

Knowledge Organiser

Year 7

Term 4

2024/25



The Abbey
School

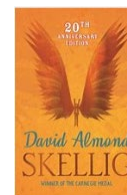
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Term 4 Year 7 Skellig

Term Focus

- Explore how a writer creates a successful narrative
- Craft and organise your own writing to produce a successful narrative
- Understand how a poem is put together
- Analyse how a writer presents meaning through their choice of language



Prior Learning Links

- 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.
- Creative writing tasks will continue to develop the stamina to write at length.
- Revision of subject terminology including language techniques and the effects on the reader

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
Aspirin: a type of pain relief.	Narrative Hook: used at the opening of a story to engage the reader
Arthritis: A condition causing pain and swelling in the joints.	Symbolism: a technique where an object, character, or event represents a deeper meaning.
Ailment: An illness, typically a minor one.	Genre: a style or category of art, music, or literature.
Bluebottles: an insect and large fly.	Cliché: an overused phrase.
Daedalus: a figure from Greek mythology – crafted wings for his son Icarus.	Inference: the reader makes conclusions and decisions based on the evidence presented in the text.
Demolition: the act of destroying completely.	Deduction: the process of reaching a conclusion - it's like solving a puzzle by putting together the pieces you already have
Derelict: In very poor condition because of disuse and neglect.	Simile: A comparison of two things using the words, like or as.
Dilapidated: In a state of disrepair or ruin due to age or neglect.	Metaphor: A metaphor is a creative way of describing something by comparing it to something else that is not literally true.

Famished: extremely hungry.	Foreshadowing: an advance sign or warning of what is to come.
Fossil: the remains of a one living organism	Setting: the time and place in which the story takes place; provides the backdrop to the story and helps create mood.
Stench: an offensive, distinctly unpleasant smell	Tension: refers to the feeling of suspense, excitement, or anxiety that a writer creates in a story
Wilderness: an area of land which has been untouched and grows wildly	Motif: a recurring image, symbol, theme, character type.

1. Can I write from a character's perspective?

Red Amber Green

Recall

Foreshadowing: hints / clues to suggest what will happen later. Suspense and anxiety is increased for the reader.

Themes: central ideas in a story

Motif: a reoccurring theme or idea in a story.

Imagery: visually descriptive language, creating a strong image in the reader's head.

Character description

Description = how the character looks, feels, behaves.

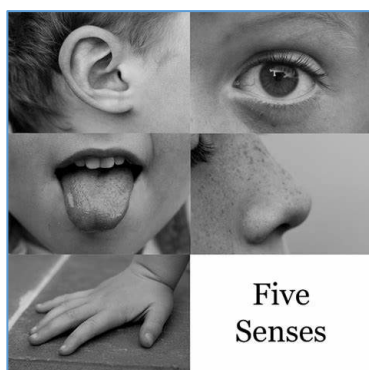
Dialogue = what the characters say.

Action = what the characters do.

Senses

Reminder:

1. Touch
2. Taste
3. Smell
4. Sound
5. Sight



The senses transport the reader into the image you are describing.

Using the senses in creative writing enables the reader to see what you see.

Using the senses in creative writing brings the image to life for the reader.

2. What links can be made between characters and events?

Red Amber Green

Connections between Skellig and the baby

Healing and Transformation

Skellig changes from being in a weak, ailing state to a being of strength and vitality. Skellig's change mirrors the baby's own struggle for survival, as she is born prematurely and faces health

challenges. By helping Skellig, Michael brings about a parallel sense of healing and hope for his baby sister.

Symbol of Fragility

Both characters symbolise fragility – they both have the potential for recovery and growth.

Michael

Michael is a crucial link between Skellig and the baby. His care and concern for both Skellig and his sister drive much of the narrative. His belief in Skellig's mystical powers and his unwavering hope for his sister's recovery intertwine their fates.

3. What does it mean to empathise with a character?

Red Amber Green

Empathy

Empathy is the ability to understand and share the feelings of another person. It's like putting yourself in someone else's shoes and experiencing their emotions as if they were your own.

Tone

Tone refers to the author's attitude or feelings in the text.

Examples

Humorous: Light-hearted, funny, or amusing.

Serious: Thoughtful, earnest, or grave.

Optimistic: Hopeful, positive, or confident.

Pessimistic: Negative, bleak, or cynical.

Ironic: Sarcastic, mocking, or satirical.

Sad: Melancholic, sorrowful, or mournful.

Angry: Aggressive, resentful, or irate



4. GOMASSIVE SPP

Red Amber Green

GOMASSIVE

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: describing objects as if they are people.

*The rain **stomped** angrily on the fragile roof like a grumpy giant. The snow **painted** delicate white pictures on the ground as it fell gently from the sky*

Pathetic fallacy: giving human feelings to something non-human.

A friendly sun shone down brightly on the party guests as they arrived in the garden

5. How is tension built up in the novel?

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Tension

The dictionary defines tension as worry or emotional strain.

Tension is caused by the build-up of suspense or anxiety for the reader.



Examples

The baby's illness

One of the main sources of tension is the health of Michael's baby sister. Her premature birth and fragile condition create constant anxiety for Michael and his family, as they fear for her survival.

The mystery of the man in the garage

The discovery of Skellig in the dilapidated garage introduces a sense of mystery and unease. Skellig's strange appearance and behaviour, coupled with his unknown origin, keep both Michael and the reader on edge.

What other examples of tension can you think of in Skellig?

6. What effect does pathetic fallacy have?

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Pathetic Fallacy

Pathetic fallacy is a powerful technique that adds layers of meaning and emotional depth to a story, making the experience richer and more engaging for the reader.

Examples

Nature and weather: for example, a storm might be described in an angry manner to reflect a character's rage or turmoil.

Mood: reflects the emotional state of characters. For example, a sunny day might coincide with a happy or optimistic moment, while a dark and stormy night could mirror feelings of fear, sadness, or tension.

Myths

Myths are traditional stories, often involving supernatural beings, ancestors, or heroes, that have been passed down through generations.

The story of Persephone

The myth of Persephone is a captivating tale from Greek mythology, involving themes of love, loss, and the changing seasons.

Persephone, the daughter of Demeter, the goddess of agriculture, and Zeus, the king of the gods, was a beautiful maiden. Her beauty caught the eye of Hades, the god of the Underworld. Enamoured by her, Hades decided to take her as his wife.

One day, while Persephone was picking flowers in a meadow, Hades emerged from the ground in a chariot and abducted her, taking her to his realm beneath the earth. This abduction is often depicted as both forceful and a deep, fateful connection.

Demeter, heartbroken and devastated by the loss of her daughter, roamed the earth in search of Persephone. In her sorrow, Demeter neglected her duties, causing the earth to become barren and crops to wither. Famine and hardship spread across the world, prompting humans and gods alike to plea for her help.

Eventually, Zeus intervened, fearing the extinction of humankind. He sent Hermes, the messenger god, to negotiate with Hades for Persephone's return. Hades agreed, but not without a cunning condition. He tricked Persephone into eating pomegranate seeds before she left, binding her to the Underworld.

A compromise was reached: Persephone would spend part of the year with Hades in the Underworld and the remaining part with her mother on Olympus.

Seasons



Spring and Summer: When Persephone is with Demeter, the earth flourishes, and crops grow abundantly.



Autumn and Winter: When Persephone is with Hades, Demeter mourns, and the earth becomes cold and barren.

Symbolism

Persephone's story symbolises themes of life, death, and rebirth. Her cyclical journey between the Underworld and the earth mirrors the changing seasons and the cycle of growth and decay in nature.

How does the story of Persephone link to Skellig?

7. What are the key themes in the novel?

Red Amber Green

Themes

Hope and Healing

The story revolves around the healing process—both physical and emotional. Skellig's change from a weak, ailing being to one with strength and vitality parallels the recovery of Michael's baby sister. This theme underscores the power of hope and the potential for renewal.

Friendship

The bonds between characters Michael and Mina, highlight the importance of friendship and connection. Their shared experiences and support for each other demonstrate how human connections can provide strength and comfort in difficult times.

Supernatural

Skellig embodies the theme of the supernatural. His mysterious nature and otherworldly abilities add an element of wonder and intrigue to the story, prompting readers to consider the possibilities beyond the ordinary.

Family

Michael's relationship with his family, especially his concern for his baby sister, emphasises the themes of family and responsibility. The story explores the sacrifices and commitments we make for the well-being of our loved ones.

Nature

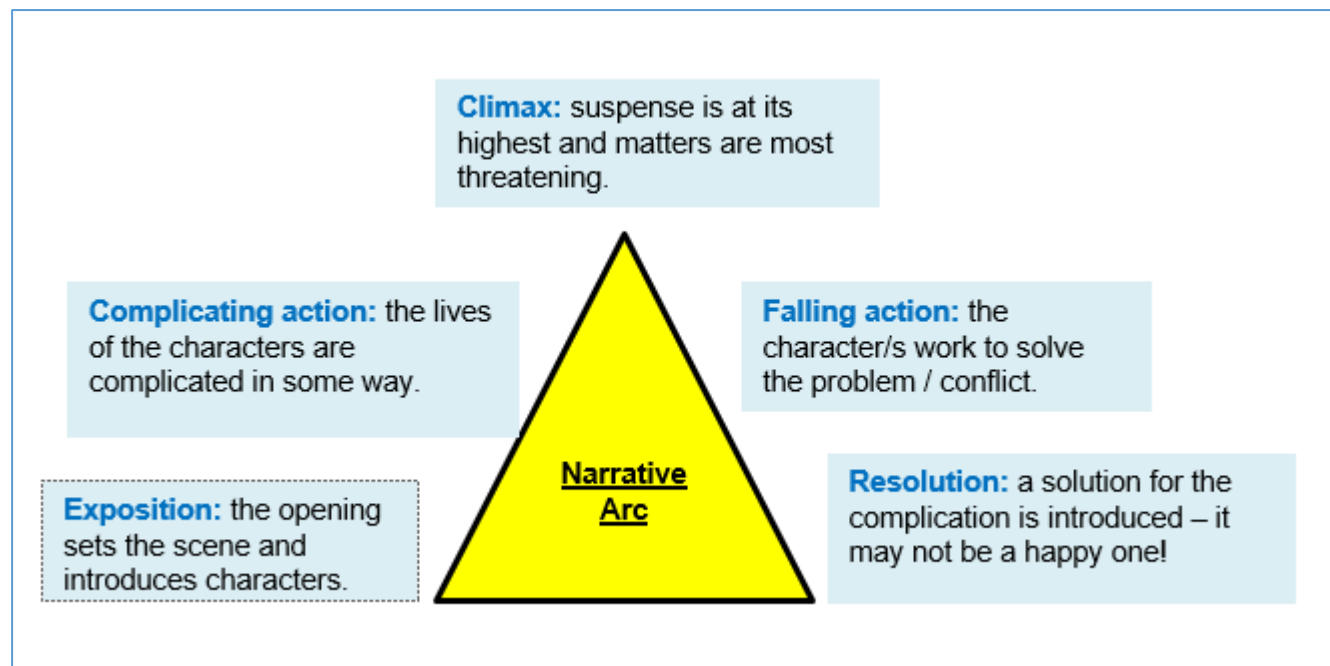
Mina's appreciation for nature and her unconventional education highlights the theme of nature and its significance. The story encourages readers to find beauty and inspiration in the natural world.

8. Narrative Arc

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9 What makes a successful essay? APE

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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.

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.

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.

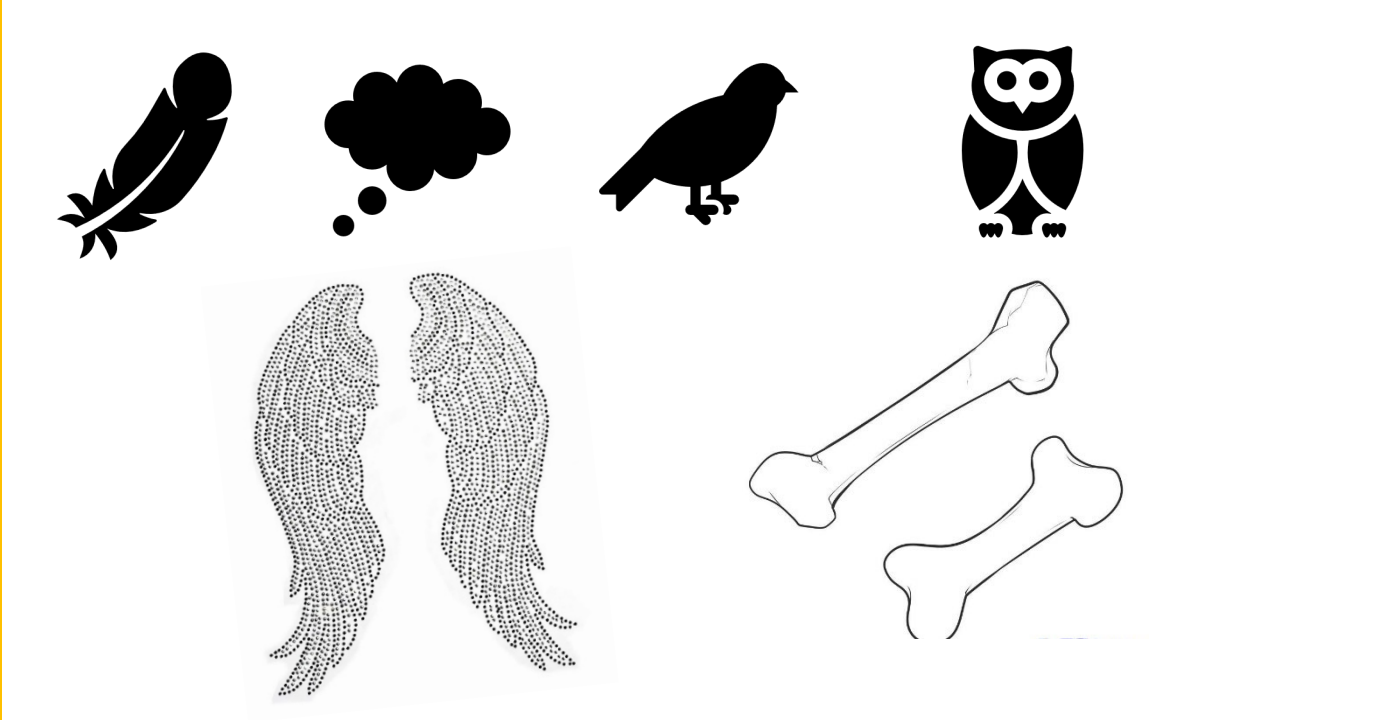
Explain it

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.

10. Which other motifs can you identify in Skellig? Red Amber Green



11. What connections can be made between Greek mythology and Skellig? Red Amber Green

Greek Mythology and Icarus

In Greek mythology, Icarus is the son of the master craftsman Daedalus (whose name means “skilfully wrought”). They become imprisoned by King Minos of Crete in a tower over his palace. *Daedalus was famous for building Minos’s Labyrinth but had incurred the King’s wrath because he had given help to Queen Pasiphae and Ariadne.*



Daedalus desperately wants to escape and makes two pairs of wings out of feathers, affixed to wooden frames with wax. Daedalus warns his son not to fly too close to the sea because the spray will soak the feathers, nor to fly too close to the sun because the wax will melt.

The two men escape from the Labyrinth, but Icarus is delighted with flying and ignores his father's warning. He flies too close to the sun; the wax does indeed melt, and he plunges into the sea.

His body washes up near Samos and the islet is named Icaria in his honour; the sea around the islet is called the Icarian Sea. Hercules recognises Icarus's body and brings it back to Daedalus.

12. Skellig Chapter Summaries

Red Amber Green

Chapter 16-20:

Skellig's health improves with the children's help. The baby's condition fluctuates, causing emotional turmoil for Michael and his family. Skellig demonstrates his healing powers, further deepening the mystery of his existence.

Chapter 21-25:

The connection between Skellig and the baby becomes more apparent. Michael and Mina explore themes of life, death, and the supernatural. The climax of the story involves a significant event that changes the lives of Michael and his family.

Chapter 26-30:

The resolution brings closure and transformation for the characters. The baby's health improves, and Skellig's purpose is fulfilled. Michael and his family come to terms with their experiences, finding hope and healing.

HOME LEARNING TASKS

Task Description	Done?
Research the story of Persephone	
Research the story of Icarus	
Reading of your library book 15-20 minutes every day and complete quiz.	
Write your own story about the importance of friendships and connections	
Research the concept of angels in different cultures.	

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.

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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.

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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.**

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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

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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.**



7. Spellings

Red Amber Green

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 4

TERM FOCUS

What is a fraction and how are they used?

What is a percentage and how can we compare them to fractions and decimals?

What is probability and how does it involve Maths?

Prior Learning Links

Add, subtract and multiply with any fractions.

Divide proper fractions by whole numbers.

Associate a fraction with its decimal equivalent.

Solve problems involving the calculation of percentages that are multiples of 5%.

No pre-requisites for probability.

Future Learning Links

Unit 5

Links to Year 8 – Unit 8 and Unit 10 which include calculations with fractions and FDP calculations. Year 7 focuses of basic arithmetic and percentages of amounts whereas Year 8 focuses more on FDP equivalence and proportion.

