

**Name:**

**Form:**

‘Knowledge is power. Information is liberating [freeing]. Education is the premise of progress, in every society, in every family.’

**Kofi Annan**

Kofi Annan was a Ghanaian diplomat. This means he represented the African country of Ghana. He represented Ghana at the United Nations (UN) and received a joint Nobel Peace Prize in 2001 with the UN.

His important work has included setting up a Global Fund of money to fight viruses and diseases such as HIV, AIDS, tuberculosis and malaria in Africa, as well as working to stop conflict and war in Syria. He was also fluent in English, French and several African languages.



Lees Brook  
Academy

**Year 7 Knowledge Organiser:**

**Spring Term 1 – 2024**

8<sup>TH</sup> January – 17<sup>th</sup> February

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# Instructions for using your Knowledge Organiser

Every school day you should be studying **2** subjects from your knowledge organiser for homework.

The timetable on the next page tells you which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

You are to use your yellow homework book to show the work you have done. Each evening you should start a new page and put the date clearly at the top.

You need to bring your KO and exercise book with you **EVERYDAY** to the academy.

Your parents should sign off your homework every evening using the grid in your KO on pages 4 and 5.

Your KO and exercise book will be checked by your class teacher. Failure to show homework will result in an after school detention that day. Completion of your homework means you will receive a positive point.

You will also be tested in your lessons on knowledge from the organisers.

On a Friday, you will read one piece of **Principal's Reading**, following them in order. You then answer the questions in your yellow homework book.

## Self-testing

You can use your KOs and book in a number of different ways but you **should not just copy** from the Knowledge Organiser into your book. Use the **'How to self-test with the Knowledge Organiser'** booklet to help you. It can also be found here:

<https://www.leesbrook.co.uk/learning/knowledge-organisers/>

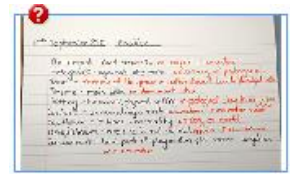
Below are some possible tasks you could do in your workbooks, **no matter which task you do you should always check and correct your work in a different coloured pen.**

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mind maps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Create fact files
- Create flowcharts

## Presentation

You should take pride in how you present your work:

- Each page should be clearly dated at the top left hand side with Subject 1 written in the middle.
- Half way down the page a line should divide it in two with Subject 2 written above the dividing line.
- Each half of the page should be neatly filled with evidence of self-testing. There should be an appropriate amount of work.
- Failure to show pride in your presentation or wasting space on your page with large writing or starting a number of lines down will result in a **negative point**.



You are expected to study the subjects shown on your timetable each day.

Each day use a page of your exercise booklet to evidence your work.

The week you do  
this work.

# Year 7: Spring Term 1

Week starting: 8 <sup>th</sup> January	Subject 1	Subject 2	Signed off
Monday	English	Art	
Tuesday	Dance	CT—English	
Wednesday	Maths	DT	
Thursday	CT - Science	French/German	
Friday	Science	Principal's Reading	

Week starting: 29 <sup>th</sup> January	Subject 1	Subject 2	Signed off
Monday	English	History	
Tuesday	RE	PE	
Wednesday	Maths	Computing	
Thursday	Music	Geography	
Friday	Science	Principal's Reading	

Week starting: 15 <sup>th</sup> January	Subject 1	Subject 2	Signed off
Monday	English	History	
Tuesday	RE	PE	
Wednesday	Maths	Computing	
Thursday	Music	Geography	
Friday	Science	Principal's Reading	

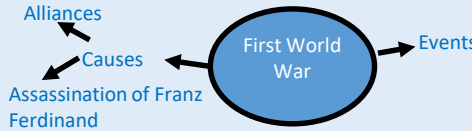

Week starting: 5 <sup>th</sup> February	Subject 1	Subject 2	Signed off
Monday	English	Art	
Tuesday	Dance	CT—English	
Wednesday	Maths	DT	
Thursday	CT—Science	French/German	
Friday	Science	Principal's Reading	

Week starting: 22 <sup>nd</sup> January	Subject 1	Subject 2	Signed off
Monday	English	Art	
Tuesday	Drama	CT—English	
Wednesday	Maths	DT	
Thursday	CT—Science	French/German	
Friday	Science	Principal's Reading	

Week starting: 12 <sup>th</sup> February	Subject 1	Subject 2	Signed off
Monday	English	History	
Tuesday	RE	PE	
Wednesday	Maths	Computing	
Thursday	Music	Geography	
Friday	Science	Principal's Reading	

Your teachers may set work beyond this linked to your learning. For example, Maths teachers will set homework using Sparx in addition to the below.

## How do I self-quiz?

<p><b>How to use...Flashcards</b></p> <ol style="list-style-type: none"><li>1. On one side of the flash card, write the word or question.</li><li>2. On the other side, write the definition for the word, or answer to the question.</li><li>3. Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong.</li><li>4. When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile.</li></ol> <p>You can also use the Leitner Method:</p> <p><a href="https://www.youtube.com/watch?v=C20EvKtdJwQ">https://www.youtube.com/watch?v=C20EvKtdJwQ</a></p>	<p><b>How to use... Look, Cover, Write, Check and Correct</b></p> <ol style="list-style-type: none"><li>1. Write your key words into the 'Look, Cover' column and then cover it.</li><li>2. Write out the meaning, definition or spelling in the 'Write' column.</li><li>3. Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right.</li><li>4. If you got the answer incorrect, write the correct answer in the 'Correct' column.</li></ol> <table><tr><th>Look , Cover</th><th>Write</th><th>Check</th><th>Correct</th></tr><tr><td>Noun</td><td>A person, place or thing.</td><td></td><td></td></tr><tr><td>Algorithm</td><td>Algorithm</td><td>X</td><td>Algorithm</td></tr></table>	Look , Cover	Write	Check	Correct	Noun	A person, place or thing.			Algorithm	Algorithm	X	Algorithm	<p><b>How to use... Mind Maps</b></p> <ol style="list-style-type: none"><li>1. Write out your topic or idea in the centre. E.g. The First World War.</li><li>2. Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI</li><li>3. Then add your knowledge off of these branches. You might even be able to make connections between them.</li><li>4. Once made, then redraw as many of the connections as possible from memory. Correct any errors.</li></ol> 
Look , Cover	Write	Check	Correct											
Noun	A person, place or thing.													
Algorithm	Algorithm	X	Algorithm											
<p><b>How to use... Explaining a process/ idea further</b></p> <p>Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words <b>because</b>, <b>but</b>, and <b>so</b>. These will help you to:</p> <ol style="list-style-type: none"><li>1. <b>Because:</b> helps to explain a reason, cause or why something works.</li><li>2. <b>But:</b> helps to explain a limitation or problem.</li><li>3. <b>So:</b> helps to explain what happens next in a sequence, process or event.</li></ol> <p>Check your sentences to see if your explanations are right or wrong. Correct any errors.</p>	<p><b>How to... Summarise a process/idea</b></p> <p>Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.</p> <ol style="list-style-type: none"><li>1. Read through the relevant part of your knowledge organiser as directed by your teacher.</li><li>2. Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between.</li><li>3. For each part, add <b>one</b> main idea.</li><li>4. E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors.</li></ol>	<p><b>How to use... Subject Specific Tasks or Questions</b></p> <p>Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.</p> <p>In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.</p> <div><div><p><b>Act 1:</b> <b>Hermia</b> and <b>Lysander</b> love each other but are not allowed to marry so decide to run away to the forest to get married in secret. <b>Demetrius</b> wants to marry <b>Hermia</b>. <b>Helena</b> loves <b>Demetrius</b>. They follow <b>Hermia</b> and <b>Lysander</b> into the forest.</p></div></div>												

### A Midsummer Night's Dream

A Midsummer Night's Dream is a comedy by William Shakespeare, written in the mid-1590s. Most of the action takes place in a forest just outside ancient Athens, and it has both human and fairy characters.

#### Characters overview

There are three main groups of characters in A Midsummer Night's Dream:

The four human lovers: Demetrius, Helena, Hermia, and Lysander.

The fairies, including Titania, the fairy queen; Oberon, the fairy king; and Puck, Oberon's personal assistant fairy.

The human actors, including Nick Bottom (aka Bottom) and Peter Quince; these characters are also known as "the mechanicals" in reference to their day jobs: carpenter, joiner, etc.

#### Plot overview

We won't give you the full plot rundown here—these are just the highlights of what happens to the three main character groups.

One key thing to keep in mind is that all three groups experience a similar chain of events: first, a problem of some kind; then the problem is made worse in the forest through magic and confusion; but ultimately, the problem gets sorted out in the forest too.

### The actors (or "mechanicals")

Bottom, Quince, and friends are rehearsing a play to perform at Theseus's wedding (Theseus is the Duke of Athens). They're comically bad actors, and Bottom—lead actor and foolish fellow—has lots of ideas about how things should be "improved", which gets on the nerves of director, Peter Quince.

The actors go into the forest to rehearse, where they're spotted by the mischievous fairy, Puck. Puck decides to have some fun by tormenting them, giving Bottom the head of a donkey (or "ass") and chasing the others off. Alone in the forest, Bottom meets fairy queen Titania, who's been put under a magic spell that makes her fall in love with him, despite his strange appearance. She showers him with praise, songs, and food, before the spell is broken and Puck changes Bottom back to normal.

Bottom finds his friends again just in time to do the show at Theseus's wedding, where their hilariously incompetent performance of a tragedy is a big hit with all the wedding guests.

### The fairies

Oberon and Titania, the king and queen, have had a falling-out. To get back at Titania, Oberon gives the sleeping queen a magic potion to make her fall in love with the first creature she sees when she wakes up. This ends up being the human, Nick Bottom, to whom Puck has given the head of a donkey (see above). Later, Oberon and Puck put everything back to normal: breaking the spell on Titania and giving Bottom his regular head back.

### The four human lovers

In short, it's a "love square" (like a love triangle, but with four people). At the beginning of the play, Hermia and Lysander are together, but Hermia's dad says she has to marry Demetrius instead. Meanwhile, Demetrius's ex, Helena, is still in love with him. Hermia and Lysander escape to the forest so they can stay together, and Demetrius and Helena follow them.

