Year 7 – HT1

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Knowledge Organisers

Name:

Team:

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Mathematics

Our students will:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

- can **solve problems** by applying their mathematics to a variety of routine and non- routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Year 7 – Place Value, Ordering Integers and Decimals

What do I need to be able to do?

By the end of this unit you should be able to:

- Understand place value and the number system including decimals
- Understand and use place value for decimals, integers and measures of any size
- Order number and use a number line for positive and negative integers, fractions and decimals
- use the symbols $=, \neq, <, >$
- Work with terminating decimals and their corresponding fractions
- Round numbers to an appropriate accuracy
- Describe, interpret and compare data distributions using the median and range

Keywords

Approximate: To estimate a number, amount or total often using rounding of numbers to make them easier to calculate with
Integer: a whole number that is positive or negative
Interval: between two points or values
Median: A measure of central tendency (middle, average) found by putting all the data values in order and finding the middle value of the list
Negative: Any number less than zero, written with a minus sign
Place holder: We use 0 as a place holder to show that there are none of a particular place in a number
Place value: The value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right
Range: The difference between the largest and smallest numbers in a set
Significant figure: A digit that gives meaning to a number. The most significant digit (figure) in an integer is the number on the left. The most significant digit in a decimal fraction is the first non-zero number after the decimal point.

Integer Place Value

Billions			Millions			Thousands			Ones		
H	T	O	H	T	O	H	T	O	H	T	O
		3	1	4	8	0	3	3	0	2	9

Placeholder

Three billion, one hundred and forty eight million, thirty three thousand and twenty nine
1 billion 1 000, 000, 000
1 million 1 000, 000

Intervals on a number line

Divide the difference by the number of intervals (gaps)
E.g. 100 ÷ 5 = 20

Rounding to the nearest power of ten

If the number is halfway between we "round up"

5495 to the nearest 1000

5475 to the nearest 100

5475 to the nearest 10

Compare integers using $<, >, =, \neq$

$<$ less than
$>$ greater than
$=$ equal to
$\neq$ not equal to

Two and a half million = 2 500 000
300 000 000 = Three billion
Six thousand and eighty < 68 000

Range

Spread of the values

Difference between the biggest and smallest

3 9 8 12

Range: Biggest value – Smallest value

12 – 3 = 9

Range = 9

Median

The middle value

Example 1

4 3 9 8 12

Median: put the in order 3 4 8 9 12

find the middle number 3 4 (8) 9 12

Example 2

150 154 148
137 160 158

Median: put the in order

137 148 (150 154) 158 160

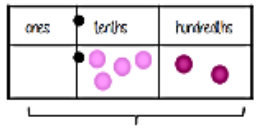
There are 2 middle numbers
Find the midpoint

152

Decimals

We say "nought point five two"

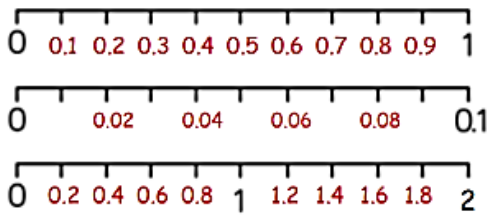
Five tenths and two hundredths



0 ones, 5 tenth and 2 hundredths
0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01
= 0 + 0.05 + 0.02
= 0.52

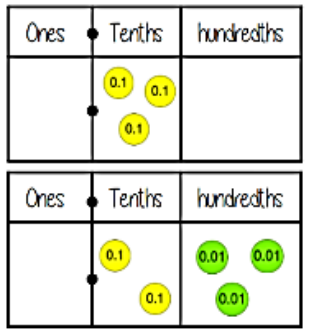
Decimal intervals on a number line

One whole split into 10 parts makes tenths = 0.1
One tenth split into 10 parts makes hundredths = 0.01



Comparing decimals

Which the largest of 0.3 and 0.23?



0.3 > 0.23

"There are more counters in the furthest column to the left"

0.30
0.23

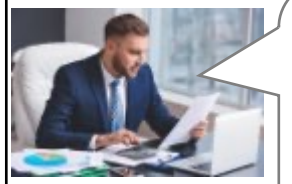
Comparing the values both with the same number of decimal places is another way to compare the number of tenths and hundredths

Round to 1 significant figure

370 to 1 significant figure is 400
37 to 1 significant figure is 40
3.7 to 1 significant figure is 4
0.37 to 1 significant figure is 0.4
0.00000037 to 1 significant figure is 0.0000004

Round to the first non zero number

Career Focus - Where could this take you?



As an auditor, I have to make sure I understand lots of number skills and Identify patterns to make sure accounts make sense and comply with the law

Challenge Activities

Ron and Eva each make a 3-digit number from these digit cards.

3 6 8

- **Ron makes the largest even number possible.**
- **Eva makes the smallest odd number possible.**

What is the difference between their numbers?

Retrieval Practice

1) Find the sum of 327 and 99
2) What mass is 350 g less than 1 kg?
3) How many hours are there in 3 days?
4) Divide 51 by 3

Topic Links

This topic links to:

- Place value, rounding, inequalities

Additional Resources

To further practice and develop your knowledge see:

- https://corbettmaths.com/contents/
  Number: 95

Year 7 – FDP equivalence

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What do I need to be able to do?

By the end of this unit you should be able to:

- Convert fluently between fractions, decimals & percentages

Keywords

Fraction: how many parts of a whole we have
Decimal: a number with a decimal point used to separate ones, tenths, hundredths etc
Percentage: a proportion of a whole represented as a number between 0 and 100
Place value: the numerical value that a digit has decided by its position in the number
Placeholder: a number that occupies a position to give value
Interval: a range between two numbers
Tenth: one whole split into 10 equal parts
Hundredth: one whole split into 100 equal parts
Sector: a part of a circle between two radius (often referred to as looking like a piece of pie)
Recurring: a decimal that repeats in a given pattern

Career Focus - Where could this take you?

A data analyst is like a detective for numbers. They look at lots of information and find hidden patterns or secrets that help companies and people make better decisions.

Challenge Activities

What are the missing numbers?

$6.4 = 1 + \square$

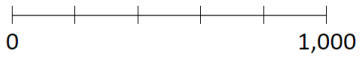
$3\frac{2}{5} = 1 + \frac{\square}{5}$

Retrieval Practice

1) Round 23.72 to 1 significant figure

2) Which is greater 300 million or 30 billion?

3) Work out the size of each interval on the number line.



4) The range of a set of numbers is 30
The greatest number in the set is 60
Find the smallest number in the set.

Topic Links

This topic links to:

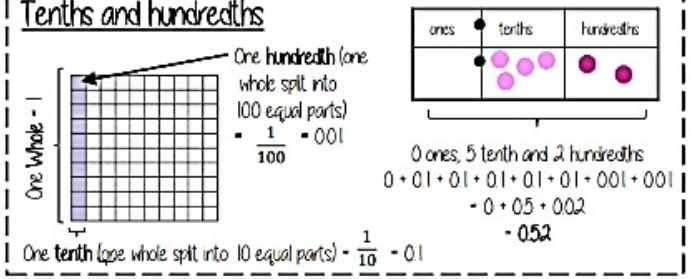
- Fraction, decimals and percentages

Additional Resources

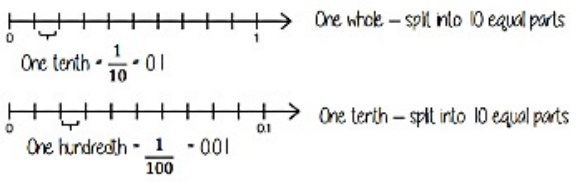
To further practice and develop your knowledge see:

- https://corbettmaths.com/contents/
  Number: 121-128

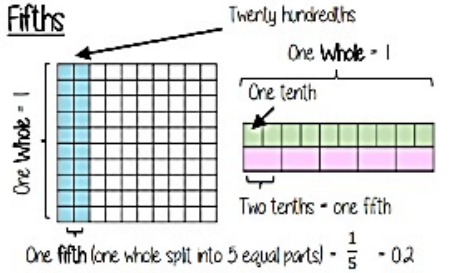
Tenths and hundredths



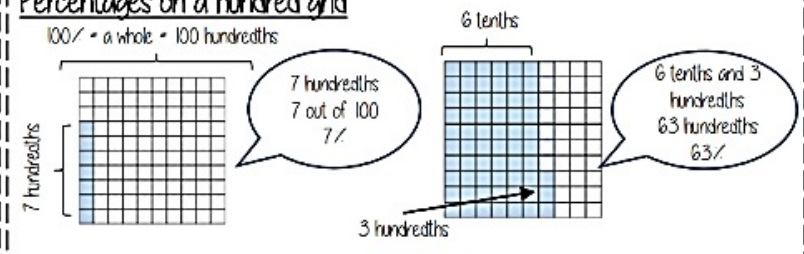
On a number line



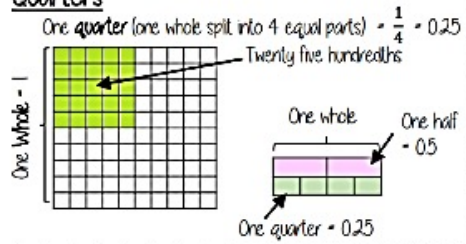
Fifths



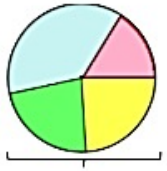
Percentages on a hundred grid



Quarters



Simple pie charts



Split into 10 parts = 10% = 36°

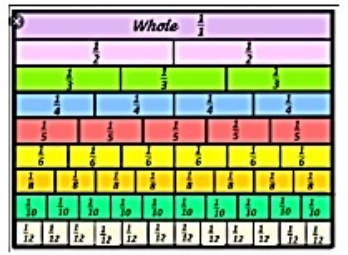
Split into 2 parts = 50% = 180°

Split into 5 parts = 20% = 72°

A pie chart has 360° so all FDP calculations are out of 360

Equivalent fractions

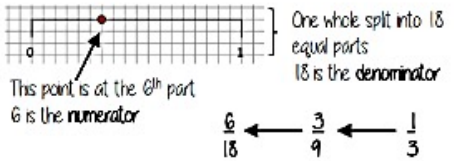
Represent equivalence with fraction walls



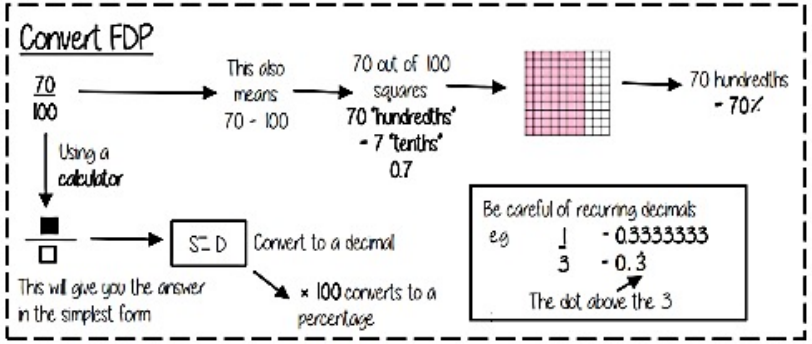
Fractions – on a diagram

The denominator is represented by EQUALLY sized parts – this is split into quarters

Fractions – on a number line



Convert FDP



Maths Quick Reference: Number Skills

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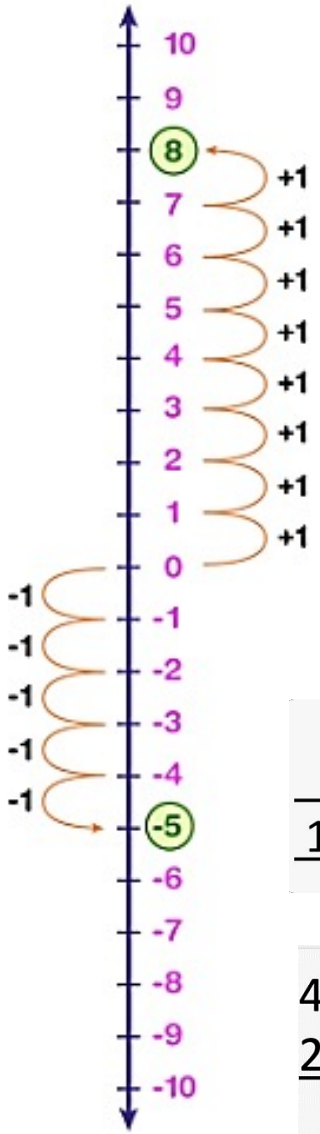
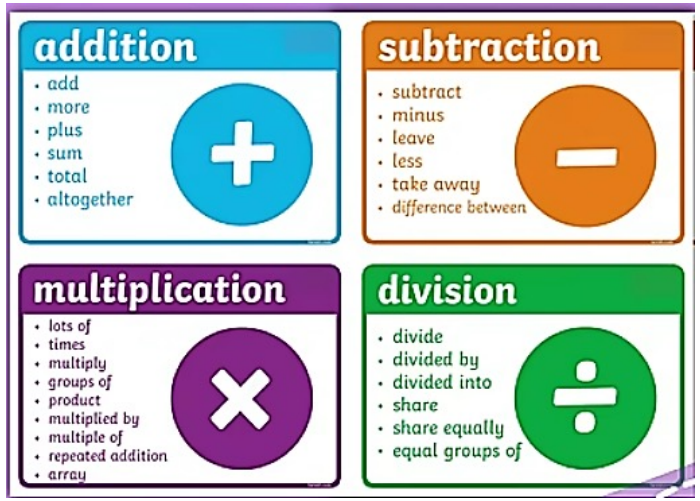
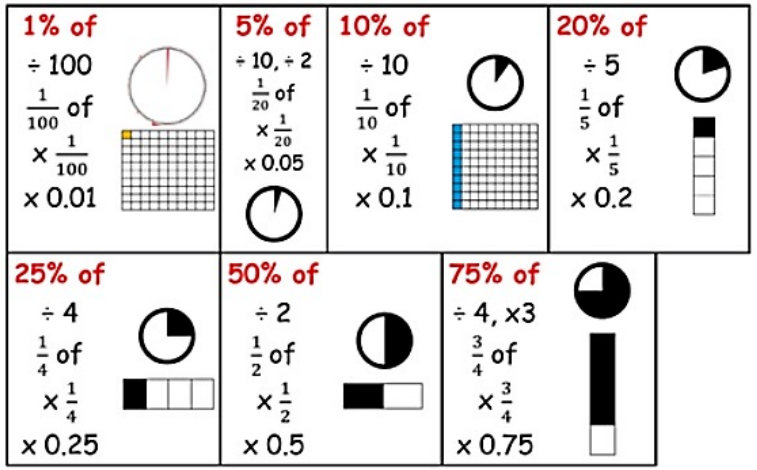
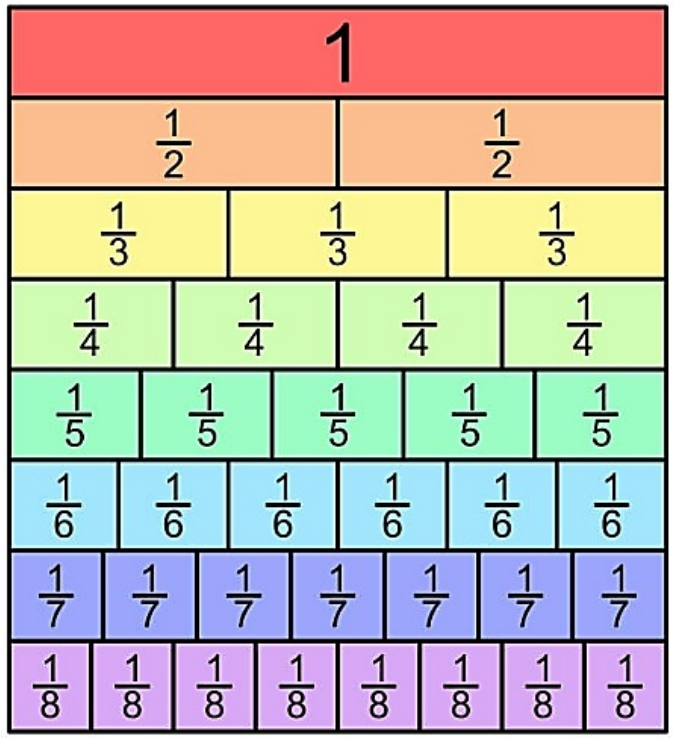


100	10	1	·	$\frac{1}{10}$	$\frac{1}{100}$
Hundreds	Tens	Units		Tenths	Hundredths
3	5	2	·	7	1



X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



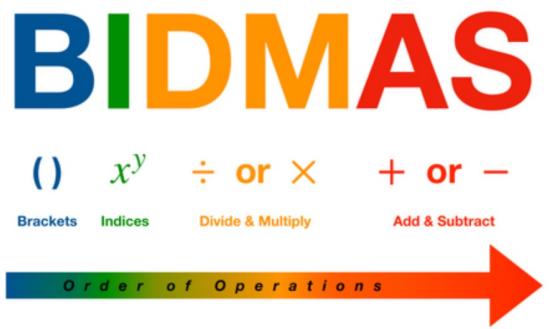


$$\begin{array}{r} 476 + \\ 874 \\ \hline 1350 \\ 1\ 1 \end{array}$$

$$\begin{array}{r} 586 \\ \times\ \ 7 \\ \hline 42 \\ 560 \\ 3500 \\ \hline \end{array}$$

$$8\overline{)3^{3}6^{4}0} \quad 045$$

$$\begin{array}{r} {}^{7} \\ 4{,}783 - \\ 2{,}349 \\ \hline 4 \end{array}$$



$156000. = 1.56 \times 10^{5}$

Move decimal point 5 places left, exponent goes up by 5

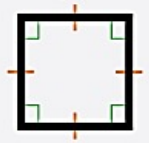
$0.0000053 = 5.3 \times 10^{-6}$

Move decimal point 6 places right, exponent goes down by 6

Maths Quick Reference: Geometry & Measures

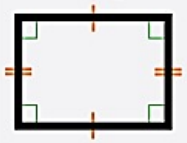
Quadrilaterals

Square



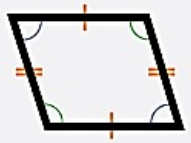
Four sides of equal length, four internal right angles.

