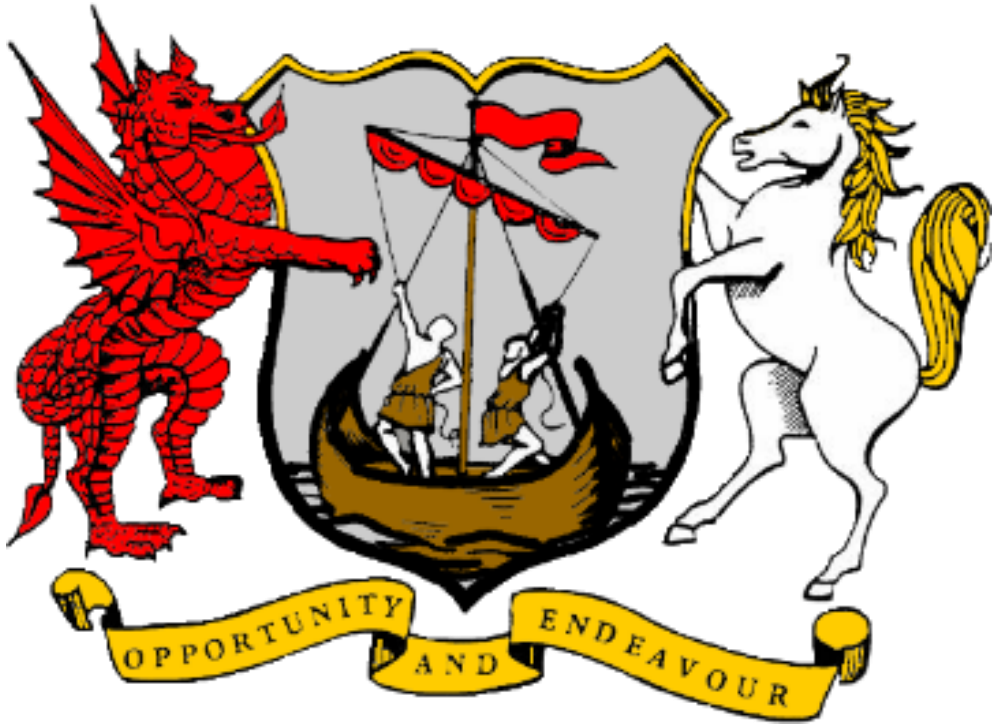




HAYGROVE SCHOOL

CORE KNOWLEDGE BOOKLET

Year 7 – Autumn term 26-27

Name:

Tutor group:

Tutor:

Subject	Page	Subject	Page
What are Core Knowledge Pages? How do I complete my homework?	3	French	36-39
Homework Schedule (timetable)	4	Spanish	40-43
Geography	5-10	Art	44-49
History	11-14	Drama	50-55
RPE	15-18	Music	56-57
Computing	19-21	Engineering	58-60
English	22-26	Food	61-64
Maths	27-28	DT Skills	65-67
Science	29	RSHE	68-72
German	30-35	PE	73-88

What are Core Knowledge pages?



Core Knowledge pages contain the essential (*important*) information needed for each subject. Knowing and understanding this information, will support you in your lessons and your exams, so that you build confidence and understanding in all subjects. Therefore, your homework will focus upon revising this vital (important) information.

How do I complete my homework?

Stage of Method		How do I do this?	Why we do this?
Look	 Look	Read through the information once. Use about 4mins for this stage.	<i>Reading the information will help you to understand the information.</i>
Say	 Say	Next, read the information again but this time, read it aloud. Use about 4mins for this stage.	<i>Reading for a second time, aloud, even if quietly, will help you process (understand) the information more fully.</i>
Cover	 Cover	Now cover up the Core Knowledge page, so that you cannot see the information.	<i>Covering up the information will allow you to train your memory. This is like a workout for your brain!</i>
Write	 Write	Using a fresh page in your homework book, write down/draw as much as you can recall (remember). Use about 8mins for this stage.	<i>Putting pen to paper will help you to process (understand and use) the information you have read, twice!</i>
Check	 Check	Uncover the Core Knowledge page and green pen your notes. Make any corrections with your green pen. Use about 5mins for this stage.	<i>Reviewing (checking) your answers helps you to see the areas you confident with and those that you need to practice more.</i>

Homework schedule/timetable

The homework timetable shows when homework must be completed. Students are encouraged to complete homework at any time before the deadline to support effective time management, wellbeing and participation in extra-curricular activities. For example, Sparx can be completed in small, manageable chunks throughout the week, such as 5 minutes each day, rather than all in one session.

Students should present their homework during Haygrove Welcome. If absent, they should catch up on any missed homework as soon as possible.

Homework Support

Homework Support is available at lunchtimes and after school in the library until 4.00pm and in B3 at lunchtimes for Sparx, providing a quiet, supervised space for students to complete their work.

Incomplete homework

If homework is not completed by the due date, students should use breaktime or lunchtime to catch up and show their work to Homework Support staff. If they do not do so, they will be required to attend an after-school catch-up session or complete the work ready to present the following day. This is to help students stay on track and avoid falling behind.

Homework schedule

Week commencing	Week	Time	Week commencing	Week	Time
14/09/26	B	20mins per subject set.	02/11/26	B	20mins per subject set.
21/09/26	A		09/11/26	A	
28/09/26	B		16/11/26	B	
05/10/26	A		23/11/26	A	
12/10/26	B		30/11/26	B	KS3 EXAMS
19/10/26	A		23/11/26	A	KS3 EXAMS
26/10/26	Half Term		14/12/26	B	
			21/12/26	Christmas Holidays	

Homework timetable

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	English	Computing	Maths	History	RSHE
Subject 2	Languages	Design & Technology	Science	Music	Art
Week B	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	English	RPE	Maths	Geography	RPE
Subject 2	Languages	PE	Science	Drama	English/ Intervention

Intervention: Reading Plus/Lexia/Flash Academy



Y7 Geography Autumn 1: What are map skills?



HW 1	HW 2	HW 3
Revise compass directions and contour lines.	Revise 4-figure and 6-figure grid references	Revise Scale Revise Latitude and longitude

Geographical Skills: Skills which help to complete, interpret, or analyse, a range of maps, photographs, satellite data, or information.

Map symbols:

Marsh

Coniferous Forest

Aqueduct

Bridge

Quarry

Church with Tower

Main road

Railway Line

Footpath

Golf

Post Office

Church with Spire

Camp site

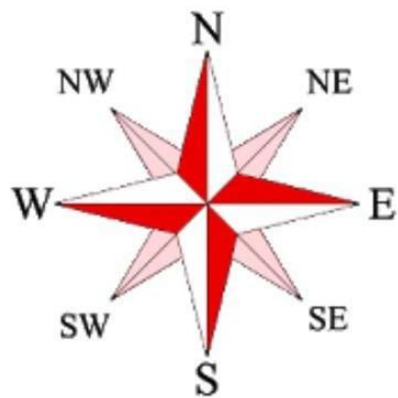
Caravan site

Viewpoint

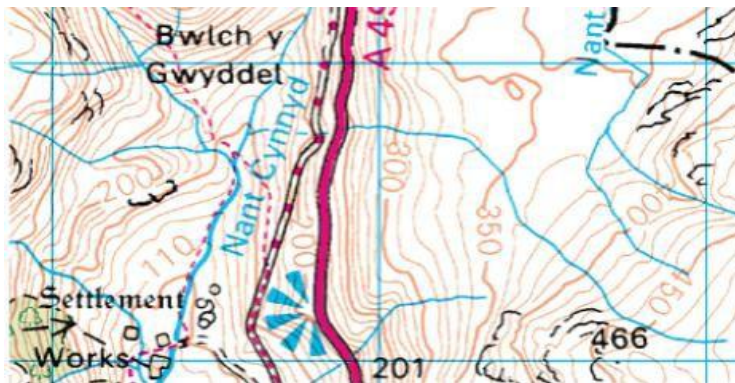
Carpark

Lighthouse in Use

Motorway



Contour lines: The number written on the contour line shows the height above sea level in metres. The interval between contours is usually five metres, although in mountainous regions it may be ten metres.



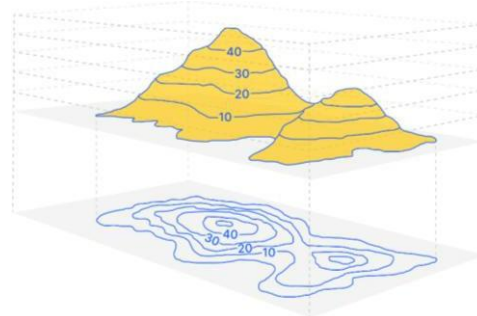
What do contour lines show?

The distance between contour lines shows how steep or flat the land is.

- If the contour lines are very far apart, it means the land is flat.
- If the contour lines are close together, it means the land is steep.

How does it look in reality?

The map to the right shows it flat on the map below, and above in reality.



Spot heights and triangulation pillars

A map may also include spot heights. These show the exact height (in metres above sea level) of a certain point on a map and are written in small black numbers. Triangulation points are most commonly found at the highest point of the land.

Sometimes triangulation pillars are labelled on maps. A triangulation pillar is a concrete pillar that marks the highest part of the land. These were previously used by the OS to ensure that maps of Great Britain were as accurate as possible. They are shown on a map as a small blue triangle symbol.



On this map above, the spot height written in black shows that the height of the summit at the triangulation pillar at Garnedd Ugain (a mountain in Wales) is 1,065 metres exactly. At the bottom of the map we can see the summit of Mount Snowdon, the highest mountain in Wales, is 1,085 metres.



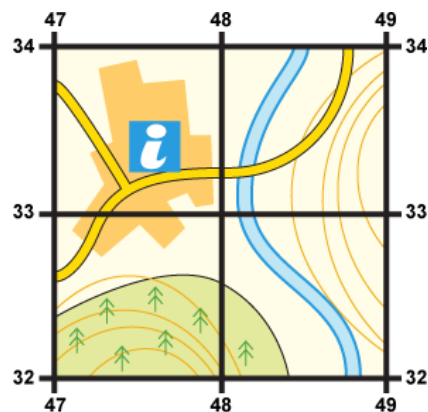
Y7 Geography Autumn 1: What are map skills?

- Grid references** - A location on a map, which is found using the northing and easting numbered lines.
- The vertical lines are called **eastings**. They are numbered - the numbers increase to the east. The horizontal lines are called **northings** as the numbers increase in a northerly direction.
- Grid references can be 4-figure or 6-figure.

Things to remember:

- When you give a grid reference, always give the easting first: **"Along the corridor and up the stairs"**.

4-Figure grid references: used to pinpoint a location to within a square.



To find a 4-figure grid reference:

- Start at the left-hand side of the map and go east until you get to the bottom-left-hand corner of the square you want. Write this number down.
- Move north until you get to the bottom-left corner of the square you want. Look at the number of this grid line and add it to the two-digit number you already have. This is your four-figure grid reference.

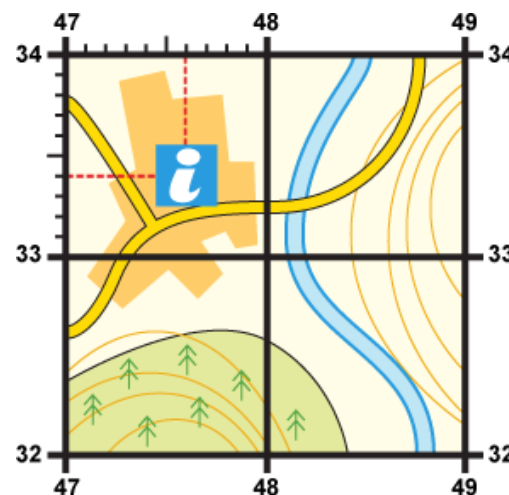
In this case, the tourist information office is in grid square 4733.

6-Figure grid references: used to pinpoint an exact location within a square.

Sometimes it is necessary to be even more accurate. In this case you can imagine that each grid is divided into 100 tiny squares. The distance between one grid line and the next is divided into tenths.

To find a 6-figure grid reference:

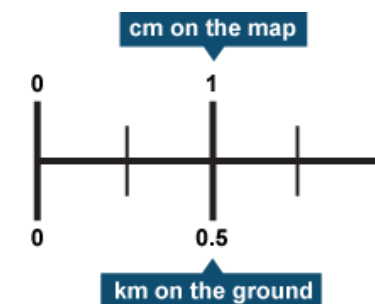
- First, find the four-figure grid reference but leave a space after the first two digits.
- Estimate or measure how many tenths across the grid square your symbol lies. Write this number after the first two digits.
- Next, estimate how many tenths up the grid square your symbol lies. Write this number after the last two digits.
- You now have a six figure grid reference. In this instance, the tourist information office is located at 476334.



- Scale** - The distance on the map compared to the distance in reality.

Most maps have a scale. These help us to work out distances on maps. This is given by the scale statement (eg 1:25,000) and/or by showing a scale bar.

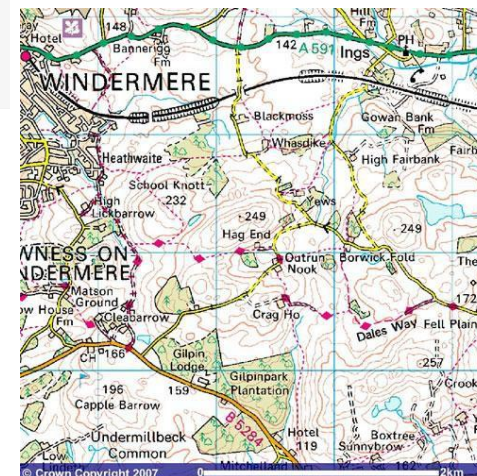
The scale shows how much bigger the real world is than the map. If the scale is 1:50,000 it means that the map is 50,000 times smaller than the real world. For example, every 1 cm on the map represents 50,000 cm in the real world.



Ordnance Survey - The Ordnance Survey (OS) is the national mapping agency for Great Britain.

On OS maps, the light blue grid squares are 1 km x 1 km = 1km².

This means there are 1000m between each light blue line.





Y7 Geography Autumn 1: What are map skills?

Latitude and Longitude:

Latitude – Degrees north or south of the Equator. Lines of latitude circle the Earth in an east-west direction. They are parallel.

They are different lengths, for example:

The Equator is 40,075 km long

The Antarctic circle is 17,662 km long

The South Pole is 0 km long

Important lines of latitude:

The Equator (0°)

The Tropic of Cancer (23.5° north)

The Tropic of Capricorn (23.5° south)

The Arctic circle (66.5° north)

The Antarctic circle (66.5° south)

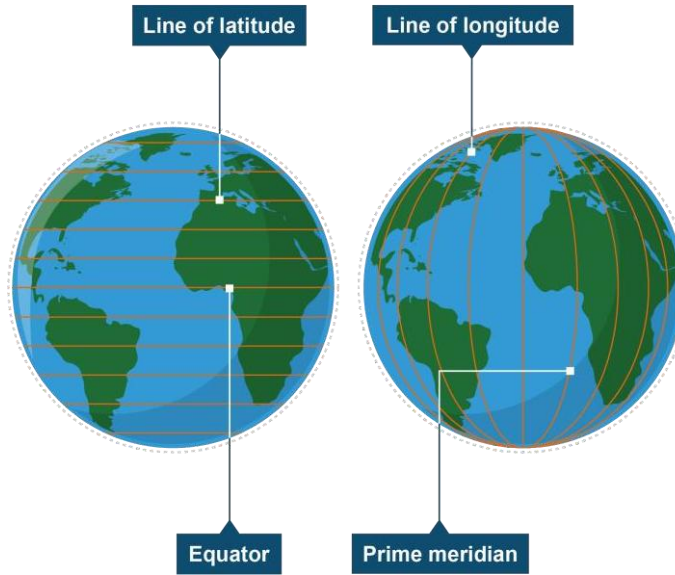
The North Pole (90° north)

The South Pole (90° south)

Longitude - Lines of longitude run from the top of the Earth to the bottom. They are not parallel as lines of latitude are - they meet at a point at the north and south poles and are called meridians.

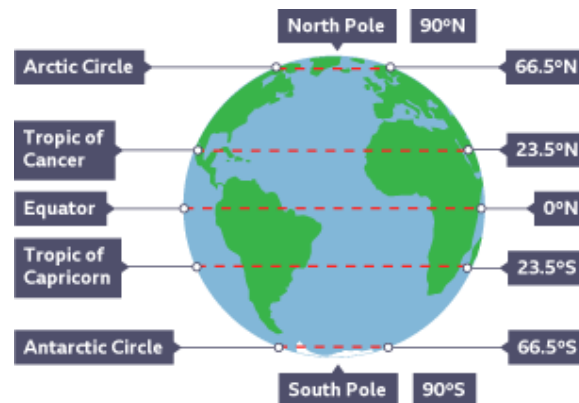
They divide the Earth into segments, like an orange. Some important details about these lines include:

- The line which runs through Greenwich in London is called the Greenwich Meridian or Prime Meridian. The Prime Meridian is 0° longitude.
- The Earth is then divided into 180° east and 180° west.
- The International Date Line lies at 180° east/west.



The index of an atlas gives shows where places can be found, eg Birmingham, UK - 52° north 1° west.

This means that Birmingham is located at approximately latitude 52 north and longitude 1 west.



Key Word	Definition
Compass	Is used to work out direction. A four-point compass can give a rough direction whereas a sixteen-point compass is much more precise.
Map symbols	Show what can be found in an area.
Contour lines	Are lines that join up areas of equal height on a map. By looking at how far apart the contour lines of an area are, we can tell how steep or flat the land is.
Ordnance Survey (OS)	The Ordnance Survey (OS) is the national mapping agency for Great Britain. This organisation produces maps of different areas of the country in great detail.
Spot height	An exact height of a peak or other location.
Scale	The distance on the map compared to the distance in reality.
Latitude	Degrees north or south of the Equator. Lines are horizontal on the world map.
Longitude	Degrees east or west of the Prime Meridian (Greenwich, London). Lines are vertical on the world map.
Grid references	A location on a map, which is found using the northing and easting numbered lines.
GIS	Geographical information systems (GIS) describes a range of information gathered and applied to maps.
Atlas	A book of maps or charts, which may also include tables of information or illustrations.

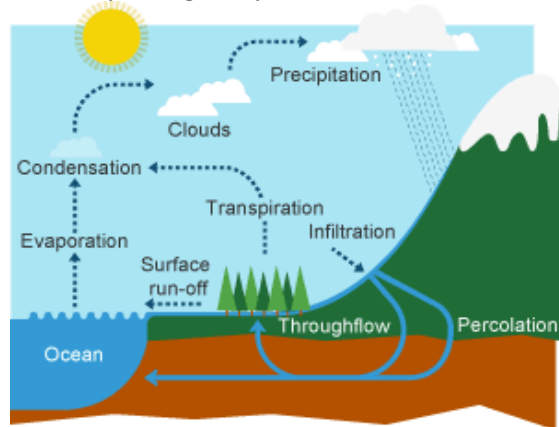


Yr 7 Geography Autumn 2: How do rivers change from source to mouth?

HW 4	HW 5	HW 6
Revise the Upper course	Revise the Middle and lower course	Continue to revise all parts of the river course.

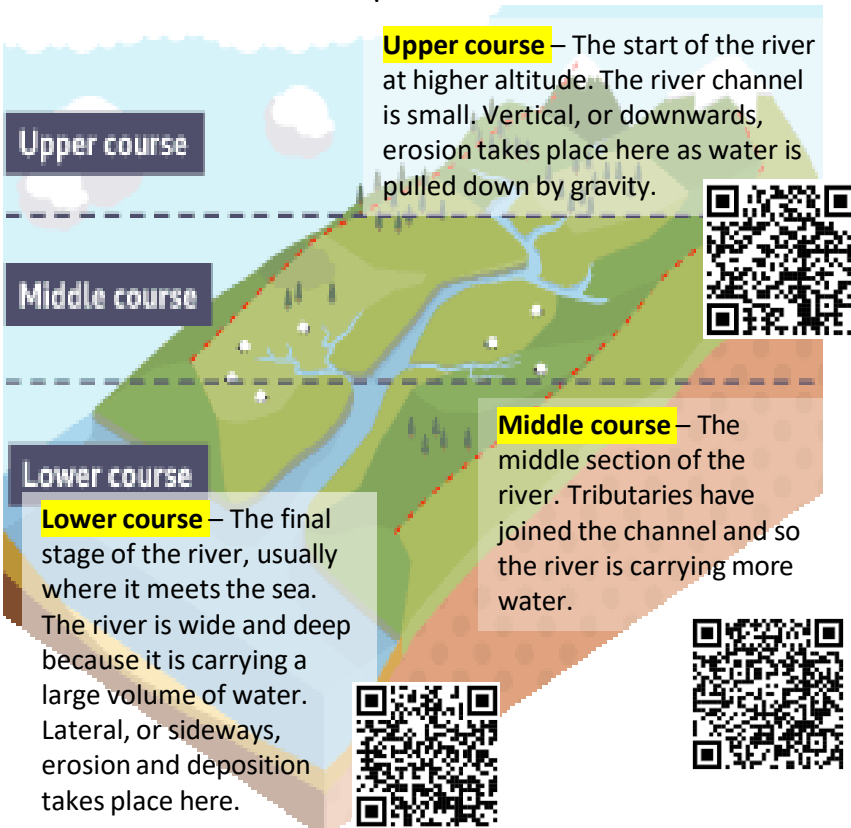
The Water Cycle (The hydrological cycle):

Shows the movement of water between the atmosphere, land and oceans. Rivers form part of the hydrological cycle.

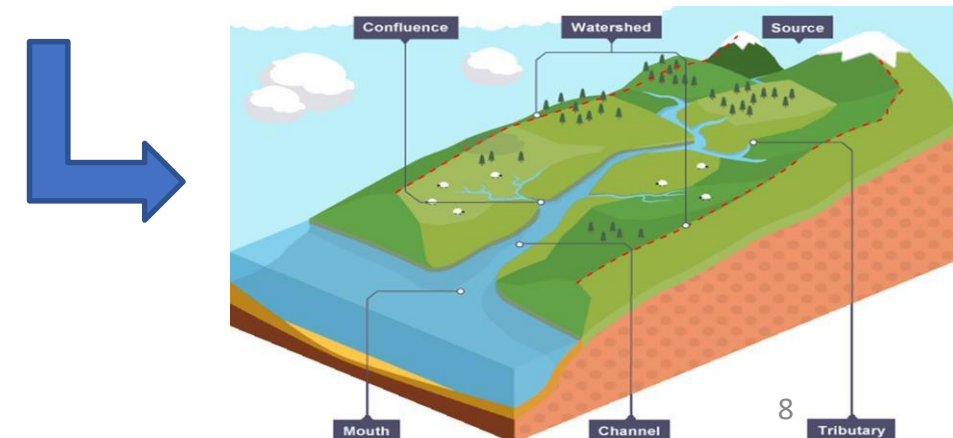


1. Energy from the Sun heats the surface of the Earth.
2. Water is evaporated from oceans, rivers and lakes.
3. The warm, moist air rises because it is less dense.
4. Condensation occurs when water vapour is turned back into water droplets as it cools down. Clouds are formed.
5. Precipitation occurs as water droplets get bigger and heavier they begin to fall as rain, snow and sleet.

The Long Profile: Rivers transport water downwards because of gravity. As they move further downhill, they gather more water and become larger. Rivers can be divided into three sections: the upper, middle and lower courses. Together, these three courses form the long profile.



Key Word	Definition
Source	The start of a river is called the source.
Watershed	The area of high land forming the edge of a river basin is called the watershed.
Channel	Where the main river flows is called the channel.
Tributaries	The small streams that flow into the main river are called tributaries.
Confluence	When two rivers join this is called a confluence.
Mouth	The point at which the river flows in the sea/lake is called the mouth.
Drainage Basin	The area of land that drains precipitation into a main river is called a drainage basin.





Yr 7 Geography Autumn 2: How do rivers change from source to mouth?

- **The upper course** is the section at the beginning of the river, nearest the **source**. Rivers usually begin in an upland area, like the top of a mountain. Snow melts or rain falls on high ground and begins to flow downhill.
- The upper course of a river is usually steep and narrow.
- Due to gravity, water drives downwards, causing erosion in the upper course of the river which helps to create V-shaped valleys, waterfalls, rapids and gorges.

Rapids



The river channel is steep and shallow with fast moving water, which makes the rapids very bumpy. They are great fun for people who enjoy kayaking.

Gorge



This is a narrow valley with rocky walls. Over thousands of years, erosion causes waterfalls to move upstream, leaving a steep-sided gorge behind.

V-shaped valleys



The fast flowing water of the River Eive was so powerful it created this valley. Can you spot the 'V' shape which gives this feature its name?

Waterfall



Water flows from hard rock to soft rock. The soft rock wears away quicker than the hard rock. This is called erosion and helps create waterfalls.

- **The middle course** has more energy and more water than the river's steep narrow upper course.
- A larger river channel means there is less friction, so the water flows faster.

Water flows fastest on the outer banks of the river and slower on the inside.

- Fast-flowing water erodes the outer banks. Slow-moving water deposits materials, like sand and sediments, on the inner banks.
- This process of erosion on the outer bank and deposition on the inner bank helps to create features like meanders and oxbow lakes.



A meander is a large bend in a river. Water flows fastest on the outside of the bend and slower on the inside of the bend.

Fast water erodes a steep river cliff on the outside of the bend (left in the picture). Slow water deposits sand and silt, making a gently sloping river beach on the inside of the bend (right in the picture).



Oxbow Lake

When meanders form close together, they eventually meet each other and a new channel is formed. The meander gets blocked off and becomes an oxbow lake. This oxbow lake is on the Yavari River in Peru.

- **The lower course** is the end of a river. It flows into another body of water. This could be the sea, an ocean, a loch or another river. Where this happens, it is called a river mouth.
- In the lower course, the river channel is deep and wide and full of lots of water.
- The landscape around the lower course is flat, which means it has a wide floodplain.
- As a river reaches the end of its journey, energy levels are low and the current slows down.
- In the lower course, the water doesn't have enough energy to carry material, like sand and sediment so the river drops it. This deposition creates features like islands.

Floodplains



The lower course of a river has a wide floodplain. When there is a lot of rain or snowmelt, rivers can overflow. Water can flood a very wide area of the floodplain because it is so flat.