In the forest, a combination of magic, confusion, and farce takes place, but eventually they come out happy and coupled up: Hermia and Lysander still together, and Demetrius and Helena back together. Then they all have a triple wedding at the end of the play, along with Duke Theseus and his bride Hippolyta.



Questions to answer in your yellow homework book:

1. Who wrote A Midsummer Night's Dream?
2. What are the three main groups of characters?
3. What are 'The Actors' also known as?
4. Who are King and Queen of the fairies?
5. Name the four human lovers.



## **How is climate change already affecting the UK?**

Some of us have already experienced the effects of climate change in the form of extreme weather. However, it is likely that with continued climate change the UK will experience further changes to our weather and climate.

### **Heatwaves**

Most of the UK now knows what it's like to live through an extreme heatwave. The UK declares a heatwave when daily maximum temperatures meet or exceed a set temperature (which is different for each county) for three days in a row. Extreme heat can be a serious health risk for those with heart and lung conditions, and more deaths are recorded in the UK during heatwave days. Heatwave deaths now reach into the many thousands in the UK. Heatwaves in cities can also cause spikes in toxic air pollution, causing breathing difficulties and developmental problems in children.

### **Flooding**

The UK is now facing frequent record-breaking winter floods. Sometimes people die in these floods, and they can do untold damage to homes and livelihoods, sometimes in the same places, year after year. As temperatures warm, it rains more heavily. This is partly because warmer air can hold more moisture – meaning more intense rainfall. Severe flooding often follows long droughts in the UK – because dried-out soil cannot absorb heavy rains.

### **Wildfires**

While UK wildfires are small in comparison to those in places like North America, Australia and the Amazon, they are on the rise. Large wildfires create air pollution and can come at a cost to local economies. They may damage important habitats for UK wildlife, including national parks, ancient woodland and peatlands.

### **Cold weather**

Even unusually cold weather is a sign of climate change in the UK. Global warming is starting to destabilise the Gulf Stream, which is what makes UK winters generally milder and wetter than other parts of northern Europe. The result is unusually cold weather (like a 'Beast from the East'), bringing snow and freezing temperatures further south than usual.

### **Sea level rise and coastal erosion**

Climate change's overall global effect on sea levels – plus the increase in rainfall and storm surges, and the ability of waves to wash away land – is already affecting a few parts of the UK. The sea is so close to Fairbourne in Wales the whole village needs to be relocated.

Norfolk is another part of the UK that is facing sea level rise and erosion, and storms have led to the collapse of coastal railway lines in Devon and Cornwall. And while it seems dramatic to think that sea levels could rise so much that whole cities and coastlines are swallowed, scientists do believe it is possible. A worst-case scenario could see up to nine metres of sea level rise, with a global average temperature rise of 4°C above pre-industrial levels.

### **Loss of species' habitats and threats of extinction**

Even without extreme weather, a warming climate means a lot of changes to ecosystems, including habitats for some of the UK's most iconic species. Warmer seas and unstable climates bring more threats of extinction. This could be through changes to food chains, because of new predators or simply inhospitable living conditions for Britain's favourite animals and sea creatures. Seabirds, puffins, white-beaked dolphins, cod and Atlantic salmon are all found living in and around UK waters. Warming seas will drive species away or make it harder for them to reproduce, disrupting the food chain and compounding problems like overfishing.



### **Questions to answer in your yellow homework book:**

1. When is a heatwave declared?
2. Why are heatwaves more serious in cities?
3. Why do rising temperatures result in more rainfall?
4. List 3 problems caused by wildfires.
5. Name two places in the UK that are going to be affected by rising sea levels
6. Name 2 species that are under threat of extinction.
7. What problems might rising sea temperatures cause for the species in the seas around the UK?

### Dance – History Overview

Dance is viewed by many as a performance art rather than a sport. It requires individuals, pairs and large groups to put together a series of carefully selected movements to make a finished sequence. The final piece requires movements that are both aesthetically pleasing and reflective of the music/genre.

Dance is a popular recreational and competitive activity throughout the world. There are various styles of dance which use different music, costumes, shoes and props.

The performance of dance can be categorised into specialised areas that allow participants to enjoy expressing themselves through movement in several distinct forms:

Ballet/ballroom/breakdancing/contemporary/country-western/hip-hop/jazz/Latin/modern/postmodern/swing/Tap

When people talk about dance, they often associate it with televised competitions like *Strictly Come Dancing*. However it is not just about competition and every week people perform recreationally just for the love of it. While many people associate dancing with competitions, dance is also enjoyed recreationally just for the love of it. Like many sports, dance requires performers to be physically fit and usually requires a combination of fitness components.

#### **History**

It is very unlikely that any one civilisation or person invented dance. It is thought that early humans began to dance just for the excitement and pleasure of dancing. However, some early cave paintings do show dance being performed as part of a ritual, as meditation, a celebration and as entertainment.

This broad range of reasons for people to dance has led to what constitutes dancing to be defined differently by various cultures throughout the world. (Although there is no right or wrong answer or definition, it is agreed that the word 'dance' was taken from the Frankish term 'dintjan' and was evolved with the French language into 'danser'.)



Questions to answer in your yellow homework books:

- 1 What does a dance need to include?
- 2 Identify 3 styles of dance
- 3 What do many people associate Dance with?
- 4 What did the early cave paintings show about dance?
- 5 What is the French term for dancer?



## Gaming time has no link with levels of wellbeing, study finds

**A study of 39,000 video gamers has found "little to no evidence" time spent playing affects their wellbeing.**

The average player would have to play for 10 hours more than usual per day to notice any difference, it found. And the reasons for playing were far more likely to have an impact.

Well-being was measured by asking about life satisfaction and levels of emotions such as happiness, sadness, anger and frustration.

The results contradict a **2020 study**.

Conducted by the same department at the Oxford Internet Institute - but with a much smaller group of players - the 2020 study had suggested that those who played for longer were happier.

"Common sense says if you have more free time to play video games, you're probably a happier person," said Prof Andrew Przybylski, who worked on both studies.

"But contrary to what we might think about games being good or bad for us, we found [in this latest study] pretty conclusive evidence that how much you play doesn't really have any bearing whatsoever on changes in well-being.

"If players were playing because they wanted to, rather than because they felt compelled to, they had to, they tended to feel better."

This time, technology companies, including Sony, Microsoft and Nintendo, provided six weeks' data - with the players' consent - from:

- Animal Crossing: New Horizons
- Apex Legends
- Eve Online
- Forza Horizon 4
- Gran Turismo Sport
- The Crew 2

During that time, only one player dropped out of the study - published in the Royal Society Open Science journal.

### Mental health

In China, children are **allowed to play for only one hour per day**, on Fridays, Saturdays and Sundays.

But many gamers around the world say that their playing helps their mental health.

Mike Dailly, who created Lemmings and Grand Theft Auto, said the benefits were varied.

"I'm not sure it's something that's measurable with a single 'well-being' state," he said.

"As is everything in life, it's a balance.

"Spend 24 hours a day playing, that's not good - but spend 24 hours a day eating or working out, that is also not good."



Questions to answer in your yellow homework book:

1. How many gamers took part in the study?
2. Who carried the study out?
3. What does common sense suggest?
4. How many gamers dropped out?
5. What study was this new study compared to?
6. What country only allows gaming of 1 hour a day over the weekend?
7. Who published this article online?

## **The Importance of Music Education**

**Here are five reasons why Music Education in schools is important:**

Various studies have found that engagement with music can lead to an improvement in brain development in children and young adults.

A study at North Western University found better neural processing in students who played a musical instrument when they were compared with students who simply listened to music. This study shows the importance of receiving music education, rather than simply turning on background music when students are doing work in other subjects.

Other studies have also found increases in IQ points in children who engaged with music. When compared with students who didn't take any music lessons, musically-engaged students had more improvements in IQ scores, and a standardised measure of academic achievement.

Music education is also a great way to enhance reading comprehension and literacy skills and abilities in children. Another study, which was also conducted at North Western University, found that students who actively participated in

music classes had better speech processing abilities and literacy skills, along with higher reading scores than children who were not involved.

Reading is an important skill for all children to develop because it is needed for all subjects. Even subjects that are not related to English literature will involve reading.

Music education is also important because it gives students a way to connect with other people in a social setting. Performing and rehearsing in a band or small ensemble, or singing in a choir, working together towards a final product (such as an end-of-year performance) encourages and provides students with bonding focused shared goals.

It has been proven time and again that having people of all ages play or listen to music together will help to create bonds. Having an impromptu drumming circle or listening to and enjoying a piece of recorded music can connect people through sound, singing, movement and dance.

Musical experiences such as whole class workshops and weekly Music lessons are crucial in building the fundamental soft skills that we require as humans to progress and develop in today's world.



### **Questions to answer:**

1. Why is Music education important?
2. How does Music develop someone's IQ score?
3. How does Music bring people together?
4. What subjects are developed due to Music education?

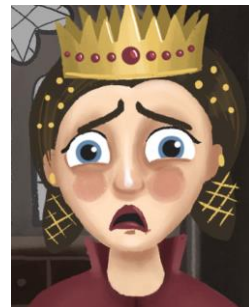
## Schneewitchen – by the Brothers Grimm

Vor langer Zeit lebten ein König und eine Königin. Aber die Königin hatte immer Angst, dass der König jemand Schöneren treffen würde. Die Königin hatte einen magischen Spiegel. Jeden Tag schaute sich die Königin im Spiegel an und fragte:

*„Spieglein, Spieglein an der Wand, wer ist die Schönste im ganzen Land?“* Und der Spiegel antwortete:

*„Du bist sehr schön, meine Königin. Aber Schneewittchen ist die Schönste im Land.“*

Die Königin war schockiert.