Rectangle



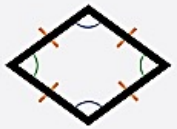
Four internal right angles, opposite sides of equal length.

Parallelogram



Opposite sides are parallel and equal in length, opposite angles are equal.

Rhombus

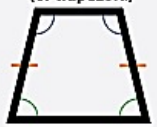


All four sides are the same length, like a square that has been squashed sideways.

Trapezium (or trapezoid)

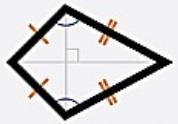
Two sides are parallel. Side lengths and angles are not equal.

Isosceles Trapezium (or trapezoid)



Two sides are parallel and base angles are equal, non-parallel sides are equal length.

Kite

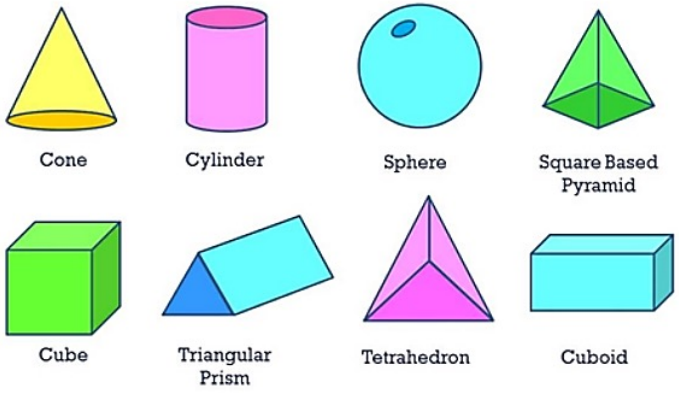


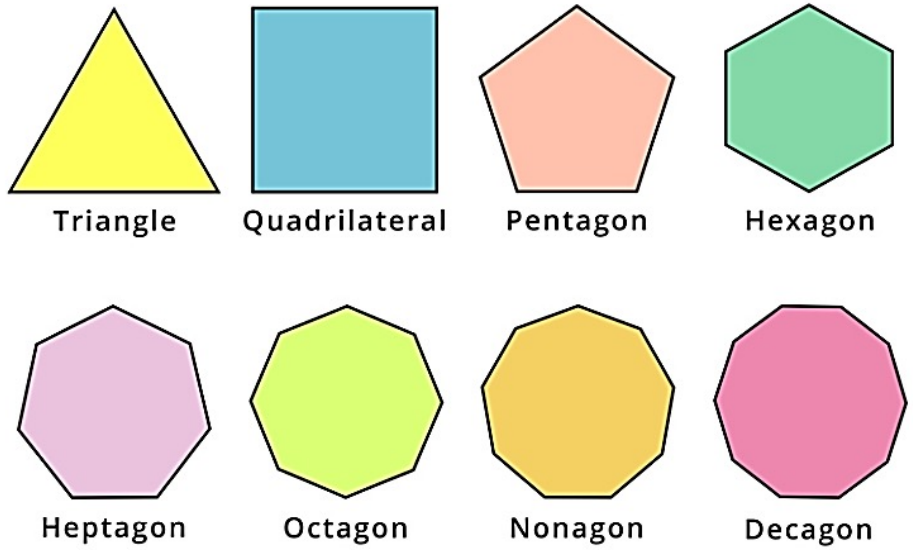
Two pairs of adjacent sides are of equal length; the shape has an axis of symmetry.

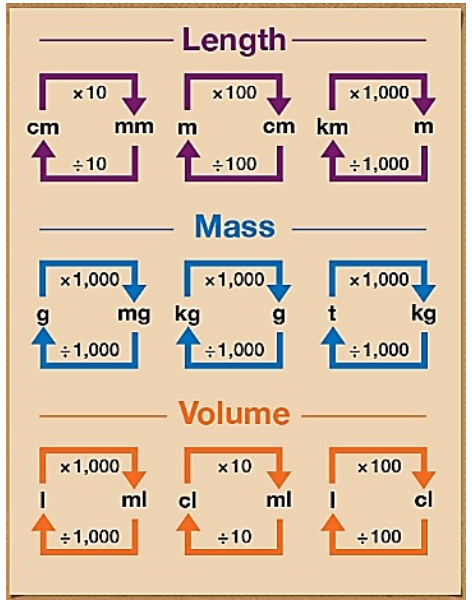
Irregular Quadrilateral

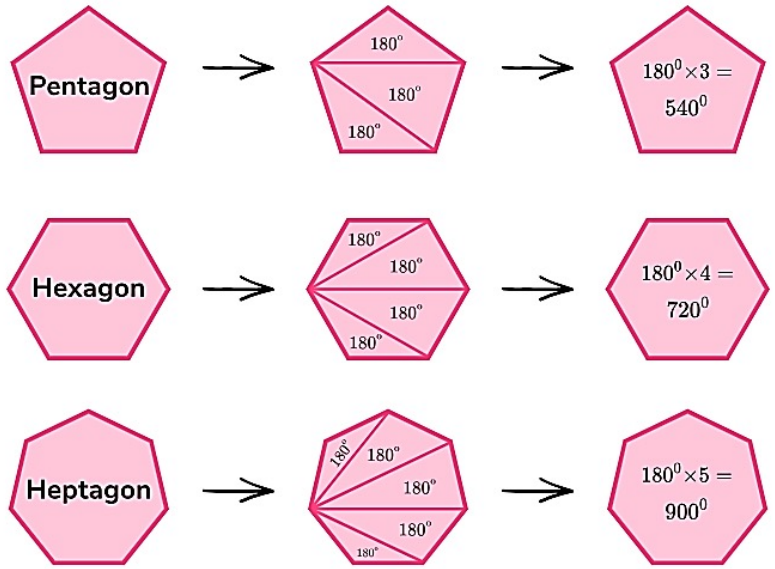
No sides are equal in length and no internal angles are the same.

3D shapes









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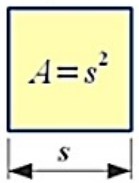
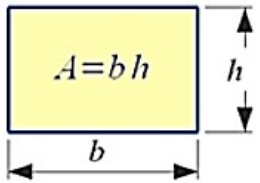
Maths Quick Reference: Geometry (Areas & Volumes)

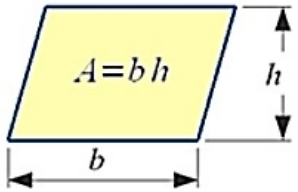
Square



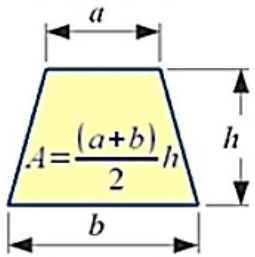
Rectangle



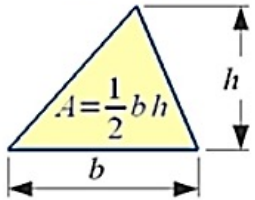
Parallelogram



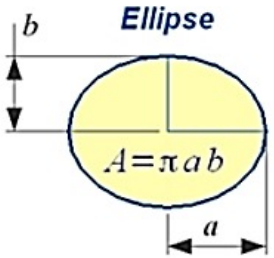
Trapezoid



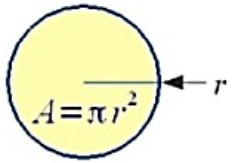
Triangle



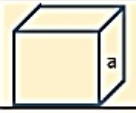
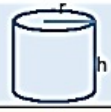
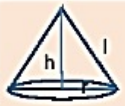
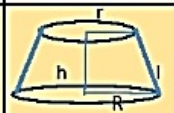
Ellipse



Circle

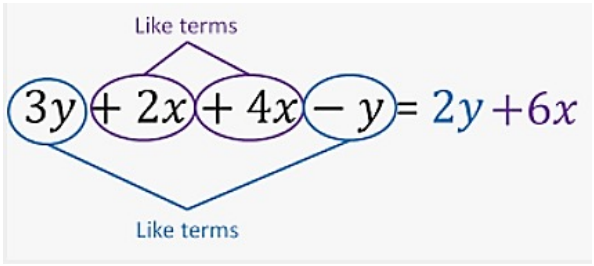


Area and volume of 3d figures

S.No	Name	Figure	Curved Surface Area	Total Surface Area	Volume
1)	Cube	 a = side	$4a^2$	$6a^2$	a^3
2)	Cuboid	 l= length b = breadth h= height	2h(l + b)	2(lb+ bh+ lh)	l x b x h
3)	Sphere	 r = radius	$4\pi r^2$	$4\pi r^2$	$\frac{4}{3}\pi r^3$
4)	Solid Hemisphere	 r = radius	$2\pi r^2$	$3\pi r^2$	$\frac{2}{3}\pi r^3$
5)	Right circular cylinder	 r = radius h = height	$2\pi rh$	$2\pi r(h+r)$	$\pi r^2 h$
6)	Right circular cone	 r = radius h = height l= slant height	πrl	$\pi r(l+r)$	$\frac{1}{3}\pi r^2 h$
7)	Frustum of a cone	 r = top radius R = base radius h = height l= slant height	$\pi l(R + r)$	$\pi l(R+r) + \pi r^2 + \pi R^2$	$\frac{1}{3}\pi h(R^2+r^2+Rr)$

Maths Quick Reference: Algebra Skills

Simplifying Expressions

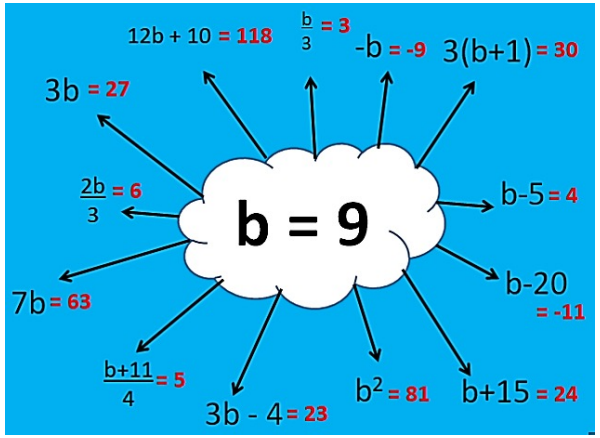


$C \times C \times C \times C = C^4$

$C + C + C + C = 4C$

An Expression	An Equation
$4a + 7b$	$4a + 12 = 60$
A Formula	**An Identity**
$A = \pi r^2$	$(a+b)^2 = a^2 + 2ab + b^2$

Substitution



Expanding Brackets

multiply

$7(x+2)$

$7x+14$

multiply

$5a(b-4)$

$5ab-20a$

FOIL Method

F O I L

$(2x+3)(5x-8)$

First: $(2x)(5x) = 10x^2$

Outer: $(2x)(-8) = -16x$

Inner: $(3)(5x) = 15x$

Last: $(3)(-8) = -24$

$(2x+3)(5x-8)$
$= 10x^2 - 16x + 15x - 24$
$= 10x^2 - x - 24$

Grid Method

$(2x+3)(5x-8)$

	$2x$	$+3$
$5x$	$10x^2$	$+15x$
-8	$-16x$	-24

$10x^2 + 15x - 16x - 24$
$= 10x^2 - x - 24$

Factorising Brackets

$7x+14$

Common factor?

$7(x+2)$

$5ab-20a$

Common factor?

$5a(b-4)$

Expand & Simplify...

$5(x+3) + 6(x-4)$

$5x + 15 + 6x - 24$

$11x - 9$

Solving Equations

$6x - 5 = 7$

$+5 \quad +5$

$6x = 12$

$\div 6 \quad \div 6$

$x = 2$

Maths Quick Reference: Statistics

Mode
most common

Mean
$\frac{\text{sum of values}}{\text{number of values}}$

Median
middle value

Range
largest value – smallest value

Mean

7, 3, 4, 1, 7, 6

Sum of numbers divided by the total numbers

Mean = (7+3+4+1+7+6)/6
= 28/6 = 4.66

Median

7, 3, 4, 1, 7, 6

Arrange in order and pick the middle value

1, 3, 4, 6, 7, 7

Median = (4+6)/2 = 5

Mode

7, 3, 4, 1, 7, 6

Most common number

7, 3, 4, 1, 7, 6

Mode = 7

Range

7, 3, 4, 1, 7, 6

Difference between highest and lowest

Range = 7 – 1 = 6

Mean from the Frequency Table

Discrete Data Frequency Table

$$\text{Mean} = \frac{\text{Sum of (value} \times \text{frequency)}}{\text{Total frequency}}$$

Grouped Data Frequency Table

$$\text{Mean of grouped data} = \frac{\text{Sum of (interval midpoint} \times \text{frequency)}}{\text{Total frequency}}$$

Length (x cm)	Frequency	Midpoint	Midpoint × frequency
$0 < x \leq 10$	4	× 5	= 20
$10 < x \leq 20$	10	× 15	= 150
$20 < x \leq 30$	7	× 25	= 175
$30 < x \leq 40$	4	× 35	= 140
	25		**485**

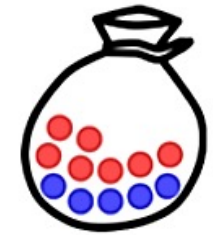
estimated mean = 485 ÷ 25 = **19·4 cm**

Maths Quick Reference: Probability

Simple Probability

$$\text{Probabilty} = \frac{\text{Favorable outcomes}}{\text{Total outcomes}}$$

Example:

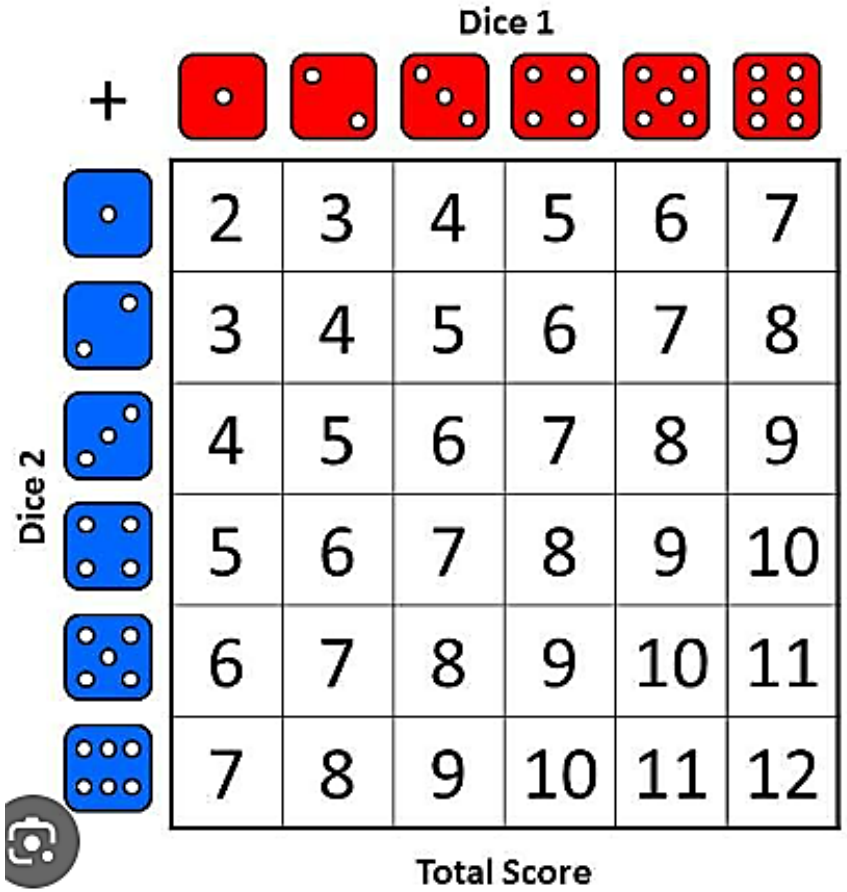


$P(red) = \frac{7}{12}$ ← Number of red marbles / Total number of marbles (sample space)

$P(blue) = \frac{5}{12}$ ← Number of blue marbles / Total number of marbles (sample space)

In words:	Impossible	Very unlikely	Unlikely	Even chances	Likely	Very likely	Certain
As decimal fractions:	0	0,2	0,4	0,5	0,6	0,8	1
As fractions:	0	$\frac{1}{5}$	$\frac{2}{5}$	$\frac{1}{2}$	$\frac{3}{5}$	$\frac{4}{5}$	1
As percentages:	0%	20%	40%	50%	60%	80%	100%

Sample Space Diagrams



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English

Our students will:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a
- range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

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Year 7 - The Lion King

The aims of the sequence of learning are to ensure that all students:

- Are introduced to the English department theme of 'Heroes and Villains'.
- Explore the narrative of an adaptation of a classic story
- Structure, write and perform a persuasive speech.

Knowledge

Shakespeare's 'Hamlet'

'The Lion King' is an adaptation of Shakespeare's longest play; the tragedy, 'Hamlet'.

'Hamlet' is the story of a Danish prince, who is mourning the death of his father who was secretly murdered by Hamlet's uncle so he could marry Hamlet's mother. Hamlet is visited by the ghost of his father who persuades him to kill his traitorous uncle, Claudius. Hamlet then pretends to be mad, struggles with his doubts and moral dilemmas and eventually confronts Claudius in a bloody finale.

Watch the short animation of the story of 'Hamlet' on the Link below in the resources box. Can you make links between 'Hamlet' and 'The Lion King'? Which characters in 'Hamlet' are represented in 'The Lion King'?

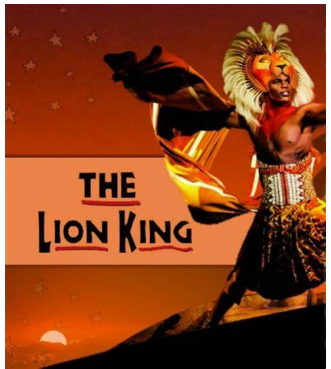
Topic Links	Additional Resources
This topic links to: Drama- stage adaptations PSHE- Personality traits and empathy skills	To further practise and develop your knowledge see: https://thelionking.co.uk/about-the-show https://www.bbc.co.uk/teach/class-clips-video/shakespeare-in-shorts-animation-hamlet/z66kjhv Learning | Hamlet | Royal Shakespeare Company (rsc.org.uk)

'The Lion King'

After the murder of his father, a young lion prince flees his kingdom only to learn the true meaning of responsibility and bravery.

In Africa, the lion cub Simba is the pride and joy of his parents King Mufasa and Queen Sarabi. Mufasa prepares Simba to be the next king of the jungle. However, the naive Simba believes in his envious uncle Scar that wants to kill Mufasa and Simba to become the next king. He lures Simba and his friend Nala to go to a forbidden place and they are attacked by hyenas but they are rescued by Mufasa. Then Scar plots another scheme to kill Mufasa and Simba but the cub escapes alive and leaves the kingdom believing he was responsible for the death of his father. Now Scar becomes the king supported by the evil hyenas while Simba grows in a distant land. Sometime later, Nala meets Simba and tells that the kingdom has become a creepy wasteland. What will Simba do?

The story has been adapted into a Disney animated film, a live action film and a stage musical.



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Year 7 - The Lion King

The aims of the sequence of learning are to ensure that all students learn the following assessment skills:

- Recognise loyalty, morality, honesty and popularity are moral traits
- Understand storyline structure and juxtaposition of characters and settings.
- Understand values and link to our school community
- Respect differences

Skills

Skills Practice

Using the Freytag structure in the **Key skill** box, draw and label the narrative arc for 'The Lion King'.
Remember to include details about what happens at each of the stages of the narrative arc.

- How is the setting established in the **exposition** at the start?
- What problems arise in the **rising action**?
- What happens at the highest point of tension- the **climax**?
- How are those problems resolved in the falling action?
- What happens during the denouement to end the story?

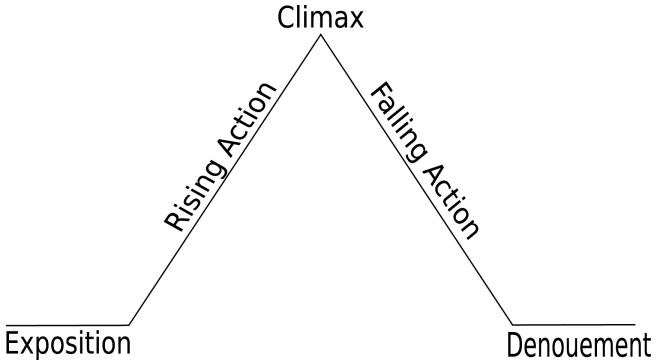
Super challenge:
Can you map the narrative arc for the Shakespeare play 'Hamlet'?

Key Skill: Freytag's narrative arc

All stories have a narrative arc- the events are structured in such a way as to make the story interesting and enjoyable. We use the following diagram to understand what each part of this structure is and how it affects the narrative.

For example: Red Riding Hood-

Exposition- Little girl finds house in wood
Rising Action- She breaks in and eats porridge
Climax- She breaks chairs and beds and goes to sleep
Falling Action- Bears come home
Denouement- She wakes up and runs away



Career Focus - Teacher

An English qualification can support you in becoming a teacher by helping you develop strong reading, writing, and communication skills. You'll learn how to read different types of texts, understand their meanings and explain them to others. This is important because teachers often need to explain new concepts to their students.

Challenge Activities

Task 1 – Create a poster advertising a production of 'The Lion King'. Don't forget to include some persuasive language to encourage people to buy tickets!

Task 2: - What happens next? Write the Beginning of your sequel to 'The Lion King'. What happens to Nala and Simba? Do they have lots of cubs? Is the savannah still a safe place for them? You decide!

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The Lion King

Vocabulary

You will be tested on five words per week.

Keyword	Definition
Narrative	A story
Exposition	The start of a story, where the story's setting and characters are established.
Rising action	A series of problems arise, building tension.
Climax	The highest point of the action when the story is most tense.
Falling action	The problems that arose are solved.
Denouement	The end of the story when all the 'loose ends' are tied up.
Character	A person in a novel, play or film.
Protagonist	The lead character in a novel, play or film.
Antagonist	A character who is opposite to the main character- usually the 'villain' of the story.
Juxtaposition	The placement of two contrasting characters, settings or ideas next to each other to create an effect.

Keyword	Definition
Metaphor	Comparing two things for effect by saying one *is* the other. E.g- That woman is a machine.
Simile	Comparing something to another using 'like' or 'as'. e.g- It's like a freezer in here!
Personification	Giving human characteristics to non-human things or objects.
Onomatopoeia	Words that represent sounds
Repetition	Repeating words or phrases for effect.
Alliteration	Repetition of initial letters of successive words (Round and round the rugged rock).
Hero	A person who is admired for their courage, outstanding achievements, or noble qualities.
Villain	In a film, novel, or play) a character whose evil actions or motives are important to the plot.
Setting	The place or type of surroundings where something is positioned or where an event takes place.

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Science

Our students will:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

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Year 7 Scientific Skills

The aims of the sequence of learning are to ensure that all students:

- Recall scientific knowledge from year 5 /6
- Understand how to carry out investigations safely
- Confidently use the scientific method to get valid results
- Creatively apply skills and knowledge to solve a problem

Keyword	Definition
Prediction	What you think will happen and why.
Hypothesis	An idea that can be tested using experiments.
Independent Variable	The variable that you change.
Dependent Variable	The variable that you measure (your results)
Control Variables	The variables that could influence the results so are kept the same.
Hazard	Is something that can cause harm to someone.
Risk Assessment	Identifies hazards, the harm they can do and how to minimise the risks.
Method	Step by step instructions how to carry out practical.
Conclusion	An explanation of what you found out
Evaluation	When you consider the quality of the data and how the investigation could be improved.
Accurate	When the data is close to the true value.
Precise	When the repeated data is similar (close to the mean).
Reproducible	Same results obtained by different people.
Anomaly	A result that doesn't fit the pattern.
Prediction	What you think will happen and why.

Key Concepts

Laboratory Safety Rules

Safety is the number 1 priority when you are carrying out practical work in the science labs so there are some important safety rules to follow:

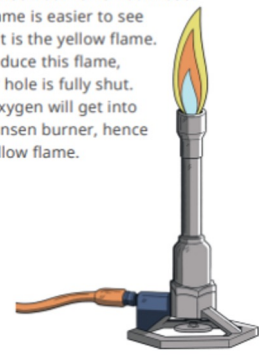
- Always wear eye protection during a practical.
- Carry out a practical while standing up.
- Do not eat or drink in the laboratory.
- Tie long hair back and tuck loose clothing in during practicals.
- If something is spilled or broken, tell the teacher.
- Ensure that the floor and work space is clear of obstacles.
- Light bunsen with splint on a safety flame.
- Stop immediately when asked to by the teacher.

What is STEM learning?

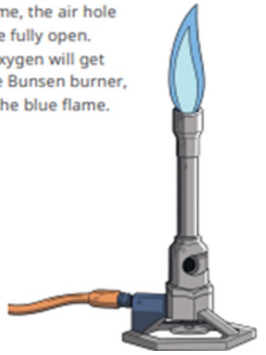
This year you will be carrying out project based learning that focuses on solving real life problems using Science, Technology, Engineering & Mathematics. You will develop important skills such as problem solving, creativity, team work, innovation, communication and digital literacy.
STEM is expected to be one of the largest employers in the near future so this will help prepare you to be successful global citizens.

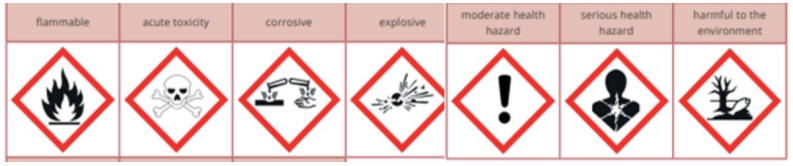
Using a Bunsen Burner

The safety flame is used when the Bunsen burner is not in use. The flame is easier to see when it is the yellow flame. To produce this flame, the air hole is fully shut. Less oxygen will get into the Bunsen burner, hence the yellow flame.



The roaring flame is used to heat things quickly. To produce this flame, the air hole must be fully open. More oxygen will get into the Bunsen burner, hence the blue flame.





The Scientific Method

Step 1 - Observe and ask questions
When you ask a question about something that you observe: How, What, When, Who, Why, or Where?

Step 2 - Research
To help you find the best way to do things and ensure that you don't repeat mistakes from the past.

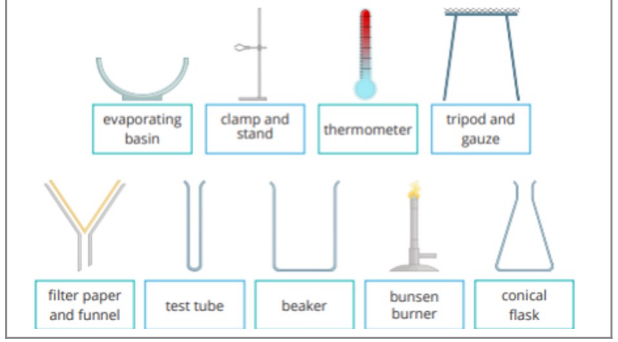
Step 3 - Construct a hypothesis
This a statement that you can test. Your evidence will allow you to either accept or reject the hypothesis.

Step 4 - Test the hypothesis
Plan experiments making sure you have clear independent, dependent and control variables. Then carry out experiment(s) to test the hypothesis and record data.

Step 5 - Analyse data and make conclusions
Organise data in ways to make it easier to understand (e.g. graphs) and check against hypothesis.

Step 6 - Share results
Results from experiments are shared with other scientists so they can evaluate the findings themselves.

Scientific Equipment



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Year 7 Scientific Skills

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- Recall scientific knowledge from year 5 /6
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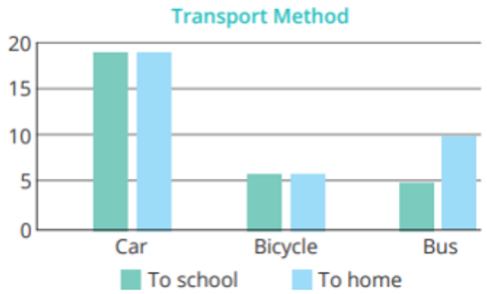
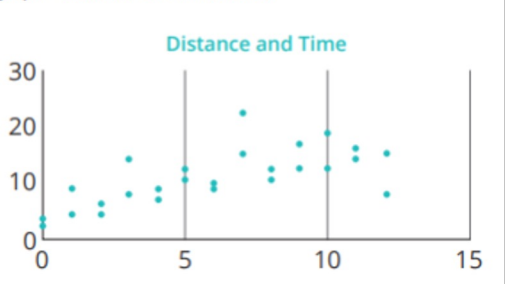
Displaying Data - Graphs

Bar graph – used with categorical data.



Scatter graph – used with continuous data.



Retrieval Practice

Questions	Answers
What is a hypothesis?	A regular structure with no space between particles
Which variable do you change?	The independent variable
Which variable do you measure?	The dependent variable
Which variables do you keep the same?	The control variables
How is data usually displayed?	In tables and graphs (bar graph or scatter graph)
What is an anomalous result?	A result that doesn't fit the pattern of the other results
How is the mean calculated?	Repeat values added together then divided by number of repeats
What should a conclusion include?	A summary of whether your results do or do not support the hypothesis
What should an evaluation include?	An assessment of how the experiment went and how to improve it
What does STEM stand for?	Science, Technology, Engineering & Maths

Career Focus - Where could this take you?

I am a research scientist (life science). My job is mainly to plan experiments, conduct experiments and analyse results.
My main workplace is a laboratory where I can be part of a team researching a variety of areas such as genetics, microbiology, stem cells, biotechnology, neuroscience, physiology, plant science and much more.
To do a good job as a research scientist you need to have an inquisitive mind and enjoy planning and working on experiments.