Levees

When a river floods, sediment deposits on the banks, building a levee overtime.

Islands

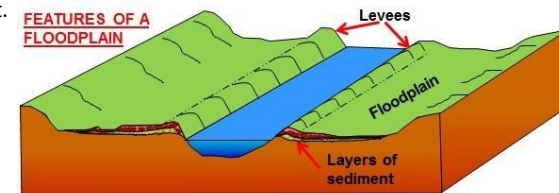


Islands, like Moncrieffe Island on the River Tay, are formed in a river's lower course. The water moves more slowly here, so it deposits sand and silt which can grow to form islands.

River mouth



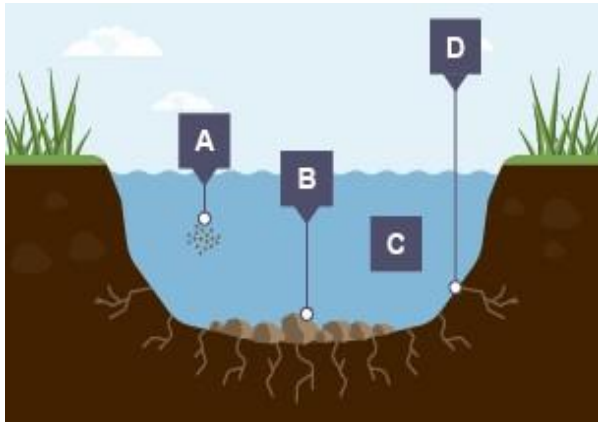
A river's mouth is where it meets another body of water.





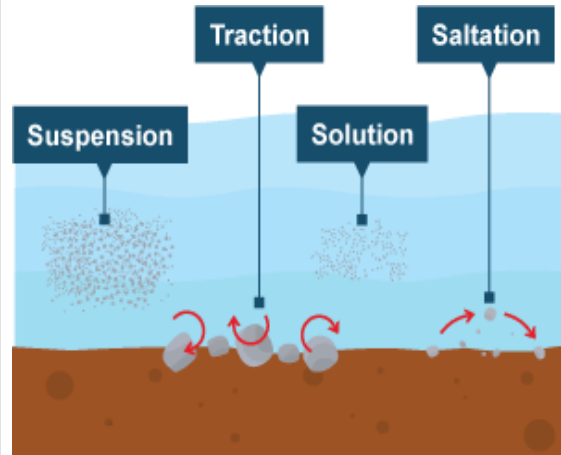
Yr 7 Geography Autumn 2: How do rivers change from source to mouth?

Erosion - When material is removed from the riverbed and banks. There are four types of river erosion.



- A. Attrition** – rocks carried by the river collide. They break up into smaller, smoother pieces.
- B. Abrasion** – rocks carried by the river scrape along the bed and banks. This loosens material, which is then carried away by the water in the river.
- C. Solution** – Soluble particles are dissolved by the river.
- D. Hydraulic action** - the force of the river against the banks. Air becomes compressed within cracks and crevices, which weakens the banks.

Transportation - When material is moved further downstream. There are four types of transportation.



- 1. Suspension** – smaller material that is light enough to be continuously carried along.
- 2. Traction** – large rocks are rolled along the riverbed at times of high energy, e.g. when the river level is high.
- 3. Solution** – very small material that is dissolved and can be transported even during times of low energy.
- 4. Saltation** – the water picks up rocks and pebbles. They are too heavy to be carried far and so they appear to bounce along the riverbed.

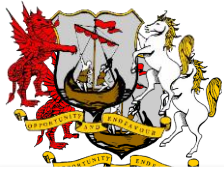
Deposition - When material is dropped by the river.

- Deposition happens when river energy is low, for example when the flow of the water slows down.
- It can happen along any part of the river, but is common in the lower course, where the river meets the sea.
- Larger, heavier material is deposited first.
- Smaller, lighter material can often be carried during times of low energy.



Your assessment will be held during the Exam Weeks. Your topics will be: Rivers.

- Can you explain the Hydrological Cycle?
- Do you know what the 3 main parts of a river are called?
- Do you know the key words, their definitions and could you label these on a diagram?
- Can you explain what happens in the upper course of a river and the features that exist there?
- Can you explain what happens in the middle course of a river and the features that exist there?
- Can you explain what happens in the lower course of a river and the features that exist there?
- Are you clear about erosion, transportation and deposition?
- How can we defend against river flooding?



Yr. 7 History

NEED TO KNOW

Your assessment will be held during the Exam Weeks. Your topics will be: You will explain how the Normans took control of England. You will also complete a knowledge test on all your work from the term.

Homework 1: What are our key words to do with time?

Key words

Decade – 10 years

Century – 100 years

Millennium – 1000 years

Chronology – putting dates and events into the order that they happened

History – the study of the past

Artefacts – an object made by a human being

Archaeologists – dig up artefacts to use as evidence.

Period – a length of time

Periods in History

Historians divide the past into periods of time such as:

Iron Age – (700BC-AD43)

Roman Britain (AD43-AD410)

Medieval (AD400-AD1450)

Early Modern – (1450-1750)

Industrial (1750-1900)

A.D. – Anno domini (Latin for 'Year of our Lord'). AD starts with the year 1 and continues to the present day.

B.C. – Before Christ – used to count the years BEFORE Jesus was born

What century?

The years 0-99AD are the 1st century AD. This is because they are the first 100 years.

So the years 100-199AD are the 2nd century.

Quick way to work it out...

1. Write down the year e.g. 2024
2. Scratch out the last TWO numbers e.g. 2024
3. Add 1 to that number e.g. 20+1 =21.
4. So **2024** is in the **21st century**.

PRACTISE: What century are the following years in?

- | | | | |
|---------|---------|---------|---------|
| a) 1066 | b) 1381 | c) 1588 | d) 1815 |
| e) 1914 | f) 445 | g) 2345 | h) 33 |

ANSWERS: What century are the following years in

- | | | | |
|---------------------|---------------------|---------------------|---------------------|
| a) 11 th | b) 14 th | c) 16 th | d) 19 th |
| e) 20 th | f) 5 th | g) 24 th | h) 1 st |

Homework 2: Who wanted to be King in 1066? B. What were the key events of 1006 BEFORE the Battle of Hastings?

Who wanted to be King in 1066?

What were their positives and negatives?



Edgar Atheling

- He is from the royal family. He is only 14 years old.
- He does not have the support of any of the powerful English Earls.

King Harald Hardrada

- He is already the King of Norway so he knows how to rule. As a Viking he is quite popular with people in the north of England
- He is a violent fierce and ruthless leader.

Duke William of Normandy

- He is a powerful Duke and experienced soldier. He was friends with Edward
- He tricked Harold into promising him the throne

Earl Harold Godwinson

- He is from England and from England's most important family. The powerful English Earls support him.
- He promised the throne to William.

Key events of 1066 BEFORE the Battle of Hastings.

6 Jan – **Edward the Confessor died**; Harold Godwinson becomes the King Harold II.

8 Sep. – **Harold** gives up waiting for William in the south and **sends his soldiers home.**

20 Sep. – Hardrada invades the North and beats the English at the **Battle of Fulford Gate**

21 Sep. – Harold marches North to fight the Vikings.

25 Sep. – Harold defeats King Harald Hardrada at the **Battle of Stamford Bridge.**

28 Sep. – **William lands on the south coast** with his Norman army.

1 Oct. – King Harold marches south to fight William.

6 Oct. – **Harold arrives back in London** and leaves 5 days later.

13 Oct. – **Harold arrives at Hastings** at night, with an army of 7000 exhausted men.

14 Oct. – The Battle of Hastings.



Yr. 7 History

NEED TO KNOW

Your assessment will be held during the Exam Weeks. Your topics will be: You will explain how the Normans took control of England. You will also complete a knowledge test on all your work from the term.

Homework 3: Why did William win the Battle of Hastings?

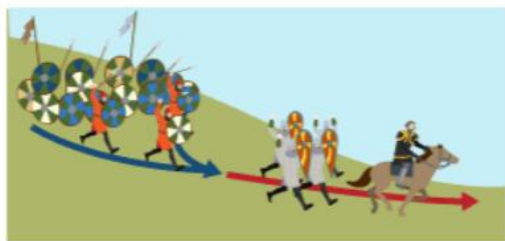
a. What were the **key events** during the Battle of Hastings?



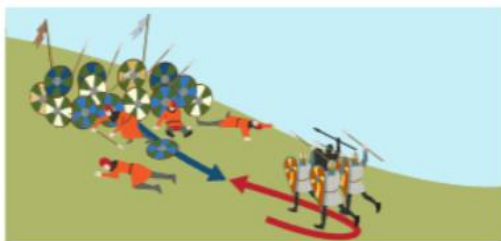
1. The position at the start of the battle. Harold's army is at the top of Senlac Hill. William's is at the bottom.



2. William orders his army to charge up the hill, but Harold's army forms a shield wall, blocking their attack. William's army pretends to retreat.



3. Harold's army follows them down the hill, breaking up the shield wall.



4. William's army turn around and attack now the shield wall is gone.



5. Harold is killed and the battle is over. William won the Battle of Hastings and is later crowned King of England.

Why did William win?

Harold's WEAKNESSES

- Some of **Harold's best soldiers had been killed** fighting Harald Hardrada at the Battle of Stamford Bridge.
- **Harold's army were tired from just defeating Harald Hardrada** at Stamford Bridge.
- Harold's army had a mix of fighting experience. Most of his army were called 'the fyrd'. They were **part-time soldiers who had little training and were not well armed**, often using farming tools for weapons.
- **Harold was killed at a crucial moment** in the battle – perhaps by a lucky arrow shot?

William's STRENGTHS

- The **wind changed**, allowing William to safely cross the English Channel when Harold was far away in the north.
- William's army were **well-rested and ready** for battle.
- William **arranged his troops carefully** and used them skilfully during the battle. For example, he told his soldiers to **pretend to retreat** (turn back), which broke up Harold's shield wall.
- William had **a range of soldiers available** to him: cavalry (knights or soldier on horseback), archers and foot soldiers.
- William **brought 2000 knights and over 3000 horses**, so that if a horse died in battle, the knight could find a replacement.
- William brought a large number of archers. He also **brought crossbows**, a powerful weapon that required less strength and training to fire.
- During the Battle of Hastings **William bravely pulled up his helmet** to prove to his soldiers that he was still alive, shouting "I am alive and I shall win!"

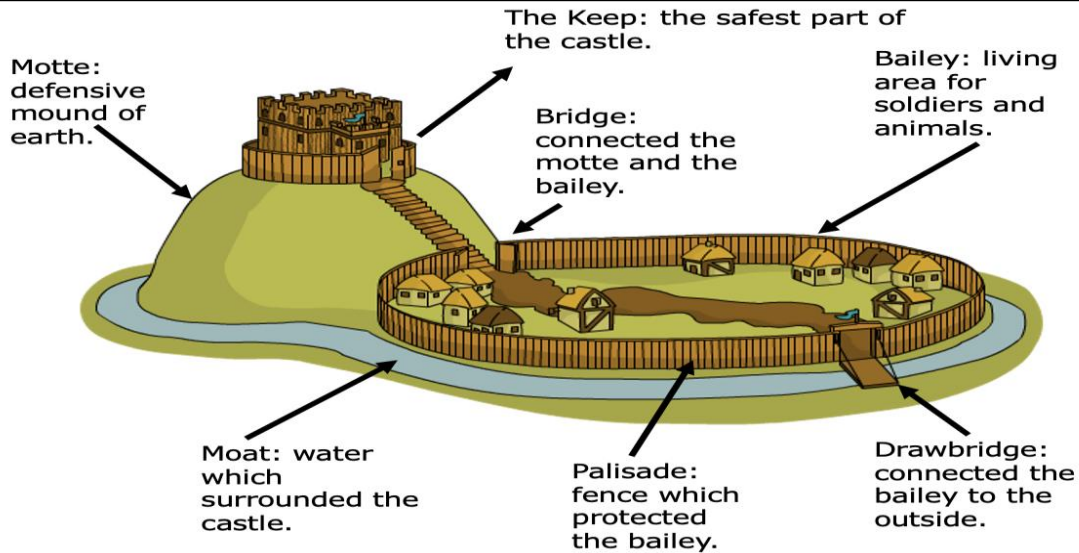


Yr. 7 History

NEED TO KNOW

Your assessment will be held during the Exam Weeks. Your topics will be: You will explain how the Normans took control of England. You will also complete a knowledge test on all your work from the term.

Homework 4: How did William use castles to control England? How did he deal with rebellions?



Motte and Bailey Castles

How were they built? Made from wood and earth so they could be built easily and quickly.

Where were they built? Castles were built on important positions near main roads or rivers and on high ground overlooking villages or towns.

Why were they built?

- To protect the Normans against unfriendly English people;
- To send out a warning to people that the Normans were here to stay
- To show how powerful the Normans were
- To intimidate the local people into accepting the Norman Conquest.

Dealing with rebellions: The Harrying of the North, 1069

William faced a series of rebellions. The biggest rebellion was in York in 1069.

CAUSES: William tried to collect more taxes from the northern lords. They refused and started a rebellion.

EVENTS: William defeated the rebels. To punish the rebels, William ordered villages to be burned to the ground, farm animals to be killed, and crops to be destroyed.

This is called the **Harrying of the North**.

RESULTS: The population fell by 75% in the North. Thousands of people were killed and many more died of starvation. Others simply moved away.

William had sent out a clear message that he was now **in control** and he would do anything to stop opposition. People were too scared to rebel again.



Bailey – living area for soldiers and animals; part of a motte and bailey castle

Baron – an important member of the nobility

Bayeux Tapestry – an embroidery which shows us the events of 1066, including the Battle of Hastings.

Earl – a powerful leader in England

Heir – the person who will become the next King or Queen

Knight – a soldier on horseback

Moat – Water which surrounds a castle

Motte – defensive mound of earth, part of a motte and bailey castle

Noble – An important person who helped the monarch rule the country

Normans – people from Normandy in France.

Peasant – a member of a low social class of farm workers and owners of small farms

Rebellion – violent action against a ruler

Witan – the council of wise men who help to rule England

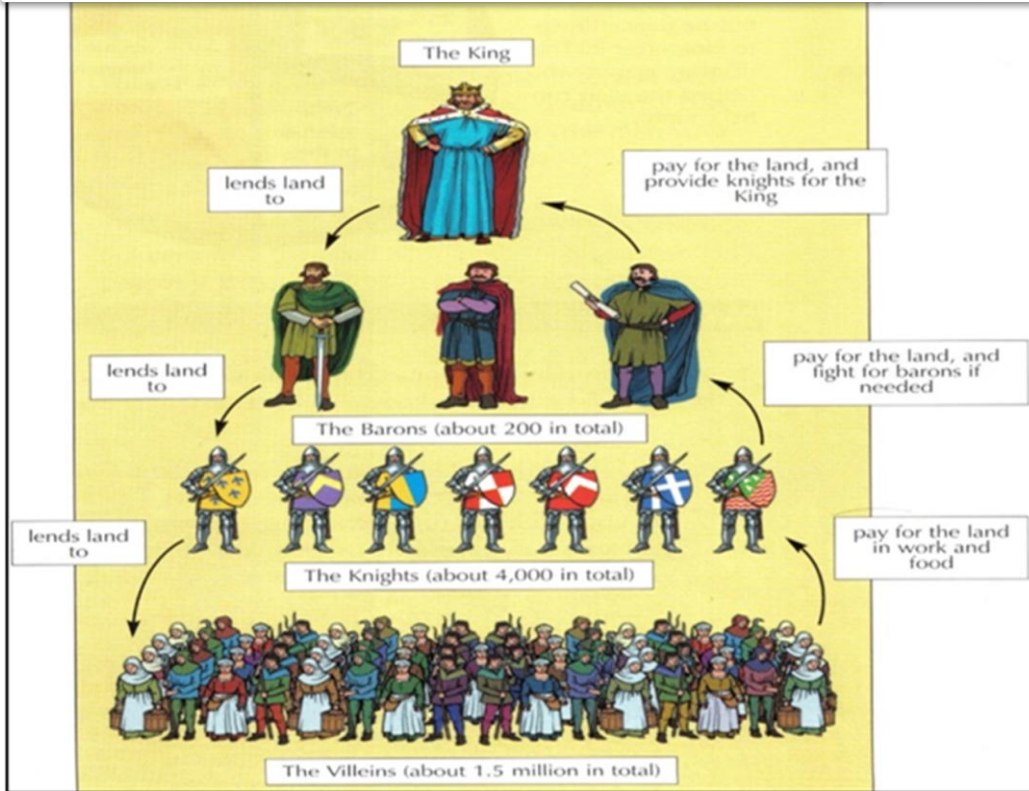


Yr. 7 History

NEED TO KNOW

Your assessment will be held during the Exam Weeks. Your topics will be: You will explain how the Normans took control of England. You will also complete a knowledge test on all your work from the term.

Homework 5: How did William use the Feudal System, the law and society to control England?



How did the Feudal System help William control England?

- Everyone had to promise to be loyal to him and never go against him.
- It gave him an army, which made him more powerful.
- His powerful followers were happy and would do as he asked them.
- Peasants would be terrified of stepping out of line because there were always soldiers around to stop them.

How did Norman LAWS AND SOCIETY help William get control?

1. The areas around **castles were usually peaceful**. This made some English people feel safe and protected **so they liked the Normans**.
2. William introduced '**Murdrum fines**' which meant that if a Norman was killed, the whole village would be punished with a fine.
3. **New Forest laws** meant that peasants **faced fines, imprisonment or even death** if they hunted in the royal forest.
4. Many **English people lived in fear of William's harsh laws**. They were too scared to start a rebellion against him.
5. In 1070 **William replaced English archbishops** and bishops (important people in the Church) **with Norman ones**. He made sure that archbishops told the local village priests what to do. The priests would **then tell the villagers what to do**. They had to do what was best for the Church and of course William, not the local English people.
6. Norman **French became the language used at court**, in law and for government. If **you wanted power you had to speak French!**

What is the Domesday Book?

The Domesday Book is a highly detailed survey of the land, people and buildings that existed in England.

Officials and soldiers found out who owned the land and how much wealth they had.



No Hunting

How did the Domesday book increase William's power?

He knew who owned the land so he could punish or reward people by either giving them land or taking it away from them.

It told him how much wealth everyone had, so he could collect more taxes and spend it on his army.



Yr 7 RPE Autumn:

- **RELIGION**- An organized system of beliefs, ceremonies, and rules used to worship a God or group of gods.
- **PHILOSOPHY**- The study of the nature of knowledge, reality and existence.
- **ETHICS**- The study of ideas about right and wrong.

HW 1	HW 2	HW 3	HW 4	HW 5	HW 6	HW 7
Revise first 11 key words key words below	Revise Judaism and Christianity	Revise Islam and Buddhism	Revise Hinduism and Sikhism	Revise second 11 key words below	Revise what is an ultimate question and what is a soul	Revise for exam

What is an ultimate question?

- An Ultimate question is a question that does not have an answer, or has many possible answers. Some examples include:
 - Is there a God?
 - Is there life after death?
 - Why am I here?
 - What is the meaning of life?
 - Is my life truly real?

What makes a human? How are they different to animals?

What is a soul? A soul is a part of humans that some people believe is not part of our body but lives on after we die.

Gilbert Ryle was an English philosopher who was a materialist. He said that like we think that there is no ghost operating a machine, there is no invisible force inside us.

Key Word	Meaning
Religion	An organized system of beliefs, ceremonies and rules often used to worship a god or group of gods
Philosophy	The study of the nature of knowledge, reality and existence
Ethics	The study of ideas about right and wrong
Ultimate Question	A question that does not have an answer, or has many answers
Respect	How we should treat each other for having different opinions and beliefs
Belief	What someone thinks is true without proof
Worldview	The way that someone sees and understands the world e.g. their political and religious beliefs
Symbol	An image that has a special meaning e.g. the cross in Christianity
Founder	A person who started a religion
Monotheism	Belief in One God
Polytheism	Believing in many Gods.
Atheist	Someone who doesn't believe in God
Agnostic	Someone who is not sure if God exists
Theist	Someone who does believe in God
Holy Book	Important teachings which religions believe contain the words of god.
Place of Worship	Where religious believers go to worship God or focus on their religion:
Soul	The part of a human being that is their spirit and that lives on after they die
Dualism	Humans have two parts- a body and a soul
Materialism	Humans only have a physical body- there is no such thing as a soul.
Reincarnation	The belief that after you die, your soul is reborn into another body.
Vegetarianism	A person who does not eat meat or fish.
Vegan	A person who does not consume any animal products e.g. meat, dairy, eggs

Your assessment will be held during the Exam Weeks. Your topics will be:

Do humans have a soul?
You will have two parts to the RPE exam.

Part One- This will be a test on the key words and information about the major religions of the world, as outlined in the RPE Core Knowledge Pages.

Part Two- This will be an essay. We will spend time in lessons beforehand planning how to answer this question-



Yr 7 RPE Autumn:

What are the major world religions? We need to know the following for each religion: Symbol / Founder/ Beliefs about God/ The name of their followers/ Festivals/ Holy book.

Religion	Symbol	Founder	Beliefs About God	Followers	Leaders	Holy Book(s)	Festivals	Place of worship
Christianity HW 2		Jesus Christ About 2000 years ago	One God (monotheistic), Trinity	Christians	Priests, Pastors	Bible – the first 5 books of the Bible are also part of the Torah	Christmas – celebrating the birth of Jesus Easter – remembering the crucifixion of Jesus and celebrating his resurrection	Church on a Sunday
Key beliefs	Love, forgiveness, Salvation means being rescued from sin and given the chance to have eternal life with God because Jesus died on the cross	Ten commandments	1. Put God First 2. No Idols 3. Respect God's Name 4. Keep the Sabbath Day Holy 5. Honour Your Parents				6. Do Not Kill 7. Be Faithful in Marriage 8. Do Not Steal 9. Tell the Truth 10. Don't Be Jealous	
Judaism HW2		Abraham About 3500 years ago	One God (Yahweh), monotheistic	Jews	Rabbi means teacher	Torah (kept in scroll form)	Rosh Hashanah – Jewish New Year – usually in September Passover – remembers when the Hebrews were led out of slavery in Egypt by Moses	Synagogue on Sabbath (Saturday). They must rest on this day
Key beliefs	Covenant with God, Ten Commandments	Ten commandments	1. Put God First 2. No Idols 3. Respect God's Name 4. Keep the Sabbath Day Holy 5. Honour Your Parents				6. Do Not Kill 7. Be Faithful in Marriage 8. Do Not Steal 9. Tell the Truth 10. Don't Be Jealous	



Yr 7 RPE Autumn:

What are the major world religions? We need to know the following for each religion: Symbol / Founder/ Beliefs about God/ The name of their followers/ Festivals/ Holy book.

Religion	Symbol	Founder	Beliefs About God	Followers	Leaders	Holy Book(s)	Festivals	Place of Worship
Islam HW3		Prophet Muhammad Founded in 610 in Makkah (Mecca) in Saudi Arabia	One God (Allah), monotheistic	Muslims	Imam	Qur'an – written in Arabic	Ramadan – fasting during the hours of daylight for 30 days. To focus on Allah Eid al-Fitr – feast to mark the end of Ramadan Eid al-Adha – celebrates the end of Hajj pilgrimage	Mosque on a Friday
Key beliefs	Five Pillars of Islam Shahadah – Faith Salah – Prayer Muslims pray five times a day, facing Makkah Zakah – Charity		Sawm – Fasting During Ramadan, Muslims fast from sunrise to sunset Hajj – Pilgrimage A special journey to Makkah that Muslims try to do once in their life		Tawhid – belief in the oneness of Allah Qur'an – Respect the holy book as it is the direct word of Allah		Angels – Allah speaks only to humans using angels Respect the prophets (messenger of God)	
Buddhism HW3		Siddhartha Gautama later known as Buddha About 2500 years ago in India	No God (non-theistic), focus on enlightenment	Buddhists	Monks, Nuns	Tripitaka	Wesak – Buddha's birthday Dharma Day - remembers Buddha's first teachings	Vihara on any day they want to meditate
Key beliefs	Annica – impermanence – everything changes	Dukkha – life is suffering	Anatta – there is no self	Nirvana is a state of perfect peace where there is no more suffering, desire, or rebirth. It is the final goal for Buddhists.		5 Precepts	1. Do not harm living things 2. Do not take what is not given 3. Avoid harmful sexual behaviour 4. Do not lie or speak unkindly 5. Avoid alcohol and drugs	



Yr 7 RPE Autumn:

What are the major world religions? We need to know the following for each religion: Symbol / Founder/ Beliefs about God/ The name of their followers/ Festivals/ Holy book.

Religion	Symbol	Founder	Beliefs About God	Followers	Leaders	Holy Book(s)	Festivals	Place of Worship
Hinduism HW4		No single founder It developed from ancient religious traditions in Northern India about 4000 years ago	One God (Brahman), monotheistic	Hindus	Pandit	Vedas	Diwali – festival of lights Holi – festival of colours	Mandir on any day of the week They can also worship at home
Key beliefs	Reincarnation – there is a cycle of life, death and rebirth that happens to every soul	Ahimsa – a belief in living a life of non-violence, actions as well as words	Dharma (duty), karma					
Sikhism HW4		Guru Nanak About 1500 years ago in part of India known as Punjab	One God (Waheguru), monotheistic	Sikhs	Guru which means teacher – there are 10 gurus	Guru Granth Sahib kept on a platform under a canopy	Vaisakhi, Gurburabs	Gurdwara on Sundays They can also worship at home
Key beliefs	Equality, service, devotion to God	Nam japna – keep god in mind	Kirt karna – honest living	Vand chhakna – service to humanity	5 Ks	Kesh – Uncut hair Kara – Steel bracelet Kanga – Wooden comb Kachera – Cotton undergarments Kirpan – Small sword or dagger		



Year 7 Computing Autumn Term: Page 1 Online Safety and Word

HW 1: Online safety

Key terms:

Social - being with, or talking to, other people

All social media accounts have a minimum age of 13

When we are online we need to be very careful who we share information with. There are people who pretend to be someone they are not, and this can be dangerous to our safety. We need to think before we share, especially information about us such as where we live, or where we spend our time as this could make us vulnerable. What other information might be a bad thing to share?

