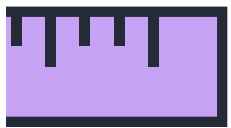




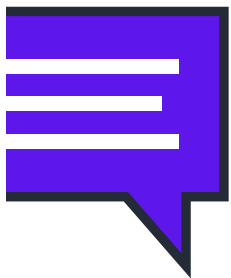
HOME-LEARNING



YEAR 7



HALF TERM 6



"ALTHOUGH NO ONE CAN GO BACK AND MAKE A BRAND-NEW START, ANYONE CAN START FROM NOW AND MAKE A BRAND-NEW ENDING."

CARL BARD



Core Values

Our school community is built on three important values which underpin all we do. We believe that great learning comes from:

Politeness

- We treat every person and thing as we want to be treated
- We are respectful, polite and courteous at all times
- We help others at all times

Hard-work

- We never give up
- We remain positive so that we have the strength to persevere with even the hardest work
- We do what it takes, for as long as it takes

Honesty

- We are true to ourselves and others and we do not make excuses
- We look to ourselves to see what needs to be done.

What is learning?

A big part of learning is about getting knowledge to go into your long-term memory and then using this knowledge. Our brains will only remember knowledge in the long term if we think really hard about it. Just reading, or highlighting does not make our brains work hard enough. We must **practise** remembering things – this will feel difficult at the time but worth it in the end.

What is a knowledge organiser?

A knowledge organiser is a document that contains key facts and information. A knowledge organiser will not include every possible fact on a topic; it will include facts needed to understand the main points. Knowledge organisers make knowledge clear. So, even if a learner misses a lesson, they have a constant point of reference.

Why are knowledge organisers good for learning?

Research shows that our brains remember things more efficiently when we know the ‘bigger picture’ and can see the way that ‘nuggets’ of knowledge link. Making links helps information move into our long-term memory. A knowledge organiser shows linked facts on a single topic.

Knowledge organisers can be used for retrieval practice (practising remembering things). Regular retrieval of knowledge helps us remember more effectively with our long-term memory. Developing our long-term memory is a vital first step. Without knowledge we have nothing to work with, nothing to think about! Retaining knowledge over time is essential.

To help us understand learning better, Gateacre students and staff have created a series of videos that explain how memory works and what we can do to make it stronger. Follow the QR code or the [Learning to Learn](#) link to view them.



How can you best use your knowledge organiser?

There are many ways you can use a knowledge organiser. The most important thing to say, however, is ‘use it’. Owning one does not make you remember facts... **you must practise** if you are to improve at anything! There will be mistakes – this is how you learn. Ultimately, the best way to remember things is to try and remember facts that you can’t quite remember instantly... practice, practice and practice.

Here are some ways you could try to improve your **long-term memory** – they are all based on making you **think**, getting you to **test your memory**. That way your memory will get stronger:

Hide and seek

Read through a small section of your knowledge organiser (three or four key words), cover the facts and try to write out as much as you can remember. Check your answers and correct them if needed. Then choose your next words or check ones you have already done again.

Quiz

Test your memory by asking someone to quiz you on facts from your knowledge organiser. Write down your answers and see how many you get right. Correct any facts you get wrong.

Teach it!

Teach and explain to someone your key facts – you could even test them!

Back to front

Write down a fact from memory and then compose a question that would lead to that answer.

Sketch it

Draw pictures /diagrams to represent each of the facts or dates (time lines, flow diagrams, or labelled pictures are great ways of remembering parts of a system or orders of events).

Repackage it (from memory)

Create a mind map that brings different facts together under one title. Check that your key words are spelt correctly... or, take a key word and create a sentence that uses it.

Take pride in how you present your work. Each page should be clearly labelled with an underlined date. There should be at least one page of work.

Always check your answers and correct anything you got wrong.... You are allowed to get things wrong... That is how you learn! Getting yourself to think is the key!

Do not just copy a knowledge organiser out – that would not help learning and would only waste your time! Make sure you are having to think!

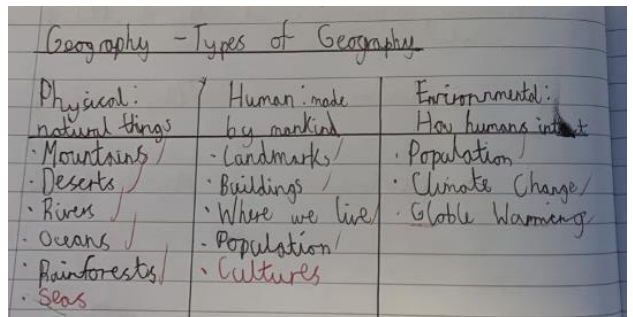
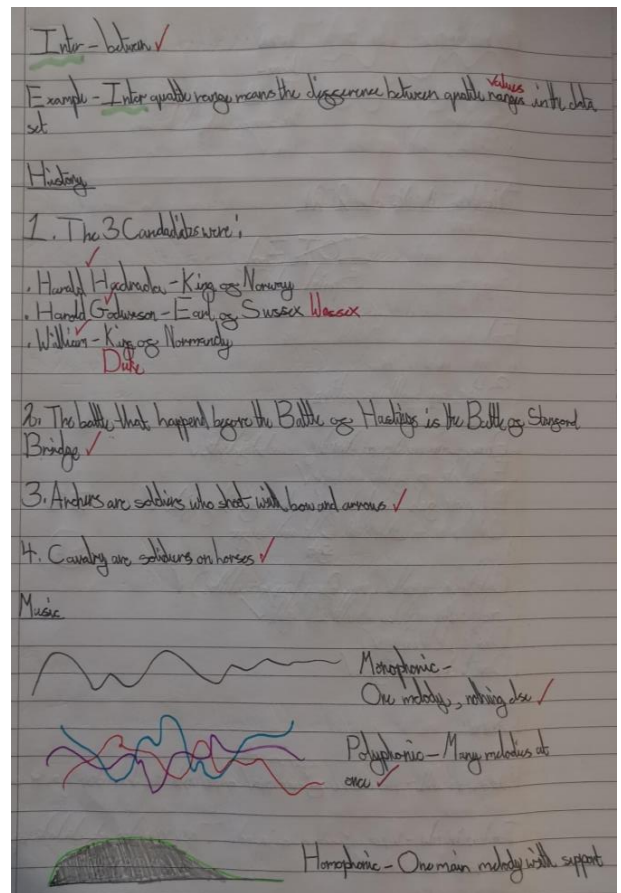
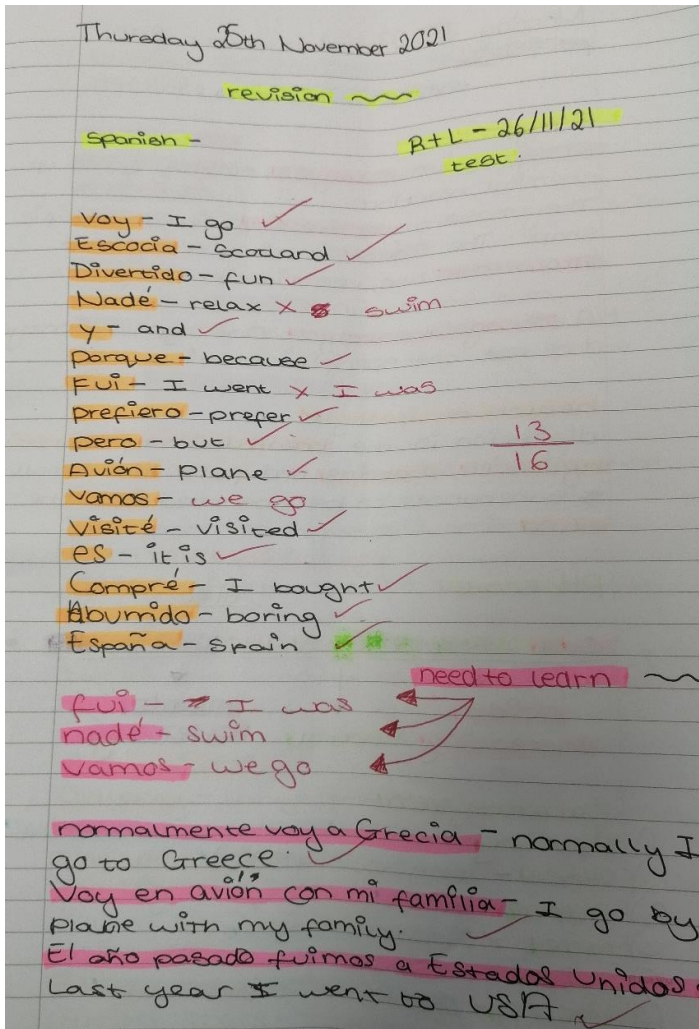


What does effective home-learning look like?