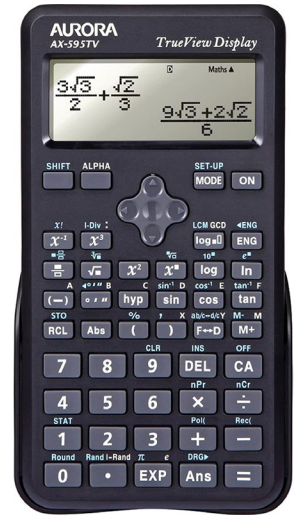
Fluency with fractions and percentage allow students to solve harder GCSE worded problems.

Links to interest, multipliers and algebraic fractions at GCSE level.

Unit 6

Not seen in Year 8. Students are introduced to probability to set them up for success in Year 10.

Probability is next seen in year 10 due to its abstract nature. Students are expected to have a basic understanding of single events and can describe probability in words.



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	$12 \times 0 = 0$ $12 \times 1 = 12$ $12 \times 2 = 24$ $12 \times 3 = 36$ $12 \times 4 = 48$ $12 \times 5 = 60$ $12 \times 6 = 72$ $12 \times 7 = 84$ $12 \times 8 = 96$ $12 \times 9 = 108$ $12 \times 10 = 120$ $12 \times 11 = 132$ $12 \times 12 = 144$
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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	

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.

1. How do we add and subtract fractions?

Red Amber Green



$$\frac{3}{5} + \frac{2}{7}$$



$$\frac{3}{5} - \frac{2}{7}$$

Make the denominators the same

$$\begin{array}{r} \frac{3}{5} + \frac{2}{7} \\ \times 7 \quad \times 5 \\ \hline \frac{21}{35} + \frac{10}{35} = \frac{31}{35} \end{array}$$

$$\begin{array}{r} \frac{3}{5} - \frac{2}{7} \\ \times 7 \quad \times 5 \\ \hline \frac{21}{35} - \frac{10}{35} = \frac{11}{35} \end{array}$$

Check denominators: Make sure they are the same; if not, find a common denominator.
Adjust fractions: Rewrite each fraction with the common denominator.
Add or subtract numerators: Keep the denominator the same.
Simplify if needed: Divide numerator and denominator by their highest common factor.

2. How do we multiply and divide fractions?

Red Amber Green



$$\frac{3}{5} \times \frac{2}{7}$$



$$\frac{3}{5} \div \frac{2}{7}$$

Just multiply the tops and bottoms

Flip the second fraction and change to a times

$$= \frac{3 \times 2}{5 \times 7} = \frac{6}{35}$$

$$\frac{3}{5} \times \frac{7}{2} = \frac{21}{10}$$

Multiply the numerators: Multiply the top numbers together.
Multiply the denominators: Multiply the bottom numbers together.
Simplify if needed: Divide the numerator and denominator by their greatest common factor.
Convert improper fractions: If the result is improper, write it as a mixed number.

3. How do I simplify a fraction?

Red Amber Green

Simplify $\frac{3}{24}$

$$\begin{array}{ccc} \frac{3}{24} & \xrightarrow{+3} & \frac{1}{8} \\ & \xrightarrow{+3} & \end{array}$$

Find the highest common factor (HCF): Identify the largest number that divides both the numerator and denominator.
Divide: Divide the numerator and denominator by the HCF.
Repeat if needed: Simplify further if the fraction can still be reduced.
Check the result: Ensure the fraction is in its simplest form.

4. How do we find fractions of amounts?

Red Amber Green

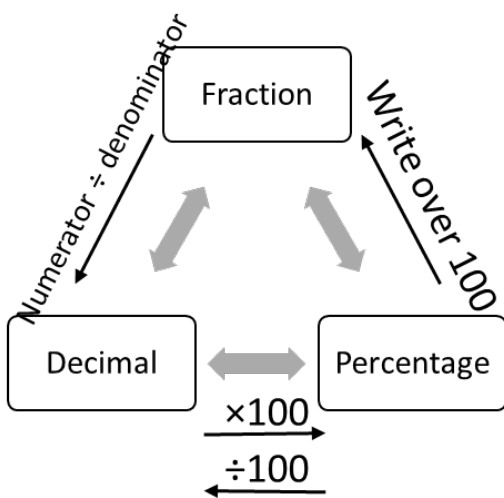
What is $\frac{3}{5}$ of 45

$$45 \div 5 \times 3 = 27$$

Divide by the denominator: Divide the amount by the bottom number of the fraction.
 Multiply by the numerator: Multiply the result by the top number of the fraction.
 Check the result: Ensure the answer makes sense in context.

5. How do we convert between fractions, decimals and percentages?

Red Amber Green



Write $\frac{6}{7}$ as a decimal

$$\frac{6}{7} \rightarrow 7 \overline{) 6.00000}$$

0 . 8 5 7 1 4
6 4 5 1 3

Write 0.34 as a fraction

1	●	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
0	●	3	4	

$$= \frac{34}{100} = \frac{17}{50}$$

6. How do we order fractions?

Red Amber Green

- Convert all numbers to the same form, either fractions, decimals or percentages. ↴
- If using a calculator convert them all to decimals.

To order these fractions, make the denominators the same.

$\frac{3}{4}$	$\frac{3}{8}$	$\frac{1}{2}$	$\frac{7}{8}$	$\frac{1}{4}$
↓	↓	↓	↓	↓
$\frac{6}{8}$	$\frac{3}{8}$	$\frac{4}{8}$	$\frac{7}{8}$	$\frac{2}{8}$
↓	↓	↓	↓	↓
$\frac{1}{4}$	$\frac{3}{8}$	$\frac{1}{2}$	$\frac{3}{4}$	$\frac{7}{8}$
4	8	2	4	8

④
②
③
⑤
①

Find a common denominator: Rewrite all fractions with the same denominator.
 Compare numerators: Order the fractions by comparing the top numbers.
 Simplify (optional): Write the fractions in their simplest form after ordering.
 Check order: Ensure the sequence matches smallest to largest (or vice versa).

7. How do we order a mixture of fractions, decimals and percentages?

Red Amber Green

To order these, convert them all to decimals.

56%	$\frac{3}{4}$	0.871	23%	$\frac{6}{7}$
0.56 2	0.75 3	0.871 5	0.23 1	0.857... 4
23%	56%	$\frac{3}{4}$	$\frac{6}{7}$	0.871

Convert to the same form: Change all values to either fractions, decimals, or percentages.
 Compare values: Order the numbers by size based on the chosen form.
 Simplify (optional): Return the values to their original forms after ordering.
 Check order: Ensure the sequence is correct from smallest to largest (or vice versa).

8. What is the probability scale?

Red Amber Green

Probability scale	
Describe	Probabilities can be written as: - Fractions - Decimals - Percentages
Calculate	You only use words to answer probability questions when asked to describe probabilities. If you are required to calculate probabilities, you use fractions.

Impossible (0): The event cannot happen (0%).
 Unlikely: The event is not expected to happen but is possible (e.g., 25%).
 Even Chance (0.5): The event is equally likely to happen or not happen (50%).
 Likely: The event is expected to happen more often than not (e.g., 75%).
 Certain (1): The event will definitely happen (100%).

9. How do we write a probability?

Red Amber Green

$$\text{Probability of an event happening} = \frac{\text{Number of ways it can happen (successful outcomes)}}{\text{Total number of outcomes}}$$

The probability of an event happening is calculated by dividing the number of successful outcomes (ways the event can happen) by the total number of possible outcomes. For example, when rolling a standard six-sided die, the probability of rolling a 3 is $\frac{1}{6}$, as there is 1 successful outcome (rolling a 3) and 6 total possible outcomes (numbers 1 to 6 on the die). Probabilities can be expressed as decimals or percentages to suit the context.

10. What are some key definitions that I must know?

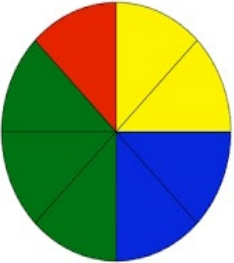
Red Amber Green

Definitions	
<p>Probability: The chance of something happening as a numerical value.</p>	<p>Impossible: The outcome cannot happen</p>
<p>Certain: The outcome will definitely happen</p>	<p>Outcomes: Outcomes are all the possible results of an event</p>
<p>Successful outcomes: Successful outcomes are the outcomes you want</p>	<p>Bias: In probability, biased means that the possible outcomes are not equal in probability</p>
<p>Even chance: Even chance means that something is as likely to happen as not</p>	<p>Expectations: The amount of times you expect an outcome to happen based on probability.</p>
<p>Experimental probability: The experimental probability of an event is an estimate of the theoretical probability, based on performing a number of repeated independent trials of an experiment</p>	<p>Fair: A choice is fair if all possible options have an equal probability of being chosen.</p>

11. How do I find probabilities in context?

Red Amber Green

Example



The spinner has 8 possible outcomes:
Red, yellow, yellow, blue, blue, green, green and green

We say that probability that the spinner will land on green is:

$$\frac{3}{8}$$

There are 3 successful outcomes: green, green, green

There are 8 possible outcomes

12. Probability notation

Red Amber Green

Probability notation

P(X) means 'the probability of X happening'

P(green or blue) means the probability of landing on green or blue.

Example A normal six sided dice is rolled, calculate:

a) P(3) Answer: $P(3) = \frac{1}{6}$

 This means: What is the probability of rolling a 3?

b) P(odd number) Answer: $P(\text{odd}) = \frac{3}{6}$

 This means: What is the probability of rolling an odd number?

HOME LEARNING TASKS	
Task Description	Done?
M158	
M410	
M958	
M264	
M695	
M684	
M601	
M931	
M527	
M553	

Science Year 7 Block 5 – Atoms, Elements, Compounds and Bonding

TERM FOCUS – What is all of the matter in the universe made of?

Big Ideas

Prior Learning Links

1. KS2 Particles
2. KS2 Atoms
3. KS2 Patterns of behaviour

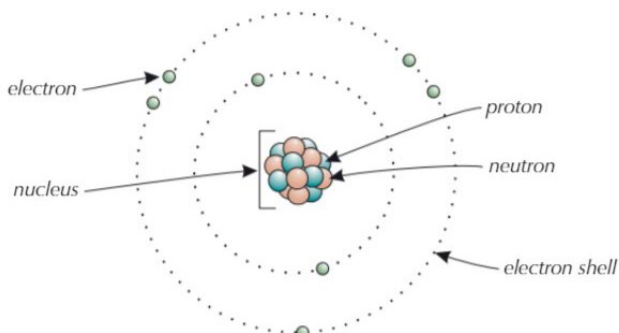
Future Learning Links

1. KS4 Chemistry, Atomic Structure
2. KS4 Chemistry, Bonding, Structure and properties of matter



1. What is the structure of an atom?

Red Amber Green

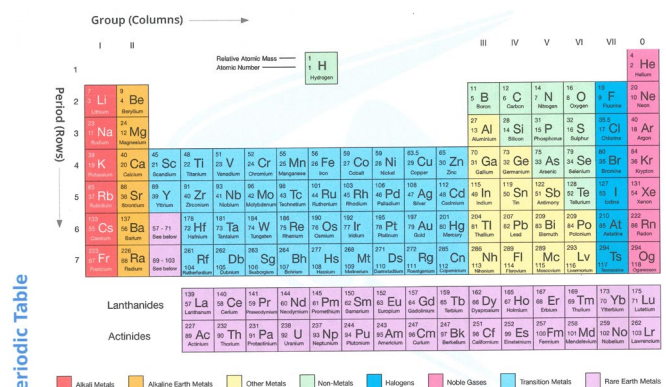


- Atoms are the smallest units of matter.
- They make up everything in the universe.
- They are formed from a central nucleus – this is where protons and neutrons are found.
- The shells around the atom are where we find the electrons..
- This model of the atom is not the first – Democritus (2000BC); John Dalton (1800's); Ernest Rutherford (1900's); Niels Bohr (1930's) have all improved on the model to get to this stage today.

2. How was the Periodic Table created and how is it organised?

Red Amber Green

- As in Biology, Scientists try to classify things and put them into groups with similar properties.
- This is the same thing with the periodic table.
- The person who managed to classify most of this was Dmitri Mendeleev.
- He arranged atoms initially in terms of their atomic weight but this was later changed to be their proton or atomic number.
- When the atoms are arranged in atomic number a set of repeating patterns show up.
- Examples of this include how the group 1 metals react with water.



3. What is an element and how are they different from each other?

Red Amber Green

An atom with one proton in its nucleus is hydrogen.



An atom with two protons is helium.



- Each element has its own individual number of protons – this gives the element its identity.
- The elements are arranged in terms of proton number in the periodic table.
- If the proton number for an atom is known then we can check its element name from the periodic table and vice versa.

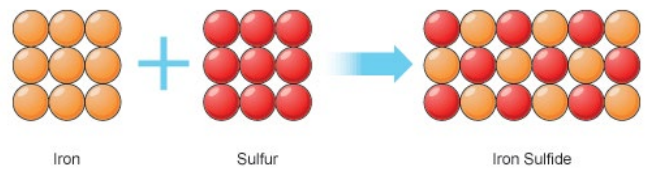
4. What is a compound and how is it different from an element?

Red

Amber

Green

- A compound is made when different elements join together.
- They form strong chemical bonds between the elements to hold the compound together.
- The compound has very different properties from the original substances that it was made from.
- In the diagram Iron powder can be separated from Sulphur powder using a magnet.
- Once in compound form the Iron Sulphide is no longer magnetic and the iron and sulphur cannot be easily separated.

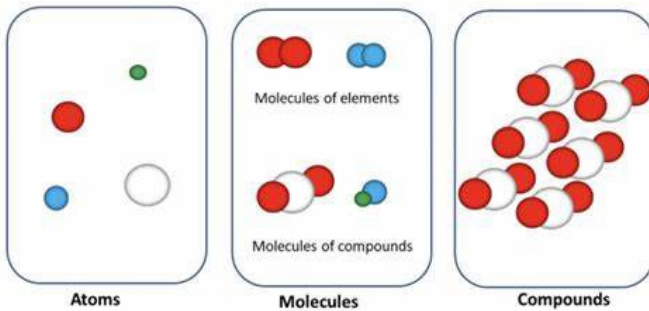


5. What are meant by the terms mixture, elements, compounds and pure substances?

Red

Amber

Green



- A compound is made when two or more different atoms join together.
- A molecule is made when two or more atoms join together
- An element is made when all of the atoms in a molecule (or individual atoms) are exactly the same.

A substance is pure when all of the atoms are identical, when there are different atoms or elements or molecules present it is known as a mixture.

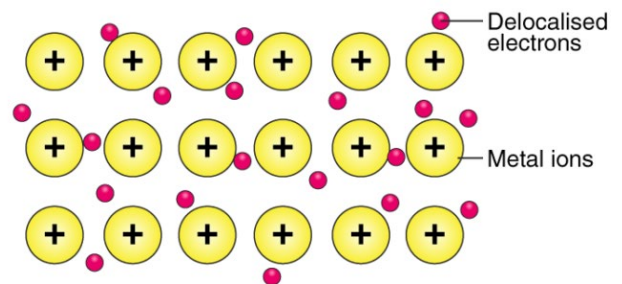
6. What are the key properties of metals and how do they behave?

Red

Amber

Green

- Good conductors of heat – metals can transfer thermal energy quickly through their structure
- Good conductors of electricity – metals can conduct electrical energy due to the delocalised electrons.
- Metals are malleable – they can be hammered into a shape (example – A blacksmith making a horseshoe)
- Metals are ductile – they can be pulled into long shapes without breaking (example – a wire in a plug cable)

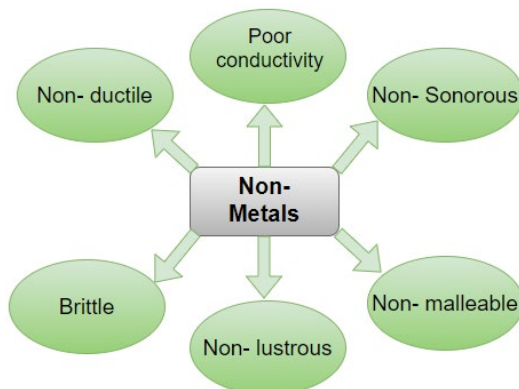


7. What are the key properties of non-metals and how do they behave?

Red

Amber

Green

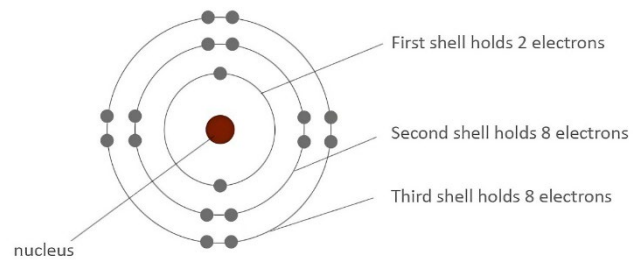


- Non Metals are poor conductors of heat and electricity, they are known as insulators.
- They are brittle (tend to snap when a force is applied) cannot be pulled into new shapes.
- They are not sonorous (have a ringing sound when hit).
- They are not shiny like metals usually are.

