Beckfoot School

Knowledgeable And Expert Learners

Year 7

2023/24

Half-Term 1

enjoy learn succeed

Name: ……

Tutor group: ……

Contents

What should you be working on each week?

Homework:

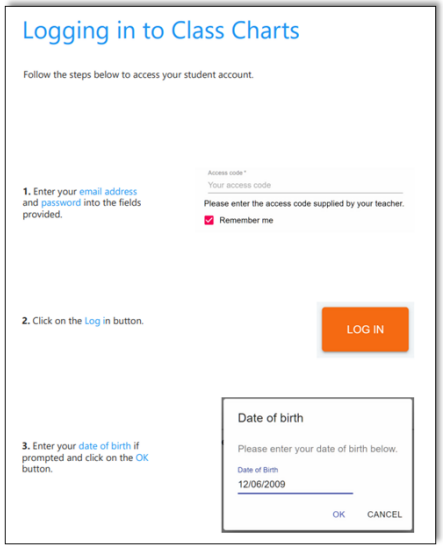
- Your teacher will set specific tasks, with a deadline, on Class Charts
- Instructions for your homework and how to access it are in this booklet
- You must complete and hand in the work by the deadline

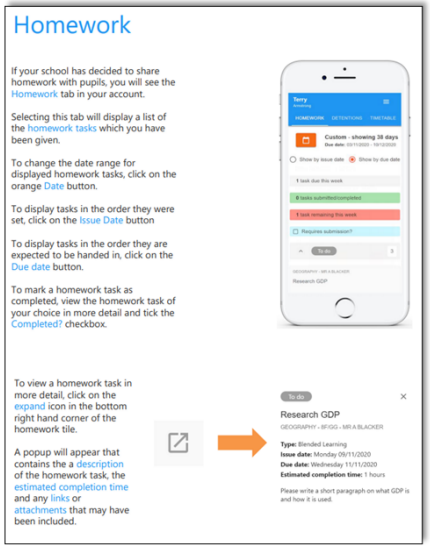
Independent Learning: Quiz It, Link It, Map It, Shrink It (QILIMISI)

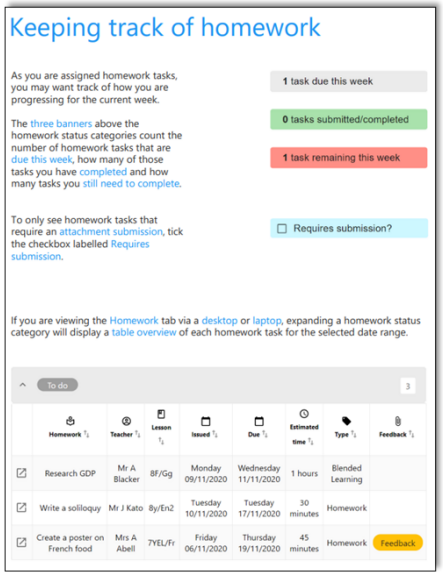
- You should complete 1 task per day, 5 days a week
- The tasks will be set on Class Charts to help you keep track
- You can choose the subject/topic you want to work on
- Your tutor will check your ILB at regular intervals
- You will be rewarded for going above and beyond expectations

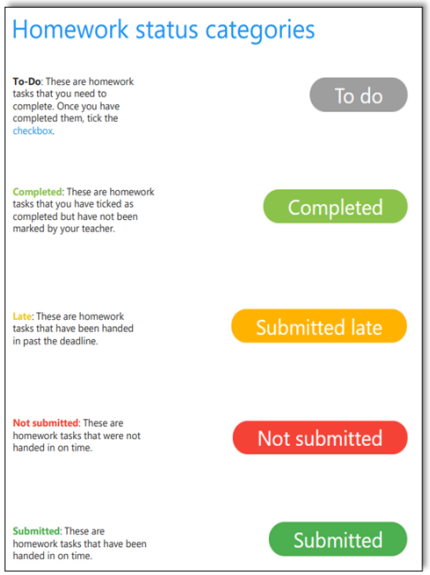
Homework Instructions

- All of your Homework will be set by your teachers using the Class Charts system.
- You should check Class Charts every day to make sure you are up to date, and that you meet all your deadlines.
- In the next few pages, you will find instructions for how to access Class Charts and how to complete your homework assignments in each of your subjects.









Homework Instructions

Scan the QR codes below to find instructions for each subject's homework and access to independent learning resources.

SCAN ME

Maths

SCAN ME

English

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Science

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MFL

SCAN ME

Humanities

SCAN ME

D&T

SCAN ME

Perf. Arts

SCAN ME

Art

SCAN ME

Music

SCAN ME

Computing

SCAN ME

Knowledgeable & Expert Learners

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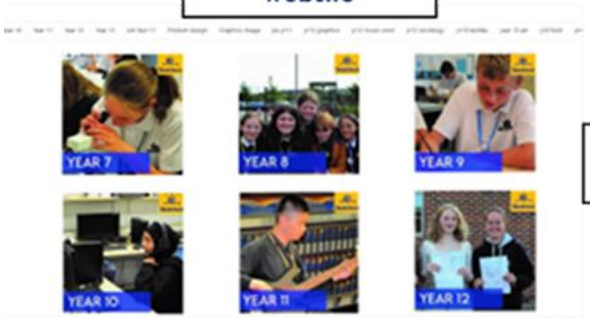
Confident Communicators

How to access My Learning Resources

My Learning Resources is an online space where you can find all your lesson PowerPoints, knowledge organisers, quizzes and more. This will help you to learn independently and catch up any missed work.

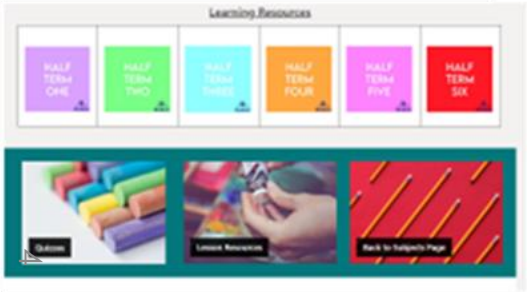
1. Select 'Student Zone' on the homepage of our website

2. Select 'My Learning Resources



3. Select your year group

3. Select the subject you want to work on

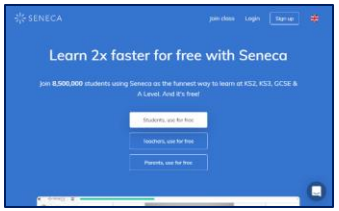


3. Select the relevant half term.

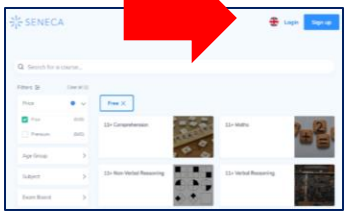
All the resources you need will be here

How to access Seneca

Seneca learning is a free online platform that will help you revise for all your subjects.

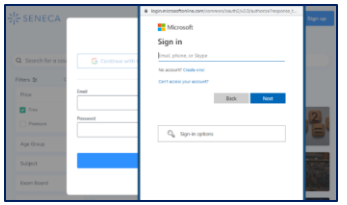


1. Go to https://senecalearning.com/en-GB/

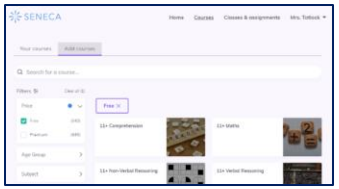


2. Click 'Log In' at the top right hand corner.

3. Select 'Continue with Microsoft'.



4. Enter your school email and password.



5. Select the course(s) you want to work on.

You can also scan this QR code for a video walkthrough of how to log in as a student

SCAN ME

Independent Learning at KS3: Quiz It, Link It, Map It, Shrink It

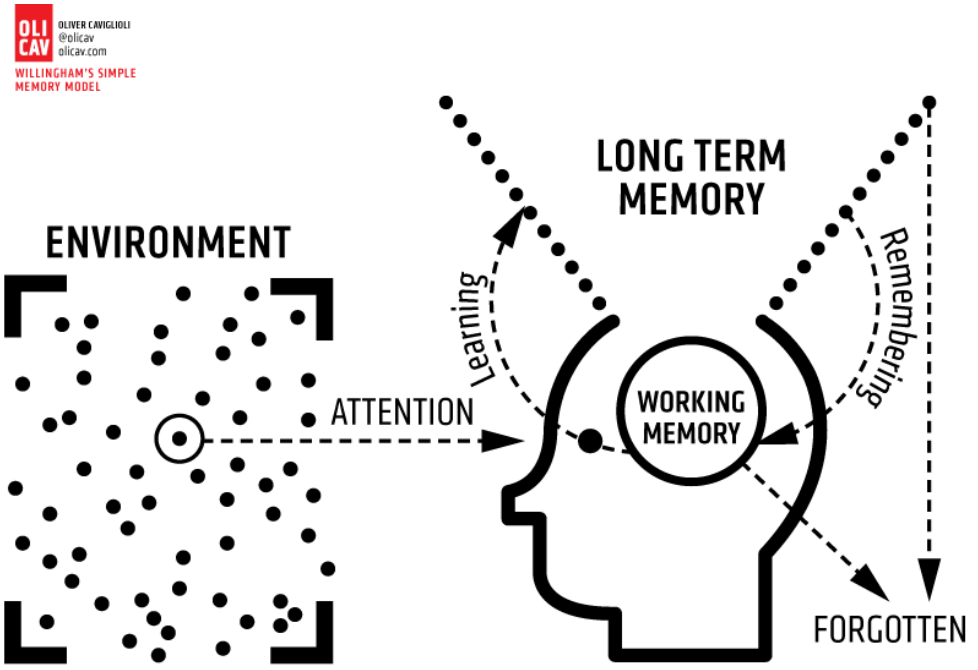
Independent Learning at KS3 is all about helping you to build on the knowledge you learn in class so that you know more, remember more, and can do more. This means you will experience lasting changes in your long-term memory, and develop a deep understanding of what you cover in class.

When you have truly learnt something you can:
- Remember it later
- Understand how it connects to other things you know
- Explain it in detail
- Identify the most important features of it
- Apply it in different situations

Quiz It, Link It, Map It, Shrink It (QILIMISI) is a structured programme of independent learning and revision activities that will help you to do all of the above. By using your knowledge organisers in multiple different ways, you will go from simply memorising facts, to really understanding them, and being able to really use that knowledge much more confidently and effectively.

What we expect from you:
- 5 independent learning tasks per week using the specified QILIMISI strategy (on Class Charts)
- You choose the subjects – we set the tasks
- Bring your ILB to school every day

What you can expect from us:
- Support with your independent learning through tutor and lessons
- Independent Learning tasks on Class Charts to help you stay on track
- Your ILB will be checked regularly by your tutor



Our evidence-informed Independent learning strategies:

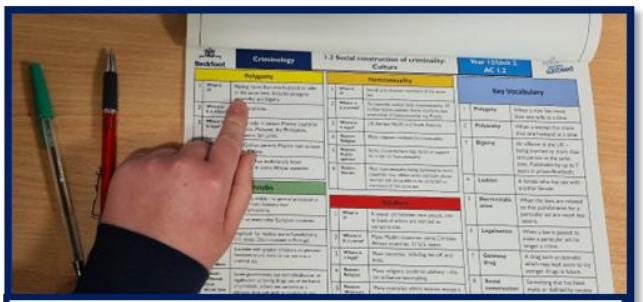
1. Quiz It
2. Link It
3. Map It
4. Shrink It

Independent Learning: How to 1 – Quiz It

How you use this strategy depends on whether you are **rehearsing** (the information is new to you) or **retrieving** (trying to recall information you have learned about already). The majority of your **Quiz it** work should be **Retrieval Practice**, as this will help you **remember more**.

Rehearsal: Do all 4 steps, Look, Cover, Write, Check

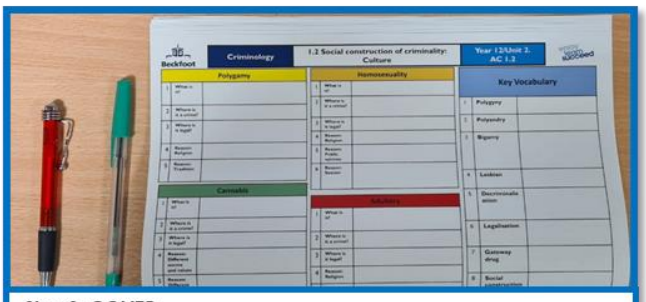
Retrieval Practice: Just do steps 2-4: Cover, Write, Check



Step 1: LOOK

If Rehearsing (the information is new to you):

- Read through 3-5 items from you Knowledge Organiser (bullet points, equations, facts etc.)
- Re-read if you need to

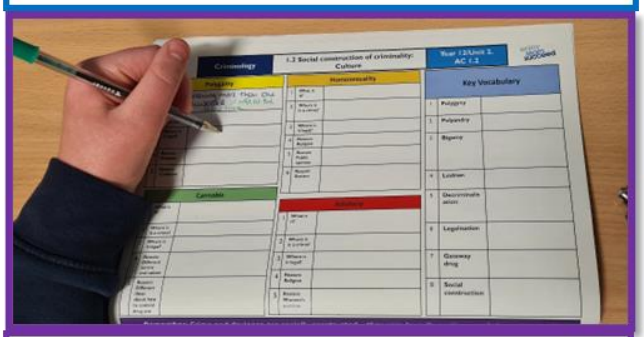


Step 2: COVER

- Turn your Knowledge Organiser over so that you can only see the blank version (no cheating!)