Vocab –

König – king

lebten – lived

Schöneren – more beautiful

treffen – to meet

würde – would

Spiegel / Spieglein – mirror

fragte – asked Königin - queen

Angst – scared

Wand – wall


Questions to answer in your yellow homework book:

1. Using only the images, can you guess the very famous story?
2. How many characters are mentioned?
3. What did the queen possess?
4. How did the queen feel at the end?
5. All nouns in German have a .....
6. Can you translate the paragraph using your knowledge of the story?

# Year 7 – English – ‘Asha and the Spirit Bird’ – Spring 1





Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
<b>Infer</b> (v.)	Come to conclusions based on evidence.
<b>Predict</b> (v.)	Guess what might happen next/later.
<b>Foreshadow</b> (v.)	A warning of future events.
<b>Juxtaposition</b> (n.)	Placing two or more things side by side to compare or contrast.
<b>Context</b> (n.)	Information that gives a text, setting or character deeper meaning.
<b>Authorial intent</b> (n.)	The author's reason for writing a novel.
<b>Structure</b> (n.)	The way a text is organised.
<b>Tension</b> (n.)	A sense that something is going to happen.
Tier 2 Vocabulary	Definition
<b>Ancestor</b> (n.)	A family member from past times.
<b>Heritage</b> (n.)	Inherited traditions, monuments, objects, and culture.
<b>Spirituality</b> (n.)	A feeling/belief that there is something greater than us.
<b>Diwali</b> (n.)	A festival that celebrates the triumph of good over evil and the human ability to overcome.
<b>Lamagaia</b> (n.)	A bearded vulture.

Section B: Key Concepts/Ideas/Questions	
<b>Themes:</b> <div> <div>Dreams</div> <div>Family</div> <div>Religion</div> <div>Chance vs fate</div> </div> <div> <div>Friendship</div> <div>Conflict</div> <div>Identity</div> <div>Spirituality</div> </div>	
<b>Big Questions:</b> 	
<ol style="list-style-type: none"> <li>How is the text structured to interest the reader?</li> <li>Why is setting important?</li> <li>How is the theme of family presented?</li> <li>How is the theme of friendship presented?</li> <li>In what ways is the novel linked to spirituality?</li> <li>Why is authorial intent important?</li> <li>How are beliefs powerful?</li> <li>How do India and England compare?</li> <li>What are the stories of our lives?</li> <li>Why are ancestors important to our identity?</li> </ol>	

## Concepts seen before:

**Identity**  
**Power**  
**Morality**  
**Conflict and Resolution**



Section C: Subject Specific
<b>Hinduism:</b> <ul style="list-style-type: none"> <li>The world's oldest and third-largest religion after Christianity and Islam.</li> <li>Nature is very important to Hindus. Many believe that some rivers are sacred and can help you wash away sins.</li> <li>Many Hindu households have an area of their house that they also use to worship; this is known as a 'shrine'.</li> </ul> 
<b>Sikhism:</b> <ul style="list-style-type: none"> <li>One of the youngest world religions and was founded more than 500 years ago.</li> <li>Believe that God is a spiritual power, not a person, and should always be in Sikhs' minds.</li> <li>Believe there is one God and everyone is equal.</li> <li>Traditionally Sikhs do not cut any body hair. Some men don't ever cut their hair.</li> </ul> 

Settings
<b>The Himalayas:</b> The highest mountain range in the world. These mountains are the source of some of Asia's major rivers and also help to regulate our planet's climate. For centuries people here have developed a unique culture that weaves nature and people together into the same fabric of life.
<b>The Ganges:</b> Flows from the Himalayas all the way to the Bay of Bengal. Many Hindus believe that the river has incredible healing powers. It is a common belief that bathing in the Ganges washes away a person's bad karma and is like being in heaven.

Week Beginning	TASKS Year 7—English—Asha & the Spirit Bird—Spring 1
8/1/24	<p><b>Task:</b> Research the Ganges and answer the following questions...</p> <ul style="list-style-type: none"> <li>· What are the Ganges?</li> <li>· Where are the Ganges?</li> <li>· Why are the Ganges believed to be sacred?</li> </ul>
15/1/24	<p><b>Task:</b> During the study of ‘myths and legends’, you may have learnt about the <b>archetypal (very typical) hero</b>.</p> <p>Mind-map the <b>conventions (characteristics)</b> of an archetypal hero and explain in a paragraph how Asha could be perceived as an archetypal hero.</p>
22/1/24	<p><b>Task:</b> Write a paragraph that describes a person you’d consider to be <b>motherly</b>. This can be somebody you know personally or a fictional character. Feel free to draw them too!</p> <p><b>You must include:</b> capital letters and full stops and at least three adjectives.</p>
29/1/24	<p><b>TASK:</b> Create a fact file about Diwali.</p> <p><b>You must include:</b> a minimum of five facts, images, colour.</p>
5/2/24	<p><b>TASK:</b> Study the key themes from the knowledge organiser. From memory, write down as many as you can remember. Explain how two of these themes link to our novel in no less than four sentences per theme.</p> <p><b>CHECK:</b> Check the knowledge organiser to see how many other key themes you could have included. Tick the ones you remembered correctly.</p>
12/2/24	<p><b>TASK:</b> Select one of the Big Questions from the knowledge organiser. Create a mind-map that features everything you can recall that answers your chosen question.</p> <p><b>CHECK:</b> Look over your knowledge organiser to see if there is anything you can add.</p>



# Year 7 – Mathematics – Applications of Number – Spring 1



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Array (n.)	An arrangement of items to represent concepts in rows or columns.
Commutative (adj.)	Changing the order of the operations does not change the result. E.g. addition & multiplication are commutative, but division and subtraction aren't.
Divisor (n.)	The number we divide by.
Factor (n.)	Integers (whole number) that multiply together to get another number.
Quotient (n.)	The result of a division.
Tier 2 Vocabulary	Definition
Balance	In financial questions - the amount of money in a bank account.
Convert (v.)	Change into an equivalent representation, often fraction to decimal to a percentage cycle.
Equivalent (n.)	Equal value.
Fraction (n.)	How many parts of a whole have we.
Inverse (n.)	The operation that undoes what was done by the previous operation (the opposite operation).
Multiple (n.)	Found by multiplying any number by positive integers.
Percentage (n.)	Parts of 100 (uses the % symbol).
Perimeter (n.)	The distance/length around a 2D object.
Placeholder (n.)	A number that occupies a positive to give value.
Polygon (n.)	A 2D shape that has straight sides.

### Section B: Key Concepts/Ideas/Questions

#### Solve Problems with Perimeter

The triangle has a perimeter of 25cm. Find the length of  $x$ .

$$8\text{cm} + 8\text{cm} + x\text{cm} = 25\text{cm}$$

$$16\text{cm} + x\text{cm} = 25\text{cm}$$

$$x\text{cm} = 9\text{cm}$$

These lines show the sides are equal, it is an isosceles triangle

#### Frequency Trees

60 people visited the zoo one Saturday morning. 26 of them were adults, 13 of the adult's favourite animal was an elephant. 24 of the children's favourite animal was an elephant.

A frequency tree is made up from part-whole models. One piece of information leads to another.

The overall total "60 people"

Probabilities or statements can be taken from the completed trees. E.g. 34 children visited the zoo.

#### Formal Written Methods for Addition and Subtraction

Line up your numbers with the correct place values.

Carry the one!

$$\begin{array}{r} \text{Tens} \quad \text{Ones} \\ 1 \quad 4 \quad 3 \\ + 2 \quad 7 \\ \hline 1 \quad 4 \quad 7 \end{array}$$

Start, Start, Start on the right!

Line up your tens and ones! Start, Start, Start on the right!

$$\begin{array}{r} \text{Tens} \quad \text{Ones} \\ 5 \quad 6 \quad 2 \\ - 2 \quad 4 \\ \hline 3 \quad 2 \end{array}$$

MORE on the FLOOR, Go next door and get 10 more!

### Section C: Subject Specific

#### Factors

Arrays can help represent factors.

$5 \times 2$  or  $2 \times 5$

$10 \times 1$  or  $1 \times 10$

**The Factors of 10**  
1, 2, 5, 10

The number itself is always a factor.

#### Multiples

Bar models can help represent whether something is a multiple. E.g. 20 is a multiple of 4.

#### Lowest Common Multiples

9 9, 18, 27, 36, 45, 54

12 12, 24, 36, 48, 60, 72

**LCM = 36**

The **Lowest Common Multiple (LCM)** is the first time their multiples match.

#### Multiplication with Decimals

Perform multiplications as integers (whole numbers) e.g.  $0.2 \times 0.3 \rightarrow 2 \times 3 = 6$

To perform the multiplication with integers we have had to multiply each of our original numbers by 10.

$0.2 \times 10 = 2$   
 $0.3 \times 10 = 3$

Because of this, we need to adjust the answer to match the question.

$\times 10 \times 10 = \times 100$  So we need to do the inverse.

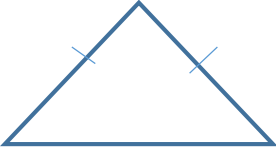
$6 \div 100 = 0.06$

Therefore,  $0.2 \times 0.3 = 0.06$ .

