

Year 7 ART: Mark Making

In Year 7, we introduce The formal Elements and look at their importance in Art. We focus on recording 3D forms in a range of 2D media.



The Learning Journey

- Produce Research on the Theme/ Title
- Produce detailed drawings from images/ photographs
- Focus on The Formal Elements
 - LINE
 - TONE
 - TEXTURE
 - COLOUR
 - SHAPE
 - FORM
 - PATTERN
- Explore different media & techniques
- Look at the featured artist(s)
- Produce evidence of your understanding of the artist's work
- Develop ideas taking influence from the artist
- Evaluate. What can you improve?
- Produce a response to the theme/ artist
- Display

Featured Artist students will be inspired by different artists work, this may include;



GIORGIO MORANDI



CY TWOMBLY



DAVID HOCKNEY

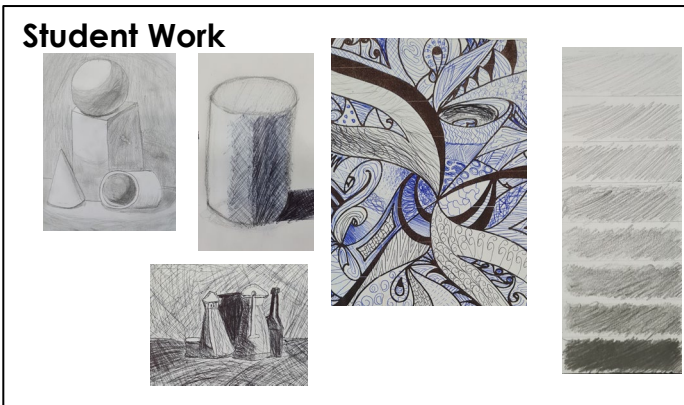
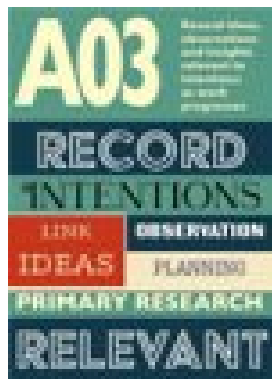


VINCENT VAN GOGH

KEY WORDS

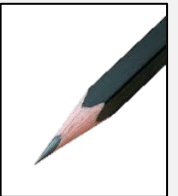
LINE	The path left by a moving point. For example, a pencil or a brush dipped in paint.
TONE	Refers to how light or dark something is. Tones could refer to black, white and the grey tones between. It could refer to how light or dark a colour appears.
TEXTURE	How the surface of something looks or feels. Artists use their skills to create the illusion of an object's texture.
SHAPE	Created when a line is enclosed. A flat area of shade or colour. Shapes have only height and width (2D).
FORM	Refers to three dimensional objects (3D).
MARK MAKING	A term used for the creation of different patterns, lines, textures and shapes.
SHADING	Used to create different tones in a drawing. A range of different techniques can be used to build up tones.

Student Work



MEDIA

PENCIL



BIRO



CHALK/
CHARCOAL



Year 7 ART: Expressive Approaches

The second project focuses on Expressive approaches and Colour Theory. You will learn about the Colour Wheel and apply this knowledge to your work. You will develop the use of media in researching and responding to the work of artists.



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Featured Artist/movements students will be inspired by different artists work, this may include;



THE FAUVES

KEY WORDS	
COLOUR	The element of art that is produced when light, striking an object, is reflected to the eye.
PRIMARY	Yellow, blue, and red. These are colours that can't be created by mixing of other colours.
SECONDARY	colour combinations created by the equal mixture of two primary colours. Green, orange and violet.
TERTIARY	Sometimes referred to as intermediate colours, are made by combining equal parts of primary and secondary colours.
COMPLIMENTARY	Opposite on colour wheel. Pairs of colours that contrast with each other more than any other colour. When placed side-by-side make each other look brighter.
COLOUR WHEEL	A diagram used to represent the colours of the visible spectrum and their relationships to one another.
THE FAUVES	Fauvism is an art movement that was established towards the beginning of the 20th century. Characterised by its bold colours.
COLLAGE	The technique of composing an artwork by gluing a wide range of materials

MEDIA

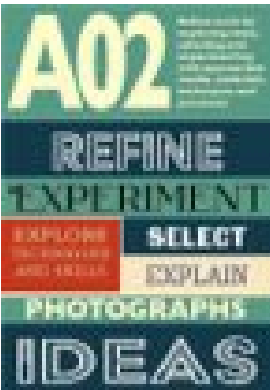
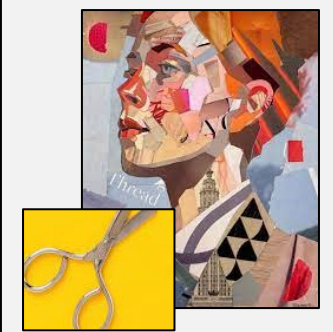
PAINTING



CRAYON



COLLAGE



Year 7 ART: Mark Making

In the final project, further knowledge will be developed of artists and practitioners. Exploring mixed media and 3D skills in response to the work of others.



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Featured Artist students will be inspired by different artists work, this may include;



JAQUELINE TSE



ANDY WARHOL



ALEXANDER GIRDARD



PABLO PICASSO

KEY WORDS	
STRUCTURE	The underlying, concealed method in which a work of art is constructed.
COLOUR	The element of art that is produced when light, striking an object, is reflected to the eye.
DEVELOP	Selecting ideas, visual elements, compositions and techniques from this initial work and using them in new ways.
FORM	Refers to three dimensional objects (3D).
INSPIRATION	A feeling of enthusiasm you get from someone or something, which gives you new and creative ideas.
MIXED MEDIA	A type of artistic medium that involves using more than one art medium such as paint, photography, illustration, collage, textiles, sculpting, drawing, and video in the same piece.
DESIGN	An outline, sketch, or plan, as of the form and structure of a work of art,

MEDIA

PAINTING



CARD CONSTRUCTION



PAPIER-MÂCHÉ



Student Work



A01 Develop ideas through investigations, demonstrating critical understanding of sources

DEVELOP

INVESTIGATE

EXPLAIN **ARTISTS**

IDEAS **ANNOTATE**

contextual research

EXPLORE



Year 7: Digital Life Skills

Key Vocabulary

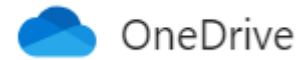
Digital Standards	Digital competencies that you will develop to become a confident, creative and independent learner.
Username	Unique to each student, used to log on to laptop and O365
Password	Confidential word or phrase combined with the username to access laptop and O365
Email Etiquette	Guidelines to ensure that emails are professional, polite and well-received by others
Blue Cloud	Symbol on the taskbar that shows device is communicating with OneDrive and saving work
Syncing	Ensuring that the same data is saved across different platforms
Bromcom Student Portal	Application used to check homework that has been set for each subject
Desktop Applications	Application installed on your device – has a wide range of functions.
Web based Applications	Application available to use on the web browser – has limited functions.



- Gateway to resources
- Assignments
- Immersive Reader
- Posts
- Files library
- Calendar



- Electronic Notebook
- Sections
- Pages
- Content Library
- Collaboration Space
- Embed and link documents



- Cloud based storage
- Store/share documents
- Folders
- Share feature for collaboration with teachers/other students



- Electronic mail
- Calendar
- Subject
- Digital signature
- Carbon copy
- Blind carbon copy
- Attachment
- Address book
- Inbox
- Outbox
- Sent items



- Survey/Quiz Creation
- Points score feature
- Response collection



Year 7: Digital Life Skills



Word processing software
 Document
 Editor
 Immersive reader
 Formatting tools (bold, italics, underline, font style/size/colour, alignment)
 Hyperlinks
 Tables
 Header and footer
 Page orientation



Presentation software
 Slide creation
 Multimedia
 Hyperlinks
 Formatting tools (bold, italics, underline, font style/size/colour, alignment)
 Slide transition
 Animation
 Notes section
 SmartArt



Taking it further

Choose the most appropriate Office application for tasks set in different subject areas.

Demonstrate the use of the digital standards in other subjects.

Update your Digital standards log on OneNote.

Use the Templates feature in Word and PowerPoint to investigate the range of layouts available.

Key Skills



Using the mouse



Keyboard

Organisation Skills



Charge your device every evening.



Log in to O365 and check homework on Student Portal every morning .



Year 7: Digital standards

Teams Learning Checklist

- I can describe the difference between the web and desktop version of Teams
- I can submit a file for a Teams assignments
- I can access and use the immersive reader feature
- I can use the Posts feature
- I can access the Files library
- I can view a list of assignments across all the different subjects.
- I can access the gradebook on Teams
- I can use the Teams calendar for my own events and for accessing events such as virtual parents' evening
- I can download and access Teams on a mobile phone

OneNote Learning Checklist

- I can explain the use of OneNote as an electronic exercise book
- I can access and use the immersive reader feature in OneNote
- I can navigate and organise my notes in OneNote
- I can describe the various parts of OneNote (pages, sections, content library, collaboration space)
- I can upload a document to a page in OneNote

Outlook Learning Checklist

- I can use the address book function in Outlook to find an email address
- I can describe the difference between the subject and the main message of an email.
- I can attach a file or send a link to a file
- I can create a digital signature for all my emails
- I can create folders within Outlook to store important emails
- I can use the Calendar function for timetable/notifications/organisation.
- I can use the advanced search function within Outlook (name, subject etc)
- I can follow email etiquette when sending emails

OneDrive Learning Checklist

- I can create folders on OneDrive to organise my work
- I can save documents using an appropriate name, in the correct folder
- I can share documents from OneDrive to allow collaboration

Forms Learning Checklist

- I can describe the functionality of Forms for surveys or quizzes
- I know how to access feedback on a Forms assessment once the teacher has marked it
- I can create a Forms survey/quiz using multiple choice and open response questions
- I can access the results of a Forms survey/quiz

Word Learning Checklist

- I can create, name and save a Word document using appropriate file names
- I can use the editor feature in Word to check spelling and grammar
- I can access the immersive reader feature in Word
- I can use formatting tools appropriately
- I can insert a hyperlink
- I can insert a page break
- I can insert tables and use the table layout features
- I can insert a header/footer
- I can change the page orientation
- I can print

PowerPoint Learning Checklist

- I can create, name and save a PPT file
- I can record audio and video files for use on a PPT slide
- I can use action buttons to move between slides
- I can add transitions between slides
- I can share a PPT file with others
- I can embed an online video into PPT
- I can add notes to slide.
- I can use consistent fonts/colours, appropriate amount of text to create a professional looking presentation

Y7 Drama - Term 1



Revolting Rhymes

A page to stage group performance of Roald Dahl's 'Little Red Riding Hood' which introduces the skills of physical theatre.

What is physical theatre?

Physical Theatre is a type of performance where physical movement is the primary method of storytelling; as opposed to, say, text in a play or music and lyrics in an opera.

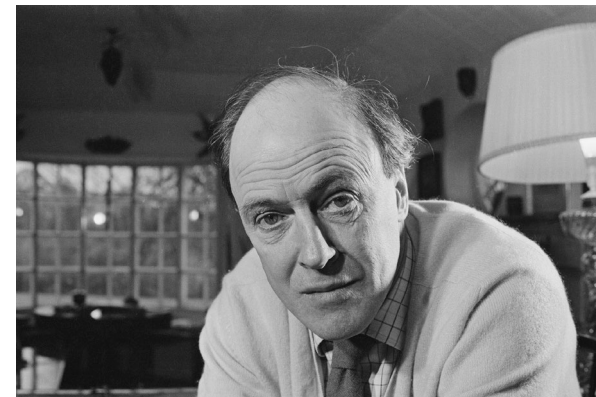
Also, it may incorporate other techniques such as mime, gesture and modern dance to create performance pieces.

Physical Theatre often has little or no dialogue, as the movement is the main focus of the performance.



Who was Roald Dahl?

Roald Dahl was a British writer who was a popular author of ingenious and irreverent children's books. His best-known works include *Charlie and the Chocolate Factory* (1964) and *Matilda* (1988), both of which were adapted into popular films.



Y7 Drama - Term 1



Revolting Rhymes

What disciplinary knowledge and key skills do I need to master in this topic?

Disciplinary knowledge	Definition
Freeze Frame	Standing still, quiet, use levels, use body language and facial expressions.
Narrator	A person who reads out information that is relevant to the performance.
Physical Theatre	Use your body to make an object like a bench or tree.
Monologue	One person speaking on stage.

Skills to consider	Additional Links
How am I showing my character?	What is physical theatre? BBC Teach
How am I using body language?	Physical Theatre
What is my character feeling? Do my facial expressions match this?	The Life of Roald Dah
How do I physically react to others?	Getting start with acting techniques

Take it Further

Lower School Theatrical Society is an extracurricular club dedicated to taking the skills learned in the classroom further. Check the [extracurricular timetable](#).

Y7 Drama - Term 1



Titanic

A drama based on the sinking of the Titanic. This topic focuses on social class difference. You will devise a monologue and a group piece.

What is a monologue?

A **monologue** is a long form speech delivered by a single character in a play or a film. The term monologue derives from the Greek words “*monos*” which translates to “alone” and “*logos*” which means “speech.” These speeches are used by writers to express a character’s thoughts, emotions, or ideas.



What is devising?

Devised theatre is “a process in which the whole creative team develops a show collaboratively. From actors to technicians, everyone is involved in the creative process.” This is a crucial skill to learn as it develops teamworking and collaboration, skills which are useful to everyday life.



Y7 Drama - Term 1



Titanic

What disciplinary knowledge and key skills do I need to master in this topic?

Disciplinary knowledge	Definition
Devising	Creating a piece of drama.
Scripting	Writing the script for the character's dialogue (speech).
Performing	To share a piece of drama with an audience.
Monologue	A character speaking alone.

Skills to consider	Additional Links
How are you using vocal skills? Are you confident?	What is a monologue?
How well are you working collaboratively in your group?	Introduction to Greek Theatre
How can you change your facial expression to convey mood?	Devising Theatre (National Theatre)
Can I offer constructive criticism to improve the outcomes of my ensemble and others?	Titanic at Signature Theatre

Take it Further
Lower School Theatrical Society is an extracurricular club dedicated to taking the skills learned in the classroom further. Check the extracurricular timetable .

English – Year 7: Poetry Study

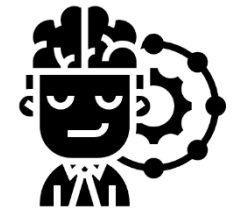
Key Vocabulary

Language:	How a writer uses words and phrases to have an impact on the reader.
Structure:	The way the poem is ordered and shaped.
Tone:	The mood captured throughout the poem.
Context:	The circumstances that form the setting for something and allow us to understand it.
Writer's intention:	What the writer wanted to achieve or convey within their poem.
Symbolism:	The use of words or images to symbolise specific concepts, people, objects or events.
Themes:	The main ideas that run throughout a poem.
Poetic Techniques:	Specific choices that the writer makes when they create a text.
Analyse:	To consider the effect of the writer's methods, by examining the impact they have on the reader.



Learning Checklist:

- I can read a poem aloud confidently.
- I can analyse the language used in a poem and its effect.
- I can analyse the poet's use of structure and its effect.
- I can identify the tone of a poem and any shifts in tone.
- I can apply relevant context to the poem and understand how it affects my interpretation of it.
- I can identify and comment on key themes in a poem.
- I can provide my own personal response to a poem.
- I can identify poetic techniques and their effect.



Key Learning Outcome: Reading Assessment



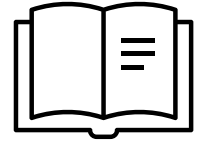
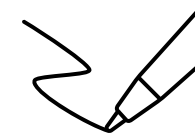
'For the Fallen' by Laurence Binyon reading comprehension and analysis.



Key Poets



<p>William Ernest Henley</p>	<p>A British poet of the late Victorian era. His writings were characterised by conservative opinions and a stoic approach towards life.</p>	
<p>Rudyard Kipling</p>	<p>An English poet and novelist, remembered for his celebration of British imperialism, his tales and poems of British soldiers in India and his tales for children.</p>	
<p>Laurence Binyon</p>	<p>An English poet, dramatist and art historian. World War I came as a devastating experience and 'For the Fallen' won immediate recognition as the expression of the feelings of a disenchanting generation.</p>	
<p>Langston Hughes</p>	<p>An American writer, who was an important figure in the Harlem Renaissance. He made the African American experience the subject of his writings, which ranged from: poetry and plays, to novels and newspaper columns.</p>	
<p>Maya Angelou</p>	<p>Maya Angelou is a widely celebrated author. Her writing often deals with overcoming difficult times and experiences. She also worked under Dr Martin Luther King Jr and Malcolm X, as a civil rights activist.</p>	
<p>Imtiaz Dharker</p>	<p>Born in Pakistan and brought up in Scotland, Imtiaz Dharker is a poet, artist and documentary filmmaker, who divides her time between London and India.</p>	



Take it further...

Wider Reading:

- Read other famous poems by your favourite poet.

Extended Writing:

- Turn your favourite poem into a short story; write a letter to your favourite poet, explaining the affect that reading their poem had on you.

Oracy Challenge:

- Read the poem aloud and mark the words and lines that should be stressed. How does the rhyme and rhythm affect how you read the poem?



Year 7: Food & Nutrition

Key Vocabulary

Hazard	Something that can make the food unsafe or unfit to eat. Something that could cause injury
Caramelisation	The process of heating carbohydrates or sugars resulting in browning and a distinct flavour
Cross Contamination	The process where bacteria is transferred from one surface to another e.g. between raw and cooked foods
Coagulation	Is the setting of a protein when heat or acid is added e.g. raw egg to cooked eggs
Bacteria	Single celled micro-organisms which grow rapidly under suitable conditions
Dextrinisation	The starches within the food are broken down into sugars called dextrin. Dextrins are brown in colour.
Seasonality	Fruit and vegetables that are ripe and ready in a particular season e.g. cherries in July
Enzymic Browning	An oxidation reaction that takes place in foods, mostly fruit and vegetables causing the food to turn brown
Nutrition	A substance essential for maintenance and life. These are broken down into macro and micronutrients.

Key Practical Skills

Knife skills

Parts of the cooker

Using equipment

Using the hob

Handling high risk foods

Content Area- Overview



Cooking



Food Science



Health and Safety



Healthy Eating



Food Safety

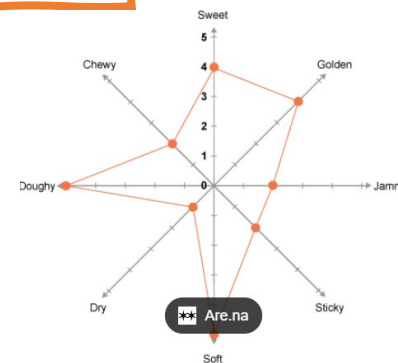


Food Provenance

- Food provenance –
- how food is grown, caught or reared
 - How food is produced
 - How food is transported

Content Area

Sensory evaluations



Hear the snap of a crunchy biscuit and the fizz of a drink.



Touch a ripe pear and crusty bread.



Taste lemons, chocolate and blue cheese.



Smell coffee and bread freshly made.



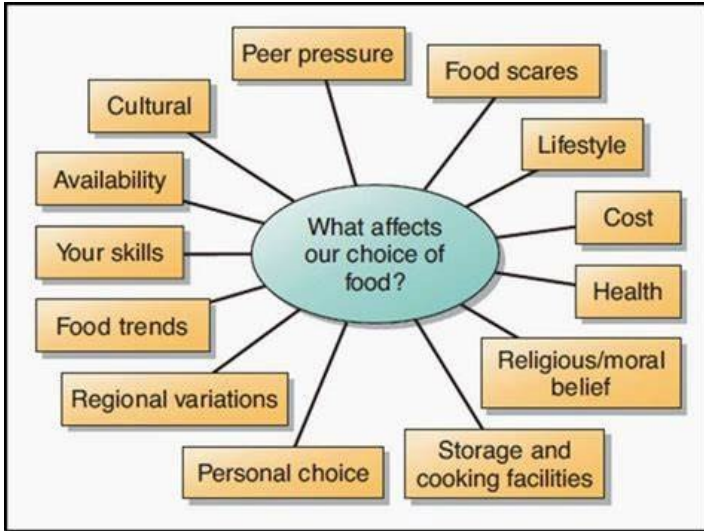
See a ripe banana and a trifle decorated with piped cream.