Make some notes on what is safe to share, or what is not, then use the QR code and write down what you learn.



Think before you share information about yourself

Be careful who you talk to

HW 2: Learning how to use Microsoft Word

Key terms:

Save as - how to save our work with a suitable name

Align (verb) - to put things in a line

Layout (noun) - rough design or arrangement of something

Ribbon (noun) - Section at top of the document that has all the icons

Word is a piece of software that can be used to create any written document such as stories or letters or essays for school and University. It is part of Microsoft Office and is used by many people every day.

We learn how to use it as it will help across all subjects in school as well as activities outside school such as job applications.

To open **Word** click on the window icon bottom left, then all programs, then Microsoft office, and finally select Word

Write down key words and their meanings. Then write down anything else you know about Word.

Save your Word Doc by:

File tab

Save As

Browse

Select H Drive

Open Year 7 folder, selecting Computing subfolder

Click on Save

Your assessment will be held during the Exam Weeks. Your topics will be: Your skills on Word, the difference between the internet and the WWW, and thinking logically.



Year 7 Computing Autumn Term: Page 2 Word and Internet / WWW

HW 3. Learning how to use Microsoft Word

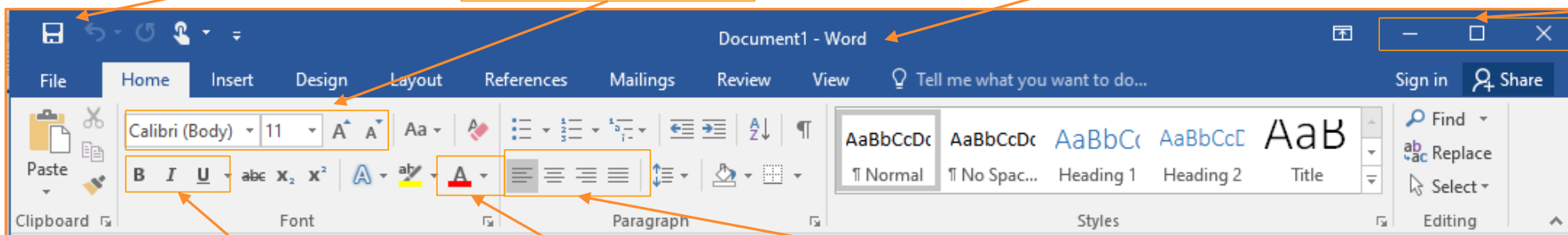
Save icon - only use this after you have completed save as

These change font type and size

Here you should see the name of your document if you have saved it

This is the ribbon, it is at the top of the screen and here is where we find all the icons we need.

- Minimises Word to bottom of screen
- ☐ Word is full screen
- X closes Word



B - Bold - makes text thicker and stand out

I - Italic - puts text 'on the slant'

U - underline - underlines the text

Changes the colour of the text

Aligns the text on the page, such as:
Left Centre
Right Justified

Write down / draw the key icons and what they do.

Challenge questions:

What other icons on the ribbon above can you explain?

We have created a letter but what else could Word be used for?

What careers would use Word?

HW 4. The Internet and the World Wide Web

Key terms:

Internet - networks involving many separate computers

WWW or World Wide Web - pages that can be accessed when on the internet

Is there anything else you know about the internet or the WWW?

What do you use the WWW for?

What's the difference between the internet and the world wide web?

The world wide web, or web for short, are the pages you see when you're at a device and you're online.

But the internet is the network of connected computers that the web works on, as well as what emails and files travel across.

Think of the internet as the roads that connect towns and cities together. The world wide web contains the things you see on the roads like houses and shops. The vehicles are the data moving around.



Year 7 Computing Autumn Term: Page 3 Algorithms and Hardware

HW 5. Algorithms

Key terms:

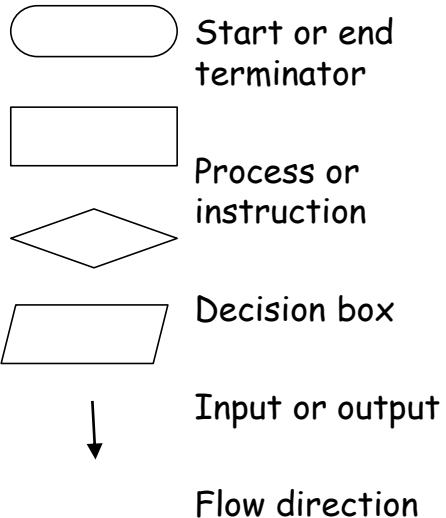
Algorithm (noun) - a set of instructions that when carried out complete a given task

Sequence (verb) - a particular order in which things follow each other

Algorithm:

An algorithm is an easy way to sort / classify objects or to process data. It does not have to be related to computing. They can be simple lists like a recipe or a flowchart with correct symbols. They are just instructions of what to do.

Flow chart symbols:



Key programming concepts:

We will use algorithms to help us plan our programming next term. There are three main programming constructs we will return to over all of Key Stage 3. They are:

Sequence - instructions carried out in order

Selection - instruction is only carried out if a condition is met

Iteration - instructions are repeated until the required outcome is met.

HW 6. Hardware

Key terms:

hardware (noun) - hardware is a set of physical objects that are part of a computer system or digital device

software (noun) - software is the set of programs that make your device function

Input and Output Devices:

Devices can be either input devices, output devices, or at times both input and output devices.

An input device is a device used to enter data into a computer system - what do you use a keyboard for?

An output device is a device used for a computer system to show data - what do you use a projector for?

You can also have a storage device - what do you use to save your files or games on? These are storage devices.

Manual Input Devices:

Devices can be either manual input devices or automatic input devices. A manual input device means you have to physically enter the data in yourself, think of using a keyboard.

An automatic input device enters the data for you, think of the barcode scanners you can use in Asda or Sainsbury's.

What input and output devices can you name?

Are they input, or output?

If they are input then are they manual or automatic? How do you know?



Yr 7 English

WELCOME TO NOWHERE



H/w Task 1: Revise 'WRITER'S METHODS'

H/w Task 2: Revise 'CONTEXT'

H/w Task 3: Revise 'THEMES'

WRITER'S METHODS

1. Adjective	Describes a noun.
2. Noun	The name of a person, place, or thing.
3. Verb	An action or state of being.
4. Adverb	Adds detail to a verb, adjective, or noun.
5. Metaphor	A direct comparison of two things.
6. Onomatopoeia	When a word reflects the sound that it makes.
7. Alliteration	A series of words that begin with the same sound.
8. Exposition	The beginning of a narrative where setting and character are introduced.
9. Climax	The point of most tension within a narrative.
10. Resolution	Where the action of a narrative is resolved.
11. Dialogue	A conversation between characters.
12. Flashback	A scene that interrupts events to show something that happened earlier.
13. Narrator	The person telling the story.

CONTEXT

1. Syria	A country in the Middle East. In March 2011, civil war broke out. Due to revolutions taking place in other parts of the Middle East, the government responded to marches and demonstrations with brutal force. Soon, the whole country was engulfed in a civil war.
2. Civil War	A civil war is when war breaks out between citizens of the same country. Whereas interstate conflicts tend to be short, civil wars often persist for a long time, are less likely to be settled by formal agreements, and are much more likely to recur.
3. Refugees	Half the entire population of Syria has had to find shelter in other parts of their homeland, or outside Syria in neighbouring countries. Others have undertaken the long and dangerous journey to find safety in Europe.

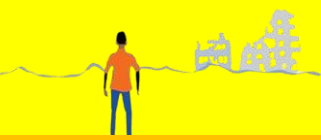
THEMES

1. Journeys	Omar's family are forced to journey out of Syria in search of somewhere safe. Along the way, they learn just how much they need each other and how strong they can be as they also embark on a personal journey of discovery.
2. Conflict	Laird explores the internal conflict of Omar's family as they struggle to understand one another, as well as the larger and more physical conflict of the war.
3. Family	Throughout the novel, we see the cultural differences in family life in the Middle East.



Yr 7 English

WELCOME TO NOWHERE



H/w Task 4: Revise 'CHARACTERS'

CHARACTERS

1. Omar	A 12-year old boy from Bosra, Syria. He doesn't like school; works two jobs and wants to be a successful businessman when he grows up. A civil war breaks out and means that Omar and his family have to flee their home. They journey as refugees looking for somewhere safe.
2. Musa	Omar's older brother. Musa is overlooked by those who do not know him because of his cerebral palsy but is very intelligent. He gets involved with a group of young revolutionaries.
3. Eman	Omar's older sister. She is the eldest of all the siblings and loves school; she wants to be a teacher when she grows up. When war breaks out, Baba arranges for her to get married.
4. Ma and Baba	Omar's mum and dad. Ma (Leila) looks after all the children whilst Baba (Hamid) works for the government.
5. Granny	Omar's grandmother and Baba's mother. Granny travels with the family out of Bosra to find safety. She is very critical of her daughter-in-law.
6. Fuad and Nadia	The youngest siblings. Fuad is resourceful, and Nadia is determined and clever.

H/w Task 5: Revise 'CONTEXT'

CONTEXT

1. Identity	The fact of being who or what a person or thing is.
2. Refugee	A person forced to leave their country in order to escape war, persecution, or natural disaster.
3. Protagonist	The leading character or one of the major characters in a play, film, novel, etc.
4. Revolution	A forcible overthrow of government or social order, in favour of a new system.
5. Patriarchy	A society in which men hold the power.
6. Protest	A statement or action expressing disapproval of or objection to something.
7. Suspicious	Having or showing a cautious distrust of something or someone.
8. Dissent	Holding an opinion that goes against the commonly or official held view.
9. Hierarchy	A system in which members of an organization or society are ranked according to status or authority.
10. Oppressive	Inflicting harsh treatment and enforcing strict obedience to authority.



Yr 7 English

WELCOME TO NOWHERE



Your assessment will be held during the Exam Weeks. Your focus will be: Creative writing. You will write a description inspired by our Autumn reading and using an image stimulus.

H/w Task 6: Revise 'SENTENCE STRUCTURES'

H/w Task 7: Revise 'EXAMPLES'

CREATIVE WRITING SENTENCE STRUCTURES

1. Adjective attack

Double adjectives at the start of the sentence which adds information to the object. Adjectives are often synonyms.

'And' needs to be placed between the 2 adjectives.

Using adjectives at the start of the sentences focuses readers' attention on description rather than action.

2. Simile start

The sentence must begin with the prepositions 'like' or 'as' which act like subordinating conjunctions.

The vehicle of the simile must precede the tenor in a subordinate clause.

Comma pivots between the vehicle in the subordinate clause and the tenor in the main clause.

Similes must be plausible and effective (Avoid sentences like, 'Like a fast runner, she ran quickly.')

3. Adverb snap

Ensure verbs link to the effect of the simile.

Students may be familiar with this sentence as a 'fronted adverbial'.

Sentence starts with a subordinate clause of a single adverb.

Readers' attention is focused on how the events in the sentence play out

Not all adverbs end in '-ly'.

EXAMPLES

Magnificent and proud, I towered above him.

Soaring and swooping, the doves spiralled away into the clouds.

[adjective] and [adjective], _____.

Like men dying of thirst, we drank down every last moment of peace and comfort.

As corrosive as acid, bitter thoughts tormented his soul.

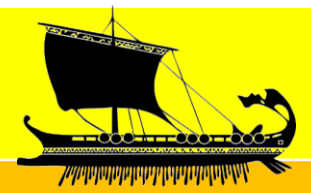
Serpent-like, a tendril of fear wormed in my stomach.

Like _____, _____.

As _____ as _____, _____.

Agonisingly, Omar thought of the land that he would have to leave behind.

[Adverb], [main clause].



H/w Task 1: Revise 'CHARACTERS'

H/w Task 2: Revise 'CONTEXT'

H/w Task 3: Revise 'THEMES'

CHARACTERS

1. Odysseus	A legendary Greek king of Ithaca and the hero of The Odyssey. Husband to Penelope and father to Telemachus. Odysseus is wise, resourceful, courageous and resilient.
2. Zeus	King of the Gods and the sky. Immensely powerful, he often meddled in mortal affairs, sometimes helping and sometimes hindering humans.
3. Poseidon	God of the Sea. Father of the Cyclops, he bears a grudge against Odysseus and does everything in his power to prevent him returning home.
4. Athena	Daughter of Zeus and goddess of wisdom. Athena assists Odysseus with divine powers and she speaks up for them in the councils of the gods on Mount Olympus.
5. The Phaeacians	(Alcinous, Arete and Nausicaa) The royal family of the island kingdom of Scheria. They listen to Odysseus' story and assist him to return to Ithaca.
6. Circe	Sorceress and the daughter of the sun God. Circe magically transformed all of Odysseus' companions into swine (pigs) and allowed Odysseus to live with her for one year.
7. Telemachus	Odysseus' son searches for his father and helps reclaim their home from suitors.

CONTEXT

1. The Trojan War	A ten-year conflict between the Greeks and the Trojans. When the famously beautiful Helen, wife of a famous Greek called Menelaus, was taken by Paris (a prince of Troy) the Greek army, war was declared. The war famously ended with a plot to sneak soldiers into Troy hidden in a huge wooden horse.
2. Homer	The author of famous epic poems 'The Iliad' and 'The Odyssey' which tell the story of the Trojan war, and one hero's fateful journey home. Little is known about the man himself whose work spread through the oral tradition as poems were performed and passed on bard-to-bard.
3. Origin Stories and Mythology	Cultures and societies throughout history and across the world have differing stories around the origin of the world.

THEMES

1. The Hero's Journey	In mythology, the Hero's Journey is a narrative structure involving a hero who goes on an adventure, faces and overcomes a crisis, and then returns home transformed.
2. Mortals and Gods	In Homer's "The Odyssey," mortals and gods interact significantly, with gods influencing mortal fates and mortals displaying resilience, bravery, and cunning in their quests.
3. Monstrosity	Monstrosity in Homer's "The Odyssey" symbolizes the hero's challenges, embodying physical and moral obstacles Odysseus must overcome to achieve his homecoming and personal growth.

VOCABULARY

1. Dilemma	A situation in which a difficult choice has to be made.
2. Hubristic	Arrogance, excessive pride towards or defiance of the gods.
3. Invocation	Calling upon a god or spirit in prayer or for inspiration.
4. Xenia	Hospitality rooted in generosity and gift exchange.



Yr 7 English

THE ODYSSEY



H/w Task 4: Revise 'VOCABULARY 1-10'

H/w Task 5: Revise 'THE HERO'S JOURNEY'

H/w Task 6: Revise 'WRITER'S METHODS'

VOCABULARY

5. Cunning	Skill in achieving one's ends by deceit or evasion.	8. Monstrous	Having the ugly or frightening appearance of a monster.
6. Rapacious	Aggressively greedy or grasping.	9. Admirable	Deserving respect and approval.
7. Glory	Fame or honour won by great achievements.	10. Vengeance	Punishment inflicted or retribution exacted for an injury or wrong.

THE HERO'S JOURNEY

1. Ordinary World	The hero's normal life before the adventure.
2. Call to Adventure	The hero is invited to undertake a quest.
3. Refusal of the Call	The hero is reluctant or refuses the call initially.
4. Meeting the Mentor	The hero meets a mentor who provides guidance.
5. Crossing the Threshold	The hero leaves the ordinary world and enters the unknown.
6. Tests, Allies, and Enemies	The hero faces challenges, makes friends, and confronts foes.
7. Approach to the Inmost Cave	The hero approaches a dangerous place where the quest's goal is hidden.
8. Ordeal	The hero faces a major challenge or crisis.
9. Reward (Seizing the Sword)	After surviving, the hero earns a reward or accomplishes the goal.
10. The Road Back	The hero begins the journey home, often facing further challenges.
11. Resurrection	The hero faces a final test, where everything is at stake.
12. Return with the Elixir:	The hero returns home with newfound wisdom or a valuable object to benefit their world.

WRITER'S METHODS

1. Myth	A traditional story, especially one concerning the early history of a people or explaining a natural or social phenomenon.
2. Aetiological myth	A myth that explains why something is the way it is.
3. Historical myth	A myth that retells a story inspired by real life events.
4. Psychological myth	A myth that tries to explain the way we think or feel.
5. Protagonist	A main character. Often the hero of a story.
6. Foreshadowing	When a writer gives clues about events to come in a story.
7. Metaphor	Describing something as something it is not.
8. In Media Res	Starting a story in the middle of the action and explaining the background later.
9. Epic poetry	A genre of lengthy, narrative poetry that details the extraordinary deeds of extraordinary characters.
10. Stage directions	Instructions for actors or directors in a script that are not intended to be read aloud. Often written in <i>italics</i> .
11. Thesis	A 'big idea' that is put forward to be proved.
12. Allegory	A story with a hidden moral or political meaning.
13. Chronological	The events of a story told in the order they happened.



Yr 7 Maths/ Autumn Term

Your assessment will be held during the Exam Weeks. Your topics will be:

- **Integers and Powers:** Squares, cubes, root, factors, multiples and primes, HCF, LCM
- **Directed Numbers:** Understanding negative numbers, adding, subtracting, multiplying and dividing with positive and negative numbers
- **Simplifying Algebra:** Collecting like terms, expanding brackets and multiplying and dividing terms
- **Calculations:** Tables facts, multiplying by powers of 10, multiplying and dividing, use of calculators and order of operations
- **Collecting and Representing Data:** Bar charts, dual bar charts, frequency diagrams and frequency polygons
- **Decimals:** Decimal place value, ordering decimals, adding, subtracting, multiplying and dividing with decimals
- **Approximations:** Rounding to powers of 10, integers and decimal places
- **Sequences:** Generate and use sequences, term to term rules and nth terms

What to expect from your Sparx Maths Homework

- Homework is personalised to you.
- Sparx Maths keeps learning from your attempts to create challenging yet achievable problems each week.
- Because homework is made specifically for you, you will be able to answer every question correctly, but:
 - Some questions will take slightly longer than others.
 - Some questions will probably need more than one try to get right.

Write down your work as you go

- Over time, by writing things down you will find you are able to tackle more complex problems.
- Practising this skill will help you to feel more successful in exams.
- Make sure you write down the question number for each problem so that you can answer bookwork checks as you go.

Independent learning – take control of your own learning

- Access every single question on Sparx.
- Choose one of three levels of question:
 - **Introduce:** basic skills
 - **Strengthen:** improve understanding
 - **Deepen:** problem solving
- Do this after Compulsory homework, XP Boost and Target.



Sparx Maths



Yr 7 Maths/ Autumn Term

The importance of doing your own work on Sparx Maths

What if somebody helps me with my homework?

That's great! But make sure you put in your answer to Sparx so that the algorithm learns about your understanding.

What happens if somebody, or an app, gives me an answer to a question?

Sparx might not fully understand your current level of understanding and could give you harder problems than you're ready for right now. Furthermore, your teacher might then set you more challenging problems in class because they have noticed your homework difficulty.

Should I input an answer, even if somebody else tells me it is wrong?

Yes! Sparx is designed to help you improve your maths skills through practice and feedback, so doing your own work will help you to get the most out of it.

With determination and effort, you can excel by answering every question to the best of your ability.

An example of good book work.

<u>Homework</u>		<u>Thursday 1st June 2017</u>	
	<u>Task 1</u>		
D40	$12 + 13 = \underline{25}$ ✓	E41	$P(\text{yellow}) = \frac{3}{6}$ ✗
E50	$4 \times 3 + 2 \times 5 =$ $12 + 10 = \underline{22}$ ✓	F51	$P(\text{black}) = \frac{4}{8}$ $= \frac{1}{2}$ ✓
F60	$\begin{array}{l} 12 : 18 \\ \div 6 \\ \hline 2 : 3 \end{array} \div 6$ ✓		<u>Task 2</u>
H70	$\frac{1}{14} + \frac{1}{7} = \frac{1}{\underline{21}}$ ✗	G61	All the marbles are green The probability of choosing a purple marble is <u>impossible</u> ✓
J90	$\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$ $= \frac{3}{8}$ ✓	H71	$P(\text{odd}) = \frac{3}{5}$ ✓

This is good because...

- Title is included and underlined
- Date added and underlined
- Question numbers included
- All workings are shown
- Checked and corrected with green pen



Yr 7 Science/ Autumn Term

Your assessment will be held during the Exam Weeks. Your topics will be:

1. B1- Cells & Microscopes
2. C1- Particle Model & States of Matter

How do I do my science homework?

1. Go to **SparxScience.com**
2. Click “log in” (in the top right)
3. Type in ‘Haygrove School’
4. Log in to Sparx using Google
5. This will be your school gmail account ending in @haygrove.somerset.sch.uk (the same as Sparx Maths!)
6. Your homework task will be on the homepage.
7. You, just need to complete the task!
You do not need to take notes (unless you'd like to!)

What if I can't access Sparx?

If you are finding it difficult to access Sparx, please speak to your teacher. We will do everything we can to support you! If you cannot access it for whatever reason, follow the usual practice of look, cover, write and check, using the following knowledge organisers.

What if I need more practice?

If you are finding an area tricky, or perhaps you've struggled with something in class, you can always access the “Independent Learning” section.

This gives you the chance to practice sections you choose. This will also award you bonus XP!

Why Sparx?

The evidence is showing that students who regularly complete their Sparx homework are getting the best outcomes. It also gives feedback to your teachers on what you are finding tricky, allowing us to support you in the classroom better.

What is the XP for?

The XP allows us to see who is putting in the most effort and to celebrate these students. There will be certificates and awards for those who are doing their best!

The screenshot shows the Sparx Science interface. At the top, there's a navigation bar with tabs for Q1 through Q13. The current question is Q7. The question text says: "The diagram represents a plant cell. Name each labelled part of the cell." Below the text is a diagram of a plant cell with four labels: A (pointing to the cell membrane), B (pointing to a chloroplast), C (pointing to the permanent vacuole), and D (pointing to the cell wall). To the right of the diagram is a list of answers with checkboxes: A: cell membrane (checked), B: chloroplast (checked), C: permanent vacuole (checked), and D: cell wall (checked). At the bottom of the interface, there are buttons for "I don't know" and "Submit".



Yr 7 German Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Your assessment will be held during the Exam Weeks. Your focus will be:

1. Reading and Listening (Receptive Skills)

- You will answer questions based on the Sentence Builders you have studied.
- Questions may include:
 - Multiple choice
 - Gap-fill activities
 - True, False, or Not Mentioned questions
- This section will take around **1 hour in total**.

2. Writing (Productive Skills)

- You will be given bullet points in English and asked to write your answers in the language you are learning.
- You will use the language from your Sentence Builders to help you answer.
- You will have **up to 1 hour** to complete this task.

Hallo (Hi)	Wie geht's? (how are you?)		
	Wie heißt du? (what is your name?)		
	Ich heiße (my name is ...)		
	Mir geht's (I am (going))	sehr gut (very well)	danke (thank you)
Guten Tag (hello/ good day)		gut (well)	
Guten Morgen (good morning)		nicht schlecht (not bad)	
Guten Abend (good evening)		nicht gut (not good)	
Gute Nacht (goodnight)			

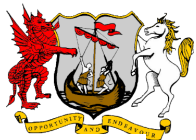


Yr 7 German Autumnn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Wie alt bist du? (how old are you?)		
Ich bin (<i>I am</i>)	ein (<i>one</i>)	Jahr alt (<i>year old</i>)
Du bist (<i>you are</i>)	zwei (<i>two</i>) drei (<i>three</i>) vier (<i>four</i>) fünf (<i>five</i>) sechs (<i>six</i>) sieben (<i>seven</i>) acht (<i>eight</i>) neun (<i>nine</i>) zehn (<i>ten</i>) elf (<i>eleven</i>) zwölf (<i>twelve</i>) dreizehn (<i>thirteen</i>) vierzehn (<i>fourteen</i>) fünfzehn (<i>fifteen</i>) sechzehn (<i>sixteen</i>) siebzehn (<i>seventeen</i>) achtzehn (<i>eighteen</i>) neunzehn (<i>nineteen</i>) zwanzig (<i>twenty</i>)	Jahre alt (<i>years old</i>)
Er ist (<i>he is</i>)		
Sie ist (<i>she is</i>)		



Yr 7 German Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Wann hast du Geburtstag? (when is your birthday?)

Ich habe am Geburtstag (my birthday is on

Ich habe am <i>I have on</i>	ersten <i>1st</i>	dreizehnten <i>13th</i>	zwanzigsten <i>20th</i>	Januar <i>January</i>	Geburtstag <i>birthday</i>
	zweiten <i>2nd</i>	vierzehnten <i>14th</i>	einundzwanzigsten <i>21st</i>	Februar <i>February</i>	
	dritten <i>3rd</i>	fünfzehnten <i>15th</i>	zweiundzwanzigsten <i>22nd</i>	März <i>March</i>	
	vierten <i>4th</i>	sechzehnten <i>16th</i>	dreiundzwanzigsten <i>23rd</i>	April <i>April</i>	
	fünften <i>5th</i>	siebzehnten <i>17th</i>	vierundzwanzigsten <i>24th</i>	Mai <i>May</i>	
	sechsten <i>6th</i>	achtzehnten <i>18th</i>	fünfundzwanzigsten <i>25th</i>	Juni <i>June</i>	
	siebten <i>7th</i>	neunzehnten <i>19th</i>	sechszwanzigsten <i>26th</i>	Juli <i>July</i>	
	achten <i>8th</i>		siebenundzwanzigsten <i>27th</i>	August <i>August</i>	
	neunten <i>9th</i>		achtundzwanzigsten <i>28th</i>	September <i>September</i>	
	zehnten <i>10th</i>		neunundzwanzigsten <i>29th</i>	Oktober <i>October</i>	
	elften <i>11th</i>		dreißigsten <i>30th</i>	November <i>November</i>	
	zwölften <i>12th</i>		einunddreißigsten <i>31st</i>	Dezember <i>December</i>	



Yr 7 German Autumnn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

verb	article	noun
Ich habe <i>I have</i>	<i>einen</i>	Bruder <i>brother</i> Vater <i>father</i> Großvater <i>grandfather</i>
	<i>eine</i>	Schwester <i>sister</i> Mutter <i>mother</i> Großmutter <i>grandmother</i>
	<i>zwei +</i>	Brüder <i>brothers</i> Schwestern <i>sisters</i>
Ich bin <i>I am</i>	Einzelkind <i>an only child</i>	
Ich habe <i>I have</i>	keine Geschwister <i>no siblings</i>	
Es gibt <i>There is/there are</i>	zwei <i>two</i> drei <i>three</i> vier <i>four</i> fünf <i>five</i> sechs <i>six</i> sieben <i>seven</i> acht <i>eight</i> neun <i>nine</i> zehn <i>ten</i>	Personen in meiner Familie <i>people in my family</i>

Wie ist deine Familie?