8. How are electrons arranged in an atom?

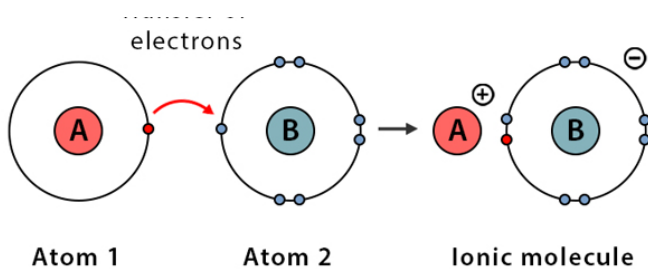
Red Amber Green

- In an atom the electrons fill the shells in a specific way.
- The first shell can hold a maximum of 2 electrons, once full move to the next shell out.
- The second shell can hold a maximum of 8 electrons, once full move to the next shell out.
- The third shell can hold a maximum of 8 electrons, once full move to the next shell out.
- The fourth shell can hold all the electrons for any atom you will get asked about right up to GCSE level.



9. What is an ionic bond and how is it formed?

Red Amber Green

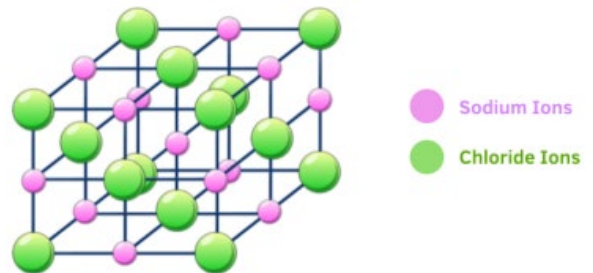


- An ionic bond is a type of bond that happens between metals and non-metals.
- The ionic bond occurs when electrons are transferred between atoms.
- The atom that loses an electron (the metal ion) becomes positively charged.
- The atom that gains an electron (the non-metal ion) becomes negatively charged.
- The two opposite charges attract to each other to form the bond.

10. What are the properties of ionic materials?

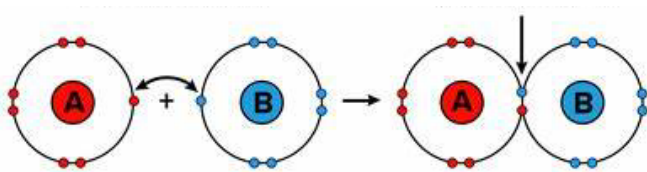
Red Amber Green

- Ionic materials form strong bonds with all other charged particles.
- These bonds hold the structure together with big forces so the ionic materials have very high melting and boiling points.
- They can usually dissolve in water (because water has a slight charge, the water can pull ions apart from each other).



11. What is a covalent bond and how is it formed?

Red Amber Green

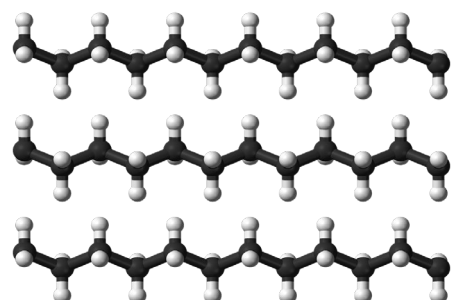


- This type of bonding happens between a non-metal and non-metals.
- Some elements for example Oxygen form their element molecules by sharing electrons with another Oxygen atom.
- Other compounds for example Methane are formed when different non-metals are bonded together (Methane = CH₄)
- The electrons in the outside shell are shared (this makes each atom appear to have a full outer shell of electrons which makes it stable)

12. How do polymers form and what are their properties?

Red Amber Green

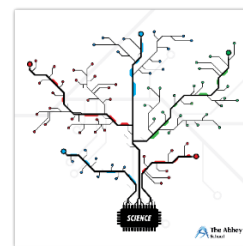
- Polymers are long chains of carbon atoms that join together in a repeating pattern.
- Polymers are the basic structure that we use to make plastics.
- Different carbon units can be joined together to give polymers with different properties for example strength, flexibility, heat resistance giving the plastics many uses that are linked to these properties.



HOME LEARNING TASKS

Task Description	Done?
Learn the names and symbols of the first 20 elements in the periodic table – use look cover write check.	
Have a grown-up or friend draw out some circles, some joined together, some not, and decide which are atoms, elements, compounds or mixtures.	
Draw a diagram to show how Chlorine shares electrons to make a covalent bond	
Practice naming compounds from the list below:	
1. Iron + Sulphur →	
2. Magnesium + Oxygen →	
3. Calcium + Chlorine →	
4. Sodium + Nitrogen →	
5. Potassium + Fluorine →	
Complete a diagram showing the electron structure for Calcium.	
Describe with a dot and cross diagram how an ionic bond is formed.	

Science Year 7 Block 6 – Reproduction, growth and the life cycle



TERM FOCUS – Reproduction, growth and the life cycle
Big Ideas – What is the reproductive process of humans?

Prior Learning Links

KS2 -

Future Learning Links

KS3 and KS4 – Variation and genetics

Key vocabulary

- Acne** - A condition characterised by red spots that appear on the face or body, often during puberty.
- Amniotic fluid** - A fluid in the uterus that protects a developing baby from damage.
- Biological sex** - Determined by the reproductive organs a person has, the sex chromosomes in their body and the hormone levels they produce.
- Cervix** - A ring of muscle at the lower end of the uterus. This keeps the baby in place during pregnancy.
- Cervical mucus** - A fluid produced by the cervix. When thick, it blocks the cervix to prevent sperm from entering.
- Cilia** - Tiny hairs that line the oviduct. They move the egg cell towards the uterus.
- Conception** - The process of becoming pregnant.
- Egg cell** - The female sex cell, produced by the ovaries.
- Ejaculation** - The release of semen from the penis.
- Embryo** - An unborn or unhatched offspring in the early stages of development. In humans, this is up to the end of the eighth week after conception.
- Female (biological sex)** - The sex typically given to an individual who has a vulva, produces egg cells, has XX chromosomes and produces higher levels of the hormone oestrogen.
- Fertilisation** - The fusion of male and female gametes.
- Foetal alcohol syndrome** - A condition that can affect a child if the mother drinks alcohol during pregnancy. Symptoms include learning difficulties, behavioural problems, poor growth and distinctive facial features.
- Foetus** - An unborn offspring more than eight weeks after conception.
- Gamete** - A sex cell.
- Gender identity** - An individual person's sense of their gender. This is unique to them and is not determined by their biological sex, but can be influenced by it.
- Gestation** - The time between conception and birth, during which the baby is developing in the uterus.
- Gland (male reproductive system)** - A structure that produces fluids that mix with sperm cells to make semen in the male reproductive system.
- Growth** - The growth of an organism is an increase in size due to making more cells.
- Hormone** - A chemical that is produced naturally within the body and released into the bloodstream to send messages to other parts of the body.
- Implantation** - The attachment of the embryo to the lining of the uterus at the start of pregnancy.
- Male (biological sex)** - The sex typically given to an individual who has a penis and testes, produces sperm cells, has XY chromosomes and produces higher levels of the hormone testosterone.
- Life cycle** - A life cycle is the stages a living organism goes through in its life.
- Menstrual cycle** - The monthly cycle of changes in the ovaries and the lining of the uterus to prepare for fertilisation.
- Menstruation** - The process of releasing blood and tissue from the lining of the uterus as part of the menstrual cycle. Also known as a period.
- Miscarriage** - The death of a foetus before 24 weeks of pregnancy.
- Oestrogen** - The main female reproductive hormone, produced by the ovaries. It is involved in thickening the uterus lining.
- Offspring** - The children or young of an organism.
- Ovary** - Part of the female reproductive system where egg cells mature and are released. It also produces the female sex hormones oestrogen and progesterone.
- Oviduct** - Part of the female reproductive system that carries egg cells from the ovaries to the uterus. Also known as the fallopian tube.
- Ovulation** - The release of a mature egg cell from an ovary.
- Penis** - Part of the male reproductive system that allows urine and semen to pass out of the body.

Placenta - An organ that develops in the uterus during pregnancy. It is responsible for transferring oxygen and glucose from the mother to the developing foetus. It also removes waste products from the blood of the foetus.

Premature - The birth of a baby before the 37th week of pregnancy.

Progesterone - A hormone produced by the ovaries that is involved in maintaining the uterus lining during the menstrual cycle.

Puberty - The period of time when a person becomes sexually mature. It causes physical changes that affect males and females differently.

Pubic hair - Hair that appears on and around the genitals during puberty.

Reproduction - The production of offspring.

Reproductive system - The organs and tissues involved in producing offspring.

Scrotum - A bag of skin that contains the testes in the male reproductive system.

Semen - The mixture of sperm cells and fluid released during ejaculation in males.

Sexual intercourse - Sexual contact involving penetration, e.g. the insertion of the penis into the vagina.

Sexual reproduction - Sexual reproduction is the process of making offspring where half the DNA is passed from each parent.

Sperm cell - The male sex cell, produced by the testes.

Sperm duct - Part of the male reproductive system that carries sperm cells from the testes to the urethra.

Testes - Part of the male reproductive system. It produces sperm and releases the male sex hormone testosterone.

Testosterone - The main male reproductive hormone produced by the testes. It stimulates sperm production.

Umbilical cord - The cord which connects the placenta to the foetus.

Urethra - A tube that carries urine out of the body. In males, it also carries semen. In males, there is a ring of muscle to keep the urine and semen separate.

Uterus - The part of the female reproductive system where the baby develops during pregnancy. Also known as the womb.

Uterus lining - A blood-rich layer of tissue in which an embryo implants. This lining is lost every month during menstruation.

Vagina - A muscular tube that leads from the cervix to the outside of the body in females.

Vulva - The external female genitals.

Zygote - A fertilised egg cell

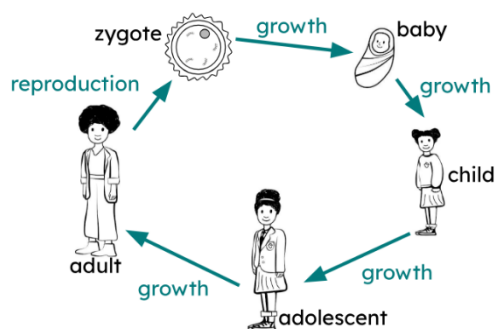
1. What is reproduction, growth and the life cycle??

Red Amber Green

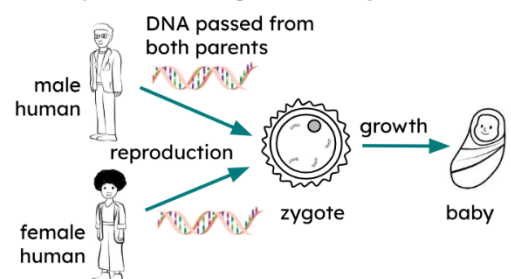
The human life cycle involves stages: birth, childhood, adolescence, adulthood, and old age. During childhood, growth and development occur. In adolescence, puberty starts. Adulthood involves reproduction and full maturity. As a person ages, they enter old age, where body functions gradually decline until death

Sexual reproduction in humans involves the joining of male and female reproductive cells: sperm from the male and an egg from the female. During fertilization, the sperm cell joins with the egg in the fallopian tube, forming a zygote. The zygote then develops into an embryo, which grows into a fetus in the mother's womb. After about nine months, the baby is born. This process ensures genetic variation in offspring.

The life cycle of a human.



Humans reproduce using **sexual reproduction**.



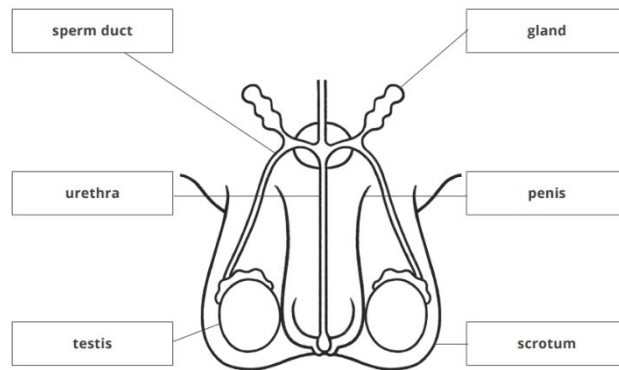
2. What is the structure and function of the male reproductive system?

Red

Amber

Green

Part	Function
penis	Allows urine and semen to pass out of the body.
testis	Produces sperm cells and releases the male sex hormone testosterone.
urethra	A tube that carries urine and semen. It has a ring of muscle to keep these fluids separate.
scrotum	A bag of skin that contains the testes.
gland	Produces fluids that mix with sperm cells to make semen.
sperm duct	Carries sperm cells from the testes to the urethra.



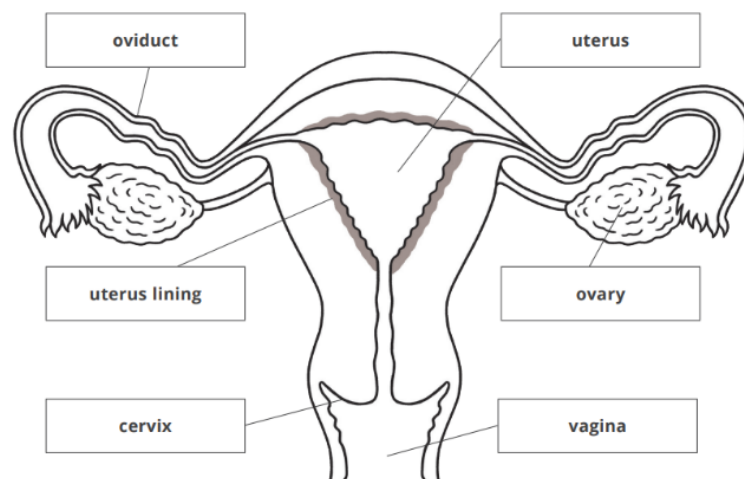
3. What is the structure and function of the female reproductive system?

Red

Amber

Green

Part	Function
vagina	A muscular tube that leads from the cervix to the outside of the body.
cervix	A ring of muscle at the lower end of the uterus. This keeps the baby in place during pregnancy.
ovary	Contains hundreds of undeveloped egg cells. Every month, an egg cell matures and is released.
uterus	Where the baby develops during pregnancy.
oviduct	Carries egg cells from the ovaries to the uterus.
uterus lining	A blood-rich layer of tissue in which an embryo implants. This tissue is lost each month during menstruation.



The menstrual cycle is a regular process that happens in the body of someone with female reproductive organs, typically from puberty until menopause. It usually lasts around 28 days, but it can vary from person to person. The cycle prepares the body for a possible pregnancy each month, and it involves several stages:

1. **Menstruation (Days 1-5):**

- This is the start of the cycle. The lining of the uterus (called the endometrium) sheds if there is no pregnancy. This shedding causes bleeding, which is called menstruation, or a period.
- The period usually lasts about 3-7 days.

2. **Follicular Phase (Days 1-13):**

- This phase starts on the first day of menstruation and continues until ovulation.
- During this time, the body prepares for a possible pregnancy by producing eggs in the ovaries. The pituitary gland releases a hormone called **follicle-stimulating hormone (FSH)**, which encourages the ovaries to produce eggs (follicles).
- At the same time, the lining of the uterus begins to grow thicker, preparing for a potential pregnancy.

3. **Ovulation (Day 14):**

- Ovulation is the release of a mature egg from one of the ovaries. This happens around the middle of the menstrual cycle, often on day 14, but it can vary.
- A hormone called **luteinizing hormone (LH)** surges just before ovulation, causing the egg to be released.
- The egg travels down the fallopian tube, where it can meet sperm for fertilization.

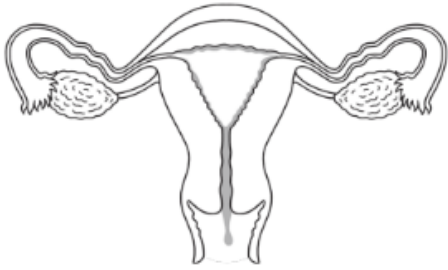
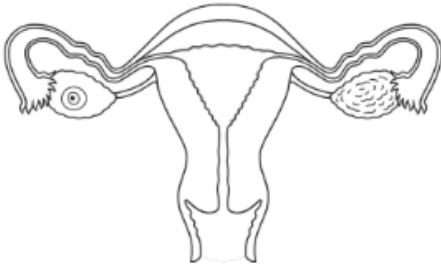
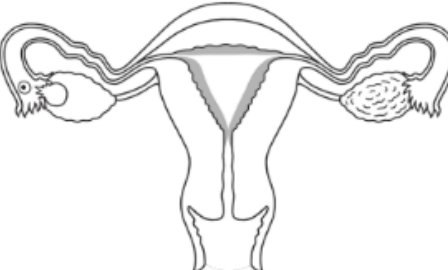
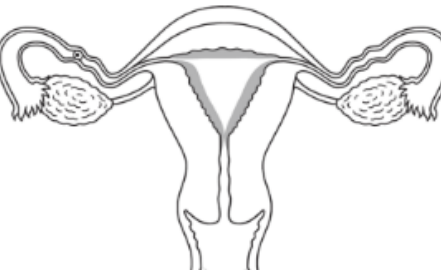
4. **Luteal Phase (Days 15-28):**

- After ovulation, the empty follicle in the ovary turns into a structure called the **corpus luteum**, which produces the hormone **progesterone**.
- Progesterone helps thicken the uterine lining even more to prepare for a fertilized egg to implant. If the egg is fertilized by sperm, it will implant in the uterus, and pregnancy begins.
- If the egg is not fertilized, the corpus luteum breaks down, leading to a drop in progesterone levels. This causes the uterine lining to break down and be shed, which starts a new menstrual cycle.

The cycle continues each month, repeating these steps unless pregnancy occurs.