Year 7: Food & Nutrition

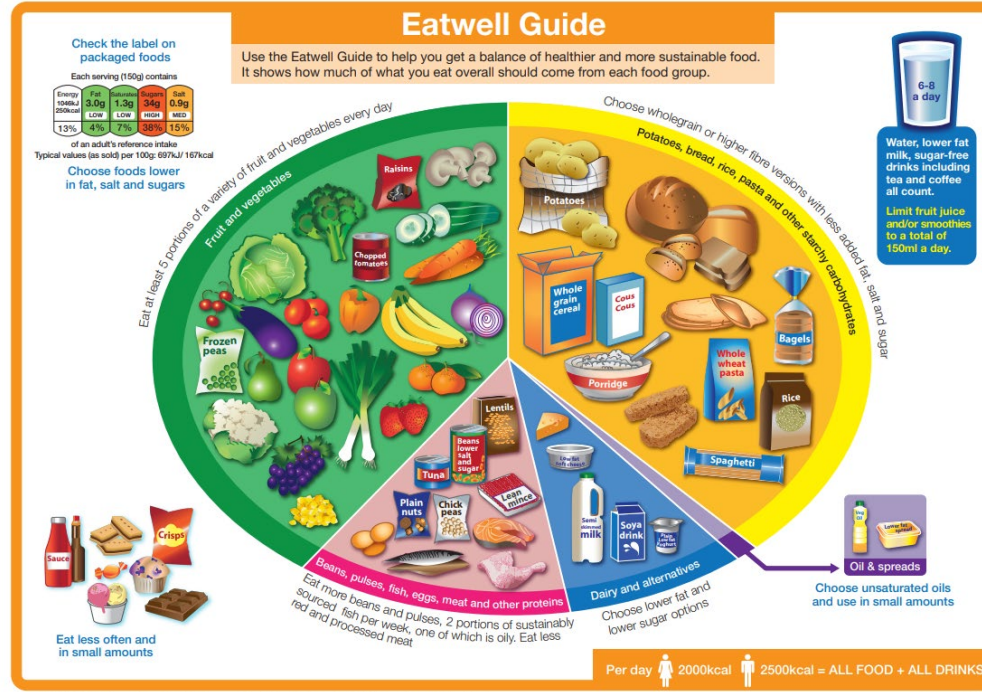


Content Area

Factors affecting food choice



Content Area- Healthy eating



Eat well plate identifies the sections and food groups.

Types of nutrients – macro and micro, using the nutrients overview sheet.

Macro Nutrients – Carbohydrates/Fats/Protein types, food sources and jobs in the body.

Nutrients in food products, functions, and links to groups of people

Content Area- Food safety

FOOD + SAFETY
Cover All Four Bases To Avoid Foodborne Illness

CLEAN
Your hands, tools, and food preparation area should all be clean before you cook.

SEPARATE
Steer clear of cross-contamination by keeping raw meat, poultry, seafood & eggs separate from all other foods.

COOK
Cook to proper temperature and serve hot: Don't stay in the danger zone!
Cook your food completely and make sure it reaches the proper temperature before eating. Use 155° for leftover reheating. Avoid the danger zone between 40° and 140°. See foodsafety.gov for the USDA safe meat temperature guide.

CHILL
Chill quickly: Don't be in the danger zone!
Chill leftovers quickly or within 1-2 hours. Defrost food in the refrigerator or under cold running water. Serve and store cold food cold below 40°.

Content Area- Allergies and intolerances

The 14 ALLERGENS

Celery	Cereals containing Gluten	Crustaceans	Egg
Fish	Lupin	Milk	Mustard
Nuts	Peanuts	Sesame	Sulphites
	Molluscs		
	Soya		

A Food ALLERGY OR A Food INTOLERANCE

Immune System
A Food Allergy is a Cellular Immune-mediated reaction. It affects the Immune System. Food Allergies Can be Fatal.

Digestive System
A Food Intolerance is not an Immune-mediated reaction. It affects the Digestive System. Intolerances are Not Life-Threatening.



Planning

Mise en Place- Collecting equipment, measuring and preparing ingredients, using personal protective equipment

Time Planning- Allocate timings to multiple recipes to serve 2 or more recipes around the same time

Hygiene & Safety- Consider kitchen safety and food hygiene points to consider at each stage of the recipe

Quality Controls- Understand how to produce a quality finish at every stage of the recipe to ensure perfect outcomes

Taking it Further

Work through the video below to consolidate your learning

Bridge and claw technique



Macronutrients and micronutrients



Food presentation and portion control

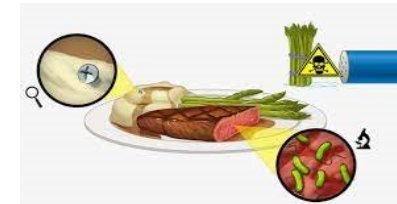


[15 Fancy Plating Hacks From Professional Chefs! So Yummy](#)

Year 7: Food & Nutrition

Content Area

Kitchen Equipment



Learning Checklist

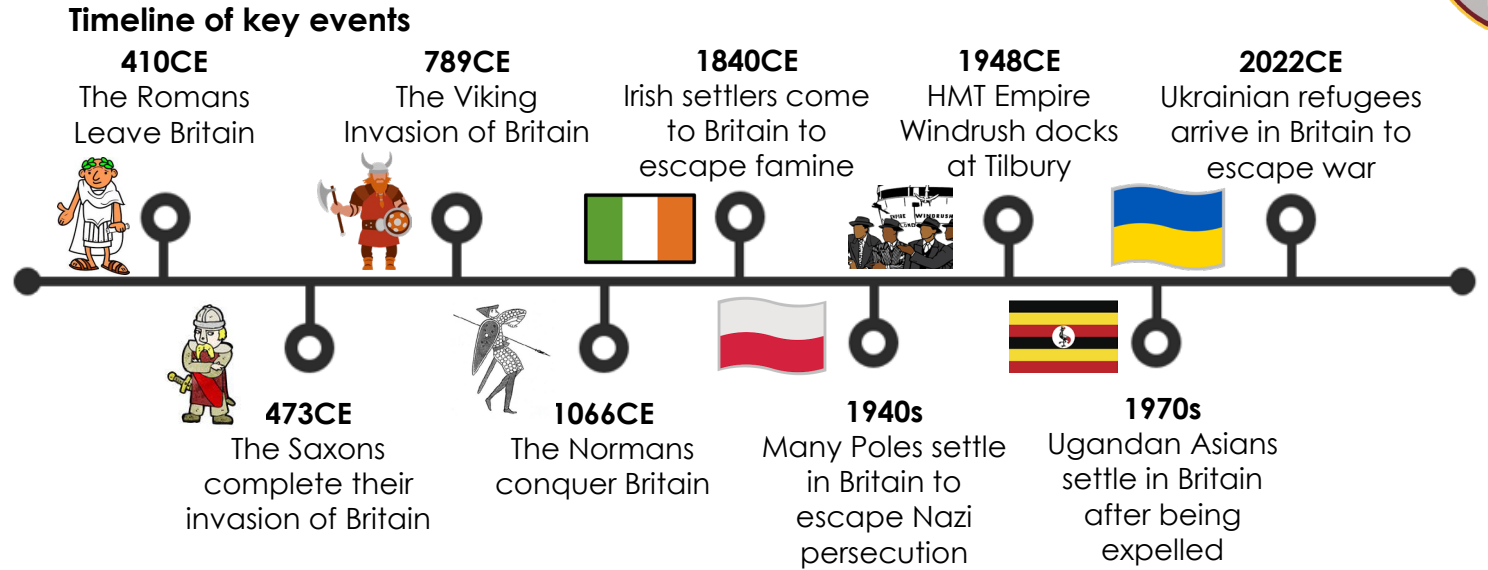
- I can name 10 pieces of kitchen equipment
- I can name and use each of the part of a cooker and understand what would be cooked in each part
- I can name a range of personal hygiene rules for the kitchen
- I understand what hazards are and how to prevent common ones occurring.
- I know how to handle a knife safely and understand the bridge and claw hold
- I can identify the correct foods in each section of the eat well plate.
- I understand the benefits of the different foods groups to the body.
- I can name 3 macro and micro nutrients.
- I can name the functions and food sources of a range of nutrients
- I can name a range of food allergies and intolerances
- I can explain why people make particular food choices
- I understand food science terms enzymic browning, coagulation, dextrinization
- I understand how to produce a time plan

History - Year 7 - Migration to Britain: Case Study 'The Anglo-Saxons'



Key Vocabulary

Chronology	The order in which events happen
BCE	Before the Common Era – sometimes cited as BC (Before Christ)
CE	Common Era – sometimes cited as AD (Anno Domini – meaning 'in the year of our Lord Jesus Christ')
Conquer	To take over another country with military force
Invader	The people who conquer another country to take power for themselves
Settler (migration)	People who move to another country to 'settle' and start a new life
Kingdom	A county or territory (land) ruled by a King or Queen
Government	A group of people with authority who rule (govern) or support the Monarch in ruling the country
Monarch	The King or Queen
Society	Members of the public who make up the population



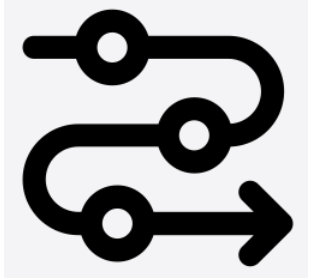
Core knowledge

- After 300 Years of rule the Romans left Britain in 410CE.
- Britain no longer benefited from the support of Rome and the Roman army.
- Britain experienced several invasions between 457CE and 1066CE.
- The Saxons invaded England in 457, 465 and 473CE.
- They favoured England's rich farmland.
- Settlers became known as Anglo-Saxons.
- The Saxons divided England into 7 kingdoms.
- Each Kingdom had its own king (Northumbria, Mercia, East Anglia, Essex, Wessex, Sussex and Kent).
- The Anglo-Saxons were firm believers in law and order.
- They established strict laws which clearly defined crimes and subsequent punishments.
- This was a key factor in establishing control of England after invasion.
- By 664CE Christianity became the dominant religion throughout Britain.
- Anglo-Saxon society was structured according wealth and status.
- Most people were classed as peasants (Ceorls)
- They worked the land and provided military service.

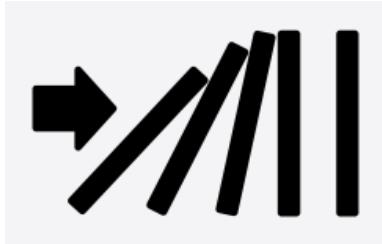
History - Year 7 - Migration to Britain: Case Study 'The Anglo-Saxons'



Key Skills



Chronology



Cause and Consequence

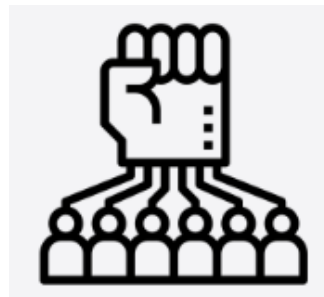


Significance

Curriculum concepts



Migration



Power

Taking it Further



Watch

Anglo-Saxons explained in 10 minutes. [CLICK HERE.](#)



Listen

Everything you need to know about the Anglo-Saxons – Dan Snow. [CLICK HERE.](#)



Read

"Anglo-Saxons- A brief history" The Historical Association. Reading time approximately 15 minutes. [CLICK HERE.](#)

Learning Checklist

- I can accurately recall the chronology of the Anglo-Saxon period
- I can identify a range of causes for migration
- I can identify a range of consequences for the Anglo-Saxon invasion of England
- I can describe the key features of Anglo-Saxon society, government and law and order
- I can evaluate the success of Anglo-Saxon control in England
- I can explain the significance of Anglo-Saxon rule in England

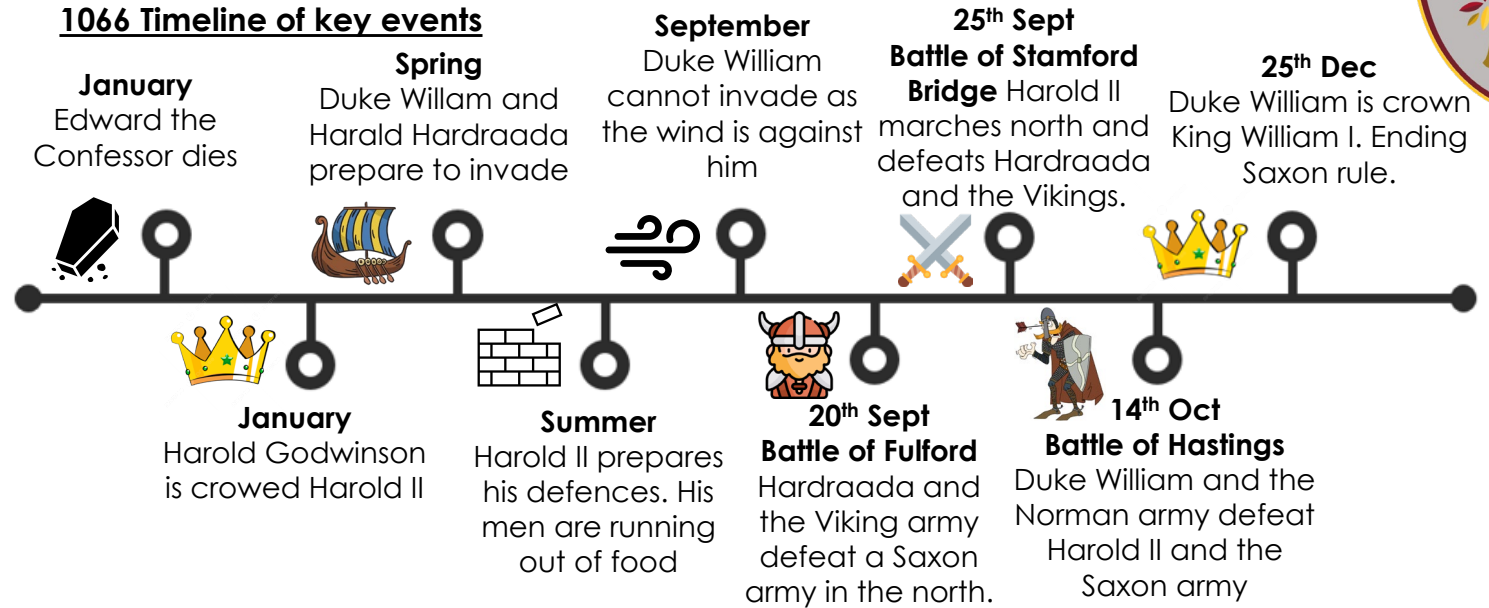
History - Year 7- Migration to Britain: Case Study 'The Normans'



Key Vocabulary

Contenders	A person or group aiming to achieve something e.g. becoming the next king.
Monarch	The King or Queen.
Heir	The person who is next in line to become the Monarch.
Cavalry	Soldiers who fight on horses.
Housecarls (Huscarls)	Elite soldiers who act as the personal bodyguard for the Saxon Kings.
Fyrd	Ordinary men called up to serve in times of emergency. They were unpaid and had little or no training.
Bayeux Tapestry	Embroidered cloth that shows the events of 1066 (Like a big storyboard).
Motte & Bailey	Wooden castle, with a keep on a raised area of ground called a motte with a surrounded area known as a bailey.
Palisade	Wooden wall surrounding a protected area.
Keep	The building at the centre of a castle, behind the walls. Often the last line of defence.
Trebuchet	Machine used to hurl (throw) large stones at castle walls.
Siege Tower	Large wooden towers used to get over high castle walls.

1066 Timeline of key events



Core knowledge

- Anglo-Saxon king, Edward the Confessor, dies childless leaving no heir to the throne.
- Four contenders emerge all believing they have a rightful claim to the throne.
- Edgar Aethling, Edward's closest blood relative is deemed too young and inexperienced.
- Harald Hardraada, already King of Norway is experienced and has a large army.
- Duke William of Normandy believes the throne has been promised to him.
- Harold Godwinson comes from the most powerful family in England. He is crowned King Harold II
- Duke William of Normandy is furious when he hears Harold has become King. He prepares to invade England.
- Harold II spends the summer preparing his defences for an invasion. He expects both William and Hardraada to invade.
- Hardraada invades in the North of England but is killed at the Battle of Stamford Bridge.
- After victory at Stamford Bridge, Harold Godwinson marches south to meet the Normans at the Battle of Hastings.
- William and his Norman army defeat the Saxons.
- Harold II is killed. Ending Saxon rule of England.
- Duke William is crown King William I on the 25th December 1066. William secures Norman power in England by building several castles across the country.

History - Year 7- Migration to Britain: Case Study 'The Normans'



Key Skills



Chronology



Change and Continuity



Significance

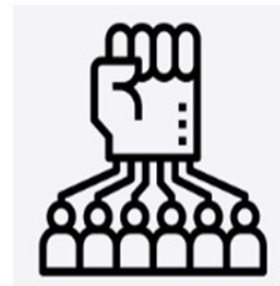
Curriculum concepts



War



Migration



Power

Taking it Further



Watch

Watch the BBC Teach Norman Conquest videos. [CLICK HERE.](#)



Listen

'The Normans – Dan Snow. [CLICK HERE.](#)



Read

The Normans - The Historical Association [CLICK HERE.](#)

Learning Checklist

- I can recall the chronology of the Norman Conquest
- I can identify and explain the reasons why there was a four contenders to the throne in 1066
- I can evaluate the strengths and weaknesses of each contenders claim to the throne
- I can explain the consequences of the key battles of Stamford Bridge and Hastings
- I can describe the key features of a castle
- I can identify several methods for defending and attacking a castle
- I can evaluate the overall impact of the Norman Conquest

Y7 Citizenship: RSHE - Rotation 1 Settling into school



YGAM

We learn about the potential harm and risks around gaming and gambling. We learn about law and gambling.



Taking it Further

Childline <https://www.childline.org.uk/>

NSPCC helpline <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/nspcc-helpline/>

Chathealth 07507 332 631
<https://www.royalwolverhampton.nhs.uk/services/service-directory-a-z/0-19-service/chathealth/>

Childline

We explore Childline in most lessons and learn what sort of help that Childline can offer young people.



Learning Checklist

- I can ask for help when I need to
- I can identify when I have not been kind
- I can reflect and apologise for my actions/behaviour
- I can stop and think before I do that thing again
- I can use my positive coping strategies to make me feel better
- I can tell other's where they can get help
- I can contact the Safeguarding Team if something serious happens

PE – Year 7: Basketball



Key Vocabulary:

Passing	Moving the ball to a teammate.
Dribbling	Allows you to move the ball around the court, alternating hands to get closer to the basket.
Attacking	The team moving up the court together when in possession of the ball.
Defending	The team tracking back as soon as possible to defend their basket when possession is lost.
Pivoting	Rotating on your pivot foot to see different areas of the court
Shooting	Scoring points using unopposed set shots, lay ups and opposed shooting in basketball.
Unopposed	Not under any pressure from the opposition. Introduction to the rules/ techniques.
Movement	Getting into positions on the court to support your teammates in possession.

Key knowledge of Technical Skills:



Dribbling	<ul style="list-style-type: none"> Keep your head up and keep the ball close to your body for control, use your fingers rather than your palm. Try and use alternating hands, dribble with the right hand and then try it with your left hand. Dribble with the ball at waist height for more consistency.
Set Shot Shooting (B.E.E.F Principle)	<ul style="list-style-type: none"> Balance and bend your knees, shoulder width apart. Eyes focused on the target (Basket). Elbow at 90*, dominant hand holding the ball up and non-dominant hand on the side of the ball for support. Follow through by flicking your wrist and pushing the ball up so it loops, rather than flying straight out.
Short passing	<ul style="list-style-type: none"> Hands make a W shape, thumbs together at the centre. Step forwards with one foot, keeping elbows close to your body. As you release the ball, straighten your arms and push your fingers out, always keeping your eyes on the receiver.
Pivot	<ul style="list-style-type: none"> Pivot foot to stay still on the floor. Lift heel off floor on pivot foot and rotate on the ball of your foot.

Year 7 Values: 'Social belonging'



Teamwork

Develop an understanding of working together to achieve desired outcome



Self-management

To take responsibility for organising self



Respect

To treat others fairly and correctly



PE – Year 7: Basketball



Key knowledge of Tactics and Strategies :



Basics of attacking



Basics of defending



Movement and Spacing out

Basics of attacking	When in possession of the ball your team should be looking to get towards your opponent's basket. Use a combination of passing and dribbling to move the ball up the court. When you do not have the ball, you should be trying to create space away from your opponent to then receive the ball.
Basics of defending	When your team does not have the ball, your team should move back behind the ball. You should be moving back into a defensive zone to protect your basket and try to avoid the other team from scoring points.
Movement and spacing out	Spacing is important to give the player in possession space to attack their marker or space to look for a pass. It is also important so that players can get free. You should move into a position on the court so where defenders are not between you and your teammate

Key knowledge of Rules and Regulations:

Starting a game	The game starts when the referee throws a jump ball. This is when a player from either team has the chance to jump and gain possession for their team.
Double dribble	In basketball, an illegal dribble occurs when a player ends their dribble by catching or causing the ball to come to rest in one or both hands, then dribbles again. In this case, the ball will then be given to the other team.
Travel	In basketball, traveling is a violation that occurs when a player takes too many steps without dribbling the ball. Max 2 steps, if you stop you should pass or shoot.
Foul	A foul is a breach of the rules more serious than a violation. Most fouls occur because of illegal personal contact with an opponent and/or unsportsmanlike behaviour.
Restart of play	An attacking team has 24 seconds from gaining possession of the ball to shoot at the basket. After a team scores a basket, the ball is returned to the opposition to start again.
Scoring	2 points inside the D, 3 points from outside the D. If a team is awarded a technical foul, then they will receive between one and three free shots. Each shot scored will be awarded with one point.

Learning Checklist:

- I can pass the ball to a teammate using a chest, bounce and overhead pass.
- I can control the ball dribbling using my dominant and non-dominant hand.
- I can dribble the ball with control.
- I can shoot at the basket using a set shot and following the BEEF principle, Balance, Eyes, Elbow, Follow through.