Step 3: WRITE

- In your blank Knowledge Organiser, write out the 3-5 items exactly.
- Use a blue or black pen



Step 4: CHECK

- Uncover your Knowledge Organiser
- Using green pen, check your writing/drawing word by word
- Tick every correct item and correct any mistakes – this is the most important part of the process

Use this table to help you keep track of the knowledge organisers you have quizzed on and checked this half term. Blank versions follow every organiser.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

Beckfoot

Subject: Maths	Term: November	Year Group: 7

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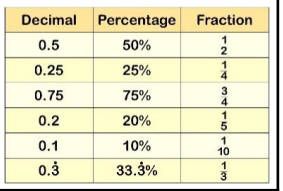
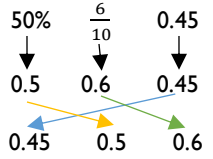
Number – Types of Number

1	Lowest Common Multiple	**LCM by Listing out the Multiples** **Find the LCM of 5 and 6** Multiples of 5: 5, 10, 15, 20, 25, 30, 35, ... Multiples of 6: 6, 12, 18, 24, 30, 36, ... Least Multiple common in both numbers is 30
2	Highest Common Factor	**HCF by Listing out the Factors** **Find the HCF of 24 and 36** Factors of 24: 1, 2, 3, 4, 6, 8, 12, 24 Factors of 36: 1, 2, 3, 4, 6, 9, 12, 18, 36 Highest common factor is 12

Number – Fractions

1	Equivalent Fractions	$\frac{1}{2}$ is the same as $\frac{4}{8}$
2	Adding Fractions • The denominator has to be the same. • Add the numerator.	$\frac{1}{2} + \frac{3}{4}$ we can make the bottom 4 $\frac{2}{4} + \frac{3}{4} = \frac{5}{4}$
3	Subtracting Fractions • The denominator has to be the same. • Subtract the numerator.	$\frac{3}{4} - \frac{1}{3}$ We can make the bottom 12. $\frac{9}{12} - \frac{4}{12} = \frac{5}{12}$
4	Multiplying Fractions • Multiply both top and bottom	$\frac{3}{5} \times \frac{2}{3} = \frac{6}{15}$ $\frac{6}{15}$ is the same as $\frac{2}{5}$
5	Dividing Fractions • KCF • Keep – Change - Flip	$\frac{4}{3} \div \frac{2}{5}$ becomes $\frac{4}{3} \times \frac{5}{2}$ $\frac{4}{3} \times \frac{5}{2} = \frac{20}{6} = \frac{10}{3}$

Number – FDP Equivalence

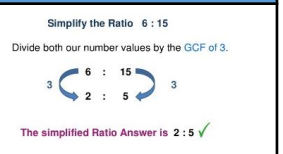
1	Equivalent fractions, decimals and percentages.	
2	Ordering FDP • Convert them all into the same form and then compare	

Decimal	Percentage	Fraction
0.5	50%	$\frac{1}{2}$
0.25	25%	$\frac{1}{4}$
0.75	75%	$\frac{3}{4}$
0.2	20%	$\frac{1}{5}$
0.1	10%	$\frac{1}{10}$
$0.\dot{3}$	$33.\dot{3}\%$	$\frac{1}{3}$

Algebra - Simplifying and Solving

1	Collecting like terms • Collect all your different letters together	4a + 3b + 2a -2b 4a + 2a = 6a 3b – 2b = 1b Answer: 6a + 1b
2	Simplifying expressions	2a x 3a = $6a^2$ 4a ÷ 2a = 2
3	Substitution • Replace the letters with the numbers. • Multiply them as 2y is actually 2 times y.	If $x = 2$ and $y = 3$, what is the value of 4x + 2y? 4 x 2 = 8 **and** 3 x 2 = 6 8 + 6 = 14 14

Ratio – Ratio and Proportion

1	Simplifying Ratios • Divide by the HCF of both numbers	
2	Sharing an amount • Add • Divide • And Multiply	Share £30 in the ratio 3 : 7 • 3 + 7 = 10 • £30 ÷ 10 = £3 3 x £3 =£9 **and** 7 x £3=£21
3	Simplify unitary ratio. • Make one side of the ratio 1.	Put 2 : 4 in the form n : 1 2 : 4 ÷4 ÷4 0.5 : 1

Key Vocabulary

1	Prime Numbers	Numbers that can only divided by themselves and 1.
2	Multiple	Your number multiplied by a whole number.
3	Factor	A number that goes into your number with no remainder.
4	Denominator	Bottom of a fraction
5	Numerator	Top of a fraction
6	Substitute	Swap your letter with a number
7	Share	To divide.

Subject: Maths	Term: November	Year Group: 7

Number – Types of Number

1	Lowest Common Multiple	
2	Highest Common Factor	

Number – Fractions

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1	Prime Numbers	
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3	Factor	
4	Denominator	
5	Numerator	
6	Substitute	
7	Share	

Beckfoot	English	Telling the Story	Year Group: 7	enjoy learn succeed

Stock Characters

1	**Protagonist**	The main character, e.g. Harry Potter.	6	**Comic Relief**	A character that lightens the mood in dramatic stories, e.g. Neville Longbottom.
2	**Antagonist**	The villain in the story, or the thing that is stopping the protagonist achieving their goal, e.g. Voldemort.	7	**Father Figure**	A wise, mentor character that can be relied on by the protagonist and offers guidance, e.g. Dumbledore.
3	**Deuteragonist**	The second main character, usually a companion or 'side-kick' to the protagonist, e.g. Ron Weasley.	8	**Hag**	An evil old woman, often a witch, who typically hates children e.g. Bellatrix Lestrange.
4	**Love Interest**	The protagonist's object of desire, e.g. Ginny Weasley.	9	**Foil**	A character that represents the opposite qualities to the protagonist, e.g. Draco Malfoy.
5	**Confidante**	The protagonist trusts them with their life and their problems, e.g. Hermione Granger.	10	**Gentle Giant**	A caring character, despite their intimidating appearance, e.g. Hagrid.

Story Conventions

1	**Character Goal**	What the protagonist needs to accomplish by the end of the story.	6	**Inciting Incident**	The first moment of conflict that kick-starts the story.
2	**Conflict**	Anything that stops the protagonist achieving their goal.	7	**Reversals**	Any new challenge for the protagonist.
3	**Setting**	Where and when the story happens.	8	**Breaking Point**	When it seems impossible for the protagonist to achieve their goal.
4	**Exposition**	Any important 'back-story' that needs to be understood.	9	**Climax**	The most dramatic part of the story, where the protagonist faces their ultimate challenge.
5	**Equilibrium**	This is the 'normal' state of affairs for the protagonist, where they are at peace.	10	**Resolution**	When the protagonist achieves their goal and the equilibrium is restored.

Common Themes

1	**Good vs. Evil**	5	**Power**
2	**Courage**	6	**Friendship**
3	**Redemption**	7	**Growing Up**
4	**Love**	8	**Death**

Cultural Function

1	**Lessons**	Morals, origins/creation and cautionary tales.
2	**History**	Wisdom, events and culture passed from one generation to the next.
3	**Entertainment**	Helping us escape our day-to-day lives and feel emotionally moved.
4	**Commentary**	Critiquing an aspect of society in order to show its flaws.

Key Vocabulary

1	**Narrative**	The story.
2	**Character Arc**	How a character develops from the beginning of a story to the end.
3	**Theme**	One of the 'big ideas' that run throughout the story and what it is *really* about.
4	**Symbolism**	Using an object, character, action or setting to represent a theme.
5	**Allegory**	A story that reflects a wider idea, such as a religion, philosophy or political idea.
6	**Myth**	A traditional symbolic story that explores ideas about creation and nature. Myths have no known factual basis.
7	**Legend**	An ancient story that is thought to have some basis in fact but many of the details are now exaggerated.
8	**Fables and Parable**	A short story with a moral message. Fables include talking animals or objects.
9	**Epic Poem**	A long narrative poem that describes the adventures of a hero.
10	**Bildungsroman Novel**	A story that follows a character from birth to adulthood.

Beckfoot	English	Telling the Story	Year Group: 7	enjoy learn succeed

Stock Characters

1	Protagonist		6	Comic Relief	
2	Antagonist		7	Father Figure	
3	Deuteragonist		8	Hag	
4	Love Interest		9	Foil	
5	Confidante		10	Gentle Giant	

Story Conventions

1	Character Goal		6	Inciting Incident	
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Common Themes

1		5	
2		6	
3		7	
4		8	

Cultural Function

1	Lessons	
2	History	
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Key Vocabulary

1	Narrative	
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4	Symbolism	
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6	Myth	
7	Legend	
8	Fables and Parable	
9	Epic Poem	
10	Bildungsroman Novel	

Beckfoot

Subject: Chemistry	Topic: Matter	Year Group: 7

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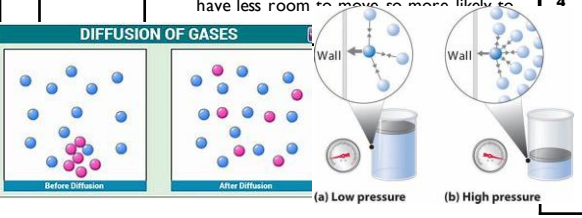
Elements, Atoms, Compounds & Mixtures

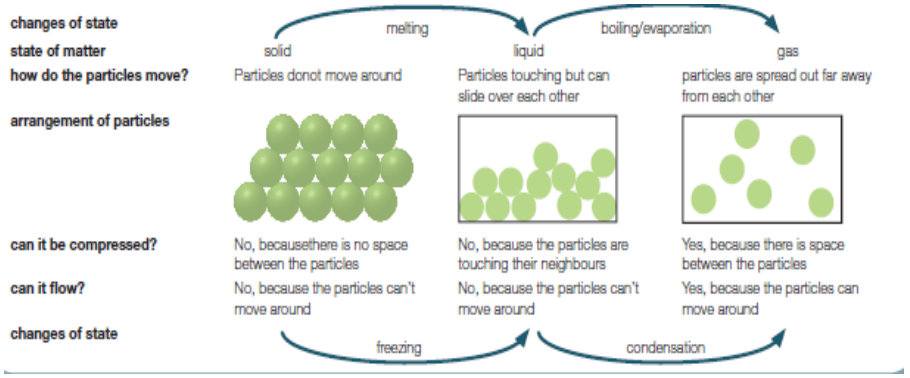
1	**Elements**	A substance that only contains one type of atom. Each element has a unique chemical system. Elements are arranged in the Periodic Table.
2	**Atoms**	The smallest part of which an element can be broken down into. Elements contain one type of atom only.
3	**Compounds**	Formed when two or more different elements chemically bond together. They have different chemical properties to the elements in the compound.
4	**Chemical Formulae**	Tells us how many atoms of each element are in the compound in relation to each other.

Properties of gases

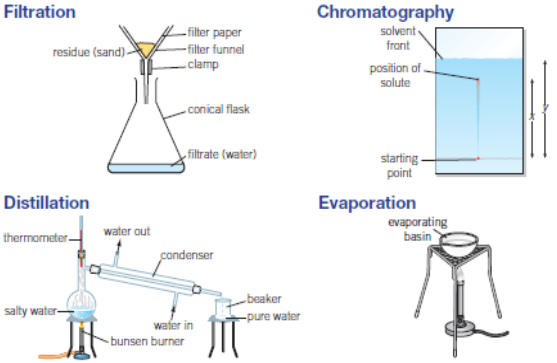
1	**Diffusion**	Gas particles (and liquids) move from an area of higher concentration to an area of lower concentration. Oxygen and carbon dioxide are examples of gases that diffuse in the body.
2	**Gas pressure**	Is created when gas particles collide with the side of the container they are in. The more they collide, the greater the pressure.
3	**Factors affecting gas pressure**	- Temperature, the higher the temperature the greater the pressure as the particles move faster so will collide more. When they get colder there is less pressure as they move slower. - Volume, the smaller the volume the higher the pressure. This is because the particles have less room to move so more likely to



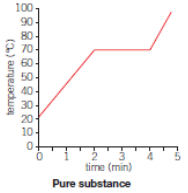
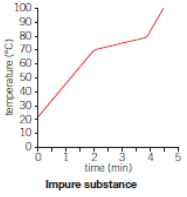
Changes of State



Separation Techniques



Pure Substances

1	**Definition of pure**	A substance that consists of one element or compound only.
2	**Testing Purity**	Melting and boiling point tests can be used to determine how pure a substance is.
3	**Pure Substances Have Sharp Melting/Boiling Points**	
4	**Impure substances Melt/Boil Over a Range of Temperatures**	

Solubility

1	**Solution**	A type of mixture which is made up of two parts.
2	**Solvent**	The liquid part which the solute has dissolved into.
3	**Solute**	The part which has dissolved in solution,

Key Vocabulary

1	Groups	Columns in the periodic table.
2	Periods	Rows in the periodic table.
3	Polymers	Long chains of groups of atoms which are repeated many times.

Solutions

1	**Solubility**	The measure of how much of a substance will dissolve.
2	**Soluble**	Substances which do dissolve.
3	**Insoluble**	Substances which do not dissolve.
4	**Increasing solubility**	Can be increased by a) increasing the temperature b) stirring the solution.
5	**Saturated Solution**	One where the maximum amount of solute has dissolved in it, no more solute will be able to dissolve.

Beckfoot

Subject: Chemistry	Topic: Matter	Year Group: 7

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Elements, Atoms, Compounds & Mixtures

1	Elements	
2	Atoms	
3	Compounds	
4	Chemical Formulae	

Changes of State

changes of state

state of matter

how do the particles move?