Here are some essential points to remember and some examples to see.

- Long term memories are created when you have to **think**. Simply copying does not help you remember. Testing yourself will make you **think** and remember
- The process of reflection and self-assessment is important if you are to fix mistakes. Do not worry about getting things wrong as long as you check, fix it and try again

All these learners have **read, thought, tested themselves** and then **checked** their work. They will start to develop long term memory which they can then use in the future.



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Maths [Hegarty Maths On-Line]	Computing	English [Supported by Educake Tasks]	Art	
History	Food/Drama	Geography	Science	
Music	Spanish	Dt	Active Lifestyles/RS	

Where subjects share a slot it is for **you** to decide which one **you** know less about - which one should **you** revise?

You decide which one to do, or you could, of course, revise both.

Literacy: Do take time to engage with the **Listen Project**. Developing our vocabulary is immensely important if we are to develop as learners. The **listen Project** is an opportunity to listen to interesting ideas, facts and make our vocabulary better. You can do this straight after school or at any point within the week.

Remember, you can always do more. Challenge yourself to be the best you can be!

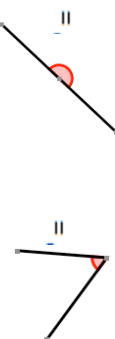
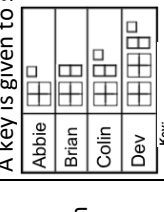
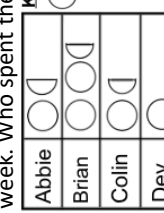



Mathematics

Your Maths Home Learning has two parts:

Part 1 is: Copy the definition of the key word and diagrams into your Home Learning Book, then use these to complete the task

Part 2 is: Access www.hegartymaths.com → Watch the video , making notes in your book → Complete the assigned quiz

Week	Key Word	Definition	Task	Hegarty Task
5th June	Angle	<p>Angles are formed when two lines intersect at a point. The measure of the 'opening' between these two lines is called an 'angle'. Acute Angle is an angle which is greater than 0° and less than 90°. Right Angle is when an angle measures 90°. Obtuse Angle is when an angle measures greater than 90° but less than 180°. Reflex Angle is an angle which is greater than 180° but less than 360°. Straight angle is a straight line, which is equal to 180°.</p>	<p>State what type of angle are the following angles</p> <p>75° = 100° = 210° =</p> 	455
12th June	Mode	<p>The mode is the value that occurs most often. E.g. Find the mode of the following set of numbers {2, 5, 4, 5, 8, 7, 5, 3, 2, 5, 6} mode= 5</p>	<p>Find the mode of each of the following list of numbers:</p> <p>a) 3, 7, 4, 6, 2, 6, 3, 8, 3 b) 2, 5, 7, 3, 9, 7, 2, 8, 7</p>	404
19th June	Median	<p>The median is an average that is found by listing the values in order and finding the middle value. E.g. Find the median: 8, 5, 3, 7, 2, 9, 3, 5, 10, 2, 5 1) Put the numbers in order 2, 2, 3, 3, 5, 5, 7, 8, 9, 10 2) Cross off a number from each end until 2, 2, 3, 3, 5, 5, 7, 8, 9, 10 the median is left in the middle.</p>	<p>State the median of the following list of numbers</p> <p>a) 1, 8, 3, 14, 9, 3, 5, 15, 19, 10 b) 16, 1, 12, 15, 4, 6, 8, 2, 18</p>	409
26th June	Mean	<p>The mean is found by finding the total of the values and dividing by how many values there are. E.g. Find the mean of the following list of numbers 5, 2, 8, 3, 5, 10, 2, 5, 7, 9, 3 $\text{Mean} = \frac{\text{total}}{\text{count}} = \frac{5+2+8+3+5+10+2+5+7+9+3}{11} = 5.4$</p>	<p>Find the mean of the following list of numbers</p> <p>a) 2, 6, 7, 8, 9, 6, 4, 2, 5, 4 b) 6, 8, 7, 1, 2, 5, 6, 3</p>	405
3rd July	Pictogram	<p>A pictogram is a chart that uses pictures or symbols to represent data. A key is given to show you what each symbol represents.</p>  <p>The pictogram represents the money four students spent last week. If 4 small squares represent £20, then: Abbie has 5, therefore she spent £20 + £5 = £25 Brian spent £20 + £10 = £30 Colin spent £20 + £10 + £5 = £35 Dev spent £20 + £20 + £10 + £5 = £55</p>	<p>The pictogram represents the money four students spent last week. Who spent the most? How much did they spend in total?</p> 	426
10th July	Range	<p>The difference between the lowest and highest values. In {4, 6, 9, 3, 7} the lowest value is 3, and the highest is 9, so the range is 9 - 3 = 6.</p> 	<p>Find the range of the following list of numbers.</p> <p>2, 5, 8, 6, 2, 5, 9, 7, 4 = 1, 6, 8, 4, 5, 7, 2, 4, 0 =</p>	410



Topic: To what extent has crime and punishment changed since 1066?

Anglo-Saxon Crime and Punishment (400-1066)

Anglo-Saxon people accused of a crime had a trial. If a decision as to whether the person was guilty or not guilty could not be made, a **trial by ordeal** would take place. It is thought that God would decide if they were guilty or not by the outcome of the ordeal. There were no prisons to send criminals to so punishments acted as huge deterrents (put people off committing crime) and were often very brutal including **stoning, whipping and hanging**. Anglo-Saxon justice also included mutilation (body parts would be cut off).

Anglo Saxon Trial of Ordeal Punishments

cold water ordeal	A person's hands and feet were tied together and they were thrown into an ice-cold lake.	If the person drowned, they were innocent. If they floated, they were guilty.
iron bar ordeal	Criminals would have to carry a glowing hot iron bar in their hands.	The person would have their hand bandaged for three days. After three days, if their hand healed without infection, they were innocent. If their hand was infected, they were guilty.
Hot water ordeal	A criminal's hand would be plunged into a pot of boiling water.	

Norman Crime and Punishment (1066-1500)

Norman rule brought small changes to law and order in England. William I kept many of the traditional Anglo-Saxon laws and customs to allow them to remain familiar with the new ruler. William did however, make some very important changes to law and order in England:

Murdum Fines – When a Norman is killed by an Anglo-Saxon, all Anglo-Saxons in that area are forced to pay a substantial fine.

Forest Laws – You could no longer hunt in the forests or cut down trees for wood. First offenders would be fined, repeat offenders would have their eyes gouged out!

Trial by Combat - Trial by combat was a battle between the two parties, with the winner of the battle becoming the winner of the trial and would therefore be forgiven in the eyes of god.

Early Modern Crime and Punishment (1500-1750)

The Early Modern period in Britain would see a change in the way Britain approached punishment. The 'Bloody Code' was introduced, which resulted in the increase of executions and harsh punishments with the view of **detering** criminals from crime.

Generally, this period saw an increase in crime. Most notably:

Vagabonds- wandering the country without a settled home or job.

Smuggling – Bringing goods into the country without paying import tax.

Witchcraft – Using the devil's power to harm others.

Highway Robbery – Stopping coaches and robbing the passengers.

Poaching – Catching birds and animals on another person's land.



How Crime and Punishment developed during this Period

1509	1603 Law and order	1754
Stocks, pillory, whipping and execution are common - but fines remain the most popular type of punishment; no police force	Older forms of punishment still used. Torture is commonly used to get confessions; witch-hunting becomes a craze. No police force.	Savage punishments and many executions. Prisons used more for punishment as well; still no police force

Source A

Industrial Crime and Punishment (1750-1900)

Tasks

The Police Force

Before 1829, policing was done through various constables and night watchmen all responsible for their own village or towns. There was a fear that crime, particularly violent crime, was increasing and this called for more organised policing.

Home secretary, **Sir Robert Peel**, decided that the deterrent of the 'Bloody Code' was not enough and was showing no signs of decreasing crime. Peel believed that an active police force would be a better deterrent to criminals than executions.

This decision was not welcomed by all. Some believed that this was an attempt by the government to seize control and have an active force to limit the freedom of people.

How were people punished?

For the first time in history, prisons became the main form of punishment in this period. They were awful places.

Transportation: Many criminals were sent to Australia for hard labour. The law allowing this was eventually changed in 1857.

'**Prison hulks**' were ships that moored in the harbour and housed criminals who were to be transported or taken to court.

Hard labour was a common punishment. Many Victorians believed that having to work very hard would prevent criminals committing crime in the future.