Learning Checklist:

- I can move into space in a game to support my team when in possession of the ball.
- I can apply the key character values of respect, self-management and teamwork in Basketball.
- I can play a small sided basketball match, following the basic rules.

PE – Year 7: Dance




Key Vocabulary:


Choreography	The art of creating a dance
Relationships	The way in which dancers interact
Actions	What the dancer does
Dynamics	How the dancer moves
Space	The where of movement including levels, direction and pathways
Formation	Shapes and patterns created by positioning dancers
Choreographic Devices	Methods used to develop choreography
Rehearsal	Practice choreography to improve movement memory

Heart Character Values:


Year 7 Values: 'Social belonging'




Teamwork
Develop an understanding of working together to achieve desired outcome




Self-management
To take responsibility for organising self



Respect
To treat others fairly and correctly



Key knowledge of Technical Skills:




Street Dance

- Knowledge of the origins and key features of Street Dance
- Implementing the 5 key actions of dance – Gesture, Jump, Turn, Travel and Stillness




The Haka

- Knowledge of the origins and key features of Haka Dance
- Demonstrating variation in dynamics



Bollywood Dance

- Knowledge of the origins and key features of Bollywood Dance
- Creating different formations
- Exploring choreographic devices



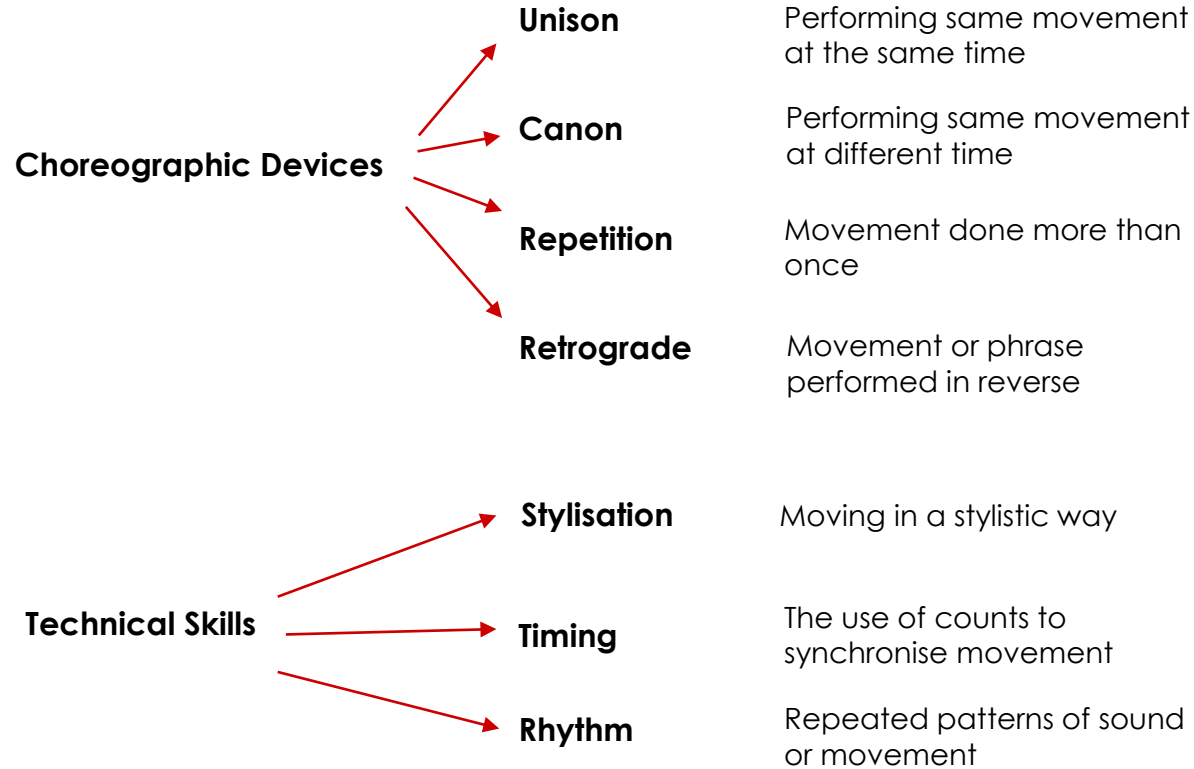
Capoeira

- Knowledge of the origins and key features of Capoeira Dance
- Developing the use of action and reaction

PE – Year 7: Dance



Key knowledge of Choreographic Skills:



Key knowledge of Health and Safety:

Correct kit	Students must wear Highfields PE kit on. Hair should be tied back, and jewellery must be taken off.
Hydration	Hydration is essential to maintain normal blood circulation because this aids the delivery of nutrients and oxygen to the working muscles in the body.
Nutrition	Eating a balanced diet of complex carbohydrates, proteins, fats and vitamins and minerals
Warm Up	Reduces the chances of an injury by increasing the temperature of your body and prepping your muscles and joints for exercise.
Cool Down	To allow your heart rate and breathing to return to normal, prevent injury and to ease any muscle soreness.

Learning Checklist:

- I know how to successfully warm up and cool down
- I know different choreographic devices and can implement them into choreography
- I can create choreography in a variety of styles
- I can describe and perform the 5 actions of dance

Learning Checklist:

- I can use a variety of dynamics within my performance
- I can demonstrate action and reaction within a duet
- I can create choreography with different formations
- I can apply the key character values of respect, self-management and teamwork in dance

PE – Year 7: Football



Key Vocabulary:

Short Passing	Moving the ball over a short distance to a teammate.
Dribbling	Allows you to move the ball around the field with your feet.
Attacking	The team moving up field together when in possession of the ball.
Defending	The team moving back behind the ball to defend their goal when possession is lost
Mid-range passing	Passing over a medium distance to a teammate.
Shooting	Striking the ball in order to score a goal.
Unopposed	Not under any pressure from the opposition.
Movement	Getting in to positions on the pitch to support your teammates in possession.

Heart Character Values:

Year 7 Values: 'Social belonging'



Teamwork

Develop an understanding of working together to achieve desired outcome



Self-management

To take responsibility for organising self



Respect

To treat others fairly and correctly

Key knowledge of Technical Skills:



Ball Familiarisation



Dribbling



Shooting



Short Passing



Mid-Range Passing



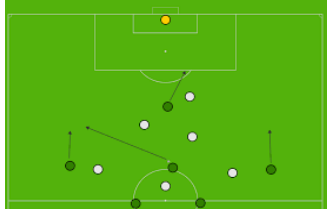
Control

Dribbling	<ul style="list-style-type: none"> Keep your head up and keep the ball close to your feet for control Use the inside/outside of your foot to dribble for control Use the laces of your foot to dribble for speed
Shooting	<ul style="list-style-type: none"> Place non-kicking foot at the side of the ball Use the side of the foot for placement and accuracy Use the laces for power
Short passing	<ul style="list-style-type: none"> Place the non-kicking foot at the side of the ball Turn your knee out and kick through the ball towards your teammate
Mid-range Passing	<ul style="list-style-type: none"> Place the non-kicking foot at the side of the ball Kick through the ball using instep of foot
Control (foot)	<ul style="list-style-type: none"> Move your body in line with the ball. Use the inside of the foot to stop the ball

PE – Year 7: Football



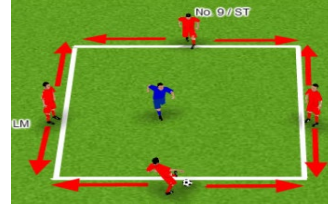
Key knowledge of Tactics and Strategies :



Basics of attacking



Basics of defending



Movement and Spacing out

Basics of attacking	When in possession of the ball your team should be looking to get towards your opponent's goal. Use a combination of passing and dribbling to move the ball up the field. When you do not have the ball you should be moving into space to support your teammate
Basics of defending	When your team does not have the ball your team should move back behind the ball. You should be 'goal side' of the player, which means you are in a position closer to your own goal.
Movement and spacing out	Spacing is important in order to give the player in possession space to attack their marker or space to look for a pass. It is also important so that players are able to get free. You should move into a position so that defenders are not between you and your teammate

Key knowledge of Rules and Regulations:

Starting a game	• A game is started with a kick-off. This involves a player passing the ball to a team-mate from the centre.
Hand-ball	• An outfield player cannot use their hands (or arm) to touch the ball. A free-kick or penalty would be awarded
Free-kick	• A non-contested pass or shot that is give when an offence is committed. Opposing players need to stand 10 yards from the ball
Penalty	• An uncontested shot at the goal against the goalkeeper from the penalty spot. Awarded for an offence in the penalty area.
Goal kick	• Is awarded when a ball passes wholly over the goal line, to either side of the goal, having last touched an attacking team player. The ball is kicked from a stationary position from the 6 yard box.
Corner	• Is awarded when a ball passes wholly over the goal line, to either side of the goal, having last touched a defending team player. The ball is kicked in from the corner spot by the attacking team.

Learning Checklist:

- I can pass the ball to a teammate using the inside of my foot
- I can control the ball using my foot
- I can dribble the ball with control
- I can shoot at the goal using the inside of my foot and my laces

Learning Checklist:

- I can move into space in a game to support my team when in possession of the ball
- I can apply the key character values of respect, self-management and teamwork in football
- I can play a small sided football match, following the basic rules

PE – Year 7: Netball



Key Vocabulary:

Pivot	Swivel or turn on your landing foot to change direction.
Catch	Use your eyes to follow a ball so it lands in your hands.
Throw/pass	Propel a ball through the air by a forward motion of the hand and arm for a team mate to catch.
Jump stop	Jumping and landing on both feet at the same time.
Footwork	On receiving the ball, a player lands on one foot and can then pivot using the other foot.
Shooting	From the semi-circle, GS or GA propels the ball up towards the net aiming for a goal.
Defend	Stop the attacking team by marking your player or making it difficult to execute a pass.
Movement	Getting into positions on the court to support your teammates in possession.

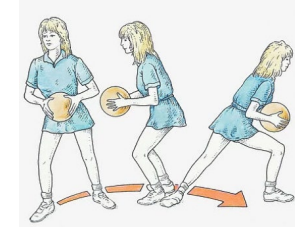
Key knowledge of Technical Skills:



Ball Familiarisation



Footwork



Pivoting



Shooting



Defend



Throwing



Catching

Pivoting	<ul style="list-style-type: none"> • Jump and land on the ball of one foot. • Pivot by rotating yourself on the ball of your landing foot. • Use your non landing foot to move you round.
Catching	<ul style="list-style-type: none"> • Keep your head up and focus on the ball. • Extend your arms towards the ball with hands spread. • Watch the ball all the way into your hands.
Throwing	<ul style="list-style-type: none"> • Hold the ball in one or two hands with fingers spread. • Propel or push the ball towards your receiver/player.
Jump stop	<ul style="list-style-type: none"> • Land on both feet together. Bend/flex knees on landing.
Shooting	<ul style="list-style-type: none"> • Feet are shoulder width apart, facing the post. • Place your shooting hand underneath the ball and your non-shooting hand to the side. • Bend your knees and arms. Extend both towards the goal.
Footwork	<ul style="list-style-type: none"> • Jump and land one foot followed by the other.

Heart Character Values:

Year 7 Values: 'Social belonging'



Teamwork

Develop an understanding of working together to achieve desired outcome



Self-management

To take responsibility for organising self



Respect

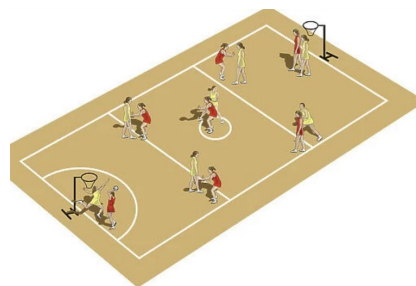
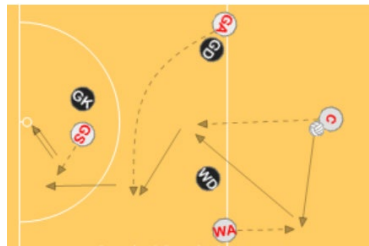
To treat others fairly and correctly



PE – Year 7: Netball



Key knowledge of Tactics and Strategies :



Basics of attacking	When in possession of the ball your team should be looking to get towards your opponent's goal. Use a combination of passing and moving to get the ball up the court. When you do not have the ball you should be moving into space to support your teammates.
Basics of defending	When your team does not have the ball your team should mark their players attempting to intercept a pass to stop the other teams attack.
Movement and spacing out	Spacing is important in order to give the player in possession space to pass. It is also important so that players are able to get free. You should move into a space so that you can receive a pass easily.

Key knowledge of Rules and Regulations:

Starting a game	<ul style="list-style-type: none"> A game is started with a centre pass. All players, other than C must be outside the centre third.
Footwork	<ul style="list-style-type: none"> When receiving the ball, jump and land one foot followed by the other. If you lift and put down the landing foot that is footwork. A free pass is awarded.
Out of play	<ul style="list-style-type: none"> When the ball goes off the court it is called 'out of play'.
Obstruction	<ul style="list-style-type: none"> When defending a player with the ball you must stand a meter away. Any closer and that is obstruction. A penalty pass is awarded.
Contact	<ul style="list-style-type: none"> You are not allowed to touch another player in netball. If you do it is called 'contact'. A penalty pass is awarded.
Offside	<ul style="list-style-type: none"> Players in netball are only allowed in certain areas of the court. If a player goes into an area they are not allowed, this is called 'offside'. A free pass is awarded.

Learning Checklist:

- I can pass the ball to a teammate
- I can catch a ball
- I can perform a basic shooting technique
- I can land on one foot followed by the other and stop

Learning Checklist:

- I can move into space in a game to support my team when in possession of the ball
- I can apply the key character values of respect, self-management and teamwork in netball
- I can play a small sided netball match, following the basic rules

PE – Year 7: Trampolining



Key Vocabulary:

Mount/dismount	Getting on and off the trampoline safely.
Straight jumps	Bouncing straight up in the air. You must bend your knees and straighten them whilst in the air. Toes must be pointed; legs must be together.
Stops/landing	Bend knees and get into a squat position, with your arms out in front for support to stop to stop your bounce dead on the trampoline.
Spotting	Positioning yourself around the trampoline to assist the trampolinist who may fall.
Trampoline bed	The fabric part of the trampoline that is stretched by springs. The thickness and width of the material affect the rebound power of the trampoline.
Routine	Putting together skills taught in a sequence.

Key knowledge of Technical Skills:



Seat drop



Pike



Straddle



Tuck



Pike	<ul style="list-style-type: none"> • Legs remain straight, toes pointed out. • Ideally the hands reach to touch the feet
Straddle	<ul style="list-style-type: none"> • Legs remain straight, shoulder width apart and toes pointed out. • Ideally the hands reach to touch the feet.
Tuck	<ul style="list-style-type: none"> • Legs together, knees and hips bent to 90 degrees or less. • Hands grasping the shins below the knee tucking knees to chest. • Ankles remain straight and toes pointed.
Half Twist	<ul style="list-style-type: none"> • Keep the body upright and straight during the twist. • When you are twisting, have a focus point. • Arms vertical and straight during flight. Turn the shoulders and look where you are going and land 180 degrees from starting point.
Full Twist	<ul style="list-style-type: none"> • Keep the body upright and straight during the twist. • When you are twisting, have a focus point. • Arms vertical and straight during flight. Turn the shoulders and look where you are going and land 360 degrees from starting point.
Seat drop	<ul style="list-style-type: none"> • When landing in the seat landing position, legs should be straight with toes pointed; tension in the stomach. • Hands should be placed slightly behind the bottom, with fingers facing forwards. • After landing on the bed push your hips up and land back on your feet with control.

Year 7 Values: 'Social belonging'



Teamwork

Develop an understanding of working together to achieve desired outcome



Self-management

To take responsibility for organising self



Respect

To treat others fairly and correctly

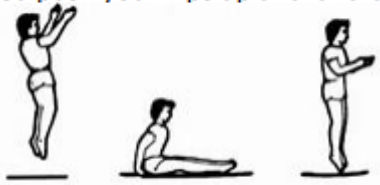


PE – Year 7: Trampolining



Further Support and Extended Learning:

Seat drop further help



[Click here:](#)

Seat drop into half twist landing Extended learning



[Click here:](#)

Swivel hips Extended learning



[Click here:](#)

Key knowledge of Health and Safety and Regulations:

Correct Equipment	Students must wear Highfields PE kit with their shoes removed. Hair should be tied back, and jewellery must be taken off.
Spotting	Peers are placed around the trampoline to assist the trampolinist who may fall. It is important you are attentive when spotting.
Mounting/ Dismounting	Getting on and off the trampoline safely.
Warm up	Reduces the chances of an injury by increasing the temperature of your body and preparing your muscles and joints for exercise.
Cool down	To allow your heart rate and breathing to return to normal, prevent injury and to ease any muscle soreness.
Hydration	Hydration is essential to maintain normal blood circulation because this aids the delivery of nutrients and oxygen to the working muscles in the body.

Learning Checklist:

- I can mount and dismount the trampoline safely.
- I can spot my peers with safety and consideration in mind.
- I can perform straight jumps with the correct technique.
- I can stop and land with the correct technique.

Learning Checklist:

- I can perform the three basic shapes that are tuck, pike and straddle.
- I can perform a half and a full twist with the correct technique.
- I can perform a seat landing with the correct technique.
- I can put the skills that I have been taught into a routine and perform the routine to my teacher and potentially a small group.

PE – Year 7: Table Tennis



Key Vocabulary:

Rally	Rally in table tennis is a point during which both players keep the ball in play.
Serve	The beginning of a point where one player strikes the ball to hit both sides of the table after tossing it.
Shakehand grip	A grip where the bat is held exactly as it sounds but with the middle, ring, and little fingers wrapped around the handle
Forehand	A stroke done to the right-front (for right-handers) of the body, with the palm of hand facing opponent.
Backhand	A stroke done directly in front of the body, with the bat turned so that the back of the hand faces the opponent

Equipment:



Indoor Trainers



Indoor PE kit



Bats, balls and tables (in school)

Key knowledge of Technical Skills:



Backhand serve



Push shot



Forehand serve



Stance

Heart Character Values:

Year 7 Values: 'Social belonging'



Teamwork

Develop an understanding of working together to achieve desired outcome



Self-management

To take responsibility for organising self



Respect

To treat others fairly and correctly

Push shot	Control the ball back over the net by contacting the ball at it's highest point. Extend the elbow.
Forehand serve	Toss the ball upwards and strike the ball with palm facing your opponent. Ball must bounce in your own half of the table before bouncing over the net.
Stance	Feet shoulder width apart with a slight bend in the knee. Don't position yourself too close to the table.
Backhand serve	Toss the ball upwards and strike the ball with palm facing your body. Ball must bounce in your own half of the table before bouncing over the net.

PE – Year 7: Table Tennis



Key knowledge of Tactics and Strategies :



Keeping the ball in play



Variety of serve



Winning a point

Keeping the ball in play	As a starting point, being able to control a shot to maintain a rally and return shots with few unforced errors.
Variety of serve	Understanding and applying a variety of serving techniques to deceive and outwit opponents.
Winning a point	Varying shot selection with length and direction to open up spaces around the table and force opponents into mistakes.

Learning Checklist:

- I can assume the correct ready position to receive a shot
- I can perform a controlled forehand push shot
- I can perform a controlled backhand push shot

Key knowledge of Rules and Regulations:

Starting a point	The server has to hold the ball with an open palm, toss it up and strike it in a manner that the ball bounces first on the server's side of the table before bouncing over the net to the other side.
Winning a point	<ul style="list-style-type: none"> • Hitting a legal shot that is unreturned • Ball bouncing twice on the opponents half • Opponent hits the ball in the net • Opponent hits the ball without allowing a bounce first
Scoring	<ul style="list-style-type: none"> • Each player serves 2 points in a row • First to 11 points wins a game • If the score is tied at 10-10, the game ends when one player leads by 2 points (e.g. 15-13).



Learning Checklist:

- I understand and can apply serving technique in correspondence with regulations
- I can apply rules to competitive games
- I can score correctly and adhere to scoring regulations

Phonics: Read, Write Including Set 1 Sounds



Key Vocabulary (Words)

Phoneme	A single unit of sound, e.g. m.
Grapheme	The written sound of a phoneme.
Digraph	Where two letters represent one sound, e.g. sh.
Vowels	The letters: a, e, i, o, u.
Consonants	All consonants are the letters except a, e, i, o, u.
Segment	When you break a word into the individual sounds, e.g. c a t.
Blend	When the sounds are then quickly put back together, e.g. c a t – cat.
Green Word	A word that is fully decodable and is able to be segmented.
Red Word	A word that cannot be decoded through phonics, e.g. the.
Nonsense words	Made up words to check phonic decoding skills, e.g. vaz nep dap.
CVC	Consonant/vowel/consonant words, e.g. cat map log.