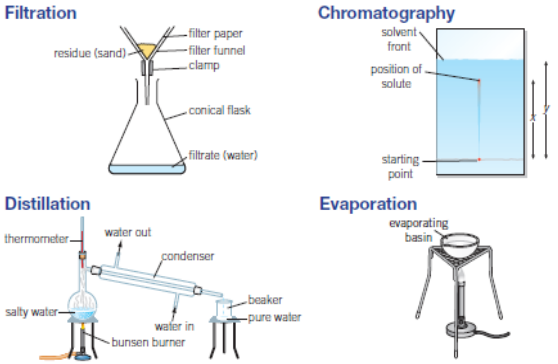
arrangement of particles

can it be compressed?

can it flow?

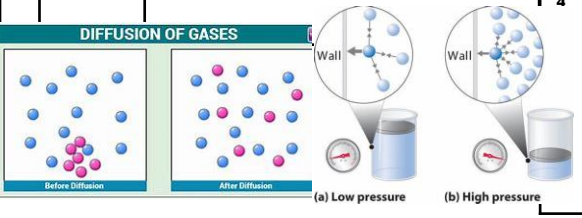
changes of state

Separation Techniques



Properties of gases

1	Diffusion	
2	Gas pressure	
3	Factors affecting gas pressure	



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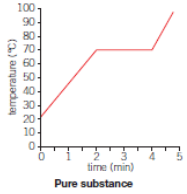
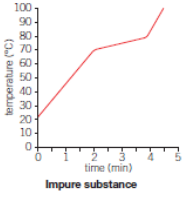
2	Testing Purity	
3	Pure Substances Have Sharp Melting/Boiling Points	
4	Impure substances Melt/Boil Over a Range of Temperatures	

Solubility

1	Solution	
2	Solvent	
3	Solute	

Key Vocabulary

1	Groups	
2	Periods	
3	Polymers	

Solutions

1	Solubility	
2	Soluble	
3	Insoluble	
4	Increasing solubility	
5	Saturated Solution	

Beckfoot

Subject: Science | Topic: AQA Matter: Elements & periodic table (1) | Year Group: 8

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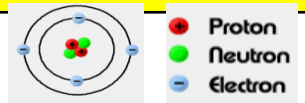
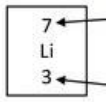
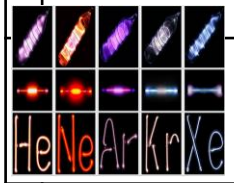
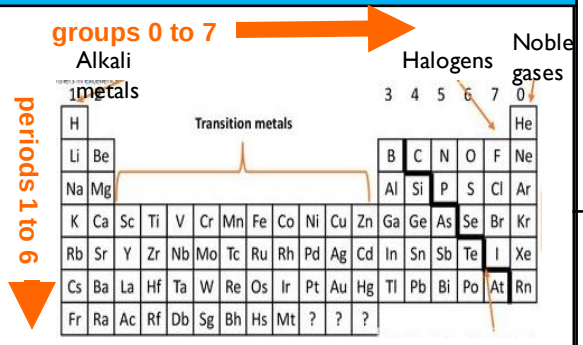
The atom

1	The atom			
2	Subatomic particles	Name of particle	Relative charge	Relative mass
		Proton	+1	1
		Neutron	0	1
		Electron	-1	Very small
3		Mass number (Total of protons + neutrons in Atomic number (number of protons = no of electrons)		

Noble gases (Group 0)

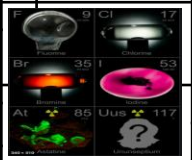
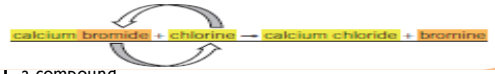
1	Noble gases names	Helium, Neon, Argon, Krypton, Xenon, Radon
2	Properties	Colourless, odourless, all non metals
3	Trends	Boiling points increase down group (low mp/bp- gases at room temp)
		Density increases down group
		Unreactive- have a full outer shell of electrons
4	Uses	Helium-Balloons, Neon-glowing light tubes/lasers (red), Argon-light bulbs, Krypton-laser eye surgery, Xenon-light tubes, Radon-radiotherapy

The periodic table

1 

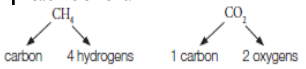
2 Organised into groups and periods. Elements in the same group follow the same trends in properties eg: mp, bp, reactivity. Groups allow scientists to make predictions about element properties. Metals are on the left and non-metals are on the right (separated by thick black ladder

Halogen (Group 7)

1	Halogen names	Fluorine, Chlorine, Bromine, Iodine, Astatine
2	Properties	Fluorine and Chlorine – Gases, Bromine- Liquid, Iodine and Astatine- Solids Don't conduct electricity
		Melting and boiling points increase as you move down the group (generally low mp/bp)
		Involved in displacement reactions
		Like to react with group 7 elements
		Relatively low mp's and bp's
4	Reactions	Reac iron + chlorine → iron chloride iron + bromine → iron bromide
5	Displacement reactions	A more reactive halogen takes the place of a less reactive  a compound

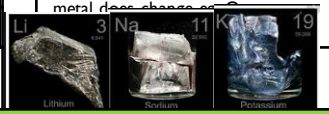
Chemical formulae

1 Tell us how many atoms of each element are in the compound in relation to each other. The small number tells us the number of each element.

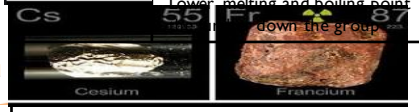


2 Naming compounds

Always mention the metal first, then the non metal second.
The name of the metal does not change but the name of the non metal does change eg: C



Alkali metals (Group 1)

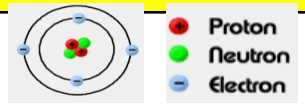
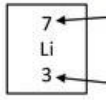
1	Alkali metals	Lithium, Sodium, Potassium, Rubidium, Caesium, Francium
2	Reactions	Elements in group 1 react with water to form alkaline compounds. This is why they lithium + water → lithium hydroxide + hydrogen metal + water → metal hydroxide + hydrogen Very reactive with oxygen, water and chlorine (stored in oil so do not react with air)
3	Properties and trends	Soft, low density, shiny when freshly cut, good conductors of electricity and heat, low mp/bp
		More reactive down group, mp's/bp's decrease down group
		Lower melting and boiling point down the group

Key Vocabulary

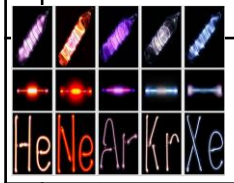
1	Atom	The smallest unit of matter and part of which an elemnt can be broken down into. Have a radius of approx 0.1nm. Have no overall charge. Approx 100 diff atoms.
2	Element	A substance made up of only one type of atom, which cannot be chemically broken into other substances. Represented by unique symbols Eg: Na. Approx 100 different elements.
3	Compound	A substance made of two or more elements that have bonded chemically. These atoms are usually, but not always, joined in molecules. Can only be separated into elements by chemical reactions. The compound has different physical properties to the elements of which they are made.
4	Mixture	Two or more elements or compounds, not chemically bonded together. Can be separated by physical processes.
5	Mass number	The sum of the protons and neutrons in the nucleus
6	Atomic number	The number of protons in the atom. Number of protons = Number of electrons
7	Nucleus	The center of an atom, a region where protons and neutrons are located. The nucleus accounts for the atomic mass. Radius=less than $1/10000$ (1×10^{-14}m) of atom
8	Neutron	A subatomic particle that has no charge. Found in the nucleus.
9	Proton	A positively charged particle in an atom. The number of protons in the nucleus of an atom is the atomic number of an element.
10	Electron	A negatively charged particle in an atom.
11	Polymer	A substance made from large molecules made up of many repeating units (monomers). Can be natural eg: wool, cotton or synthetic eg: polyethene, nylon
12	Period	Rows of the periodic table of elements. These represent the number of energy levels for electrons in atoms of the elements. Eg: Na- period 3
13	Groups	Columns on the periodic table of elements, ordered according to the numbers of electrons in the outer shells of the atoms of each element Eg: Na- group 1- 1 electron in outer shell

Subject: Science | Topic: AQA Matter: Elements & periodic table (1) | Year Group: 8

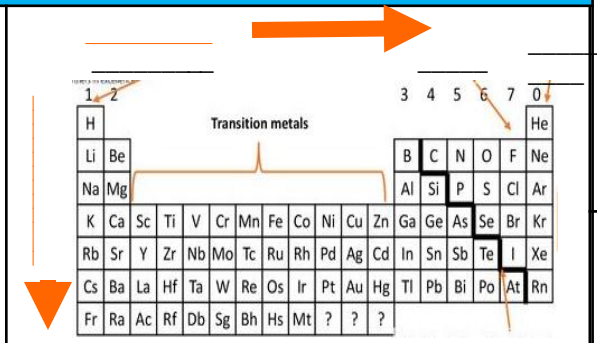
The atom

1	The atom			
2	Subatomic particles	Name of particle	Relative charge	Relative mass
3	 Mass number Atomic number (electrons)			

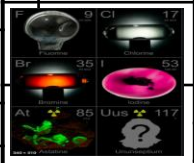
Noble gases (Group 0)

1	Noble gases names	
2	Properties	
3	Trends 	
4	Uses	

The periodic table

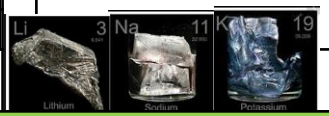
1	
2	

Halogen (Group 7)

1	Halogen names	
2	Properties	
		
4	Reactions	
5		

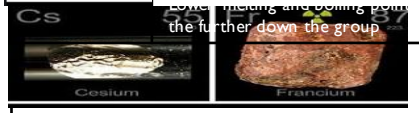
Chemical formulae

1	
2	Naming compounds



Alkali metals (Group 1)

1	Alkali metals	
2	Reactions	lithium + water → lithium hydroxide + hydrogen metal + water → metal hydroxide + hydrogen
3	Properties and trends	



the further down the group

Key Vocabulary

1	Atom
2	Element
3	Compound
4	Mixture
5	Mass number
6	Atomic number
7	Nucleus
8	Neutron
9	Proton
10	Electron
11	Polymer
12	Period
13	Groups

Beckfoot

Subject: Science	Topic: **Enquiry Processes**	Year Group: 7

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Knowledge: Graphs

1	Bar chart	A graph or chart that displays the values of categories, used for Discontinuous data
2	Line graph	A graph that shows the relationship between two continuous variables.
3	Scatter graph	Used for Continuous data, to look for a pattern or link between two sets of data.
4	Pie chart	A chart that shows the proportions or percentages that make up a whole..

Knowledge: Risk Assessment

1	Hazard	How the equipment could be dangerous
2	Risk	What the hazard could cause
3	Control measure	What can be done to reduce the likelihood of the Hazard/Risk

Equipment	Hazard	Risk	Control Measure
Glass Beaker	Could break	Cuts	Clear up any breakages
Kettle water	Boiling water	Burns/Scalds	Bring kettle to station rather than carrying a beaker of boiling water
1Kg Mass	Heavy	Break toes	Keep in middle of table

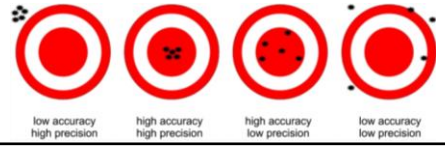
Knowledge: Variables

A factor that can be changed, measured and controlled.

1	Independent	What you change in an investigation to see how it affects the dependent variable.
2	Dependent	What you measure or observe in an investigation when you change the independent variable.
3	Control	One that remains unchanged or is held constant to stop it affecting the dependent variable.
4	Continuous	Has values that can be any number.
5	Discontinuous	Has values that are words or discrete numbers.

Knowledge: Accuracy & Precision

1	Accurate	Measurements that are the true value.
2	Precise	This describes a set of repeat measurements that are close together.



Key Vocabulary

1	Categoric	A variable that has values that are words.
2	conclusion	What you write down to say what you have found out during an investigation.
3	correlation	A relationship between variables where one increases or decreases as the other increases.
4	evaluate	To discuss the quality of data collected during an investigation and suggest improvements to the method.
5	hypothesis	An explanation you can test that includes a reason and a 'science idea'.
6	observation enquiry	An experiment to find out about things that change over time.
7	scientific enquiries	Different ways to investigate including observation over time, fair test and pattern seeking.

Knowledge: Mean Average

Used to find the average of multiple sets of data

Step 1	Add all the data points up	8 + 6 + 7 + 5 = 26
2	Divide by how many data points there are	26 / 4 = 6.5

Beckfoot

Subject: Science	Topic: **Enquiry Processes**	Year Group: 7

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Knowledge: Graphs

1	Bar chart	
2	Line graph	
3	Scatter graph	
4	Pie chart	

Knowledge: Risk Assessment

1	Hazard	
2	Risk	
3	Control measure	

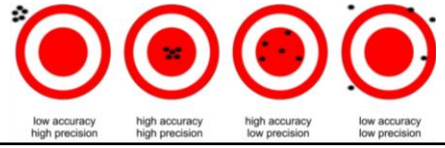
Equipment	Hazard	Risk	Control Measure
Glass Beaker	Could break	Cuts	Clear up any breakages
Kettle water	Boiling water	Burns/Scalds	Bring kettle to station rather than carrying a beaker of boiling water
1Kg Mass	Heavy	Break toes	Keep in middle of table

Knowledge: Variables

1	Independent	
2	Dependent	
3	Control	
4	Continuous	
5	Discontinuous	

Knowledge: Accuracy & Precision

1	Accurate	
2	Precise	



Key Vocabulary

1	Categoric	
2	conclusion	
3	correlation	
4	evaluate	
5	hypothesis	
6	observation enquiry	
7	scientific enquiries	

Knowledge: Mean Average

Step 1		8 + 6 + 7 + 5 = 26
2		26 / 4 = 6.5

Beckfoot

Subject: Science	Topic: AQA Organisms: movement & cells (1)	Year Group: 7

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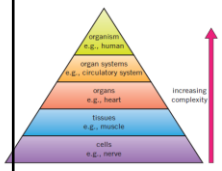
Levels of organisation

1	All organisms have a level of organisation, starting at the smallest moving to the largest. As the level increases, so does the complexity.