To sum it up:

- The menstrual cycle is about preparing the body for a potential pregnancy.
- It involves the release of eggs (ovulation) and changes in the uterus.
- If pregnancy doesn't happen, the cycle repeats with a period (menstruation).

Day 1-5	Day 5-14
	
The lining of the uterus breaks down and passes out of the vagina. This is known as menstruation or 'having a period'.	An egg cell starts to mature in the ovary. The lining of the uterus begins to build up again.
Day 14	Day 14-28
	
An egg cell is released from the ovary. This is known as ovulation.	The egg cell travels along the oviduct towards the uterus. The uterus lining remains thick awaiting the arrival of a fertilised egg cell.

5. What are gametes and what happens during the fertilisation process?

Red

Amber

Green

The cell membrane changes after fertilisation so no more sperm cells can enter the egg.

The cytoplasm contains nutrients to support the developing embryo after fertilisation.

The head is covered with an acrosome, which releases enzymes to digest the egg cell membrane.

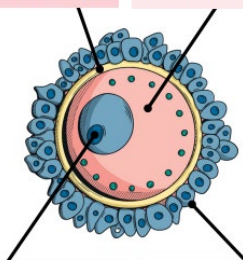
The midpiece contains many mitochondria to release energy for movement.

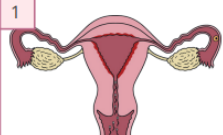
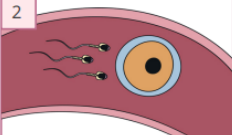
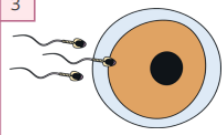
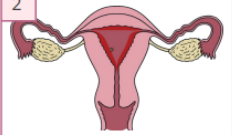
The nucleus contains genetic information from the mother. The egg cell carries half the genetic information that will be received by the offspring.

The large size of the egg cell increases the chance of it being fertilised and allows more space for nutrients to be stored.

The nucleus contains genetic information from the father. The sperm cell carries half the genetic information that will be received by the offspring.

The sperm cell has a tail (flagellum) to allow it to move towards the egg cell to fertilise it.



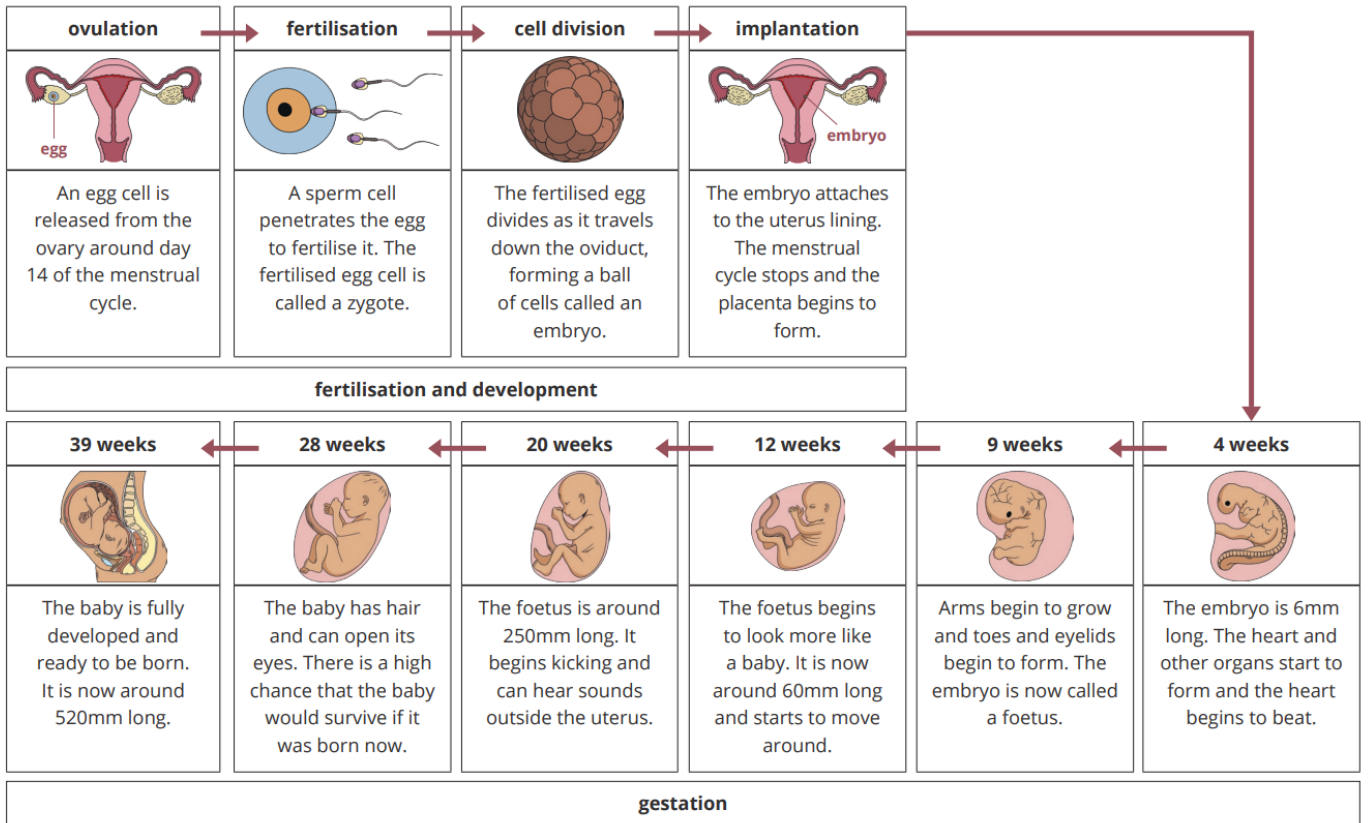
1 	2 
During sexual intercourse, semen containing sperm cells is ejaculated from the penis into the vagina.	Sperm cells travel through the female reproductive system to meet an egg cell in the oviduct.
3 	2 
One sperm cell penetrates the egg cell membrane. The nucleus of the sperm cell fuses with the nucleus of the egg cell. This is called fertilisation.	The resultant zygote divides several times to form a ball of cells called an embryo, which implants in the uterus lining.

6. What happens during the gestation process?

Red

Amber

Green



7. What impact does maternal lifestyle have on the foetus through the placenta?

Red

Amber

Green

Oxygen and nutrients, such as glucose, can pass from the mother's blood into the blood of the foetus across the placenta. The placenta is attached to the foetus by the umbilical cord. Other substances, such as alcohol, can pass across the placenta during pregnancy. Some substances may increase the risk of developmental problems in a baby. Smoking cigarettes during pregnancy can increase the risk of miscarriage, stillbirth or sudden infant death syndrome (SIDS). Babies born to mothers who smoke are more likely to be born prematurely and/or have a low birthweight. A lack of oxygen passing from the mother to the baby may lead to problems with brain development. Drinking alcohol during pregnancy can increase the chance of miscarriage, stillbirth, premature birth or low birthweight. If a mother drinks heavily during pregnancy, it may lead to foetal alcohol syndrome, which can result in learning difficulties and behavioural problems.

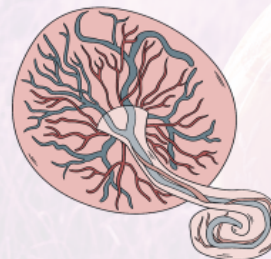
The Umbilical Cord

The **umbilical cord** connects the foetus to the placenta. This cord is cut when the baby is born. Your belly button is where the umbilical cord was attached to you as a baby. The umbilical cord contains **arteries**, which transport blood from the placenta towards the foetus, and **veins**, which transport blood containing waste substances back towards the placenta.



The Placenta

The **placenta** is an organ that grows from the outer layer of the amniotic sac and attaches to the wall of the uterus.



The placenta contains blood supplies from the mother and the foetus. These two blood supplies pass close to each other but do not mix. Oxygen and nutrients such as glucose can pass from the mother's blood into the blood of the foetus. The foetus' blood then travels along the **umbilical cord** to supply the foetus with the substances it needs. Waste products, such as carbon dioxide and urea, are removed from the foetus' blood by the placenta.

Harmful substances can also move across the placenta, including alcohol, nicotine or even poisons.

8. What happens during the labour and birth process?

Red

Amber

Green

Most people go into labour around week 40 of pregnancy. If labour has not happened naturally by week 42 of pregnancy, medical treatment may be required to stimulate labour. Waters breaking refers to the amniotic sac breaking and the amniotic fluid that protects the foetus during pregnancy draining out through the vagina. This can happen during labour or up to 24 hours before labour begins. During the first stage of labour, contractions cause the cervix to dilate (widen). It can take several hours, or even days, for labour to become established; this is when the cervix has dilated to about 4 cm. It can then take up to 12 hours for the cervix to become fully dilated (around 10 cm wide). Once the cervix is fully dilated, the baby will move further down towards the entrance to the vagina. Muscles in the uterus contract to push the baby out of the vagina. This may take up to 3 hours. Sometimes, medical intervention may be required to keep the mother and baby safe. There are a few different ways that a baby can be born:

Vaginal Delivery

Vaginal birth is the most common way for babies to be born – around 60% of births in England are vaginal births. This is where the baby moves down the birth canal and comes out through the vagina.

Assisted Delivery

Medical assistance may be required for a vaginal birth if there are complications during delivery or the baby is in an awkward position, for example. Medical staff may use forceps or a ventouse suction cup, or make a cut to make the vaginal opening bigger for the baby to get out safely.

Caesarean Section

In some cases, for example if the foetus isn't in the correct position for a vaginal birth or there have been complications during pregnancy, the baby will be delivered by caesarean section (or C-section). This is where a cut is made through the abdomen (belly) and the baby is taken out through this opening. A C-section is carried out for 3 in 10 births in England

9. What STEM careers are relevant to supporting reproduction in humans?			Red	Amber	Green
Midwife	Embryologist	Gynaecologist	Andrologist		
<p>A midwife is a trained professional who helps women during pregnancy, childbirth, and after the baby is born. They provide care, support, and advice, ensuring the health and safety of both the mother and baby. Midwives assist with labor, deliver babies, and help new mothers with breastfeeding and postnatal care. They also monitor the mother and baby's well-being during pregnancy and help with any issues that arise.</p>	<p>An embryologist studies the development of embryos, from fertilization to early stages of growth. They work in areas like reproductive medicine, helping with fertility treatments, or research, understanding how embryos develop. Embryologists also examine the cells and genes to ensure healthy development and may assist in creating embryos</p>	<p>A gynecologist is a doctor who specializes in the health of the female reproductive system. They diagnose and treat conditions related to the ovaries, uterus, and other parts of the reproductive system. Gynecologists also provide care for women during pregnancy, help with menstrual problems, offer advice on</p>	<p>An andrologist is a doctor who specializes in the male reproductive system. They diagnose and treat conditions related to male fertility, sexual health, and hormonal issues. Andrologists often help with problems like low sperm count, erectile dysfunction, and testosterone imbalances. They may also treat conditions like infertility and perform tests to assess male reproductive health.</p>		

	for IVF (in vitro fertilization) procedures.	contraception, and screen for diseases like cervical cancer. They may also assist with fertility issues and perform surgeries related to the reproductive organs.	
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HOME LEARNING TASKS

Task Description	Done?
<p>1. Use BBC Bitesize to investigate Reproduction in KS3 Science. Reproduction - KS3 Biology - BBC Bitesize</p>	
<p>2. What keyword is being described by the definitions below? Write the keyword answer in the text box below in Q3.</p> <ul style="list-style-type: none"> a. The bag of skin that contains the testes. b. The human male sex cell. c. The organ that develops during pregnancy to exchange food, oxygen and waste between the mother and the foetus. d. The male reproductive organ that allows urine and semen to pass out of the body. e. The main male reproductive hormone produced by the testes. f. The tube that carries egg cells from the ovaries to the uterus. g. The fusion of a male and female gamete. h. The release of semen from the penis. i. A ring of muscle at the lower end of the uterus. This keeps the baby in place during pregnancy. j. The word which describes the use of a method to prevent pregnancy. k. The stage in human development when a person becomes sexually mature. l. It involves physical changes that affect males and females differently. m. The human female sex cell. n. The part of the female reproductive system where a baby develops during pregnancy. Also known as the womb. o. The release of a mature egg from the ovary. p. The main female reproductive hormone produced by the ovaries. q. The parts of the male reproductive system responsible for producing sperm 	

3. Find all of the keywords identified in Q2 above in the word search below and cross them off as you find them:

i y d u t c u d i v o e h t o x e m t y
r q e c n e r v o a s m l n f o x u e x
z v c n e g y x o r t s u r h t p u s e
t x n y b a n a e r o e i c e t t n t u
q r a m r n l a x m n n e g o r t s e o
t u l i n h a l a o i o n x h n c c s a
h p a l m d r v r k k l o g r a m m b f
y k b n v a c e r v i x p i r a r i o n
r c m v t p t m d y e a s i n e p y j w
o r r p h s c o n t r a c e p t i o n a
i o g v o i t h l d s h l s n i t n l k
d a j t u l e a b d o v u l a t i o n f
a v s x s x k y t d i w a o h v a i n r
n e s n o i t a s i l i t r e f e z o t
t r n x u s c r o t u m l v c i h l i k
z o q e w c t s e j a c u l a t i o n o
c t e m c e o v d e o t h w e g i c c g
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j m t e t z d u e b q l e m o f j e r k
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Keyword:

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- b.
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- e.
- f.
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- p.
- q.

History Year 7 Term 4 – The Rise of the Tudor Dynasty

In this unit, you will explore the rise and fall of the Tudor dynasty, examining key events, figures, and themes from 1485 to 1603. You will learn how the Tudors gained and consolidated power, the impact of the English Reformation, and the significance of the Elizabethan era, including the defeat of the Spanish Armada. You will develop critical thinking and analytical skills by evaluating historical sources, forming evidence-based arguments, and understanding the complex political, religious, and social changes of the period. Through this, you will gain a deeper insight into how the Tudor era shaped modern England.



BBC Bitesize
<https://www.bbc.co.uk/bitesize/topics/zwcsp4j>

Prior Learning Links

- Year 7 Term 2 – The Middle Ages: Political
- Year 7 Term 3 – The Middle Ages: Social

Future Learning Links

- Year 7 Term 5 – The Stuarts
- Year 7 Term 6 – The Renaissance
- Year 9 Term 1 – Medicine Through Time

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 Rise of the Tudor Dynasty Generic Vocabulary

Allegiance: Loyalty or commitment to a leader, cause, or nation.
Consolidate: To strengthen or combine power or resources to make something more effective or secure.
Diplomacy: The practice of conducting negotiations between countries or managing international relations.
Dynasty: A series of rulers from the same family, typically maintaining power across generations.
Legacy: Something handed down or left behind by a person, event, or era, especially in terms of lasting impact.
Persecution: The systematic mistreatment of an individual or group, especially because of their religious or political beliefs.
Reform: To make changes in something (typically a social, political, or religious institution) in order to improve it.
Secular: Not connected with religious or spiritual matters; worldly.
Treachery: Betrayal of trust; deceptive action or nature.
Usurp: To take a position of power or importance illegally or by force

The Rise of the Tudor Dynasty Specific Vocabulary

1. **Act of Supremacy:** A 1534 law that declared Henry VIII the Supreme Head of the Church of England, breaking from the authority of the Pope.
2. **Anne Boleyn:** The second wife of Henry VIII, whose marriage to him led to the English Reformation; mother of Elizabeth I.
3. **Armada:** The fleet of ships sent by Spain in 1588 to invade England, famously defeated by the English navy.
4. **Battle of Bosworth Field:** The decisive battle in 1485 where Henry Tudor defeated Richard III, marking the beginning of the Tudor dynasty.
5. **Bloody Mary:** The nickname given to Queen Mary I due to her persecution of Protestants in an attempt to restore Catholicism in England.

6. **Catherine of Aragon:** The first wife of Henry VIII, whose marriage annulment led to the English Reformation.
7. **Catholicism:** The branch of Christianity led by the Pope in Rome, dominant in England before the Reformation.
8. **Church of England:** The national church established by Henry VIII after breaking away from the Roman Catholic Church.
9. **Divine Right of Kings:** The belief that a monarch's right to rule is granted directly by God, and not subject to earthly authority.
10. **Elizabeth I:** The last monarch of the Tudor dynasty, known for her successful reign, including the defeat of the Spanish Armada and the establishment of the Elizabethan Religious Settlement.
11. **Elizabethan Religious Settlement:** The policy implemented by Elizabeth I that established the Church of England's doctrines, blending Protestant and Catholic elements.
12. **Excommunication:** The act of officially excluding someone from participation in the sacraments and services of the Christian Church, which happened to Henry VIII after the break with Rome.
13. **Henry VII:** The founder of the Tudor dynasty, who became king after winning the Battle of Bosworth Field in 1485.
14. **Henry VIII:** The second Tudor king, known for his six marriages and the English Reformation, which established the Church of England.
15. **Heretic:** A person holding beliefs that are contrary to the doctrines of the Church, often persecuted during the Tudor era.
16. **Jane Seymour:** The third wife of Henry VIII, who gave birth to his only male heir, Edward VI.
17. **Mary, Queen of Scots:** A Catholic cousin of Elizabeth I, whose claim to the English throne led to her execution.
18. **Monastery:** A religious community of monks or nuns, many of which were dissolved under Henry VIII during the Reformation.
19. **Pilgrimage of Grace:** A large-scale rebellion in 1536 against Henry VIII's religious reforms, particularly the dissolution of the monasteries.
20. **Privy Council:** A group of royal advisors who helped the Tudor monarchs govern, particularly under Elizabeth I.
21. **Reformation:** The religious movement in the 16th century that led to the establishment of Protestant churches and the decline of Catholic influence in England.
22. **Six Articles:** Laws passed by Henry VIII in 1539, reaffirming Catholic doctrines within the Church of England and punishing those who opposed them.
23. **Thomas Cromwell:** A key advisor to Henry VIII who played a significant role in the English Reformation and the dissolution of the monasteries.
24. **Thomas More:** A Catholic martyr and advisor to Henry VIII, executed for refusing to accept the king's break with the Catholic Church.
25. **William Cecil:** The chief advisor to Elizabeth I, who played a crucial role in her successful reign and the defeat of the Spanish Armada.