Set 1 Speed Sounds

 Stretch: mmmmmountain Handwrite: Make, mountain, mountain	 Bounce: a-a-a-apple Handwrite: Round the apple, down the leaf	 Stretch: ssssssnake Handwrite: Slither down the snake	 Bounce: d-d-d-dinosaur Handwrite: Round his bottom, up his tall neck, down to his feet	 Bounce: g-g-g-girl Handwrite: Round her face, down her hair and give her a curl	 Bounce: o-o-o-orange Handwrite: All around the orange	 Bounce: c-c-c-caterpillar Handwrite: Curl around the caterpillar	 Bounce: k-k-k-kangaroo Handwrite: Down the kangaroo's body, tail and leg
 Bounce: t-t-t-tower Handwrite: Down the tower, across the tower	 Bounce: i-i-i-insect Handwrite: Down the body, dot for the head	 Stretch: nnnnet Handwrite: Down Nobby, over his net	 Bounce: p-p-p-pirate Handwrite: Down the pistol and over the pirate's face	 Bounce: u-u-u-umbrella Handwrite: Down and under, up to the top and draw the puddle	 Bounce: b-b-b-boat Handwrite: Down the back to the heel, round the toe	 Stretch: ffffflower Handwrite: Down the stem, and draw the leaves	 Bounce: e-e-e-egg Handwrite: Lift off the top and scoop out the egg
 Stretch: lllleg Handwrite: Down the long leg	 Bounce: h-h-h-horse Handwrite: Down the head to the hooves and over his back	 Stretch: shhshh snake Handwrite: Shhh! says the horse to the hissing snake	 Stretch: rrrrrrobot Handwrite: Down his back, then curl over his arm	 Stretch: thhhh Handwrite: The princess in the tower is rescued by the horse. She say thhhankyou	 Stretch: zzzzz Handwrite: Zig-zag-zig	 Bounce: ch-ch-choo The horse sneezes when the caterpillar's hairs get up his nose	 Bounce: qu-qu-quen Handwrite: Round her head, up past her earrings and down her hair
 Bounce: j-j-j-jacket Handwrite: Down his body curl and dot	 Stretch: vvvvulture Handwrite: Down a wing, up a wing	 Bounce: u-u-u-unicorn Handwrite: Down his horn up and under his head	 Bounce: w-w-w-worm Handwrite: Down, up, down, up	 Bounce: x-x-x-x-ray Handwrite: Down the arm and leg and repeat the other side	 Bounce: z-z-z-zebra Handwrite: Zig-zag-zig	 Bounce: ch-ch-choo The horse sneezes when the caterpillar's hairs get up his nose	 Bounce: qu-qu-quen Handwrite: Round her head, up past her earrings and down her hair

Can you read the 'red' and 'green' words aloud?

Set 1 Tricky 'red' words
I, the, you, your, said, was, to, do, are, of, he, she, me, we, be, no, so, go, my, by, want, what, they, old, her.

Set 1 Decodable 'green' words
at, mat, sat, mad, dad, sad, gap, pan, top, got, dog, pin, tip, pig, dig, sit, it, in, on, and, an, up, cup, mud, kit, bed, get, met, bin, bad, cat, can, cot, hen, hit had, fan, fat, log, shop, fun, lip, fish, ship, let, jet, wet, vet, yes, wish, web, yet, jam, yap, jog, win, yum, rat, red, run, wing, chin, thick, chop, chat, quit, quiz, sing, thing, bang, this, thin, fix, six, zag, sip, fox, box, stink, wink, back.



Learning Checklist

Reading	Writing
I can sound out each phoneme for each grapheme of the set 1 sounds	I can write words using set 1 sounds accurately
I can segment sounds in words such as cat = c-a-t	I am beginning to write in simple sentences accurately
I can blend sounds back together to form words	I can use a full stop and capital letter
I can read set 1 sounds at speed	I am beginning to use adjectives (describing) words
I can read the green words	I can write to show my understanding of what I have read
I can read the red words	My writing begins to show creativity and imagination
I can read and decode nonsense words	
Useful Links and Websites	
Sound Cards: https://www.stmarysbacup.org/serve_file/894678	
Alphablocks - lots of episodes on YouTube Here's an example for 'qu': https://www.youtube.com/watch?v=sjAWokNWPYE	
And 'sh' and 'ch': https://www.youtube.com/watch?v=2ncQwQZJ47E	
Mr Thorne does Phonics. Here is the 'a' sound modelled to you: https://www.youtube.com/watch?v=H6fxDt4nV64	
And a 'ch' sound: https://www.youtube.com/watch?v=SEoednLrsMY	
And a 'nk' sound: https://www.youtube.com/watch?v=7_c8RCjU8_g	
Guidance for parents/carers: Ruth Miskin RWI - guidance: https://www.ruthmiskin.com/parentsandcarers/	
Oxford Owl - free RWI ebooks and further guidance: https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/%20read-write-inc-phonics-guide/	
	Take it Further...
	What can you do at home?
	Share and enjoy books/reading with an adult or sibling
	Read what interests you
	Practise reading and spelling both the red and green words
	Learn your set 1 sounds and practice them with an adult or sibling
	Write out sounds, spellings, and word/sentences as often as possible
	Read every day with an adult or sibling and talk to them about what you can tell from the pictures to develop your storytelling skills
	Listen to adults/siblings read every day and listen to how they can show excitement and emotions
	Read stories and spot the sounds we have been learning

Phonics: Read, Write Including Set 2 Sounds



Key Vocabulary (Words)

Phoneme	A single unit of sound, e.g. m.
Grapheme	The written sound of a phoneme.
Digraph	Where two letters represent one sound, e.g. sh.
Trigraph	Where three letters represent one sound, e.g. igh.
Vowels	The letters: a, e, i, o, u.
Consonants	All consonants are the letters except a, e, i, o, u.
Segment	When you break a word into the individual sounds, e.g. s l e e p.
Blend	When the sounds are then quickly put back together, e.g. g o a t – goat.
Green Word	A word that is fully decodable and is able to be segmented.
Red Word	A word that cannot be decoded through phonics, e.g. any.
Nonsense words	Made up words to check phonic decoding skills, e.g. flay spoo shoy.
CCVC	Consonant/consonant/vowel/consonant words, e.g. skip green spoon
CVCC	Consonant/consonant/vowel/consonant words, e.g. dogs test maths

Set 2 Speed Sounds

<p>may I play? 2. day, play, may, way, lay, say, tray, spray</p>	<p>what can you see? 2. see, three, been, green, seen, keep, need, sleep, feel</p>	<p>fly high 2. high, night, light, fright, bright, sight, might</p>	<p>blow the snow 2. blow, snow, slow, show, know, flow, glow</p>
<p>go to the zoo 2. too, zoo, mood, fool, pool, stool, moon, spoon</p>	<p>look at a book 2. took, look, book, shook, cook, foot</p>	<p>start the car 2. car, bar, star, park, smart, start, sharp, spark</p>	<p>shut the door 2. sort, short, worn, horse, sport, snort, fork</p>
<p>that's not fair 2. fair, stair, hair, air, lair, chair</p>	<p>whirl and twirl 2. girl, bird, third, whirl, twirl, dirt</p>	<p>shout it out 2. out, shout, loud, mouth, round, found</p>	<p>toy for a boy 2. toy, boy, enjoy</p>
<p>shut the door 2. door, poor, floor, poorly, indoors, doorway, moorhens</p>	<p>storms in the North 2. or, sort, short, horse, sport, snort, fork, stair, storm, morning</p>		

Can you read the 'red' and 'green' words aloud?

Set 2 Tricky 'red' words

all, call, tall, small, ball, any, many, one, anyone, once, some, come, love, where, there, does, who, here, were, watch, other, brother, mother, father, two.

Set 2 Decodable 'green' words

day, may, play, say, spray, way, lay, tray, been, green, see, seen, sleep, three, feel, keep, need, bright, fright, high, light, might, night, blow, know, low, show, slow, snow, flow, glow, food, moon, pool, spoon, too, zoo, fool, mood, stool, book, cook, foot, look, shook, took, car, hard, part, sharp, star, start, bar, park, smart, spark, fork, horse, short, snort, sort, sport, worn, air, chair, fair, hair, lair, stair, bird, dirt, girl, third, twirl, whirl, found, loud, mouth, out, round, shout, boy, enjoy, toy.

Learning Checklist

Reading	Writing
I can sound out each phoneme for each grapheme of the set 2 sounds	I can write words using set 2 sounds accurately
I can segment sounds in words such as cat = c-a-t	I can write in simple sentences accurately
I can blend sounds back together to form words	I can use a full stop and capital letter accurately
I can read set 2 sounds at speed	I can use adjectives to describe
I can read the green words	My writing shows understanding of what I have read
I can read the red words	My writing begins to show creativity and imagination
I can read and decode nonsense words	

Useful Links and Websites
Sound cards: https://www.stmarysbacup.org/serve_file/894696
Alphablocks - lots of episodes on YouTube Here's an example for 'ou' and 'oy': https://www.youtube.com/watch?v=sVU-4dN-wHg
And 'igh' https://www.youtube.com/watch?v=lcE8bEdvHI
Mr Thorne does Phonics. Here is the 'ow' sound modelled to you: https://www.youtube.com/watch?v=Wot5CmStKIY
And a 'ir' sound: https://www.youtube.com/watch?v=c_09njG46O0
And a 'ou' sound: https://www.youtube.com/watch?v=qtCB7CYH3I
Guidance for parents/carers: Ruth Miskin RWI – guidance: https://www.ruthmiskin.com/parentsandcarers/
Oxford Owl - free RWI ebooks and further guidance https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/%20read-write-inc-phonics-guide/

Take it Further...

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Read what interests you
Practise reading and spelling both the red and green words
Learn your set 2 sounds and practice them with an adult or sibling
Write out sounds, spellings, and word/sentences as often as possible
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Read stories and spot the sounds we have been learning

Phonics: Read, Write Including Set 3 Sounds



Key Vocabulary (Words)

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Digraph	Where two letters represent one sound, e.g. sh.
Trigraph	Where three letters represent one sound, e.g. igh.
Split Digraph	Where two letters that represent one sound are split by another letter, e.g. a-e in n a m e
Vowels	The letters: a, e, i, o, u.
Consonants	All consonants are the letters except a, e, i, o, u.
Segment	When you break a word into the individual sounds, e.g. s l <u>ee</u> p.
Blend	When the sounds are then quickly put back together, e.g. g oa t – goat.
Green Word	A word that is fully decodable and is able to be segmented.
Red Word	A word that cannot be decoded through phonics, e.g. worse.
Nonsense words	Made up words to check phonic decoding skills, e.g. fleep zane snoop
Syllables	Where a word can be broken down into different parts.

Set 3 Speed Sounds

The grid contains 9 cards with the following words:

- Leaf leaf:** flea, leaf, sea, space, horse, horse, connect
- Head with your eye:** sea, head, sea, sea, sea, sea, sea, sea, sea, sea, sea, sea, sea
- Same as sure:** sea, sea, picture, mixture, creature, juice, adventure, temperature
- Spawn or clean:** sea, sea, sea, sea, sea, sea, sea, sea, sea, sea, sea
- a better bet:** over, never, better, weather, other, home, like, purple, corner, happy
- make a cake:** make, shake, cake, name, save, game, save, brave, last, date
- cup of tea:** sea, tea, sea, sea, clean, please, leg, dog, egg, so, game
- rice smile:** share, white, fine, hide, smile, nice, wide, like, mine, time
- cheese and pizza:** sea, sea, sea, sea, sea, sea, sea, sea, sea, sea, sea
- Header with a page:** hair, hair, hair, hair, hair, hair, hair, hair, hair, hair, hair
- brown cow:** hair, hair, hair, hair, hair, hair, hair, hair, hair, hair, hair
- spell the boy:** join, coin, voice, choice, rope
- phone home:** home, hope, rose, spoke, nose, broke, scale, rope, choice
- huge brute:** tune, rude, huge, mule, brute, use, June, dude, accuse, excuse
- snail in the rain:** paid, snail, sail, drain, paint, sign, chain, train, rain, rain
- goat in a boat:** road, ash, road, chain, sign, road, road, road, road
- chew the stew:** sea, sea, sea, sea, sea, sea, sea, sea, sea, sea, sea
- scrumptious delicious:** sea, sea, sea, sea, sea, sea, sea, sea, sea, sea, sea
- and it's on television:** conversation, celebration, exploration, tradition, congratulation, attention, marriage, voice, exploration, television



Can you read the 'red' and 'green' words aloud?

Set 3 Tricky 'red' words

above, buy, worse, walk, talk, bought, thought, caught, whole, wear, through, great, should, would, could, saw, why, now, how, down, over, son, water, school, everyone, their, people.

Set 3 Decodable 'green' words

join, voice, coin, make, cake, name, same, late, date, Smile, white, nice, like, time, hide, tune, rude, huge, brute, use, June, saw, law, dawn, crawl, paw, yawn, share, dare, scare, square, bare, burn, turn, spurt, nurse, purse, hurt, how, down, brown, cow, town, now, snail, paid, tail, train, paint, rain, goat, boat, road, throat, toast, coat, chew, drew, new, flew, blew, grew, fire, hire, wire, bonfire, inspire, conspire, hear, dear, fear, near, year, ear, sure, cure, picture, mixture, creature, future, adventure, temperature, conversation, celebration, exploration, tradition, congratulation, attention, delicious, suspicious, vicious, scrumptious, precious, ferocious.



Learning Checklist

Reading	Writing
I can sound out each phoneme for each grapheme of the set 3 sounds	I can write words using set 3 sounds accurately
I can segment sounds in words such as cat = s-l-ee-p	I can write in simple sentences accurately
I can blend sounds back together to form words	I can use a full stop and capital letter accurately
I can read set 3 sounds at speed	I can use adjectives to describe
I can read the green words confidently	My writing shows understanding of what I have read
I can read the red words confidently	My writing shows creativity and imagination
I can read and decode nonsense words	

Useful Links and Websites
Sound cards: https://static1.squarespace.com/static/5b0e74d775f9eefeadca6f6e/t/5f020d78524a1c2b6523aba7/1593970045954/RWI---Set-3---A7-Mini-Flashcards.pdf
Alphablocks - lots of episodes on YouTube Here's an example for 'ay', 'ai' and 'a-e': https://www.youtube.com/watch?v=sVU-4dN-wHg And 'au' and 'aw': https://www.youtube.com/watch?v=-lcE8bEdvHI
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Guidance for parents/carers: Ruth Miskin RWI - guidance: https://www.ruthmiskin.com/parentsandcarers/ Oxford Owl - free RWI ebooks and further guidance https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/%20read-write-inc-phonics-guide/

Take it Further...

What can you do at home?
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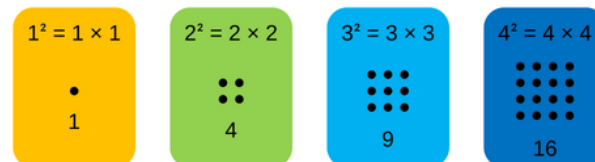
Mathematics – Year 7: Helpful Hints



Key Word	Definition
Factor	A number that divides a given number exactly, leaving no remainder.
Multiple	The result of one number multiplied by another number.
Square Number	The answer when a number has been multiplied by itself.
Cube Number	The answer when a number is multiplied by itself and then by itself again.
Prime Numbers	A whole number that has exactly two factors.

Square Numbers:

1, 4, 9, 16, 25, 36, 49, 64, 81, 100, ...



The pattern of dots gives a clue as to where the name square numbers come from...

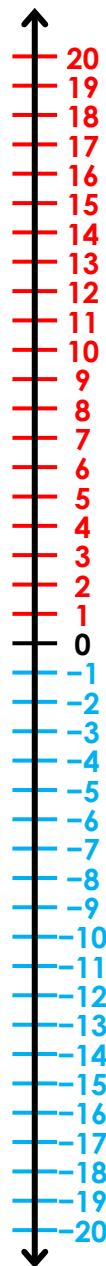
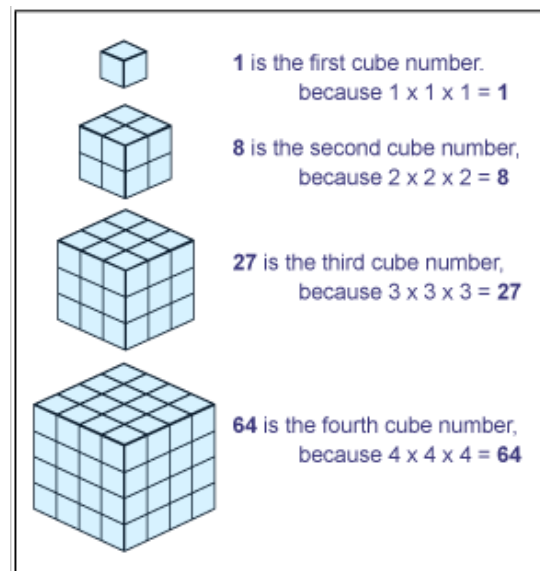
Multiplication Grid:

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Prime Number Grid:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Cube Numbers:



Mathematics – Year 7: Number



Adding and Subtracting Negative Numbers:



Multiplying Negative Numbers

positive × positive = positive
 $4 \times 5 = 20$

positive × negative = negative
 $4 \times -5 = -20$
 $-4 \times 5 = -20$

negative × negative = positive
 $-4 \times -5 = 20$

Dividing Negative Numbers

positive ÷ positive = positive
 $20 \div 5 = 4$

negative ÷ positive = negative
 $-20 \div 5 = -4$

positive ÷ negative = negative
 $20 \div -5 = -4$

negative ÷ negative = positive
 $-20 \div -5 = 4$

Multiples:

Multiples of 4: 4, 8, 12, 16, 20, 24, ...

Find the Lowest Common Multiple of 3 and 8:

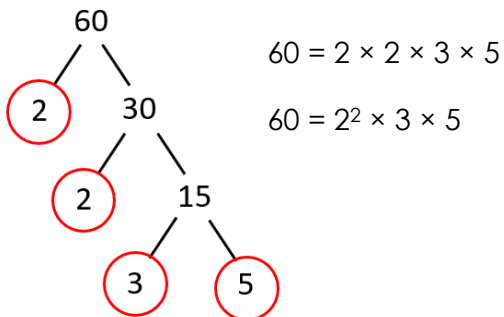
Multiples of 3: 3, 6, 9, 12, 15, 18, 21, 24, 27,

Multiples of 8: 8, 16, 24,

LCM = 24

Product of Prime Factors:

Write 60 as a product of its prime factors



Factors:

Factors of 30- write these in multiplication pairs.

1	30
2	15
3	10
5	6

Find the Highest Common Factor of 16 and 20

Find all the factors of both numbers and choose the highest factor that is in both lists.

Factors of 16

1	16
2	8
4	4

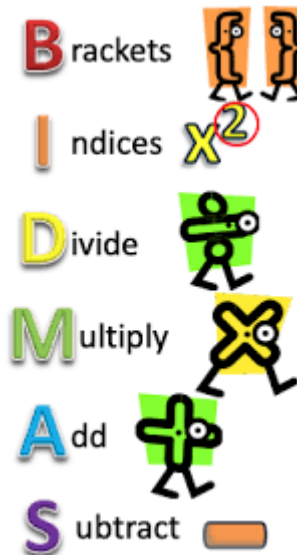
Factors of 20

1	20
2	10
4	5

Highest common factor = 4

Order of Operation:

Always follow BIDMAS when you have multiple operations in a calculation!



Mathematics – Year 7: Number



Calculations with decimals

Adding Decimals

$$2.24 + 0.6$$

	2	•	2	4	
+	0	•	6	0	
<hr/>					
	2	•	8	4	

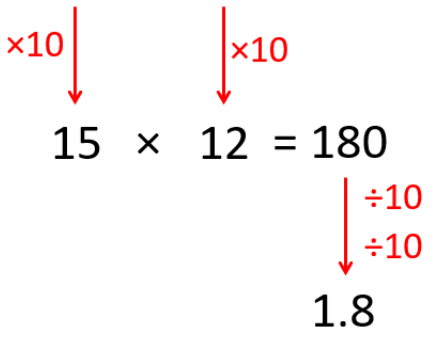
Subtracting Decimals

$$0.42 - 0.25$$

			3		1	
	0	•	4	2		
-	0	•	2	5		
<hr/>						
	0	•	1	7		

Multiplying Decimals

$$1.5 \times 1.2 = 1.8$$



Dividing Decimals

$$4.8 \div 0.6$$

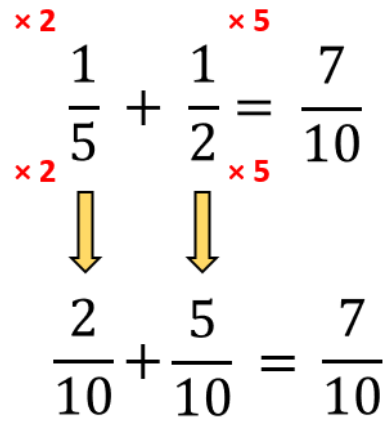
$$\frac{4.8}{0.6} = \frac{48}{6} = 8$$

So $4.8 \div 0.6 = 8$

Calculations with Fractions

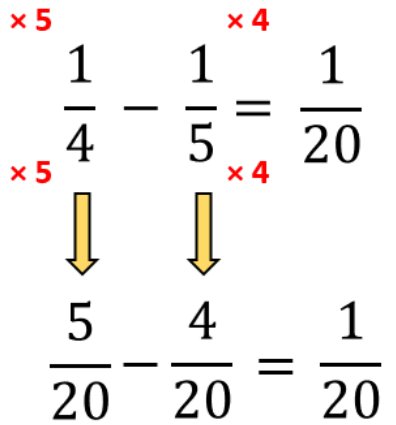
Adding Fractions

Fractions must have the same denominator.