–What is your family like



Yr 7 German Autumnn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Time Expression	qualifier	adjective
Ich bin <i>I am</i> Du bist <i>you are (sing. Informal)</i> Er ist <i>he is</i> Sie ist <i>she is</i> Es ist <i>it is</i> Wir sind <i>we are</i> Ihr seid <i>you are (plural, informal)</i> Sie sind <i>you are (formal)</i> Sie sind <i>they are</i>	sehr <i>very</i>	sportlich <i>sporty</i>
	nicht <i>not</i>	freundlich <i>friendly</i>
	ziemlich <i>quite</i>	pünktlich <i>punctual</i>
	oft <i>often</i>	schüchtern <i>shy</i>
		musikalisch <i>musical</i>
		launisch <i>moody</i>
	connective	laut <i>loud</i>
		faul <i>lazy</i>
	und <i>and</i>	intelligent <i>intelligent</i>
	auch <i>also</i>	lustig <i>funny</i>
	aber <i>but</i>	langweilig <i>boring</i>
		nervig <i>annoying</i>
		nett <i>nice</i>
		kreativ <i>creative</i>

Was für eine
Person bist
du?

–What are
you like



Yr 7 German Autumnn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Describing appearance						
Ich habe <i>I have</i> Du hast <i>you have</i> Er hat <i>he has</i> Sie hat <i>she has</i>	blaue <i>blue</i> braune <i>brown</i> grüne <i>green</i> graue <i>grey</i>	Augen <i>eyes</i>	und <i>and</i>	lange <i>long</i> kurze <i>short</i> mittellange <i>medium length</i> glatte <i>straight</i> lockige <i>curly</i>	braune <i>brown</i> blonde <i>blonde</i> schwarze <i>black</i> rote <i>red</i> graue <i>grey</i>	Haare <i>hair</i>
	einen Bart <i>a beard</i> einen Schnurrbart <i>a moustache</i>					
Ich bin <i>I am</i> Du bist <i>you are</i> Er ist <i>he is</i> Sie ist <i>she is</i>	sehr <i>very</i> ziemlich <i>quite</i>	groß <i>tall</i> klein <i>small</i>				
	mittelgroß <i>medium height</i>					
Ich trage <i>I wear</i> Du trägst <i>you wear</i> Er trägt <i>he wears</i> Sie trägt <i>she wears</i>	eine Brille <i>glasses</i>					



Yr 7 French Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Your assessment will be held during the Exam Weeks. Your focus will be:

1. Reading and Listening (Receptive Skills)

- You will answer questions based on the Sentence Builders you have studied.
- Questions may include:
 - Multiple choice
 - Gap-fill activities
 - True, False, or Not Mentioned questions
- This section will take around **1 hour in total**.

2. Writing (Productive Skills)

- You will be given bullet points in English and asked to write your answers in the language you are learning.
- You will use the language from your Sentence Builders to help you answer.
- You will have **up to 1 hour** to complete this task.

Ça va? -How are you?

Salut (Hi)	ça va (I am)	très bien (very well)	parce que (because)	je suis (I am)	MASCULINE	FEMININE
Bonjour (hello/ good morning)		bien (well)	mais (but)		heureux (happy)	heureuse (happy)
Bonsoir (good evening)		comme ci comme ça (so-so)	cependant (however)		content (happy)	contente (happy)
Bonne nuit (goodnight)		mal (feeling bad)		je ne suis pas (I'm not)	calme (calm)	calme (calm)
		très mal (feeling terrible)			détendu (relaxed)	détendue (relaxed)
					fatigué (tired)	fatiguée (tired)
					nerveux (nervous)	nerveuse (nervous)
					stressé (stressed)	stressée (stressed)
					triste (sad)	triste (sad)



Yr 7 French Autumn:

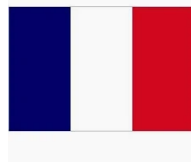


For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

C'est quand, (When is)		mon anniversaire? (my birthday?)	
Quelle est la date de (When is the date of)		ton anniversaire? (your birthday?)	
Mon anniversaire, c'est (My birthday is)	le (the)	premier (1st)	vingt-deux (22nd)
		deux (2nd)	vingt-trois (23rd)
		trois (3rd)	vingt-quatre (24th)
		quatre (4th)	vingt-cinq (25th)
		cinq (5th)	vingt-six (26th)
		six (6th)	vingt-sept (27th)
		sept (7th)	vingt-huit (28th)
		huit (8th)	vingt-neuf (29th)
		neuf (9th)	trente (30th)
		dix (10th)	trente et un (31st)
onze (11th)			
en (in)		janvier ([of] January)	
		février ([of] February)	
		mars ([of] March)	
		avril ([of] April)	
		mai ([of] May)	
		juin ([of] June)	
		juillet ([of] July)	
		août ([of] August)	
		septembre ([of] September)	
		octobre ([of] October)	
		novembre ([of] November)	
		décembre ([of] December)	



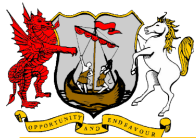
Yr 7 French Autumn:



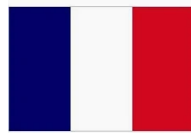
For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Il est comment.....ton.....? What is your.....like?
 Elle est comment.....ta.....? What is your.....like?
 Ils/Elles sont comment.....tes? What are your....like?

Possessive adjective	Noun	Verb	Intensifier	Adjective			
Mon <i>My</i> <i>(masc singular)</i>	père	est <i>is</i>	trop <i>too</i>	sévère	strict	barbant	boring
	frère			drôle	funny	méchant	mean
	grand-père			timide	shy	agaçant	annoying
	oncle			sympa	nice	intelligent	intelligent
	cousin			bizarre	weird	patient	patient
	demi-frère			stupide	stupid	généreux	generous
	beau-père			amusant	fun		
Ma <i>My</i> <i>(fem singular)</i>	mère	est <i>is</i>	très <i>very</i>	sévère	strict	barbante	boring
	sœur			drôle	funny	méchante	mean
	grand-mère			timide	shy	agaçante	annoying
	tante			sympa	nice	intelligente	intelligent
	cousine			bizarre	weird	patiente	patient
	demi-sœur			stupide	stupid	généreuse	generous
	belle-mère			amusante	fun		
Mes <i>My</i> <i>(plural)</i>	parents	sont <i>are</i>	un peu <i>a bit</i>	sévères	strict	barbants	boring
	beaux-parents			drôles	funny	méchants	mean
	grands-parents			timides	shy	agaçants	annoying
	cousins			sympas	nice	intelligents	intelligent
	copains			bizarres	weird	patients	patient
				stupides	stupid	généreux	generous
				amusants	fun		



Yr 7 French Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Tu aimes ton.....? What is your.....like? Tu aimes tes? What are your....like?
Tu aimes ta.....? What is your.....like? Pourquoi? Why?

Time Expression	Opinion phrase	Family Member	Connective	Verb	Intensifier	Adjective
Normalement <i>normally</i>	j'adore <i>I love</i>	mon père <i>my dad</i> mon frère <i>my brother</i> mon grand-père <i>my grandad</i> mon oncle <i>my uncle</i> mon demi-frère <i>my step/half brother</i> mon beau-père <i>my stepdad</i>	car <i>because</i>	il est <i>he is</i>	trop <i>too</i>	sévère <i>strict</i> barbant <i>boring</i> drôle <i>funny</i> méchant <i>mean</i> timide <i>shy</i> agaçant <i>annoying</i> sympa <i>nice</i> intelligent <i>intelligent</i> bizarre <i>weird</i> patient <i>patient</i> stupide <i>stupid</i> généreux <i>generous</i> amusant <i>fun</i> gentil <i>kind</i>
		ma mère <i>my mum</i> ma sœur <i>my sister</i> ma grand-mère <i>my granny</i> ma tante <i>my aunt</i> ma demi-sœur <i>my step/half sister</i> ma belle-mère <i>my stepmum</i>				sévère <i>strict</i> barbante <i>boring</i> drôle <i>funny</i> méchante <i>mean</i> timide <i>shy</i> agaçante <i>annoying</i> sympa <i>nice</i> intelligente <i>intelligent</i> bizarre <i>weird</i> patiente <i>patient</i> stupide <i>stupid</i> généreuse <i>generous</i> amusante <i>fun</i> gentille <i>kind</i>
D'habitude <i>Usually</i>	Je n'aime pas <i>I don't like</i>		mais <i>but</i>	elle est <i>she is</i>	assez <i>quite</i>	
De temps en temps <i>From time to time</i>	Je préfère <i>I prefer</i>		cependant <i>however</i>		un peu <i>a bit</i>	
Souvent <i>Often</i>	Je déteste <i>I hate</i>	mes parents <i>my parents</i> mes beaux-parents <i>my step-parents</i> mes grands-parents <i>my grandparents</i> mes cousins <i>my cousins</i> mes copains <i>my friends</i>		ils sont <i>Because they are</i>		sévères <i>strict</i> barbants <i>boring</i> drôles <i>funny</i> méchants <i>mean</i> timides <i>shy</i> agaçants <i>annoying</i> sympas <i>nice</i> intelligents <i>intelligent</i> bizarres <i>weird</i> patients <i>patient</i> stupides <i>stupid</i> généreux <i>generous</i> amusants <i>fun</i> gentils <i>kind</i>



Yr 7 Spanish Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

Your assessment will be held during the Exam Weeks. Your focus will be:

1. Reading and Listening (Receptive Skills)

•You will answer questions based on the Sentence Builders you have studied.

•Questions may include:

- Multiple choice
- Gap-fill activities
- True, False, or Not Mentioned questions

•This section will take around **1 hour in total**.

2. Writing (Productive Skills)

•You will be given bullet points in English and asked to write your answers in the language you are learning.

•You will use the language from your Sentence Builders to help you answer.

•You will have **up to 1 hour** to complete this task.

¿Qué tal? How are you ?		¿ Cómo estás? How are you?			MASC	FEM
Hola <i>Hello</i>	estoy <i>I am</i>	fenomenal <i>great</i>	porque <i>because</i>	estoy <i>I am</i>	cansado <i>tired</i>	cansada <i>tired</i>
Buenos días <i>Good morning</i>		muy bien <i>Very well</i>	y <i>and</i>		contento <i>cheerful</i>	contenta <i>cheerful</i>
Buenas tardes <i>Good afternoon</i>		bien <i>Well</i>	pero <i>But</i>		estresado <i>stressed</i>	estresada <i>stressed</i>
Buenas noches <i>Good evening/night</i>		regular <i>So-so</i>	sin embargo <i>however</i>		feliz <i>happy</i>	feliz <i>happy</i>
		mal <i>Bad</i>			nervioso <i>nervous</i>	nerviosa <i>nervous</i>
		fatal <i>awful</i>			relajado <i>relaxed</i>	relajada <i>relaxed</i>
					tranquilo <i>calm</i>	tranquila <i>calm</i>
					triste <i>sad</i>	triste <i>sad</i>
					es mi cumpleaños <i>today is my birthday</i>	
					hace buen tiempo <i>it is nice weather</i>	
					no dormí bien <i>I didn't sleep well</i>	
					tuve un mal día <i>I had a bad day</i>	



Yr 7 Spanish Autumn:

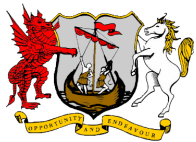


For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

¿Cuándo es tu cumpleaños? When is your birthday?

¿Cuántos años tienes? How old are you?

Tengo I have	11 once 12 doce 13 trece	años years	Mi cumpleaños es el My birthday is the	1 uno 2 dos 3 tres	De of	enero - January
Tienes You have	14 catorce 15 quince 16 dieciseis		Tu cumpleaños es el Your birthday is the	4 cuatro 5 cinco 6 seis		febrero - February
Tiene He/she has	17 diecisiete 18 dieciocho 19 diecinueve 20 veinte		Su cumpleaños es el His/her birthday is the	7 siete 8 ocho 9 nueve 10 diez 21 veintiuno 22 veintidos 23 veintitres 24 veinticuatro 25 veinticinco 26 veintisei 27 veintisiete 28 veintiocho 29 veintinueve 30 treinta 31 treinta y uno		marzo - March abril - April mayo - May junio - June julio - July agosoto - August septiembre - September octubre - October noviembre - November Diciembre - December



Yr 7 Spanish Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

¿Qué piensas de tu? What do you think of your.....?

¿Por qué? Why?

Normalmente normally	me encanta I love	mi padre		es he/she is	demasiado too	inteligente/s clever
	me gusta mucho <u>I like a lot</u>	mi madre				divertido/a/s fun
	me gusta I like	mi hermano / mi hermana				generoso/a/s generous
Siempre always	no me gusta I don't like	mi hermanastro / mi hermanastra	porque because		muy very	tranquilo/a/s calm
	odio I hate	mi abuelo / mi abuela				simpático/a/s nice
De vez en cuando From time to time	prefiero I prefer	mi tío / mi tía	pero but		bastante quite	aburrido/a/s boring
		mi familia				perezoso/a/s lazy
A veces Sometimes	me encantan I love	mis padres	sin embargo however	son because they are	un poco a bit	raro/a/s weird
	me gustan mucho I like a lot					tonto/a/s silly
A menudo Often	me gustan I like	mis hermanos	y and			molesto/a/s annoying
	no me gustan I don't like	mis abuelos				antipático/a/s mean
Nunca Never	odio I hate	mis primos				
	prefiero I prefer	mis amigos				hablador/a/s chatty



Yr 7 Spanish Autumn:



For all HWs: Use your full 20 minutes to Look, Say, Cover, Write, Check-Translate and correct. You should work on the sentence builder that corresponds to your classwork to consolidate your learning.

¿Cómo es tu?

What is your.....like?

Possessive adjective	Noun		Verb	Intensifier	Adjective (masculine)		Adjective (feminine)						
Mi My (singular)	madre	mum	es is	demasiado too	severo	strict	severa	strict					
	padre	dad			divertido	fun	divertida	fun					
	hermano/hermana	brother/sister			gracioso	funny	graciosa	funny					
					tímido	shy	tímida	shy					
	abuelo/abuela	grandad/granny			aburrido	boring	aburrida	boring					
	tío/tía	uncle/aunt			generoso	generous	generosa	generous					
	primo/prima	cousin			simpático	nice	simpática	nice					
	hermanastro/a	stepbrother/sister			antipático	mean	antipática	mean					
Mis My (plural)	padrastra	stepdad	muy very	bastante quite	raro	weird	rara	weird					
	padrastra	stepmum			tonto	silly	tonta	silly					
					molesto	annoying	molesta	annoying					
	inteligente	intelligent			inteligente	intelligent							
	paciente	patient			paciente	patient							
	padres parents	son are			un poco a bit	severos strict	severas strict						
								hermanos	brothers / siblings	divertidos	fun	divertidas	fun
								hermanas	sisters	graciosos	funny	graciosas	funny
tímidos			shy	tímidas						shy			
padrastros			step-parents	aburridos				boring	aburridas	boring			
abuelos			grandads/grandparents	generosos				generous	generosas	generous			
primos			cousins	simpáticos				nice	simpáticas	nice			
amigos			friends	antipáticos				mean	antipáticas	mean			
		raros	weird	raras	weird								
		tontos	silly	tontas	silly								
		molestos	annoying	molestas	annoying								
		inteligentes	intelligent	inteligentes	intelligent								
		pacientes	patient	pacientes	patient								



Yr 7 Art/Autumn Term

Assessment: Art is assessed across a range of lessons and activities, considering both design ideas and technical skills in different media.

Your first project in Art is: **Mark Making in Landscapes**. As you work your way through the project you will be learning about The Impressionists, a group of artists who changed the way Art was made by painting outside, 'plain air', in vibrant marks of colour to capture the viewer's general impression of a scene. Some of these Impressionist artists included: Vincent Van Gogh, Paul Signac, Claude Monet and Georges Seurat.

HW 1: Revise our keywords.

Keyword	Definition
Landscape	The depiction of natural scenery such as mountains, rivers, and forests, especially where the main subject is a wide view.
Mark Making	Describes the different lines, dots, marks, patterns, and textures we create in an artwork.
Proportion	The size relationship of two or more elements.
Texture	The surface quality that can be seen (visual) and felt (physical).
Impressionism	A style of painting associated mainly with French artists of the late 19th century, it seeks to re-create the artist's or viewer's general impression of a scene.
Pointillism	A painting technique that uses tiny dots of colour placed next to each other to create an image.
Colour	Light reflected off objects. Colour has three main characteristics; hue , value and intensity.
Collograph	A process in which a textured plate (or cardboard collage) is inked and put through a press.

Keyword	Definition
Clay	Decomposed feldspathic rock which is uniquely plastic so can be formed into an endless range of forms.
3D	With all the dimensions of <u>height</u> , <u>width</u> , and <u>depth</u> .
Sculpture	The art of carving or shaping figures and other objects.
Slip	A liquid mixture of clay and water that acts as a clay glue.
Scoring	Scratching marks on the surface in order to join two pieces.
Crosshatching	Mark making technique using crisscrossed lines which are used to build up shadow and tone or even texture.
Acrylic Paint	A fast-drying paint made of tiny particles of plastic acrylic resin and pigment.



Yr 7 Art/Autumn Term

HW 2: Revise our focus artists:

Who was Vincent van Gogh?

A Dutch artist (1853–1890) famous for colourful paintings and expressive brushstrokes.

Where did he live and work?

Born in the Netherlands and later worked in France.

How did he create his artworks?

Using bright colours, thick paint and bold brushstrokes.

What inspired him?

Nature, flowers, landscapes, the night sky and everyday life.

What type of art did he create?

2D Art

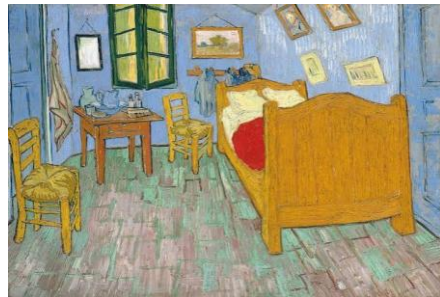
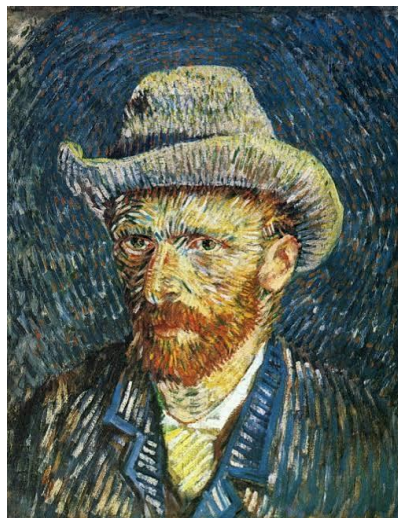
- Paintings
- Drawings
- Self-portraits
- Landscapes
- Still-life artworks

What materials did he use?

- Oil paint
- Pencil
- Ink
- Charcoal
- Watercolour

How did he earn a living?

Van Gogh sold very little artwork. He was supported by his brother.



Who was Paul Signac?

A French artist (1863–1935) famous for developing **Pointillism**.

Where did he live and work?

Worked mainly in France, especially Paris and Saint-Tropez.

How did he create his artworks?

Using small dots of colour that blend together when viewed from a distance.

What inspired him?

The sea, boats, harbours, landscapes, light and colour.

What type of art did he create?

2D Art

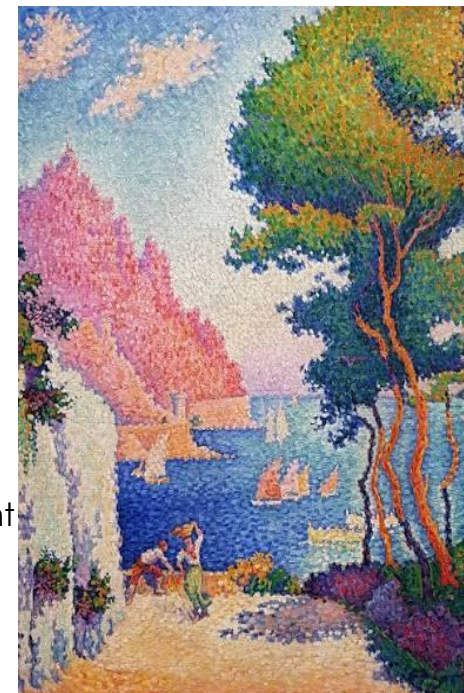
- Paintings
- Drawings
- Watercolours
- Landscapes
- Seascapes

What materials did he use?

- Oil paint
- Watercolour
- Ink
- Pencil

How did he earn a living?

By selling artwork and exhibiting in galleries.





Yr 7 Art/Autumn Term

HW 3: Revise our focus artists:

Who was Georges Seurat?

A French artist (1859–1891) famous for creating **Pointillism**.

Where did he live and work?

Worked mainly in Paris, France.

How did he create his artworks?

Using tiny dots of colour that blend together when viewed from a distance.

What inspired him?

People, parks, rivers, leisure activities, light and colour.

What type of art did he create?

2D Art

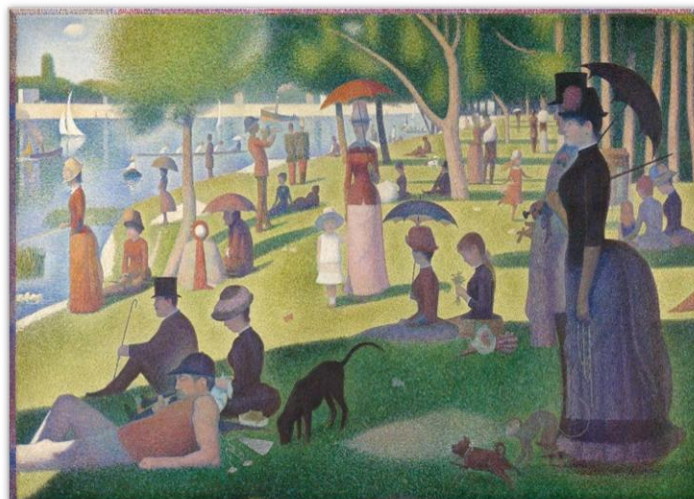
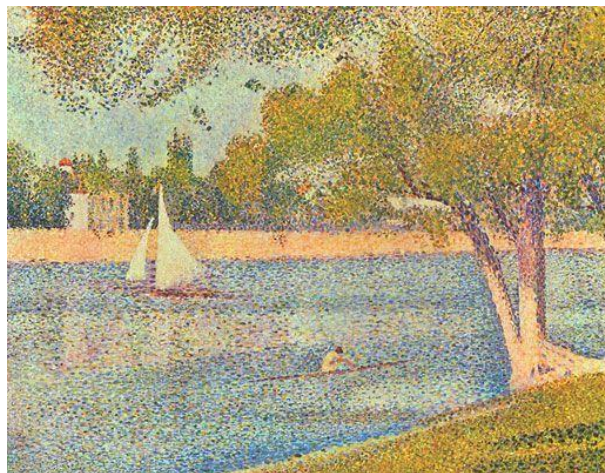
- Paintings
- Drawings
- Landscapes
- Figure studies

What materials did he use?

- Oil paint
- Canvas
- Conté crayon
- Pencil

How did he earn a living?

By exhibiting and selling artwork.



Who was Claude Monet?

A French artist (1840–1926) and one of the founders of **Impressionism**.

Where did he live and work?

Worked mainly in Paris and Giverny, France.

How did he create his artworks?

Using quick brushstrokes to capture light, colour and changing weather.

What inspired him?

Nature, gardens, rivers, bridges and the effects of light.

What type of art did he create?

2D Art

- Paintings
- Landscapes
- Seascapes
- Garden scenes

What materials did he use?

- Oil paint
- Canvas
- Pencil
- Pastels

How did he earn a living?

By selling paintings through exhibitions and art dealers.

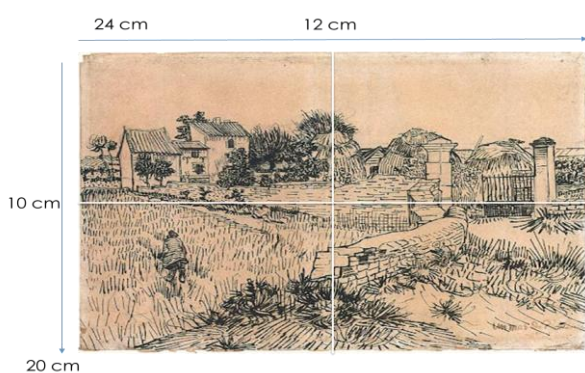




Yr 7 Art/Autumn Term

HW 4 & 5: Image study practise:

Step One: To complete this, you are aiming for accuracy in your proportions and outlines so you must use the **grid method**.



Step Two: A square at a time, complete the basic outline. Don't worry about details at this stage! It is more important to get your proportions and layout correct.

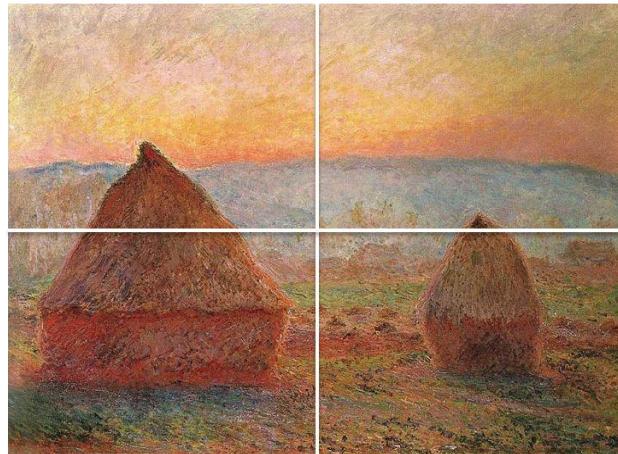


Step Three: Next, begin to add your details by mark making a square at a time, ensuring you are looking at your reference regularly for accuracy.

