Year 7 – Term 2

Newsome Academy
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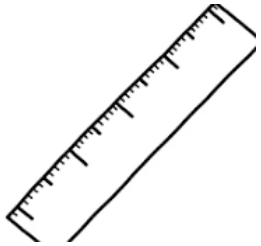
Knowledge Organiser

Name:

Team:

Write in blue or black ink
Professional standards.

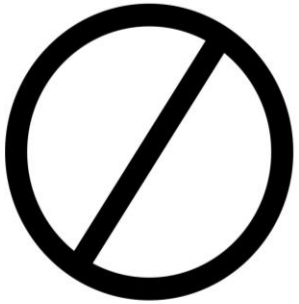


Use a ruler to underline dates and titles and draw all lines
Showing care with your work.

Pictures, diagrams, graphs and tables in pencil.
Allowing for mistakes to be easily corrected.

~~Mistake~~

Cross mistakes out once.
Mistakes are fine – it is how you correct them that matters.



No graffiti.
You will need to get rid of it from your work in your own time.

Worksheets stuck in neatly.
In the order that have been completed in.

Neat handwriting.
Always trying to present your work in the best way.

Complete all work set.
To the best of your ability.

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Work Pride Routines

Pride in work should be shown by all students

Greet your teacher at the door.
Professional Conduct.

Enter the classroom quietly.
Not causing disruption to others.

Put your equipment on the desk.
Be ready to learn immediately.

Start the activate task.
This will be ready for you as you enter the classroom.

Answer the register.
Do not talk while others are answering.

Pack away when directed to by the teacher.
Prompt and sensible.

Stand behind your chair when you've packed away.
Await further instructions.

Wait in silence to be dismissed.
Your teacher will do this promptly if all other routines have been followed.

Move onto the corridors using the calm corridor routine.
Sensible always.

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Lesson Routines

Entry and exit to all lessons should follow these routines.

Do not talk whilst the staff member is talking

Listen respectfully

Appropriate contact only

Do not hold hands or drape arms over others

Sit professionally

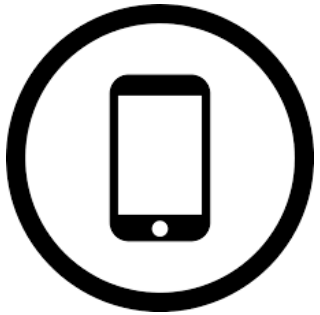
No head on desk/table or slouching

Communicate appropriately

As instructed in lesson depending on learning mode

Follow instructions from ALL staff first time

Do not argue with any instruction given



No mobile phones

Adhere to the green line rule. If seen/heard - it's taken.

Respect the Academy environment

Put litter in the bin, do not graffiti, do not damage furniture.

No chewing Gum

Anytime, anywhere on site (outside & in)

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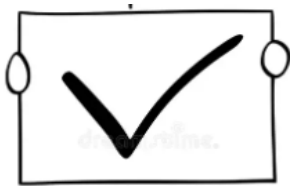
Behaviour Routines

To support each other, all staff must follow the behaviour routines

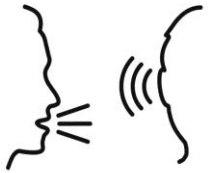


Positive framing.

Using positive language, e.g. 'Thank you to the 80% of pupils who are paying attention.'

'Hands up, tracking me.'

Signal with hands up for silence and pupils track the staff member

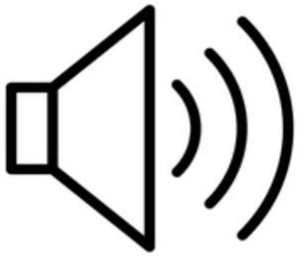


Active listening.

Sitting up, looking at the staff member speaking.

Calm and purposeful.

Professional conduct – No shouting, running, slow actions.



Appropriate volume

No unnecessary shouting or raised voices

Professional vocabulary

Do not use slang terms or over familiar language

Using subject specific vocularly in lessons

Demonstrate aspiration always

Speak in full sentences

Always demonstrating your fantastic oracy skills.

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Language Routines

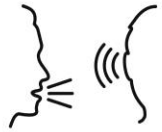
All staff are to use Academy language at all times

Line up in the morning where your team leader is stood.
Straight line, tracking forward.

Sit in teams in alphabetical order.
This will mean the place you sit in will never change.

Coats, bags and scarves should be on the floor or on the back of your chair.
Mirroring professional conduct.

Signal for silence.
Raise your hand and fall silent.



Actively listen.
Track the speaker, sit up and pay attention.

Do not talk or engage in any inappropriate behaviour.
Important messages are delivered in these seminars and your conduct should reflect this.

Wait until your row is dismissed.
Stand up and sensibly follow your row.

Go straight to your lesson, do not congregate at the door.
In the direction you are told to by the pastoral team.

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Congregation Routines

Entry and exit to all seminars will follow the congregation routines

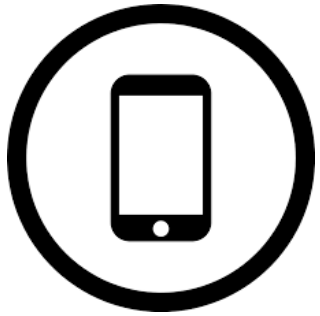
Walk in no more than 2 wide file
Purposefully & Professionally .

Walk calmly & quietly
Not causing disruption to ongoing lessons.

Walk on the left
Not going over the white line to allow for flow of traffic.

Track the direction of travel
Face the way you are walking.

Walk purposefully/ Do not congregate
Go straight to your destination.



No mobile phones
Adhere to the green line rule. If seen/heard - it's taken.

No outdoor clothing
No outdoor clothing inside the building. Even if you are heading outside.

No chewing Gum
Anytime, anywhere on site (outside & in)

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Corridor Routines

We will have a green-line to make this clear for everyone.

These will be located outside Student Services & The Canteen Entrance.

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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.

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Year 7 Application of Number Skills

- Application of number skills in context.
- Reasoning numerically
- Understanding of basic data measures

Keyword	Definition
Perimeter	Total distance around a 2D object.
Multiples	Found by multiplying any number by positive integers.
Factor	Integers that multiply together to get another number.
Product	Multiply terms.
Square	A number or term multiplied by itself.
Square root	A square root of a number is a number when multiplied by itself gives the value.
Numerator	The top number of a fraction. Represents how many parts are taken.
Denominator	The bottom number of a fraction. Represents the total number of parts.
Mixed numbers	A number with an integer and a fraction.
Improper fraction	A fraction where the numerator is greather than the denominator.
Substitute	Replace a variable with a numerical value.
Mil	Prefix meaning one thousandth. (e.g. 1000mm = 1m)
Centi	Prefix meaning on hundredth. (e.g. 100cm = 1m)
Kilo	Prefix meaning multiply by 1000. (e.g. 1kg = 1000g)

Sparx Maths

Topic	Video Numbers
Place Value	M763, M704, M522
Adding	M928, M429
Subtracting	M347, M152
Multiplying	M113, M911, M187, M803
Dividing	M462, M354, M873, M262, M491
Rounding	M111, M431, M994, M131, M878, M730
Fractions and Mixed Numbers	M158, M939, M410, M671, M335, M835, M601, M931, M157, M197, M216, M110, M265, M645, M619
Negative Numbers	M527, M106, M288
Roots and Powers	M135
Order of Operations	M521

Topic Links

This topic links to:

- Probability, frequency trees, and bar charts
- Ratio and proportion
- Addition, subtraction, multiplication, and division
- Fraction, decimals, and percentages.

Career Focus - Where could this take you?

.As an engineer, I use basic operations (addition, subtraction, multiplication, division) as well as fractions in order to design efficient and powerful engines

Challenge Activities

A rope measures 2.8 metres.

The rope is cut into 10 equal sized pieces.

What is the total length of 5 of these pieces?

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Applications of Number

Key Concepts

Multiplying and Dividing Negative Numbers

Multiplying and dividing negative numbers requires us to remember:

If the signs are the same, the answer is positive.

If the signs are different, the answer is negative.

When multiplying negative numbers:

+	x	+	=	+	Same signs, answer is positive
-	x	-	=	+	
+	x	-	=	-	Different signs, answer is negative
-	x	+	=	-	

When dividing negative numbers:

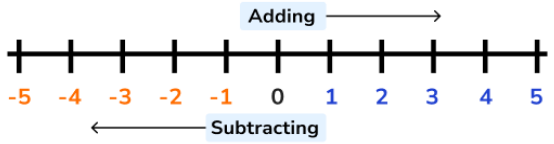
+	÷	+	=	+	Same signs, answer is positive
-	÷	-	=	+	
+	÷	-	=	-	Different signs, answer is negative
-	÷	+	=	-	

Adding and Subtracting Negative Numbers

Adding and subtracting negative numbers makes use of the number line:

If you are adding, move to the right of the number line.

If you are subtracting, move to the left of the number line



+	+	⇛	+	Same signs, change to positive
-	-	⇛	+	
+	-	⇛	-	Different signs, change to negative
-	+	⇛	-	

When you have <u>two signs next to each other</u>:

If the signs are the same, replace them with a positive sign.

If the signs are different, replace them with a negative sign.

FRACTION OPERATIONS

Add or Subtract " + or - " with common denominators

$\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$ or $\frac{2}{3} + \frac{5}{3} = \frac{7}{3}$

Add (or subtract) the numerators, denominator stays the same, simplify, if possible.

Add or Subtract " + or - " with different denominators

$\frac{1}{3} + \frac{1}{4} = \frac{4}{12} + \frac{3}{12} = \frac{7}{12}$

Change to equivalent fractions with common denominators, then add (or subtract).

Multiplying fractions

$\frac{2}{3} \times \frac{5}{6} = \frac{10}{18} = \frac{5}{9}$

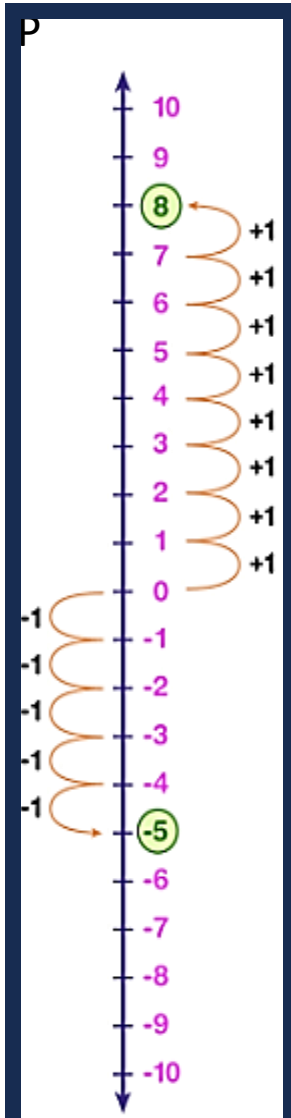
Multiply the numerators, multiply the denominators, then simplify

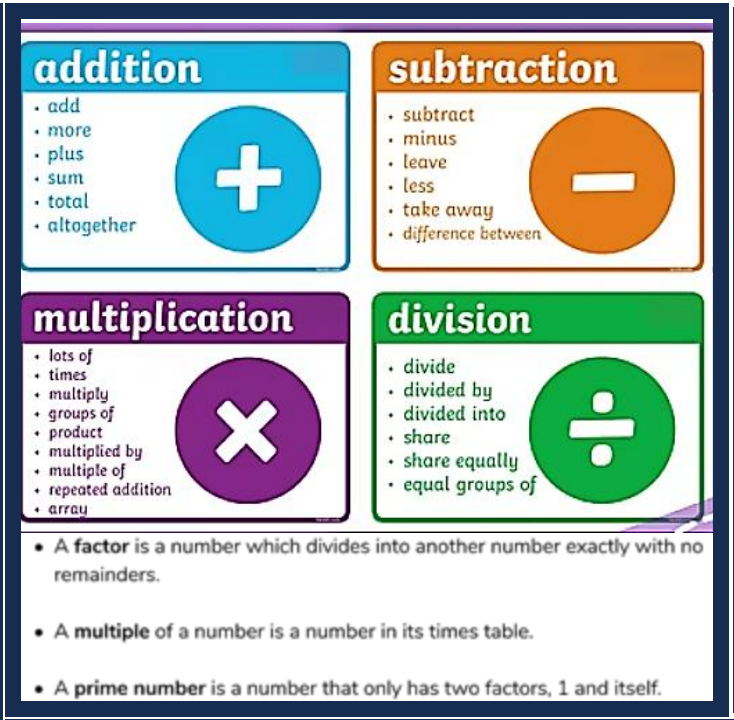
Dividing fractions

$\frac{2}{5} \div \frac{1}{2} = \frac{2}{5} \times \frac{2}{1} = \frac{4}{5}$

Change the problem to multiplication by inverting the second fraction, then multiply

Maths Quick Reference: Number Skills





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

Adding and Subtracting Decimals

Adding and subtracting decimals is the skill of carrying out a calculation involving decimal numbers correctly by understanding place value.

When adding or subtracting with decimals we can use the column method; special care must be taken to ensure that the **decimal points line up** with each other.

Example $12.5 + 6.23$

$$\begin{array}{r} 12.50 \\ 6.23 + \\ \hline 18.73 \end{array}$$

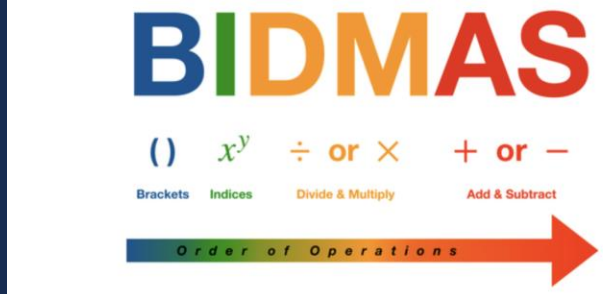
You may find it useful to fill any "empty" spaces on the ends of numbers with zeros

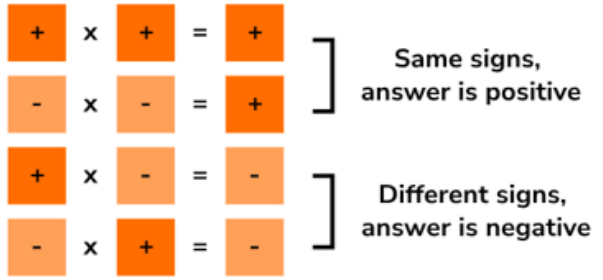
Decimal points lined up.

THIRD SPACE LEARNING

Decimal points lined up	(Incorrect) Lining up the digits from the right hand side
$\begin{array}{r} 12.5 \\ 6.23 + \\ \hline 18.73 \end{array}$ ✓	$\begin{array}{r} 12.5 \\ 6.23 + \\ \hline 72.28 \end{array}$ ✗

Prime numbers: 2, 3, 5 , 7, 11, 13, 17, 19, 23, 29, 31, 37…





Multiplying and Dividing Decimals

Multiplying: Using scaled calculations

Example 0.08×0.3

$\times 100$ $\times 10$

$8 \times 3 = 24$

$24 \div 100 \div 10 = 24 \div 1000$

$= 0.024$

Multiplying: Counting decimal places

Example 0.002×3.1

3dp 1dp

4dp total in the question

Multiply the non-zero digits: $2 \times 31 = 62$

Answer: The digits 62 with 4 dp 0.0062

Dividing: Using equivalent fractions

Example $8.4 \div 0.04$

Multiply the numerator and denominator by powers of 10 to make the denominator an integer.

$\times 100$

$\frac{8.4}{0.04} = \frac{840}{4}$

$\times 100$

$840 \div 4 = 210$

Dividing: Using short division

Example $7.11 \div 3$

Use this method when the divisor (number you're dividing by) is an integer.

$$3\overline{)7.^{1}1^{2}1}\quad 2.37$$

Line up the decimal points.

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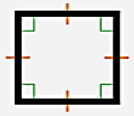
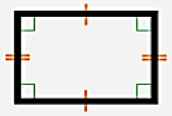
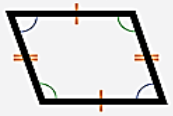
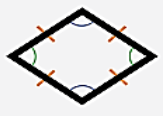
Maths Quick Reference: Geometry & Measures

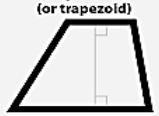
Quadrilaterals

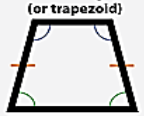
Square

Four sides of equal length, four internal right angles.

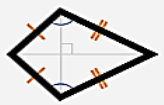
Rectangle

Four internal right angles, opposite sides of equal length.

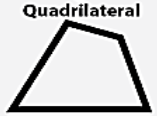
Parallelogram

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

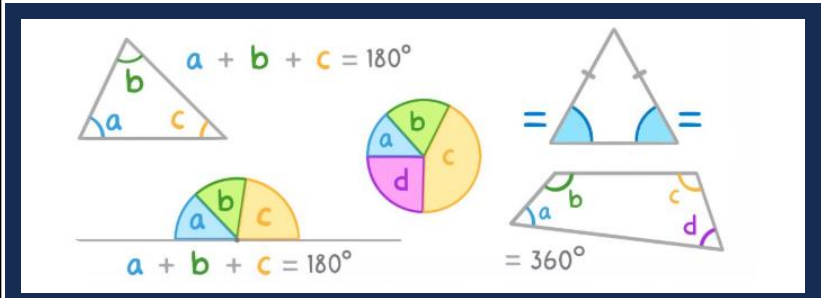
Rhombus

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.

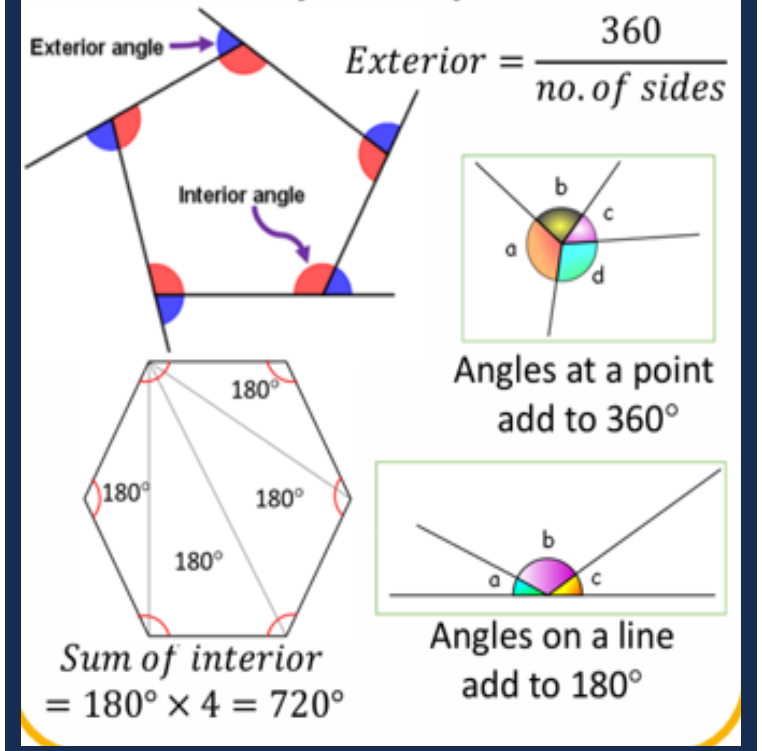
Isosceles Trapezium (or trapezoid)

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

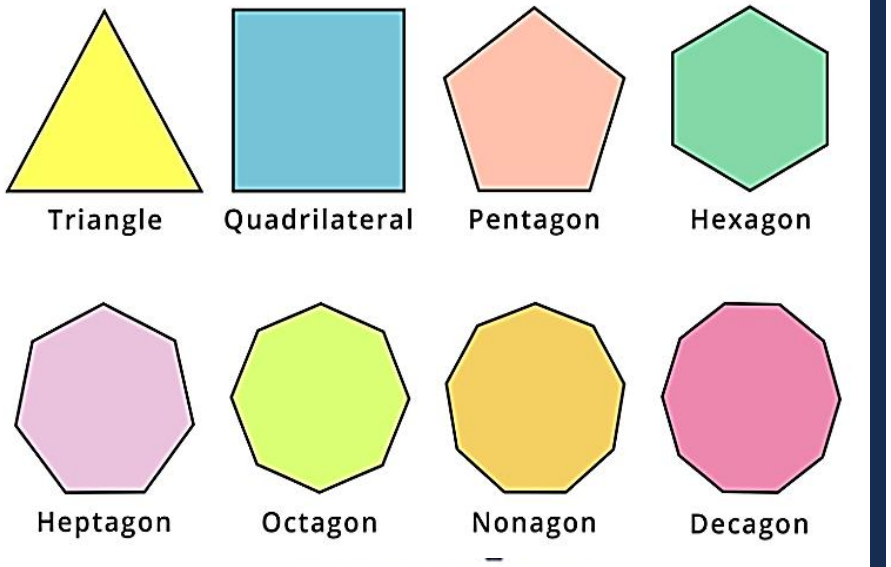
Kite

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

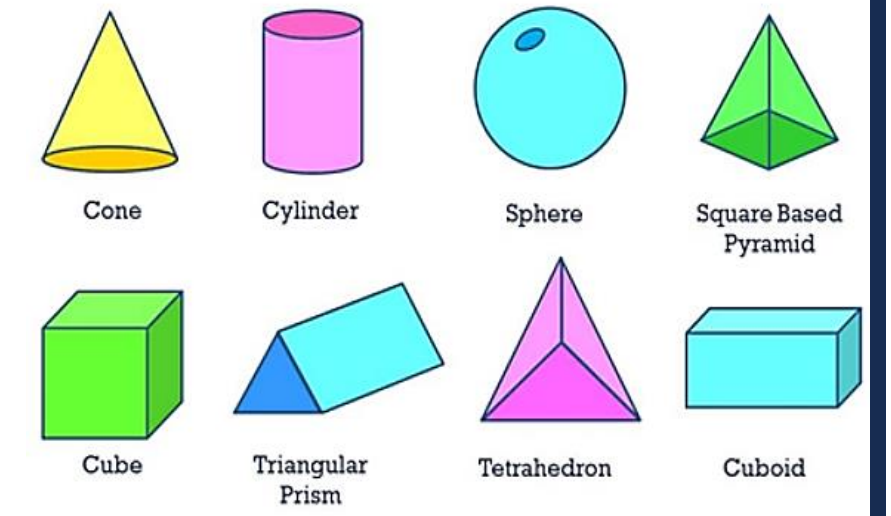
Irregular Quadrilateral

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



Key Concepts







Acute angle
Greater than 0° but less than 90°

Reflex angle
Greater than 180° but less than 360°

Obtuse angle
Greater than 90° but less than 180°

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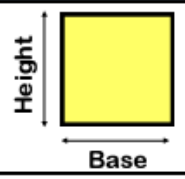
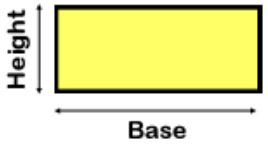
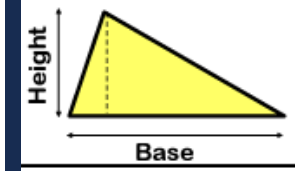
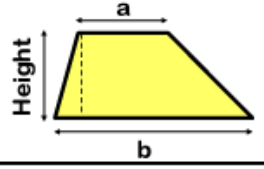
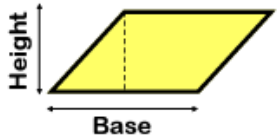
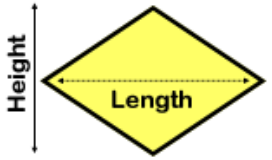
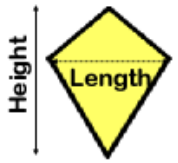
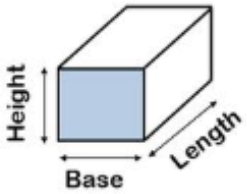
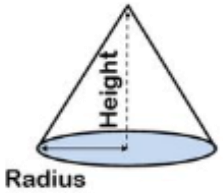
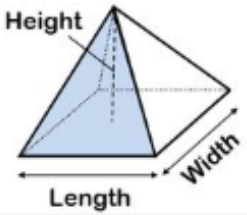
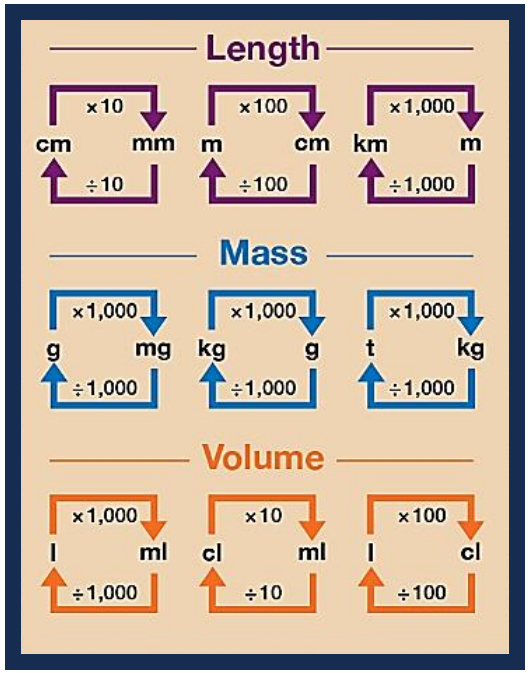
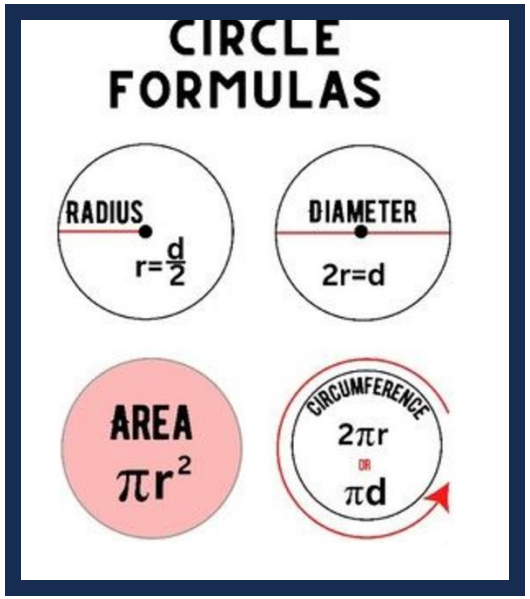
Maths Quick Reference: Geometry (Areas & Volumes)