The crank and the treadmill: Prisons often made prisoners do pointless tasks such as turn a crank up to 10,000 times a day. Or walk for hours on giant circular tread mills.

In 1854, special **youth prisons** were introduced to deal with child offenders. These were called 'Reformatory Schools'.

Modern Crime and Punishment (1900-Now)

During the 20th Century policing changed in many ways:

- Women were first recruited to join the police force in the 1920s.
- There was more emphasis on training- 1947 the Police Training College was set up to train new recruits. Police had previously been expected to learn on the job.
- Increased use of science and technology, more specialised departments and roles, move towards crime prevention.



Robert Peel



Task 1

Look at the "Anglo-Saxon" section. Imagine you have been charged with stealing some cloth from your neighbour! Which 'ordecal' would you rather choose? Explain your answer.

Task 2

Draw a wanted poster for one of the crimes listed in the 'Early Modern' section. Include the punishment you think the person would receive if they were caught!

Task 3

Study 'Source A'. What does this tell us about crime and punishment in the 'Early Modern' period? Explain your answer.

Task 4

Create a 10 question quiz for someone you know using this knowledge organiser. If they don't quite get a question right, teach them!

Task 5

Watch the attached Youtube video on Victorian Reformatory Schools. Write a short diary entry about a day in the life of someone attending these schools!

<https://www.youtube.com/watch?v=eYwMz5rdWU0>



Violet,
aged 11



Billy,
aged 11



1. **ROMANTIC** [1800...ish - 1900...ish]
All textures used to create drama

Composers
Chopin
Liszt
Brahms

CLASSICAL [1750 - 1800...ish]
Mainly Homophonic

Composers
Haydn
Mozart
Beethoven

BAROQUE [1600...ish - 1750...ish]
Mainly Polyphonic

Composers
J. S. Bach
Handel
Vivaldi

4. **Tuning the open strings:**

Symbol	Name	Number of beats
2.	Semibreve	4 beats
	Minim	2 beats
	Crotchet	1 beat
	Quaver	½ beat each
	Semi-quaver	¼ beat each

TASK
Revise each box by number.
This page is a summary of some of the important key words this year.

4. **Guitar Key Technical Words:**

Chord: playing many notes at once (often all six strings)

Strumming: Playing all required strings in one go

Picking: Plucking the individual strings

Fret: The spaces on the neck where you press your fingers

Acoustic: a guitar that does not need an amplifier

5. **LINE NOTES**

BARLINE – breaks music into bars

5. **SPACE NOTES**

TREBLE CLEF is used for higher notes (right hand).

STAVE – the 5 lines that music is written on.

DOUBLE BARLINE shows the end of the music.

SUMMARY

3.

Family	Instrument Names
Strings	Violin; Viola; Cello; Double bass; Harp
Woodwind	Flute Oboe Saxophone Clarinet Bassoon
Brass	Trumpet Trombone Tuba French Horn
Percussion	Timpani (Kettle Drums) Xylophone (wooden) Glockenspiel (metal) Piano



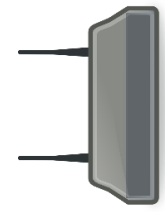
Networks: From semaphores to the Internet

<p>What is a network?</p> <p>A network is when two or more devices are connected together to allow them to communicate and share resources.</p>	<p>What is a protocol?</p> <p>A protocol is a set of rules for transmitting data between devices, such as HTTP, or HTTPS.</p>	<p>What is the internet?</p> <p>The Internet is a worldwide network of computers, whereas the web is the collection of web pages found on the Internet.</p>	<p>Packets:</p> <p>Packet switching is when messages are broken up into very small pieces, called packets. Each packet consists of two parts:</p> <ul style="list-style-type: none"> header - this includes the sender's and recipient's IP addresses, the packet number, the total number of packets the message contains, plus the details of any protocols used payload - this is part of the actual message itself. The packets are sent individually across the network and put back together to reform the message at the other end.
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Packet header	
Sender IP	192.15.8
Receiver IP	205.9.4.3
Sequence	1 of 3
Payload	"How"

Network Hardware:

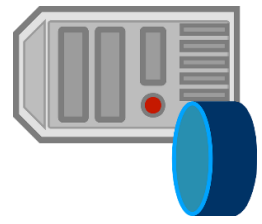
Router



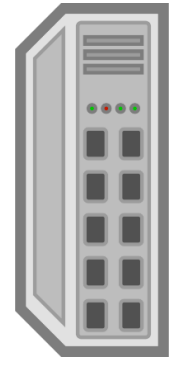
Network Cable



Server



Hub



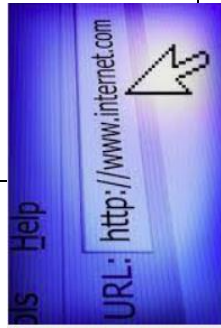
IP Addresses:

Every device on the internet has a unique IP address. The IP address is included in a data packet. This is an example of an IP address:

192.168.5.43

Web Addresses:

URL stands for 'Uniform Resource Locator'. It is the address of a World Wide Web page and is sometimes called the 'web address'.





Computing Department Knowledge Organiser: Year 7 Networks



Task 1 Wired vs. Wireless:

A wired network is one where the devices in the network are connected using cables.

A wireless network is a computer network that makes use of Radio Frequency (RF) connections between devices in the network.

Copy and complete this table in your home learning book, adding advantages of wired and wireless networks:

Advantages of Wired Networks	Advantages of Wireless Networks

Task 4 LAN and WAN

A LAN is a Local Area Network, which is a network connected over a small geographical area e.g. a house.

A WAN is a Wide Area Network, which is a network connected over a large geographical area, e.g. an international company.

Draw and label a LAN and a WAN in your home learning book.

Can you name the largest WAN?

Task 2 Web Addresses:

Identify the protocol, and domain name in this web address:



Write a web address of your choice into your home learning book and identify the protocol and domain name of it.

Task 3 Network Hardware:

Look at the network hardware images on the previous page. Draw them into your home learning book and write a description of what each device does on a network.

- Router
- Server
- Network Cable
- Hub

Task 5 e-Safety when using the internet

Create a top tips poster which contains at least 5 tips to keep your 7s safe when using the internet.

Add images to your poster and colour it in.

Year 7 - Sensory Evaluation

Sensory evaluation analyses and measures human responses to food and drink, e.g. appearance, touch, odour, texture, temperature and taste.

Sensory evaluation tests should be set up in a controlled way to ensure fair testing, e.g. no distracting colours, noise or smells; same size portions; coded samples, and water to drink.

Preference tests - these types of tests supply information about people's likes and dislikes of a food. They include hedonic, paired comparison and scoring tests.

Discrimination tests - these types of tests aim to evaluate specific attributes, i.e. characteristics of a food (such as crunchiness). They include triangle, duo trio, ranking and paired comparison tests.

Using our senses

A range of senses are used when eating food:

- sight;
- smell;
- hearing;
- taste;
- touch.

A combination of these senses helps to evaluate a food.

Sight

The size, shape, colour, temperature and surface texture all play an important part in helping to determine your first reaction to a food. Often if a food does not look appetising, then you will not eat it.

Taste

The tongue can detect five basic tastes:

- bitter; salt; sour; sweet; and umami (savoury).

Smell

The nose detects volatile aromas released from food. An odour may be described by association with a particular food, e.g. herby, cheesy, fishy. The intensity can also be recorded.

Flavour

Smell (odour) and taste work together to produce flavour. This is the reason why people with a blocked nose find it difficult to determine the flavours of foods.

Texture

Texture can be assessed through touch. When food is placed in the mouth, the surface of the tongue and other sensitive skin reacts to the feel of the surface of the food. This is also known as mouth-feel.

Hearing/sound

The sounds of food being prepared, cooked, served and eaten all help to influence our preferences. The sound of eating food can alter our perception of how fresh a food is (e.g. crunchy carrots).