Challenge Activities

1. Make flashcards for the definitions and retrieval practice questions.
2. Make a safety poster that shows other students how to stay safe in the science lab.
3. Research the different types of research that different research scientists carry out. Which fields do you find the most interesting?
4. Learn the different hazard symbols and what they mean.
5. Find out more about research scientists and what they do. What qualifications would you need for this career? What is the average salary?
6. Construct a fact file about the scientific method.
7. Plan an experiment. Remember to include the hypothesis, variables, method and results table.

Topic Links

This topic links to all scientific topics such as

- Substances and particles
- Energy

We will also be practising how to

- Carry out practical work safely
- Collect data
- Engineer solutions for real life problems using STEM

Additional Resources

Educake - https://www.educake.co.uk/
BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/zsg6m39
https://www.bbc.co.uk/bitesize/topics/zsg6m39/articles/z4pjdp3
YouTube - https://www.youtube.com/watch?v=yi0hwFDQTSQ

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Humanities

Our students will:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Year 7 About the UK

The learning outcomes for this topic are:

- Describe which countries and nations make up the British Isles
- Describe the mountain ranges of the UK. Where? And what are their names?
- Locate the UK's main rivers and describe where they are
- Describe the climate of the UK and its patterns.

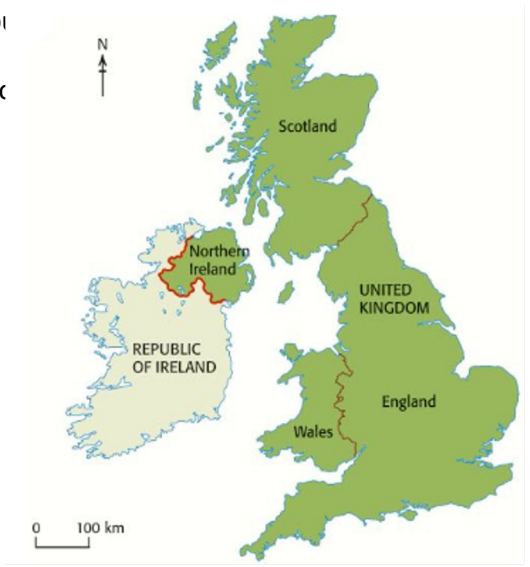
Keyword	Definition
Asylum seeker	A person who flees to another country for safety and asks for permission to stay there Economic migrant – people who move to a new place to find work and improve their standard of living
Emigrant	A person who leaves his or her country to settle in another country
Immigrant	A person who moves here from another country, to live
Leeward	Sheltered from the wind
North Atlantic Drift	A warm current in the Atlantic Ocean; it keeps the weather on the west coast of Britain mild in winter
Population	The number of people living in a place
Population Density	The average number of people living in a place, per square kilometer.
Rain Shadow	The dry area on the leeward side of a hill
Refugee	A person who has been forced to flee from danger (for example war)
Region	An area of the world or a country having definable characteristics but not always fixed boundaries
Rural area	Countryside, where people live on farms and in small villages
Urban area	A built-up area (town or city)
Windward	Facing into the wind

Key Concepts

The British Isles

The UK is divided into 2 countries
the UK and the Repu

The UK is made up o
England
Scotland
Wales
Northern Ireland

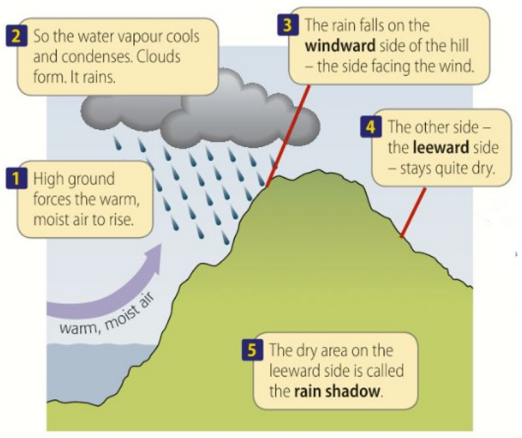


The Physical landscape

Facts on the British Isles

	Flag of UK / Flag of Republic of Ireland				
Area (square kilometres)	130 400	77 100	20 800	14 200	70 300
Population (millions)	53.5	5.3	3.1	1.8	4.6
Flag of this British nation					

Why is it wetter in the west of the UK?



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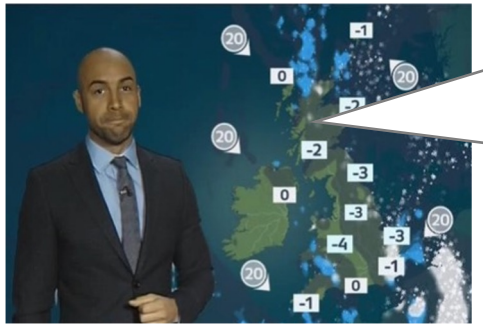
Retrieval Practice

Questions	Answers
How many countries are in the British Isles? Name them	2 – The UK and Republic of Ireland
Which parts of the UK receive the most rainfall and why?	The north and west due to relief rainfall over mountains areas
Why is colder as you go up a mountain?	As air moves from low to high it expands and the temperature drops
Name 2 Rivers in England	Thames and Severn
Namr a mountain range in Scotland	Northwest Highlands
What year did England, Scotland and Wales become Great Britain	1707
What is the population of the UK?	67 million people
Which highland area of the UK is closest to Huddersfield?	The Pennines
How many nations make up the United Kingdom?	4 – England, Scotland, Wales and Norhtern Ireland

Career Focus - Where could this take you?



I'm a meteorologist. I study weather patterns and climate change, working to improve computer forecasting models. I use research to predict events like floods and droughts, and I also examine how weather impacts the spread of pollution and diseases. As a forecaster, I collect data from various sources like satellites, radar, sensors, and weather stations. I analyse this information using computer programs to predict the weather.

Challenge Activities

1. Create a collage which highlights some of the UK's physical features
2. Find out in the news, in the UK, a topic which is to do with geography. Write your own report on this subject and set it out like a newspaper front page
3. Design a mascot to represent the UK. Write a paragraph to explain why you have chosen that design. Focus on historical figures or traditions from the UK

Topic Links

This topic links to other humanities topics such as:

- The Romans
- Population
- Weather and climate

We will also be practising how to

- Analyse data from maps and graphs

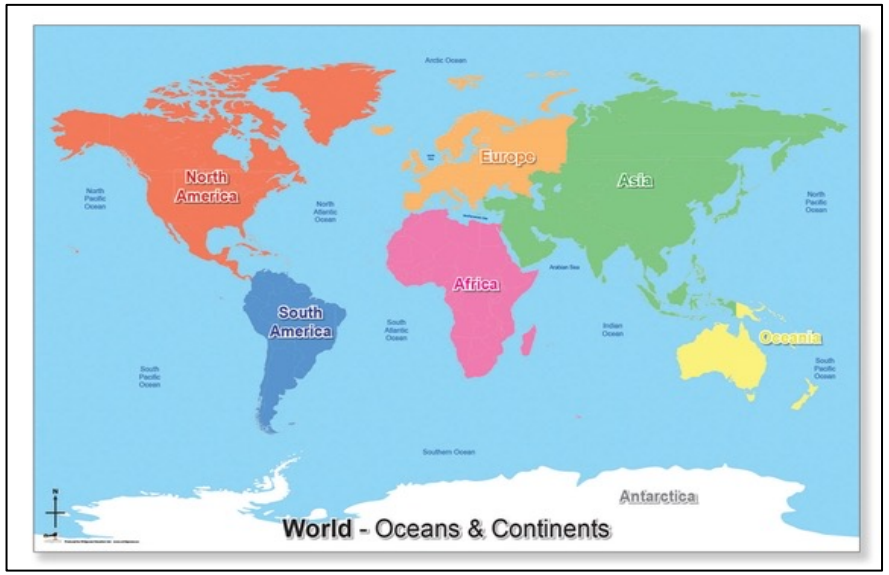
Additional Resources

BBC Bitesize:

YouTube:

Key Concepts:

World – Countries and Oceans



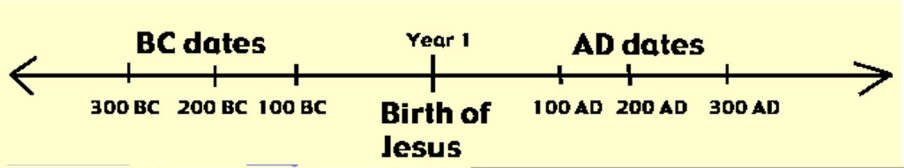
Year 7 What is History?

- Explore the concept of chronology with a focus on change and continuity.
- Explain how a Historian uses different types of evidence
- Identify some key terminology used by Historians.
- Conduct an enquiry to answer the Question – How do historians discover the past
- Develop investigation skills using sources as evidence.
- Explain how scientific evidence can help in a historical enquiry.
- Describe the importance of what evidence can tell us about the past.
- Evaluate are historians reliable as they weren't there at the time?

Keyword	Definition
History	A study of the past including people and events.
Historian	Someone who writes about or studies History.
Chronology	Arranging events or dates in the order they took place.
Timeline	Represents dates and events in chronological order.
Change	How something changes over a length of time and as a result of an event or action.
Continuity	How something stays the same over a length of time.
Sources	**Primary Source** – document or object created during the time period of study. **Secondary Source** – an account or interpretation of events not written during the time period.
Evidence	Various sources relating to an event, person or period of time to help understand what happened in the past.
Investigation	To research through close examination and questioning.
Analysis	A close study of separate parts of something; examine and explain.
Reliability	Extent we can trust or believe source to tell the truth.
Judgement	To make a decision carefully, after studying and comparing all evidence that is available.
Forensic	A kind of science which looks at evidence like fingerprints, blood, hair and DNA to show the truth about what happened in a situation.

Key Concepts

History: Greek 'historia' – learning or knowing by inquiry; Latin – narrative, story of past events



How do we measure time?
Second, minute, hour, day, week, month, year, decade, century, millennium, BC, AD, period, era:

E.g. Prehistory, Iron Age, Romans, Anglo-Saxons, Normans, Middle Ages.

100 - 199	2nd century
200 - 299	3rd century
300 - 399	4th century

Have you spotted the pattern yet? Have a close look at the numbers that are underlined – what do you notice?

CHRONOLOGY – arrangement of anything into time/date order

REMEMBER! Look at the first number(s) of the year and ADD ONE to get the century (c)
e.g.
2018 = 21st c **9**68 = 10th c **18**15 = 19th c **19**05 = 20th c 56 = 1st c

How do Historians use sources?
What are the limitations of source? - What does the source not tell us?
Can we trust it? - Is it reliable?
Is it useful? - Does it help us understand a topic more?
What is the provenance?
- Nature: What type of source is it?
- Origin: Who made / wrote it and when?
- Purpose: Why was it made / audience?

Types of source can include:
Oral (spoken) Written Pictures Artefacts

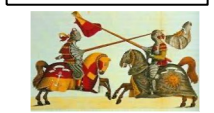
A Chronological Timeline of what we will study in Year 7:

Prehistory | Iron Age | Romans | Anglo-Saxons | Vikings | Normans | Middle Ages









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Year 7 Grauballe Man

- Explore the concept of chronology with a focus on change and continuity.
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- Develop investigation skills using sources as evidence.
- Explain how scientific evidence can help in a historical enquiry.
- Describe the importance of what evidence can tell us about the past.
- Evaluate are historians reliable as they weren't there at the time?

Retrieval Practice

Questions:	Answers:
What is a timeline and why is it useful to a Historian?	A graphical representation of a period of time, on which important events are marked.
Name **three** types of sources that Historians can use:	Written, pictures and Oral (spoken)
What makes a good detective? Tell me **four** skills	Collect evidence, carry out investigations, study various sources and retain information
From the evidence in class: What date was there a body found on Nebelgard Fen?	1952
What were your first impressions of the body?	He had been murdered
What is the name of the Police Officer leading our investigation?	Sargeant Johanssen
Who did Birgit Svenson think the body was and why?	Christian, a man who went missing from her village when she was a little girl.
What did we discover about Grauballe Man from the forensic evidence?	That he was in his 30's when he died and dates to between 310BC to 55AD
What did the Historians tell us about people in the Iron Age?	They believed in Mother Nerthus (nature)
What happened to Grauballe Man? Support with evidence.	You will find this out when you have carried out your enquiry!

Career Focus - Where could this take you?

I am a Detective: My job is to collect intelligence and evidence from a range of sources, including crime reports, victims, witnesses and suspects. I am responsible for recording and retaining evidence in a way that makes it useful in places like Court, so that it helps bring offenders to justice. I often deal with serious and complex investigations and crimes, uncovering the truth and analysing evidence on cases.

Challenge Activities

1. Create a timeline of your life: You may include pictures and photographs. The timeline MUST be in CHRONOLOGICAL order. Remember, it is your personal history so include events that are important to you.
2. Create a personal history fact-file detailing important events within your past. Try and complete it in CHRONOLOGICAL order.
3. Design a board game based around investigating a crime. This should include clues, questions for players to ask, evidence to gather along the way and then a puzzle to solve to find the winner.

Topic Links

This topic links to other humanities topics such as:

- The Romans
- Different religions

We will also be practicing how to

- Make inferences from sources
- Extended writing

Additional Resources

Personal Timeline Example:

History:

Key Concepts

TIMELINE 0–2000 AD

A timeline is a way to record important events and track when they happened.

43 AD – Romans invade Britain.

71 AD – Romans conquer Northern England.

140 AD – Romans conquer Scotland.

400–410 AD – The Romans withdraw from Britain.

516 AD – British defeat Anglo-Saxons at the Battle of Mount Badon.

867 AD – Vikings capture Northumbria.

926 AD – Anglo-Saxons conquer Eastern England.

ROMAN BRITAIN 43–410 AD

ANGLO-SAXON & VIKING BRITAIN 410–1066 AD

0 | 100 AD | 200 AD | 300 AD | 400 AD | 500 AD | 600 AD | 700 AD | 800 AD | 900 AD | 1000 AD

78 AD – Romans conquer Wales.

122 AD – Emperor Hadrian orders his soldiers to build a wall across Northern Britain. It became known as Hadrian's Wall.

449 AD – Anglo-Saxons invade Britain.

789 AD – The Vikings first invade England in Dorset.

874 AD – The Vikings conquer the Kingdom of Mercia.

1066 AD – William of Normandy defeats King Harold at the Battle of Hastings and becomes King of England.

1348 AD – The Black Death arrives in England and kills almost half of the population.

1534 AD – Henry VIII forms the Church of England and makes himself Head of the Church.

1707 AD – The Act of Union joins England and Scotland into one country.

1800 AD – The Acts of Union join Ireland with England and Scotland.

1939–1945 AD – The Second World War occurs.

MEDIEVAL BRITAIN 1066–1485 AD

TUDOR BRITAIN 1485–1603 AD

STUART BRITAIN 1603–1714 AD

GEORGIAN BRITAIN 1714–1837 AD

VICTORIAN BRITAIN 1837–1901 AD

20TH CENTURY BRITAIN 1901–2000 AD

1000 AD | 1100 AD | 1200 AD | 1300 AD | 1400 AD | 1500 AD | 1600 AD | 1700 AD | 1800 AD | 1900 AD | 2000 AD

1453 AD – The Hundred Years War ends.

1588 AD – The English defeat the Spanish Armada.

1776 AD – The American colonies declare independence from Britain during the War of Independence.

1914–1918 AD – The First World War occurs.

1086 AD – The Domesday Book is compiled to record what people in Britain owned and calculate how much tax they owed.

1337 AD – King Edward III invades France and the Hundred Years War begins.

1845 AD – The Great Irish Potato Famine begins. Millions of people die or migrate to other countries.

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Year 7 What is Religion?