#### Concepts seen before:

Place value, standard form, understanding of perimeter and area, types of averages



Week Beginning	TASKS Year: 7    Subject: Mathematics    Topic: Applications of Number    Term: Spring 2
08/01/2024	<p>Read, cover, write and check. Accurately copy the words you are learning. Then read the definitions, cover them up, write down what you can remember and then check what you have written. Correct in a different colour pen if you didn't quite remember it accurately.  <b>Commutative, inverse, divisor, array, quotient, perimeter, multiple and factor.</b>            CH: Draw a picture or example to go with your definitions.</p>
15/01/2024	<p>Copy and complete the calculations. Show all of your working out.</p> <div> <math display="block">\begin{array}{r} 44 \\ + 62 \\ \hline \end{array}</math> <math display="block">\begin{array}{r} 573 \\ + 395 \\ \hline \end{array}</math> <math display="block">\begin{array}{r} 9.8 \\ + 5.5 \\ \hline \end{array}</math> <math display="block">\begin{array}{r} 859 \\ - 96 \\ \hline \end{array}</math> <math display="block">\begin{array}{r} 7.6 \\ - 3.9 \\ \hline \end{array}</math> </div> <p>2. Set up and complete the following calculations.            a. <math>12.4 - 6.93</math>                      CH: <math>8237.4 - 765.294</math>            b. <math>19.7 + 564.29</math>            c. <math>2.891 + 42.1</math></p>
22/01/2024	<p>An isosceles triangle's longest side is 12cm, the perimeter is 30cm.</p> <p>What are the lengths of the other two sides?</p> 
29/01/2024	<p>50 year 7 students were asked if they go to the cinema. There were 35 boys and of these 20 said yes.</p> <p>In total, 27 of the students said they go to the cinema.</p> <p>a) Draw a frequency tree to show this information. b) Work out how many girls don't go to the cinema.</p>
05/02/2024	<p>Write down all of the factors of the following numbers: 7, 12, 30.</p> <p>Write down the first 5 multiples of the following numbers: 7, 12, 30.</p> <p>CH: Do any of these numbers have common multiples, how do you know?</p>
12/02/2024	<p>Show how <math>23 \times 15</math> can help you solve <math>2.3 \times 0.15</math>.</p> <p>CH: Create your own similar question, using different numbers.</p>

# Year 7 – Science - Energy Stores – Spring 1

Key Vocabulary		What is energy?	Fuels												
Tier 3	Definition	<p><b>Law of Conservation of Energy</b></p> <p>Energy cannot be created or destroyed, only transferred from one store to another.</p> <p><b>Energy is stored in several ways:</b></p> <ul style="list-style-type: none"><li>• Chemical – stored in food, fuel and batteries</li><li>• Kinetic – stored in moving objects</li><li>• Thermal – stored in hot objects</li><li>• Elastic potential – stored in stretched or squashed objects</li><li>• Gravitational potential – stored in objects lifted off the ground</li><li>• Nuclear – stored in the particles that everything is made from</li><li>• Magnetic – stored in some metals</li></ul> <p><b>Energy can also be transferred between stores by:</b></p> <ul style="list-style-type: none"><li>• Heating</li><li>• Light</li><li>• Sound</li><li>• Electricity</li><li>• Forces</li></ul> <p>Nearly <b>all</b> our energy originally comes from the <b>nuclear store in the sun</b>, which heats objects up, causes the wind and the tides, and plants use for <b>photosynthesis</b>.</p> <div><p>Diagram illustrating photosynthesis: A green leaf is shown with arrows indicating the process. Light from the sun enters the leaf. Water and carbon dioxide enter the leaf. Oxygen and glucose (a type of sugar and a store of chemical energy) leave the leaf.</p></div>	<p>Millions of years ago tiny animals and plants lived in the sea.</p> <p>Many layers built up on top of them.</p> <div><p>They fell to the bottom of the seabed and were buried by sand and mud.</p><p>Pressure increased changing animals and plants into oil and natural gas.</p></div> <p>How the time left varies for different fuels</p> <div><table><caption>How the time left varies for different fuels</caption><thead><tr><th>Fuel</th><th>Years until the fuel runs out</th></tr></thead><tbody><tr><td>oil</td><td>~50</td></tr><tr><td>gas</td><td>~50</td></tr><tr><td>coal</td><td>~380</td></tr></tbody></table></div>	Fuel	Years until the fuel runs out	oil	~50	gas	~50	coal	~380				
Fuel	Years until the fuel runs out														
oil	~50														
gas	~50														
coal	~380														
Tier 2	Definition		<p><b>Renewable energy sources</b></p> <div><table><tr><th>Solar</th><th>Wind</th><th>Geo</th><th>Hydro</th><th>Bio</th><th>Tide</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table></div> <p>Some energy resources can be used anytime, like geothermal and biomass. Others depend on the <b>conditions</b>, such as wind, solar and tidal power. Therefore we need to use a <b>variety</b> of alternative energy resources to ensure constant supplies of electricity</p> <div><p><b>Concepts seen before:</b> Photosynthesis</p></div>	Solar	Wind	Geo	Hydro	Bio	Tide						
Solar	Wind	Geo	Hydro	Bio	Tide										
Biofuel (n.)	A fuel made from dead plants or animal droppings.														
Elastic potential (n.)	Energy stored in stretched or squashed things that can change back to their original shapes.														
Fossil fuel (n.)	Coal, oil and natural gas – fuels formed from the remains of dead plants and animals.														
Geothermal (n.)	Generating electricity using heat from rocks underground.														
Hydroelectric (n.)	Generating electricity using moving water to turn turbines and generators.														
Kilojoule (kJ) (n.)	The unit for measuring energy (There are 1000 joules in 1 kilojoule)														
Solar cell (n.)	Flat panels that use energy transferred by light to produce electricity.														
Generate (v.)	Produce or make.														
Non-renewable (adj.)	An energy resource that will run out because we cannot replace it fast enough (e.g. fossil fuels).														
Renewable (adj.)	An energy resource that will never run out (e.g. solar power).														
Transfer (v.)	When energy is moved from one store into another.														
Wind turbine (n.)	A kind of windmill that generates electricity using energy transferred by the wind.														

Week Beginning	<b>TASKS</b> <b>Year: 7      Subject: Science      Term: Spring 1</b>
8/1/24	Read and memorise the law of the conservation of energy. Practise memorising it by re-writing it from memory and highlighting the words 'cannot', 'created', 'destroyed', 'transferred' and 'store'
14/1/24	Read through the 7 different energy stores and their definitions several times to try and remember which one is which. List the 7 different energy stores and try to write the correct definition next to each one. Then check your definitions with a different coloured pen.
22/1/24	Use the 'look, cover, repeat' method to memorise the 5 different ways to transfer energy between stores.
29/1/24	Identify and describe some renewable sources of electricity.
5/2/24	Describe the differences between biofuels and fossil fuels. Name some examples of biofuels and fossil fuels. Identify biofuels and fossil fuels as either renewable or non-renewable and explain your answer.
12/2/24	Identify the number of years left that we have of each fossil fuel. Explain why we should be using a variety of different fuel sources to provide energy for the UK.

# Year 7 – Religious Studies – Why was Jesus considered so radical? – Spring 1

## Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Trinity (n)	The belief that God is one but also three Persons
Incarnate (v)	The belief that God became flesh as Jesus Christ
Messiah (n)	The saviour of mankind promised in the Bible
Salvation (v)	Being saved from sin so that you can enter heaven
The Fall (n)	The first sin of humanity which led to separation from God
Tier 2 Vocabulary	Definition
Radical (a)	Something that goes against social norms.
Hypocrisy (v)	Claiming to have higher standards than is the case.
Tradition (n)	Customs or beliefs being passed down from generation to generation.
Secular (a)	A non-religious place or group of people.
Humanism (n)	A group that rejects beliefs that cannot be backed up by science.

## Section B: The Parable of the Sheep and the Goats (Matthew 25:31-46)

“When the Son of Man comes in his glory, and all the angels with him, he will sit on his glorious throne. <sup>32</sup> All the nations will be gathered before him, and he will separate the people one from another as a shepherd separates the sheep from the goats. <sup>33</sup> He will put the sheep on his right and the goats on his left.

<sup>34</sup> “Then the King will say to those on his right, ‘Come, you who are blessed by my Father; take your inheritance, the kingdom prepared for you since the creation of the world. <sup>35</sup> For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, <sup>36</sup> I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.’

<sup>37</sup> “Then the righteous will answer him, ‘Lord, when did we see you hungry and feed you, or thirsty and give you something to drink? <sup>38</sup> When did we see you a stranger and invite you in, or needing clothes and clothe you? <sup>39</sup> When did we see you sick or in prison and go to visit you?’

<sup>40</sup> “The King will reply, ‘Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.’

<sup>41</sup> “Then he will say to those on his left, ‘Depart from me, you who are cursed, into the eternal fire prepared for the devil and his angels. <sup>42</sup> For I was hungry and you gave me nothing to eat, I was thirsty and you gave me nothing to drink, <sup>43</sup> I was a stranger and you did not invite me in, I needed clothes and you did not clothe me, I was sick and in prison and you did not look after me.’

<sup>44</sup> “They also will answer, ‘Lord, when did we see you hungry or thirsty or a stranger or needing clothes or sick or in prison, and did not help you?’

<sup>45</sup> “He will reply, ‘Truly I tell you, whatever you did not do for one of the least of these, you did not do for me.’

<sup>46</sup> “Then they will go away to eternal punishment, but the righteous to eternal life.”

## Section C: Historical Jesus

He was born sometime just before 4BCE. Jesus grew up in Nazareth in Galilee and was trained by his father to be a carpenter. He was Jewish.

There are historical records of a man named Jesus who lived two thousand years ago. He is written about even by Romans of the time (the Romans weren’t particularly fond of Christians so it’s unlikely they’d lie about the existence of Jesus Christ).

Jesus was baptised by his cousin John the Baptist, and then started his public preaching with a radical

message. He was a healer, teacher and Prophet. He performed many miracles (there are 37 written about in the New Testament, including turning water into wine, walking on water, calming a storm and raising someone from the dead).

Jesus was killed on the cross by the Romans who were occupying the ‘Holy Land’ which is where Jews at the time of Jesus were living. This is modern-day Israel/Palestine. Jews believe this land was given by God –

that is special and sacred.


Many Jews did not like the idea that they were ruled by ‘ungodly’ people who used the sacred land for making money.

**Concepts seen before: Trinity, Salvation, God, The Fall**

Week Beginning	TASKS  Year 7 – RS – Radical Jesus – Spring Term
15.01.2024	<b>Section A:</b> : Write definitions for the tier 2 vocabulary words (do it on A4 paper or in your books so that it's not squashed into the little boxes on the other side of this page)
29.01.2024	Read the 'Section C: Historical Jesus' box. Create a quiz of 10 questions, to test someone on the knowledge in this box. Can you answer them all without looking back to the original?
12.02.2024	(Luke 6: 42) Jesus tells someone:  <i>"How can you say to your brother, 'Brother, let me take the speck out of your eye,' when you yourself fail to see the plank in your own eye? You hypocrite,"</i>  Explain what he means by this. How can we apply this teaching to our everyday life?