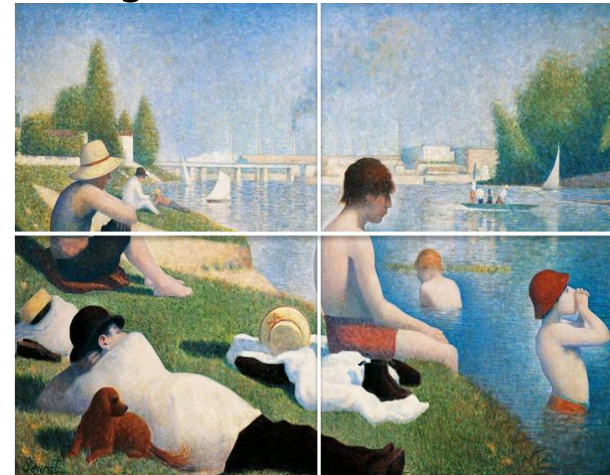


Now you have a better understanding of our Impressionist artists, it's time to practice an image study (a copy of their work). Which picture will you select to practise?

Claude Monet



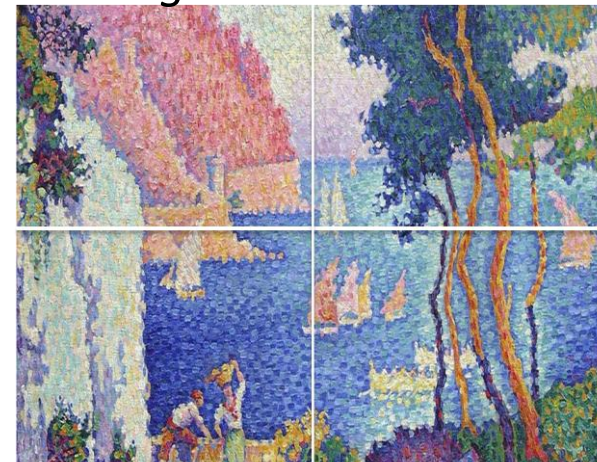
Georges Seurat



Vincent Van Gogh



Paul Signac





Yr 7 Art/Autumn Term

HW 6: Revise the key analysis questions and model answer:

What questions should we ask when analysing art? Artists make choices about **what** they show, **how** they create it and **why** they create it. By answering these questions, we move beyond simply describing an artwork and begin to understand the artist's intentions and techniques.

The Starry Night – Vincent van Gogh (Model Analysis)

1. What is in the picture?

Why ask this? This helps identify the subject matter and notice important details.

Answer:

The painting shows a small village beneath a dramatic night sky. There are bright stars, a large moon, rolling hills and a tall dark tree in the foreground. The church spire stands out in the centre of the village.

2. What is the theme of the artwork?

Why ask this? This helps explore the message, meaning or idea behind the artwork.

Answer:

The theme is the beauty and power of nature. The huge swirling sky is the main focus, making nature seem more important than the village below. The artwork could also be about imagination and emotion.

4. What kinds of shapes can you find?

Why ask this? Shapes help create structure, movement and balance within an artwork.

Answer:

The sky contains curved, swirling shapes that create movement. Circular shapes are used for the stars and moon. The buildings are made from geometric shapes, while the tall tree creates strong vertical lines.

5. What kinds of marks or textures can you see?

Why ask this? Marks and textures reveal how the artist made the work and help create visual effects.

Answer:

Thick, visible brushstrokes cover the painting. The rough, swirling marks make the sky appear alive and energetic. The textured surface adds movement and emotion to the artwork.

6. What effect does the artwork create?

Why ask this?

Art is designed to create a response from the viewer.

Answer:

The artwork creates a sense of wonder and energy. The swirling sky feels powerful and dramatic, while the village appears calm and peaceful. This contrast makes the painting more interesting and memorable.

7. Which part is most successful and why?

Why ask this?

This encourages evaluation and the use of evidence to support opinions.

Answer:

The sky is the most successful part because the bold colours, swirling lines and bright stars immediately attract attention. The movement created by the brushstrokes leads the viewer's eye around the painting and creates a strong focal point.



3. What colours does the artist use?

Why ask this? Colours create mood, attract attention and help communicate ideas.

Answer:

Van Gogh uses mainly blues, whites and yellows. The cool blue sky contrasts with the bright yellow stars and moon. This contrast makes the stars stand out and draws the viewer's eye across the painting.



Yr 7 Art/Autumn Term

Formula for Analysis: Identify → Describe → Explain

Example:
"Van Gogh uses bright yellow stars (identify) against a dark blue sky (describe) to create contrast and attract the viewer's attention (explain)."

Using this structure helps you move from simply describing an artwork to explaining why the artist's choices are effective.



Model example of a analytical writing:
Vincent van Gogh's The Starry Night uses bold colours and expressive brushstrokes to create a dramatic image of the night sky. The swirling blue lines create movement and lead the viewer's eye around the painting. Bright yellow stars contrast with the dark blue background, making them stand out as focal points. Van Gogh also uses thick layers of paint to create texture, which makes the sky appear energetic and alive. The large dark cypress tree in the foreground creates a strong vertical shape that draws attention upwards towards the stars. In contrast, the small village below appears calm and peaceful, creating a contrast between the busy sky and the quiet landscape. Overall, the artwork is successful because it captures both the beauty and power of nature while expressing emotion through colour, texture and movement.

What Has Been Added and Why?

Art vocabulary Contrast – The difference between two things, such as light and dark colours. Focal Point – The part of an artwork that attracts the most attention. Texture – How a surface looks or feels, for example rough or smooth. Foreground – The area closest to the viewer in an artwork. Movement – The way an artist leads the viewer's eye around an artwork or creates a sense of action.	Why? These words help you write in a more detailed and accurate way when analysing artwork.
Evidence from the artwork • The cypress tree • The village • The thick paint	Why? Good analysis uses evidence from the artwork to support ideas and observations.
Explanation of effect • How colour creates contrast • How brushstrokes create movement • How the village contrasts with the sky	Why? Analysis should explain how the artist created an effect and why it is successful.



Yr 7 Drama – Autumn Term

HW 1 – Revise what oracy is

Oracy (noun) – the range of skills and techniques we used to express our thoughts verbally.

Assessment:
Your assessment will be during the KS3 assessment weeks. You will be using the oracy skills you have learnt this half term to perform a monologue. You can choose which one of the 3 monologues you would like to perform.

Physical – How we use our voice and body

This key area focuses on the way we communicate our ideas through our voice and body language. Good speakers use a clear voice, suitable volume, expression, and pace so that others can understand and engage with what they are saying. They also use eye contact, facial expressions, gestures, and posture to show confidence and interest.

Examples:

- Speaking clearly and loudly enough to be heard.
- Making eye contact with listeners.
- Using gestures to emphasise important points.
- Varying tone and pace to keep the audience engaged.
- Showing confidence through positive body language.

Cognitive – Thinking and meaning

This key area focuses on the thinking behind what we say. It involves understanding ideas, reasoning, solving problems, and building arguments. Strong speakers can explain their thinking, justify opinions with evidence, and make connections between different ideas.

Examples:

- Explaining and developing ideas in detail.
- Giving reasons and evidence to support opinions.
- Asking thoughtful questions.
- Making connections between different topics or experiences.
- Summarising, analysing, and evaluating information.

Linguistic – The words we use

This key area is about choosing the right words and organising ideas effectively. Effective speakers use a range of vocabulary, including subject-specific terms, and structure their sentences to communicate meaning clearly and accurately.

Examples:

- Using precise and ambitious vocabulary.
- Speaking in full, well-structured sentences.
- Explaining ideas clearly and logically.
- Using connectives such as *because*, *therefore*, and *however*.
- Adapting language to suit the audience and purpose.

Social and Emotional – Working with others

This key area is about interacting positively and effectively with other people. It includes listening carefully, respecting different viewpoints, taking turns in discussions, and collaborating successfully with others.

Examples:

- Listening actively without interrupting.
- Responding respectfully to others' ideas.
- Taking turns in discussions.
- Building on another person's contribution.
- Showing empathy and understanding.
- Working cooperatively to solve problems or complete tasks.

Successful communication depends on all four key areas working together: using your voice and body effectively, choosing the right words, thinking deeply about your ideas, and working positively with others.

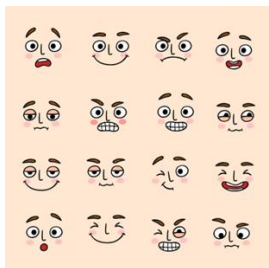


Yr 7 Drama – Autumn Term

HW 2 – Revise posture, gesture and facial expressions

Why are these important in drama?

Posture, gesture, facial expression, and eye contact are physical skills that help performers communicate character, emotions, and meaning clearly to an audience, even without speaking.



Posture— the position in which you hold your body when standing, sitting or lying down. In drama, posture can reveal a character's age, personality, status, confidence, mood, or emotions without using words.

Example: *A character standing tall with their shoulders back may appear confident, while a character slouching may appear tired, nervous, or unhappy.*

Gesture – a movement of part of the body, especially the hands, arms, or head, used to communicate an idea, feeling, or meaning. Gestures help an audience understand a character's thoughts and emotions.

Example: *Pointing a finger can show anger or authority, while waving can show friendliness or excitement.*

Facial Expression – the movement and positioning of the muscles in the face to communicate emotions, reactions, and intentions. Facial expressions help make a character believable and engaging.

Example: *Raised eyebrows might show surprise, while a frown might show disappointment or concern.*

Eye Contact – when a performer looks directly at another character or the audience to communicate meaning, emotion, or focus. Eye contact helps build relationships between characters and shows confidence and engagement.

Example: *Strong eye contact can show confidence, determination, or confrontation, while avoiding eye contact can suggest nervousness, guilt, or uncertainty.*



Yr 7 Drama – Autumn Term

HW 3- Revise projection, pace and tone

Why are these important in drama?

Projection, pace, tone, and pitch are vocal skills that help performers bring characters to life, communicate emotions clearly, and engage the audience throughout a performance.

Projection, pace, tone, and pitch are vocal skills that help performers bring characters to life, communicate emotions clearly, and engage the audience throughout a performance.

Projection (noun) – the ability to control the volume, clarity, and strength of your voice so it can be heard clearly by the audience without shouting. Good projection helps performers communicate effectively and confidently.

Example: An actor uses strong projection so that the audience at the back of the theatre can hear every word.

Pace (noun) – the speed at which a performer speaks or moves. Changing pace can help create different moods, build tension, or show a character's emotions.

Example: Speaking quickly can show excitement, panic, or nervousness, while speaking slowly can create suspense or show sadness.

Tone (noun) – the attitude, feeling, or emotion communicated through a character's voice. Tone helps the audience understand how a character feels and what they mean.

Example: A friendly tone can make a character seem kind and welcoming, while a harsh tone can make them seem angry or frustrated.

Pitch (noun) – the highness or lowness of a voice or sound. Performers change their pitch to show different emotions, characters, or moods.

Example: A high pitch may suggest excitement, fear, or youthfulness, while a low pitch may suggest confidence, seriousness, or authority.



Yr 7 Drama – Autumn Term

HW 4- Revise articulation and clarity

KEY VOCABULARY:

Articulation (noun) – the act or process of speaking or expressing words.

Pace (noun) – the rate at which an activity is done.

Your ability to **articulate** has a huge impact on your communication skills– it is important that you try to speak clearly and at an appropriate **pace** so that your speech is clear and understandable.

Tongue Twister Practise Challenge!

Bright blue birds boldly bring big blue balloons

- 1.Say it **slowly and clearly**.
- 2.Repeat it while gradually increasing your **pace**.
- 3.Try saying it **three times without making a mistake**.

The ability to speak clearly and pronounce words accurately so that others can understand what you are saying. Good articulation helps performers communicate meaning, emotions, and important information to an audience.

Example: An actor carefully pronounces every word so that the audience can understand the dialogue.

Pace (noun)

The speed at which a person speaks. Changing pace can help a performer create different effects, show emotions, and keep the audience engaged.

Example: A fast pace can show excitement or panic, while a slow pace can build suspense or show sadness.

Why are articulation and pace important in drama?

Articulation

Ensures every word can be heard and understood.

Helps communicate meaning clearly.

Prevents important information from being missed.

Makes a performance more professional and engaging.

Pace

Helps create mood and atmosphere.

Allows the audience time to process important information.

Can show a character's emotional state.

Keeps the audience interested and focused.

Key Knowledge to Remember

- ☒ Good articulation means speaking clearly and pronouncing words accurately.
- ☒ Good pace means speaking at a speed that suits the character, emotion, and situation.
- ☒ If a performer speaks too quickly, the audience may miss important information.
- ☒ If a performer speaks too slowly, the audience may lose interest.
- ☒ Strong performers use both articulation and pace to help tell the story effectively.

In drama, clear articulation and appropriate pace help performers communicate character, emotion, and meaning to an audience.



Yr 7 Drama – Autumn Term

HW 5 and 6 revise the keywords and practice your performance

KEY VOCABULARY:

Oracy (noun) – the range of skills and techniques we used to express our thoughts verbally.

Posture (noun) – the position in which you hold your body when standing, sitting or lying down.

Gesture (noun) – a movement of part of the body, especially a hand or the head, to express an idea or meaning.

Facial expression (phrase) – the motioning and positioning of the muscles in the face.

Eye contact (phrase) – a movement of part of the body, especially a hand or the head, to express an idea or meaning.

Projection (noun) – control the volume, clarity and distinctness of a voice

Pace (noun) – the rate at which an activity is done.

Tone (noun) – the attitude or feeling conveyed by a speaker through their word choice, pacing and style.

Pitch (noun) – the highness or lowness of a sound

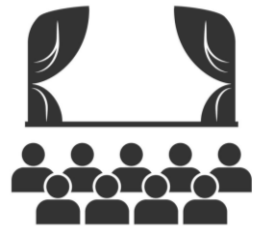
Articulation (noun) – the act or process of speaking or expressing words.

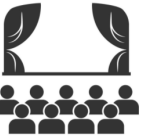
Practice your Performance

Combining the skills we have looked at across this term, read through your chosen monologue and practice the different techniques, thinking carefully about creating a convincing character and how you want to portray your character to the audience.

If you are able to, practice your monologue at home – in front of the mirror, to friends, siblings...

The more you practice these key skills, the more confident you will be!





Yr 7 Drama – Autumn Term - ASSESSMENT MONOLOGUES

Peter Pan- The Lost Boys have been captured and Peter realises that Tinkerbell is dying:

PETER: Who's there? Is anyone there?

What! (*To Tink*) Wendy and the Boys have been captured by the Pirates? I'll rescue her! I'll rescue her! What? Oh, that's just my medicine.

Poisoned? Nonsense! Who could have poisoned it? I promised Wendy to take it and I'm going to, as soon as I've sharpened my dagger. Why, Tink, you've drunk my medicine! What's the matter with you? It was poisoned! You drank it to save my life. Tink. Dear... Tink... you're dying? Your light is growing faint, and if it goes out that means you're dead. Your voice is so low I can scarcely hear what you're saying. You say you think.. you think you could get well again if... if... if what Tink? If children believed in fairies.

(*To audience*) Do you believe? Say quick that you believe. If you believe, clap your hands!

Alice in Wonderland –Alice follows the white rabbit and falls down the rabbit hole before entering Wonderland:

ALICE: [*Angrily*] Why, how impolite of him. I asked him a civil question, and he pretended not to hear me. That's not at all nice. [*Calling after him*] I say, Mr. White Rabbit, where are you going? Hmmm. He won't answer me. And I do so want to know what he is late for. I wonder if I might follow him. Why not? There's no rule that I mayn't go where I please. I--I will follow him. Wait for me, Mr. White Rabbit. I'm coming, too!

[*Falling*] How curious. I never realized that rabbit holes were so dark . . . and so long . . . and so empty. I believe I have been falling for five minutes, and I still can't see the bottom! Hmph! After such a fall as this, I shall think nothing of tumbling downstairs. How brave they'll all think me at home. Why, I wouldn't say anything about it even if I fell off the top of the house! I wonder how many miles I've fallen by this time. I must be getting somewhere near the centre of the earth. I wonder if I shall fall right *through* the earth! How funny that would be. Oh, I think I see the bottom. Yes, I'm sure I see the bottom. I shall hit the bottom, hit it very hard, and oh, how it will hurt!

Charlie and the Chocolate Factory – Willy Wonka meets the competition winners for the first time at his factory:

WONKA: Good morning, starry-eyed children, parents with too many worries, and... whatever else you may be.

Welcome, welcome to my humble abode of marvels! Beyond this door lies a world of pure imagination—anything you can dream, I can make real. I've devoted my life to crafting the most incredible, edible creations on Earth, and today, you lucky few get to see it all firsthand!

But beware: my factory is a place for the curious, not for the greedy or those without... restraint. Some will leave with their pockets full of sweet memories, others... will just leave. Probably. Well, we'll see, won't we? Follow me! But remember, stay close. Very, very close.



Yr 7 Music Autumn

Your Assessment will consist of three components:

Performing - Soundscape and Percussion Ensemble performances (Completed during term 1 & 2 lessons)

Composing - Soundscape and Percussion Ensemble compositions (Completed during term 1 & 2 lessons)

Appraising - Written Examination during examination week- Section 1: General knowledge based on instrument names, dynamics & note values/ Section 2: Listening

Homework 1	Homework 2	Homework 3																								
Revise what a soundscape is. Definition: A soundscape is a mixture of different sounds that are heard in a particular place. Dynamics – how loud or soft music is sung or played Compose - to produce music, poetry or writing Structure - the order of the sections in the music Tempo – the speed at which a passage of music or should be played. 	Draw and label these percussion instruments in your book.    Cymbals Headless-Tambourine Tambourine    Marracas Clave Wood Block    Egg Shaker Cow Bell Sleigh Bells	Copy these dynamic markings into your book and memorise them. <table> <tr> <th>Symbol</th><th>Word</th><th>Meaning</th></tr> <tr> <td><i>pp</i></td><td>Pianissimo</td><td>Very Soft</td></tr> <tr> <td><i>p</i></td><td>Piano</td><td>Soft</td></tr> <tr> <td><i>mf</i></td><td>Mezzo Forte</td><td>Moderately Loud</td></tr> <tr> <td><i>f</i></td><td>Forte</td><td>Loud</td></tr> <tr> <td><i>ff</i></td><td>Fortissimo</td><td>Very Loud</td></tr> <tr> <td></td><td>Crescendo</td><td>Gradually getting louder</td></tr> <tr> <td></td><td>Decrescendo</td><td>Gradually Getting Softer</td></tr> </table>	Symbol	Word	Meaning	<i>pp</i>	Pianissimo	Very Soft	<i>p</i>	Piano	Soft	<i>mf</i>	Mezzo Forte	Moderately Loud	<i>f</i>	Forte	Loud	<i>ff</i>	Fortissimo	Very Loud		Crescendo	Gradually getting louder		Decrescendo	Gradually Getting Softer
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Yr 7 Music Autumn: Soundscapes & Percussion Ensemble

Homework 4

Learn the note names and their duration

	Semibreve	4 beats
	Minim	2 beats
	Crotchet	1 beat
	Quaver	$\frac{1}{2}$ beat
	Semiquaver	$\frac{1}{4}$ beat

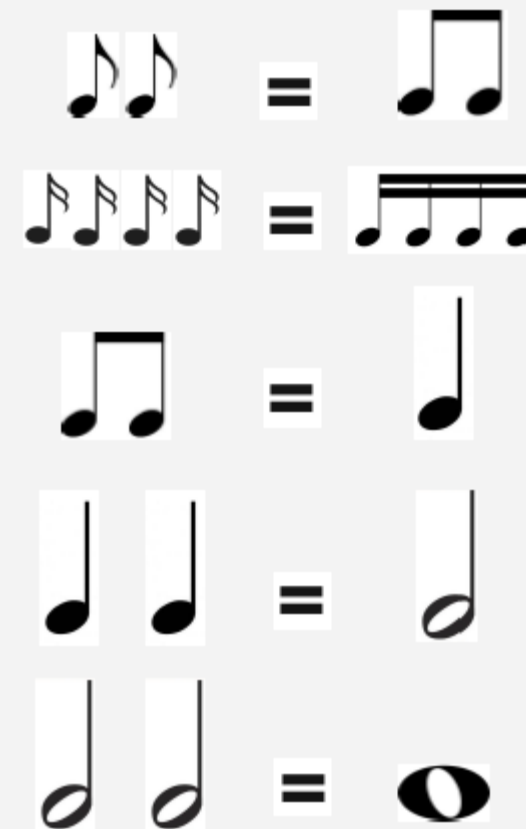
Homework 5

Learn a four bar rhythm is. Copy the rhythms into your book in any chosen order



Homework 6

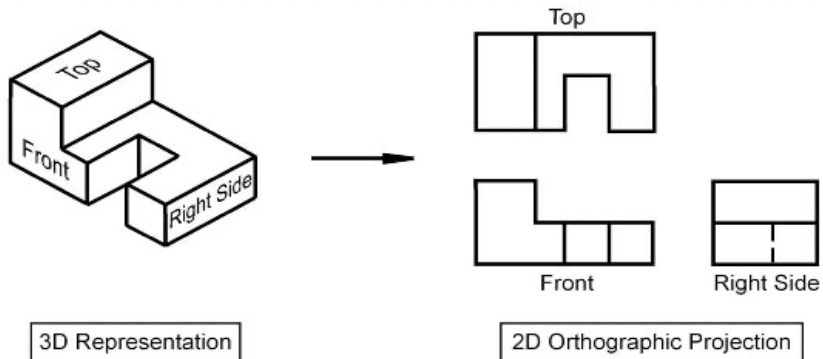
Learn these equivalent note values





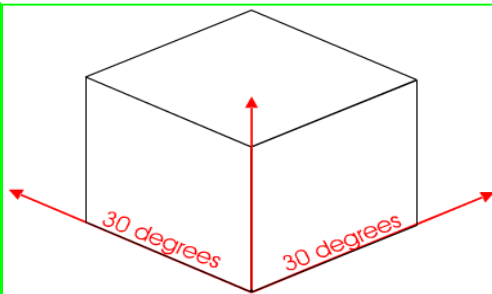
Yr 7 DT Spring: Engineering Rotation – Sweet Dispenser

1. Understanding types of drawings:

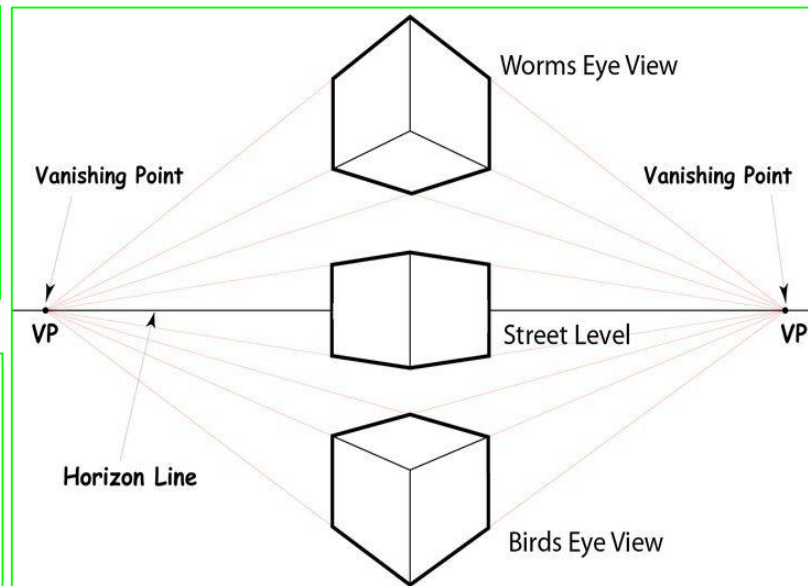


This is a 3rd Angle Orthographic Projection - it shows the 3 views of an isometric shape (3D) - in 2D as the top, front and side views. This is what engineers use to help them manufacture products

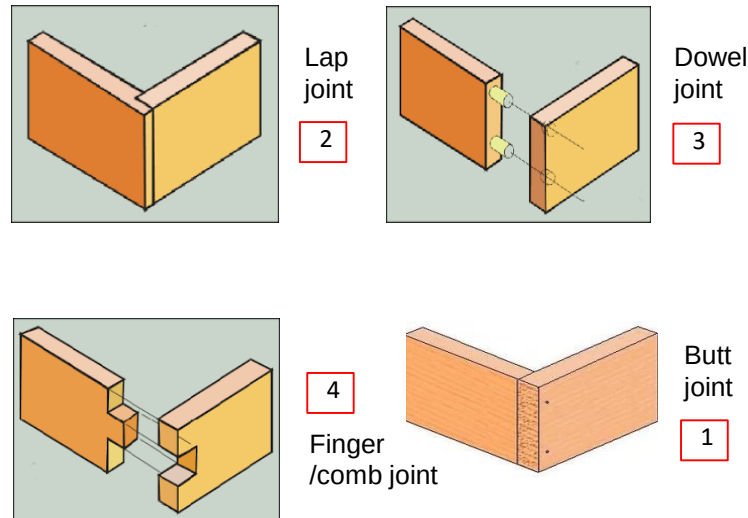
This is an example of an isometric shape notice how the sides angle in both direction at 30 degree angles.



The drawing below is called 2 Point perspective- it has 2 Vanishing points (VP) and a Horizon. Objects are drawn using 3 vertical lines above or below the horizon and then connecting the sides line to the VP's. This determines the position of the block - see below



2. Understanding types of wood joint and types of materials:



Wood joint are used in products to improve strength, be decorative and join 2 pieces together. However some joints are better than others - In theory the more sides/edges which are in contact with each other the larger the surface area is in contact and therefore this increases the strength of the joint. Joints are glued together using PVA - polyvinyl acetate. Joints 1 - 4 above are arranged in order of strength from weakest to strongest.



PVA glue used to fix wood together

Wood screws hold material together - A countersink drill bit makes the head of the screw sits flush with the surface of the wood.



Materials - Acrylic plastic is a Thermoplastic
Durable, water-resistant and available in many colours - but is easily scratched and not easily recycled. Stiff, hard but scratches easily, durable, brittle in small sections, good electrical insulator, machines and polishes well.



Materials - Pine Natural coniferous trees which don't shed their leaves in winter. Manufacture of indoor furniture of medium quality. Pale-yellow colour, straight-grained. Tough, lightweight, soft and Durable.