1. How did the Tudor dynasty begin?	Red	Amber	Green
Are you able to explain the significance of the Battle of Bosworth Field in 1485? Can you describe the steps Henry VII took to secure his claim to the throne? Are you able to discuss the impact of Henry VII's marriage to Elizabeth of York on uniting England?			
2. Why was Henry VIII's reign so pivotal in English history?	Red	Amber	Green
Are you able to identify the reasons behind Henry VIII's break with the Catholic Church? Can you explain the consequences of the English Reformation for England? Are you able to discuss the significance of Henry VIII's marriages on English politics and religion?			
3. What were the causes and effects of the English Reformation?	Red	Amber	Green
Are you able to explain why Henry VIII sought to reform the Church in England? Can you describe the impact of the dissolution of the monasteries on English society? Are you able to discuss how the Reformation influenced religious practices in England?			
4. Was Henry VIII a tyrant or a misunderstood ruler?	Red	Amber	Green
Are you able to present evidence for and against the idea that Henry VIII was a tyrant? Can you explain how Henry VIII's actions affected his subjects and nobility? Are you able to evaluate the long-term consequences of Henry VIII's policies?			
5. How did Queen Mary I attempt to restore Catholicism in England?	Red	Amber	Green

Are you able to describe the methods Queen Mary used to re-establish Catholicism? Can you explain the reasons behind the Marian persecutions? Are you able to assess the success of Queen Mary's efforts to return England to Catholicism?			
6. Does Queen Mary I deserve the title 'Bloody Mary'?	Red	Amber	Green
Are you able to explain the events that led to Mary I being called 'Bloody Mary'? Can you describe the scale and nature of the religious persecutions under Mary I? Are you able to discuss whether the title 'Bloody Mary' is a fair representation of her reign?			
7. How did Elizabeth I establish a 'Middle Way' in religion?	Red	Amber	Green
Are you able to explain the religious tensions Elizabeth I faced when she became queen? Can you describe the key elements of the Elizabethan Religious Settlement? Are you able to evaluate the effectiveness of Elizabeth I's religious policies in maintaining stability?			
8. What were the challenges faced by Elizabeth I during her reign?	Red	Amber	Green
Are you able to identify the internal and external threats to Elizabeth I's rule? Can you explain how Elizabeth I dealt with the threat posed by Mary, Queen of Scots? Are you able to discuss how Elizabeth I's foreign policy influenced England's position in Europe?			
9. How important was the defeat of the Spanish Armada?	Red	Amber	Green
Are you able to explain the reasons behind the Spanish attempt to invade England? Can you describe the key events of the Spanish Armada's defeat in 1588? Are you able to evaluate the significance of the Armada's defeat for England's future?			
10. How did the Tudor monarchs consolidate their power?	Red	Amber	Green
Are you able to explain the strategies used by the Tudors to maintain control over England? Can you describe the role of the Privy Council in Tudor governance? Are you able to discuss the importance of marriage alliances in strengthening the Tudor dynasty?			
11. What role did individuals like Thomas Cromwell and William Cecil play in the Tudor period?	Red	Amber	Green
Are you able to describe the contributions of Thomas Cromwell to Henry VIII's reign? Can you explain how William Cecil influenced Elizabeth I's policies? Are you able to evaluate the impact of advisors on the success of Tudor rulers?			
12. How did the Tudor period shape the future of England?	Red	Amber	Green
Are you able to identify the lasting changes brought about by the Tudor monarchs? Can you explain how the Tudor era influenced England's religious and political landscape? Are you able to discuss how the end of the Tudor dynasty set the stage for the Stuart period?			
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%!			
Exam Style Question: Describe two features of Henry VIII's reign as king (4 marks)			
Exam Style Question: Explain how Henry VII was able to become king of England in 1485 (12 marks)			
Exam Style Question: Explain two consequences of the English Reformation (8 marks)			
Exam Style Question: 'Mary I does not deserve to be known as 'Bloody Mary'' How far do you agree? (16 marks)			

Geography Year 7 Term 4 – Weather and Climate

Weather and climate play a vital role in shaping our world. Weather refers to short-term atmospheric conditions like temperature, rainfall, and wind, while climate is the long-term average of these conditions in a specific area. Understanding weather helps us plan our daily lives, while climate knowledge informs decisions about agriculture, city planning, and disaster preparedness.

Weather is influenced by factors such as air pressure, temperature, wind patterns, and the Earth's rotation. Extreme weather events, like storms and heatwaves, can have significant impacts on communities.

Prior Learning Links

- **Term 1** – Geographical skills (map reading, data interpretation) needed for local geographical fieldwork.
- **Term 2** – Longitude and latitude concepts help in understanding climate zones.
- **Terms 2 & 3** – Continued study of physical and human interconnections, linking to climate impacts on people.

Future Learning Links

- **Term 5** – Rivers and flooding
- **Term 6** – Sustainable Earth

KEY VOCABULARY

KEY WORDS

Weather – The short-term atmospheric conditions, including temperature, wind, and precipitation, at a specific place and time.

Climate – The long-term average weather conditions in a particular region over at least 30 years.

Air Pressure – The weight of the air pressing down on the Earth's surface; measured in millibars (mb). High pressure brings calm weather, while low pressure leads to unsettled conditions.

Front – A boundary between two air masses with different temperatures and humidity levels, often causing changes in weather.

Precipitation – Any form of water that falls from the sky, including rain, snow, sleet, and hail.

Average Temperature – The mean temperature over a set period, usually a month or a year, used to describe climate patterns.

Rainfall – The total amount of precipitation that falls in a specific area over a given period, measured in millimeters (mm).

Anticyclone – A high-pressure weather system that brings dry, calm, and settled conditions with clear skies.

Depression – A low-pressure system that brings unsettled weather, including cloud, wind, and precipitation, often leading to storms.

1. Why do we need to know about the weather?

Red

Amber

Green

Weather refers to the day-to-day changes in the atmosphere. It differs from climate, which is the average atmospheric conditions found in a given area.

Weather affects our daily lives in many ways. We need to know the weather because it affects our daily life. Farmers rely on weather forecasts to plan when to plant and harvest crops. Airlines need accurate weather predictions to ensure safe flights. Extreme weather, such as storms and heatwaves, can impact transport, health, and even energy use. Understanding the weather helps individuals, businesses, and governments prepare for and respond to potential hazards.

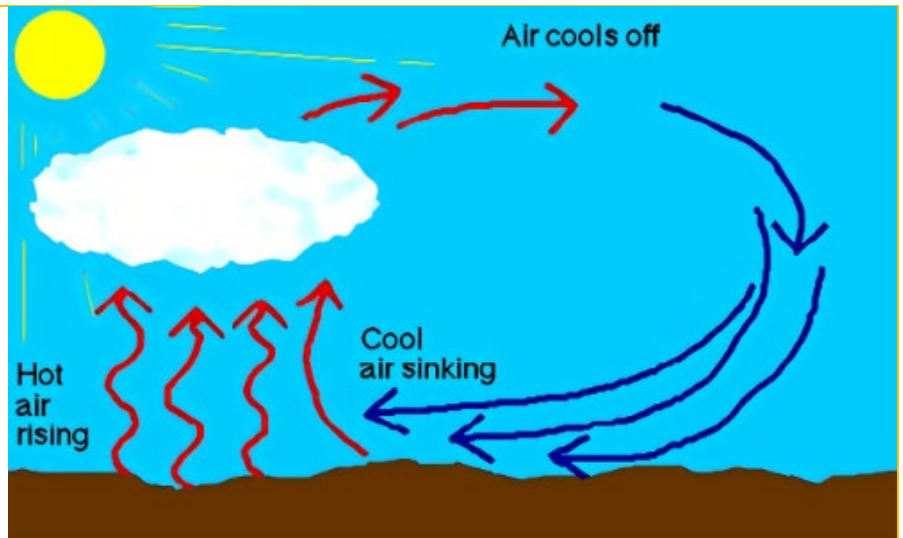
2. What causes the weather?

Red

Amber

Green

Weather is caused by interactions between the Earth's atmosphere, land, and oceans. The sun heats the Earth's surface unevenly, creating temperature differences that lead to the movement of air (wind) and the formation of high- and low-pressure systems. The water cycle also plays a key role in weather, as evaporation, condensation, and precipitation determine whether an area experiences dry or wet conditions.

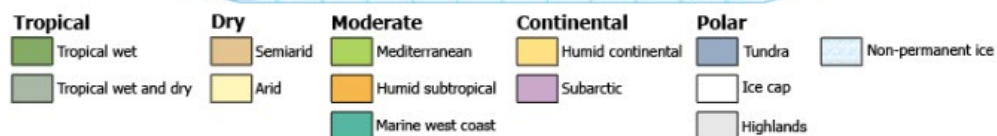


3. What factors affect climate?

Red Amber Green

The climate is influenced by several factors which determine the temperature, rainfall and weather patterns of different regions:

- **Latitude** – Areas closer to the equator receive more direct sunlight, making them warmer, while areas near the poles are colder.
- **Altitude** – Higher elevations experience cooler temperatures because air pressure decreases with height.
- **Distance from the sea** – Coastal areas have milder climates due to the ocean's ability to regulate temperature, while inland areas experience more extreme temperatures.
- **Wind and ocean currents** – These move warm and cold air or water around the planet, affecting regional climates.
- **Wind and pressure systems** – global wind patterns and high and low pressure systems influence rainfall and temperature.



4. How do I draw a climate graph?

Red Amber Green

A climate graph displays both temperature and rainfall for a location over a year.

It consists of:

- A **bar graph** showing the amount of rainfall each month.
- A **line graph** showing the average temperature each month.
- The **x-axis** representing months of the year and the **y-axis** showing temperature (°C) and precipitation (mm).
- The ability to compare different climates by analysing trends in rainfall and temperature.



5. Why is it always raining?

Red Amber Green

It always seems to be raining in the UK, but why? Rainfall occurs when moist air cools and condenses into water droplets. The UK experiences frequent rainfall due to the three different types of rainfall:

- **Relief Rainfall** – When moist air is forced up over mountains, cools, and condenses (e.g., west coast of the UK).
- **Convective Rainfall** – When the sun heats the ground, causing warm air to rise, cool, and form clouds (common in tropical areas).
- **Frontal Rainfall** – When a warm air mass meets a cold air mass, forcing the warm air to rise, cool, and condense, leading to steady rain.

6. What is the weather like in the UK?

Red Amber Green

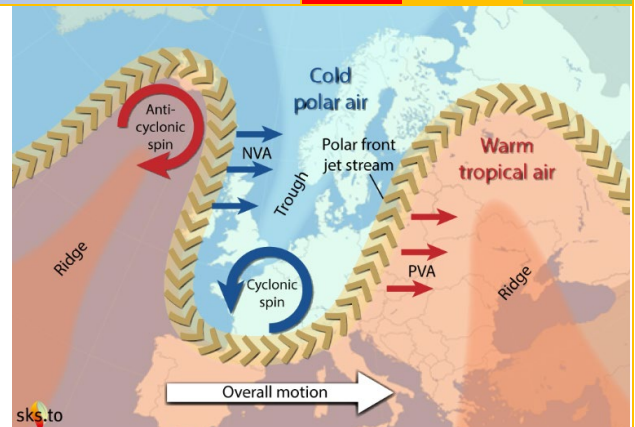
The UK has a **temperate maritime climate**, meaning it experiences mild temperatures, moderate rainfall throughout the year, and changeable weather. Key factors affecting UK weather include:

- The influence of the **North Atlantic Drift**, which keeps temperatures milder in winter.
- Frequent changes in weather due to the **meeting of different air masses**.
- The impact of **low-pressure systems (depressions)**, which bring cloudy, wet, and windy weather.

7. Why can the weather be so changeable?

Red Amber Green

The UK is located at the meeting point of several air masses (from the Arctic, the Atlantic, and continental Europe). This leads to rapidly changing conditions. The **jet stream**, a fast-moving band of air high in the atmosphere, also influences UK weather by directing storms and high-pressure systems across the country. Seasonal variations add to this changeability, with warmer summers and cooler winters.



8. What effects can we SEE of an extreme weather event?

Red Amber Green

Extreme weather events, such as hurricanes, floods, and heatwaves, can cause visible and long-lasting impacts, including:

- **Physical effects** – Damage to buildings, infrastructure, and landscapes.
- **Environmental effects** – Changes in ecosystems, deforestation, and coastal erosion.
- **Social effects** – Displacement of communities, injuries, and loss of life.
- **Economic effects** – High costs for repairs, loss of crops, and damage to businesses.

A case study of a recent extreme weather event (e.g., **Storm Eunice in the UK** or **Hurricane Katrina in the USA**) could illustrate these impacts in detail.

9. Local Geographical Fieldwork Investigation: How do I conduct a fieldwork investigation?

Red Amber Green

Fieldwork involves collecting real-world data to study local weather and climate. The process includes:

- **Identifying a question or hypothesis** – E.g., “How does temperature change throughout the day?”
- **Collecting data** – Using instruments like thermometers (for temperature), anemometers (for wind speed), and rain gauges (for precipitation).
- **Recording and presenting findings** – Using tables, graphs, and written analysis.
- **Evaluating results** – Considering accuracy, reliability, and potential improvements.

HOME LEARNING TASKS

Task Description	Done?
Forecast weather diary.	
Research and create fact file on extreme weather event.	

Subject Year X Term 1 – Theme

IMAGE
(please check
copyright)

Term Focus –

Prior Learning Links

- From SOL

Future Learning Links

- From SoL







KEY VOCABULARY

KEY WORDS

From SoL

KEY SUBJECT TERMINOLOGY

From SoL

1.	Red	Amber	Green
Are you able to...			
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2.	Red	Amber	Green
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Core Knowledge:

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8. Red Amber Green

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12. Red Amber Green

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Core Knowledge:

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HOME LEARNING TASKS

Task Description	Done?

Drama Year 7 Term 4
Understanding Drama and Theatre – Character’s and Genres

Term Focus

You will learn how to:

- Develop your understanding of performance skills to show a character.
- 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 further develop a foundation knowledge of skills and techniques.

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

Character and Genre

Characterisation	The act of changing voice, body language, movement, gesture to show role.
Genre	The style of a play and how the work is presented on stage.
Tableaux	A series of freeze frames that make up a ‘larger picture’.
Tragedy	Almost always demonstrates some sort of human suffering
Comedy	Comedy uses humour with characters and storylines designed to make the audience laugh.
Physical Theatre	A form of theatre that puts emphasis on movement rather than dialogue.
Melodrama	An <i>exaggerated genre of theatre</i> using <i>stereotyped</i> characters to appeal to the audience’s emotions.

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.

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.

1. What is characterisation?

Red

Amber

Green

Characterisation refers to the act of changing voice, body language, movement, gesture to show role. All people are different. The actor must use their skills to portray a character consistently throughout their performance. When creating characters you need to consider voice, body language and movement.

2. What is a Genre?

Red

Amber

Green

The *genre* of a play refers to **the type of story being told** and is decided by the *playwright*. The *style* of a play is **how the work is presented on stage**. Many modern plays incorporate a range of different genres and performance styles, each with its own characteristics. Plays that mix genres and styles like this are known as *mixed form*.

3. What is a Tableaux?

Red

Amber

Green

A Tableaux is a series of freeze frames that are put together to make up a 'larger picture'.

4. What is a Tragedy?

Red

Amber

Green

Tragedy almost always demonstrates some sort of human suffering by the central character, with the intention of invoking *emotion* within an audience. Tragic pieces are mostly serious and include an unhappy final scene, eg the downfall or death of a character. It is important to consider whether this would be appropriate for the target audience.

5. What is a Comedy?

Red

Amber

Green

The *comedy genre* uses humour as a driving force, with characters and storylines designed to make the audience laugh. Some elements of comedy include; surprise, repetition, opposite expectations, misunderstanding and ridicule. It is important to consider what the *target audience* find funny.

6. What is Physical Theatre?

Red

Amber

Green

Physical theatre is anything that puts the human body at the centre of the storytelling process. You could define Physical theatre as a form of theatre that puts **emphasis on movement** rather than dialogue. There are a huge number of variations as the *genre* covers a broad range of work. As a result it's often *abstract* in style.

7. What is Melodrama?

Red

Amber

Green

Melodrama is a style of theatre that uses *exaggeration* and *stereotyped* characters to appeal to the audience's emotions. It can be useful when working within the melodrama *genre* to explore *stock characters*, eg an evil villain, a wronged maiden or a noble hero.