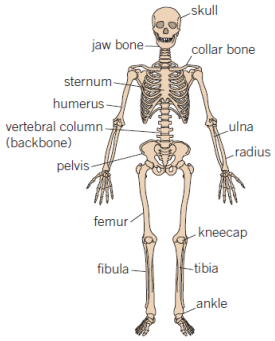


Movement (Muscles)

1	Muscles	A type of tissue Which allows movement. They transfer force to bones by Pulling on tendons.
2	Antagonistic muscles	Muscles that work together to perform a function eg: movement however work in opposite directions (as one contracts, the other relaxes) Eg: Biceps and triceps

Skeleton

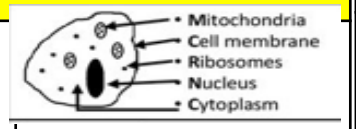
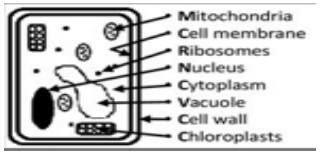
1	Bones	Made up of 206 bones. They have a blood supply and are a living tissue.
2	Organ system	It is part of the muscular-skeletal system and has 4 main functions (see below)
3	Support	Keeps you upright and hold organs in place
4	Protect	Eg: skull protects the brain
5	Movement	Works with muscles and tendons to allow movement
6	Making blood cells	Bone marrow produces red and white blood cells



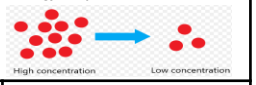
Organ Systems

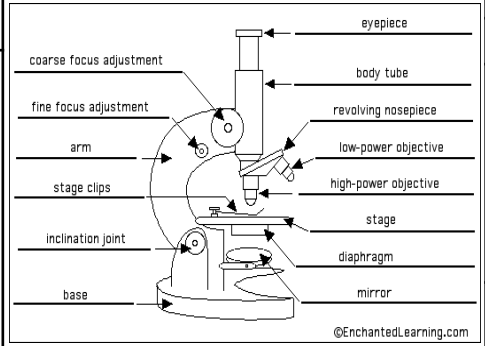
1	Digestive	Absorbs food molecules
2	Circulatory	Transports substances around the body
3	Respiratory	Replaces oxygen and removes carbon dioxide from the blood
4	Reproductive	Produces sperm and eggs

Cells

1	Typical animal cell	
2	Typical plant cell	

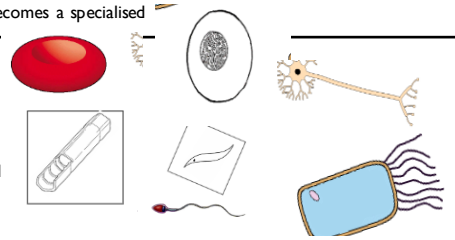
Diffusion and adaptations

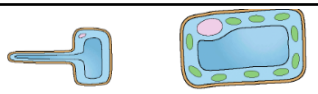
1	The movement of particles from a HIGH concentration to a LOW concentration down a concentration gradient (gases or liquids). No energy required. 	
2	In animals	Lungs (alveoli) - absorb O_2 and give out CO_2
3	In plants	Root hair cells- absorb water from the soil



Specialised cells

1	Differentiation- When a cell becomes a specialised	
2	Animal cells	Sperm Egg Red blood cell Nerve White blood cell Ciliated epithelial ce Muscle
3	Plant cells	Root hair Palisade mesophyll cell





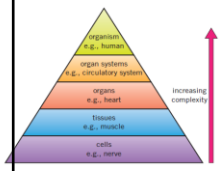
Key Vocabulary

1	Nucleus	Controls cell activities, contains DNA
2	Cytoplasm	Where chemical reactions take place
3	Cell membrane	Controls what enters and leaves the cell
4	Cell wall	Made from cellulose fibres. Strengthens the cell and supports the plant.
5	Mitochondria	Where aerobic respiration takes place
6	Ribosomes	Make proteins by protein synthesis
7	Chloroplasts	Where photosynthesis occurs. Contains chlorophyll to absorb light
8	Chlorophyll	Green pigment used for photosynthesis found in chloroplasts
9	Vacuole	Contains cell sap
10	Magnification	How much bigger an image appears than the real object
11	Resolution	Ability to distinguish between two very small and closely spaced objects
12	Organelle	Small structures inside animal and plant cells eg: nucleus
13	Microscope	A piece of equipment that magnifies (enlarges) specimens eg: animal cells so they can be observed
14	Cell	The smallest structural and functional unit of an organism,
15	Tissue	Made from a group of cells with a similar structure and function, which all work together to do a particular job.
16	Organ	Made from a group of different tissues, which all work together to do a particular job.
17	Organ system	Made from a group of different organs, which all work together to do a particular job.
18	Organism	Any living thing that has an organized structure, can react to stimuli, reproduce, grow and adapt

Subject: Science	Topic: AQA Organisms: movement & cells (1)	Year Group: 7

Levels of organisation

1	

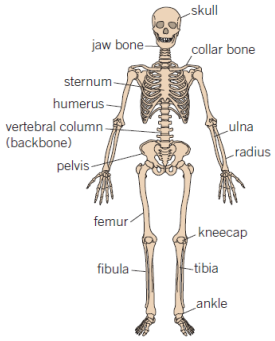


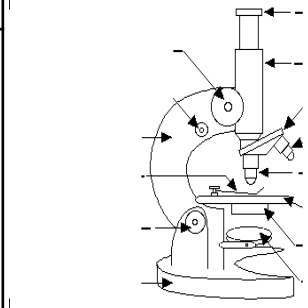
Movement (Muscles)

1	Muscles	
2	Antagonistic muscles	

Skeleton

1	Bones	
2	Organ system	
3	Support	
4	Protect	
5	Movement	
6	Making blood cells	

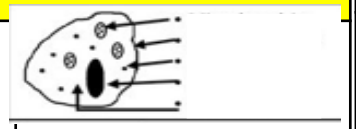
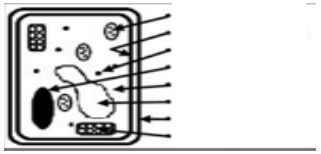




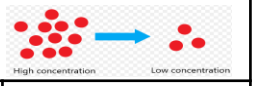
Organ Systems

1	Digestive	
2	Circulatory	
3	Respiratory	
4	Reproductive	

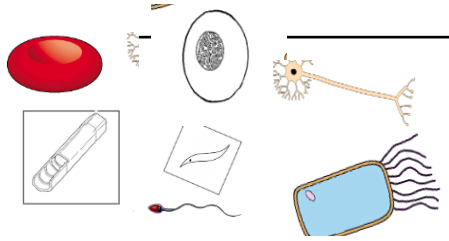
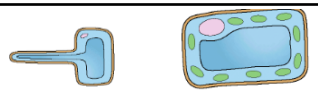
Cells

1	Typical animal cell	
2	Typical plant cell	

Diffusion and adaptations

1		
2	In animals	
3	In plants	

Specialised cells

Differentiation-	
Animal cells	
Plant cells	

Key Vocabulary

1	Nucleus	
2	Cytoplasm	
3	Cell membrane	
4	Cell wall	
5	Mitochondria	
6	Ribosomes	
7	Chloroplasts	
8	Chlorophyll	
9	Vacuole	
10	Magnification	
11	Resolution	
12	Organelle	
13	Microscope	
14	Cell	
15	Tissue	
16	Organ	
17	Organ system	
18	Organism	

Subject: French	Topic: Moi– T2	Year Group: 7

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Greetings

1	**Bonjour**	Hello
2	**Ça va?**	How are you?
3	**Ça va bien/mal**	I'm good/bad
4	**Comment t'appelles tu?**	What is your name?
5	**Je m'appelle**	My name is
6	**Où habites-tu?**	Where do you live?
7	**J'habite à**	I live in
8	**Quel âge as-tu?**	How old are you?
9	**J'ai…ans**	I am…years old
10	**Au Revoir**	Bye

Days

1	**lundi**	Monday
2	**mardi**	Tuesday
3	mercredi	Wednesday
4	**jeudi**	Thursday
5	vendredi	Friday
6	samedi	Saturday
7	dimanche	Sunday

Months

1	janvier	January
2	février	February
3	mars	March
4	avril	April
5	mai	May
6	Juin	June
7	juillet	July
8	août	August
9	septembre	September
10	octobre	October
11	novembre	November
12	décembre	December

Numbers

1	**Un**	1	**Cinq**	5	**Neuf**	9
2	**Deux**	2	**Six**	6	**Dix**	10
3	Trois	3	**Sept**	7	**Onze**	11
4	**Quatre**	4	**Huit**	8	**Douze**	12

Key verbs

1	**J'aime**	I like
2	**J'adore**	I love
3	**Je déteste**	I hate
4	**Je suis**	I am
5	**J'ai**	I have

Examples

1	Bonjour je m'appelle Chloe et ça va bien. J'ai onze ans et j'habite á Bingley. Au Revoir.	Hello I'm called Chloe and I am good. I am 11 years old and I live in Bingley. Bye.
2	Aujourd'hui c'est lundi.	Today it's Monday.
3	Mon anniversaire c'est le 31 janvier.	My birthday is the 31st of January.
4	J'aime le chocolat mais je n'aime pas les légumes.	I like chocolate but I don't like vegetables.
5	J'adore le collège mais je déteste le foot.	I love school but I hate football.
6	Je suis petit et mince. J'ai les yeux bleus et les cheveux noirs.	I am small and thin. I have blue eyes and black hair.

Subject: French	Topic: Moi– T2	Year Group: 7

enjoy learn succeed

Greetings

1	**Bonjour**	
2	**Ça va?**	
3	**Ça va bien/mal**	
4	**Comment t'appelles tu?**	
5	**Je m'appelle**	
6	**Où habites-tu?**	
7	**J'habite à**	
8	**Quel âge as-tu?**	
9	**J'ai…ans**	
10	**Au Revoir**	

Days

1	**lundi**	
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Months

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2	février	
3	mars	
4	avril	
5	mai	
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9	septembre	
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12	décembre	

Numbers

1	**Un**		**Cinq**		**Neuf**	
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3	Trois		**Sept**		**Onze**	
4	**Quatre**		**Huit**		**Douze**	

Key verbs

1	**J'aime**	
2	**J'adore**	
3	**Je déteste**	
4	**Je suis**	
5	**J'ai**	

Examples

1	Bonjour je m'appelle Chloe et ça va bien. J'ai onze ans et j'habite á Bingley. Au Revoir.	
2	Aujourd'hui c'est lundi.	
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6	Je suis petit et mince. J'ai les yeux bleus et les cheveux noirs.	

Beckfoot	Subject: German	Topic: Meine Welt und ich! – T1	Year Group: 7	enjoy learn succeed

Meeting and greeting		
1	Wie heisst du?	What is your name?
2	Ich heisse	I am called
3	Hallo	Hello
4	Guten tag	Hello
5	Wie geht's	How are you
6	Auf Wiedersehen	Goodbye

Using verbs – wohnen (to live)		
1	ich wohn**e**	I live
2	du wohn**st**	you live
3	er/sie/es wohn**t**	he/she/it lives
4	wir wohn**en**	we live
5	ihr wohn**t**	you (pl) live
6	Sie wohn**en**	you (formal) live
7	sie wohn**en**	they live

Favourite things		
1	Mein Lieblingssport	My favourite sport
2	Mein Lieblingsmonat	My favourite month
3	Meine Lieblingsmusik	My favourite music
4	Meine Lieblingssendung	My favourite programme
5	Meine Lieblingsspiel	My favourite game
6	Mein Lieblingsland	My favourite country
7	Mein Lieblingsauto	My favourite car
8	Mein Lieblingstier	My favourite animal

Adjectives		
1	faul	lazy
2	freundlich	friendly
3	intelligent	intelligent
4	kreativ	creative
5	launisch	moody
6	laut	oud
7	lustig	funny
8	musikalisch	musical
9	sportlich	sporty
10	gut	good
11	schlecht	bad

Examples		
1	Ich heisse Jan und ich wohne in Deutschland.	My name is Jan and I live in Germany.
2	Ich bin elf Jahre alt und ich bin sehr lustig.	I am eleven years old and I am very funny.
3	Ich bin ziemlich musikalisch aber ich bin nicht sportlich.	I am quite musical but I am not sporty.
4	Was ist deine Lieblingsmusik? Meine Lieblingsmusik ist Popmusik.	What is your favourite music? My favourite music is pop music.
5	Ich habe eine Computer und ein Handy.	I have a computer and a mobile phone.
6	Meine Lieblingsfussballmannschaft ist Bayern München.	My favourite football team is Bayern Munich.

Subject: German	Topic: Meine Welt und ich! – T1	Year Group: 7

enjoy learn succeed

Meeting and greeting		
1	Wie heisst du?	
2	Ich heisse	
3	Hallo	
4	Guten tag	
5	Wie geht's	
6	Auf Wiedersehen	

Using verbs – wohnen (to live)		
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3	er/sie/es wohn**t**	
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7	sie wohn**en**	

Favourite things		
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Adjectives		
1	faul	
2	freundlich	
3	intelligent	
4	kreativ	
5	launisch	
6	laut	
7	lustig	
8	musikalisch	
9	sportlich	
10	gut	
11	schlecht	

Examples		
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2	Ich bin elf Jahre alt und ich bin sehr lustig.	
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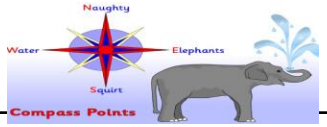
4	Was ist deine Lieblingsmusik? Meine Lieblingsmusik ist Popmusik.	
5	Ich habe eine Computer und ein Handy.	
6	Meine Lieblingsfussballmannschaft ist Bayern München.	