# History—Medieval Europe—Spring Term

Section A: Key Vocabulary	
Tier 3 Vocabulary	Definition
Middle Ages (n)	The period of history from c.1000 to c.1453.
Peasant (n)	A poor smallholder who held a small amount of land with low social status.
Peasant's Revolt (n)	The <b>Peasants' Revolt</b> was a major <b>uprising</b> across large parts of England in 1381.
Magna Carta (n)	The document King John was forced to sign in 1215 which limited the power of the king.
Great Mortality (n)	The name given to the <b>Black Death</b> .
Tier 2 Vocabulary	Definition
Successor (n)	The person that is to take over, from the current monarch.
Rebellion (n)	When people go against their leaders and government.
Taxation (n)	Money paid by citizens to the government to fund spending.
Excommunicate (v)	To officially remove someone from the Church.
Secular (n)	Not connected to any religion or religious matter.

Section B: Key Ideas / Concepts/ Questions

<p>During the medieval period, countries in Western Europe made money through trade. One route was through the Silk Roads which was an ancient network of trade routes which connected Europe with the East and China.</p> <p><b>Some of the goods that were traded from Western Europe to the East were:</b></p> <p>Horses, grapevines, dogs, animal furs, honey, glassware, gold and silver, camels, slaves, weapons and armour.</p> <p><b>Some of the goods that were traded from the East to the West were:</b></p> <p>Silk, tea, dyes, precious stones, porcelain, spices, bronze, medicine, perfumes, ivory, rice, paper and gunpowder.</p> <p>The route slowly became less popular during the 17th Century because European traders were creating new routes across the seas. This had a significant impact as many European countries like England, Spain and France began to establish new empires and colonise different parts of the world.</p>

Section C: Subject Specific	
1215	<b>Magna Carta:</b> The charter King John was forced to sign by his barons. It was an attempt to limit his power.
1348	<b>Black Death:</b> The spread of the Bubonic Plague across Europe.
1381	<b>Peasants Revolt:</b> Following the Black Death, peasants were struck by poverty and protested against the king.
1517	<b>Reformation:</b> The process by which the Catholic church split into the Protestant Church.
1534	<b>Act of Supremacy:</b> King Henry VIII naming himself Supreme Head of the Church of England after separating from the Pope and the Catholic Church of England.
1559	<b>Religious Settlement:</b> Elizabeth 's policy to appease Catholics and Protestants and secure in order to secure power.
<b>Concepts you have seen before:</b> Peasantry and the Feudal System Kingship and rebellions.	




Week Beginning	TASKS  Year 7—History—Medieval Europe—Spring Term
15/01/2024	<p><b>Section A: Key Vocabulary</b></p> <p><b>TASK:</b> Write out the words and definitions of the following Tier 3 and 2 words 5 times each into your homework book.</p> <p><b>Tier 3</b>—&gt; Middle Ages, Peasant and Mappa Mundi. <b>Tier 2</b>—&gt; Taxation, Secular and Pope.</p> <p><b>CHECK:</b> You have spelled the key word and definition correctly each time.</p>
29/01/2024	<p><b>Section B: Important Ideas.</b></p> <p><b>TASK:</b> Write a list of the countries that you would pass through if your journeyed along the Silk Roads from Europe to Java. Underneath write a list of the goods that would be shipped from the West to the East and a separate list of goods from the East to the West.</p> <p><b>CHECK:</b> Check the map on Section B. Have you included all the countries that you would be likely to travel through?</p>
12/02/2024	<p><b>Section C: Subject Specific</b></p> <p><b>TASK:</b> Draw a timeline in your book which covers the first 5 significant dates in <b>Section C</b>. Next to each event write the specific information that describes why the date is important.</p> <p><b>CHECK:</b> Check your spelling and that you have included all the important information.</p>

# Year 7 – Geography – Weather and Climate – Spring 1



Section A: Key vocabulary	
Tier 2 Vocabulary	Definition
Weather	The atmospheric conditions in a particular place at a particular time.
Climate	The long term weather conditions in a particular place.
Social	To do with people.
Environmental	To do with the natural world.
Economic	To do with money.
Tier 3 Vocabulary	Definition
Air mass	A large parcel of air in the atmosphere.
Precipitation	The geographical term for rainfall.
Evaporation	The process of liquid turning into gas.
Weather depression	A low pressure weather system.
Anticyclone	Is a high pressure weather system.

Section B: Key Concepts/Ideas/Questions		
<b>Factors that affect climate</b> <ul style="list-style-type: none"> <li>• <b>Altitude:</b> Height above sea level. Temperatures decrease with height. The air is less dense and cannot hold heat as easily. The higher we are above sea level the colder the temperature.</li> <li>• <b>Latitude:</b> Distance from the equator. In areas closer to the poles, sunlight has a larger area of atmosphere to pass through and the sun is at a lower angle in the sky. As a result, more energy is lost.</li> <li>• <b>Distance from the sea:</b> Areas nearer to the sea are often cooler in summer but warmer in winter.</li> </ul>		
<b>The Beast from the East (2018)</b>		
Causes	Impacts	Responses
<p>Cold air was swept across Europe from Siberia.</p> <p>Wind speeds exceeded 70mph</p> <p>10 to 20cm fell in three days.</p> <p>Some rural areas experienced lows of -12°C.</p>	<p>Thousands of schools were closed.</p> <p>10 deaths linked to the cold and snow.</p> <p>Flights and train services were delayed or cancelled.</p> <p>Thousands of schools were closed.</p>	<p>Met office issued a red weather warning.</p> <p>Snow plough and tractors used to try and clear the roads.</p> <p>Armed forces deployed to rescue drivers and to transport NHS workers.</p>

Section C: Subject Specific		
<b>Summer Heatwave (2022)</b>		
Causes	Impacts	Responses
<p>A high-pressure heat dome brought record-breaking temperatures to Europe and the UK.</p> <p>Temperatures reached 40°C.</p> <p>Global warming has led to more extreme weather.</p>	<p>Five people died in separate incidents involving water.</p> <p>Thousands of schools were closed.</p> <p>Wildfires were reported in London, Yorkshire and the Midlands.</p>	<p>Met office issued a red warning. The first time they have done so for heat.</p> <p>Railways' speed was reduced due to the risk of rails buckling.</p> <p>A major incident was declared in London by the fire service.</p>
		<b>Concepts seen before:</b> Y7 Development: Desert climate in Egypt

Week Beginning	TASKS  <b>Year 7 – Geography – Weather and Climate – Spring 1</b>
15.01.2024	Learn the <b>Tier 2</b> and <b>Tier 3 vocabulary</b> . Use the ‘look, cover, write check’ method to help you.
29.01.2024	Read the passage titled <b><u>Factors that affect climate</u></b> 1. For each factor <b>reduce the explanation into your own words</b> 2. <b>Dual code</b> the three factors (draw a simple picture to show how that factor affects climate)
12.02.2024	<b><u>The Beast from the East</u></b> 1. <b>Rank</b> each of the impacts by order of severity (from most damaging to least damaging). Explain your choice for the worst impact 2. <b>Categorise</b> each impact as <b>social</b> (people), <b>economic</b> (money) or <b>environmental</b> (surrounding area)
4.03.2024	<b><u>Summer Heatwave (2022)</u></b> 1. <b>Rank</b> each of the impacts by order of severity (from most damaging to least damaging). Explain your choice for the worst impact 2. <b>Categorise</b> each impact as <b>social</b> (people), <b>economic</b> (money) or <b>environmental</b> (surrounding area)
18.03.24	<b><u>Compare the Beast from the East with the Summer Heatwave</u></b> 1. Which extreme weather event had the greatest impact on the UK, explain your answer

# Year 7 – German – Spring Term 1 – Wer bin ich?



## Tier 1: Key vocabulary

Tier 3 Vocabulary	Definition
Ich bin	I am
Acht, neun, zehn	8,9,10
England	Englande
Österreich	Austria
Die Schweiz	Switzerland
Mittel	middle
Ost	east
kreativ	creative
laut	loud
launisch	moody
sehr	very
ziemlich	quite
ein Bisschen	a little / bit
aber	but
denn	because
Tier 2 Vocabulary	Definition
adjectives	used to describe a noun
verb	A doing word. Verbs in German go 2 <sup>nd</sup> and last in the sentence.
Connectives	Used to link phrases together – and / but / however

Concepts seen before: Nouns have capital letters.  
Regular verbs in the "ich" form.

## Tier 3 – Core text

Hallo! Wie geht's?	1	Hello! How goingit?
Ich heiße Stern	2	I am called Stern
und ich bin sieben Jahre alt.	3	and I am seven years old.
Man schreibt das S-T-E-R-N.	4	You write that S-T-E-R-N.
Ich komme aus Deutschland,	5	I come out Germany,
aber ich wohne in York, in Nordengland.	6	but I live in York, in NorthEngland.
Ich bin lustig und ziemlich intelligent,	7	I am funny and quite intelligent,
aber ich bin auch sehr laut!	8	but I am also very loud!



Did you know that Germany is the world's third largest exporter, sending abroad over 800 billion pounds' (£800 000 000 000) worth of goods every year! Apart from cars, what other global German brands do you know?

SIEMENS



Did you know that approximately 25 per cent of English words come from Germanic languages? That's why you will find that you can work out the meaning of many German words you meet, such as **aktiv**, **Kamera** or **kaputt**!



What do you think they are saying?