Music Year 7 Terms 3&4
Keyboard Skills

Term Focus

You will learn how to:

- recognise notes on the keyboard and simple staff notation
- navigate basic keyboard functions
- play simple melodies on the keyboard
- play some simple chords on the keyboard

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
- Explore the elements of music and how they can enhance a musical performance





Future Learning Links

- Understand and explore how music is created and performed
- Develop an understanding of simple music notation
- Find connections between melodies, harmonies and accompaniments



KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY
Dynamics: the volume that notes should be played/sung	Musical elements: the building blocks of music that include dynamics, tempo, texture, timbre and pitch
Tempo: the speed or pace of the music	Melody: another word for the tune. A melody is a mixture of notes of different pitch, played one after the other
Texture: how melody, harmony and rhythm are combined in music to create layers of sound	Accompaniment: a musical part that provides rhythmic or harmonic support for the melody
Timbre: the type of sound produced by an instrument or a voice	Musical arrangement: altering or adapting an existing piece of music through changing musical elements, structure or the instruments used
Pitch: how high or low a note sounds	Tonality: music can be in a major (sounds happy) or minor (sounds sad) key. This can define the character of the music
Unison: one sound. Two or more people play/sing the same pitch	Musical accompaniment: the music that plays in the background to support a melody

Harmony: more than one note/pitch is played or sung at the same time	Musical structure: the order the different sections of a song or piece of music are played in (e.g. verse/chorus/intro)
Crotchet:  a note that lasts for one beat	Musical ensemble: a group of people who perform instrumental or vocal music together
Minim:  a note that lasts for two beats	Musical conductor: keeps a musical ensemble in time and leads the performance, giving it shape
Semibreve:  a notes that lasts for four beats	
Quaver:  a notes that lasts for half a beat	

1. What type of musical instrument is a keyboard?

Red Amber Green



An **electronic musical keyboard** is a versatile musical instrument that mimics the layout and functionality of a traditional piano but incorporates electronic sound generation and manipulation technologies. It is widely used in various musical genres and settings, from casual playing to professional performances and music production. They typically have 25-88 keys, so can be smaller than a traditional piano.

The keyboard offers a wide variety of instrument sounds (e.g., piano, strings, brass, synthesizers) and effects. It has built-in features such as:

- Rhythms and accompaniment tracks to create backing music.
- Sequencing capabilities for recording and layering performances.
- Digital effects like reverb, chorus, and delay.

2. What are the names of the notes on the keyboard?

Red Amber Green



The white notes on a **musical keyboard** are named after the first seven letters of the alphabet: **A, B, C, D, E, F, G**. After G, the sequence repeats. These notes correspond to the white keys on the keyboard.

3. What is a melody?

Red Amber Green

A keyboard **melody** is a sequence of musical notes played on a piano that forms the main tune or theme of a piece of music. It is often the part of the composition that is most recognizable and memorable. A melody typically consists of a combination of rhythm, pitch, and dynamics.

Some simple keyboard melodies to play:

London Bridge

G A G F E F G D E F E F G

3 4 3 2 1 2 3 1 2 3 1 2 3

G A G F E F G D G E C

3 4 3 2 1 2 3 2 5 3 1

Oh When the Saints Go Marching In

The image shows two staves of musical notation in 4/4 time. The first staff has notes C, E, F, G, C, E, F, G, C, E, F, G, E, C, E with fingerings 1 3 4 5, 1 3 4 5, 1 3 4 5 3 1 3. The second staff has notes D, E, E, D, C, C, E, G, G, G, F, E, F, G, E, C, D, C with fingerings 2 3 3 2, 1 1 3 5 5 5 4, 3 4 5 3 1 2 1.

4. What is a chord?

Red Amber Green

A **chord** played on the keyboard is a group of two or more notes sounded together to create harmony. Chords are fundamental to music and provide accompaniment for melodies.

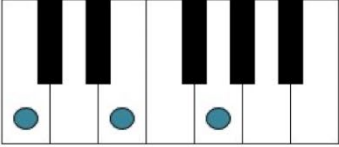
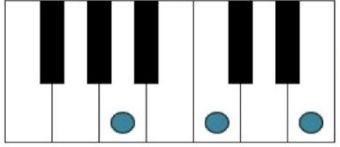
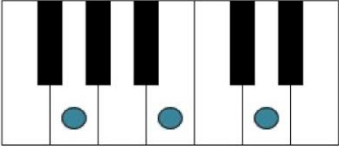
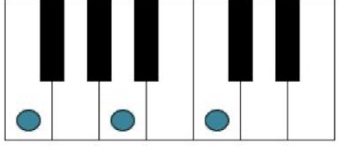
How to play a triad (three note) chord:

The diagram shows two hands, labeled 'L' (left) and 'R' (right), with fingers numbered 1-5. Below is a piano keyboard diagram for the 'RIGHT HAND' showing the C major triad (C, E, G) with red dots on the keys and labels '1', '3', '5' below them, and 'C', 'E', 'G' below that.

Chords typically consist of at least three notes, called a **triad**. The most common type of chord, the triad, consists of:

- A **root** note (the starting note of the chord).
- A **third** (an interval of three notes above the root).
- A **fifth** (an interval of five notes above the root).

5. What are the names of the chords in the four chord sequence? Red Amber Green

 <p>= C major (C, E and G)</p>	 <p>= A minor (A, C and E)</p>
 <p>= G major (G, B and D)</p>	 <p>= F major (F, A and C)</p>

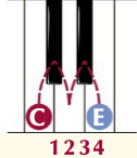
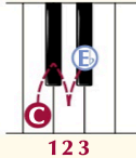
6. What is a major chord and a minor chord? Red Amber Green

Chord Types:

- **Major Chord:** Has a bright and happy sound. (Example: C major = C, E, G)
- **Minor Chord:** Has a darker and melancholic sound. (Example: A minor = A, C, E)

Triads Use Major and Minor Thirds

- 1) All triads have an interval of a third between each pair of notes.
- 2) The intervals can be major or minor thirds.
- 3) Different combinations of major and minor thirds give different types of triad:

<p>A <u>major third</u> is <u>four</u> semitones.</p>	<p>A <u>minor third</u> is <u>three</u> semitones.</p>
	

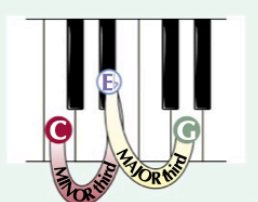
Major triads

- Major triads have a major third followed by a minor third.
- The major third goes between the root and the third.
- The minor third goes between the third and the fifth.



Minor triads

- Minor triads use a major and a minor third too, but in the opposite order.
- The minor third goes between the root and the third.
- The major third goes between the third and the fifth.



HOMEWORK TASK – choose ONE of the following projects

Task Description

Done?

Option 1: Create a Music Playlist

- **Task:** Create a playlist of 5–10 songs that reflect a specific mood, theme, or genre (e.g., "Relaxing Tunes," "Songs for Dancing," "Classical Favourites").
- **Details:**
 - Write a brief explanation (1–2 sentences per song) of why each piece fits your chosen theme.
 - Mention the song title, artist/composer, and genre for each entry.
- **Extension Idea:** Design a cover image or poster for your playlist.

Option 2: Research a Composer or Artist

- **Task:** Choose a famous composer (like Mozart or Beyoncé) or artist and create a fact sheet about them.
- **Details:**
 - Include their biography, famous works, and why they are important to music.
 - Add at least one fun or surprising fact.
 - Illustrate your fact sheet with drawings, photos, or symbols that represent their music.

Option 3: Make Your Own Music

- **Task:** Compose a short piece of music (8–16 bars).
- **Details:**
 - Use music software like GarageBand, Noteflight, or simply write it down on blank sheet music.
 - If possible, perform your composition or record it to share with the class.
- **Extension Idea:** Describe the inspiration behind your composition.

What to Submit:

1. A written or digital presentation of your project (poster, slideshow, or document).
2. Any supporting materials (e.g., playlist links, recorded music, or drawings).
3. A short reflection (2–3 sentences) on what you learned while completing the project.

French Year 7 Term 4 – My Family

Term Focus – This term introduces you to the topic of free time in French. You will be able to talk about the following things:

- Who is in your family
- What you and your family look like
- Who you get on with in your family and why



Prior Learning Links

- Describing personality (Term 1 – Year 7)
- Using the verb 'avoir' (Term 2 – Year 7)
- Using the verb 'être' (Term 2 – Year 7)

Future Learning Links

- Using family members (Year 8)
- Talking about yourself (Year 9)
- Describing family relationships (Year 9)

1. How do I talk about the size of my family?

Red Amber Green

C'est comment, ta famille? (What's your family like?)

J'ai une (I have a)	très grande (very big) grande (big)	assez petite (quite small) petite (small)	famille. (family.)
------------------------	--	--	------------------------------

2. Who is in my family?

Red Amber Green

Qui est dans ta famille? (Who is in your family?)

Dans ma famille (In my family)	il y a (there is)	ma mère (my mum)	ma tante (my aunt)	ma belle-mère (my step-mum)	
		ma sœur (my sister)	ma cousine (my cousin)	ma demi-sœur (my step/half sister)	
		ma grandmère (my grandma)	mon père (my dad)	mon oncle (my uncle)	mon beau-père (my step-dad)
		mon frère (my brother)	mon grandpère (my granddad)	mon cousin (my cousin)	mon demi-frère (my dad)
		mes parents (my parents)	mes grands-parents (my grandparents)	mes cousins (my cousins)	

3. What is a possessive adjective?

Red Amber Green

Possessive Adjectives show that something belongs to somebody. In French, possessive adjectives change depending on the gender and quantity of the noun.

	Masculine	Feminine	Plural
My	Mon	Ma	Mes
Your	Ton	Ta	Tes
His / Her	Son	Sa	Ses

In French, the possessive adjective matches the noun that it is describing, not the person who it belongs to like in English.

e.g. his sister / her sister = **sa** sœur → it is '**sa**' because the word '**sœur**' is feminine.

4. What is the verb 'avoir'?

Red

Amber

Green

Avoir = To have	
I have	J'ai
You have (singular)	Tu as
He has / She has	Il a / Elle a
We have	Nous avons
You have (plural)	Vous avez
They have	Ils ont / Elles ont

N.B. We can also use 'on a' for we have.

5. What is the verb 'être'?

Red

Amber

Green

Être = To be	
I am	Je suis
You are (singular)	Tu es
He is / She is	Il est / Elle est
We are	Nous sommes
You are (plural)	Vous êtes
They are	Ils sont / Elles sont

6. How do I talk about hair and eye colour?

Red

Amber

Green

C'est comment, tes cheveux et tes yeux? (What are your hair and eyes like?)							
J'ai (I have)	Ils ont (They have m.)	les cheveux (hair)	blonds (blond)	noirs (black)	et (and)	bouclés (curly)	longs (long)
Elle a (She has)	Elles ont (They have f.)		bruns (brown)	roux (ginger)		raides (straight)	mi-longs (medium length)
Il a (He has)		les yeux (eyes)	bleus (blue)		noirs (black)	frisés (tightly curled)	courts (short)
Mon père (My dad)		est (is)	marron (brown)		verts (green)		
			chauve. (bald.)				

7. How do I describe what someone looks like?

Red

Amber

Green

C'est comment, ta famille? (What's your family like?)

Je suis (I am m.) Mon père est (is) (My dad)	grand (tall)	de taille moyenne (medium height)	petit (small / short)	et (and)	mince (slim)	gros (fat)
Je suis (I am f.) Ma mère est (My mum is)	grande (tall)	de taille moyenne (medium height)	petite (small / short)		mince (slim)	grosse (fat)
J'ai (I have) Il / Elle a (He / She has) Ils / Elles ont (They have)	des tatouages (tattoos)	des lunettes (glasses)	des taches de rousseurs (freckles)			

8. 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.

For most regular adjectives, we will add an 'e' to the feminine form, and an 's' to the plural form.

9. What are my family members like?

Red

Amber

Green

Ta famille est comment? (What's your family like?)

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

10. How do I talk about family relationships?

Red

Amber

Green

Ta famille est comment? (What's your family like?)

Je m'entends bien (I get on well)	avec (with)	ma mère (my mum)	car elle est (because she is)	amusante. (funny)
		ma soeur (my sister)		Intelligente. (intelligent)
Je me dispute (I argue)	avec (with)	mon père (my dad)	car il est (because he is)	fidèle. (loyal)
Je ne m'entends pas bien (I don't get on well)		mon frère (my brother)		patiente. (patient)
				énervant. (annoying)
				têtu. (stubborn)
				égoïste. (selfish)

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 conjunction?

Red

Amber

Green

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

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

HOME LEARNING TASKS

Task Description	Done?
Can you use the sentence builders above to answer the questions?	
Can you write a short paragraph saying who is in your family?	
Can you write a short paragraph describing what you and your family look like?	
Can you write a short paragraph describing the relationships in your family?	
Can you describe yourself in French?	
Do you confidently know the verbs 'avoir' and 'être'?	
Can you explain what a possessive adjective is?	
Practise the vocabulary in your knowledge organiser by using the look, cover, write, check method.	
Write flash cards with the free time activities: one side French, one side English	
Go to www.sentencebuilders.com and practise this term's vocabulary.	

Spanish Year 7 Term 4 – My Family

Term Focus – This term introduces you to the topic of free time in Spanish. You will be able to talk about the following things:

- Who is in your family
- What you and your family look like
- Who you get on with in your family and why



Prior Learning Links

- Describing personality (Term 1 – Year 7)
- Using the verb 'tener' (Term 2 – Year 7)
- Using the verb 'ser' (Term 2 – Year 7)

Future Learning Links

- Using family members (Year 8)
- Talking about yourself (Year 9)
- Describing family relationships (Year 9)

1. How do I talk about the size of my family?

Red Amber Green

¿Cómo es tu familia? (What's your family like?)

Tengo una (I have a)	familia (family)	muy grande (very big) grande (big)	bastante pequeña (quite small) pequeña (small)
--------------------------------	----------------------------	---	---

2. Who is in my family?

Red Amber Green

¿Quién hay en tu familia? (Who is in your family?)

En mi familia (In my family)	hay (there is)	mi madre (my mum)	mi tía (my aunt)	mi madrastra (my step-mum)
		mi hermana (my sister)	mi prima (my cousin)	mi hermanastra (my step/half sister)
		mi abuela (my grandma)		
		mi padre (my dad)	mi tío (my uncle)	mi padrastro (my step-dad)
		mi hermano (my brother)	mi primo (my cousin)	mi hermanastro (my dad)
		mi abuelo (my grandad)		
		mis padres (my parents)	mis abuelos (my grandparents)	mis primos (my cousins)

3. What is a possessive adjective?

Red Amber Green

Possessive Adjectives show that something belongs to somebody. In Spanish, possessive adjectives change depending quantity of the noun.

	Singular	Plural
My	Mi	Mis
Your	Tu	Tus
His / Her	Su	Sus

In Spanish, the possessive adjective matches the noun that it is describing, not the person who it belongs to like in English.

e.g. his sister / her sister = **su** hermano

4. What is the verb 'tener'?

Red Amber Green

Tener = To have	
I have	Tengo
You have (singular)	Tienes
He has / She has	Tiene
We have	Tenemos
You have (plural)	Tenéis
They have	Tienen

5. What is the verb 'ser'?

Red Amber Green

Ser = To be	
I am	Soy
You are (singular)	Eres
He is / She is	Es
We are	Somos
You are (plural)	Sois
They are	Son

6. How do I talk about hair and eye colour?

Red Amber Green

¿Cómo son tu pelo y tus ojos? (What are your hair and eyes like?)							
Tengo (I have)	Tiene (He has)	el pelo (hair)	rubio (blond)	negro (black)	y (and)	ondulado (curly)	largo (long)
			castaño (brown)	pelirrojo (ginger)		liso (straight)	corto (short)
Tiene (She has)	Tienen (They have)	los ojos (eyes)	azules (blue)	negros (black)			
			marrones (brown)	verdes (green)			
Mi padre (My dad)		es (is)	calvo. (chauve.)				

7. How do I describe what someone looks like?

Red Amber Green

¿Cómo es tu familia? (What is your family like?)						
Soy (I am m.)	es (is)	grande (tall)	bajo (short)	y (and)	delgado (slim)	gordo (fat)
Mi padre (My dad)					delgada (slim)	gorda (fat)
Soy (I am f.)		grande (tall)	baja (short)			
Mi madre (My mum)						
Tengo (I have)		unos tatuajes (tattoos)	gafas (glasses)	pecas (freckles)	barba (a beard)	
Tiene (He / She has)						

8. 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.

For most regular adjectives, we will add an 'e' to the feminine form, and an 's' to the plural form.

9. What are my family members like?

Red Amber Green

¿Cómo es tu familia? (What is your family like?)

		Masculine	Feminine
Diría que (I would say that)	soy (I am)		
	no soy (I am not)	activo. (active)	activa. (active)
	nunca soy (I am never)	divertido. (funny)	divertida. (funny)
Pienso que (I think that)	mi madre es (my mum is)	inteligente. (intelligent)	inteligente. (intelligent)
	mi madre no es (my mum is not)	fiel. (loyal)	fiel. (loyal)
	mi madre es (my mum is)	paciente. (patient)	paciente. (patient)
	mi madre no es (my mum is not)	estúpido. (stupid)	estúpida. (stupid)
	mi madre nunca es (my mum is never)	simpático. (nice)	simpática. (nice)
		trabajador. (hardworking)	trabajadora. (hardworking)

10. How do I talk about family relationships?

Red Amber Green

Ta famille est comment? (What's your family like?)