Subject: Geography	Topic: Geographical skills	Year Group: 7

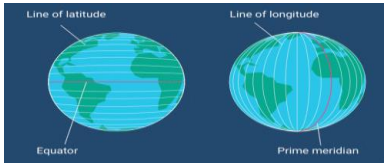
A. Key terms for skills unit

Key word	Definition
contour lines	When a contour line is drawn on a map it represents a given elevation.
relief	The highest and lowest elevation points in an area.
scale	The ratio of a distance on the map to the corresponding distance on the ground.
symbol	A character, letter, or similar graphic representation used on a map to indicate some object or characteristic
compass	An instrument containing a magnetized pointer which shows the direction of magnetic north and bearings from it.
latitude	Distance of a place north or south of the earth's equator.
longitude	Distance of a place east or west of the earth's meridian

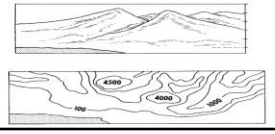
B. Giving directions

Compass Directions	When giving directions we must use the compass; North, South, East and West. 

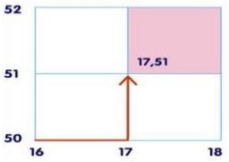
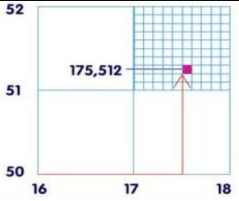
C. Lines of latitude and longitude

Lines of latitude and longitude	Lines of longitude run from the top of the Earth to the bottom. They are not parallel as lines of latitude are - they meet at a point at the north and south poles and are called meridians. Lines of latitude circle the Earth in an east-west direction. They are parallel.
Lines of latitude and longitude	

E. Contour lines

Contour lines	Contour lines next to each other will represent different elevations. The closer the contour lines are to each other, the steeper the slope of the land.
	

D. Giving 4 and 6 figure grid references

Grid reference	All maps contain grid lines which are useful in finding exact places and locations. People use grid lines to find where they want to for example finding roads, museums and other places of interest. In 4-figure grid references 4 digits are used, however if we want to go into more detail and give the exact location of the church on the terrain, we use the 6-figure grid references
4 figure	 **Four-figure grid references** Each square has a grid reference which you get by putting together the numbers of the easting and northing that cross in its bottom left hand corner.
6 figure	**Six-figure grid references** In your head, you should be able to divide all sides of the square into ten equal sections. By doing this, you can pinpoint locations within the square – these are called six-figure grid references. 

E. Map symbols

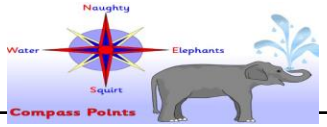
Map symbols	Every map is accompanied by a legend or key. The Key is essential since it contains what each symbol on the map stands for. Such symbols may be drawings, letters, lines, shortened words or coloured areas. Most map symbols are conventional signs as they are understood by everyone around the world; for example a lighthouse and church.
	

Subject: Geography	Topic: Geographical skills	Year Group: 7

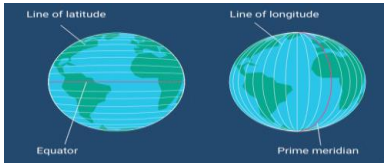
A. Key terms for skills unit

Key word	Definition
contour lines	.
relief	
scale	
symbol	
compass	
latitude	
longitude	

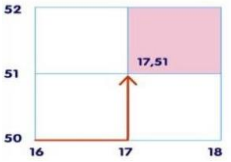
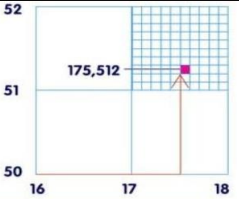
B. Giving directions

Compass Directions	

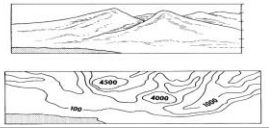
C. Lines of latitude and longitude

Lines of latitude and longitude	
Lines of latitude and longitude	

D. Giving 4 and 6 figure grid references

Grid reference	
4 figure	 **Four-figure grid references** Each square has a grid reference which you get by putting together the numbers of the easting and northing that cross in its bottom left hand corner.
6 figure	**Six-figure grid references** In your head, you should be able to divide all sides of the square into ten equal sections. By doing this, you can pinpoint locations within the square – these are called six-figure grid references. 

E. Contour lines

Contour lines	
	

E. Map symbols

Map symbols	
	

Beckfoot

Subject: History | **Topic: What happened after the fall of the Roman Empire?** | **Year Group: 7**

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1. How did the Roman Empire fall?

1	What was the Roman Empire?	1. The Roman Empire was founded by Augustus Caesar Rome in 27 BCE and ended in 476 CE
2	How big was the Empire?	1. At its biggest the Roman Empire stretched from Britain to Egypt
3	How did the Empire fall?	1. Barbarian tribes kept attacking different areas in Europe and it became more difficult to defend against them 2. Rome was suffering from economic problems and the taxes used to try to raise money caused poverty 3. The Roman Empire had expanded too far for the army to be able to defend itself effectively 4. There was lots of unrest and criticism of Roman leaders

2. What was the Roman Empire's legacy in Britain?

1	How did the Roman Empire come to Britain?	1. The Romans invaded Britain in 43 CE and soon conquered most of the British Celtic tribes 2. They stayed for around 400 years
2	What did the Romans leave behind in Britain?	1. Many of our roads are based on old Roman roads 2. Many English words and laws can be traced back to the Romans 3. Many Roman towns are still important today e.g. Chester, Bath, Lincoln, Colchester 4. Romans were the first in Britain to use calendars, coins and bricks 5. They introduced lots of food to the British diet e.g. peas, grapes, carrots 6. The Romans who stayed in Britain were made up of diverse and multi-ethnic people
3	What happened after the Romans left Britain?	1. In 410 CE, the Romans returned to Italy to defend their homeland from invasion 2. The Britons were left to fend for themselves and soon new tribes began to invade from Denmark and northern Germany 3. These tribes were called the Angles, Saxons and Jutes 4. They became known as the Anglo-Saxons

3. Was there a Dark Age after the Romans in Britain?

1	Why do some historians call the period a 'Dark Age'?	1. Some historians call the time after the Roman Empire fell the 'Dark Ages' 2. This is partly due to the fact that we don't have many written sources from this time 3. This is also because they believe that the fall of the Roman Empire led to a period of cultural and scientific backwardness
2	How could we say that there was a Dark Age?	1. The population of towns and cities went down and it is likely that the living conditions there became worse 2. Grand homes and public buildings were abandoned 3. Schools separate to the church disappeared with the Roman Empire
3	How could we disagree that there was a Dark Age in Britain?	1. The Anglo Saxons were excellent farmers 2. The Anglo Saxons created many towns e.g. any town with the name –ton, -wich, -worth –ham or –hurst 3. The Christian Church developed and became very important and kings and queens created good relationships with the Popes 4. Anglo Saxon poetry was celebrated and collected e.g. Beowulf 5. Alfred the Great, king of Wessex, protected England from Viking invasion. He promoted arts, literature and learning 6. Once of the most clear records of history from this time was the Anglo Saxon Chronicle 7. For most normal people who didn't benefit from Roman rule , life didn't change between the Roman Empire and Anglo Saxon rule

4. What happened after the fall of Rome in Europe and the East?

1	What happened in Europe?	1. There was a break down of trade in Europe, with miles of Roman roads falling into ruin 2. Much of Roman architecture was lost as Barbarian tribes would attack and loot settlements 3. The Church became more powerful as people looked to the church for guidance after the law and order of the Romans disappeared
2	What happened in north Africa?	1. When the Roman Empire began to collapse, north Africa didn't experience much disruption at first 2. In 429 AD, the area (apart from Egypt) was invaded by the Vandals who ruled until the 6th century when the Byzantine Emperor Justinian regained the area
3	How did the Empire continue in the East?	1. In 285 CE, the Roman Empire was divided into two parts, the Eastern Roman Empire and the Western Roman Empire 2. The Eastern Roman Empire became known as the Byzantine Empire. 3. The Byzantine Empire lasted long after the fall of the Western Roman Empire until it was taken over by the Ottoman Empire in the 15th Century
4	What was the Byzantine Empire like?	1. The Byzantine Empire ruled most of Eastern and Southern Europe up to the 15th Century 2. Its capital city, Constantinople, was the largest and wealthiest city in Europe during the time 3. The Emperor Justinian reformed many of the old Roman laws, including Emperor granting the rights of women to buy and own land which was a big help to widows after their husbands had died 4. In 1054 CE, the Byzantine Empire split from the Catholic Church and formed the Eastern Orthodox Church. Constantinople became the centre of this church

Key word	Definition
Anglo-Saxon	The collective name for the invading tribes from Denmark and Germany
BCE	Before Common Era. This refers to any years that happen before the year 0. This used to be called BC.
Briton	The name given to the people of Britain at the time of the Roman Empire
CE	Common Era. This refers to any years that happen after the year0. This used to be called AD
Conquer	To take over an area, country or people by force
Dark Ages	A phrase often used to describe the period directly after the fall of the Roman Empire
Economic	Something relating to money or a country's economy
Empire	A set of different countries or regions ruled by one 'mother country'
Interpretation	A way in which someone has viewed the past.
Pagan	A person holding religious beliefs other than those of the main world religion
Source	A piece of evidence from the time period being studied

Beckfoot

Subject: History | Topic: What happened after the fall of the Roman Empire? | Year Group: 7

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1. How did the Roman Empire fall?

1	What was the Roman Empire?	1.
2	How big was the Empire?	1.
3	How did the Empire fall?	1. 2. 3. 4.

2. What was the Roman Empire's legacy in Britain?

1	How did the Roman Empire come to Britain?	1. 2.
2	What did the Romans leave behind in Britain?	1. 2. 3. 4. 5. 6.
3	What happened after the Romans left Britain?	1. 2. 3. 4.

3. Was there a Dark Age after the Romans in Britain?

1	Why do some historians call the period a 'Dark Age'?	1. 2. 3.
2	How could we say that there was a Dark Age?	1. 2. 3.
3	How could we disagree that there was a Dark Age in Britain?	1. 2. 3. 4. 5. 6. 7.

4. What happened after the fall of Rome in Europe and the East?

1	What happened in Europe?	1. 2. 3.
2	What happened in north Africa?	1. 2.
3	How did the Empire continue in the East?	1. 2. 3.
4	What was the Byzantine Empire like?	1. 2. 3. 4.

Key word	Definition
Anglo-Saxon	
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Briton	
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Economic	
Empire	
Interpretation	
Pagan	
Source	

Subject: RE Topic: The Sacred Six Year Group: Year 7

Beckfoot

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God

1	What is monotheism?	Worship of a single, supreme deity or god.
2	What is polytheism?	Worship of multiple gods or deities.
3	Which religions are monotheistic?	Christianity, Judaism and Islam
4	What is the Holy Trinity?	Christian concept of God as three persons in one.
	What is the nature of God?	Characteristics or attributes that describe God, e.g., all powerful.

Prophets

1	What is prophethood?	Individuals chosen by God, to deliver messages to humans.
2	Who was Prophet Abraham?	An example of true faith and obedience.
3	Who are the other key prophets?	Jesus, Moses and Muhammad.
4	What was Jesus role?	To save humans from sin.
5	What is a Guru?	A spiritual teacher who possess deep wisdom.

Holy Book

1	What is a holy book?	A source of wisdom and authority for religious believers.
2	Give two examples of holy books?	The Bible and the Qur'an.
3	How should holy books be treated?	With respect, you should be physically and spiritually clean.
4	What is another source of authority for believers?	Religious leaders e.g., the Pope
5	Why is the Qur'an so important?	It is the direct word of God.

Worship

1	What is worship?	To have a feeling or expressions towards a God .
2	How do believers' worship?	Prayer, festivals and action in the community.
3	How do Christians pray?	At home or in a church, can be personal or communal.
4	How do Muslims pray?	Five times a day in the direction of Mecca.
5	Why are religious buildings important?	A place for communal worship to bring you closer to God.

Key Word	Definition
Monotheism	Worship of one God.
Polytheism	Worship of many God's.
Faith	Trust or belief in someone.
Sacred	Holy, special or God-given.
Salvation	Being saved from sin through God's forgiveness.
Covenant	Sacred promise between God and humans.
Morality	Right and wrong.
Guru	Spiritual teacher with deep wisdom.
Prophet	Messenger of God.
Prayer	Communication with God.
Congregation	Collection of Christians believers in a church.
Afterlife	The state of being after death e.g., heaven.
Ritual	A set of actions in a specific order.
Devotion	Showing full commitment to something.
Sin	Going against God's instruction.

- *The Sacred six are known as the 6 world religions as they are practised all over the world.*
- *They have the most amount of followers but there are over 4200 religions registered in the world right now.*
- *The Six religions have a lot of comparisons, Judaism, Christianity and Islam are known as the Abrahamic religions because of their shared origin. Hinduism, Sikhism and Buddhism and known as the Dharmics because of their shared belief in Dharma .*

Subject: RE Topic: The Sacred Six Year Group: Year 7

Beckfoot

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God

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2	What is polytheism?	
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Key Word	Definition
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Beckfoot

Design & Technology; Resistant Materials

Topic: Gadget Stand Project

Year Group: 7

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1. Process; Tools & Equipment

1	**Coping Saw** 	Hand held tool used to cut intricate shapes in woodworking
2	**Tenon Saw** 	Used to **cut** straight lines in wood, but not deep cuts due to the 'back' on the top of the blade.
3	**Hegner Saw** 	A piece of machinery used to cut intricate curves and joints
4	**Try Square** 	Used to check and mark right angles in constructional work
5	**File** 	Hardened steel in the form of a bar or rod with many small cutting edges raised on its surfaces; used for smoothing or shaping objects.
6	**Steel Rule** 	Manufactured from stainless steel and features metric or imperial (or both) scales along its length. One end is usually flat whilst the other end is usually round.
7	**Bandfacer** 	A vertical bandfacer used for sanding, finishing & linishing tasks. (making surfaces flat).