Shape	Name	Formula for Area
	Square	Base x Height
	Rectangle	Base x Height
	Triangle	Base x Perpendicular Height ÷ 2
	Trapezium	$\frac{(a + b) \times \text{height}}{2}$
	Parallelogram	Base x Perpendicular Height
	Rhombus	Length x Height ÷ 2
	Kite	Length x Height ÷ 2

Shape	Name	Formula for Volume
	Prism	Cross– sectional area x length
	Cone	$\frac{1}{3} \times \pi r^2 \times$ height
	Pyramid	$\frac{1}{3}$ x length x width x height
	Sphere	$\frac{4}{3} \times \pi r^3$





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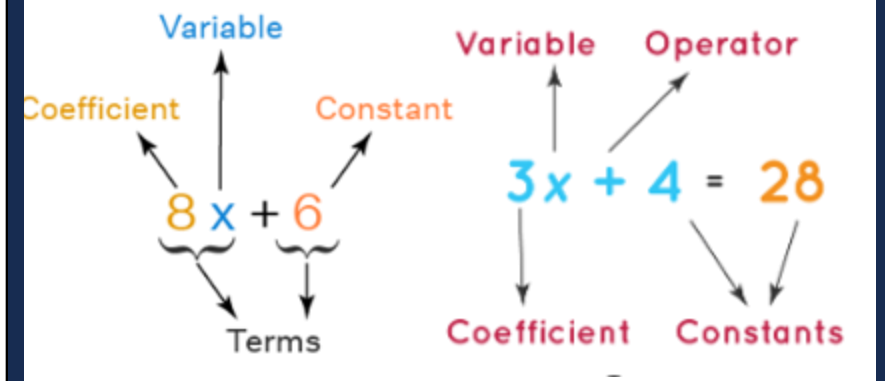
Maths Quick Reference: Algebra Skills



Substitution

Substitution means replacing the variables in an algebraic expression with numerical or algebraic values.

Example

Find the value of $3b + 4$ when $b = 10$

$3b$ means $3 \times b = 3 \times 10 = 30$

So $3b + 4 = 30 + 4 = 34$

Expanding Brackets

Expanding brackets means multiplying each term in the brackets by the expression outside the brackets. It is the reverse process of factorisation.

Examples

Expanding brackets

$3(2x + 1) = 6x + 3$

Factorising

Expanding brackets

$(x + 5)(x + 1) = x^2 + 6x + 5$

Factorising

Collecting Like Terms

Collecting like terms is a way of simplifying algebraic expressions.
To do this we identify the like terms in an algebraic expression and combine them by adding or subtracting.

Example Collect the like terms $3a + 4b + 2a - 2b$

$3a$ and $+2a$ are like terms
$+4b$ and $-2b$ are also like terms, but they are different to the terms with the letter a. The plus or minus sign in front of a term belongs to that term.

$$3a + 4b + 2a - 2b = 3a + 2a + 4b - 2b$$
$$= 5a + 2b$$

Algebraic Notation

Algebraic terms is a system for writing mathematical expressions and equations using letters, symbols, and operations.

Examples

In words	In algebraic notation
2 more than m	$m + 2$
5 less than h	$h - 5$
4 lots of a or $4 \times a$	$4a$
y divided by 3 or $y \div 3$	$\frac{y}{3}$

Numbers and letters written next to each other indicate multiplication.

Divisions are written using fraction notation.

Solving Equations

$6x - 5 = 7$

$+5 \quad +5$

$6x = 12$

$\div 6 \quad \div 6$

$x = 2$

Maths Quick Reference: Statistics and Probability

Mean, Median, Mode

The **mean, median and mode** in maths are averages.

Mean:

Find the total of the values and divide the total by the number of values.

$$\text{mean} = \frac{\text{total}}{\text{number of values}}$$

Median:

Arrange the values in numerical order, from the smallest value to the highest value and find the middle value.

Mode:

Find the most frequently occurring item in the data set.

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

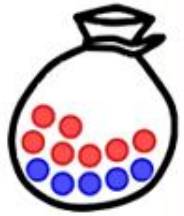
7, 3, 4, 1, 7, 6

Difference between highest and lowest

Range = 7 – 1 = 6

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) ←

Types of Data

The different **types of data** we need to know are:

- **Primary data** - data collected from an original source
- **Secondary data** - data collected from a secondary source
- **Qualitative data** - non-numerical data
- **Quantitative data** - numerical data
- **Discrete data** - exact values or whole numbers that are not rounded
- **Continuous data** - measurements that are rounded

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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.

Year 7 – Reading Analysis Scaffold

Writing about texts

Point = The idea you are starting.

The idea of …. is seen…..

Evidence = The part of the text which proves your idea.

because the text says '.....'

Technique = Identify a key word or phrase from your evidence.

The technique *x* suggests…

Effect= Explain what this means and how it impacts the characters/reader in the text.

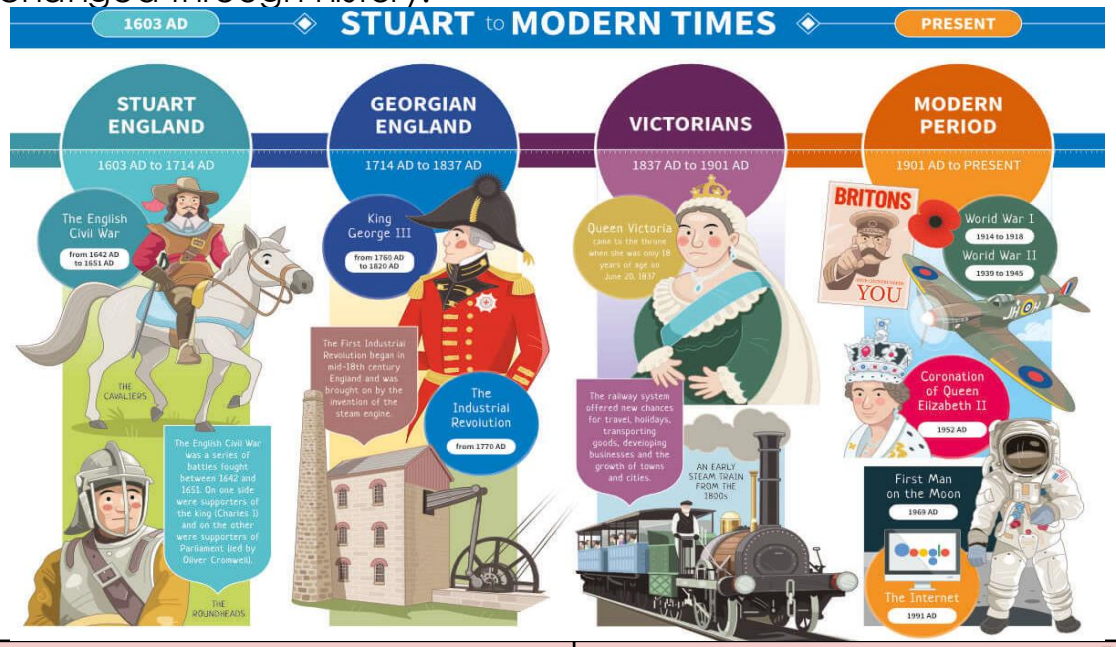
This makes the reader / audience think that...

Year 7 - Childhood Through Time

The aims of the sequence of learning are to ensure that all students can:
- Compares ideas, thoughts, feelings, attitudes and standpoints.
- Analyse how the techniques impact meaning.
- Selects a range evidence from two texts.
- Shows a detailed understanding of the different ideas and feelings in both texts

Knowledge

In this unit, you will study non-fiction texts from both the Victorian era and Modern times to compare how elements of childhood has changed through history.



Challenge Activities

Task 1: Research into what life was like for children in the Victorian era. Can you make a poster that outlines:
- Life experience for the working classes, middle classes, upper classes
- Expected behaviours of children in each class
- Experience of life and work

Task 2: Make a Venn diagram to compare and consider the differences between a Victorian child and a modern day child. How are each of their experiences similar/different?

Task 3: Compare how the viewpoint would change if this was an adult or elderly person's experience of the Victorian age vs. Modern day.

Topic Links

This topic links to:

History- Looking at how children have been treated or represented throughout history

English KS4- Prepares students for contextual understanding of GCSE texts (A Christmas Carol and Power and Conflict Anthology Poetry).

P**SHE-** Personality traits and empathy skills, problem solving.

Additional Resources

To further practise and develop your knowledge see:

How to compare non-fiction texts for KS3 English students - BBC Bitesize

Comparing Texts - Question and extracts - Sample exam question and answer - AQA - GCSE English Language Revision - AQA - BBC Bitesize

BBC Bitesize- Videos of childhood in each decade
Childhood through time - KS1 History - BBC Bitesize

Career Focus -

I am a local MP. My job is to fight for my communities' rights, listen to the people's concerns before debating these in the House of Commons in London.

My work tries to make life sustainable, happier and easier and fairer for all as links to my political parties' agenda. On a usual day I will be preparing to vote on new laws and policies, raise concerns with ministers and debate issues and ask lots of questions.

Career links:
https://nationalcareers.service.gov.uk/job-profiles/mp#:~:text=To%20become%20an%20MP%2C%20you,has%20its%20own%20selection%20procedure.

Year 7 – Childhood Through Time

The aims of the sequence of learning are to ensure that all students can:
- Compares ideas, thoughts, feelings, attitudes and standpoints.
- Analyse how the techniques impact meaning.
- Select a range evidence from two texts.
- Show a detailed understanding of the different ideas and feelings in both texts

Skills

Retrieval Practice

Questions	Answers
What are the features of a letter?	Address, date, Dear Sir/Madam, Yours Sincerely, signature etc.
What are the features of a speech?	a highly engaging and motivational **opening** a well-structured **argument** with several main points that include *objection handling* a dynamic and memorable **conclusion**
What are the features of an article?	Headlines, subheadings, bullet points
What does MADFOREST stand for?	Metaphor, Anecdote/Alliteration, Direct Address, Flattery, Ornate Language, Repetition/Rhetorical Questions, Emotive Language, Superlatives, Triplication (Triples)
When was the Victorian era?	1837 - 1901
Who is Malala Yousafzai?	Malala is a Pakistani female education activist, film and television producer, and the 2014 Nobel Peace Prize laureate at the age of 17.
Which gaol/jail was Oscar Wilde put in?	Reading Gaol/jail
What did the 1834 poor law introduced?	The new Poor Law ensured that the poor were housed in workhouses, clothed and fed. Children who entered the workhouse would receive some schooling. In return for this care, all workhouse paupers would have to work for several hours each day.

Key Skill: Writing about Context

Comparing non-fiction texts can focus on the similarities between the texts - things they have in common. You can also contrast texts and focus on their differences - things that set the texts apart from each other. You could compare and contrast the following:

- **Form** – What types of text (letter, news report, etc) are they?
- **Purpose** – What job (persuading, informing, advertising) is each text doing?
- **Audience** – Who is the intended reader of the text?
- **Subject matter** – What are the texts about?
- **Language choices** – What kinds of words, images or rhetorical devices are being used?
- **Structure** – How is the text ordered?
- **Tone** – What is the overall tone or mood of the writing?
- **Viewpoints and values** – How does each writer view their subject?

Non-fiction texts are all around us, and comparing them can help you become more aware of how language is being used in society. Comparing non-fiction texts can often prompt you to notice things that you might not have considered about a text in isolation.

Skills Practice

Task 1: Can you write a letter of content to respond to this statement: 'Homework is too long, difficult and time consuming. Students shouldn't have to spend 4hours each night on home learning: it causes stress.'

Year 7 – Childhood Through Time

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

- Compares ideas, thoughts, feelings, attitudes and standpoints.
- Analyse how the techniques impact meaning.
- Select a range evidence from two texts.
- Show a detailed understanding of the different ideas and feelings in both texts

Vocabulary - You will be tested on five words per week as part of your home learning.

Keyword	Definition
Victorian	The historical period during the reign of Queen **Victoria**, from 20 June 1837 until her death on 22 January 1901.
Enlighten	give (someone) greater knowledge and understanding about a subject or situation
Feral	(especially of an animal) in a wild state, especially after escape from captivity or domestication
Angelic	exceptionally beautiful, innocent, or kind
Vulnerable	exposed to the possibility of being attacked or harmed, either physically or emotionally
Innocuous	not harmful or offensive
Shepherded	give guidance to (someone), especially on spiritual matter
Detain	keep (someone) in official custody, typically for questioning about a crime or in a politically sensitive situation
Incredulous	(of a person or their manner) unwilling or unable to believe something
Privilege	a special right, advantage, or immunity granted or available only to a particular person or group
Warder	a guard in a prison
Remit	cancel or refrain from exacting or inflicting (a debt or punishment).

Keyword	Definition
Resonating	evoking images, memories, and emotions.
Comparison	a consideration or estimate of the similarities or dissimilarities between two things or people
Perspective	a particular attitude towards or way of regarding something; a point of view
hind leg	refers to either of the two legs located at the back part of a four-legged animal's body
Testimony	evidence or proof of something
Barbarity	extreme cruelty or brutality
Vigorous	strong, healthy, and full of energy
Virtue	behaviour showing high moral standards
Abducted	take (someone) away by force or deception; kidnap
Unscrupulous	having or showing no moral principles; not honest or fair
Trafficking	unlawfully transport or coerce (someone) in order to benefit from their work or service, typically in the form of forced labour or sexual exploitation

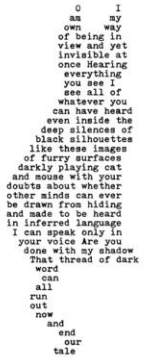
Year 7 – Poetic Forms

The aims of the sequence of learning are to ensure that all students can:
- Create a critical response to a poem
- Use quotes and evidence
- Analyse the language techniques and their effects

Knowledge

This scheme of learning will introduce you to some important knowledge about poetic forms, structures. Knowing the different forms of poetry is important for when you get into Year 8 with War Poetry, Year 9 Unseen Poetry and then later identifying the structure of poetic forms in Year 10 and 11 Anthology poetry.

There are lots of poetic styles and we hope to explore: Sonnet, Haiku, Limerick, Villanelle, Sestina, Ode, Ballad, Couplet, Free Verse, Tanka, Acrostic, Concrete, Epigram etc.



Topic Links

This topic links to:

Yr 8 War Poetry
Yr 9 Power and Poetry
GCSE Conflict Poetry
Unseen Poetry

Additional Resources

To further practise and develop your knowledge see:
Sample Unseen Poetry Questions
https://lawnmanor.org/wp-content/uploads/2022/10/Unseen-Poetry-Learning-Booklet-1-2022-23-v1-1.pdf

How to analyse Unseen Poems
https://www.bbc.co.uk/bitesize/guides/zs4rg82/revision/3

Challenge Activities

Task 1: **Research a Famous Poet**

- **Task:** Choose a famous poet (e.g., William Shakespeare, Emily Dickinson, Robert Frost, Langston Hughes, Maya Angelou). Research their life, writing style, and the themes they explored in their poetry.
- **Guiding Questions:**
  - What were some important events in the poet's life?
  - What is their most famous poem, and what is it about?
  - What style or forms did the poet commonly use (e.g., sonnets, free verse, etc.)?
  - How did their personal experiences influence their poetry?
- **Outcome:** Write a brief report (300–400 words) about the poet, including a summary of their most important works.

Career Focus - Editor

"I am an editor. I work with poets and writers to make their work better, proof it and check that the poem fits the structure, style and tone that they wanted it to have. I might need to check I have the specific poetic forms and guidelines! To become an editor you need to have strong knowledge of poetic forms, good editing skills and pay lots of attention to detail!"

Year 7 – Poetic Forms

The aims of the sequence of learning are to ensure that all students can:
- Create a critical response to a poem
- Use quotes and evidence
- Analyse the language techniques and their effects

Skills

Retrieval Practice

Questions	Answers
What is poetic form?	A poetic form refers to the structure and pattern of a poem, including elements such as rhyme scheme, meter, stanza length, and other formal characteristics that define its style.
What is free verse?	A free verse poem does not follow a specific structure, rhyme scheme, or meter, allowing the poet more freedom in expression.
Which poetic form consists of 14 lines, usually written in iambic pentameter?	A **sonnet** is the poetic form that consists of 14 lines, typically written in iambic pentameter.
What is the primary feature of a limerick in terms of rhyme and meter?	A limerick has a distinctive **AABBA rhyme scheme** and a specific **anapestic meter**, with three long lines and two short lines in a 5-5-5-2-2 pattern of stressed and unstressed syllables.
Describe the typical rhyme scheme of a Shakespearean sonnet.	The typical rhyme scheme of a Shakespearean (or English) sonnet is **ABAB CDCD EFEF GG**, with three quatrains followed by a final rhymed couplet.
What is the syllable count and structure of a traditional haiku?	A traditional haiku consists of **3 lines** with a syllable count of **5-7-5**.
What is enjambment?	**Enjambment** occurs when a line of poetry does not end with a punctuation mark, and the thought continues onto the next line.

Key Skill: Reading Analysis

To analyse poetry, we use the following metacognitive techniques to help guide our ideas and understanding of the poem.

Poetry Comprehension 5 Ws	**Who?** Who is speaking? Who is being addressed? **What?** What event is being described? **Where?** Where are the ideas set? **When?** Time / Past memories & present feelings? **Why?** Why has the poet created these ideas? What was their intention?
Essay Paragraph structure	**S**tatement, **E**vidence/method, **I**nfer, **Z**oom, **E**ffect
SLIMS	**S**tructure, **L**anguage, **I**magery, **M**ovement, **S**ound

Skills Practice - Writing

- Task 1: Take a classic poem (from one that we have studied) and **rewrite it in your own style**. You can change the language, update the references, or even give it a modern twist, but try to preserve the original theme or message.

•Task 2: **Create a Concrete Poem**
Write a **concrete poem** (also known as a visual poem), where the shape or form of the poem is just as important as the words themselves. The poem's layout should reflect its subject matter.
•**Prompt Example:** "Write a poem about a tree or a flower, and shape the text so that the words form an image of the tree or flower on the page."

Year 7 – Poetic Forms

The aims of the sequence of learning are to ensure that all students can:
- Create a critical response to a poem
- Use quotes and evidence
- Analyse the language techniques and their effects

Vocabulary: You will be tested on five words per week as part of your home learning.

Keyword	Definition
Anaphora	the repetition of a word or phrase at the beginning of successive clauses.
Assonance	the repetition of the same or similar vowel sounds within words, phrases, or sentences.
Caesura	a break or pause in the middle of a line of verse.
Connotation	an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.
Denotation	the literal or primary meaning of a word.
Dramatic Monologue	a poem written in the form of a speech by an imagined character, where they describe a series of events.
Enjambment	the continuation of a sentence without a pause beyond the end of a line, couplet, or stanza.
Imagery	visually descriptive or figurative language, especially in a literary work.
Juxtaposition	the fact of two things being seen or placed close together with contrasting effect.
Poetic Form	a set of rules that dictate the rhyme scheme, structure, rhythm, and meter of a poem.

Keyword	Definition
Plosives	a plosive speech sound. The basic plosives in English are t, k, and p (voiceless) and d, g, and b.
Rhythm	the measured flow of words and phrases in verse or prose as determined by the relation of long and short or stressed and unstressed syllables.
Rhyme	correspondence of sound between words or the endings of words, especially when these are used at the ends of lines of poetry.
Romanticism	a literary and artistic movement marked chiefly by an emphasis on the imagination and emotions.
Sibilance	a figure of speech in which a hissing sound is created within a group of words through the repetition of "s" sounds.
Sonnet	a poem of fourteen lines using any of a number of formal rhyme schemes, in English typically having ten syllables per line.
Speaker	the voice of the poem, similar to a narrator in fiction.
Stanza	a group of lines forming the basic recurring metrical unit in a poem; a verse.
Syllable	A syllable is a part of a word that contains a single vowel sound and that is pronounced as a unit.
Symbolism	an artistic and poetic movement using symbolic images and indirect suggestion to express mystical ideas, emotions, and states of mind.
Volta	Italian word for "turn." In a sonnet, the volta is the turn of thought or argument.