Me llevo bien (I get on well)	con (with)	Mi madre (my mum)	Porque es (because she is)	divertido(a). (funny)
		Mi hermana (my sister)		inteligente. (intelligent)
				fiel. (loyal)
Me peleo (I argue)	con (with)	Mi padre (my dad)	Porque es (because he is)	paciente. (patient)
		Mi hermano (my brother)		irritante. (annoying)
				terco(a). (stubborn)
No me llevo bien (I don't get on well)				egoista. (selfish)

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 conjunction?

Red

Amber

Green

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

Key Conjunctions: y (and), también (also), sin embargo (however)

HOME LEARNING TASKS

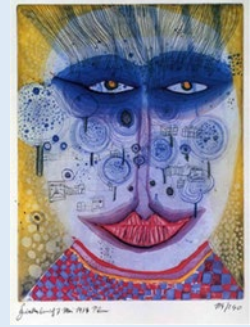
Task Description	Done?
Can you use the sentence builders above to answer the questions?	
Can you write a short paragraph saying who is in your family?	
Can you write a short paragraph describing what you and your family look like?	
Can you write a short paragraph describing the relationships in your family?	
Can you describe yourself in French?	
Do you confidently know the verbs 'tener' and 'ser'?	
Can you explain what a possessive adjective is?	
Practise the vocabulary in your knowledge organiser by using the look, cover, write, check method.	
Write flash cards with the free time activities: one side French, one side English	
Go to www.sentencebuilders.com and practise this term's vocabulary.	

Subject Art Year 7 Term 3 & 4 – 'Abstract and Colour'

Term Focus – **Abstract and Colour-** *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.*

In the last project students developed skills in observational drawing using a variety of materials, drawing techniques and processes. They investigated how artists use observation, mark making and tone to convey detail. They applied Formal Elements: **TONE, MARK MAKING, SHAPE, FORM, and LINE** to their own artwork.

Future Learning Links
Imagination and 3D-
*Through a series of activities, students develop skills in drawing and 3D design, using a range of materials, techniques and processes. They investigate how artists show message and meaning in sculpture. They will use their knowledge of Formal Elements **FORM, SHAPE, SCALE and TEXTURE** to show how specific media can be used to create their own 3D work.*



KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY
<p>I will learn the meaning of... <i>Primary/Secondary/Tertiary/Complementary colours within the context of Abstract Art.</i></p>	<p>Record Develop Refine Outcome Evaluate</p>

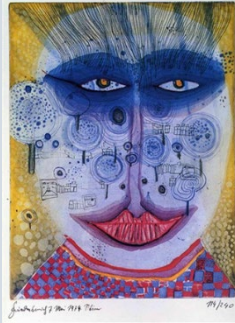
1. How do artists use colour?

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...

- increasing my knowledge and understanding of how abstract artists use 'Colour' to create meaningful work



Characteristics of Hundertwasser's art:

- Colourful
- Abstract
- Shapes
- He rebelled against straight lines
- He didn't plan his works
- People and places
- Swirls
- Childlike



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

2. Can you define the meaning of Abstract Art?

Red

Amber

Green

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

**Remember to
SHAPE!**



3. What is special about the primary colours?

Red

Amber

Green

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

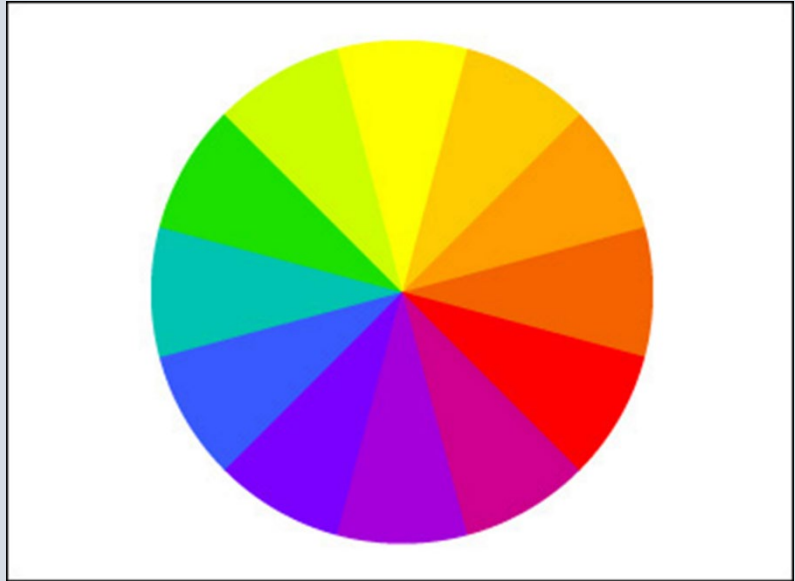
I will learn how to develop...

- my knowledge and understanding of colour theory
- my drawing and painting skills

Primary colours can be mixed together to make the secondary and tertiary colours.

The primary colours are red, yellow and blue.

They cannot be made by mixing other colours together. The primary colours sit equal distances apart on the colour wheel.



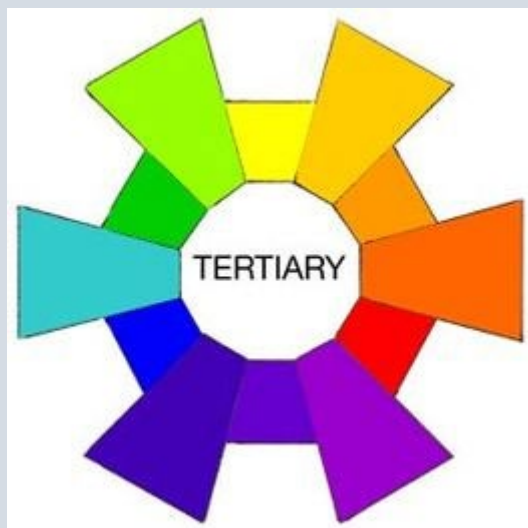
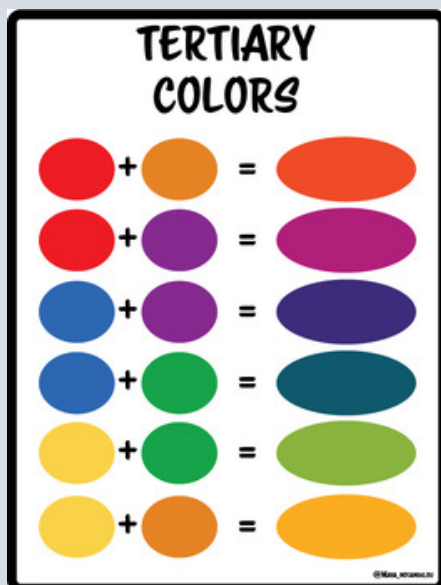
4. What is a tertiary colour?

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 colour theory
- my drawing and painting skills



Tertiary colours are a combination of a secondary colour and a primary colour next to it. They include yellow-orange, red-orange, red-purple, blue-purple, blue-green and yellow-green.

5. How do the complementary colours work?

Red

Amber

Green

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

I will learn how to develop...

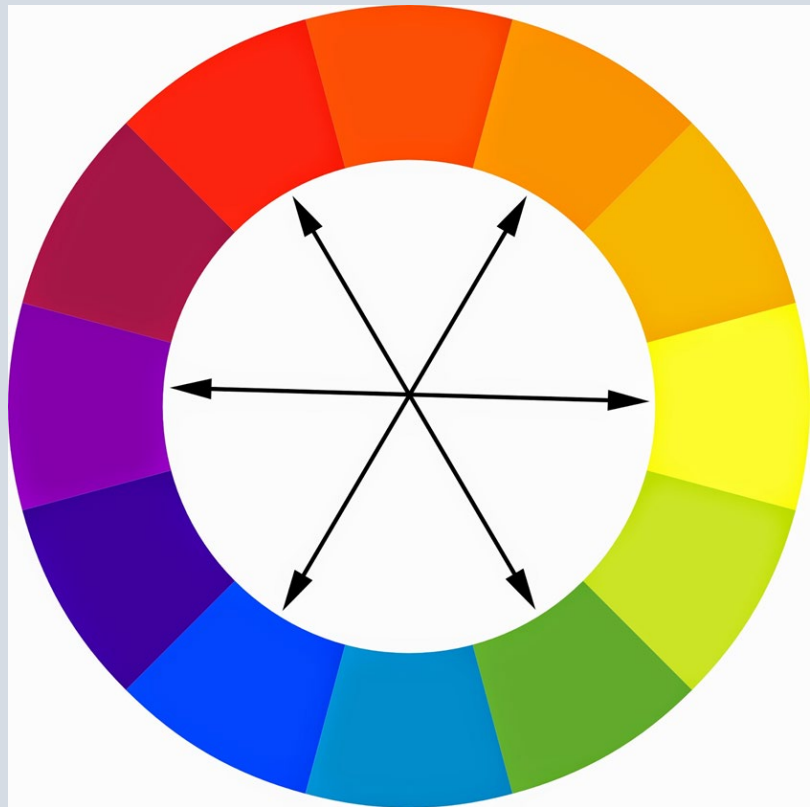
- my knowledge and understanding of colour theory
- my drawing and painting skills

Complementary colours are pairs of colours which, when combined or mixed, cancel each other out.

When placed next to each other, they create the strongest contrast for those two colours.

Complementary colours may also be called "opposite colours".

They are so called, because they sit opposite one another on the colour wheel.



6. Why is drawing important in a project?

Red

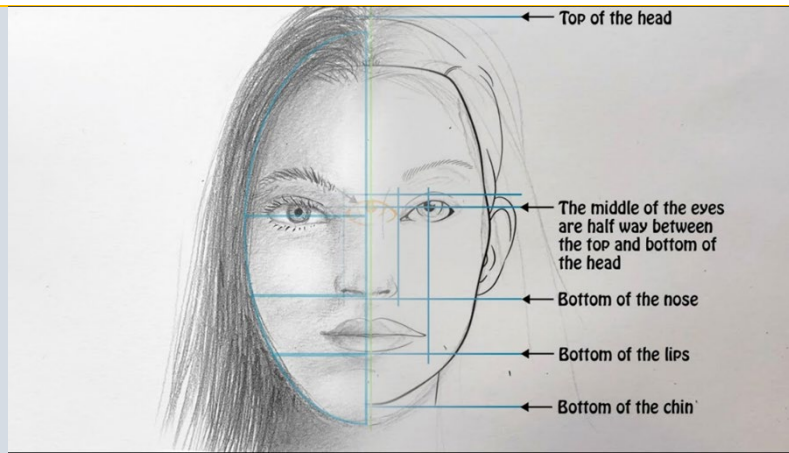
Amber

Green

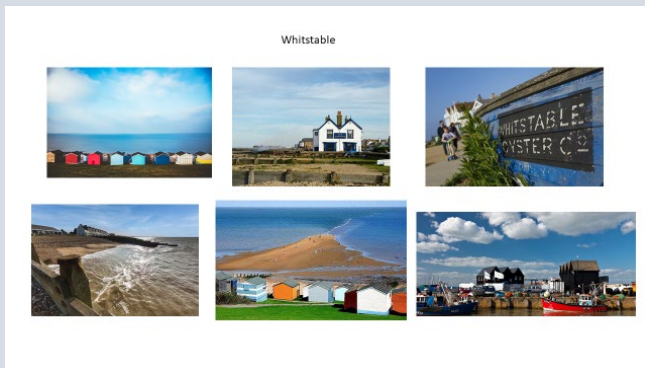
Become proficient in drawing, painting sculpture and other art, craft and design techniques:

I will learn to record...

- images and information appropriate to a given theme- **'People and Places'** inspired by Friedensreich Hundertwasser'



Faversham



Whitstable



Canterbury

7. What are the Warm and Cool colours? How can we use them effectively?



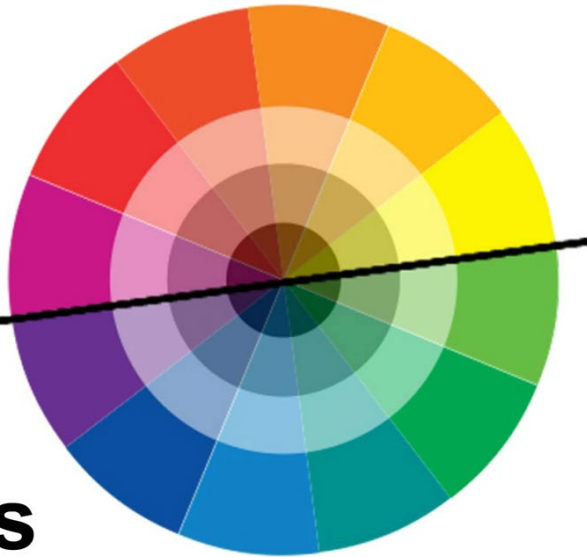
Become proficient in drawing, painting sculpture and other art, craft and design techniques:

I will learn how to develop...

- my knowledge and understanding of colour theory
- my drawing and painting skills
- my use of images and information to create abstract ideas
- ideas in response to a given theme, linking to artists work
- my higher order thinking skills

Warm Colors

Cool Colors



Warm and Cool Colours can be used to create the illusion of depth in the painting by using warmer colours in the foreground which gradually become cooler towards the background.

This organised arrangement of colours in a landscape is called Aerial Perspective. As shown in this painting by Andre Derain...



8. How does colour link to human emotion?

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 colour theory
- my drawing and painting skills
- my use of images and information to create abstract ideas
- ideas in response to a given theme, linking to artists work
- my higher order thinking skills

Red= anger

Orange=

excitement

Yellow= joy

Pink= love

Green= balance

Blue= sadness

Purple= calmness

Brown= comfort

Gray= maturity

White= hope

Black= strength



9. Can you create an Abstract composition?

Red

Amber

Green

Produce creative work exploring their ideas and recording their experiences:

I will learn how to refine...

- through exploring a range of media and techniques e.g. mixing secondary and tertiary colours, exploring colour harmonies, mix complementary colours together in order to create colour tone
- through exploring application of paint through techniques; wet into wet, wash, wet onto dry, dry brush etc. use of warm and cool colours to create depth/mood
- selecting ideas to adapt and improve using abstract composition
- by developing a piece of work using painting techniques and colour in different ways

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

- inspired by Abstract Art

10. 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 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 /

HOME LEARNING TASKS

Task Description

Done?

Homework Booklet 1 'Homage to Bleriot by Robert Delaunay

(artist links to project through use of colour and abstract theme)

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



How do artists use colour?

The picture opposite is called 'Blobs Grow in Beloved Gardens'

- Where can you see primary colours?

- Which secondary colours can you see?

- Are there any tertiary colours?

- Can you identify use of complementary colour pairs?

- As an extra challenge recreate the picture



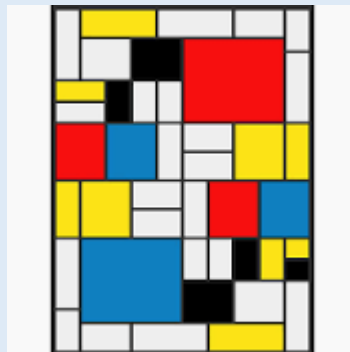
Can you define the meaning of Abstract Art?

Read me...

Abstract art that does not attempt to represent an accurate depiction of a visual reality but instead uses shapes, colours, forms and gestural marks to achieve its effect.

Complete me...

..... art that does not attempt to represent an depiction of a visual reality but instead uses, colours, forms and gesturalto achieve its effect.



- There are 3 pictures above that are not Abstract can you identify them?

.....

- As an extra challenge try recreating one or more of them...

What is special about the primary colours?

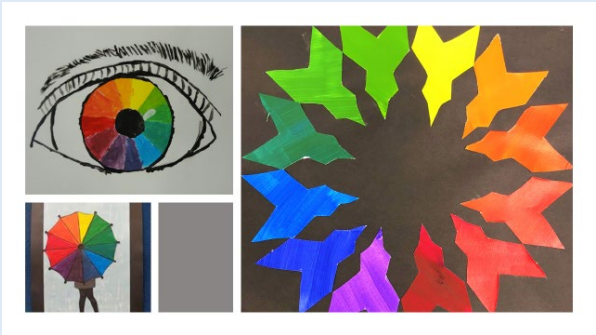
- List the 3 Primary colours

.....

- List the 3 Secondary colours

.....

- Produce a creative colour wheel using the images below for inspiration



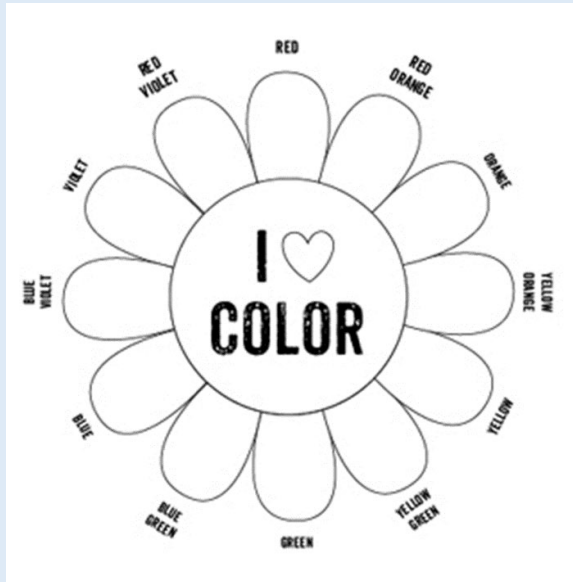
What is a tertiary colour?