2. Materials; Softwoods

A collective term for the wood which is produced by **coniferous** trees, almost all of which are **evergreen** and cone-bearing trees can take up to **20 years** before these trees can be used.

1	**Pine**	Furniture
2	**Spruce**	Roofing
3	**Cedar**	Cladding

3. Materials; Hardwoods

Hardwoods are usually have **broad leaves**, come from **deciduous** or broad-leafed trees and take many years to grow to maturity before they can be used (**100 Yrs**)

1	**Teak**	Exterior furniture
2	**Oak**	Interior furniture / Beams in old cottages
5	**Beech**	Kitchen items & musical instruments.

3. Health & Safety

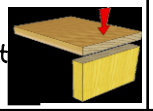
1	**PPE**	Personal Protective Equipment
2	**Safety Goggles**	Made from Polycarbonate, designed to protect the eyes from projectiles
3	**Ear Defenders**	Designed to protect your hearing in loud environments

4. Materials; Manufactured Boards

Manufactured boards are timber sheets which are produced by **gluing wood layers or wood fibres** together. Often made use of **waste wood materials**

1	**Medium Density Fibreboard (MDF)**	Wood particles are combining with glue, and formed into panels by applying high temperature and pressure.
2	**Plywood**	Consists of two or more layers of wood glued and pressed together with the direction of the grain alternating.
5	**Chipboard**	Made from compressed wood chips and glues, often coated or veneered to give desired appearance

2. Wood Joints

1	**Comb Joint** 	Consists of a series of alternate notches and square pins of the same width which are subsequently glued.
2	**Butt Joint** 	Coming together of two edges or faces which are glued together.
3	**Dowel Joint** 	Used to reinforce Butt Joints by drilling holes and inserting round lengths of wood.
4	**Screw Joint** 	A type of joint that is fastened by means of a threaded metal rod and a screwdriver.

- ❑ Sand down all wood (P80,P120,P240,P320,P400)
- ❑ Apply **woodstain** as a finish will add **colour** to wood, but still allow the natural appearance of the wood to be seen – You will still see the wood **grain.**

Impact screwdrivers and hand drills are **not** the same. To make a screw joint you will first need a **pilot hole**, then a **countersink**.

Beckfoot

Design & Technology; Resistant Materials

Topic: Gadget Stand

Year Group: 7

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1. Process; Tools & Equipment

1	Coping Saw 	
2	Tenon Saw 	
3	Hegner Saw 	
4	Try Square 	
5	File 	
6	Steel Rule 	
7	Bandface 	

2. Materials; Softwoods

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2	Safety Goggles	
3	Ear Defenders	

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5	Chipboard	

2. Wood Joints

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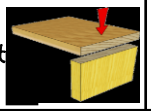
2	Butt Joint 	
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Beckfoot

Design & Technology; Textiles | Topic: Pencil Case | Year Group: 7

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1. Tools & equipment

1	Pins 	Used to hold pieces of material together before sewing.
2	Needles 	Used to sew material together by hand. In this project for tacking your material before using the sewing machine.
3	Ruler 	Helps you mark out your fabric in straight lines before cutting.
4	Material Scissors 	Scissors that are designed to cut fabric only. Cutting paper with blunt the blades.
5	Tailors Chalk 	A special chalk that is used to mark out material. The chalk rubs away easily without leaving a mark.
6	Thread 	Thread is used to sew material together. It comes in lots of colours and can be used on the sewing machine or with a needle by hand.
7	Tie dye	Restrict method of dying fabric. Elastic bands are used to stop the flow of dye from one section of the fabric to the other forming a pattern
8	Sewing Machine 	An electronic machine that sews materials together.

2. Sewing Machine Components

1	Bobbin 	The small circular thread holder that goes in the bottom of the sewing machine to stop your stitches coming undone.
2	Bobbin Case 	Holds the bobbin in place in the sewing machine. Must be put in with the arm to the top.
3	Bobbin Winder 	Located on the top of the sewing machine and used to wind up the bobbin. When clicked in it will stop the sewing machine sewing.
4	Foot Peddle 	Operates the sewing machine, must be out on the floor. DO NOT PULL UP BY THE WIRE.
5	Stitch Selector Buttons 	Changes the style of the stitches. 1 is used for straight stitching.
6	Reverse button 	Puts the sewing machine in reverse. Should be used at the start and the finish of a line of stitching to stop the stitching coming undone.
7	Sewing machine feet (zipper foot) 	A foot that is attached to the sewing machine to sew a zip into fabric.
8	Sewing machine needle plate 	Helps you line up your material correctly and produce a nice even straight stitch.

3. Process; Sewing machine sewing

1	Thread up the sewing machine with the thread you wish to sew with.
2	Bring up the bobbin thread (fishing) Select your stitch.
3	Place your material under the pressor foot and lower the lever at the back to hold in place. Then lower your needle into the fabric.
4	Hold your material steady with both hands and place your foot on the foot peddle. Let the machine take the fabric.
5	Do three stitches forward and three back to lock your thread (tie a knot) then complete your line of stitching repeating the three stitches forward and three back at the end.

4. Materials

1	Denim	A natural fabric that is made from cotton and in some cases elastane (if it has a stretch) Usually dyed using indigo dye
2.	Cotton	A natural fabric that is made from cotton fibres. Can be dyed many different colours.

Key Vocabulary

1	Puller	Metal part of a zip pulled to open and close
2.	Teeth	The interlocking parts of a zip that are raised. They open and close when the puller is moved up and down.
2	Tack stitch	A temporary stitch used to hold fabric in place before you sew on the sewing machine.

- ❑ Thread up a sewing machine independently.
- ❑ Know how to use the sewing machine safely
- ❑ Be able to put the bobbin into the sewing machine correctly.

Beckfoot

Design & Technology; Textiles	Topic: Pencil Case	Year Group: 7

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1. Tools & equipment

1	Pins 	
2	Needles 	
3	Ruler 	
4	Material Scissors 	
5	Tailors Chalk 	
6	Thread 	
7	Tie dye	
8	Sewing Machine 	

2. Sewing Machine Components

1	Bobbin 	
2	Bobbin Case 	
3	Bobbin Winder 	
4	Foot Peddle 	
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8	Sewing machine needle plate 	

3. Process; Sewing machine sewing

1	
2	
3	
4	
5	

4. Materials

1	Denim	
2.	Cotton	

Key Vocabulary

1	Puller	
2.	Teeth	
2	Tack stitch	

- ❑ Thread up a sewing machine independently.
- ❑ Know how to use the sewing machine safely
- ❑ Be able to put the bobbin into the sewing machine correctly.

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Design & Technology; Food

Topic: Healthy breakfast project

Year Group: 7

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1. Equipment

1	Sieve 	We use it to get air into a mixture and get any lumps out of flour.
2	Colander 	Used to drain water out of food e.g pasta, washing vegetables
3	Chopping board 	Used to prepare food on for hygiene and to protect the kitchen surface.
4	Wooden spoon 	Used to stir hot things as it doesn't melt or conduct heat.
5	Peeler 	Takes the skin off food e.g carrots.
6	Cooling rack 	Used to put hot things on to let them cool down faster as the air can get all around.
7	Measuring jug 	Used to measure liquid. Read at eye level for accuracy.
8	Table spoon 	A spoon bigger than a teaspoon and dessert spoon.
9	Cooker 	Consists of three parts (cooker, hob and grill.
10	Saucepan 	Used to heat up things on the hob.

2. Nutrition

1	Importance of breakfast	- Breaks the fast - Provides energy for the day - Prevents fatigue and headaches - Prevents bad food choices later
2	Tips to avoid nutrient loss	- Chop into large pieces - Prepare just before serving - Do not leave to soak in water
3	Portion size	- One portion of fruit/vegetables is roughly the size of your hand
4	Dangers of sugar 	- Can lead to tooth decay from as bacteria feeds off sugar causing cavities - Can lead to obesity as they are empty calories - Can lead to diabetes as it effects insulin levels in the blood
5	Carbohydrates 	Two types (sugar & starchy). Starchy foods release energy slowly so are ideal for breakfast e.g. toast, oats, cereal.
6	Fibre 	Also called NSP helps keep the digestive system moving and present constipation. Foods high fibre include; fruit, nuts, seeds, oats, wholemeal
7	Water 	We should drink 2l a day. We lose water through wee and sweat. We get it from food and drink. It prevents dry skin, hair, headaches, dry eyes, stiff joints, digestion. Too little cause dehydration.

3. Processes in the kitchen

1	Washing up	Always wash up in hot soapy water and dry thoroughly before putting away.
2	Kitchen brigade	The are many roles within a kitchen who are in charge of different things but all are important. The head chef is in charge.
3	Coloured chopping boards	Red= raw meat Green= salad & fruit Brown=vegetables Blue= fish Yellow= cooked meat
4	Plating up	Do not over fill the plate and use a variety f colours and textures.

Key Vocabulary

1	Bridge & Claw	Hand positions to ensure you cut food safely.
2	Rubbing in	Using your fingertips to rub fat into flour to make breadcrumbs.
3	Temperature control	Changing the temperature to ensure your food to cooked correctly. High for boiling and low heat for simmering.
4	Hygiene and safety checks	Points in a recipe to follow to ensure you make the produce safely and hygienically
5	Food miles	The distance food travels from where it is grown to our plates. Represents the CO2 emissions produced.

- ❑ To use equipment correctly and safely
- ❑ Understand the different nutrients in the eatwell guide
- ❑ To follow the correct process in the kitchen

Beckfoot

Design & Technology; Food	Topic: Healthy breakfast project	Year Group: 7

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1. Equipment

1	Sieve 	
2	Colander 	
3	Chopping board 	
4	Wooden spoon 	
5	Peeler 	
6	Cooling rack 	
7	Measuring jug 	
8	Table spoon 	
9	Cooker 	
10	Saucepan 	

2. Nutrition

1	Importance of breakfast	
2	Tips to avoid nutrient loss	
3	Portion size	
4	Dangers of sugar 	
5	Carbohydrates 	
6	Fibre 	
7	Water 	

3. Processes in the kitchen

1	Washing up	
2	Kitchen brigade	
3	Coloured chopping boards	
4	Plating up	

Key Vocabulary

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2	Rubbing in	
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5	Food miles	

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Subject: Art	Topic: Elements of Art (Tone, Form, Pattern, Line, Colour)	Year 7

Knowledge Group 1 Elements of Art

1	**Tone** 	Smooth shading which fades gradually from dark to light.
2	**Form** 	Curved shading around the outline of an object using tone.
3	**Pattern** 	A pattern is a design in which lines, shapes, forms or colours are repeated.
4	**Line** 	Hard and soft lines controlled using pressure.
5	**Texture** 	How something feels. There are two types of texture: actual texture and visual texture.
6	**Space** 	The space around and between the subject of an image.

Knowledge Group 3 Colouring

1	**Similar colours**	Colours that are next to each other on the colour wheel.
2	**Complementary colours**	Colours that are opposite on the colour wheel.
3	**Colour Blending**	The process of applying gradual tone using a dark colour and layering a similar (lighter) colour.
4	**Complementary colours**	Colours that are opposite on the colour wheel which create the strongest contrast when placed together.

Knowledge Group 2 Colour Theory

1	**Primary Colours** (Red, Yellow, Blue)	Three pure colours used to create secondary colours when mixed together. 
2	**Secondary Colours** (orange, purple, green)	Created by mixing two primary colours in three different combinations. 
3	**Tertiary Colours** Red-Purple, Red-Orange Blue-Purple, Blue-Green Yellow-Green Yellow-Orange	Created by mixing one primary and one secondary colour. 
4	**Complementary colours**	Colours that are opposite on the colour wheel which create the strongest contrast when placed together.
5	**Colour Temperatures**	Colours on the colour wheel can be divided into warm & cold colours.

Key Vocabulary

1	**Shading**	Applied using art mediums to create the illusion of depth in a drawing or painting.
2	**Sketch**	A faint, rough or unfinished drawing or painting, often made to assist in making a more finished picture.
3	**Two dimensional**	A flat shape that has two dimensions – length and width.
4	**Abstract Shapes**	Unusual shapes arranged in a manner that's pleasing to the eye.
5	**Geometric Shapes**	Shapes made out of points and lines including the triangle, square, and circle.
6	**Composition**	The placement or arrangement of visual elements.

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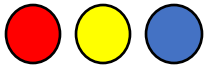
Subject: Art	Topic: Elements of Art (Tone, Form, Pattern, Line, Colour)	Year 7

Knowledge Group 1 Elements of Art

1	**Tone** 	
2	**Form** 	
3	**Pattern** 	
4	**Line** 	
5	**Texture** 	
6	**Space** 	

Knowledge Group 2 Colour Theory

1	**Primary Colours** (Red, Yellow, Blue)	
2	**Secondary Colours** (orange, purple, green)	
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4	**Complementary colours**	
5	**Colour Temperatures**	

Knowledge Group 3 Colouring

1	**Similar colours**	
2	**Complementary colours**	
3	**Colour Blending**	
4	**Complementary colours**	

Key Vocabulary

1	**Shading**	
2	**Sketch**	
3	**Two dimensional**	
4	**Abstract Shapes**	
5	**Geometric Shapes**	
6	**Composition**	

Music	Topic: The Elements Of Music	Year Group: 7

1. Rhythm

Writing music down so players can easily read the pitch and duration of the notes they are supposed to play.