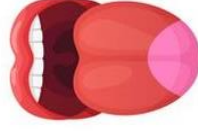
Crunchy Watery Sour Salty Tasteless
 Golden Creamy Lumpy Herby Blant
 Chewy Greasy Syrupy Tangy
 Crumbly Tender Juicy Buttery Dr
 Sticky Colourful Acidic Flat
 Smooth Meaty Stringy
 Crispy Slimy Bitter Fruity Doughy Thick
 Undercooked Rubbery Sharp Goopy
 Hard shiny

Weekly Tasks

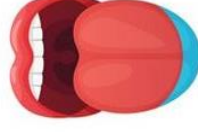
- 1 – Complete a sensory evaluation on your favourite chocolate bar.
- 2 – Make a list of foods that are considering sweet or sour.
- 3 – Choose 10 words from above and match them with foods that you enjoy.
- 4 – Complete a sensory evaluation of a dish you have made in school this term.
- 5 – Take 5-10 words from above and find their antonyms (words that mean the opposite).
- 6 – Draw and label the 5 tastes of a tongue using the diagrams below to help



UMAMI



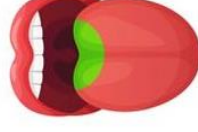
SWEET



SALTY



SOUR



BITTER

THE 4 P'S

PACE

PITCH

PAUSE

PROJECTION

The next two schemes are:
Charlie and the chocolate
factory/AP2/set design

New Skill/Technique

Retrieval

Knowledge/ skill	Definition
Backdrops	A piece of cloth hung behind the stage in a theatre as part of the scenery that can be painted or have coloured light or projections shone onto it
Borders	Wide and short drapes that mask the top of the stage where lights are hung
Gauze	A thin curtain that can be lit either from the front to make it opaque, or from behind to make it transparent
Tags	The name for stage curtains that can open horizontally or fly vertically
Truck	A moving platform on which a piece of scenery is built to facilitate scene changing
Revolve	A turntable built into the stage floor on which scenery can be set and then turned
Flying	Involves a manual or electric system that lifts performers off the stage, allowing for stunts and aerial sequences
Physical theatre	Physical theatre is a well-known genre of theatrical performance that encompasses storytelling primarily through physical movement.
Role play	Role play is the act of imitating the character and behaviour of someone who is different from yourself.
Promenade theatre	In promenade theatre there is no formal stage, both the audience and the actors are placed in the same space.
Narration	A commentary delivered to accompany a performance.
Slow motion	Performing in manner whereby the action appears much slower than in real life.

The purpose of set design **BBC Bitesize!**

What is promenade theatre?

What are the constraints of 'Theatre in The Round'?

Watch any version of Roald Dahl Charlie and The Chocolate Factory if you can!



Tasks

Week 1	Label the plain stage provided with the following: Upstage, Downstage, Stage Left, Stage right, Wings, Centre Stage and Apron.
Week 2	Have a go at creating the shoe box stage with the instructions on the next page!
Week 3	Draw a set design for the chocolate factory for a stage performance of Charlie and the Chocolate Factory. Research some examples and use them as inspiration.
Week 4	You have won a golden ticket! Write a monologue on how you feel!! Perform it to your family using the physical and vocal skills on this page!
Week 5	Scan the QR code and take notes of the information you are given.
Week 6	Write a monologue for Charlie after he has been given the chocolate factory – how has his life changed?
Week 7	Create your own wacky and wonderful confectionary!

The purpose of set design **BBC Bitesize!**



Stage positioning

You will need:

- 1 shoebox (with separate lid)
- Scalpel (or scissors)
- Metal ruler
- Double sided tape (or glue)
- Masking tape
- Paint/ pens/ pencils
- Extra card, paper and fabric for getting creative!

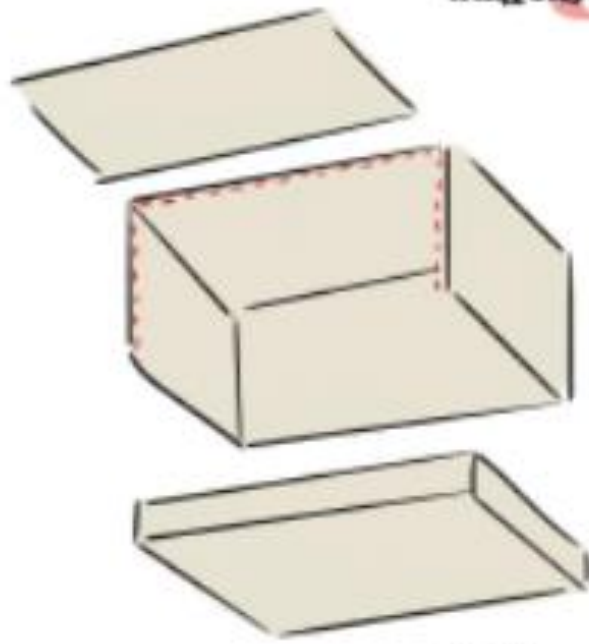
Step One:

- Remove lid
- Place lid face down on table
- Carefully cut out one of the long sides of the box



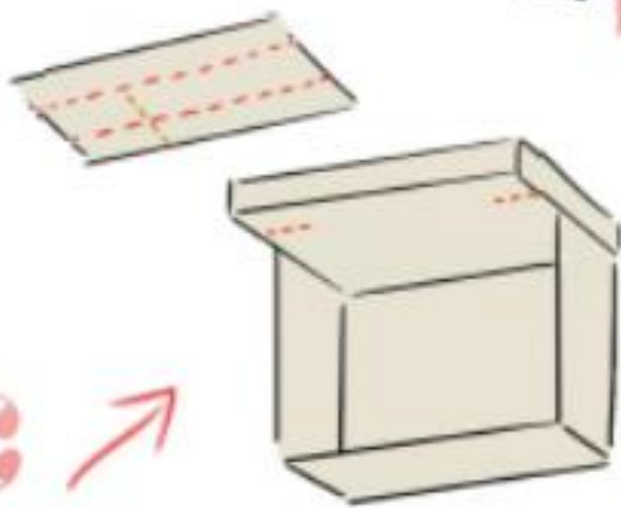
Step Two:

- Place box on top of the lid
- Attach box to lid (with masking tape or glue)
- Measure the piece you cut from the box into 3 even strips and mark with pencil
- Cut the extra piece along pencil lines



Step Three:

- Carefully score 2 of the 3 strips a few inches from the top, and bend into a right angle (you will need to measure this)
- These pieces will form the sides of your proscenium arch, and give your stage more depth
- Cut slots either side of the lid, wide enough to fit your side strips

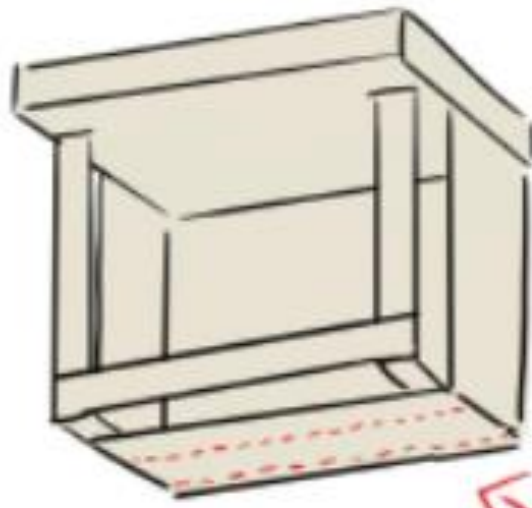


Step Four:

- Push side strips a few centimetres into slots and tape underneath
- Bend the strip where you scored it, and stick to the main box (with double sided tape)
- Use the final strip as the top of the proscenium (attach to the sides with double sided tape)

Your basic model box is complete!

Now you can decorate your stage however you like! Try making flats and scenic elements out of spare card-cut slots in the top of the box to 'fly' the pieces in and out. You could make a backdrop or cyclorama for the back wall with tracing paper, and curtains with felt or fabric. You could also try using battery powered LED lights to give your stage atmosphere



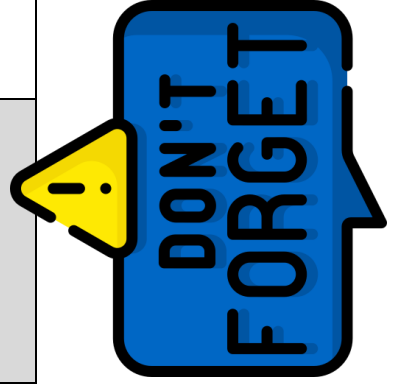


Spanish

Go to [languagenut.com](https://www.languagenut.com) or download the app from the app store/google play store.
Log in with the username and password given to you by your teacher.
Your weekly task will appear in the "assignments" section.



Tuesday 6 th June	Complete the assigned tasks practising all about me vocabulary.
Tuesday 13 th June	Complete assigned tasks practising sports vocabulary.
Tuesday 20 th June	Complete assigned task practising opinions vocabulary.
Tuesday 27 th June	Complete assigned tasks on school.
Tuesday 4 th July	Complete assigned tasks on hobbies.
Tuesday 11 th July	Complete assigned tasks on all about me.



If you're accessing Languagenut from a tablet or computer, you can browse through other sections and practise other skills.

Click "high school" and either "vocab practice", "exam skills" or "sentences and chunks" and practise away!

You get points for each activity you complete and the Top 10 students in the school with the most points at the end of each month will get a prize off Mrs. Foy!