- List the Tertiary colours

.....

.....

- Use the colour wheel to help you colour in these flower templates in colour wheel order



How do the complementary colours work?

List the complementary colour pairs that belong in the fruit bowl then add colour

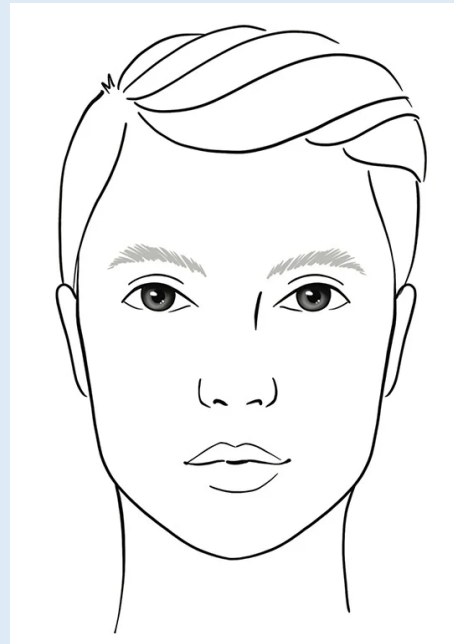
As an extra challenge draw a real bowl of fruit...



RED + GREEN / YELLOW + PURPLE / BLUE + ORANGE

Can you create an Abstract composition?

Turn these faces into Hundertwasser style portraits- using the characteristics of Hundertwasser to help you...



Create a self portrait inspired by Hundertwasser

How does colour link to human emotion?

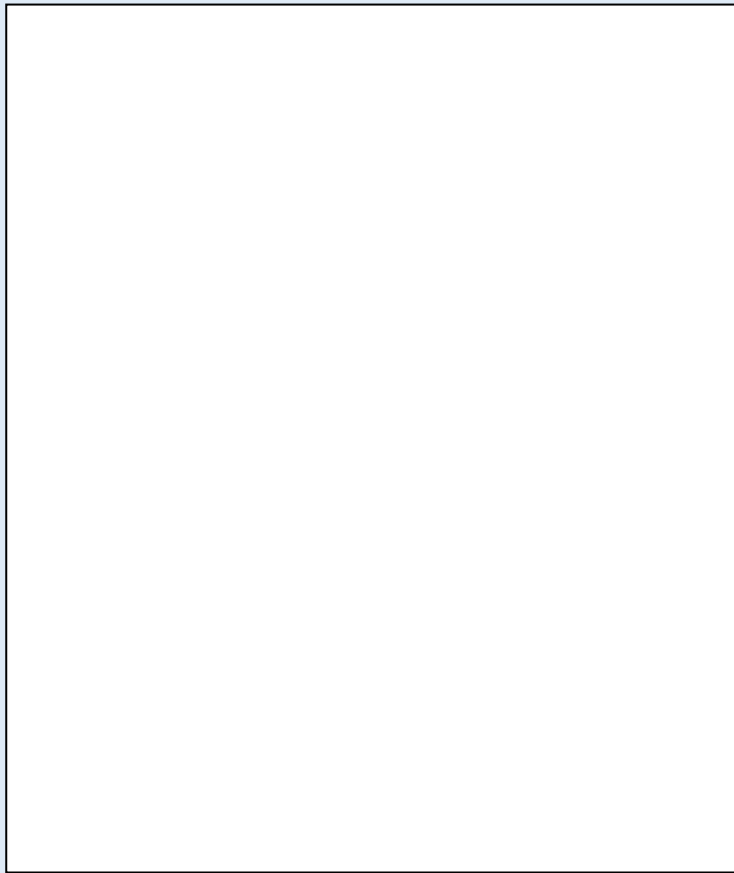
What kind of emotions are being shown in the picture opposite?



Use colour to show the emotions this person might be feeling...



As an extra challenge draw yourself using colour to show your emotions...

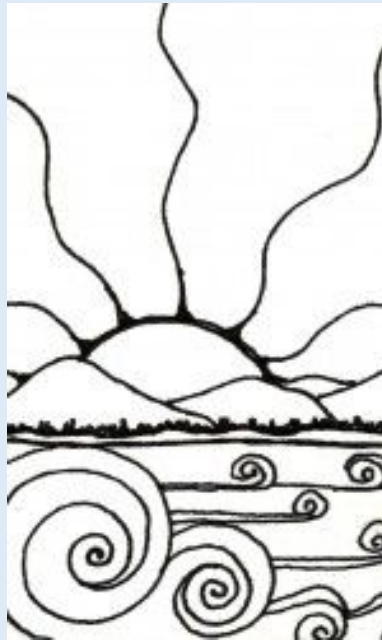
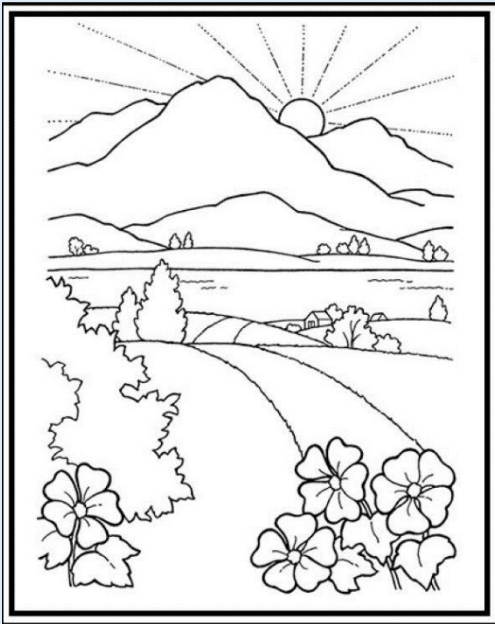


What are the Warm and Cool colours? How can we use them effectively?

Remember- Warm colours make things appear close and cool make things appear far.



Use warm and cool colours to create the illusion of near and far in these landscapes....



As an additional challenge draw and paint a landscape of your own

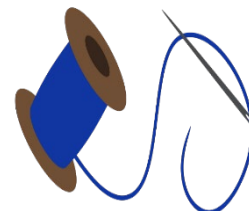
Why is it important to evaluate?

Evaluate your best work...

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?

Textiles KS3 Term 3 & 4

- Using our hand sewing skills, and the soft toy construction, understanding of the use of a paper pattern and development of ideas based on a unique toy.
- Using our knowledge of SMART and E textiles, students will have developed their toy using the glow in the dark threads and beads. This will enable them to utilise ACCESS FM to complete their product, evaluate and suggest improvements.



Term Focus:

Following our designing of a soft toy sea creature, students will go on to construct and make the soft toy using hand sewing techniques learned in Term 1.

Once made, the students will look at SMART and E textiles to enhance their soft toy. They will go on to use ACCESS FM to design and construct the packaging for their 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 these basic skills to design and make a bag using calico embellished with their own design. But they will enhance previously learned skills in Terms 5 and 6 by learning how to use the sewing machines.

KEY VOCABULARY

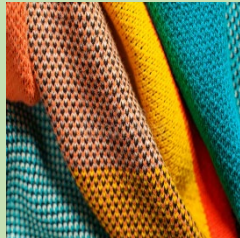
KEY WORDS		KEY SUBJECT TERMINOLOGY	
Needle	Pins	Threading	Sampler
Scissors	Stitch	Sewing	Seam
Sew	Stitch ripper	Straight stitch	Hem
Thread	Silk	Back stitch	Button
Cotton	Wool	Cross stitch	ACCESS FM
Denim	Polyester	Blanket stitch	
SMART textiles	Embellishment		
E Textiles			

1. Do I know the difference between synthetic and natural fabrics?

Red Amber Green

I will learn to...

- Identify the features of natural fabrics.
- Why they are different to the features of synthetic fabrics.
- Suggest suitable textiles for different scenarios.



2. Do I know what SMART textiles are?

Red Amber Green

I will learn to...

- Identify and suggest SMART textiles, how they can help us and what they might do for us in the future.



3. Do I know what E-Textiles are?

Red Amber Green

I will learn to...

- Identify E Textiles, what they are doing for us in our everyday lives and how they might enhance or improve our lives in the future.



4. Can I use my knowledge of SMART and E Textiles to embellish my soft toy sea creature?

Red Amber Green

I will learn to...

- Using my knowledge, I will learn how to enhance my own sea creature, making it a better product.
- Use a camera to produce photographs of my enhanced sea creature.



5. Do I know what ACCESS FM is? And how it is relevant to my work?

Red Amber Green

I will learn to...

- Understand what ACCESS FM is and how it is used to **Market** products around the world.
- How ACCESSFM can influence my design of packaging for my soft toy.

Design Specification:	
Aesthetics	<ul style="list-style-type: none"> •What will your packaging look like? •Describe shapes, colours, styles of lettering, illustrations.
Cost	<ul style="list-style-type: none"> •Do you believe your packaging will be affordable to produce. •How can costs be reduced?
Client	<ul style="list-style-type: none"> •Who are you aiming the product at? •Specify gender (male/female), age group and income (how much they are able to spend).
Environment	<ul style="list-style-type: none"> •What impact will the packaging have on the environment? •Can it be made from recycled fibres? •Can it be recycled once it is no longer needed?
Safety	<ul style="list-style-type: none"> •What will the health and safety considerations be? •How will your design avoid harming those who handle the packaging?
Size	<ul style="list-style-type: none"> •What size will your packaging be in relation to the souvenir it is intended to contain? •What allowances need to be made to provide space for cushioning the product/protecting it from damage?
Function	<ul style="list-style-type: none"> •Explain what is the purpose of your packaging? •Will it give information about the product it contains? •Will it aim to attract consumers? •Will it enable the product to be stored and transported safely?
Materials	<ul style="list-style-type: none"> •What materials will be used in your packaging? •How do you know they will be suitable?

6. Can I design packaging for my soft toy sea creature?

Red Amber Green

I will learn to ...

- Use basic geometry to design and draw up the packaging for my soft toy sea creature.



7. Can I construct the packaging for my soft toy sea creature?

Red Amber Green

I will learn to...

- Use my design to cut out and construct the packaging for my soft toy sea creature.

- Develop my special awareness of the packaging and its design to enable a successful outcome.
- I will be able to promote my soft toy sea creature appropriately on its packaging.
- I will understand the laws regarding advertising for soft toys in the UK and the EU.

8. Can I evaluate my soft toy sea creature and its packaging?

Red

Amber

Green

I will learn to...

- Identify where I could have improved my packaging and my soft toy sea creature.
- How the packaging was used to advertise my soft toy sea creature.

HOME LEARNING TASKS

	Done?
Identifying Home Sewn textiles. <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. 	
Do you have any old toys or clothes that were made for you? Perhaps by a relative or close friend? <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. 	
Could you sew a small needle/pin case to hold needles and pins at home? <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. 	
Do you know any embroidery stitches? <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. 	

Food and Nutrition Year 7 - Terms 3 and 4 – The Macronutrients and the Micronutrients

Term Focus –

1. Macronutrients and Micronutrients.
2. Healthy eating choices and the consequences of bad choices.

Prior Learning Links

In terms 1 and 2 students spend time learning the basics of health safety and hygiene in the kitchen along with basic skills to enable them to cook a variety of recipes. They learn about the Eatwell Guide and its place in helping us have a balanced diet. In addition they explore the use of their senses in understanding the differences between sweet and sour foods and in food selection.

Future Learning Links

Students will learn to use their knowledge of the Eatwell Guide and of the basics of macro and micro nutrients to enable them to make good choices about their own balanced diet.

The students will go on to use that knowledge of plan dishes for people with specific dietary needs.

KEY VOCABULARY

KEY WORDS

I will learn the meaning of...

- Macro nutrients
- Micronutrients
- Proteins
- Fats, oils and lipids
- Fibre
- Digestive system
- Vitamins
- Minerals
- Proteins
- Muscle growth
- Carbohydrates

KEY SUBJECT TERMINOLOGY

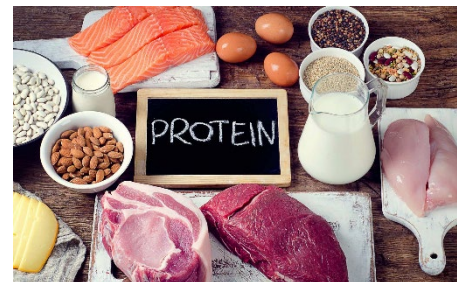
- Balanced nutrition
- Digestion
- The Eatwell Guide
- Starches
- Dietary fibre
- Obesity
- Tooth decay
- Diabetes type 1 and type 2
- Malnutrition

1. What are the names of the 3 macronutrients

Red Amber Green

Know about: The 3 macronutrients

I will learn: the names of the 3 macronutrients and why they are so important to our balanced diet.

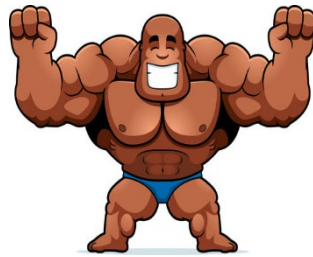


2. What are the functions of each of these macronutrients?

Red Amber Green

Know about: How our growth and development depend upon proteins, how they replace and repair our muscles. How the carbohydrates will give us energy but also how we should not eat too much carbohydrates, how to choose the right carbohydrates and also how to choose the correct fats and oils.

I will learn: We will learn about how there are two different types of fat, different types of proteins and carbohydrates. We will learn how to combine these foods to have a healthy diet. We will also learn how to replace one type of protein for another depending upon our dietary requirements.



3. What happens if we eat too much of the macronutrients?

Red Amber Green

Know about: Obesity and malnutrition. Also other consequences of not eating properly.

I will learn: How the consequences of our choices can have long lasting health effects on our bodies.



4. Why do we need fibre?

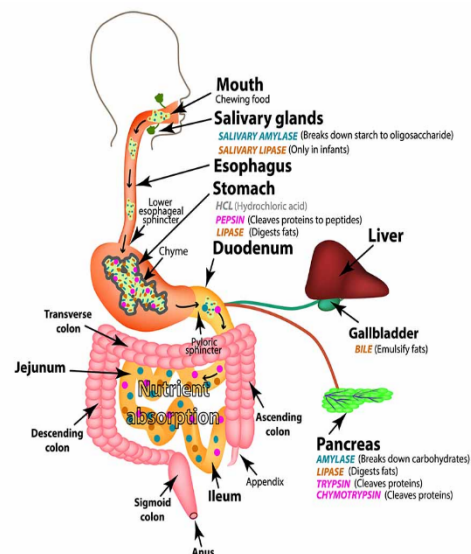
Red Amber Green

Know about: Our digestive system.

I will learn: How the fibre that we eat enables our system to work properly.

HIGH FIBRE FOODS @kathryn_gray1

1 Small sweet potato (100g) 3g fibre	100g green peas 5g fibre	30g almonds 3.5g fibre	30g popcorn 4g fibre
100g baked beans 4g fibre	100g raspberries 6.5g fibre	2 slices wholemeal bread 5g fibre	60g avocado 4g fibre
100g chickpeas (canned) 4.5g fibre	100g edamame/soya beans 5g fibre	30g bran flakes 5g fibre	15g chia seeds 5g fibre
30g lentils (dry) 8g fibre	100g parsnip 5g fibre	60g wholewheat pasta (dry) 5g fibre	60g quinoa (dry) 5g fibre



5. What are the micronutrients?

Red Amber Green

Know about: Vitamins and minerals

I will learn: That these are found in fruit and vegetables, as well as other foods.

Do you eat 5 A Day?
Do you eat 30 plants a week?
These are both campaigns that are trying to get people to eat healthily.

Vitamins and Minerals



6. What are the functions of nutrients?

Red Amber Green

Know about: What the benefits of eating each of the nutrients is.

I will learn: All the nutrients that we take in by eating our food, and why we need them in regular amounts in our diet. We will also learn about which sections of the population need more of one nutrient than another, or which groups of people in our society might be lacking a certain vitamin or mineral.



PROTEINS

CARBOHYDRATES

FATS/OILS

DAIRY

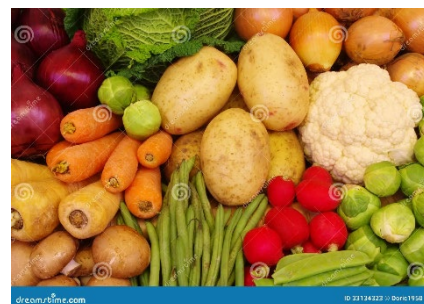
VITAMINS & MINERALS

7. What are the food sources of these nutrients?

Red Amber Green

Know about: Where I can commonly find these essential nutrients to keep my body healthy.

I will learn: How to prepare and cook these ingredients, ensuring that I make the most of them and that they are prepared in a safe and healthy way.



Know about: How to use the oven in the correct way, and to bake food properly.

I will learn: How to bake particular foods to make delicious dishes. Ensuring that the balance of ingredients is correct and effectively used to create the dishes to be prepared.



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.	
Design a menu for a café, including prices. This should be suitable for a beach café in the summer. Don't forget to think about allergies and intolerances (a legal requirement), about healthy options and choices that people make.	

The Six Principles of Nurture