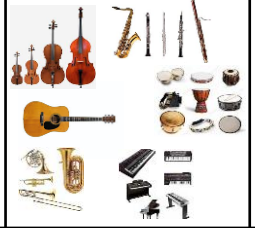
1		Crotchet = 1 Beat
2		Quaver = ½ Beat
3		Minim = 2 Beats
4		Semibreve = 4 Beats
5		Rest = Rest for 1 beat (Crotchet rest)
6		Rest = Rest ½ beat (Quaver rest)

2. Staves

1		Stave/ Staff = The **Stave** is the five lines which the notes are written on. Between these five lines there are four spaces. There are two **Staves** (known as The Grand **Stave**) one above the other. They are sometimes also referred to as the **Staff**, depending on where you are in the world!
4		Treble Clef = A symbol that is placed on every line of **music** to show the notes which will be sung or played by voices and instruments that can achieve higher notes.
5		Bass Clef = Signifies low to medium pitches being read on the staff.

3. DR SMITH

In music we use DR SMITH to help us remember terms of music.

1	**D**ynamics	How loud or quiet you play the music.
2	**R**hythm	Is a pattern on sounds of different lengths and what makes music move and flow.
3	**S**tructure	Gives shape and balance to music.
4	**M**elody	The main tune of the piece.
5	**I**nstrumentation 	A combination of instruments used to perform a piece of music. - Strings (bowed) - Woodwind - Brass - Percussion - Keyboard - Guitar - Voice
6	**T**exture	Layers of sound in a piece of music.
7	**T**empo	How fast or slow the music is.
8	**T**onality	Major or minor scale.
9	**H**armony	A multiple of pitches being played at the same time.

https://www.youtube.com/watch?v=bHTstUefUq0

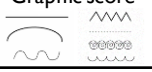
Practise your rhythms with this link.

4. Dynamics

Dynamics can make the listener feel different emotions. In music we use Italian words to describe dynamics.

1	*pp*	Pianissimo = Very soft & very quiet
2	*p*	Piano = Soft & Quiet
3	*mp*	Mezzo Piano = Medium soft & quiet
4	*mf*	Mezzo Forte = Medium loud
5	*f*	Forte = Loud
6	*ff*	Fortissimo – Very loud

5. Key Vocabulary

1	Pulse	he heartbeat of the rhythm/music that you hear.
2	Composition	An original piece or work of music.
3	Unison	Two or more people play or sing the same pitch or in octaves at the same time.
4	Polyrhythm	When two or more rhythms with different pulses are heard together.
5	Graphic score 	Representation of music through the use of visual symbols.
6	Call and Response	The leader sings a line (the call) and is answered by a chorus (the response).
7.	Solo	An individual performance.
8.	Pitch	How high or low the note is

Music	Topic: The Elements Of Music	Year Group: 7

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1. Rhythm

Writing music down so players can easily read the pitch and duration of the notes they are supposed to play.

1		
2		
3		
4		
5		
6		

2. Staves

1		
4		
5		

3. DR SMITH

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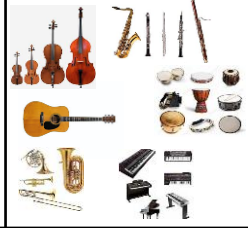
5	**I**nstrumentation 	
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2	*p*	
3	*mp*	
4	*mf*	
5	*f*	
6	*ff*	

5. Key Vocabulary

1	Pulse	
2	Composition	
3	Unison	
4	Polyrhythm	
5	Graphic score 	
6	Call and Response	
7.	Solo	
8.	Pitch	

Subject: Drama	Topic: Superheroes	Y7

KEY CHARACTERS and CHARACTERISTICS		
1.	**Super Hero**	A character who is good and saves the day – Usually using superpowers
2.	**Super Villain**	A character who is evil and wants to destroy – Usually using superpowers
3.	**Superpowers**	The ability to perform / do actions that humans cannot do
4.	**Alter-ego**	A person's second personality.

KEY VOCABULARY FOR SUPERHEROES		
1	**Entrance / Exit**	Coming on to and going off of stage in character
2	**Improvise**	Make up a piece of Drama WITHOUT a script
3	**Slow- Motion**	Moving very slowly
4	**Character**	A person, different to ourselves, created for a piece of Drama
5	**Dialogue**	The speech and conversation characters have on stage
6	**Role on the Wall**	A 'role on the wall' diagram is an outline of a person with **information** written on it - either inside the outline, or round the edge. It represents all of the information your KNOW about a character and also things you PRESUME or imagine about a character.
7	**Sequence**	A set of movements put together.
8	**Energy**	Putting effort into your performance and making sure you are lively and enthusiastic when you perform.
9	**Concentration and Focus**	Being organised and sensible in your performance and staying in role at all times. Confidently knowing your lines or movement.
10	**Diction and Projection**	Diction means pronouncing your speech clearly. Making sure your voice can be heard (this doesn't mean shouting).
11	**Tone**	Tone describes the emotion behind the line. It can convey meaning. For example: an angry tone.

Contextual links:
Iron Man (2008 film), Spiderman homecoming (2017 film), Wonder Woman (2017 film) The Incredibles (2004 animated film).

PHYSICAL SKILLS TO BECOME A CHARACTER - **GSPEED**			
1.	**G**	**G**ESTURES	Using your hands – e.g Waving to say 'Hello'.
2.	**S**	**S**TANCE	The way someone stands usually to do with feet positioning. This could be with your feet really wide apart or really close together
3.	**P**	**P**OSTURE BODY LANGUAGE	Posture and body language is how you hold and position your body to show emotion or a character's personality. E.g. shoulders back and chest out to show confidence. Hanging head and shoulder may show shame or sadness
4.	**E**	**E**XPRESSION	Also known as 'facial expressions'. Smiling to show happiness, raising one eye brow to show confusion for example.
5.	**E**	**E**YE CONTACT	Looking into someone else's eyes. Making eye contact makes it clear who you are speaking to. Avoiding eye contact can suggest feeling awkward or upset.
6.	**D**	**D**YNAMICS AND MOVEMENT	Dynamics means HOW you move. For example, sharply / smoothly. Movement is HOW your character walks. For example, with a limp or taking large steps.

Subject: Drama	Topic: Superheroes	Y7

KEY CHARACTERS and CHARACTERISTICS		
1.	**Super Hero**	
2.	**Super Villain**	
3.	**Superpowers**	
4.	**Alter-ego**	

KEY VOCABULARY FOR SUPERHEROES		
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4.	**E**	**E**XPRESSION	
5.	**E**	**E**YE CONTACT	
6.		**D**YNAMICS AND MOVEMENT	

Subject: Computing	Topic: Algorithms	Year Group: 7

Algorithms basics

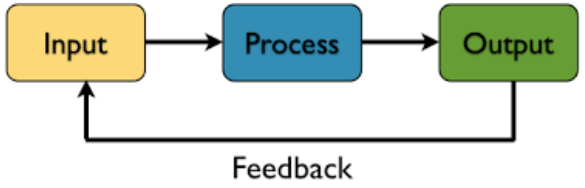
1	Algorithm	is a sequence of steps that can be followed to complete a task
2	Problem solving	Finding a way to fix or resolve a task
3	Variable	A variable is a location in memory that we use to store data
4	Flowchart	a diagrammatic representation of an algorithm

Computational Thinking - 4 Steps

1	Decomposition	means breaking a problem into a number of sub-problems
2	Pattern recognition	involves finding similarities or **patterns** among small, decomposed problems
3	Abstraction	is the process of removing unnecessary detail from a problem.
4	Algorithmic Thinking	is a logical way of getting from the problem to the solution, following step by step instructions & rules precisely.

Input, process, output model

1	IPO model	is a widely used approach in systems analysis and software engineering
2	Input	to provide or give data to the computer.
3	Process	a series of actions or steps taken in order to achieve a particular end.
4	Output	the information produced by a computer process



Data types and calculation symbols

1	Integer	Used to represent a whole number
2	Real	A number with a fractional part or a decimal
3	String	Used to represent text or collection of characters
4	Calculate	+ Addition - Subtraction * Multiply / Divide

Key Vocabulary

1	Sequence	Step by step instructions in order
2	Selection	A decision is made with a true or false answer
3	Iteration	Repeat steps until a condition is met
4	Comparison	> Greater than < Less than
5	Linear search	a method for finding an element within a list.
6	Bubble sort	a sinking sort, comparing and swapping items in list

Flowchart symbols

1	Start / End	
2	Input / Output	
3	Process / Assign	
4	Decision / If	
5	Direction of data flow	

Subject: Computing	Topic: Algorithms	Year Group: 7

Algorithms basics

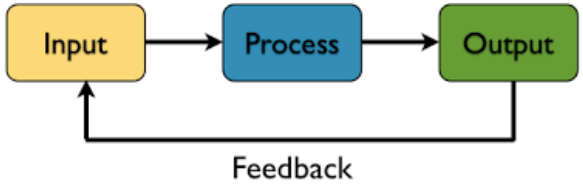
1	Algorithm	
2	Problem solving	
3	Variable	
4	Flowchart	

Computational Thinking - 4 Steps

1	Decomposition	
2	Pattern recognition	
3	Abstraction	
4	Algorithmic Thinking	

Input, process, output model

1	IPO model	
2	Input	
3	Process	
4	Output	



Data types and calculation symbols

1	Integer	
2	Real	
3	String	
4	Calculate	

Key Vocabulary

1	Sequence	
2	Selection	
3	Iteration	
4	Comparison	
5	Linear search	
6	Bubble sort	

Flowchart symbols

1	Start / End	
2	Input / Output	
3	Process / Assign	
4	Decision / If	
5	Direction of data flow	

Subject: Computing	Topic: Internet Safety	Year Group: 7

The Online World

1	Network	Connecting computers together to communicate and share resources
2	Internet	**Inte**rconnected computer **net**works around the world
3	World wide web	Web pages hyperlinked to each other containing text, images, sound and video
4	Social networking	Software apps to allow groups of people to communicate with each other

How to keep safe on the Internet

1	Privacy	Only allow friends and family to view your personal data, images and videos
2	Behaviour	Understand what are acceptable and unacceptable behaviours on the internet
3	Cyberbullying	When post text or images intended to hurt, embarrass or harm a person are posted.
4	Stranger	How to identify when a person is not genuine

Digital Footprint

1	Websites	Your browsing history is saved on your computer, ISP and web servers.
2	Messages	The data in emails, instant messaging and MMS is saved on computers and servers.
3	Online services	Personal data you give to online business, government organisations and charities
4	Socialising	Data you enter on social networking sites is saved on web servers
5	Future viewers	Anyone can follow your digital footprint; employers, schools, universities and government

Reporting abusive behaviour

1	Social media	They may be able to remove the content and close down the person's account.
2	CEOP Button	Worring online abuse or communication press button
3	CEOP Form	Fill in the form and the police or help will contact you.

Key Vocabulary

1	Internet safety	How to stay safe on the internet. Follow the internet safety rules.
2	Parents / Guardians	Seek advice and permission for online activities.
3	Personal data	is information that relates to an identifiable individual
4	Social Network	Privacy settings go to account privacy settings to make content visible only to approved followers.
5	Cyber Bullying	When the Internet or other devices are used to post text or images intended to hurt, embarrass or harm a person.
6	Computer safety	Strong password, Firewall, Anti virus software and Physical security
7	Hacking	Slang term used to describe illegal access of computer systems.