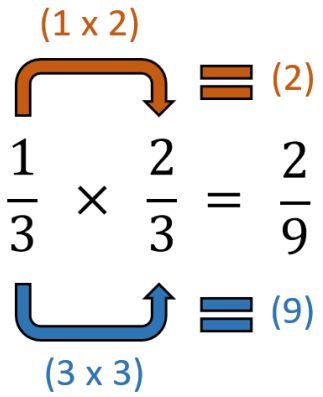
Subtracting Fractions

Fractions must have the same denominator.



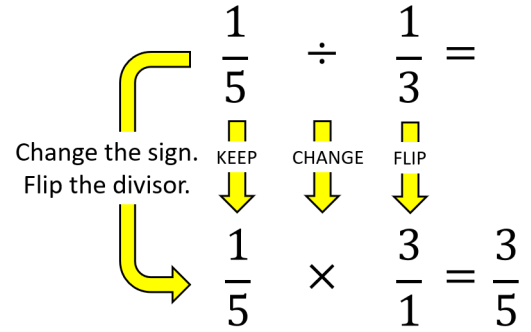
Multiplying Fractions

Multiply the numerators and denominators together.



Dividing Fractions

Keep it, Change it, Flip it.



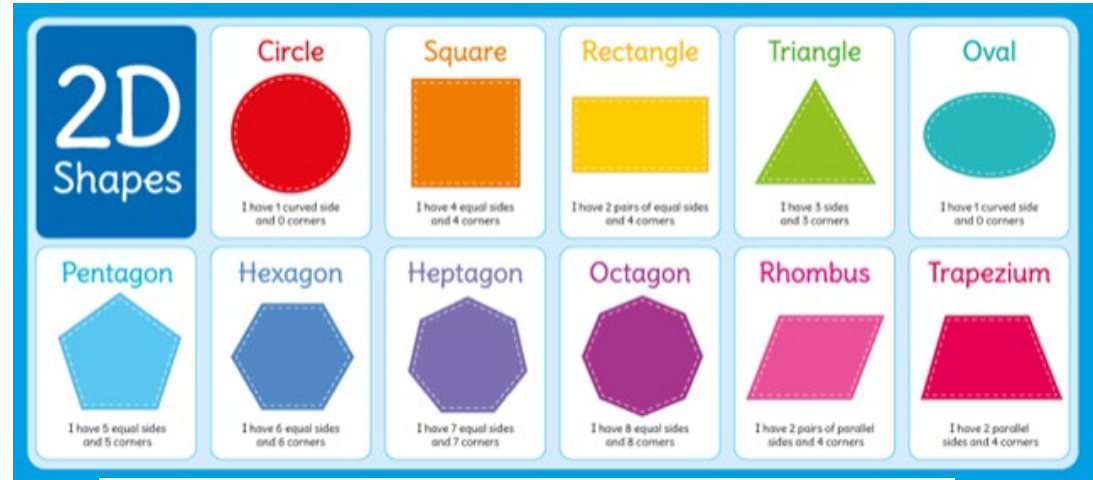
Mathematics – Year 7: Shape



Key Definitions

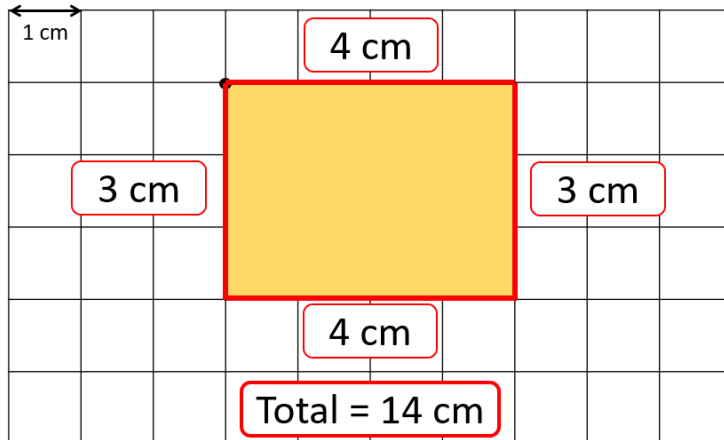
Key Word	Definition
Perimeter	The distance around the edge of the shape.
Area	The amount of space inside a 2D shape.
Parallel	Two lines that are equal distance from each other that will never meet.
Perpendicular	Two straight lines that meet at 90 degrees.

2D shapes to learn:



Perimeter:

The **perimeter** of a shape is the **distance around its edge**.
Add all the sides together.



Units:

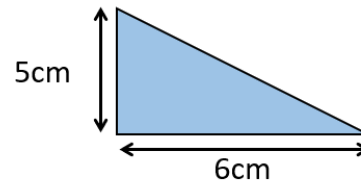
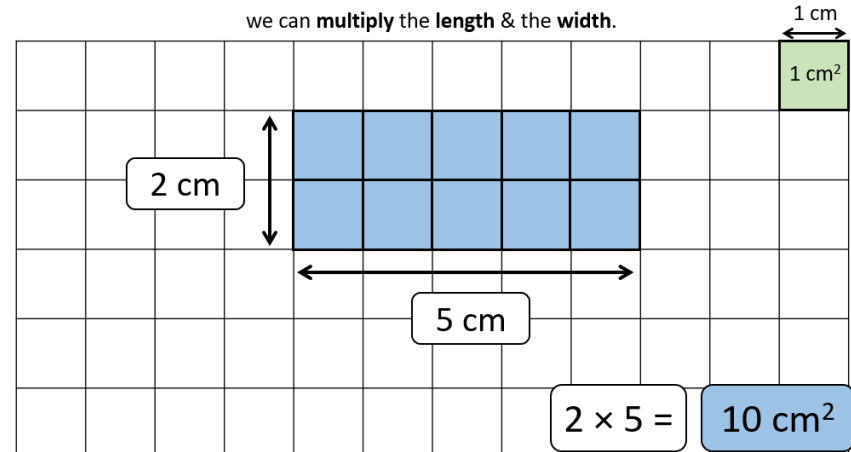
Area: mm^2, cm^2, m^2

Perimeter: mm, cm, m

Area:

To find the area of a rectangle quickly,

we can **multiply the length & the width**.



Area of a triangle = $\frac{\text{Base} \times \text{Height}}{2}$

$$A = \frac{5 \times 6}{2} = 15cm^2$$

Mathematics – Year 7: Algebra



Key Definitions

Key Word	Definition
Simplify	Collecting like terms within an expression.
Expand	Multiply out a bracket.
Factorise	Put brackets into an expression by taking out the highest common factor.
Substitute	Replacing variables in an expression with their numerical values.

Topic Vocabulary

Variable	A letter to represent a value. The value can change.	$2x + 5$
Coefficient	The number attached a variable.	$2x + 5$
Term	The separate parts of expressions, Or equations	$2x + 5$
Expression	Any combination of letters & numbers.	$2x + 5$
Equation	Two equal expressions. They can be solved to find the value of variables.	$2x + 5 = 8$
Formula	Two equal expressions. Values are substituted to evaluate one variable.	$A = \frac{b \times h}{2}$

Simplifying

When simplifying collect the like terms (same letters).

$$a + a + a = 3a$$

$$5a - a = 4a$$

$$2a + 5b + a + 3b = 3a + 8b$$

Expanding

To expand brackets you need to multiply everything inside the brackets by whatever is outside the bracket.

$$5(x + 2) = 5x + 10$$

Factorising

$$\begin{array}{cc} 4x + 20 \\ \div 4 \quad \div 4 \end{array}$$

Highest Common Factor

4

Put the common parts outside the bracket

$$\longrightarrow 4(x + 5)$$

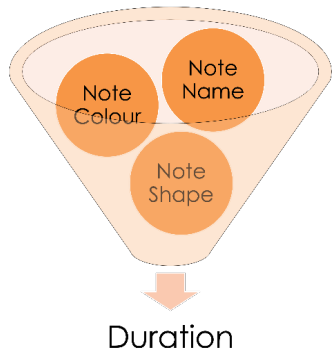


Year 7 – Music: Pop Music

We will be learning about three of the inter-related dimensions of music. These are; Duration, Tempo and Pitch.

Duration

The duration refers to how long you hold a note for.



Note Duration

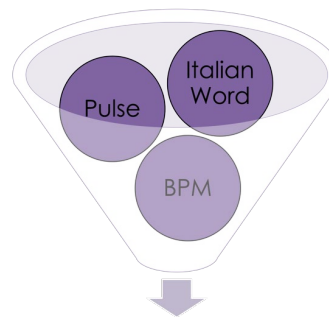
Image	Name of the duration	Length of the duration
	Semibreve	4
	Minim	2
	Crotchet	1
	Quaver	1/2
	Semiquaver	1/4

Rest durations

Image	Name of the duration	Length of the duration
	Semi breve rest	4
	Minim rest	2
	Crotchet rest	1
	Quaver rest	1/2
	Semi quaver rest	1/4

Tempo

The tempo refers to the speed of the piece.



Tempo

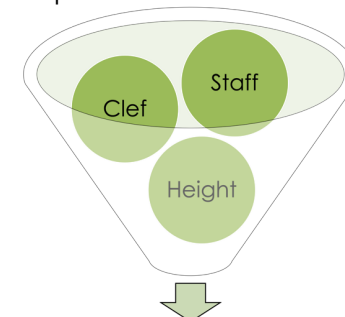
Tempo can be written in one of two ways:

- With a number at the start of the piece
- Or by using a word

Term	Definition
Lento	Slow and steady.
Andante	Walking speed.
Moderato	Used as a direction in music.
Allegro	Performed at brisked speed.
Vivace	Played in a lively manner.

Pitch

The pitch is the height or depth of sound.



Pitch



The most common type of **clef** is the **treble clef**.

The clef tells us which specific notes we must play for each line and space.



Each line and space represent a note, so on the staff above, there are 9 notes.

We can use rhymes to help us work out the note, starting from the bottom of the staff and working our way up.




Line-
Every Green Buss Drives
Fast

Space-
F A C E

Year 7 – Music: Pop Music



Further Vocabulary

Symbol	Name	Definition
	Staff	Each line and space represents a note.
	Time signature	This indicates how many beats are in a bar.
	Bar	The two line indicate the start and end of a bar.
NA	Pop Music	Music that is popular.
NA	Instrumentation	The instruments in a piece.
NA	Rhythm	The pattern of sound created by note duration.

Taking it further

All of Highfields musicians are expected to challenge themselves. They can achieve this by working through the pieces.

Beginner	Intermediate	Advanced
Faded	Dance Monkey	As It Was
New Rules	Bohemian Rhapsody	Running Up That Hill
Baby One More Time	Thinking Out Loud	Where Are You Now

British pop music emerged in the 1950s

British pop music has changed a lot since the 1950s..

21st century Pop

•Some of the most successful artists include singer-songwriters who cover a variety of pop styles such as Ed Sheeran, Adele, James Blunt and Amy Winehouse.

•UK grime emerged as a leading form of British rap with artists such as Stormzy building on the success of garage MCs Dizzee Rascal and Wiley

Learning Checklist

- I can discuss some of the key artists who shaped British pop music.
- I can describe what is meant by tempo, pitch and duration in music.
- I can play the melody line of a current pop song.
- I can use my knowledge of note duration to play accurate rhythms.
- I can use my knowledge of notation in the treble clef to play accurate pitch.
- I can play at a consistent tempo.
- I can use my musical knowledge to answer questions about a piece of music.

Key skills-

Keyboard skills, Music theory, Appraising skills, Sight reading

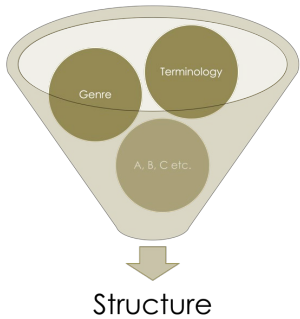
Year 7 – Music: Blues



We will be learning about two of the inter-related dimensions of music. These are; structure and melody.

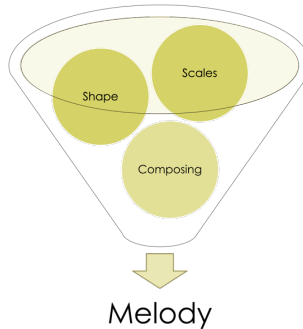
Structure

The structure is the way the song is built.



Melody

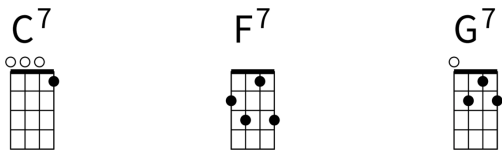
A melody is a succession of musical tones that can be perceived a single entity.



The 12-bar blues

The 12-bar blues is one of the most significant chord progressions in blues music.

The 12-bar blues is a pattern that repeats throughout a song.



12 Bar Blues Backing Track In C
Slow (60bpm)

C7	C7	C7	C7
F7	F7	C7	C7
G7	F7	C7	G7

Download From Bandcamp (Link In Description)

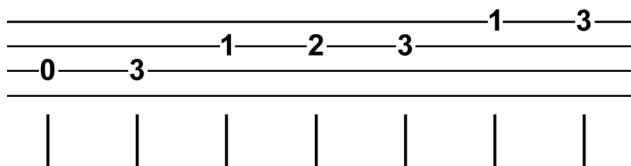
Cliff Smith

The licks that you have been performing are not random. There is thought and composition put into each lick.

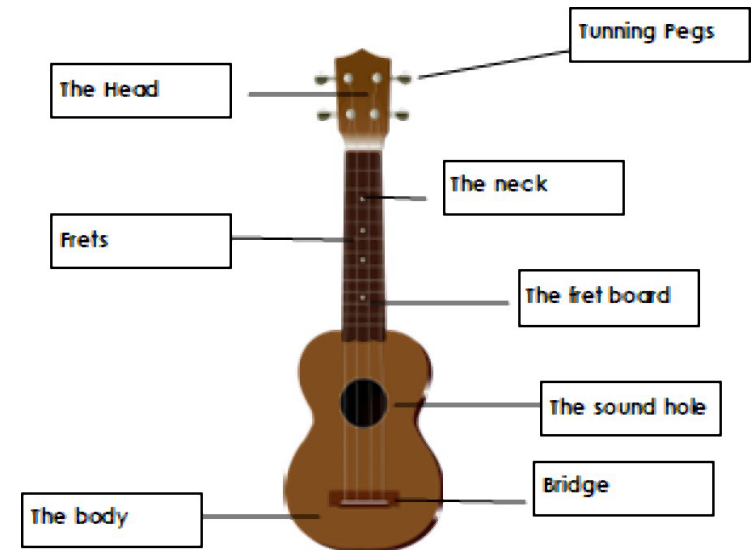
Each lick is a short musical idea and could be described as a **melody**.

Melodies are created from **scales**. A scale is a sequence of notes.

The licks that you have been performing so far are based of a scale called 'C Blues':



The Ukulele



Taking it further



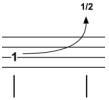

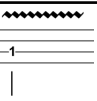
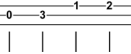
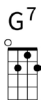
All of Highfields musicians are expected to challenge themselves. They can achieve this by extending their knowledge.

[What is the blues? - BBC Bitesize](#)



Year 7 – Music: Blues

Further vocabulary

Symbol	Name	Definition
	Ukulele	a small four-stringed guitar of Hawaiian origin.
	Time Signature	Tells us how many beats are in a bar.
	Bend	You play a bend on your ukulele by grabbing the string and pushing it across the neck. This action increases the tension in the string and therefore raises the pitch
	Slide	Sliding is an ukulele technique that allows articulation of a note by moving from one pitch to another smoothly.
	Vibrato	Vibrato is when you vary of the pitch of a note. This is done on the ukulele by moving the string slightly.
	Melody	The main tune that is plucked.
	Chords	All strings are strummed.
	Blues	Melancholic music of black American folk origin, typically in a twelve-bar sequence.
	TAB	The notation system of strings.
	Lick	Lick is that it is a stock or standard pattern, consisting of a series of notes found in melodies, accompaniments, and solos.

Key Skills

Reading TAB

Appraisal skills

Sight reading

Composition skills

Ukulele skills: Strumming & Plucking

Articulation

Learning checklist

I can identify and play the basic 12-bar blues chord progression on the ukulele.

I can strum the ukulele using different rhythmic patterns commonly used in blues music.

I can recognize and play the "blues scale" on the ukulele to create a bluesy sound.

I can improvise simple blues melodies and riffs on the ukulele.

I can create my own ukulele blues composition, incorporating elements of the genre.

I can answer questions about a piece of music.

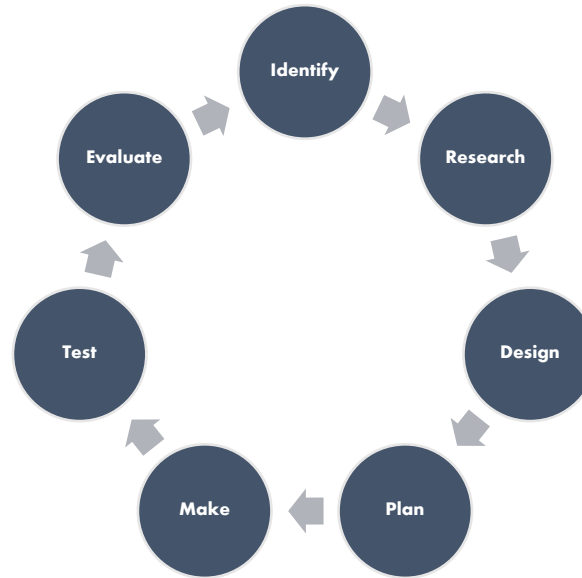


Product Design – Year 7: Air Car

Key Vocabulary

Design Brief	A statement outlining what a product needs to be like
Design Specification	A list of success criteria for a product
Hardwood	A timber from deciduous trees
Softwood	A timber from coniferous trees
Manufactured board	Made from wood layers, chips or fibres compressed with glue
Ferrous metal	A metal containing iron
Non-ferrous metal	A metal that does not contain iron
Thermopolymer	A polymer that can be reshaped using heat
Thermosetting polymer	A polymer that cannot be reshaped using heat

The Design Process



Identify: Identify design problems and contexts

Research: carry out research to support your design ideas

Design: produce design ideas (2D sketches, 3D drawings, CAD models, 3D models, etc)

Plan: plan how you will manufacture your design ideas

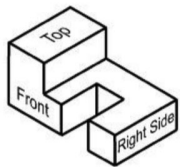
Make: manufacture your design ideas

Test: test how effective your design ideas are

Evaluate: evaluate how effectively your design ideas solve the design problem

Key Skills

Workshop Skills



Isometric drawing



Measuring and marking out

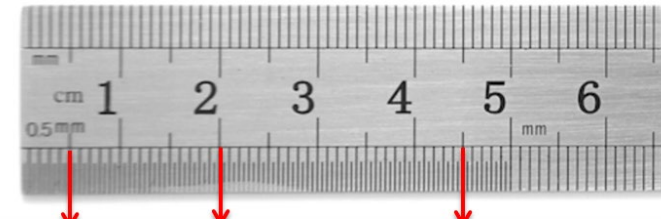


Cutting (wastage)



Drilling (wastage)

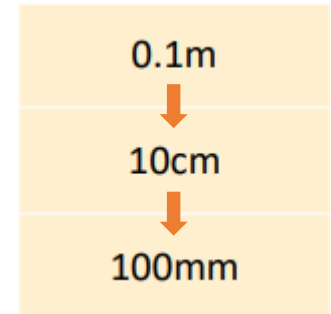
Converting Units



5mm
0.5cm

20mm
2cm

45mm
4.5cm



Product Design – Year 7: Air Car



Tools and Equipment



Bench vice



Hand file



Steel ruler



Coping saw



Abrasive paper



Hot glue gun



Pillar drill



Jig



Template



Safety glasses

Materials

Styrofoam

A lightweight and rigid foam material. Used for packaging and construction industry.



Plywood

A man-made board used for construction.



Wooden Dowel

Round sections of timber available in different lengths and diameters.

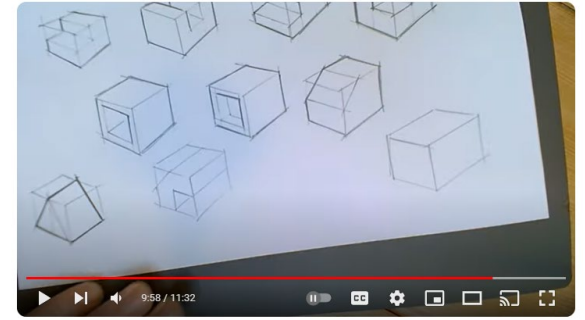


Taking it Further

Work through the tutorial videos below to develop your sketching skills.