Materials - Plywood
are man-made from layers of wood glued at right angles to each other. Impact resistant, good strength, large sheets available - It can splinter when cut- not as durable as wood





Yr 7 DT Spring: Engineering Rotation – Sweet Dispenser

3. Knowing your tools and equipment

Pillar Drill

- Ensure you are wearing goggles.
- Check the guard is in place and not damaged.
- Check the drill bit is secure in the chuck.
- Report any damage or broken parts.
- Check you know where the emergency stop is fitted.
- Ensure you have long hair tied back and loose fitting garments secure to avoid entanglement in the machine.
- Use the correct speed for work being carried out.
- Isolate machine when finished with.
- Clean down any residue left on machine and surroundings.
- Ensure chuck key is not left in the chuck when finished using the drill.

- Only one person on a machine at all times



- Don't talk to a person working on a machine.



- Stay behind the line when someone is machining.





Eye protection must be worn





Yr 7 DT Spring: Engineering Rotation – Sweet Dispenser

Key Words used in Design and Technology	Meaning:
Safety (Noun)	The condition of being protected from or unlikely to cause danger, risk or injury
Practice (Verb)	Repeated exercise in, or performance of an activity or skill as to gain higher levels of quality.
Accuracy (Noun)	The state of being exact or correct; the ability to do something skilfully without making mistakes.
Precision (Noun)	Being exact and Accurate.
Technique (Noun)	A particular method of doing something.
Finish (Noun)	A specific coating, texture or appearance on a material.

At the end of your module we carry out an **Evaluation**

An important part of the design and technology process is to evaluate the effectiveness of the end product. Designers evaluate their finished products against their original Design specifications to test whether the product works well, meets the initial design aims and whether anything could be corrected or improved upon.

A technique that can be used quickly to evaluate your project is to :

Use "self-testing forms" to see if your prototype meets the specification.

Write a WWW and EBI which links to your test.

Polyurethane	Varnish	Wax
Durable, water-resistant Available in satin, semi-gloss and glossy sheen Ideal for kitchen cabinets, furniture and floors Not recommended for outdoor use	Durable Works on bare or stained wood Ideal for use on doors and marine items Must be applied to a dust-free surface with a clean brush	Gives off a glossy sheen Easy to remove Not as durable as other finishes Need to be frequently reapplied



Wood Finishes are products that are used on wood to prolong, improve the life of, protect from water, and enhance, appearance of a material. Some finishes are suitable for outside and others can only be used inside. Other Wood finishes - such as paint, wood stain, Danish oil:

Apply with a cloth, brush or sponge

Preparation:

Sand down, apply finish, wire wool, rub/polish - second coat repeat.

Another way is to review the design brief and specification and complete tests for all specification points by explaining in full sentences how you feel you have or have not met each point.

Your exam is based upon all the information shared with you on these sheets - testing usually takes place twice a term. Your teacher will set you a mid-term test usually at the end of 6 weeks consisting of 10-20 multiple choice style questions based on your project and then set a final assessment at the end of 12 weeks



Yr 7 DT Spring: Food-Keeping yourself safe

1. Techniques and Keeping yourself safe



The **Claw Grip**.
This is used to cut foods such as onions, celery and bananas



The **Bridge Hold**.
This is used to cut foods such as grapes, strawberries, apples



Rub in method



Coating



al dente – describes the ideal texture of cooked pasta where it is firm to the bite

Pan handles should be turned to the outside of the hob -

So that the handles don't get knocked Heat up over the other rings or burners.

When cooking on the hob, you should you always stir with a wooden spoon and not a metal spoon
Metal is a conductor of heat so will heat up and could burn you. Also a metal spoon could scratch and damage the lining of the pan



How to Cut Carrots



Baton



Battonnet



Julienne



Rondelle



Large Dice



Small Dice



Brunoise



Diagonal Slice

If you cut yourself when cooking at school you should;

1. Tell the teacher,
2. **Clean** the cut under **cold running water** and then
3. **Cover the cut with a blue waterproof plaster.**

The blue colour helps to make sure that the plaster can be seen if it falls off into the food. By being waterproof the plaster ensures bacteria from your blood cannot get into the food.

If you burn yourself – new guidance now suggests you immediately put the burn under cold running water for at **least 20 mins** – **never use ice or creams.**

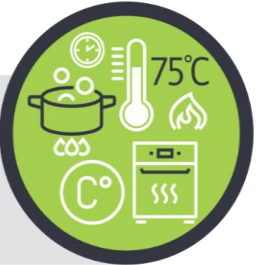
CLEANING

- Keep yourself and your hands clean
- Wash your hands before handling food, every 30 minutes and always after going to the toilet
- Keep worksurfaces, equipment & utensils clean and disinfected
- Don't forget to clean dishcloths & cleaning equipment



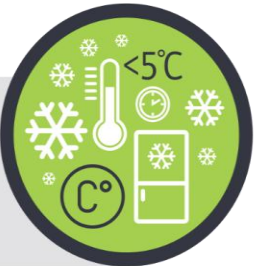
COOKING

- Cook thoroughly
- Cook raw foods to 75°C at the core, check it with a probe thermometer
- Reheat foods to 75°C
- Never reheat food more than once



CHILLING

- Cool cooked food products as quickly as possible to 5°C
- Core temperature of cooked food must reach <10°C within 150 mins of end of cooking
- Food must be protected from contamination while cooling



CROSS-CONTAMINATION

- Prevent cross-contamination
- Always separate raw-food from ready-to-eat food
- Use separate equipment, chopping boards and utensils
- Wash hands thoroughly after handling raw food before ready-to-eat food





Yr 7 DT Spring: Food-Keeping yourself safe

2. Understanding where food comes from and the Eatwell guide

Keyword	Definition
Impact	means to influence or affect a situation or a decision
Diet	is the food that a person chooses to eat because of their wants, needs or values.
Healthy	is to be fit and well
Consume	means to eat or ingest

Fruit and Veg Eat 5 a day to get our source of minerals and vitamins to support our healthy immune system

How can we reduce food miles?

Food and their origins

Buy more British food

Apples – South Africa

Buy more local food

Bananas – Caribbean

Grow your own vegetables/fruit

Cashew nuts - India

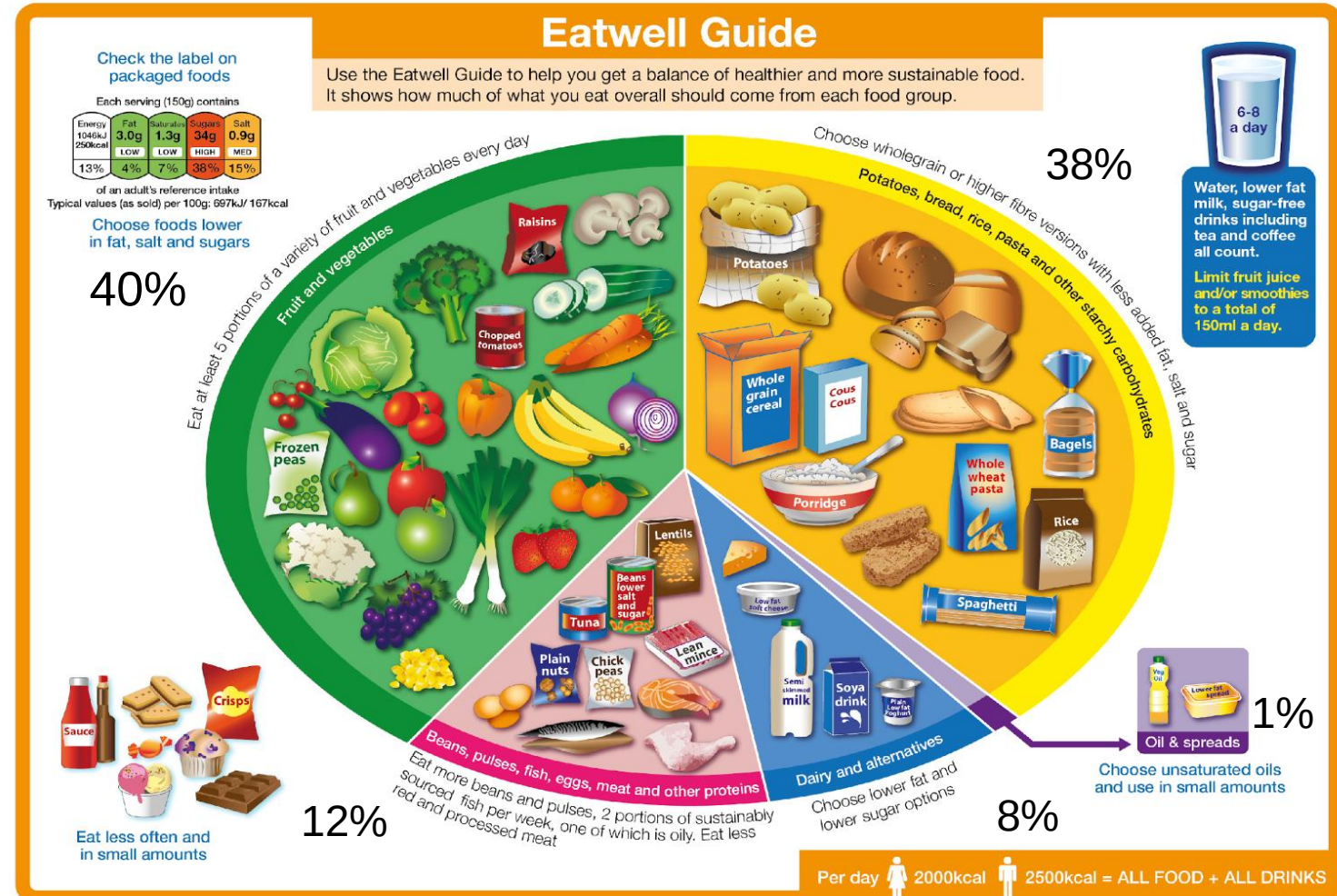
Use local shops rather than travelling to bigger supermarkets

Chocolate – Ivory Coast

Buy food in less packaging

Coffee - Columbia

The Eatwell Guide outlines the recommendations for eating a healthy balanced diet. The guide shows the different types of foods and drinks you should consume – and in what proportions – every day or over a week. The Eatwell Guide shows how much of what you eat overall should come from each food group



Source: Public Health England in association with the Welsh government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

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Yr 7 DT Spring: Food-Keeping yourself safe

3. Knowing your equipment and utensils

Dials / controls

Hob

Top oven or grill

Main oven



Fan Oven



Grill



Conventional Heating



Oven Light



Bottom Element with Grill



Oven Defrosting



Bottom Element Heating



Plate Warming



Fan with Grill



Oven Warming

These are some function symbols found on the front of a cooker.

Standing in front of the cooker the symbol above shows which control dial to use to turn on the correct hob

Prevent Cross Contamination

Use the correct colour coded chopping boards and knives



Raw meat foods only



Raw fish foods only



Raw unwashed Vegetables, fruit and salad only



Cooked meat foods only



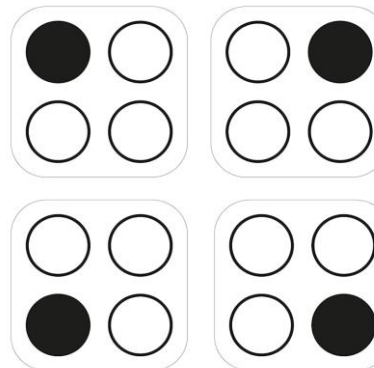
Washed Vegetables, fruit and salad only



Bakery and dairy products only

Food Hygiene Act 1995

SETON



FRONT

kitchen basics

KITCHEN Utensils



Grater



Tongs



Ladle



Vegetable peeler



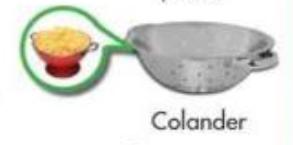
Bowl scraper (Rubber scraper)



Pastry blender



Masher



Colander



Liquid measuring cup



Spatula



Paring knife



Can opener



Rolling pin



Wooden spoon



Apple slicer



Whisk



Dry measuring cups



Measuring spoons



Yr 7 DT Spring: Food- Keeping yourself safe

Key Words used in Design and Technology		Meaning:
Cut		Make an opening or incision with a sharp-edged tool or object
Grate/Grating		To reduce to small particles by rubbing on something rough
Boiling		The action of bringing a liquid to the temperature at which it bubbles and turns to vapour.
Sifting		Putting (a fine or loose substance) through a sieve so as to remove lumps or large particles.
Adaption		To change or modify something to fit new conditions
Combining		To join or merge to form a single unit or substance
Coat/coating		To cover food with a thin layer or covering of other foods to improve their texture, taste and appearance.

Your exam is based upon all the information shared with you on these sheets - testing usually task place twice a term. Your teacher will set you a MID term test usually at the end of 6 weeks consisting of 10-20 multiple choice style questions and then set a final assessment at the end of 12 weeks plus your practical assessment too.



At the end of your module we carry out a Practical Assessment
An important part of the design and technology process is to use the skills you have learnt this term and independently adapt one of the recipes you have made. This means selecting a recipe you have cooked this term and decide how to improve it - this might mean removing an ingredient(s) or substituting an ingredient for another one to make it healthier or to improve its nutritional value. For example you might remove apples and replace with raspberries, black berries and strawberries

- You showed resilience during practicals
- You worked safely with utensils & equipment
- You worked independently, following your recipe with limited support
- You have worked in a logical order following the food safety points
- You have presented your dish to a high standard
- You have cleared and cleaned your work station and left it tidy
- You have successfully adapted the original recipe

You will be scored out of 5 for each of these criteria opposite

You will need to bring in the correct ingredients, a container to take it home in and know how to cook the recipe - as this will be a silent practical where you focus on being independent, this also includes washing and clear up all by yourself - taking responsibility.



Yr 7 DT Spring: Skills Rotation - Packaging

1. Understanding product analysis:

Investigating an existing product before designing our own allows us to:

1. Ensure we fully understand what we need to design.
2. To understand what customers want.
3. To understand what we could do better.

One way of doing this is to use a SWOT analysis. This means breaking it down into 4 sections.



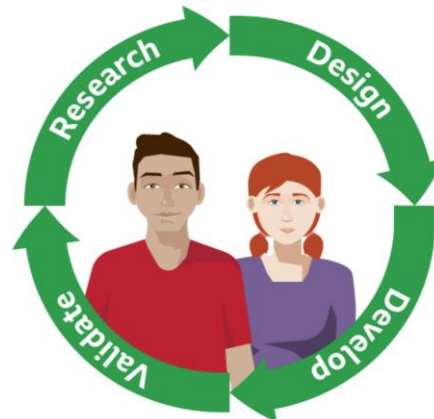
You can also break it into stages using ACCESSFM. This analyses the product into different sections to understand why people do (or don't) by a product.



2. User Centered Design

User-centred design is a different style of designing from iterative design, as it bases the design of a product around the needs of the target market.

The target audience are questioned and are at the centre of every design choice. This means the product has more of a chance of success as you know exactly what the customer wants in the product.



Demographic segmentation considers the characteristics of people. These characteristics may include age, gender, interests and occupation. Businesses consider the demographics of the people to whom they want to aim their products. For example, a make-up business might target females aged 19–35 in the UK for a certain type and style of make-up, toys for young children, pension plans for people aged over 60 and cars for people aged 17 or above.





Yr 7 DT Spring: Skills Rotation - Packaging

3. Understanding material Properties

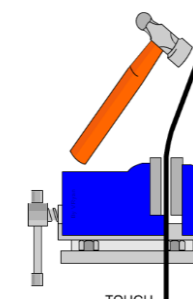
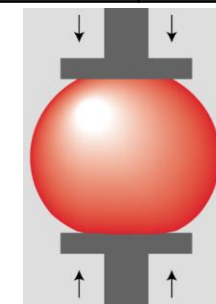
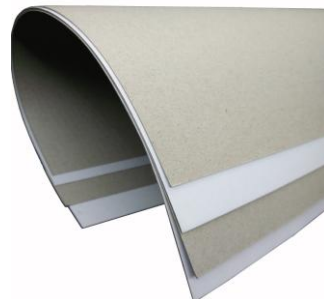
Papers and boards are formed from wood pulp, which comes from trees. This squishy wood pulp is rolled out into thin sheets in paper mill factories to form the papers and boards that we use.

When selecting materials for a product you will have to consider what properties you need it to have to be successful. For instance your pizza box will have to protect your pizza as well as keep it warm and stop it from getting soggy.

Tests are important to find the most suitable material.

Board	Physical properties	Working properties
Corrugated card	Paper bonded to the outside	Corrugations make it strong, protective and insulating; used in packaging
Duplex board	Two layers of card bonded together	Stiff, lightweight and printable for packaging
Foil-lined board	White card with foil backing	Stiff and oil resistant, foil backing reflects heat, used for food containers
Foam core board	Smooth surface, laminated with white board	Thick and rigid, available in a variety of thicknesses, prone to creasing and cracking, used for models and mounting photographs

Toughness	The ability to withstand shock without breaking
Strength	the ability of a material to withstand compression, tension and shear
Malleability	The ability to bend or be shaped easily.
Water Resistance	The ability to stop water leaking through, or be damaged by water.





Yr 7 DT Spring: Skills Rotation - Packaging

Key Words used in Design and Technology	Meaning:
Design Brief (Noun)	A statement which outlines the requirement of the project
Analyse (Verb)	To investigate something thoroughly
Sustainability (Noun)	The ability to exist and develop without depleting natural resources for the future.
Materials (Noun)	What something is made from
Specify (Verb)	To state a fact or requirement clearly.
Iteration (Verb)	The process of repeating something until you find a solution.
Development (Noun)	The process of making something better
Prototype (Noun)	The first version of a product to find any faults or improvement areas.
Refine (Verb)	To improve something by trying again.
Evaluate (Verb)	To assess the properties of something.

At the end of your module we carry out an **Evaluation**

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A technique that can be used quickly to evaluate your project is to :

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Write a WWW and EBI which links to your test.

Another way is to review the design brief and specification and complete tests for all specification points by explaining in full sentences how you feel you have or have not met each point.

**SAFETY
FIRST**

Tools and Equipment When working with paper and board accuracy is important.

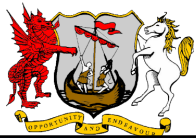
Scalpel/ Craft knives - used to carefully cut card, paper or thin plastic. Must be used with care, as the blade is extremely sharp.

Safety Ruler - Unlike a normal rule this ruler has a dent for your fingers to sit in. this is to avoid the knife slipping and cutting your fingers.

Cutting Mats - Layers of plastic and rubber to stop the table from getting damaged by the knife. It is slightly grippy so your card doesn't slip and it doesn't move about on the table.



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Yr 7 RSHE Autumn: Aiming high and Confidence

Homework 1	Homework 2	Homework 3	Homework 4
Revise ways to build confidence	Revise the firework code.	Revise top tips for sleeping well	Revise dental hygiene

How to build confidence:

Set Small Goals and Achieve Them

- Start with simple tasks (e.g., speaking up in class once a week).
- Celebrate your progress—every step counts!

Practice Positive Self-Talk

- Replace “I can’t do this” with “I’ll give it a try.”
- Be kind to yourself—talk to yourself like you would to a friend.

Learn from Mistakes

- Everyone makes them! Mistakes are how we grow.
- Ask: “What can I learn from this?” instead of feeling bad.

Try New Things

- Join a club, try a new hobby, or volunteer for something at school.
- New experiences help you discover what you’re good at.

Stand Tall and Smile

- Body language matters—good posture and a smile can make you feel more confident instantly.

Surround Yourself with Supportive People

- Choose to be friends with those who encourage you to do well and who are kind.

Be Prepared

- Whether it’s a test, a presentation, or a sports match—preparation builds confidence.

Practice Gratitude

- Focus on what you can do and what you have achieved.





Yr 7 RSHE Autumn: Sleep and Dental Hygiene

Our mental health improves with better sleep :

🕒 **1. Stick to a Sleep Schedule-** Go to bed and wake up at the same time every day—even on weekends. Aim for **9–11 hours of sleep** each night.

📱 **2. Limit Screen Time Before Bed-** Turn off phones, tablets, and TVs at least **1 hour before bedtime**. Blue light from screens can confuse your brain and make it harder to fall asleep.

🧘 **3. Create a Relaxing Bedtime Routine-** Try reading, listening to calm music, or doing light stretches before bed. Avoid exciting games or stressful homework right before sleep.

🛏 **4. Make Your Bedroom Sleep-Friendly-** Keep your room **cool, quiet, and dark**. Use your bed only for sleeping—not for homework or gaming.

💎 **5. Watch What You Eat and Drink-** Avoid caffeine (like cola or energy drinks) in the afternoon and evening. Don't go to bed too full or too hungry.

🏃 **6. Stay Active During the Day-** Regular exercise helps you sleep better—but not right before bed.

***Melatonin** - a natural hormone that plays a role in managing your sleep-wake cycle.

Why It's Important & How to Keep Your Teeth Healthy

1. Permanent Teeth- By now most of you will have your permanent teeth. These need to last a lifetime, so taking care of them early is crucial (really important).

2. Prevention of Tooth Decay and Gum Disease- Regular brushing and flossing help prevent cavities and gum disease, which can cause pain, infections, and even tooth loss. Once a permanent tooth has gone, it is gone forever.

3. Healthy Habits Start Young- Developing good dental habits now sets the foundation for lifelong good oral health. It's easier to build habits early than to fix problems later.

4. Confidence and Self-Esteem- A healthy smile can boost confidence. Poor dental hygiene can lead to bad breath, which can be embarrassing and affect social interactions.

5. Link to Overall Health- Poor oral health has been linked to other health issues like heart disease and diabetes later in life. Keeping the mouth healthy helps keep the whole body healthy.



What does good oral hygiene look like?

• **Brush Twice a Day-** Use fluoride toothpaste and brush for 2 minutes—morning and night. Remember to use a light pressure, so as to protect your gums. If you are using an electric toothbrush hold the brush head on each tooth and allow the brush to do the brushing work for you. **Floss Daily-** Flossing or using interdental stick/brushes removes food and plaque between teeth that brushing misses.

• **Limit Sugary Snacks & Drinks-** Sugar feeds bacteria that cause cavities. Choose water and healthy snacks.

• **Visit the Dentist Regularly-** Check-ups every 6 months help catch problems early.

• **Use Mouthwash (Optional)-** It can help kill bacteria and freshen breath.

Change Your Toothbrush/toothbrush head every 3 Months- Or sooner if the bristles are worn out.



Yr 7 RSHE Autumn: Sun safe and Emotions

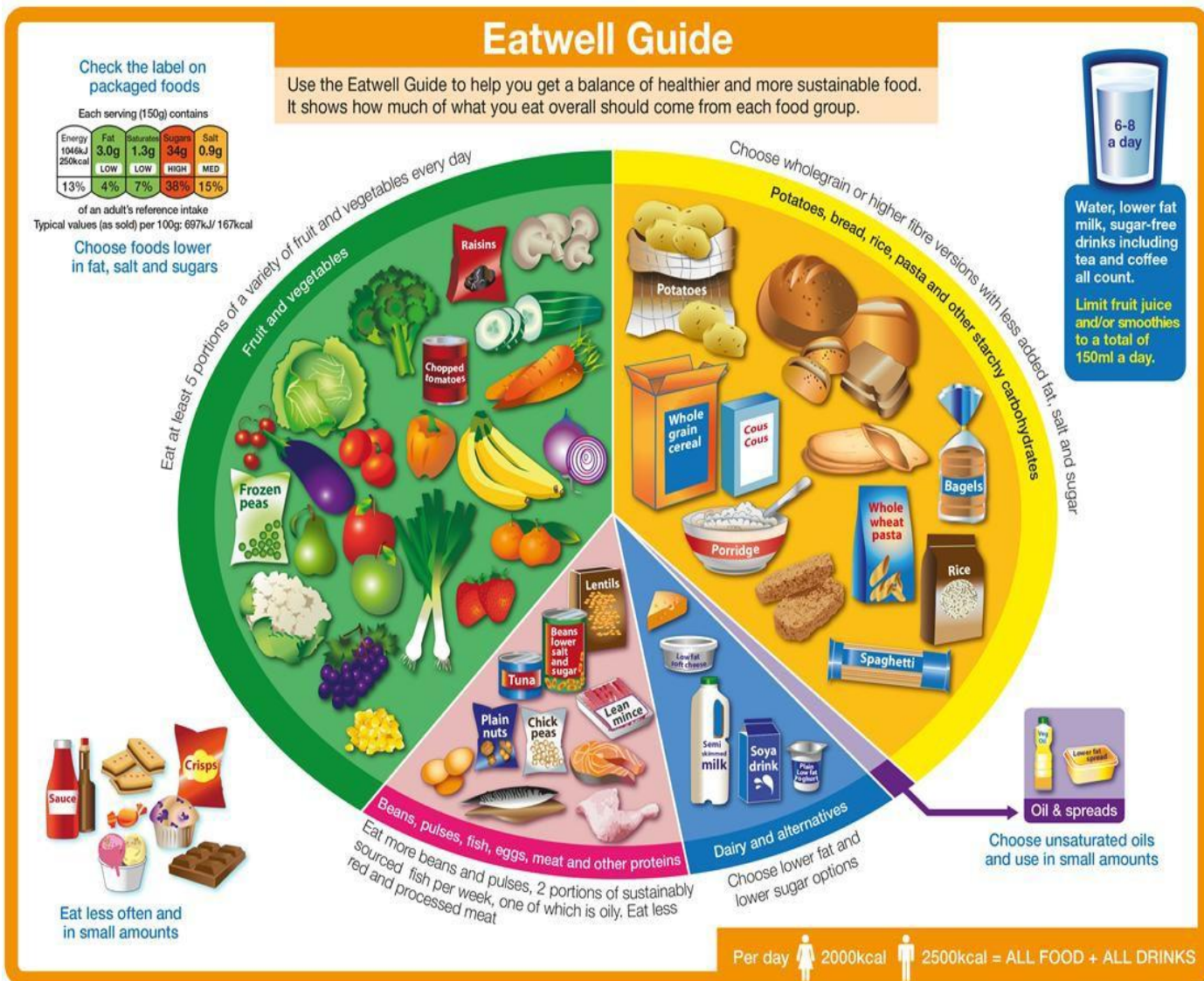
Homework 5	Homework 6	Homework 7	Homework 8- Exam Revision
Revise 'staying safe in the sun'	Revise the emotional keywords	Revise 'healthy balanced diet and exercise'	Revise the 'character education' words for your exam

Sun Safety Tips for Year 7: The sun is typically at its strongest between 11 a.m. and 3 p.m. This is when the UV (ultraviolet) radiation from the sun is at its highest, which can increase the risk of sunburn and skin damage.	1. Use Sunscreen •Apply a broad-spectrum sunscreen with SPF 30 or higher at least 20 minutes before going outside. •Reapply every 2 hours , or more often if swimming or sweating—even if it says “water-resistant.”	2. Wear a Hat •A wide-brimmed hat (7.5 cm or more) gives better protection than a cap. It helps shield your face, ears, and neck —areas most exposed to the sun. •Hats made from tightly woven fabric offer the best protection.	3. Protect Your Eyes •Choose sunglasses that block 100% of UVA and UVB rays. •UV damage can build up over time and lead to eye problems later in life.
4. Cover Up •Wear long-sleeved shirts and long trousers or skirts made from tightly woven fabric. •Light colours reflect heat, but dark colours block more UV rays.	5. Seek Shade •Stay in the shade during peak UV hours (11 a.m. to 3 p.m.). •Remember: if your shadow is shorter than you, the sun is strong!	6. Stay Hydrated •Drink plenty of water throughout the day, especially if you're active. •Signs of dehydration include dry mouth, dizziness, and tiredness.	7. Check the UV Index •The UV Index tells you how strong the sun's rays are each day. •A UV Index of 3 or higher means you need sun protection.