Y7 Speaking and Listening Knowledge Organiser

Key Words and Definitions

Speech - A formal address to an audience.

Presentation - A speech that explains or introduces something to an audience.

Formal - The characteristic of being appropriate for a serious or official setting or occasion.

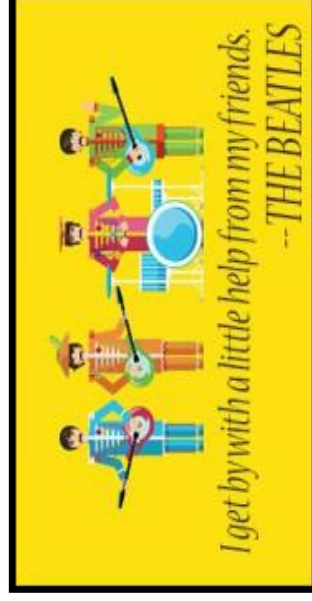
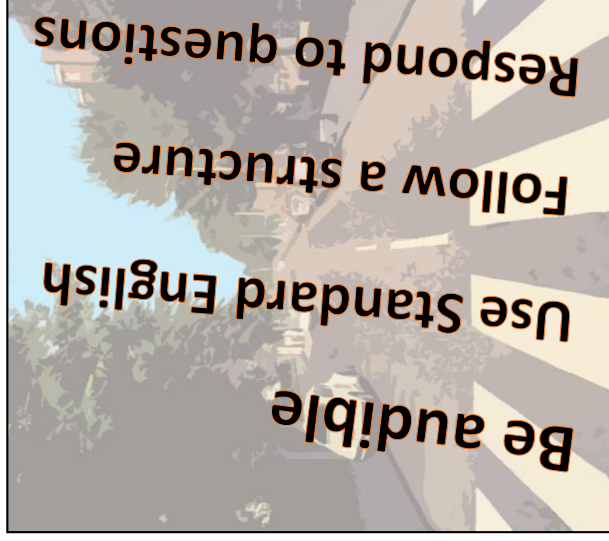
Opinion – An established point of view.

Active listening - Listening in an active way, considering what is said, forming questions and showing your engagement.

Elaborate – To make a statement that adds additional information.

Conclusion – A decision or judgement that has been reached through reasoning.

To achieve in a speaking and listening presentation assessment you must try to:



The Fab Four of Successful Presentations

1. Project your voice appropriately so that everyone can hear.
2. Try to make eye-contact with members of your audience.
3. Try not to be too nervous – everyone in the class will have to present at some point.
4. If you stumble on a word or start to giggle – just take a breath, collect yourself and start again.

Try to:

- Work in a team, let everyone have a say and **listen** to one another.
- Avoid reading from the board word for word.
- Be **formal** in your language – avoid **colloquialisms** or **dialect** terms.
- Give your presentation **structure** and direction.
- **Actively listen**: focus, engage, applaud and ask questions.

Speaking and Listening - Home Learning Tasks

Key Words and Definitions

Speech - A formal address to an audience.

Presentation - A speech that explains or introduces something to an audience.

Formal - The characteristic of being appropriate for a serious or official setting or occasion.

Opinion - An established point of view.

Active listening - Listening in an active way, considering what is said, forming questions and showing your engagement.

Elaborate - To make a statement that adds additional information.

Week 1

Research the Beatles. Create a mind map of information.

Week 2:

Research famous speeches. Make a list of the features of a good speech.

Week 3:

Write a letter to friend telling them about Liverpool and some of the places to see.

Week 4:

Create a poster that encourages tourists to visit Liverpool City.

Week 5:

Create a mood board for your presentation with top places to visit and memorable details about the Beatles.

Top Tip: <https://www.bbc.co.uk/bitesize/topics/z86qsbk>

- Use the link above to visit BBC bitesize for more helpful hints!

Knowledge Organiser - The Middle East year 7



Physical and human features of the Middle East

Human features of the Middle East

Turkey - Ankara
 Cyprus - Nicosia
 Lebanon - Beirut
 Syria - Damascus
 Israel - Tel Aviv (Gov't)/Jerusalem (Official)
 Jordan - Amman
 Egypt - Cairo
 Saudi Arabia - Riyadh
 Yemen - Sana'a
 Oman - Muscat
 UAE - Abu Dhabi
 Qatar - Doha
 Bahrain - Manama
 Kuwait - Kuwait City
 Iraq - Baghdad
 Iran - Tehran

Physical features of the Middle East

Iranian Desert
 Asir Mountains
 Arabian Desert
 Caucasus Mountains
 Alborz Mountains
 Syrian Desert
 Zagros Mountains
 Nile River
 Red Sea
 Tigris River
 Euphrates River

The climate of the Middle East

The Middle East is the common term for a region consisting of countries in southwest Asia and a part of North Africa. The Middle East usually contains these countries: Bahrain, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syria, United Arab Emirates, Yemen & Turkey. Sometimes these countries are also included: Afghanistan, Pakistan, Uzbekistan, Tajikistan, Turkmenistan and Kyrgyzstan.

Key terms and definitions

Ecosystem- An **ecosystem** is a community of living things (biotic) animals, plants, micro-organisms, non-living things (abiotic) and their shared environment.

Biome-an ecosystem on a global scale.

Biodiversity- the variety of plant and animal life in the world or in a particular habitat.

Biotic- the living component of an ecosystem.

Abiotic-the non-living component of an ecosystem.

Physical feature- Natural things such as; mountains, rivers and deserts.

Human feature- Made by man kind such as cities, population, landmarks and cultures.

Tasks- if you complete all 6, revisit some or all from memory

Task 1: Learn the key terms and definitions for this unit.

Task 2: Look at the list of human features (countries/capitals) of the Middle East, cover and try to remember as many as you can.

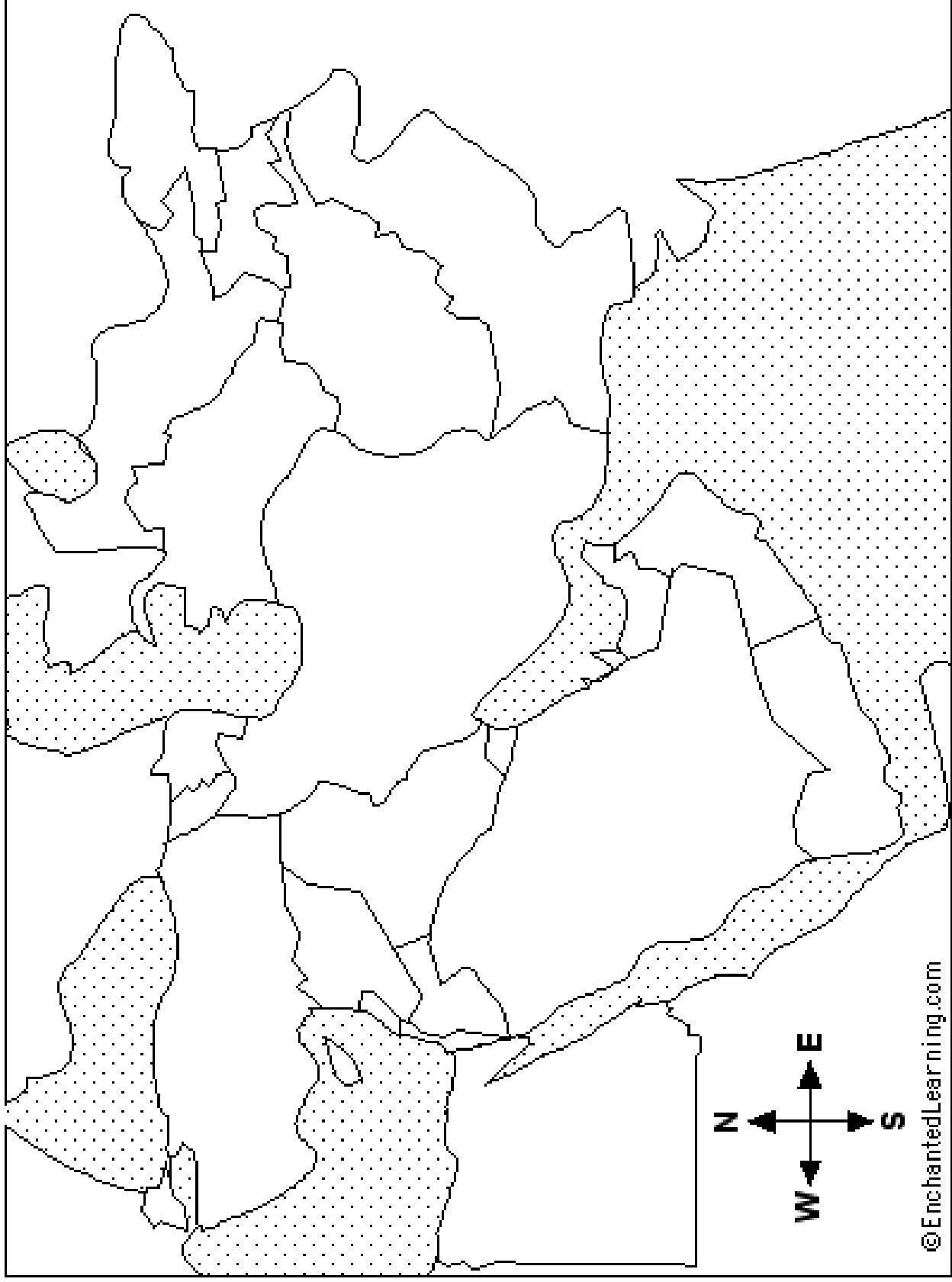
Task 3: Revise the map of the Middle East and then in pencil try to complete the blank map of the Middle East by adding as many countries as you can. Check and then rub out and repeat.