Week Beginning	<p>TASKS</p> <p><b>Year 7 – German – Spring term 1 – Wer bin ich?</b></p>
8 <sup>th</sup> January	<p>Look, cover, write and check the vocabulary in Tier 1 – from “ich bin” up to “denn”. Show in your book that you have written them out and checked them in red pen.</p>
22 <sup>nd</sup> January	<p>Using the Tier three core text, re-write lines 1-4 making at least one change per line. You can use the vocabulary from “Tier 1” to do this or you can use vocabulary you have used in class / prior knowledge.</p>
5 <sup>th</sup> February	<p>Using the Tier three core text, re-write lines 5-8 making at least one change per line. You can use the vocabulary from “Tier 1” to do this or you can use vocabulary you have used in class / prior knowledge.</p>

Section A: Key vocabulary	
Tier 1 Vocabulary	Definition
Salut!	Hi!
Bonjour	Hello
Comment ça va?	How are you?
Pas mal merci	Not bad, thank you
Ça ne va pas	Not very well
Au revoir	Goodbye
À plus	See you!
Un demi-frère	A step-brother
Quel âge as-tu?	How old are you?
fils/fille unique	only child
Je suis	I am
Je ne suis pas	I am not
Il/Elle est	He/She is
fort (e)	strong
grand (e)	tall
bavard (e)	talkative
Tier 3 Vocabulary	Definition
Être	The verb “to be” which we use when we want to describe someone’s personality.
Avoir	The verb “to have” which we use to say whether we have brothers or sisters but also used to say someone’s age

Tier 2 – core text		
Salut! Ça va?	1	Hi! How goes it?
Je m’appelle <u>Samuel</u> .	2	I myself call Samuel.
Ça s’écrit S-A-M-U-E-L	3	That is written S-A-M-U-EL
J’ai <u>douze</u> ans	4	I have twelve years
et mon anniversaire c’est le <u>quatorze mars</u> .	5	and my birthday it’s the fourteen March.
Je suis <u>assez rigolo</u> et <u>très sportif</u> ,	6	I am quite funny and very sporty,
mais <u>un peu paresseux</u> .	7	but a bit lazy.
<u>J’aime le sport</u> et <u>bavarder</u> avec mes amis	8	I like the sport and to chat with my friends
par contre <u>je déteste chanter</u> .	9	how-ever I hate singing.
<u>Je n’ai pas de frère</u> , mais <u>j’ai deux sœurs</u> .	10	I do have not any brother, but I have two sisters.
Et toi? <u>À plus!</u>	11	And you? See you!



–**en** (as in *serpent*) is a nasal sound. –**an** (as in *danse*) and –**on** (as in *poisson*) are also nasal sounds. In pairs, try saying this tongue-twister. Pay attention to the nasal sounds.

**En France**, Nathan aime le poisson, mais pas les serpents!


Concepts seen before: negatives, adjectives, opinion phrases such as *j’aime / j’adore / je déteste*. Common verbs such as “je suis” and “j’ai”



Week Beginning	TASKS  Year: 7   Subject: French   Topic: La rentrée   Term: Spring 1
w/c 8 <sup>th</sup> January	Write out the vocabulary in section A (start from “salut” and go up to “un demi-frère”) in French and English. Learn this ready for a test in class.
w/c 22 <sup>nd</sup> January	Write out the vocabulary in section A (start from “Quel âge as-tu?” and go up to “bavard”) in French and English. Learn this ready for a test in class.
w/c 5 <sup>th</sup> February	Knowledge organiser re-write. Write out the whole core text from line 1- 11 in Tier 2, changing at least one detail per line, for example “je m’appelle Sara?” instead of “je m’appelle Samuel.

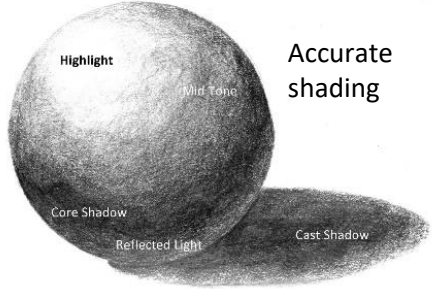
Section A: Key vocabulary	
Key Vocabulary Tier 2	Definition
Shape (N)	An element of art that is two-dimensional, flat, or limited to height and width.
Form (V)	An element of art that is three-dimensional and encloses volume; includes height, width AND depth (as in a cube, a sphere, a pyramid, or a cylinder). Form may also be free flowing.
Tone (V)	The lightness or darkness of tones or colours. White is the lightest value; black is the darkest. The value halfway between these extremes is called middle grey.
Colour (V)	Colour is made up of the primary colours which together makes up secondary colours.
Texture (N)	An element of art that refers to the way things feel, or look as if they might feel if touched.
Key Vocabulary Tier 3	Definition
Composition (N)	How a series of images or pictures are laid out on a page.
Media (V)	The type of material used to create art – such as pencil, paint, pastels, clay.
Shading (N)	A gradual change in tone from dark to light.

### Section B: Techniques and Skills

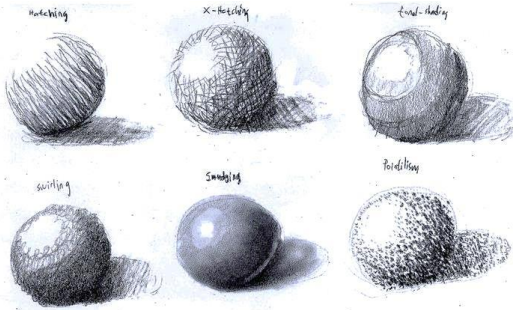


Tone shading scale

Light Source




Accurate shading




Mark making:


- Hatching
- Cross Hatching
- Tonal/shading and blending.
- Smudging
- Pointillism




### Section C: Artists



Pablo Ruiz Picasso (25 October 1881 – 8 April 1973) was a Spanish painter, sculptor, [printmaker](#), [ceramicist](#) and [theatre designer](#) who spent most of his adult life in [France](#). One of the most influential artists of the 20th century, he is known for co-founding the [Cubist](#) movement,




**Concepts seen before:**  
Tone, shape, line, form, texture using Picasso and Matisse styles.

Week Beginning	TASKS Year: 7    Subject: Art    Topic: Shade and Tone    Term: 2
08/01/24	<i>In pencil practice drawing a grid like the image below and draw one end from dark to light (Section B)</i> 
22/01/24	<i>Practice drawing a circle (Section B) and add shading (Definition section A)</i>
05/02/24	Practice shading one of Pablo Picasso's pencil drawings (Section C) Remember to apply the correct shading from dark to light.

# Year 7– Dance – Martial Arts – Spring Term 1



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Balance	The ability to maintain equilibrium over the base of support.
Co-ordination	The efficient combination of body parts.
Strength	Muscular power.
Focus	The intensity and direction of the dancer's eye line, for example to a specific point in space, to a fellow performer or to the audience.
Tier 2 Vocabulary	Definition
Analyse	Examine (something) methodically and in detail, typically in order to explain and interpret it.
Evaluate	To judge or calculate the quality, importance, amount, or value of something
Explain	Make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts

Section B: Key Concepts/Ideas/Questions
1. Capoeira is a martial art form that is widely respected around the world for the level of skill and expertise that it requires, as well as the thrill and exhilaration that the Capoeira dancers and audience experience.
2. The origins of this Afro-Brazilian Martial Art form have been a matter of speculation for several years.
3. The most widely accepted theory is that this form of martial arts was invented by the Africans enslaved in Brazil in order to both amuse themselves and learn self-defence.
4. The Portuguese colonists were quite careful when protecting themselves against an uprising that might come about if slaves were to learn self-defence or develop a sense of pride for their own homeland or culture.
5. Capoeira dancers often get inspired to actually learn to play the musical instruments to which they fight.
6. Brazilian natives that now practice the dance or sport also learn how to sing since music is an integral part of this martial art.
7. Capoeira movements, needless to say, are also extremely beneficial for the body and keep people healthy and in great shape.


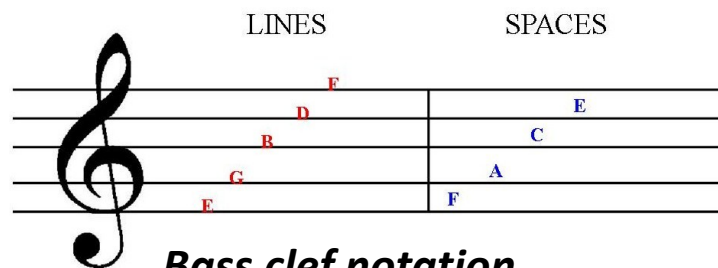
Section C: Subject Specific
1. Tai Chi is a soft internal martial arts style from china.
2. The concept of Yin and Yang is ingrained in the art at multiple levels. The overall style focuses on a soft defence against a hard attack and each individual movement works on the flow of energy while maintaining a stillness.
3. Tai chi practice involves training slow fluid motions focusing on accepting an attacker's energy and either redirecting it or allowing it to simply continue past the defender.
4. Because the techniques are done slow and are low impact the style is non-strenuous and non-exhaustive making it an easy style to practice for all ages and all skill levels.
5. There are health benefits to practicing tai chi such as increased circulation, flexibility, and balance.
6. The slow repetitive practice of the Tai Chi forms acts as a moving meditation giving the art a mental benefit as well as the physical ones
7. Tai Chi is most commonly practiced outside in nature or in a park setting and most often in the mornings.
<b>Concepts seen before:</b> focus, projection, facial expression, systematic repetition, resilience.

Week Beginning	TASKS Year: 7   Subject: Dance   Topic: Martial Arts   Term: Spring Term 1
08/01/24	Identify 3 facts about Tai Chi to feedback next lesson. Write these facts down in your homework journal.
05/02/24	Write down the actions in the Tai Chi set phrase. Which actions to you prefer to perform? Why? Which actions do you find difficult? Why?