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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 Interdependence

The aims of the sequence of learning are to ensure that all students: can
- Describe the transfer of energy in food chains and webs
- Explain how organisms interact with their environment

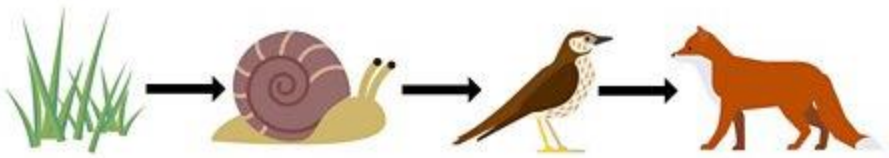
Keyword	Definition
Habitat	A home environment for plants and animals or other organisms.
Environment	The surroundings or conditions in which a person, animal, or plant lives.
Food chain	Part of a food web, starting with a producer, ending with a top predator
Food web	Shows how food chains in an ecosystem are linked.
Adaptation	Features of living organisms that help them survive.
Population	Group of the same species living in an area.
Producer	Green plant or algae that makes its own food using sunlight.
Consumer	Animal that eats other animals or plants.
Decomposer	Organism that breaks down dead plant/animal material so nutrients can be recycled back to the soil/ water.
Pyramid of numbers	The number of organisms in each trophic level is counted and presented in a pyramid of numbers.
Pyramids of biomass	The mass - in grams or kilograms - of the population of the trophic levels in a food chain.
Biodiversity	A measure of how many different species live in an ecosystem.
Ecosystem	The living things in a given area and their non-living environment.

Key Concepts

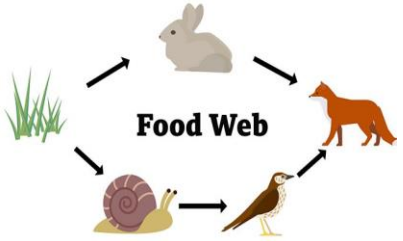
Habitats

Food chains/Webs

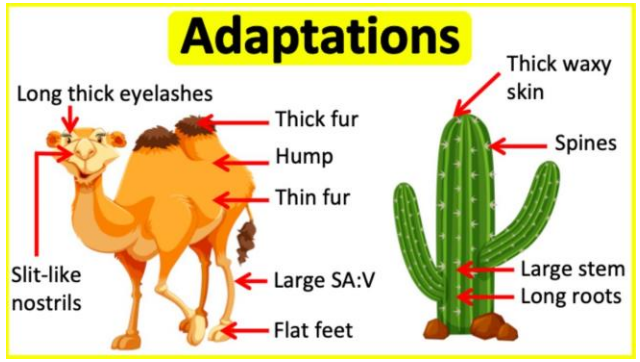
The flow of energy from one living thing to another is shown in the arrows in a **food chain**.



Plants are at the beginning of most food chains. They are called **producers** because they make their own food.
Any animal which eats a producer is called a **primary consumer**. All primary consumers are **herbivores** because they only eat plants.
Secondary consumers eat primary consumers. All secondary consumers are **predators** because they kill and eat other animals.

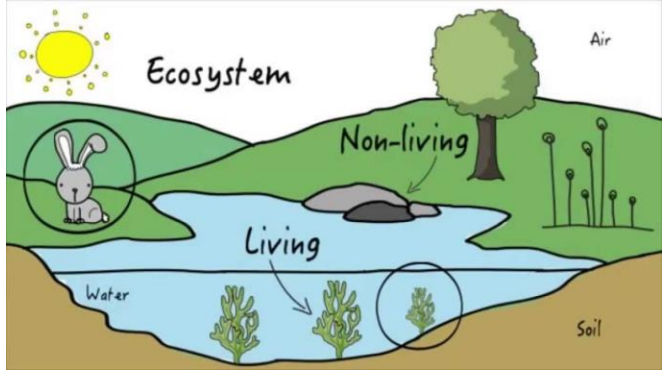


Adaptations



Ecosystems

An ecosystem is a geographic area where plants, animals, and other organisms, as well as weather and landscape, work together to form a bubble of life. Ecosystems contain biotic or living parts, as well as abiotic factors, or nonliving parts. Biotic factors include plants, animals, and other organisms,



Year 7 Interdependence

The aims of the sequence of learning are to ensure that all students:
- Describe the transfer of energy in food chains and webs
- Explain how organisms interact with their environment

Retrieval Practice

Questions	Answers
What is a habitat?	A place that organisms live.
What is an abiotic factor?	Non-living factors such as temperature, rainfall, terrain etc.
What is a biotic factor?	Living factors such as different species and diseases.
Describe the adaptations of a polar bear.	White fur, large paws, thick fur, sharp teeth.
What do arrows in a food chain represent?	Energy being transferred.
Which direction do arrows point in a food chain?	In the direction of the consumer.
What do all food chains start with?	A producer
What is interdependence?	Organisms that rely on each other for survival in an ecosystem.
What is an endangered species?	A group of organisms that are at risk of becoming extinct due to low levels.
What does extinction mean?	The species no longer exists.
What factors increase biodiversity?	A substance that changes colour in the presence of a chemical i.e. acid or alkali.
What factors decrease biodiversity?	Loss of habitats due to farming/building, pollution and hunting animals.
What causes global warming?	Burning fossil fuels, deforestation, landfill waste.
How does global warming lead to loss of habitats?	Increasing land/ocean temperature, rising sea levels, climate change (droughts etc)
How can population sizes be measured?	Using sampling methods such as quadrats and transects.

Career Focus - Where could this take you?

I am a bee keeper. Beekeeping is much more than just collecting honey. Bees can be used for crop pollination, wax production or collecting pollen. I raise and care for bees using a variety of skills such as wood work, honey extraction, disease and parasite control and queen rearing.
I have to use my skills and knowledge about the fascinating cycles and interactions that occur in a colony of bees to maintain the health of their lives.
The wage is variable but with more experience and science qualifications you can move into commercial production or research.

Challenge Activities

1. Make flashcards for the definitions and retrieval practice questions.
2. Choose an organism to research and produce an information leaflet on the organism and the habitat it is found in.
3. Create a new organism and produce a model of its habitat.
4. Identify a habitat and draw some food chains and a food web for that habitat.
5. Research the role of a beekeeper and the importance of bees.

Topic Links

This topic links to:
- Organisation
- Energy transfers
- Climate change

We will also be practising how to
- Draw pyramids of biomass
- Calculate energy transfers in a food chain
- Construct a scientific report

Additional Resources

To further practise and develop your knowledge see:

Educake - https://www.educake.co.uk/
BBC Bitesize - Ecosystems and habitats - KS3 Biology - BBC Bitesize
YouTube Cognito - https://www.youtube.com/watch?v=XVD5izWXmKo

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Year 7 Separating Substances

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

- to understand the states of matter and how we use the particle model to draw them including how states change
- **to understand how we can separate** substances using filtration, evaporation, chromatography and distillation

Keyword	Definition
Solid	Solid objects can hold their shape.
Liquid	Liquids can flow but cannot be compressed (squashed).
Gas	Gases can flow and expand to fill a container.
State of Matter	The states at which substances can exist, either solid, liquid or gas.
Particles	A small portion of matter usually drawn as a circle.
Properties	The characteristics of a substance.
Melt	When a substance changes from a solid to a liquid.
Freeze	When a substance changes from a liquid to a solid.
Condense	When a substance changes from a gas to a liquid.
Evaporate	When a substance changes from a liquid to a gas.
Diffuse	When particles of a substance spread out.
Filtration	Separating insoluble solid from liquid.
Distillation	Separating a solvent from a mixture.
Chromatography	Separating a mixture of soluble substances.

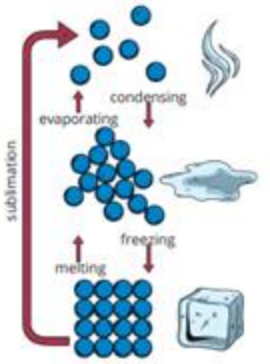
Key Concepts

	Solid	Liquid	Gas
particle model diagram			
particle arrangement	regular structure no space between particles	irregular structure very little space between particles	irregular structure large space between particles
volume and shape	fixed volume fixed shape	fixed volume shape changes to fill bottom of container	volume increases to fill capacity shape changes to fill capacity
able to flow	no (forces between particles are very strong and hold them in fixed positions)	yes (forces between particles are weak and particles slide over one another)	yes (forces between particles are very weak and particles move randomly and rapidly)
density	high cannot be compressed (particles are already tightly packed)	high cannot be compressed (particles are already tightly packed)	low can be compressed (particles are forced closer together)
particle energy levels	low (particles vibrate around a fixed point only)	moderate (particles can move and flow but slowly)	high (particles moving rapidly and freely)

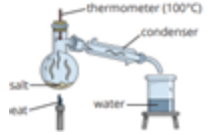
Changes of State

Substances can change state; from a solid to a liquid (melting) liquid to a gas (evaporating) gas to liquid (condensing) and liquid to solid (freezing).
Sublimation is when a substance changes from a solid directly to a gas.

The arrangement of particles changes when the substance changes state.



Distillation



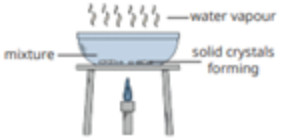
Distillation can be used to separate a solvent from a solution. The liquid is heated and evaporates from the flask and into the condenser where it turns back into a liquid.

Distillation is used to either collect a liquid or separate 2 liquids with different boiling points. E.g. collect pure water from salt water or separating water and ink.

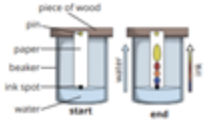
Filtration and Crystallisation

Filtration can be used to separate an insoluble solid from a liquid by passing the mixture through a funnel and filter paper. The solid residue remains in the paper and the liquid is called the filtrate. For example separating sand and water.

Evaporation can be used to separate a soluble solid from a liquid by heating the solution and allowing the liquid to evaporate. The soluble solid will be left behind and will crystallise. For example, separating salt and water.



Chromatography



Chromatography can be used to separate a mixture of soluble substances. For example different dyes in inks.
The colours are separated because they have varying solubilities.

The inks are carried up the filter paper (stationary phase) by a solvent (the mobile phase).

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Year 7 Separating Substances

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

- to understand the states of matter and how we use the particle model to draw them including how states change
- to understand how we can separate substances using filtration, evaporation, chromatography and distillation

Retrieval Practice

Questions	Answers
How are particles arranged in solids?	A regular structure with no space between particles
How are particles arranged in liquids?	An irregular structure with little space between particles
How are particles arranged in gases?	An irregular structure with large spaces between particles
What are the properties of a solid?	Fixed volume and shape that cannot flow or be compressed
What are the properties of a liquid?	Fixed volume, can flow/change shape, can't be compressed
What are the properties of a gas?	No fixed volume or shape, can be compressed
What is happening when a substance melts?	The particles gain energy and change from solid to liquid
What is happening when a substance freezes?	The particles lose energy and change from liquid to solid
What is happening when a substance evaporates?	The particles gain energy and change from liquid to gas
What is happening when a substance condenses?	The particles lose energy and change from gas to liquid
What equipment is used during filtration?	Funnel, filter paper and conical flask
How does filtration work?	Insoluble solids remains in paper and liquid passes through
What equipment is used during crystallisation?	Evaporating dish and bunsen burner
How does crystallisation work?	Liquid evaporates when heated and soluble solid crystalises
What equipment is used during distillation?	Round bottom flask, thermometer and condenser
How does distillation work?	Substances are boiled (evaporated) then cooled (condensed) they separate because they have different boiling points

Career Focus - Where could this take you?

I am an alcohol and drug technician. My job is to carry out alcohol and drug testing for workplaces, the police force and drug rehabilitation programmes.
My main workplace is a laboratory where I test urine samples using techniques such as immunoassay and gas chromatography to help me identify the type and the amount of substances in a person's system.
Chromatography is used for many applications and affects everything from what you eat to how we fight disease.

Challenge Activities

1. Make flashcards for the definitions and retrieval practice questions.
2. Make a mind map for this topic. Remember to include keywords and the links between information.
3. Research the real-life applications for the different separating techniques. Who uses them in which careers?
4. Make a 3D model of the different states of matter - solid, liquid and gas.
5. Find out more about alcohol and drug technicians and what they do. What qualifications would you need for this career? What is the average salary?
6. Construct a fact file about a famous historical scientist that helped us to understand more about substances and particles.

Topic Links

This topic links to other science topics such as

- Scientific Skills
- Chemical reactions
- Energy

We will also be practising how to

- Use numerical data to identify states of matter
- Present using V21 skills

Additional Resources

Educake - https://www.educake.co.uk/
BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/zkr4jxs/articles/z3qyydm
YouTube Cognito - https://www.youtube.com/watch?v=vi_SJBnxmHo&list=PLidqqIGKox7WeOKVGHxcd69kKqtwrKl8W&index=5

Year 7 Contact Forces

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The aims of the sequence of learning are to ensure that all students:
- Describe balanced and unbalanced forces
- Explain the effects of contact forces on objects

Keyword	Definition
Force	A push, pull or twist. Measured in newtons (N).
Contact Forces	Contact forces that act on objects that are physically touching.
Friction	This occurs when two objects move past each other. Friction slows objects down.
Air Resistance	This force is also known as drag. It is the force that acts on objects as they move through the air.
Upthrust	The upward force exerted by a fluid by an object floating on it.
Newton	Unit of force, symbol N.
Non-contact Forces	Non-contact forces that act between objects without them physically touching.
Gravitational Force	The force acting on an object due to gravity.
Magnetic Force	A force exerted by a magnetic field on a magnetic material.
Electrostatic Force	The force that acts between two charged objects.
Resultant Force	The overall force acting on the object that determines the movement of the object.
Streamlining	When an object is designed to reduce the resistance of air or water.
Newton Meter	A piece of equipment that measures the forces acting on an object.

Key Concepts

Contact Forces

Contact forces are **forces** that act between two objects that are physically touching each other.

Examples of contact forces include:
- **Reaction force -** An object at rest on a surface experiences **reaction force**. For example, a book on a table
- **Tension -** An object that is being stretched experiences a **tension** force. For example, a cable holding a ceiling lamp.
- **Friction -** Two objects sliding past each other experience **friction** forces. For example, a box sliding down a slope.
- **Air resistance -** An object moving through the air experiences **air resistance**. For example, a skydiver falling through the air.

Non-contact Forces

Non-contact forces are **forces** that act between two objects that are not physically touching each other.

Examples of non-contact forces include:

Magnetic force

A magnetic force is experienced by any **magnetic** material in a **magnetic field**.

Electrostatic force

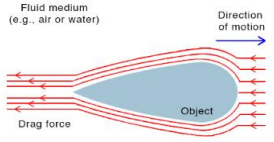
An **electrostatic force** is experienced by any **charged particle** in an **electric field**.

Gravitational force

A gravitational force is experienced by any **mass** in a gravitational field.

Friction and Drag (Air Resistance)

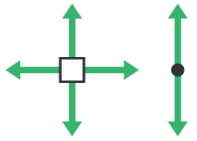
When an object is moving there are almost always forces which act against it, unless it is in a vacuum as in space. These are frictional forces and act in the opposite direction to the movement. Frictional forces make it more difficult for objects to move.



Drag is the force which acts against the movement on an object when it moves through a fluid (a liquid or gas). The faster the object moves the more drag it experiences. When the fluid is air, drag is usually described as air resistance.

Force Diagrams

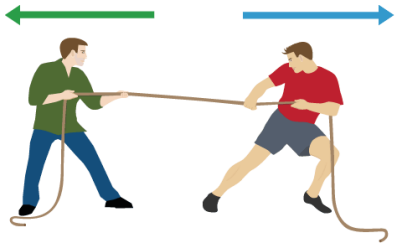
A **free body diagram** models the forces acting on an object. The object or 'body' is usually shown as a box or a dot. The forces are shown as thin arrows pointing away from the centre of the box or dot.

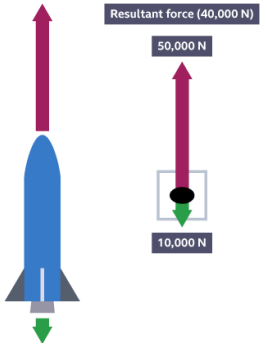


It is important to label each arrow to show the magnitude of the force it represents. The type of force involved may also be shown.

Balanced and Unbalanced Forces

Balanced forces are forces where the effect of one force is cancelled out by another. A tug of war, where each team is pulling equally on the rope, is an example of balanced forces.





If the forces acting on the object are not balanced then there is a resultant force acting on the object this means that the object is either accelerating or decelerating.

It is **unbalanced forces** that cause 'changing motion'.

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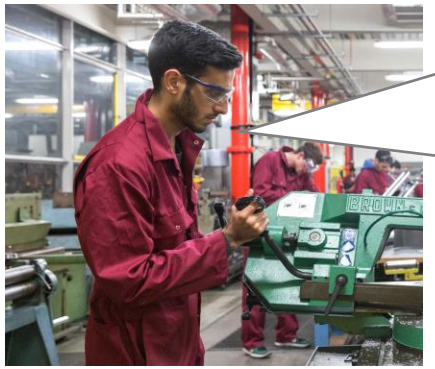
Year 7 Contact Forces

The aims of the sequence of learning are to ensure that all students:
- Describe balanced and unbalanced forces
- Explain the effects of contact forces on objects

Retrieval Practice

Questions	Answers
What is a force?	A push, pull or a twist
What does a force do?	They can change the shape, speed or direction of an object.
How are forces represented?	Using arrows.
What are forces measured in?	Newtons (N)
Give an example of a contact force.	Tension, Friction, Upthrust, Air resistance, Thrust and Normal reaction force.
What is friction?	The force that slows an object down because it works in the opposite direction to the movement of the object.
What causes friction?	Contact between surfaces.
What is a drag force?	A resistance force caused by an object moving through a fluid (usually air or water)
How do drag forces slow objects down?	Particles from the fluid collide with the moving object providing a resisting force.
How can drag forces be reduced?	Making an object more streamlined.
What is a balanced force?	A force acting on an object in one direction that is the same size as a force acting in the opposite direction.
What happens if forces are balanced?	An object will remain stationary or will move at a constant speed.
What happens if forces are unbalanced?	The object's speed or direction changes.
How do you calculate resultant force?	Add together all the forces that are going in the same direction. The forces going in opposite directions will produce a resultant force that is calculated by taking the smaller magnitude away from the larger one.

Career Focus - Where could this take you?



I am a mechanical engineer. I work in one of the oldest branches of engineering that combines engineering physics and math to manufacture and maintain mechanical systems/machines. I could be working on anything from nanotechnology to space stations as mechanical engineers are responsible for designing and developing most things.
The skills I need to do this job include a good knowledge of science and math, an ability to come up with new ways of doing things, ability to use a computer and use my hands to repair and build machines.

Challenge Activities

1. Make flash cards to give examples of the different types of forces.
2. Create a mind map of the contact forces topic. Remember to include key words and links between information.
3. Design a vehicle to reduce the force of air resistance, draw a diagram and label its features.
4. Draw a series of force diagrams to show how the forces change when a football is stationary, accelerating and slowing down.
5. Research the scientist Robert Hooke and describe his law of elasticity.

Topic Links

This topic links to:
- Organisation
- Chemical Reactions
- Space

We will also be practising how to
- Calculate resultant force
- Describe graphs

Additional Resources

To further practise and develop your knowledge see:

Educake - https://www.educake.co.uk/
BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/zs3896f
YouTube Cognito - https://www.youtube.com/watch?v=WCPTKRaScgE

Year 7 Reproductive Systems

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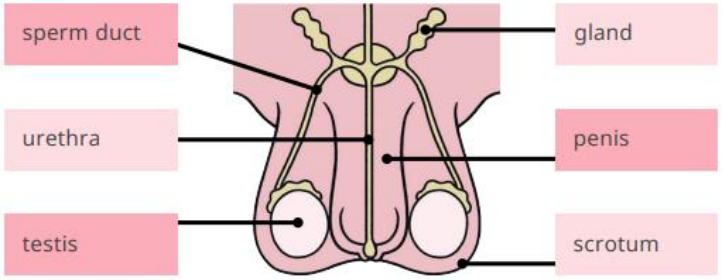
The aims of the sequence of learning are to ensure that all students:
- **Describe the biological processes involved in human reproduction**
- **Explain how maternal lifestyles can affect a developing embryo**

Keyword	Definition
Biological sex	Determined by the reproductive organs a person has and the sex chromosomes in their body.
Gamete	A sex cell.
Egg cell	The female sex cell that is released from the ovaries.
Sperm	The male sex cell that is produced in the testes.
Adaptation	The features that a cell has that allow it to perform a particular function.
Puberty	A period when changes occur in males and females to allow them to become sexually mature.
Hormone	A chemical messenger that travels around the body.
Oestrogen	The main female reproductive hormone that thickens the uterus wall.
Testosterone	The main male reproductive hormone that stimulates sperm production.
Conception	The process of becoming pregnant.
Fertilisation	When the sperm and the egg cell fuse together to form a cell.
Embryo	The first 8 weeks of development once a sperm and egg fuse.
Foetus	8 weeks after conception the embryo becomes a foetus.
Contraception	Methods that can be used to prevent pregnancy.

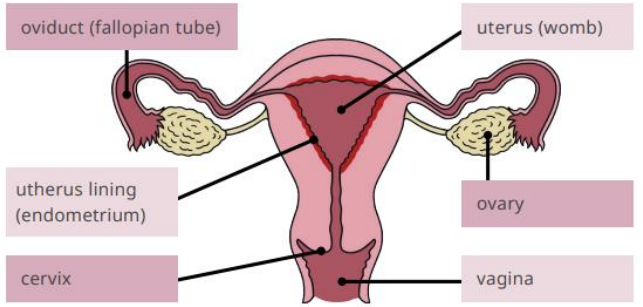
Key Concepts

Male reproductive system



Sperm duct	Carries sperm cell to the urethra
Urethra	A tube that transports urine or semen
Testis	Produces sperm cells
Gland	Produces a fluid for the transport of sperm cells
Penis	Where urine and semen pass out of the body
Scrotum	Where the testes are found

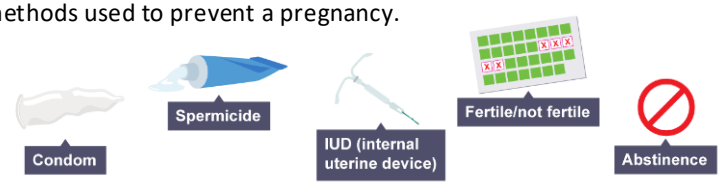
Female reproductive system



Oviduct	Carries egg cells to the uterus
Cervix	Ring of muscle at the bottom of the uterus
Uterus	Where the foetus develops during pregnancy
Ovary	Where egg cells mature and are released
Vagina	A tube leading from the cervix to outside the body

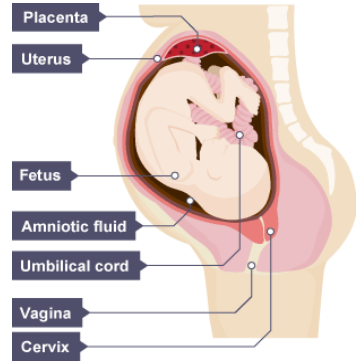
Contraception

There are **mechanical, chemical, surgical and natural** contraceptive methods used to prevent a pregnancy.



The natural method may be chosen by some groups opposed to contraception for religious or ethical reasons.

Pregnancy



A fertilised ovum divides to form a ball of cells called an embryo. The embryo attaches to the lining of the uterus. It begins to develop into a *fetus* and then becomes a baby when it is born. It takes about 40 weeks for a fetus to develop in the uterus. This time is called gestation.