The aims of the sequence of learning are to ensure that all students can:

- Explain the link between religion and spirituality
- Explain how learning about religion and other worldviews can help individuals and society
- Assess the value of religious belief and teaching
- Identify the Golden Rule of all religions
- Explain why respect is important in society
- Understand what multifaith Britain is

Keyword	Definition
Religion	A set of beliefs about the cause and purpose of the universe.
Spirituality	An individual practice giving a person a sense of peace and purpose.
Community	A group of people in a place or a group of people who share the same beliefs, interests and practices
Values	The things that are important to us
Multicultural Societies	People of different races, ethnicities, and nationalities living together in the same community
The Golden Rule	A common belief in all religious to treat one another with respect, as you would like to be treated yourself
Media	The main means of mass communication (broadcasting, publishing, and the internet)
Stereotyping	The act of judging a person or group of people because of the actions or behaviours of others that are similar.
Qur'an	Muslim Holy Book
Islamophobia	The fear of, hatred of, or prejudice against the religion of Islam or Muslims in general

Key Concepts - Why is important to learn about other religions?

There are more than 7 billion people in the world. More than 6 billion of them say they belong to a religion.

RE teaches you how to think about your own beliefs for yourself. It provokes you to be reasonable about beliefs.

RE helps people know why they are atheist.

Different faiths give interesting ideas about the meaning of life. I'm open minded.

If you don't know anything about religion, then you won't be able to understand literature, or politics, or history, or art. They are all connected in some ways.

There are six great world religions with hundreds or thousands or millions of followers in the UK. We need to know about these for pretty much any job I do.

Loads of young people can't make up their minds about God, life, death, beliefs and what they all mean. RE can help you do that.

Religious leaders and prophets – Jesus, or Buddha – are some of the greatest people ever. We can learn lots from them today.

In this country, nearly three quarters of the population say they belong to a religion. These are the people I live with and will work with. I need to know what makes them tick.

The Six World Religions

Christianity (2.2 billion followers)

Islam (1.6 billion followers)

Hinduism (1 billion followers)

Buddhism (376 million followers)

Sikhism (23 million followers)

Judaism (14 million followers)

The Golden Rule - the principle of treating others as one would expect to be treated.

"Do unto others as you would have them do unto you" *Christianity*

"Not one of you truly believes until you wish for others that which you wish for yourself" *Islam*

"This is the sum of duty: do naught to others that which if done to thee would cause pain" *Hinduism*

"Hurt not others with that which pains yourself" *Buddhism*

"No one is my enemy, none a stranger and everyone is my friend." *Sikhism*

"What is hateful to you, do not to your fellow man. " *Judaism*

The 6 main reasons why Britain has become a multi-cultural Society:

- Invasion
- Citizenship of a country that was formerly part of the British Empire, allowing them the freedom to settle in Britain
- Escape from political persecution in their native country
- Freedom to practise their religion
- Economic opportunities, e.g. jobs
- Encouragement from the UK government, for example after WWII

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- Assess the value of religious belief and teaching
- Identify the Golden Rule of all religions
- Explain why respect is important in society
- Understand what multifaith Britain is

Retrieval Practice

Questions	Answers
What is the largest religion in the world in terms of its followers?	Christianity, it has 2.2 billion followers
What is the second largest religion in the world in terms of followers?	Islam, it has 1.6 billion followers
What is the Golden Rule of all religions?	Do unto others as you would have done unto you
Why is respect important in society?	It can create positive relationships and a sense of belonging
Why is Britain multicultural?	Because many people have moved to live in this country from different parts of the World
Give 3 reasons why Britain is multicultural	Invasions in the past, people are free to practice their religions and people moved here as their country was formerly part of the Commonwealth
Name the 6 major world religions	Christianity, Islam, Hinduism, Buddhism, Sikhism and Judaism
Why is it important to learn about other religions?	If you don't know anything about religion, then you won't be able to understand literature, or politics, or history, or art. They are all connected in some ways.
What is a community?	A group of people in a place or a group of people who share the same beliefs, interests and practices

Career Focus - Where could this take you?

We are Police Officers. The RE skills we have developed include tolerance and respect. These are important qualities to allow us to support people of all faiths and develop strong relationships within communities.

Challenge Activities

- Create a charter for religious respect. Write ten points that will build up harmony between people from different religions.
- If all the religious life of your community was banned (e.g., festivals, worship, charitable activity), then how would people feel? What would happen? Write down your ideas.
- If you were elected Mayor. What would you do for the city if they were in charge, to promote good relations between different communities. Write out a speech.
- Visit a place of worship of you can. If there are 2 or more places of worship that you can visit, do so. Take photos of the places of worship. These photos could be of the whole building, a part which puzzles you or a detail such as a notice board.

If a visit is not possible, then a virtual tour of some buildings in Yorkshire are possible here.

- A Synagogue in Leeds: http://www.uhcleeds.com/
- A Leeds Gurdwara: http://www.gnnsjleeds.com/
- Mosque in Huddersfield or Bradford: http://www.hanfia.org/

Screen shot pictures. These pictures could be of the whole building, a part which puzzles you or a detail such as a notice board.

Topic Links

This topic links to:

- Christian Practices
- Judaism
- Islam

We will also be practicing how to

- Argue a point and practice our Voice 21
- Participate a debate
- Write PEE sentences

Additional Resources

To further practise and develop your knowledge see:

Religious Studies

Key Concepts

SIX WORLD RELIGIONS (spellings vary)

Religion name	Follower	SYMBOL	NAME OF GOD/GODS	COUNTRY OF ORIGIN	FOUNDER /MESSENGER	HOLY BOOK/S	PLACE OF WORSHIP	MAIN FESTIVALS	Denominations /schools/type/	Followers in the UK (approx.)	Followers in the world (approx.)
BUDDHISM	Buddhist	 Dharmachakra	none	India (Today in Nepal)	Siddhartha Gotama (The Buddha)	Tripitaka	Temple Shrine room Vihara	Wesak Dharma day	Theravada Mahayana Zen Triratna Pure Land	98,000	376 million
HINDUISM	Hindu	 Om/Aum	Brahman (Shiva Vishnu Brahma)	Indus Valley	none	Vedas Bhagavad Gita Mahabharata	Mandir Temple	Holi Diwali		272,000	1 billion
CHRISTIANITY	Christian	 Cross	God	Palestine Israel	Jesus of Nazareth	Bible	Church Cathedral	Easter Christmas	Catholic Eastern Orthodox Church of England Baptist Quaker	30 million	2.2 billion
JUDAISM	Jew	 Star of David	G_d	Israel	Abraham	Torah Tenakh	Synagogue	Rosh Hashanah Pesach Yom Kippur	Hasidic Orthodox Reform Liberal	214,000	14 million
SIKHISM	Sikh	 The Khanda	God Waheguru	Punjab, India	Guru Nanak The ten Gurus	Guru Granth Sahib	Gurdwara	Vaisakhi Diwali	Sahajdhari Amritdhari	239,000	23 million
ISLAM	Muslim	 Five pointed star & crescent moon	Allah (God)	Saudi Arabia	Muhammad (pbuh)	Quran	Mosque	Eid-ul-Fitr Eid-ul-Adha	Sunni Shi'a Sufi	1,278,000	1.6 billion

Theist = Someone that believes in God
Atheist= Someone that doesn't believe in God
Agnostic = Someone that is not sure about the existence of God

Monotheist = Someone that believes in one God
Polytheist= Someone that believes in many gods

Timeline of religions (all dates approximate)

2000 BC	1500BC	560 BC	0	30 AD	610 AD	1500 AD
Hinduism	**Judaism**	**Buddhism**		**Christianity**	**Islam**	**Sikhism**

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MFL

Our students will:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Year 7 Bonjour!

The aims of the sequence of learning are to ensure that all students:

- Can meet and greet in French
- Count to 31
- Give dates in French
- Spell using the French alphabet
- Understand key phonics sounds.
- Ask and answer simple questions in French.

Keywords - Questions

French	English
Bonjour! Salut!	Hello! Hi!
Ça va?	How are you?
Comment t'appelles-tu?	What is your name?
Ça s'écrit comment?	How do you spell it?
À plus!	See you later!
Quel âge as-tu?	How old are you?
C'est quelle date aujourd'hui?	What date is it today?
C'est quand ton anniversaire?	When is your birthday/
Qu'est-ce que tu as dans ton sac?	What do you have in your bag?
Tu as une gomme?	Do you have a rubber?
C'est de quelle couleur?	What colour is it?

Key Concepts- Phonics


vélo


bise


Salut!


Ça va?

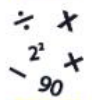

portable


araignée


serpent

intelligent

professeur


maths


fenêtre


musique


numéro un


chaud


eau


poisson

A ah	**B** bay	**C** say	**D** day	**E** ugh!
F eff	**G** zhey	**H** ash	**I** ee	**J** zhee
K ka	**L** el	**M** em	**N** en	**O** oh
P pay	**Q** koo	**R** err	**S** ess	**T** tay
U oo	**V** vay	**W** doo bl vay	**X** iks	**Y** ee-grec
Z zed				

Numbers

1	un	9	neuf	17	dix-sept	25	vingt-cinq
2	deux	10	dix	18	dix-huit	26	vingt-six
3	trois	11	onze	19	dix-neuf	27	vingt sept
4	quatre	12	douze	20	vingt	28	vingt huit
5	cinq	13	treize	21	vingt-et-un	29	vingt neuf
6	six	14	quatorze	22	vingt-deux	30	trente
7	sept	15	quinze	23	vingt-trois	31	trente-et-un
8	huit	16	seize	24	vingt-quatre		

Months and Days

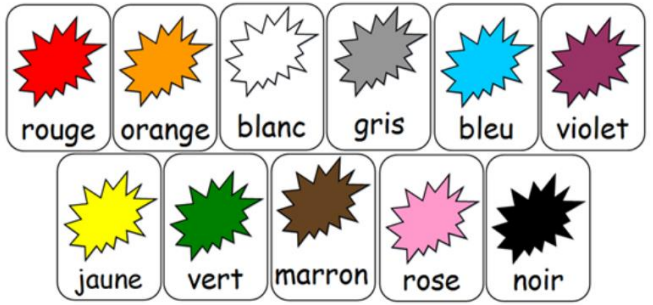
janvier
février
mars
avril
mai
juin

juillet
août
septembre
octobre
novembre
décembre

lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday

Months and days **do not** have a **capital letter** in French!

Colours



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- Understand key phonics sounds.
- Ask and answer simple questions in French.

Retrieval Practice

Questions	Answers
Bonjour! Salut!	Bonjour! Salut!
Ça va?	Oui, ça va bien merci. Comme ci comme ça. Non, ça ne vas pas
Comment t'appelles-tu?	Je m'appelle **Clara.**
Ça s'ecrit comment?	**Say- el-ah-air-ah**
À plus!	À plus / au revoir.
Quel âge as-tu?	J'ai **douze** ans.
C'est quelle date aujourd'hui?	Aujourd'hui c'est **lundi** le **six octobre.**
C'est quand ton anniversaire?	Mon anniversaire c'est le **dix janvier.**
Qu'est-ce que tu as dans ton sac?	J'ai **un stylo** et **deux crayons.**
Tu as **une gomme**?	Non, je n'ai pas de **gomme.**
C'est de quelle couleur?	C'est **bleu**!

Career Focus - Where could this take you?

I am a primary school teacher. We teach languages in KS2, so it is very important that I can speak a Language. It doesn't matter which language I speak because learning a language when children are young helps to develop their cognitive skills. This helps to develop their brain and can improve their memory.

Challenge Activities

1. Make flashcards for the questions and answers.
2. Use Languagenut to practise numbers, days, months and key phonic sounds.
3. Research a famous French person. Make a fact file. What do they do? Where do they live? Why are they famous?

Topic Links

This topic links to other French topics such as

- Introducing yourself and your family

This topic also links to :

- Numeracy
- Geography
- Literacy

Additional Resources

Languagenut – www.languagenut.com

Active Learn - www.pearsonactivelearn.com

You will be given your username and password by your teacher.

Year 7 – Key Grammar and Phrases

Greetings

Bonjour – Good morning
Salut – hello
Bonsoir – good evening

Au revoir – Goodbye
À plus – See you later

Comment tu t'appelles ? What's your name?

Je m'appelle – I am called

Pleasantries

(Comment) ça va? How are you ?

ça va très bien merci
– I'm very well thank you

ça va – ok
ça va mal – Bad

1. Quel âge as-tu – How old are you ?
Tu as des frères ou des soeurs ? –Have you got any brothers or sisters?

Key verbs – avoir

Avoir – to have
J''ai - I have
Tu as - you have
Elle/ il a – she/he has

Nous avons – we have
Vous avez – you have
Elles/ils ont – they have

_____ ans – _____ years old

une soeur– a sister
un frère– a brother
une demi-soeur– a stepsister / half-sister
un demi-frère – a stepbrother / half-brother
trois soeurs – three sisters

Je n'ai pas de frères ou soeurs – I haven't got any brothers or sisters
Je suis fils/fille unique I am an only child

3. Qu'est-ce que tu aimes ?

Key verbs - opinions

J'aime - I like
Je n'aime pas – I don't like

J'adore – I love
Je déteste – I hate

Il /elle aime – he/she likes

le sport – sport
le collège - school

la danse – dance
la musique – music

les araignées – spiders
les glaces – ice creams

C'est – it's ...
sympa – nice
cool
moderne
nul – rubbish
triste –sad
démodé – old-fashioned

Let's show off!

J'aimerais avoir – I'd like to have
Je pense que – I think that
A mon avis – In my opinión
Personellement - personally

2. Qu'est-ce qu'il y a sur la photo?
What's in the photo?

Describing a photo

Il y a

un tableau – a board
un ordinateur - a computer

un/ une professeur – a teacher
une porte – a door
une fenêtre – a window

des tables – some tables
des chaises – some chairs
des élèves – some pupils
des cahiers – some exercise books

WAGOLL
Look at this model text about yourself – do you think you could replicate it with your own information?

Bonjour, je m'appelle **Marc**	Hello. My name is **Marc**
et j'ai **onze** ans.	and I am **11** years old.
Mon anniversaire est le **quatre mai**.	Also, my birthday is the **4th** of **May**.
Je suis très **sympa**	I am very **nice**
y assez **intelligent**	and quite **clever**
mais je ne suis pas **patient**.	but I'm not **patient**.
J'ai **une soeur**	I have a **sister**
mais elle est **méchante**.	but she is **naughty**.
J'aimerais avoir **un frère!**	I would like to have a **brother**!
J'adore **la danse**	I love **dance**
parce que c'est **amusant**	because it's **fun**
Tu aimes **le sport**?	Do you like **sport**?

	indefinite article	definite article
masculine singular	*un* (a / an)	*le* / *l'* (the)
feminine singular	*une* (a / an)	*la* / *l'* (the)
plural	*des* (some)	*les* (the)

4. Tu es comment? What are you like ?

Key verbs être

être – to be
Je suis - I am
Tu es - you are
Elle/ il est – she/he is

Nous sommes – we are
Vous êtes – you are
Elles/ils sont – they are

Je ne suis pas – I'm not

très – very
trop – too
assez – quite
un peu – a bit

amusant / amusante - fun
arrogant / arrogante – arrogant
méchante / méchante - naughty
patient / patiente – patient
intelligent / intelligente - intelligent
petit / petite – small
grand / grande – tall
bavard / bavarde – chatty
fort / forte - strong
timide - shy

5. C'est quand ton anniversaire? When is your birthday ?

Mon anniversaire c'est le... - my birthday is the...

1 premier	11 onze	21 vingt et un
2 deux	12 douze	22 vingt-deux
3 trois	13 treize	23 vingt-trois
4 quatre	14 quatorze	24 vingt-quatre
5 cinq	15 quinze	25 vingt-cinq
6 six	16 seize	26 vingt-six
7 sept	17 dix-sept	27 vingt-sept
8 huit	18 dix-huit	28 vingt-huit
9 neuf	19 dix- neuf	29 vingt-neuf
10 dix	20 vingt	30 trente
		31 trente et un

janvier - January
février - February
mars - March
avril - April
mai - May
juin - June
juillet- July
août - August
septembre - September
octobre - October
novembre -November
décembre - December

NO capital letters for months in French!

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CVT

Our students will:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and
- cultural development of their art forms.

- develop competence to excel in a broad range of physical activities
  are physically active for sustained periods of time
  engage in competitive sports and activities
- lead healthy, active lives.

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Year 7 – Basic Art Skills

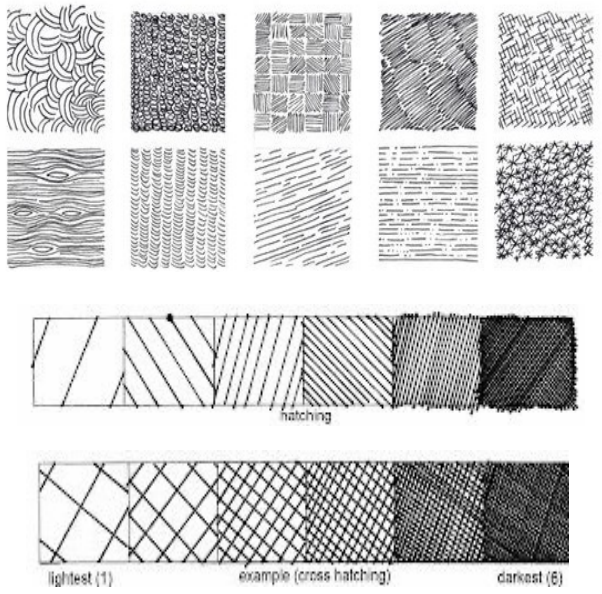
The aims of the sequence of learning are to ensure that all students:

- Demonstrate use of drawing and shading skills.
- Identify the elements of art .
- Demonstrate an understanding of colour theory
- Demonstrate an understanding of how the elements of art created.

Keyword	Definition
Colour	What you see when light reflects off something. Red, yellow and blue are primary colours
Line	A mark which can be long, short, wiggly, straight etc
Tone	How light or dark something is
Texture	How something looks or feels, e.g. rough or smooth
Space	Refers to the emptiness or area between, around, above, below, or within objects.
Shape	A 2D area which is enclosed by a line, e.g. a triangle
Form	Something which has 3 dimensions, e.g. a cube, sphere or sculpture

Key Concepts

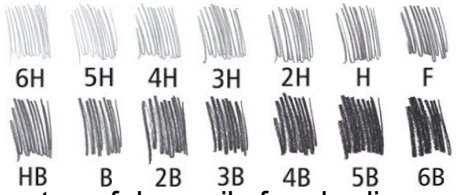
Mark Making describes the different lines, dots, marks, patterns we create in an artwork. It can be loose and gestural or controlled and neat. **Mark Making** can be used to create texture in an artwork.



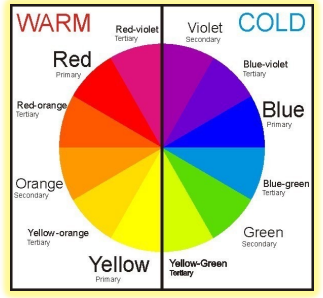
Grades of Pencils

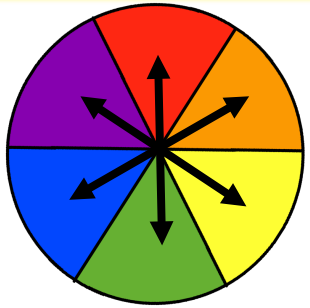
Pencils come in different grades, the softer the pencil, the darker the tone.

H = Hard B = Black



In art the most useful pencils for shading are B, 2B and 4B. If your pencil has no grade it is likely to be HB.



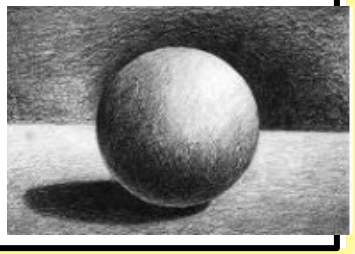


Making something look 3D

To prevent objects looking flat, a range of tonal shading is essential to make them appear 3D.

Shading straight across a surface will make an item appear flat.

Shading with the form will help to enhance the 3D surface.



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Year 7 – Basic Art Skills

The aims of the sequence of learning are to ensure that all students:

- Describe multiple methods for mark making
- Describe complementary colours
- Synthesise a 3D drawing by employing mark making techniques

Retrieval Practice

Questions	Answers
What are complementary colours	These are colours that are found opposite each other on the colour wheel. Complementary colours are pairs of colours that contrast with each other more than any other colour, and when placed side-by-side make each other look brighter.
What are primary colours?	Red, blue and tallow. These are colours that cannot be made by mixing other colours together but are used to make all other colours.
What are secondary colours?	Green, orange and purple. Secondary colours are made by mixing two primary colours together.
What are tertiary colours?	These are colours created by mixing a primary and a secondary colour together.
What are harmonious colours?	These are colours that are next to each other on the colour wheel.
What is tint?	When you add white to a colour to make it lighter
What is shade?	When you add black to a colour to make it darker.
What is a primary source?	Observational drawing: drawing something directly from first-hand experience. Drawing from something real that is in front of you.
What is a secondary source?	Observational drawing: drawing from something that was produced by another person

Career Focus - Where could this take you?

I am a **magazine art director** and my job is to put together the illustrations and photographs for my magazine to ensure that the articles look interesting, and people purchase our magazine

Challenge Activities

1. Draw an object using your mark making techniques to make it appear to be 3D.

2. Create a complementary colour wheel

Topic Links

This topic links to:

- Maths – ratios of mixing paints to make various colours
- Science – accurate observation skills

Additional Resources

To further practise and develop you knowledge see:

Here you will find why art education is important from artists, young people and major cultural figures.

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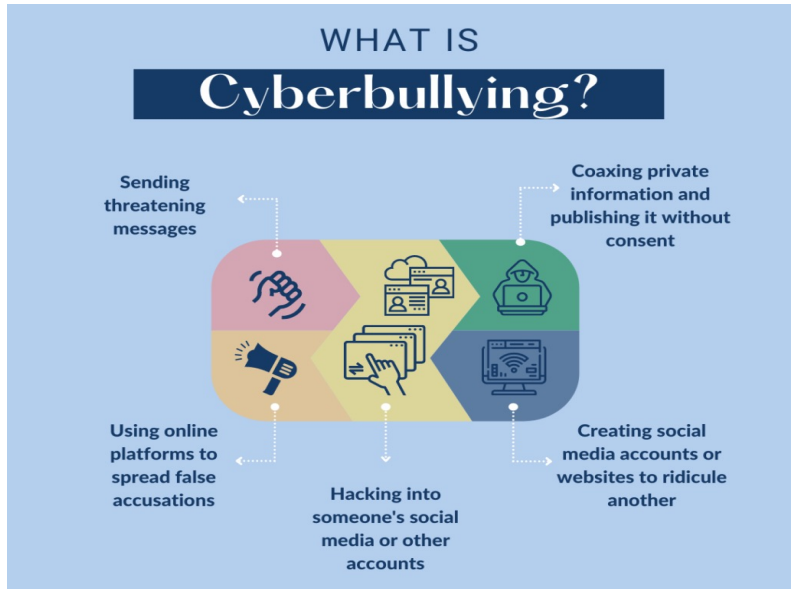
Unit 7.1: E-Safety

The aims of the sequence of learning are to ensure that all students:

- Demonstrate knowledge of cyberbullying by describing how to deal with it
- Demonstrate knowledge of online safety by explaining how to best deal with common scenarios when browsing the internet
- Demonstrate knowledge of the dangers of technologies by describing their benefits, dangers and how to stay safe
- Apply knowledge from this unit to accurately describe some keywords

Keyword	Definition
E-Safety	The safe and responsible use of technology
Cyber bullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
Pop-up message	A message that appears on your browser or desktop designed to grab the users attention
Password	A combination of characters that allows access to a computer system or service
Error Message	Information displayed on a computer system when an unexpected problem occurs
Smart Devices	An electronic gadget that is able to connect, share and interact with its user and other smart devices
Hacking	The gaining of unauthorised access to data in a system or computer system

Key Concepts



STOP

- Take time out before getting involved, and don't share or like negative comments
- Try and get an overview of what's really going on
- Check the community guidelines for the site you're on

SUPPORT

- Give the person being bullied a supportive message to let them know they're not alone
- Encourage them to talk to someone they can trust
- Give the person being bullied a positive distraction from the situation

SPEAK

- Ask an adult or friend that you can trust for advice
- Use the report button on the social platform it's happening on
- Speak to one of the charities set up to help with situations like this, such as Childline

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Unit 7.1: E-Safety

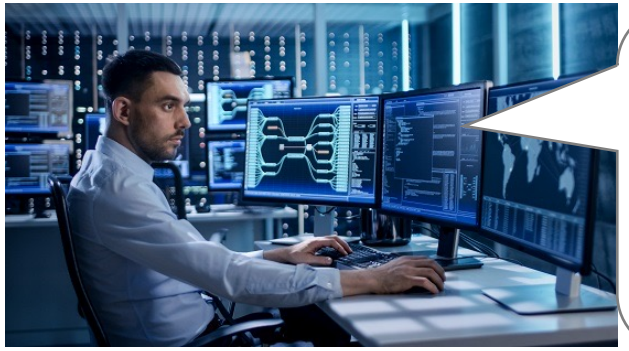
The aims of the sequence of learning are to ensure that all students:

- **Demonstrate knowledge of cyberbullying by describing how to deal with it**
- **Demonstrate knowledge of online safety by explaining how to best deal with common scenarios when browsing the internet**
- **Demonstrate knowledge of the dangers of technologies by describing their benefits, dangers and how to stay safe**
- **Apply knowledge from this unit to accurately describe some keywords**

Retrieval Practice

Questions	Answers
What does the term 'Cyberbullying' mean?	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
Why should you not post your real name online?	It becomes possible to find out some personal details about you, such as, your home address, age and telephone number.
Why should you always update your virus checker when asked to do so?	Your computer will not be protected against the newest threats. This will leave your computer vulnerable to attacks.
What are the dangers of using free public Wi-Fi?	As you are connecting to an unsecure internet connection, your computer will be easier to hack. Hackers can access every piece of information your sending out on the internet and also access the files on that computer, and any other connected devices.
What would you do in the following situation? You click on a link that loads up a website with unsuitable and inappropriate content.	Switch my monitor off and tell my parent or carer – they help you to block the website to stop it from loading up again.
What advice would you give to somebody to stay safe when playing online games?	Disable the chat feature, if that's not possible, only play and talk to people you know in real life and play where your parents can hear the conversations.
What are the dangers of using technology in our everyday life?	Although technology can be used to help make our lives easier, it can result in a lack of privacy, increased chances of your devices being hacked and an over-reliance of technology making it difficult to do things that have become automated or not required to do manually.

Career Focus - Where could this take you?



I am a **cyber security engineer** and it is my job to identify any threats or vulnerabilities in systems or software. I have to be confident in trouble shooting problems and testing systems.

Challenge Activities

1. Create a poster on MS PowerPoint that includes the following details: definition of cyberbullying, advice on what you should do if somebody was being cyberbullied and what you think we can do in the future to help stop cyberbullying in our school.
2. Do you agree or disagree with the following statement? You must back up your answer with reasons and examples. "People under the age of 14 should not be allowed to use the internet without adult supervision".
3. Create a short vlog about which new technologies you think could create safety issues for children in the future? Give advice on how you could tackle these problems.

Topic Links

This topic links to:

- Computing Curriculum: Understand a range of ways to use technology safely, respectfully, responsibly and securely
- English and RSE (being a responsible citizen and using language appropriately)

Additional Resources

To further practise and develop your knowledge see:

- www.childline.org.uk
- www.thinkuknow.co.uk
- stopcyberbullying.org

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Year 7 Food Tech

The aims of the sequence of learning are to ensure that all students:

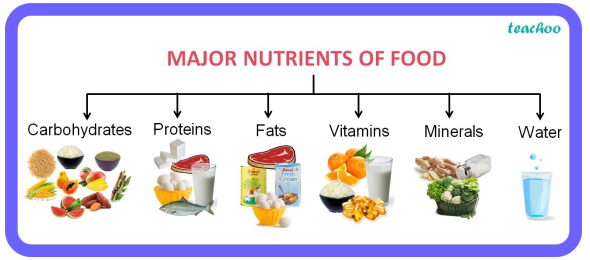
- Demonstrate safe and hygienic working practices
- Demonstrate knowledge of the Eatwell Plate through practical tasks, discussion and written tasks
- Identify the key differences between food manufacturing and processing

Keyword	Definition
Food origin	Where the food originated in the world
Food provenance	Whether the food was grown, caught or reared
Transportation	How food is transported from one place to another
Food processing	Changing food in some way e.g washing, chopping, pasteurising, freezing, fermenting, packaging
Food manufacturing	Food manufacturing refers to transforming raw ingredients into edible products such as using wheat, oat, and sugar to make cereals, desserts, and pet food.
Farming	Farming is the activity of growing crops or keeping animals on a farm.
Calcium	Calcium is a mineral your body needs to build and maintain strong bones and to carry out many important functions.
Carbohydrate	Carbohydrates provide energy for the body. The body breaks carbohydrates down into glucose, which is the primary energy source for the brain and muscles.
Protein	Protein is one of the three nutrients found in food that the body needs in large amounts. It is essential for the maintenance and building of body tissues and muscle.
Fibre	Fibre is a type of carbohydrate that the body cannot break down and so it passes through our gut into our large intestine (or colon). It is found naturally in plant foods like wholegrains, beans, nuts, fruit and vegetables and is sometimes added to foods or drinks. Fibre helps to keep our digestive system healthy and helps to prevent constipation.
Fat	The body uses fat as a fuel source, and fat is the major storage form of energy in the body. Fat also has many other important functions in the body, and a moderate amount is needed in the diet for good health. Too much fat or too much of the wrong type of fat can be unhealthy.
Cross-contamination	Cross-contamination is the physical movement or transfer of harmful bacteria from one person, object or place to another.
Nutrient	a substance that provides nourishment essential for the maintenance of life and for growth.
Healthy	In a good physical or mental condition; in good health.

Key Concepts

The 4C's Concept

By practicing the four Cs of food hygiene **cross-contamination, cleaning, cooking and chilling** those working with food can avoid food poisoning and other illnesses.



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Year 7 Food Tech

The aims of the sequence of learning are to ensure that all students:

- Use safe and hygienic practices in a working kitchen environment
- Demonstrate sound preparation skills of both equipment and ingredients
- Safely use a range of cooking techniques, appropriate to the task

Fruit salad

Equipment

- Vegetable knife
- Chopping board
- Bowl
- Measuring spoons
- Spoon

Ingredients

- 1 clementine / orange
- 6 red grapes
- 6 green grapes
- 1 kiwi fruit
- 1 banana
- 1 apple
- 2 x 15ml spoons orange juice

**** Sealed container with a lid ****

Note: You can use any fruit you prefer: blueberries, raspberries etc.

Method:

1. Peel the clementine and separate into segments.
2. Cut the grapes in half and remove any seeds.
3. Peel the kiwi fruit and slice.
4. Peel the banana and slice carefully.
5. Quarter the apple, remove the core and slice.
6. Place all the fruit in a bowl.
7. Add the orange juice and mix together.

Skills:	Meaning
1.	**General Practical Skills:** Weighing ingredients, measuring, preparing ingredients and equipment, correct cooking times, testing for readiness and sensory testing.
2.	**Knife skills:** Can use equipment safely. Slicing, dicing and chopping
3.	**Preparing fruit and vegetables:** I can prepare fruit and vegetables in many different ways: Slicing, peeling, grating, dicing and chopping.
7.	**Preparing, combine and shape:** Techniques to prepare, cook and combine different ingredients.

Career Focus - Where could this take you?

My job is **food technologist** and I study foods and their nutritional content. I use laboratory skills and techniques to identify nutrients and calorie content of foods.

Challenge Activities

Try some of these recipes at home
Follow the links

Energy Bar

Home made burgers

Chapatti recipe

For Further 30 minute recipes

Food skills are acquired, developed and secured over time

.

Bridge hold

Claw grip

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Year 7 Food Tech

The aims of the sequence of learning are to ensure that all students:

- Use safe and hygienic practices in a working kitchen environment
- Demonstrate sound preparation skills of both equipment and ingredients
- Safely use a range of cooking techniques, appropriate to the task

Pasta Salad

Equipment:

Sauce pan
Chopping board
Vegetable knife
Colander
Wooden spoon
Mixing bowl
Table spoon

Ingredients:

- 50g grated cheese
- 100g dried pasta shapes
- 2tbsp. Mayonnaise or salad cream
- 5 cherry tomatoes
- ¼ cucumber
- 25g sweetcorn
- 2 spring onions
- 3 lettuce leaves
- ½ red or green pepper.

Method:

1. Bring a small saucepan of water to the boil, and then add the pasta. Simmer for about 8 – 10 minutes (check the packet instructions).

2. While the pasta is cooking, prepare the other ingredients:

• shred the lettuce;

• slice the spring onions, tomato and pepper, or if you have cherry tomatoes cut in half;

• chop the cucumber into small chunks;

3. Drain the boiling hot water away from the pasta into a colander in the sink. Cool the pasta by rising it under a cold tap for a few moments. Drain well.

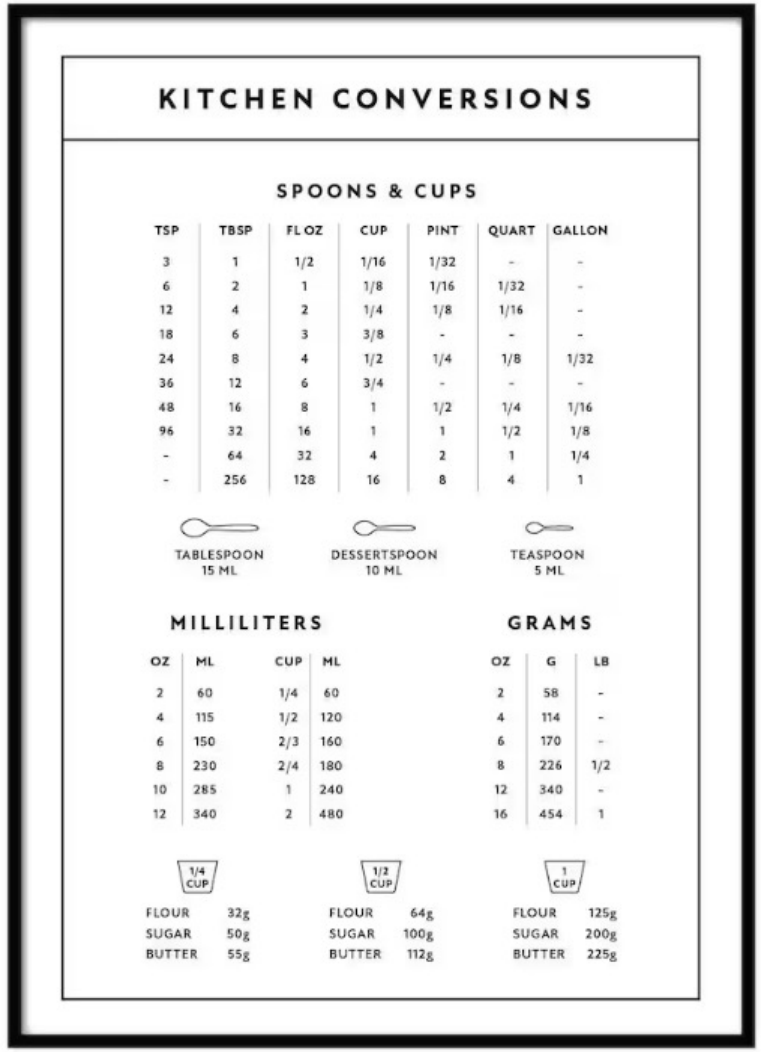
4. Place the pasta in the serving dish and stir in 1 x 15ml spoon of dressing:

• Add sweetcorn into the pasta and mix evenly.

5. Assemble the remaining ingredients over the pasta in layers.

6. Lastly, drizzle over the remaining dressing.

Skills:	Meanings
1.	**General Practical Skills:** Weighing ingredients, measuring, preparing ingredients and equipment, correct cooking times, testing for readiness and sensory testing.
2.	**Knife skills:** Can use equipment safely. Slicing, dicing and chopping.
3.	**Preparing fruit and vegetables:** I can prepare fruit and vegetables in many different ways: Slicing, peeling, grating, dicing and chopping.
4.	**Use of the cooker (and Skills 6: Cooking Methods):** Using the cooker including: the hob, grill and oven.
6.	**Cooking Methods:** Using the cooker including: the hob, grill and oven.
7.	**Preparing, combine and shape:** Techniques to prepare, cook and combine different ingredients.
8.	**Sauce Making including:** starch based, reduction and emulsions



KITCHEN CONVERSIONS

SPOONS & CUPS

TSP	TBSP	FL OZ	CUP	PINT	QUART	GALLON
3	1	1/2	1/16	1/32	-	-
6	2	1	1/8	1/16	1/32	-
12	4	2	1/4	1/8	1/16	-
18	6	3	3/8	-	-	-
24	8	4	1/2	1/4	1/8	1/32
36	12	6	3/4	-	-	-
48	16	8	1	1/2	1/4	1/16
96	32	16	1	1	1/2	1/8
-	64	32	4	2	1	1/4
-	256	128	16	8	4	1

TABLESPOON 15 ML
DESSERTSPOON 10 ML
TEASPOON 5 ML

MILLILITERS

OZ	ML	CUP	ML
2	60	1/4	60
4	115	1/2	120
6	150	2/3	160
8	230	2/4	180
10	285	1	240
12	340	2	480

GRAMS

OZ	G	LB
2	58	-
4	114	-
6	170	-
8	226	1/2
12	340	-
16	454	1

1/4 CUP		1/2 CUP		1 CUP	
FLOUR	32g	FLOUR	64g	FLOUR	125g
SUGAR	50g	SUGAR	100g	SUGAR	200g
BUTTER	55g	BUTTER	112g	BUTTER	225g

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Year 7 Food Tech

The aims of the sequence of learning are to ensure that all students:

- Use safe and hygienic practices in a working kitchen environment
- Demonstrate sound preparation skills of both equipment and ingredients
- Safely use a range of cooking techniques, appropriate to the task

Chocolate Chip Cookies

Method:

- Set oven at Gas 4 / 180ºC.
- Grease a baking tray.
- Wash hands and put on apron.
- Collect a mixing bowl.
- Place margarine and sugar in bowl and cream with a white spoon.
- Add vanilla essence and chocolate chips.
- Add flour – mix with wooden spoon.
- Gradually add egg.
- Pull together and shape.
- Bake for 10 minutes.

Equipment

- Large mixing bowl
- Rolling pin
- Table knife
- Measuring jug
- Wooden spoon
- Round bladed knife

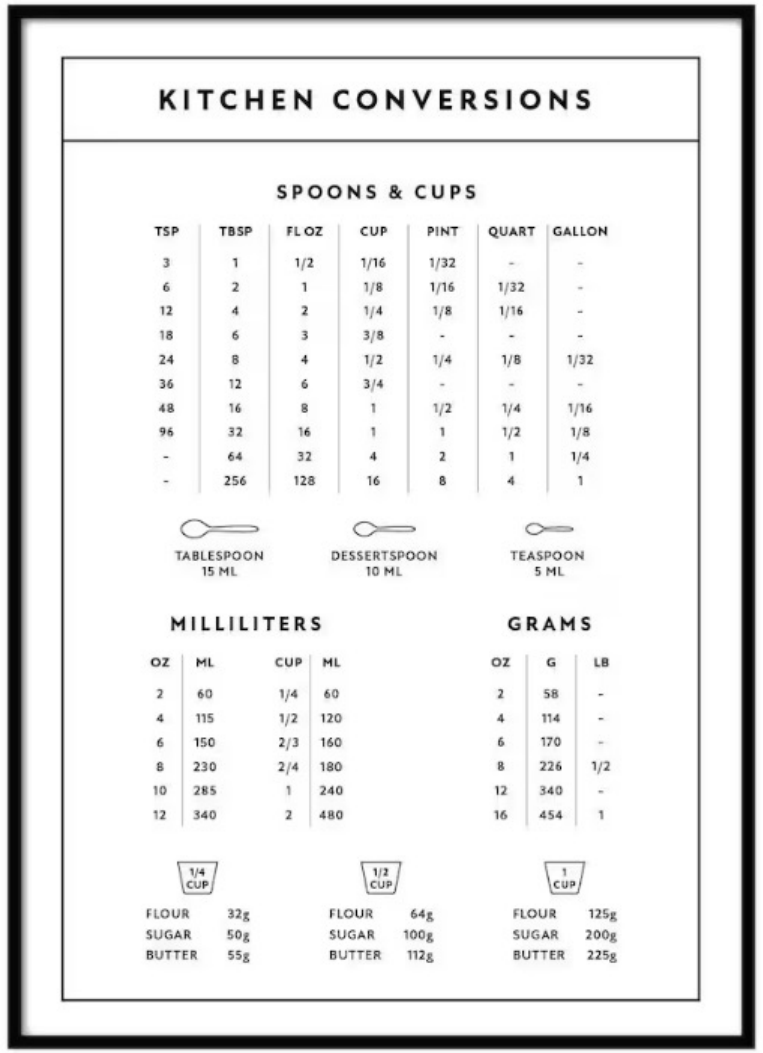
Dough ingredients

- 75g margarine
- 75g brown sugar
- Half an egg
- 2 drops of vanilla essence
- 150g self-raising flour
- 100g chocolate chips

**** Bring container with a lid *****

Tip: Can use different chocolate chips, nuts or add coco.

Skills:	Meaning
1.	**General Practical Skills:** Weighing ingredients, measuring, preparing ingredients and equipment, correct cooking times, testing for readiness and sensory testing.
4.	**Use of the cooker (and Skills 6: Cooking Methods):** Using the cooker including: the hob, grill and oven.
6.	**Cooking Methods:** Using the cooker including: the hob, grill and oven.
7.	**Preparing, combine and shape:** Techniques to prepare, cook and combine different ingredients.
10.	**Dough**: Making dough including: bread, pastry and pasta.
11.	**Raising Agents:** Use of raising agents including: eggs, chemical, steam and biological.



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Year 7 Food Tech

The aims of the sequence of learning are to ensure that all students:

- Use safe and hygienic practices in a working kitchen environment
- Demonstrate sound preparation skills of both equipment and ingredients
- Safely use a range of cooking techniques, appropriate to the task

Apple Crumble

Equipment:

- Weighing scales
- Sieve
- Mixing bowl
- Wooden spoon
- Chopping board
- Knife
- Ovenproof dish or foil tray
- Baking tray

Ingredients:

- 2 large cooking apples
- 50g of other fruit e.g.: raspberries/ raisins etc.
- 50g sugar
- 150g Plain flour
- 50g oats
- 100g butter

Bring oven proof dish

Top Tips:

Be creative and experiment with other fruits, such as blackberries, apricots, raspberries, peaches, nectarines or plums.

Try mixing different fruits, e.g. pear and plum.

You may wish to use canned apple or another type of canned fruit.

Method:

1. Preheat the oven to 190°C or gas mark 5.

2. Rub in the butter or margarine into the flour until it resembles breadcrumbs. (Do not over rub breadcrumbs as mixture becomes greasy).

3. Stir in the oats and sugar using a wooden spoon.

4. Cut the apples into quarters and remove the core. Slice thinly using the bridge and claw technique. (peeling skin is optional).

5. Arrange the apple slices in the oven-proof dish, and then add the sultanas.

6. Sprinkle the crumble topping over the apple slices.

7. Bake for 25 – 30 minutes, until the apples are soft and the crumble is golden.

Skills:	Meaning:
1.	**General Practical Skills:** Weighing ingredients, measuring, preparing ingredients and equipment, correct cooking times, testing for readiness and sensory testing.
2.	**Knife skills:** Can use equipment safely. Slicing, dicing and chopping.
3.	**Preparing fruit and vegetables:** I can prepare fruit and vegetables in many different ways: Slicing, peeling, grating, dicing and chopping.
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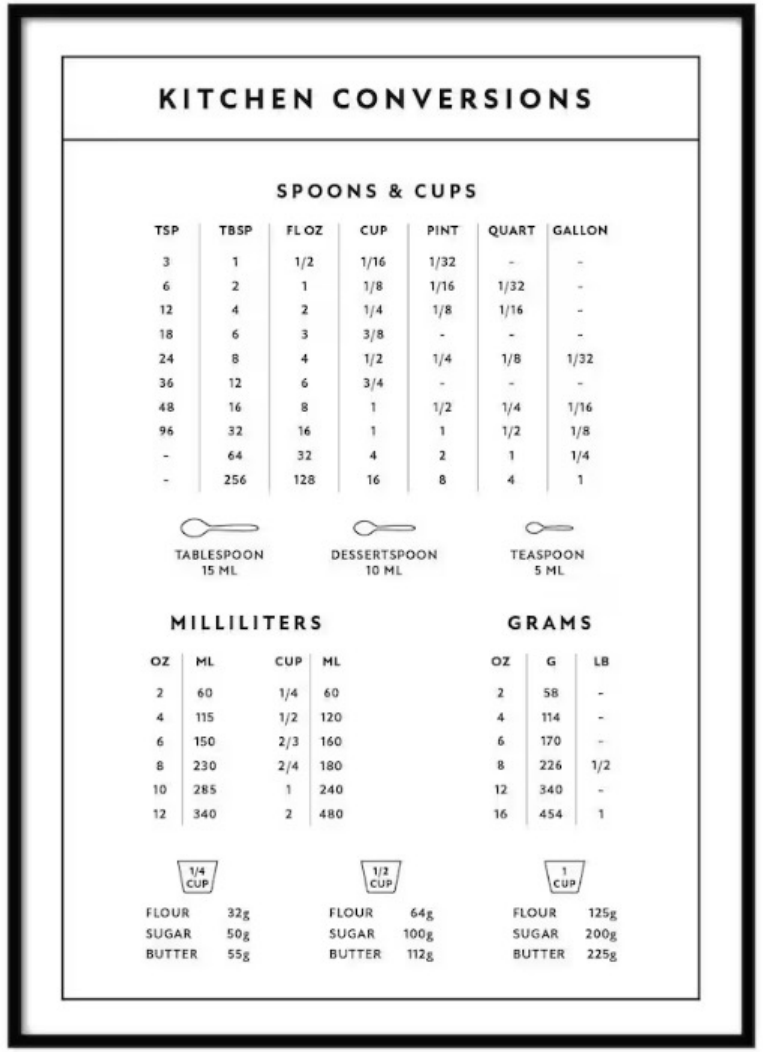


Year 7 Let's Sing

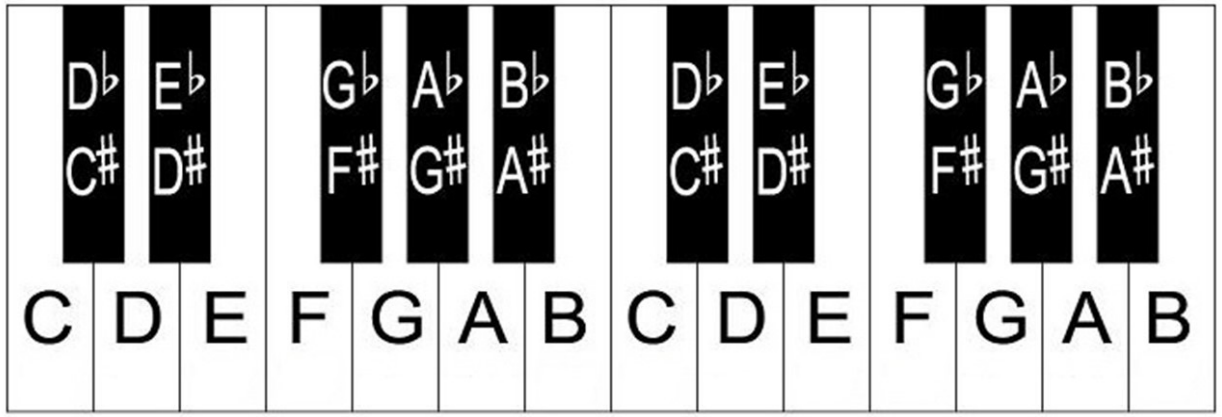
The aims of the sequence of learning are to ensure that all students:

- Sing with control, confidence and enthusiasm
- Demonstrate a sound understanding of the elements of music and be able to discuss them in regard of their performances
- Be able to sing with expression and analyse how to use expression to make performances better

Keyword	Definition
Harmony	More than one musical note played at the same time.
Vocals	The part of a song that is sung using the human voice.
Texture	Musical Texture refers to how different layers of a piece of music are combined to produce the overall sound.
Tempo	The speed of the music. Measured in Beats Per Minute (BPM)
Dynamics	How loud or quiet the music is. Also called volume.
Melody	A group of notes played one after another to produce a single line of music.
Lyrics	The words that are sung in a song.
Pitch	How 'high' or 'low' a note sounds. High pitch notes are squeaky and low pitch notes are deep.
Vocal warmup	An exercise that prepares your voice to sing. A proper vocal warmup will help you to sing better and help you avoid injuring your voice.