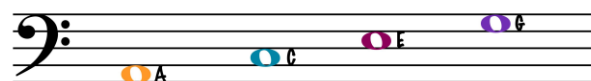
Section A: Key vocabulary	
Tier 3	Definition
<b>Notation</b> (n)	A system of signs or symbols to read and perform music
<b>DR P SMITH</b> (ac)	Musical elements which make up music e.g. D = Dynamics
<b>Sequencing</b> (n)	Pattern of sounds
<b>Treble clef</b> (n)	Notes in the Treble clef 'language' FACE is in the space
<b>Bass clef</b> (n)	The speed of the music
<b>Chord diagrams</b> (n)	A way to read music for the guitar or ukulele
<b>Tablature (TAB) notation</b> (n)	Is a form of musical notation showing musician fingering and the location of the pitch
Tier 2	Definition
<b>Technique</b> (n)	How to stand/perform in order to produce the best sound quality whilst looking after your body
<b>Posture</b> (n)	The importance of stature and sitting/standing technique when playing your instrument
<b>Co-ordination</b> (n)	How to co-ordinate hands when performing e.g. strumming and chord placement

## Section B: Diagrams of Notation

### Treble clef notation



### Bass clef notation

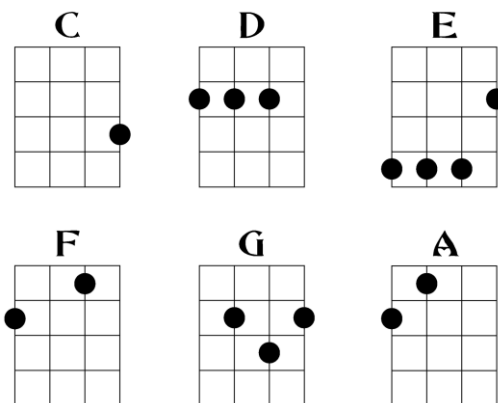


All Cars Eat Gas



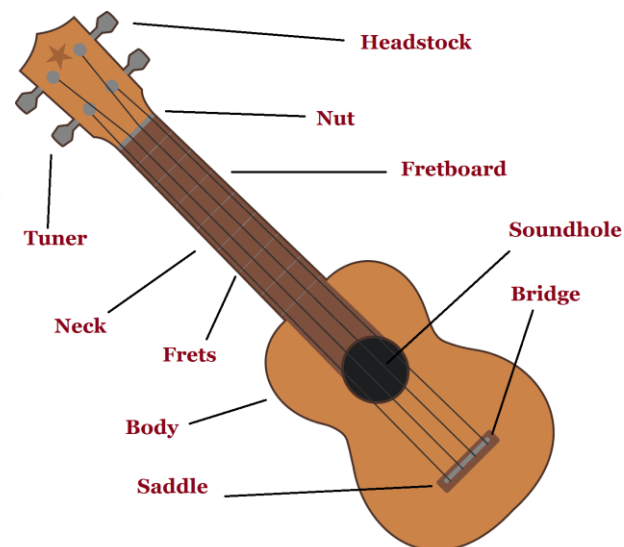
Grizzly Bears Don't Fly Airplanes

### Chord diagrams - Ukulele

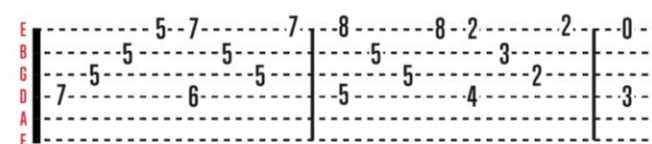


## Section C: Diagrams of Ukulele and Guitar

### Diagram of the Ukulele



### Tablature notation - Guitar



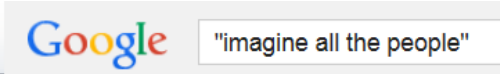
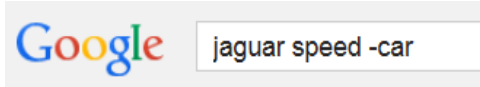
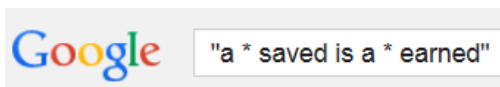
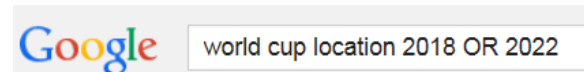
### Concepts seen before:

- Musical elements – DR P SMITH
- Stave Notation



<b>Week Beginning</b> <b>(DD/MM/YY)</b>	<b>TASKS</b>  <b>Year 7 - Music - Advanced Notation</b>
15/01/24	Pick 5 words from Section A Key vocabulary and make some flash cards for these key terms to revise from.
29/01/24	Create a 5 question quiz on how to read stave notation.
12/02/24	Pick the remaining key words you did not cover previously, and use look, cover, write, check and correct to learn the key words and their definitions.

Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
<b>Social Media Profiles (n)</b>	A description of an individual's characteristics and likes that identify them online.
<b>Hackers (n)</b>	A person who uses computers to gain access to data, computers or systems without permission.
<b>Digital Footprint (n)</b>	The information about a particular person that exists due to their online activity.
<b>Misinformation (n)</b>	When information is shared by accident because you believe it to be true.
<b>Disinformation (n)</b>	When information is deliberately shared to mislead and cause harm.
<b>Screen time (n)</b>	The amount of time spent using a device such as a computer, smartphone, TV or games console.
Tier 2 Vocabulary	Definition
<b>Request (n)</b>	The act of asking for something, normally polite and formally.
<b>Impact (n)</b>	The effect or influence after something has happened.
<b>Comment (n)</b>	A spoken or written remark that gives an opinion or reaction.
<b>Personal Information (n)</b>	Any information that can be used to identify you as an individual.

Section B: Key Concepts/Ideas/Questions
<b>Good Keyword Searching</b> <ul style="list-style-type: none"> <li>Vary your search engine</li> <li>Use specific keywords</li> <li>Simplify your search terms</li> <li>Remove unhelpful words</li> <li>Refine using search operators</li> <li>Avoid pitfalls and falling for adverts or sponsored results</li> </ul>
<b>Finding Images</b> <ol style="list-style-type: none"> <li>Search images not web</li> <li>Use good keywords</li> <li>Narrow your results by image size (in advanced search)</li> <li>Select view image and not just the <b>thumbnail</b> (Small previews of a searched image)</li> <li>Either save the image in a folder to use or right-click copy to paste into your work</li> </ol>
<b>Advanced Techniques</b> Search for an exact word or phrase 
Remove a word from search results 
Fill in a blank 
Search for either word 

## Section C: Subject Specific

**Contrast:** Differences in colour, tone or shape that is striking and noticeable. The same colour text to background has no contrast(it is the same!). This table shows if the contrast between colours is good or poor.

		Background							
		Red	Orange	Yellow	Green	Blue	Violet	Black	White
Foreground	Red		Poor	Good	Poor	Poor	Poor	Good	Good
	Orange	Poor		Poor	Poor	Poor	Poor	Good	Poor
	Yellow	Good	Good		Poor	Good	Poor	Good	Poor
	Green	Poor	Poor	Poor		Good	Poor	Good	Poor
	Blue	Poor	Poor	Good	Good		Poor	Poor	Good
	Violet	Poor	Poor	Good	Poor	Poor		Good	Good
	Black	Poor	Good	Good	Good	Poor	Good		Good
	White	Good	Good	Good	Poor	Good	Good	Good	

**White space** is the gaps around assets to help with laying out a document.

An **animation** is an effect that you can add to text or images on your presentation but a **transition** is a type of animation between two slides.

On the **animations tab** select the **animation style** to apply

Press **F5** on the **keyboard** to **play** and **preview**

**Concepts seen before:**  
Search techniques, e-safety

Week Beginning	TASKS Year: 7    Subject: Computing    Topic: My Personal E-safety    Term: Spring 1
15/1/2024	Use Look, Cover, Write, Check to learn the key terms spellings.
29/1/2024	Create flash cards to learn the meanings of the key terms (card with the word on one side and the meaning on the other). Use these to learn the terms.
12/2/2024	Create 2 lists of good contrasting and poor contrasting colours e.g. Good = black and white.

## Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Back court (n)	The back third of the badminton court
Court (n)	Area that badminton is played on
Drop shot (n)	A soft shot, that the shuttle falls close to the net
Fault (n)	A infraction of the rules
Fore court (n)	The front third of the court
Overhead clear (n)	A shot hit into the opponents backcourt
Rally (n)	When opponents hit the shuttlecock back and forth several times
Serve (n)	A shot that starts the point
Tier 2 Vocabulary	Definition
Identify (v)	Name the key point
Describe (v)	Recall facts, events or process in an accurate way.
Explain (v)	Make something clear, or state the reasons for something happening
Evaluate (v)	Using the information supplied to consider evidence for and against when making a judgement

## Section B: Key Concepts/Ideas/Questions

Scan the QR codes for instructional videos of two commonly used serves in badminton



SCAN ME

Overhead clear is one of the most used shots. It is mainly used as a defensive shot but also a shot to move your opponent to the backcourt. Scan the code to an instructional video of how to play the shot



SCAN ME

A Drop shot is used to deceive your opponent to think that you might be playing an overhead clear. You might also use this shot if your opponent remains at the back of the court. Scan the code to an instructional video of how to play the shot



SCAN ME

### Badminton in action

There are five different disciplines of Badminton

- Women's singles – 1<sup>st</sup> QR code start 4.45 min
- Men's Singles 2<sup>nd</sup> QR code start 5.50
- Women's doubles
- Men's double
- Mixed double

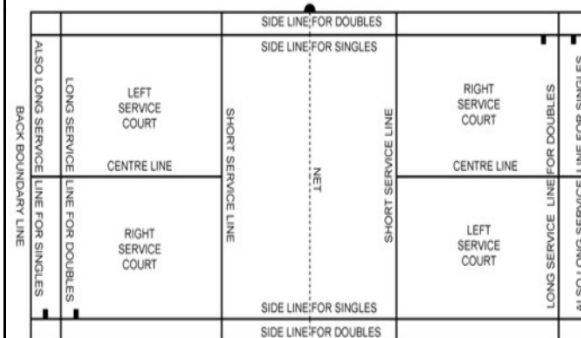
#### Women's



#### Men's



## Section C: Subject Specific



### Court markings

The main court marking that you need to know in badminton are:

- the short service line,
- long service line,
- back court line,
- the inner side line
- outer side line
- centre line

### Main rules of badminton

A game of badminton is played to 21 points

A point is won if any of the following happen:

1. The shuttle lands on your opponents side of the court
2. The opponent's shot does not cross the net or is played into the net
3. The opponent's shot lands outside of the court
4. The shuttle is hit multiple times by opponent's. It must only be hit once

On serve, there are no second serves if a fault has happened If the shuttle lands on the line it is IN

Concepts seen before:  
Using tactics to create space

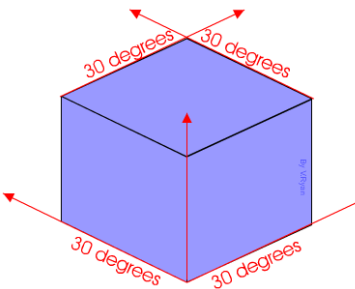
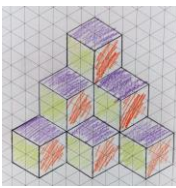
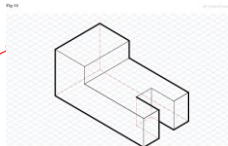
Week Beginning	<p style="text-align: center;">TASKS</p> <p style="text-align: center;">Year: 7 Subject: PE Topic: Badminton Term: Spring 1</p>
15/01/24	Create a set of Flashcards for all the keywords in Section A. Then Self test yourself and create a learnt and 'developing knowledge' set of flashcards.
29/01/24	Create 5 questions based on the rules and regulations from section C, providing the answers.
12/02/24	Using the videos on the different skills in section B, create an information poster describing how to accurately apply the techniques of the Overhead clear and Drop shot.

Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Production Aids (n)	Used to aid accuracy / speed / safety of making
Annotation (v)	Notes to explain features of a design
Specification (n)	A list of criteria that your design must, should or could fulfil to ensure the design brief is met
Tier 2 Vocabulary	Definition
Evaluate (v)	Review strengths & weaknesses
Dimension (n)	Sizes / measurements
Source (n)	Origin of a material
Category (n)	A group of something with similarities
Property(n)	A physical feature
Characteristic (n)	An aesthetic feature

### Section B: Key Concepts/Ideas/Questions

**A** is for **Aesthetics**  
**C** is for **Cost**  
**C** is for **Customer**  
**E** is for **Environment**  
**S** is for **Size**  
**S** is for **Safety**  
**F** is for **Function**  
**M** is for **Material**

Use ACCESS FM for analysing, evaluating or specifying existing or future products. Ensure you say 'why' for each point you make to show your understanding.

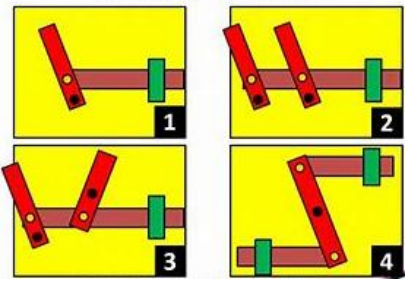
#### Isometric Drawing Success Criteria for a cube:

1. Horizontal lines must be at 30° to the base line.
2. Vertical lines must be vertical
3. Opposite lines should be parallel

Top tip – use isometric grid paper to help you achieve accuracy, or a 30 ° Set Square


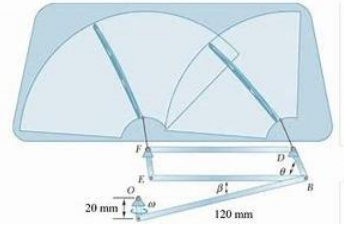

### Section C: Subject Specific

#### How will it work?



**Levers & Linkages.**

These can change the direction of motion or even multiply force

**Concepts seen before: Design Process, hand drawing skills**

Week Beginning	TASKS Year 7 Design Engineering
1	Using your knowledge Organiser, create an isometric drawing of an object from around your home. This could be your phone, a building, computer, T.V etc.
2	Using ACCESS FM, complete a 30-minute product analysis on an existing product of your choice, for example, a pair of trainers, a potato peeler, an X-box controller. Try to identify strengths and areas for development.
3	Using what you have learned in lesson, and the information on the knowledge organiser, create a 30-minute design of a product of your choice which uses levers and linkages to create movement. This could be a waving hand (using example mechanism 1) or even a moving rabbit (using example mechanism 4)



Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Design Brief (n)	A statement explaining what it is you are required to design – the problem
Specification (n)	A list of criteria that your design must, should or could fulfil to ensure the design brief is met
Aesthetics (a)	The visual / stylistic appearance / features of a product
Environment (n)	Consideration of environmental impact / effect of a product
Annotation (n)	Notes to explain features – detailing any information that cannot be explained through your images / drawings.
CAD (n)	Computer Aided Design
CAM (n)	Computer Aided Manufacture
Additive Manufacture (n)	The process of manufacture where material is added, not taken away e.g. 3D printing
Tier 2 Vocabulary	Definition
Dimension (n)	Sizes / measurements
Emerging (v)	Relatively new & growing
Research (n)	Finding out of information
Inspired / inspiration (n)	Taking ideas but not copying
Quality (a)	Level of finish

## Section B: Key Concepts/Ideas/Questions



### Design Approaches:

Designers often use different design approaches to help them produce creative solutions to problems. One design approach analysing the work of past and present professionals.

To do this, we can analyse their design values or their design style – colours, shapes, patterns and textures.

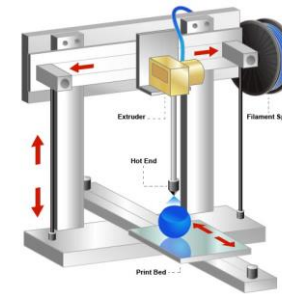


**CAD** = Computer Aided Design.

**CAM** = Computer Aided Manufacture.

What may the advantages and disadvantages of these be?

## Section C: Subject Specific



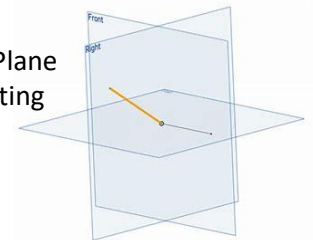
### New & Emerging Technology

An example of a new and emerging technology is 3D Printing or additive manufacturing.

### Onshape



Sketch Plane for creating 3D CAD models.




### Onshape

Shape sketch tools.

### Onshape



Cut (delete) 


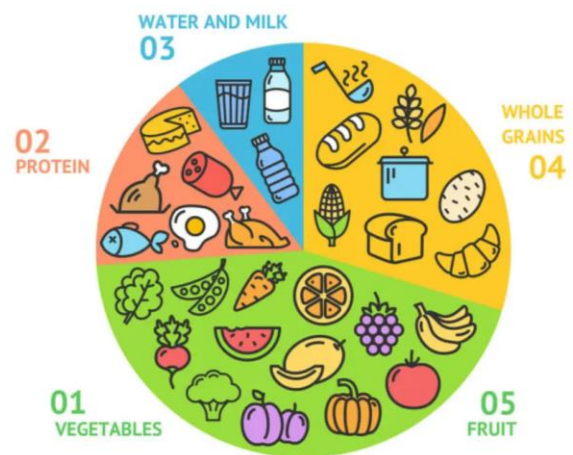
Dimension 

Concepts seen before: Design process, Use of computers, dimensioning / measuring

Week Beginning	TASKS Year 7 Design Innovation
1	Using your knowledge organiser and the information on CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) list three advantages and three disadvantages of each. Explain why for each.
2	Using your knowledge of design approaches and how to create an 'inspired design' you need to create a desk tidy design which is inspired by Lego. Challenge: Can you draw the design in isometric? Remember to consider the different elements: colours, shapes, patterns and textures.
3	Using your knowledge of 3D CAD so far, create a step-by-step instruction / recap of making a 3D cube on Onshape. Try to use the key terminology when explaining the process.

Section A: Key vocabulary	
Tier 3 Vocabulary	Definition
Cross Contamination (v)	Transfer of potentially harmful bacteria from one thing to another.
Microorganism (N)	A microscopic living thing. E.g. Bacteria, moulds and yeasts.
Food poisoning (N)	Illness caused by bacteria or other toxins in food, typically causes vomiting and diarrhoea.
Carbohydrate (n)	One of the three macronutrients, needed for energy.
Protein (n)	One of the three macronutrients, needed for growth and repair.
Fat (n)	One of the three macronutrients, needed for insulation, protection and energy.
Nutrient (n)	A substance that provides nourishment essential for the maintenance of life and for growth.
Tier 2 Vocabulary	Definition
Detergent (n)	A water-soluble cleaning agent that cleans dishes and surfaces (washing up liquid).
Personal hygiene (n)	Maintaining cleanliness of one's body and clothing.
Danger zone	A temperature range bacteria multiply rapidly 5°C to 63°C.

Section B: Key Concepts/Ideas/Questions
<p><b>Knife cutting techniques:</b></p> <p><b>Bridge:</b></p> <p>Create a bridge over the food with your hand. Hold the food to be cut between the fingers and thumb creating a bridge. The knife should go through the bridge to cut the food.</p> <p>This method is useful in lots of situations. It is especially useful for cutting circular items into halves and quarters, e.g. tomatoes, apples.</p> <p><b>Claw:</b></p> <p>Create a claw by partly curling your fingers together into a claw shape. Press the tips of your fingers (nails) against the food.</p> <p>This method is used to secure items so they can be cut safely. It is the best method to use when food needs to be cut into slices or diced.</p>
 

Section C: Subject Specific
<p><b>The Eatwell Guide:</b></p>  <p><b>The five sections are:</b></p> <ol style="list-style-type: none"> <li>1. Fruit and vegetable</li> <li>2. Potatoes, bread, rice, pasta and other starchy carbohydrates</li> <li>3. Oils and spreads</li> <li>4. Dairy and alternatives</li> <li>5. Beans, pulses, fish, eggs, meat and other proteins</li> </ol>

<p><b>Concepts seen before:</b> Importance of hygiene, the Eatwell Guide.</p>

Week Beginning	TASKS Year 7 Food and Nutrition
1	Explain why it is important to have a balanced diet. Use the key words from your knowledge organiser and your Eatwell Guide.
2	Summarise how you use a claw grip. You should have no more than 20 words. Summarise how you use a bridge hold. You should have no more than 20 words.
3	Explain how to reduce the chances of cross contamination when cooking. Think about what you need to use and do.

**Notes page**



**Notes page**





Your equipment you need for learning every day:

