as Romance languages – referring to their Roman origins
13. **Legion** – the largest military unit of the Roman army, was composed of Roman citizens serving as legionaries. During the Roman Republic the manipular legion comprised 4,200 infantry and 300 cavalry.
14. **Nobles** - the rich and important people in the Roman Empire
15. **Patricians** – a type of Noble with lots of lands and money, they believed they were related to Romulus and Remus
16. **Pax Romana** - Latin phrase translating to ‘Roman Peace’, a 200-year-long period from 27BC to 180AD identified as the ‘golden age’ of the Roman Empire, where Rome experience relative peace and order, prosperity and great power
17. **Plebeians** - peasant farmers and craftsmen
18. **Province** – an area of land controlled by the Roman Empire outside of the borders of Rome itself
19. **Revolt** - an illegal and often violent attempt by a group of people to change their country’s political system
20. **Romanisation** – the adoption of Roman ways of behaviour, culture, and religious practices by the native people of the provinces of the Roman empire
21. **Romulus & Remus** – mythical brothers believed to be the founders of the city of Rome in the 8th Century BC. They are believed to have been the sons of an ancient king – Numitor – who abandoned them by the Tiber river. The story follows that they were then raised by a she-wolf. As adults, they aimed to build a city between the seven hills of Rome. However, a dispute between the brothers resulted in Remus being murdered by his brother leading to Romulus as victor. Romulus is the origin of the name Rome
22. **Senate** – a group of important people who made decisions and gave advice to the Roman leaders
23. **Slaves** - bottom of society in the Roman Empire, they were owned and treated as property. Sometimes Slaves were captured soldiers from Rome’s enemies.
24. **Testudo** - from the Latin word for tortoise. It was a tactic developed by the Roman Army which saw soldiers use their shields to form a tortoise shell formation.
25. **Tribunes** – like a police force who were believed to have to protect the ordinary Roman Citizens.

| | | | |
|--|-----|-------|-------|
| 1. What is history? | Red | Amber | Green |
| Are you able to define history? | | | |
| Are you able to explain what a consequence is? | | | |
| Are you able to explain what causation is? | | | |
| 2. Why is history important? | Red | Amber | Green |
| Are you able to explain why history is important to study? | | | |
| Are you able to explain what chronology is? | | | |
| 3. What are the differences between primary and secondary sources? | Red | Amber | Green |
| Are you able to explain what a primary source is? | | | |
| Are you able to explain what a secondary source is? | | | |
| Are you able to explain the difference between the two? | | | |
| 4. Why do we study ancient Rome? | Red | Amber | Green |
| Are you able to explain the importance of studying Rome? | | | |
| Are you able to describe the timeline of the Roman empire? | | | |
| Are you able to define the word Empire? | | | |
| 5. What were the key features of the Roman Empire? | Red | Amber | Green |
| Are you able to explain what a feature is? | | | |

| | | | |
|---|--------------|-------|-------|
| Are you able to identify the different features of the Roman Empire? | | | |
| 6. What made the Roman army so successful? | Red | Amber | Green |
| Are you able to identify the 4 reasons why the Roman Army was so successful? | | | |
| Are you able to identify the different weaponry that was used by the Roman Army? | | | |
| Are you able to identify the different tactics the Roman Army used? | | | |
| 7. What was life like in the Roman Empire? | Red | Amber | Green |
| Are you able to describe what life was like in the Roman Empire? | | | |
| Are you able to identify the key features of what life was like in the Roman Empire? | | | |
| Are you able to explain the key features of what life was like in the Roman Empire? | | | |
| 8. How Similar was Roman life to our lives today? | Red | Amber | Green |
| Are you able to identify what similarities we have in our own lives to the Romans? | | | |
| Are you able to explain how similar Roman Life was to our own lives? | | | |
| 9. What can we learn from Primary Sources about Roman Britain? | Red | Amber | Green |
| Are you able to explain the importance of Primary Sources in history? | | | |
| Are you able to explain the impact that the romans had on Britain? | | | |
| Are you able to identify what were the aspects of British life through sources? | | | |
| 10. What happened during Boudica's revolt? | Red | Amber | Green |
| Are you able to identify the reasons for Boudicca's revolt? | | | |
| Are you able to explain the events of the revolt? | | | |
| Are you able to Explain the impact that the revolt had? | | | |
| 11. What was the role of the Provinces in the Roman Empire | Red | Amber | Green |
| Are you able to identify the different provinces in the Roman Empire? | | | |
| Are you able to describe their role in the Roman Empire? | | | |
| Are you able to explain the significance of the Provinces within the Roman Empire? | | | |
| 12. What caused the collapse of the Roman Empire? | Red | Amber | Green |
| Are you able to identify the reasons for the collapse of the Roman Empire? | | | |
| Are you able to explain how the collapse of Rome happened? | | | |
| Are you able to evaluate what was the main cause of the collapse of the Roman Empire? | | | |
| HOME LEARNING TASKS | | | |
| Task Description | Done? | | |
| Use 'Look, Cover, Write, Check' to learn the key vocabulary | | | |
| Complete BBC Bitesize Tasks using the QR Code at the top of the page. Once you have completed all tasks, test your knowledge on the end of topic quiz until you achieve 100%! | | | |
| Create a table comparing how Roman Life was different/similar to our own. | | | |
| Exam style question: Describe two features of the Roman Empire? 4 Marks | | | |
| Exam style question: Write a narrative account of Boudicca's Revolt? 8 Marks | | | |
| Exam style question: Explain why the Roman Army was so successful? 12 Marks | | | |
| Exam style question: 'The main factor for the collapse of the Roman Empire was due to poor leadership'. How far do you agree? 16 marks. | | | |

Goodnight Mr Tom by Michelle Magorian

Plot

William Beech is a poor boy from London, who is evacuated to the countryside during World War Two, escaping both German bombs and his abusive mother. He is intrusted in the care of Mr Oakley, a grumpy old man who appears to love no one except his dog Sammy. Mr Oakley begins to learn about the extent of Williams abuse and grows to care for him teaching him to read and write. However, William has to return home to London unexpectedly...

Themes

War, Love, Loss, Religion, Community

Historical Context

Goodnight Mr Tom is based and set in Britain during the Second World War (1939 – 1945). Due to fears of bombing by the Axis Powers, children who lived in big cities such as London, were sent to live with strangers in the countryside until it was safe to return. From September 1st, 1939, over 1.5 million people were sent to the countryside to be kept safe – including children, young mothers, teachers and pregnant women.

Lets think about:

- What was wartime Britain like for children?
- What was it like to be an evacuee?
- Which character changed the most over time?
- What do you think happens next, Tom feels 'whole' why is this?
- Did you enjoy the book, if so why, if not, why not?

We automatically infer as we read; look back and think, 'What made me think that? What clues did the author give me?'

Key Vocab

| | |
|--|--|
| Aghast (uh – gast) | Shock/ amazement, filled with fright / horror |
| Brusquely (bruhs-k-lee) | Blunt or curt in manner or speech |
| Clammy (Klam – Ee) | Covered with a cold, sticky moisture; sickly |
| Dilapidated (duh –lap – uh – dayt – id) | Old and rundown as a result of abandonment |
| Emaciated (I – may – shee – ayt – id) | Extremely thin to the point of a wasting away of flesh |
| Flaxen (Flax – Suhn) | A soft yellow colour |
| Fortnight (Fawt – Nyt) | Period of time covered bpy 14 days |
| Jaundiced (Jawn -Disd) | Yellowish tint to the skin that symptomatic of an untreated health condition |
| Mackintosh (Mak – in – tosh) | Term for a raincoat |
| Mollycoddle (Moll – Ee – Cod – ll) | To treat with indulgent care; pamper / spoil |
| Mottled (Mot – Uhd) | Spotted or blotched in colouring |
| Quagmire (Kwag – My – uh) | Situation from which escape is very difficult |
| Recluse (Ri – Kloose) | Person who lives in seclusion or apart from society |
| Sagacity (Suh – Gas – Uh – Tee) | Ability to make good judgments |
| Shell-shocked (Shel – Shokt) | Loss of sight or memory resulting from time at war |
| Surreptitious (Surr – uhp – tish – uhs) | Something done in a secret or suspicious way |
| Stupor (styoo – puh) | Lack of physical and mental energy |
| Unkempt (Un - Kempt) | Dishevelled, messy, and unclean |
| Vicarage (vik – uh – rij) | British term for the housing where a minister lives |

The Diary of a Young Girl – Anne Frank

Plot

Anne Frank was an intelligent, young Jewish girl, who was gifted a Diary from her parents on her 12th Birthday. The date was the 12th of June 1942, and one month later, Anne, her parents Otto and Edith and sister Margot went into hiding after Margot received a call up from the Nazi's to go to a work camp. The diary entails Anne's thoughts and feelings, spanning two years of entries and what life was like hiding from the Nazi's in occupied Netherlands.

Themes

War, Repression, adolescence, identity

Historical Context

When the NAZI Party came to power in Germany in 1933, they had already made their antiemetic views clear in their 25 point plan to make Germany a pure Aryan nation. By 1939 Jewish people were subjected to over 400 rules that restricted their public and private lives; including paying more taxes, a restriction on their freedom of movement and attendance of schools. 214,000 Jews fled Germany before WW2 started, escaping their persecution fleeing to countries such as France and the Netherlands. However, on the 10th of May 1940, Germany invaded both countries, and Jews who originally fled Germany began to persecuted again. However, Jewish people now had the fear of being sent to a concentration or work camp by the Nazi's so many went into hiding, attempting to hide away from the Nazi's.

Lets think about:

- Why is a diary such a useful piece of literature to understand the past?
- What do you think the Chesnutt Tree represents and symbolises to Anne?
- Why is it important that we learn about the Holocaust?
- How could we keep Anne Franks memory alive?
- Did you enjoy the book, if so why, if not, why not?

We automatically infer as we read; look back and think, 'What made me think that? What clues did the author give me?'

Key Vocab

| | |
|--------------------|--|
| Annex | A building joined to or associated with a main building, providing additional space or accommodation |
| Antisemitism | Hostility to or prejudice against Jewish people |
| Concentration Camp | A place in which large numbers of people are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes to provide forced labour or to await mass execution. |
| Confide | To tell someone about a secret or private matter while trusting them not to repeat it to others. |
| D - Day | The day (6 June 1944) in the Second World War where Allied forces invaded northern France |
| Fascist | Someone who believes in Fascism - a far-right form of government in which most of the country's power is held by one ruler or a small group, under a single party. |
| Gestapo | The Secret Police force of the Nazi Party |
| Jew | A member of the people and cultural community whose traditional religion is Judaism and who trace their origins through the ancient Hebrew people of Israel to Abraham |
| Kitty | The name that Anne gives her Diary |
| NAZI | A member of the National Socialist German Workers' Party(NSDAP), Adolf Hitler's political party. |
| The SS | Elite Soldiers, tasked with conducting the Final Solution and killing all Jewish peoples. |

Geography Year 7 Term 1 – Exploring The World

You will embark on a journey to develop essential skills such as map reading and understanding grid references, which are crucial tools for exploring and interpreting our planet. By mastering these foundational skills, you will gain the ability to navigate and analyse geographical data, setting the stage for more advanced topics in the curriculum. We will uncover the relationships between people, places, and environments, preparing you to think critically about global issues and their local impacts.



Prior Learning Links

- Location
- Sense of Place
- Human or Physical
- Skills / Fieldwork

Future Learning Links

- Foundations of geographical skill.
- Foundations physical and human and the interrelationships between. Cultivate sense of place across the continents feeding into rest of the topics.

KEY VOCABULARY

KEY WORDS

- Country:** A nation with its own government, occupying a particular territory.
- Continent:** One of the Earth's seven large landmasses, which include Africa, Antarctica, Asia, Europe, North America, Australia, and South America.
- Ocean:** A vast body of salt water that covers a significant portion of the Earth's surface, and is divided into five main areas: the Atlantic, Pacific, Indian, Arctic, and Southern Oceans.
- Prime Meridian:** The earth's zero degrees longitude, an imaginary line that divides the eastern and western hemispheres, passing through Greenwich, England.
- Equator:** An imaginary line around the middle of the Earth, equally distant from the North and South Poles, dividing the Earth into the Northern and Southern Hemispheres.
- Contour Lines:** Lines on a map that connect points of equal elevation, showing the height and shape of the land.
- Relief:** The variation in elevation and slope of the land surface in a particular area, often depicted on maps using contour lines.
- Latitude:** The measurement of distance north or south of the Equator, expressed in degrees. Lines of latitude, or parallels, run horizontally around the globe.
- Longitude:** The measurement of distance east or west of the Prime Meridian, expressed in degrees. Lines of longitude, or meridians, run vertically from the North Pole to the South Pole.

KEY SUBJECT TERMINOLOGY

- Human Geography:** The branch of geography that deals with the study of people and their communities, cultures, economies, and interactions with the environment.
- Physical Geography:** The branch of geography that focuses on the natural environment, including the study of landforms, climates, vegetation, and bodies of water.
- Grid Referencing:** A method of using a grid of horizontal and vertical lines to pinpoint specific locations on a map, typically using coordinates.
- Compass Direction:** The method of using a compass to determine direction, which includes the four main cardinal points—north, east, south, and west—and the intermediate points such as northeast, southeast, southwest, and northwest.
- Scale:** The ratio of the distance on a map to the actual distance on the ground. It indicates how much the real world has been reduced to fit on the map and is often expressed as a fraction or a ratio, such as 1:50,000.

1. What is geography?

Red

Amber

Green

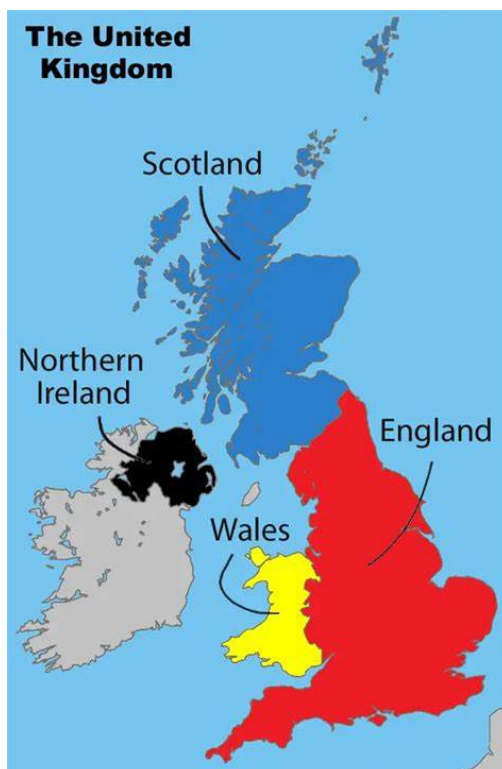
| Area of Geography | What is it? | What will you learn? |
|-------------------------|---|--|
| Human Geography | The study of human societies, their cultures, activities, and landscapes. | How human activities such as urban development, population growth, and cultural practices shape and are shaped by the environment. Examples include studying city planning, migration patterns, and economic activities. |
| Physical Geography | The study of natural features and processes of the Earth. | The physical processes that shape the Earth's surface, such as climate, landforms, vegetation, and hydrology. Examples include studying mountains, rivers, and climate systems. |
| Environmental Geography | The study of the interactions between humans and the environment. | The impact of human activities on the environment and how to manage natural resources sustainably. Examples include studying pollution, deforestation, and conservation efforts. |

2. What are the human and physical features of the United Kingdom?

Red

Amber

Green



The UK is in the west of the continent **Europe**.

The UK is made up of four nations that are joined together in a union.

Three of them are located on an island named Great Britain. They are:

- **England (the largest).**
- **Scotland**
- **Wales**

The fourth nation is located across the Irish Sea on the island of Ireland. It's named **Northern Ireland**.

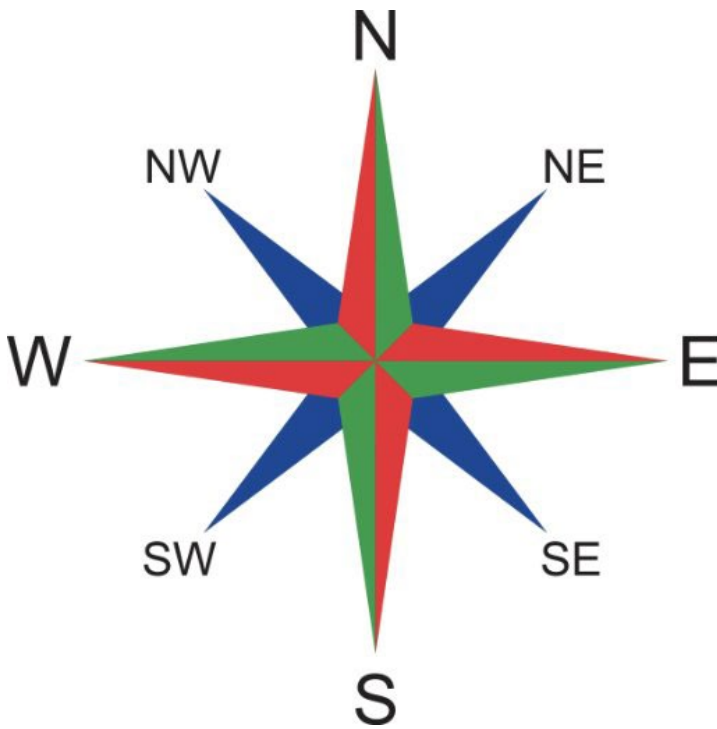
Northern Ireland and the Republic of Ireland are different countries but are on the same island.

3. How do I use a compass?

Red

Amber

Green



Navigation: Compass points are fundamental for navigation in activities such as hiking, sailing, and aviation. By using a compass and a map, travellers can orient themselves and determine which direction to travel to reach their destination.

Geographic Orientation: They help in describing locations and giving directions. For instance, saying "the city is northeast of the lake" provides a clear directional reference.

Weather Forecasting: Compass points are used in weather forecasting to describe wind directions and the movement of weather systems, e.g., "winds coming from the northwest."

4. What are the continents and oceans?

Red

Amber

Green



5. Where is Rio de Janeiro?

Red

Amber

Green



When we learn about a new place in Geography it is really important to be able to describe where it is in the world!

We always make sure to include as much detail as possible.

What continent is it in?

What country is it in?

What ocean is it next to?

Can we include compass directions too?

6. How do I do four and six figure grid references?

Red

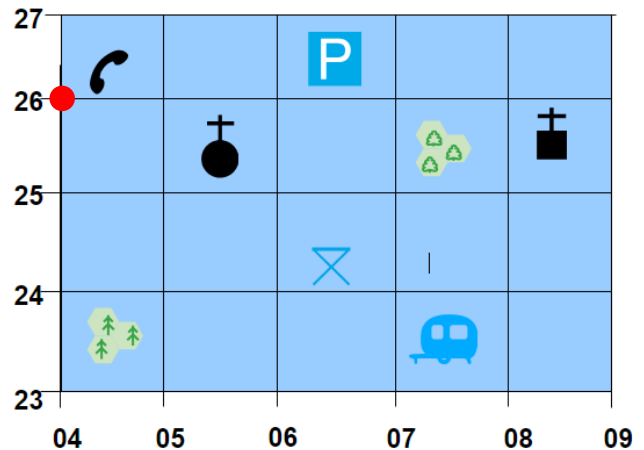
Amber

Green

Writing a four-figure grid reference is like giving an address to a place on a map. It helps people know exactly where something is located. Practice writing grid references to get better at using maps!

Writing a **4 figure reference** for the telephone on this map:

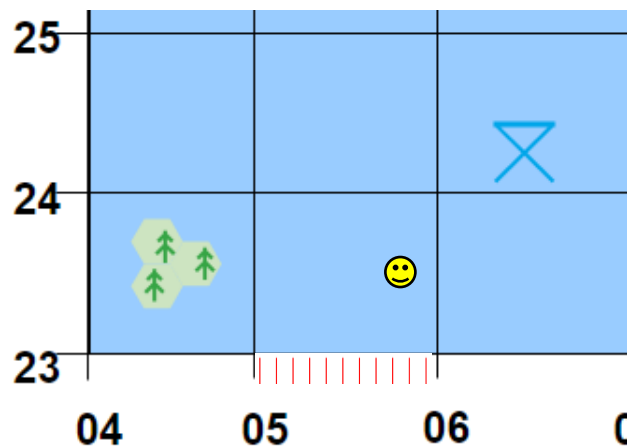
1. Find the telephone on the map
2. Look at the bottom left corner of the square that it is in (this is marked with a red dot for this example)
3. Now we need to go along the corridor, we look at the numbers on the bottom of the map and we check which line our dot is on. For this example the dot is on line **04**.
4. Now we go up the stairs, we do the same thing again, but this time looking at the numbers on the side. Our dot is on number **26**
5. Now that we have both our numbers we put them together to get our 4 figure grid reference: **04,26**



4 figure grid references are good, but they only tell us what square something is in rather than exactly where it is on the map. To do this we need to use a 6 figure reference!

Writing a **6 figure reference** for the smiley face on this map:

1. We follow the same steps to get our first two numbers. For this example, when we go along the corridor the number is **05**
2. Now the tricky part! We need to imagine that the bottom of the square is divided up into 10 sections. For this example you can see that it has been done for you.
3. Depending on how far across the square your location is you then need to add the third number. If it is far to the left it is 1, all the way to 9 if it is on the right. Objects in the middle are 5. If it is on a line it is 0. In this case the smiley face is 8, so we add this to our grid reference: **058**
4. Now we do the same thing going up the stairs, so our first two numbers are 23, and it is halfway up so our third number is going to be 5. This gives us our final grid reference: **058,235**



7. How long is the River Ganges?

Red

Amber

Green



Geographers can measure along curved lines in two different ways:

1. Using string
2. Using a strip of paper

We are going to measure the distance of the River Ganges, but first we need to work out the **scale** on our map.

1 cm on the map = 100 km in real life, so we will multiply our measurement by 100.



1. Take your string and place one end on your starting point. Hold it in place with your finger.
2. Carefully lay the string along the rest of the river, carefully following along the curves.
3. When you reach your finishing point, mark it on your string with a pen.
4. Now you have marked it, straighten the string out and measure along your ruler

8. How far is it to the South Pole?

Red

Amber

Green

In Geography, **scale** refers to the ratio or relationship between distances on a map and the corresponding distances in the real world. For example, a scale of 1:50,000 means that one unit of measurement on the map represents 50,000 of the same units in real life. Scales can be represented as ratios (1:50,000) or as graphical scales (a bar scale showing distances).

Using Scale on Maps: To calculate real-world distances from a map using scale, follow these steps:

1. **Understand the Scale:** Read the map's scale carefully. For example, if the scale is 1:100,000, it means that one unit on the map equals 100,000 of the same units in reality.
2. **Measure the Distance on the Map:** Use a ruler or the map's provided scale bar to measure the distance between two points on the map in the map's units (e.g., centimetres or inches).
3. **Apply the Scale:** Multiply the measured distance on the map by the scale's denominator (the second number in the ratio). For example, if the distance between two points on the map is 5 centimetres and the scale is 1:100,000, the real-world distance would be 5 centimetres \times 100,000 = 500,000 centimetres or 5 kilometres.

Why Scale is Important: Understanding scale allows you to accurately interpret distances and sizes on maps, enabling you to plan routes, estimate travel times, and analyse spatial relationships between locations. This skill is essential in geographical analysis and practical applications such as urban planning, navigation, and environmental management.

9. What's taller – Mount St. Helen's or the Eiffel Tower?

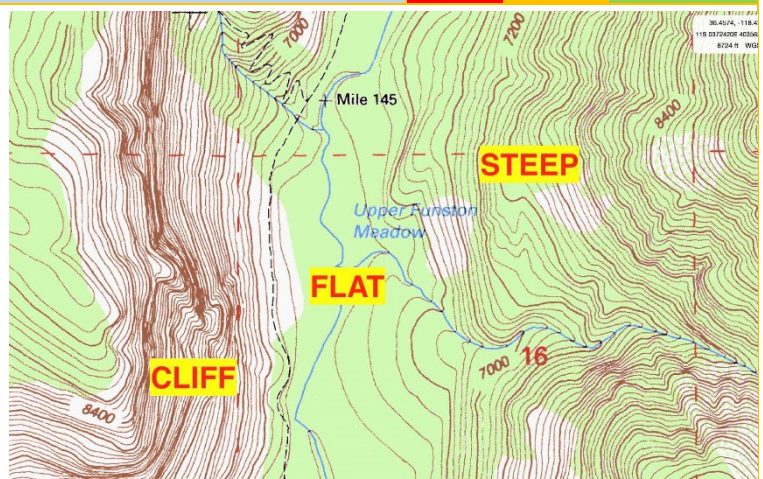
Red

Amber

Green

Understanding Height and Relief on Maps

Contour Lines: Contour lines are lines on a map that connect points of equal elevation above a reference point, usually sea level. Each contour line represents a specific elevation, and the spacing between contour lines indicates the steepness of the terrain. Closer contour lines indicate steep slopes, while widely spaced contour lines indicate gentle slopes.



Spot Heights: Spot heights are specific points marked on a map that indicate the exact elevation above sea level at that particular location. They are often marked with a dot and the elevation number next to it.

Layer Shading: Layer shading, also known as hill shading or relief shading, is a technique used to visually represent the three-dimensional terrain of an area on a two-dimensional map. It uses different shades of color or grayscale to simulate the effects of light and shadow on the terrain. Lighter shades typically represent higher elevations, while darker shades represent lower elevations.

10. Why can't you see the Northern Lights in Faversham?

Red

Amber

Green

- The Northern Lights, also called **Aurora Borealis**, are colourful lights that appear in the sky near the North Pole.
- They occur when charged particles from the sun collide with gases in Earth's atmosphere, causing them to glow.
- The colours of the Northern Lights depend on the type of gas particles and their altitude in the atmosphere.
- They can appear as curtains, arcs, or shimmering patches of light dancing across the sky.
- The best places to see them are in northern regions like **Scandinavia, Canada, and Alaska**.

Why They are Not Visible in Kent, Southern England:

- The Northern Lights are not visible in Kent because they occur closer to the **North Pole**, where the Earth's magnetic field lines converge and guide the charged particles towards the poles.
- Southern England, including Kent, is too far south for the charged particles to reach and interact with the atmosphere in a way that produces visible Northern Lights.
- Additionally, light pollution and atmospheric conditions in southern regions often make it difficult to see the faint glow of the Northern Lights even if they were to occur.

11. What is GIS and how can it be used to investigate place?

Red

Amber

Green

- GIS (Geographic Information System) is a tool that combines maps and data to study places and solve problems.
- It lets us gather, store, analyse, and show geographic information like maps, satellite images, and data tables.
- GIS helps us understand how different things relate to each other in a specific area, like where people live or how land is used.

How GIS Can Investigate Place:

- GIS layers different kinds of information (like population or land use) onto maps to study places.
- It helps us see patterns and connections, like where flooding might happen or how pollution spreads.
- GIS is used to plan cities, protect the environment, and respond to emergencies by using maps and data to make smart decisions

12. How can I use creative writing to improve my understanding of places?

Red

Amber

Green

- Creative writing is a powerful tool you can use to deepen your understanding of different places and environments.
- It allows you to imagine and describe details that go beyond facts and figures, helping you **connect emotionally with a place**.
- By writing creatively, you **can explore how people might feel, what they might see, and how they might interact with the environment**.

Example: "Today, I ventured into the heart of Antarctica, where the air was crisp and pure. The sunlight danced on the ice, casting a surreal blue hue across the landscape. As I gazed at towering icebergs, I couldn't help but marvel at the raw power of nature. Each crunch of my boots on the snow echoed in the stillness, a reminder of the fragility and resilience of life in this frozen wilderness."

Why Creative Writing Helps:

- Creative writing allows you to immerse yourself in the sights, sounds, and emotions of a place, helping you develop a deeper connection and understanding.
- It encourages empathy and imagination, enabling you to think beyond factual descriptions and engage more fully with the cultural, environmental, and historical aspects of a place.
- By writing creatively about different places, **you can enhance your descriptive skills, expand your vocabulary, and develop a richer appreciation for the diversity of landscapes and cultures around the world.**

HOME LEARNING TASKS

| Task Description | Done? |
|--|-------|
| Learn key word terminology | |
| Create a poster on a country in South America or Africa. Discuss the human and physical features found there | |
| Geography skill practice – take test online https://www.bbc.co.uk/bitesize/guides/z9cp7hv/revision/1 | |
| Treasure map geographical skills. | |
| Creative writing diary task | |

Subject Art Year 7 Term 1 & 2 – 'Observation and Tone'

Term Focus – *Through a series of activities, students develop skills in observational drawing using a variety of materials, drawing techniques and processes. They investigate how artists use observation, mark making and tone to convey detail. They will discover how to apply Formal Elements **TONE, MARK MAKING, SHAPE, FORM, and LINE** to their own artwork.*



Prior Learning Links

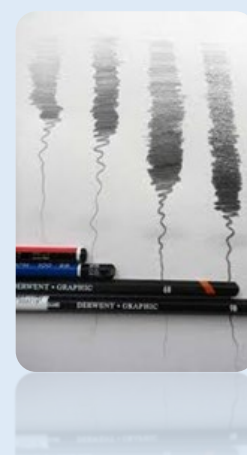
At Key Stage 2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Future Learning Links

Through a series of activities, students develop skills in observation, colour mixing and application of paint exploring Formal Elements **COLOUR, SHAPE and COMPOSITION**. They investigate examples of abstract art focusing on composition, message and meaning. Students will use their knowledge of colour theory, painting techniques and composition to create their own abstract art.



KEY VOCABULARY

| KEY WORDS | KEY SUBJECT TERMINOLOGY |
|---|--|
| I will learn the meaning of... <i>Investigate/Draw/Observe/Blend/Hatch/Contrast/Directional within the context of 'Observation and Tone'.</i> | Record Develop Refine Outcome Evaluate |

1. How do artists use observation and tone?

Red

Amber

Green

Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms:

I will learn to record...

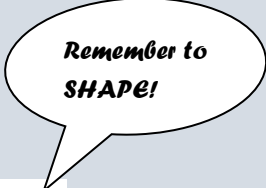
- images and information appropriate to a given theme
- using drawing media to closely observe objects and pictures
- increasing my knowledge and understanding of how artists use 'Observation and Tone' to create meaningful work

Evaluate and analyse creative work using the language of art, craft and design:

I will learn how to evaluate...

- artists using analytical writing skills and forming opinions

Describe the artist work using keywords
Compare similarities and differences in artists work
Give your personal opinion about the artist's work



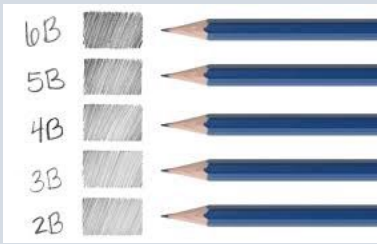
2. Can you list 3 types of drawing media?

Red Amber Green

Become proficient in drawing, painting sculpture and other art, craft and design techniques:

I will learn to record...

- using drawing media to closely observe objects and pictures



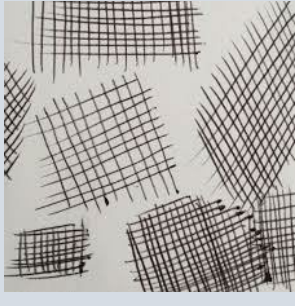
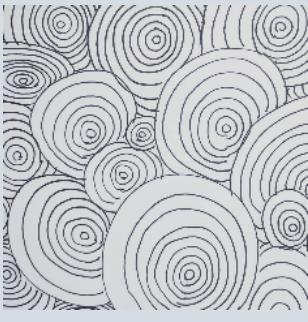
3. What is mark making?

Red Amber Green

Become proficient in drawing, painting sculpture and other art, craft and design techniques:

I will learn how to develop...

- my knowledge and understanding of tone and mark making



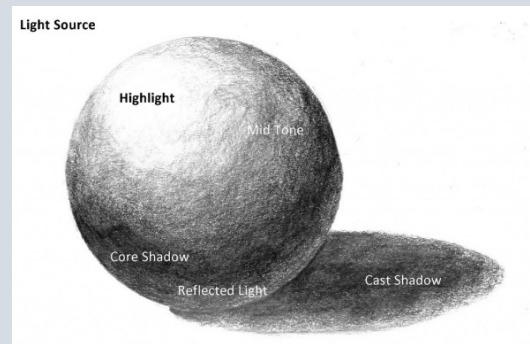
4. How does light and dark affect shape and form in a drawing?

Red Amber Green

Become proficient in drawing, painting sculpture and other art, craft and design techniques:

I will learn how to develop...

- my knowledge and understanding of tone and mark making
- my observational drawing skills
- my higher order thinking skills



5. Why is it important to look closely when drawing from direct observation?

Red

Amber

Green

Become proficient in drawing, painting sculpture and other art, craft and design techniques:

I will learn to record...

- images and information appropriate to a given theme using drawing media to closely observe objects and pictures

I will learn how to develop...

- my knowledge and understanding of tone and mark making
- my observational drawing skills
- my higher order thinking skills



6. What is proportion?

Red

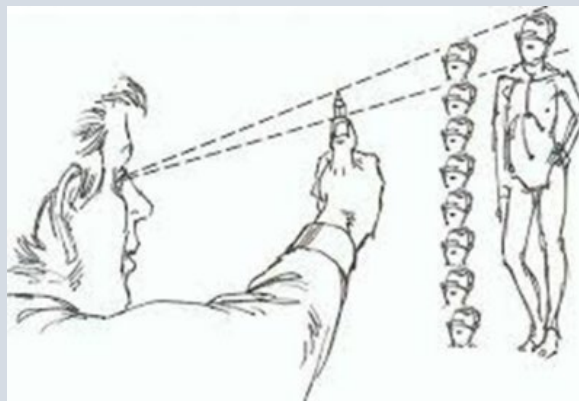
Amber

Green

Become proficient in drawing, painting sculpture and other art, craft and design techniques:

I will learn how to develop...

- my observational drawing skills
- my higher order thinking skills



7. Can you combine Tone/Mark making/Shape/Form/Line in your own artwork?

Red

Amber

Green

Produce creative work exploring their ideas and recording their experiences:

I will learn how to develop...

- my knowledge and understanding of tone and mark making
- my observational drawing skills
- my use of images and information to create ideas using mark making and tone
- ideas in response to a given theme, linking to artists work.
- my higher order thinking skills

8. Can you realise intentions through a final outcome?

Red

Amber

Green

Produce creative work exploring their ideas and recording their experiences:

I will learn how to refine...

- through exploring a range of techniques and media including paint e.g. making different tones from light to dark, contrasting images and tone, mark making and line techniques.
- by selecting ideas to adapt and improve using Tone, Mark making, Shape, Form and Line.
- developing a piece of work using tone in different ways

I will learn how to produce a finished outcome...

- using observation and tone

9. Why is it important to evaluate?

Red

Amber

Green

Evaluate and analyse creative work using the language of art, craft and design:

I will learn how to evaluate...

- by reflecting on the development of my own work
- making connections between my own and artists' work
- suggesting ways I could I improve

How does my work link to the artist?

What has gone well and how have I challenged myself?

What could I do even better and challenge myself more?

What does someone else think about my work?

What new words have I learned?

How have I used the Formal Elements?

LINE / SHAPE / TONE / FORM / TEXTURE /

COLOUR / SCALE / PATTERN /

Homework Booklet 1 'Vase of Twelve Sunflowers by Vincent Van Gogh

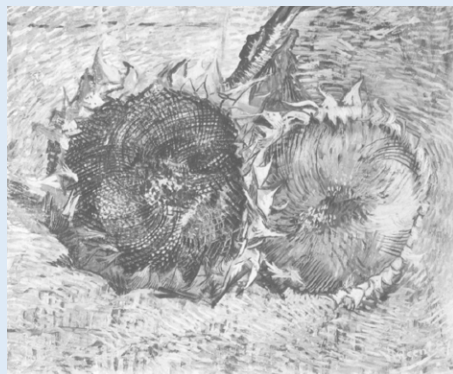
(artist links to project through use of mark making)

Duration- 30 minutes minimum on each of the 7 tasks (approx. 30 minutes per two-week cycle)



How do artists use observation and tone?

Use pencil tone and mark making to draw these examples of Sunflowers by Van Gogh



Can you list 3 types of drawing media?

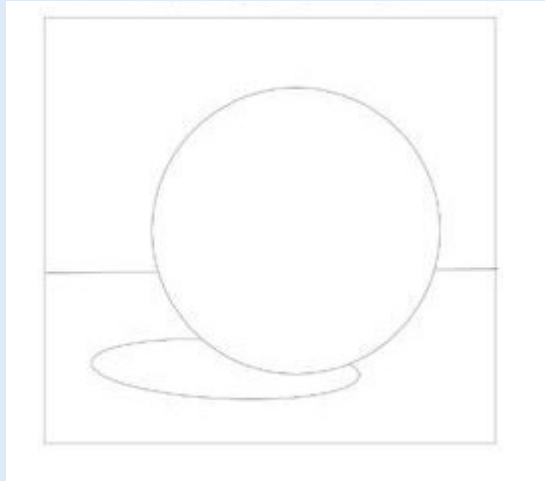
Use your writing pen to draw the above images

What is mark making?

Use a pencil to draw the above images using only mark making and no shading

How does light and dark affect shape and form in a drawing?

Turn the circle into a 3D Sphere the draw the ball using the same process to make it appear 3D.



Why is it important to look closely when drawing from direct observation?

2 Minute drawing exercises looking at same picture, time yourself doing the following drawing exercises:

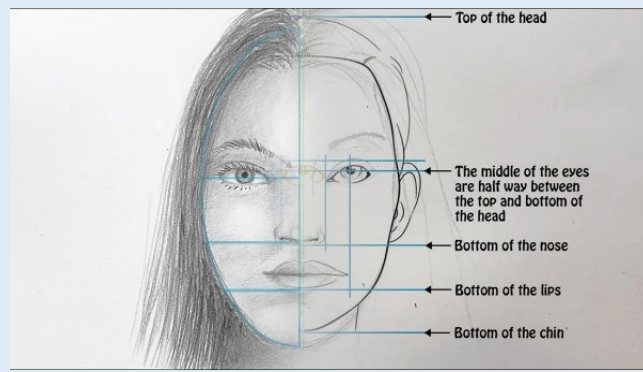
- 2 Minutes Continuous Line (do not lift pencil off the paper)
- 2 Minutes drawing without looking at the paper
- 2 Minutes drawing without looking at the picture
- Speed draw each picture in 20 seconds

Follow up with a 10/20 a minute observational drawing of one of the pictures. Consider how your observation skills have been impacted by these exercises?



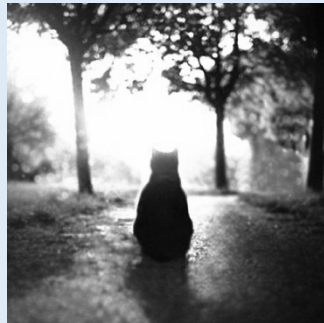
What is proportion?

Draw and finish this face as an extension draw yourself or another person using correct proportions.



Can you combine Tone/Mark making/Shape/Form/Line in your own artwork?

Use the pencil and mark making skills you have learned to draw Percy the cat. Aim to complete X2 roughs (practice pieces) and one best.



Why is it important to evaluate?

Evaluate your portrait of Percy the cat:

What has gone well and how have I challenged myself?
What could I do even better and challenge myself more?
What does someone else think about my work?

Subject: Religion Year Group: 7
Topic: People , Religion and the World

Big Questions

- 1 Does Religion help people to be good?
- 2 What difference does it make to believe in a religion?

Whose responsibility is our World?

Many Christians believe that God gave human beings a special responsibility within creation to cultivate it, guard it and use it wisely. This is called **stewardship**. Humans have to work within creation and to look after it: God took the man and put him in the Garden of Eden to work it and take care of it.

What are the 10 commandments (sayings)?

1. I am the Lord thy God: thou shalt not have strange Gods before me
2. Thou shalt not take the name of the Lord thy God in vain
3. Remember to keep holy the Lord's Day
4. Honour thy father and thy mother
5. Thou shalt not kill
6. Thou shalt not commit adultery (cheat)
7. Thou shalt not steal
8. Thou shalt not bear false witness against thy neighbour (Lie)
9. Thou shalt not covet (want) thy neighbour's wife
10. Thou shalt not covet (want) thy neighbour's goods

What is Ahimsa?

Ahimsa is an Indian doctrine of nonviolence in thoughts words and deed. It has immense significance in religious traditions like Buddhism and Hinduism.

Whys to practice Ahimsa

- Eat healthy plant based diet
- Save water and pollute less
- Be loving and kind to others

Importance of Ahimsa

You will learn how to respect boundaries
You will feel good – doing good makes you feel good.
It will bring you closer to people and the community.

Buddhist 5 precepts

1 - To refrain from killing or harming living beings

2 - To refrain from stealing or taking what is not given

3 - To refrain from sexual misconduct, especially adultery

4 - To refrain from lying or speaking falsely or harshly

5 - To refrain from alcohol and other intoxicating drugs that cause inattention and moral judgement

Moral Values

Moral values form the basis of our behaviour and actions in different situations. They often come from our culture, religion, family, laws and personal experiences.

Examples of moral values are:

Honesty – this means telling the truth.
Respect – this means treating others with dignity.
Being polite and kind.

Key words:

The Ten Commandments - a set of rules that Christians follow in order to be good people and reunited with God in Heaven in the Afterlife.

Morals – An individuals own set of beliefs about right or wrong.

Sin – An act that displeases God.

Humanism – A non-religious belief that values science, reason and happiness at its centre.

5 precepts – a set of five rules that Buddhist try to follow to cultivate good karma

Ahimsa – the belief of non-violence to all living things.

Stewardship – the belief Christians should look after the world as God created it

Music Year 7 Terms 1&2
Singing Skills

Term Focus

You will learn how to:

- sing and use your voice
- look after your voice and use it effectively as an instrument
- consider the elements of music and how they can enhance a musical performance



Prior Learning Links

- Play and perform in a variety of solo and ensemble contexts in primary school
- Use voices as a musical instrument
- Listen and recall sounds
- Listen to and appreciate a wide range of music from different traditions and from great composers and musicians

Future Learning Links

- Understand and explore how music is created and performed
- Understand how the elements of music affect a musical performance
- Find connections between melodies, harmonies and accompaniments

KEY VOCABULARY

| KEY WORDS | KEY SUBJECT TERMINOLOGY |
|--|--|
| Singing: making musical sounds with your voice | Musical elements: the building blocks of music that include dynamics, tempo, texture, timbre and pitch |
| Dynamics: the volume that notes should be played/sung | Call and response: a phrase played or sung that is answered with the same or a different phrase |
| Tempo: the speed or pace of the music | Musical arrangement: altering or adapting an existing piece of music through changing musical elements, structure or the instruments used |
| Texture: how melody, harmony and rhythm are combined in music to create layers of sound | Body Percussion: using your own body to create rhythm. It could involve clapping, stomping or clicking |
| Timbre: the type of sound produced by an instrument or a voice | Vocal warm-ups: exercises to prepare the voice for singing. They help prepare the vocal cords and prevent strain or injury |
| Pitch: how high or low a note sounds | Musical accompaniment: the music that plays in the background to support a melody |
| Unison: one sound. Two or more people play/sing the same pitch | Musical structure: the order the different sections of a song or piece of music are played in (e.g. verse/chorus/intro) |
| Harmony: more than one note/pitch is played or sung at the same time | Musical ensemble: a group of people who perform instrumental or vocal music together |
| Canon: a melody is played and then imitated after a short delay | Musical conductor: keeps a musical ensemble in time and leads the performance, giving it shape |
| a capella: singing without instrumental accompaniment | |

1. Why is it important to warm our voices up before singing?

Red Amber Green

Just as you would warm-up at the start of a PE lesson, you should also warm your vocal muscles up before you sing to avoid any strain or injury.