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Year 7 Reproductive Systems

The aims of the sequence of learning are to ensure that all students:
- **Describe the biological processes involved in human reproduction**
- **Explain how maternal lifestyles can affect a developing embryo**

Retrieval Practice

Questions	Answers
What is the fusion of egg and sperm called?	Fertilisation
How is a sperm cell adapted for fertilisation?	A long tail to allow it to move towards the egg cell. Many mitochondria to release energy for movement.
How is an egg cell adapted for fertilisation?	Large size for nutrients for growing embryo. Cell membrane changes after fertilisation to stop more sperm from entering.
What is the name given to a developing baby more than eight weeks after conception?	Foetus
Describe the changes that occur in males during puberty.	Facial hair, growth spurt, mood changes, penis and testes grow, underarm and pubic hair grow, testes produce sperm.
Describe the changes that occur in females during puberty.	Growth spurt, mood changes, breasts develop, hips widen, menstrual cycle begins, pubic and underarm hair grow, vaginal discharge occurs.
Name the parts of the male reproductive system.	Testes, Penis, Urethra, Sperm duct, Gland and Scrotum.
Name the parts of the female reproductive system.	Ovaries, Oviduct, Uterus, Cervix, Vagina
Where does fertilisation take place?	In the oviduct (fallopian tubes)
Where does the embryo/foetus develop?	In the uterus
How long does pregnancy last?	40 weeks
How can drugs affect an unborn baby?	Slow the growth of a foetus and cause low oxygen and possible bleeding.
How can alcohol affect an unborn baby?	Increase the risk of stillbirth, long term health effects and premature labour.

Career Focus - Where could this take you?

I am a genetic counsellor and I help patients and families offering them genetic information and supporting them with decisions about their health.
As a genetic counsellor, you'll be part of team helping to diagnose, manage, predict and screen for genetic disease. You'll do this through taking and analysing family history information, assessing the risks of inheriting or passing on a medical condition, ordering and interpreting genetic and genomic test results and explaining these to the individual patient and their relatives.

Challenge Activities

1. Make flash cards for the key words.
2. Create a mind map of the reproductive systems topic. Remember to include key words and links between information.
3. Produce a fact file or a poster about how to look after yourself and your developing foestus when pregnant.
4. Write a letter to a teenager explaining the changes that will happen during puberty and why these changes happen.
5. Research a scientist that changed our understanding of reproduction.

Topic Links

This topic links to:
- Specialized cells
- Interdependence

We will also be practising how to
- Research information
- Test different methods of seed dispersal

Additional Resources

To further practise and develop your knowledge see:

Educake - https://www.educake.co.uk/
BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/zybbkqt
YouTube Cognito - https://www.youtube.com/watch?v=Gf_WLrXAqIA

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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: Medieval Power

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The aims of the sequence of learning are to ensure that all students:
- **Explain the relationship between King and Church**
- **Describe how Medieval power changed over time.**

Keyword	Definition
Medieval	Term meaning Middle Ages, from 5th to 15th century.
Empress	A woman who is a sovereign ruler of great power and rank.
Catholic Church	The Christian church ruled by the Pope in Rome.
Archbishop of Canterbury	Most senior religious figure in England.
Tyrannical	Exercising power in a cruel way.
Interpretation	A point of view in history, often written after the time of the event they describe.
Barons	A powerful group of landowning men in Medieval England.
Civil War	A war between two sides from the same country.
Marcher Lords	Barons who ruled in the border lands between England and Wales.
Doom painting	A painting of the moment Jesus judges souls and decides whether they should go to heaven or hell.
Purgatory	Believed to be a place where souls go after death, to be cleansed of their sins before they enter heaven.
Magna Carta	An agreement which the Barons forced King John to sign. This meant the King had to follow the law.
Agincourt	An area of France which saw a huge battle between Henry V of England and the King of France.
Revolt	Taking violent action against a government or ruler

Key Concepts

Religion in the Middle Ages: Religion played a very important role in people's lives in the middle ages. Everyone had to go to church on Sundays and on holy days, people believed that god controlled every part of their lives and most importantly God decided whether you went to heaven or hell.

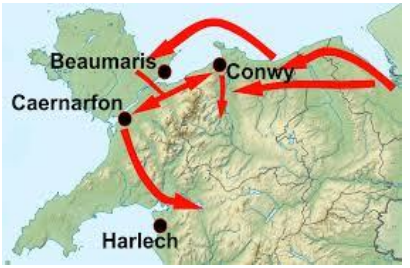
Doom Painting: Most people could not read the bible for themselves so wall paintings (murals) were put on the walls of churches so people could understand the teachings of the church.

This shows the souls of people climbing the ladder to get to heaven. People were terrified of ending up in hell where they would be in agony forever.

Why was the Magna Carta signed?
Magna Carta was created to limit the powers of King John. He had angered his Barons through the implementation of high taxes and running the country without asking them. This led to a meeting between King John and the Barons at Runnymede in 1215, which forced the King to obey the laws of the land.

The Wars of Edward I
Edward I sought to conquer the entirety of what we now know as Britain. At the time Edward I was king of England and North Wales. Eventually he went to war with the last Welsh Prince Llewellyn and won. He then united Wales and England as one Kingdom. Once this was done, Edward I sought to conquer Scotland. He went to war against Scotland and earned the nickname the Hammer of the Scots. He nearly conquered Scotland after defeating William Wallace but died before he could win.

The Peasants Revolt 1381: Most of the population in the middle ages were powerless. However, in 1381 the peasants rose up against King Richard II. They rose up because they were unhappy with their treatment and angry about high taxes. So, in 1381 a large group of peasants from the southeast of England set off to London to protest, several houses were set on fire and the Archbishop of Canterbury was killed in the protest.

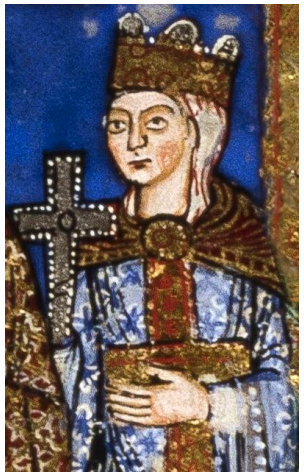


Other Key events:
Creation of Parliament – 1265
The Anarchy – 1138 – 1153
Battle of Agincourt – 1415
Murder of Thomas Becket - 1170

Year 7: Medieval Power

The aims of the sequence of learning are to ensure that all students:
- Explain the relationship between King and Church
- Describe how Medieval power changed over time.

Key Monarchs we need to know

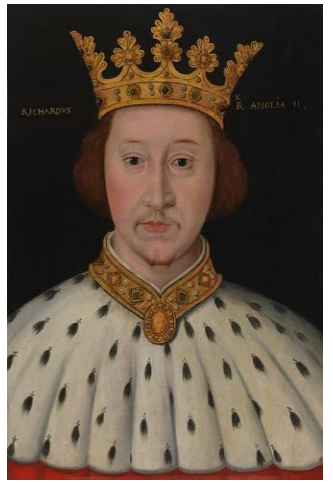


Empress Matilda

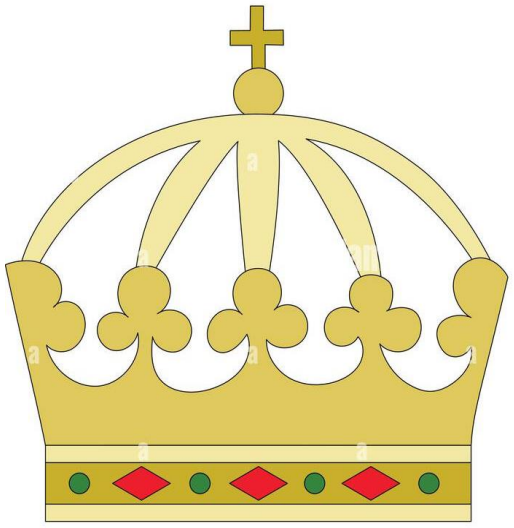
Henry II.

King John

Henry III



Richard II



Edward I

Henry V

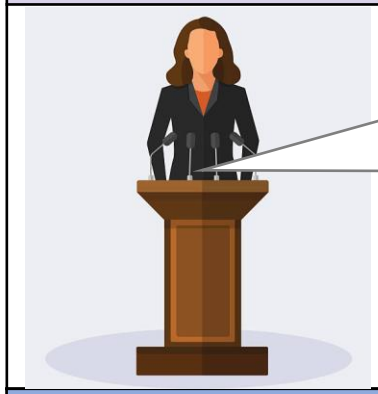
Year 7: Medieval Power

The aims of the sequence of learning are to ensure that all students:
- Explain the relationship between King and Church
- Describe how Medieval power changed over time.

Retrieval Practice

Questions	Answers
How do Historians know what medieval villages looked like?	Through research and archaeology, historians can analyse evidence, such as the remains of buildings and artefacts to reconstruct medieval villages.
Why did Empress Matilda go to war?	After the death of her father, Matilda was furious that the throne massed to her male cousin Stephen as she was named heir.
How was Simon de Montfort related to King Henry III?	He was married to the King's youngest sister Eleanor.
Who was Thomas Becket?	He was the Archbishop of Canterbury and frequently came into conflict with King Henry II.
Why was religion so important to people in the middle ages?	People believed that Gid controlled every aspect of their lives and most importantly decided whether they would go to heaven of hell when they died.
Describe the medieval view of Hell.	People were terrified of hell as they believed they would burn in agony for all eternity. In the doom paintings that depicted hell, images show people being boiled alive and placed on spikes.
Name two ways you could increase your chances of getting to heaven.	Pilgrimages and buying your way to heaven.
What was the most infamous battle of the Hundred Years War?	The Battle of Agincourt.
Which countries did Edward I go to war with?	Wales and Scotland.
Why did the peasants revolt in 1381?	They believed that they were not treated very well by their lords and disagreed with the high taxes.

Career Focus - Where could this take you?



I am a Politician- My job is to represent people in Parliament and to help legislate new laws. I use all aspects of our democracy to ensure my constituents views and opinions are heard by the current government. I understand our history and ensure our democracy is safe especially as we have come a long way to be the democratic country we are today.

Challenge Activities

1. Create your own version of a doom painting. Use the doom painting from the key concepts box for inspiration. Also do your own research. Make it as detailed as possible and ensure you include the key features: A ladder, people's souls, heaven and hell.
2. Create a leaflet instructing people how they can get to heaven. Remember! You are writing the leaflet as though you are living in Medieval England, the leaflet should be persuasive, You should also add pictures to make the leaflet eye catching
3. Make a poster about how Medieval power has changed over time. You should focus on the different monarchs and how their power was forced to change over time and how that came to be.

Topic Links

This topic links to:

- The Norman Conquest
- Christianity
- Democracy
- Religious Education
- PME

Additional Resources

To further practise and develop you knowledge see:

- https://www.bbc.co.uk/bitesize/topics/zbn7jsg/articles/zwyh6g8#zw3nhcw6
- https://www.historyhit.com/life-of-medieval-peasants/

Year 7: Medieval England

The aims of the sequence of learning are to ensure that all students:
- Argue whether Medieval England was filthy
- Explain whether the Black Death was significant in shaping England

Keyword	Definition
Archaeologist	A person who studies history by discovering and analysing artefacts.
London	Capital city which was rapidly growing very quickly.
Coventry	Another town in England that improved their public health by creating laws focusing on helping their people.
Public Health	Health of the population as a whole.
Buboes	Egg sized lumps that appear under the arms, groin and neck. A symptom of the Black Death.
Black Death	Name given to the Bubonic Plague that hit England in the 1340s.
Tanner	A person who creates leather using dead animals.
Butcher	A person who kills animals and sells them for food.
Long-Term	Relating to a long period of time.
Villein	A peasant who is tied to the land in which they work for their Lord.
Latrines	Another name for a toilet, usually public or open to many people.
Miasma	Belief that bad air causes disease.
Black death	A disease which spread around England in 1348.
Revolt	Taking violent action against a government or ruler

Key Concepts

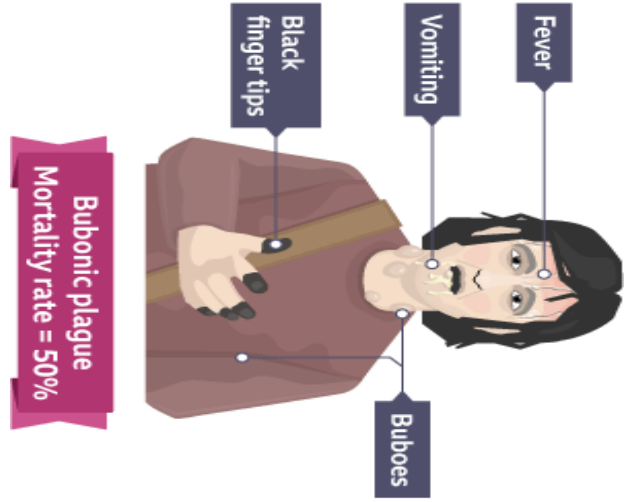
What did medieval Villages look like?
Nearly everyone in the middle ages lived in the countryside. Historians know what medieval villages looked like through research and archaeology. For example, the pictures below show the medieval village of Wharram Percy in Yorkshire. The first picture shows the remains of the village from above, the second picture shows a reconstruction of the town based on the archaeological excavation that took place at the site.

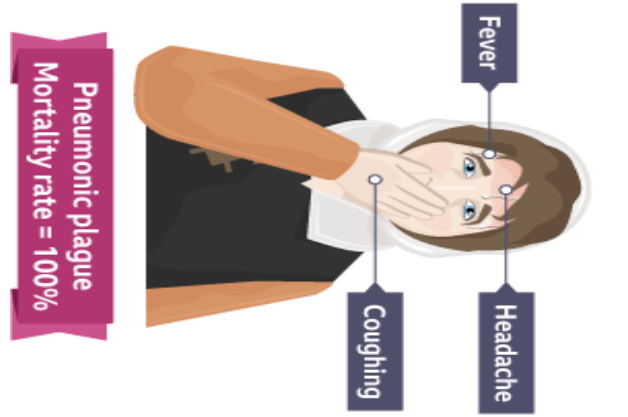
Villages such as Wharram Percy, that had land around them, were called Manors. They were held and controlled by a lord of the manor.

Life in a medieval village: Men and women worked hard in medieval villages. Work that continued all year round included; collecting firewood, digging drainage ditches, looking after animals and repairing houses. On top of the work they did on their own homes, villeins also had to work for the lord! At busy times of the year, such as the harvest, this could take up all of their time. And remember, they did not get paid for this work, the work for the lord was merely in return for the land they farmed and lived on.

Justice in the Middle Ages: The medieval justice system is different to the justice system that we have today. E.g. the hue and Cry, ensured everyone in the village helped to catch people that broke the law. E.g. if a villager was attacked, they could raise the hue and cry, everyone who could hear them would come to help catch the guilty person. Other forms of medieval justice included Tithings and the Manorial court, which helped make sure the Villeins did the work they owed the lord and kept law and order in the village.

The Black Death 1348: People in Medieval England always faced famine and disease, but in 1348 they had to face the Black Death. It spread from Asia to Europe and then to England. At the time doctors did not know about germs and did not know how to treat the illness. As a result one third of the population died. This caused major unrest in the decades after the outbreak.





Newsome Academy
Everyone Exceptional Everyday

Year 7: Medieval England

The aims of the sequence of learning are to ensure that all students:
- **Argue whether Medieval England was filthy**
- **Explain whether the Black Death was significant in shaping England**

Retrieval Practice

Questions	Answers
How do Historians know what medieval villages looked like?	Through research and archaeology, historians can analyse evidence, such as the remains of buildings and artefacts to reconstruct medieval villages.
Name three features of a medieval village.	Barn, Manor house, Church, Villagers houses, field for animals to graze, kitchen garden for the manor house.
How did the Black Death lead to the Peasants Revolt in 1381?	Many peasants were being paid more as many had died during the Black Death, but the King had passed a law ensuring all peasants were paid the same as they were before the Black Death.
What was one believed cause of the Black Death?	Many people would believe that it was a punishment from God. People also believed in Miasma (Bad air) was the cause of disease.
Why was religion so important to people in the middle ages?	People believed that Gid controlled every aspect of their lives and most importantly decided whether or not they would go to heaven of hell when they died.
Why was London so filthy?	Leather Tanners and Butchers would throw animal waste onto the streets. The streets were not paved so muck and human waste would gather on the streets.
What two things did Coventry do to improve Public Health?	Forced people to sweep outside their doorstep on Saturday mornings or be fined 8p and many different legislation made to stop dumping in the river.
What were the two types of plague that spread in 1348?	Bubonic plague and the Pneumonic plague.
What were the symptoms of the Bubonic Plague?	Fever, buboes (swellings) in the groin and in the armpit. 70% died and it took around 4 to 7 days for them to die.
Why did the peasants revolt in 1381?	They believed that they were not treated very well by their lords and disagreed with the high taxes.

Career Focus - Where could this take you?

I am a Sociologist- My job is to study human behaviour, interaction, and organisation. I observe the activity of social, religious, political, and economic groups, organisations, and institutions. I examine the effect of social influences, including organisations and institutions, on different individuals and groups. I can help people understand why they act and feel certain ways and also help businesses understand what will appeal to their customers.

Challenge Activities

1. Create your own version of a doom painting. Use the doom painting from the key concepts box for inspiration. Also do your own research. Make it as detailed as possible and ensure you include the key features: A ladder, peoples' souls, heaven and hell.
2. Create a leaflet instructing people how they can get to heaven. Remember! You are writing the leaflet as though you are living in Medieval England, the leaflet should be persuasive, You should also add pictures to make the leaflet eye catching
3. Make a poster about how life in Medieval England compares to life in England today. One half should detail what life was like in medieval times e.g. Villages, Houses, Farming, Justice, Religion and Illness. The other half should focus on aspects of life in modern England. The best posters will add information about how life now compares to life in the middle ages. For example, how has healthcare changed?

Topic Links

This topic links to:

- The Norman Conquest
- Medicine through time
- Christianity

Additional Resources

To further practise and develop your knowledge see:

- https://www.bbc.co.uk/bitesize/topics/zbn7jsg/articles/zwyh6g8#zw3nhcw6
- https://www.historyhit.com/life-of-medieval-peasants/

Timeline

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.

1939–1945 AD – The Second World War occurs.

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.

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

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.

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.

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

Year 7 UNDERSTANDING OUR LOCAL AREA

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

- Carry out a Geographical enquiry
- Construct and analyse graphs
- Demonstrate how to collect data through fieldwork
- Evaluate how the local area can be improved

Keyword	Definition
Analysis	Studying or examining something in detail to discover or understand more about it, or your opinion and judgment after doing this
Brownfield Site	Areas that were once built on but are now derelict
Community	All the people living in a particular place
Congestion	Overcrowding or an excessive amount of people and traffic in a place
Density	A measurement of how many people are in an area
Development	The process of improving an area
Sustainable	Meeting the needs of people today without spoiling things for people in the future
Questionnaire	A set of questions with a choice of answers, devised for a survey
Neighbourhood	The area in which we live and share with our community
Urban	An area which has a lot of buildings
Vegetation	The amount of plants in an area

Key Concepts

How to draw a bar graph:

We need to follow the steps given below.

Step 1: First, decide the title of the bar graph.
Step 2: Draw the horizontal axis and vertical axis. (For example, answers given)
Step 3: Now, label the horizontal axis.
Step 4: Write the names on the horizontal axis, .
Step 5: Now, label the vertical axis. (For example, Shop, Post Office)
Step 6: Calculate the scale range for the given data.
Step 7: Finally, draw the bar graph that should represent each category of the pet with their respective numbers.

Improving Areas

Suggesting how to improve an area, means understanding what is there and what the people need. It needs to be sustainable and not only support people now but what they might need in the future.

Conducting Environmental Surveys

An environmental quality survey uses an observer's judgement to assess environmental quality against a range of indicators. Often, they work on a sliding scale of quality (like 1 to 5).

It is based on personal judgements, so the data collected using environmental quality surveys is **subjective**.

Urban Studies- An Environmental Quality Index

Area_____

Paving and Road	Hint	Score
• No damage or broken paving, no uneven slabs, road surface in good repair	10	
• Some paving damaged, road showing some signs of need of repair	5	
• 50% or more paving or road surface in need of repair	0	
Litter		
• Completely clean, no litter	10	
• Some litter but not obtrusive	8	
• Litter over 10% of the area	5	
• Litter over 25% of the area	0	
Dereliction		
• Little evidence of dereliction	5	
• Extensive dereliction	2	
• Massive dereliction (Danger to children, cars, etc.)	0	
Street furniture (includes bollards, telephones, street lighting, litter bins, pillar boxes and road signs)		
• All items in good working order and maintenance	10	
• Some items in need of maintenance	5	
• A lot of items in need of maintenance	3	
• 100% derelict	0	
Advertisements		
• No advertisements in the street	5	
• Over 15 advertisements per 100m of street	0	
Air pollution		
• No pollution	5	
• Some pollution when wind is in right direction	4	
• Moderate pollution	2	
• Massive pollution- unbearable, unhealthy	0	
Nuisance		
• No appreciable noise	5	
• Some noise at certain times	4	
• Major noise problem	1	
• Intolerable noise	0	

Landscape/Vegetation	Hint	Score
• One mature tree or 3 shrubs per 20m of pavement	10	
• One mature tree or 3 shrubs per 40m of pavement	8	
• One mature tree or 3 shrubs per 80m of pavement	4	
• Less than one tree/shrub per 100m of pavement	0	
Traffic parking (parking should be carried out at different times of the day ideally to assess the total situation)		
• No parked cars	5	
• Up to 4 parked cars per 100m of street	3	
• Over 10 parked cars per 100m of street	0	
Note: 1 commercial van = 1.5 cars 1 lorry = 2 cars 1 articulated lorry = 3 cars		
Traffic safety (vehicles and pedestrians)		
• Complete segregation of traffic and people- no danger	10	
• Cul-de-sac or play street	8	
• Light traffic in both directions	6	
• Moderate traffic	4	
• Heavy traffic	2	
• Major through route –very heavy traffic	0	
Building Condition (walls and roof)		
• All buildings well maintained	5	
• Half the buildings in the street well maintained	3	
• Over 20% of the buildings semi-derelict (very poor structural order, ready for demolition and clearance)	0	
Condition of boundary walls and fences		
• All in well maintained condition	5	
• 20% need maintenance	3	
• Over half in need of repair and maintenance	0	
General Housekeeping (condition of gardens, forecourts, cleanliness of paintwork, windows and curtains)		
• All well maintained and tidy	5	
• All in reasonable condition	4	
• 25% badly maintained	2	
• Over 50% badly maintained	0	

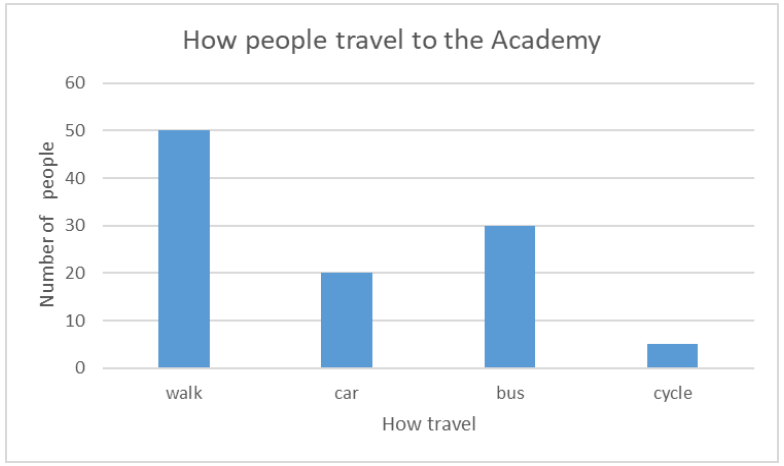
Total Environmental Quality Score = _____

Year 7 UNDERSTANDING OUR LOCAL AREA

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

- Carry out a Geographical enquiry
- Construct and analyse graphs
- Demonstrate how to collect data through fieldwork
- Evaluate how the local area can be improved

Retrieval Practice

Questions	Answers
What is a brownfield site?	Areas that were once built on but are now derelict
What is the first step when drawing a bar graph?	Creating a title for the graph
What is used to gather data on an area?	An environmental survey
What does sustainable mean?	Meeting the needs of people today without spoiling things for people in the future
In the space show the following data in a bar graph for how people travel to the academy: Walk: 50 Car: 20 Bus: 30 Cycle: 5	

Career Focus - Town Planner

As a town planner, you may work on projects to assess the effect of new rail links or roads, plan for houses and renewable energy generation, redesign urban spaces and develop parks. You could develop local or national planning policies for government, developers and the public.