[Click Here](#)



Sketching 2 Point Perspective No VPs and Crating

[Click Here](#)

Learning Checklist

- I can describe a range of papers and boards used in Product Design.
- I know the purpose of a Design Brief and Design Specification.
- I can explain the main stages of the design process.
- I can measure and mark out materials accurately.
- I can select the correct tools and equipment and use them safely in the workshop.
- I can use a range of design strategies to produce creative design ideas.
- I can use sketching to generate initial design ideas.
- I can use an isometric grid to produce presentation design ideas.

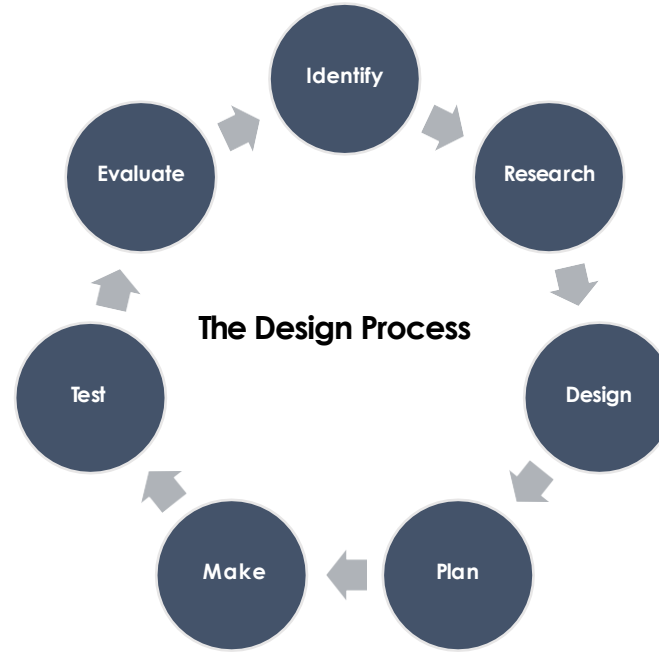
Product Design – Year 7: Over Plug Phone Holder



Key Vocabulary

Iterative Design	To develop a design through testing modelling and changing in a cycle
Sketch Model	Quick 3D models used to represent your initial design ideas
CAD	Computer Aided Design
CAM	Computer aided Manufacturing
CNC	Computer Numerical Control
Prototype	An original model on which something is patterned
Function	<i>How well a product will fulfil the task that it has been designed for</i>

The Design Process



Identify: Identify design problems and contexts

Research: carry out research to support your design ideas

Design: produce design ideas (2D sketches, 3D drawings, CAD models, 3D models, etc)

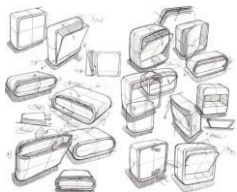
Plan: plan how you will manufacture your design ideas

Make: manufacture your design ideas

Test: test how effective your design ideas are

Evaluate: evaluate how effectively your design ideas solve the design problem

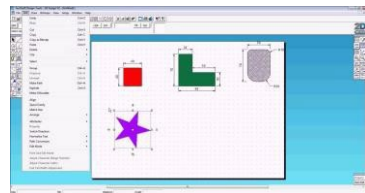
Key Skills



Sketching



Modelling



CAD – 2D Design Tools

Workshop Skills



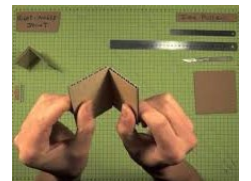
Measuring and marking out



Laser Cutting (Wastage)



Line Bending (forming)



Modelling

Product Design – Year 7: Over Plug Phone Holder



Tools and Equipment



Cutting Board

Used when using a craft knife for a better and safer cut



Strip Heater

For bending thermo polymers in straight lines



Steel Ruler

For measuring straight lines in mm



Safety Ruler

M-shaped profile to keep fingers away from the cutting edge



Craft Knife

Used for cutting thin materials accurately



Masking Tape

A type of pressure-sensitive tape made of a thin and easy-to-tear paper,

Materials

Papers and boards

Made from wood pulp originally from trees.



Polymers

Acrylic (PMMA)

Thermo (Change shape with heat)

Thermo setting (Can't change shape with heat)

Originally from crude oil.

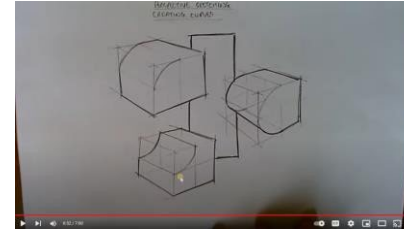


Corrugated cardboard

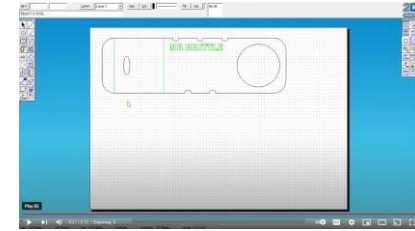


Taking it Further

Work through the tutorial videos below to develop your sketching and CAD skills.



[Click Here](#)



[Click Here](#)

Learning Checklist

- I can describe a range of common materials used in this project.
- I know the purpose of creating a prototype for this project.
- I can explain the main stages of the design process.
- I can measure and mark out materials accurately.
- I can select the correct tools and equipment and use them safely in the workshop.
- I can use sketching to generate initial design ideas.
- I know what a laser cutter can do.
- I can use a line bending tool to bend my acrylic.
- I can use CAD software (2D Design Tools) to produce design ideas.

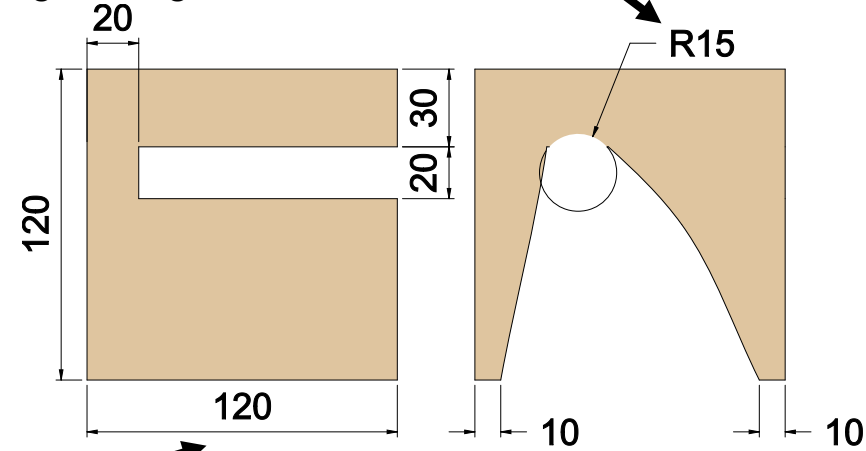


Product Design – Year 7: Passive Amplifier

Key Vocabulary

Hardwood	A timber/wood from deciduous trees
Softwood	A timber/wood from coniferous trees
Manufactured Board	Made from wood layers, chips or fibres glued together
Addition	Manufacturing by adding material
Wastage	Manufacturing by removing material
Finish	Added to a product's surface to improve its function and/or aesthetics
Isometric Drawing	Accurate drawing technique that uses 90° and 30° lines, measurements can be taken directly off them

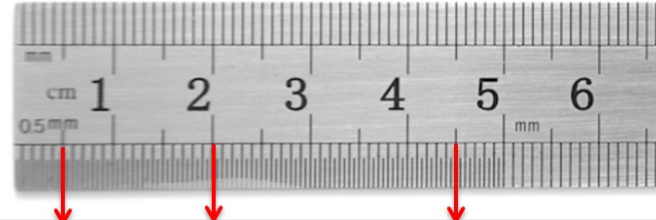
Reading Drawings



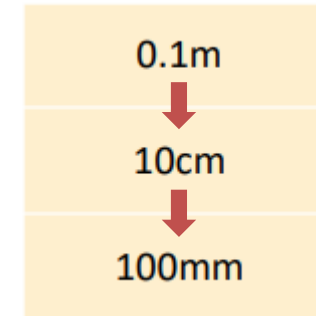
Radius - Dimension from the centre of a circle to its edge

Millimeter - 10mm in a centimeter (cm).
This dimension is 120mm or 12cm.

Converting Units

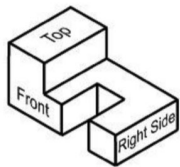


5mm **20mm** **45mm**
0.5cm **2cm** **4.5cm**



10mm → 1cm → 0.01m
100mm → 10cm → 0.1m
1000mm → 100cm → 1m

Key Skills



Isometric drawing

Workshop Skills



Measuring and marking out



Cutting (wastage)



Gluing (addition)



Sanding (wastage)

Product Design – Year 7: Passive Amplifier



Tools and Equipment



Bench vice



Hand file



Steel ruler



Tenon saw



Try square



Coping saw



Pillar drill



Disk sander



Belt sander

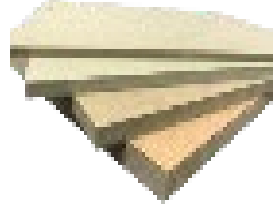


Safety glasses

Materials

MDF

Medium Density Fibreboard - a manufactured board used for low-cost furniture and prototypes



Taking it Further - Sketching

Work through the tutorial videos below to develop your sketching skills.



Isometric Drawing -
<https://www.youtube.com/watch?v=O37S4J354OU>



2 Point Perspective - Cuboid Sketching
<https://www.youtube.com/watch?v=4dTMF2iL0es&list=PLJdglj816Ryk30CnzWAaX1kbn6LR3F3L&index=1>



D&T Futures - There are plenty of tutorials on the D&T Futures YouTube channel

Learning Checklist

- I can describe a range of common materials used in Product Design.
- I can explain a variety of different wood saws.
- I can measure and mark out materials accurately.
- I can select the correct tools and equipment and use them safely in the workshop.
- I can use an isometric grid to produce presentation design ideas.
- I can explain and understand an isometric drawing.

Religious Education - Year 7: Topic 1 'Six World Religions'



Key Vocabulary

Faith	Complete trust in something we have not seen.
Prayer	Talking with God.
Festival	A celebration to do with a religion.
Incarnation	Belief that God becomes Human.
Worship	Giving praise to God.
Resurrection	Being brought back from the dead.
Prophet	Someone with a message from God.
Founder	Someone who started something i.e. A Religion.
Teachings	The beliefs a religion has about how to behave.
Creation	All the things that exist in the world.
Holy Books	Books that each religion has that tell us about what they believe.
Baptism	The act or way of joining a religious group.
Trinity	Three aspects of God – Father, Son and Holy Spirit.
Monotheism	Belief in One God.
Commitment	Keep a promise, carry through your responsibilities.



The ultimate questions upon which we will be reflecting

- What do the Six World Religions believe?
- Why are we here?
- Is there a God ?
- Why do people suffer?
- Do we have a soul?
- Is there an afterlife ?
- What is the meaning of life ?
- What does it mean to be spiritual?
- How was the world created?

Religious Education Key Skills we will be developing in Year 7

- A – Knowledge and understanding of religious traditions / world views.
- B – Awareness of the influence of belief.
- C – Comparison of similarities and differences in and between traditions.
- D – Sense of personal identity and community.
- E – Reflection and evaluation of ideas, with effectively communicated responses.

Six World Religions studied in Year 7

Buddhism



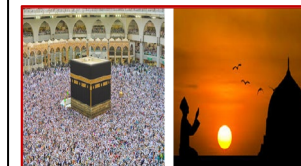
Christianity



Hinduism



Islam



Judaism



Sikhism



Religious Education - Year 7: Topic 1 'Six World Religions'



Religious Symbols

Cross
The symbol of Christianity.



Khanda
The Symbol of Sikhism.



Crescent Moon & Star
The Symbol of Islam



Om
The Symbol of Hinduism



Star of David
The Symbol of Judaism

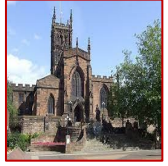


Wheel of Dharma
The Symbol of Buddhism



Places of Worship

Church
Christian place of worship.



Gurdwara
Sikh place of worship.



Mosque
Islamic place of worship.



Mandir
Hindu place of worship.



Synagogue
Jewish place of worship.



Vihara
Buddhist place of worship.



Holy Books

Bible
Christian Holy Book.



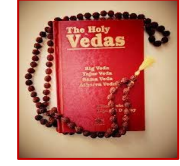
Guru Granth Sahib
Sikh Holy Book.



Quran
Islamic Holy Book.



Vedas
Hindu Holy Books.



Torah
Jewish Holy book.



Tripitaka
Buddhist Holy Book.



Taking it Further – YouTube Introductions

You can watch these videos as an introduction to the world religions.

- Buddhism** [Click Here](#)
- Christianity** [Click Here](#)
- Hinduism** [Click Here](#)
- Islam** [Click Here](#)
- Judaism** [Click Here](#)
- Sikhism** [Click Here](#)



Taking it Further – BBC Bitesize

You can use these links to find out more about the world religions.

- Buddhism** [Click Here](#)
- Christianity** [Click Here](#)
- Hinduism** [Click Here](#)
- Islam** [Click Here](#)
- Judaism** [Click Here](#)
- Sikhism** [Click Here](#)



Learning Checklist

- I can name the six world religions.
- I know the symbols of the six world religions and their meaning.
- I know the names of the Holy books of the Six world religions.
- I can give Five key beliefs of each of the Six world religions.
- I understand the meaning of the key words Theist, Atheist and Agnostic.
- I understand the concepts of Prayer and Meditation.
- I am able to reflect on why the world religions are important to people today.



Religious Education – Year 7: Topic 2 ‘Founders’

Key Vocabulary

Leader	The person who is in charge of something or A Person who leads by example].
Devoted	Very loving or Loyal
Thinker	To have new ideas or teachings
Determined	Never gives up even when in danger or hardship
Believer	Someone who accepts something to be true.
Courageous	Very Brave.
Religious	Believing firmly in a religion and taking part in its customs
Role Model	A person who others look up to as an example for their life.
Special	Not ordinary exceptional stand out from the crowd had a special purpose
Inspiration	A person who fills others with ideas.
Generous	Willing to give away things or share them
Charismatic	The special quality that makes someone inspirational or attractive to others (X Factor!)
Miracle	An event that defies the laws of science. Possibly Supernatural origin.
Prophet	A messenger of God.
Meditation	Focusing on something to clear the mind. For example a religious truth.



The ultimate questions upon which we will be reflecting

What do the different World Religions believe?

How did the world Religions Begin (Founders)?

Why are we here?

Is there a God ?

Why do people suffer?

Do we have a soul?

Is there an afterlife ?

What is the meaning of life ?

What does it mean to be spiritual?

How was the world created?

Religious Education Key Skills we will be developing in Year 7

- A – Knowledge and understanding of the key events of Life of the Founder
- B – Awareness of the influence of the teachings of the Founders on followers of the religion today.
- C – Comparison of similarities and differences in and between two Founders.
- D – Sense of personal identity and community.
- E – Reflection and evaluation of what are the main characteristics of the Founders as role models and inspiration for people today?

Religious Founders studied in Year 7

Jesus of Nazareth



The Buddha



The Prophet Muhammad - PBUH



Guru Nanak - Dev ji



Religious Education – Year 7: Topic 1 ‘Founders’



Key Concepts to be examined in the Founders Topic

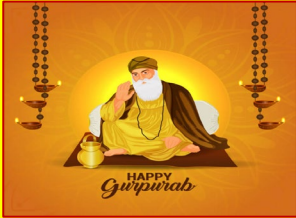
The Life & Teachings of Jesus of Nazareth



- Jesus Birth
- Jesus' Teaching
- Parables
- Miracles
- 10 Commandments
- Crucifixion
- Resurrection



The Life & Teachings of Guru Nanak.



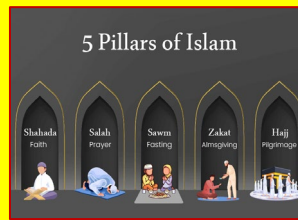
- The River Experience
- Equality
- Helping the poor
- Langar
- Sangat
- Sewa



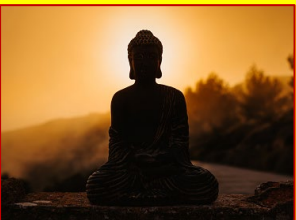
The Life & Teachings of The Prophet Muhammad.



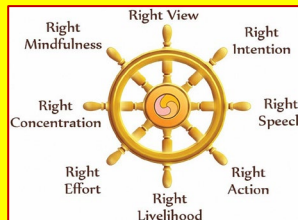
- Mecca
- Medina
- Quran
- One God
- 5 Pillars
- Mosque



The Life & Teachings of the Buddha.



- The Life of the Buddha
- The Three Sights.
- The Four Noble Truths
- The Eightfold Path
- Nirvana
- Suffering



Taking it Further – YouTube Introductions

You can watch these videos as an introduction to the Founders.

Jesus

[Click Here](#)

Guru Nanak

[Click Here](#)

Prophet Muhammad

[Click Here](#)

The Buddha

[Click Here](#)



Taking it Further – BBC Bitesize

You can use these links to find out more about the Founders.

Jesus

[Click Here](#)

Guru Nanak

[Click Here](#)

Prophet Muhammad

[Click Here](#)

The Buddha

[Click Here](#)



Learning Checklist

- I can name the Founders of Buddhism, Christianity, Islam and Sikhism.
- I know the story of the Lives of the Founders.
- I know the key teachings given by the Founders.
- I understand the meaning of the key words Messiah, Prophet and Guru.
- I understand the concepts of Commitment and Devotion.
- I am able to reflect on the main properties that made each of the Founders so inspiring to others.

Year 7 Physics



Keyword List	
Force	A push or pull on an object caused by it interacting with something. Measured in Newton's (N)
Newtons	The unit of Force
Contact force	Forces that act between two objects that are physically touching each other
Non-contact force	Forces that can act between objects that are not touching (e.g. gravity)
Air resistance	The force that acts in the opposite direction to an object moving through the air
Balanced forces	Forces where the effect of one force is cancelled out by another
Unbalanced forces	The force applied in one direction is greater than the force applied in the opposite direction
Resultant force	When a system of forces is acting on an object, the difference between the forces
Force Diagram	A diagram showing all the forces acting on an object, the force's direction and its magnitude
Friction	A force that acts in the opposite direction to movement
Elasticity	The ability of an object to resume its normal shape after being stretched or compressed
Stretching	The result of applying a tensional force pulling outward on an object
Compression	Occurs when a physical force presses inward on an object, causing it to become compacted
Deformation	The change in the shape or size of an object
Hooke's Law	The strain of the material is proportional to the applied stress within the elastic limit of that material

Physics term 1 checklist	
Define a force	<input type="checkbox"/>
Describe how forces can impact an object	<input type="checkbox"/>
State the differences between a balanced and unbalanced force	<input type="checkbox"/>
Be able to calculate resultant force	<input type="checkbox"/>
Be able to describe Hooke's Law in terms of force and extension	<input type="checkbox"/>
Describe the effects of drag and friction	<input type="checkbox"/>
To be able to draw force diagrams on objects	<input type="checkbox"/>
To be able to calculate speed	<input type="checkbox"/>
Describe what is meant by relative motion	<input type="checkbox"/>
Be able to identify what is happening on a distance-time graph	<input type="checkbox"/>
Calculate speed on a distance-time graph	<input type="checkbox"/>



Physics - Speed

Calculating speed

SPEED – a measure of how far you travel in a set amount of time.

$$\text{Speed} = \frac{\text{distance}}{\text{time}}$$

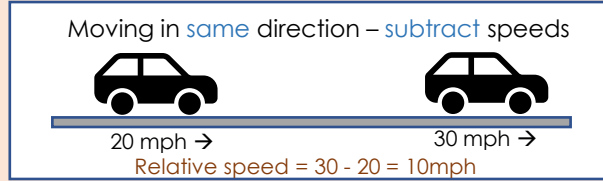
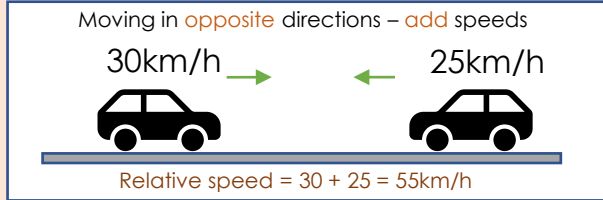
(average)

Three common units for speed:

- 1 Meters per second **m/s**
- 2 Miles per hour **mph or miles/h**
- 3 Kilometers per hour **km/h**

Relative motion

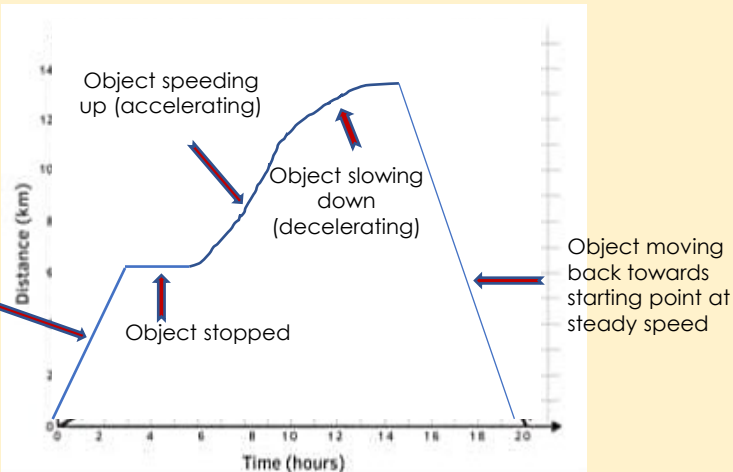
RELATIVE SPEED – the speed an object is moving from the perspective of another moving object.