Some easy vocal warm-ups:

- Humming – it's easy to do and helps to stretch your vocal chords. Change the pitch of your voice as you hum
- Lip trills – make a motorboat sound by making your lips vibrate. You can also add pitch slides
- Vocal sirens – make an 'oooo' sound and go from the lowest pitch of your voice and slide up to the highest and back down again (like a siren!)
- Yawn/sigh – just yawn, take in air, and then exhale it slowly like a big sigh. This will relax your vocal cords

General tips for looking after your voice:

- Drink plenty of water
- Avoid chocolate just before you sing
- Avoid screaming/shouting
- Avoid being around smoke

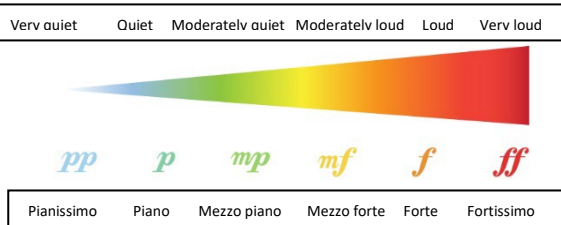


2. What are the elements of music?

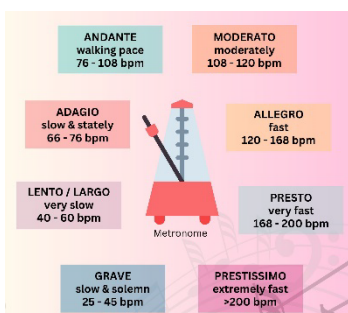
Red Amber Green

Pitch: Low High

Dynamics:



Tempo:



Texture:



Timbre: The sound quality of an instrument – it helps us tell instruments apart from each other. You could describe an instrument or vocal sound as

- Bright
- Dark
- Brassy
- Wooden
- Harsh
- Mellow
- Shrill
- Smooth
- Nasal
- Screechy



3. What is call and response and why is it useful in learning a song?

Red

Amber

Green

Call and response singing is a musical form in which a leader sings or plays a phrase (the "call"), and a group or another performer responds with a corresponding phrase (the "response"). This interaction can be vocal, instrumental, or a combination of both. The structure creates a conversational style of music, often found in various cultural traditions including African, African-American, gospel, blues, and folk music. Call and response is useful for learning a song as short phrases can be repeated and memorised. It helps you to learn the lyrics and melody of a song. One example of a call and response warm-up that we do in lessons is:

I said "Boom chicka boom"
(I said "Boom chicka boom")
I said "Boom chicka boom"
(I said "Boom chicka boom")
I said "Boom chicka rocka chicka rocka chicka boom"
(I said "Boom chicka rocka chicka rocka chicka boom")

4. What is a musical canon (or round)?

Red

Amber

Green

A musical canon (or round) is where a melody is introduced by one voice and then imitated by one or more voices one after the other. Each voice enters at different times but follows the same melody line. You may have performed these nursely rhymes in a canon when you were younger:

- Frère Jacques
- Row, Row, Row Your Boat

Frère Jacques, Dor-mez - vous ? Son-nez les ma - ti - nes, Ding, dang, dong !
Frère Jacques, Dor-mez - vous ? Son-nez les ma - ti - nes,
Frère Jacques, Dor-mez - vous ?
Frère Jacques,

5. What is the difference between singing in unison and singing in harmony?

Red

Amber

Green

1. Singing in Unison:

- When singers sing in unison, they all sing the same notes at the same pitch or in octaves.
- There is no variation in the melody or pitch between the voices.
- The result is a single, unified sound.
- Example: A group of people singing the melody of a song together.

2. Singing in Harmony:

- When singers sing in harmony, they sing different notes that complement each other, creating chords.
- The different notes are sung simultaneously to create a richer, more complex sound.
- Harmony adds depth and texture to the music by combining different pitches that blend well together.
- Example: A choir singing a hymn where different sections (soprano, alto, tenor, bass) sing different parts that harmonise with each other.



6. What is structure in a musical performance?

Red

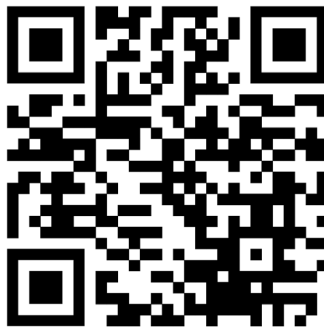
Amber

Green

Structure provides shape to a piece of music and refers to the arrangement of different sections. In a song structure, sections can include:

- Intro:** The opening section that sets the stage for the rest of the piece.
- Verse:** A section where the melody may remain the same but the lyrics change with each repetition.
- Chorus:** A recurring section that usually contains the main theme and is often more memorable.
- Bridge:** A contrasting section that connects different parts of the song, providing variety and a break from the repetitive sections.
- Outro:** The concluding section that wraps up the piece.

Find more information here:



FURTHER LEARNING TASKS (OPTIONAL)

| <u>Task Description</u> | Done? |
|---|-------|
| Create a poster about how to look after your voice | |
| Research and describe a fun vocal warm-up | |
| Create a presentation/poster about your favourite song. You might want to include details such as: <ul style="list-style-type: none">- What instruments are used in the song?- Describe the song's structure- Explain the lyrics – what is the song about?- Describe the musical elements used in the song (pitch, tempo, dynamics, texture and timbre)- Why do you like this song?- How does this song make you feel? | |

Drama Year 7 Term 1
An Introduction to Drama - Performance Skills

Term Focus

You will learn how to:

- Develop your understanding of performance skills both through theoretical and practical explorations.
- Create and perform your own performances whilst collaborating with others developing your teamwork, communication and problem-solving skills.
- Evaluate your own work in addition to the work of your peers.



Prior Learning Links

- Consolidates previously learned information and skills which underpin the curriculum. The level of experience in this subject will differ. This unit will allow all pupils to develop a foundation knowledge of skills.

Future Learning Links

- Performance skills will continue to develop across KS3 and KS4. They are the foundation skills required for any performance.
- Pupils' command of vocabulary is the key to their learning and progress across the whole curriculum.
- Promotes confidence and resilience across the wider school.

KEY VOCABULARY

Performance Skills are used by an Actor to convey a character.

| | |
|---------------------------|--|
| Planned Movement | Physical actions that are organised prior to the performance and then rehearsed. |
| Positioning | Arranging an actor in a place/way. Where the actor is facing. |
| Posture | How the body is held. |
| Body Language | Movements with the body, that communicate feeling. |
| Eye Contact | Where the actor is looking. |
| Discipline | The ability to maintain commitment in conveying a character on stage. |
| Space | How the environment is used. |
| Levels | How high or low an actor is positioned on stage. |
| Vocal Skills | How the voice is used to communicate emotion and character. |
| Gestures | Using your hands to further express meaning or emotion. |
| Facial Expressions | Showing mood through the movement of your face. |

1. What transferrable skills will you develop in Drama?

Red

Amber

Green

Drama is a subject that allows you to develop key skills that you can use in all areas of your life. These skills are what employers look for when you are applying for a job. You may not be someone who would like to be an Actor but all the skills you will develop in your lessons are important life skills for the future.

Transferrable Skills

- Teamwork
- Creativity
- Problem Solving
- Leadership
- Confidence
- Resilience
- Communication
- Public Speaking

How will you develop these skills in Drama?

| | |
|-----------------|--|
| Teamwork | Each lesson you will work in groups to complete a performance task. You will need to work with your peers. You will need to contribute ideas as well as listen to others to create a performance to perform to the class. |
| Creativity | You will be required to think of imaginative ideas to create a performance which is exciting for the audience. |
| Problem Solving | When given a challenging task, you will need to work with your peers to overcome any issues you face. You will also need to navigate working with a range of different people with a variety of skillsets. You will need to problem solve in order to get the task completed. |
| Leadership | Leadership skills will be developed when devising your own performances. Being able to take lots of ideas and find a way to move forwards with the task will encourage you to take charge. |
| Confidence | Confidence will be developed in a variety of ways. You will be expected to contribute ideas in class discussions, group work and when evaluating each others work. You will be expected to perform to your peers every lesson in addition to working with a variety of different people. Confidence is a key skills which will be developed. |
| Resilience | You will be challenged outside of your comfort zone but being able to continue to push yourself every lesson will result in your resilience developing. Performing to an audience, working with others and speaking |
| Communication | You will be expected to be able to communicate politely with one another in group work and class discussions. |

2. What is a character?

Red

Amber

Green

A **character** is a person, animal, or figure in creative writing, like a story or a play.

Every play, theatre performance and production will include a character. It is important when performing a character that you make the audience **believe** you are that person. You need to walk, talk and act like the character you are playing so that your performance is believable.

When performing a character there are a variety of skills you will need to use to allow the audience to understand you are playing the role of someone else and not you.

These skills are known as performance skills.

These are the most important skills you are going to learn and you will be required to use these skills every lesson!

Physical performance skills are the things we do to use our **body** however **vocal skills** are the performance skills we use to specifically change our **voice**.

3. What is planned movement and how can it be used to show character?

Red

Amber

Green

Planned movement refers to the **actions** the Actor is performing on stage. They **plan their actions prior to the performance**.

Improvisation is doing something 'on the spot' and no planning is involved however planned movement is when you consider what you are going before actually doing it.

It is important to plan what you are doing on stage so that your character has a **clear intention**. If you can perform your character clearly, the audience are going to understand who you are and therefore understand the storyline better. Planning your actions allows the Actor to practice what they are doing prior to the performance. This also helps the other Actors on stage as they know what movements are being performed and there are no hidden surprises.

4. What is positioning, space and levels and how can it be used to show character?

Red

Amber

Green

How the stage space is used is really important when it comes to showing character or a storyline on stage.

The use of the **space, levels and positioning** are all essential in showing relationships between characters, personalities, status and suchlike.

Positioning:

When on stage it is considered where they are positioned. Firstly, it is essential **show their back** to not only restrict the way they may also prevent the audience from hearing what is being said.

Secondly the Actors are on stage in close **proximity** to

something about the storyline or their relationship however if the Actors were positioned far away, again this would suggest something different.

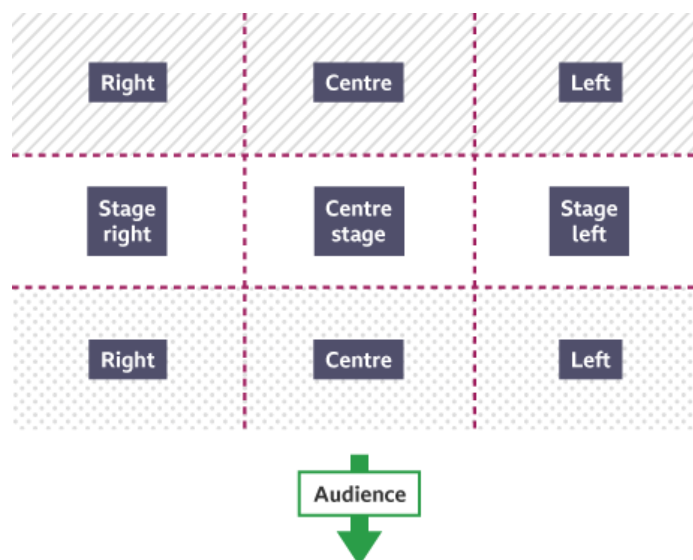
Example: two individuals close together may suggest friendship or that there is a conversation occurring however two individuals far apart with their backs to one another may signify an argument or the possibility of being strangers.

Space:

How the stage floor space is used is important. Different parts of the stage may signify different locations which again support the narrative of the performance. The space needs to be used to also add interest to the performance.

Levels:

Using different heights or levels onstage makes the performance more interesting. It can also help to ensure that the audience see all of the action. Levels can be used to suggest **status** - meaning the power or authority one character has over another. It's important to consider what the use of levels



essential the Actor are positioned on stage. that the Actor **does not** the audience's view, but it spectators being able to said.

must consider where they relation to one another. each other may suggest

suggests when staging a scene. Levels can also be used to suggest various locations. For example, a raised platform might act as an interior room, whereas the ground level in front represents the street.

5. What is posture and how can it be used to show character?

Red

Amber

Green

Posture refers to how the **body is held**. Changing your posture can signify the following to the audience:

- Age
- Personality
- Occupation
- Gender

Examples:

- An elderly gentleman might have a hunched spine and leant over posture to portray his age.
- A young person with their shoulders back, good posture and looking out to the audience as they walk suggests they may have a confident personality.

6. What is body language and how can it be used to show character?

Red

Amber

Green

Body language refers to the movements an Actor can perform to **show their mood**. It is important that the physicality of the body matches the facial expression to allow the audience to believe the performance.

Examples:

- Grumpy teenager might stamp his feet and shrug his shoulders showing he is frustrated he received a detention.
- A Mum who has just won the lottery, may throw her arms in the air as she jumped for joy highlighting she is happy about the situation.

7. What is eye contact and how can it be used to show character?

Red

Amber

Green

Eye line refers to where you **look** and eye contact refers to when you look at someone or something.

An actor can use their eyes to demonstrate a range of ideas to the audience:

- How their character feels
- Their character's personality
- Their relationship with other characters on stage
- Something about the story

Eye line directs the audience where to look.

8. What is discipline and how can it be used to show character?

Red

Amber

Green

Discipline refers to the ability to **maintain character**.

Discipline is required both when performing and being an audience member. When performing if you lose discipline through laughing, communicating or becoming distracted it is going to affect your overall performance. This can affect how the audience view the narrative. The performance becomes unprofessional but also

9. What are vocal skills and how can they be used to show character?

Red

Amber

Green

Vocal Skills are the skills we use to **change our voice**.

Vocal skills are used in everyday life to communicate how one is feeling. These skills can be used to show character in a performance. As an Actor you are required to change your voice to match the person you are playing. Vocal skills portray feeling and personality. This makes the performance more believable and realistic.

Pitch - How high or low your voice is.

Pace - How fast or slow you speak.

Pause - Moments in a sentence when a stop is used (to create clarity or tension).

Projection - Speaking clearly enough so your voice is able to travel across the room allowing you to be heard.

Tone - How you use your voice to express emotion.

Emphasis - How words or phrases are exaggerated through voice in a sentence, highlighting their importance to the audience.

Accent - A distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class.

Volume - How loud or quiet you speak.

10. What are gestures and how can they be used to show character? Red Amber Green

Gestures refer to how an Actor uses their **hands** to communicate an idea. The hands are a great tool to highlight a key message without having to use speech.

11. What are facial expressions and how can they be used to show character? Red Amber Green

Facial Expressions refer to how the face is used to show mood. The use of the face is the **first indicator** for the audience to gauge how a character is feeling. Without the use of facial expressions, it can be difficult to understand both the emotion but also follow the narrative.

HOME LEARNING TASKS

| Task Description | Done? |
|--|-------|
| Understanding of Performance Skills (TASK BELOW) | |
| Gestures (TASK BELOW) | |
| Character Profile (TASK BELOW) | |
| Read a play from our library – Consider how performance skills might be used | |

Understanding of Performance Skills:
Complete the table below.

| Vocal Skill | Definition | Example of how this vocal skill could be used by a character |
|------------------|--|---|
| Example: Pace | Pace refers to how fast or slow a person speaks. | A teenager who was late getting on the bus might speak really quickly as they were in a rush and out of breath. They may speak fast when purchasing their ticket. |
| P | | |
| P | | |

| | | |
|---------------------------|---|---|
| | | |
| P | | |
| P | | |
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| E | | |
| A | | |
| V | | |
| Performance Skill | Definition | Example of how this performance skill could be used by a character |
| Example: Body Language | An action or movement to show how a character is feeling. | An angry person might stamp their feet and fold their arms to show they are frustrated. |
| Planned Movement | | |
| Positioning | | |
| Posture | | |
| Body Language | | |
| Eye Contact | | |
| Discipline | | |

| | | |
|--------------------|--|--|
| | | |
| Space | | |
| Levels | | |
| Vocal Skills | | |
| Gestures | | |
| Facial Expressions | | |

Gestures:
Identify what the following gestures could mean.

| | |
|--|--|
| Thumbs Up | |
| Thumbs Down | |
| Pointing a finger | |
| Two hands in the air, frozen | |
| Waving of the hands, palms towards the floor | |

Character Profile:
Read the extract below from ‘Matilda’. Write a paragraph, describing how you would use performance skills if you were performing this monologue as Matilda.

Monologue: Matilda

Once upon a time the two greatest circus performers in the world, an escapologist, who could escape from any lock that was ever invented, and an acrobat, who was so skilled, it seemed as if she could actually fly, fell in love and got married. They performed some of the most incredible feats together anyone has ever seen, and people would come from miles around: kings, queens, celebrities, and astronauts. And not just to see their skill, but also to see their love for each other, which was so deep that it was said that cats would purr as they passed them, and dogs would weep with joy.

"We have everything that the world has to offer," said the wife. "But we do not have the one thing in the world we want most, we do not have a child."

"Patience, my love," the husband replied, "Time is on our side, even time loves us."

But time is the one thing no one is master of, and as time passed, and they grew quite old, and still, they had no child. At night, they listened to the silence of their big, empty house, and they would imagine how beautiful it would be if it was filled with the sounds of a child playing. Their sadness overwhelmed them, and drew them on to ever more dangerous feats, as their work became the only place they could escape the inescapable tragedy of their lives! And so it was, they decided to perform the most dangerous feat ever known to man. "It is called," said the husband, announcing the event to the world's press, who had gathered to listen with bated breath, "The Burning Woman Hurling

French Year 7 Term 1 – The Basics

Term Focus – This term introduces you to the basics of French. You will be able to introduce yourself by including the following information:

- Your name
- Where you live
- How you feel
- What you're like



Prior Learning Links

- Knowledge of the following grammatical terms:
 - Conjunction
 - Adjective
 - Noun
- No prior knowledge of French vocabulary expected, although some students will have basic vocabulary.

Future Learning Links

- Describing family members
- Talking about my town
- Talking about my feelings
- The use of conjunctions and intensifiers to extend writing

1. How do I introduce myself?

Red

Amber

Green

BQ: Comment t'appelles-tu? (What is your name?)

| | | | | |
|---------------------------|--|------------------------------|------------------------------|--------------------------------------|
| Bonjour (Hello) | je m'appelle (I call myself) | Ana Chloé | Ahmed Axel | Au revoir! (Goodbye!) |
| Salut (Hi) | | Fathia Inès | Dorian Enzo | À bientôt! (See you soon!) |

2. How do I say where I live?

Red

Amber

Green

Où habites-tu? (Where do you live?)

| | | | |
|-------------------------------------|--|---|---|
| J'habite dans (I live in) | une ville (a town) un village (a village) | qui s'appelle (which is called) | Faversham Sittingbourne Canterbury Teynham |
|-------------------------------------|--|---|---|

3. How do I say how I feel?

Red

Amber

Green

Ça va? (How's it going?)

| | | Masculine | | Feminine | |
|------------------------------|--|-------------------------------|---------------------------|----------------------------|--|
| Ça va (It's going) | bien, merci. (well, thank you.) mal. (badly.) | Je me sens (I feel) | heureux. (happy) | heureuse. (happy) | |
| | | | triste. (sad) | triste. (sad) | |
| | | | en colère. (angry) | en colère (angry) | |
| | | | fatigué. (tired) | fatiguée. (tired) | |
| | | | inquiet. (worried) | inquiète. (worried) | |
| | | | calme. (calm) | calme. (calm) | |

4. How do I describe my personality?

Red Amber Green

Tu es comment? (What are you like?)

| | | Masculine | Feminine |
|-------------------------------------|-----------------------------------|----------------------------|-----------------------------|
| Je dirais que (I would say that) | je suis (I am) | actif. (active) | active. (active) |
| | je ne suis pas (I am not) | amusant. (funny) | amusante. (funny) |
| Je pense que (I think that) | je ne suis jamais (I am never) | intelligent. (intelligent) | intelligente. (intelligent) |
| | | fidèle. (loyal) | fidèle. (loyal) |
| | | patient. (patient) | patiente. (patient) |
| | | stupide. (stupid) | stupide. (stupid) |
| | | sympa. (nice) | sympa. (nice) |
| | | travailleur. (hardworking) | travailleuse. (hardworking) |

5. What is a verb?

Red Amber Green

Definition: A word used to describe an action, state or occurrence. E.g. to play, to feel, to have, to be.

Key Verbs: Je me sens (I feel), Je suis (I am)

6. What is a noun?

Red Amber Green

Definition: A person, place or thing.

Remember – Every noun in French is either masculine or feminine.

7. What is a conjunction?

Red Amber Green

Definition: A word used to link two clauses or sentences.

Key Conjunctions: Et (and), Aussi (also), Cependant (however)

8. What is an adjective?

Red Amber Green

Definition: A word used to describe a noun.

9. What is masculine and feminine gender?

Red Amber Green

Every noun in French is either masculine or feminine.

This is a way of organising vocabulary into groups. It does not mean that the word is a boy or girl!

When talking about people, masculine and feminine does match with the person's gender.

Un = masculine
Une = feminine

10. What is adjectival agreement?

Red Amber Green

Definition: The process of changing the spelling of an adjective to match the noun that it is describing.

An adjective will either be written in its masculine singular, masculine plural, feminine singular or feminine plural form.

11. What is an intensifier?

Red Amber Green

Definition: An intensifier is used before an adjective to add detail.