Key Concepts

Piano Keys and Notes

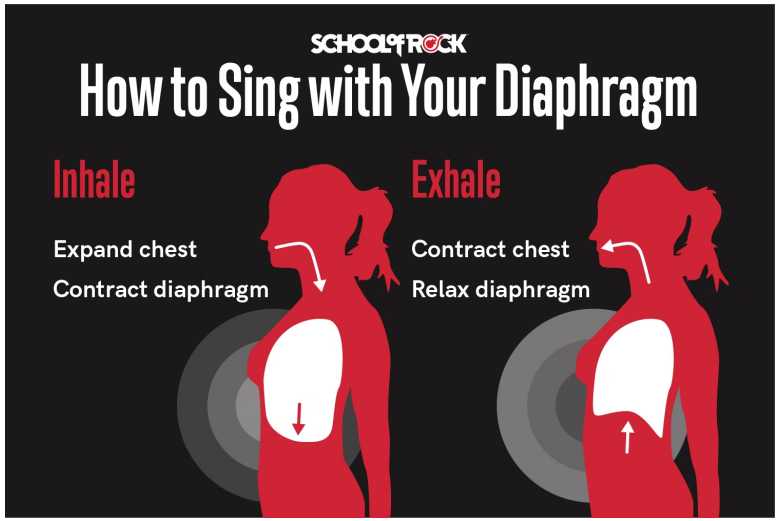


'C' is always to the left of the two black keys

Chest voice:

Proper Breathing Technique:

Head voice vs.



Year 7 Let's Sing

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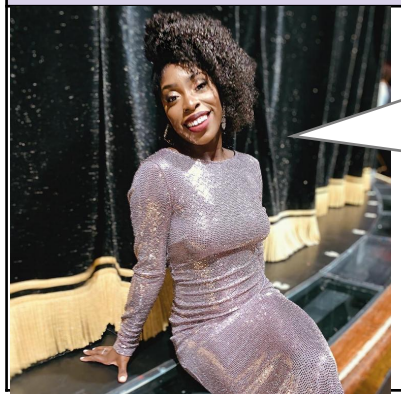
The aims of the sequence of learning are to ensure that all students:

- Sing with control, confidence and enthusiasm
- Demonstrate a sound understanding of the elements of music and be able to discuss them in regard of their performances
- Be able to sing with expression and analyse how to use expression to make performances better

Retrieval Practice

Questions	Answers
What does pitch mean?	How 'high' or 'low' a note sounds. High pitch notes are squeaky and low pitch notes are deep.
What is a vocal warmup?	An exercise that prepares your voice to sing.
Why are vocal warmups important?	A proper vocal warmup will help you to sing better and help you avoid injuring your voice.
Where do you find a note 'C' on a piano or keyboard?	'C' is to the left of the two black keys.
Memory recall as many of the vocal warmup exercises from the video in the 'additional resources' section.	YAWN-SIGH TECHNIQUE, HUMMING WARM-UPS, VOCAL STRAW EXERCISE, LIP BUZZ, TONGUE TRILL EXERCISE, JAW LOOSENING EXERCISES, TWO-OCTAVE PITCH GLIDE WARM-UP, VOCAL SIRENS EXERCISE, VOCAL SLIDES TECHNIQUE
What is the definition of pitch in music?	How 'high' or 'low' a note sounds. High pitch notes are squeaky and low pitch notes are deep.

Career Focus - Where could this take you?



I am a cruise ship singer. My job is to sing with my band on cruise ships to entertain people in the bar and restaurant. Although I get to travel on the cruise ship for free, it is very hard work. I have to rehearse every day with the band and we have to memorise over a hundred songs. I warmup before every rehearsal and show.

Challenge Activities

Vocal Warmup
Scan the QR code below and try the vocal warmups from the video.

Finding your head voice and chest voice
Place your hand flat on your chest where your heart is. Hum the lowest, deepest note you can. You should feel your chest vibrating. This is your chest voice Now slowly increase the pitch (so your voice becomes squeakier). At some point your chest will stop vibrating. This is your head voice!

Piano Key Challenge
Without looking at a piano, can you memory recall all of the names of the white keys on a piano? For an added challenge, include the black keys!

Topic Links

This topic links to:

- Drama – Vocal projection, performance for an audience
- Languages– Prefixes such as 'poly' and 'homo'
- Science – The anatomy of the larynx and the physics of sound/vibrations

Additional Resources

9 Best Vocal Warmups:

Head voice vs. Chest voice:

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Year 7 Invasion Games

The aims of the sequence of learning are to ensure that all students:
- Can identify at least four core skills required for invasion games
- Demonstrate basic core skills such as a chest pass
- Demonstrate basic core skills in a game situation
- Lead a small group of peers in a warmup

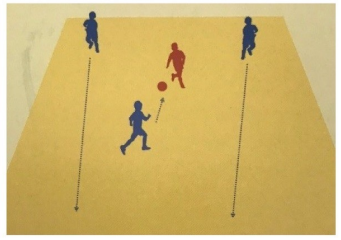
Keyword	Definition
Pass	keep possession of the ball by maneuvering it between different players with the objective of advancing it up the playing field
Catch	to receive the ball from another player and keep possession
Defend	to resist the attack of the opposing team
Attack	the action of attacking or engaging an opposing team with the objective of scoring points or goals
Tackle	trying to take the ball from an opponent
Intercept	Obstruct someone/something from getting to their desired position/destination

Key Concepts

Defending

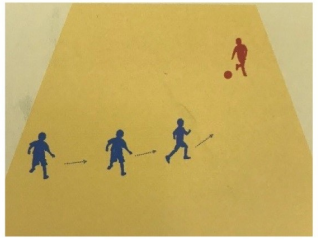
Delay

If possession is lost quickly—a defender should try to slow the attacker down so other players can get back in position (goal side).

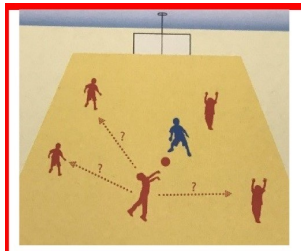


Balance

Defenders need to move into an appropriate formation in relation to where the ball is.



Attacking

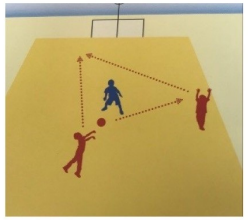


Support

To give the player in possession as many options as possible team-mates move into different positions to receive the ball. This could be to the side / behind / in front of the ball.

Improvisation

Players need to become creative to get past an organised defence e.g. one-twos, fake passes, outwit defenders with the ball



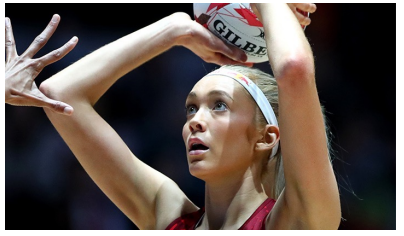
You should already know:
- The aim of an invasion game
- The name of at least 2 invasion games

You will be assessed on:
- Understanding
- Technique in isolation
- Technique in game
- Leadership
- Attitude to learning

Athletes to research further:

Harry Kane

Helen Housby



Lewis Ludlam

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Year 7 Invasion Games

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Retrieval Practice

Questions	Answers
What are the core Netball skills?	Chest pass, Bounce pass, Shoulder pass, Overhead pass, Two-footed landing, Shooting, Pivot, Defending and Attacking
What are the Netball positions?	Goal keeper, Goal defence, Wind defence, Centre, Wing attack, Goal attack and Goal shooter
What are the core football skills?	Dribbling close to feet, Dribbling changing direction, Passing side foot, Passing close distance, Defending and Attacking
What are the core Rugby skills?	Target with hands out, Push pass, Catching, Protecting, Side-stepping, Attacking, Defending

Career Focus - Where could this take you?

A sport science qualification helps you as a biologist by teaching you how the human body works during physical activity. You learn about muscles, bones, and how they react when we exercise. This knowledge can be useful for studying how living organisms move, grow, and adapt to different situations, which is an important part of biology.

Challenge Activities

1. Design a new rule for either football, netball or rugby. Explain how your rule will impact the game.
2. Create a mind map of all of the equipment needed to play an invasion game of your choice.

Topic Links

This topic links to:

- Science – movement of the body and muscles; the physics of sports
- English – understanding and defining key terminology
- Mathematics – problem solving, recording figures and analysing performance

Additional Resources

To further practise and develop your knowledge see:

- https://tgfu.weebly.com/invasion-games.html
- https://en.wikipedia.org/wiki/Association_football
- https://www.youtube.com/watch?v=aBuxsRnU50A
- https://www.world.rugby/the-game/laws/home

Year 7 Textiles

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The aims of the sequence of learning are to ensure that all students:

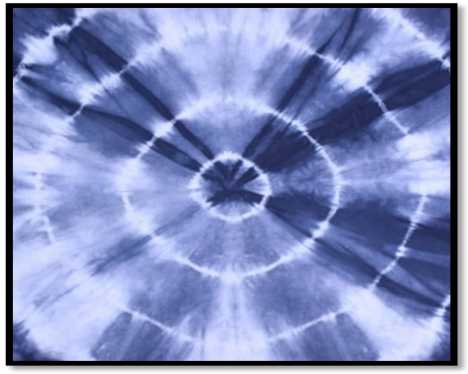
- Explain how a resist method of dyeing is created.
- Demonstrate safe use of tools and equipment.
- Rank Fibres in order of environmental impact.
- Justify the importance of sustainability within Textile manufacture.
- Calculate the costings of materials and production
- Explain the lifecycle of a cotton T-shirt
- Demonstrate a clear understanding of the manufacturing Process

Keyword	Definition
Machine	An apparatus using or applying mechanical power and having several parts.
Fabric	Cloth or other material produced by weaving or knitting fibres:
Natural	Existing in or caused by nature; not made or caused by humankind:
Fibres	A thread or filament from which a vegetable tissue, mineral substance, or textile
Resist	Withstand the action or effect of:
Textiles	A type of cloth or woven fabric:
Aesthetics	A set of principles concerned with the nature and appreciation of beauty
Seam Allowance	Seam allowance is the extra fabric between the seamline and the edge of the fabric when two (or more) pieces of fabric are sewn together.
Design	A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is built or made
Needle	A very fine slender piece of metal with a point at one end and a hole or eye for thread at the other, used in sewing:
Organic	Relating to or derived from living matter:
Cotton	A soft white fibrous substance that surrounds the seeds of a tropical and subtropical plant and is used as textile fibre and thread for sewing:
Fastening	A device that closes or secures something:
Equipment	The necessary items for a particular purpose:
Decorative	Serving to make something look more attractive; ornamental:

Key Concepts

Tie Dye

Resist dyeing is a technique of colouring yarn or fabric in order to create a pattern by resisting certain areas, so that only the unblocked areas receive colours. Resist materials including thread, wax, rice or mud paste are used in this dyeing process on the basis of the patterns. Tie-dye method is a type of resist dyeing.



Health and Safety — Sewing Machines

- Only use sewing machines in a designated area of the classroom.
- Unplug the sewing machine when not in use.
- Do not use bent or broken needles.
- Switch off the sewing machine whilst making adjustments in the needle area.
- Keep fingers away from moving parts.
- Make sure foot peddle wiring is tidy and kept away from moving parts.
- Turn off the sewing machine before removing the plug from the socket.
- Make sure the machine is switched off and the foot peddle is packed away when finished.

Properties Of Fibres — Natural - Plant

Linen:
- Fresh, cool to wear
- Very absorbent, fast
- Stiffer handle
- Good drape
- Durable
- Creases badly
- Wash and iron

Applications: Summer clothing, table cloths etc

Cotton:
- Very absorbent
- Dries slowly
- Cool to wear
- Soft handle
- Good drape
- Durable
- Creases easily
- Wash and iron

Applications: Jeans, Towels, T-shirts

NATURAL FIBRES

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Year 7 Tool Roll Project

The aims of the sequence of learning are to ensure that all students:

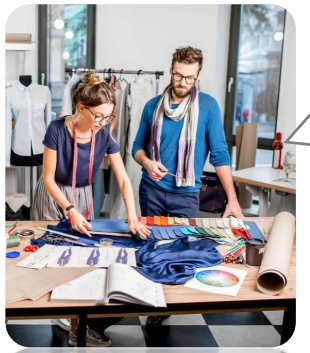
- Explain how a resist method of dyeing is created.
- Demonstrate safe use of tools and equipment.
- Rank Fibres in order of environmental impact.
- Justify the importance of sustainability within Textile manufacture.
- Calculate the costings of materials and production
- Explain the lifecycle of a cotton T-shirt
- Demonstrate a clear understanding of the manufacturing Process

Retrieval Practice

Questions	A1	A2	A3	A4	A5
A. How is cotton produced?	From a plant	From a factory	From Coal & oil	From Aldi	From a tree
B. Where does Silk come from?	A rabbit	A moth	A butterfly	A worm	A cow
C. What is a design Specification?	A list of design solutions	A list of costings	A list of design issues	A list of important points	A detailed list of what the product must be
D. What are Fibres?	A thin thread of a natural or synthetic substance	A source of material	An origin of cotton	A type of synthetic fibre	A fraying edge
E. What is Tie Dye?	A method of adding colour to fabric with paint	A Type of Resist Dyeing	A type a pattern dyeing	A type of printing	A type of fabric testing
F. What physical properties do fabrics have? (select more than 1)	Stretchy	Soft handle	Creases easily	Stiff	Strong

Which questions did you get wrong?	Quick Corrections (bridge learning gaps & misconceptions)

Career Focus - Where could this take you?



Textile designers create designs for knitted, printed and woven textiles. Textile design can include designing:

- textiles for clothing and accessories
- fabrics and furnishings
- printed, paper-based products

You will need a foundation diploma in Art & Design or A level equivalent, Kirklees College offer a Level 1-3 in Art and Design and Leeds City College offer a Level 3 diploma in Fashion and Textiles, you will need 4 GCSE grades 4 and above including maths and English.

Salaries usually range from around £13,000 to £40,000 a year.

Challenge Activities

Properties
_____
_____

Suggested Fibre Type
_____
_____

Product Type
_____
_____

Properties
_____
_____

Suggested Fibre Type
_____
_____

Product Type
_____
_____

Topic Links

This topic links to:

- Science- How fibre properties are created and used.
- English- Subject specific Vocabulary knowledge, understanding and spelling.
- Math's- Material costings and standard measurements in length.

Additional Resources

To further practise and develop your knowledge see:

- The ONLY textiles recycling video YOU NEED TO WATCH – YouTube
- How to Tie-Dye at Home Like a Pro - Try These 5 Easy Techniques! – YouTube
- Classification Of Textile Fibers - Sources Of Textile Fibre – YouTube
- Fairtrade - How Cotton Is Produced - YouTube

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Usernames and Passwords