Challenge Activities

- Design and explain how Newsome Mill could be developed to serve the needs of the local community.
- Create a mood to highlight Newsome and how it could be developed in the future
- Research Newsome or Newsome Mill write a report on how the area (land use/buildings/people) has changed over time.

Topic Links

This topic links to:

- Maths
- Science

Additional Resources

To further practise and develop your knowledge see:

Urban Change

Graphs

Year 7 Maps and Mapping - 1

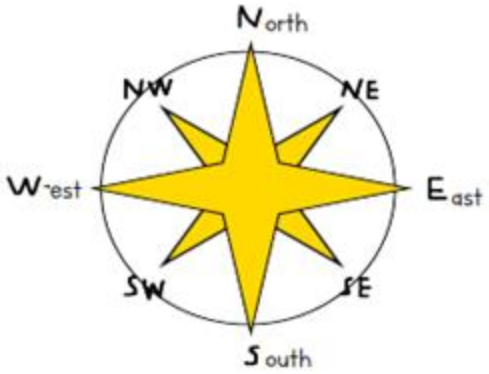
The aims of the sequence of learning are to ensure that all students:

- Accurately use an 8- and 16-point compass
- Use four and six-figure grid references, to locate places on maps
- Measure distances on a map
- Calculate scale to work out actual distances

Keyword	Definition
Aerial Photo	Taking of photographs from an aircraft or other airborne platform
Contour lines	A line drawn on a map to indicate ground elevation
Grid Reference	Used to locate a particular square/ location on a map
Scale	The relationship between distance on a map and the corresponding distance on the ground
Northings	Numbers on a map which go from the bottom to the top
Eastings	Numbers on a map which go from left to right
OS	Ordnance Survey – the most used maps in the UK

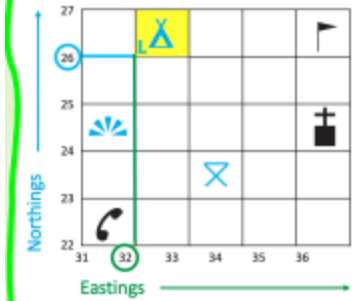
Key Concepts

COMPASS POINTS



4 FIGURE GRID REFERENCES

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go from left to right.



The first two numbers give the eastings.

32 26

The second two numbers give the northings.

Remember... eastings then northings!

Along the corridor and up the stairs!

6 FIGURE GRID REFERENCES

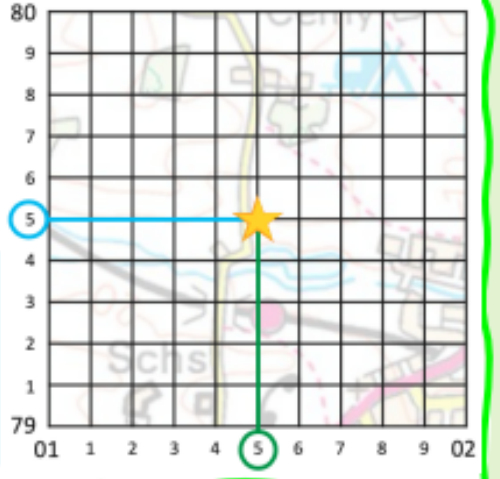
We can use six-figure grid references to find an exact location within a grid square, so they are much more accurate The grid square is divided into tenths.

Example:

015 795

The first three numbers give the easting which includes the number of tenths.

The last three numbers give the northing which includes the number of tenths.



Year 7 Maps and Mapping - 1

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

- Accurately use an 8- and 16-point compass
- Use four and six-figure grid references, to locate places on maps
- Measure distances on a map
- Calculate scale to work out actual distances

Key Concepts

MAP SYMBOLS

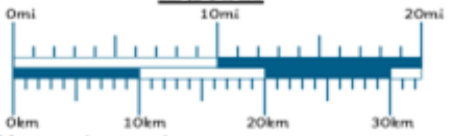
Symbols are useful for lots of reasons including, space saving on a map, multi-lingual (all languages can understand them), saves time, clear.

- M1 or A6(M) — MOTORWAY
- FOREST
- PARKING
- GOLF COURSE
- TRAIN STATION
- BUS/COACH STATION
- CYCLE TRAIL
- NATURE RESERVE
- FOOTPATH
- RIVER
- VIEWPOINT
- MARSHLAND

SCALE AND DISTANCE

OS maps have a scale. On some smaller maps, 1cm on the map equals 250m in real life. On some larger maps, 1cm on the map equals 500m. Different maps might have different scales, so check on your map to find its scale.

LINE SCALE



Using a line scale on a map is as easy as using a ruler. The important thing to remember is that a line scale shows measurements in km and the measurements on a ruler are in cm.

WORD SCALE

One centimeter on the map represents 3 kilometers on the ground. (1cm = 3 km)

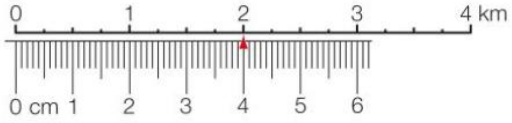
Using the scale above, if we measure the distance on a map between two places with our ruler. The measurement is 4cm. We then have to multiply that measurement by 3 to calculate that the real distance between the two places is 12km.

Measuring Distance

Straight-line distance

1 Use a ruler to measure the distance between two places on the map, in centimetres.

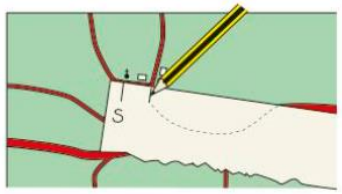
2 Measure out the distance on the map's linear scale to discover the distance on the ground in kilometres.

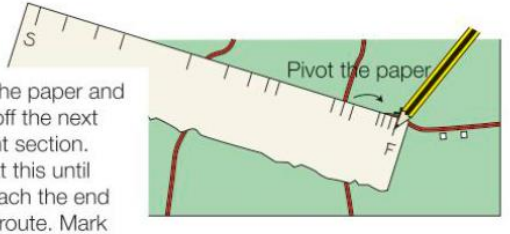


4 cm on the map = 2.0 km on the ground

Curved-line distance

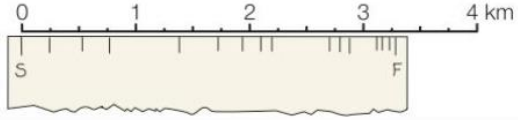
1 Place the straight edge of a piece of paper along the route to be measured. Mark the start with the letter S. Look along the paper and mark off the point where the route moves away from the straight edge.





2 Pivot the paper and mark off the next straight section. Repeat this until you reach the end of the route. Mark this finishing point with the letter F.

3 Place the edge of the marked paper alongside the linear scale on the map and convert the total length to kilometres. Remember to always give the units when writing your answer!



Year 7 Maps and Mapping - 1

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

- Accurately use an 8- and 16-point compass
- Use four and six-figure grid references, to locate places on maps
- Measure distances on a map
- Calculate scale to work out actual distances

Retrieval Practice

Questions	Answers
Which compass point is opposite Southwest?	Northeast
Which compass point is opposite Northwest?	Southeast
What are Northings?	Numbers on a map which go from the bottom to the top
What are Eastings?	Numbers on a map which go from left to right
What are the lines on a world map referred to as?	Lines of longitude and latitude
What do contour lines close to each other show?	A steep slope
What are the map symbols for a bus station and parking?	 and 
What does a 6-figure grid reference show?	The exact location of a point within a grid square. They are more accurate

Career Focus - Cartographer

As a cartographer I design digital or paper-based maps, I check maps and charts are accurate and to scale. I also edit maps by adding or removing new roads, structures or landmarks. I also collect and analyse data from remote sensors on satellites and planes

Challenge Activities

- Create a contour model of a hill, using cardboard - try to give your hill different types of slope and relief
- Design your own map symbols and then create a map of your local area and add your symbols to show the features of the area where you live
- Write a set of detailed instructions you could provide to a friend to get them from school to your house, or from one location to another of your choice

Topic Links

This topic links to:

- Maths
- Science

Additional Resources

To further practise and develop your knowledge see:

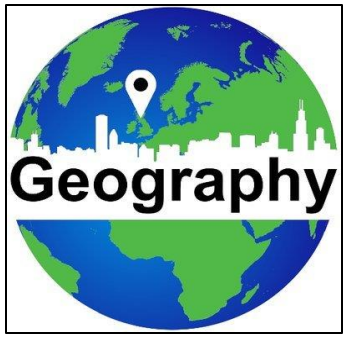
Map symbols, direction & relief

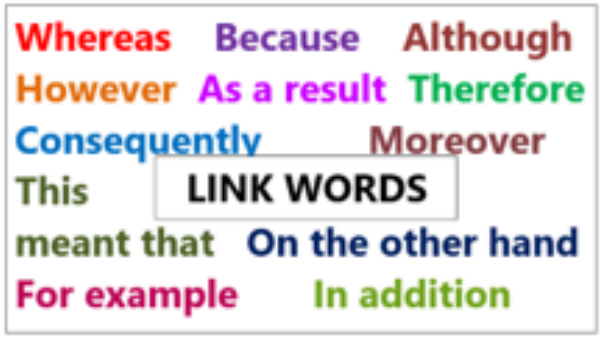
Grid references & distance

Geography

Why study Geography??

1. It develops an appreciation for the planet
2. Develops awareness and understanding of different cultures
3. Encourages critical thinking
4. Builds mathematical and analytical skills
5. Develops knowledge of global crisis issues
6. Develops problem solving skills
7. Improves literacy and communication skills
8. Develops knowledge of globalisation and trade
9. Improves understanding of global hazards and disease
10. Develops spatial awareness





Structuring answers

When structuring an answer, it is always important to use:

P – Make your **Point**

E – Add your **Evidence** (facts and figures)

E – **Explain** why using link words

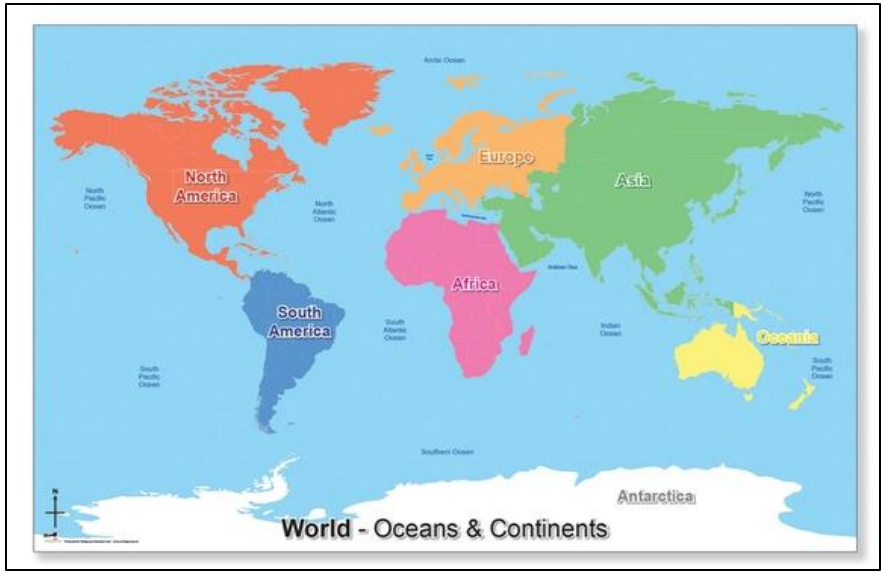
L – **Link** it back to the original question

For example – **Where are earthquakes located?**

Earthquakes are mostly found along tectonic plate boundaries. Such as along the western coast of South America where the Pacific plate meets the Nazca plate. This is because at tectonic plate boundaries, stress and friction builds up due to convergent and divergent movements. Therefore, you are more likely to find earthquakes when the stress builds too much, whereas in areas away from plate boundaries there are likely to be fewer earthquakes.

Geography

Key Concepts: World – Countries and Oceans



Geography

The United Kingdom

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.

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Year 7 Au Collège

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

- Recognise some differences between school in France and the UK.
- Express simple opinion
- Describe school uniform
- Pick out opinions from short reading texts
- Use key French sounds accurately
- Pick out opinions from short listening passages
- Translate sentences from English to French including adjectives

Keyword	Translation
Au collège…..	At school……..
Comment s'appelle ton collège?	What is your school called?
Qu'est-ce que tu as aujourd'hui?	What do you have today?
Qu'est-ce que tu penses de tes matières?	What do you think about your subjects?
Car Parce que	Because
Qu'est-ce que tu portes?	What do you wear?
Qu'est-ce que tu penses de ton uniforme?	What do you think about your uniform?
Ta journée scolaire est comment?	What is your school day like?
À quelle heure?	At what time?

Describing your uniform. Je porte……. – I wear……

un	pantalon / pull / sweat / polo	noir / bleu / vert / gris / blanc / violet / rouge / rose / jaune
une	jupe / veste / chemise / cravate	noir**e** / bleu**e** / vert**e** / gris**e** / blanc**he** / violet**te** / rouge / rose / jaune
des	chaussettes / chaussures / baskets	noir**es** / bleu**es** / vert**es** / gris**es** / blanc**hes** / violet**tes** / rouge**s** / rose**s** / jaune**s**

Essential vocabulary and grammar

School subjects

Telling the time

À une heure - at 1 o'clock
À deux heures – at 2 o'clock
À quatre heures – at 4 o'clock
À dix heures – at 10 o'clock
À midi / minuit – at midday / midnight

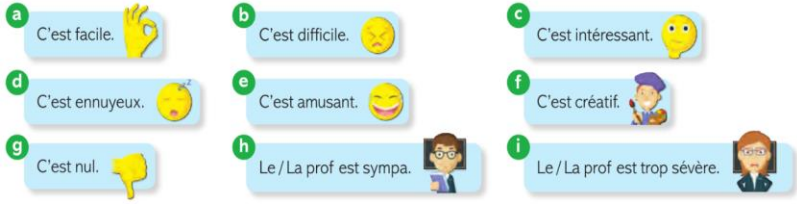
Essential Phonics

Silent final 'e'	Silent 'h'	th
quatre 4	heures	maths + − × ÷

Expressing opinions

aimer, ***adorer*** and ***détester*** are ***–er*** verbs.

Tu aimes …?	Do you like …?
Oui, …	Yes, …
j'adore …	I love …
j'aime …	I like …
j'aime *assez* …	I quite like …
Non, …	No, …
je n'aime pas …	I **don't** like …
je déteste …	I hate …



Year 7 Au Collège

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

- Recognise some differences between school in France and the UK.
- Learn how to say what they like and dislike at school.
- Learn how to describe their school uniform.
- understand and learn how to give some simple opinions about school subjects..
- Use key French sounds accurately
- understand and learn how to tell the time in French.

Retrieval Practice

Questions	Answers
Comment s'appelle ton collège?	Mon collège s'appelle Newsome Academy
Qu'est-ce que tu as aujourd'hui?	**C'est lundi et j'ai les maths, l'anglais, l'histoire, le dessin et le Français.**
Quelle est ta matière préférée?	J'aime **les maths** mais je n'aime pas **la musique.**
Pourquoi?	**La musique** c'est **difficile** et **les maths** c'est **cool.**
Qu'est-ce que tu portes?	Je porte **une veste noire**, une **chemise blanche**, **un pantalon noir** et **des chaussures noires.**
Qu'est-ce que tu penses de ton uniforme?	Je pense que l'uniforme est **confortable**
Ta journée scolaire est comment?	J'arrive au collège à **neuf heures**. À midi **je mange** et à trois heures j**e joue au foot.**
À quelle heure?	**À dix** heures,(j'ai **les sciences**.)

Career Focus - Where could this take you?

I am a fashion designer. I design and make clothing.
I use languages to communicate with customers overseas and I do research to see what sells abroad. I can also travel to the fashion fairs throughout the world.

Challenge Activities

1. Create a graffiti wall about your likes and dislikes at school.
2. Research some differences and similarities about French and British schools.
3. Design your timetable in French. Don't forget the days in French too.
4. Design your ideal school uniform and label it in French.

Topic Links

This topic links to:

1. Colours (describing pets)
2. Numbers
3. Days of the week
4. Expressing opinions

Additional Resources

To further practise and develop your knowledge see

- Active Learn

Your teacher can remind you of your login.

Year 7 Mon Temps Libre

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

- say what sports people play
- say what activities people do.
- talk about the weather
- ask and answer simple questions.
- use more complex structures with time phrases.
- use key French sounds accurately

Keywords/ phrases

Qu'est-ce que tu aimes faire *What do you like doing*	le week-end? *at the weekend?* avec tes amis? *with your friends?* quand il pleut? *when it rains?* sur ton portable? *on your phone?*

J'adore 😍
J'aime 😀
Je n'aime pas 😦
Je déteste 😠

- bloguer *blogging*
- écouter de la musique *listening to music*
- envoyer des SMS *sending texts*
- partager des photos *sharing photos*
- partager des vidéos *sharing videos*
- prendre des selfies *taking selfies*
- regarder des films *watching films*
- tchatter *chatting (online)*

Key Concepts

Tu fais du sport? Do you do sport?

Je fais	**I do**	**Nous faisons**	**We do**
Tu fais	**You do**	**Vous faites**	**You do**
Il/ elle/on fait	**He/ she does/we do**	**Ils/ elles font.**	**They do**

du skate **du** patin à glace **du** théâtre **du** vélo **du** ski **du** judo	**de la** cuisine **de la** danse **de la** gymnastique **de la** natation
de l'athlétisme **de l'**équitation	**des** randonnées

Tu est sportif/sportive? - Are you sporty?

Je joue	**I play**	**Nous jouons**	**We play**
Tu joues	**You play**	**Vous jouez**	**You play**
Il/ elle/on joue	**He/ she/ we play**	**Ils/ elles jouent**	**They play**

au basket / billard - basketball / snooker
au football (foot) / rugby - football / rugby
au hockey / tennis - hockey - hockey / tennis
au handball - handball
à la pétanque/aux boules - boules
aux cartes - cards
aux échecs - chess

Talking about the weather

il fait beau
the weather's fine
il fait mauvais
the weather's bad
il fait chaud - it is hot
il fait froid - it is cold

il y a du soleil - it is sunny
il y a du vent - it is windy
il pleut - it is raining
il neige - it is snowing

Essential phonics

ai

vrai ✓	maison 

tion

natatio 	équitati 

Year 7 Mon Temps Libre

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

- say what sports people play
- say what activities people do.
- talk about the weather
- ask and answer simple questions.
- use more complex structures with time phrases.
- use keys French sounds accurately

Retrieval Practice

Questions	Answers
Quel temps fait-il?	Aujourd'hui **il fait beau.**
Tu es sportif? Tu es sportive?	**Oui –** je joue **au golf** et le weekend je joue **au foot.**
Qu'est-ce que tu fais le weekend?	Je fais **de la danse** et je fais aussi **de la natation.**
Quand est-ce que tu fais **du cyclisme?**	Je fais **du cyclisme tous les weekends.**
Qu'est-ce que tu aimes faire?	J'aime **prendre les selfies** et **partager les photos.**
Qu'est-ce que tu n'aimes pas faire?	Je n' aime pas **regarder les films** et **bloguer.**
Pourquoi?	Je pense que c'est **chouette** 😍 **nul** 😟
Est-ce que tu aimes **écouter de la musique?**	Oui j'adore **écouter de la musique. C'est formidable.**
Qu'est-ce que tu fais quand **il pleut?**	Quand il pleut **je joue aux cartes.**

Career Focus - Where could this take you?

I am a games designer. I am lucky because I can work all over the world. FIFA employ lots of people to watch football games and collect statistics about the games. Then we turn that into the game that lots of people play at home.

Challenge Activities

1. Create a plan for the weekend. Include the day in French and say what you will do if the weather is good and bad.
2. Research what the most popular hobbies of French students in Year 7 are.
3. Complete the Active Learn activities
4. Design a poster for extra-curricular activities at school. Make sure that you include the day of the week, the activity and your opinion.

Topic Links

This topic links to:

- Unit 1 – moi
- Likes and dislikes
- Healthy Lifestyles.
- Expressing opinions

Additional Resources

To further practise and develop your knowledge see:

- Active Learn

Your teacher can remind you of your login.

Year 7 French – Essential Grammar and Vocabulary

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 – There is/are

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

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

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**
et 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)

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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Computing

Our students will:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

7.2: How Computers Work

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

- Demonstrate knowledge of computing fundamentals by describing the history of computers, the IPOS cycle, the role of different component, types of software and different types of printers in use
- Demonstrate knowledge of binary conversion by converting between binary code and denary numbers
- Demonstrate knowledge and understanding of basic programming terms by explaining the connection between algorithms, functions and programming
- Apply knowledge from this unit to accurately describe some keywords

Keyword	Definition
IPOS Cycle	Known as 'information processing cycle', IPOS (input, processing, output, and storage) is a series of events that allow a computer to work like it does.
CPU	The Central Processing Unit. It calculates and processes information (instructions) sent from input/output devices.
Storage Capacity	Storage capacity refers to how much disk space one or more storage devices provides. For example, a 500GB hard drive has a storage capacity of 500 gigabytes.
Computer Component	With hardware, a component or part is one hardware unit designed to connect to and function as part of a larger system. For example, CPU, RAM, SSD drive work together and can be considered as computer components.
System Software	A type of computer program that is designed to control how a computer works. e.g. operating systems and utility programs.
Binary Code	It is a coding system using the binary digits 0 and 1. It can represent a letter, digit, or other character in a computer device. A computer converts every instruction into a binary code.
Bits	A bit (binary digit) is the smallest unit of data that a computer can process and store. A bit is always in one of two physical states (on/off, yes/no, true/false etc...) - represented by a single binary value, usually a 0 or 1.
Bytes	In most computer systems, a byte is a data measurement unit that contains eight bits, or a series of eight zeros and ones. A single byte can be used to represent 256 different values such as lowercase letters, uppercase letters, numbers and symbols etc...
Algorithm	A detailed list of steps to help write a program. This is written in a term known as 'Human Language'.
Programming	Making the switch from listing steps in detail as an algorithm to encoding (creating code) them. This is written in a term known as 'Machine Language'.
Function	Functions are mini programs that you can use over and over inside of your bigger program.

Key Concepts

Binary to Denary Conversion (5-Bit Binary)

16	8	4	2	1
0	0	1	0	1

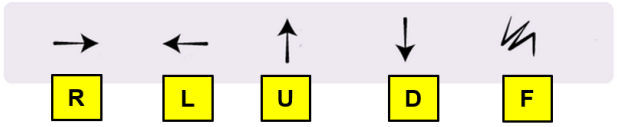
0 + 0 + 4 + 0 + 1

00101 = 5 (Denary)

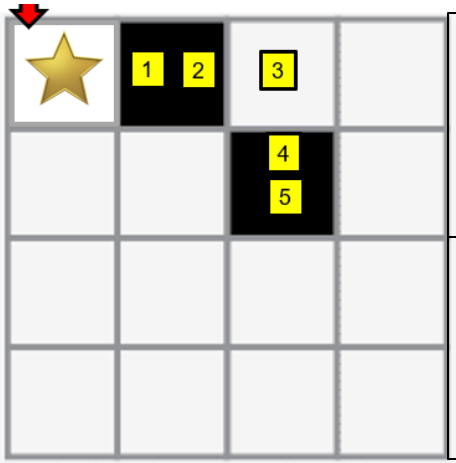
1. Make sure you are aware of the number of bits involved in the conversion (count binary length)
2. Write down the decimal number place values above the binary number
3. Convert each binary digital from left to right (starting with largest decimal)
4. Add up the values of the decimal numbers where the binary digital '1' has been used

e.g. 00101 = 4+1 = 5

Algorithm vs Programming



Key



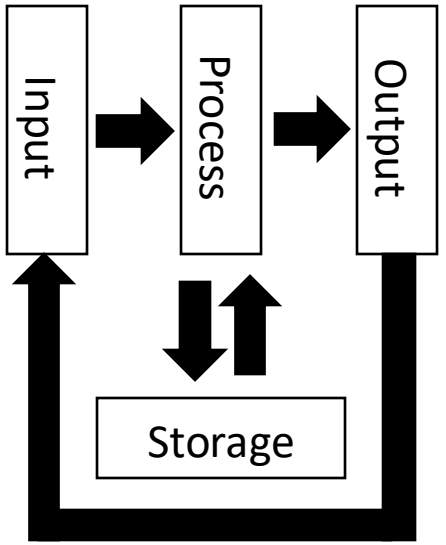
Algorithm (Instructions)

1. Move One Square Right
2. Fill In Square with Colour
3. Move One Square Right
4. Move One Square Down
5. Fill In Square with Colour

Programming (Encoding)

1. [R]
2. [F]
3. [R]
4. [D]
5. [F]

IPOS Cycle



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7.2: How Computers Work

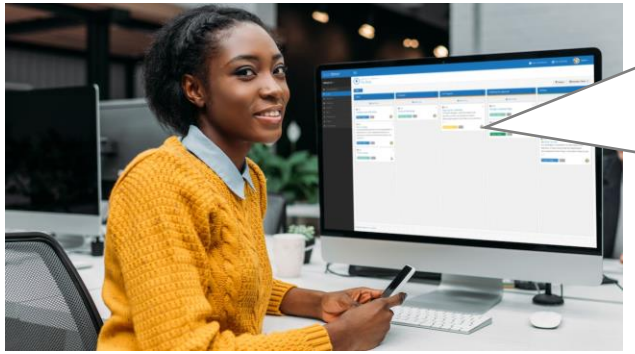
The aims of the sequence of learning are to ensure that all students:

- Demonstrate knowledge of computing fundamentals by describing the history of computers, the IPOS cycle, the role of different component, types of software and different types of printers in use
- Demonstrate knowledge of binary conversion by converting between binary code and denary numbers
- Demonstrate knowledge and understanding of basic programming terms by explaining the connection between algorithms, functions and programming
- Apply knowledge from this unit to accurately describe some keywords

Retrieval Practice

Questions	Answers
What is the difference between an input and an output device?	An input device is a piece of computer hardware equipment that converts physical input data into binary code for the computer to understand e.g. keyboard An output devices is something a computer uses to convert processed instructions into a format a human can see or notice e.g. monitor
What are the roles of a RAM and ROM in a computer	ROM: Read-only memory is non-volatile memory that permanently stores instructions for your computer RAM: Random access memory is volatile (deletes when computer turned off) memory that temporarily stores the files you are working on
Give two examples of Application Software and System software	Application: Word Processing software (e.g. MS Word) and Web Browser (e.g. Google Chrome) System Software: Operating System (e.g. iOS) and Anti-virus software (e.g. McAfee)
Describe three different types of printers	1. Dot-matrix: Pattern of dots used when creating the paper printout 2. Inkjet: The ink-jet squirts tiny droplets of ink onto the surface of the paper 3. Laser: It creates marks on paper using a fine dust called toner. A laser is used to make the toner stick to the required parts of the paper
How does a computer understand the instructions given by different software and applications?	A computer converts every instruction into a binary code. It is a coding system using the binary digits 0 and 1. It can represent a letter, digit, or other character in a computer device
What are the main differences between an 'Algorithm' and 'Programming'?	Algorithms are a detailed list of steps to help write a program. This is known as 'Human Language'. Programming is making the switch from listing steps in detail as an algorithm to encoding (*creating code*) them. This is known as 'machine language'.
Why are Functions used in a program?	• It makes it easier and less time consuming to write larger programs • It reduces the errors in a program as you have to write less new code • It is easier to find errors as you have to test less new code (quicker debugging) • It is easier to link parts of the program to other parts (modules)

Career Focus - Where could this take you?



I am a **Digital Product Owner (DPO)** and lead a team of specialists to build online products and services for customers. One of my responsibilities include looking at user feedback to help improve the product.

Challenge Activities

1. Create a step-by-step tutorial document that explains how to convert from Binary to: A) Denary B) Hexadecimal and C) ASCII
2. Create a poster or presentation on MS PowerPoint that provides information about 'IPOS cycle' – including the following points: A) What is the IPOS cycle? B) What does it do? C) Examples of input and output devices
3. Create a short vlog about Netiquette. In the vlog, explain the following: A) What is Netiquette? B) Why it is important? C) Some important rules to follow D) Any other interesting information about Netiquette

Topic Links

- Computing Curriculum:
(3.4) How to carry out simple operations on binary numbers (3.5) How components and systems communicate with each other (3.6) Understand how instructions are stored and executed

- Other links:
Math's (Inference & Arithmetic) and English (Promote communication skills & prevent miscommunication)

Additional Resources

To further practise and develop your knowledge see:

-Input, Process, Output and Storage
https://www.youtube.com/watch?v=DKGZlaPlVLY&t=76s
-The Binary System
https://www.youtube.com/watch?v=sXxwr66Y79Y
-What are Functions?
https://www.youtube.com/watch?v=5tmtBjdw62w

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Computing

KEYBOARD SHORTCUTS FOR WINDOWS

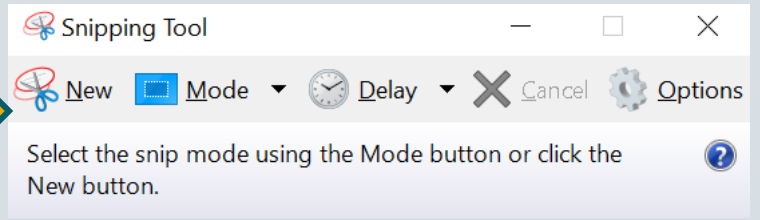
PROGRAM KEY COMBINATIONS

Ctrl + S = SAVE	Ctrl + X = CUT
Ctrl + P = PRINT	Ctrl + C = COPY
Ctrl + B = BOLD	Ctrl + V = PASTE
Ctrl + U = UNDERLINE	Ctrl + Z = UNDO
Ctrl + I = *ITALIC*	

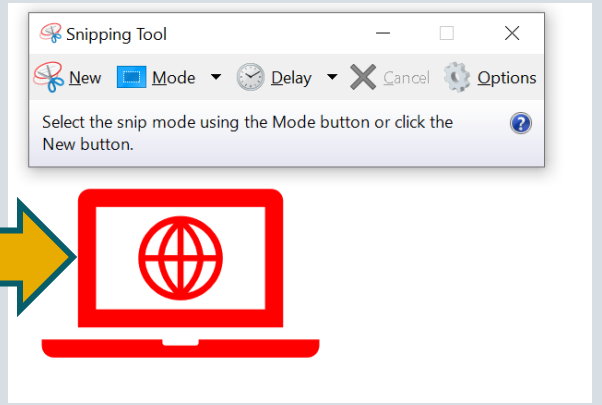
WINDOWS SYSTEM KEY COMBINATIONS

- F1 = HELP!
- Ctrl + Esc = OPEN START MENU
- Alt + Tab = SWITCH BETWEEN OPEN PROGRAMS
- Alt + F4 = QUIT PROGRAM

1 Windows Key + "Snipping Tool"



2 New: Select the area



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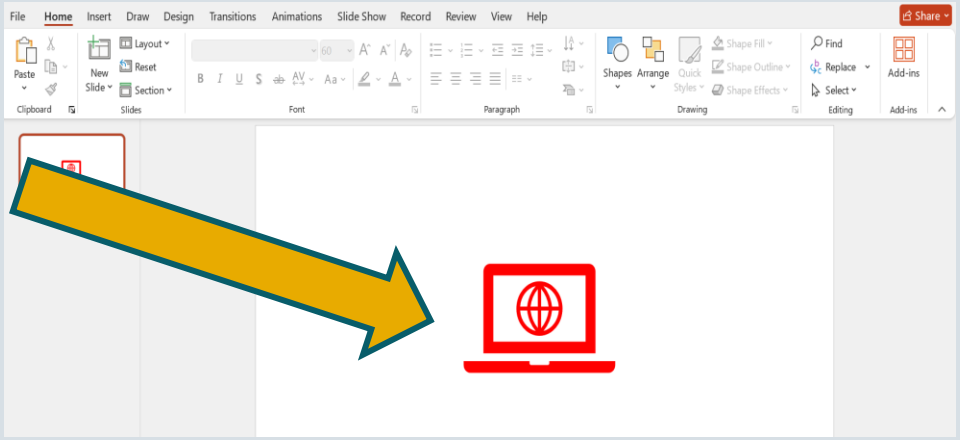

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VTC

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.

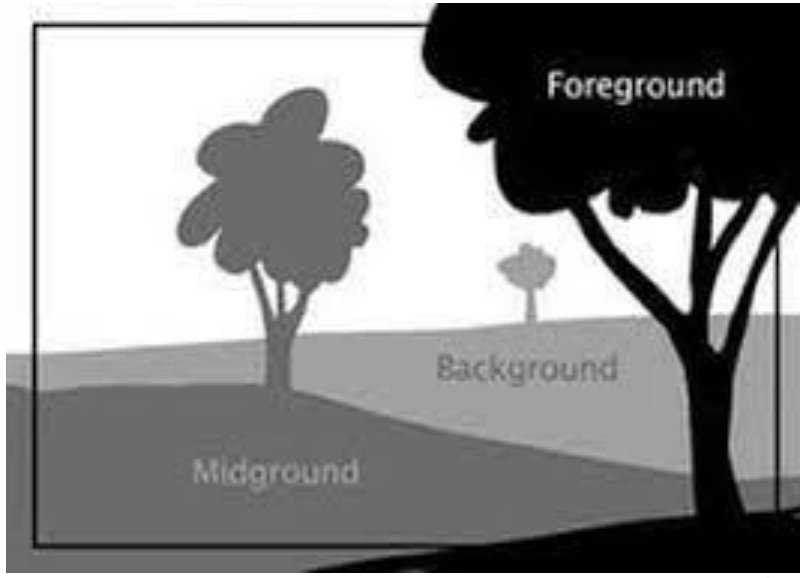
Year 7 Pop Art

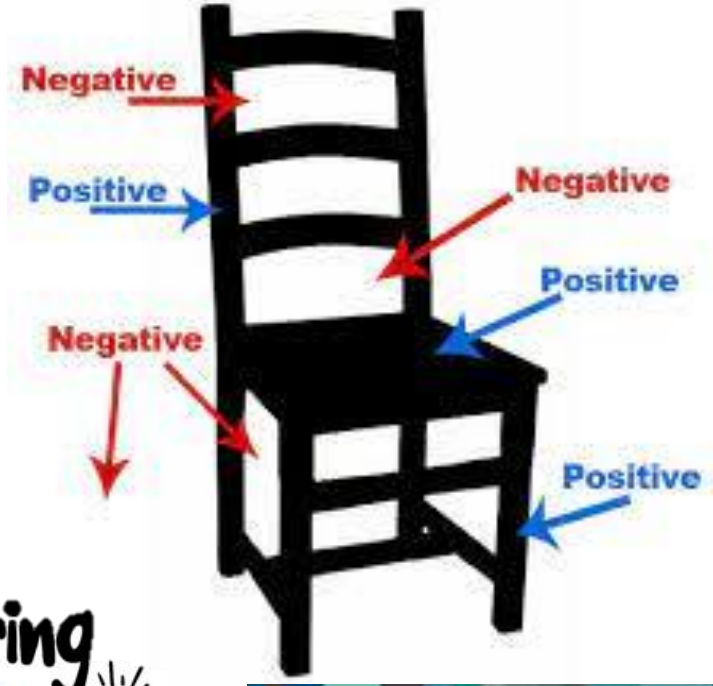
The aims of the sequence of learning are to ensure that all students:

- Learn about the work of Keith Haring.
- Learn about the work of James Rizzi
- Learn about focal point and why it is important.
- Learn about foreground, middle ground and background in art.
- Learn about positive and negative shape.
- Learn how to present work in a creative and imaginative way.

Keyword	Definition
Focal point	The area of a picture that attracts the eye.
Positive shape	Positive shapes represent solid objects.
Negative shape	Negative shape is the space around an object.
Foreground	The area of the picture nearest to the viewer.
Middle ground	The space that naturally occurs between the foreground and the background .
Background	The part of an artwork representing what lies behind objects in the foreground.
Pop Art	Movement that emerged in the mid to late 1950s. Artists included imagery from popular and mass culture
Keith Haring	American artist whose work emerged from the New York City graffiti subculture of the 1980s.
James Rizzi	American artist whose work has an instantly recognisable childlike quality.

Key Concepts





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Year 7 Pop Art

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

- Learn about the work of Keith Haring.
- Learn about the work of James Rizzi
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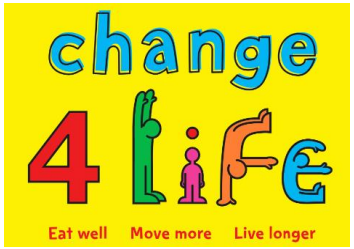
Retrieval Practice

Questions	Answers
What government initiative uses Keith Haring style artwork in its promotional content?	
How would you describe objects that are in the foreground of a piece of artwork?	They are bigger than objects in the middle ground and background. Details can be seen easily and colours are bold.
How do objects in the background of a picture appear?	They are smaller than objects in the middle ground and foreground. Fewer details can be seen and colours are muted.
What are the characteristics of James Rizzi's work?	Much of his work is inspired by New York City. He paints buildings that have human characteristics (faces), and it resembles children's drawings.
What is a landmark?	A building or an object that is instantly recognisable and lets people know where they are. Eg. The Empire State Building in New York City

Career Focus - Where could this take you?

My job is a **tattoo artist**. I research and produce designs based on clients' ideas. I am a specialist in the application of permanent designs and artwork on the skin using specialized tools, such as tattoo machines or handheld needles.

Challenge Activities

Try some of these drawing tasks at home:

Watch these dance moves then draw them in the style of Keith Haring
(3) Best of Favorite Dance Moves – YouTube

Create your own positive and negative art pieces
(3) Art lesson online: Make outstanding art with positive & negative space! Great at home or in school. - YouTube

Create a James Rizzi inspired piece of work based on your local area or a city of your choice.

Topic Links

This topic links to:

- Geography – famous landmarks and buildings.
- Food technology – Healthy eating.
- Physical Education – Promotion of exercise for maintaining health.

Additional Resources

To further practise and develop your knowledge see:

https://www.youtube.com/watch?v=LcJgEopLaIk

https://www.youtube.com/watch?v=lHBm8_ooPVo

https://www.youtube.com/watch?v=5nzdtFBbrCQ

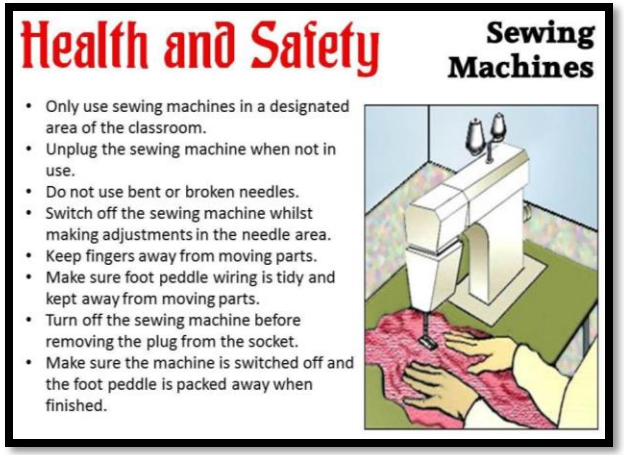
Year 7 Textiles

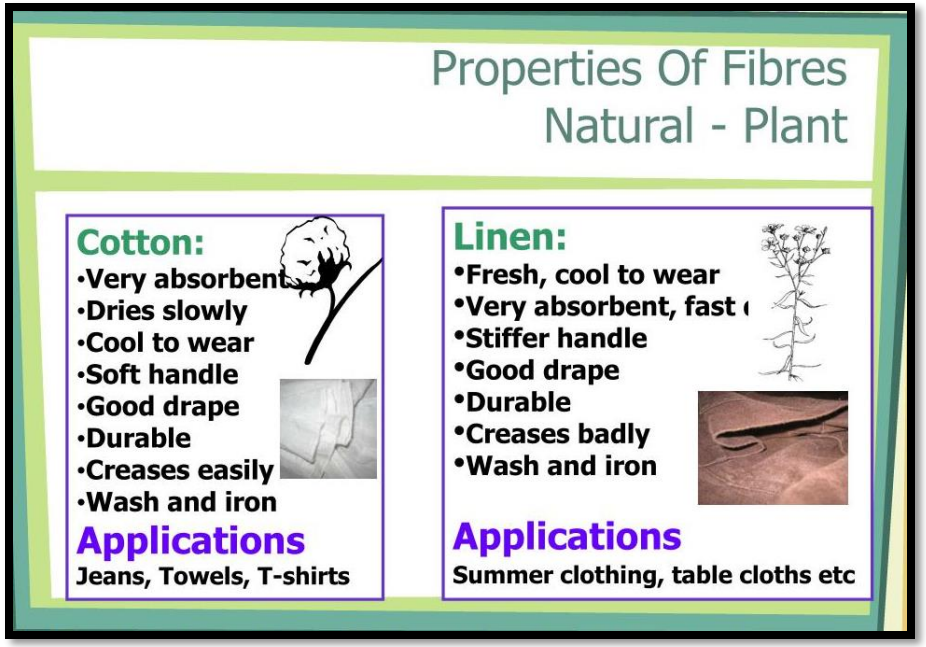
The aims of the sequence of learning are to ensure that all students:

- 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
- 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





NATURAL FIBRES

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Year 7 Skills Cushion Project

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

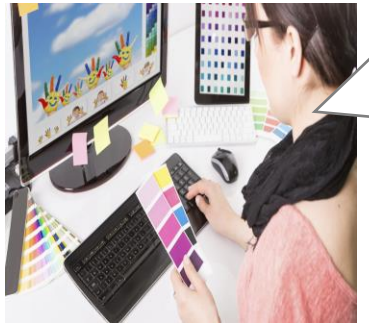
- Demonstrate safe use of tools and equipment.
- Rank Fibres in order of environmental impact.
- Justify the importance of sustainability within Textile manufacture.
- Calculate the costings of materials and production
- Demonstrate a clear understanding of the manufacturing Process

Retrieval Practice

Question	A1	A2	A3	A4	A5
A. What is Applique?	A Decorative Technique	A sewing technique	A type of material	A type of Felt	A design technique
B. What is a Material Life Cycle?	The Cycle of Silkworms	The Cycle of Smart Fibres	The cycle of a product	The cycle of fibres	The cycle of a Design process
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 are Smart Materials?	A material which collects water	Intelligent or responsive materials.	A washing process	A type of clever fabric	A fibre which stretches
F. What are Decorative Techniques?	Methods of decorating the walls	Techniques to improve the design	Methods of decorating fabrics.	Decorations to add to a Christmas tree	Techniques to add to shoes

Question	Quick Corrections (bridge learning gaps & misconceptions)

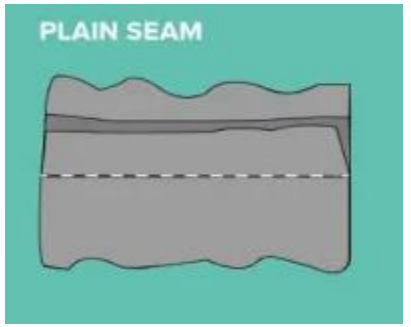
Career Focus - Where could this take you?

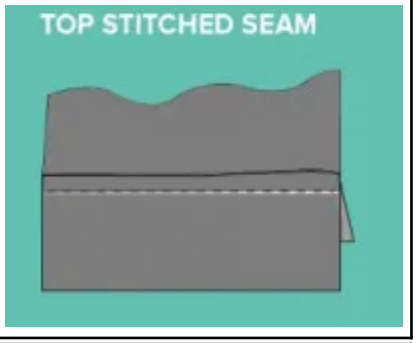


I am a graphic designer. I create visuals to share ideas and messages. I use colours, shapes, and images to design things like posters, logos, and websites. My job is to make things look interesting and easy to understand while matching the style a client wants.

Challenge Activities

Can you create the seams Opposite? If you have a Sewing machine, it will Make it easy for you. If Not you can sew it by Hand,





Topic Links

This topic links to:

- Science- How smart fibres and created and used in end products.
- English- Subject specific Vocabulary knowledge, understanding and spelling.
- Maths- Calculating our own carbon footprint.

Additional Resources

To further practise and develop your knowledge see:

What is Smart Textiles – YouTube

Technical Textile - Types and Application of Technical Textile – YouTube

Textiles Decorative techniques – YouTube

Heat Transfer Printing | textile art | 열전사염 | Basic Part III - YouTube

Year 7 Resistant Materials

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

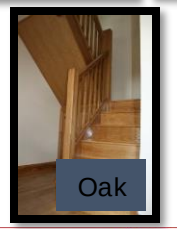
- Demonstrate safe use of tools and equipment.
- Explain a range of Decorative Techniques
- Rank Smart Fibres in order of environmental impact.
- Annotated a range of design ideas which include moral and cultural issues.
- Demonstrate an understanding of smart materials.