Task 4: Look at the list of physical features. Using Google Maps locate these features and add the location to your map from task 3.

Task 5: Create a multiple choice quiz on human and physical features and get someone at home to test you.

Task 6: Using Google pick one country from the Middle East and create a fact file on it- focus on facts population, religions, languages and climate.

Map of the Middle East





DESIGN TECHNOLOGY KNOWLEDGE ORGANISER

YEAR 7 DT

Topic: Keeping your desk tidy

My Tool Box



Tenon Saw – Used to cut straight lines in wood.



Hand file – Used to smooth out different materials



Try Square – Used to mark out right angles.



Bench hook – Used to hold work in place when cutting



Wood Vice – Used to secure material while working on it (cutting, filing sanding etc.)



Pillar/Bench Drill – Used to drill holes into different materials.



Machine vice – Used to hold workpiece securely during drilling.



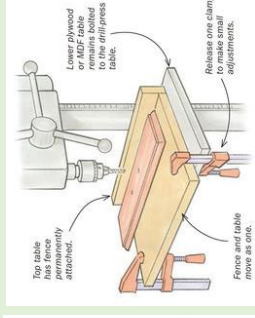
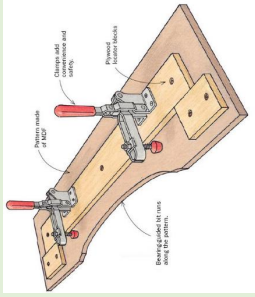
Belt Sander – Used to sand/smooth down different materials

Focused Topics

PPE equipment and signage

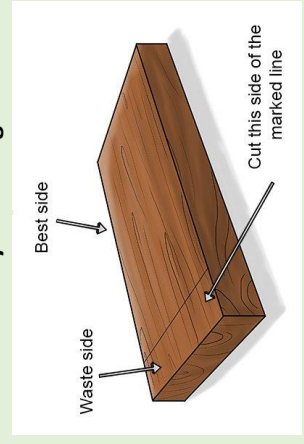


Drill jigs



A jig is a device used to hold a piece of material and guide tools. They are used to ensure the process can be repeated accurately and to a high quality.

Correct way of cutting timber



When cutting from a long length of wood we should always mark one first, cut to length on the waste side of the line allowing for the kerf of the saw. Then mark the second section and repeat the process.

Key Terms

Softwood - the wood from a conifer (such as pine, fir, or spruce)

Manufactured Board – timber sheets which are produced by gluing wood layers or fibers together (such as MDF, Plywood and Chipboard)

Drill jig - a tool made to help place a material in the same place repeatedly when drilling.

Template - a shaped piece of material used as a pattern to mark around

Kerf - the width of material that is removed by a cutting process

Tasks

Task 1: Cover the knowledge organiser then write down all the tools you have learnt. Check and red pen mistakes.

Task 2: Do the same as task 1 for Key terms & definition.

Task 3: For the PPE signage write down a reason why each one would be worn (what would they help protect you from?)

Task 4: Draw two tools and write what they are for.

Task 5: For the different machine tools list all the potential hazards (things that could go wrong) and the associated control measures (What you could do to stop it happening).

Task 6: Create a mind map for the information you remember and red pen anything you've forgotten.

Task 7: Teach it. Create a task that can be used to teach some of the information from here.

To go further:

Introduction to isometric crating:



More information about natural and manufactured timbers:





ART KNOWLEDGE ORGANISER

YEAR 7
Term 3b-Artist
Response

Topic: Exploring the theme of nature. Connecting to the work of artists and producing outcomes.

History/Context:

During this term you will continue to explore the theme of nature and look at how different artists work. Your focus will be the artwork of Colleen Wilcox and creating an outcome from your own drawings using her unique style. You will continue to look at how other artists interpret the theme to give you a broad understanding of different approaches artists can take to create artwork. During your lessons you will refer back to how artists Vincent Scarpace, Henri Matisse and Colleen Wilcox create artwork and how they use materials, techniques and processes differently. Studying the work of different artists should give you ideas for your own work. During your art lessons you will explore colour in more depth, using paint and colour pencils. You will learn how to create tone to show reflections and shadows in your work and you will also learn how to blend colours together effectively so your artwork has more depth. You will demonstrate these skills in the artwork you create inspired by Colleen Wilcox.

Home Learning tasks:

- Week 1:** Practice key literacy vocab 1-6 - look, cover, write, check, correct x 3. Read the sentences again and check for understanding.
- Week 2:** Practice key phrases 6 -13 - look, cover, write, check, correct x3. Read the sentences again and check for understanding.
- Week 3:** Create a collage of images showing the Paper Cut abstract paintings by Henri Matisse, Vincent Scarpace's Fish drawings and paintings and the work of Colleen Wilcox. Add key words which describes their work and the techniques and processes they use to create their artwork.
- Week 4:** Take some photographs of nature for example flowers, plants, trees, leaves etc using your phone. In your Home Learning book, produce a series of sketches and drawings using a variety of different materials from your photos. You could use biro, pencil, colour pencil, felt tip pens etc.
- Weeks 5/6:** Select one of your drawings to create a drawing in the style of one of the Artists in your Home Learning Book. In your drawing reflect the way that the artist creates a composition and uses colour, shape, detail, pattern and creates tone.

Key Literacy Vocabulary:

- Critical**-Critical, in art is when express thoughts and opinions about your work, or that of others.
- Mood**-Mood is the feeling or atmosphere created in an artwork.
- Style**- Style is the way the artwork looks.
- Stimulus**-Something which interests an artist or designer and gives them new ideas.
- Connection**- A connection is a link made between/to an artist, subject or media in your artwork.
- Historical**-Historical refers to something occurring in the past.
- Interpretation**-Interpretation demonstrates the way that an artist has translate what they have learnt.
- Annotation**-Written response to artist work or style can include your own personal response.
- Subjective**- The word subjective, in art, is when an artwork is influenced by the artists own thoughts or opinions.
- Inform**-Inform is when you use relevant subject knowledge to contribute to your artwork
- Primary Source**-Something which is directly in front of you. It can be a natural or manmade object, a person, or event.
- Secondary Source**- A resource which has been previously created eg artwork, photograph, books and articles.
- Abstract**-Does not represent visual reality.

Relevant Images:

Week 3

Collage example



Here are some websites on the artists you will be looking at which will help you with your collage.

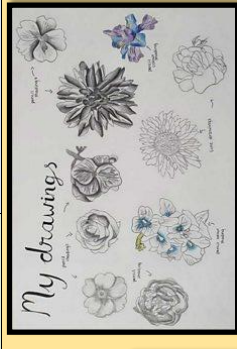


Week 4

Click on this website for photography tips



Examples of nature photographs



Experiment with different materials when you do your drawings.

Week 5/6



Week One

Create a mind map/spider diagram of information you remember from the topics:

- Forces
- Particles and their Behaviour
- Energy
- Atoms, Elements and Compounds

Once you have completed the mind map use your previous home learning booklets to make sure you aren't missing important information.

Week Two

Create a mind map/spider diagram of information you remember from the topics:

- Reactions
- Cells
- Structure and function of body systems
- Sound Waves

Once you have completed the mind map use your previous home learning booklets to make sure you aren't missing important information.

Week Three

Read your knowledge organiser focusing on **Reproduction** for 5 minutes. Then turn the organiser over and write a short summary of the topic.

The summary should include:

1. No more than 40 words
2. And should be written in full sentences.

Week Four

Pick 4 key words from the knowledge organiser page title **Reproduction**. Using those 4 key words make as many links between the words as you can.

Remember to include:

1. The 4 key words you have chosen
2. The links you have made between the words, these should be written along the arrow that connects them.

Week Five

Using your Home Learning book, make a quiz containing at least 10 questions from the topic **Reproduction**.

Remember to include:

1. Answers to each question written in full sentences,
2. A variation in the type of question, Draw/state/explain etc.

Week Six

Answer the following questions in full sentences in your home learning workbooks.

1. Why do female's breasts develop during puberty?
2. Why do females' hips widen during puberty?
3. Which hormone causes the changes that occur in males?
4. Which hormone causes the changes that occur in females
5. Describe where these hormones are made.
6. How long does the cycle last?
7. Why is it described as a cycle?
8. What happens on day 14?
9. How long does the period last?
10. What happens during the period?

WE ARE USING



TASSOMAI

Have you completed your 4 daily goals?
Complete 4 daily goals each week to ensure success in Science! 😊

Home learning tips:

1. Answer any questions in full sentences.
2. Take your time reading through your knowledge organiser.
3. Read the task twice.
4. Ask your teacher in your next lesson if you are unsure about anything.
5. Not sure which week to do? Ask your teacher!

What do I need to be able to do?

• Describe the reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

• Understand the importance of plant reproduction through insect pollination in human food security

• Describe reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

4. Seed Dispersal

Seeds are spread far away from each other and the parent plant. This is called **seed dispersal**. This is so they have space to grow and they are not in **competition** for **resources**.

Method of seed dispersal	Description
Animals: internally	Seeds or fruit with seeds in are eaten, transported and excreted out in a different location
Animals: externally	Seeds get stuck to animals fur, are transported and then will drop off in a different location
wind	Blown by the wind to a different location
Water	Float on water and germinate when reach the land
Explosion	Pods carrying seeds 'pop' or fall to the ground and break open, scattering seeds

Seeds look different and have different features dependent on their dispersal method e.g. seeds that are dispersed by animals, externally – have prongs and hooks to attach to animal's fur

7.9 – Reproduction

1. Adolescence

Happens between the ages of 9 and 14 in most people

Puberty – the physical changes that occur

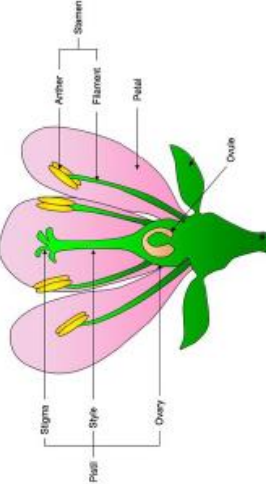
Adolescence - the **physical** and **emotional** changes

The purpose of the changes are to prepare our bodies to reproduce.

The changes are caused by **hormones**

Girls	Boys
Breasts develop	Testes & penis get bigger
Hips widen	Shoulders widen
Hair grows on legs and underarms	Hair grows on face, chest, legs and underarms
Pubic hair grows	
Ovaries produce the hormone oestrogen	Testes produce the hormone testosterone
Becomes attracted to someone else	
Become more concerned about appearance	
Might become more aggressive/emotional	
Ovaries start to release egg cells	Testes start to produce sperm cells
Periods start	Get taller
	Voice breaks

5. Pollination



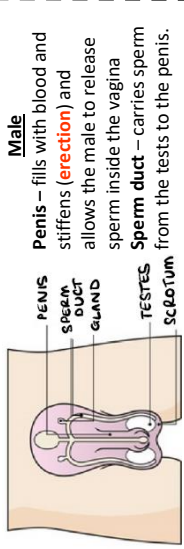
Pollen (male **gamete**) needs to transfer from the anther to the stigma so it can travel down and **fertilise** the ovule (female gamete). This is called **pollination**

There are two ways that the pollen of a plant can reach the stigma of another; wind and insects

insect pollinated plants have brightly coloured petals and sweet tasting nectar to attract insects. The pollen sticks to the insect and is transported to another plant.

wind pollinated plants have low mass, large surface area pollen so they can travel further in the wind and increase the chance of landing on a stigma of another flower

2. Reproductive Systems

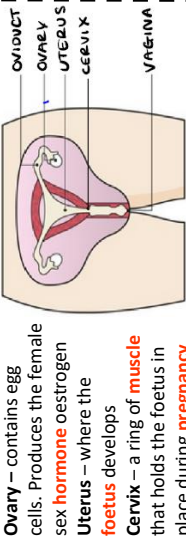


Male
Penis – fills with blood and stiffens (**erection**) and allows the male to release sperm inside the vagina
Sperm duct – carries sperm from the tests to the penis.
Gland – produces a nutrient fluid that keeps the sperm alive.
 The mixture of this fluid and sperm is called **semen**

Testes – produce the male **gamete**; sperm cells and the male sex **hormone**; testosterone
Scrotum – a bag of skin that holds the testes slightly outside of the body, at a lower temperature that is better for the sperm.

Female

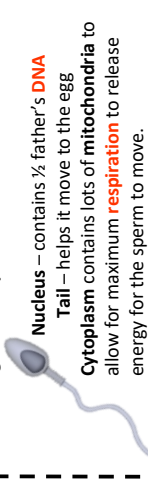
Oviduct – tube connects the ovary to the uterus. **Fertilisation** occurs here.



Ovary – contains egg cells. Produces the female sex **hormone** oestrogen
Uterus – where the **foetus** develops
Cervix – a ring of **muscle** that holds the foetus in place during **pregnancy**

3. Fertilisation & Implantation

The **male gamete** – sperm cell. **Produced in the testes.**



The **female gamete** – egg cell. **Produced in the ovaries.**

Nucleus – contains 1/2 mother's **DNA**



Fertilisation

During **fertilisation**, the nucleus of the sperm and the egg cell fuse together. The fertilised egg cell contains DNA from both parents.

Fertilisation occurs in the oviduct.

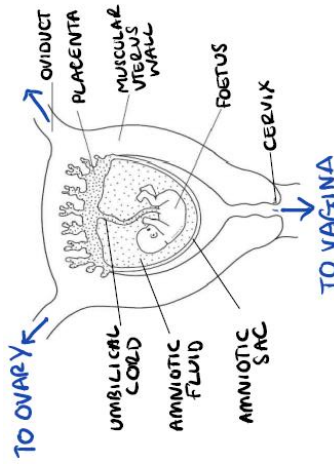
The cilia lining the walls of the oviduct 'waft' the fertilised egg cell towards the uterus

The cell implants itself into the lining of the uterus where it divides to form a ball of cells called an embryo

7. Development of a Foetus

The cells in the embryo continue to divide and **specialise**, forming a **foetus**

Gestation – the duration of time that the woman is pregnant for. Usually 40 weeks in humans

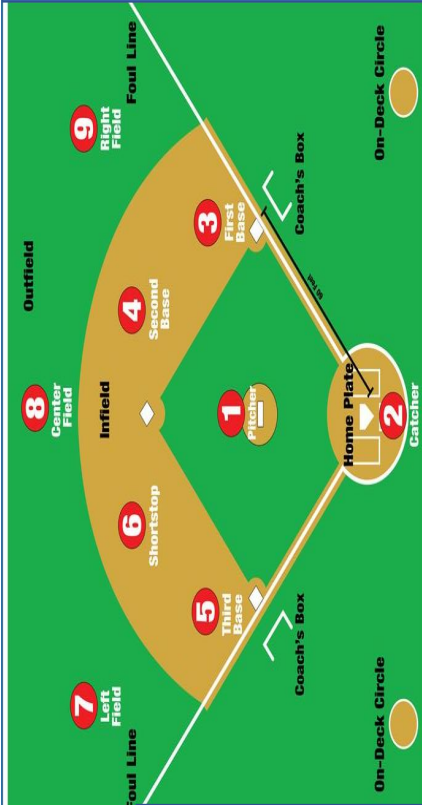


The **placenta** is the organ in which the blood of the foetus and the mother flows very close together.

Here substances like O₂, glucose and antibodies can **diffuse** from the mother's blood into the foetus' and waste products such as CO₂ and urea can diffuse in the opposite direction for **excretion**

SOFTBALL

List 4 ways to be out in softball:

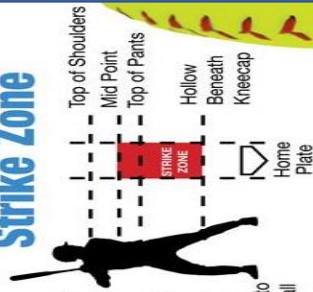


Game Overview

OFFENSE (BATTING): Each batter has three chances ('strikes') to hit the ball, which must be thrown by the Pitcher through the 'strike zone'. If the batter hits, they run to First Base, unless the ball goes outside the Foul Lines (a 'foul ball'), which counts as a strike (except as a third strike), or if the ball is caught in the air (an 'out'). If they make it to first base, or beyond, before the defense throws the ball there, they are 'safe'. Batters are entitled to proceed directly to first base (known as a 'walk') if the Pitcher throws four bad pitches ('balls'), which they do not swing at, or if a pitch hits the batter.