Emotions			
Emotion	Definition	Emotion	Definition
Happy	Feeling good and smiling a lot.	Sad	Feeling unhappy or like you want to cry.
Excited	Feeling really happy and full of energy about something.	Angry	Feeling mad or upset about something.
Proud	Feeling good about something you've done well.	Worried	Feeling nervous that something bad might happen.
Calm	Feeling peaceful and relaxed.	Nervous	Feeling unsure or scared before something happens.
Confident	Believing in yourself and your abilities.	Frustrated	Feeling annoyed when things don't go your way.
Loved	Feeling cared for by others.	Lonely	Feeling like you don't have anyone around.
Cheerful	Feeling bright and full of joy.	Embarrassed	Feeling awkward or shy about something.
Hopeful	Thinking that good things will happen.	Scared	Feeling afraid or frightened.
Relaxed	Feeling at ease and not stressed.	Tired	Feeling like you need rest or sleep.
Grateful	Feeling thankful for something or someone.	Disappointed	Feeling let down when something doesn't go as expected.



Yr 7 RSHE Autumn: Eating a balanced diet and exercise



Types of Fitness and Exercises

Cardiorespiratory Fitness

What it means: How well your heart and lungs work together during exercise.

Example exercise: Running, swimming, or cycling for a long time.

Muscular Strength

What it means: How strong your muscles are and how much weight they can lift in one go.

Example exercise: Lifting weights or doing push-ups.

Muscular Endurance

What it means: How long your muscles can keep working without getting tired.

Example exercise: Sit-ups or holding a plank for a long time.

Flexibility

What it means: How easily you can move your joints and stretch your body.

Example exercise: Stretching, yoga, or gymnastics.



Yr 7 RSHE Autumn: Character and Keywords

Your assessment will be held during the Exam Weeks. Your focus will be on Character and you will complete a written task.

Character

CREATIVE

Asking questions and using your imagination to generate original ideas and answers.

COMPASSIONATE

Showing kindness and a desire to help others.

CONFIDENT

Trusting your abilities, valuing yourself and having the courage to act.

RESPONSIBLE

Taking ownership of your actions and your behaviour.

RESPECTFUL

Being considerate of the feelings, opinions and property of others.

REFLECTIVE

Thinking about yourself and your experiences in order to improve.

HONEST

Doing the right thing and having integrity, even when it is difficult.

RESILIENT

Coping with change, challenge and adversity.

CURIOUS

Being eager to learn and interested in the world.

Keywords

Confidence	Believing in yourself and your abilities.	Fluoride	A mineral that helps keep your teeth strong and prevents cavities.
Screen time	The amount of time you spend looking at screens like phones, tablets, or TVs.	Balanced Diet	Eating the right amounts of different foods to stay healthy.
Caffeine	A chemical in drinks like coffee and energy drinks that can make you feel more awake.	Exercise	Moving your body to stay fit and healthy, like running or playing sports.
Relaxing	Doing something calm and peaceful to rest your body and mind.	Dehydration	When your body doesn't have enough water.
Permanent	Something that lasts.	UV	Short for ultraviolet light, which comes from the sun and can hurt your skin.
Prevention	Stopping something bad from happening before it starts.	UV Index	A number that tells you how strong the sun's UV rays are. The higher the number the stronger they are.
Dental Hygiene	Taking care of your teeth by brushing and flossing.	Emotions	Feelings like happiness, sadness, anger, or excitement.



Yr 7 PE/Autumn

This term in PE/Games you will be learning and developing your knowledge, technique and tactics of different sports. You will also be exploring the physical and mental capacity required (needed) in order to be successful.

Complete for sports/activities that you are currently learning about in your lessons:

- **HW1:** Revise the rules of the sport/activity and any supporting keywords to develop your knowledge and understanding.
- **HW2:** Revise the Techniques, Skills and Tactics required to be successful.
- **HW3:** Revise the specific skill described to learn the theory in detail so you can practise in class
- **After half term:** You will change to a new sport/activity. This means that the homework cycle will repeat (HW1-3 for your new sport/activity).

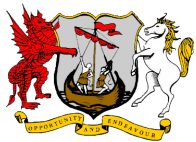
Exam Information

PE Assessments will take place during the last lesson of each block of work. Students will have the opportunity to show all the skills they have developed over the unit during an extended performance opportunity. Teachers will grade the performance using criteria from the 'what I am trying to achieve' information for the relevant activity based on work during the unit along with the final performance.



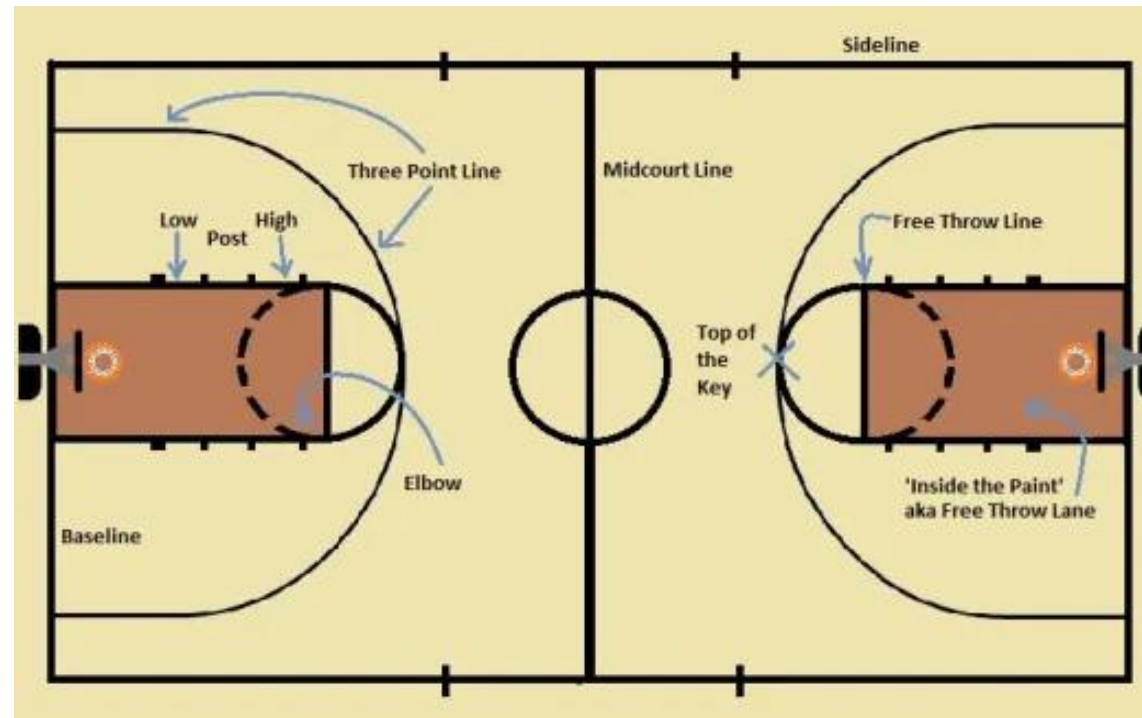
Contents:

- 74-75 - Basketball
- 76-77 - Football
- 78-79 - Hockey
- 80-81 - Netball
- 82-83 – Rugby
- 84-85 - Gymnastics
- 86 - Badminton
- 87 - Fitness
- 88 - Dance



Yr 7 PE/Autumn- Basketball

Aim of the game	Basketball is played between two teams of 5 players. The aim is to score more points than the other team by shooting the ball through the opponent's basket.
Rules:	- Dribbling - Players must bounce the ball while moving. - Once a player stops dribbling, they cannot start dribbling again (double dribble). - Travelling - Players cannot take more than two steps without dribbling the ball. - Passing - The ball can be passed between teammates using chest, bounce or overhead passes. - Possession - The team in possession tries to score while the other team defends.
Match	A competitive game is four 12 minute quarters but can last longer due to timeouts and fouls..



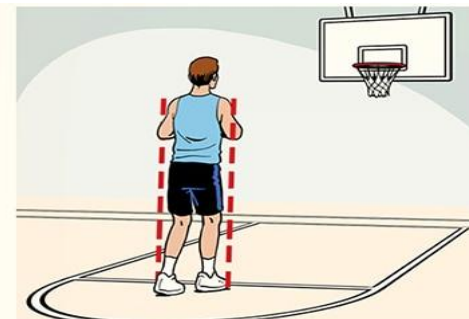
Fouls	- No pushing, holding, tripping or hitting opponents. - Excessive contact results in a personal foul. - Fouled players may be awarded free throws depending on the situation.
Violations	- Double dribble – Dribbling, stopping, then dribbling again. - Travelling – Moving without dribbling. - Out of bounds – The ball or player with the ball goes outside the court lines. - Backcourt violation – Returning the ball to the defensive half after crossing the halfway line.
Restarting play	- The game begins with a jump ball or possession rule. - After a basket, the opposing team throws the ball in from the baseline. - After violations or fouls, play restarts with a throw-in or free throws.
Scoring	2 points – A successful shot from inside the three-point line. 3 points – A successful shot from outside the three-point line. 1 point – A successful free throw after a foul has been committed.



Yr 7 PE/Autumn- Basketball

Skills and tactics	Possession	Having control of the ball.
	Turnover	Losing possession to the opposition.
	Offensive Rebound	Winning the ball after your team's missed shot.
	Defensive Rebound	Winning the ball after the opposition's missed shot.
	Free Throw	An unopposed shot worth one point after a foul.
	Court Awareness	Understanding where players, teammates and space are on the court.
	Dribbling	Moving with the ball by bouncing it with one hand.
	Passing	Throwing the ball to a teammate.
	Chest Pass	A direct pass from the chest to a teammate.
	Bounce Pass	A pass that bounces once before reaching a teammate.
	Overhead Pass	A pass thrown from above the head.
	Shooting	Attempting to score by putting the ball through the basket.
	Rebounding	Gaining possession of the ball after a missed shot.
	Defending	Preventing an opponent from scoring or passing.
	Pivoting	Turning on one foot while keeping the other foot planted.
	Creating Space	Moving away from defenders to become available for a pass or shot.

How to shoot



1: START with a stable stance: feet shoulder-width apart, knees bent, and your shooting-side foot slightly ahead.



2: REST the ball on your fingertips, not your palm. Your shooting hand goes under the ball; your other hand stays lightly on the side.



3: RAISE the ball to just above eye level. With your elbow under the ball and your forearm close to vertical, your arm should roughly form a right angle.



4: LOOK at the basket and keep your eyes there through the shot. Don't watch your hands or defenders.



5: DRIVE upward with your legs, then extend your arm and snap your wrist. Power comes from the lower body; the hand simply guides the ball.

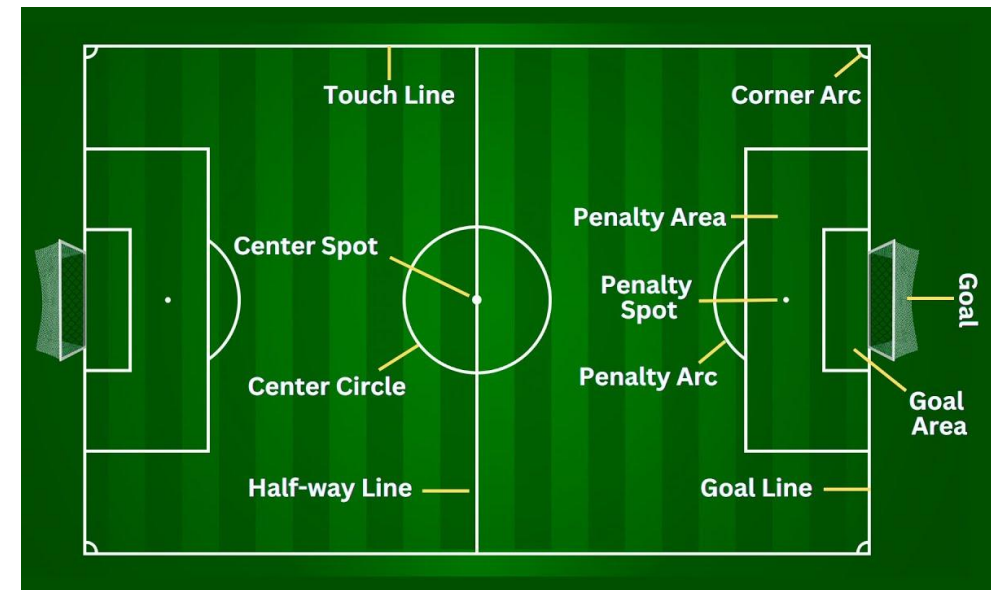


6: HOLD your finish: arm extended, wrist relaxed, fingers pointed down – like reaching into a cookie jar.



Yr 7 PE/Autumn- Football

Aim of the game	Score more goals than the opposing team by getting the ball into their goal.
Rules:	Kick-Off Used to start the game and restart after a goal is scored. Ball In Play The ball remains in play until it completely crosses a touchline or goal line, or the referee stops play. Throw-In Awarded when the ball crosses the touchline. The opposing team restarts with a two-handed throw from behind the head. Goal Kick Awarded when the attacking team last touches the ball before it crosses the defending team's goal line. Corner Kick Awarded when the defending team last touches the ball before it crosses their own goal line. Offside An attacking player cannot be nearer to the opponent's goal line than both the ball and the second-last defender when receiving a pass. Free Kick Awarded after a foul. Can be direct (shot allowed) or indirect (another player must touch the ball first). Penalty Kick Awarded for a foul committed by the defending team inside their own penalty area. Fouls Includes kicking, tripping, pushing, holding, handball, or dangerous play. Yellow Card A warning given for unsporting behaviour or repeated fouls. Red Card A player is sent off and cannot continue playing. Their team plays with one fewer player. Goalkeeper The goalkeeper may use their hands inside their own penalty area.
Match	A competitive match is 90 minutes (two 45 minute halves)
Team	Each team has 11 players on the pitch, including 1 goalkeeper. Smaller-sided games may use fewer players.



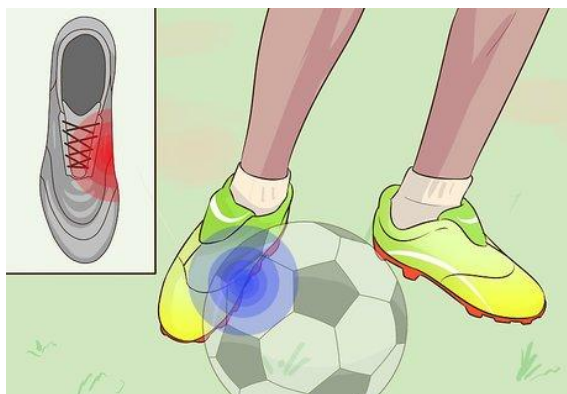


Yr 7 PE/Autumn- Football

Shooting	
1. The Approach	Take two or three wide, confident strides toward the ball. Push the ball about a meter in front of you so you have room to generate momentum.
2. The Plant Foot	Place your non-kicking (supporting) foot firmly beside the ball. Point your toes exactly where you want the ball to go, as this foot acts as your aiming compass. Keep your knee slightly bent for balance.
3. Contact Point & Body Posture	For a power shot: Lean your chest and head slightly over the ball. Lock your ankle to make your foot a hard, rigid surface and strike the exact center of the ball using the top of your foot (your laces). For a finesse or curved shot: Make contact with the inside or side of your foot in a sweeping, circular motion under the ball to generate spin.
4. The Follow-Through	Swing your leg straight through the ball and follow through toward your target. Your momentum should carry you forward, causing you to land on your striking foot. Never stop your swing halfway, as this significantly reduces the power and accuracy of your shot.



Strike ball with the laces for a powerful shot



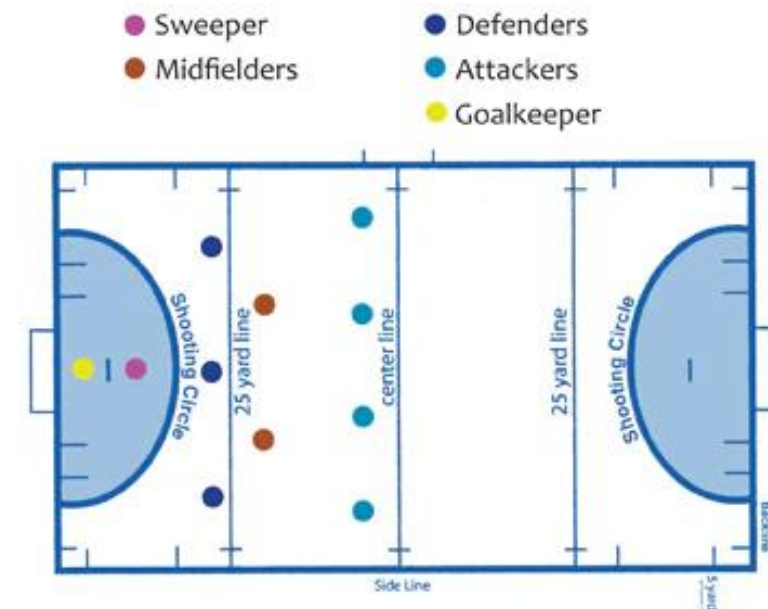
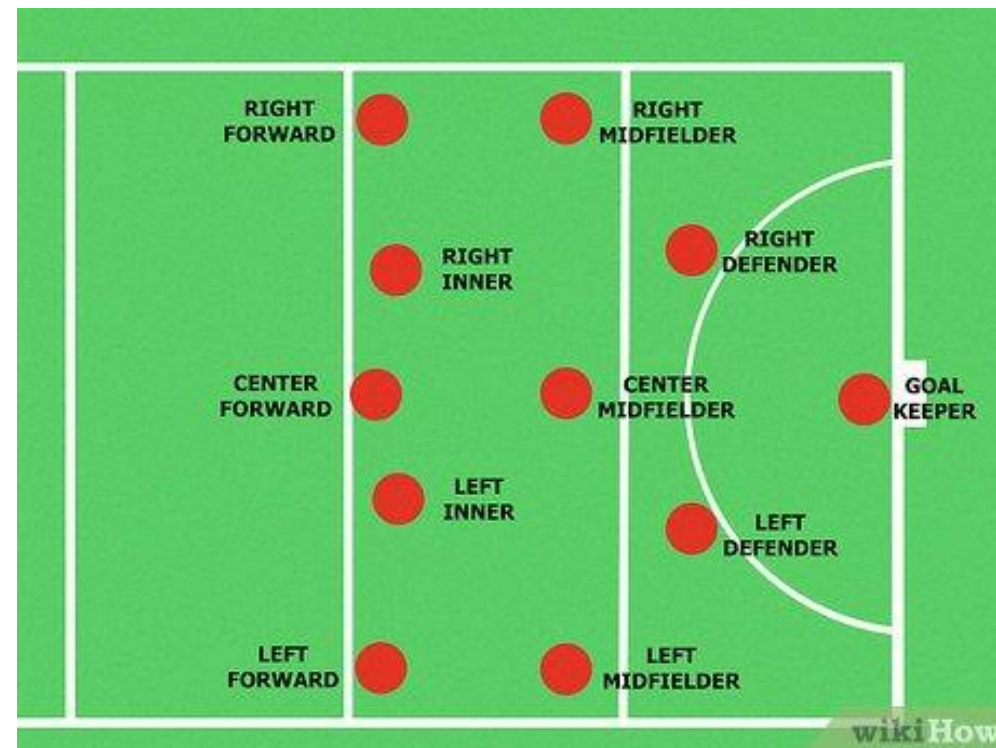
Strike ball with the side of the foot for a more accurate shot

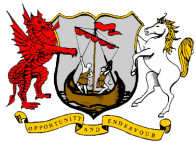
Skills and tactics	Possession	Having control of the ball.
	Attack	Trying to create chances and score goals.
	Defence	Preventing the opposition from scoring.
	Formation	The arrangement of players on the pitch.
	Transition	The change from attack to defence or defence to attack.
	Marking	Staying close to an opponent to prevent them receiving the ball.
	Space	An open area of the pitch that a player can move into.
	Support	Providing passing options for a teammate.
	Passing	Kicking the ball to a teammate.
	Short Pass	A controlled pass over a short distance.
	Long Pass	A pass played over a longer distance.
	Dribbling	Moving with the ball under control.
	Shooting	Striking the ball towards goal to score.
	Heading	Using the head to play the ball.
	First Touch	The first contact a player makes with the ball.
	Tackling	Attempting to win the ball from an opponent.
	Intercepting	Anticipating and cutting out a pass.
	Goalkeeping	Saving shots and protecting the goal.
	Creating Space	Moving into open areas away from defenders.
	Width	Spreading attacking players across the pitch.
	Support Play	Moving into positions to help the player with the ball.
	Counter-Attack	Quickly attacking after winning possession.



Yr 7 PE/Autumn- Hockey

Aim of the game	Score more goals than the opposing team by hitting or pushing the ball into the opponent's goal.
Rules:	- Stick Use - Players must use the flat side of the hockey stick to play the ball. - Using the rounded side is a foul. - Feet and Body - Outfield players must not use their feet, legs, or body to control the ball. - Only the goalkeeper can use their body to stop the ball inside the shooting circle. - Scoring - Goals can only be scored from inside the shooting circle (the D). A shot taken from outside the circle cannot score. - No Dangerous Play - Players must not swing their stick dangerously. - The ball should not be lifted in a way that puts others at risk. - Tackling - Players can tackle by taking the ball away with their stick. - They must not hit another player's stick, body, or feet. - Obstruction - A player cannot use their body to shield the ball unfairly from an opponent. - Free Hits - Awarded after a foul. - Opponents must stand at least 5 metres away until the ball is played. - Long Corner and Penalty Corner - Long Corner: Awarded when the defence puts the ball over the back line unintentionally. - Penalty Corner: Awarded for certain defensive fouls inside the circle or intentional fouls in the defending 23-metre area. - Penalty Stroke - Awarded when a defender prevents a probable goal through an illegal action. - A single player takes a shot against the goalkeeper.
Match	A competitive game is usually 60 minutes, in two halves.
Team	There are two teams, which both consists of 11 players including a goalkeeper. The teams also consist of forwards, midfielders, defenders and may have a sweeper, depending on the formation chosen.





Yr 7 PE/Autumn- Hockey

Push pass	A push pass is an effective and accurate short pass that can be used quickly to maintain possession.
Stage 1	- Hold the stick in the correct position and point the left shoulder at the intended target. - Place feet a little wider than shoulder width apart and keep your body weight on the balls of the feet. - Place the hockey stick against the middle and lower half of the ball. - Ensure that the stick maintains a closed face by slightly turning it towards your body.
Stage 2	- Step with your left leg forward and push the ball with the head of the stick. - Extend the left arm and hand to pull the stick forward. - Push the right hand through to generate power and direction of the pass. - Maintain a still head throughout.
Stage 3	Hold the position and finish with body weight over the front foot and stick pointing in the direction of the pass.

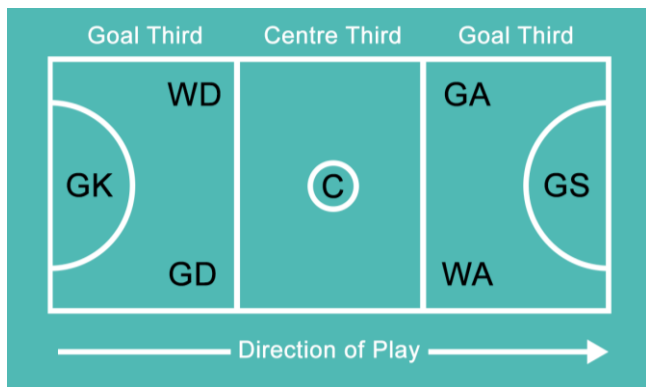


Skills and tactics	Dribbling	Moving the ball under control using the stick while travelling across the pitch.
	Push Pass	A controlled pass where the ball is pushed along the ground to a teammate.
	Hit	Striking the ball with power to pass over longer distances or shoot at goal.
	Slap	A powerful sweeping action used to pass or shoot with speed and accuracy.
	Receiving	Controlling the ball safely when it is passed by a teammate.
	Shooting	Attempting to score a goal by directing the ball into the goal from inside the circle.
	Block Tackle	Using the stick to stop an opponent's progress and win possession.
	Jab Tackle	A quick poke of the stick used to knock the ball away from an opponent.
	Intercepting	Anticipating and cutting out an opponent's pass.
	Passing	Moving the ball accurately to teammates to maintain possession.
	Dodging	Changing direction or speed to get past an opponent.
	Goalkeeping	Using specialist skills to stop shots and protect the goal.
	Creating Space	Moving into open areas to receive passes and support teammates.
	Width	Spreading players across the pitch to stretch the opposition and create opportunities.
	Support Play	Providing passing options for the player in possession.
	Communication	Using verbal and non-verbal signals to organise team play.