These two rules only work for objects moving non the same straight line.

Distance-Time graphs

DISTANCE-TIME GRAPH – A graph that shows the distance travelled by an object over time.



The steeper the slope (gradient), the faster the object is moving.

Physics – Forces and Motion

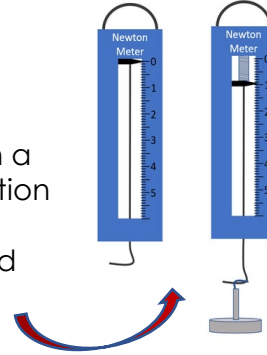


Forces

– a push or pull on an object caused by it interacting with something. Measured in **Newton's (N)**

Forces:

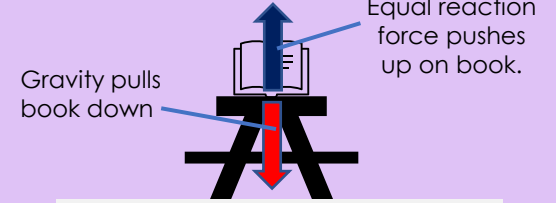
- Usually act in pairs
- Always act in a certain direction
- Are measured with newton meter



Non-contact forces are forces that can act between objects that are not touching (e.g. gravity)

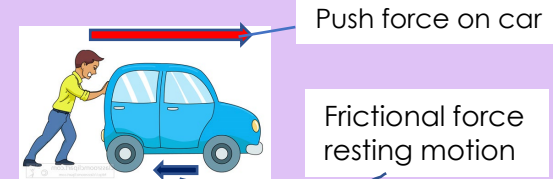
Balanced and unbalanced forces

Balanced forces produce no change in movement.



Forces are **balanced** – book **does not** move.

Unbalanced forces change the speed and/or direction of moving objects.



Forces are **unbalanced** – car **moves**.

Five things forces can make an object do

1 Speed up / Start moving



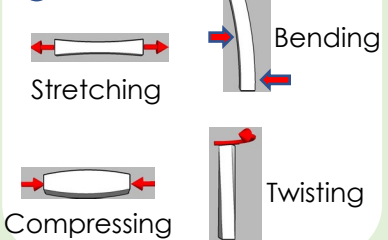
Force must be larger than resting forces acting on object.

2 Speed down / Start moving



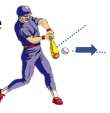
Resting force must be larger than force moving object.

3 Change shape



4 Change Direction

Force must be in different direction to object's original direction.



5 Turn



Physics – forces and frictional forces



Physics – Force diagrams

Frictional forces

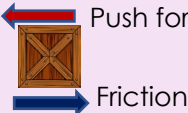
FRictional FORCE –

A force that acts in the opposite direction to movement.

Frictional forces always try to **slow down** moving objects.

3 frictional forces:

1) **Friction** (2 surfaces rubbing together e.g. a box on ground rub together push force ← Push force



2) **Air resistance**

3) **Water resistance**

These are also called 'drag'.

Air resistance when skydiving

1 Skydiver jumps and gains speed as weight pulls down



2 Still gaining speed, but air resistance increasing



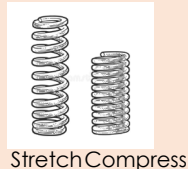
3 Air resistance increases enormously when parachute opened, slowing skydiver down. Soon after, air resistance is equal too weight and the skydiver falls at a steady speed.



Stretching and compressing

Forces can stretch or compress (squash) objects, causing them to deform (change their shape).

When forces deform an object, work is done (energy transferred), e.g:



Stretch Compress

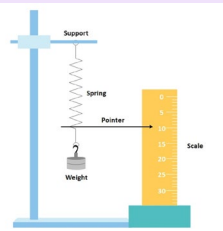
A spring stretched → Energy transferred from kinetic energy store to elastic potential energy store.

When a spring 'springs' back into its original shape, the energy is transferred back to kinetic store.

ELASTIC OBJECT – an object that goes back to its original shape and length after forces have been removed (e.g. a spring).

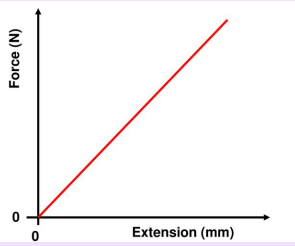
Hooke's Law

The extension of a spring is directly proportional to the force applied →



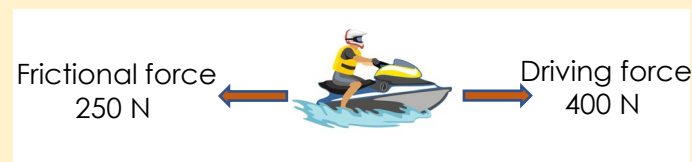
$$F = k \times e$$

Force in Newtons (N) → F
 Extension (in meters, m) → e
 Spring constant (in Newton meters, N/m) → k



Arrows in force diagrams

FORCE DIAGRAM – a diagram that shows the forces acting on an object.



Arrows are used to represent the forces.

If two arrows pointing in opposite directions

The larger the arrow, the larger the force it represents.



... the same size, then forces are **balanced**. Object is either stationary or moving at a steady speed in one direction.



... different sizes, forces are **unbalanced** – object will either accelerate (speed up) or decelerate (slow down).

TWO rules for calculating overall force from force diagrams

1 **Subtract** forces acting in opposite directions.

This only works for forces acting along the same line (in 'one dimension')

2 **Add** forces acting in same directions.

Overall force $100 - 100 = 0\text{N}$
 Bus moves at a steady speed in same direction.

Overall force $2000 - 500 = 1500\text{N}$
 Bus speeds up (accelerates).

Overall force $600 - 800 = -200\text{N}$
 Skydiver slows down (decelerates).

Overall force $200 + 50 - 20 = 230\text{N}$
 Car speeds up (accelerates).

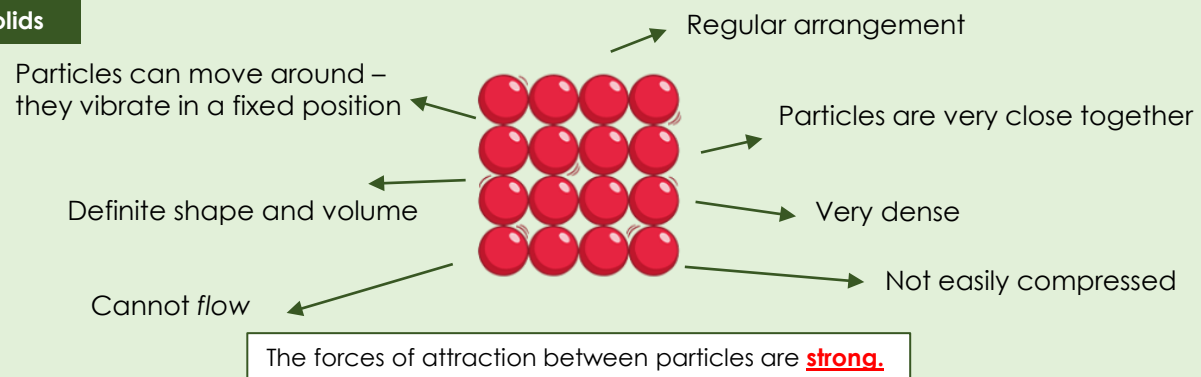
Year 7 Chemistry

Chemistry – Particle models

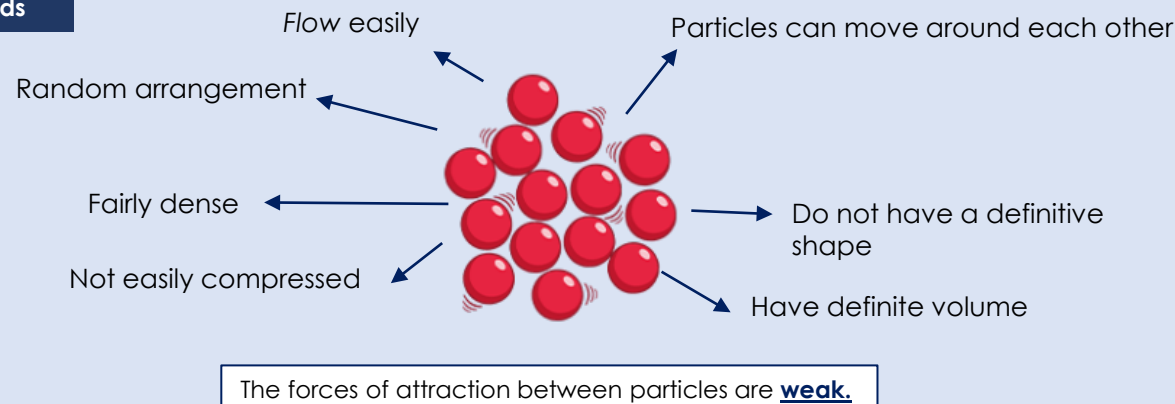


Key Word	Definition
Boiling	The process by which a liquid turns into a vapor when it is heated to its boiling point
Boiling point	The temperature at which a liquid turns into a gas as it is heated
Chromatography	A method used to separate and identify the components of a mixture of soluble substances
Condensing	A change of state from gas to liquid
Diffusion	The random movement of a substance from a region of high concentration to a region of low concentration
Dissolving	A solution is made when a substance dissolves into a liquid
Distillation	A process used to separate liquids based on their boiling points
Filtration	A method to separate a solid and a liquid
Freezing	A change of state from liquid to solid
Insoluble	A substance that does not dissolve in the solvent
Melting	A change of state from solid to liquid
Mixture	Made from two or more elements or compounds being mixed together
Pure	A pure substance consists only of one element
Solute	A substance that will dissolve into a liquid
Solution	When a solute is dissolved in a solvent
Solvent	The term used for the liquid in which a substance (solute) is dissolved
Sublimation	A change of state from solid to gas

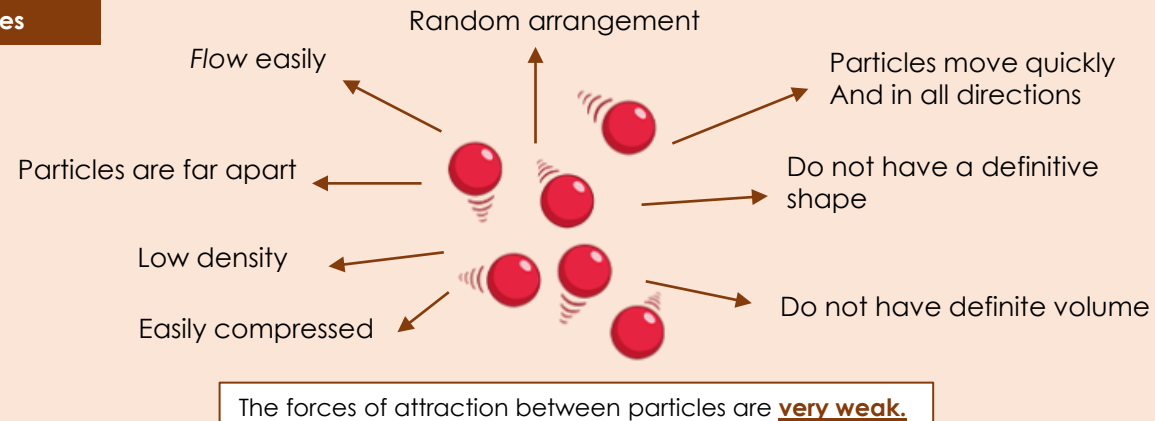
Solids



Liquids



Gases



Chemistry term 1 checklist



Draw out particles in a solid, liquid and gas

Describe the properties of a solid, liquid and gas

Understand the difference changes in state

Define melting and boiling point and be able to identify what state a substance would be in

Use the particle model to describe diffusion

Use the particle model to describe dissolving

Define solvent, solute, solution

Describe the process of filtration

Describe the process of chromatography

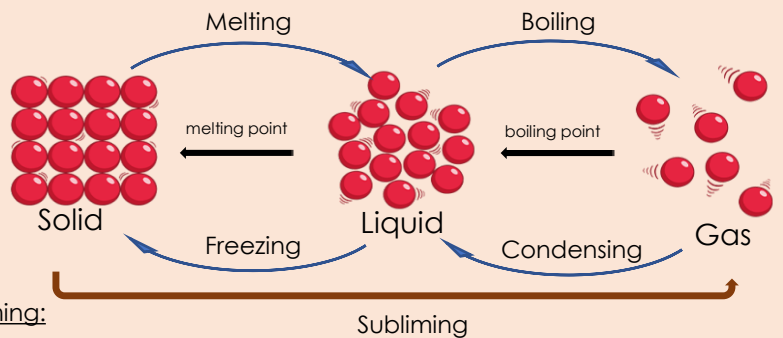
Describe the process of distillation (simple and fractional)



Chemistry – Pressure, diffusion and changes of state

Changes of state

A change of state does not involve a change in mass, only a change in energy.



Melting, Boiling and Subliming:

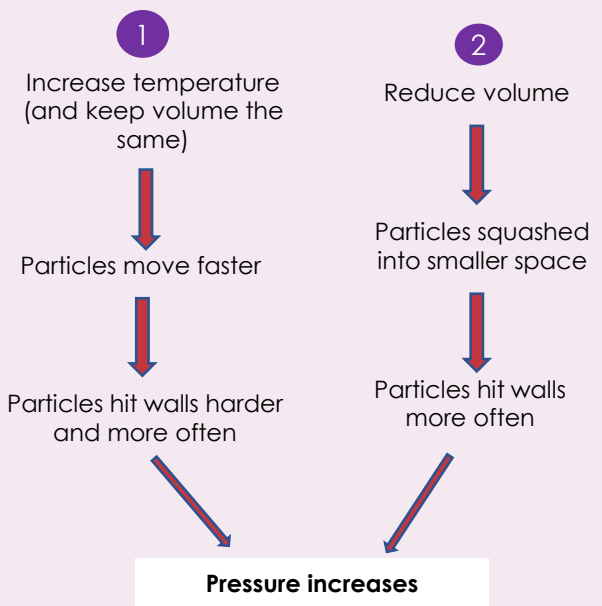
Substance heats up → Particles gain energy → Forces between particles weaken → Particles break free from position

Condensing and Freezing:

Substance cools down → Particles lose energy → Forces between particles strengthen → Particles held in position

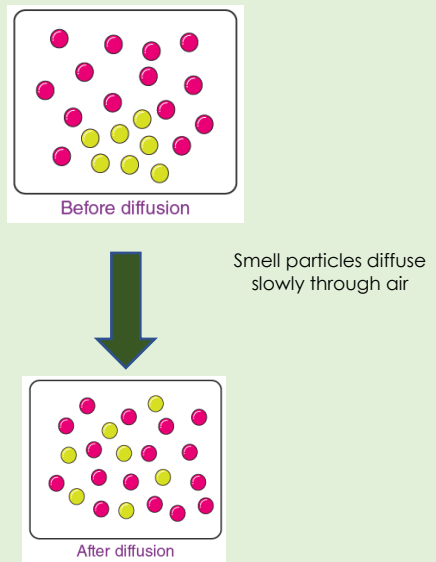
Pressure

Gas pressure is caused by particles hitting a surface.
 Two ways to increase pressure:



Diffusion

DIFFUSION – The process of particles spreading out from an area of higher concentration to an area of lower concentration.



Chemistry – Purity and separating mixtures

Purity

PURE SUBSTANCE – a substance made up of only one type of element or compound. Pure substances have a fixed melting and boiling point.
 e.g. pure water boils at 100°C and pure ice melts at 0°C.



You can test the purity of a substance by measuring its boiling or melting point.

Mixtures

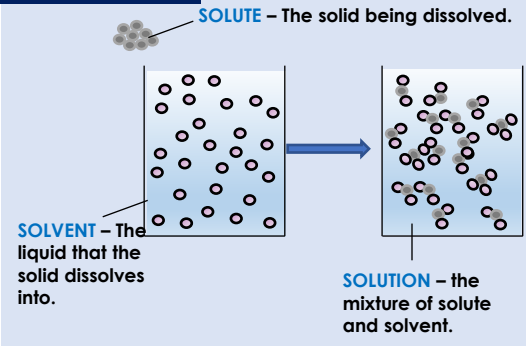
MIXTURE – a substance made up of two or more elements or compounds that are not chemically bonded to each other.
 e.g. air is a mixture



Mixtures have the properties of the substance they are made from.

Mixtures can be separated by physical methods, e.g. filtration, evaporation, chromatography and distillation. These methods do not involve chemical reactions or form new substances.

Dissolving



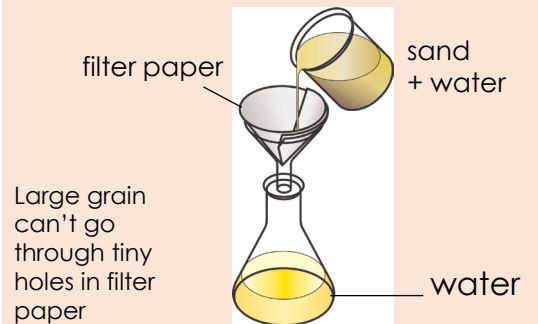
SOLUBLE	WILL dissolve
INSOLUBLE	WILL NOT dissolve
SOLUBILITY	A measure of how much solute will dissolve

A solution is called **saturated** when no more solute will dissolve

Filtration

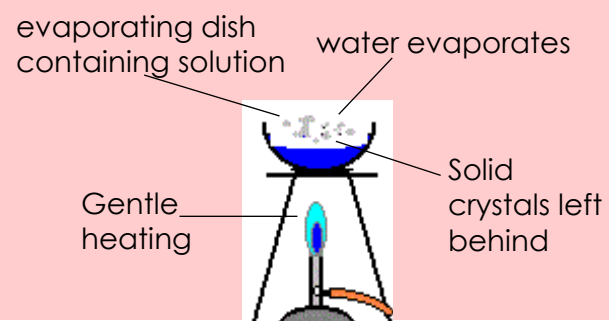
Separates **insoluble** solids from liquids.

- e.g. sand and water:



Evaporation

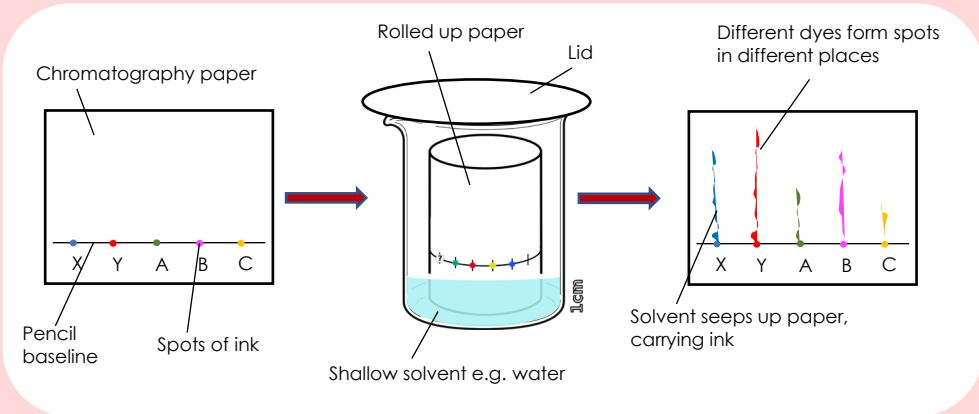
Separates **soluble** solids from liquids
 - e.g. a salt and water solution:





Chromatography

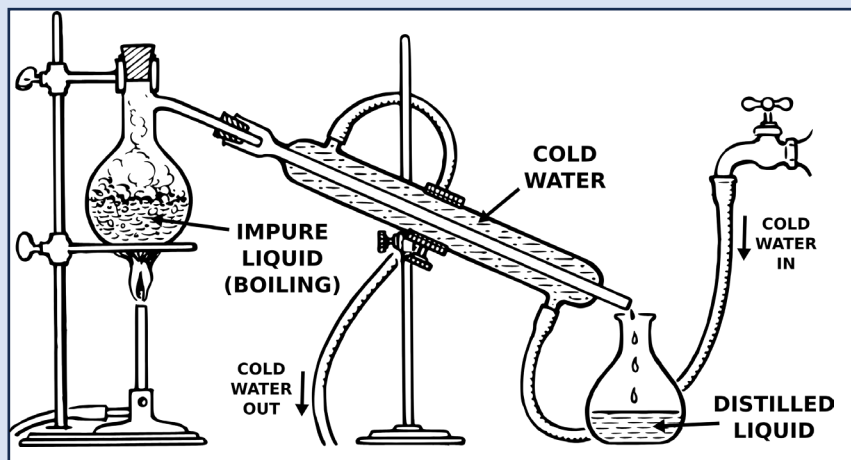
Chromatography can separate dyes in ink – they travel through paper at different rates.