Key intensifiers: très (very), vraiment (really), assez (quite), un peu (a little), trop (too)

12. What is a negative?

Red Amber Green

Definition: In French, a negative is saying what something is not or using the word never.

Negative structures in French will always have the word 'ne' in them.

HOME LEARNING TASKS

| Task Description | Done? |
|--|-------|
| Can you write a short paragraph describing yourself? | |
| Can you write a short paragraph saying where you live and how you feel? | |
| Can you use the sentence builders above to write sentences answering the questions? Can you improve these by adding conjunctions and intensifiers? | |
| Practise the vocabulary in your knowledge organiser by using the look, cover, write, check method. | |
| Go to www.sentencebuilders.com and practise this terms vocabulary. | |

Spanish Year 7 Term 1 – The Basics

Term Focus – This term introduces you to the basics of Spanish. You will be able to introduce yourself by including the following information:

- Your name
- Where you live
- How you feel
- What you're like



Prior Learning Links

- Knowledge of the following grammatical terms:
 - Conjunction
 - Adjective
 - Noun
- No prior knowledge of Spanish vocabulary expected, although some students will have basic vocabulary.

Future Learning Links

- Describing family members
- Talking about my town
- Talking about my feelings
- The use of conjunctions and intensifiers to extend writing

1. How do I introduce myself?

Red

Amber

Green

BQ: ¿Cómo te llamas? (What is your name?)

| | | | | |
|--|------------------------------------|---------------|----------------|---|
| Hola (Hello) | | Alba | Antonio | ¡Adiós! (Goodbye!) |
| Buenos días (Good Morning) | me llamo (I call myself) | Karima | Emilio | ¡Hasta luego! (See you then!) |
| Buenas noches (Good evening) | | Pilar | Miguel | ¡Hasta pronto! (See you soon) |
| | | Sofía | Vicente | |

2. How do I say where I live?

Red

Amber

Green

¿Dónde vives? (Where do you live?)

| | | | |
|-------------------------------|-------------------------------|-----------------------------|-----------------------|
| Vivo en (I live in) | un pueblo (a town) | se llama (called) | Faversham. |
| | una ciudad (a city) | | Sittingbourne. |
| | | | Canterbury. |
| | | | Teynham. |

3. How do I say how I feel?

Red

Amber

Green

¿Cómo estás? (How are you?)

| | | | | |
|------------------------|---|------------------------------|------------------------------|------------------------------|
| | bien, gracias. (well, thank you.) | | Masculine | Feminine |
| Estoy (I am) | regular. (alright.) | Me siento (I feel) | feliz. (happy) | feliz. (happy) |
| | | | triste. (sad) | triste. (sad) |
| | | | enfadado. (angry) | enfadada (angry) |
| | | | cansado. (tired) | cansada. (tired) |
| | mal. (bad.) | | preocupado. (worried) | preocupada. (worried) |

| | | | | |
|--|---------------------------|--|---|--|
| | fatal. (awful.) | | relajado. (relaxed) enfermo. (ill) | relajada. (calm) enferma. (ill) |
|--|---------------------------|--|---|--|

4. How do I describe my personality? Red Amber Green

| ¿Cómo es? (What are you like?) | | | |
|--|----------------------------------|-----------------------------------|-----------------------------------|
| | | Masculine | Feminine |
| Diría que (I would say that) | soy (I am) | activo. (active) | activa. (active) |
| | no soy (I am not) | divertido. (funny) | divertida. (funny) |
| Pienso que (I think that) | nunca soy (I am never) | inteligente. (intelligent) | inteligente. (intelligent) |
| | | fiel. (loyal) | fiel. (loyal) |
| | | paciente. (patient) | paciente. (patient) |
| | | tonto. (silly) | tonta. (stupid) |
| | | simpático. (nice) | simpática. (nice) |
| | | trabajador. (hardworking) | trabajadora. (hardworking) |

5. What is a verb? Red Amber Green

Definition: A word used to describe an action, state or occurrence. E.g. to play, to feel, to have, to be.
Key Verbs: Me siento (I feel), Soy (I am)

6. What is a noun? Red Amber Green

Definition: A person, place or thing.
Remember – Every noun in Spanish is either masculine or feminine.

7. What is a conjunction? Red Amber Green

Definition: A word used to link two clauses or sentences.
Key Conjunctions: y (and), también (also), sin embargo (however)

8. What is an adjective? Red Amber Green

Definition: A word used to describe a noun.

9. What is masculine and feminine gender? Red Amber Green

Every noun in Spanish is either masculine or feminine.
This is a way of organising vocabulary into groups. It does not mean that the word is a boy or girl!
When talking about people, masculine and feminine does match with the person's gender.

Un = masculine
Una = feminine

10. What is adjectival agreement? Red Amber Green

Definition: The process of changing the spelling of an adjective to match the noun that it is describing.
An adjective will either be written in its masculine singular, masculine plural, feminine singular or feminine plural form.

11. What is an intensifier? Red Amber Green

Definition: An intensifier is used before an adjective to add detail.
Key intensifiers: muy (very), bastante (quite), un poco (a little), demasiado (too)

12. What is a negative? Red Amber Green

Definition: In Spanish, a negative is saying what something is not or using the word never.
Negative structures in Spanish will normally have the word 'no' in them.

HOME LEARNING TASKS

| Task Description | Done? |
|--|-------|
| Can you write a short paragraph describing yourself? | |
| Can you write a short paragraph saying where you live and how you feel? | |
| Use the sentence builders above to write sentences. Improve these by adding conjunctions and intensifiers | |
| Practise the vocabulary in your knowledge organiser by using the look, cover, write, check method. | |
| Go to www.sentencebuilders.com and practise this terms vocabulary. | |

Food and Nutrition Year 7 - Terms 1 and 2 – Introduction to food preparation and nutrition

Term Focus –

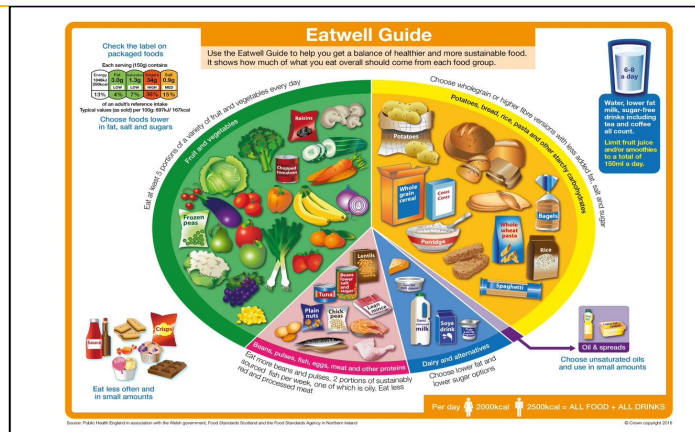
1. Food Safety, food hygiene, food skills, the senses
2. The Eatwell Guide, food groups, making food choices

Prior Learning Links

At KS2 and in the primary setting, the skills and knowledge gained is very varied due to the different teaching strengths of staff and variety of facilities available. Therefore, a very basic level of ability is assumed to enable all the cohort to access our curriculum.

Future Learning Links

Students will learn a range of practical skills whilst embedding their knowledge and understanding of key hygiene and safety points. Confidence will be boosted in the learning and developing of basic skills to progress through to more complex activities. We will look at the senses and discover why they play an important role in food selection. Food groups from the Eatwell Guide will assist in the learning of healthy, balanced diets and understanding nutritional needs.



Kitchen Safety Rules

- Always wash your hands before and after handling food.
- Tie back long hair.
- Wear an apron and roll up your sleeves.
- Keep food preparation surfaces clean.
- Wash fruit and vegetables under cold water before use.
- Always ask an adult before handling knives or going near hot things.
- Handle knives and other sharp equipment with care.
- When using a knife, always cut away from yourself or downwards on a chopping board to avoid cutting yourself.
- Turn handles of saucepans away from the front of the stove when cooking.
- Use oven mitts when taking hot dishes from the oven or microwave.
- Do not run around the room where food is being prepared.
- Wipe up food spills immediately.
- Store food appropriately in sealed containers. Always keep raw meat away from cooked meat at the bottom of the fridge.
- Wash kitchen and eating utensils after use in hot soapy water.

KEY VOCABULARY

KEY WORDS

I will learn the meaning of...

- Eatwell guide
- Balanced diet
- Nutrition
- Malnutrition
- Evaluate
- Bacteria
- Hygiene
- Hazard

KEY SUBJECT TERMINOLOGY

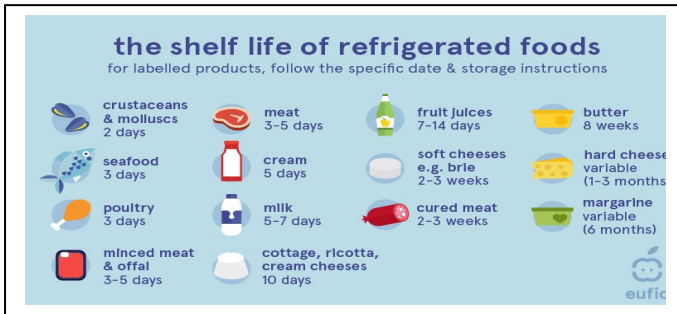
Hygiene and safety, the 4 C's in food preparation, key temperatures, using our senses, nutritional foods, modifying dishes.

1. What is Food Safety?

Red Amber Green

Know about: The rules surrounding food safety.

I will learn: How to store, handle and cook food



2. What simple dish can we produce to learn safe methods of using a knife? (Pizza toast)

Red Amber Green

Know about: The Bridge and claw method of cutting

I will learn: How to hold food and knives in a safe way to prevent accidents



□

Bridge hold and claw grip



Evaluate and suggest modifications to my food products

3. How do we make sure we are hygienic in a practical food room?

Red Amber Green

Know about: The actions we take to be hygienic in a practical food room

I will learn: Why it is important to be hygienic in a practical food room

4. How can we easily get fruit into our snacks? (Fruit kebab and French toast)

Red Amber Green

Know about: The Bridge and claw method of cutting

I will learn: How to use the bridge and claw knife safety method of cutting

Evaluate and suggest modifications to my food products

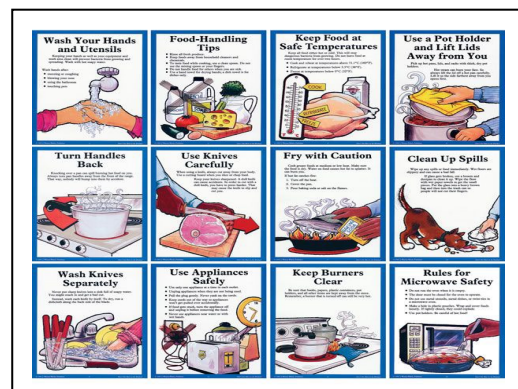


5. Why is it important to be Safe in a practical food room?

Red Amber Green

Know about: The actions we take to ensure safety in the food practical room

I will learn: Why it is important to always act in a safe way in a food practical room



6. Can you list 3 hygiene rules in the practical food room, why should we follow these rules? **Red Amber Green**

Know about: Issues relating to unhygienic practice in the food preparation area.