Yr 7 PE/Autumn- Netball

Aim of the game	Score more goals than the opposing team by passing the ball down the court and shooting through the hoop.
Rules:	No Running with the Ball - Once a player catches the ball, they may take one step to stop. - They must then keep one foot grounded (pivot foot) while passing or shooting. 3-Second Rule - Players must pass or shoot the ball within 3 seconds of catching it. No Contact - Players cannot push, hold, hit, or interfere with opponents. - Defenders must stand at least 0.9 metres (3 feet) away when marking a player with the ball. Footwork - Players cannot drag, hop, or lift and replace their pivot foot before releasing the ball. - Breaking this rule results in a free pass to the other team. Offside - Each position is restricted to certain areas of the court. - Entering an area not allowed for that position is called offside.
Scoring Goals	- Only the Goal Shooter (GS) and Goal Attack (GA) can score. - Goals can only be scored from inside the shooting circle. - Each successful goal scores 1 point.
Starting and Restarting Play	- The match starts with a centre pass. - Centre passes alternate between teams after each goal.
Court Areas	- The court is divided into thirds. - Different players are allowed in different sections depending on their position.
Match	Each match is 60 minutes long and is split into 4 quarters of 15 minutes

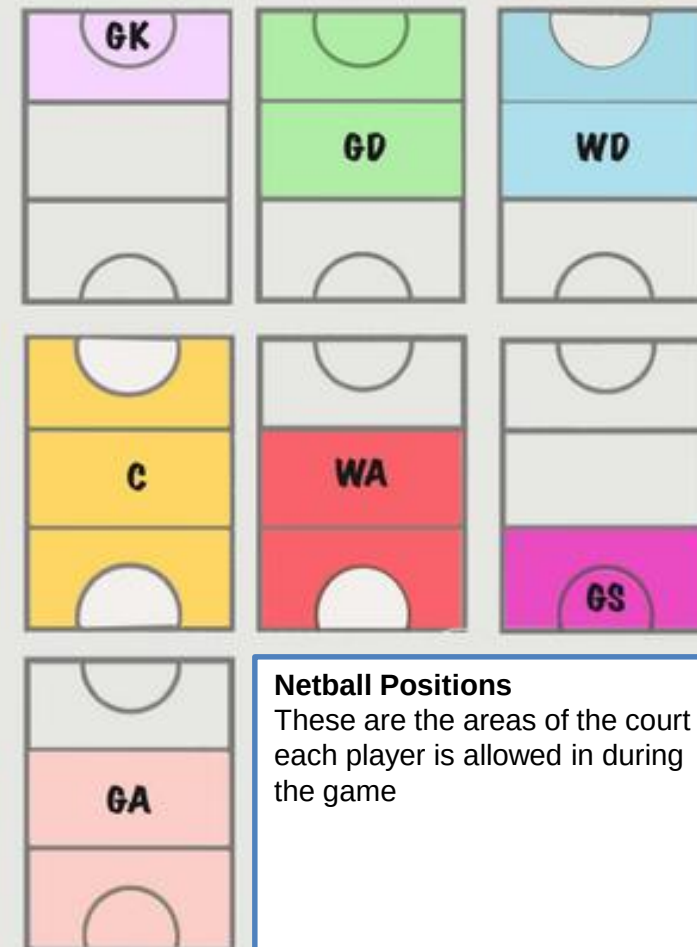


Netball Positions

There are 7 players on each team and these are the starting positions when the game restarts after a goal

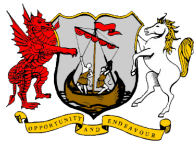
- GS (Goal Shooter)
- GA (Goal Attack)
- WA (Wing Attack)
- C (Centre)
- WD (Wing Defence)
- GD (Goal Defence)
- GK (Goal Keeper)

NETBALL COURT POSITIONS



Netball Positions

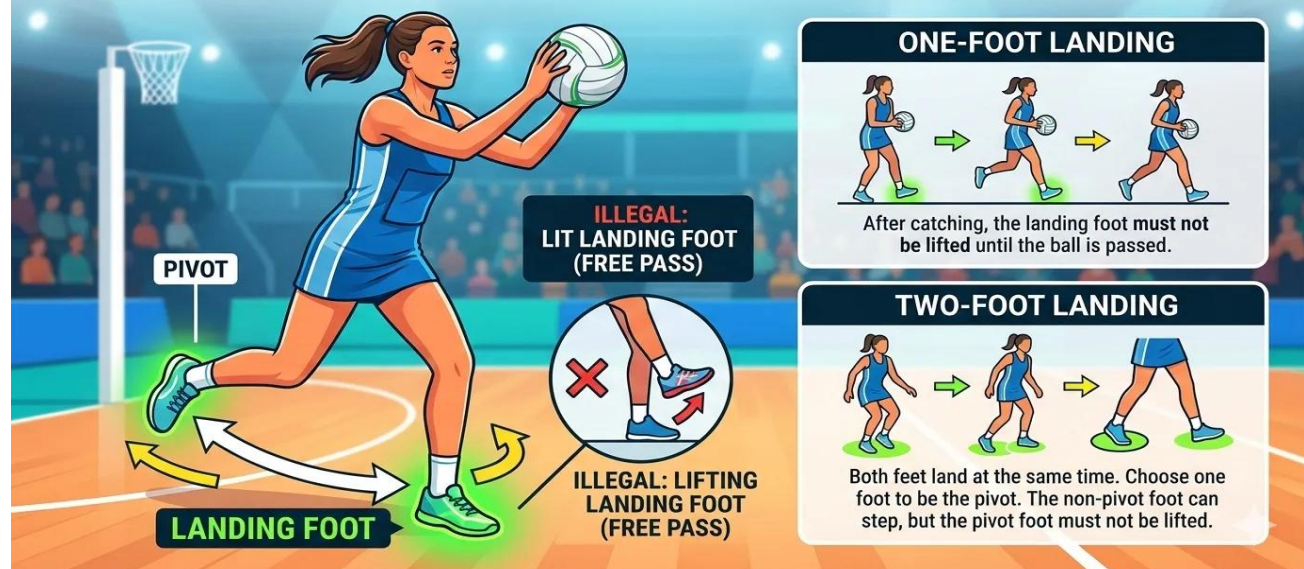
These are the areas of the court each player is allowed in during the game



Yr 7 PE/Autumn- Netball

Footwork	
One-Foot Landing:	If you catch the ball while landing on one foot, or if one foot is already grounded when caught, that foot becomes your landing foot. You can step in any direction with the other foot, but the landing foot cannot be lifted and replanted.
Two-Foot Landing:	If you land on both feet simultaneously, or have both feet grounded when catching the ball, you can choose either foot to be your pivot. Once you step with one foot, the other foot acts as the landing foot and cannot be moved.
Pivoting:	You can rotate on the ball of your established landing foot to find a teammate or view the goal. The heel may be lifted, but the ball of the foot must remain in constant contact with the ground.
Releasing the ball:	The ball must be thrown before your landing foot is lifted off the ground (e.g., you can jump to pass or shoot, but you cannot land on that same foot again before the ball leaves your hands). Hopping or dragging your landing foot is considered a footwork error, resulting in a free pass for the opposing team.

NETBALL FOOTWORK RULE EXPLAINED



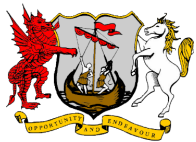
Skills and tactics	Chest Pass	A two-handed pass thrown from the chest directly to a teammate. Used for quick, accurate passing over short distances.
	Shoulder	A one-handed pass thrown from shoulder height, often used for longer distances.
	Bounce Pass	A pass that bounces once on the court before reaching a teammate. Useful for passing around defenders.
	Overhead Pass	A two-handed pass thrown from above the head to cover longer distances.
	Catching	Receiving and controlling the ball securely using both hands.
	Pivoting	Rotating on one foot while keeping the other foot grounded to find passing options.
	Landing	Stopping safely after catching the ball without breaking the footwork rule.
	Marking	Defending an opponent by staying close and attempting to intercept passes while remaining 0.9m away when they have the ball.
	Dodging	A quick change of direction or speed to lose a defender and get into space.
	Defending	Preventing the opposition from receiving passes, moving freely, or shooting.
	Creating Space	Moving into open areas to receive a pass and avoid defenders.
	Player-to-Player Marking	Each defender is responsible for marking a specific opponent.
	Communication	Using verbal and non-verbal signals to organise play and support teammates.



Yr 7 PE/Autumn- Rugby

Aim of the game	The aim of rugby is to score more points than the opposing team by carrying, passing, kicking, and grounding the ball according to the rules.
Rules:	- The ball can be passed sideways or backwards, but not forwards. - Players can run forward with the ball and kick it forward. - The rugby game is broken down into two 40-minute halves with a 10-minute rest period in between. - The time during a game can be stopped for an incident. Therefore, the game stops on exactly 80 minutes. - The game must have one referee and two touch judges. - The game is stopped if a player is fouled and there is no subsequent advantage. Unlike most sports, a referee can wait to see how an incident unfolds before deciding whether the attacking had an advantage. - A tackle cannot be made above shoulder height or by tripping a player with your feet. - A lineout is called if the ball travels past the sideline. - A lineout consists of up to seven players and players can be lifted in order to catch the ball. - At a lineout, both teams can compete to win the ball. - To successfully convert a kick, the ball must travel the top section of the goal. - If a ball, when kicked, hits the post and bounces in field, then play can continue. - In order to stay onside in rugby, the attacking players must remain behind the ball of the player passing to them. - A referee may award a foul if they believe an unfair act is committed by a player. A foul contravenes the laws of the game and can be for a range of offences (kicking the player, offside, dropping the ball). - In cases of foul play, a referee can award players with either a yellow or red card. A yellow card provides a player with a warning about their conduct (sin binned for 10 minutes) and a red card requires them to leave the pitch immediately.

Positions	
Scoring	Try (5 points): Touching the ball down in the opponent's in-goal area. Conversion (2 points): A kick at goal after scoring a try. Penalty kick (3 points): A successful kick at goal following certain infringements by the opposition. Drop goal (3 points): Kicking the ball through the goalposts during open play after dropping it onto the ground.



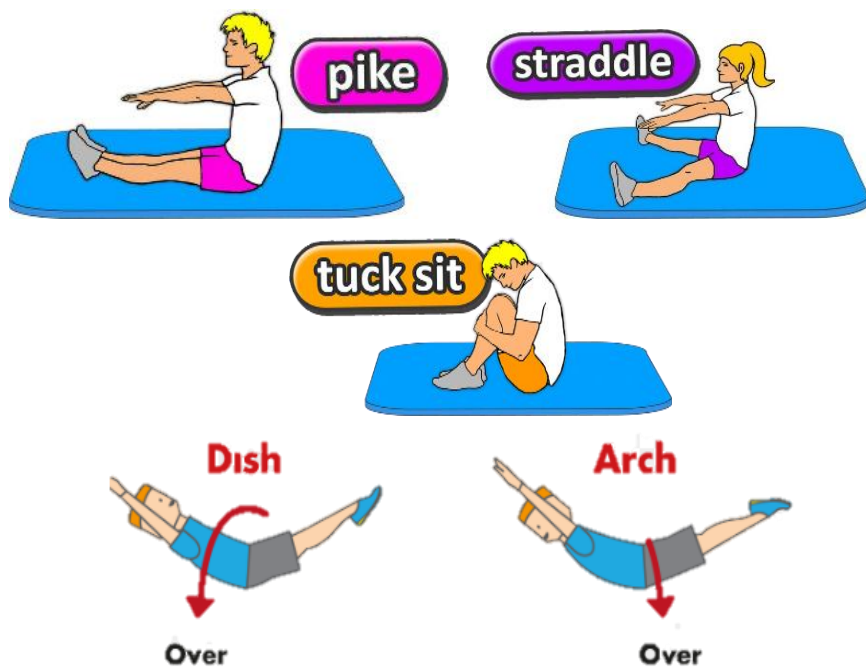
Yr 7 PE/Autumn- Rugby

3v3 Scrummage	- Each 3-player unit forms a single front row. - They must align square with their opponents. - Hooker (Middle): Sets the initial low stance with feet split. Binds tightly around the waist or upper back of both props. - Loosehead Prop (Left): Binds to the hooker's left side. Keeps head on the outside of the opposing hooker. - Tighthead Prop (Right): Binds to the hooker's right side. Positions head between the opposing hooker and loosehead prop.		
Position	- Before engaging, look for these safe body positions to prevent neck strain: - Flat Back: Spine perfectly straight, mimicking a "silverback gorilla" stance. No rounded backs. - Hips & Knees: Bent at 90-degree angles. Knees must point toward the ground directly underneath the hips. - Head Position: Head up, eyes tracking forward, and neck neutral. - Core & Balance: Weight evenly distributed on the balls of the feet. Shoulders must remain above the hips at all times.		
3 step engagement procedure	Call	Action	Key Safety Point
	1. Crouch	Both front rows sink low, keeping their backs straight and faces in a neutral position.	Teams must be less than an arm's length apart before the call.
	2. Bind	Props reach across and grip the clothing of their immediate opponent.	The bind must be long, strong, and stable.
	3. Set	The two groups step forward, interlocking shoulders ear-to-ear.	Do not allow teams to charge or ram into each other.

Skills and tactics	Passing	Used to move the ball down the pitch. There are a variety of passes which can be used depending on position, game situation and area of the pitch.
	Handling	A vital skill involved in passing and running with the ball. Two hands in contact with the ball will help with passing the ball and making sure it is secure.
	Tackling	Trying to stop an opponent who has the ball by bringing them to the ground. A variety of tackles can be used, for example a side-on tackle, front on tackle, smother tackle or tap tackle.
	Carrying	The act of carrying the ball around the pitch. Players can use a variety of techniques to avoid being tackled, for example a side step, swerve or spin.
	Rucking	A ruck is a phase of play where one or more players from each team, who are on their feet, close around the ball on the ground to prevent the opposition from gaining possession after a tackle has been made.
	Mauling	A maul forms when several players from the same team come together to help move the ball towards the try line. Several players from the opposing team may then come together to prevent this. A maul is different to a ruck, as the ball is not on the ground but in hand.
	Forward pass	If the ball is panned in the direction of the try line the scrum is awarded.
	Knock on	If the ball is dropped forwards a scrum is awarded.
	High table	If contact is made above the centre of the chest a penalty is awarded.
	Offside	If a player is in front of a ruck they are out of the game and may not take part until they refine. If they do a, a penalty is awarded.
	Advantage	The referee will allow play to continue following a violation to see if there is advantage to be gained.
	Line out	Take from where crossed the touch line, perpendicular to the line. Players can complete to catch the ball.



Yr 7 PE/Autumn- Gymnastics



Key Shapes:

Tuck- knees in to chest, hands make contact just below knees

Straddle- legs out to the side with knees flat to the floor facing the ceiling, feet pointed, back upright

Pike - legs outstretched forwards with knees facing the ceiling, legs flat to the floor

Dish/Arch – knees straight, toes pointed, hips extended and hands above head with straight elbows

Safe Rolls

To perform a **roll** in gymnastics, you need to remember and apply some important key skills and safety features:

- keep your chin tucked into your chest and round your back as you roll.
- use your core strength (tummy muscles) to control the roll.
- use your arm strength to guide and support your shape.

In a **forward roll**, the back of your head (not the top) should make contact with the ground. In a **backward roll**, the hands and arms should support the majority of the body weight to prevent any damage to the neck.

Keywords

Counter-tension	A balance in pairs in which each partner is supporting the other's weight by pulling against each other.
Counterbalance	A balance in pairs in which each partner is supporting the other's weight by pushing against each other.
Travel	Movement around the area
Levels	Performance of lying, seated or standing skills to make a routine look more effective
Fluency	The smoothness of a movement
Tension	Keeping the body tight



Yr 7 PE/Autumn- Gymnastics

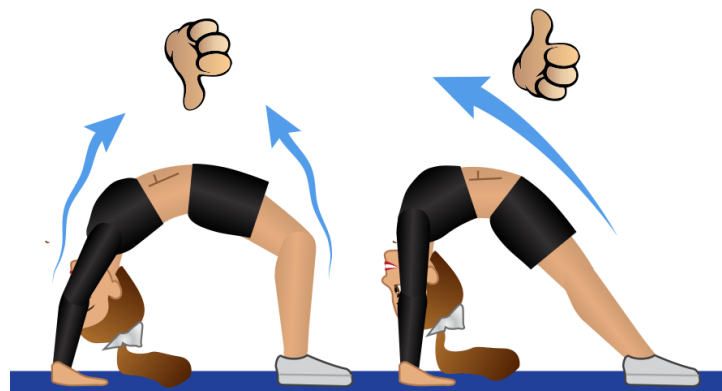
The key features of a routine

Balance	individual (can or have many different points of contact) such as arabesque in groups (which can be counter-balanced or with counter-tension) such as a partner balance.
Roll	forwards roll, backwards roll, circle roll, side roll, pencil roll
Jump	can be symmetrical (the same on both sides) or asymmetrical (different on both sides)
Symmetrical	tuck jumps, straddle jumps, pike jumps, sheep jump
Transfer of weight	change in distribution of force from one part of the body to the other
Unison	working with a partner / group doing the same thing at the same time
Mirror/match	working with a partner to mirror one another during a sequence
Sequence	where gymnastic skills are linked with travel or dance to flow together.
Performance	when doing work that is of a high degree of technical difficulty whilst maintaining aesthetic merit.

How to Perform:

Forwards roll: Squat down and place hands in front, tuck head into chest and roll over onto back in tuck position, stand onto feet

Arabesque: raise one leg behind the body until it is at 90 degrees, keep both legs straight, push chest forwards



Bridge: lie on back with hands next to ears pointing towards feet, place feet on the floor, push hips and shoulders up off the floor to make a bridge shape

Components of Fitness needed:

Flexibility- the range of movement available at a joint

Power- the ability to exert a force against a resistance quickly

Balance- the ability to maintain a stable body position when the centre of mass is outside the centre of mass

Strength- the ability to exert force over a resistance

Gymnastics needs lots of different skills to be linked together to score as high as possible within a routine.

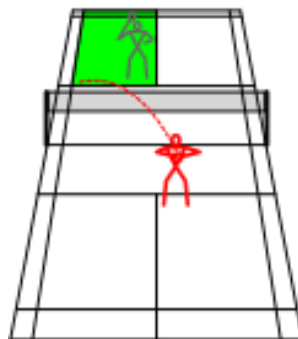
The correct technique needs to be used so that the execution score is as high as it can be, increasing a gymnast's chance of winning.



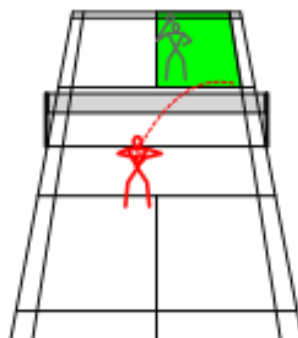
Yr 7 PE/Autumn- Badminton

BADMINTON - Knowledge Required

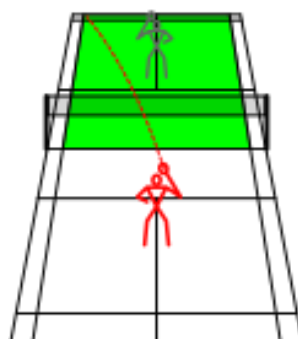
Aim of the game	- Badminton is a racket sport played by either: - Singles (1 player vs 1 player) - Doubles (2 players vs 2 players) - The aim is to hit the shuttlecock (shuttle) over the net and land it in your opponent's court, making it difficult for them to return.
Equipment	- Racket – lightweight with strings for striking the shuttle - Shuttlecock – made from feathers or synthetic materials - Net – divides the court into two halves - Badminton court – marked with different lines for singles and doubles
Rules:	- Rally Scoring: A point is scored on every single rally, regardless of who served - Winning a Game: The first player or pair to score 21 points wins the game (must be by 2 clear points)
Serving	- Underarm Serve: A serve must be hit underarm, with the racket head and shaft angled downwards at the moment of contact, and struck below the server's waist. - Diagonal Direction: The serve must be hit diagonally across the net and land inside the opponent's designated service box. - No Bounce: In badminton, the shuttlecock cannot be hit after it bounces. It must be struck in the air before it touches the ground. - Server's Position: You start the serve on the right side of the court if your score is an even number, and on the left side if your score is odd.



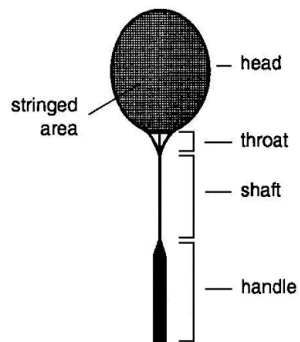
Singles serve (server's score is even)



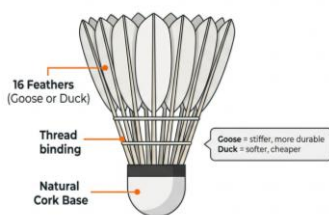
Singles serve (server's score is odd)



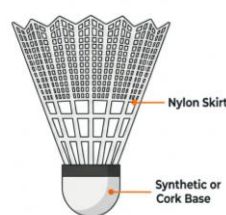
Singles normal play (after a serve)



Feather Shuttlecock



Nylon Shuttlecock



General play and faults

- One Hit Per Side: Each side is allowed only one clean hit to return the shuttlecock over the net.
- Net Fouls: Players cannot touch the net or its supports with their racket or body while the shuttle is in play.
- Reaching Over: You cannot reach over the net to hit the shuttlecock on the opponent's side. Your racket can only follow through across the net after making contact with the shuttlecock on your side.
- In-Bounds Lines: A shuttlecock that lands on any of the boundary lines is considered "in".

Skills and tactics

Clear	Shot played high to the back of the opponent's court, typically a defensive shot but can be played as an attacking shot.
Dropshot	Delicate shot played just over the net into the space. Gets your opposition out of position to attempt a smash or clear.
Flick serve	Short serve which is played typically in doubles. Aim is to get the shuttlecock to stay low over the net and land just over the service line. Means your opposition has to hit the shuttlecock upwards.
Grip	V shape down the handle. (Shake the handle's hand)

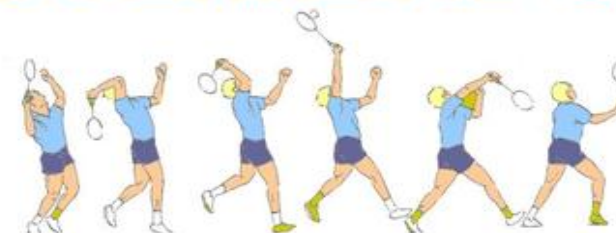


Forehand



Backhand

OVERHEAD CLEAR



REMEMBER
Watch the shuttlecock at all times

Same foot as racket hand back - stand slightly side on

Bring racket into back scratcher position

Strike racket upwards to hit shuttlecock at the highest point

Follow through with racket and put all weight forward



Yr 7 PE Autumn Term - Fitness

Key Vocabulary	
Speed	The maximum rate at which an individual is able to perform a movement.
Strength	The extent to which muscles can contract against resistance.
Suppleness	The range of movement at a joint
Stamina	The ability to sustain activity without fatigue
MHR	Maximum Heart Rate
RHR	Resting Heart Rate
WHR	Working Heart Rate
Pace judgment	Pace Judgment is the ability to control and adjust the speed of your movement or activity so that you can perform effectively and maintain your effort throughout a performance or exercise.
How often should you exercise a week?	Aim to do 20 minutes of physical activity a day, splitting this into smaller chunks of activity throughout the day if needed.
What is intensity?	How hard your body is working during Physical Activity.
How can you use your Heart Rate to calculate your intensity?	Your heart rate can help you measure how hard your body is working during exercise.

How to Check Your Heart Rate:

- 1 Place your index and middle finger on your wrist, right below the base of your thumb.
- 2 When you feel your pulse, use a clock or timer and count the number of times your heart beats in 30 seconds.
- 3 Once 30 seconds is up, multiply the number of beats you counted by two. (A typical resting heart rate is between 60–100 beats.)



Step 1: Calculate your Maximum Heart Rate (MHR)

Maximum Heart Rate = $220 - \text{your age}$

Step 2: Measure your Exercise Heart Rate

Count your pulse after exercise or use a heart rate monitor.

Step 3: Calculate Exercise Intensity

Intensity (%) = $(\text{Exercise Heart Rate} \div \text{Maximum Heart Rate}) \times 100$

Step 1: Calculate your Maximum Heart Rate (MHR)

Example for a 13-year-old:

$220 - 13 = 207$ beats per minute (bpm)

Step 2: Measure your Exercise Heart Rate

Exercise Heart Rate = 145 bpm

Step 3: Calculate Exercise Intensity

$(145 \div 207) \times 100 = 70\%$ intensity



Yr 7 PE/Autumn- Dance

Great dancers create, perform and evaluate. They use action, space, relationships and dynamics to communicate ideas clearly and confidently.

Performance	Successful dance performance demonstrates good posture, focus, musicality, coordination and extension, allowing movements to be performed with control, accuracy and expression.
Choreography	Successful choreography demonstrates creativity and originality, using unique ideas and movements. It includes a range of movement, effective use of space and direction, and varied levels (high, medium and low) to create interest and impact.
Appreciation	Successful appreciation in dance involves understanding key concepts and techniques, observing performance features, using appropriate dance terminology, and evaluating strengths and areas for improvement in both your own and others' work.

Keyword	Definition
Choreography	The process of creating and arranging dance movements into a sequence or routine.
Composition	Putting dance movements together to create a structured dance performance.
Levels	The height at which movements are performed (high, medium or low).
Direction	The way a dancer moves or faces, e.g. forwards, backwards, sideways or diagonal.
Timing	Performing movements at the correct moment and in time with music or other dancers.
Flow	The smooth and continuous connection between movements without unnecessary stops or breaks.
Fluency	The ability to perform movements confidently, accurately and seamlessly, showing control throughout a dance sequence.
Action	The movements performed by the body, such as jumping, turning, travelling or gesturing.
Space	The area around a dancer and how it is used during a performance.
Dynamics	The quality, energy or force of movement, such as sharp, smooth, fast or slow.
Relationship	How dancers interact and connect with each other in a performance.
Formation	The arrangement or positioning of dancers within the performance space.
Musicality	The ability to respond appropriately to the rhythm, tempo and mood of music.
Performance Quality	How effectively a dancer performs, including posture, focus, expression, confidence and control.