Beckfoot

Subject: Computing	Topic: Internet Safety	Year Group: 7

enjoy learn succeed

The Online World		
1	Network	
2	Internet	
3	World wide web	
4	Social networking	

How to keep safe on the Internet		
1	Privacy	
2	Behaviour	
3	Cyberbullying	
4	Stranger	

Digital Footprint		
1	Websites	
2	Messages	
3	Online services	
4	Socialising	
5	Future viewers	

Reporting abusive behaviour		
1	Social media	
2	CEOP Button	
3	CEOP Form	

Key Vocabulary		
1	Internet safety	
2	Parents / Guardians	
3	Personal data	
4	Social Network	
5	Cyber Bullying	
6	Computer safety	
7	Hacking	

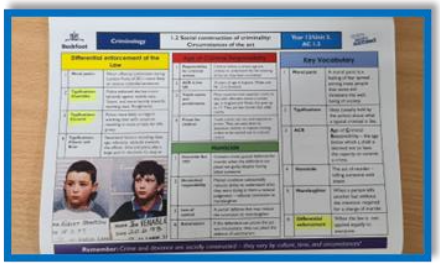
Independent Learning: How to 2 – Link It

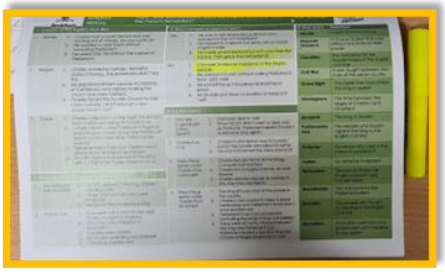
- Choose 3-6 items from your knowledge organiser
- Write 3 sentences to show how these things link together
- You could:

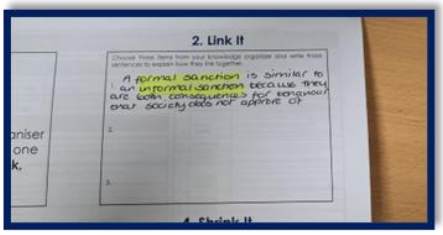
Compare and contrast:
- x is similar to/different from y because…
- x is more/less … than y because…

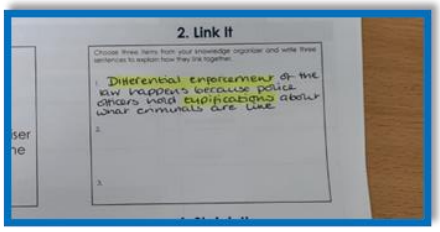
Cause and effect:
- x happens because of y…
- x and y work together to produce z…

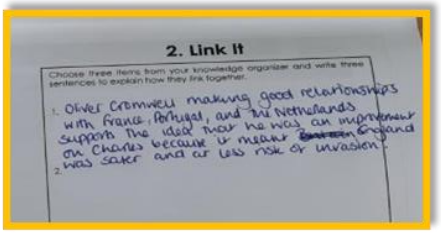
Support/refute:
- x supports the ideas of y because…
- x refutes the ideas of y because…











Use this table to help you keep track of the Link It activities you have completed this half term. There are some Link It templates for you to use overleaf.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

Link It

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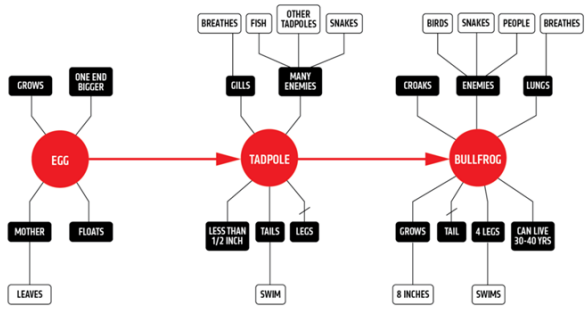
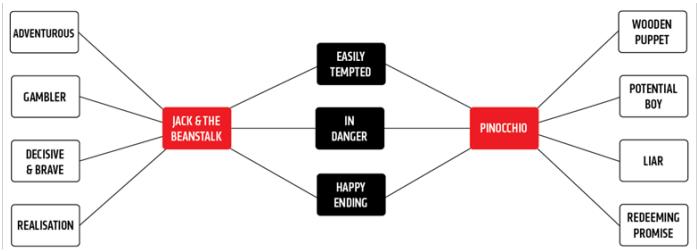
Independent Learning: How to – 3 Map It

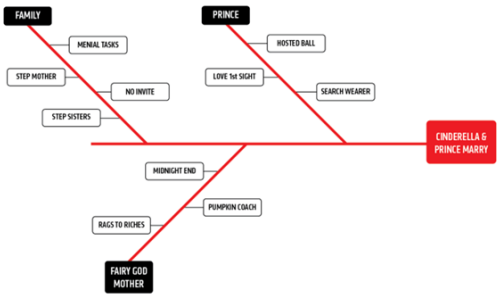
Mind-maps are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Pigs' and each branch is a theme within the story



Flow-sprays are useful if you want to show the events that happen in a particular sequence. In this example, the red boxes show the main event in the lifecycle of bullfrogs, and the order they happen in. The black and white boxes show what factors contribute to these main events



Double-sprays are useful if you want to show similarities and differences of information. In this example, the black boxes show what 'Jack & the Beanstalk has in common wit 'Pinocchio'. The white boxes show what is different about the two stories.



Fishbone diagrams are useful if you want to show causes and effect. In this example, the white boxes are causes of the Prince and Cinderella getting married; the black boxes show how the causes have been categorised; and the red box shows the effect itself

Use this table to help you keep track of the Map It activities you have completed and checked this half term. There are some Map It templates for you to use overleaf.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

Map It

Map It

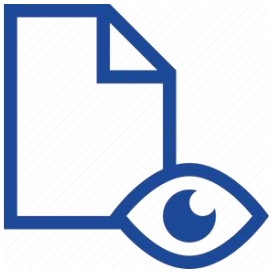
Map It

Map It

Map It

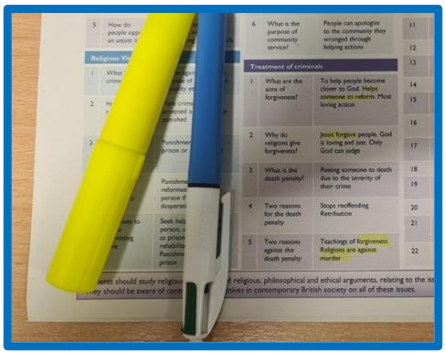
Map It

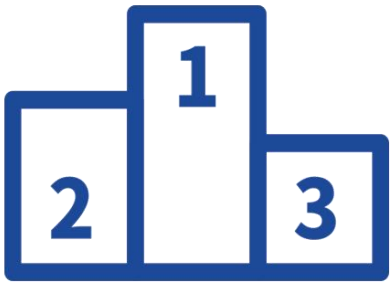
Independent Learning: How to 4 – Shrink It



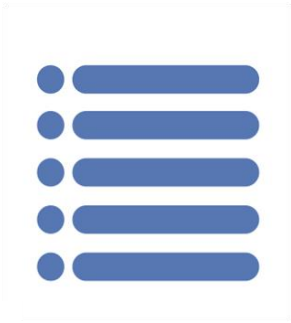
1. Skim over the Knowledge Organiser and look for the key information

2. Highlight (or underline) the things you think are most important

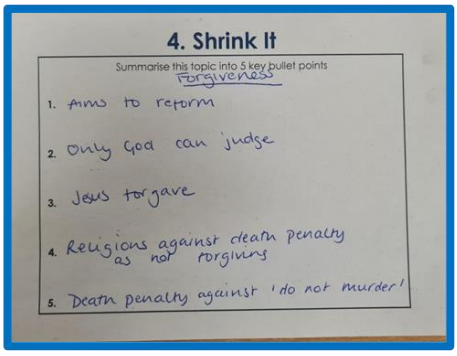




3. Rank your chosen points in order of importance



4. Bullet Point your 5 most important points using as few words as possible



Use this table to help you keep track of the Shrink It activities you have completed this half term. There are some Shrink It templates for you to use overleaf.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

Shrink It

Subject:..... Topic:.....

Subject:..... Topic:.....

Shrink It

Subject:..... Topic:.....

Subject:..... Topic:.....

Shrink It

Subject:..... Topic:.....

Subject:..... Topic:.....

Shrink It

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Shrink It

Subject:..... Topic:.....

Subject:..... Topic:.....

Shrink It

Subject:..... Topic:.....

Subject:..... Topic:.....

Read Like a Beckfooter

Vocabulary

Do you understand the words of the text?

Highlight any you're unsure of, then ask yourself these questions:

1.Can you work out the word from its context? What does it seem like it means?

2. Does it look like any other words you know? Could it mean something similar?

3. If you can't figure it out for yourself, look the word up in a dictionary or online

Comprehension

This means understanding a text. There are two things to think about:

1. Do you understand what it means literally?

2. Can you see what's implied?

To achieve these things:

1. Slow down your reading – many people miss key parts in texts because they go too fast

2. Look carefully at punctuation, which is designed to help you take pauses in the right places

3. Ask a trusted adult to read the text to/with you

Remember: not every text has implied meaning.

In English there will be lots, but there will be very little in many Science and Maths texts.

Summarising

A good summary expresses what really matters about a text as briefly as possible. If you can summarise a text, you must have understood it.

Follow these steps:

1.Summarise the text in five words

2.Summarise the text in twenty words

3.Summarise the text in fifty words

Each time you will have added more information, but you won't have included everything.

By following the process, you've decided what matters and what doesn't.

Reflect Like a Beckfooter

As Knowledgeable and Expert Learners, we are great at being reflective. We ask ourselves lots of questions before, during and after a task, not just at the end! This helps us to make good choices about what we need to do, and the best way to do it. It also helps us to stay motivated, even when things get tough. Finally, it helps to make sure we always complete learning tasks to the very best of our ability.

Before a task, ask yourself:

Comprehension

What is this task about?

What do I understand about it?

What am I being asked to do?

Connection

What do I already know about this?

Have I seen anything like this before?

How is this similar or different to other tasks I have done?

Strategy

Do I know any strategies that would be appropriate for this task?

Which strategy would be most helpful to me now? Have I used this strategy before?

Was it successful?

How can I ensure I am successful this time?

During a task, ask yourself:

Reflection (during the task)

How is this going?

What mistakes do I often make in this kind of task?

How can I avoid making those mistakes?

What am I finding difficult right now?

What am I doing well?

How do I know?

How do I feel about the work?

Am I motivated to complete this task to a high standard?

What can I do to improve my motivation level right now?

After a task, ask yourself:

Reflection (after the task)

Does my finished work look successful?

Does it make sense?

How do I know?

Could I have done this a different way?

Is this work better than I have done in the past?

How do I know?

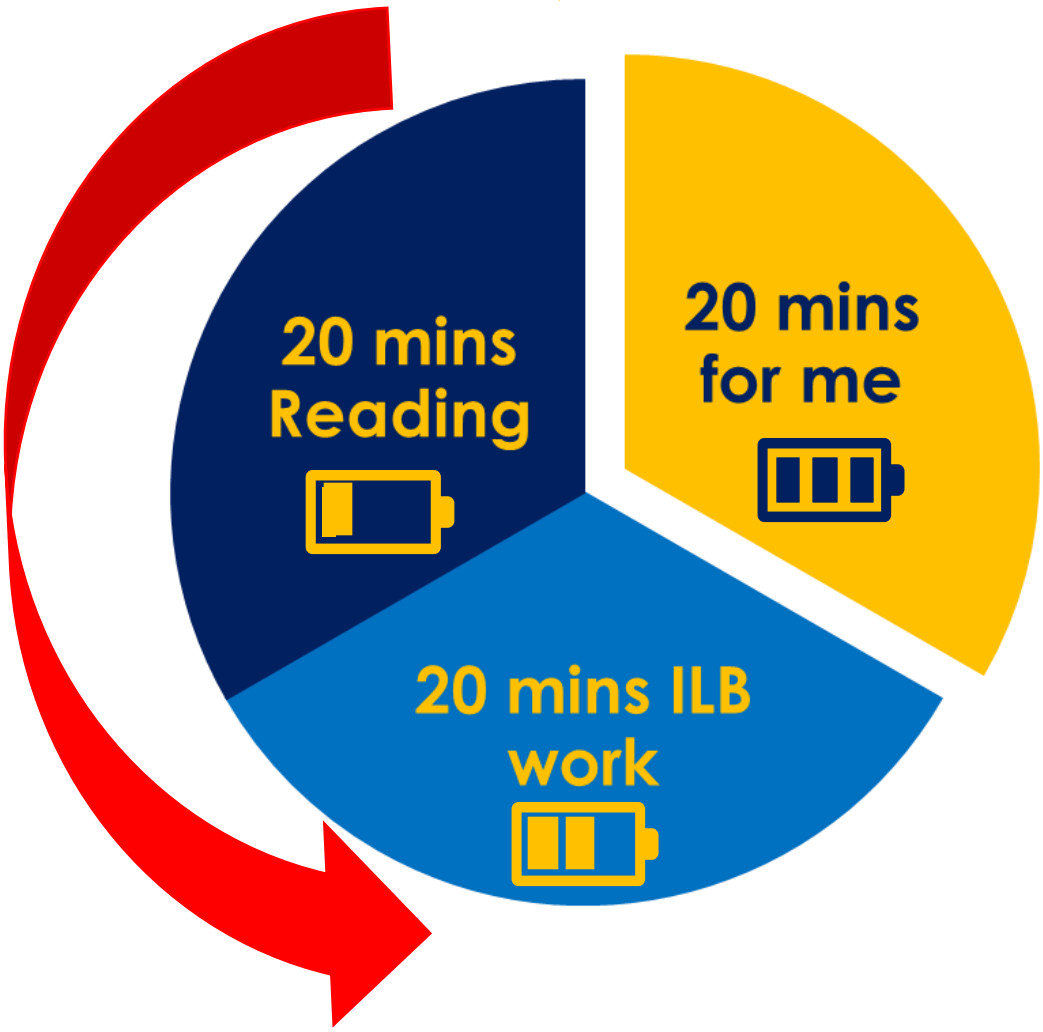
How did my motivation level affect my performance in the task?

What emotions did I experience during the task?

Why?

How can I motivate myself in a different way in the future? Explain

The Beckfoot Power Hour



The Beckfoot Power Hour is a way to help you build positive routines around your independent learning. Little and often is the key!

Your Power Hour should include three chunks: 20 minutes of **reading**; 20 minutes of **Revise Like a Beckfooter** activities in your ILB; and at least 20 minutes of **something you really enjoy** as a reward at the end.

Building habits like this will boost your academic performance and help support your mental wellbeing at the same time.

Have a go at building a Power Hour into your day as often as you can. We would suggest **5 times a week** is the optimum amount.

Communication Pages

Date	To	From	Message	Please sign to acknowledge

Learn Like a Beckfooter Rewards

Great independent learning and revision are vitally important for your academic success. We have high expectations for everyone because we whole-heartedly believe that you deserve to have the best chances in life.

Our **minimum** expectations of KS3 students for their independent learning are as follows:

- **5 QILIMISI tasks** per week using the specified strategy (on Class Charts)
- You choose the subjects – we set the tasks
- Bring your ILB to school every day

If you do not meet our minimum expectations, this will be logged on Class Charts in the same way as a missed homework.

We also recognise that often, students will want to do even more than this, and we want to support and celebrate that achievement with you. The more independent learning/revision you do, the more Class Charts points you will receive

The following rewards are available for those students who commit to their independent learning/revision and go above and beyond expectations:

1 – 2 additional tasks	3 – 4 additional tasks	5 additional tasks
10 points	20 points	50 points