Keyword	Definition
Timber	**Timber** refers specifically to unprocessed wood fibre, such as cut logs or standing trees that have yet to be cut.
Softwood	Softwood is wood from gymnosperm trees such as conifers.
Hardwoods	Hardwood is wood from dicot trees. These are usually found in broad-leaved temperate and tropical forests.
Butt Joint	A butt joint is a technique in which two pieces of material are joined by simply placing their ends together without any special shaping.
Scroll Saw	A scroll saw is a small electric or pedal-operated saw used to cut intricate curves in wood,
Analysis	is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it.
Design Brief	A design brief is a document for a design project developed by a person or team (the *designer* or *design team*) in consultation with the *client/customer*.
Product Analysis	Product analysis involves examining product features, costs, availability, quality, appearance and other aspects.
Ergonomics	Human factors and ergonomics are the application of psychological and physiological principles to the engineering and design of products.
Dowel	A dowel is a cylindrical rod, usually made of wood, plastic, or metal.
Coping Saw	A coping saw is a type of bow saw used to cut intricate external shapes and interior cut-outs in woodworking or carpentry.
Orthographic	Orthographic projection is a means of representing three-dimensional objects in two dimensions.
Design	A design is a concept of either an object, a process, or a system that is specific and, in most cases, detailed.
Function	Means how a product works, what does it do.
Glass Paper	Thick paper which has tiny glass particles glues to the surface, used to sand down rough surfaces in wood,

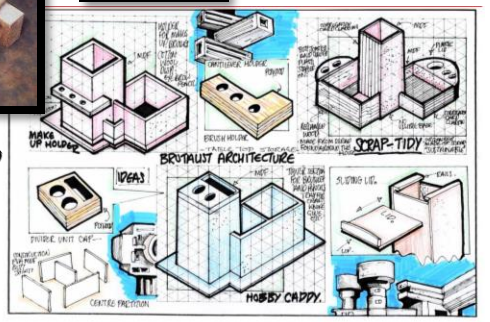
Key Concepts

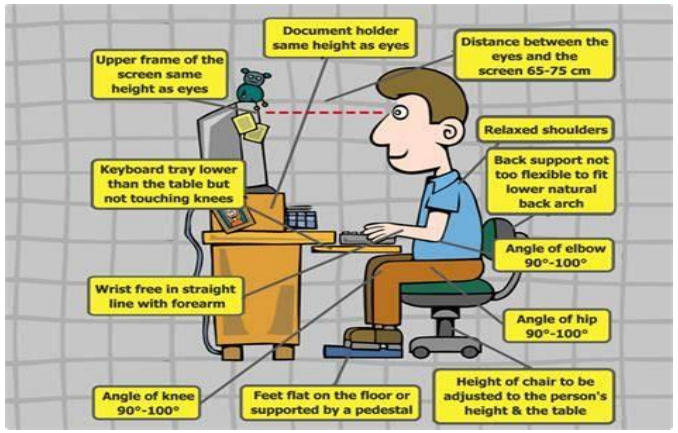
Product Analysis

Material Types



Ergonomics





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Year 7 Organiser Project

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

- Demonstrate safe use of tools and equipment.
- Explain a range of Decorative Techniques
- Rank Smart Fibres in order of environmental impact.
- Annotated a range of design ideas which include moral and cultural issues.
- Demonstrate an understanding of smart materials.

Retrieval Practice

Question	A1	A2	A3	A4	A5
A. What is a Design Brief	Story	List	Outline	Prices	Function
B. What is a product analysis?	Function	Research	Aesthetics	Disassembling	Fixing
C. Types of Softwood. (select more than one)	Oak	Pine	Spruce	Teak	Balsa
D. Types of Hardwood. (select more than one)	Teak	Pine	Mahogany	Oak	Balsa
E. What is a consumer?	Maker	Buyer	Designer	User	Maintainer
F. What is ergonomics?	Measurements	Human interaction	Environmental	Costs	Protection

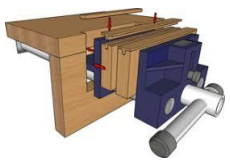
Questions Which you got wrong	Quick Corrections (bridge learning gaps & misconceptions)

Career Focus - Where could this take you?

I am a carpenter. I build and repairs things using wood, like furniture, doors, or houses. I measure, cut, and shape wood to create strong and useful structures, often working with tools and following detailed plans.

Challenge Activities

Can you name the selection of Equipment and Explain how it is used?





Topic Links

This topic links to:

- Science- How trees are made and fiber properties.
- English- Subject specific Vocabulary knowledge, understanding and spelling.
- Math's- Measurements in cm for practical .

Additional Resources

To further practise and develop your knowledge see:

https://youtu.be/zfK7TLobsv0

https://youtu.be/7LBv2UWOI4Y

https://youtu.be/7s-l3XOobTM

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Year 7 Food Tech

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

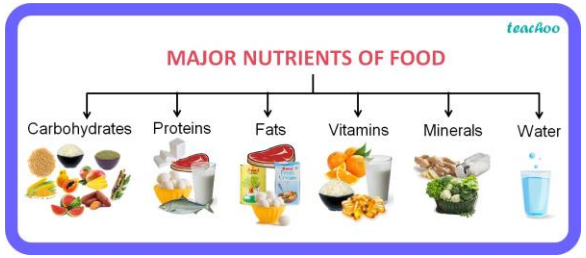
- Demonstrate safe and hygienic working practices
- Demonstrate knowledge of the Eatwell Plate through practical tasks, discussion and written tasks
- Identify the key differences between food manufacturing and processing

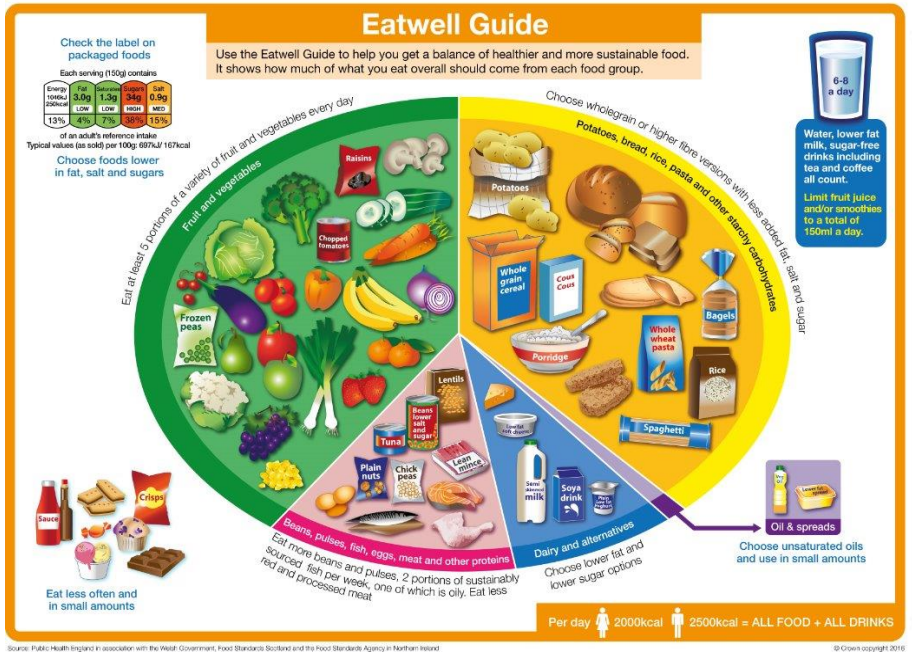
Keyword	Definition
Food origin	Where the food originated in the world
Food provenance	Whether the food was grown, caught or reared
Transportation	How food is transported from one place to another
Food processing	Changing food in some way e.g washing, chopping, pasteurising, freezing, fermenting, packaging
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 4Cs 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.





Ingredients Lists - Rotation 2 Year 7

1. PIZZA SWIRLS

- ❑ 225g plain flour
- ❑ 100g butter or margerine
- ❑ 3 tbsp tomato puree or pesto
- ❑ 40g cheddar

School will provide:
1tsp oregano and 1 egg (beaten)

2.APPLE CRUMBLE

- ❑ 2 large cooking apples
- ❑ 50g other fruit, e.g. raisins, raspberries etc.
- ❑ 50g sugar
- ❑ 150g plain flour
- ❑ 50g oats
- ❑ 100g butter

Bring OVEN PROOF DISH

3. STUFFED PEPPERS

- ❑ 1 large pepper
- ❑ 1 stock cube
- ❑ Spring inion or ½ red onion
- ❑ 1 tomato or 3 cherry tomatoes
- ❑ 30g grated cheese

School will provide:
1tsp parsley and 25g couscous

4. BLUEBERRY and CINNAMON MUFFINS

- ❑ 125g self-raising flour
- ❑ 50g caster sugar
- ❑ 125ml milk
- ❑ 1 egg
- ❑ 75g blueberries
- ❑ Muffin or large bun cases

School will provide:
1tsp baking powder, 1tsp cinnamon

PLEASE ALWAYS BRING IN A SUITABLE CONTAINER TO TAKE YOUR COOKING HOME

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Year 7 Food Tech

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

- Demonstrate knowledge of the Eatwell Plate
- Recall information relating to where food comes from including manufacturing and processing
- Use safe and hygienic practices in a working kitchen environment
- Safely use a range of cooking techniques, appropriate to the task

PIZZA SWIRLS

Ingredients:

225g plain flour, plus extra to dust
100g butter or margarine, chilled and diced, plus extra for greasing
3 tbsp tomato puree or pesto
40g Cheddar, grated

School will provide:
1 tsp dried oregano
1 egg, beaten

Method:

1. **Preheat** the oven to 200°C
2. **Sift** the flour into a bowl, **add** the butter and rub together with your fingertips until the mixture has the consistency of fine breadcrumbs.
3. **Add** 3-4 tbsp cold water and **stir** with a wooden spoon until the mixture begins to come together. On a work surface lightly dusted with flour, **combine** to form a smooth pastry.
4. **Roll** out the pastry on a piece of nonstick baking paper to a 25x30cm rectangle. **Trim** to straighten the edges. **Spread** with the tomato puree or pesto, leaving a 1cm border.
5. **Scatter** over the cheese and 1/2 tsp oregano. Starting from one of the short ends, tightly **roll up** the pastry to make a long cylinder.
6. **Freeze** for 10 mins.
7. With a sharp knife, **cut** the pastry into 16 round slices. **Divide** between the sheets, **shaping** back into circles if they've lost their shape.
8. **Brush** with the beaten egg and sprinkle over the remaining 1/2 tsp oregano.
9. **Bake** for 14-18 mins, until cooked through and golden.
10. **Serve** warm or cooled to room temperature.

Equipment

Bowl
Measuring Spoons
Rolling pin
Table knife
Sharp knife
Pastry Brush
Baking trays
Greaseproof paper

Tip: Rolling out the pastry on baking paper means you can turn the paper, rather than the pastry, to get the right shape and avoid tearing.

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Year 7 Food Tech

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- Safely use a range of cooking techniques, appropriate to the task

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.

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

Equipment:

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

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.

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.
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

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Year 7 Food Tech

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

- Demonstrate knowledge of the Eatwell Plate
- Recall information relating to where food comes from including manufacturing and processing
- Use safe and hygienic practices in a working kitchen environment
- Safely use a range of cooking techniques, appropriate to the task

Stuffed Peppers

Equipment:

- Chopping board
- Vegetable knife
- Colander
- Wooden spoon
- Mixing bowl
- Table spoon
- Baking tray

Ingredients

1 large pepper
40ml boiling water
1 stock cube
Spring onion/half red onion
1 tomato or 3 cherry tomatoes
30g grated cheese

School will provide
1 tsp parsley
25g couscous

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.

Method:

1. Preheat oven to 180°c
2. Put your couscous into bowl and cover with 40ml boiling water. Add half of a stock cube and stir once. Cover with a plate.
3. Chop your spring onion, parsley and tomatoes finely.
4. Grate your cheese onto a plate.
5. Very carefully remove the top from your pepper and empty the seeds out. Use a metal spoon to help you scrape the insides out.
6. Mix your vegetables with your couscous and put inside your pepper.
7. Add the cheese on top of the pepper and wrap the pepper in tin foil.
8. Carefully put the pepper into the oven for 20 minutes. A few minutes before the end, very carefully remove the foil so that the cheese bubbles and caramalise

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Year 7 Food Tech

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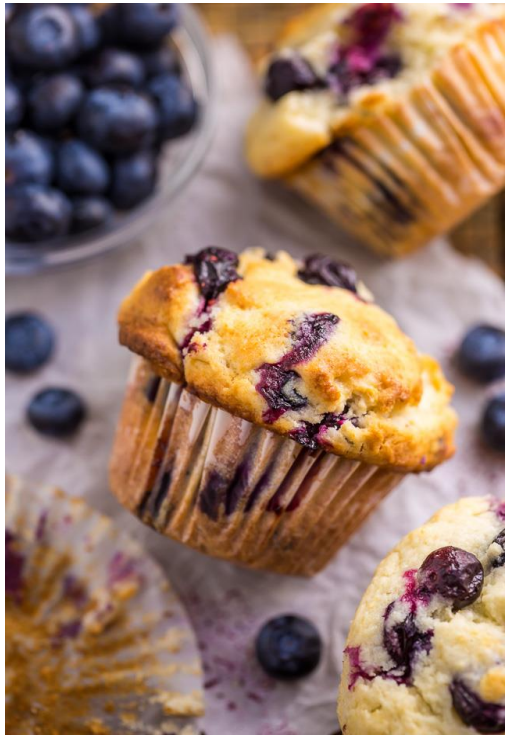
- Demonstrate knowledge of the Eatwell Plate
- Recall information relating to where food comes from including manufacturing and processing
- Use safe and hygienic practices in a working kitchen environment
- Safely use a range of cooking techniques, appropriate to the task

Blueberry and Cinnamon Muffins

Ingredients:

125g self-raising flour
50g caster sugar
125ml milk
1 egg
75g blueberries
Muffin or large cupcake/bun cases

School will provide:
45ml oil
1 x 5ml spoon baking powder
1 x 5ml spoon cinnamon powder



Top tips
Try using other fruit such as cranberries, banana or apple.
Use drained canned fruit instead of fresh.

Food skills
Weigh, Measure, Sift, Whisk, Mix and stir, Bake.

Method:

1. Preheat the oven to 180 ºC or gas mark 4.
2. Sift the flour, baking powder, sugar and cinnamon into a large bowl.
3. Whisk the egg in a small bowl using a fork.
4. Pour the milk, oil and egg into the flour mixture and mix well to form a smooth batter.
4. Stir in the blueberries.
5. Spoon the mixture into the muffin cases.
6. Bake for 20 – 25 minutes until the muffins have risen and are golden brown.
7. Carefully take the muffins out of the tin and allow to cool on a cooling rack.

Equipment
Weighing scales
Sieve
Small bowl
large bowl
measuring spoons
Fork
measuring jug
wooden spoon
muffin cases
muffin tin
oven gloves
cooling rack.

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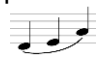
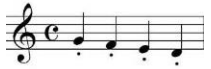
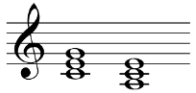
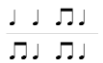
Year 7 - Minimalism

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

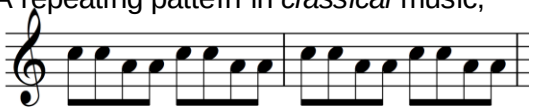
- show development of appropriate musical vocabulary through the MAD TSHIRT mnemonic (keywords).
- identify musical features of Minimalist music, applying appropriate musical vocabulary correctly.
- compose an authentic, Minimalist composition, using appropriate instrumental technique.

Keyword(s)	Definition
Melody 	The main layer or tune of a piece
Articulation 	The way the notes are played – long and smooth or short and detached **Legato** – Long and smooth **Staccato –** Short and choppy.  
Dynamics 	How loud or quiet the sound is
Texture 	The **layers** that make up a piece • **Monophonic –** Single layer on its own. • **Homophonic –** One melody with accompaniment. • **Polyphonic –** More than one melody at the same time.
Structure 	The way the music is put together in sections. **E.g. – Beginning, Middle and End.**
Harmony and Tonality   	**Harmony**: The **chords and scales** that accompany the melody. ***Diatonic*** *Harmony – Chords and scales that blend well together.* ***Dissonant*** *Harmony – Chords and scales that clash with each other.* **Tonality** – Whether the music is in a **Major** ☺ or **Minor** ☹ Key.
Instrumentation/ Performance Forces	The **instruments** or **voices** used to perform a piece.
Rhythm 	The **note values** used
Tempo 	The **speed** of the beat

Key Concepts - *Minimalism*

Minimalism
A style/form of music that uses very few (and simple) musical materials.

Ostinato
A repeating pattern in *classical* music,



Melody
The melodies are made up of ostinato patterns.
Melodies are *developed* by:
Adding *or* ***deleting*** *notes from the ostinato patterns.*

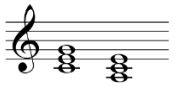
Articulation
Minimalism pieces use both legato (long and smooth) and staccato (short and choppy) articulation.

Dynamics
Minimalist pieces commonly use different dynamics.
You will often hear:
- Gradual increase in volume (*crescendo*)
- Gradual decrease in volume (*diminuendo*)

Texture
The texture (layers) in minimalist music *gradually* builds up. It often begins with a ***monophonic*** (single layer) texture and becomes ***polyphonic*** (more than one melody at the same time).

Structure
Minimalist pieces do not really have a clear structure (a clear beginning, middle and end). They tend to be quite long and ***gradually*** build in texture before ***gradually*** ending.

Harmony
Minimalist music usually has **diatonic** harmony.



Instrumentation/Performance Forces
When listening to minimalist pieces you will notice that they only use a few different instruments in the performance.

Rhythm
Minimalist music uses lots of repetitive rhythms. Minimalism also uses syncopation (offbeat rhythms).

Tempo
Minimalist pieces use a variety of ***different*** tempos. Always listen carefully to work out whether it is using a slow, moderate or fast tempo.

Year 7 - Minimalism

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

- show development of appropriate musical vocabulary through the MAD TSHIRT mnemonic (keywords).
- identify musical features of Minimalist music, applying appropriate musical vocabulary correctly.
- compose an authentic, Minimalist composition, using appropriate instrumental technique.

Retrieval Practice

Firstly, make sure you have **memorised** the definitions for all the keywords we use in music:

Melody / Articulation / Dynamics / Texture / Structure / Harmony / Instrumentation and Forces / Rhythm / Tempo.

Using your knowledge organiser you must:

- Look, cover and check.
- Have somebody else test you.
- Make flash cards to test yourself.

Questions	Answers
What are **minimalist** melodies made up of?	Ostinato patterns. The patterns are **adapted** by *adding* or *deleting* notes as the piece of music progresses.
What type of **articulation** does minimalism use?	Minimalism uses **legato** and **staccato** articulation.
What type of **dynamics** does minimalism use?	Minimalist pieces commonly use different dynamics. You will often hear: • Gradual increase in volume (*crescendo*) • Gradual decrease in volume (*diminuendo)*
What type of **texture** does minimalist music use?	The texture (layers) in minimalist music *gradually* builds up. It often begins with a ***monophonic*** (single layer) texture and becomes ***polyphonic*** (more than one melody at the same time).
Describe the **structure** of minimalist music.	Minimalist pieces do not really have a clear structure (a clear beginning, middle and end). They tend to be quite long and ***gradually*** build in texture before ***gradually*** ending.
Describe the **harmony** if minimalist music.	Minimalist music usually has **diatonic** harmony
Describe the use of **instrumentation** in minimalist music.	Minimalist pieces only use a few different instruments in the performance.
Describe the use of **rhythm** in minimalist music	Minimalist music uses lots of repetitive rhythms. Minimalism also uses syncopation (offbeat rhythms).
Describe the use of **tempo** in minimalist music.	Minimalist pieces use a variety of *different* tempos. Always listen carefully to work out whether it is using a slow, moderate or fast tempo.

Career Focus - Where could this take you?

I am Philip Glass and I am a composer of Minimalist music. During my career I have worked as a film composer, writing minimalist music for films.

Challenge Activities

- When developing your minimalist composition can you adapt your ostinato pattern even more? Try:

> **Octave Displacement** or **Rhythmic Augmentation** – These are more advanced techniques and you'll need to ask your teacher how to do them! (They are not included on the knowledge organiser!)

Topic Links

Maths – The development of the ostinato patterns introduces mathematical procedures.

History – Minimalism was developed in the 1960s. One performance in the 1960s at the Carnegie Hall even caused a riot! The people listening had never heard anything like it… and they did not like it!

Additional Resources

Develop your knowledge and understanding further with these resources:

1) BBC KS3 Music – Minimalism
2) GCSE Bitesize - Minimalism

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Year 7 Invasion Games

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

- Can identify core skills and processes
- Can demonstrate core skills in isolation
- Can demonstrate core skills in a competitive game

Keyword	Definition
Pass	To 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	To 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

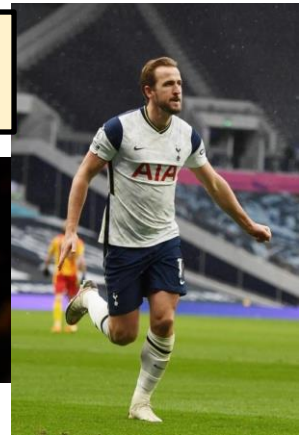
Players need to become creative to get past an organised defence e.g. one-twos, fake passes, outwit defenders with the ball

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



LeBron James

Helen Housby

Lewis Ludlam

Year 7 Invasion Games

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

- Can identify core skills and processes
- Can demonstrate core skills in isolation
- Can demonstrate core skills in a competitive game

Retrieval Practice

Questions	Answers
What are the core Netball and Basketball skills?	Chest pass, Bounce pass, Shoulder pass, Overhead pass, Two-footed landing, Shooting, Pivot, Defending and Attacking.
What are the Netball positions?	Goalkeeper, Goal defence, Wing 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?

I am a biologist. Understanding how the body works, fitness principles, and healthy living helps me study organisms and their environments. I explore the links between physical health and biology, contributing to research that improves lives and well-being.

Challenge Activities

1.Design a new rule for either football, netball, basketball 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 you 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 Net and Wall Games

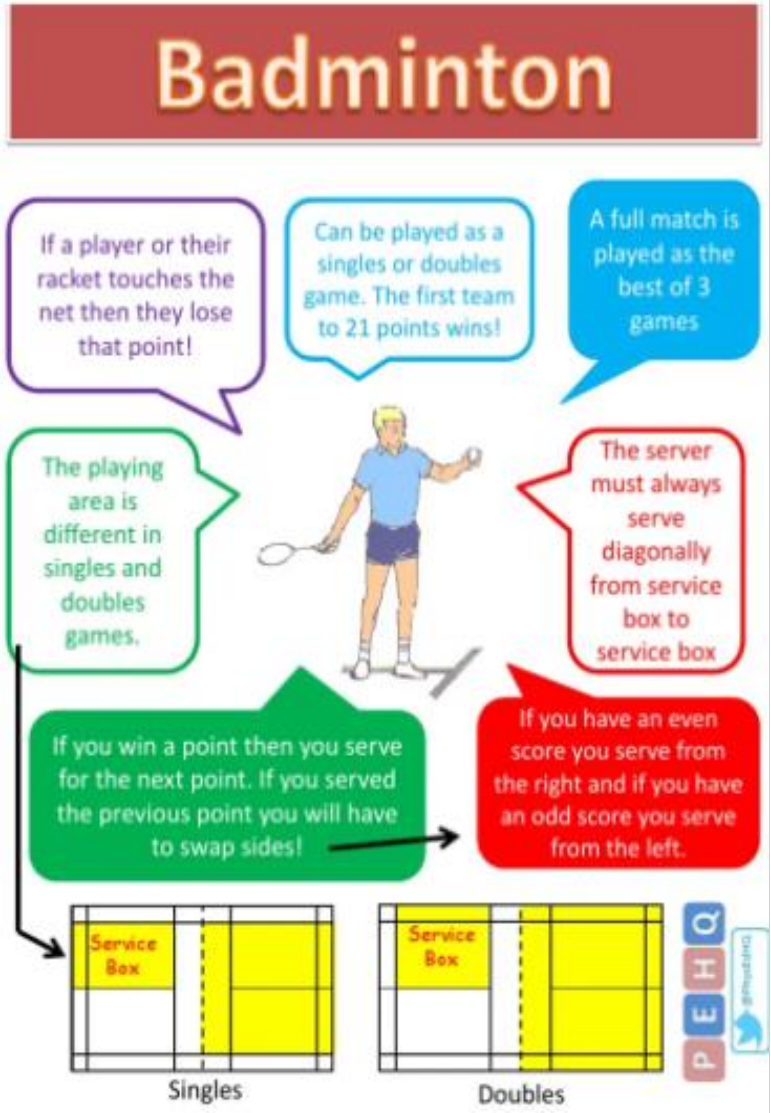
The aims of the sequence of learning are to ensure that all students can:
- identify at least three core skills required for net and wall games
- Demonstrate core skills in a practice and a game situation

Keyword	Definition
Racket	A piece of equipment with a handle, frame and head. This is used to hit the shuttle or ball over the net
Shuttle	A cone shaped object with a cork base. This is hit over the net with the racket.
Net	Rectangular net placed across the court. It divides the court in two.
Court	The playing surface area marked out with lines
Table	The playing surface used to play table tennis
Serve	A shot that is selected to start a game in net and wall activities
Backhand shot	Shot taken with the reverse of the hand across the body
Forehand shot	Shot taken with the palm of your hand facing the direction of the stroke.

Key Concepts You should already know: - The aim of net and wall games
You will be assessed on: - Understanding - Technique in isolation - Technique in game - - Attitude to learning

Badminton

- A badminton match is played to the best of three games.
- A coin toss or spinning of the racket determines first serve or choice of side.
- The object of a badminton game is to hit the badminton shuttlecock over the badminton net and onto the ground within bounds on your opponent's side of the court.
- A rally can also be lost by hitting the shuttle into the badminton net, out of bounds, before it crosses the net to your side, or if it strikes your clothing or body rather than your badminton racket.

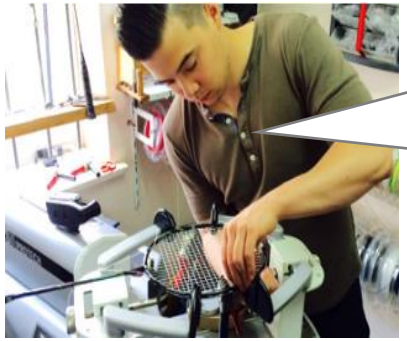


Year 7 Net and Wall Games

Retrieval Practice

Questions	Answers
What are some of the core skills needed for attacking in badminton.	1. Smash shot is a core skill and the aim is to hit the shuttle as hard as possible to the oppositions side of the court . 2. The long serve is a core skill for attacking in badminton. The aim is to send the opponent to the back of the court.
What are some of the core skills needed for defending in badminton.	1. The overhead clear shot is used in a rally situation so that you force your opponent to move to the back of the court. 2. The drop shot is a gentle forehand or backhand shot that applies little force to the shuttle so it drops just over the net.
What are some of the core skills needed for attacking in table tennis.	1. Top spin forehand drive shot is a fast open palm shot facing the direction of the stroke. By placing top spin on the ball, the balls rotation means it travels faster. 2. Back spin forehand or backhand shot is a skill that is designed to slow down the speed of a rally in table tennis.
What are some of the core skills needed for defending in badminton.	1. Backhand push shot and the forehand push shot are two skills designed to slow down the speed of a rally in a game. This gives the person more time to react to the next shot.

Career Focus - Where could this take you?



I am a badminton racket maker who relies on clear communication and attention to detail. Understanding instructions, reading technical manuals, and discussing designs with customers are crucial. My skills help me select the best materials and craft high-quality rackets that perform well and meet players' needs.

Challenge Activities

Design a skill card:-
This can be used in a PE lesson to help a student to assess their current ability level. Make the skill card to teach the correct way to Serve in either badminton or table tennis.

Create a rules of the game poster:-
This can be used by all students in their PE lessons for badminton or table tennis when their role is umpiring a game so that all games can be played fairly following RITA values.
Your poster should have 3-5 basic rules.

Topic Links

This topic links to:

- Science –The role of the cardiovascular system; the physics of sports
- English –understanding and defining key terminology
- Mathematics –problem solving, recording figures and analysing performance and score keeping
- Voice 21 –coaching peers and explaining rules by officiating

Additional Resources

To further practise and develop your knowledge see:

https://www.badmintonengland.co.uk/

https://www.tabletennisengland.co.uk/

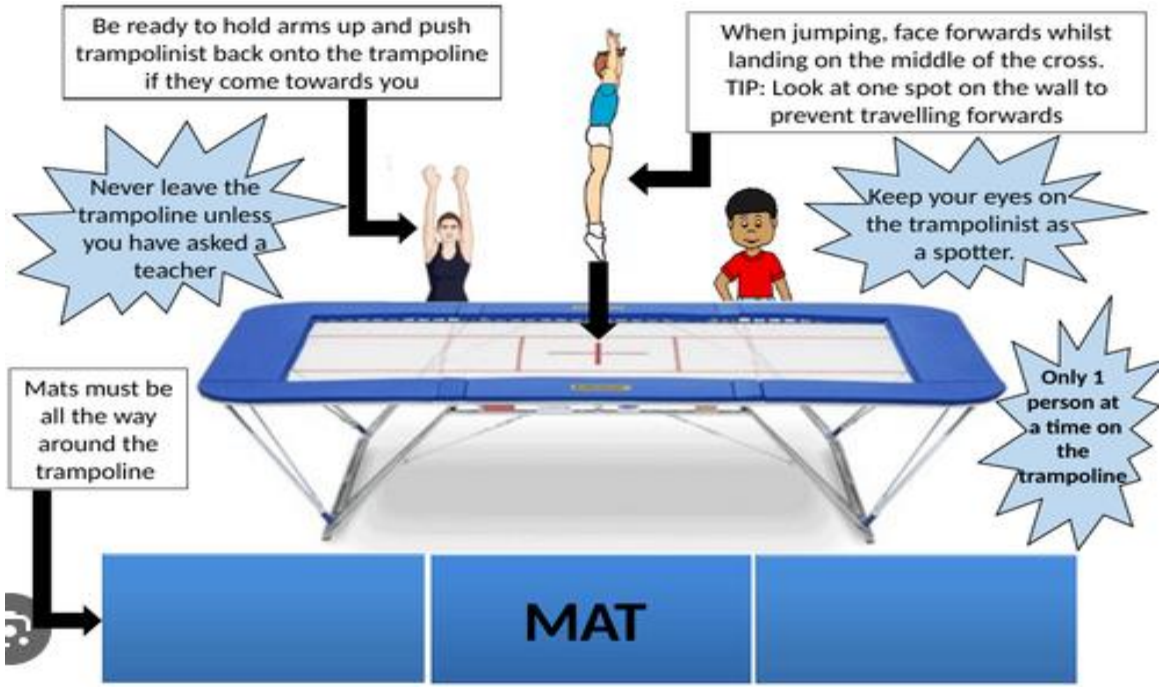
Year 7 Trampolining

The aims of the sequence of learning are to ensure that all students:
- Show basic knowledge and understanding
- Demonstrate core skills in a routine.
- Demonstrate basic core skills in isolation and practice
- Show positive attitude to learning

Keyword	Definition
Spotting	Standing around the trampoline to help prevent the performer from falling.
Aesthetic	The way something looks/something looking artistic.
Flexibility	The range of motion allowed at a joint.
Pike	Jumping with the legs extended out in front of the body and toes pointed.
Tuck	Jumping with the knees flexed and toes pointed down.
Straddle	Jumping with the legs extended diagonally from the hips.
Feedback	Information given to an individual/team about their performance.

Key Concepts

Plantar-flexion occurs at the ankle to allow you to point your toes. Make sure your toes are pointed when performing a core skill such as a **straight jump.** This makes your performance **aesthetic.**



Above are the basic jump shapes you will achieve by the end of the block. Take note of how the legs and feet are used to make the move aesthetic.

Sentence starters for feedback:
• I enjoyed...
• I can now work on...

Use the **feedback** sentence starters above to provide **feedback** to a **peer.**

Year 7 Trampolining

The aims of the sequence of learning are to ensure that all students:
- Show basic knowledge and understanding
- Demonstrate core skills in a routine.
- Demonstrate basic core skills in isolation and practice
- Show positive attitude to learning

Retrieval Practice. Recall routines for your performance.

Routine #1:
Tuck jump
Straddle jump
Pike jump
Seat landing
To feet

Routine #2:
½ twist Jump
Tuck jump
Seat landing
To feet
Straddle jump

Routine #3:
Full twist jump
Tuck jump
Seat landing
To feet
Straddle jump

Depending on your progress levels in trampolining:-
If you are unable to complete a seat landing, then you can replace with a pike jump.
If you are unable to complete the routine, then have two bounces between each skill.

Questions	Answers
What are the most important components of fitness for a trampolining athlete?	Flexibility, balance, coordination.
Why is it important that a trampolining move is done in an aesthetic way?	To ensure that the audience can see the full extent of the performance.
What is the difference between a straight bounce and a tuck jump?	On a straight jump the legs are straight and the toes pointed. On a tuck jump, the knees are flexed with the toes pointed.
Why is it important that you can stop safely on the trampoline?	To reduce the risk of injury when finishing a move.

Career Focus - Where could this take you?

I am a performance coach. I help people improve their skills, mindset, and habits to achieve their best in sports. I teach techniques to stay focused, manage stress, and build confidence. For example, I might help an athlete practice staying calm under pressure or create a training plan for a big goal.

Challenge Activities

Create:
- **Create a 5 bounce routine using the correct trampolining terminology. You can use this routine in class so make sure it only has skills in which you can perform.**
- **Create a mind map containing all of the basic core skills you have learnt about – draw a diagram showing how each is completed. Label key components e.g. pointed toes.**

Topic Links

This topic links to:
- **Science – anatomy and physiology**
- **Maths – Angles**
- **Voice 21 – verbal feedback to peers**
- **English – understanding and defining key terminology**

Additional Resources

To further practise and develop your knowledge see:
- **https://www.bbc.co.uk/bitesize/guides/z39ck7h/revision/1**
- **https://www.youtube.com/watch?v=M_h9dmJ3NmM**

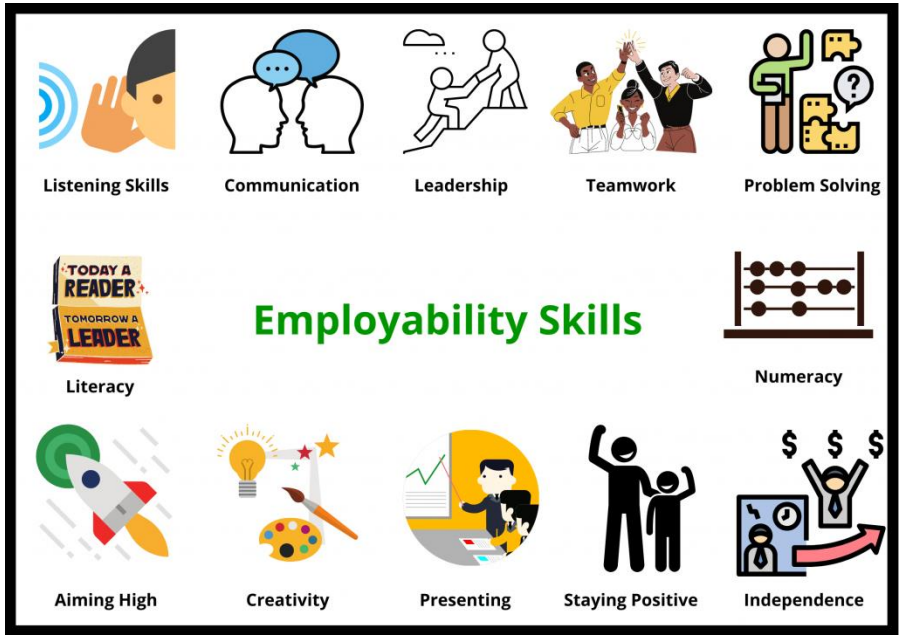
Year 7 OAA

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

- Identify at least 4 skills required to work well as a team.
- Demonstrate the ability to work well as a team.
- Demonstrate basic map reading ability.

Keyword	Definition
Teamwork	The combined actions of a group to bring success.
Communication	Exchanging information via speaking or writing.
Map Orientation	Holding a map correctly so that the North of the map is directed North.
Problem Solving	Finding solutions to issues or overcoming a challenge and becoming successful.
Grid reference	Numbers which indicate the exact location of features on a map.
Efficiency	To use the smallest amount of energy to work for a long time.
Footwork	The ability to use your feet and legs to hold your weight on the wall.
Balance	To co-ordinate your core body muscles together so you don't fall.
Resting	To get into a position on the wall that uses little energy so your muscles can recover.

Key Concepts



The skills highlighted in this image are all crucial to find success when working as a team.

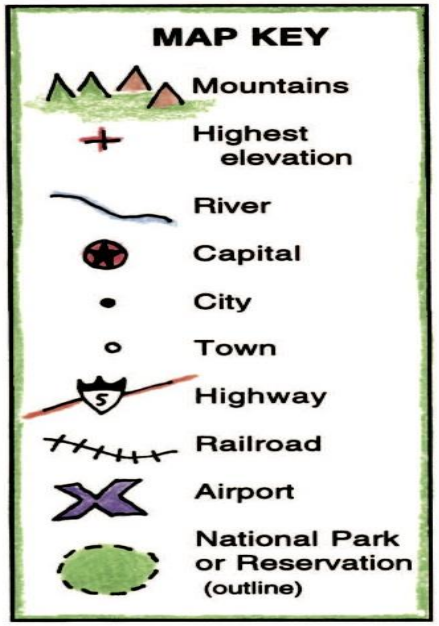
Which of these skills are your current strengths?

Which of these skills are your current areas for improvement?

What you should already know:

- What maps are used for
- Some of the features you would find on a map

Below is a map key which shows the kind of features you will find on a map and how they are shown.



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Year 7 OAA

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

- Identify at least 4 skills required to work well as a team.
- Demonstrate the ability to work well as a team.
- Demonstrate basic map reading ability.

Retrieval Practice

Questions	Answers
What are the most important skills required to work well as a team?	Communication, collaboration, effective listening, leadership, problem solving, positivity.
What features will you see on a map?	Woodland, hospitals, churches, schools, contour lines, train stations, public footpaths, rivers, airports, capital cities.
What are the qualities of a good leader?	The ability to listen, the ability to remain positive, giving every group member a chance to give their opinion/idea.
Why are balancing and resting important fo climbing?	To allow an individual to stay on the wall in a position that allows them to rest their muscles. This then lets the performer continue with their assent up the wall.

Career Focus - Where could this take you?

Adventure activity leaders work with young people to give them experiences in the outdoors completing activities such as archery and canoeing.

Challenge Activities

Create:

- Create a poster showing the core skills required for effective teamwork. Draw images and include an explanation of each skill.
- Answer the following question:
  Is communication or leadership more important to a team? Why?

Topic Links

This topic links to:

- Geography – Map reading.
- Maths – Using numbers to read grid references.
- Voice 21 – Communicating with team mates.
- English – understanding and defining key terminology.

Additional Resources

To further practise and develop your knowledge see:

- https://getoutside.ordnancesurvey.co.uk/guides/beginners-guides-map-reading/
- https://www.thebalancemoney.com/list-of-teamwork-skills-2063773

Year 7 Basic Skills Dance by Merce Cunningham and Cage

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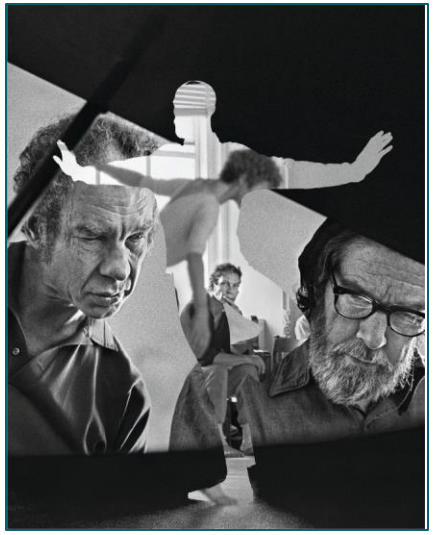
The aims of the sequence of learning are to ensure that all students:

- **Describe key elements**
- **Apply isolated dance skills and techniques**
- **Apply skills in a performance**

Keyword	Definition
Timing	Moving to the beat of the movement
Choreographic Intention	What it makes the audience think, see and feel.
Gesture	A movement that doesn't transfer weight.
Dynamics	The quality of the movement.
Unison	All together at the same time
Cannon	One after the other.
Speed	How fast or slow a movement is.
Confidence	Showing you know what you are doing and where you should be
Stamina	The ability to keep energy going over time
Flexibility	The range of movement around a joint
Strength	A combination of maximum speed and power
Coordination	The ability to move two or more body parts at the same time to create a movement
Energy	Performing all movements with as much effort as possible
Power	Is a combination of using speed and strength
Reaction time	The time it takes for you to respond to a stimulus
Accuracy	Making sure movements are the way they were taught
Facial Expression	Showing the mood of the character
Dynamics	The quality of a movement
Speed	How fast or slow a movement is

Key Concepts



Merce Cunningham

Cunningham tech-nique focuses on the 5 movements of the back; tilt, twist, curve, arch and straight. He also invented chance choreography which used random methods to determine the movements, staging and music.

- mirroring – this technique requires dancers to do the same travel, jump, shape or balance at exactly the same time
- leading and following – these movements require one dancer to lead and the other partners to follow
- meeting, avoiding or passing by – these movements require dancers to travel towards each other and then move right or left to avoid and pass
- meeting and parting – these movements require dancers to meet, turn and travel away
- canon – this technique requires dancers to take it in turns to perform a movement that is then identically copied and performed by others
- unison – this technique requires dancers to move at the same time as each other
- contrasting – this technique requires dance partners to perform contrasting movements to each other

Year 7 Basic Skills Dance by Merce Cunningham and Cage

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

- **To describe key elements**
- **To demonstrate isolated skills**
- **To apply skills in a performance**

Retrieval Practice

Questions	Answers
What are performance skills?	Performance skills are those used during a performance they set dancing apart from mechanical movement they draw the audience's attention and helps to show mood and meaning.
What are physical skills?	A Physical skill is a skill that can be developed over time
What is balance?	The ability to maintain a centre of mass over a base whilst stationary (Static) or during movement (dynamic)
What are the six basic actions?	Travel, Turn, Jump, Stillness, Transfer of weight and Gesture.
What is focus?	Where the dancer looks: into space; at the audience; at another dancer or a body part

Career Focus - Where could this take you?

I am a **Personal Trainer** and it is my job to work with people on their physical skills and abilities. I designed workout routines and support clients in achieving their goals and improving their performance.

Challenge Activities

Watch:

- An interview with Cunningham and Cage.https://www.youtube.com/watch?v=uXZuovDYLg0
- Examples of dance https://www.youtube.com/watch?v=9WtnI32uvM4

Topic Links

This topic links to:

- Drama Performance skills
- PE - Physical skills
- English - Understanding terminology and verbs.
- Maths - Problem solving

Additional Resources

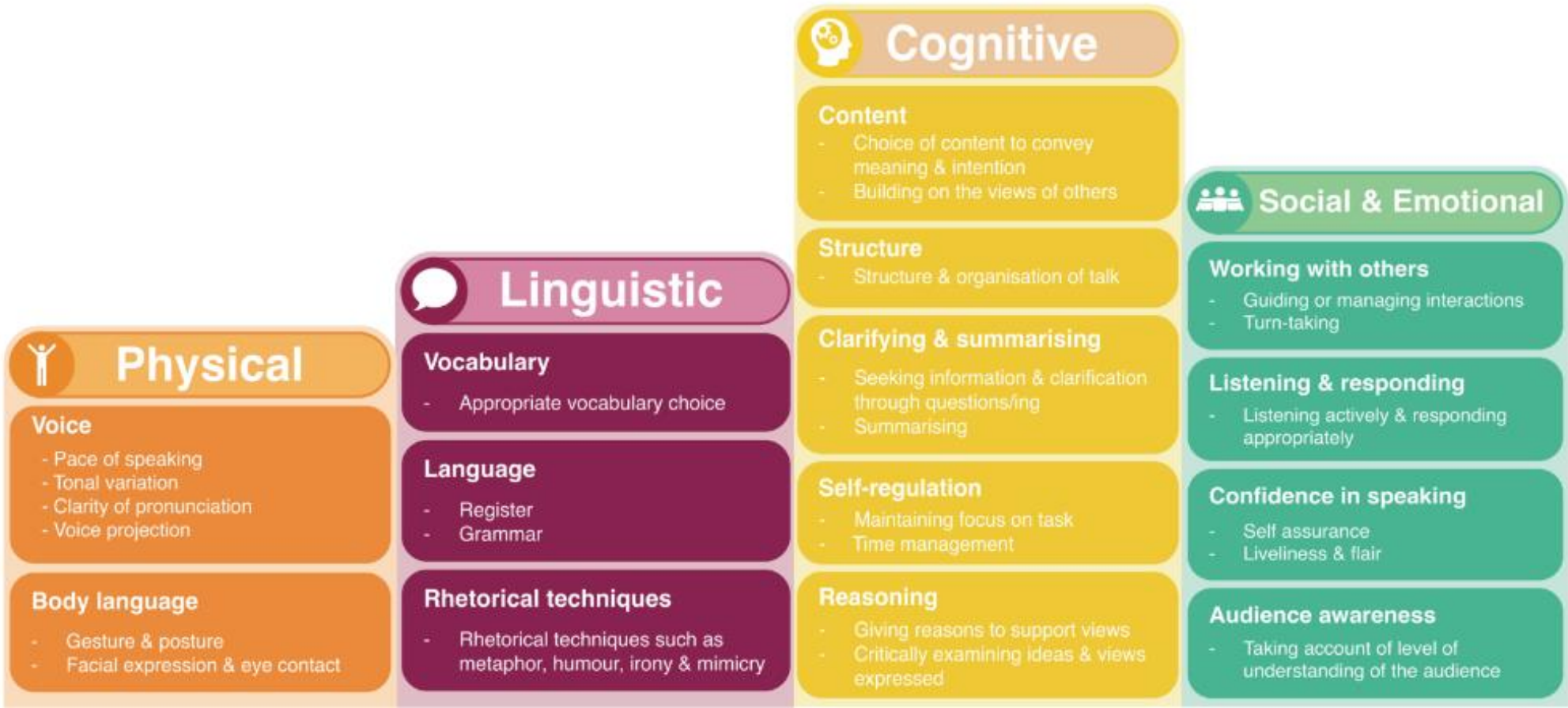
To further practise and develop you knowledge see:

- https://www.bgsperformingarts.com/drama.html
- http://www.kneehigh.co.uk/page/about_kneehigh.php
- https://www.bbc.com/bitesize/subjects/zbckjxs

The Oracy Skills Framework and Glossary

Oracy Cambridge
The Hughes Hall Centre for Effective Spoken Communication

voice 21



Student Talk Tactics

Instigate

Present an idea or open up a new line of inquiry

- I would like to start by saying ____
- I think ____
- We haven't yet talked about ____

Instigate

Probe

Dig deeper, ask for evidence or justification of ideas

- Why do you think ____?
- What evidence do you have to support X idea?
- Could you provide an example?

Probe

Challenge

Disagree or present an alternative argument

- I disagree because ____
- To challenge you X, I think ____
- I understand your point of view, but have you thought about ____?

Challenge

Clarify

Asking questions to make things clearer and check your understanding

- So are you saying ____?
- Does that mean ____?
- Can you clarify what you mean by ____?

Clarify

Summarise

Identify and recap the main ideas

- So far we have talked about ____
- The main points raised today were ____
- Our discussion focused on ____

Summarise

Build

Develop, add to or elaborate on an idea.

- Building on X's idea ____
- I agree and would like to add ____
- X's idea made me think ____

Build

Voice 21 discussion guidelines:

- ✓ You are challenging the ideas not the person.
- ✓ Only one person in the discussion should be talking at any time.
- ✓ We must be respectful of the views of others.
- ✓ When a member of the discussion is speaking the other members should be actively listening.
- ✓ Active listening involves thinking deeply about what other members of the discussion are saying and asking questions to deepen the discussion when appropriate.

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Usernames and Passwords