You can identify **unknown substances** with chromatography by comparing the pattern of spots to known substances.

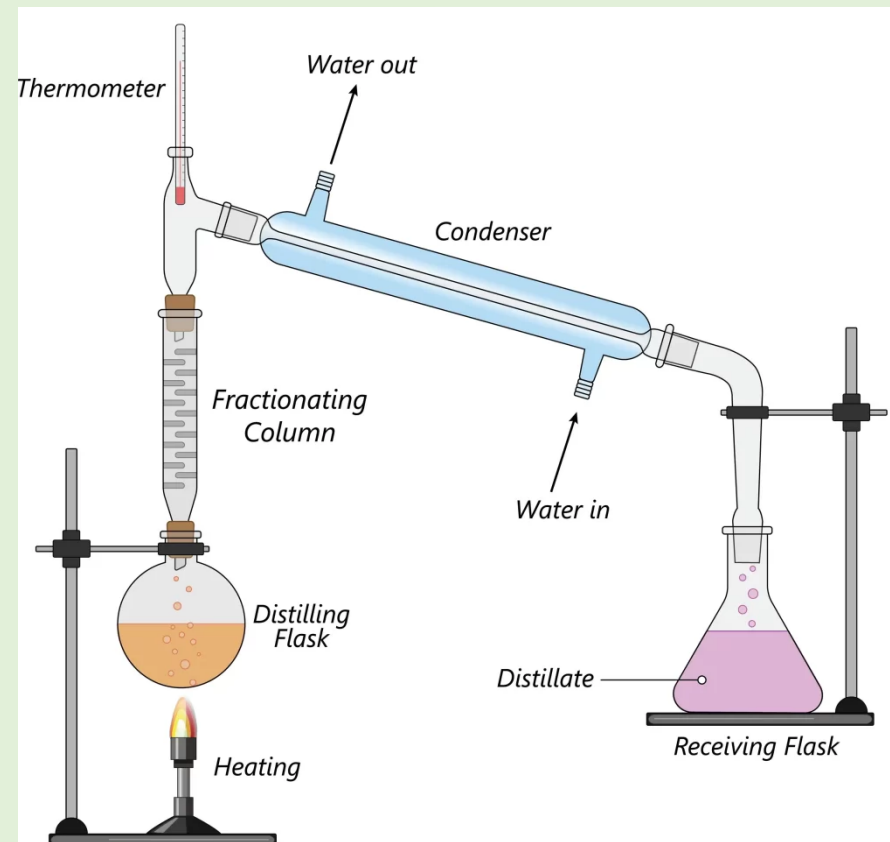
Simple distillation

Simple distillation can separate a mixture of two liquids or a solid and a liquid. The liquid is heated → boils and evaporates → condenses → is taken out. The liquid with the higher boiling point OR the solid will be left in the round bottomed flask.



Fractional distillation

Fractional distillation can separate a mixture of two or more liquids that have different boiling points. The liquid mixture is heated → the liquid with the lowest boiling point boils and evaporates → condenses → is captured in the receiving flask. Once all of the first liquid (fraction) has been removed, the temperature will rise until the next boiling point is reached. The next liquid (fraction) can be evaporated and condensed into a new receiving flask. This continues until all of the fractions have been separated out.



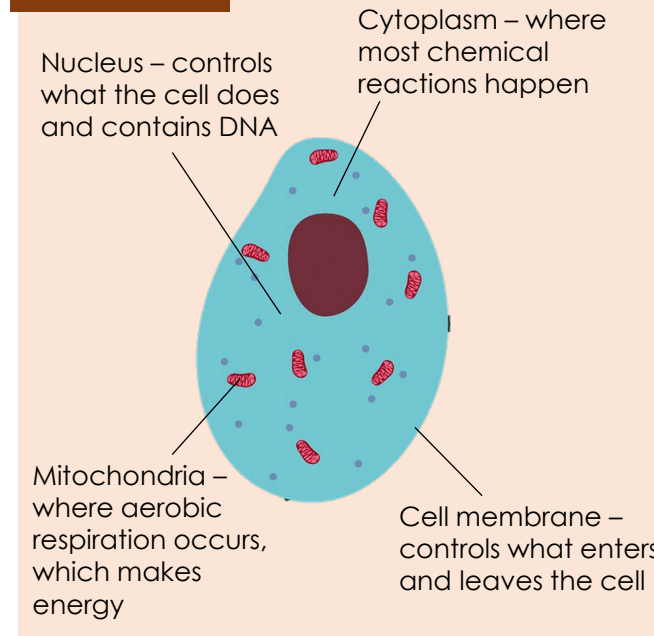
Year 7 Biology



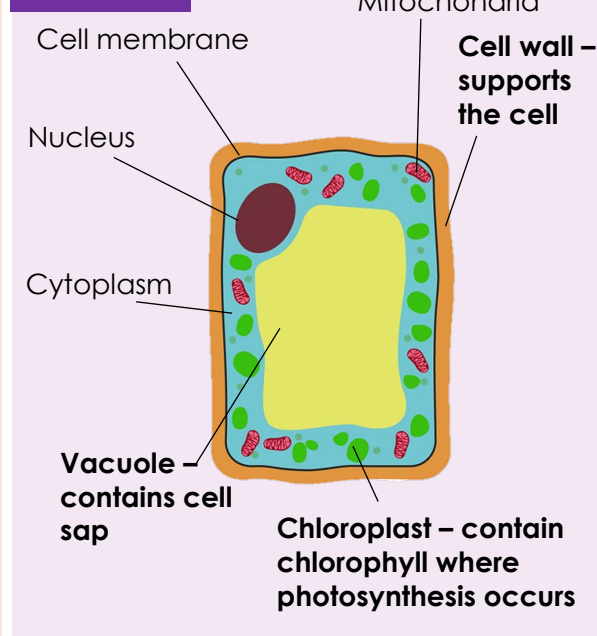
Biology - Cells

Keyword List	Definition
Cell	The fundamental unit that makes up living things
Cell membrane	The border of all cell types that controls the movement in and out of cells
Cell wall	It helps support the plant and gives the cell a rigid structure
Chloroplast	Organelle that contains chlorophyll, which absorbs light energy for photosynthesis
Cytoplasm	A jelly-like material that contains dissolved nutrients and salts and structures called organelles
Magnification	How many times bigger an object is in an image, than in real life
Microscope	They magnify small things that can't usually be seen by the naked eye
Mitochondria	The place where aerobic respiration takes place
Multicellular organism	Organisms made of many cells
Nucleus	An organelle which contains genetic material (DNA) in all eukaryotic organisms
Organ	A structure made up of groups of different tissues, working together to perform specific functions
Organ system	A group of organs with related functions, working together to perform certain functions within the body
Tissue	A group of cells working together to perform a shared function, and often with similar structure
Unicellular	A living organism that is just one cell
Vacuole	A sac-like cell organelle that stores fluids

Animal cell

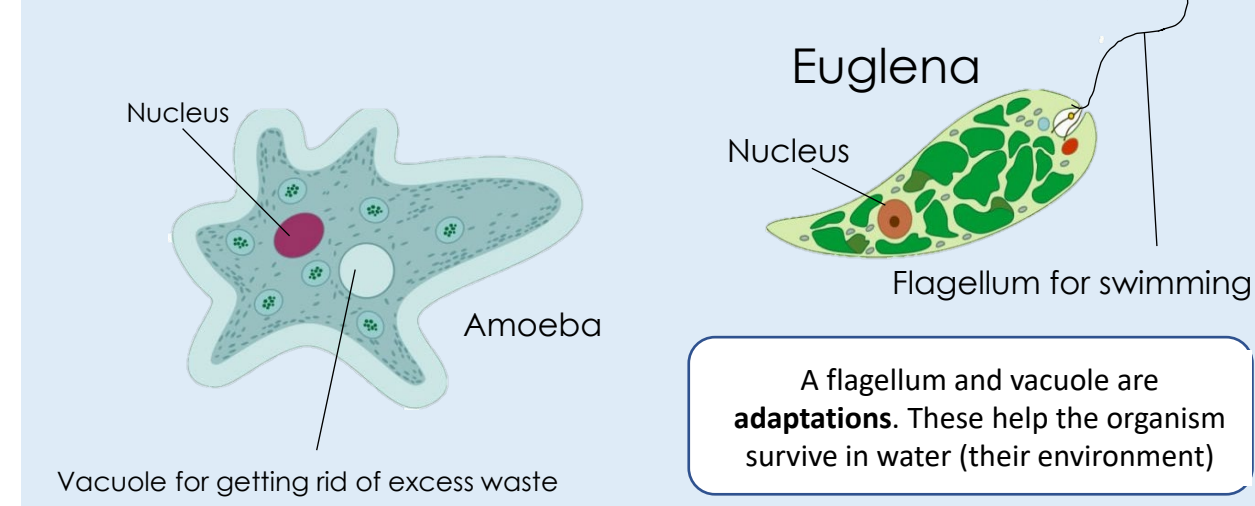


Plant cell



Unicellular organism

Unicellular organism – a living organism made up of only one cell

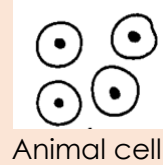


Biology term 1 checklist	<input checked="" type="checkbox"/>
Be able to identify parts of an animal cell	<input type="checkbox"/>
Be able to identify parts of a plant cell	<input type="checkbox"/>
Compare an animal and plant cell	<input type="checkbox"/>
Describe what is meant by unicellular organism	<input type="checkbox"/>
Define the terms cell, tissue, organ and organ system	<input type="checkbox"/>
Give examples of cells, tissues, organs and organ systems	<input type="checkbox"/>
Describe what a multicellular organism is	<input type="checkbox"/>
Label the difference parts of a microscope and understand what they do	<input type="checkbox"/>
Know how to use a microscope	<input type="checkbox"/>
Be able to draw from an image seen from a microscope	<input type="checkbox"/>

Biology – Organisation and Microscopy

Cell organisation

CELL – the basic building block that makes up all living organisms



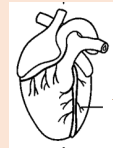
Animal cell

TISSUE – a group of similar cells working together



Muscle tissue

ORGAN – a group of different tissues working together



The heart

ORGAN SYSTEM – a group of organs working together

The circulatory system

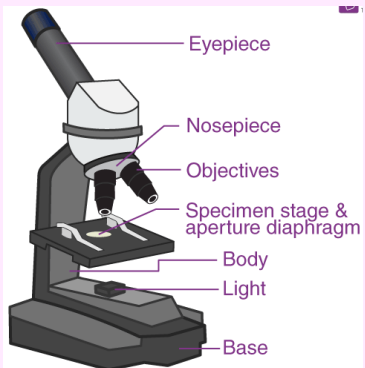


ORGAN SYSTEMS work together to make an entire **organisms**.

Multicellular organisms are usually made up of several organ systems.

Microscope

A Microscope can be used to magnify objects so we can see them in more detail.



Using a microscope

Turn the light on

Clip slide with the specimen on to view onto the stage.

Start with the lowest powered objective lens and move it down to just above the slide by turning the coarse focus knob.

Look down the eyepiece and adjust the focus with the fine knob until you get a clearer image of what's on the slide.

4 R's And Scientific Vocabulary



Revision is a very important part of education and here at Highfields we break it down into the 4 R's:

1. **Revisit** – after a set time, come back to review past content
2. **Reduce** – summarise content learnt into smaller pieces e.g. mind map, flashcards, abbreviation and acronyms
3. **Rehearse** – practice learning the information
4. **Retrieve** – bringing back and remembering content learnt in the past

4Rs: Rehearse

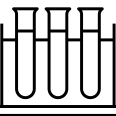
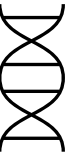
4Rs: Revisit

4Rs: Reduce

4Rs: Retrieve

Key scientific vocabulary which is important throughout all years of science and during practical work:

- **Independent variable:** variable which is purposely changed in an experiment.
- **Dependent variable:** variable which is measured in an experiment.
- **Control variable:** variables which are kept the same throughout an experiment.
- **Reliability:** how trustworthy the results are. We increase this by repeating an experiment.
- **Accuracy:** how close a result is to its true value.
- **Validity:** How suited the method used in an experiment is for the purpose.
- **Average:** adding up the values and dividing the value by how many they are
- **Anomaly:** an odd result, which does not fit the pattern of results.
- **Data:** the results from an experiment



Year 7 - Viva 1 Module 2: Mi Tiempo Libre



¿Qué te gusta hacer?	What do you like to do?
Me gusta	I like
Me gusta mucho	I really like
No me gusta	I don't like
No me gusta nada	I don't like at all
chatear	to chat online
escribir correos	to write emails
escuchar música	to listen to music
jugar a los videojuegos	to play videogames
leer	to read
mandar SMS	to send text messages
navegar por internet	to surf the net
salir con mis amigos	to go out with friends
ver la televisión	to watch TV

Qué haces en tu tiempo libre?	What do you do in your free time?
bailo	I dance
canto karaoke	I sing karaoke
hablo con mis amigos	I talk to my friends
monto en bici	I ride my bike
saco fotos	I take pictures
toco la guitarra	I play the guitar

Los días de la semana	The days of the week
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
los lunes	On Mondays
los sábados	On Saturdays

¿Qué tiempo hace?	What's the weather like?
hace calor	it's hot
hace sol	it's sunny
hace frío	it's cold
hace buen tiempo	it's nice weather
llueve	it's raining
nieva	it's snowing
hace viento	it's windy
hay niebla	it's foggy



Palabras muy frecuentes	High frequency words		
con	with	pero	but
cuando	when	porque	because
generalmente	generally	sí	yes
mucho	a lot	también	also, too
no	no	y	and
o	or	¿Y tú?	And you?

Justificaciones	Justifications
porque (no) es	Because it is (not)
aburrido/a	Boring
divertido/a	Amusing/funny
estúpido/a	stupid
guay	cool
interesante	interesting



Grade Criteria

W Understand and produce single words and very short phrases.

- 1 Understand and produce a few short sentences with support and using frequently used verbs.
- 2 Understand and produce several short, linked sentences (pero, también, y) including giving opinions.
- 3 Understand and produce short texts referring to two-time frames. These should include justified opinions.
- 4 Understand and produce short texts referring to Past, Present and Future. Link work with connectives and include justified opinions.

Hacer (to do) is an important irregular verb. The c changes to g in the 'I' form. Learn it by heart.

hago	I do
haces	you do
hace	he/she does
hacemos	we do
hacéis	you (plural) do
hacen	they do



Las estaciones	The seasons
En primavera	In spring
En verano	In summer
En otoño	In autumn
En invierno	In winter
¿Qué tiempo hace en verano?	What's the weather like in the summer?
Expresiones de frecuencia	Expressions of frequency
todos los días	Every day
a veces	sometimes
de vez en cuando	From time to time
nunca	never

¿Qué deportes haces ?	What sports do you do?
Hago artes marciales	I do martial arts
Hago atletismo	I do athletics
Hago equitación	I do/go horseriding
Hago gimnasia	I do gymnastics
Hago natación	I do/go swimming
Juego al baloncesto	I play basketball
Juego al fútbol	I play football
Juego al tenis	I play tennis
Juego al voleibol	I play volleyball
¡Me gusta!	I like it!
¡Me gusta mucho!	I like it at all!
¡Me gusta muchísimo!	I really, really like it!
¡Me encanta!	I love it!

¡Resumen!

I can...

- Say what I like and don't like doing
- Say what I do in my spare time
- Say what the weather is like
- Say what sports I do

*use connectives and frequencies

** say what other people do using other parts of present tense verbs

There are three types of verbs: **-ar, -er and -ir**. The biggest group is **-ar** verbs. Once you know the pattern, you can apply the rules to new **-ar**.

hablar to speak

(yo)	hablo	I speak
(tú)	hablas	you speak
(él/ella)	habla	he/she speaks
(nosotros)	hablamos	we speak
(vosotros)	habláis	you (plural) speak
(ellos)	hablan	they speak

-er verbs and -ir verbs follow these patterns:

comer	to eat	escribir	to write
como	I eat	escribo	I write
comes	you eat	escribes	you write
come	he/she eats	escribe	he/she writes
comemos	we eat	escribimos	we write
coméis	you (plural) eat	escribís	you (plural) write
comen	they eat	escriben	they write

Jugar (to play) is a stem-changing verb. Some people call these 'boot' verbs.

juego	I play	jugamos	we play
juegas	you play	jugáis	you (plural) play
juega	he/she plays	juegan	they play

Algunas preguntas Some questions

¿Qué...?	What/Which...?	¿Cómo...?	How/What...?
¿Cuándo...?	When...?	¿Cuántos...?	How many...?
¿Dónde...?	Where...?		





YEAR 7 TERM 1 GEOGRAPHY: BQ1 - What skills does a good geographer have?

Think like a geographer:

Where is this place? What is it like? Why is it like this? How is it changing? Who is affected by the changes? How do I feel about it? Is it part of the natural or human world or both?

KEYWORDS

Cartography	The drawing of maps.
Continent	One of several large land masses of the world. (There are 7 main continents)
Ocean	a continuous body of salt water that is contained in an enormous basin on Earth's surface
Country	A region or area that makes up a continent.
Latitude	Latitude is the measurement of distance north or south of the Equator.
Longitude	Longitude is the measurement east or west of the prime meridian.
Tropics	The tropic of Cancer is 23.5°N. The tropic of Capricorn is 23.5°S
Equator	An imaginary line around the Earth that divides it into two equal halves, the Northern Hemisphere and the Southern Hemisphere
Prime Meridian	the imaginary line that divides Earth into two equal parts: the Eastern Hemisphere and the Western Hemisphere
4Figure Grid References	A four-figure grid reference points you towards a particular square on a map. On OS maps these squares represent one square kilometre.
6Figure Grid References	A six-figure grid reference points you towards a specific point within a square on a map.
Direction	the pathway along which an object is moving.

Types of Geography

Human geography is the study of societies, cultures and economies.

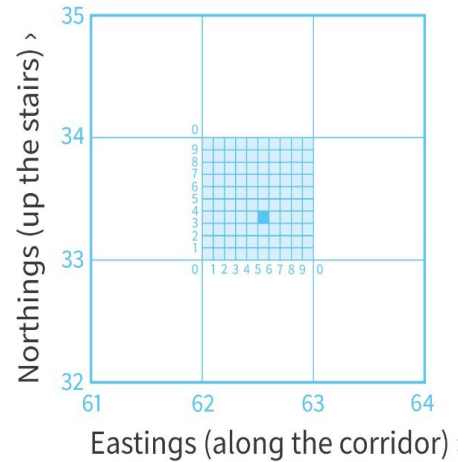


Physical geography is the study of landscapes and environments.

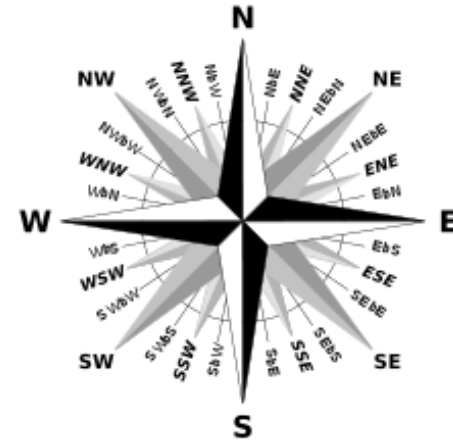


Environmental geography is the study of how humans impact the Earth.

4 and 6 Figure Grid References



Compass Directions



Common misconception

Africa is a country not a continent – This is not correct.

Africa is the 2nd largest continent.

Grid references the wrong way round. Always follow along the corridor and up the stairs.



READ THIS

<https://getoutside.ordnancesurvey.co.uk/guides/beginners-guides-map-reading/>

PLAY THESE

<https://www.ordnancesurvey.co.uk/mapzone/>

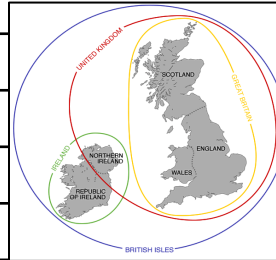




YEAR 7 TERM 1 GEOGRAPHY: BQ2 - What is our island home like?

KEYWORDS

Population	The number of people who live in a place
Population Distribution	How spread-out people are across the Earth's surface
Population density	The number of people living in a given area (km ²)
Ethnicity	A group that shares a common and distinctive culture, religion, language
Sparsely populated	Places that have very few people living there
Densely populated	Places that have lots of people living there
Great Britain	Made up of England, Scotland and Wales
United Kingdom	Made up of England, Scotland, Wales and Northern Ireland
British Isles	Made up of England, Scotland, Wales, Republic of Ireland and NI
Relief	Shape of the land
Migration	The movement of people
Relief	Shape of the land
Migration	The movement of people



Physical landscape of the UK



Common misconception



The difference between the UK, Great Britain and the British Isles – Great Britain is made up of England, Scotland and Wales
 The UK is made up of England, Scotland, Wales and Northern Ireland
 The British Isles is made up of England, Scotland, Wales, Northern Ireland and the Republic of Ireland

READ THIS

- Seneca learning -KS3 class course - Geography of the UK
 - BBC Bitesize – The geography of the UK
- <https://www.bbc.co.uk/bitesize/subjects/zbkw2hv>