OFFENSE (RUNNING): The player on a base is called a 'runner'. Only one runner can be safe on each base, so they must advance if there are runners approaching behind them. A player who comes up to bat can advance the runners by hitting the ball or taking a 'walk'. If the runner is touched ('tagged') with the ball between the bases, they are out. Players score when they reach Home Plate safely, if the ball is hit over the fence

Strike Zone



(a 'home run') then the batter, and all runners, proceed around to Home Plate.

DEFENSE: The defense uses a variety of techniques to try and prevent the offense from scoring. The Pitcher tries to get batters out by throwing three 'good' pitches that the batter is unable to hit. If a hit is made, the defenders try to prevent the batter from making it to first base, either by catching the ball in the air or throwing the ball to First Base before the batter reaches it. If the Batter makes it to First Base or beyond, they try to tag them with the ball between bases. Alternately, they may throw the ball to a base that a runner has been forced to advance toward by another runner behind them, getting them out. Once the defense makes three outs, they become the offense.



Batting technique

ROUNDERS

Simplified Rounders Rules

Teams:

- Games played between 2 teams.
- A team consists of a maximum of 15 and minimum of 6 players - **no more than 9 players** are allowed to be on the field at one time.
- You don't always have to play the same team in each innings - if you have stronger batters than fielders you can only put them on to bat and let the stronger fielder's field.
- Substitutes can be made at any point when the bowler has the ball.

Batting:

- Wait in backward area well away from 4th base (a line is marked or if not a set of cones) until you are called up to bat.
- If **out**, wait in **backward area** (behind line or cones) well away from 1st base/post.
- When you are called, walk slowly into the batting square and position yourself anywhere in the box you choose.
- Have your weight on your back foot/leg and hold the bat in 1 hand, holding your arm up at right angles in line with your back. Transfer your weight forwards onto your front foot as you follow through. **Batters can use 2 hands.**
- You will have 1 good ball bowled to you.
- When the ball is good (the umpire will NOT shout no ball) you have to run.
- The batter can take one step out of either side of the box** when batting to position themselves better to hit the ball.

Scoring methods

- If the batter reaches the 2nd or 3rd post in one hit he scores half a rounder.
- Batter reaching the 4th post in one hit scores a full rounder.
- Runner reaching the 4th post on a no ball scores 1 rounder.

Batting technique

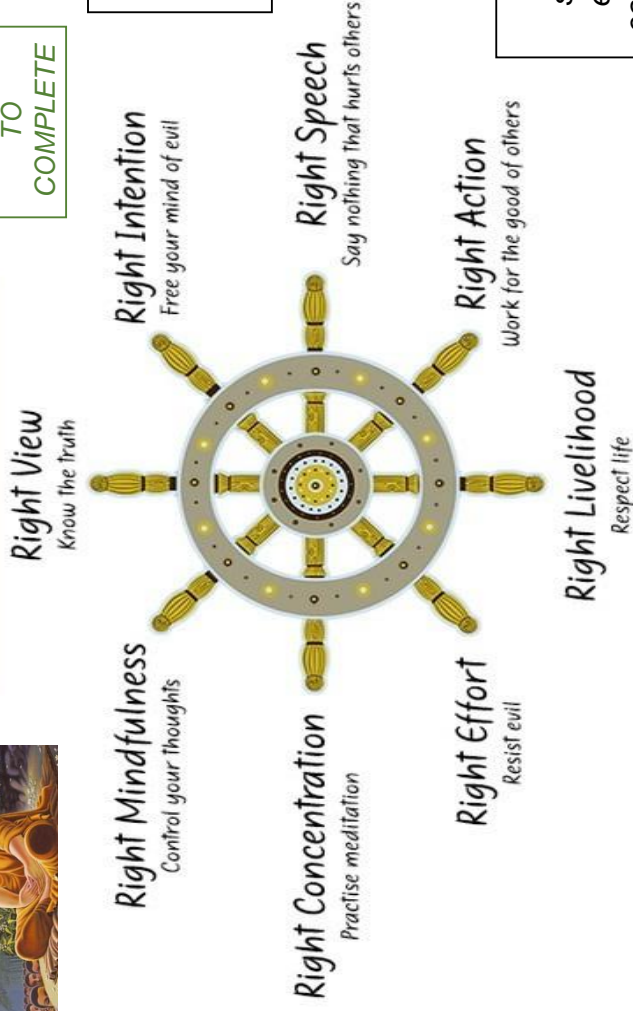


THE LIFE OF BUDDHA

He was born Siddhartha Gautama, the son of a wealthy Indian king. He wanted for nothing. When he became a young adult he ventured out of the palace for the first time in his life. Here he saw the four sights. He saw an **old man**, a **sick man** and a **dead man**, none of which he had seen before. He was profoundly disturbed that human beings suffered like this, and he returned to the palace where he met a **holy man (the fourth sight)** who told him to leave his home and find **enlightenment** (a knowledge of all things). Siddhartha left and began his search, first practising self denial for many years. After time, he realised that this was not the answer and one day as he meditated beneath the Bodhi Tree he found enlightenment (awakening). The rest of his life was spent teaching others how to find enlightenment themselves



The Noble Eightfold Path



SOME TASKS FOR YOU TO COMPLETE

Create key word flash cards or a quiz

Create a flowchart of the Noble Truths

Draw a symbol for each key word

Create a symbol and example for each part of the Noble Path

THE FOUR NOBLE TRUTHS

The Buddha taught that there are 4 truths-:

1. Suffering exists (*Dukkha*)
2. Suffering has a cause, mainly greed and craving (*Trishna*)
3. There is an end to suffering (*Nirvana*). This is a release.
4. A person can reach Nirvana by following the **Eightfold Path** and through meditation. Meditation is a way of clearing your mind of negative thoughts (e.g. anger, hatred) and replacing them with positive ones

ENLIGHTENMENT	A state of awareness and knowledge of all things
KATHINA	A festival celebrating community in which monks are given new robes
MEDITATION	A method of clearing the mind of negative thoughts and seeking enlightenment
NIRVANA	A state of freedom from suffering
PRECEPT	A rule or teaching of Buddha that guides a right life
SIDDHARTHA GAUTAMA	Buddha's name before he became enlightened

KEY WORDS



Write your answers to 3 reflection questions

Find a quiet space and meditate

Create a key facts summary of Buddhism

BUDDHISM



As we study think about...

How do these beliefs help Buddhists?

How do the beliefs and actions make them feel?

What links can you make with your life?

What symbols/images do they use?

How does their history influence modern life?

How do they express their beliefs in everyday life?

How do Buddhists express their religious identity?

BUDDHISM BASIC FACTS

Buddhism began in North India during the 6th century AD



The founder of Buddhism was Siddhartha Gautama.

The Buddha is not a god but a teacher.

Buddhists do not believe in a god, but in a universal consciousness

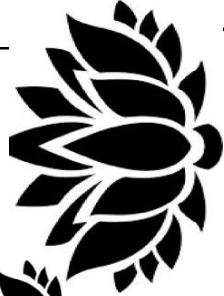
It is the fourth largest religion in the world.

Buddhists believe in **karma** (our good actions in this life influence our future lives and experiences)



BUDDHISM MYTH:

Buddha was not chubby! As he lived a life of moderation he was likely to be slim. The 'laughing Buddha' (the fat one) is a Chinese monk who was believed to be an incarnation of a future Buddha



A Simple Guide to Meditation

Choose a quiet place

Sit comfortably with your back straight but relaxed

Focus your awareness on your breathing

Count 1-2-3-4-5-4-3-2-1 as you breathe in and out

If your mind wanders watch your thoughts as if they are bubbles, floating away then return your attention to your breathing

BUDDHIST FOOD RULES:

- Vegetarianism is encouraged but not compulsory. Some meats (e.g. snake, tiger, dog, etc are forbidden)
- Many Buddhists avoid artificial stimulants like alcohol and caffeine
- Buddhists should avoid 5 pungent herbs: onions, garlic, scallions, leeks and chives

PERFECT
PRACTICE
MAKES
PERFECT



Learning to Learn



The 'Listen' Project #1