I will learn: The ways we ensure the food preparation area is hygienic and safe to use.



THE 4 C'S

CLEANING

Cleaning kills bacteria.

- Wash hands before, during & after food preparation
- Wash all worktops, utensils, chopping boards & equipment
- Rinse unwashed salad, fruit and vegetables

CHILLING

Chilling prevents microbial growth.

Cool food to below 5°C as quickly as possible & defrost food in the fridge.

Fridge - 1°C - 4°C
Freezer - -23°C or below

COOKING

Cooking kills bacteria.

Food needs to be heated till steaming hot with the core temperature reaching:

- 60°C for 45 mins
- 65°C for 10 mins
- 70°C for 2 mins
- 75°C for 30 secs
- 80°C for 6 secs

CROSS CONTAMINATION

Bacteria are transferred from one object to another.

- Keep raw and cooked food separate
- Never wash raw meat
- Keep raw meat & shellfish on the bottom shelf of the fridge

7. How do we use our senses when choosing our food? **Red Amber Green**

Know about: The way our senses have an effect on our food choices.

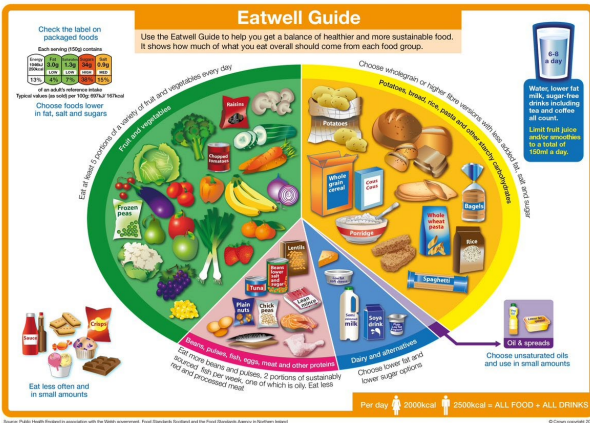
I will learn: The way we taste food is affected by the way we smell (Parma Violet experiment).



8. What is the Eatwell Guide and who is it for? How does the Vegan Eatwell Guide differ? **Red Amber Green**

Know about: The Eatwell Guide and why it was introduced

I will learn: How to balance meals based on food groups of the Eatwell Guide



Nutrients

Carbohydrates – Energy giving foods

Protein – For growth and repair

Vitamins and Minerals – Help prevent diseases

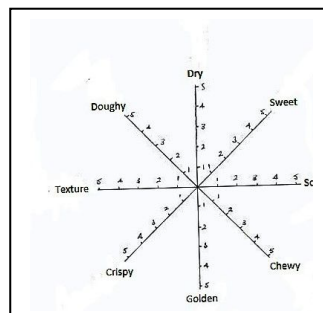
Fat – some energy, warmth and protection

9. What is an example of a carbohydrate rich snack? (Oaty biscuits) **Red Amber Green**

Know about: Carbohydrates

I will learn: The difference between starchy and sugary carbohydrate, why we need carbohydrates in our diet.

Evaluate and suggest modifications to my food products

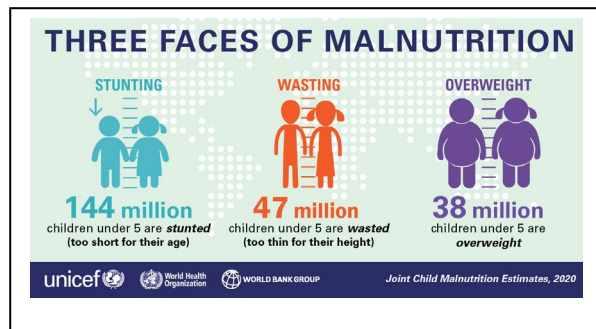
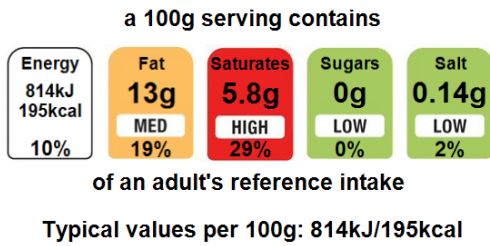


10. How can we tell if food is nutritionally good or bad? What is malnutrition/obesity?

Red Amber Green

Know about: The various reasons there are for making our food choices.

I will learn: How to use food labels for nutritional information.



11. What is an example of a well-balanced snack (Pitta Pockets)

Red Amber Green

Know about: The importance of a balanced diet

I will learn: How to produce a simple savoury snack which contains a balance of nutrients

Evaluate and suggest modifications to my food products



12. What ready made components could be used to produce a variety of simple baked snacks (cheesy triangle)

Red Amber Green

Know about: Ready made pastry

I will learn: How to shape/form into a suitable snack

Evaluate and suggest modifications to my food products

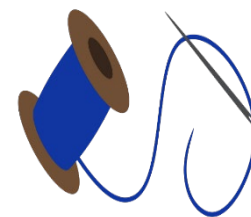


HOME LEARNING TASKS

| Task Description | Done? |
|---|-------|
| Make a fact sheet, PowerPoint or poster about the 4C's. Make it colourful and informative | |
| Look, cover, write the 5 main nutrients and their role for our health. | |
| Think of one of the dishes you have made and describe how you could modify and improve the dish to your own personal preference | |
| Look at the label of a food item, describe if it a healthy or unhealthy option using the traffic light information | |
| Design 4 food items using ready made puff pastry. 2 sweet options and two savoury options. Draw the items and label them to describe the filling and the shape you would make them into | |
| Write a short description of your favourite meal, using sensory adjectives. | |

Textiles KS3 Term 1 & 2

- *Introduction to Textiles, health and safety, learning and using basic skills.*



Term Focus:

Following an Introduction to the subject and the health and safety required when using the basic hand sewing tools, students will be learning and demonstrating their skills whilst undertaking a basic task of sewing on a button, and then producing a small sampler.

In term 2 students will go on to design and plan to make a soft toy sea creature. They will go on to evaluate this soft toy.

Prior Learning Links

The national curriculum for design and technology aims to ensure that all pupils:

- *Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.*
- *Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.*
- *Critique, evaluate and test their ideas and products and the work of others.*

Future Learning Links

Students will use the skills learned in these two terms to design the packaging suitable for their soft toy sea creature.

KEY VOCABULARY

KEY WORDS

| | |
|----------|---------------|
| Needle | Pins |
| Scissors | Stitch |
| Sew | Stitch ripper |
| Thread | Silk |
| Cotton | Wool |
| Denim | Polyester |

KEY SUBJECT TERMINOLOGY

| | |
|-----------------|---------|
| Threading | Sampler |
| Sewing | Seam |
| Straight stitch | Hem |
| Back stitch | Button |
| Cross stitch | |
| Blanket stitch | |

1. Do I know the potential hazards in the workroom?

Red

Amber

Green

I will learn to...

- Identify potential hazards to myself and others.
- Prevent accidents happening by following the rules.

2. Can I thread a needle and tie a simple knot?

Red

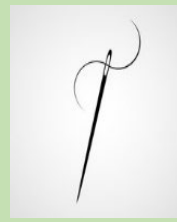
Amber

Green

I will learn to...

- Recognise thread.
- Use simple tools safely.

- Thread a needle.
- Tie a simple knot.



3. Can I sew on a button?

Red Amber Green

I will learn to...

- Sew a button successfully onto a piece of calico. This is a real life skill.
- Evaluate my success.

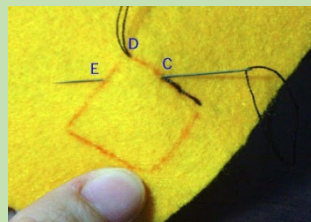
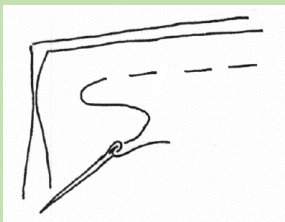
4. Can I demonstrate a range of simple stitches to make a sampler?

Red Amber Green

I will learn to...

- Demonstrate running/straight stitch.
- Demonstrate back stitch.
- Demonstrate cross stitch.
- Demonstrate blanket stitch.

All this will be done to produce a sampler.



5. Can I recognise the features of a sea creature?

Red Amber Green

I will learn to...

- Understand the different a variety features of a sea creature.
- Recognise the features I need to try to replicate in my toy.
- Identify which features are not going to be possible, but also which can be demonstrated using the skills I have learned and the resources that I have.



6. Can I design a sea creature to make into a toy?

Red Amber Green

I will learn to ...

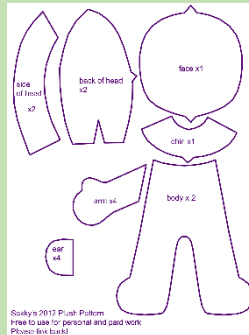
- Using the skills learned previously, design my soft toy sea creature using spatial awareness and drawing skills.

7. Can I make a functional paper pattern?

Red Amber Green

I will learn to...

- Draw up and make a function paper pattern using pencil and rulers.
- Be accurate in my measurements, understanding that this is important for the final product.



8. Can I use my paper pattern?

Red Amber Green

I will learn to...

- Pin the paper pattern to my chosen fabric.
- Cut out accurately using fabric scissors.

9. Can I start to make my soft toy sea creature?

Red Amber Green

I will learn to...

- Using the skills learned previously, to pin, tack and sew my soft toy sea creature.

10. Can I evaluate my soft toy sea creature?

Red Amber Green

I will learn to...

- Recognise my successes.
- Identify any faults or improvements that could be made if the soft toy was made again.

HOME LEARNING TASKS

| | Done? |
|--|-------|
| <p>Identifying Home Sewn textiles.</p> <ul style="list-style-type: none"> • Looking around your home, can you identify which items have been sewn either by machine or by hand? • Choose 2 to tell us about. Write on an A4 piece of paper, perhaps include a photograph if possible. | |
| <p>Do you have any old toys or clothes that were made for you? Perhaps by a relative or close friend?</p> <ul style="list-style-type: none"> • If possible take a photo of the toy or piece of clothing. Alternatively draw it. • Write a paragraph about it and tell us why it is important to you. | |
| <p>Could you sew a small needle/pin case to hold needles and pins at home?</p> <ul style="list-style-type: none"> • If you have a piece of spare felt or other fabric, cut a piece approximately 12cm x 8cm. Fold over. • Cut 2 other pieces of fabric 10cm x 6 cm and fold over. • Place the smaller pieces inside each other and then place both of these inside the larger piece to make it look like a book. • Use a needle and thread to sew down the 'spine' of the 'book'. This should hold them altogether. • You could use stitches and/or buttons to decorate the front cover or your needle case. Your needles and pins can be kept inside. | |
| <p>Do you know any embroidery stitches?</p> <ul style="list-style-type: none"> • If you know any embroidery stitches you could use them to decorate your needle case. • Alternatively look on you tube to see if you can teach yourself to do chain stitch, or some fancy knot work. | |